



UPDATE

Number of Staff Members COVID-19 Positive (<i>current</i>)	NHPS 24 Private 1
Number of Staff Members COVID-19 Positive (<i>cumulative</i>)	NHPS 53 Private 6 First Student 30
Number of Students COVID-19 Positive (<i>current</i>)	NHPS 13 Private 2
Number of Students COVID-19 Positive (<i>cumulative</i>)	NHPS 29 Private 6
Number of Staff Members Quarantined	18
Number of Students Quarantined	29
Number Likely Exposed Outside of School	All
School Locations Impacted (<i>current situations</i>)	16
Number Pending Investigations	78 Reports last week
Special Ed	5 cases in last week 8 total (7 staff, 1 student)

Information Provided by:
Jennifer Allis Vazquez, DNP, RN
Director of Public Health Nursing
Bureau of Nursing, City of New Haven



NEW HAVEN PUBLIC SCHOOLS

Attendance Update

Week Ending 11/13/2020

In summary, for the district for the time period 11/9/2020 - 11/13/2020:

17,534 Fully Participated (89%)

1,563 Partially Participated (8%)

697 Did Not Participate (4%)

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Total Enrollment 19,794

(PLEASE NOTE: this does not include students in approved special education programs outside of the district schools)

Information provided by:

Dr. Michele Sherban, Director
Research, Assessment & Evaluation



NEW HAVEN PUBLIC SCHOOLS

First Student Update

In Attendance: Attorney Michael Pinto, Attorney Elias Alexiades, Dr. Jennifer Vazquez and Carl Jackson, Director of Transportation, as well as representatives of First Student.

We met with First Student on Tuesday, November 17, 2020. At that meeting, First Student committed to submitting all of the documentation requested by the Health Department by early Wednesday, November 18, 2020.

First Student did submit the requested documentation on Wednesday. The Health Department reviewed the documents yesterday (Wednesday, November 18, 2020) and responded with requesting minor tweaks/edits from First Student.

First Student had resubmitted responses to address the tweaks last night (Wednesday, November 18, 2020). The Health Department is in the process of doing a final review today (Thursday, November 19, 2020).

The Health Department is also reviewing the employee testing to ensure all scheduled employees had been tested and are cleared to work.

Upon final approval by Maritza Bond/Health Department, First Student will be able to restart operations on Monday, November 23.

In my discussion with the Health Department this morning (Thursday, November 19, 2020), they do not anticipate impediments to restarting on Monday, November 23, 2020.

Information provided by:

Attorney Michael Pinto, COO



NEW HAVEN PUBLIC SCHOOLS

To: New Haven Board of Education
From: Dr. Iline Tracey
Date: November 20, 2020
Re: Legislative Agenda

Legislative Agenda
2020-2021 Draft Education Priorities

I. Expansion of School Health Centers

School Health Centers (SHC) provide all students access to quality, confidential and convenient health, mental health services and dental services. As partners with families, schools and community providers, SHC address the physical and emotional/behavioral needs of students, reduce health disparities and absenteeism, support learning and promote good health habits to ensure that all students can achieve their full potential in school and in life.

New Haven Public Schools (NHPS) opened its first SHC 30 years ago, and has expanded to 17 School Health Centers (SHC) and nine school dental clinics. We are located in schools serving among our most vulnerable students, many of whom depend on their SHC/dental clinics as their primary source of medical/mental health/dental care. NHPS employs a comprehensive team model, which means that our SHC have both a full time medical provider (APRN) and a social worker/therapist, and a support staff person. The Dental clinics are staffed by Registered Dental Hygienists, and our Dental Director rotates through the sites to provide full exams and restorative care. All health providers work as a team with the school nurse to best meet the health needs of students and their families. NHPS has established community partnerships with Yale New Haven Hospital, Cornell Scott-Hill Health Center, Fair Haven Community Health Care, Clifford Beers and New Haven Health Department to license and staff the sites.

SHC Services:

- **Medical:** Clinicians provide acute, preventive and chronic care to all enrolled students. Some examples include, physical exams, immunizations, screens, diagnosis, treatment and management of illness/injuries, ordering x-rays, on-site testing (strep, pregnancy, UTIs, blood glucose, etc.) blood draws, prescribe medications and provide health education.
- **Mental Health/Therapy:** LCSWs provide individual, group and family therapy, conduct risk and assessment and develop treatment plans. They consult with staff about class and individual behavioral dynamics and strategies for management and serve on social/emotional/behavioral school committees.

- **Dental Care:** Our Registered Dental Hygienists provide preventive care to students (screens, cleaning, x-rays, sealants, fluoride treatment, assessment, care and referrals for walk-in conditions and dental health instruction/education. Our dentists provide full exams, fillings and extractions, as needed.

Rationale

School Health Centers are one of the most cost effective ways to keep students healthy and attending school so they can be healthy, successful learners. They provide students with immediate access to care for many serious physical and mental health issues that impact their health, attendance and school performance. SHC continue to be a reliable “safety net” for all of our students and go beyond health care services--they advocate for health, social, housing, and legal services for families. SHC give students access to health/mental health and dental services regardless of insurance or documented status, or ability to pay-No student is turned away!

The need for mental health treatment continues to increase every year, but especially this year! With the combination of profound stressors this year that include school closures, remote learning, social isolation, the covid-19 pandemic, loss of loved ones and jobs and increased food insecurity, our families and students are facing unsurpassed trauma and challenges to their physical, social and mental well-being and coping capabilities. The need for mental health support has soared in recent months and the threat of conditions such as depression, anxiety, anger, suicidal thoughts and despair are very real to many people as this pandemic rages on. SHC social workers, who are trained in providing trauma informed care, are desperately needed to support and help our families/students find appropriate ways to cope and manage these challenges.

Some of the benefits from evaluating the impact of SHC services on health/educational outcomes include:

Medical Services in SHC were shown to:

- Increase compliance for health requirements for school entry (Pes and immunizations) by over a third in 2 years (from 60% to 90%).
- Increase attendance through walk-in health assessments and by addressing the key health reasons for absenteeism (Asthma, Dental, acute illness, mental health and obesity).
- Over 2000 students received dental screens and over 1300 received dental care in the clinics, avoiding the need to miss school for routine dental care.
- Over 3000 of high risk for respiratory illness received flu shots in the clinics in one year.

Mental Health Services provided in our SHC have been shown to impact our students by:

- Reducing internalizing (sadness, anxiety) and externalizing symptoms (arguing, fighting)
- Increasing coping skills and stress management
- Increasing social supports and self esteem

By addressing mental health issues among students, schools were impacted by:

- Lower suspension rates
- Improved attendance
- Increased focus and attention that relates to improved academic functioning

II. Career and Technical Education Pathways

Career and Technical Education (CTE) Pathways can provide a purposeful journey in high school through the establishment and maintenance of career and technical education programs. CTE Pathways offer students a means to gain education, training, and support services while they acquire marketable skills, industry-recognized credentials, and eventually good jobs. CTE pathways combine rigorous academics with workplace experience using the latest technologies. In collaboration with local workforce development boards, other local workforce agencies and other partners to provide career exploration and career development coursework, activities or services. Additionally, Pathways can provide career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, and/or in-demand industry sectors or occupations; an organized system of career guidance and academic counseling to students.

- Health sciences
- Technology
- Manufacturing
- Construction
- Biomedical
- Advanced Manufacturing
- Logistics
- Arts

Rationale

While graduation rates have gone up, the ability to afford college and the desire to college immediately after high school remain a challenge OA/UC students are more likely to drop out forty-three percent 43% of dropouts indicated the reason they left school was because they “missed too many days and could not catch up,” (Bridgeland, 2006, p. 7), and be unable to find employment. Through CTE Pathways, disengaged youth can find relevance in school through hands on work that teaches skills that can be applied immediately. In relevant content, students will be more apt to remain connected and attend more consistently.

In addition, to the facilitate engagement, CTE Pathways training can equip students with practical experience and technical skills to enter the workforce and earn a living while pursuing further education. There is a growing need for middle skill workers, and there is a forecast that by 2024 there will be 16 million jobs of this type. Pathways will allow students to receive training to be employable upon graduation from high school.

III. Early College Opportunity Program

The Early College Opportunity Program (ECO) will afford students with the opportunity to earn an Associates Degree while attending high school. Students will be able to take a planned course of study that includes high school level courses in their ninth and tenth grade years, and college level courses in their eleventh and twelfth grade years of high school. These college level courses will be taught in partnership with Gateway Community College faculty and New Haven Public Schools staff that will be certified as adjunct professors.

Rationale

Research shows that students who experience rigorous course work in their secondary schools demonstrate readiness for college-level work and complete postsecondary credentials at substantially higher rates than their peers experiencing less rigorous preparatory course work.

Below are facts about dual-enrollment and Early College High School Programs, according to the Alliance for Excellent Education.

Equity and Access

1. Less than 10 percent of high school students participate in programs that offer college-credit courses.
2. Only 37% of dual-enrollment students come from low-income backgrounds.

Teacher Quality

3. High school educators who teach dual-enrollment courses are as qualified as faculty who teach the same courses on college campuses.

Credits and Credentials

4. Graduates of Early College High School Programs are five to seven times more likely to complete postsecondary credentials within four years of high school graduation compared to graduates from traditional high schools.

Postsecondary Education Enrollment

5. In the first year out of high school, students from Early College High School Programs enroll in postsecondary education at a rate that is 38 percentage points higher than students from traditional high schools.

Outcomes for Historically Underserved Students

6. Students of color who attend Early College High School Programs are nearly ten times more likely to obtain a college degree than students of color who attend traditional high schools.

IV. Extended Day Academies

Extended Day Academies will provide additional learning time for students to engage in academic skill-building, homework help, and enrichment activities. The Academies will provide a broad scope of services, which will include academic support, mentoring, apprenticeships, and the arts. The goal is to provide a program of instruction at each school to improve student achievement and increases academic improvement.

Rationale

Extended Day Academies will provide students with additional learning time to address the learning loss during the pandemic. The Academies will also provide students with the opportunity to enhance their academic skills, social skills and engage in enriching learning experiences.

V. Community Partnerships, Restorative Practices and SEL Supports (whole child)

New Haven Public Schools is committed to intentionally developing a stronger, sustainable and more effective ecosystem or structure of a community and school district collaborative of partnerships to support our youth in “connecting disengaged and disconnected high-school aged students to educational and career opportunities...” The partnerships will focus on the following:

a) Identification of Disengaged Youth

It is important that we have a system that embeds early warning systems to ensure we are able to identify students who are in need of assistance. This could be accomplished by the following:

- Creation of early warning systems through data dashboards
- Create interagency partnership to assist with identification and provide wraparound support for students

b) Social and Emotional Supports

Addressing the social and emotional needs of our students is critical to their success whereby supporting their ability to be socially employable. In order to achieve this goal, we will do the following:

- Increase the number of School Health Centers in New Haven to provide medical and social-emotional supports to our children and families (please see Roman Numeral I for explanation)
- Deepen and nurture community partnerships that provide youth mentoring reengagement and reductions in youth involvement in criminal activities
- Embed mentors to provide social supports while building confidence for workplace success
- Invest in job-coaching to assist students with job readiness skills
- Provide case management services that will allow for personnel to oversee student programming
- Provide Extended School Hours Programing to assure every student have access to additional enrichment opportunities outside of the normal school day (please see Roman Numeral IV for explanation).

Rationale

According to a report published by the Dalio Foundation, one out of five students in Connecticut are disengaged or disconnected from high school. These students are at high risk to become apart of the school to prison pipeline and to not become productive citizens positively impacting the community. Many of these students have experienced trauma and would benefit greatly from early identification and interagency partnerships with intentional wraparound supports for these students within school and outside of school.

VI. Funding for English Learners

Districts and schools across the state are mandated to ensure that English Learners (ELs) receive specialized services to meet their linguistic and academic needs per the United States Civil Rights Act of 1964 and Connecticut Bilingual Statute, among others. A more equitable education cost-sharing formula that is student-centered and that takes into account the culturally linguistic diverse student population that we serve is needed.

Rationale

The profile of New Haven Public Schools English learners includes students from 68 different countries with 49 different languages represented. Of the 3,670 English Learners, 50% are enrolled in Kindergarten through 4th grade. A cost-sharing formula that does not differentiate for the diverse population does a disservice to our students, families and communities. We ask that the federal government consider taking into account this diverse population through a cost-sharing formula that is more inclusive, and which is student centered.

Some examples of the proposed formula would assign weights according to the type of learner. It is not the same to educate a SLIFE (Student with Limited or Interrupted Formal Education) than it is to educate an English Learner who is literate in their first language. By the same token, the resources needed to teach a beginner English Learner is not the same as that of an EL who is at the intermediate level of language proficiency.

VII. Technology Gap

The Coronavirus has highlighted the technology gap that exists within our community and in-comparison to our surrounding towns. As a result, there is a critical need to upgrade the technology infrastructure throughout the city to provide wireless access to all residents.

Rationale

During the Coronavirus school closure the school district secured funding to purchase Chromebooks, laptops, iPads, cloud-based controllers, and hot spots in partnership with the City of New Haven and the State Department of Education. Although we were able to increase the number of devices in the district, wireless access remains a critical need.

The hotspots will only support our families for one-year. We are seeking a long-term solution to provide our families with free wireless access throughout New Haven.

The below priorities were taken directly from President-Elect Biden's Draft Education Plan.

VIII. Increase Title I Funding

Invest in our schools to eliminate the funding gap between white and non-white districts, and rich and poor districts. There's an estimated \$23 billion annual funding gap between white and non-white school districts today, and gaps persist between high- and low-income districts as well. President-Elect Biden will work to close this gap by nearly tripling Title I funding, which goes to schools serving a high number of children from low-income families. This new funding will first be used to ensure teachers at Title I schools are paid competitively, three- and four-year-olds have access to pre-school, and districts provide access to rigorous coursework across all their schools, not just a few. Once these conditions are met, districts will have the flexibility to use these funds to meet other local priorities. States without a sufficient and equitable finance system will be required to match a share of federal funds.

IX. Promote Teacher Diversity

Improve teacher diversity. Research shows us the substantial and unique impact that teachers of color have on students of color. For example, for black students, having just one black teacher in elementary school reduces the probability of dropping out. President-Elect Biden will support more innovative approaches to recruiting teachers of color, including supporting high school students in accessing dual-enrollment classes that give them an edge in teacher preparation programs, helping paraprofessionals work towards their teaching certificate, and working with historically black colleges and universities and other minority-serving institutions to recruit and prepare teachers.

MEMORANDUM

TO: Board Members, Executive Team, Directors, Supervisors, Principals and Assistant Principals

FROM: Dr. Iline Tracey

DATE: November 23, 2020

RE: District Operations

With the upcoming departure of Attorney Pinto, the departments listed below will be supported as follows:

Department	Director/Supervisor	Team Support
Facilities	Mr. Joseph Barbarotta	Mr. Phil Penn Dr. Paul Whyte
Freedom of Information Act Requests (FOIA & Media Inquiries)		Att. Elia Alexiades/ Salina Manning
Health & Athletics	Ms. Sue Peters Mr. Erik Patchofsky	Dr. Paul Whyte
Technology	Ms. Gilda Herrera	Mrs. Keisha Redd-Hannans
Nutrition	Ms. Gail Sharry	Ms. Ivelise Velazquez
Security	Chief Thaddeus Reddish	Dr. Paul Whyte
Transportation	Mr. Carl Jackson	Mrs. Keisha Redd-Hannans

Help.Live Desk Technology Support

With the many new technology demands, there was a need to provide personalized support to students, families, and teachers. The Title IVA grant was used to fund a technology help desk for both families and teachers for the first 9 weeks of the school year. Students and families were able to go to <https://familyhelp.live> and teachers went to <https://teacherhelp.live> to sign up for slots in the afternoons and evenings. The amazing group of educators listed below staffed the “Help.Live” desk and provided support to over 350 families and teachers, in both English and Spanish. These dedicated professionals also provided many hours of “pro bono” support to their colleagues in their schools and departments, and continue to do so. We would especially like to especially thank Dave Low for helping to organize this work and Stephen Eaton for assisting as well. While we have reduced the staffing at this point, the help.live websites remain “live” and Dave checks them regularly in case anyone is in need of assistance. If you have any questions, please feel free to contact Jessica Haxhi.

School	First Name	Last Name
Sound	David	Low
Metropolitan	Joanna	Lopez
JC Daniels	Sarah	Donroe-sink
Betsy Ross	Jameka	Sayles
Wilbur Cross	James	Bellantoni
King-Robinson	Breanna	Evans
W Hooker	Tim	Shortt
Career	Michael	Wheaton
Edgewood	Sarah	Clarke
Edgewood	Christopher	Bosse
Wilbur Cross	Valbona	Karanxha
Sound	Megan	Koonze
Sound	Katie	Tiedemann
HSC	Paul	Jones
King-Robinson	Caterina	Salamone
Celentano	Ashley	Donahue
Career	Kathleen	Rooney
HSC	Dianna	Carter
HSC	Mary	Sullivan
New Haven Academy	Charles	Wentzell
Brennan/Rogers	Rebecca	Williams
Fairhaven	Caitlin	Engler
Celentano	Theresa	Phillips
Clemente	Kelleigh	Thompson
Wilbur Cross	Brian	Grindrod

Rose	Murphy	Career
Fairhaven	Francisco	Cajaraville
Hillhouse	Corazon	Libao-de Leon
Troup	Kristina	Crivellone
Wilbur Cross	Ebony	McCleave
ESUMS	Steve	Eaton
Wilbur Cross	Susan	Budde
Wilbur Cross	Somi	Akella

Drafts – 11/13/2017, 12/11/2017, 1/11/2018, 2/2/2018

Revised – 9 March 2018, 6/26/2020 Draft

New Haven Public Schools' Policy for Race & Equity – Page 1

Purpose

New Haven Public Schools (NHPS) students deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes. Through addressing racial equity, we affect the larger idea of diversity (Singleton).

This policy confronts the institutional racism that results in predictably lower academic achievement for students of color than for their white peers. Continuously working to eliminate our district's institutional racism will increase achievement, including on-time graduation, for all students, while narrowing the gaps between the highest- and lowest-performing students.

NHPS acknowledges that complex societal and historical factors contribute to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, NHPS must address and overcome this inequity, institutional racism and bias, providing all students with the support and opportunity to succeed.

Definitions

For the purposes of this policy the following terms shall have these meanings:

- A. "Educational equity" means (1) raising the achievement of ALL students, (2) narrowing the gaps between the lowest and highest performing students, and (3) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (e.g. academic achievement, discipline, graduation rates). (Singleton)
- B. "Institutional racism" refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates than their white counterparts, in the criminal justice system, and within many employment sectors in which day-to-day operations, as well as hiring and firing practices can significantly disadvantage workers of color (Aspen Institute).
- C. "District staff" includes all employees, consultants, contractors, and vendors of New Haven Public Schools.
- D. "District partners" includes students, their families, and community partners of New Haven Public Schools.
- E. "Diversity" includes characteristics of persons including, but not limited to race, culture, color, Creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran's status, and any other protected class in conformance with federal, state, and local laws.
- F. "District Equity Leadership Team" or DELT is a panel committee of district members and partners who are tasked with developing a Race and Equity Policy for New Haven Public School District and ensuring its implementation and progress monitoring.
- G. "District Equity Leadership Team Advisory Group" or DELT-Advisory is composed of members from various stakeholder groups in New Haven Public School District (e.g. Board of Education,

Drafts – 11/13/2017, 12/11/2017, 1/11/2018, 2/2/2018
Revised – 9 March 2018, 6/26/2020 Draft

New Haven Public Schools' Policy for Race & Equity – Page 2

Central Office, Administrators, Teachers, Staff, Students, Parents, Community, Clergy) and is tasked with reviewing the policies and actions of the DELT prior to and during implementation, in order to provide feedback to the DELT.

General Statement of Policy

1. ELIMINATE SYSTEMIC DISPARITIES

To interrupt systems and behaviors that perpetuate inequities, NHPS will:

- A. Invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;
- B. Develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the presence and role of racism; and
- C. Eliminate practices resulting in predictable differences in success (e.g. academic, discipline, attendance, standardized test scores, college enrollment) for any student racial group compared to peers.

2. ENSURE SYSTEMIC EQUITY

NHPS will implement and lead from a system-wide racial equity plan that stands on four critical pillars: Students at the Center; Culturally Relevant Leading, Teaching & Learning; Equitable Alignment of Resources, Systems & Structures; and Family & Community Engagement.

- A. **Students at the Center** – We will align all district priorities and resources to achieve equitable outcomes for all students by:
 1. Intentionally seeking and including students' multiple racial perspectives in the development and implementation of culturally appropriate and relevant curriculum, instruction, and assessment; and
 2. Ensuring a positive and academically rigorous school environment that engages all students.
- B. **Culturally Relevant Leading, Teaching & Learning** – We will ensure that racial equity guides all employee actions and leads to improved academic results for a racially and ethnically diverse and changing student population by:
 1. Attracting, recruiting, employing, supporting, retaining, promoting, and continuously developing a workforce of racially conscious and culturally proficient administrative, instructional and support personnel;
 2. Collaborating as teachers and administrators to ensure culturally proficient instructional practices, and culturally relevant curriculum and assessments;
 3. Eliminating practices that lead to the over- or under-representation of any student racial group (e.g. Advanced Placement courses); and
- C. **Equitable Alignment of Resources, Systems & Structures** – We will ensure that racial equity guides the alignment and allocation of resources, systems, and structures across

Drafts – 11/13/2017, 12/11/2017, 1/11/2018, 2/2/2018
Revised – 9 March 2018, 6/26/2020 Draft

New Haven Public Schools’ Policy for Race & Equity – Page 3

the district by:

1. Modeling racial equity in business practices;
2. Replacing inequitable operational practices with systems that support implementation of this policy; and
3. Focusing accountability systems and metrics on racially equitable results.

D. Family & Community Engagement – We will develop and implement equitable practices for and with our students, their families, and our community by:

1. Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and
2. Inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

3. IMPLEMENTATION AND MONITORING

The Board directs the Superintendent and the District Equity Leadership Team to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measurable academic improvements for NHPS students. The Superintendent shall regularly report progress on the plan and outcomes.

LEGAL REFERENCES

U.S. Const. amend XIV, § 1 (Equal Protection) 20 U.S.C. § 1703 (Equal Educational Opportunity) 42 U.S.C. § 2000c et seq. (Desegregation) 42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964) 42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964) 25 U.S.C. § 452 et seq. (Johnson-O’Malley Act)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")

10-153 Discrimination on account of marital status.

17a-101 Protection of children from abuse.

Connecticut State Board of Education "Position Statement on Culturally Responsive Education," adopted May 4, 2011

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. 29 CFR 604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq. 34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (as) 62. Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

Drafts – 11/13/2017, 12/11/2017, 1/11/2018, 2/2/2018

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New Haven Public Schools’ Policy for Race & Equity – Page 4

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38 U.S.C. 54212

Title II of the Genetic Information Nondiscrimination Act of 2008

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Hollowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)


Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Sources

Singleton, Glenn. *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. 2nd Ed., Corwin, 2014.

Saint Paul Public Schools. Racial Equity Policy (101.00). Saint Paul, MN. 2008.

CABE Policy Services. Equity and Diversity Policy Sample (0523). Wethersfield, CT. 2015.



MONTHLY FINANCIAL REPORT
through October 31, 2020 (FY 2020-21)

November 16, 2020



Initial Full-Year Forecast Fiscal 2020-2021

Fiscal Year 2020-2021
Education Operating Fund (General Fund) Forecast
as of November 12, 2020 (unaudited)

	FY 2021 Local Appropriation	YTD Actuals	Encumbrances	Available	Additional Projected	Full-Year Expenditure Forecast	Full Year Variance
Salaries							
Teacher Full-Time	\$ 74,343,383	\$ 22,406,295	-	\$ 51,937,088	\$ 50,952,107	73,358,401	984,982
Admin & Management Full-Time	15,735,850	6,294,570		\$ 9,441,280	12,810,686	19,105,256	(3,369,406)
Paraprofessionals	3,444,881	1,145,053	-	\$ 2,299,828	2,889,443	4,034,496	(589,615)
Support Staff Full-Time	12,744,318	3,728,526		\$ 9,015,792	7,044,494	10,773,020	1,971,298
Part Time & Seasonal	3,572,683	246,236	145,326	\$ 3,181,121	989,938	1,381,499	2,191,184
Substitutes	1,550,000	146,010	-	\$ 1,403,990	1,209,495	1,355,505	194,495
Overtime, Benefits, Other	3,700,500	851,512	21,224	\$ 2,827,764	2,860,828	3,733,563	(33,063)
Total Salaries and Benefits	\$ 115,091,615	\$ 34,818,200	\$ 166,550	\$ 80,106,865	\$ 78,756,990	\$ 113,741,741	\$ 1,349,874
Supplies and Services							
Instructional Supplies	\$ 3,322,702	\$ 783,335	\$ 2,564,964	\$ (25,596)	490,000	3,838,298	(515,596)
Tuition <i>(Includes Tag Tuition)</i>	20,302,634	900,693	21,163,420	\$ (1,761,479)	(3,000,000)	19,064,113	1,238,521
Utilities	10,532,200	1,784,686	8,426,161	\$ 321,353	-	10,210,847	321,353
Transportation	22,788,125	86,653	22,364,544	\$ 336,928	1,229,371	23,680,568	(892,443)
Maintenance, Property, Custodial	2,349,390	456,134	1,227,812	\$ 665,444	-	1,683,946	665,444
Other Contractual Services	14,831,971	4,145,325	9,219,376	\$ 1,467,270	925,000	14,289,701	542,270
Total Supplies and Services	\$ 74,127,022	\$ 8,156,825	\$ 64,966,277	\$ 1,003,920	\$ (355,629)	\$ 72,767,473	\$ 1,359,549
General Fund Totals	\$ 189,218,637	\$ 42,975,025	\$ 65,132,827	\$ 81,110,784	\$ 78,401,361	\$ 186,509,214	\$ 2,709,423

Key assumptions to the November 12 forecast:

- In-person instruction resumes January 3 (we recognize this is arbitrary at this point).
- We only receive half of the Magnet School Transportation Grant.
- We annualized the November 13 payroll for the full year.
- Revenue estimates so far are conservative and not fully projected or allocated.

What's driving the current surplus projection:

- Teacher salaries – wage freeze in 2020-21 in the new contract and hiring diligence since January 2020.
- Vacancies impacting salary expenses for non-instructional full-time positions.
- Substitutes so far look favorable, even with ADA accommodations for certified staff and slight increase in daily rate because of change in minimum wage.
- In general, lower spending with buildings not in use.



October Fiscal Results

- Total expenditures through 10/31/20 are \$47.1 million.
- General Fund expenditures incurred through 10/31/20 are \$35.6 million or 18.8% of the adopted budget.
- Grant expenditures incurred through 10/31/20 are \$11.5 million or 17.9% of the expected grant revenue.

Fiscal Year 2020-2021 Expenditures (Unaudited) as of October 31, 2020

General Fund	FY2021 Adopted					Special Funds	Budget	YTD Actuals	Encumbered	Available
	Budget (A)	YTD Actuals (B)	YTD % (C)	Encumbrances (C)	Available (A+B+C)					
Salaries										
Teacher Full-Time	\$74,343,383	(\$18,698,470)	25.15%	\$0	\$55,644,913	Full Time Salaries	27,067,252	5,256,922		21,810,330
Admin & Management Full-Time	15,735,850	(5,550,352)	35.27%	0	10,185,498	Employee Benefits	7,873,810	1,495,933		6,377,877
Paraprofessionals	3,444,881	(957,322)	27.79%	0	2,487,559	Part Time Personnel	4,133,519	1,314,656		2,818,863
Support Staff Full-Time	12,744,318	(3,273,190)	25.68%	0	9,471,128	Travel/Mileage	100,777	2,050	4,500	94,227
Part Time & Seasonal	3,572,683	(199,087)	5.57%	0	3,373,596	Equipment/Technology	6,009,967	831,187	4,427,335	751,445
Substitutes	1,550,000	(102,553)	6.62%	0	1,447,447	Materials/Supplies	2,217,822	290,995	604,389	1,322,438
Overtime, Benefits, Other	3,733,500	(737,851)	19.76%	(28,494)	2,967,154	Purchased Property Services	891,471	97,500	292,500	501,471
Total Salaries and Benefits	\$115,124,615	(\$29,518,825)	25.64%	(\$28,494)	\$85,577,296	Other Professional/Technical	7,859,682	359,025	4,738,610	2,762,047
						Transportation/Field Trips	468,199	67	67	468,199
Supplies and Services						Other Purchased Services	7,464,074	1,520,136	5,381,862	562,076
Instructional Supplies	\$3,361,774	(\$653,362)	19.44%	(\$1,526,216)	\$1,182,196	Parent Activities	66,641	281		66,360
Tuition	20,302,634	0	0.00%	(22,025,209)	(1,722,575)	Fixed Costs	1,178,528	296,716		881,812
Utilities	10,567,200	(1,584,106)	14.99%	(8,206,196)	776,897	Fees/Misc Expenses	0	0	0	0
Transportation	22,792,625	(63,612)	0.28%	(16,690,115)	6,038,898	Grand Total	65,331,742	11,465,334	15,449,263	38,417,145
Maintenance, Property, Custodial	2,337,093	(368,327)	15.76%	(1,294,158)	674,608					
Other Contractual Services	14,732,756	(3,362,039)	22.82%	(9,316,064)	2,054,654					
Total Supplies and Services	\$74,094,082	(\$6,031,446)	8.14%	(\$59,057,958)	\$9,004,678					
General Fund Totals	\$189,218,697	(\$35,550,271)	18.79%	(\$59,086,452)	\$94,581,974					



General Fund Details

Fiscal Year 2020-2021
Education Operating Fund (General Fund)
Monthly Financial Report (*Unaudited*) as of October 31, 2020

	FY2021				
	Adopted				
	Budget	YTD Actuals	YTD %	Encumbrances	Available
	(A)	(B)		(C)	(A+B+C)
Salaries					
Teacher Full-Time	\$74,343,383	(\$18,698,470)	25.15%	\$0	\$55,644,913
Admin & Management Full-Time	15,735,850	(5,550,352)	35.27%	0	10,185,498
Paraprofessionals	3,444,881	(957,322)	27.79%	0	2,487,559
Support Staff Full-Time	12,744,318	(3,273,190)	25.68%	0	9,471,128
Part Time & Seasonal	3,572,683	(199,087)	5.57%	0	3,373,596
Substitutes	1,550,000	(102,553)	6.62%	0	1,447,447
Overtime, Benefits, Other	3,733,500	(737,851)	19.76%	(28,494)	2,967,154
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Supplies and Services					
Instructional Supplies	\$3,361,774	(\$653,362)	19.44%	(\$1,526,216)	\$1,182,196
Tuition	20,302,634	0	0.00%	(22,025,209)	(1,722,575)
Utilities	10,567,200	(1,584,106)	14.99%	(8,206,196)	776,897
Transportation	22,792,625	(63,612)	0.28%	(16,690,115)	6,038,898
Maintenance, Property, Custodial	2,337,093	(368,327)	15.76%	(1,294,158)	674,608
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Total Supplies and Services	\$74,094,082	(\$6,031,446)	8.14%	(\$59,057,958)	\$9,004,678
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Fiscal Year 2020-2021
 Education Operating Fund (General Fund)
 Monthly Financial Report (Unaudited) - October 31, 2020

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Teachers Full-Time	Teachers	\$74,343,383	\$18,698,470	\$11,214,921	\$0	\$55,644,913	25.15
Admin & Management Full-Time	Salaries	1,267,622	392,317	122,760	0	875,305	30.95
	Directors Salaries	1,182,653	387,225	129,582	0	795,428	32.74
	Supervisor	2,403,685	805,568	301,592	0	1,598,117	33.51
	Department Heads/Principals/Aps	8,958,594	3,580,497	1,471,639	0	5,378,097	39.97
	Management	1,923,296	384,745	177,059	0	1,538,551	20.00
	Sub-Total	\$15,735,850	\$5,550,352	\$2,202,631	\$0	\$10,185,498	35.27
Paraprofessionals	ParaProfessionals	3,444,881	957,322	568,857	0	2,487,559	27.79
Support Staff Full-Time	Wages Temporary	485,951	135,869	81,521	-	350,082	27.96
	Custodians	5,696,207	1,428,783	423,875	0	4,267,424	25.08
	Building Repairs	872,079	272,942	82,703	0	599,137	31.30
	Clerical	2,946,648	769,000	330,685	0	2,177,648	26.10
	Security	2,635,464	632,559	239,066	0	2,002,905	24.00
	Truck Drivers	107,969	34,037	10,252	0	73,932	31.53
	Sub-Total	\$12,744,318	\$3,273,190	\$1,168,103	\$0	\$9,471,128	25.68
Part Time & Seasonal	Coaches	650,000	(1,500)	0	0	651,500	(0.23)
	Other Personnel	125,000	13,628	3,454	0	111,372	0.00
	Part-Time Payroll	2,208,763	128,227	91,160	0	2,080,536	5.81
	Seasonal	488,920	56,135	0	0	432,785	11.48
	Teachers Stipend	100,000	2,597	0	0	97,403	2.60
	Sub-Total	\$3,572,683	\$199,087	\$94,615	\$0	\$3,373,596	5.57
Substitutes	Substitutes	\$ 1,550,000	\$ 102,553	\$ 85,861	\$ -	\$ 1,447,447	6.62
Overtime, Benefits, Other	Overtime	605,000	185,980	75,196	0	419,020	30.74
	Longevity	275,000	383	383	0	274,617	0.14
	Custodial Overtime	625,500	427,961	151,441	0	197,539	68.42
	Retirement	1,700,000	123,233	80,573	26,281	1,550,486	8.79
	Employment Comp	495,000	7	0	0	494,993	0.00
	Professional Meetings*	33,000	287	162	2,213	30,500	7.58
	Sub-Total	\$3,733,500	\$737,851	\$307,755	\$28,494	\$2,967,154	20.53
	Salaries Sub-Total	\$115,124,615	\$29,518,825	\$15,642,744	\$28,494	\$85,577,296	25.67

Fiscal Year 2020-2021
 Education Operating Fund (General Fund)
 Monthly Financial Report (*Unaudited*) - October 31, 2020

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Instructional Supplies	Equipment	269,062	4,411	1,489	86,663	177,989	33.85
	Computer Equipment	86,085	5,735	5,074	12,236	68,114	20.88
	Furniture	64,773	540	0	3,752	60,481	6.63
	Testing Materials	62,600	2,975	0	0	59,625	4.75
	Education Supplies Inventory	522,269	110,067	46,551	175,682	236,520	54.71
	General/Office Supplies	1,200,914	233,904	122,341	773,180	193,831	83.86
	Textbooks	449,970	103,907	71,879	158,052	188,011	58.22
	Library Books	160,000	0	0	98,031	61,969	61.27
	Periodicals	2,000	0	0	0	2,000	0.00
	Registrations, Dues & Subscrip.	116,500	72,617	22,933	68,853	(24,970)	121.43
	Student Activities	140,399	58,062	58,062	1,555	80,782	42.46
	Graduation	25,309	0	0	12,000	13,309	47.41
	Emergency Medical	203,000	57,500	0	122,297	23,203	88.57
Printing & Binding	31,000	0	0	0	31,000	0.00	
	Sub-Total	\$3,361,774	\$653,362	\$328,328	\$1,526,216	\$1,182,196	64.83
Tuition	Tuition	20,302,634	0	0	22,025,209	(1,722,575)	108.48
Utilities	Natural Gas	1,796,500	85,119	0	1,711,381	0	100.00
	Electricity	7,609,500	1,200,191	557,670	5,741,609	667,700	91.23
	Heating Fuels	10,000	0	0	0	10,000	0.00
	Water	234,760	99,126	69,137	250,874	(115,240)	149.09
	Telephone	646,000	124,684	34,974	282,263	239,053	62.99
	Telecommunications/Internet	60,000	489	0	8,311	51,200	14.67
	Sewer Usage	175,440	63,241	0	211,759	(99,560)	156.75
	Gas & Oil	35,000	11,256	0	0	23,744	32.16
	Sub-Total	\$10,567,200	\$1,584,106	\$661,781	\$8,206,196	\$776,897	92.65

Fiscal Year 2020-2021
 Education Operating Fund (General Fund)
 Monthly Financial Report (Unaudited) - October 31, 2020

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used	
Transportation	Milage	617,400	51,570	(280)	173,144	392,686	36.40	
	Business Travel	4,500	0	0	0	4,500	0.00	
	Transportation	11,953,973	6,681	6,681	14,200,846	(2,253,554)	118.85	
	Special Education Transportation	4,248,895	14,714	14,714	387,161	3,847,020	9.46	
	Transportation Technical Schools	442,480	0	0	289,001	153,479	65.31	
	Transit Bus Passes	227,375	0	0	0	227,375	0.00	
	Field Trips	147,885	0	0	14,364	133,521	9.71	
	InterDistrict Transportation	1,339,000	0	0	801,149	537,851	59.83	
	Outplacment Transportation	3,605,000	(9,353)	(9,353)	610,250	3,004,103	16.67	
	Field Trips (Non-Public)	206,117	0	0	214,200	(8,083)	103.92	
	Sub-Total	\$22,792,625	\$63,612	\$11,762	\$16,690,115	\$6,038,898	73.51	
Maintenance, Property, Custodial	School Security	20,000	14,388	0	0	5,612	71.94	
	Building & Grounds Maint. Supp.	100,000	29,637	13,408	15,300	55,063	44.94	
	Custodial Supplies	488,000	105,834	31,325	344,166	38,000	92.21	
	Light Bulbs	30,000	813	0	604	28,583	4.73	
	Uniforms	22,703	0	0	0	22,703	0.00	
	Moving Expenses	50,000	8,022	0	66,978	(25,000)	150.00	
	Cleaning	26,000	6,000	0	0	20,000	23.08	
	Repairs & Maintenance	92,390	34,128	4,002	3,184	55,079	40.38	
	Building Maintenance	575,000	146,647	44,956	423,447	4,906	99.15	
	Rental	120,000	(66,357)	(66,357)	88,591	97,766	18.53	
	Rental of Equipment	8,000	0	0	10,000	(2,000)	125.00	
	Maintenance Agreement Services	725,000	88,889	30,812	341,111	295,000	59.31	
	Vehicle Repairs	80,000	326	0	777	78,897	1.38	
		Sub-Total	\$2,337,093	\$368,327	\$58,147	\$1,294,158	\$674,608	71.13
Other Contractual Services	Other Contractual Services *	4,873,858	1,048,312	14,307	2,719,953	1,593,129	77.32	
	* Special Education	992,340	0	0	428,743	563,597	43.21	
	*Facilities	6,820,558	2,158,371	487,537	4,978,136	(803,485)	104.63	
	*IT	1,020,000	55,925	0	776,328	187,748	81.59	
	Legal Services	400,000	0	0	343,000	57,000	85.75	
	Other Purchased Services	18,500	3,538	3,369	14,850	113	99.39	
	Postage & Freight	157,500	95,893	416	55,054	6,553	95.84	
	Claims	450,000	0	0	0	450,000	0.00	
		Sub-Total	\$14,732,756	\$3,362,039	\$505,629	\$9,316,064	\$2,054,654	86.05
		Supplies & Services Sub-Total	\$74,094,082	\$6,031,446	\$1,565,646	\$59,057,958	\$9,004,678	87.85
	Combined Total	\$189,218,697	\$35,550,271	\$17,208,390	\$59,086,452	\$94,581,974	50.01	

* Breakout of Other Contractual Services by Department



Special Funds (Grant) Details



- Grant’s fiscal year denotes the funding cycle that eligible expenses can be reimbursed.
- “Award” (*preliminary and final*) timing is not in sync with the fiscal year requiring reimbursement for expenses previously incurred.
- Amount of funding available from each specific grant may vary throughout the year based on enrollment or availability of funding from grantor.

FY2020-2021

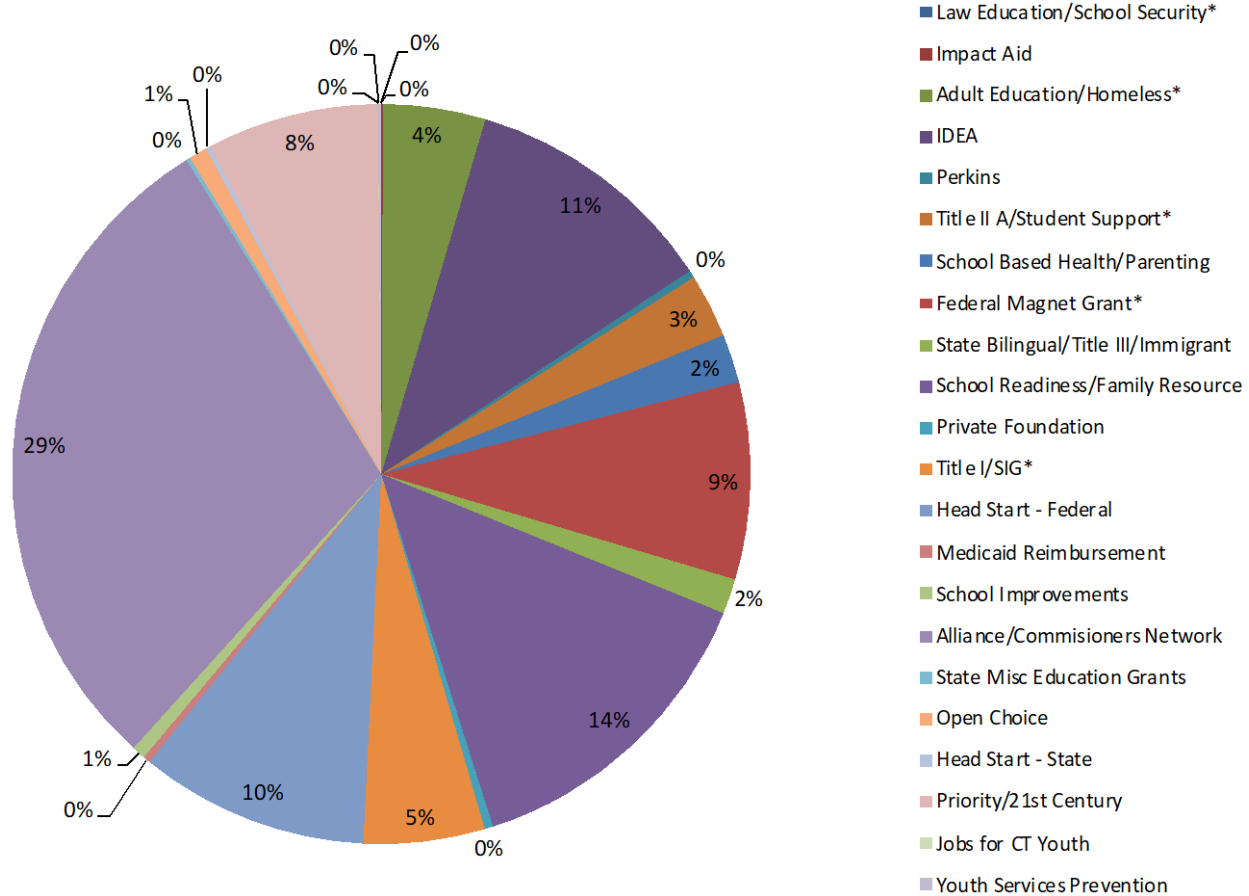
Grant Sources (Revenues)

Common Titles	FY 2019/20 Funding	Received FY2020/21 Funding	Pending Approvals	Total Anticipated Funding	YOY \$ Change	YOY % Change
Law Education/School Security*	\$1,117,660	\$0		\$0	(\$1,117,660)	-100.0%
Impact Aid	\$55,778	\$0	\$48,000	\$48,000	(\$7,778)	-13.9%
Adult Education/Homeless*	\$3,062,754	\$2,886,457		\$2,886,457	(\$176,297)	-5.8%
IDEA*	\$7,492,744	\$7,213,711		\$7,213,711	(\$279,033)	-3.7%
Perkins*	\$489,882	\$210,654		\$210,654	(\$279,228)	-57.0%
Title II A/Student Support*	\$2,296,085	\$1,064,068	\$739,916	\$1,803,984	(\$492,101)	-21.4%
School Based Health/Parenting	\$1,506,622	\$1,364,406		\$1,364,406	(\$142,216)	-9.4%
Federal Magnet Grant*	\$8,715,525	\$1,694,814	\$3,850,067	\$5,544,881	(\$3,170,644)	-36.4%
State Bilingual/Title III/Immigrant	\$1,001,111	\$287,905	\$703,465	\$991,370	(\$9,741)	-1.0%
School Readiness/Family Resource	\$9,350,141	\$8,593,038	\$406,120	\$8,999,158	(\$350,983)	-3.8%
Private Foundation	\$830,779	\$240,280		\$240,280	(\$590,499)	-71.1%
Title I/SIG*	\$14,284,218	\$3,416,517		\$3,416,517	(\$10,867,701)	-76.1%
Head Start - Federal*	\$6,192,036	\$6,464,922		\$6,464,922	\$272,886	4.4%
Medicaid Reimbursement	\$339,503	\$202,599		\$202,599	(\$136,904)	-40.3%
School Improvements	\$1,314,407	\$385,122		\$385,122	(\$929,285)	-70.7%
Alliance/Commissioners Network	\$17,043,041	\$18,460,436	\$500,000	\$18,960,436	\$1,917,395	11.3%
State Misc Education Grants	\$16,009	\$0	\$118,585	\$118,585	\$102,576	100.0%
Open Choice	\$529,992	\$0	\$514,350	\$514,350	(\$15,642)	-3.0%
Head Start - State	\$248,792	\$126,006		\$126,006	(\$122,786)	-49.4%
Priority/21st Century	\$5,561,485	\$4,853,860		\$4,853,860	(\$707,625)	-12.7%
Jobs for CT Youth	\$6,385	\$6,385		\$6,385	\$0	0.0%
Youth Services Prevention	\$90,000	\$0	90,000	\$90,000	\$0	100.0%
ESSER*	\$8,506,997	\$0		\$0	(\$8,506,997)	100.0%
	\$90,051,946	\$57,471,180	\$6,970,503	\$64,441,683	(\$25,610,263)	-28.4%

*As a result of Covid 19 many grants were awarded an extension to spend funds in fiscal year 2020-21



2020-21 FUNDED GRANTS AS OF OCTOBER, 2020





Fiscal Year 2020-21 Grant Funds (Special Funds) Expenditures

	Budget	YTD Actuals	Encumbered	Available
Full Time Salaries	27,067,252	5,256,922		21,810,330
Employee Benefits	7,873,810	1,495,933		6,377,877
Part Time Personnel	4,133,519	1,314,656		2,818,863
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Purchased Property Services	891,471	97,500	292,500	501,471
Other Professional/Technical	7,859,682	359,025	4,738,610	2,762,047
Transportation/Field Trips	468,199	-67	67	468,199
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Parent Activities	66,641	281		66,360
Fixed Costs	1,178,528	296,716		881,812
Fees/Misc Expenses	0	0	0	0
Grand Total	65,331,742	11,465,334	15,449,263	38,417,145



2020-21 GRANT FUNDED EXPENDITURES BY CATEGORY

