



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION MEETING

Monday, March 22, 2021

INFORMATION ONLY

1. Agreement with Excel Academy, LLC, to provide a CNA training program for students preparing for entry- level employment in the healthcare field, from March 9, 2021 to June 30, 2021 in an amount not to exceed \$13,180.00.

Funding Source: Title IVA Program

Acct.# 2511-6291-56694-0091

2. Agreement with Psychological Assessment Services, LLC, to conduct 25 psychological assessments, from March 9, 2021 to June 30, 2021 in an amount not to exceed \$18,500.00.

Funding Source: IDEA Program

Acct. #2504-5034-56903-0000



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING

Monday, March 15, 2021

MINUTES

VIRTUAL MEETING

Present: Mr. Matthew Wilcox, Ms. Yesenia Rivera, Mr. Larry Conaway

Staff: Dr. Tracey, Mr. Phillip Penn, Dr. Paul Whyte, Ms. Patricia DeMaio, Ms. Tessa Gumbs-Johnson, Dr. Glynis Harrell-King, Attorney Elias Alexiades, Ms. Melissa Manzione, Ms. Heather Barbarotta, Mr. Joseph Barbarotta, Mr. Mark Altieri
Closed Captioner

Call to Order: Mr. Wilcox called the meeting to order at 4:33 p.m.

Summary of Motions:

- **Motion to Recommend Approval of Action Items:** After presentation of the following Action Items, a motion by Mr. Wilcox, seconded by Ms. Rivera, to **Recommend Approval of 1 Abstract and 5 Agreements**, passed unanimously by Roll Call Vote: Mr. Conaway, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.
- **Motion to Adjourn:** A motion by Mr. Conaway, seconded by Ms. Rivera to adjourn the meeting at 5:53 p.m., passed unanimously by Roll Call Vote: Mr. Conaway, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

I. INFORMATION ONLY & ACTION ITEMS:

A. INFORMATION ONLY - Committee members did not have questions about the following Information Only items approved by the Superintendent:

1. Agreement with Excel Academy, LLC, to provide a CNA training program for students preparing for entry-level employment in the healthcare field, from March 9, 2021 to June 30, 2021 in an amount not to exceed \$13,180.00. **Funding Source:** Title IVA Program **Acct.#** 2511-6291-56694-0091
2. Agreement with Psychological Assessment Services, LLC, to conduct 25 psychological assessments, from March 9, 2021 to June 30, 2021 in an amount not to exceed \$18,500.00. **Funding Source:** IDEA Program **Acct. #**2504-5034-56903-0000

B. ABSTRACT:

1. Carl D. Perkins Continuous Improvement Plan Grant, in the amount of \$501,238.00 for July 1, 2020 to September 30, 2021 was presented by Dr. Paul Whyte, who provided an explanation of equipment expenditures to support specific career areas such as carpentry and computer technology. In addition, he explained that funds will be used to pay stipends to teachers who assist with the program. Dr. Whyte also introduced Ms. Manzione, the lead Career-Tech teacher who assists with all aspects of the grant. **Funding**

Source: Connecticut State Department of Education

C. AGREEMENTS:

1. Amendment #2 to Agreement #95034527 and #91331336 with Aspire Living & Learning, Inc., to change the schools from Brenan-Rogers, Strong and Helene Grant Schools to Dr. Mayo School, and to split the funding as follows with no change in funding amount, was presented by Dr. Harrell-King on behalf of Ms. Jackson. In response to questions about the funding switch to one school, she explained that the funding has shifted to support shifting enrollment.

Funding Source:	IDEA Program	Acct. #2504-5034-56903-0000 (\$453,200.00)
	2020-2021 Operating Budget	Acct. #190-494-56694 (\$ 37,700.00)

2. Agreement with The Leadership Academy to provide phase one of a district-wide leadership development program for school leadership from April 1, 2021 to June 30, 2021, in an amount not to exceed \$20,715.00 was presented by Dr. Whyte and Ms. Gumbs-Johnson, who described the leadership program as part of a longer program supported by the Wallace Foundation through UConn. Ms. Gumbs-Johnson also explained that this Agreement is one of two Agreements; a second Agreement will be submitted for programming that will begin in July 2021.

Funding Source: Wallace Foundation/UConn Program **Acct. #190-454-00-56694**

3. Agreement with SK Mechanical, LLC to replace the boiler at Fair Haven School from January 1, 2021 to January 1, 2022, in an amount not to exceed \$360,575.00. .

Funding Source: Alliance Capital Program **Acct. #30809002-58708**

4. Agreement with Biosvert Plumbing to replace the boiler at Wexler Grant School from January 1, 2021 to January 1, 2022, in an amount not to exceed \$229,500.00.

Funding Source: Alliance Capital Program **Acct. #30809002-58708**

Discussion: Mr. Barbarotta presented the boiler replacement Agreements, items #3 and #4, explaining that the two contractors were the lowest bidders. He also explained that the purchasing process has taken 3-4 months and that he will meet with the City’s Purchasing Department to discuss the possibility of streamlining the process so that it flows in a more timely and efficient manner. A discussion ensued.

5. Memorandum of Agreement by and between New Haven Board of Education and the School Administrators Association of New Haven regarding Article XIII Section 1 Sick Leave, in effect from July 1, 2020 to June 20, 2023 was presented by Mr. Penn who explained that the MOA increases the maximum number of accrued sick time without impacting the amount paid out at retirement, which is more comparable with the Teacher’s contract. A discussion ensued.

II. DISCUSSION:

- **February 2021 Financial Results:** Mr. Penn reviewed the Financial Report noting a \$31,000 change from January’s forecast. The report reflects higher than expected overtime in January and February due to preparation for school reopening and costs for snow removal. At the same time, we received a higher than expected reimbursement rate for Special Education, as well as, continued lower utility expenses and legal settlements. Mr. Penn noted that the \$37.8 million ESSER II funds are not included in the current report. A

discussion ensued. **No motion was made and no vote was taken.**

- **2021-2022 Budget Update:** Mr. Penn reported on testimony to State Legislators against the ECS freeze on spending. He explained that State Legislators will now submit their version of the budget to the Governor in the coming weeks. The district will have an opportunity to present its budget to the New Haven Board of Alders on April 17, 2021. Once the Governor's budget and City budget are approved, the Board of Education will then be involved in contingency planning based on funding awarded. **No motion was made and no vote was taken.**
- **Timeline West Rock and Quinnipiac School Closures:** Mr. Wilcox noted that the topic is deferred to the next Finance & Operations Committee meeting because staff is waiting for clarification and instruction on from the State Department of Education. **No motion was made and no vote was taken.**
- **LED Lighting Project Report:** Mr. Barbarotta, Ms. Barbarotta and Mr. Altieri described the lighting upgrade program sponsored by the Connecticut Department of Environmental Protection. Six schools benefited from lighting upgrades in the latest program: Wilbur Cross, Wexler Grant, Mauro Sheridan, Edgewood, Co-Op and Fair Haven. Mr. Barbarotta also reviewed cost savings on electric costs, totaling \$506,531 per year, as well as a cost savings on maintenance because the new lighting only requires replacement bulbs every ten years. A discussion ensued. Mr. Wilcox recommended that the report include next steps in the project and that it be included in the packets for Board of Education members. He also asked that the report be shared with building leaders and the student groups interested in climate change and savings. **No motion was made and no vote was taken.**
- **Boiler Replacement Update:** In response to questions, Mr. Barbarotta reported that the Stewardship Committee and City Engineers have been asked to assist in evaluation of boilers at Hillhouse, Nathan Hale and Lincoln Bassett schools. He will provide an update at future meetings. In the meantime, Mr. Barbarotta reported they are currently working on evaluating air conditioning and chillers. **No motion was made and no vote was taken.**
- **Filer Replacement Report:** Mr. Barbarotta reviewed a sign-off sheet system that will be used in each building to monitor filter replacements by custodial staff. A discussion ensued about timely replacement of filters and monitoring. Mr. Conaway also discussed the need to consider hiring an engineer on staff and the potential of using closed schools to store filter supplies. Mr. Barbarotta also discussed the filtration system, explaining that each HVAC system uses two filters: a pre-filter to capture particles and a second filter. The CDC requires that at least one MERV13 filter be used; the filter captures water droplets. As a precaution, staff installed two MERV 13 filters but discovered that this combination restricts air flow and causes HVAC issues. Mr. Barbarotta recommended switching to a combination: a MERV 8 as the pre-filter and the MERV 13. A discussion ensued. Committee members concurred that the staff should consult with Fuss & O'Neill and city engineers.

Adjournment: A motion by Mr. Conaway, seconded by Ms. Rivera to adjourn the meeting at 5:53 p.m. passed unanimously by roll call vote: Mr. Conaway, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

Respectfully submitted,

Patricia A. DeMaio

Grade Update

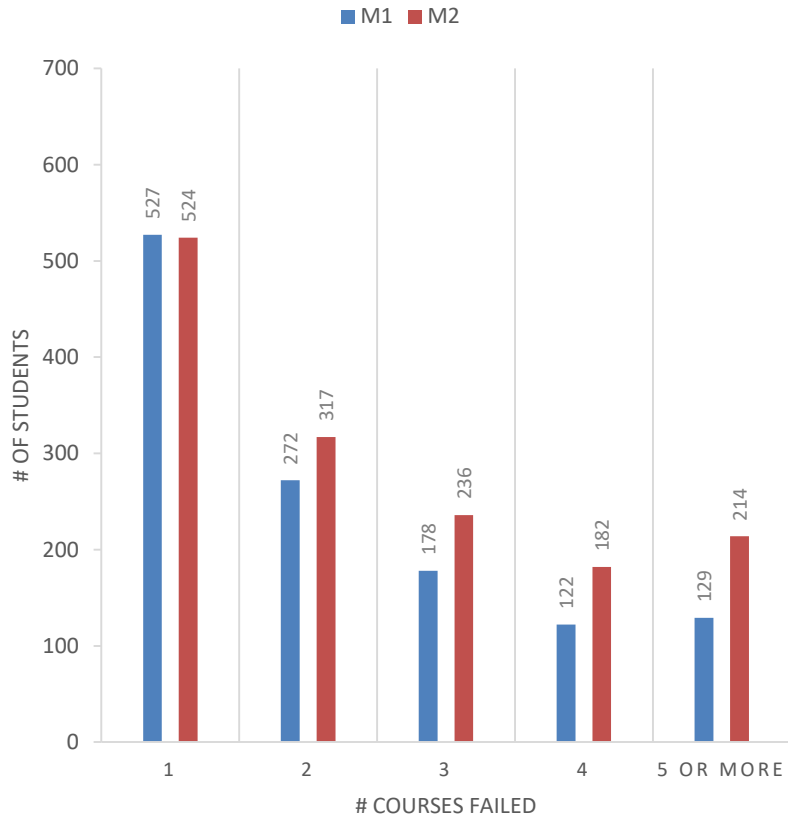
March 17, 2021

Teaching & Learning

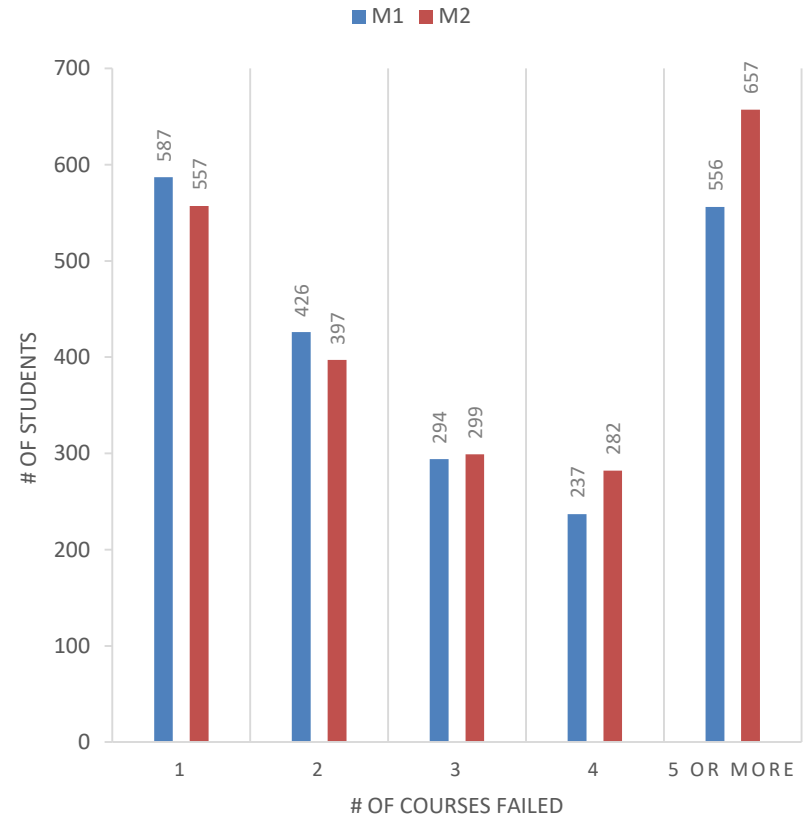
Michele Sherban, Ed.D.

SY 20-21

GRADES 6-8



GRADES 9-12

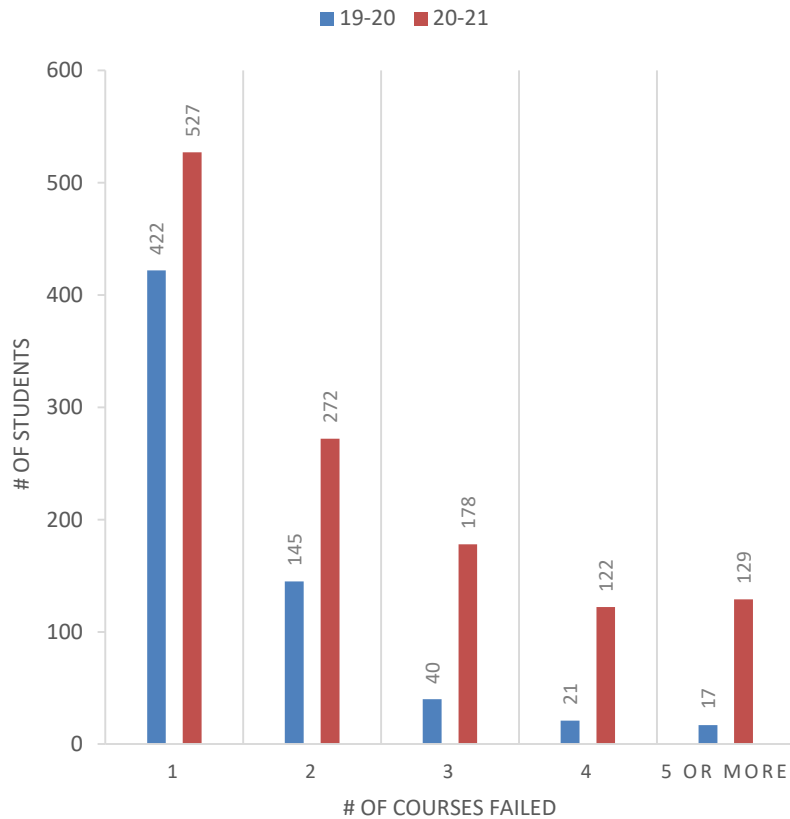


STUDENTS FAILING 5 OR MORE COURSES

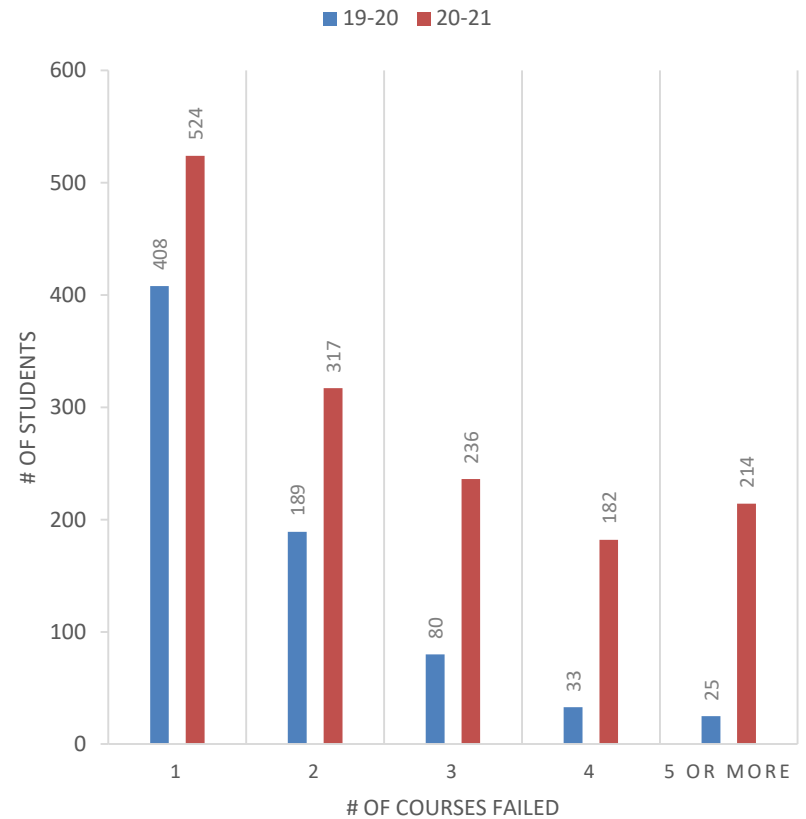
- 27% are in grade 9
- 25% are in grade 10
- 17.6% are English Learners
- 18.8% are students with IEPs
- 82% qualify for free/reduced meals
- 47.8% identify as Hispanic/Latino of any race
- 44.3% identify as Black or African American
- 62% identify as male (30% Hispanic/Latino, 27% Black)

Marking Period Failures Grades 6-8

MARKING PERIOD 1

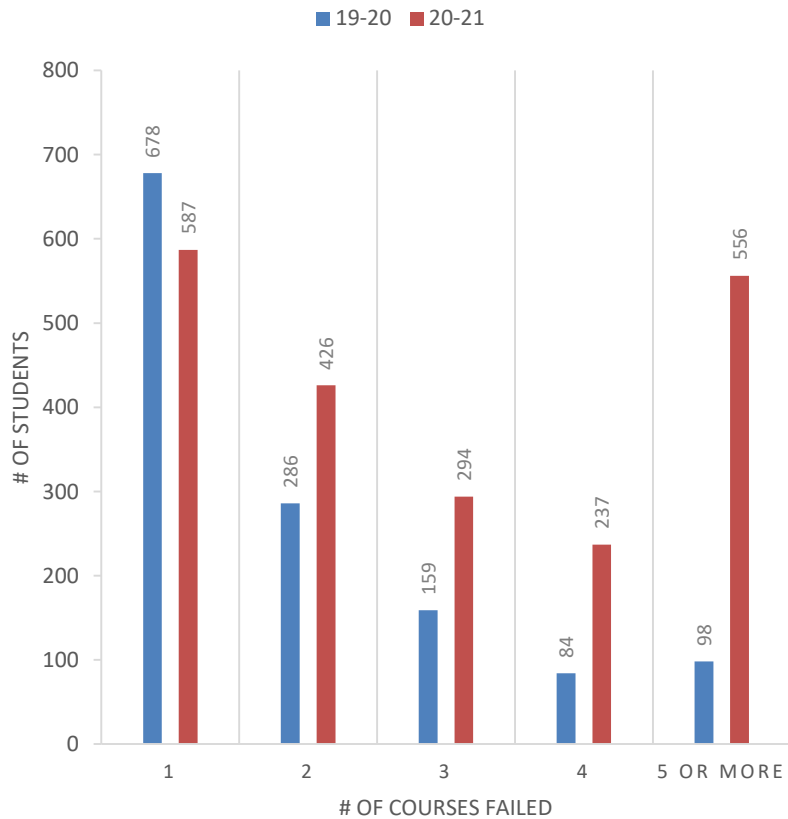


MARKING PERIOD 2

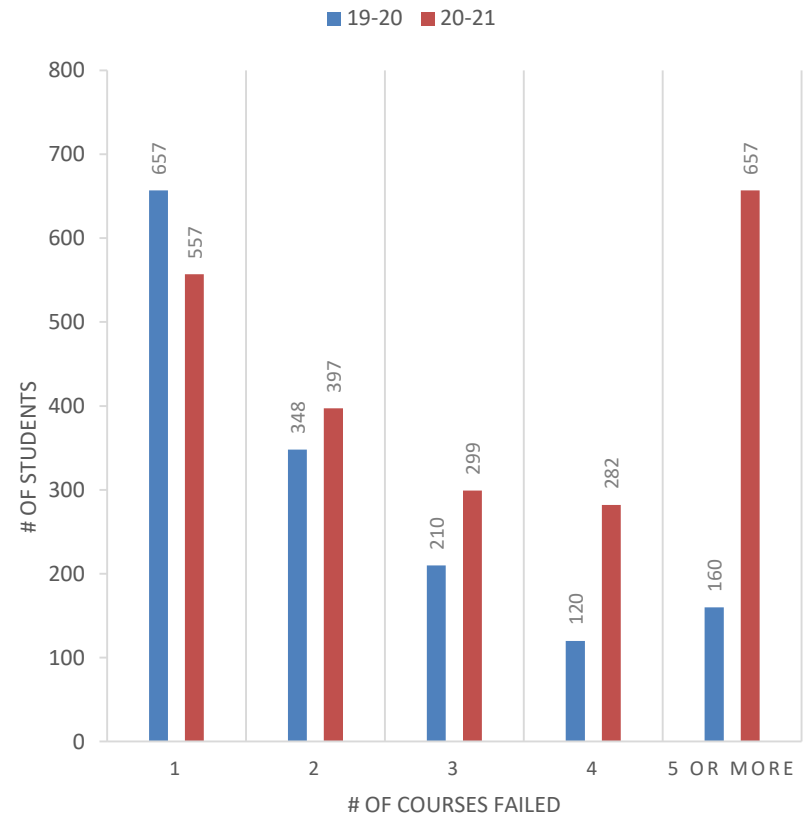


Marking Period Failures Grades 9-12

MARKING PERIOD 1



MARKING PERIOD 2



As Of 3/1/2021

Grades	kdg	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total Students
Augusta Troup														
Total # Chronically Absent	25	30	29	20	19	36	18	14	33					224
Total Number of Students	33	47	50	44	41	52	37	51	54					409
Average	75.8%	63.8%	58.0%	45.5%	46.3%	69.2%	48.6%	27.5%	61.1%					54.8%
Barack Obama														
Total # Chronically Absent	20	15	10	14	13									72
Total Number of Students	57	56	63	51	42									269
Average	35.1%	26.8%	15.9%	27.5%	31.0%									26.8%
Barnard														
Total # Chronically Absent	9	14	11	10	6	8	17	8	10					93
Total Number of Students	43	59	45	34	41	49	39	56	52					418
Average	20.9%	23.7%	24.4%	29.4%	14.6%	16.3%	43.6%	14.3%	19.2%					22.2%
Benjamin Jepson														
Total # Chronically Absent	13	14	17	10	12	8	15	7	15					111
Total Number of Students	42	45	50	46	51	53	51	48	54					440
Average	31.0%	31.1%	34.0%	21.7%	23.5%	15.1%	29.4%	14.6%	27.8%					25.2%
Betsy Ross														
Total # Chronically Absent						28	26	31	43					128
Total Number of Students						70	104	113	116					403
Average						40.0%	25.0%	27.4%	37.1%					31.8%
Bishop Woods														
Total # Chronically Absent	16	21	18	12	22	20	14	25	15					163
Total Number of Students	43	51	48	46	54	52	49	52	51					446
Average	37.2%	41.2%	37.5%	26.1%	40.7%	38.5%	28.6%	48.1%	29.4%					36.5%
Brennan Rogers														
Total # Chronically Absent	19	17	12	23	24	18	20	39	28					200
Total Number of Students	30	30	27	41	51	40	40	55	50					364
Average	63.3%	56.7%	44.4%	56.1%	47.1%	45.0%	50.0%	70.9%	56.0%					54.9%
Celentano														
Total # Chronically Absent	8	11	5	12	13	19	13	17	14					112
Total Number of Students	26	34	31	36	38	40	39	44	43					331
Average	30.8%	32.4%	16.1%	33.3%	34.2%	47.5%	33.3%	38.6%	32.6%					33.8%
Clemente														

Total # Chronically Absent										3	13	21	7	44
Total Number of Students										85	95	83	58	321
Average										3.5%	13.7%	25.3%	12.1%	13.7%
Truman														
Total # Chronically Absent	19	20	19	21	11	21	25	25	19					180
Total Number of Students	37	47	48	49	57	51	60	66	53					468
Average	51.4%	42.6%	39.6%	42.9%	19.3%	41.2%	41.7%	37.9%	35.8%					38.5%
West Rock														
Total # Chronically Absent	1	14	7	3	7									32
Total Number of Students	12	25	15	25	13									90
Average	8.3%	56.0%	46.7%	12.0%	53.8%									35.6%
Wexler Grant														
Total # Chronically Absent	16	27	15	23	10	17	24	23	21					176
Total Number of Students	21	36	37	44	33	46	45	46	47					355
Average	76.2%	75.0%	40.5%	52.3%	30.3%	37.0%	53.3%	50.0%	44.7%					49.6%
Wilbur Cross														
Total # Chronically Absent										213	203	130	154	700
Total Number of Students										456	406	303	385	1550
Average										46.7%	50.0%	42.9%	40.0%	45.2%
Worthington Hooker														
Total # Chronically Absent	0	3	2	3	5	1	0	4	2					20
Total Number of Students	37	44	38	44	47	49	36	43	37					375
Average	0.0%	6.8%	5.3%	6.8%	10.6%	2.0%	0.0%	9.3%	5.4%					5.3%
DISTRICT	Kdg	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Total # Chronically Absent	400	458	377	387	390	388	425	462	462	716	625	491	449	6030
Total # of Students	1160	1397	1369	1384	1453	1456	1535	1604	1592	1710	1509	1265	1302	18736
Total Average	34.48%	32.78%	27.54%	27.96%	26.84%	26.65%	27.69%	28.80%	29.02%	41.87%	41.42%	38.81%	34.49%	32.18%



AHU & RTU Database: Bishop Woods



Equipment	PRE - FILTERS						FINAL - FILTERS					
	Quantity	MERV-13	Pre Filter Size	Date Changed	Initials	Next Change Due Date	Quantity	MERV-13	Final Filter Size	Date Changed	Initials	Next Change Due Date
	AHU-1: Services Classrooms 1st, 2nd, 3rd	12		24x24x2	8/26/2020	ct	3/31/2021	12		24x24x4	3/3/2021	ct
	12		24x20x2	8/26/2020	ct	3/31/2021						
Installed 2009 - Age 12 yrs												
AHU-2: Services Classrooms 1st, 2nd, 3rd	12		24x24x2	8/26/2020	ct	3/31/2021	12		24x24x4	3/3/2021	ct	
	12		24x20x2	8/26/2020	ct	3/31/2021						
Installed 2009 - Age 12 yrs												
AHU-3: Services admin offices	12		24x24x2	8/26/2020	ct	3/31/2021	12		24x24x4	3/3/2021	ct	
	12		24x20x2	8/26/2020	ct	3/31/2021						
Installed 2009 - Age 12 yrs												
AHU-4a: Services gym	4		20x16x2	3/3/2021	ct		4		20x16x4	8/26/2020	ct	3/31/2021
	4		20x20x2	3/3/2021	ct		4		20x20x4	8/26/2020	ct	3/31/2021
Installed 2009 - Age 12 yrs												
AHU-4b: Services gym	4		20x16x2	3/3/2021	ct		4		20x16x4	8/26/2020	ct	3/31/2021
	4		20x20x2	3/3/2021	ct		4		20x20x4	8/26/2020	ct	3/31/2021
Installed 2009 - Age 12 yrs												
AHU-5: Services Café	4		25x20x2	3/3/2021	ct		4		25x20x4	8/26/2020	ct	3/31/2021
	4		25x16x2	3/3/2021	ct		4		25x16x4	8/26/2020	ct	3/31/2021
Installed 2009 - Age 12 yrs												
AHU-6: Services lobby 1st, 2nd	4		25x20x2	3/3/2021	ct		4		25x20x4	8/26/2020	ct	3/31/2021
	4		25x16x2	3/3/2021	ct		4		25x16x4	8/26/2020	ct	3/31/2021
Installed 2009 - Age 12 yrs												
AHU-7: Services Music 1st fl, Admin 2nd fl	6		20x16x2	3/3/2021	ct		6		20x16x4	8/26/2020	ct	3/31/2021
Installed 2009 - Age 12 yrs												
Kitchen: Services MAU	2		25x20x2	3/3/2021	ct		2		25x20x4	8/26/2020	ct	3/31/2021
	1		25x16x2	3/3/2021	ct		1		25x16x4	8/26/2020	ct	3/31/2021
Installed 2009 - Age 12 yrs												
	Total Pre Filters		Pre Filter Sizes				Total Final Filters		Final Filter Sizes			
	14		20x16x2				14		20x16x4			
	8		20x20x2				8		20x20x4			
	36		24x20x2				36		24x24x4			
	36		24x24x2				9		25x16x4			
	9		25x16x2				10		25x20x4			
	10		25x20x2									
Bishop Woods Grand Totals	113						77			190		

Filter Change Period: February 2022

Preventative Maintenance Filter Change Log	PRE FILTER CHANGE SCHEDULE			FINAL FILTER CHANGE SCHEDULE			SUPPLEMENTAL FILTER CHANGES*				
	Feb-22			Feb-22			Initials	Print Name	Job Title	Date	Filter Location
	Initials	Print Name	Job Title	Initials	Print Name	Job Title					
Adult and Continuing Education											
Barack Obama Magnet											
Barnard Magnet											
Beecher											
Betsy Ross Arts Magnet											
Bishop Woods											
Brennan K.											
C. Rogers											
Celentano											
Clemente Leadership											
Clinton Ave.											
Columbus Academy											
Conte West Hills Magnet											
Coop Arts & Humanities											
Cross High											
Davis Street Magnet											
Dr. Reginald Mayo											
East Rock Magnet											
Edgewood Magnet School											
ESUMS											
Fairhaven School											
High School in the Community											
Hill Central Music Academy											
Hill Regional Career High School											
Hillhouse High School											
Jepson Magnet School											
John C. Daniels Magnet											
John S. Martinez Magnet											
King/Robinson Magnet											
Lincoln-Bassett											
Mauro/Sheridan Magnet											
Metropolitan Business											
Nathan Hale											
New Haven Academy											
Polly McCabe											
Riverside Ed. Academy											
Ross/Woodward											
Sound Anderson											
Sound Emerson											
Sound McNeil											
Sound Thomas											
Sound Foote/Aquaculture											
Troup											
Truman School											
W. Hooker Middle											
W.Hooker Elementary											
West Rock/ Valley St.											
Wexler/Grant School											
Central Kitchen											
Floyd Little Fieldhouse											

*Supplemental filter changes will take place in addition to the scheduled filter changes above. Supplemental filter change needs will be determined by intermittent pressure drop testing performed by contracted filter vendor.



March 17, 2021

New Haven Board of Education
375Quinnipiac Ave
New Haven, CT 06511
Attn: John Barbarotta

Dear John,

In response to our earlier discussion, I am writing to provide a recommendation concerning the Board of Education's air filters during the COVID 19 pandemic. As we are all aware the CDC guidelines recommend MERV 13 filtration wherever possible. Filter Sales & Service agrees with this recommendation.

Currently, several air handling units (AHU's) have two stage filtration. Stage one should be a standard MERV 8 prefilter while stage two should be a MERV 13 final filter. There is no need to have a MERV 13 as a prefilter if your final filter is MERV 13. This would avoid redundancy. There are several options in the industry today concerning final filters. The selection on what type of final filter to use can be somewhat confusing as there are a few factors to consider such as budget, longevity, pressure drop/energy savings etc.....We would be happy to provide information on all the different styles and types as well as pros and cons of each product.

As always, we look forward to our continued partnership. Please feel free to contact me with any questions.

Sincerely,

Kurt Skovinski
Branch Manager

CORPORATE HEADQUARTERS:

15 Adams Street
Burlington, MA 01803
Tel: 781-272-0060 Fax: 781-272-0227

BRANCH OFFICE:

15 Kimberly Avenue
West Haven, CT 06516
Tel: 203-932-4800 Fax: 203-934-4884

New Haven School Security Taskforce
FINAL REPORT
To The
New Haven Board of Education
New Haven Public Schools

Prepared by:

Dr. Carlos Torre, Professor of Education Southern CT State University
Michael Pavano, Teacher and Union Steward at Riverside Academy
Edith Johnson, Principal of Wilbur L. Cross High School
Omena McCoy, Office of Mayor Justin Elicker
****Carolyn Ross-Lee, Former NHPS District Title IX Coordinator***
Lihame Arouna, Student Member of the Board & Coop High School Student
Dr. Paul Whyte, New Haven Public Schools Assistant Superintendent

February 19, 2021

Members of the Committee

Dr. Carlos Torre, Committee Chair; Professor at Southern Connecticut State University

Dr. Paul Whyte, Committee Co-Chair, Assistant Superintendent

Cameo Thorne, Committee Co-Chair, Project Director for NHFT Restorative Practices Program

Michael Pavano, Committee Co-Chair, NHPS Teacher and Union Steward at Riverside Academy

Lihame Arouna, Student member of the Board of Education & Coop High School student

Carolyn Ross-Lee, District School Climate Coordinator, Assessment and Research

Edith Johnson, Principal of Wilbur L. Cross High School

Addys Castillo, Executive Director of City-Wide Youth Coalition

Omena McCoy, Office of Mayor Justin Elicker

Michelle Cabaldon, High School in the Community

Maciel Filpo, Social Worker

Nancy Hill, Social Worker, Cross High School

Alfred Meadows, Teacher and Union Steward at Wilbur L. Cross High School

Derek Stephenson, Principal of Riverside Academy

Acting Chief Renee Dominguez, New Haven Police Department

Assistant Chief Karl Jacobson, New Haven Police Department

Sergeant Ronald Ferrante, School Resource Officer Supervisor

Stephen Ciarcia, Assistant Principal of Career High School

Daniel Bonet-Ojeda, Principal on Special Assignment: Hillhouse High School

Jene Flores, Dropout Prevention Specialist/Truancy Officer

INTRODUCTION

Purpose of Committee:

In the wake of the death of George Floyd, cities across the country erupted into a series of protests calling for the U.S. to wrestle with its complacency and utter silence regarding systemic racism, police brutality and racial injustice. Cities here in Connecticut, including New Haven joined that call, unapologetically challenging the lack of accountability for law enforcement officials who err on the wrong side of justice, furthering the perpetuation of injustice that predominantly plagues Black communities. On June 5th, 2020 New Haven's Citywide Youth Coalition and Black Lives Matter organized and led a march for racial justice that drew 5,000 people. As part of their call to action, the Coalition presented a list of demands, one being the disinvestment of School Resource Officers (SROs) from New Haven Public Schools. In addition, the Coalition asked that the disinvestment and termination of contracts for SROs be followed through with an investment in school counselors.

Per the request of New Haven Board of Education student representative Lihame Arouna, Board of Education President, Ms. Yesenia Rivera, appointed a School Security Design Committee, with additional nominations from Governance Committee Co-Chair, Dr. Tamiko Jackson-MacArthur, Superintendent Dr. Iline Tracey, and Police Chief Otoniel Reyes. Chaired by Dr. Carlos Torre, Professor of Education at Southern Connecticut State University and former Board of Education member, the Committee was composed of community members, school administrators, teachers, and members of the New Haven Police Department (NHPD). The Committee was charged with holding a series of meetings to deliberate whether or not the district's SRO program should be dissolved. In their meetings, the Committee examined the role of SROs in New Haven Public Schools, reviewed a plethora of articles, videos and reports (national, state, and local), engaged stakeholders, consulted pending legislation regarding SROs (state and federal), all for the purpose of making a sound decision about whether or not New Haven Public Schools should continue its utilization of the SRO program.

In this report, the School Security Design Committee highlights it's process and outlines its reasoning for recommending that the New Haven Public Schools continue its relationship with School Resources Officers, albeit, with a number of major transformations.

Overview

The School Security Design Committee met bi-weekly from September 17th, 2020 until January 21, 2021. Its efforts included: reviewing data from New Haven Public Schools (NHPS) and the New Haven Police Department (NHPD); administering a public survey (1,624 responses); hosting a public forum (approx. 200 participants & 24 testimonials); disseminating, reviewing, and deliberating on twenty-eight (28) articles, studies; videos, a podcast, and the like; and inviting four recognized professionals (in the fields of Education, Security, and Social Policy and the Legislative process) to present their professional perspectives to the committee (see "Findings", below for more specific details). The examination of this wide variety of pertinent sources allowed for a deeper understanding of the intricate complexity regarding the question of SROs in the public schools and of how these issues apply, specifically, to the needs of the New Haven Public Schools, though our needs may not, exactly, reflect those in other parts of the country.

Main Activities:

- Bi-weekly meetings.
- Public Forum titled: “New Haven School Security Taskforce Public Forum.”
- Review of Department of Justice School Resource Officer established guidelines.
- Three sample MOUs for overall comprehension of the issues involved in such an undertaking.
 1. Memorandum of agreement between the New Haven Department of Police Service, New Haven Family Alliance, Inc. & Community Mediation, Inc.
 2. Memorandum of agreement by and between New Haven Public Schools and New Haven Police Department.
 3. Memorandum of understanding between the Fauquier County Sheriff's Office and the Fauquier County School Board.
- Senator Christopher Murphy Fact Sheet -The Counseling Not Criminalization in Schools Act.
- State Statute for School Resource Officers. SROs statute CGS § 10-233m.
- Feedback results from the two SRO surveys.
- School Security Redesign Data - New Haven Police School Arrest Data.
- School Security Redesign Data - NHPS Arrest Data 2014-15-2019-20

Articles

1. [The Prevalence and the Price of Police in Schools.](#) (UConn NEAG School of Education).
2. [Warrior vs. Guardian a Paradigm Shift in Youth Policing.](#) (Tow Youth Justice Institute)¹.
3. [A Guide to Developing, Maintaining, and Succeeding with your School Resource Officer Program.](#) (U.S. Department of Justice).
4. [School Cops: Few Arrests? Too Many Calls?](#) (New Haven Independent).
5. [Forum Call- Boot Cops From Schools.](#) (New Haven Independent).
6. [Consensus: Reform, don't abolish SROs.](#) (New Haven Independent).
7. [New Haven Public Schools Arrest Data 2014-15 to 2019-20.](#) (NHPS).
8. [SRO Supervisor Sal Torelli, Notes From Discussion.](#) (Fauquier County Schools).

Videos

1. [The School-To-Prison Pipeline Debate: SROs & Why Student Arrests Are Increasing.](#) (Rogue Rocket).
2. [Police Release Body Cam Video Showing SRO Handcuffing Student.](#) (WFMY News 2).
3. [School Resource Officers.](#) (Sioux Falls Schools).
4. [The difference Between a street Cop and an SRO and the benefits.](#) (Mylifemypower).
5. [Controversial video raises questions about role of school resource officers.](#) (Sinclair Broadcast Group).
6. [A day-in-the-life of a Boise police school resource officer!](#) (Boise Police Department).

• **Podcast**

1. [Why there's a push to get police out of schools.](#) (National Public Radio).

• **Presentations by:**

1. Otoniel Reyes, New Haven Police Chief.
2. Sal Torelli, School Security Officer Lead Supervisor, Fauquier County Public Schools. Retired SRO Supervisor, Fauquier County Sheriff's Office.
3. Michael Nast, Educational Alliance (Brown University) and the Center for Education Redesign, at the NEAG School of Education (University of Connecticut). Former member of the New Haven Board of Education for 12 years (2006 – 2018).

• **Interviews**

1. Gary Winfield, [Connecticut State Senate](#) since 2014. From 2009 to 2014 he served as a [State Representative](#) and as Deputy Majority Leader. Interviewed by Dr. Torre.
2. Sal Torelli, School Security Officer Lead Supervisor, Fauquier County Public Schools. Interviewed by Mr. Michael Pavano.

FINDINGS

To identify whether New Haven's SRO program supports our students, effectively, this committee compiled a diverse selection of information to disseminate, review, and deliberate through professional discourse.

School Arrest Data

Using School Security Redesign Data from both the New Haven Public Schools (NHPS) and the New Haven Police Department (NHPD), we identified a total of 230 student arrests from 2014-2020. Of those arrests, 147 were for battery/assault (48), fighting (39), physical altercation (16), weapon only (24), and threat of violence (20). Drugs / alcohol / tobacco (37) arrests were also one of the highest figures. The remaining 34 arrests were spread across 22 other categories including bomb threats, robbery, sexual offenses, disorderly conduct, inciting a fight/riot, harassment, and other serious school code violations. Of note, between the 2014-2020 school years, there was one arrest for skipping class and one arrest for insubordination/disrespect. According to assistant police chief Jacobson, these two arrests were made in order to refer the student to the Juvenile Review Board (JRB)² rather than introducing them to the criminal justice system. In 2014, Black and Latino/Hispanic males faced the most arrests, with a 4-1 arrest rate of black males. By 2020, arrest rates were uniform between Black and Latino/Hispanic students. Female arrest rates began with 1 in the 2014 school year; however, by 2020, females comprised almost half of the students arrested, identifying a marked increase. We have no data regarding the race of females. It is important to note that the majority of the NHPS student population of 20,043 is composed of minorities. The racial breakdown includes 47% Hispanics/Latinos (9,484), 37% Black/African-American (7,073), 13% White (2,224), Asian (536), Native American (40), Pacific Islander (11), and two or more races (510).

The Surveys

In the ten schools currently assigned an SRO, survey data captured both staff and students' perception of SROs, yielding 1,044 responses. Of respondents, 84.3% were students, 15.7% were NHPS school employees. After these results were examined, further discussion established the need to expand the survey and its reach.

The second survey included identifying respondent's race, including parents, and encompassing all New Haven Public Schools. In this survey, a total of 580 responses were received. Respondents were 96.3% parents, 2.6% students, 1.1% NHPS school employees, and included representation from 41 schools. Respondent's race consisted of 38.3 % Whites (210 ppl.), 30.1 % Hispanic or Latino (165 ppl.), 28.6% Black or African American (157 ppl.), 2.7% Asian (15 ppl.), .01% American Indian or Alaskan Native (1 person), and .01% Native Hawaiian or Pacific Islander (1 person). Thirty-one participants did not self-identify. It is unknown whether they chose not to identify their race due to there being no appropriate race classification from which to choose.

Through the use of both surveys, we received a combined total of 1,624 responses from parents, students, and NHPS staff. Of the total respondents, 34.2% were parents, 55.3% were students, and 10.5% were NHPS staff. There were 17 people who did not self-identify whether they belonged to either one of the three groups.

A Likert Scale was utilized with a range from 1 to 5:

1 = Strong "NO"; 2 = "NO"; 3 = "NEUTRAL"; 4 = "YES"; and 5 = Strong "YES"

In response to survey questions:

“Do you think it is necessary to have an SRO assigned to a school?”

Survey #1 Student/ staff (1,037 responses)

60.2% (624) YES to strong YES.

28.2% (292) remained NEUTRAL.

11.7% (121) NO or strong NO.

Survey #2 Parent/Student/ staff (567 responses)

66.7% (378) YES to strong YES.

9.5% (54) remained NEUTRAL.

23.8% (135) NO or strong NO.

“Do you think SRO’s should be removed from schools?”

Survey #1 Student/ staff (1,033 responses)

67.2% (694) NO or strong NO.

22.7% (234) remained NEUTRAL.

10.1% (105) YES to strong YES.

Survey #2 Parent/Student/ staff (566 responses)

66.8% (378) NO or strong NO.

9.9% (56) remained NEUTRAL.

23.3% (132) YES to strong YES.

“Have you ever been in a meeting, place, or situation in which an SRO was needed?”

Survey #1 Student/ staff (1,034 responses)

32% (331) – Yes 68% (703) - No

Survey #2 Parent/Student/ staff (564 responses)

26.1% (147) - Yes 73.9% (417) - No

The first significant finding from this survey is that one-third of our students found themselves in a situation where an SRO was needed while attending our schools. Even more revealing is that one-quarter of our parents, while at our schools, found themselves in a similar situation. Thus, highlighting the importance of making our learning environments as conducive as possible. The high percentage of situations needing an SRO in which our parents and students found themselves, testifies to the need of not removing SROs, abruptly, from our schools. Rather, it sheds light on the need for their continued presence on school campuses. Further, the high number of incidents requiring the presence of SROs, compared to the low number of arrests, demonstrates the use of multiple strategies to resolve conflict rather than entering a student into the criminal justice system. The use of effective strategies utilized further strengthened our decision to maintain SROs for the foreseeable future.

The second significant finding from both surveys was in response to the question, “What do you believe is the role of a police officer placed in the school?” All responses provided were from a personal point of view. Positive Responses varied from enforcing the laws, providing safety and security, an extra person for students to talk to, and inspiring children. Negative responses encompassed the beliefs of “criminalizing children,” “harming the black community,” “adding fear into schools,” and providing a “force of control and imminent violence towards students.” These varied responses identify a complete absence of clear and concise communication and education regarding the mission, vision, and role of an SRO in the New Haven Public Schools.

The Public Forum

The New Haven School Security Task Force Public School Forum was held, virtually, on November 24, 2020. Of the approximately 200 participants in attendance, 24 actually gave testimony, mostly, against the need for SROs. Participant testimony consistently referred to the school to prison pipeline as a reason for opposing the SRO program. Regardless of whether the contributors were for or against the SRO program, none wished for the program to continue in its current form.

State and Local Data

State and local data has identified grave concerns regarding the school to prison pipeline. The committee also considered this evidence. However, NHPS statistics do not align with Connecticut state data. According to the most recent data from the National Center for Education Statistics, during the 2017-2018 school year, 58% of public schools in the US had either school resource officers (SROs) or other sworn law enforcement officers. New Haven has 30%. Further, the CT Post (18 Sept. 2020) reports that during the 2017 and 2018 school years, Waterbury (18,847 student population) had 222 and 287 arrests, respectively (“18 percent of the arrests made statewide”). In contrast, during this same period, New Haven had 30 and 35 arrests, respectively.

From 2017-2018, neighboring school districts were found to have the following number of arrests: 209 in New Britain; 175 in Danbury; and 88 in Norwich Academy. The CT Post reports that “Elsewhere last year (2019), the numbers varied. In southwestern Connecticut, there were 92 in Danbury, 41 in Ansonia, 36 in Stamford, 35 in New Haven, 33 in Stratford, 28 in Norwalk, and 16 in Greenwich.” In the last school year, Bridgeport had 12, a number that Bridgeport Police Lt. Paul Grech questioned.

According to NHPD statistics from 2015 through 2019, on average there were approximately 1,254 calls per year for service city-wide from school locations. It must be noted that not all of these calls are school-related. Given NHPD practices, a school’s address may be used as a reference point when any incident occurs in a nearby location. Thus, it would appear to be data affecting the school directly. Notwithstanding, on average, SROs may have responded to an average of 801 calls for service, per year, between 2014-15 and 2018-19 school years (full-year data sets for the 2019-20 school year are smaller because they represent the 6, or so months before the pandemic shutdown).

In line with NHPS school data, there were 51 and 53 arrests, respectively, in the 2014-2015 and 2015-2016 school years. In contrast, arrests of students from the 2016-2017 - 2019-2020 school years identified a low of 26 and a high of 35, respectively. Thus, there was a 39.4% decrease in arrests between the school years 2015-2016 and 2016-2017. Even after this decrease in arrests, the City of New Haven has averaged an approximate 3% arrest rate (Number of calls versus number of arrests) since the 2016-17 school year. This arrest rate identifies New Haven as an outlier, thus, as noted previously, we do not align with Connecticut statistics.

Despite the fact that there was no clear data presented as to why the arrest rate changed so dramatically in a downward fashion, it would be in our best interest to continue exploring further positive measures to reduce these numbers. In relation to calls to police, 98% of the calls were dealt with effectively by an SRO without an arrest. Generally, this may be attributed to diversionary measures and meaningful work to remedy transgressions outside of the criminal justice system. In this way, such situations can serve as teachable moments that help our students acquire indispensable diplomatic and non-violent conflict resolution skills. Therefore, we make several recommendations below that we believe will further reduce our student arrest rates within our public school system.

Additionally, results of the two data surveys identified that approximately two-thirds of parents, students, and NHPS staff believe it necessary to have a School Resource Officer (SRO) in the schools, and they should not be removed. These responses are meaningful because students were 84.3% of respondents in the first survey while parents were 96.3% of the second. The troubling result identified almost 32% of students and 26% of parents found themselves in a situation in which an SRO was considered necessary while on school grounds. A final meaningful result from the data survey identified an overall lack of understanding as to the role and responsibilities of the SRO in the school environment. Ultimately, data and survey responses provided insights that did not align with national statistics nor the larger narrative throughout the city regarding the immediacy to remove SROs from NHPS.

Finally, A vital concern identified for this Committee by the police department is that removing SROs from the schools results in a loss of student/police relationships. Results would include patrol officers responding to schools without any knowledge of its student populations and, most probably, making arrests rather than de-escalating situations and using other remedies to resolve conflict. Foreseeably, this could increase our students' arrest rates and decrease the consideration or use of other more conciliatory approaches to student conflict in our schools.

Distinguished Guest Testimonies

- *Mr. Michael Nast graduated from New Haven Public Schools. He was an NHPS teacher, principal, and sat on the New Haven Board of Education. Mr. Nast was also Superintendent in several Connecticut school districts. Currently, he is with the Educational Alliance (Brown University) and the Center for Education Redesign, at the NEAG School of Education (University of Connecticut).*
- *New Haven Police Chief Otoniel Reyes was born and raised in New Haven. He is a 21-year veteran who started in patrol before working his way up the ranks to Chief. He has extensive training in criminal investigations, leadership development, critical incident management, labor relations, media relations, and policy development. Chief Reyes attended the prestigious FBI National Academy and the Senior Management Institute for Police.*
- *Mr. Sal Torelli is a retired Fauquier County, VA Sheriff with 30 years of law enforcement experience. He spent 14 years as a supervisor of the School Resource Unit and SRO. He is currently an armed school security officer at Fauquier High School. In addition to his in-person testimony to the Committee, Mr. Torelli was interviewed by Committee Member Michael Pavano. This interview is available in the “References” section, below.*

Interviews

- *State Senator Gary Winfield was interviewed by Committee Chair Carlos Torre. Senator Winfield has served in the [Connecticut State Senate](#) since 2014. From 2009 to 2014 he served as a [State Representative](#) and as Deputy Majority Leader. Senator Winfield was the lead sponsor of a bill to abolish the death penalty in Connecticut. He sponsored a bill to put in place protections for Transgender citizens in public accommodation. Senator Winfield, further, was the force behind the [TRUST ACT](#) (the first statewide passage of such a bill in the country), several police accountability bills, the first in the nation [racial and ethnic impact statement on demand](#) without restrictions, and prosecutorial transparency bill along with several other progressive wins. Currently, he is proposing a bill which would eliminate SROs. Senator Winfield commented that New Haven’s efforts to address*

the issues surrounding SROs in New Haven schools, would become part of the State-Wide conversation as his proposed bill progresses in the State Senate.

- *Sal Torelli, School Security Officer Lead Supervisor, Fauquier County Public Schools. Interviewed by Mr. Michael Pavano. (see additional background in the section titled: “Expert Testimonies”, above).*

All distinguished specialists voiced their appreciation for and concerns regarding the SRO program. Individually, they recognized three areas requiring attention:

- a. The need to have appropriate personnel in place with proper training and effective policies guiding their actions;*
- b. That the key to an effective program is the quality of the relationships developed with students, staff, and the community; and*
- c. That the world in which we live, currently, requires an increase of individual human vigilance, the building of caring relationships, support personnel, in order to effectively address and respond to ever increasing delinquency, mental health issues, violence, and societal trauma.*

In the process of our deliberations, the following issues also emerged:

- 1. The Budget for school resource officers does not come from the NHBOE budget or the federal budget.*
- 2. Eliminating the SROs does not free up money to hire more social workers, school psychologists, or counselors.*
- 3. New Haven has Limited financial resources to ensure that adequate mental health supports are available for students in need.*

The Committee’s Process

Committee activities involved professional discourse, including discussing the relevant articles, videos, and a podcast that were made available. The activities encompassed various media, current research from the TOW Youth Justice Institute, available data, and an opportunity to understand how a different area of the country, Fauquier County, VA, employed their SRO model. All information presented provided an opportunity to understand the SRO question from multiple perspectives to ensure an informed outcome.

An analysis of the Memorandum of Understanding (MOU) between NHPS and the NHPD revealed this agreement had not been updated since May 2011. Similarly, the MOU for the Juvenile Review Board has not been revised since June 2007. Mr. Torelli provided a copy of the MOU between the Fauquier County Sheriff’s Office and The Fauquier County School Board for review. The Fauquier County MOU provided not only recent language for an adequately updated MOU, but this document was also founded in the recommended protocols established by the Department of Justice’s A Guide to Developing, Maintaining, and Succeeding with Your School Resource Officer Program. (n.d.).

Conclusions and Recommendations

In summary, this Committee accepted the charge of determining whether the SRO program should be dissolved or continue its partnership with the New Haven Public Schools. Members are deeply aware of the impact of systemic racism, the school to prison pipeline, and the significance of racial injustice, which initially called for the SRO program review. The last five months of professional discourse amongst ourselves and stakeholders have revealed that not a single person wishes for the SRO program to continue in its current design. Similar to everyone interviewed in the process of information gathering and everyone who testified at the public forum, all but one of the committee's members agreed that the SRO program should not continue to function in the same way it had functioned previously. The one contrasting member was opposed, vigorously, to maintaining the program in any form. The remaining members favored having NHPS continue its relationship with the New Haven Police Department and keep SROs in school buildings until a number of adoptions for transformation of the SRO program can be implemented.

After much listening, discussion, and review of the information referenced in this report, it became clear that the indispensable requirement for NHPS students is to develop emotionally, socially, and academically effective schools; with a deep-seated commitment to building a more just, generative, peaceful and conducive learning environment. Thus, New Haven and other public school districts' responsibility is to protect and provide for the social-emotional needs of our children, as well as safeguard their physical well-being, as a way of allowing them to learn and engage cooperatively with their studies. The survey data suggests that students, parents and staff equate the presence of SRO's with safety and security.

*Those who hold opposing views have articulated that the presence of SRO's equates to policing, harassment and victimization that they have either encountered personally or in some way or another, have been impacted, negatively. There is no doubt that many of our students have been forced to wrestle with racialized trauma, inflicted upon them and others who look like them, by those in uniform. The district needs to commit itself to affirming this trauma. **Thus, we recommend, urgently, that the New Haven Board of Education consider a strategy through which the district explores all means to increase the number of school psychologists, school social workers, counselors, and other such support personnel, as a way of phasing out the SRO program.***

Accordingly, the Committee proposes that the Board consider the following actions:

1. Identify how [S. 4360, Counseling Not Criminalization in Schools Act](#), introduced by Senators Chris Murphy (D-CT) and Elizabeth Warren (D-MA), can aid in acquiring funding to hire counselors, social workers, school psychologists, and other support personnel. This legislation would prohibit the use of federal funds for maintaining police in schools. However, it does not ban or remove police from schools. Federal funding for school safety has many uses that do not include maintaining police. This legislation would divert any existing federal funding for school safety to these other uses. ... (and) would help districts ... by establishing a \$2.5 billion grant program to hire the counselors, social workers, nurses, school psychologists, and other personnel they need to support students and create safe schools without police. The grant program would also support school-wide positive behavioral interventions and supports, as well as trauma-informed services and professional development.
2. Identify additional funding sources to secure additional social workers, trauma counselors, and social-emotional support partners to support our students.
3. Allocate additional supplemental funds to fortify the work of, current, social workers, trauma counselors, and social-emotional support partners as they sustain our students.

4. *Conduct a thorough review and implementation of policies and procedures identified by the Department of Justice's A Guide to Developing, Maintaining, and Succeeding with Your School Resource Officer Program. Practices from the Field of Law Enforcement and School Administration. This should include recruiting, screening, training, retraining, and supervising SROs.*
5. *Articulate clearly, the role and responsibility of an SRO in the school environment.*
6. *Ensure SROs have a seat on each school's administrative/management team to become an integral part of the building's climate.*
7. *Identify, clarify, and present to students and their families how an SRO adds value to the school community.*
8. *Require schools to give SRO presentations to staff and students regarding areas of safety for educational purposes (e.g., domestic violence, harassment, appropriate social media use).*
9. *Consider mandating that SRO, School Security, and NHPS schools' Administrative Team hold daily/weekly meetings (debriefings) to update and communicate issues/incidents occurring in the city that affects our students.*
10. *Mandating that SROs be called to intervene with students only for serious emergencies (including identification of what constitutes a serious emergency).*
11. *Establishing formalized mentorship programs between SROs and students in the specific buildings where SROs are assigned.*
12. *Identify appropriate clothing for SROs to wear other than the standard police uniform.*
13. *Require that, for routine visits, police cars be parked in a school's employee parking lot and not in front of school buildings to reduce visibility to the public and potential apprehensions on the part of children and parents.*
14. *Update the Memorandum of Understanding between the New Haven Public Schools and New Haven Police Department to comply with the above considerations, as well as meet new requirements identified by the State of Connecticut and the Department of Justice protocols.*

Closing Thoughts

We would like to thank the Board of Education for the opportunity to work on this most crucial issue. We trust that it will contribute to the future safety and continued student engagement in the New Haven Public Schools.

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¹ The Tow Youth Justice Institute is the only organization in the State of Connecticut and one of a few organizations in the nation that is solely dedicated to youth justice issues based on a comprehensive, multi-disciplinary, research-driven model to address this important subject. It is an academic-based institute (Henry C. Lee College of Criminal Justice and Forensic Sciences; University of New Haven) dedicated to the training and education of state and local officials, policy-makers, and future leaders. It is designed to promote, monitor and evaluate the effectiveness of evidence-based practices, programs and policies related to youth justice, focusing on the needs of youth up to the age of 21.

² Juvenile review Boards (JRBs) are diversionary and prevention programs designed to help local police departments deal with juvenile offenders. They are usually composed of representatives of local youth service agencies, police departments, and the juvenile court. <https://www.cga.ct.gov/PS94/rpt/olr/htm/94-R-0908.htm>

New Haven Climate Movement and Climate Health Education Project

608 Whitney Ave.
New Haven, CT 06511

Climate Justice Schools Initiative

Summer 2020



OVERVIEW

The 2019 City of New Haven's Climate Emergency Resolution recognizes the urgent need to address the climate change threat to New Haven, and commits the City to take strong action to reduce greenhouse gas emissions. The New Haven Board of Education has an opportunity to play an important role in further educating and mobilizing students, teachers and families to take action by initiating the Climate Justice Schools program.

The Climate Justice Schools program supports schools' efforts to incorporate climate change and climate justice education, climate solutions focused community service hours, project-based learning, a Climate Week in April, and possibly school operations changes to reduce GHG emissions (solar installation, improved transportation, low carbon food choices, etc).

The benefits of Climate Justice Schools (CJS) reach far beyond the classroom and out into the greater community, and include:

- Climate education that reduces greenhouse gas emissions, and has local benefits such as improved public health through improvements in transportation, food, and energy use.
- In-school climate solutions projects that empower students through giving them leadership opportunities to improve their community, work with teachers to engage in difficult problems, and formulate solutions.
- Classroom activities that explore climate justice and equity issues at a time when many communities are confronting racial injustice.
- Prepare students for a changing future in which there will be a massive shift to clean energy technologies, and significant investment in climate resiliency.



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- Opportunities for students to tap into and become educated on an issue they are passionate about, which will open doors for future career choices.
 - New Haven Public Schools will be among the few districts in the nation to officially implement climate education.

Adoption of the Climate Justice Schools proposal would make New Haven one of the nation's leaders in climate education, and thus set an example for other communities that must respond to the climate crisis. There have been a number of polls that show that there is strong public support for schools to offer climate education - [4 in 5 Americans support it](#). On a local level, [78% of adults in New Haven County](#) agree that global warming should be taught about in schools.

GOALS

1. Schools will educate students across grade levels about climate science, climate change, climate health, and climate justice, as well as the imminent threat climate change poses to people and landscapes. This will better prepare students to play positive, proactive roles in the growing climate crisis and related economic and energy transitions.
2. Schools will set a positive example for students by educating them on the realities of climate change as well as getting them involved in taking measures to combat climate change and promoting public health. Schools will involve students in creating solutions through project-based learning and local community service surrounding the environment.
3. CJS will invite students and teachers to take on leadership roles surrounding climate change and climate justice in their schools/communities.
4. Climate education will educate students about options to take action on climate change in their own homes, communities and in their daily life
5. Schools will prioritize projects that have co-benefits to the environment, public health and surrounding communities, especially low income communities.

SPECIFICATIONS

All middle and high schools in New Haven commit to becoming climate justice schools in order to respond to the declared Climate Emergency. Climate Justice Schools prepare students for their future by informing them about the climate crisis, climate change, climate health, and climate



justice. The CJS program will start with five interested high schools as of the **fall of 2021**, and will later expand to include all high schools and middle schools in New Haven.

In order for New Haven schools to become Climate Justice Schools, the New Haven Board of Education will encourage all participating schools to do all of the following:

- Implement at least **30 hours of climate change education per grade level per year** in all middle and high schools. This can be achieved across multiple subjects in each grade level (such as Science, English, Math, Social Studies, Unified Arts, Technology, and others) in order for students to have a well-rounded climate education. Additionally, seven of these hours may be fulfilled through school-wide activities such as School-Wide Project days and Climate Week activities.
- Implement **project-based learning surrounding solutions** to climate change with the help of student interns. For example, year one's project could focus on reducing greenhouse gases in school transportation through increasing walking, biking, and carpooling to school. Students may count their hours involved in project-based learning as community service.
- Encourage students to fulfill 10% or more of their required community service through **climate change/sustainability-related community service opportunities**. For schools that do not require community service, they should now require 10 hours of climate change/sustainability-related community service per student. Our [CHEP website](#) has climate change community service suggestions.
- Host a **Climate Week every April** in celebration of Earth Day. This week can include assemblies, activities, field trips, and assignments to get students excited about climate change and activism. This week will involve families in some way, such as: having students take home energy audits, family trivia night, hosting a Climate Fair, and/or having students interview their families about their knowledge of climate change.
- Recruit **one teacher coordinator and two student interns** (students from the school) in each CJS school to lead the climate change education and project based learning efforts in each school.

The Board of Education will also:

- Provide each participating school \$3,000 for CJS expenses which will include one teacher stipend (\$1000), two student intern stipends (\$80/month x 9 months - \$720), and \$560 for printing and event expenses.



-
- Require school administrations to support student and faculty led climate initiatives.
 - Our schools must play a leadership role in modeling for students climate- and environmentally friendly practices, such as:
 - Introducing “Meatless Mondays” in NHPS cafeterias using the [Meatless Monday K-12 Foodservice Program Guide](#).
 - Reducing greenhouse gas production in transportation.
 - Making school buildings more energy efficient.
 - Phasing out single-use plastics in cafeterias.

Climate Education Resources:

- [Climate Health Education Project](#) (CHEP) is a free resource providing teachers of numerous subjects with climate curriculum, activities, and lesson plans which may be used to implement this program.

MILESTONES

1. The Board of Education commits to the process of making all New Haven Public Middle and High Schools Climate Justice Schools.
2. As soon as the Board of Education passes the CJS initiative, the Board of Education will implement a CJS pilot program in which the Board of Education chooses five interested New Haven high schools to begin implementing the Climate Justice School program at the start of the fall of 2021.
3. By the fall of 2021, all five New Haven schools will fully meet all specifications for Climate Justice Schools.
4. Making necessary CJS program adjustments based on the experience of the five pilot schools, all New Haven public middle and high schools will then be strongly encouraged to declare themselves Climate Justice Schools and meet the Climate Justice School specifications by the fall of 2023.



NEW HAVEN PUBLIC SCHOOLS

Potential Redesign of Facilities Management Structure

March 21, 2021



NEW HAVEN PUBLIC SCHOOLS

Option I

Continue to Outsource

New RFP – Other Considerations

- Current contract value is \$1,496,482
- Unknown level of interest in the RFP
- Unknown proposal value until responses received
- Allows for a clean break
- Transition would occur at beginning of school year

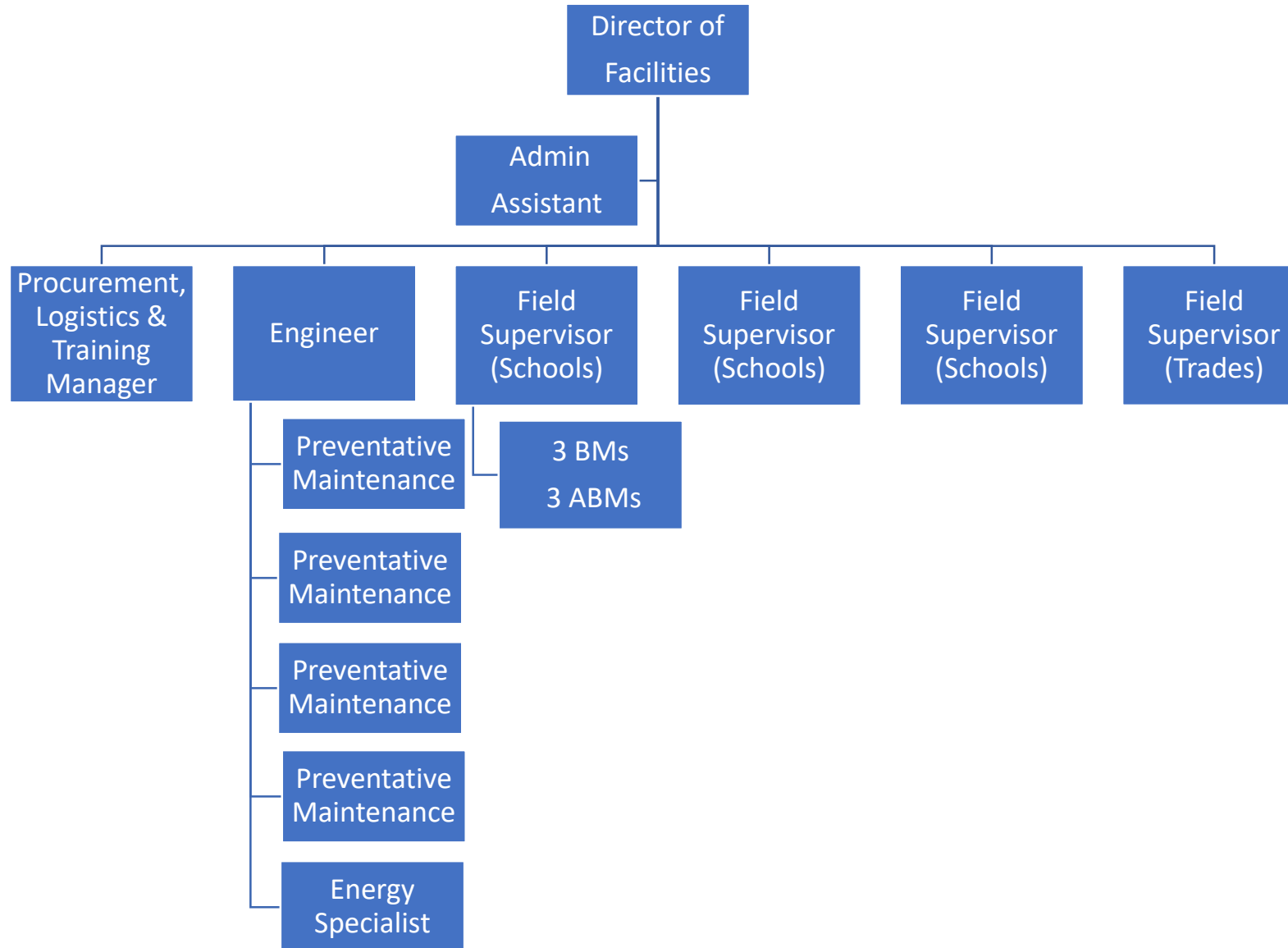


NEW HAVEN PUBLIC SCHOOLS

Option II

Insource Facilities Management

Potential Organization Structure



In-Source – Other Considerations

- Requires the hiring of 19 positions, 18 of which would be would be subject to civil service testing
- Hiring process could be time consuming. New positions would need to be created in consultation with union leadership
- Establishes a more direct line of accountability to the Chief Operating Officer
- Provides an expanded career path for the Building Managers and Assistant Building Managers
- Four PM positions could be funded by the BMs/ABMs at West Rock and Quinnipiac



NEW HAVEN PUBLIC SCHOOLS

Option III

Partial Insource

Partial In-Source – Considerations

- Create the 4 Preventative Maintenance positions
- Create the Engineer position
- Allow the new Chief Operating Officer to use her/his expertise to help evaluate the optimal new structure
- Minimize disruption during an ongoing pandemic and at the beginning of a new school year
- Easiest option to implement



NEW HAVEN PUBLIC SCHOOLS

Cost-Benefit Analysis

CBA – Key Assumptions

- Salaries increase at 2.5% per year
- Benefit costs increase at 6% per year
- Costs with an external vendor increase at 3% per year
- Where possible, used an existing position in a collective bargaining agreement to model the salary costs
- CBA does not include cost to recruit, hire and onboard new employees



NEW HAVEN PUBLIC SCHOOLS

CBA – In-Source

<u>Position</u>	<u>Reference Position</u>	2021-22	2022-23	2023-24	2024-25	2025-26
Facilities Director	Exec Management	\$120,000				
Engineer	Chief Civil Engineer*	\$79,159				
Procurement	Procurement Analyst**	\$49,134				
Field Supervisors (4)	Supervisor Building Facilities	\$196,536				
Energy Specialist	Project Leader	\$59,408				
Admin Assistant	Clerk Typist	\$41,715				
6 FTEs per contract	Building Mgr/Asst. Building Mgr.	\$343,659				
PM Techs (4)	Mechanic	<u>\$237,788</u>				
		\$1,127,399				
Position Adjustments		-\$164,722				
Contract Adjustment		<u>\$67,644</u>				
Adj. Total		\$1,030,321	\$1,056,079	\$1,082,481	\$1,109,543	\$1,137,282
Payroll Taxes		\$78,820	\$80,790	\$82,810	\$84,880	\$87,002
Benefits		<u>\$412,128</u>	<u>\$436,856</u>	<u>\$463,067</u>	<u>\$490,851</u>	<u>\$520,302</u>
Total Cost		\$1,521,269	\$1,573,725	\$1,628,358	\$1,685,274	\$1,744,586

*Correct position would be a mechanical engineer

**This would need to be more of a Procurement Manager

Position adjustments: Field Supervisor and PM Tech positions would need to be higher than the current Building Manager salary, which is in turn higher than the Supervisor Building Facilities or Mechanic salaries. These four new PM Tech roles would be partially funded by eliminating the 2 BM and 2 ABM positions from the schools that are closing. Adjustments also include a higher Procurement Manager salary versus a Clerk position.

CBA – Partial In-Source

<u>Position</u>	<u>Reference Position</u>	2021-22	2022-23	2023-24	2024-25	2025-26
Engineer	Chief Civil Engineer*	\$79,159				
PM Techs (4)	Mechanic	<u>\$237,788</u>				
		\$316,947				
Position Adjustments		-\$211,414				
Contract Adjustment		<u>\$19,017</u>				
Adj. Total		\$124,550	\$127,664	\$130,856	\$134,127	\$137,480
Payroll Taxes		\$9,528	\$9,766	\$10,010	\$10,261	\$10,517
Benefits		<u>\$49,820</u>	<u>\$52,809</u>	<u>\$55,978</u>	<u>\$59,337</u>	<u>\$62,897</u>
Total Cost		\$183,898	\$190,239	\$196,844	\$203,725	\$210,894

*Correct position would be a mechanical engineer

Position adjustments: PM Tech positions would need to be higher than the current Building Manager salary, which is in turn higher than the Mechanic salary. These four new PM Tech roles would be partially funded by eliminating the 2 BM and 2 ABM positions from the schools that are closing.

CBA – Summary of Alternatives

	2021-22	2022-23	2023-24	2024-25	2026-26	5-Year Total
Outsource	\$1,521,483	\$1,567,127	\$1,614,141	\$1,662,565	\$1,712,442	\$8,077,758
Insource	\$1,521,269	\$1,573,725	\$1,628,358	\$1,685,274	\$1,744,586	\$8,153,212
Partial Insource	\$1,705,381	\$1,757,366	\$1,810,985	\$1,866,290	\$1,923,336	\$9,063,358