

*Stakeholder Input Report for*

***New Haven  
Public Schools  
New Haven, Connecticut***

*submitted by*



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# **MCPHERSON *MAC* JACOBSON, LLC**

## **EXECUTIVE RECRUITMENT & DEVELOPMENT**

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### **New Haven Public Schools**

New Haven, Connecticut

### **District Stakeholder Input**

*February 2023*

#### **Executive Summary**

On February 15<sup>th</sup>, 16<sup>th</sup> and 17<sup>th</sup>, 2023, consultants Dr. Tawana Grover, Dr. Karen D’Avino and Dr. Judy Sclair-Stein conducted meetings with district stakeholders representing different groups associated with the New Haven Public Schools. These groups included: administrators, business and community leaders, community members, parents, support staff, students and teachers. The consultants received input from nearly 200 individuals in these groups. Input was gathered regarding the selection of a new superintendent for New Haven Public Schools. Outlined on these pages is an Executive Summary of the major themes expressed by the participants at these sessions.

#### ***Tell us the good things about your community.***

- Diversity
- Great food and great neighborhoods
- Lots of institutions of higher learning, in addition to Yale
- Best pizza, anywhere
- Everyone knows and cares about each other
- There are lots of things to do
- Sense of unity in the community
- People are always willing to help
- Multi-racial, multi-cultural, multi-ethnicity in a very small area...all are celebrated
- Close proximity to Boston and New York

***Tell us the good things about your schools.***

- Talented, dedicated, hard-working teachers
- Many school/community partnerships
- The children are amazing; bright and fascinating
- People are truly committed and dedicated
- Many world languages are represented...English, Spanish, Pashto, Farci, Greek, French, etc.
- Real-life experiences for students
- Schools build relationships with our students
- Parents are invested in their children's education
- Many choices, through magnet schools, and multiple ranges of options.

***What issues should the superintendent be aware of as he/she comes into the district?***

- Inefficiencies in our systems
- Teacher and staffing shortages
- Politics play a significant role in how decisions have been made
- There are disparities within the community
- There has been a lot of nepotism in the district in hiring practices
- Pay increases have been inequitable
- Mental health issues, impacting kids in particular
- Safety and discipline issues in the schools
- Building facility issues, such as bathrooms without doors, leaking ceilings, etc.
- Special Education population needs attention...lack of staffing, difficulty meeting terms of IEP, utilizing paras as substitutes in classrooms, etc.
- Busing
- Lack of communication
- Need for more funding
- Inequities across buildings

***What skills, qualities or characteristics should the new superintendent possess to be successful here?***

- Visionary
- High Integrity
- Visible
- Community Leader
- Collaborator
- A voice at the state level
- Patient
- Be a good listener
- Experienced

- Bold and fearless; push back against long-standing systems
- Fearless advocate
- Relationship builder
- Communicator
- Problem-solver
- Transparency
- Honesty
- Approachable

**1. Tell us the good things about your community.**

- Endless potential
- Committed to community
- Lots of pride
- Close-knit
- Arts- lots of opportunity for creativity in community and in schools
- Lots of good food- top tier restaurants and dining options
- Students are naturally interested in innovative programs STEM; Arts
- Collaboration throughout the community-very willing to be a part of the solution
- Very diverse learning environment
- Thirst for excellence
- Vibrant
- Inclusive and non-threatening
- Geographic location to the universities and partnerships have been helpful
- Generational families
- Magnetic energy
- Sanctuary city-long history – does all it can for all people
- Courage to do what’s right
- Diversity
- College town, CT....numerous universities—Yale, UNH, Quinnipiac—many opportunities
- Diverse life experiences
- Gem...If you’re good to New Haven, New Haven is good to you.
- Welcoming place....so many different types of people
- Big city in a small setting. Restaurants, Yale offers a lot of opportunities. Highlights the equity issue.
- The city has many opportunities if we partnered better; we could provide more
- Diversity...definite different cultural communities
- Really covers a variety of income levels...people who are wealthy don’t feel that living in New Haven is beneath them.
- After the pandemic, many moved to New Haven; people live and work in New Haven
- Theatre, live music, restaurants...things in New Haven that other cities don’t necessarily have
- Many institutions of learning in addition to Yale
- Proximity to New York and Boston
- Center of the Arts
- Colleges and Universities
- Diversity
- Close Knit- Big City, small enough for connections
- Sense of Community
- People know each other

- Embrace multifaceted aspects of different cultures
- Generations of families
- Very welcoming of new families
- Plethora of community activities
- Culture and arts
- Access to institutions - colleges and universities
- Committed to being here - a vocation - could be somewhere else, making more money but a cadre of people here to improve education
- Community members find their way back - drawn in, to sense of belonging and cultural diversity. It “sucks you in, it’s home”
- Anyone from the outside would see that by the way the community responds
- Community very vested in what happens in education
- Want to be involved, community is engaged
- Ability to utilize the community and utilize their input into the future vision of what the district could be
- Work together
- Superintendents have gone to folks’ weddings - give you a sense of family

**2. Tell us the good things about the New Haven Public Schools.**

- Lots of choice for parents. Parents can select based on interests.
- Magnet programs have changed lives. Have evolved with the time.
- Diversity is a rich factor and appreciated in New Haven
- Different cultural benefits and experiences
- Sense of community among educators
- Multiple opportunities for growth
- Able to build self-efficacy
- Students are empowered to let their leadership shine.
- Pride
- Staff are deeply committed. Staff choose New Haven
- The children are amazing, bright, fascinating
- Very nurturing
- Diversity and tiered, specialized instruction
- Engineering, Art, Comprehensive Schools, Neighborhood Schools
- Breakdown of K-8 model has had its advantage fiscally...
- K-8...kids have been known since they were five
- It helps me in how I relate to the students
- When they get to the high school level, I see how they matriculate
- The people who are here...we’re here because we want to be here.
- Lot of the teachers are invested and devoted
- The teachers care; they work hard
- Collaboration piece; the investment in getting feedback and stakeholder feedback
- Our teachers and staff are very well-trained

- We are wanted by many districts because we are so well-trained...but it can be our down-fall...it's easy to recruit us
- We are very diverse.
- While the district is diverse our individual schools are becoming very diverse.
- Students do get choice in where they go to school...we have 44 schools just in our little city.
- Even if schools are in bad neighborhoods, once you step in those doors, there's so much differentiation and support for kids.
- Everyone is reachable...even the supt.—Voices can be heard.
- Good/great schools
- Commitment of staff here
- Longevity - good portion of the staff that have been here for a long time
- People go above and beyond
- Have had a lot of professional development and built capacity
- Before in district, heard about “family” that is the faculty/staff
- Every school is truly a family - not something that happens everywhere
- Culture that Principals bring to every school is unique - extension of themselves, personified across the district
- The requirements to be an educator in CT is tough; we want the best to be a certified teacher.
- We are always continuing some form of education with our staff; there's constant training going on to always be on top of your craft.
- Teachers learning from teachers.
- While we are one district, each school has its own unique personality, but we share and learn from each other.
- Culture and Arts
- Great Schools
- People are truly committed
- Sense of belonging
- Cultural diversity
- Feeling of family
- Schools are unique and offer choice for families.
- Athletic and Art offerings
- Leader of School Choice
- Not a one size fits all
- Talented teaching staff

**3. What issues should the superintendent be aware of as he/she comes into the New Haven Public Schools?**

- Has the ability to capitalize on the strengths that already exist- Tap into the resources
- Respecting the culture and continue to gain feedback and act on some recommendations
- Facilities need improvement



- Equity issues
- Distribution of resources
- General schools funding vs Magnet schools funding
- Staffing issues
- Enrollment issues
- Teacher shortages
- Lack of Systems and inadequate processes contribute to a colossal waste of time.
- Inefficiencies in the system
- Understanding why people are leaving
- Work orders not addressed in a timely fashion
- Processes and procedures need to be updated
- Pockets of excellence vs more system wide
- Cross functional training needed; sustainability of talent is a challenge
- Budget deficit
- ESSER helped but short - serious funding problem
- Chronically underfunded
- District is growing - improving academic performance/programs
- Many coming from grants
- Challenge for the superintendent - how to advocate for additional funds, those born and bred in New Haven can't afford to live here
- Information in isolation
- HR processes
- Teacher shortage is impacting student achievement. Students are missing year of instruction
- Understand the vast differences across the district
- Principals need support in solving problems such as lack of security, lack of clerks
- Take concerns of the principals very seriously
- Be creative and create think tanks to help solve problems
- Trust in insight from principals- Told to figure it out then said no
- Empowering principals to make hard decisions
- Competing priorities and areas of focus with political dynamics
- Be aware...Principal burnout is real
- Have a concrete way to address aggression and behavior concerns for safety
- Willing to bring in experts
- Educators at this level are influenced by politics
- Politics play a role in decision making; play a role in people's intent
- Supt. is a political position; my concern is people staying true to being an educator.
- People who come here have good hearts, but sometimes they get pressured by the situations of politics; that is a primary concern.
- How will politics affect the morals and ideals of our top administrator?
- Be aware that staff are not all being paid equitably. How will staff other than teachers be paid, since teachers got a big raise.

- There's a hierarchy in the district and even though it's not an official hierarchy, it's clear that teachers are viewed as the most important. If everyone is viewed as equally important, that would be helpful.
- We are wanted by many districts because we are so well-trained...but it can be our down-fall...it's easy to recruit us
- Not being from New Haven can make a big difference...you have to really prove yourself.
- Parents can be in your face; they want what is best for their child and for children in general.
- Passionate students, parents, teachers, etc...be ready to listen past the presentation sometime to get to the root cause or problem.
- There are certain things that should be changed...hiring process, placement on salary schedule, etc.
- Knowing to work with the board...not working against the board.
- When making decisions, it has to be: "Kids First."
- Not all classrooms have certified teachers
- Be aware that we've had a big influx of students from Afghanistan...we need to make an effort to have things translated into Pashto
- Some schools have not had office staff like a secretary or clerk
- Communication between the departments...sometimes you get different answers
- District is chronically underfunded
- Must advocate for additional funds
- Legislative impact and threats to funding in New Haven
- Staffing shortages and retention challenges
- Political pressures and navigating
- Celebrate the entire school district and not pockets of it.
- Board Governance
- Complex unions
- Funding- Complications with grant funding and impact on programming
- Equity
- Perception of Board dysfunction
- Structure of buildings and facility maintenance
- All of the buildings are not new, need to take inventory of the conditions of the buildings
- Role of the Superintendent and the Board
- Families need to be heard
- Understanding impact of Yale (gentrification; inconsistency of support for schools);
- Untapped partnerships with colleges and universities

**4. What skills, qualities or characteristics should the new superintendent possess to be successful in the New Haven Public Schools?**

- An appreciation for how tough the job is at the building level
- Accessible- willing to have authentic conversations; Visit the schools to see firsthand
- Been on front line
- Interpersonal skills
- Embrace innovation and technology; willing to try out some cutting-edge things
- Capacity in honoring the legacy of the district
- Visionary
- Innovative leader
- Transparent
- Knowledgeable
- Excellent communications
- Relationship builder
- Inspirational
- Great to have someone who thinks of communication as a strategic function
- Systematic communication with all constituents that advances the agenda for the future of the district
- “Resilient advocate”
- Grit, integrity and the ability to inspire others - protect us - don’t sell us out to the highest bidder
- Opportunity to stand by/for something
- Easy to please everyone but have the integrity to do the right thing by students and families
- Someone who is inspirational and whose heart is in it for the kids
- Inspired to go above and beyond
- Strong leader - brings people together, is decisive, commands a room, gravitates toward that person because their opinion matters, portrays the image of the school district in a way no one else can
- Embodies those kinds of characteristics
- Can lead and be able to stand on their own two feet despite the politics of the district
- 6 superintendents had an open door policy, in the community and in the district office
- Knows the staff by name, want to feel part of it
- Walking around, saying good morning, making sure everyone feels part of the community
- Can’t have little silos
- Someone who is a leader but who you can trust and have a private conversation, behind closed doors
- If there is a closed door conversation, it needs to stay that way
- “Kicks butt” when the door is closed but presents a united front, protects the staff

- Not limit thinking to someone who has been a teacher, AP, Central Office, etc. - doesn't have to be a linear trajectory - open to those with leadership experience in education
- Change agent - lead culture because the world is changing
- New expectations of how things should be done
- Budget issues
- All things moving us in a new direction
- Not every leader is a change agent
- Culture we develop over the next several years will lead us toward the future
- "That's the way we've always done it" may be okay but need a leader who can lead
- Service level folks don't always get the praise, they feel discounted
- Work with teachers - feel like they have their back (the teachers)\
- Ability to solve problems
- Leading with a moral compass
- Fearless and fair in decision making
- Trust and Trusting
- Transparent
- Willingness to listen
- Openness for creative ideas
- Create an environment where leaders are willing to be risk takers
- Interdependence. Must rely on other people
- Distributive cognition theory
- Someone who can step up and just be human
- Sets boundaries
- Puts families first
- Humble can admit mistakes
- Look at education in the post pandemic and the complexities
- Pre-pandemic environment in a post pandemic world- reimagine for today's needs
- Address absenteeism
- Connectivity is with the city, staff, the overall structure and culture of New Haven
- Be one of the people...relatability
- Flexibility...be able to meet someplace, even if not in the middle
- Be able to communicate with stakeholders about concerns
- Sit down and have a conversation; give kind words
- Understand the community and the culture of the community.
- Don't come in and change everything.
- Be aware of the diversity in New Haven
- Learn about the culture of each school; one size does not fit all.
- Come in and get to know each school; spend time with us.
- Come here and be invested...not just for the moment.
- Be truly invested in us and wants to make the district better
- Wants to work really hard to make sure no school is a turnaround school

- Don't micromanage, but if I ask you a question as the supt., I would hope you can provide an answer, not refer me to a member of your team.
- Knowledge of instructional practices
- Needs to be open and capable of working with all of the different languages in our city
- Thinks of communication as a strategic function
- Grit
- Integrity
- Ability to inspire others
- Able to be decisive and do the right things for the community; know they will not please everyone
- Strong leader
- Someone who brings people together; commands the room
- People gravitate because what they say matters
- Presents the image of the school district in a way that no one else does
- Listens to everyone both internal and external
- Trustworthy
- Unifier
- Does not have to have a traditional path to the Superintendency
- Need a change agent
- Validate the staff working in the service side
- Balance obligations to all schools and not pit one against the other
- Strong Political Prowess
- Being able to articulate needs, concerns of the school
- Collaboration
- Get to know families
- Listener
- Compassionate
- Very discerning and understating action and result
- Relationship builder among central office and campus leaders
- Redefine Central office role as one of support
- Develop efficiencies in processes and procedures
- Superintendent experience with a track record in an urban setting
- Resilient
- Manager of many moving parts.
- Ability to train others and build a highly effective team
- Strong communication skills
- Savvy with navigating change and gaining support prior to decisions being made
- Face issues head on
- Persona and Charisma
- Knowing when to stand up for issues but also how to diffuse controversial situations
- Know when to be present

## **Name of Stakeholder Group: Business & Community Leaders *February, 2023***

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### **1. Tell us the good things about your community.**

- Everyone knows everyone
- Small
- Transient, but everyone connects
- Very diverse: Asian community growing
- People- newbies and generations; very welcoming
- Progressive; you can try things that may not be able to be accomplished in other places
- Embracing reentry; sanctuary
- Caring and passionate community about what matters
- Community will pay attention and will want to be involved
- Great neighborhoods
- Great food; outings; will never have to go to another chain
- Presence of higher education entities
- Diversity
- Engagement - you show up at a meeting, then you're in charge
- Commitment and openminded
- Supportive, want to be heard and if not heard, they'll let you know about it
- Racial, ethnic, class diversity
- Arts and cultural access
- Vibrancy
- Strong sports sense in New Haven
- A lot to see in New Haven, so many different communities, community gardens, live movie nights
- If we know there is someone in need, we'll support them
- "We're a helping-hand community"
- Someone who wants to wrap their arms around a place
- Lots of colleges, universities, etc.
- Magnets - lots of students who come from surrounding communities
- Have lots of churches with tremendous support who could be engaged in the schools

### **2. Tell us the good things about the New Haven Public Schools.**

- Range of options
- School Choice
- Tremendous educators committed to schools
- Willingness to get in the trenches
- Voices are heard in the school
- Financial opportunities for students; scholarships; New Haven Promise
- Incredible teachers and staff here in the district
- Staff choose to work in New Haven because they choose to
- Diversity of the district
- People from all over the world live here

- Embraces Pre=K needs
- Number of partnerships
- Bilingual classes
- Community engagement
- Children and families connected from just one event
- People consider each other family
- Dual language program
- Magnet program - opportunities of choice
- Exemplary teaching that could be modeled by others
- Many indicators of great teachers
- Amazing teachers, paras, cafeteria workers, secretaries, etc.
- Vanessa Roberts-Avery - appointment by Biden, grew up in New Haven
- Ulysses S. Grant program
- Excellent teachers and support system
- Willingness to make it work for the sake of the kids

**3. What issues should the superintendent be aware of as he/she comes into the New Haven Public Schools?**

- Highly politicized position
- Have all the elements here - haven't had a leader who can knit all the pieces together
- Sometimes information can be lost; because of some of the outsourcing
- Will be very visible
- Always the face and forefront- addressing differing priorities
- Know how to be decisive with diverging interests
- Addressing staffing
- Able to relate and understanding cultural dynamics
- Guide principals in their role
- District of history of longevity and recent turnover are in conflict
- Leadership experience in galvanizing different groups
- Inspirational and able to tell the stories about the district
- Strong connections to the Mayor
- Work closely with the Board
- Making sure there is a certified teacher in every classroom
- Academic achievement scores
- Equity issues
- Look closely at Black students when disaggregating the data
- Bring people along
- Establishing a sense of safety
- Equity practices are being challenged such as restorative practices
- Build trust in leadership
- Be results oriented
- Be open and collaborative; embrace criticism
- Recruiting educators

- Disparities within the community
  - i. Poverty
  - ii. Race
  - iii. Resources
  - iv. Yale/Gain strain
- “Never-ending conversation” about how to improve the schools (generation after generation)
- Choice process
- Easier to move out of New Haven to get my kids in schools
- Education is too political - that person will be faced with diversity
- We have over 150 different ethnic groups - people must be open-minded
- We have supportive parents but others who just want to be there to disagree and we accomplish nothing that way
- Number of schools - 48 schools - a lot of schools for a small town
- Finance problem - not all schools get the same, variety of number administrators, security guards, etc.
- All the needs must be met for all students in all schools
- Equality for every school
- Qualified people to maintain that
- Subs - where am I going to be working?
- Staffing
- Equality and equity
- Board of Education is a problem
- Bussing - better system to pick up the kids
- Discipline - no consistency in schools
- Gangs, continuous thing - how do we fix that
- Teachers who live outside of New Haven should have their children come to schools
- Cause a ripple effect
- Board of Education is contentious and politically motivated,
- Not funded - needs a type of leader who will go after funding
- The district needs a plan for teaching reading - felt all the way up
- System not getting that right - causing obstacles across the board
- Pandemic is over - get back on track
- How do we teach parents to teach or how do we bring them along?
- Teach our parents to help themselves
- Social, emotional, economic issues
- Many parents not doing it because they can't
- Your voice matters - parents are the most important person in the students' lives
- Mistrust of the school system
- Superintendents cycle
- If parents go in a fight, then the schools care for the kids
- People who have been there a long time who are not competent to do their jobs
- New person needs to clean house - the level of dysfunction is profound



- Outside agencies who cannot partner with the district due to structural barriers
- Skills, attitude, values, work ethic, orientation of what works for kids
- Talent management
- Higher ups need to be more involved in the schools
- Don't have paper, large (\$30,000) raises but paras who don't make a living wage, teachers who need crayons, markers, etc.
- Everyone at the top is in a different world
- Situation we're in now in New Haven

**4. What skills, qualities or characteristics should the new superintendent possess to be successful in the New Haven Public Schools?**

- Empathetic
- Strong leader
- Nonjudgmental
- Committed to being in the city
- Sees the best in students
- Inclusive leadership
- Support the Board of Education in their need for leadership
- Be a leader in the community
- Be a community leader
- Passionate about the staff
- Competitive compensation models
- Advocate for staff
- Building relationships
- Coalition building
- Getting to know people
- Be honest about the problems and set out a vision on how to solve them
- Results oriented
- Preparing students to get good jobs
- Graduating with good jobs
- Sense of urgency
- Change management
- Leverage the talents of the students to help change their lives
- Skills with budgeting
- Voice at state-wide levels on some on the inequities
- Transparency
- Committed to the belief that every student gets to “ The sky is the limit!”
- Strong community transparency skills
- Strong ethical compass
- Closely with the community
- Good listener
- How many schools did they jump to? Was it lateral?
- What is acceptable behavior in schools?
- Students need to learn in a safe environment, modeled by the leader

- People knew they had to do their job
- Accessible and authentic
- Making tough decisions
- Community support
- Unite; be nice and strong
- Set high goals and standards
- Visit schools unannounced
- Key person is the Principal - each Principal needs the support
- Be in those buildings on a consistent basis
- Cause for why teachers leave
- Staff meetings with district leaders need to be held accountable
- What are you doing about the schools?
- The system will follow the leadership of the superintendent
- Principals need help
- Accountability, credibility, open door, transparency
- Make the connection (may not be in a school building)
- Former superintendent went to meet people wherever they were
- Open minded - disagree but have the best outcome for stakeholders
- Superintendent work with the “now” kids - Social media, guns, etc.
- Kids and teachers need to feel safe
- Make our young people accountable - consequences for behaviors that happen in schools
- Someone who wants to be in New Haven
- Deep commitment - investing in that wholesale
- Deferred maintenance on human being
- Counselors/mental health supports
- A track record
- Someone who has dealt with the political complexity
- No one internal is a good candidate
- Bi-lingual not necessary but connecting and ability to work with community
- Strong advocate for district

**1. Tell us the good things about your community.**

- We have Yale
- Vibrant arts scene
- Things happen in the summer on New Haven Green
- Best Pizza in the world!
- Arts and entertainment portion of the city is good
- NY Times posted the 50 top places in the world...New Haven made the list!
- Vibrant restaurants
- Health care facilities...Yale Hospital one of the best in the country
- Lots of well-defined neighborhoods
- Lots of diverse families
- Nice town to live in
- I love New Haven and I enjoy being here!
- Family and community- home feeling
- Connection to each other
- Culture of care

**2. Tell us the good things about the New Haven Public Schools.**

- Offering more programs for the children who aren't going to go to college; CNA, Automotive, etc.
- Basketball and cheerleading programs, Saturday academy...These programs pull kids in and give kids things to do and provides other opportunities
- Summer extended year program
- We have a lot of selective high schools which are geared to special interests
- Parents have a voice
- Community Partnerships
- Responsibility
- Great people, great teachers
- History of longevity, stability

**3. What issues should the superintendent be aware of as he/she comes into the New Haven Public Schools?**

- Pay freeze and classified still making the same thing; neglected afterthought
- Many classified staff are working second jobs to make ends meet
- Special Ed. Kids are not getting the support they need
- I'm not making that much more money now than I made 37 years ago when I started
- I use a food pantry in the summer, because I don't get paid in the summer
- I wish there were more electives for kids
- Minimal pay increases for paras; look at how to increase
- Use money effectively to retain teachers and paras

- We get told that they can't do the work without us, and yet the way they pay us doesn't reflect that appreciation. We shouldn't have to work three jobs or work every single program that comes down the pike to make ends meet.
- Many of the kids are not interested in coming to school anymore.
- We've got to think of different ways of bringing kids to school.
- The pandemic made such an impact on the way things are now. Kids got lazy, they "checked out," etc. It's made it tough for many kids to get back to the flow.
- New supt. is going to have a lot on his/her plate between teacher, para and sub shortages. Paras were then used as subs, which then means sped kids aren't getting their services.
- Nepotism in New Haven is rampant...not just in the district, but in individual buildings.
- I would love to see someone from outside of New Haven selected as supt.
- So many special needs students.
- Everyone knows everyone
- Connecting to the culture; honor what has been established yet, make it better.
- Academic Challenges
- Innovator of ideas and solutions
- Involve people from the trenches for decision-making

**4. What skills, qualities or characteristics should the new superintendent possess to be successful in the New Haven Public Schools?**

- Be approachable
- New supt. needs to be focused on the educational process.
- People need to know they are heard and valued
- Hear people; educators and paras have a lot on their plates.
- Be friendly and compassionate
- Responsible and present
- Listen to the kids
- Find us some teachers
- Patience
- It will be a frustrating process at the beginning
- Be a creative thinker
- Be visible
- Very good listening skills
- Honesty
- Trustworthy
- Down-to-earth
- Willing to listen and get to know the people no matter background
- Be able to represent New Haven
- Bring all staff together
- Willing to teach a class serve in the role of others
- Understanding of the role
- Show that they are human

- Experienced
- Risk-taker

**Name of Stakeholder Group: Community Stakeholders**     *February, 2023*

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**1. Tell us the good things about your community.**

- Diversity, diversity, diversity
- So much untapped potential...limitless
- So many colleges and universities
- Balance between city and small community
- There can be circles that don't intersect in New Haven, but many do
- We have so many people from so many parts of the world
- It's small enough where people can get to know each other; New Haven has a lot to offer
- People in New Haven are willing to sacrifice
- History of the city and we think critically about the things our city has faced
- We can intervene on a community level and if the next superintendent wanted to work with us we could problem solve...we could see real change.
- People will speak up in our city
- Multi-racial, multi-cultural, Multi-ethnicity in a very small area
- Community is very concerned about education
- A lot of care about the future of education
- Many higher education institutions, except for an HBCU
- Opportunities to be engaged in anything you might want to be engaged in
- Rich in culture, arts, restaurants
- Excellent Mayor
- Many resources here, letting people know about the resources
- Rich in culture, very diverse, entrepreneurs, artists, great collective of people
- The town could stand alone if we needed to
- Arts
- Lots to offer
- Lots of opportunities
- Appreciates the richness that our community has and the diversity of parents, students, staff, faculty and also sensitive to the needs of our community

**2. Tell us the good things about the New Haven Public Schools.**

- The work the district faculty team is trying to put forth
- We have so many talented and hard-working teachers and they don't let those challenges hold them down
- We try to build on our students' strengths who build on our students' needs
- Adults in our schools are making joyful spaces for our students
- We have great teachers who are educating phenomenal students

- We must recognize the fact that we have very dedicated and committed educators and we have many programs that meet the many needs of our students.
- Teachers want to do the best for kids.
- There is more dedication and devotion in this district; I couldn't think of a better place to educate a child.
- I feel so welcome and my son feels so welcome.
- Parents and Teachers who go above and beyond for students
- Opportunities for the schools to partner with organizations in the community
- Commitment to partnering
- Wonderful opportunities for kids, enrichment and academics during and after school
- Offer many languages such as Arabic, Greek, Farci...many world languages
- Pockets of excellence
- Dedication of the staff to see students succeed
- A lot of choices for students; magnet schools
- Parents in New Haven are very invested about their children's education; plays here that rival anything in NY
- Awesome teaching staff and role models; our kids need teachers who look like them.
- Great infrastructure and great buildings
- Our students go everywhere after graduating...our students are very successful
- Very good education system, filled with choices
- The magnet school system - out of New Haven and our kids and the topics offered at the magnet schools
- Teachers do a phenomenal job
- Teaching is dynamic, students have grown leaps and bounds, kudos to the teachers
- Teachers care for students
- Teachers have a heart for the kids
- Kids need more than just a structured curriculum
- Principals also have heart - a place where the Principal loves the kids, it permeates the school, Principals are available to parents, teachers and students
- Great kids, even the ones that are rough around the edges - how talented and knowledgeable our students are and how students stand up for each other in light of adversity
- Teachers here who are qualified to be superintendent of New Haven - shouldn't have to go out of New Haven, need someone who is qualified, have some good teachers and role models
- Child development
- Center child development in the decisions teachers make
- Teachers understand and implement and build learning and acknowledge that learning happens home, in job training, science, arts, etc.
- The buildings are pleasing, decorated by students, many under 20 years old, importance of having kids grow and prosper, shout out to facilities and security

### **3. What issues should the superintendent be aware of as he/she comes into the New Haven Public Schools?**

- Huge lack of resources; lack of supplies; we don't have adequate teaching staff
- Our community used to produce high levels of students; many of our third graders are reading below grade level
- We have huge challenges; we do have untapped potential, but someone has to care about our children before the paycheck.
- Decisions are being made which don't benefit our kids.
- Our children are not engaged in school at the high school level
- Supt. needs to support teachers at all costs.
- Mental health issues go on with children; being aware of that.
- A real dedication to school climate and culture which are lacking
- How are we using the data collected at central office
- See the teachers as professionals and equals
- Consistency in discipline
- Work with teachers
- Housing affordability
- Homelessness, mental health,
- This has to be a mission; not a job
- Being a supt. is a hard job; be able to deal with many different factions, issues and concerns. Bring together a partnership with parents, teachers, students, ethnic groups, groups in the city...we cannot expect one person to do that alone. It cannot be factionalized. The politicians, teachers, parents and students...everyone must buy-in and work together.
- Pockets of excellence...if I'm in that pocket, great, but if not, then I don't benefit
- Safety issues
- Social/emotional wellness of students and staff
- Some high school students are not able to do basic skills coming into the workforce
- While there is choice, some of the choices are better than others and if you don't win the lottery, you may become a have and a have not. All of our schools need resources
- In terms of infrastructure, our schools need equipment to be checked...many things are broken.
- In terms of enrollment, some of our schools are bursting at the seams.
- We are asking too much of certain communities.
- Be aware of what is going on in the city.
- Be aware that there are dedicated professionals in the classroom and they need to be listened to; listen to the existing staff and respect them
- There is that "blame game" that goes on as to who's responsible
- Sometimes we miss the caring
- Have to have the recognition that the Board of Education's scenario isn't working and needs to change
- Be aware that we have a teacher shortage; we sit in a city with great education institutions around us.

- Needs to access community resources for families and faculty and students
- Not impressed with last two superintendents
- Not getting replies from superintendent, assistant superintendent
- Too many of layers of leadership
- How often do they come down and get to know the kids?
- New person will have to do a complete 180
- Press their flesh to see what is going on
- Like the game of telephone - not an accurate picture of what is happening
- No real top-down accountability
- Too much autonomy - what happens on one side of town does not look like the other side of town
- Not doing things with equity and fidelity
- Policies and procedures need to be in place
- Accountability, checks and balances, doing things consistently across the board - what's good for one is good for the other
- NJ 13 year old who committed suicide from bullying - the administrators were not proactive - did nothing to support the child - here in New Haven that would not have happened
- New Supt - learning loss, retention, absenteeism, cognizant and brave enough to clean house, in order to set things right, sometimes you do need to clean house
- Tendency to hold onto bad policy because "we've done it" - things that would be good for the city and they just simply refuse to do it
- Need to be sure children are safe with the vetting process of teachers/staff coming into schools - a little worrisome sometimes - safety protocols, bathroom checks
- Our school system is in a massive crisis - not a normal hiring - if this were a fortune 500 company, we'd hire someone to come in and assess everything, but all we're doing is changing the person at the top, how to give us the best product
- Who is the best Supt to fix 65% absentee rates, low reading scores - what will you do to ensure that the best person is hired? How to set that person up for success
- Environment where the teachers are going down - leaving - don't feel supported
- Lots of resources but everyone knows everybody - we need no connections, new from the outside
- Board of Education - lack of professional decorum among professionals, new Supt. has to find a way to work with the Board that is student first, core is our kids, look at the Board of Education meetings, CT has most highly educated people, why we can't come to an accord to find out why our kids aren't being supported,
- Politics - person coming in - strong backbone - maybe need to tough it out - the person needs experience with this type of baloney
- Aside from the politics - community that we serve – Supt. needs to be well versed in that community, the issues we face in the city also effect our students
- Great parents and community members but also an absence of parents and teachers, security, admin are filling in for parents - not the same across the line - each neighborhood different



- Police had a scandal, experienced chief there, did a report who said they needed to have someone on the outside to address issues
- You have not identified the problem
- Need more youth on the Board
- Need more parents on the Board
- Meet with senators, etc. - we need that from you first
- You can't just leave us

**4. What skills, qualities or characteristics should the new superintendent possess to be successful in the New Haven Public Schools?**

- Supt. must be a resilient advocate for the teachers, custodians, paras, etc.
- Communicator
- Parental environment...make parents involved
- Empathetic...meeting the needs of students, faculty, parents, etc.
- Be creative about how we're rebuilding relationships
- Bold and fearless...push back against long standing systems
- A big community of Hispanic and Latin people...someone who can understand us and who can communicate with our community.
- Important to learn and know the needs of the Hispanic community.
- Committed
- Really wants to be here and work with the families and the support staff and the greater community
- We have to get this search right!
- Be intentional with city government
- Call to action from AA and Hispanic churches to build partnerships with the schools
- Be dynamic in education and be dynamic in business; this is a business.
- Work smart
- Be hands-on
- Be able to massage all the relationships...many want to be "king or queen"
- Use some unorthodox methods to get teachers in classrooms
- Go elsewhere to recruit; we need to think outside of New Haven
- Have high expectations
- Elevate that sense of urgency; expectations must rise for everyone
- Supt. needs to provide recognition
- Craft a vision that is compelling that our teachers, parents and administrators can buy into. Without that compelling vision, we won't rise to a level.
- Integrity
- "Talk the walk and then walk the talk."
- Have a mindset that what they are doing...recognize education as a civil rights movement
- Proven track record of what they've accomplished; more than two years of experience
- Negotiator

- Come into classrooms and experience what teachers and students are experiencing on those levels
- Be a role model for our students, teachers and parents to look up to
- A leader with vision, an innovator; with all the education institutions around us, we should be able to cultivate more certified educators
- Make things better for our most marginalized communities...our black and brown students
- We want a supt. who is willing to get down in the trenches and talk with students and staff...whether or not they are from within or outside of the district.
- Have a visible passion for the work.
- Transformational leader
- Look at non-traditional candidates, who understand education and who can take us from Zero to 60 in a short time
- Sense of humor
- Safety as a top priority
- Support our teachers; recognize they are being asked to solve a lot of societal issues
- Kids need a safe way to get to and from school at all times of day.
- Believe in the power of our community to come together which is causing the stress our families, children and staff face.
- Accountability
- Unifier - teachers, administrators
- If someone is homegrown - maybe not someone from within the school system who grew up in our neighborhoods, have been in the same path as the kids at the schools, my parents raised me humbly
- Doesn't matter the color - the superintendent can be purple - but they need to break the barriers down - they should know it as soon as they step in the door.
- Supt. should be able to do the job as they walk in the door (like corporate)
- Demonstrated ability to think critically about those problems and evidence of solving them
- Lots of public about "we're doing this", but when the approach is not clear, that's problematic
- Colleagues are always talking about no fault problem solving - if we all point fingers at each other, we're not building the relationship – Supt. needs to build relationships and make it feel like a community and a village
- Supt. who will foster that feeling
- Supt. who will take responsibility for their district
- Experience in an urban school system, developing support, students having support - adequate social workers, school psychs., teaching staff, nurses, teaching supplies, and the ability to get the job done
- Work collaboratively with the teachers' union
- Safe secure learning environment
- Building administrators create a positive, collaborative, learning environment
- Importance of social emotional health as a top priority - create an inclusive environment for students

- Vision, intelligence, rigor, passion, from crisis to excellence
- Know how to validate lived experiences; that is valid in decision-making
- Believe in the capacity of all those in the district
- Be intentional about decision-making
- Unflappable in the face of challenges
- Hear us, address our needs
- Once they make the decision, it stands and is checked up on
- If it is with people they know - those people shouldn't sway those decisions - they should not be swayed if they feel it is the right choice for the staff/students
- Rooted in policy and procedure - set of policies that should be homogenous throughout the district
- Urban community
- The work here doesn't translate in a suburban area
- Some community members advocating for town hall meetings to meet/screen/interview the top supt. candidates
- 2017 didn't go well because it was rigged.

**Name of Stakeholder Group: Parents**     *February, 2023*

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**1. Tell us the good things about your community.**

- Diversity
- Sense of unity
- People are always willing to help
- People are willing to stand up for the good things
- New Haven offers everything:
  - Universities
  - Museums
  - Activities
  - Festivals
  - Proximity to Boston and New York
- Committed to New Haven - choosing to live here because they like it
- Has an incredible diversity of people from backgrounds, experiences,
- Educated people
- Diversity, complicated city but a city where there are interesting things going on
- The arts...
- Small city, a lot to offer
- Committed to this city, invested in it
- Parents invested in their schools - not in private schools, they're here
- A lot to offer culturally
- Feels very connected, feels small, people's families grew up here
- Activism here
- Creative attempts to address real problems
- People thinking outside the box
- Engagement in solving the problems

- Proximity to the beach but proximity to New York, Boston, Philly, natural resources
- Airline with direct connections to Florida
- City of neighborhoods - all have their own identities
- Known for being Yale, but also Southern State, Quinnipiac, etc. not just Yale exclusively
- New Haven Promise - free or very low tuition to UCONN, etc.

**2. Tell us the good things about the New Haven Public Schools.**

- Diversity
- Choice for students
- School Calendar demonstrates celebration of diversity
- Dedicated teachers
- Schools feel like home for many students
- Relatively new facilities and new schools
- On the Arts side - tremendous arts education for students who are tracked in that direction
- ECA - exemplary arts education
- Great magnet schools
- Students from around the area
- The sound school - marine bio focus
- Common Ground - nature based
- Despite the flight of teachers - tremendous core of great teachers who want a leader who “gets it”
- Parent whose son is... White male, is the minority and is proud/happy about that
- Child not afforded privilege, has to check his own biases, kids are open minded,
- Huge refugee and immigrant population, kids experienced trauma
- Kids marginalized in New Haven
- Some neighborhoods underserved but when kids go to school together, helps build compassion and empathy

**3. What issues should the superintendent be aware of as he/she comes into the New Haven Public Schools?**

- Busing
- ESL programming
- Need more one-on-one support
- Class size
- Additional supports for teachers
- Absenteeism policies
- Existing administrators and long-term people of power set in their ways
- Consider someone from outside for a fresh start
- Board needs to support the Superintendent

- Build up the teachers and not break them down
- Teacher retention
- Moral issues
- Meals- does not consider cultural; days where schools run out of food
- Someone who can connect to the parents
- Need for visibility and stakeholder meetings and advisory groups with the Superintendent, part of the entry plan
- Growing threats, legislation in CT - choice and charter, siphoning of money - widening the deficit with threats to the budget
- Issues of retention and teacher shortages
- Retention of staff - new contract gives money, etc. to keep the staff from going out to other districts
- Heading toward a capital cliff - buildings aging - cost to bringing them to fully functioning buildings
- Need to properly maintain the buildings we have
- Combination of new systems and costs along with updating the old to make them new due to failing systems - capital underfunded for a long time
- Many things weren't done - all coming to a head in the next five years
- Politics involved - understand where those pressures are coming from but realize that that exists here
- Budget, staff, politics - three buckets
- Politics and budget go hand in hand
- Resilient advocacy from public session
- Investments critical for human and capital investments for this city
- Funding formula not fully funded
- Advocating for and finding resources going to be the highest priority for the Supt.
- Shortage of special ed teachers and providers
- Students need access to accommodations they are entitled to
- Advocacy for these students at the state level
- Special ed services not readily available
- Hard enough for English speakers, need advocacy for non-native speakers
- Shortage of resources
- Evaluation and assessment is a problem
- Kids are not receiving special education services, taking advantage of our students
- Taking advantage of the most vulnerable population (special education, students, of color, bilingual, etc.)
- Pressuring teachers into not referring kids
- Retention of special education staff but also of teachers in general, don't believe it's only because of pay - teachers not supported - transferred often - breach of trust between teachers and leaders/administrators that needs repair
- Kids can disrupt the classroom and teachers don't have the resources to deal with that child
- Sometimes the child needs to be in a different place and not disrupt learning
- Getting administrators to support the teachers

- Attracting and retaining teachers
- Don't want new curriculum or programs - just retaining good teachers
- Select principals or people who run schools who support teachers
- Get great principals in charge of schools and principals "for" teachers
- So many demands on teachers - so overburdened
- How do we support them?
- So many teachers who have no support
- An example of a teacher who has transformed the lives of children and parents being told there would be no meeting with the superintendent
- Next person needs to engage the community
- "This is a new time" for New Haven - to engage with parents and work collaboratively and constructively to solve problems
- Day 1 - different from the day they step into the office
- Hard to say a lot of great things, eight years ago great things, watched the decline
- 46% of teachers resign in one year and to be punitive to those who use their voice is unacceptable
- Recently bought out two superintendents
- Paras who make no money
- Private agenda
- Hidden agendas have been a problem in the past
- Ten years since Sandy Hook, etc.
- Real violence, code reds, lockdowns - have not had ALICE training, no crisis training, no management, no prevention training,
- Every school principal creates their own safety plan
- Not seeing that we work well together
- School choice process is a mess - kids at different schools
- Segregation problem in our city, but why we have school choice and a funding problem

**4. What skills, qualities or characteristics should the new superintendent possess to be successful in the New Haven Public Schools?**

- One who doesn't operate from a place of fear
- Secure enough to say I don't know
- Someone who can ask questions instead of telling
- Someone who can ask "What do you need?"
- Be competent and comfortable
- Superintendent needs to leave their ego at the door
- Supt who takes school security seriously
- Don't want autocratic leadership style
- Built community in their previous role
- "We wish we weren't losing this superintendent"
- Curiosity
- Whoever comes here will not be an expert in New Haven

- Lucy Young quote - they view arts as cute and extra but they are life sustaining
- When we've stripped the curriculum of things we connect people with - would love to see someone who values the connection
- Absenteeism rates are very high
- Bring things that we had ten years ago back - let's invest
- Drama in every school, art, music, not extra
- Connects them to themselves
- And athletics also
- Open, willing and a proven track record of working with RECS (Regional Centers), parts of the state (New London County) doing amazing things
- Need someone who will advocate for national and regional relationships
- Superintendents is more than running the district - work with the state and other resources
- Communication - early
- Parents need to trust from day one
- Need more teachers of color in schools and need to retain them
- Narrative of recruitment is false - treatment is important
- Feel appreciated and respected
- Someone who can connect to the parents
- Someone to come with fresh eyes
- Ability to make tough decisions
- Strong backbone
- Curious to concerns and solutions
- Willingness to be open-minded, researcher
- Implement programming that is student focused
- Honesty
- Integrity
- Transparency
- Explain the why behind decisions
- Have a plan with policies and consistency
- Unbiased
- Experience with big city environment
- Not afraid to speak up
- Well prepared person
- Humble
- Able to recognize mistakes
- Include parents in the schools, PTA's other programs
- Communication
- Need for visibility and stakeholder meetings and advisory groups with the Superintendent, part of the entry plan

**1. Tell us the good things about your community.**

- Common interests
- Diversity
- Engage with others
- Community embraces all backgrounds
- It doesn't matter your gender, finances...very inclusive
- How people come together; how they connect and support each other
- Support that people offer each other; there's a restaurant that specializes in foreign food and it helps the restaurant and helps others by bringing food to the schools. Entrepreneurs connecting with the schools.
- Many boys and girls clubs in New Haven...very helpful and allows people to be a better and safer environment. New Haven can be a rough environment at times. So having a safe place.
- Lots of great restaurants
- Free programs from the Universities
- Lots of community voice and advocacy
- Beautiful scenery ; Something for everyone to do

**2. Tell us the good things about the New Haven Public Schools.**

- They have a high school for each interest. Schools that specialize in different areas that you want to learn about.
- Appreciate how they don't box our students in.
- Very helpful outside the school...food donations...not just the school, but help you all along.
- Experiences that the schools offer. Agriculture, etc. It's hands-on; it's not just get a lecture and take a test. You learn, take notes and learn from doing.
- I like how schools welcome other schools and support each other.
- Student voice: students supported in organizing for change; participate on a variety of committees
- Offers competitive programs such as robotics free of charge
- Access to programs open to all
- Opportunities for students to become leaders; students lead most programs
- Pride in opportunities for students
- Real-world experiences trips to business and organizations in the community
- Classes and internships partnering with colleges for career exploration
- Staff members are available to assist students even with personal concerns, dedicated time during and after school
- Culture of acceptance at the schools
- Academic support days: mastery grading systems allows students to retake
- Unique offerings



**3. What issues should the superintendent be aware of as he/she comes into the New Haven Public Schools?**

- Although we get all these opportunities, sometimes there are opportunities for which there is no funding. Ex: aerospace class...no funding for out of state housing; transportation to a play; creative outlets and not having funding for them
- Technology...do all students have access to computers?
- Some schools need more reinforcement in their staff; they don't even answer their phones. Need more staff
- Some schools don't have enough teachers and therefore kids are not learning.
- Discipline is very important; mental health is extremely important and understanding why students are acting is important. Sometimes kids are embarrassed by staff and their behaviors are called out by staff in front of others.
- Lack of resources especially mental health
- Lack of organization of the system
- Racial and economic inequalities
- More promotion of offerings
- Evaluate the workload of teachers
- Adults need to be held accountable for how they treat students (racial slurs)
- Students feel abandoned when teachers are leaving
- Students need voice in the budget
- Facility improvements are needed
- Concern for safety with sewage, cleanliness, etc. in many building
- Buildings are falling apart
- Holding staff accountable for inappropriate behaviors toward students.
- Too many teachers on paid leave
- Inadequate quality and portions (often runs out of food)
- Lack of doors on restrooms
- Leaks caused distributions; students unable to learn in the environment and failed tests; takes away from learning
  - Garbage cans have been used to collect water
  - Lack of doors in restrooms
  - Architecture and poor facilities create an uncomfortable environment
  - Schools are overpopulated; causes concerns for serving lunch; schedules etc.

**4. What skills, qualities or characteristics should the new superintendent possess to be successful in the New Haven Public Schools?**

- Involved....don't just sit in an office...come to the schools and see what's going on and then make decisions
- Be very consistent
- Sit in the classrooms and ask what we're doing
- For a while I didn't even know who the superintendent was
- Be engaged; I want to know who the supt. is
- Passionate about what they're doing; take the job because they care about the kids

- Supt. understand about the environment...sit down and have conversation with students and understand about the needs of the students
- Communicate with the students, face-to-face, etc. Let the students know what's going on.
- Need to advocate for needs of buildings
- Open to the community
- Visible at the schools
- Hold people accountable
- Need to have two-way communication with Board- Students voices need to be heard by administration
- Work through the trauma present in the district
- Understand the unique challenges of different high schools
- Genuine
- Patient
- Knowledgeable about what's happening in the district and student needs
- Strong leader and expect better things--High expectations
- Be Humble
- Bold and critical consciousness
- Passion for students and education
- Involved in the schools
- Know how to prioritize the areas of focus to get some immediate wins and began to shift change
- Know how to mobilize people for change
- Selfless
- Ability to listen and make change happen
- Open to constructive feedback
- Create a culture where people are respected and valued
- Need to implement staffing plan
- Understanding of other people
- Invite in opinions of others
- Gender neutral concerns such as bathrooms

**1. Tell us the good things about your community.**

- Very diverse
- A lot of resources and organizations; can tap into the resources
- HBCU alumni network is strong
- Many community partners who want to come into the schools
- Restaurants
- Community playgrounds and splash parks in the summer time
- Cherry Blossom festival
- Beautiful City
- Work with surrounding districts and towns; appreciate the opportunity to know families from around the state
- Organizations you can get involved with for social opportunities
- Intl. Festival for arts and ideas in June
- Nutcracker every X-Mas
- Jewish Coalition for Literacy
- So many Community Partners who work with schools.
- Many universities in community, not just Yale
- Pre-K through 12...many opportunities for our students and residents
- City Seed...Farmer's Market
- Amazing
- Big community
- A lot of different opportunities
- Great place to be from and so many different options
- Activists and civically engaged
- The perfect size to make a huge difference; middle-sized
- Incredible resources
- Number of community partners
- Many active non-profits willing to get involved with the schools
- Very hands-on approach
- Culturally Diverse
- Colleges and Universities
- Excellent Medical Care
- Very Progressive
- Housing Developments
- Families are involved
- Unique neighborhoods and communities
- Great pizza
- City offers tons of after-school programs for students
- New Haven Promise- College tuition paid
- Yale Partnerships

## 2. Tell us the good things about the New Haven Public Schools.

- Quality of teachers
- Awed and amazed at so many of the things our teachers are able to accomplish
- Well educated and committed to the students
- We have really great students
- Our students come to school...it's their social place and the place they feel safe
- Many opportunities that the kids have; we can bus to any museum in New Haven
- Kids can get out and explore
- Our high school kids can take college credits
- We have a phenomenal and diverse district
- Our teachers are resourceful; our teachers can make something out of nothing
- Our teachers show up everyday and make it happen for kids
- Our teachers here are dedicated to urban education
- Partnerships with churches and artists and programs that help our kids.
- Paraprofessionals who earn their Bachelor's degrees while working in New Haven Public Schools
- Teachers who care about kids and only want the best for them
- Our kids deserve the best
- Our teachers look at our kids as our own, even though we haven't given birth to them.
- Diversity...my school is the most diverse place I've ever been...economically, racially, nationalities
- Fabulous kids...they treat each other so beautifully
- We have the ability to have a different model in each of our 41 schools
- Access to so many different support systems
- So many places I can reach out and get help for my kids
- Every single day, I know there's the possibility of finding that diamond in the rough
- Not a top-down system
- So much fun to work at Co-op...there's always art around; it's always happening
- Such variety in our schools, if our kids are lucky enough to get into the schools they want to be a part of
- Kids are digging into the things that make them feel empowered
- So many choices for kids
- Teachers are very collaborative; plan curriculum together
- Many of our schools are allowed to be small by design; our principals know our kids.
- Portfolio schools idea...where schools are left alone and allowed to be who they are and develop their own curricula.
- New Haven is a place that values relationships; very important in our schools.
- Our teachers want to be in New Haven, too.
- Amazing choice options for students
- Top Magnet schools
- True embracing of different cultures--reflected in school calendar

- Very caring
- Dedicated and talented teaching force
- Strong union of teachers
- Parents care about their children

### **3. What issues should the superintendent be aware of as he/she comes into the New Haven Public Schools?**

- Influx throughout New Haven of non-English speaking students coming. Many Spanish speaking students who are not bi-lingual. We are not well-prepared for the influx of non-English speaking children. This is a whole new population of children. How are we going to address this population of children? Teaching English as a world language so that they can function; these children are not necessarily behind; they just need to learn the language. The dominant language is Spanish, but it is not the only language.
- If we are going to be a sanctuary city, then money needs to come with it. We have to put our money where our mouth is. Need to work with the Mayor. One out of 5 students is a multi-lingual learner. It is overwhelming if you have a student who doesn't speak English and you need to teach them and they don't speak your language.
- Our special education population needs a lot of attention. Our SPED population is growing. We're seeing 15-20 students in a self-contained classroom. Children with significant disabilities are not getting sufficiently serviced based on their IEP's. Work with the Special Ed. Dept. and with the Building Administrators in opening more special ed. classrooms.
- Lack of proper instruction for students with disabilities.
- We need to make New Haven attractive to students coming out of college.
- Multi-lingual learners, special ed learners...kids who need the most are getting the least.
- Look at specific buildings where there is a mass exodus of staff.
- Better admin. evaluation. Take a look at the numbers; why are people leaving from some buildings over others.
- Listen to/read the exit interviews of the people who are departing.
- Look at the working conditions at some of the buildings and why are those people leaving.
- Address the safety in our schools, primarily our middle and high schools. There are fights going on. There doesn't seem to be a consistent policy from school to school.
- Be comfortable that this is a community that speaks up on all levels
- Big mental health crisis with our kids....post pandemic
- Treat our teachers better...nurses too.
- Meet kids where they are; every kids is not in the same place
- This town is political!
- We need money; be willing to fight for it for us.
- Dealing with the legislature...the state needs to kick in for us regarding funding

- Insurance issue...we are self-insured, which has made us careless; this has resulted in lawsuits and has drained the budget as well.
- Educators want to feel empowered and new supt. needs to recognize that teaching staff have skills to be able to do things; and a supt. who's strong enough to go against the grain when necessary.
- Teacher shortage is a huge issue; 1 teacher covering 150 kids in an auditorium.
- Supervision is at the bare minimum
- We're not paying teachers enough and then we're asking them to do double work
- Special education needs to be reexamined...the burdens on special educators....
- Teacher evaluation process has deteriorated over the years; administrators need to be retrained. It's supposed to be collaborative and supportive. Too many administrators who are not using the system properly. Supt. who may not be familiar with T-Val, but is willing to learn it and make sure administrators and teachers learn it and use it authentically too.
- Too much nepotism in administration; some got jobs based on who they knew or with whom they were involved
- Staffing
- Special education requirements not being met due to staffing challenges
- Not all schools have data coaches
- Need to be equitable
- Cannot provide all course options due to staffing concerns
- Increased behavior problems
- Grants have increased the inequities
- Challenges with Tier 1 instruction
- Hiring decisions where most impact to students
- Absenteeism needs to be addressed
- Inconsistency across the district on how its recorded and parental contact

**4. What skills, qualities or characteristics should the new superintendent possess to be successful in the New Haven Public Schools?**

- Transparent
- Consistent
- Collaborative
- Don't refer to the administrative team as "your team;" We are all your team
- Visible...be seen in our buildings
- Be out and about...don't just be in your office; read to a class
- Spread the resources across the schools
- Independent thinker, while also working collaboratively
- Makes tough decisions that are good for teachers and community
- Look at central office...we are very top heavy...it would be good for some of that to be dispersed down to the building level
- Being a political operator...be able to squeeze the governor's arm, the legislator's arm
- Don't surround yourself with YES people

- Don't hook up your friends
- There are some changes that need to be made; have to be willing to make the changes.
- There are a number of systems in place that have to be evaluated.
- Provide our kids with very good clear options, so that when they graduate our kids can go anywhere
- Knows what to do for our kids
- Knows what to do for the staff
- Open to collaboration
- Not a dictator
- We want a supt. who wants to be here.
- Need to have tough skin
- Come in and spend time getting to know New Haven; get to know people and know what it's like here
- Be a kind person
- Relationship building is key
- Have experience and data to back it up... "When I was here, this is what we did." Don't come here as a "newby." Come with a plan and vision in mind; we're a data district.
- Someone who knows how to work collaboratively; someone who will hear us and listen to us as the experts.
- Someone who is committed to social justice and will democratically run schools
- Understanding of the issues of the people; black, brown and indigenous people
- Worried about kids not being ready to go out in the real world... impacted by online learning, pandemic, etc. Are they going to be ready to leave high school? I want to hear what a supt. has to say about this.
- Collaborative and listen to what people have to say.
- Someone who was an experienced teacher
- Make an effort to know teachers
- Good communicator
- Ability to identify talent and lack of talent
- Understand the role of curriculum directors
- Concerned about renewal of staff with 2-year contracts who do not have proven results
- Missed instruction among many students across the district
- Process of student distribution
- Can identify problems and address them
- Interpersonal
- Able to lead
- Thick skin
- Transparent
- Strong Communication
- Experience in the classroom
- Prefer someone outside of Connecticut

- Focus on education
- Understanding of knowledge of systems to place students from diverse backgrounds specifically needing language supports
- Laser focus on academics
- Educational visionary
- Listener
- Smart/ Intelligent Superintendent
- Academic and Social Intelligence
- Ability to ascertain information and act on it accordingly
- Ability to attract and retain the best teachers
- Involve teachers before adopting programs
- Vision for youth development. Address the whole child
- Support for 21<sup>st</sup> century goals such as proper technology and guidelines for use of technology
- Fearless advocate
- Able to have courageous conversations
- Address political dynamics
- Superintendent needs to build own team
- (Disparity in neighborhoods...Yale owned vs. others)



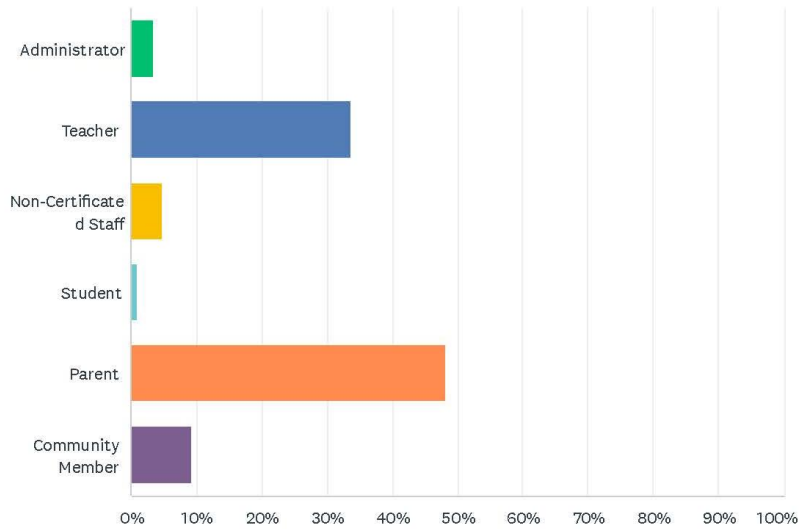
*Survey Monkey Results for  
New Haven Public Schools  
February 2023*

*(NOTE—these responses have not been edited,  
they are printed as entered by the stakeholders)*

**261 English Responses**

Q5 Please indicate the stakeholder group you represent:

Answered: 261 Skipped: 0



ANSWER CHOICES	RESPONSES
Administrator	3.45% 9
Teacher	33.72% 88
Non-Certificated Staff	4.60% 12
Student	0.77% 2
Parent	48.28% 126
Community Member	9.20% 24
<b>TOTAL</b>	<b>261</b>

## **Administrators**

**Tell us the good things about your community. (This information is used to help us recruit quality candidates.)**

- Diverse and political, rich in culture
- Our community values dignity, integrity, and most of all accountability.
- New Haven has many supportive, strategic community partners. It is an arts rich environment that values arts and developing well rounded students. The community is socially and culturally diverse.
- Vibrant, Diverse, Intimate, Resurgent, Arts scene, Deep roots.
- Diversity Opportunities for students with New Haven Promise, Internships at Yale, ISSP programs
- In addition to being the home to a top university and hospital, New Haven is full of nonprofits and people who want to help and support young people. It also has a vibrant arts scene and amazing restaurants.
- New Haven has families who are invested in the community in which they live and they value the education that their children receive. They may not always have access to time to show that support due to various barriers and needs but they are committed to excellence in education and need active and visible support of a school leader that takes that into consideration while assuming the best intentions around what parents are able to do to support their children's learning.
- We have a diverse community that supports the Arts and sports. We are a college going community.

**Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)**

- Great schools in terms of buildings--clean Great programs Struggling students, teacher shortage
- We strive to build a solid academic and social foundation among all students.
- Our students are bright and use their voice to speak about their values and beliefs. The district has a history of educating the whole child and developing well-rounded students. We are invested in meeting each child where they are and taking them to the next level. We believe that all students have talents and abilities that enrich the school environment, Parents are valued and considered partners with the school.
- A diversity of school choices within the public system. Committed professionals.
- Diversity Pockets of excellence
- Though our schools are varied in their visions, missions, and themes, we are united in our commitment to giving students the tools they need for success.
- I love that New Haven offers school choice to it's families and it allows them to be actively engaged in that process. Working at the Fine Arts Magnet Middle School, I know that teachers are dedicated practitioners and are invested in development and collaboration. They seek to bridge the small gap between arts and academics to help students succeed both the arts and in academics.
- We emphasize STEM and arts activities. Sports is also very important.

**What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)**

- Be ware of the politics Need good board relationship Teacher union wants to co lead Do no favors Be ethical Don't change things for change sake Community very fragile
- ---
- There is a shortage of teachers. Partly because other districts are cherry picking our teachers and partly because the job is hard. We need to focus on recruitment and retaining teachers by continuing to ignite their passion.
- Very established school and district culture.
- The board is very political and combative Teachers union is not always collaborative Little accountability at all levels of the organization
- New reading program will take time and need teacher support.
- Changes that have come from the top down have often been unsuccessful, particularly when they are attached to a single leader and that person leaves. When leaders listen to teachers and administrators, learn what's going well, and respond to requests for support, there is more buy-in for new initiatives and ideas.
- 1. Teacher retention 2. Recruitment of teachers that racially reflect the student population. In my opinion, the percentage ratio should match. 3. Creating a leadership pipeline that insures that New Haven keeps the best talent in the district. In my experience, I've seen teachers go into leadership programs and get looked over time and time again which caused them to look elsewhere.
- We need to attract and retain qualified teacher. Diversity is also an issue. We have a growing Pashto speaking population and a large Spanish speaking population.

**What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)**

- Greta communicator Relationship builder Visionary Content knowledge
- An innovative leader who makes thoughtful and quick decisions according to the concurrent event.
- A solid support of Arts education A strong knowledge of good instruction and learning A transparent communicator Perseverance to stand firm a value of staff Understanding the connection and importance of all content
- Listener and consensus-builder.
- Veteran superintendent who as experience in working in similar districts. - straight shooter - not scared of union(s) or BOE - ability to clean house - ability to build capacity
- Multilingual, able to be flexible and work with others, listen to teachers & staff concerns along with follow through.
- Intelligence, kindness, humility, the understanding that we are all learners, compassion and appreciation for all stakeholders, strong written and oral communication skills
- 1. Collaborative 2. Trustworthy 3. Transparent about Decisions 4. Fair and equitable 5. Focused on problem-solving existing challenges with a clear and well-translated plan of action. 6. Last but ABSOLUTELY not least, committed to increasing academic achievement in every single school in our beautiful school district.

- She will need to be empathetic, appreciate differences, and celebrate growth, student and staff accomplishments.

### **Community Members**

**Tell us the good things about your community. (This information is used to help us recruit quality candidates.)**

- restaurants, arts, music, museums, yale (often), green space, IRIS, great early childhood education sites
- New Haven is a wonderfully diverse city, rich in arts and sciences, with lots of residents who care greatly about education.
- New Haven is the best small city in the country. Museums, food, culture, diversity, full of non-profits, surrounded by universities.
- Resource rich community
- Diversity, ideal for active transportation, many conveniences
- Families value those who value their children and their education. The rich diversity among the population. The perseverance of people to continue to work within systems that don't work for them.
- New Haven is fun and has good places to eat. The pizza is wonderful. I love the Labor Day Road Race and Yale buildings.
- We have a greats (H. Smith and R. Furlough) who are here for this community. They help provide a safe place for community to come n ask questions, resources, after school programs, food and more
- It has so much potential, culture and possibilities.
- Active responsible concerned parents and students that focus on education for developing future leaders.
- Diversity, inclusion and open arms sanctuary to all people
- ignorant people
- People care deeply about the community. Diversity.
- Diversity, love for the Elm City, close knit
- Diverse, "college town", parks, beaches, mountains, all in a 10 mile or less radius. Food, pizza
- We are the best. we are a diverse community.
- Thus far, this neighborhood is diverse with little crime.
- Our community is diverse. We believe in helping others; working towards collecting impact for positive
- New Haven is a ethnically, culturally, racially and economically diverse community, rich in history, the arts, culture, and the seat of one of the world's leading academic institutions, Yale.
- We have a broad range of services both from government and non profits.
- Teachers are great. They are underpaid and overworked but keep showing up.

**Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)**

- diversity. choice. restorative justice. returning play to k and using it to support executive function.
- Schools in New Haven are community anchors.
- They are full of good people. Staff and students. 99% Some of the teachers and administrators are gifted even--world class. Some of the teachers and paras are loved and respected like families. The district needs to open these schools up better and get back to them being community hubs. No covid isn't over, and there are real security issues, but there has to be a way to encourage family members to get into the classrooms and the schools. No one loves a schools system, but people do love their school and the community within it.
- Dedicated teachers
- All new construction, Diverse population, devoted professional instructors, progressive philosophy
- Ingenuity on the part of staff to make schools work with limited resources and staff.
- They are magnets.
- There unsafe,nobody cares,you can't learn in unsafe environments. B.O.E don't answer phones or return emails(as well as some teachers) poor communications,the children are just dollar signs to the BOE. There meetings are Horrible all they do is argue n no results. They allow parents to ask questions but the don't respond to them. Just bad!!!! Only good thing I see is you actually have SOME good teachers that care and do what they can to support these kids even without the help of the B.O.E
- Good teachers, diverse student body, the schools are in good condition.
- Focus on the basics in education - reading and understanding, math and problem solving, writing and clear intelligent expression.
- Free lunch for all students, diversity among students and staff, caring staff
- Highly paid teachers... come to schools 4 days a week.. call in sick every other Friday... 15 days sick out fo 180 school days
- Diversity. Variety of choice. Many dedicated teachers and paraprofessionals.
- Variety-neighborhood and magnet schools, PreK-8 model, good teachers, good administrators, committed educators
- Dedicated educators , they have a desire to teach
- Each school has some thing unique about them.
- There are many beautiful school building. They are not maintained. Things that are broken are not repaired thus back to run down buildings.
- Many schools are new or have been renovated. For the most, teachers are committed to teach.
- We have many schools which offer a diversity of academic programs from which students can chips. We have many dedicated, hardworking teachers who deserve to be treated as professional educators and partners in providing students with a quality education.
- The options for high schools are terrific.
- Our schools are beautiful but no plan for upkeep. They are falling apart.

**What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)**

- lack of consistent teaching of phonics has limited reading success. teaching to the test has resulted in too much drill and kill. disruptive students cannot learn and keep others from learning; how to use discipline effectively to manage this. Schools need librarians. Schools need art and music teachers. Schools need math and science teachers.
- Candidates need to know about chronic absenteeism, low literacy and math scores, and a dysfunctional Board of Education.
- There is deep mistrust and even fear in the district. Some worry about retaliation from principals or the higher-ups. Some parents and community don't trust people in the district, or believe they are incompetent. Because of the mistrust, everyone seems to assume the worst about people, and it is difficult for some to put themselves out there if they think they are going to be attacked. So many students (and some staff) are dealing with so much pain and trauma, and they bring it to school. The schools do better than they have in acknowledging this, but not enough is done. Punitive mindsets will not work--which is a challenge since it creates a lot of disruption in the classroom that needs to be dealt with.
- Safety Community relations Educational curriculum restructure Increase parent engagement Software enhancement Teacher retention Student experience enhancements Grant proposals Restructuring k-4 Restructuring 5-8 (primary focus) arts, soft skills building, educational importance, educational safety. Restructuring 9-4 for formal educational, job readiness, entrepreneurship, innovators, architects, software developers, security, software developers, fashion and all the arts Build an exceptional school system. This will impact New Haven in a positive aspect, bringing and partnering with the city for the future growth of New Haven.
- All the social and environmental problems, and how self reliance as learned through active transportation, especially bicycle riding, is a balm for most.
- The hiring process that allows individuals like a math teacher arrested for sexual harassment to be hired as a math teacher for middle schoolers at \_\_\_\_\_ even after students learn of this and have their trauma ignored.
- Politics of the city are brutal. Board members get too much in the weeds. Nepotism is real.
- Bullying Drugs in schools Weapons in school Kids are not learning anything ASK THEM
- Not to get caught up in the politics. Not to let people's agendas sway them from the doing what is right and best for the students. The issues are big and the achievement gap has increased. But with the right leadership it can be improved.
- No "woke"! Sufficient budget! Skilled educators!
- All schools are understaffed, minimal mental health services for students and staff, low staff morale
- All teachers are going to say is that they are underpaid... Over the lifetime a teacher makes \$200 per hour of work
- High absentee rate. Contentious school board dynamics. Transparency and meaningful engagement is critical.

- The superintendent should embrace a wholistic approach to creating the conditions that enable and encourage every student to thrive. This includes addressing racial and economic inequities. It includes involvement with parents and the wider community. It involves a commitment to academic excellence for every child. It includes working in partnership with the New Haven Federation of Teachers. It includes fighting for full funding for New Haven Public Schools.
- Politics, politics and politics
- Poor literacy rate High drop out/ delinquency rate ( perhaps these students are not being engaged High poverty rate in the city Unaffordable housing producing instability for students
- We need support in all our schools for reading,math
- There are too many people in the school district (from central office and throughout all areas of the school system) that are not qualified to assume leadership positions. There is a lack of creativity and knowledge of good educational practice.
- The Board of Education is an embarrassment to watch on Zoom. There's hardly professional decorum, recommendations from the board is racially motivated not student centered.
- There is a teacher shortage. There is a shortage of adequate teaching resources in several schools. The district is underfunded. There is a lack of parental accountability. There is a lack of consistency in discipling students. New Haven schools face the typical challenges of many urban school districts. The next superintendent should be experienced and equipped to effectively handle those challenges, which also include high rates of poverty, social, economic, and mental health issues.
- The schools have lots of autonomy that works well when the principal and staff are savvy, innovative, and welcoming of families, but that's not always the case. Some schools make little progress and they are allowed to take no action toward improvement. Seems like there needs better balance between core instruction in all schools and variety in the special offerings but accountability should require a solid core at all schools.
- BOE appears dysfunctional.

**What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)**

- groundedness. the ability to let the bloviators bloviate and the haters hate and still find commonality in the schools' mission. the ability to dream big and also to be real and in the present moment.
- Accountability. Hold everyone accountable. Until grounded in the role follow up with delegates on escalations and not assume it's completed.
- Candidates must be fluent in Spanish; have experience working positively with unions; and be ready to go into the communities of New Haven and talk to parents and students about realistic expectations for learning through the schools. Candidates should also know how to work with area universities, such as SCSU, to promote educational careers for students in middle school and high school.
- The ability to keep the politics in check is needed. The superintendent will pushed and pulled. Hire this person. Don't hire that person. Fund this program. Don't fund that program. Steer things toward this group. Or back this curriculum that teaches things

exactly how I think it should be taught. Etc. She or he needs to have a thick skin and can stand tall on a strong base, because the cheap shots will come when some do not get what they want. Above all, be a consensus builder that can focus 100% on schools and the kids and get others to do the same.

- They should be bilingual! Have experience working with Spanish-speaking communities and student populations. This community continues to grow in New Haven and we need someone who has a better understanding of their needs.
- Financial understanding Organizational development Team building Educational curriculum restructuring Fit to hire Community Manager Professional communicator
- Integrity, energy, intelligence Able to think globally while acting locally. They must recognize a responsibility to introduce city planning projects that seek to alter the behaviors of our citizens, especially in the areas of transportation and environmental impact.
- Thinking outside the box rather than just checking boxes, ability to work to bring people together, a courage to speak about the systemic racism that harms children of color and allows white colleagues to attack their colleagues of color, and a concern for the mental health of the students, staff, and families. Decisions need to be made by people in power with the idea that the decisions impact their children, not other people's children.
- Kind, caring, quick thinker, capacity to play politics. Ability to address one issue at a time.
- A passion to really help these kids learn in a healthy/safe environment.
- Proven record and expertise. Have a vision and be good at problem solving. Be fair, consistent and must hold people accountable. Be progressive, be willing to look at best practices and implement them. Always put the students first. Be honest, be strong, be professional, engaging and inclusive. Be an example and set a tone of striving for excellence.
- Clear and open communication with teachers, parents and students. The willingness to listen and respond to parents and students' concerns. Focus also on Security and safety in schools.
- Commitment to staying on not just a stopping ground, openness, insight into the community s/he serves
- Should have knowledge of education system in Kenya.. the students do far far better than students in CT
- People management skills. Authenticity. Record of high level of community and teacher engagement. Experience with diverse school system. Positive track record on thoughtful prioritization in budgeting. Curiosity and kindness.
- See answer to question 3.
- Community-focused, data driven, supportive, authentic, committed, decisive, reflective
- Independent thinker Honors parents Holds self, teachers & parents accountable to the students Creative to make sure the students get the basics in Pre-k thru 5 (reading, writing, Math) These are the fundamentals to dropout prevention and fosters engagement
- A real person someone who can go school to school to get to know everyone
- The following skills, qualities and characteristics are necessary to ensure an improved school district: Proven leadership skills. No ties to politicians thus able to make



difficult decisions without interference. Proven governance and management skills. Skills to clear central office of non-productive staff and hire the brightest and most qualified.

- An administrator with lived and learned experiences as an educator, culturally and linguistically competent. An administrator who can work with the Board as partners; is student focus with ability to mitigate challenges within the district. Additionally, Masters or Doctorate level administrator in the field of education with a specialty in urban society. As an observation in New Haven, the largest student body are Hispanics, and should be considered a candidate - only with the required Knowledge Skills and Abilities. If not, demonstration of how to work with this population with evidence of experience. Again, the new administrator must be student focus; believe in results based accountability; ability to engage all parents with a special emphasis on equity and inclusivity.
- The superintendent needs to wear many hats simultaneously: a fierce advocate for students, and equal access to a quality education for all; a great communicator who reaches out to parents, students and the teaching staff; a coordinator who can rally together all educational stakeholders to work together as a community with shared responsibility to improve our school system. No superintendent can successfully do this job alone. Only a fool would ever think they could. We don't need any fools to lead our district.
- An experienced leader with a strong track record in at least one previous urban district...this is no place for a newbie. A strong background in managing finances and Union contracts, as well as having successfully passed several budgets of 300 million or more. A visionary for how to put in place strong measures for accountability while encouraging innovation and collaboration with stakeholders.
- Supt. should have a minimum of 10 years teaching experience in an urban district.

### **Non-Certificated Staff**

**Tell us the good things about your community. (This information is used to help us recruit quality candidates.)**

- Arts museums restaurants theaters community
- The community is lacking of parents concern of their child learning and more involvement.
- Culture primarily Black and Brown residents. With a multitude of talent, that has not been allowed to grow based on their learning styles, and culture biases.
- Best pizza in the U.S., vibrant arts community, Yale University and medical excellence.
- We have very talented and smart children and adults in New Haven. If we can get parents and children to volunteer around or have programs where we can meet and get to know people from our neighborhood. That would be great.
- Diverse population that practices inclusion.
- I feel that I have a shared sense of humor with many of the folks around me and that this is an important contributor to a great community. Our community in New Haven has a tremendous amount to offer, without a doubt, and we tend to have high quality education.

- Most of the community is diverse in some areas, others are not. This is an ongoing problem on what the community receives while the other half get less.
- We have students from all communities but are able to make it one thriving community.
- Someone who has been through the school system as a worker, and knows about the ups and downs.
- diversity...opportunities...relationship with the city...Yale!, culture, great restaurants and housing

**Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)**

- Family caring excitement enriching acceptance
- The good thing was the school morale, now that's gone.
- Sorry, current schools do nothing to keep black and brown students engaged. They keep trying to reach them through academic lesson, instead of hands on activity to keep, and get their interest in education.
- Each school is different.
- Actively putting in place mechanisms to ensure students achieve and graduate with a diploma.
- Our students are phenomenal! I also feel that we do a great job making sure everyone feels accepted.
- Most of the schools are not family oriented as before, since bussing children out of their district neighborhood there is less community involvement by parents.
- My school has caring and warm teachers. I love our principal and asst. Principal who greets students every morning and evening. Their door is always open and they take the time to talk and listen to students as well as staff.
- Our school is a preschool. A lot of people don't think of it as a school but it is. There are a lot of hard working people here who deserve to be heard and not look down at.
- unique and special learning environments; committed staff; choices

**What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)**

- Pay scale and benefits for those working with our children
- The teaching staff morale across the board is at its lowest. No support staff, or support staff is unavailable when needed. Parents at this point disregard teachers, ex: No respect to teachers or rules of the school building. Teachers are just a body in the classroom.
- Black and Brown students culture is neglected in teacher approach to their learning styles. Lack of identity with a predominately white teaching environment.
- How poorly paraprofessionals are treated!
- Children need more after school programs. There are not enough programs for the children to keep active. There should be various programs. There should be more talk with children about staying away from gun violence and staying away from harmful drugs. Showing them different types of drugs.

- Discipline issues - no consequences for bad behavior. Need curriculum for students to pursue trade school enrollment after graduation. Bring back Home Economics - life skills for entire student body.
- Safety is always a critical concern. Additionally, what can we do to best prepare our students for tomorrow's requirements and technology? How should we build character in an increasingly global world?
- There is no support for the staff teachers,paras. Paras are assigned to duties that are not in their contracts. Readiness,has no subs at all when one staff person is out,therefore they are in the classroom with 11-14 children alone all day!!! The ratio is 10 children per teacher.
- There are schools that need a real make over.
- I just want them to make sure to keep an eye on the little people like our paras and part timers. They work very hard for a small pay.
- financial constraints due to district size and needs; long time staff who value New Haven's education

**What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)**

- Caring community diplomacy graceful approachable understanding diverse
- If they have the expertise as \_\_\_\_\_ they will make it,if not forget it. You need to reconsider \_\_\_\_\_ at all and any cost right now.
- Black and Brown students, especially Black students cannot identify with much of what being taught, since their identity with their culture is not being taught within the educational system. They have no idea of black pride or accomplishment to feel proud about themselves. They lack identity. The next superintendent must be able to insist on addressing learning styles, and culture biases.
- A good listener, patient, compassion and a willingness to embrace diversity.
- Active in checking on every school and how all staff is doing and what is needed to make all employees at each school feel more like they exist. Not feeling like they are not cared about.
- Be culturally accepting of different populations of students. Open to discuss negative feedback. Willing to listen to employees concerning needed improvements. Promote individuals based on performance and results. Recognize exemplary teachers -successful in engaging students.
- The superintendent must be able to manage staff and hold their confidence. They need to understand how the community is represented while maintaining a reasonable budget.
- They should be a New Haven resident attended New Haven Schools,children attended New Haven School. Be a Community person such as \_\_\_\_\_ who should have the position hands down!!! Bring back in person Board Meetings!
- Love for children. Understanding what a normal/ abnormal day for a teacher is like. That scholars learn on different levels and teachers teach on different levels. Teachers, parents, students and administration ALL make mistakes. Visiting schools and making your presence there helps to make parents and staff see that you have a understanding of what is going on in the schools

- I want the new superintendent to not only be well spoken and stand up for what's right (like not let people walk over) but to have moments of listening.
- listener; collaborative; authoritative; well spoken, confident; open to change

## Parents

**Tell us the good things about your community. (This information is used to help us recruit quality candidates.)**

- New Haven is an immensely, beautiful, diverse, and entertaining city. It is big enough so that you can always meet someone new and small enough so that you can see people you know regularly. It has great architectural and natural beauty and it is very civic minded. When I walk to school with my children, I feel like we live in a magical movie scene sometimes.
- New haven is a small city with big dreams, great talent and diversity.
- According to fivethirtyeight the metropolitan area across the United States that looks most like the U.S. is New Haven, Connecticut. the New York Times ranked New Haven one of the best cities in the world to visit. New Haven is a vibrant community with a diverse population and access to other metro areas such as New York and Boston via train. There are excellent restaurants, music venues, museums and something do every day. The city is accessible and offers connection throughtout via bike lanes and pedestrian walkways.
- cultures from all over the world, a history of activism and passionate involvement, work opportunities for our children, the capacity to live where we work and know our neighbors.
- New Haven is a thriving, diverse city full of engaged and creative people, with substantial cultural institutions open to and engaged with the public. There is a thriving community of artists and musicians, a serious food scene, and access to the outdoors.
- We have people who consistently show up to support kids whether they are employees families admins. They show up financially in person in acitviness
- Our community is small but aging.
- Diverse
- My community is a very close knit neighborhood.
- The community is diverse.
- That are some people in my community do care for the entire environment.
- Diversity, creativity, passion for the community.
- Most residents, in neighborhoods across the city, are invested in the community, look out for their neighbors, and volunteer for the common good. There is a rich diversity of populations of different backgrounds. There are colleges and universities, arts and culture, science and technology, sports, and great restaurants. We are ideally situated between New York and Boston, with attractive rural escapes not far away.
- Diversity across multiple points of measurement. Arts programs, after school programs.
- I think the community is doing well and also I feel like when it comes to communicating everyone Has a good input on how they feel.
- New Haven is a diverse community where children are exposed to different cultures broadening their ability to accept the differences in others and celebrate all people.

- Multi - Cultural and multi-generational families in our school district, rich culture
- diversity
- Diversity, innovation, equity
- Our community has social offerings, openness, aesthetic, education and basic services.
- There are slightly more educational opportunities for those who truly want it.
- We're in an amazing city that is large enough to be exciting but small enough for someone to make an impact that could successfully change the urban educational outcomes for the entire country.
- We are a very diverse community
- The schools surrounding the areas seem to have teachers that care.
- New Haven is a diverse and vibrant community.
- We are from West Haven
- My community is diverse
- Diversity Inclusion
- People have lived in this neighborhood for generations and everyone knows almost everyone.
- Helpful community
- There are parts of the community around my child's School and our residency that are made up of good quality areas but it's very hard to pick. It is hard because there are so many problems in the city that need to be addressed right now. But I do appreciate that we have a lot of libraries ,parks for children to go to and they are wonderful programs in the communities for children to participate in.
- New Haven offers an unusually rich cultural milieu for a number of reasons. Yale is one reason. But New Haven was a major industrial center and this also built up an infrastructure. A smallish city with big city issues but that can mean that there is a certain intimacy. The city is graspable if one is ready to engage it in a serious way.
- There has been pantries and summer programs except that there is no transportation to new haven for the residents that live outside of new haven
- There are some people in New Haven who really do want to make a difference.
- I see the community is improving in resources to help struggling families as well as create programs for the benefit of the students.
- There is diversity and educated people who want to invest in their community instead of moving elsewhere.
- diversity
- We're in an amazing city that is large enough to be exciting but small enough for someone to make an impact that could successfully change the urban educational outcomes for the entire country.
- I think the community is doing well and also I feel like when it comes to communicating everyone Has a good input on how they feel.
- Good things in the community area around my children schools are the principal are there to meet at the doors in the morning time and teachers are there in the afternoon. Also doors are always locked for schools.
- I see the community is improving in resources to help struggling families as well as create programs for the benefit of the students.

- Walkable, so long as you don't get hit by an obnoxious driver; basically friendly, again excepting the obnoxious drivers; a wide range of cultural inputs and outputs and points of view from residents and visitors.
- Social justice and equity is a priority for many. Strong diversity and history. A great city is out there with a rich history if only we find ways to take advantage of it.
- Diversity, culture, arts, food, non-profits and history.
- Activist spirit, grassroots collaboration across differences, diversity, institutional resources, partnership-building potential at every level
- There is a chance to grow and show difference. We support and understand one another without being judge on where came from.
- A diverse community with strong local attachments, rightly skeptical of highly-paid hiring consultants and educational reformers.
- Diversity, culture, arts, food, non-profits and history.
- New Haven is filled with diversity, culture, and delicious food! Our community is invested in the neighborhood schools and the success of all children that attend them. In our school, parents are willing to volunteer their time and services to the school. Local community artists have also been coming to the school to work with students which my children have loved.
- We are a highly engaged community with a diversity of backgrounds and perspectives lifestyles -- and with really significant cultural and educational resources that enrich our community.
- Our community is diverse, as is our school. The neighborhood is very walkable and has lots of green spaces and small businesses.
- New Haven is a culturally diverse small city with relative accessibility (via bus, bike, or car). While it draws its critics, I think we benefit from having a world class university (Yale) as well as good other colleges in Town. Those provide additional opportunities for students in and outside of school. The culinary landscape is also excellent (although I don't see it tapped very often in the schools).
- Diversity and grit, lack of suburban middle class pretense, proximity to and access to astonishing cultural and educational assets (principally Yale).
- I love the multicultural aspect of my community
- New Haven is a wonderful community with huge human diversity. People from all places coalesce in this small city. It has many surrounding colleges and prestigious universities that bring life and cultural opportunities to the city. There is a fantastic restaurant scene. It is close to major cities such as NYC and Boston. New Haven has an unwarranted bad press, it is a wonderful, and very livable city.
- We are community that wants to do better.
- seem to give back and provide many programs top those who need it
- Hardworking people, neighborly and generous.
- Highly educated and politically engaged.
- The strength of New Haven Public Schools is the size of the district.
- My community us very diverse and it is great connect with others.
- Cost of living is reasonable; vibrant arts and restaurant scene; urban life that's also close to water and countryside; residents who care about the city.
- Rich in culture, diversity, arts and educational opportunities.

- We have a diverse community with a wide range of students.
- Have none
- diversity neighborhoods culture people
- Diversity in its citizens, culturally, racially, socioeconomically.
- Diversity there is so much opportunity to learn from and about different cultures
- Walkable/bikeable, growing population of young professionals, emerging philanthropic, culinary, arts, and social Justice community.
- teachers who work hard
- It's diverse and vibrant
- We live in the Westville neighborhood, and over the years, particularly with the children walking to the local school (Edgewood) it has taken on a real sense of "community" in a very old fashioned sense and that doesn't exist in the larger suburbs anymore. People know each other and say hello to/from school.
- Sense of community, unity, versatility, many options, easy to find help.
- It's diverse and vibrant
- The Diversity and culture
- Diversity, arts, nature.
- The out pouring of support for children in the Annex community.
- My family has lived in New Haven for a year now. We enjoy the diversity and representation the community brings. I think that is an important piece to manifest in the schools.
- The New Haven community is rich in diversity and resources. We have a thriving arts and culture scene, along with incredible restaurants and small businesses. Our parks system enables us to enjoy all four seasons.
- I think my community is very diverse I like it.
- The community is great at keeping their eye on one another and truly embodying the essence of the word community.
- My community is live. A lot of movement happening on my block.
- lots of resources; smart people; history; diversity
- Diversity; outdoor spaces; family-centered events; intergenerational community;
- Our children. They need a chance and they need individuals who are going to help them prosper and not make it more difficult than what it already is.
- Diverse community
- I like the diversity of our community.
- We as parents care. We want what is best for all students and the teachers and staffs
- Kind people, lots of small businesses, unity in many areas
- Our community has a lot of committed people who want the schools to improve. We believe in and are committed to New Haven.
- We have lots of resources, outside the school system, locally to tap into. We're proximate to facilities and populations that are very useful. We have the size to insure success of a diverse group of activities from sports to arts/music and clubs.
- Community events
- Many within my community are hard-working people who want children to succeed. We are doing our best with the resources we have.
- Our students have so much potential...New Haven produces leaders!

- Generous mix of skills and learning styles; religious diversity; arts activity and restaurants; parks and trees; access to the water; progressive values
- Racial and Cultural Diversity
- We are resilient people, we are interested in learning more. We work together as a village and we are evolving.
- Good common areas to enjoy
- N/A
- A lot of us have lived on this street 4 years. And went to school with each other.
- Diverse
- Caring community. Big town feel. Great opportunities to connect students (and teachers/staff) to several local universities/colleges for internships, postsecondary and ongoing education, and professional development.
- Multi-Cultural, accepting, open minded, highly educated. These are qualities that I see in my specific community
- Rich in culture, diversity, arts and educational opportunities.
- We live in a quiet neighborhood and we are close to everything.
- Diverse. Art and social justice focused. Healthy. “Little Brooklyn”
- Diverse in many ways.
- Diverse in many ways.
- Our community has a variety of socioeconomic status as well as several different race/ethnicity backgrounds.
- Someone who really cares for the kids to enhance the abilities that may need to be addressed being open minded
- History, Diversity Appreciation of differences, including sexual orientation and gender identity Spanish speaking community Welcoming of refugees
- So much culture and opportunity for learning. Opportunity for amazing partnerships with Yale. Diversity.
- So many choices in schools, communities, activities, resources, etc

**Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)**

- Our school is incredibly diverse and has students from all different backgrounds and walks of life. It is truly the meeting place of democracy. It also has a fantastic arts program and school play. A few years ago we got rid of the talented and gifted program and instituted an enrichment program that brings in Richmond curriculum to all the students. My children love it! They look forward to it so much. It was such a great innovation.
- There are talented passionate teachers and paraprofessionals in our schools that are being mistreated and underpaid
- Our schools are diverse and the teachers who stay in New Haven genuinely care about our kids. Our schools are welcoming to the parents and kids feel safe here.
- Passionate dedicated teachers who stick by our kids through a lot of nonsense from parents, administrators and gov officials and the pandemic. our school has an AMAZING parent teacher liaison she doesn't just tell you what you want to hear but you always feel



like she hears you, our administrators are busy administering and the teachers are busy teaching having the resources and willingness to put them towards the right things is really important, our school finds a way to stretch its budget and put resources to ALL the things that matter at school like social workers, nurses, aids and paras. But you know as a parent a lot of that is by the good hearts and spirits of these teachers and workers not because our schools really have enough money. Our school is working hard to use a reconciliation model of discipline turns out the grownups need it even more than the kids. Our school is doing the hard work and having the brave conversations needed to try and improve education for our kids even though they are way underfunded by the state.

- real diversity, a clear and fair lottery process, magnet schools and that smaller and specialized that offer real choice without syphoning off resource from the public system
- They don't stop because they are over whelmed under resourced. They keep going despite criticism from many who aren't doing their own part
- Many schools are diverse but could be better.
- Magnet, Clean
- My neighbor school has a wonderful principal and teachers who want the kids to enjoy coming to school.
- There are many high school choices that allow students the opportunity to select school that match up with their interests.
- Some of the schools have quality education for all
- Beautiful school buildings, some dedicated teachers, students who want to learn, and potential for great partnerships in the city.
- There are many good, committed professional teachers. Students hold great promise. Their levels of preparation vary widely, but they respond to caring, effective instruction and school discipline. Many parents are involved, especially in the early grades. The magnet schools, with a range of areas of focus, make New Haven distinctive. There are partnerships engaging schools with colleges and universities.
- Multiple ways to receive communications about daily items from teachers and school programs/notifications (apps, Facebook group, flyers, emails, calls).
- My daughter goes to Hillhouse and my son goes to Cooperative Arts & Humanities Magnet Highschool I feel they are great schools. My kids do well & the teachers are great.
- We've had positive experiences in two of the three schools that our children have attending. Our son is currently receives special education services and his team is amazing. He has grown exponentially since working with this incredible team.
- I am happy to see new building being erected so our students can be surrounded with new opportunities. There are still teacher that care.
- We have very hard working teachers and parents willing to help our school has adopted a mindfulness program that helps students and teachers cope with stress and develop the skill of self reflection.
- Many of the teachers care. I appreciate access to multi languages and STEM.
- We're infinitely resilient and creative. We're a diverse community that believes in learning and living together.
- Our schools have great teachers
- They focus on the children academic needs achievements and things they need help in.

- Our schools are staffed with hard working expert educators.
- My kids are in Sound School and Betsy Ross. They have special programs for the students. They enjoy the schools. A good approach from their teachers.
- My kids school has really good teachers... we want to keep them!! Keep them happy!
- AP offerings
- Nathan Hale school is a wonderful school. Families send their kids there generation after generation.
- Diversity
- Best qualities schools
- I love the size of my child's School I appreciate the amount of programs that they implement in the school.I appreciate that they work hard to be a positive community and make our children feel comfortable.
- I think New Haven Public Schools are a gritty place. Too few teachers but almost all of them are quite extraordinary. And there is real school spirit.
- The teachers are doing a fantastic job and the after school programs are helping my children with the important part of the academic skills
- I like that I am able to contact my child's teachers via email
- Having some staff the really cares about the child's education is a plus. Letting students pass grade to grade without the proper help and learning strategies is not fair.
- There are many educators that care and go beyond their job duties. They are safe.
- Great educators
- We're infinitely resilient and creative. We're a diverse community that believes in learning and living together.
- My daughter goes to Hillhouse and my son goes to Cooperative Arts & Humanities Magnet Highschool I feel they are great schools. My kids do well & the teachers are great.
- The schools my children attend are great schools. Teachers are awesome and go the extra mile to make sure that students get their education they need to achieve. Big shoutout for IEP teachers.
- Having some staff the really cares about the child's education is a plus. Letting students pass grade to grade without the proper help and learning strategies is not fair.
- As the parent of a high school student in NHPS, the good things about the schools are (to be honest) sometimes unclear to me. I think the teachers do their best with limited resources, and are \*very\* encouraging of students who want to participate and pay attention to schoolwork. I genuinely don't know how it is for parents whose kids aren't putting in any effort at all. My kid's been lucky enough to have teachers who were good with her, and who she in turn liked for the most part. I like that my kid is lucky enough to be able to walk to school. I like that she gets to spend time with kids from all over the city.
- Many parents want to be involved. Some teachers are very dedicated.
- Diverse learning environments and themes. While student focus. Schools as neighborhood and community anchors and meeting places.
- Isolated examples of teaching excellence, dual language programs, newcomers program
- Love how the school are there for their student as well for the parents.

- Until the pandemic, a strength was the caring, dedicated teachers. But teachers are suffering these days.
- Diverse learning environments and themes. While student focus. Schools as neighborhood and community anchors and meeting places.
- The diversity in our schools is something to be proud of. In my children's school there are many different cultures and countries represented in the student population. The teachers at NHPS work tirelessly for their students. Like all teachers, they certainly are not in it for the money!! The principals and assistant principals work so hard too! They work long hours, read thousands of emails weekly, and give their teachers all the credit and accolades. Also, NHPS, because of their magnet themes, offer many different options for students to choose from.
- We have extremely committed educators and school leaders that deeply care about their students and support their academic and social-emotional learning.
- The magnet system does allow students to follow specific passions, especially they get older. There are some great passionate teachers and admins but it's hard for the city to compete with the suburbs in terms of academics/resources and hiring. If Simone comes in with strong organizational skills and a priority on academics, it could do wonders to turn things around.
- Some excellent principals and teachers, diverse student body and cultural atmosphere. Physical plants in need of maintenance but in better shape than many urban districts.
- I love that WH incorporates multicultural holidays and religions.
- NHPS reflects the composition of New Haven. New Haven is a very diverse community, as a result, children in the school system come from all sorts of backgrounds, different ethnicities, races, learning abilities can be found in the schools. While this can introduce a level of challenge, it is also the strength, children learn to respect everyone, developing empathy for one another. It is a great community that represents the community at large. This aspect of the school should be fostered.
- There are lots of them.
- diverse
- If your student is at the top of the class there are many opportunities.
- Beautiful facilities. Concerned parents.
- My child attends Davis Academy and we love it. Her teacher is amazing!
- Progressive, hands on, embraces tech
- There are a lot of opportunities for my son and he can connect to his friends and teachers. Teachers care for his well being. Also, the school is small so it helps my child stay focus.
- Interesting, diverse mix of students. Many caring and committed teachers. Some very nice school buildings. Striking array of options among schools, enrichment, partnerships.
- Resilience, community engagement
- Dedicated teachers. The teachers, the ones that stick around, are incredible in the school system. There is a mix of students, many of whom have been on a hard road and need real help; others who have an easier path but also have their own situations. The mix can produce beautiful moments, and sometimes uncomfortable ones.
- Don't have any
- diversity some hard working teachers
- Diversity. Access to the arts. Partnerships with local institutions and organizations.

- There are lots of dedicated teachers who love to teach and look for creative ways to engage with students.
- Generally inclusive, invested teaching and support staff, engaged parent community
- the arts, stem, steam, libraries (when the kids have them!), all the extra stuff- lunch for students, plays, music and learning instruments, singing
- Students are eager to learn
- In addition to the family/community feel I think the communication from the schools is excellent.
- The fact that kids feel at home. In most cases this is the only love most kids get. Teachers who give there all for our children.
- Nathan Hale is a good school that has good teachers, that care about their students.
- Students are eager to learn
- There are several different magnet schools that h offer various concentrations
- It was the theater program yet the bird of education found funding was not important with in the Nathan Hale community.
- I found all the teachers and personnel willing to help my daughter adjust. They were understanding and found ways to help
- Our schools are wonderfully diverse and have a rich history. Many of the physical structures were built (or updated) recently and provide wonderful spaces for learning.
- I don't have much good to say about the school system at the moment due to the lack of teachers and the lack of learning..
- The school my child goes to has a strong emphasis on family, togetherness, and building a community safe space for families and staff alike. My child loves her school and the teachers and is always looking forward to entering the environment that the school has worked so hard to create for her.
- I like the teacher to student ratio. I feel like my kids get the attention they need.
- pretty buildings; many dedicated personnel
- Our particular school has a deep commitment to the intersection of DEI and trauma-informed education. This is critically important in today's current society.
- The two schools my children attend keep them safe(as can be) they communicate with me and we help my children together to succeed. Lincoln Bassett and Celentano. I appreciate the communication and team work we all put forth to show our children they are not alone and they can accomplish anything with hard work and determination.
- Teachers want students to succeed Very knowledgeable about student needs and orient parents to resources
- It's hard to say. Schools are suffering but the teachers are the best thing we have. They are trying hard to support the students .
- Multi cultural and the schools are not perfect but not the worse
- Love the staff in my kids school!!
- The facilities are new and the schools offer a wide variety of choices for different learning styles. Most teachers are committed to doing their best.
- The school I sent my kids to has lots of opportunities and programs kids can get involved with. We also have amazing Pre-K teachers!

- BRAMS is great! Love the different electives. The magnets school program is excellent. We are from East Haven and our child can still attend New Haven schools because of it. I was so relieved to find out she got accepted.
- The principal works on behalf all children, especially those of color to create equitable learning opportunities
- The educators are dedicated and we have a wide variety of school types.
- Discipline based on personal relationships; diversity of students and staff; some very wonderful teachers; racial awareness (not across the board but a lot better than where I grew up); opportunities to partner with Yale and other organizations. Free meals.
- Magnet programs
- Most of the educators want to be present, sadly the ones who don't need to be removed
- Nice playgrounds and outdoor space
- Multi age classroom
- My daughter seem to be learning A lot almost every time I talk to her she talks about the teachers and how much they' ve been teaching.
- Challenging
- Caring teachers and admins. Deep commitment and desire for strong leadership.
- There are a "few" truly dedicated teachers. My son's school specifically is multi cultural
- Resilience, community engagement
- The schools that my children attends are great schools and my children are learning and they enjoy going to school each day.
- Unique offerings from Yale. the faculty who ARE engaged are all in 1000%.
- Diverse student body.
- Diverse student body.
- Schools are diverse and offer the arts. There are good teachers who care about their students.
- I think being honest with first yourself then your team who working with you to form that good communication between the community and the school team overall communication is key
- School choice where I can find what my child needs — Magnet schools Small schools where my child feels known
- Wilbur Cross has so many options for kids. It also has the most caring adults I have found in CT schools (and I am a teacher, now administrator in a neighbor district).
- I LOVE my child's Montessori charter school that is also apart of the public school system! Making Montessori available to families who otherwise could not afford a private school is incredible.

**What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)**

- There has been a general miss management of facilities. I'm not sure if this is due to management or lack of funding. But the bathrooms are often a mess, missing soap, and toilet paper. Moves have been allowed to get leaky and they are destroying auditoriums and some schools.

- Low morale in the teachers ranks. Poor performing principals being moved around and not fired. Mental health needs of the students being dismissed and not taken care of.
- We desperately need more art/music/theater programs in schools. Access to these programs is vital to student mental and physical health and well being. Teachers need to be paid well - there are many challenges in an urban district. We need to keep our teachers here doing the good work they do.
- You have to be willing to invest, not just professionally but personally in the kids and people of New Haven to be successful here, we are a city of townies and we can smell a career tract educator or politician from a mile away. If you wouldn't be willing to live here, if you wouldn't be willing to have your kids or grand kids in school with ours then New Haven isn't the right town for you to be a superintendent in. You have to be able and willing to show our kids real genuine concern or else we'll chew you up and never trust you and then it will just be a bunch more years of infighting and not getting anything done while you shine your apple.
- Central office appears to be a mess on a number of levels. 1) A "surface-level" concern that I think belies deeper cultural issues at central office is that the kind of professionalism and competence one might expect from a professional organization or business are alarmingly absent. Basic organization (like accurate and publicly available school calendars published well in advanced of the next school year) which is take for granted in other school districts is not reliably present in New Haven. Going to 54 Meadow St as a parent (to register a child for school or drop off paperwork, let alone to deal with any kind of problem) is a jarring experience with alarmingly unprofessional staff. 2) a deeper concern relates to recruitment and retention--the teacher shortage is real, but the district is failing to attract and retain skilled staff. The drama director at my daughter school worked for EIGHT YEARS as un-certified part-time staff for a shamefully low wage and no healthcare, in recently left despite having an incredible passion and talent for working in public schools because the situation was not economically viable. How was she there for EIGHT years without anyone mentoring her towards certification? How had the director of Recruitment and Retention never heard of her before a bunch of parents made a fuss this month? Why has she been replaced with another uncertified (and less experienced, less talented) person? That's an HR problem, and the new superintendent needs to come in and make sure that people at central office understand what they're jobs are and are doing those jobs with commitment and energy.
- This city is so political that the individual has to make sure they come in w a contract that separates them from such. The metric used to devalue aren't exclusive to performance it's about alliances manipulating politic etc. do this because you love education children and are up for a fight. Nothing about this will be easy or show results over night. No one is going to be happy over night or even regularly. The loudest voices aren't necessarily the the biggest supporters. Take time to read the room.review previous admins complaints parents complaints successes and failures. The boe is a hot mess in and of itself. Your biggest resources are families and teachers not admin. Meet w teachers and not the ones who have been here form30 years the ones who have been here 5 to 12 as they are the ones who will be most likely to jump ship or fight the good fight. They are the ones who if they burn out will leave you in a lurch because they are still young and replacing them repeatedly will cost more. The seriously long time employees already are so invested that keeping them four years or so only bides you time because they are going to leave

regardless of upswing ,continued fails or other their time is limited and they aren't going to grow. They are set in a way

- Under funded schools and programs are going to further erode the future of our children.
- Making school leadership (Principals and Assistant Principals) more diverse
- What solutions do you have to fill all the open teacher positions in New Haven? How will you help existing staff to obtain their degrees so that they can become a teacher and help fill open jobs.
- We are a diverse community with a broad range of needs. This makes for leadership that is committed to complex solutions that are fair and equitable for all.
- They should understand that our current system is a relic of the Destefano administration, that subsequent Mayors have continued to use for their advantage. Most power is contained within the administrators/supervisors union based out of Meadows Street. So long as the Mayor controls the BoE, any Superintendent will have their hands tied.
- Focus on reading writing and arithmetic
- All schools should have the correct and resources for teachers, students and the community should be shareholders in the lives each and every generation.
- 1. Little attention to instructional quality and not enough of a vision for what excellent instruction looks like. 2. Teachers leaving the district for other better paying, better supported districts which puts a lot of pressure on those who stay 3. Central office staff that has been depleted in terms of people and talent after one superintendent was forced to leave and was replaced after a long time by a superintendent who was very detrimental to the district, and now a superintendent who does not have a vision and path to great education for all students. 4. A board of education that has made a series of destructive decisions including getting rid of a satisfactory superintendent in the middle of the school year who was then not replaced for months, keeping schools closed due to COVID when infection rates were low, and overall not seeming to have the students' best interest central to all decisions.
- There is a perception that political connections influence who gets appointed and promoted to administrative positions. It's important to counter/allay this perception--NOT to fuel it. There are concerns about an existing level of corruption, regarding who receives contracts and jobs in the district. It's important to reduce/eliminate any such corruption--NOT potentially to increase it by yielding to loud voices with minimal qualifications.
- I would like to see the grounds of the schools better kept, without garbage on outside.
- None at all.
- The New Haven School system is very top heavy. There is a significant amount of monies that is tied up in the number of administrative positions . This hinders New Haven's ability to pay a competitive salary to our teachers in comparison to our neighboring towns. Our teachers are working 2-3 jobs just to survive. The number of steps they need to go through to hit the top tier is ridiculous. Teachers need to feel supported. We need more mental health support whether it's social workers or school psychologists. Teachers should not be expected to be a mental health provider on top of their teaching duties. We need a true evaluation of the quality of our assistant superintendents and others in administrative roles who received those position through nepotism. Develop a plan with the Department of Public Health to have full-time nurses in every school especially post-COVID. There are times that my children have not been

sent to the nurse because she isn't there the day they need her. This is completely unacceptable. Our attendance rates are horrendous and a task force type team should be developed to address these concerns. Our academics are not at the same level as our neighboring towns. I work in another school district and have received top New Haven students. When they enter the new district they are struggling academically because they are significantly behind that of their peers.

- I feel like our board is weak and there are many board members that should have been removed years ago. The teachers and staff have no confidence in their leadership and the city is divided and our students are the ones that are losing.
- the schools are under resourced and the state and board of ed are failing our students, especially the larger comprehensive schools. we need a superintendent who will recognize the issues (rather than act like they don't exist for pr reasons) and work to resolve them.
- Equitable opportunities, caring and concern of all students/families and their backgrounds
- With so much emphasis on failing School Education would be an appropriate time to focus the bad things going on in our school like a why did so many teachers leave this school?
- That in their position comes scrutiny but it is imperative that transparency be paramount throughout the whole process. The last superintendent lost my trust and confidence when it came to light that she was covering up for a racist teacher using ignorant tropes and did absolutely nothing to correct the situation.
- Resources, Equity issues. There is a difference in access of high quality education within our community.
- There's always an excuse for not educating our kids to state standards. NHPS kids who graduate with great grades are 2-3 years behind all the other kids in math Connecticut.
- Easy to call out of work, non caring teachers
- Not enough certified teachers or even that care to educate our children or to assist them if they have special needs or learning disabilities
- Over my 45 years living in New Haven I have seen an expansion of high salaried central office personnel and a decrease in school level staff and resources. Standardized test scores now overshadow the need to educate the whole child, which is institutionalized through flawed TEVAL metrics. Inferior corporate created curriculum and online resources have replaced high quality teacher created curriculum. My children developed a love of reading from their school's full-time librarian and classroom libraries filled with diverse books that were accessible to readers of all levels. Unfortunately, my grandchildren do not have the benefit of classroom libraries or a full-time librarian. Both have been replaced with chrome books and increased screen time. Teachers need more time to collaboratively create developmentally appropriate multimodal lessons.
- 1.Security in schools - be sure that every school have security guard and police back up  
2.More resources for broken families. Some classroom are interrupted because one or two students. These students has real problems in home and is reflected in the school. Sometimes the teachers do not have another person that support that student and their families.
- Teachers, that are bias, and show racism behaviors Not enough support with after school and summer school(camp) for the kids
- Losing high quality teachers



- The east shore/Morris cove district is routinely overlooked by our mayor. The airport is polluting our land and wetlands here and unfortunately flies over the school and the playground polluting the air our children are breathing in while at school.
- Financial literacy, New Haven residents first access to schools.
- Crime, student's behavior, teachers
- Classroom sizes are too large. School assignment of academic work especially math are not long enough for students to grasp the material. They start a topic and stay on it for 2 to 3 days then they move on. Penmanship, should be put back into the curriculum and writing, vocabulary and phonics should have a larger concentration in the daily practices especially for older kids. The school system only focuses on math and reading but our children struggle with how to write, English, vocabulary and proper placement of punctuations just overall writing and comprehension skills. when they get older and get into taking harder exams most of them fail in the writing and English area because we let it fall to the waist side and all we focus on is reading. You should find a way to incorporate them not to add on more stuff but just find a better way to incorporate them into the lessons and then to the schools that are overwhelmed with so many children. Another issues bullying and children feeling safe at school. The lottery system is not working for some schools I have been trying for four years to get my child in a particular school and we have not been able to do anything but get on a wait list. I would like someone to explain why schools like beecher and Worthington Hooker have the programs and smaller class sizes yet we cannot make that happen for other schools in the same school districts. I also want you to understand that I do know that teachers are overwhelmed because they do not have enough help in their classrooms dealing with behaviors and dealing with children who are struggling with their studies makes it very hard for them to do their job to the best of their abilities. I truly cannot stress enough that finding a way to make smaller classroom sizes would help with a lot of the problems that I mentioned above.
- Obvious a teacher shortage. The need to meet the needs of a wide range of students-- those who need an AP curriculum and those with special needs, those for whose command of English is limited and those who fell back because of COVID.
- The short of staff....I am very concerned for the teachers well being. Including the security for teachers and students
- There should be more interaction with parents and faculty.
- Many students are struggling in different subjects. It's not that children does not put in effort, however they don't know, and when they don't know and have the proper help, interest is loss. Tutors are needed.
- That there are parents who will be actively involved in their children's education by asking questions and challenging the status quo.
- Student's mental health issues are getting worse. Supporting parent's choices when it comes to teaching K- 8 students about certain topics in the class.
- There's always an excuse for not educating our kids to state standards. NHPS kids who graduate with great grades are 2-3 years behind all the other kids in math Connecticut.
- None at all.
- The downside is students v.a.pe in the schools public rest rooms and the bullying needs to stop! Also to try do better with the first student being on time.

- Many students are struggling in different subjects. It's not that children does not put in effort, however they don't know, and when they don't know and have the proper help, interest is loss. Tutors are needed.
- It seems to me that there is a dire split between what administrators in the schools see, what teachers see/experience, and what 54 Meadow sees. It's all dispiriting for the kids and parents, as well -- the ripple effect of all of this is hard. The new supt. of schools should be someone who understands the problems of a place like New Haven as a whole, and is not patronizing or dismissive of the different parties trying to improve matters, but rather can get everyone to feel like they're all in this together and have matters improve as a result.
- School administrations, school board, and overall administration don't respond to parents. Discipline methods are ineffective. Classrooms are chaotic. Many teachers are inexperienced, disengaged, disgruntled. Teacher and sub shortage has many students left with free periods/significant decreased learning time. The school board is so fraught with baggage it can't accomplish anything.
- Morale, fiscal challenges and political factions.
- Profound dysfunction on Board of Education, deep mistrust of school system by families and community, inadequate state and federal funding, widespread incompetence among district administration following decades of patronage job distribution, culture of coverup rather than honesty and problem solving, initiative fatigue, disengaged Mayor
- Beware do they bullying and help the students to be safe. Having a safe environment for the students. Transportation needs more improvement with students arriving late for school when is not their fault the bus came in late and getting tardy by it. Safety on fighting in school. Safety on smoking in the bathroom. Having in school suspension or detention for student who don't follow the rules without missing days from school unless is more severe.
- We had a superintendent fired ostensibly for mishandling consultant fees. But she would not have been so mistrusted had she not tried to be too cute, had she not insisted schools should be run like MacDonald's and that her position should be aloof, above it all, "on the balcony." We had another superintendent pushed out before her. He was unpopular because he was a plant from the charter industry who went on a "listening tour" and ignored everything he heard.
- Morale, fiscal challenges and political factions.
- Historically, NHPS has shuffled "troublesome" staff around. Twice I have experienced this personally as a parent in the district and it is what I am most frustrated by. Individuals that should have been terminated (or minimally removed from working with students) were just reassigned to different schools. I have heard many other stories of the same type of thing happening. Why are we so afraid to hold people accountable for their actions? It's embarrassing. And what message does this send to our children? Especially our young teen girls? That individuals who publicly hypersexualize women, post inappropriate photos, and use disgusting foul language on social media are the same people that are in positions of power, that they should respect to or go to with a problem or concern??
- There is a real lack of "customer service orientation" in the way that the district communicates with families and the community. The district website is disastrously out of date and difficult to navigate, and messages from the district are scattershot and fail to

truly inform the public of information they need to know -- or of important and positive developments. This contributes to a sense of the district as being disorganized.

- I only know about \_\_\_\_\_. It is a total disaster. \_\_\_\_\_ took a school that was limping along and smashed it to bits before he left. The social atmosphere is tense and chaotic. The kids have to be perseverant if they want guidance or support for IEPs or 504s. It is bleeding capable staff because the leadership has been so toxic for so long. There is very little in the way of academic rigor. The graduation requirements are outdated and not well suited to support the kids who need the most help OR the kids who aspire to do more. It is so terrible, toxic, and broken that I pulled my sophomore to homeschool them for the rest of this year.
- There are big gaps in student achievement and how families value education. There's perception of a lot of dysfunction in both the central office and BOE. Behavioral issues are a huge disruption and have only gotten worse Post pandemic. The city has a ton of untapped and unmet potential.
- Sclerotic administration, challenging atmosphere to make changes, less than great funding. Issues of racial equity and justice omnipresent.
- Many kids have been left behind in their learning journey. There needs to be a return to the basics, reading and comprehension are key for the development of the learning potential of all kids. In the early grades that should be the focus, discard fashionable ideas that have been proven not to work and return to the basics. Kids that are not able to read and understand cannot do well in standardized testing, it doesn't mean that the tests are bad, it means that kids are not understanding the question. There are some, that envision education as a zero sum game and in the name of equity cut down advanced programs for students that are excelling. NHPS should be for all, they need to focus on ESL students, students with learning disabilities, students in the middle of the pack and also on highly motivated students, there is room for all. Security is another issue that the superintendent should focus on. It is clear that the main impediment for students to pay attention in class is distraction caused by cell phone use. It would be helpful for individual schools if the school district could implement a unified cell phone use policy, so that teachers and administrators could curtail the use of cell phones during instruction times. Teacher are the core component of the education system, teachers should be valued accordingly, provided with valuable developing programs and help. We are loosing many educators to nearby districts, there is no reason for that, other than bad management.
- There are so many issues affecting the students from home life, mental health, socio-economical issues that this makes the job challenging for teachers; however, some teacher are also dealing with the same issue. Grace is important all around; however, everyone has to held accountable. At the end of the day we are in the business of educating kids and setting them up for success. Oftentimes that means meeting children and their families where they are at. A superintendent that can't relate the issues in the New Haven Community or is "too educated" to want to learn cause unjust harm before they get settled. Our children are drastically falling behind and we need enough educators to help support the children and their families. Also, the fact that Hooker is a neighborhood school but yet is able to provide their students access to so much more that other neighborhood schools can. It's quite interesting and not interesting in a good way. Its not equitable.

- Bullying, budget, metal detector lines making kids late, need more leniency with grades with kids forced into classes that are too hard but may not need or have a 504 plan, as we know education is not a cookie cutter thing, better suited fun activities for the teens of these days, availability in high school for kids to have a safe and easy outlet when there is an issue with a student or teacher, better tasting food
- Special Education is a disaster and needs a definite reboot. The mental health of the students need to be addressed by medical professionals. The high school counselors are not helpful with college applications.
- Public education finances in New Haven are opaque, which leads to suspicions of mismanagement. There is disagreement on best approaches to reading instruction.
- Please be aware of politics at play, understand the true needs of the students at large and have a commitment to teachers
- Some issues include : -not enough subs or teachers - many families speak another language at home - low reading scores and math -
- School resources - library Disruptive kids in classes would benefit from additional resources to promote other kids as well as the troubled children in class.
- Covid hammered our system hard. NHPS has promoted too many inexperienced ladderclimbers into principal or other leadership positions, and schools have floundered as a result, with teachers having to keep the "boats" afloat. Too often, young teachers are not nurtured, and they leave. Athletic facilities vary too widely.
- Staff compensation is the main barrier to retention. Teachers are leaving in droves due to ridiculous restrictions on pay raises. Teachers are often working in reach of contracts due to staffing issues- too many students, no preps, covering classes, subbing Security- there are so security staff anywhere except high schools and even there staffing is limited. This is unacceptable Students are testing well below average compared to surrounding districts. Programming to address this issue does not exist. There should be non discretionary funding for individualized private tutoring, after school programming. Instead we hire an out of state national firm to do a superintendent search.
- The schools need some serious help. The Board of Education is a tenacious beast full of complicated individuals. Teacher retainment is crucial. The schools need updated protocols and to move into the 21st century. No more of this garbage unenvironmental prison-style food, every item wrapped in plastic. Sex ed needs to happen for students, earlier and more clear. We need to get rid of the offensive number of holidays and half days. Three Kings Day off? You've got to be kidding me. New Haven is a lovely city but has too many established traditions that are just ridiculous.
- More focus on special education
- If a child has a IEP everyone that deals with the child should know about it.
- School safety - violence and lack of safety preparedness and crisis management is paramount Special Education- the district has been out of compliance and failed to deliver special ed services; the district is wide open for substantial legal challenges due to failure to provide services Teacher morale- Poor administration as proven by performance and outcomes, nepotism, patronage, weak evaluation system has led to ineffective and substandard building leaders and upper-management/executive leaders. Teachers resign from the district due to treatment by poor leaders (as reflected on teacher exit interviews) Inequity, resource scarcity, poor academic leadership on the district level Redundancy in many systems/positions Lack of vision and understanding of 21st century

skills and relevance Resource management, allocation, and alignment Lack of access to arts, athletics, and tech ed (coding, robotics) School choice has disrupted neighborhoods/communities and starved community schools Outdated and ineffective wrap around service models Completely outdated central office organization/job descriptions Immigrant, refugee, and EL families are not received, supported, or taught in a manner that meets their needs

- Need for better pay of our teachers. Need for more resources for our schools, such as fully staffed schools, to support students and educators alike. BOE needs to be changed. Need to hear our students, staff and parents. They know and see what is needed to make our schools the best they can be.
- 1. The curriculum is deficient. The students are currently being taught below their grade levels, which sets them up for failure. There's only one school where the curriculum is challenging and if a child isn't chosen by lottery then their brains waste away relearning the concepts from last year. 2. There are no community programs for students' self enrichment and cultural exposure after school. After school programs either have too few spots or are inaccessible because school choice students don't live within walking distance and there isn't transportation. 3. The students are not home trained so most of the class time is spent disciplining. This can be fixed with after school programs that encourage socialization. The open choice system separates races; the best schools are in the rich white neighborhoods so most poor black students are excluded with neighborhood preference. 4. Current NHPS officials are burned out from years of service so they aren't REALLY trying to solve problems. 4 the NHPS website and Powerschool are inadequate with obsolete info, dead links, and empty fields.
- 1) Distinguishing safety from surveillance and policing - looking at safety of those most dependent on public schools to support their education. 2) Defending a complex curriculum that helps students think critically about the history and future of our nation.
- support staff needs to be paid better please, teachers need support in the classroom, especially younger grades, fund the schools! public education is struggling
- Reading and math skills are severely lacking Teachers are fleeing The school board is a mess and can't seem to lead
- None to my knowledge but our children are only beginning in NHPS. IT, websites, and web based forms/applications could be more streamlined.
- Bussing, security, not enough or poor quality food for lunch, attendance
- Under paid teachers/ paras, lack of teachers, drugs, discipline or lack there of, fighting, kids thinking they can get away with every and anything because there is no repercussions for the students. Lack of respect for the teachers and administration. There should be more talk in all schools about drugs and the harm they cause.
- Reading and math skills are severely lacking Teachers are fleeing The school board is a mess and can't seem to lead
- Teachers and their principals don't support parents when teachers fail to follow up regarding a phone call or an email. They seem to protect the teachers and make excuses.
- Achievement gaps, community violence, and history disinvestment in New Haven
- The large gap of learning example hooker and other school. Why are they not performing the same?
- There needs to be more focus on staff retention. Since my daughter has gone to the school there has been short staff, and not enough resources to help children navigate the

transition from online schooling to in person. I think putting more funding into social Emotional well being training and social workers would be essential. At least more than one for each school about just magnets because I found that public schools get the brunt of it. I also think middle schoolers should have down time, after finding out they don't have recess it broke my heart because children, like adults, need a break to regroup. It doesn't seem fair that they are expected to complete assignments around the clock without any downtime other than lunch. More extra curricular activities for middle schoolers during school hours. Better lunch menu, my daughter is always complaining about the lunch.

- With such wonderful diversity comes challenges. One challenge is to engage all the communities we represent, another is to support the students along their journey- at all levels. With COVID in years past and teacher shortages currently these students are in need of support in order to move forward in the next phases of life.
- ESUMS staff will not call you back or help you.
- Listen to what the kids are saying more.
- While most of the children in the schools and their families to care and put in the effort to make sure their children are well behaved and model exemplary behavior, there are also a large group of children who struggle due to home lives, low income struggles and or possible untreated and or under treated learning disabilities which can at times create tough moments for staff and students alike when those kids and families tend to bring those problems and take them out on other students, teachers, etc. and more needs to be done to support all parties when instances like that arise.
- Terrible student enrollment process and rules. Ancient people working at office without knowledge of how technology works.
- not enough teachers - trained and otherwise; schools, particularly high schools have fancy names/stated purposes but not much of a curricula; not enough support systems for students; not a very high graduation rate;
- It is IMPERATIVE that our new superintendent hold expertise in understanding how trauma impacts a child's learning experience and they must be prepared to support changes to support children exposed to trauma. It is also IMPERTATIVE that this understanding be held in a context of understanding intersectional identity development in children and youth. They must understand the variable impacts of systemic racism, homophobia, transphobia, and xenophobia on our children and youth. They must be committed to continuing to protect our most vulnerable children and keep them out of the school to prison pipeline and otherwise stigmatizing categories.
- Concerns, school safety, some children have lack off do their best to help families in need in all aspects. When weapons r brought to school parents should be held accountable as well as the child. Bullies need to be addressed with action taken against the parents as well. It starts at home. Just be open minded and fair. Know that some teachers can be in the wrong as well. It happens. Situations need to be addressed. I trust my kids to the school faculty I know sometimes things happen and I also know my children aren't innocent but if we are on one accord it helps. Also if a child is dealing with a gender issue, whartever gender part they have in their personal area is the bathroom the should use period. Bring back the pledge of Allegiance.
- Need safe teacher to student ratios to prevent teacher burnout Increase resources to bilingual and special education students

- There is a lot of mental health/bullying issues that aren't being addressed in the schools. And unfortunately there is a rise in crime within our community.
- The Superintendent should be prepared for the cliques of the BOE. Most times their rules are created from egos and not what is best for the children.
- Bullying, kids at very low levels of education, need more help for those struggling to get their grade levels up, more staffing to children ratios, more education in things like proper educate, life skills, etc. also schools need a lot of work (repairs)
- Teachers are fleeing the district because of work conditions, not just because of salary. Central office works autocratically and the trust is not there with teachers feeling like the administration has their backs.
- School inequality. There's too much difference between the highest rated and lowest rated schools. We need to bring up the bottom end with an influx of resources so that our 'lotto' isn't high stakes
- There are a lot of fights. I feel that all schools should have metal detectors. This will help with the issues of kids bringing weapons to school. I pray over my child and all our schools every day.
- Equity, opportunity and accountability. Joyful Learning that is playful at all levels. Play in high school looks like I am going to an internship where I can study something that interests me.
- New Haven doesn't have a wait-and-see mentality so our new superintendent needs to hit the ground running or they won't last long.
- Racism always. Managing the role of computer technology in the learning process. How economic struggles of families affect the opportunity to learn. Lack of full time librarians and nurses for each school.
- Lack of resources a lot of children have trauma Need to work in creating embracing, loving learning environments Need to better Special Education services
- We won't keep tolerating less than our children deserve
- Loss of before/after school care has hurt our career and household income
- Lack of quality instruction- both teacher and curriculum
- I have some minor issues nothing major
- Racial tension
- Students haven't fallen behind in studies and motivation; student wellness; low morale amongst teachers, admins, students; racial, economic disparities; school security;
- School board is dysfunctional. I have witnessed unnecessary confrontations by some board members which hinder the advancement of positive actions. Good quality teachers need to be sought after and retained. Teachers that are close to retirement should be monitored and be held accountable...my personal experience that I hear from my 2 children is that older teachers seem to "not care"
- Staff compensation is the main barrier to retention. Teachers are leaving in droves due to ridiculous restrictions on pay raises. Teachers are often working in breach of contracts due to staffing issues- too many students, no preps, covering classes, subbing Security- there are so security staff anywhere except high schools and even there staffing is limited. This is unacceptable Students are testing well below average compared to surrounding districts. Programming to address this issue does not exist. There should be non

discretionary funding for individualized private tutoring, after school programming. Instead we hire an out of state national firm to do a superintendent search.

- The bus systems are horrible. Every time my children miss school is because their bus never shows up.
- Low standards academically and behaviourally. Weak consequences for violence and drug use in schools.
- Lack of Teacher accountability, moving into post covid. Dramatic increase in student mental health issues.
- Lack of Teacher accountability, moving into post covid. Dramatic increase in student mental health issues.
- The expectations and academics are not at the highest level. We could increase all students success and have higher scores.
- That everything won't be perfect for as long as the person is real and honest it will make parents feel trustworthy
- Need better teacher retention through higher pay, more creative and professional opportunity, more respect
- More resources for special education families!
- Amount of non discipline to students attacking other students.
- We need smaller classroom sizes. We need extra staff in schools to monitor student's behaviors to save students from bullies, gang and drug activity.

**What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)**

- We need a superintendent, who is good at managing people and building up a team morale. We also need a superintendent who is able to, and willing to imagine new and better things for the system, even if they are out of reach at the moment, and try to plot a course towards them.
- The new superintendent needs to be a listener and clean house. We have people at the district who have been there for decades and who have failed our children over and over. Stop paying for consultants and listen to the students, teachers and the families who already know what needs to change and what supports they need
- Open, communicative, thoughtful, mindful, engaging with all stakeholders, welcoming new ideas, collaborative, willing to work - HARD - for the best scenario for all students, innovative, solutions driven, responsive to parent inquiries, sincere, accessible, present at IN PERSON BOE meetings!
- Listen to the teachers and paras, give them a real seat at a community table that decides where we're going. Don't talk about empowering them, give them power, give them some authority not just a fight with the Union about salaries every once and a while. Administrators are supposed to find the way and get the resources that are needed to implement educator's vision and get the educational needs of our district met. If our district has more needs than our district should get more funds and then we have to stretch it every inch we can and then we have to go back to the state and get some more. New Haven is filled with great businesses amazing entrepreneurs and a university with a bigger endowment than G-d and a hospital that can buy more hospitals while in the middle of a pandemic. There is money in this town, our rent is paying for it our taxes are



supporting it. The recreational dollars of the whole region are lining pockets here, find this money and put it in our school. Don't make these teachers buy what they need themselves, don't make them make up "creative" ways to discipline these kids. They lose their jobs for restraining an out of control kid threatening others but they have to worry that some baby is gonna bring a gun to school and shoot them, come on! Make them feel heard, seen and appreciated. help us be a community of parents who all want the same thing, which is to help our kids get a safe quality education. We don't want teachers and students getting shot up but that's the WHOLE community's responsibility how can you lead us if you can't build community, aren't in community with us. We can't trust you just because you have the right degrees or come from a particular background we are gonna trust you if you put in the work to BE trustworthy if you have real stakes in this. Transparency and real honesty and brave vulnerability that's what's needed, connect first, serve first, emotional intelligence is just as important as the right degrees and way more important than the right connections. Hold this board accountable for RESULTS get them to understand it's gotta be about results we've had a bunch of talk from all of you for so long and our kids are still not reading and writing and having the skills they need the teachers on the ground know what "their" kids need. Get the teachers what they need and they'll get our kids what they need (maybe not always what they want, they're kids after all but what they need.) Make a volunteer challenge city wide what schools gets the most parent involvement but you have to help us do it, we're all working some times a bunch of jobs, help us find the time help us organize it not do it for us, that's not what we need. We need to all be accountable to these children.

- The superintendent needs to be an educator who expects competence and commitment, who is not afraid to fire and hire as necessary, and who is creative and flexible when it comes to solving problems, so that students educational experience is always at the top of their list of priorities.
- Independence, curious, Creative organized A POLITICAL....no ties to YALE ,NEW HAVEN ,MAYOR, BOE, and able to afford making a commitment not based on the salary because this city isn't going to BECOME financially solvent and be able to offer big r@isles for decades to come. That will only happen after the gentrification escalates
- Advocate and represent parents first, not city hall.
- Flexible, Approachable, and Honest
- Listen to the parents. Don't under estimate the power of the arts (theatre, music, etc) to help curtail poor attendance and poor performance and help boost confidence in the elementary and middle schools.
- The Superintendent should have the following qualities: 1. Experienced - New Haven deserves a person with a proven record of success. 2. Bilingual - With a growing hispanic community, the new person should be able to connect with the largest population in the city. 3. Integrity 4. Supportive of all students and open to implement programs that help students succeed as adults. This included preparing them for college, community colleges, trade schools, etc
- Non woke
- The next superintendent should be a person of the community, implement there experiences growing up and going to school and there experience of the education received. Also for the children and people of the community.

- 1. A VISION for excellent instruction, supported teachers, and students inspired to learn.
- 2. Experience leading a challenging urban district.
- 3. An understanding of how to maneuver politically with a challenging board of education in a diverse city.
- 4. Extensive experience as both a teacher and principal with a deep understanding and vision for excellent instruction.
- 5. A vision for how to effectively communicate with different constituencies including parents, teachers, students, and the board
- 6. The ability to prioritize and stay focused on quality instruction in the face of many problems and communicate that priority while also laying out a plan for addressing other pressing issues in the future.
- Integrity Demonstrated record of leadership, without political baggage Judgment Professionalism Ability to select good people, inspire them, and hold them accountable Knowledge of curriculum Ability to listen/learn Communicating with credibility Spanish-speaking a plus
- Ability to work collectively with existing staff to hear out existing challenges and work through the problems from bottom up. Willing to be creative with budgeting to invest where necessary to make improvements and keep up with technology.
- Just making good decisions In certain situations.
- Someone who exhibits managerial courage. Great communicator. Innovative thinker. Supports our teachers and faculty. Doesn't stay in central office but is out in the schools - involved. Responds to parents concerns. Is able to develop a multi-year plan with the ability to execute said plan.
- Bring accountability to his/her staff. Every standing Assistant Superintendent should be in the district mentoring Principals and Assistant Principals and not hiding behind their desk. We are too top heavy, all the money we are wasting to pay for these positions should go to our teachers, paras, and support staff in raises. They are all under paid and they are the ones that are doing the real work
- a good advocate, persistent, honest, good communications
- Bilingual/multilingual, down-to-earth personality, open to out of the box opportunities
- Have a excellent degree with working with teachers and students and parents have a deep understanding of the Schools they will serve.
- The love for children, passion to create an environment of excellence within challenging times. Understanding and experience within the community.
- Impeccable ethics. An educational game changer. Large scale organizational management skills and a commitment to successful grade level outcomes for 22,000 students is a must. Prior large urban public school district superintendent experience is necessary.
- Stay involved, stay on your principals and teachers back,
- Skills needed: - leadership - person of color - community driven - think out of the box
- Caring and dedicated to the children education no matter if they achieving or need extra help
- The superintendent needs to prioritize culturally affirming authentic assessment over standardized tests. This also means supporting an authentic reading program designed to promote a love of life long reading. The video found at the link below describes how to accomplish this in a systemic manner. The next superintendent must have extensive classroom experience, be committed to fighting for well resourced schools, avoid simplistic responses/solutions to complex problems, and understand that meaningful

change does not take place over night. It takes significant time, resources and effort. The next superintendent must have a long term vision supported by expert educational peer reviewed research.

- good leadership open to conversation respectful accessible
- Empty, respect for the faculty... Listen to them! Let them know they have a voice.
- Dynamic, community-focused, children-centeted
- Good leadership, listens well to parent concerns, has the best interest of our kids in mind.
- Desiciveness, knowledgeable, ability to understand the challenges of working in a diverse community.
- Have good skill of teaching.
- They should first know or have walked in the shoes of a teacher or someone who has to run a school. They should also understand just because we have a lottery system and we're able to leave no child behind by giving everyone an opportunity to go to better school, but if the classrooms are overfilled it's still the same situation. The children are not going to learn. The new superintendent should be knowledgeable, honest,hard-working have worked as a teacher in a classroom before they went into administration and.I would also like a superintendent that would be willing to meet with a small group of parents once a month to talk about how things are going in the schools.I think having the opportunity to have conversations with parents who really want to make a change would also help the superintendent do their job instead of always having zoom meetings or town hall meeting and things where everyone's concerns are not addressed.or ideas looked at. The superintendent should want the best for all the schools no matter whose money or backing goes into the schools.Everyone should be treated equally
- Experience, passion and vision. Yes we need teachers but also the principal of individual schools set the agenda.
- inspirational leader, financial intelligence is very important ,successful teaching
- She needs to understand the changes our children have endured during and after the pandemic. Many children's needs aren't being met.
- Patience Love Accountability Perseverance Skills Wisdom Knowledge
- - to be politically neutral. - to find ways to encourage Critical thinking at all times -to allow students and parents to have freedom of speech - to include parents in all aspects of their children's education. - to keep sexuality/gender identity discussions at home with the parents NOT AT SCHOOL.
- Required higher education, experienced working with our population, compassionate, trustworthy, nonjudgmental, outstanding communicator, involved with faculty and students,, bi-lingual, proactive, motivational
- Impeccable ethics. An educational game changer. Large scale organizational management skills and a commitment to successful grade level outcomes for 22,000 students is a must. Prior large urban public school district superintendent experience is necessary.
- Just making good decisions In certain situations.
- Respect,kind,open-minded, understands the parents/guardians of the students who attend the New Haven School District
- Patience Love Accountability Perseverance Skills Wisdom Knowledge

- A long history as a teacher in a city would be desirable; high expectations of students; an unwillingness to tolerate mediocrity from administrators at 54 Meadow; a sense of humor: these would all be good qualities in a new superintendent. Ability to communicate with parents intelligently and with clarity. Using jargon is a bad idea. Be honest; admit that there is deadwood at 54 Meadow Street and flush it out, and ensure that the limited funds available to the BoE are distributed to better effect. Be able to talk to kids.
- Experience turning school districts around.
- Bold, inclusive, problem solver
- Curricular leader. Ability to lead diverse workforce. Political savvy. Communication skills. Honesty. Budget and Grants experience in large district/organization. Whole child focus.
- Willingness to CLEAN HOUSE, readiness to engage in advocacy with and for our schools, courage, ethical core, demonstrated commitment to transparency and accountability, vulnerability and humility
- Be for the people not for the money or the fame. Be someone who understands the community and doesn't judge the community.
- A new superintendent should be free of influence from the corporate, charter education reform movement. No one from an "executive leadership program" should apply. No Broad grads, no TFA, no privatizers, no cronies. Scrupulous above-board honesty and a fierce commitment to fully funded public education is what New Haven needs.
- Curricular leader. Ability to lead diverse workforce. Political savvy. Communication skills. Honesty. Budget and Grants experience in large district/organization. Whole child focus.
- Transparency and approachability. I think as a parent it seems like many superintendents come across as "yes men" but then many of those promises or 'yes' answers don't seem to come to fruition. I'd much rather an honest, transparent answer. I would also LOVE to see the superintendent in the schools more often to SEE the beautiful things that are happening in our schools. My 3rd and 8th graders have no idea who the superintendent is.
- High energy level, high level of personal accountability, and a strong network within Connecticut to break down silos and collaborate with other leaders here
- The most important thing, hands down, is someone who is willing to innovate. Our schools have been following the same standards and protocols for 50+ decades. We must move into this century. We must get over the idea that every kid should go to college and start preparing kids for the real world and real work. We cannot pretend that racism does not exist in the world or in our schools. And we have to stop tolerating teachers and guidance counselors who do not support kids. Honestly? We need the opposite of \_\_\_\_\_ . Period.
- Organizational skills, Leadership, Value on Academics and push for achievement. Has to be different from the past couple that didn't work, the city needs a change. Strong proactive communication skills and someone who is willing to respectfully engage with parents. Management (clean up the little things like releases that get sent from central office with typos...it's a bad look).
- Creativity and charisma, ability to spot and leverage untapped resources and create more, administrative toughness, fairness, and honesty; forceful, articulate advocacy not couched

in edu-speak; priorities that put students and families first, teachers next, administration after that.

- Keep all multicultural holidays and educate everyone on differences of culture
- The new superintendent should be APOLITICAL, not cave to the different entrenched factions of the NHPS system. In that sense, it could be useful if the superintendent was recruited from outside the NHPS system so that he/she could start anew and fresh. The new superintendent should be CURIOUS, see what other districts, states,... are doing, see what is giving results, and implement policies that work regardless of where they come from. The focus of the education system is the education of the children, so there is no room for politics. The new superintendent should be HUMBLE, recognize mistakes when mistakes are made and change course instead of entrenching in policies that are not working. Humility over arrogance. The new superintendent should COMMUNICATE with teachers, parents (stakeholders) on regular basis, being transparent about implemented changes, personnel rearrangements,... stakeholders need and want to know why certain decisions are taken, keeping things hidden from the public only breeds resentment and confusion, communication and transparency would be key. The new superintendent should be STRONG to fight against the different interests that could try to impose their point of view against the goal of children's education. The education of all the children of New Haven should be the main focus of the new superintendent.
- The new superintendent should be home grown, have attended and is a product of new haven public schools, be qualified, someone that is consistently visible to the students, and parents, someone who knows the administrators and support the teachers, possibly promoted from within that actually cares about what happens in and around new haven because they are here and frequent areas in our neighborhoods.
- Fair, level headed, has spunk and spark, knowledge of how schools each are different and are made up of different economic levels and home lives
- This person should be from the community and not from another state.
- Must be able to speak with integrity and conviction to two groups of parents in particular: one group has very high expectations and will hold the NHPS to very high standards; another group has no confidence in public education as a means to social and economic improvement.
- The new superintendent must be universal, cultured, proven and impartial. It is imperative that they have a true vision for New Haven Public Schools that includes critical stakeholders including parents, teachers and staff. If New Haven wants to restore the trust of it's community they will NOT seek to hire \_\_\_\_\_ from \_\_\_\_\_ Public Schools. There is widespread talk that she is the front runner and this search is again BOGUS and a waster of tax payer funds if \_\_\_\_\_ is chosen. Our community deserves someone NEW or a super qualified internal candidate.
- Ability to think outside the box and be a creative problem solver. Up to date with trends in the field and actually believe in them
- I think being bilingual( Spanish) will help the community . As a latina parent, we never had one bilingual. Be a good listener to parents Be kind and provide support to families Major understanding of k-12 reading and high school
- Knowledgeable Culturally sensitive and aware Skills and knowledge development Child development and support Opportunities for growth for students and Staff Mirror positive characteristics

- Diplomacy, hardheadedness, sense of humor, familiarity with urban settings, ability to hear all sides yet also not to let meetings get hijacked, fairness (do not pick favorites right away), willingness to stay for at least 3 years (if not much longer), at least 5 years of classroom experience (preferably more)
- Must have classroom experience Must believe in anti racist teaching Must be invested in funding socio emotional programming Must be committed to securing funding to pay teachers, recruit and maintain them. Must be able to work with a highly dysfunctional and difficult board to promote progress. Must be committed to challenging old contracts and funding of programs that have no data and no proof of efficacy and get our kids caught up academically.
- Coming in with a vision and knowing how to navigate the complicated world of the Board and the teachers unions. Making sure that students and teachers come first, and thus being racially and gender progressive (not just tolerant but actively anti-racist and pro-gender-inclusivity).
- Have an open door policy where parents can meet and chat
- Please share your experience designing, implementing, monitoring, and revisiting/revising a comprehensive, districtwide unified plan for safety, preparedness, and crisis management. Please describe the strengths and successes of your plan as well as the areas in need of improvement. From your experience and perspective, please tell us about three things that matter to high school students today. Please explain your understanding and vision of the working relationship between the superintendent and the mayor. Please share your experience and proven success working across state and municipal agencies and with RESCS to design responsive educational settings, services, and resources that do not currently exist. Please explain how you will work with RESCS, city and state agencies and providers in order to serve the children of New Haven, specifically. Please address the current shortage of special education teachers and service providers. Explicitly, what is the plan for addressing this immediately, monitoring it, and ensuring children have access to services, accommodations, and modifications they are legally entitled to. How will you work with families, service providers, partnering institutions, the city, and the state when the legal obligations of the city for special education services are not being met? A leader who will commit to fully staffing schools and ensuring equity in positions: LMS, social worker, psychologist, guidance counselor, literacy coach, reading specialist, math coach, technology coach BEFORE creating and filling top-level management and executive level positions A clear vision on the matriculation from childcare, to early childhood, to elementary including early evaluation, assessment, and intervention Given the current organizational structure of the executive and upper management, please describe your vision for Central Office positions: descriptions, responsibilities, and direct reports. Explain how your structure and mechanisms align with your vision and funding plans. Explain how you will address enrollment, resource alignment, and school/class consolidations. What is your philosophy on school choice? Please explain how your philosophy will impact enrollment, resource allotment, and funding in NHPS specifically. Please explain how you will work with stakeholders you may not agree with- parents, union leaders, students, teachers, community members, administrators. Please discuss why you believe teachers are leaving New Haven, specifically, and provide your explicit plan including actions to retain them. How do you communicate information when it

may be difficult or disappointing for others to receive? Which do you find more valuable: listening to what others need from you or telling others what you need from them. Why? How do you feel when you don't know something or you are incorrect about something? How do you handle it?

- Experience working in urban school systems. Willingness to fight for what is needed. Be a collaborator. Be an advocate for our students. Have strong financial skills. Be culturally aware. Open.
- 1. They should have experience in turning around failing districts 2. They should be willing to get rid of staff that refuse to engage in a constructive way 3. They should be focused on bringing back New Haven's sense of community. They should be accessible to parents who have concerns
- Primary- a strong racial equity analysis and liberatory frame for education
- fight for teachers and support staff, be in the schools, be present, know what schools are like, advocate and fight for better pay for support staff
- Strong leadership and vision, and most of all, put students first. Simple statement, but it doesn't happen in this city.
- As a non educator, but with family in education, the biggest problem my family always had was promoting "good" educators to management positions. These are not always transferable skills. A good superintendent needs to be a good leader, and a good manager of people first. Knowing how to delegate and empower the people around them is key. Experience in the field of education is less important as those with that background can be counted on to advise the superintendent.
- A well educated person, someone who is well rounded, a honest yet humble individual, someone who puts our kids first, a person that builds the morality of their staff.
- I think that they should focus on fixing staffing issues, should enforce stricter rules when it comes to fights, bullying, drugs, vapes, ECT in all schools. They should care more about the staff they are in charge of. Provide teachers with the supplies they need to run a successful classroom.
- Strong leadership and vision, and most of all, put students first. Simple statement, but it doesn't happen in this city.
- Professionalism, commitment, competence and flexibility
- Be an excellent communicator, experienced, diverse
- How to close the gap between schools and demographics learning equity.
- Multicultural and diversity awareness, child development and insight on how to support children socially and emotionally. Promoting better use of the 504 plan for children who struggle with emotional needs. I feel that if they are hitting the academic quota they go under the radar.
- 1. Strength of character 2. Deep sense of caring 3. Ability to create a strong team 4. Ability to see from "outside the box" 5. Ability to engage & listen to the various communities 6. Willingness to create change.
- This person should be down to earth easy to reach and reach out to parents individually with a team to help him or her..
- I believe that the new superintendent should have a knowledge of the schools in the area as well as the community as it is, preferably somebody who may have attended one or more of the schools or has children in schools in the area, someone with social work and

or education experience with the likeness of the students and families in the area, someone who has experience with schooling in lower income, diverse communities and has special education experience so that they can better assist our teachers and families who may be struggling from lack of support or visibility because of any or all of the above.

- Information technology skills is a must. Someone that know how to forward an email. Someone that knows how to download zoom to their pc
- connection with leadership at all levels; broad vision to match the buildings; understanding the basic academic and welfare/home lives of the students; experience with urban schools
- Expertise in mental health and how this impacts school performance as well as strategies to support schools that are supporting our children. Expertise in understanding identity development and its impact on learning.
- God fearing, honest, understanding, open minded, empathetic, stern, says what means and means what says. No judgemental, Supportive of both teachers and families. Knows that the education of the children is important, the decisions he or she makes have to be knowledgeable. He or she is the instrumental leader.
- We need a bilingual superintendent to increase communication with Spanish speaking parents
- The qualities I would like to see is the will to fight for our students and not run away when things get tough. Test scores are low. I would like to see a plan of action not just sound bites to get the job.
- Integrity-confidence-ability to handle many tasks and the STRONG personality of the BOE. To be fair even if it is not the most popular position.
- People person, driven to help those in need, have an understanding that not all children are capable of the same things in school settings/educationally, strict on bullying and violence in our school system
- Builder of community, but especially among teachers and school leaders to attract and retain the best talent in we can find.
- High level organizational multitasking and the ability to defer to specialists when necessary. An interest in improving the educational outcomes for the our underserved neighbors.
- They should have experience in dealing with some of the issues at hand and from the inner city. They should be able to go to the middle and high schools and talk to the kids, not just the elementary schools. They should be able to talk to the kids and ask them what they feel would help them in school. Their opinions matter too!
- Data informed, focused on children and learning, measures performance, grounded in policies and procedures that are clear to everyone.
- A proven track record in underfunded urban school districts is a must.
- Caring and ability to build relationships. Willingness to stay so we can have some stability. Experience and track record of success in urban school district. Integrity. Ability to build a good team.
- Cultural Awareness Strength-based Humility Engaging Collaboration Committed Community cognition Ethical Goal oriented Resourceful Knowledgeable Visionary Proactive Honest Understanding Immersing



- They should be willing to listen learn and build! They have to actually care
- More support for teachers and classroom materials
- Experience with a diverse population
- He should have spent some time in different classes working with different age groups and have real good people skills
- Inner city classroom teaching experience
- Student-centered, communication, transparency, compassion, cultural competence, education and care for the whole student (not just scores but character and wellness)
- Stern, open to hear input from community, hold staff accountable and not focus on being administrative top heavy
- Must have classroom experience Must believe in anti racist teaching Must be invested in funding socio emotional programming Must be committed to securing funding to pay teachers, recruit and maintain them. Must be able to work with a highly dysfunctional and difficult board to promote progress. Must be committed to challenging old contracts and funding of programs that have no data and no proof of efficacy and get our kids caught up academically.
- It should be someone that's aware of the issues and has ways and ideas of how to fix them. Someone who will listen.
- Energy. Burnout coping skills. Understanding of the very diverse needs of the students- from suburban magnet to underserved new haven neighborhoods. Ability to structure a system to serve the highest performers and lowest performers equally. The current system is overly focused on the lowest performers which limits the options and opportunities of the higher performing students.
- Former teacher, preferably someone able to succeed in poor inner city environment. Someone able to rise above politics and corruption to do what's best for everyone they lead and serve.
- Interpersonal skills, education background, awareness and experience of multicultural backgrounds
- Character organization skill having a open mind
- Experience in creative systems and approaches Belief in supporting school leaders in schools with evidence of success but holding schools accountable when there is specific evidence of struggle or failure
- Vision for equity and safety.
- Empathetic, understanding the dynamics within the community we live in, open and responsive to parents

## **Students**

**Tell us the good things about your community. (This information is used to help us recruit quality candidates.)**

- Many of the teachers. Especially the ones that are younger and/or newer to teaching 15 years or less.

**Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)**

- The schools have gotten much more dirty over the past decade. Not enough funding goes into upkeep of the buildings. Many bathrooms are missing soap dispensers or the dispensers are empty.
- There is a major drug issue at the sound school and kids no longer feel safe going there

**What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)**

**What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)**

## **Teachers**

**Tell us the good things about your community. (This information is used to help us recruit quality candidates.)**

- I love the diversity in our community.
- New Haven is a very diverse city with lots of cultural events to attend to. However, it can be segregated as well which the magnet school program helps to eliminate.
- I love the variety of different students who come through the door every day. Hailing from different towns, socioeconomic statuses, cultures, and races, they present a unique opportunity to learn from each other as well as learning from their teachers.
- Our community is diverse with people from all different backgrounds and perspectives and recently arrived immigrants. In New Haven you can find all different foods and we have festivals celebrating different communities and neighborhoods. New Haven has partnerships with many surrounding universities, Yale, SCSU, Quinnipiac with a variety of programs.
- We have a lot of diversity. Students and parents come from all parts of the world.
- Our community stands strong with one another and hold strong to the traditions and values such having Freddie fixer parade, new haven bowl football game, st Patrick's day parade. Etc.
- My community is a diverse community from people all around the world. New Haven offers opportunities to share ideas, help others and learn from their experiences.
- Great families. Great teachers. New Haven is unique and diverse.
- Our community is diverse and welcoming to all cultures.

- My community is a large, beautiful, energetic and eager to learn. We are immigrants from different countries and speak different languages
- New Haven is a truly special diverse community with incredible arts, grassroots activism, and a lot of heart. We need someone who will recognize and build upon this incredible foundation, and who will learn from and partner with all of the many different stakeholders in the community.
- That's information you can get through the chamber of commerce. You don't need teacher input for that.
- My community is diverse and has so many things to help us. Also, we have a lot of Spanish speaking people and other languages. We have very nice schools and the area is central.
- Come together only in crisis
- New Haven's community includes people of many difference races, cultures, economic and educational backgrounds. New Haven's scenic beauty in a balm for the soul.
- The good things about this community are the diverse culture.
- Diverse
- New Haven is a beautiful city but some violent issues which are problematic for the crux of the residents!! People try to make their neighborhoods welcome and safe. Good restaurants and close to the water.
- We have many diverse neighborhoods with a rich history.
- The diversity of NHPS is a real strength. Growing up in the '90's suburbs did not expose me to the diverse culture that I am proud to have my son experience as a student. There is also an abundance of history to be drawn directly from New Haven's history that allow for relatable teaching moments. The ability to partner with Yale and other wealthy philanthropic institutions allows for unparalleled opportunity. Finally, I personally believe that our city has to potential to lead the country in the arts and athletics with the raw talent I often witness. The discipline to follow through is the difficult part!
- New Haven is an incredibly diverse community that is enriched by people from all over the world, many of them settled in our sanctuary city as refugees. The talent, energy, strength, and determination of the people make our community incredibly dynamic. There is so much untapped potential!
- Strong relationship with the community, school and Mayor's office
- New Haven offers culture, diversity, and more.
- Many people care and are invested in their community.
- Our community is very involved in supporting their children's school growth plan and implementations.
- Diversity
- The downtown setting is very upbeat and fun to work near! Although pricey, the food is worth every dollar spent!
- Hillhouse community has some excellent kids and adults. I love working here every day. Most of the people are invested into the well being of the children.
- Diverse, international, close to the Long Island Sound, great restaurants, Yale and their support is here, given the demographics there is a great ability to get funding.
- reaches across city lines. caring and helpful. can be combative and unsupportive as well

- We have excellent staff who collaborate very well with each other. Our students and their families are special to us and usually accept help that is offered.
- For a district of its size, NHPS's leadership somehow manages to create a real family feel. I have been here for 22 years and have always felt supported by my administrators and the vast majority of my colleagues. This makes for a very good feeling. In addition, as a special educator I have taught every grade from K through 12. The kids are what really makes the district a fun and engaging place to teach. It isn't all roses and wine, for sure, but on a constant and consistent basis I am given little signs of appreciation from the students (and most of their parents). It's great!
- Diversity in New Haven is awesome, "big" little city, lots to do in New Haven, waterfront, parks, museums
- ethnically-diverse population; as a result, the same level of diversity applies to cultural experiences, including arts, cuisine, social organizations, etc.
- New Haven has many multi-cultural elements. We have neighborhoods with unique shops and restaurants. We have many languages spoken throughout the city. We have a lot of community involvement and organizations that can/do help our schools.
- Diverse community Many amazing restaurants Most of the community members are willing to help each other Location is great because is not too far from New York or Boston
- I used to live in New Haven. The community was a vibrant one. There are places of trauma, and deep sorrow, and anger. And places of resilience. I am proud to have worked for the New Haven community for 28 1/2 years.
- The families I interact with are invested in their childrens education and well-being.
- Our community is very diverse and there are a lot of very actively involved stakeholders at all levels (students, teachers, admin, parents etc.).
- We care about the students in this district and want what's best for them.
- New Haven is a diverse community with a great cultural awareness. It is a welcoming community to immigrants and others.
- Many people care and are invested in their community.
- Diverse Yale Great restaurants and theatre
- We are diverse. We bring so many gifts and talents to our communities. At our best we help each other and help others to be their best.
- My community is mostly Latino.
- The community really values and cares about education.
- We are a diverse city of New Haven natives & newcomers. Take a look at the recent New York Times list of 52 places to visit in 2023. New Haven is one of them! That says a lot! We have all Yale has to offer - great museums & lectures, plus many opportunities for our students to visit labs & other departments. Other Universities are top contenders, welcoming our students to join their student bodies through the generous Promise program. I'm a "townie" - born, raised & educated, K through Master's Degree, in New Haven - & have always loved it. Thirty-five years ago I bought a home in the Upper State Street neighborhood, & have taught ESOL to hundreds of students, including many refugees, from 80 countries speaking 40 languages. I could have chosen to leave New Haven to live & to work, but I knew my heart lay here - & I was correct!
- Educated. Social justice oriented. Generous.

- I believe as a community, people want positive changes.
- Diverse, partners, trauma
- The students enjoy their schools and that members of their communities are employed there
- The community is diverse and has many community based resources that support teaching and learning.
- Down to earth people, creative, loving
- I'll speak specifically to parents because that often explains a student's behavior, opinions, and learning. Being itinerant staff, I see parents that sometimes need to be informed and others that come well equipped with information regarding learning, development, community resources, and local events. I feel as if schools don't always involve the community in activities but, then again, COVID is still used as a reason to hinder socialization for students. We have a diverse community made up of low income/poor families, middle class families, foreign refugees, undocumented families, homeless families, homeowners, ivy league educated parents, and parents who do not read. There are families that are unemployed, work several part time jobs, or own their own business. We have parents that are highly involved in their child's learning and others that don't know what grade their child is in. These are just some examples of what makes up our community but essential in understanding our community.
- Many friendly, involved families Dedicated teachers and staff members who care about the kids
- People come together to do things.
- Staff professionalism; able to deal with adversity and near constant disrespect from students.
- New Haven is a diverse community with an abundance of cultural and personal histories that represent the modern United States, Connecticut, and many cultures beyond the borders of the continental U.S.
- Diversity, opportunity, brotherhood
- New Haven has lots of resources that should be tapped into more by NHPS. We are surrounded by colleges, and we should be working more to connect those collegiate resources with our students through programs during and after school. We should also be creating more of a pipeline to connect future educators with our district. While these resources exist and are a great thing, we are not utilizing them as a district they way we could/should be.
- New Haven is a highly diverse community.
- The diversity. We learn a lot from our neighbors and build a resilient and resplendent community of different cultures, races, and faiths.
- A majority of our kids want to learn, a small population of students are ruining the classroom. Find a place for those kids and the ones who want to succeed wil.
- try to improve well being of all
- I'm an native New Havener - I live here and work here. I love how connected everyone is in New Haven, and are able to work together despite different cultural history for a better New Haven.
- Most of the people in the neighborhood are committed to keeping each other safe.

- Despite the negativity that surrounds and often engulfs the community- it is resilient, connected, and diverse.
- I live and work in New Haven. My neighborhood is a fun place where my son and I find interesting things to do. I work in New Haven public schools. The school where I work has a great faculty of teachers.
- Diversity
- The wealth of untapped and underrated talent!
- Teachers and all staff mostly want the best for their students. In times of need, the community will pull together.
- Highly motivated professional colleagues- diverse joyful students- strong union and community support
- Culturally relevant pedagogy. Diversity in staff throughout the district. Ability to collaborate and have freedom to make decisions in the classroom as the teacher which benefit the students in the room.
- New Haven is a city full of resources, with a beautifully diverse population of stakeholders who have much to contribute to making our city great. There is also a lot of potential for cross-network support and partnerships between the organizations that house themselves in our city.
- Diversity Big Arts Community Great Restaurants and Bars Lots of opportunities and activities
- Many schools and a big district, diverse population, many events to attend, plenty of places in community to visit
- Diverse, small city amenities but small town feel
- Highly motivated professional colleagues- diverse joyful students- strong union and community support
- Small city with a big city flavor. Greatly impacted by Yale and Southern.
- Understands diversity but doesn't flip it so one side is bad.

**Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)**

- The passion and love our teachers have for our schools and our students.
- We have many strong magnet and neighborhood schools to speak to student's interests of all kinds.
- I love the supportive nature of my school. I feel that my administrators and fellow teachers understand and help me at every opportunity. I feel that I have sympathetic ears to listen to my concerns and am given the proper support to solve them.
- We have magnet schools with fantastic science programs and a growing bilingual program. New Haven has schools with recently arrived immigrants that are adjusting to life here and thriving. New Haven has schools with emphasis on the arts and lots of very committed teachers.
- We have open choice where students can go to a school that fits their career path.
- Our schools have the newest curricula to teach our students.

- Our schools provide a variety of instruction in different fields. Our students can pick what they like and have the opportunity to learn. We have a lot of MLs and refugees in our schools.
- Students love their arts and the teachers are extremely passionate.
- There are a lot of dedicated teachers who give 130% to students.
- Our schools offer various options for students to connect to real world experiences (STEM, Performing Arts, Medical, etc.).
- Our schools are full of parents who want the best for their children and are willing to work hard for them
- We have incredible kids and incredible educators. Our schools are diverse and offer students opportunities to find and use their voices. Each school as its own unique qualities, of which there are many in this large heavily magnet district.
- In my school: very good teachers and administrators
- The schools are very nice and buildings new. Teachers care for our children and believe in them. My school principal is always available and they want to do what is best for children.
- Allow the parents to make decisions regarding their children, Reading. Writing and math is main focus
- Most of the schools have been rebuilt over the past few decades. Teachers and students have access to latest technologies.
- The good things about the schools are they are of new construction.
- Offers a lot of supportive programs for students, dedicated teachers.
- Nice, new schools, good themes for having students realize their future goals and current dreams.
- Our schools have dedicated teachers that love our children.
- The school I teach at (Beecher) has a warm, empathetic culture that seeks to problem solve rather than condemn. Flexibility is also a strength. When teachers accommodate their schedules, techniques, and approaches based on the circumstances of each unique day, students thrive with understanding and innovation better than with rigid pretenses.
- Wilbur Cross High School reflects a lot of the good things of New Haven. We have an incredibly diverse community of students who are from all over the world, and from all walks of life in New Haven, from children of Yale professors, to children of refugees. We have students from the sometimes violent poverty-stricken streets of New Haven, and students who have life-impacting disabilities. Our school is supportive of LBGQTQ+ students, and are committed to treating everyone with dignity and respect. My students have wisdom in life, in grief and redemption, compassion and strength, endurance and forgiveness, beyond the scope of anyone else in my life. Most of them are bilingual, some speak more than five languages. They are talented, ingenious, strong, and have the potential to build the bridges -- both figurative and literal -- that this country most direly needs.
- Diverse student body Strong school choice for parents and students
- Many excellent teachers and administrators.
- Teachers show up to school ready for students no matter what.

- Our leadership team is a cohesive and socially empathetic group that calmly but strictly adheres to guidelines established for the academic and social well-being of our student body.
- Excellent, hard working staff
- The teachers are very helpful and supportive of each other in the school I work at. The security team keeps us safe as does the front desk secretaries. The art director does a phenomenal job of holding the school together. Recently, upon her return, the principal has helped re-create a sense of organization to the school climate.
- There are some excellent programs for our students with dedicated staff to work with our students (some of the staff not getting paid) The majority of our kids want to use high school to help them have success in their lives present and in the future.
- Our school is very diverse. We have students from all over the world. Our students speak many different languages and come from lower income homes.
- collaborate to make a school an enjoyable experience for all. Positive events, community outreach
- Our school staff work endlessly to praise kids who are performing well and assist kids who are struggling to manage academic stamina and behavior in their buildings.
- I have been teaching at The Sound School for 16 years and it is the most amazing of the three schools where I have taught. The level of engagement is only outdone by the level of empathy. Kids benefit from the personal touch almost as much as they do from the curriculum and the on-the-water setting. The fish lab is a place of wonders and the staff really knows its stuff. We have become even stronger under the leadership who has a real interest in aquaculture. At the same time, our agriculture program has also improved. The kids appreciate their opportunities here, a well, which is a big help.
- At Sound we have an incredible student center that serves all our students, our campus is right on the water and we are able to marine pathways
- A majority of the staff is in-tune with, and dedicated to addressing, a wide variety of student needs. Many of the items mentioned in #1 are on display within the various school settings.
- We have teachers who really care. Teachers who have dedicated their careers to working within NHPS. We also have great kids and lots of families that are involved in their childrens' lives.
- Good things about the schools; The racial, cultural and ethnic diversity Inquisitive students who are willing and able to learn by having high expectations. Community stakeholders are always willing and ready to help
- Good things - our students. They are amazing and have great potential. They are curious and empathetic. The teachers are strong, soak up a lot of the students' trauma, and forge ahead despite many obstacles.
- Not too much good to report-violence/poor work conditions/teachers have no support/too many meetings /minutiae/kids get away with everything /pass without doing anything. NHPS has devastated the integrity of education. Everyone is intimidated and is afraid to speak up lest there be retaliation-hostile work environment to say the least!
- The staff is knowledgeable and dedicated to serving the families that come through. We all work together collaboratively to help serve the families we work with.
- Diverse, meet a lot of different student needs, handle challenging situations



- We work as a family. We support one another and provide help when and where it is needed.
- The schools have dedicated teachers who go above and beyond for their students. Their are many areas of expertise that help children focus on their specific interests.
- Teachers show up to school ready for students no matter what.
- Dedicated teachers and administrators
- We represent diverse lives and communities. We offer many different HS options for students that have specific interests
- Hard working staff! People giving their all and not getting much back in return.
- My school has incredibly deficated teachers. And the BEST students in the diy.
- The school have quality educators.
- As a 41 year NHPS ESOL teacher, now retired, I have always met wonderful, caring, professional staff & administrators. We have very high quality programs in the arts, languages, SPED & other disciplines unavailable in surrounding towns. Staff commitment during Covid was exemplary, & always appreciated by \_\_\_\_\_ & other administrators.
- Diverse. Street wise. Educated.
- I have worked as a teacher in NHPS for two decades. I have never seen such chaos and turmoil. We need a leader with a vision. We need someone who respects and supports teachers and administrators. We need a person who understands the issues parents face, but also understands that schools can only do so much. Someone who can engage parents
- Passionate, solution seekers, collaborative, advocates, evolving
- The events that's are hosted by the district that brings families and schools together , such as the Science Fair ? , that was helped last year
- New Haven Public schools has something for everyone.
- Staff care about students, helpful
- I work at 5 different sites and am surrounded by teachers that still want to inspire students to love learning and realizing they have a role in our community, despite dwindling resources.
- Everyone is working hard and putting the best interests of students first. Many students like to come to school and are trying their best.
- Quality staff and many students who really want to learn.
- Excellent administration
- The cultural and personal histories of our students and their families create diverse sources of experience and learning in the form of the micro-communities and extended families our schools create.
- Family like atmospheres, not micromanaged, diverse
- MBA has many teacher leaders and eager educators who want to help support students, a vision/mission in our own school, and the vision/mission of our district. We have been at the forefront of mastery learning in the district, which seems to have been pushed aside in recent years. We had a really strong community of educators who utilized our early dismissal on Fridays to provide services to students and to continue working on mastery grading and project based learning. Under \_\_\_\_\_, we have since lost this time, and the school is suffering as a result.
- High school pathways programs that are connected with higher education organizations.

- The creativity of the teachers and students. Teachers choose to work in New Haven, especially now. They could work in numbers of places with higher pay or better benefits, but they choose New Haven. The work towards SEL skills and health is a priority.
- We have a lot of great teachers, do everything you can to retain them, or the turnover will be even worse than it is.
- training for new employees and offer resources to get help
- The teachers at my school really do try their best with what we have; everyone is really here for the students and to improve their lives.
- The elementary grade students (K-5) are really well behaved. Teacher retention in my school is high, all certified positions are filled.
- Our schools have extremely dedicated, intelligent, and resourceful staff.
- The teachers are quite collegial
- Diversity, passionate teachers who want to make a difference
- My Principal trust, allows and encourages me to use the creative energy and professionalism I was hired to perform.
- The majority of students want to succeed but may not have the tools or resources to do so. Multiple programs to help keep students engaged.
- Administration which points out the positive and provides constructive feedback for teachers. Elevation of student voices in decision-making process.
- There are talented and dedicated teachers. Our students are wonderful and full of potential. There are families who care so much about our kids.
- Diverse Accepting of differences Dedicated teachers
- School of choice program, course offerings, different areas of specialties
- Dedicated teachers
- I love Truman School. Our principal has taught in this school for 35 years!!! Starting as a para and working her way up. She is the very best principal.
- They are diverse.

**What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)**

- Mental health of students and staff. Tasks are always added to teachers' workload, but never removed, leading to burn-out. Lack of natural and logical consequences for students' disruptive behaviors. Lack of teacher input in many district wide or school wide decisions.
- The Room Where it Happens I applied for the Leadership Academy this spring on January 30, 2023. The dates of the program were not given at that time and it was stated that the dates would be forthcoming. On February 6, 2023, I received an email stating that I did not get into the program and was put on the waitlist for the fall term. On February 7, 2023, I was asked during the NHFT 933 Executive Board meeting to be a part of the teacher focus group for the selection of the next superintendent. On February 13, 2023, \_\_\_\_\_ sent a formal request for me to participate. I replied that I would do so. Then, on February 14, 2023, the day before the Leadership Academy Program began this spring, I was notified that I had been accepted into the program. However, there was a problem. The Leadership Academy required strict compliance to

attendance and I already committed to participating in the teacher focus group for the Superintendent search. I asked \_\_\_\_\_, who by the way seems like a very nice person, to be excused for the first part of the first meeting. I explained that the acceptance to the program was at the last minute and that I did not want to renege on my prior commitment to my teachers as a voice in the room for the Superintendent search. I was kindly told no. We have to do better New Haven. If we are expected to extend grace to our students, we must extend the same grace to each other. I decided to stop by and formally introduce myself to \_\_\_\_\_. She walked me out of the board room where the training was taking place and told me that she received and responded to my email and while she understood my predicament it was important that I was there from the very beginning. She explained that the beginning of the training was on culturally responsive pedagogy. (And I thought to myself I could probably teach that class.) She explained the importance of the consultant being able to start on time and everyone being in the room from the beginning. It seemed to me that the consultant was more important than the teachers involved in the program. While I understand the importance of timeliness and attendance, I am a pretty intelligent person and can catch on rather quickly. Part of leadership must include flexibility, extending grace and kindness. There needs to be structure and a master calendar. I in effect was punished first by not receiving acceptance into the program until the day before the start of the program. Then, I was expected to rearrange my schedule for dates that had not been provided to me until my acceptance. And then the district, not me, planned two very important events on the same day at the same time. Now I will like to discuss further about not being let in the Room Where It Happens. After speaking with \_\_\_\_\_, I asked to go back to the room to say hi to a few friends. She shocked me by saying no. I thought she was joking and asked again. She repeatedly said no. She said they were working in there and how would I feel if students were to walk in my class to say hi to friends. (I was surprised that I was compared to a child but whatever.) I replied it happens all the time. Finally, she said I respectfully ask that you not go in the room. What I find really interesting is that a teenager approached us and \_\_\_\_\_ asked her to go in the room to get something to eat. I said to myself a child can go in the room and I cannot. Again, part of leadership should be the extension of grace and kindness to both children and adults. If a child was allowed to enter the room, why was I denied? We as a district need to be more flexible and leave behind the draconian practices of yesterday. I share this story in the hopes that there will be better leadership under the new superintendent. This is an example of the inflexibility of current leadership.

- The single biggest concern I have about the district right now is the lack of personnel. We are astoundingly low on full-time, part-time, and substitute staff, to the point where when one of my teammates is absent, the students in their class are split up for the day and distributed to the other classes. That should never happen, but has already happened 12 times this year. Obviously, I would love to have the paraprofessionals necessary to properly service my students in need as well, but simply having classroom coverage is my #1.
- The superintendent should know that we have an teachers leaving because of better salaries in comparable districts. They should work with the new union leadership to ensure success. They should be aware of how previous superintendents move building leadership with good relationships in theirs schools to other schools without explanation

to the community. They should know that there are big differences between the schools in the district as far as curriculum being followed and a lack of communication between department heads (head of science, math, etc.) and how their expectations are translated to teachers.

- Teachers and staff are tired of nepotism. We want someone who cares about the teachers and knows how to retain our staff. We do not want another \_\_\_\_\_ or \_\_\_\_\_.
- Many of the families are in poverty. In the schools there is a great number of students with academic and behavioral challenges and families cannot always be supportive
- We need more resources, materials, and support for our Multilingual Learners and Special Education population. More ML teachers and bilingual teachers.
- Admin are ineffective from school to school. Most teachers feel like there is very little accountability for ineffective admin or curriculum leaders. Teachers are also unsettled. Most teachers want to be in New Haven but are unwilling to continue to work in tough conditions for significantly less money than other districts. Teachers also just want to feel like they are supported.
- Whether or not the principals and assistant principals are qualified and ready for administrative positions
- There needs to be more connection between Administration and Faculty. Also, there needs to be more connection between the district and the community. A positive atmosphere is mandatory.
- Reading scores. Community who speak out without having real knowledge. This new superintendent has to stop it
- Morale is low. Teacher shortages and issues arising from the pandemic (high student needs and trauma, which have led to many more behavioral issues) have created many hardships and culture and climate issues in buildings. It has been hard to progress academically and curricularly (which is what we want to do) because we are having to constantly triage and deal with basic needs and safety. There is a huge disconnect between central office and what is actually happening in our buildings. We do not feel seen or supported. We need more teachers and more resources. More support is needed from the district to help address teacher vacancies. Every school deserves a librarian and a nurse and needs more mental health services as well. We need to listen to teachers and let them drive PD rather than spend so much money on consultants. Let us share our own best practices, and focus on mastery and project-based learning and assessment over standardized tests. We also need MUCH better transparency and communication. The communication in this district is embarrassing to be frank. Lastly, teachers, students and families need a bigger seat at the table.
- We have an influx of mono lingual students, primarily Spanish but since we are a sanctuary city we have students who speak a variety of languages and none are English. We have no mechanism to deal with this influx. We need a separate school/ programs, in which students are taught English, not taught IN English. The K-8 or pre k-8 model of school isn't working. We need, primary schools and middle schools. Students in k-8 schools are unprepared for high school. The principals of k-8 schools don't treat students as if they're in 2 different schools. Instead, students in upper grades are infantilized, treated as they were much younger. For example, they are walked to classes, from door to

door. They are not given enough responsibilities for their own behavior. As a result, all 9th grade teachers have the toughest job in the world.

- The social emotional status of children needs to be supported. Reading and math scores are low. There are many students who do not speak English so they need support. Some siblings are all in separate schools because of grades.
- Is not a black or white issue. It's a heart issue man 's heart is evil and despatately wicked, Nothing yo fo with Race
- NHPS is top heavy with administration and supervisors and people working in central office. NHPS is overly invested in collecting and analyzing data that does nothing to benefit the children.
- First of all, the administration at certain schools should meet the ethnic population of some schools, next a system should be in place for school operations to make sure the maintenance of buildings, including heating, air conditioning, cleanliness of the buildings, all central administrators should be in and out of schools weekly. Not when something inappositely happens or a school program!
- Lack of diversity in the teaching staff. More parent involvement Absenteeism
- We are a diverse community with many backgrounds- not only one race but many different people.
- There are incredible discrepancies in our school system. One school is a “neighborhood” school that does not offer bussing. Therefore the student population is limited to that neighborhood (which happens to be financially well-to-do). Other neighborhood schools try to have small class sizes, but then get all of the new students to the district, since the magnet schools are full. These schools are then put into a constant state of flux. Often, these schools receive an over abundance of special education students or ELL students, but are not given additional resources. There are also incredible inconsistencies in class sizes. Class sizes should be decreased so that we can address student needs. This district spends a tremendous amount of money on positions that don’t really do anything. Supervisors should be housed in schools, not offices. Our children are struggling. We need smaller class sizes so that we can give our children the attention they need. Having a class of 26-27 students is very different from a class of 15. Our children would feel closer to their teachers, which would help attendance and boost students’ performance in academics and their social skills. Take a look at the number of magnet students from other districts. What would our numbers look like if we were able to send those students back to their home districts? We would lose magnet funding sure, but we could balance some of that will reducing the pay of these central office staff. We could reduce our class sizes.
- Behavior and respect issues are rampant, as well as gaslighting and self-victimizing mentalities. Knowing this and dealing with it in a fair, clear-headed way are essential to success in New Haven. This being said, cellular phone rights within school buildings must also be addressed and legislated district wide. Students take advantage of their property and tune out of instruction or cause distraction too often.
- Our school system needs to build on the potential of our students from the ground up. So many students are coming from unfathomable disadvantages. As a school, we cannot combat all the effects of a desperate home, but we can do what education has always done: give students a way forward. We need to focus MORE on the basics of that education, and not be moved from that critical goal. Students in our school system should

have immediate access to health providers, so that their mental and physical needs are met, but these should be funded and managed separate from the school system. These serious concerns cannot be addressed by teachers, who should be focusing on education. Here is where our district has recently failed. In trying to do everything, we are failing at all. Student absenteeism has skyrocketed, and skills in reading and math have plummeted. Students need to see a clear reason for coming to school. It is time to consider changes to the way we educate students as well. There have been countless studies showing improvements in the health and learning of teenagers by starting school later -- yet, our high school start time is 7:30. Our school should be working more closely with the community to support working students, and perhaps allow them to take school credit for work or intern experiences. Perhaps the pandemic has given us some insight into the need to help students become more independent in their learning, as this is a wave of the future.

- Scores on tests as compared to other cities in New Haven
- Teacher retention rates
- Truancy, violence in the schools
- Teachers are overwhelmed, overworked and under paid. We need support.
- Delinquency, behaviors in upper grades 6 through 8
- Lack of consistency in regards to a vision for the district
- Please do not hold administrator meetings during the school day- Principals and Assistants need to be in their buildings
- CO-OP high school's physical setting is falling apart. The tiles on the floor are broken. There are holes in the walls in the halls and classrooms. ALL the blinds are broken in the classrooms creating a blinding glare in the rooms. The septic system backs up in the bathrooms and the janitorial team at night fails to sweep the hallways. PLEASE address the lack of a security member watching cameras in the school. Many side doors are opened throughout the day and we have had "unknown" visitors just walk into the building putting us into lock down. For the location, this is a serious problem and a major liability!
- 1. Our current asst. Super has neglected the needs of the school to play politics and put Band-Aids on big problems. She cares very little for the safety of our students and care more about compliance with the state. 2. The new teacher contract is absolute garbage and teacher retention will be near impossible. 3. HR has been a problem with retention and new hires of teachers. They lack the urgency and in some cases lack the knowledge to streamline the hiring process.
- How to work with students that have challenges. How to welcome people from various cultures and getting federal funding.
- teachers cannot fix the worlds problems. we deliver content. we are not social workers, psychologists, police officers, behavior therapists etc. We need consistent resources. Covid nothing to do with it. We are trying to educate students who do not value themselves nor their education. We need cops in schools. we need metal detectors. We have 10years olds bringing weapons to school and nothing is being done. We are constantly changing program's and we never get to be experts at our craft because we are always learning new programs.
- That good staff have either left the district, or retired early due to demoralizing conditions such as reassignments without input, scrutiny and criticism that isn't warranted, and

overcritical parents who project hostility due to their overwhelming home stressors. Students are greatly affected by all of the above.

- New Haven is very diverse so there is great variety when it comes to opinions on the various issues that s/he will have to tackle. Social emotional health is extremely important right now, moreso than ever before. Our schools HAVE to be welcoming places that address the needs of the whole child. Not only will this improve attendance, it will improve levels of engagement. Sometimes, school can feel hopeless for kids. Sometimes, it can feel pointless. Let's make it a priority to increase relevance and how welcoming we are by eliminating (or at least reducing) the need to produce/collect data (ie, tests) and focusing more of what the students really need.
- 1. The buildings are in bad shape (plumbing, heating, temperature regulation, mold). It drives attendance down for both students and teachers, particularly in the winter months.  
2. Managing the constant turnover will be difficult. New Haven does not compete well with other districts in CT when it comes to pay. This has come to a peak in the past year, where we have seen more teachers and even principals leave the district for better paying jobs during the school year. It puts pressure on the rest of the remaining staff.
- There is poverty that directly affects the lives of our students, rents are getting higher and higher. Plus I think there should be more direct input from the teaching staff.
- Truancy, lack of parent involvement, inconsistency of resources from one school to the next, based on neighborhood (squeaky wheel elitist parents know how to work the system)
- Our district has been mismanaged for years. We need a complete overhaul. Ineffective principals have been bounced around from school to school. Those who aren't doing their job need to be put on an improvement plan. If they don't improve, then they should be forced to resign.
- There is too much top level decision making in our district and often those decisions undermine the hard work teachers and school administrators are doing day to day. A clear mission and vision are necessary, but micromanaging, inconsiderate meetings, and directives without intimate understanding of the work a school body is already doing are not helpful. I teach at a NHPS high school and we often feel like the district doesn't consider the needs and schedules of the high school.
- The Superintendent should be aware that Latino students have always been left behind even though they constitute over 50% of the enrollment. This person should truly show how they would ensure that when the districts talks about equity that Latino families really feel like they belong. It is very disappointing to watch over the many years how Latino students are treated as second class students.
- Paraprofessionals are treated horribly when it comes to pay. That is where so many of our people of color are and they are not paid living wages what so ever. They often have better management skills and the students recognize that the paras are often from their neighborhoods. Our paras are great educators but have been wrongly used by this district. Teachers leaving and not so great teachers coming in. We are losing some great teachers and they are being replaced by people who are not as strong. We need the best teachers in New Haven and the teachers that have been here a long time deserve to be recognized.
- Get rid of your assistant superintendents who earn huge salaries and don't have a clue /want to know what is going on in the schools. If your end game is to destroy the

academic rigor, you have succeeded with flying colors. Shame on you for creating a district full of victims ! What a disgraceful failure. Issues? Don't you know? Obviously not, since you're asking me.

- Teacher shortage and recruitment is a major issue in the district. What does the superintendent plan to do to help this situation and how will special education be supported?
- There are a lot of problems that seem “impossible” to solve because they are mostly due to larger social issues (poverty etc.)— chronic absenteeism is one. These kinds of problems need collaboration with other agencies and creative approaches, not just “go to school” campaigns. Students and teachers are very capable but are rarely being held to high standards. Students and teachers need more autonomy.
- The unequal distribution of lower income family neighborhoods to the higher leading to a Select few schools score much higher because their daily life is vastly different than school in the lower income areas. Schools should have equal full time available resources from top to bottom to serve all students equal. Staffing of part time Nurses, guidance counselors at two schools a week and no full time Library media specialists or technology teachers is unacceptable to teaching the Full child.
- Please lead with compassion for ALL - not just one subgroup of people.
- The schools are in desperate need of support. There are too many students in the primary grades which makes it difficult for teachers to give each child the attention they deserve. The behaviors are challenging and disruptive especially to children who have to witness the chaos. Teachers need support with specialized skills to support children. The teachers need to be paid accordingly and respected for the difficult task we choose to help.
- Teachers are overwhelmed, overworked and under paid. We need support.
- The organization is top heavy. All of the well paid directors need to be stationed/housed in a school. They can do their administrative meetings by zoom. It is more important that there are supporting the administrators and the staff at the schools.
- Staff retention and recruitment have been difficult, there are many open positions which trickle down to the students not having a full educational experience.
- 1. Student behavior is off the charts (and not in a good way). 2. There are major issues with the budget - which makes things inequitable among the schools. For example, some schools have a full-time school counselor while some schools must share one. When it comes to the library - it's worse. Again, some schools have a full-time librarian, some share a librarian, and some have no librarian at all! Total inequity! 3. Teachers are fleeing NHPS in droves! Ask yourself why.
- We need help working together to be the BEST. Additionally, we need department heads, great curricula, and the materials to teach. Additionally, we need PD that is regular, engaging, and useful.
- Our schools need more certified and qualified personnel to work with English language learners and students who have suffered from traumas. The certified people we have are amazing, unfortunately there's a lot of bad adult behaviors within the schools by non trained individuals. Bringing these people into our buildings with no training hurts our students and creates a negative atmosphere. we need more adults in the buildings to help children ... more tutors, more paras, more counselors.... But trained professionals.



- Our classes are too big. With fewer students, education will be much more effective. No one human being can support 26 students every day.
- Schools are understaffed, underfunded. Students/staff need healing, love, support.
- The district is in crisis, as are many others around the country. But our new superintendent needs to step up immediately. Do not succumb to playing politics. Someone who has a backbone and a sense of humor!
- Student behavior, admin support behind teachers, too much student testing, need for comprehensive research based/placed literacy program, staff training, newcomer funding & resources
- Teachers leaving ,lack of accountability on student success . Lack of Coaches and Professional development Maybe more discussions on student reading level and accountably on progress for elementary aged children . A reading specialist to support students - maybe A better Guided reading inventory with pre-planned lessons for teachers . This is offered through Fountas and Pinnell
- There is a trend to use "one size fits most" curriculum (i ready math, foundations etc) that do not fit work well with our special needs populations. There is little room to meet the students where they are with post-pandemic learning.
- Special education supports are not being done, school procedures are inconsistent, school resources are very inconsistent, equity between schools is out of whack.
- There is excessive "red tape" that many stakeholders control. It's as if politicians/city government, especially \_\_\_\_\_, who seem to have a heavy opinion on funding and programming but limited knowledge of what goes on with employees and students.
- The staffing shortage and high turn over rate puts a strain on every level of a school building and on student outcomes. The district needs to attract and retain high quality teachers and support staff (school counselors, psychologists, social workers, interventionists, paraprofessionals, library media specialists). This needs to be a priority in every building. A published curriculum for every subject and grade level in every school building needs to be a priority.
- Chronic absenteeism
- Diverse student population with tremendous challenges.
- Teacher retention and student attendance are both important issues.
- Not enough full time school counselors and support staff. We push SEL, but often times we are limited in support for our students We also push reading and the importance of reading daily, but many of our schools do not have librarians or library as a special. Need more bilingual staff and/or tutors for immigrant students and families Better opportunities for students with severe behavior problems that are unable to function in a traditional school environment
- Nepotism, overloading educators with new initiatives instead of using the subtraction model, regularly scheduled professional development time, better use of professional development time, better systems in the district so things are more clear to students and families, and recognizing that each magnet school is supposed to be unique - everyone shouldn't be exactly the same because that isn't the point of a magnet school.
- The new superintendent should understand the needs of a culturally diverse and multi-lingual community. The system needs to re-vamp its registration process.

- The inequities in funding. I work at Cross where per pupil expenditure is 13,000, \$4000 less than at ESUMS. Truancy is a huge issue at the high school level particularly. Racism and xenophobia Equity in treatment of teachers Professional learning for teachers that is high quality. High school teachers NEED more time to collaborate with others in our departments. That is the only way we are going to grow. We have 0 department time. Teacher retention--especially teachers of color. The gaps in the current 3rd graders in literacy and math. They missed half of kindergarten and half of 1st grade
- Parent involvement is dismal at that. Find ways to involve the parents.
- resources, class loads, training in advance, absenteeism.
- First, that she/he is walking into a mess. A lot of people, including me, are disappointed with \_\_\_\_\_ and her lack of leadership. The superintendent should not be bashing the union for doing what it is meant to do in random emails. Many of the school need bigger budgets, as the students do not always see the money the district is being given. Teachers do buy a lot of supplies because they otherwise would not be able to perform their jobs.
- The students in middle and highschool are not prepared to learn the curriculums presented because of their lack of focus and their misbehavior and disrespect toward teachers and staff. Elementary and middle schools should be separated into K-5 and 6-8 schools. Our younger students are exposed to too much nonsense with the older students in the buildings.
- It is a well oiled machined. There is nepotism- but it may serve a purpose- it will get things accomplished. Include stakeholders in the decision making process- it should be bottom up and not always top down. Don't micromanage or teachers will flee.,
- NHPS has not adapted to the changes in our student since we returned to the classroom fulltime. As a result our schools are out of control and teachers are pushed to race though curricula that students are not prepared for.
- - Attendance issues - Lack of cell phone policy at the district level which creates difficulties at the building level -Lack of consequences due to lack of district level policies (example - high truancy without retention) - Disorganization and lack of professionalism within Human Resource Department (makes it difficult to recruit quality candidates) - staffing issues
- Middle management positions downtown. There are too many managers in Central Office that are mandating things at the school-level that are not universally relevant.
- Lack of consequences for students which causes students to engaged in more negative behaviors Lack of support from parents which causes disrespect to faculty and staff by students Stale curriculum which causes students be disengaged in school...curriculum is not relevant to student population in some areas. The district has a one-size fits all curriculum with no room for alternative education programs. Curriculum does not fit the needs of all students and therefore, causes absenteeism among the district
- Administrators have no real accountability
- Teachers feel undervalued, underpaid, and not supported. There have been massive communication issues across the spectrum in the district. Teachers are seeking someone who can have someone with the mentality that 'the buck stops with me' and does not seek to blame others. This district has struggled with taking on scientifically research-based

practices and has fought the implementation of a phonics based reading program as well as a proper SRBI/RTI structure for all schools.

- Poor leadership overall. Disconnect between central office and classrooms. Principals are not being held accountable or evaluated without bias by their supervisor. Teachers are not being paid adequately or trained on things that actually matter. There is no curriculum that will magically help students because class sizes are way too big.
- Most of the schools need to be fixed, they weren't built correctly. More resources for after-school activities More resources for in-school activities and trips
- Teacher shortages, teacher pay, smaller class sizes, more funding for school based activities, better security, safer schools
- Teachers are burnt out and losing motivation and empathy. Tired of being social workers, nurses, parents etc while trying to teach
- Administrators have no real accountability
- That there are too many demands on the teachers and we rarely get asked for our opinions on everything. And we need an updated Reading Curriculum!!!! One that doesn't switch every few years.
- Not to let parents run the district so we can do our jobs.
- the lack of follow through in schools limited resources to help with issues in schools/classes class sizes too large teacher burnout with no recognition or voice

**What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)**

- Ability to listen to and work with teachers, not just administrators, Board of Ed members, and upper central office supervisors. Willingness to spend time in classrooms. Ability to find our strengths and weaknesses in order to create positive change together as a diverse learning community.
- Collaboration, kindness, flexibility, a willingness to include all stakeholders and not just her upper level administrative team.
- Willingness to hear the concerns of staff and act to make their jobs better and easier. Everything else is secondary.
- A new superintendent needs to have a strong belief in the public schools and should prioritize investing in teachers and school staff instead of the latest expensive curriculums, technology and consultants. Ensure every school has nurses, librarians, teachers and paras in each role and have that be the ultimate priority.
- To be successful as the next superintendent the person needs to be someone not connected to new haven politics. We need someone willing to make hard choices.
- The new superintendent should be able to work in an urban district and handle all the challenges that occur in our district.
- The new superintendent should be visionary, innovative leader who values transparency. An inspirational leader who is accountable and bases decision based on what is best for students. Strong financial intelligence. Successful teaching and administrative experience.
- Inspire those below them. Willingness to be accessible and not afraid to dress problems head-on.

- I believe the new superintendent should have no ties to the City of New Haven. He/she should have a military background of 20 plus years, but also understands all aspects of education. He/she should care what the teachers of the district think.
- Our new superintendant must have effective communication skills. In addition, the ability to motivate stakeholders to work towards a focused mission and vision for the district. Moreover, the new superintendent must be able to move the district toward deep systemic change that will work toward closing the equity gap. Finally, the new superintendent must be able to fight for every student's needs by providing the resources they need to succeed.
- Experience, academic knowledge. Ideally speaks more than one language
- They should be an educator first and foremost. They should be honest, transparent, clear, and well-organized. They need to view stakeholders as true partners. They should recognize ineffective leadership within the district and work to either ameliorate or change it. They should recognize and capitalize on New Haven's diversity and strengths. They should be a strong communicator, and build us all up rather than be dismissive and negative. There is so much potential in this district. We need someone who is going to listen to community concerns, be open, active and ready to partner to make needed changes.
- The new superintendent should be able to think outside the box and be willing to listen to the infantry, the teachers. I hope you will consider ALL candidates, regardless of race or ethnicity. I don't know of any people within the system, that are interested in the position, that have the right qualifications. If \_\_\_\_\_ or \_\_\_\_\_ were interested, they would both be good candidates. We need the best!
- Someone with experience from an urban district like New Haven- same size, someone who also knows about the New Haven community. Someone who knows how to listen, preferably with experience as a principal and in central office. Being bilingual should be highly considered because many families in New Haven speak Spanish. Great collaborator and visible in the schools.
- Be able to make decisions without pressure
- Willingness to advocate for more front line staffing in schools--paraprofessionals, tutors, social workers, school psychologists. "A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the equality of his actions and the integrity of his intent." Douglas MacArthur
- The new Superintendent should be active in the community, active in the school community, get out of the office and be in different schools on a weekly basis! Experience as an Educator in K - 12! Make sure that Principals are building leaders and actively being involved in their schools academically and socially. Making sure Teachers are not being pulled out of classrooms to be on leadership teams and acting as quasi-administrators when our students need those Educators doing their assigned jobs. This is a long-standing racket in NHPS. The person should be bi-lingual or the assistant should be! The person should not be anyone in the current administration!
- Be strong, smart..don't let the City's politics take over you. Be approachable as best as you can be. Don't be judgmental.
- Highly educated in Education and teaching, the ability to choose talent from the diverse group of educated teachers with their 092 license - not only Black admin but don't forget

white people too. Or how about selecting the most talented and educated and not only the ones related or go to church together? So much talent in the teachers employed by NHBOE but so many get passed over year after year after year. Many leave the district b/c they are ignored. Then what? How many wonderful talented colleagues are gone?? I miss so many colleagues who were never given any credit for being excellent and have moved out of our teaching force. This is a huge problem and a massive responsibility for our new superintendent. We need a leader who has the vision to include all of the stakeholders in a shared network of talent and inclusion. Teachers need support and need to be noticed for their talents which can improve the climate in schools, even the playing field, help us to help the students. We need help.

- Our new superintendent must be transparent and open. They must hold the board and central office staff accountable. The “supervisor” and “assistant superintendents” in our district should be housed in schools, and tapped to support the buildings. The new superintendent must have a teaching background. Not a fake ED degree, but actual TEACHING experience. The candidate should also be IDEALLY from NHPS. If not New Haven, then Hartford, Bridgeport, or Waterbury. We do not need someone with a random background, or a background from a suburb. We need someone who understands New Haven.
- Fair. Honest. Good Listener. Compassionate. Dedicated.
- The new superintendent needs to have had many years of experience working with students who lack resources at home, with students who have experienced trauma, including the traumas of refugees, who are learning English, but are also multi-lingual and multi-cultural. The new superintendent should be someone with experience managing a large school system -- one with interdistrict and magnet schools. The new superintendent needs to be someone with excellent communication skills, who has political skills to navigate communities that might be divided in their interests. The new superintendent MUST be strong and honest. The new superintendent needs to be committed to the value of education. The new superintendent MUST include the needs of teachers in assessing spending. The new superintendent MUST have transparency in where and how the district money is being spent, and stop wasteful spending.
- Experience working in an urban school district Strong relationship with Mayo's office Experience working with students and teachers representing diverse backgrounds
- Flexible, willing to learn,has history of being in a classroom
- Excellent Communicator Relationship Builder Leadership Think Critically Believe in Teachers
- Organized, hard working, empathetic, unapologetic
- The superintendent should walk through the buildings to see what we see everyday (dirty hallways, kids in the hallways, easy access to opening side doors) so they can come up with ways to fix these issues. One walk through will show them how this building has been neglected over time. It is not fair to the kids or staff to work/learn in this environment.
- 1. Must be able to delegate tasks and follow through. 2. Must be able to evaluate then coach or remove current admins that are not up to the task. 3. Must be innovative in creating procedures to stream line the hiring of teachers and support staff. 4. Must be able to take information from stakeholders to prioritize district wide issues and put teams of stakeholders together to help solve some of these issues.

- Believe in more than test scores. Be future oriented and focus on technology education.
- We need a leader who fights for our kids and does not accept less. A person who holds their leaders ACCOUNTABLE. NO BULLYING. Practice what you preach
- A new superintendent should have worked as a staff person in the New Haven district in order to fully understand the working variables that are at play every day in the life of staff. An ideal candidate would have attended school in the district; have a reputation for working well and kindly with others (not intimidating staff) and for being known to leave ego out of their decision making.
- A great communicator with thick skin, a decent sense of humor, the ability to be an innovative problem solver, and a deep appreciation for the efforts our students and educators are making on a daily basis.
- We need a leader with great communication skills. We need someone with a voice like \_\_\_\_\_ or \_\_\_\_\_. Both are not afraid to tackle problems and work hard. I've worked for both of them while at Hillhouse and Cross. I saw \_\_\_\_\_ rise to his current position by creating after school programs and dedicating his time (unpaid) for the good of the school. \_\_\_\_\_ is invested in this community. He grew up in the community. He listens and takes action. He cares.
- Flexible, think out of the box, how can we offer alternative schedules for our students, offer more life skills in our classes
- bridge-building between BOE and actual needs of the schools; realization that more teachers - not more admin - are what we really need
- They must be an advocate for the Science of Reading! We need a leader who will come in and make the necessary changes within NHPS to improve our reading scores. The next superintendent must be ready to follow state/federal guidelines to change the way reading is taught within NHPS.
- Listening, communication, and understanding
- Latino Person who is bilingual and truly demonstrate that they truly care for ALL children. Someone who is equitable and gave schools that are not segregated.
- To think outside the box and push back on the State when it comes to the lethal amount of testing we do on our students. A person who is caring and concerned about ALL members of our community, including our LGBTQ community members. A person who cares more about the emotional state of our students than what their standardized test scores are. Someone who will visit classrooms regularly and make decisions with teachers.
- Get someone who at least looks and sounds educated and write a simple email without 1 million typos! Hire someone who hasn't drunk all of the cool ade and actually wants some viable education for the students of NHPS. Enough with the dog and pony show. Teachers are sick of it. The hypocrisy, lies and corruption are pitiful. Stop with the hiring by skin color and salaries that reflect nepotism rather than experience. Do you think we are all so stupid? Get someone who can streamline the HR office. For \$156,00 plus a year, I think the head of HR could answer the phone or return a call at least once in a blue moon!
- Flexibility Transparency Willingness to listen to all stakeholders and work collaboratively with them.
- Clear and thoughtful communication (not passive aggressive) Able to delegate responsibility AND hold people accountable for quality work Able to accept

responsibility/admit when wrong Believes in teachers and believes in teacher autonomy  
Willing to innovate

- Adaptable, willing to be wrong and learn and Move on, not a dictator realize it takes a village, flexible, listen to all stakeholders not just the board that hired them.
- Transparency, consistency, compassion
- Ability to listen to teachers, be fair, care about all children and their needs, do not cater to any one group, creative ideas, excited about children's learning.
- Excellent Communicator Relationship Builder Leadership Think Critically Believe in Teachers
- Accessible, promote transparency within the organization even if we are criticized for our actions mistakes and failures are part of the learning.
- Communication Organization Creative problem solving
- 1. Put the interest of the kids first. 2. Be transparent! 3. Be an excellent communicator. 4. Have a strong ability to problem-solve. 5. Make sound and swift decisions. 6. Keep an eye on and listen to the needs of the community and school district. 7. Be open and honest.
- Someone who understands urban education and the need for accountability at all levels. It's time for schools to stop doing what they want. A strong district curriculum in all disciplines is needed. Schools and teachers must be held accountable for following it.
- Knowledge of diverse populations, especially newcomers to our country. A belief that each child should be treated as an individual, helped and guided to ensure all levels of needs are met.
- \_\_\_\_\_ qualities proved that she was the perfect leader. So, the new superintendent can learn a lot from her example. A few months after \_\_\_\_\_ started, covid took over. She was calm, well-informed, & always thought first about our students & their families. She supported teachers throughout our challenges these past few years, acknowledging that we all made sacrifices to ensure that the same high quality of education continued. The new superintendent should ALWAYS REMEMBER the years spent teaching, & the challenges of providing high-quality lessons to all. SIT DOWN next to students when visiting classrooms, & try to see the system through their eyes. We had a bright, motivated District Math Supervisor, \_\_\_\_\_, about 20 years ago, who visited our ESOL class regularly to ask students from 80 countries how they had learned math before arriving in the US. He sat at their tables & learned from their experiences. We lost a dedicated administrator when \_\_\_\_\_ died a few years later. Other leaders should do the same with all disciplines.
- Fundraiser. Community oriented. Creative. Sense of humor.
- Consistency, fairness, sincerity, sense of humor, caring, and kindness.
- Humanity, vision, collaborative, advocacy, open
- Wanting students to perform better and providing teachers with adequate training . Job Descriptions when hired so someone knows what it expected of them .
- Having a balance between structure and flexibility. More holistic approach to teaching and learning.
- neutral, crystal clear about the things NOT being done, Someone who is going to identify ALL the needs of the district

- Above all the superintendent for NHPS should be well educated regarding bilingualism, early childhood education, diverse curriculum, and special education. A superintendent that is visible, without an entourage, throughout the district. They should be approachable, personable, and genuine. They need to advocate for their students AND employees.
- A progressive thinker and problem solver with experience working in an urban district and a proven record of making positive changes that benefit students and staff.
- Experience with a diverse population, including conflict resolution among cultures.
- Superhuman strength.
- The new superintendent should be willing to represent and fight for all parties they represent. A superintendent works for schools, staff, administrators, teachers, and (most importantly) students and their families. A new superintendent should recognize they are the most responsible party to the aforementioned groups and work for them, not against them.
- Passionate about education, understand the ins and outs of an urban environment and diverse area Skilled in prioritizing and providing the necessary amount of support and resources in areas that are emphasized and/or showing concern
- First and foremost, they should be a learner - they need to be willing to learn and change as needed, to learn the strengths of NHPS, and to learn the weaknesses of NHPS. They need to be able to follow through with initiatives and also protect the district and teachers and students from initiatives that don't actually improve teaching and learning. They need to actually put kids first. We pay too much lipservice to the idea of putting kids first without actually putting kids first.
- \*Knowledgeable about student/family diversity and its needs. \*Effective communicator  
\*Recognizes efficient systems
- Successful money management A clear vision grounded in equitable leadership practices
- a whole approach to what the district needs are
- She/he should be familiar with urban cities, preferably in Connecticut and New England. They should have an consistent resume - staying in the same position for multiple years; and fire people if need be - no one saying racial slurs should still have a job!
- Absolutely must have been a teacher for more than 10 years, with a range of experiences in different grade levels and/or subject areas. Needs to have a strong hold on an urban community and the issues that are presented in this city.
- Multiculturalism- and not just one but many or knowledge of many. It would be nice to have a well traveled super who knows how things operate beyond the limited corners of the district and can bring another perspective !!
- Spanish speaking. Not condescending to teachers. confident
- - A good listener who can hear and observe the problems before taking appropriate action. - Someone who is from outside the district and has experience in school district that had success with similar demographics of students and families. - A visionary who can bring together our large district - a problem solver - someone who is visible and gets to know our schools, students, teachers, etc.
- Flexibility, leadership. and innovation. Old-school thinking no longer works post-pandemic. We are in the age of unicorns trying to adhere to horse standards.
- Be relevant Be available Be open LISTEN and not be complacent



- Ability to openly discuss issues without defensiveness/ no fault problem solving
- Collaborative Empathetic Assertive Eloquent Equity-focused Scientifically-minded
- They should be a former teacher who is open and understanding to how teaching has changed. Should challenge the status quo and treat everyone fairly. They should not be worried about pleasing their friends in central office or in the schools and should make sure each decision will positively impact our students. They should speak up for us at the State level. They should challenge everyone to do better for the students. They should prioritize family and community engagement through events and relationships with families, not by having someone work on some project that doesn't even get to the parents. Support teachers as well.
- Listen to the teacher and people in the schools Don't waste money on new programs that don't work, teachers know what works. Don't hire outside people to do what inside people can do. Value all staff in the schools
- Have clear goals in mind, use school funds wisely, plan to recruit and retain teachers, listen to others input on important matters, work with local politicians
- A prior educator that still remembers what it's like to be a teacher. Will not talk down to teachers when teachers are expressing their worries, venting their frustrations etc.
- Ability to openly discuss issues without defensiveness/ no fault problem solving
- Someone who has been a teacher and risen through the ranks. Someone who actually likes children and will actually come to our schools and get to know them. And without a huge entourage!
- Be open minded.
- someone that was in a classroom (in the more recent years) someone that understands teachers and their concerns not someone so far removed from classroom that they do not understand recent issues and concerns

*Survey Monkey Results for  
New Haven Public Schools*

*February 2023*

*(NOTE—these responses have not been edited,  
they are printed as entered by the stakeholders)*

***11 Spanish Responses***

**Administrators / Administrador**

**Cuéntanos las cosas buenas de tu comunidad. (Esta información se utilizará para ayudarnos a reclutar candidatos de calidad).**

**Tell us the good things about your community. (This information will be used to help us recruit quality candidates.)**

**Cuéntenos las cosas buenas de sus escuelas. (Esta información se utilizará para ayudarnos a reclutar candidatos de calidad).**

**Tell us about the good things about your schools. (This information will be used to help us recruit quality candidates.)**

**Qué debe de tener en cuenta el superintendente, cuando ingrese al distrito? (Esta información se compartirá con los candidatos finales).**

**What should the superintendent take into account when entering the district? (This information will be shared with final candidates.)**

**¿Cuáles habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito en New Haven? (Esta información será usada una vez evaluemos los potenciales candidatos).**

**What skills, qualities, or characteristics must the new superintendent possess to be successful in New Haven? (This information will be used once we evaluate potential candidates).**

- **El sound school tiene mucho drogas y necesità un policia para el escuela.  
The sound school has a lot of drugs and needs a policeman for the school.**

## **Community Members / Miembro de la comunidad**

**Cuéntanos las cosas buenas de tu comunidad. (Esta información se utilizará para ayudarnos a reclutar candidatos de calidad).**

**Tell us the good things about your community. (This information will be used to help us recruit quality candidates.)**

- La comunidad es diversa y tiene espacios para q las familias puedan regrearse y conocer a otras.  
The community is diverse and has spaces for families to come back and meet others.

**Cuéntenos las cosas buenas de sus escuelas. (Esta información se utilizará para ayudarnos a reclutar candidatos de calidad).**

**Tell us about the good things about your schools. (This information will be used to help us recruit quality candidates.)**

- Las escuelas están representadas por por maestros y personal comprometidos con el estudiantado, las familias y la comunidad.  
Schools are represented by teachers and staff who are committed to students, families, and the community.

**Qué debe de tener en cuenta el superintendente, cuando ingrese al distrito? (Esta información se compartirá con los candidatos finales).**

**What should the superintendent take into account when entering the district? (This information will be shared with final candidates.)**

- El nuevo o la nueva superintendente deberá tener la experiencia y cualificaciones requeridas. Además debe estar comprometido (a) a la población a la que va a servir.  
The new superintendent must have the required experience and qualifications. In addition, you must be committed to the population you are going to serve.

**¿Cuáles habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito en New Haven? (Esta información será usada una vez evaluemos los potenciales candidatos).**

**What skills, qualities, or characteristics must the new superintendent possess to be successful in New Haven? (This information will be used once we evaluate potential candidates).**

- El nuevo o la nueva superintendente debe se ser una persona objetiva y la misma vez empática con la comunidad y el personal. Debe ser muy receptivo las distinas culturas y sería beneficioso que hablara otro idioma, especialmente español ya que hay una gran población de familias hispano parlantes en New Haven.  
The new superintendent must be an objective person and at the same time empathic with the community and the staff. You must be very receptive to different cultures and it would be beneficial if you spoke another language, especially Spanish since there is a large population of Spanish-speaking families in New Haven.

### **Non-Certificated Staff / Personal no certificado**

**Cuéntanos las cosas buenas de tu comunidad. (Esta información se utilizará para ayudarnos a reclutar candidatos de calidad).**

**Tell us the good things about your community. (This information will be used to help us recruit quality candidates.)**

- Diversidad, Buenos Servicios, Oportunidades para la Familia.  
Diversity, Good Services, Opportunities for the Family.

**Cuéntenos las cosas buenas de sus escuelas. (Esta información se utilizará para ayudarnos a reclutar candidatos de calidad).**

**Tell us about the good things about your schools. (This information will be used to help us recruit quality candidates.)**

- Diversidad de escuelas para todos los gustos.  
Diversity of schools for all tastes.

**Qué debe de tener en cuenta el superintendente, cuando ingrese al distrito? (Esta información se compartirá con los candidatos finales).**

**What should the superintendent take into account when entering the district? (This information will be shared with final candidates.)**

- El/la nueva superintendente debe de tener en cuenta que este distrito ha estado caos. Aunque la mayoría son latinos, no estamos bien representados en los departamentos y escuelas. También debe de tener en cuenta que durante los pasados años el nepotismo es muy común. Muchos individuales no están preparados para bregar con familias o estudiantes. No hay lealtad hacia los empleados. El proceso de reclutamiento es limitado y no tiene creatividad. Mucho dinero ha sido malgastado en muchas cosas y nuestros estudiantes todavía no saben leer. hay que reevaluar los trabajos de los empleados y crear un ambiente de bienvenida a los padres y empleados. Hay varias cosas que tiene que tener en cuenta, Que van a hacer para parar el flujo de maestros dejando el sistema, Que van a hacer para atraer mas maestros al sistema, Que plan tiene para el ausentismo en las escuelas, que van hacer para desarrollar un centro de bienvenida a los padres, Que van hacer para dar oportunidades a los estudiantes bilingües en las escuelas “magnet”, como va a dialogar con el nepotismo que existe en el distrito.

The new superintendent must take into account that this district has been in chaos. Although the majority are Latino, we are not well represented in the departments and schools. You should also keep in mind that during the past years nepotism is very common. Many individuals are not prepared to deal with families or students. There is no loyalty towards the employees. The recruitment process is limited and has no creativity. A lot of money has been wasted on many things and our students still can't read. you have to reevaluate the jobs of employees and create a welcoming environment for parents and employees. There are several things you have to take into account, What are you going to do to stop the flow of teachers leaving the system, What are you going to do to

attract more teachers to the system, What plan do you have for absenteeism in schools, what are you going to do to develop a parent welcome center. What are they going to do to provide opportunities for bilingual students in magnet schools, how will it dialogue with the nepotism that exists in the district.

**¿Cuáles habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito en New Haven? (Esta información será usada una vez evaluemos los potenciales candidatos).**

**What skills, qualities, or characteristics must the new superintendent possess to be successful in New Haven? (This information will be used once we evaluate potential candidates).**

- Bilingue seria importante ya que la mayoría son latinos. Que no sea del distrito de NHPS. Que tenga un Doctorado. Que conozca la diversidad de nuestro distrito. Que tenga experiencia en reclutamiento. Que tenga experiencia en High School. Que tenga experiencia en currículo. Que no le deba favores a nadie.

Bilingual would be important since the majority are Latinos. Not from the NHPS district. Have a Ph.D. Learn about the diversity of our district. Have experience in recruiting. Have experience in High School. Have experience in curriculum. Don't owe anyone favors.

### **Parents / Padre/Madre/Tutor**

**Cuéntanos las cosas buenas de tu comunidad. (Esta información se utilizará para ayudarnos a reclutar candidatos de calidad).**

**Tell us the good things about your community. (This information will be used to help us recruit quality candidates.)**

- Yo vivo en West Haven y mi comunidad es bonita. Me encantaría ver que las escuelas fueran mas actualizadas ya que uno paga impuestos altos de carro y casa. No se como este dinero de los impuestos se refleja en las escuelas para apoyar la educacion. Pero si necesitan actualizar las escuelas, tener mas libros que los estudiantes puedan usar.

I live in West Haven and my community is nice. I would love to see the schools be more up to date since one pays high car and house taxes. I don't know how this tax money is reflected in schools to support education. But if they need to update the schools, have more books that the students can use.

- Las cosas buenas son los Padres que si se preocupan por la educacion de sus hijo/a y participan en todo con su familia. Que comparten y comunican con los maestros y principal.

The good things are the parents who do care about their child's education and participate in everything with their family. They share and communicate with teachers and principal.

- Se apoyan unos a los otros  
They support each other.

- Que tenga buen servicio al cliente que pueda ver la situación del niño y que sobre todo escuche los padres  
Have good customer service that can see the child's situation and above all listen to the parents.
- Programas en donde como comunidad podemos participar  
Programs where as a community we can participate

**Cuéntenos las cosas buenas de sus escuelas. (Esta información se utilizará para ayudarnos a reclutar candidatos de calidad).**

**Tell us about the good things about your schools. (This information will be used to help us recruit quality candidates.)**

- En West Haven mi hija estaba sufriendo bullying por eso aplique para la loteria. La escuela Barnard es una muy buena escuela y la Directora Ms. Skiba es una persona que actua de inmediato. Yo le envio un correo electronico y ella responde y actua a cualquier situacion que esta ocurriendo. Cuando voy a la escuela ella siempre esta pendiente a todo. Ella es una persona muy cordial.  
In West Haven my daughter was being bullied so she applied for the lottery. Barnard School is a very good school and \_\_\_\_\_ is a quick act. I send her an email and she responds and acts on any situation that is occurring. When I go to school she is always aware of everything. She is a very cordial person.
- Las actividades para las familias, los maestros que quieren los mejores para nuestros niños y la unidad que hay y es muy importante  
The activities for the families, the teachers who want the best for our children and the unity that exists and is very important.
- Es cerrada. No es un lugar abierto a una calle o avenida.  
It is closed. It is not a place open to a street or avenue.
- Ninguna es buena es terrible en cuanto la administración  
None is good is terrible in terms of administration
- Ponen atencion a los asuntos escolares o alguna queja que he puesto me lo an solucionado  
They pay attention to school issues or any complaint that I have made has been solved
- Buena relación profesora/apoderados.  
Good teacher/parent relationship.
- La escuela JCD es una escuela que hace muchas actividad enriquecedora para nuestros estudiantes y padres.  
JCD is a school that does many enriching activities for our students and parents.

**Qué debe de tener en cuenta el superintendente, cuando ingrese al distrito? (Esta información se compartirá con los candidatos finales).**

**What should the superintendent take into account when entering the district? (This information will be shared with final candidates.)**

- El nuevo superintendente debe tener en cuenta que los estudiantes son el futuro del país son nuestro futuro. Si estos niños no crecen con valores de respeto al prójimo y propósitos en sus vidas el futuro de ellos está en amenaza. La nueva superintendente debe implementar la enseñanza de libertad financiera, mentalizarlos para que sean líderes del futuro, evaluar sus comportamientos y darles consultoría para mejorar. También implementar con más énfasis la lectura, escritura y matemáticas incluyendo álgebra. Me gustaría que la escuela enviara todas las semanas a los niños con libros para que lean, libros sin dibujos solo lectura y con preguntas después de la lectura para que ellos puedan estudiar a cualquier momento en casa. La tecnología es muy importante también.

The new superintendent must keep in mind that the students are the future of the country, they are our future. If these children do not grow up with values of respect for their neighbor and purposes in their lives, their future is threatened. The new superintendent must implement the teaching of financial freedom, mentalize them to be leaders of the future, evaluate their behaviors and give them advice to improve. Also more emphatic implementation of reading, writing and math including algebra. I would like the school to send the children books every week to read, books without pictures just reading and with questions after reading so they can study at any time at home. Technology is very important too.

- Me gustaría que tenga en cuenta que no es fácil para un maestro con 23 a 27 estudiantes por salón. No es productivo. Los maestros necesitan ayuda en su salón con los niños que están más atrasados. Tutoría es necesario para muchos a causa de la cantidad de niños por salón.

I would like you to note that it is not easy for a teacher with 23 to 27 students per class. It is not productive. Teachers need help in their classroom with the children who are furthest behind. Tutoring is necessary for many because of the number of children per class.

- Ser bilingüe. Tenemos muchos padres y estudiantes hispanos  
Be bilingual. We have many Hispanic parents and students
- Saber que se cumplan las reglas y supervisión mejor de cómo se están manejando los planteles educativos  
Know that the rules are followed and better supervision of how you are handling the educational platforms.
- Poner siempre en primer lugar las cosas que aquejan a la comunidad estudiantil y procurar resolver las cosas rápidamente  
Always put first the things that afflict the student community and try to solve things quickly.

- Tratar el bullying en las escuelas y buses escolares que sea un tema de habla semanal en las escuelas no puede ser que niños quieran quitarse la vida por lo groseros que son otros niños  
Dealing with bullying in schools and school buses that is a weekly topic of talk in schools cannot be that children want to kill themselves because of how rude other children are
- Una de las cosas es que pueda entender la comunidad hispana, ya que hay muchos estudiantes de habla español.  
One of the things is that I can understand the Hispanic community, since there are many Spanish-speaking students.

**¿Cuáles habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito en New Haven? (Esta información será usada una vez evaluemos los potenciales candidatos).**

**What skills, qualities, or characteristics must the new superintendent possess to be successful in New Haven? (This information will be used once we evaluate potential candidates).**

- El nuevo superintendente debe ser un ejemplo para los demás en educación, finanzas y valores. Hablar con respeto y saber escuchar. Una persona culta y humilde que le importe el desarrollo intelectual y cultural de nuestros hijos.  
The new superintendent must be an example for others in education, finance and values. Speak with respect and know how to listen. A cultured and humble person who cares about the intellectual and cultural development of our children.
- Tiene que tener mucha experiencia con sistemas escolares urbanos. Poseer remedios y demostrar resultados. Sacar a las personas malas en las oficinas centrales y que le de el trabajo a personas que si les importe su comunidad.  
Must have a lot of experience with urban school systems. Own remedies and demonstrate results. Get the bad people out at headquarters and give jobs to people who care about their community.
- Ser bilingüe. Ser estricto y recto con sus principales de escuela. Admirar y gustar trabajar para y con niños y adolescentes. Tener paciencia y ser educado con los padres, estudiantes y su personal.  
Be bilingual. Be strict and straight with your school principals. Admire and enjoy working for and with children and adolescents. Be patient and polite with parents, students, and your staff.
- Sociología amabilidad saber escuchar los padres y ser más amable con la comunicación  
Sociology kindness knowing how to listen to parents and being kinder with communication
- Responsable, y sobre todo que sepa escuchar lo que como comunidad necesitamos  
Responsible, and above all who knows how to listen to what we as a community need



- Cumplir con lo que promete, queremos hechos!  
Fulfill what you promise, we want facts!
- Me encantaria que el superintendente sepa los dos idiomas para que pueda expresarse con la comunidad de New Haven, ya que hay muchos latinos que no hablan el ingles.  
I would love for the superintendent to know both languages so that he can express himself with the New Haven community, since there are many Latinos who do not speak English.

### **Teachers / Maestro**

**Cuéntanos las cosas buenas de tu comunidad. (Esta información se utilizará para ayudarnos a reclutar candidatos de calidad).**

**Tell us the good things about your community. (This information will be used to help us recruit quality candidates.)**

- Necesitamos mas recursos para los padres para que orienten a sus hijos a ser responsables y a respetarlos .  
We need more resources for parents to guide their children to be responsible and to respect them.
- La comunidad apoya a la escuela, especialmente los padres y sus diferentes organizaciones.  
The community supports the school, especially parents and their different organizations.

**Cuéntenos las cosas buenas de sus escuelas. (Esta información se utilizará para ayudarnos a reclutar candidatos de calidad).**

**Tell us about the good things about your schools. (This information will be used to help us recruit quality candidates.)**

- Los programas de after school ayudan pero se nescesita más recursos.  
After school programs help but more resources are needed.
- La comunidad, el personal, la administracion y los esfuerzos realizados cada ano para cumplir con las metas y objetivos establecidos.  
The community, staff, administration and efforts made each year to meet established goals and objectives.

**Qué debe de tener en cuenta el superintendente, cuando ingrese al distrito? (Esta información se compartirá con los candidatos finales).**

**What should the superintendent take into account when entering the district? (This information will be shared with final candidates.)**

- Que estás informaciones le lleguen y lo pueda ejercitar para mejorar nuestra comunidad .  
That this information reaches you and you can use it to improve our community.

- Un superintendente antes de sentarse en la silla al cargo necesita conocer la comunidad a la que atenderá y sus necesidades. Debe hacer comparaciones de cómo otros distritos escolares han buscado el beneficio para los maestros en términos de calidad de trabajo, facilidades, debe asegurarse que el sueldo del maestro sea justo, competitivo y al mismo nivel que todos los maestros del estado de Connecticut.

A superintendent before sitting in the chair in charge needs to know the community to which he will serve and its needs. You must make comparisons of how other school districts have sought the benefit for teachers in terms of quality of work, facilities, you must ensure that the teacher's salary is fair, competitive and at the same level as all teachers in the state of Connecticut.

**¿Cuáles habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito en New Haven? (Esta información será usada una vez evaluemos los potenciales candidatos).**

**What skills, qualities, or characteristics must the new superintendent possess to be successful in New Haven? (This information will be used once we evaluate potential candidates).**

- Tener reuniones recibirlas planificarlas y ejecutarlas  
Have meetings, receive them, plan and execute them.
- Un superintendente de escuelas debe poseer las siguientes cualidades para ejercer su cargo en el distrito: Liderazgo Empatía Caracter Objetividad Lealtad Abierto al progreso Velar por los intereses de los maestros y el personal Comunicativo Accesible Dominar dos idiomas Amigable Preparado Debe conocer la ley  
A superintendent of schools must possess the following qualities to serve in the district: Leadership Empathy Character Objectivity Loyalty Open to advancement Looking after the interests of teachers and staff Communicative Accessible Fluent in two languages Friendly Prepared Must know the law

*Survey Monkey Results for  
New Haven Public Schools*

*February 2023*

*(NOTE—these responses have not been edited,  
they are printed as entered by the stakeholders)*

***1 Pashto Response***

**مدیر / Manager**

مور ته د خپلي ټولني په اړه ښه شيان اووياست . دا مالومات زمونږ سره د کیفیت لرونکو نوماندانو په گمارلو کې مرسته کوي.

**We have heard good things about your community. This information helps us recruit quality candidates.**

مونږ تاسو څخه ډیر خوشحال یو چې زمونږ ماشومنه پو ازده ډوال پو متحد التو کی زدکړه کوی

We are very happy with you that our children are studying in this school

مور ته د خپلو ښوونځیو په اړه ښه شيان ووياست. ( دا مالومات زمونږ سره د کیفیت لرونکو نوماندانو په گمارلو کې مرسته کوي.

**Tell us good things about your schools. (This information helps us recruit quality candidates.**

زمونږ ماشومنه ډیره خوشحال دا دامتخدالتو ښوونځیو څخه هغه ډیر دا خوشحالی احساس کوی

Our children are very happy

ولسوال باید د کومو مسایلو څخه خبر وی کله چې هغه ولسوالی ته راځي؟ ( دا مالومات به د وروستیو کاندیدانو سره شریک شی . )

**What issues should the district governor be aware of when he comes to the district? (This information will be shared with the final candidates.)**

New Haven city

نوی سرپرست باید د لته د بریالیتوب لپاره کوم ځانگړتیاوي او مهاروتونه ولری ؟ دا مالومات ددی دپاره کارول کیری چې مونږ احتمالی نوماندان سکرین کوو.

**What qualities and skills should the new superintendent have to succeed? This information is used to screen potential candidates.**

مونږ تاسو څخه داغه غوښتنی لرو چې زمونږ افغانان نوی زدکونکی یی نوای راغلی افغانانو سره پو مکتبو کی لیک څه مارسته واشی زدکړه پو بارځ کی

We have a special request from you that our new Afghan students have come to join the Afghan schools.