



**Tuesday, April 18, 2023
Regular Meeting**

**Weaver High School
415 Granby Street
Hartford, CT 06103
5:30 p.m.**

1. Opening

- 1.1 Call to Order
- 1.2 Roll Call
- 1.3 Opening Statement

2. Dialogue Session

- 2.1 Public Comment

3. Reports

- 3.1 Report of the Chair
- 3.2 Report of the Superintendent
- 3.3 Teaching & Learning Committee Report
- 3.4 Policy Committee Report
- 3.5 Family & Community Engagement Committee Report
- 3.6 Finance & Audit Committee Report

4. Business Agenda

- 4.1 Contract Continuation Approval: Effective School Solutions (ESS)
- 4.2 Contract Continuation Approval: DecisionEd
- 4.3 Second Reading and Adoption: 2023-24 District Calendar
- 4.4 Second Reading and Adoption: Policy 6172 - Alternative Education Programs
- 4.5 First Reading: Policies listed below

5. Consent Agenda

- 5.1 Approval of Consent Agenda
- 5.2 Contract Continuation: Allovue
- 5.3 Approval: Healthy Food Certification
- 5.4 Resolution: Appointment of School Building Committee Member

5.5 Resolution: Approval of Authorized Signatory for Hartford Public Schools - Paul Foster

5.6 Approval of Minutes (3/21/23)

6. Closing

6.1 Adjournment

3. Reports

Subject 3.3 Teaching & Learning Committee Report

Meeting Apr 18, 2023 - Regular Meeting

Access Public

Type Information, Reports

Teaching & Learning Committee (Wednesday, March 29, 2023)

Members present

Shonta Browdy, Yvette Bello, Francoise Deristel-Leger

Staff present

Leslie Torres-Rodriguez, Jennifer Hoffman, Erin Doyle, Mario Carullo

1. Items for the Regular Meeting

1.01 Contract Continuation Approval: Effective School Solutions (ESS)

The committee reviewed and moved the item forward. They will be sending in more questions before the regular meeting.

2. Update: Math Curriculum

2.01 Math Curriculum

The presentation is attached.

File Attachments

[ESS T&L Committee March 2023 PPT.pdf \(1,080 KB\)](#)

[BoE T&L Mathematics Curriculum Update PPT.pdf \(1,023 KB\)](#)



Teaching and Learning Effective School Solutions (ESS) Contract Renewal

March 29, 2023



1

Objectives



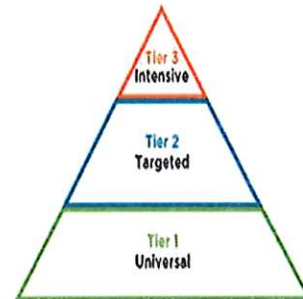
- Understand the scope of services offered by ESS
- Review current state of student need at Hartford Public Schools
- Discuss the student and school outcomes from engagement with ESS
- Review proposed scope of work for 2023-24 academic year

2

Current Model

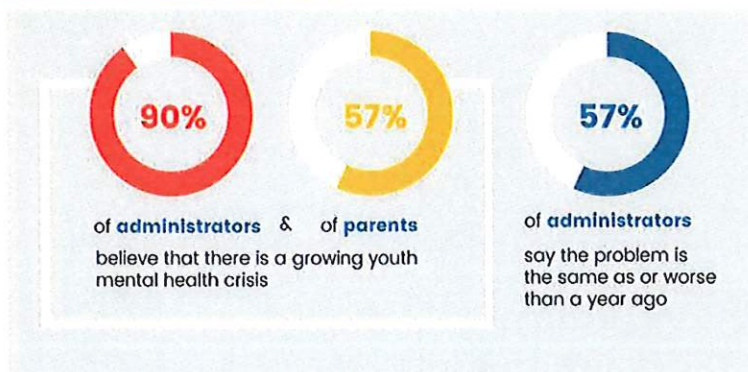


- Effective School Solutions (ESS) is a Tier 3 mental health support to students in 8 of our neighborhood middle and comprehensive high schools.
- Two clinicians at Burr MS and Betances STEM MS were added for the 22/23 SY, bringing the total size of the ESS Tier 3 support team to 13 clinical staff
- Clinicians are currently servicing 85 students, with 11 pending, and provide a combination of in-school individual therapy, group therapy, family therapy, and “just in time” supports.
- ESS programming resulted in an outplacement prevention rate of 98%
- ESS services provide an advanced level of care in supported schools, with clinicians provide strategies for students to leverage when needed with the goal of increasing time in class, academic success, and improved relationships between students, staff, and family members.
- Communication occurs weekly between school staff, clinicians, and families to ensure that students have the supports in place at school and at home.
 - Re-entry plans
 - Safety plans
 - Community-based clinical supports (in addition to in-school supports)



3

The Mental Health Needs of Young People



“Imagine a high school with 1,000 students. Now imagine about 450 of them saying they are persistently sad or hopeless, 200 saying they’ve seriously considered suicide, and nearly 100 saying they’ve tried to end their own life over the past year. That is the state of youth mental health in America.”

Dr. Vivek Murthy
U.S. Surgeon General

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Why ESS?

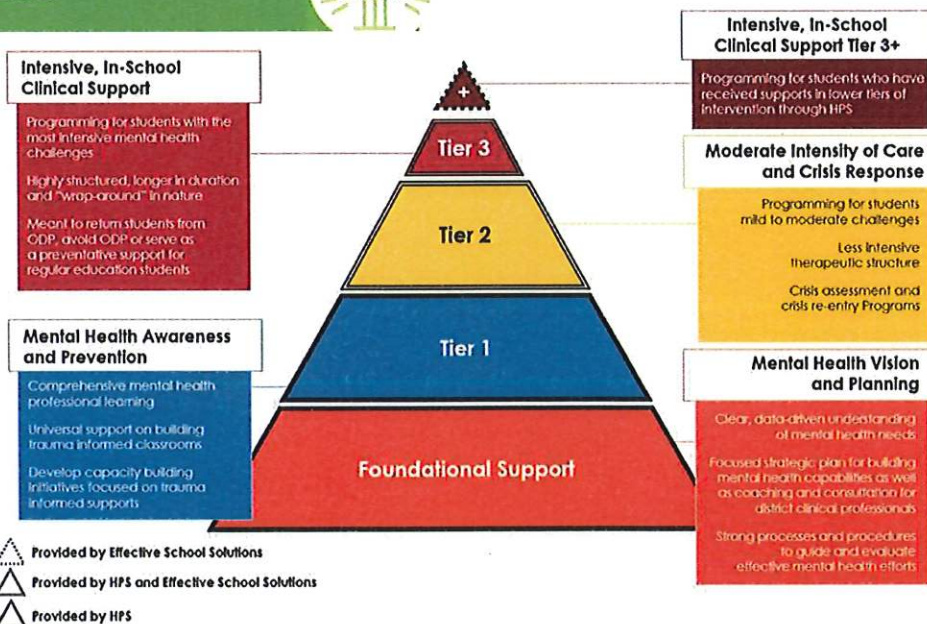


- Student need for mental health services has continued to increase since the pandemic, particularly for students with the highest level of need
 - The U.S. Surgeon General declared a Youth Mental Health Crisis in 2021 ([HHS, 2021](#))
- At the same time, there has been an ongoing shortage of school psychologists and social workers. This has continued to make recruitment and retention of in-district providers extremely difficult.
 - The U.S. Department of Health and Human Services projects a shortage of more than 10,000 FTEs in these positions by 2025 ([National Projections of Supply and Demand for Selected Behavioral Health Practitioners: 2013-2025](#))
- In addition, ESS provides an intensive level of care that is designed to provide more support for the sub-set of students in our schools that need more intensive interventions (see next slide)
- Knowing the ongoing need of our students, the staffing challenges we face, and the need of this higher level of care, it is imperative to partner with an organization that can provide the capacity necessary to support our students.



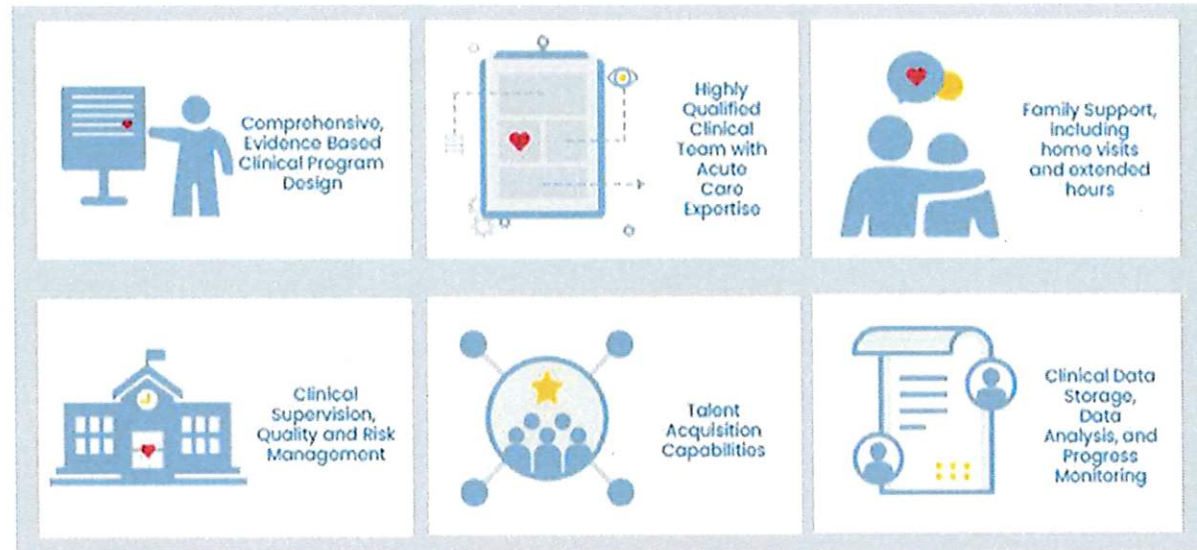
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Current Model



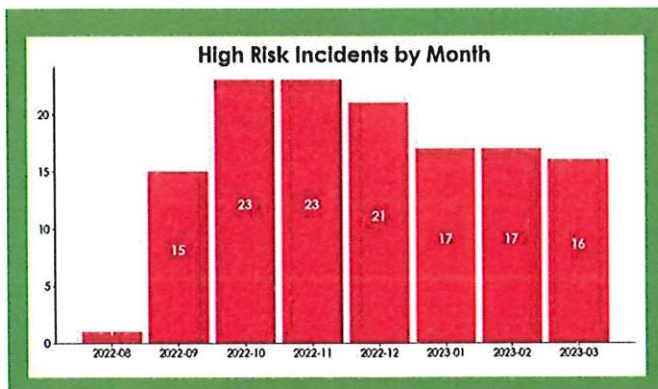
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Tier 3 Services Provided by the ESS Comprehensive Approach



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HPS Student Need



High Risk Incidents may include physical aggression towards others, suicidal ideation/attempt, self-injurious behavior, psychiatric/risk screening, elopement, police involvement, possession of weapon or contraband

Common Presenting Problems Addressed in Treatment

1+ present in majority of Tier 3 students

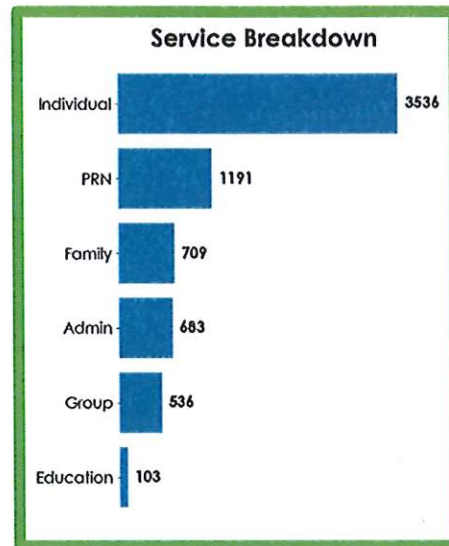
- Difficulty with emotional regulation
- Difficulty managing anger, including verbal and physical aggression
- Complex trauma related to grief and loss
- Increase in symptoms of anxiety and depression
- Incidents of suicidal ideation
- School avoidance

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Student Engagement

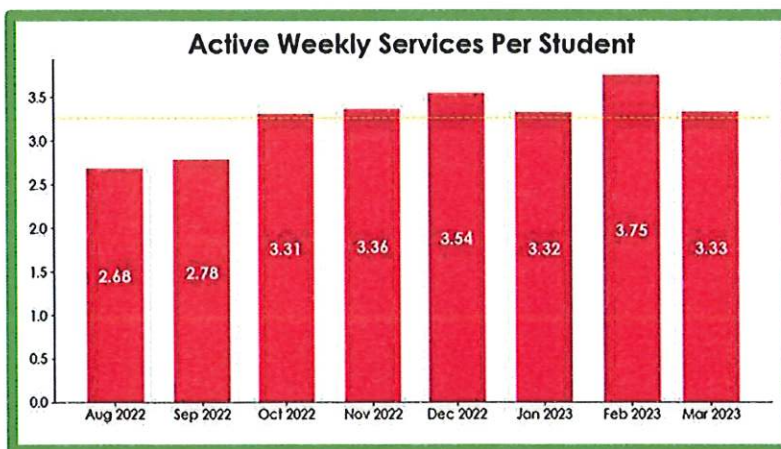


- ESS offers a wide variety of services to ensure that students are receiving supports that align with their therapeutic needs
- As of March 11, 2023 ESS provided 6,758 sessions to students
 - 31% of these were individual sessions
 - 18% of these were Pro Re Nata sessions (as needed sessions based on student request for support)
 - 8% of these were group therapy sessions
 - 11% of these were family sessions
 - 18% of these were therapeutic check ins
 - 3% of these were structured lunch opportunities
 - 10% of these were school meetings (i.e., re-entry meetings, mediation sessions, PPT's)
 - 1% of these were other (i.e., meetings with school social workers, teachers, and administrators)



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Student Engagement

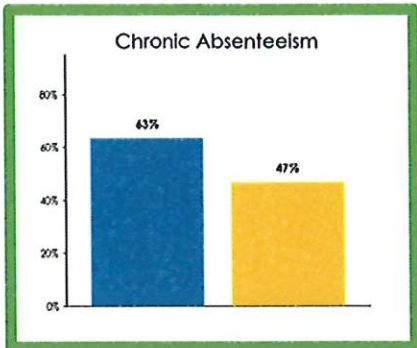


Average Weekly Services per Student
 Tier 3: 3.4
 Tier 2: 2.9
 Total: 3.3

Student engagement has been steady or increasing, indicating that students are utilizing services at a high rate (Target for Tier 3 services: 3.0 interactions per student per week)

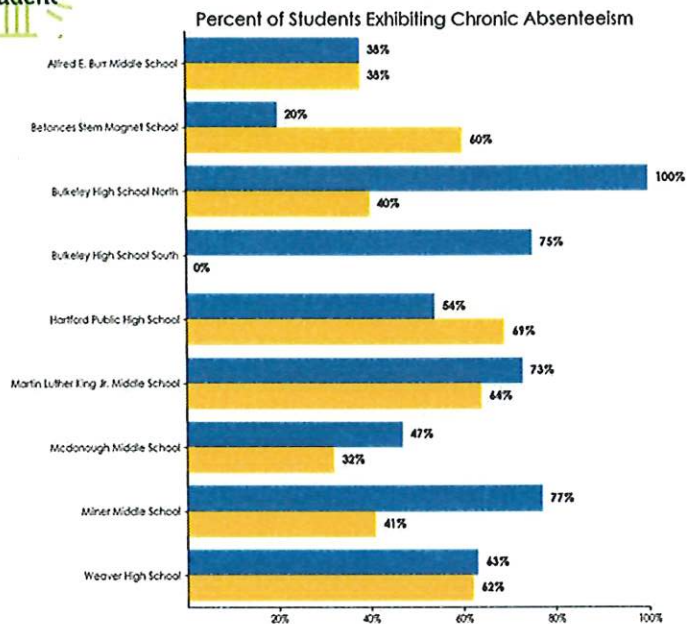
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Impact of Services: Attendance



• Baseline Chronic Absenteeism Rate
 • Marking Period Average Chronic Absenteeism Rate

Students in ESS programming have **34% lower rates of chronic absenteeism** compared to baseline measurements.
 On average, absences per student have decreased **by 20%.**

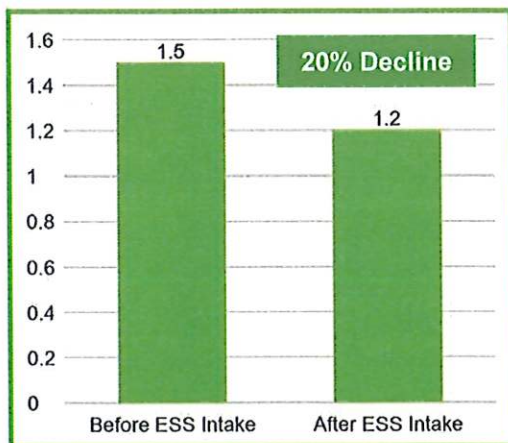


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Impact of Services: Discipline



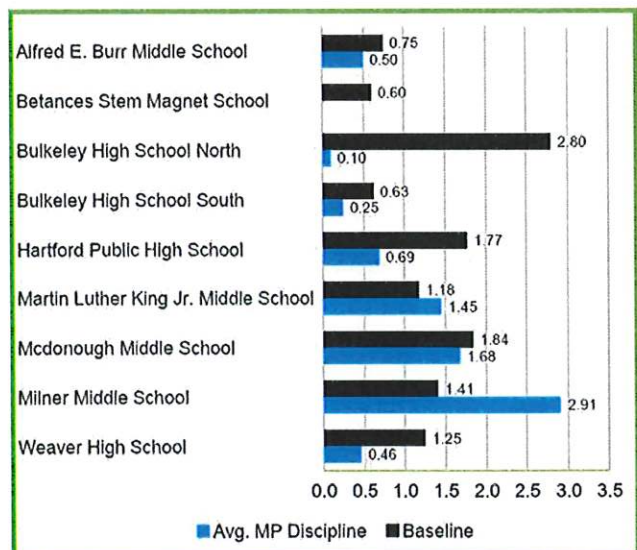
Avg Discipline Incidents Per Marking Period



On average, **71% of students reduced or maintained their weekly disciplinary incidents**, and average disciplinary incidents declined **by 20% for students participating in ESS***

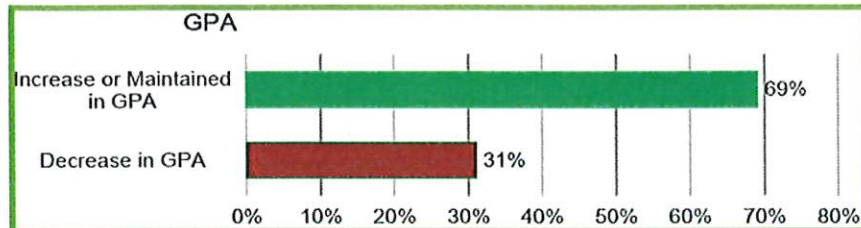
*Students matched or improved on their baseline discipline for the marking period in 84 of 114 marking period measurements this year

Avg Discipline Incidents Per Marking Period



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Impact of Services: Grades

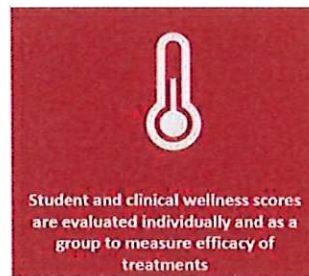


Average GPA increased by 17% over baseline

Students in ESS services often demonstrate improvement in academics as their mental health symptoms improve, missed days decrease, and the bridge between home, school, and community is strengthened

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Measuring Therapeutic Progress



| | |
|-------------------|-------------------------------------|
| Positive Wellness | 1 = Excelling/Doing Great |
| | 2 = Thriving/Doing OK |
| Neutral Wellness | 3 = Surviving/Getting Irritated |
| Poor Wellness | 4 = Struggling/Angry |
| | 5 = In Crisis/Unable to Remain Calm |

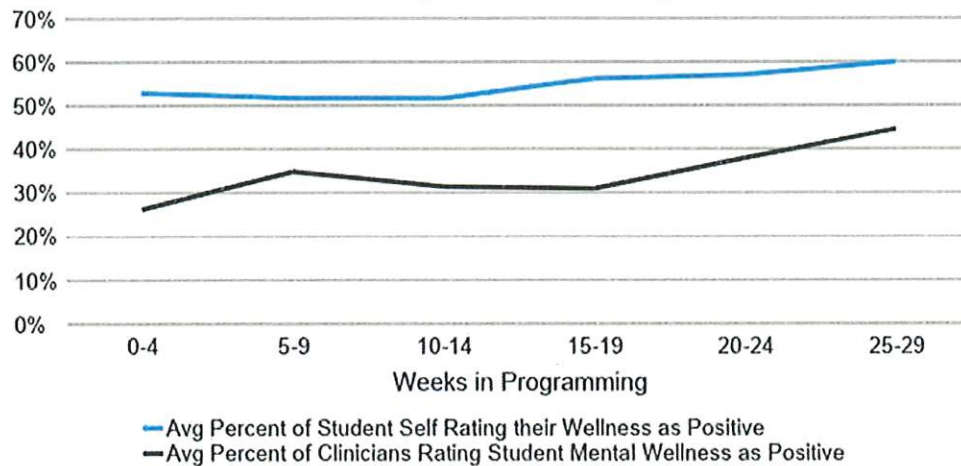
| | |
|-------------------|---------------------------|
| Improved Progress | 1 = Goals Achieved |
| | 2 = Consistent Progress |
| | 3 = Progress Starting |
| Some Progress | 4 = Some Progress |
| No Progress | 5 = No / Minimal Progress |

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Impact of Services: Wellness



Percent of Students with Positive Ratings of Mental Wellness By Weeks in Program



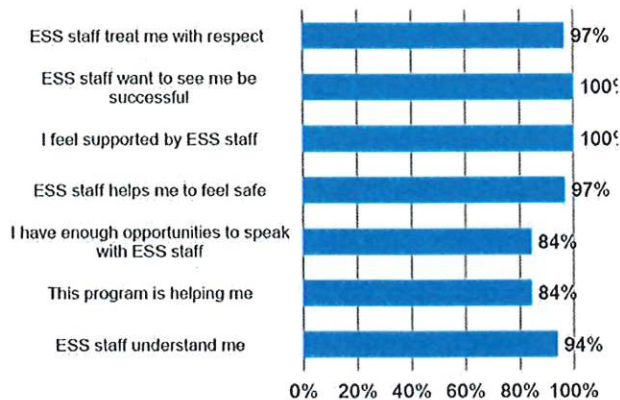
Clinician reported student wellness increase by 73% after 25 weeks of programming

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Student Survey Results

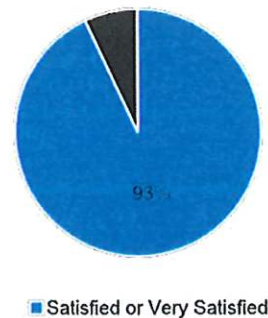


Percent of Students to Agree or Strongly Agree With the Following Statements



33 responses

Percent of Students Satisfied or Very Satisfied with ESS



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Student Voices



{The most helpful part of ESS is} having that space to just cry and having that safe place when needed and someone just hearing me out" - Bulkeley High School Student

I had made improvement to not hold in emotions and talk to people you trust- Bulkeley High School Student

Being in ESS helped me improve how I talk to people when upset – Weaver High School Student

{I have improved in} confidence, decision making, dealing with stress – McDonough Middle School Student

{I have improved in} I stopped skipping class and I stopped having outbursts – MLK Jr. Middle School Student

{I have improved in} Anger is better, better control when upset – Burr Middle School Student

The program helps me because I have somebody to talk to when I need help- Hartford Public High School Student

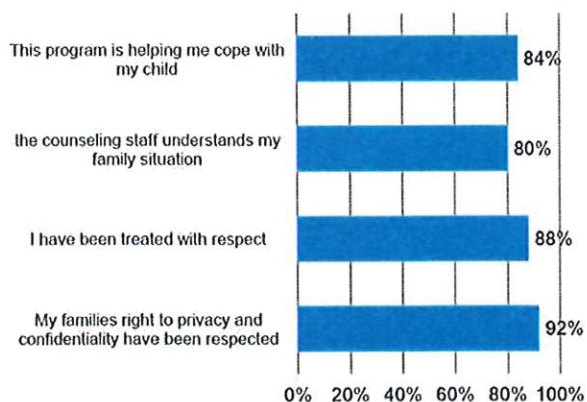
My favorite thing about ESS is making beads because it helps me calm down. I feel distracted - Milner Middle School Student

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Parent Survey Results

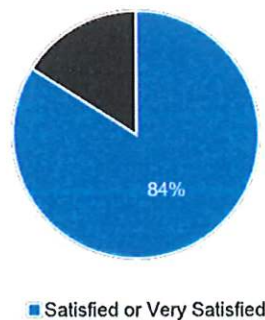


Percent of Parents to Agree or Strongly Agree
With the Following Statements



25 responses

Percent of Parents Satisfied or Very Satisfied with ESS



18

Community Voices



I'm so glad {school} has a program like this that focuses on student's mental health. All the kids need someone to turn to that isn't a parent, they deal with so much with home life and sexuality these days, having a program like ESS should be mandatory -Parent

He has been doing very well at home. Overall, he has made an improvement with his behavior, and I see noticeable changes - Parent

ESS has helped my child tremendously with his behavior and attitude - Parent

My child has been more vocal talking to me about things that are bothering her - Parent

I like that you came to my house to get her into school - Parent

I have seen many improvements for my daughter at home - Parent

This has been helpful for my child to work on their emotions - Parent

The student has been doing amazing and I am blown away by his progress. He is doing his work on Lexia and Reading Plus.
I have seen growth and maturity when interacting with peers -6th grade teacher

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School Outcomes



ESS provides comprehensive support and availability for enrolled students throughout the school day. This includes **urgent, non-scheduled sessions**. The average number of urgent, non-scheduled sessions per week at schools with ESS services are:

| School | Average PRN Sessions Per Week |
|--------------------------------------|-------------------------------|
| Alfred E. Burr Middle School | 10.7 |
| Milner Middle School | 7.1 |
| McDonough Middle School | 6.5 |
| Bulkeley High School South | 4.9 |
| Weaver High School | 4.0 |
| Martin Luther King Jr. Middle School | 3.3 |
| Hartford Public High School | 2.8 |
| Bulkeley High School North | 2.4 |
| Betances Stem Magnet School | 2.1 |

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2023-2024 Scope of Work



- Continue the current partnership footprint for next year
- Continue to provide support to students in the existing schools
 - In-school clinical supports
 - Family Therapy sessions
 - Group Therapy sessions
 - “Just in time” support
 - Continued partnership with school staff to ensure student success

Math Curriculum Update

BOE Teaching & Learning Committee

Mario Carullo, Director of Mathematics
March 29, 2023



1

Agenda



- Overview of the Department of Mathematics program
- Explore the curriculum review process & understand implementation to date
- Review Interim Assessment Data as it relates effective implementation of new curriculum
- Q & A



2

We Believe...



The vision of the Math Department is to equip all Hartford Public Schools students with the mathematical proficiencies necessary to reign over their destiny.

- All students, including emergent bilingual students, can achieve course/grade competencies with access to course/grade curriculum and effective instruction.
- Educators have the opportunity and the responsibility to find, celebrate and build on students' brilliance and develop their identities as mathematicians, learners, and as people.
- The commitment, expectations, content knowledge and pedagogical skills of all educators, and their understanding of student learning, affect the outcomes for students.
- Changing student outcomes is dependent upon shifting teaching practices via individualized, collaborative, and collective professional learning.
- Teaching and learning has the power to disrupt inequities, transform students' experiences and outcomes, and to create a more just and joyful world.

3

Math Program Overview



Core (Tier 1) Mathematics:

Develops grade-level knowledge and skills via access to grade/course curriculum and effective teaching and learning practices.

| | | |
|------------|----------------------------------|--|
| Components | Curriculum (Scope & Sequence) | K-5: Great Minds Eureka Math² 6-12: HMH Into Math/AGA |
| | Instruction | 2223 Elementary (K-5) Flow-of-the-block & 2223 EM2 (K-5) Implementation Support Tool 2223 Middle Grades (6-8) Flow-of-the-block & 2223 Into Math-AGA (6-12) Implementation Support Tool |
| | Assessments | Readiness Assessments (Pre-Module Assessments) Daily Formative Assessments (Exit Tickets) Topic Assessments Interim Assessments Summative Assessments (Smarter Balanced, SAT Suite) |
| | Professional Learning | District-based, PLCs, Individual Coaching |

Intervention (Tier 2) Mathematics:

Maximizes opportunities for students to learn grade-level knowledge & skills by addressing students' specific unfinished learning aligned to the current/ upcoming unit of study.

| | |
|-------------------------|---|
| Design | Accessibility vs. Intervention Proactive vs. Reactive Intervention |
| Instructional Materials | Guidance for Acceleration/ Data Driven Intervention Guidance Zearn (K-8) & Khan Academy (9-12) |

4

Example of Interim Assessments



2223 Math IA3 Overview

SBAC-Interim Correlation Tables & Achievement Bands (Grades 3 – 8)

For 3 - 8, Interim Assessment items are primarily SBAC Interim Assessment block items & reflect the "Aspect of Rigor" targeted by the Common Core Standard

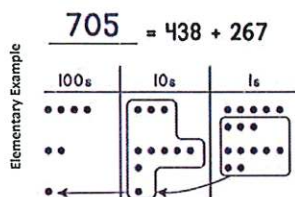
| | | |
|-----------|---|-------------------------|
| 7.NS.A.1b | Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. | Conceptual, Application |
|-----------|---|-------------------------|

(7.NS.A.1b)
Emmanuel added two integers.
Which condition will always give Emmanuel a negative solution when he adds two integers?

- A. Both integers have negative values.
- B. Both integers have positive values.
- C. One integer has a positive value, and one integer has a negative value.
- D. The values of the two integers are opposites.

| Percentage | "Achievement Level" |
|------------|---------------------------|
| 0 – 35% | Not Yet Proficient |
| 36 – 69% | Partially Proficient |
| 70 – 79% | Inconsistently Proficient |
| 80 – 92% | Proficient |
| 93 – 100% | Highly Proficient |

For K - 2, and 9 - 12 Achievement bands, Interim Assessment Items are primarily Curriculum tasks.



Use the function $f(x) = \frac{-6}{7(x-2)}$ to evaluate the statements below.

| | True | False |
|--|--------------------------|--------------------------|
| As $x \rightarrow +\infty$, $f(x) \rightarrow -\frac{6}{7}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| There is an asymptote at $x = 2$ | <input type="checkbox"/> | <input type="checkbox"/> |
| There is an asymptote at $y = 0$ | <input type="checkbox"/> | <input type="checkbox"/> |
| The function decreases for all x values in its domain | <input type="checkbox"/> | <input type="checkbox"/> |

5

Interim Assessment Goals



- The **Average Test Score** on the Mathematics Interim Assessment will increase 10% from Fall Interim Assessment 1 (IA1) to Spring Interim Assessment 3 (IA3).
- The **percentage of students scoring At/Above the Achievement Level** (Level 3) will increase from 21-22 Spring Smarter Balanced- Mathematics to 22-23 Spring Interim Assessment 3 (IA3).
- The **percentage of students scoring "in the red"** on the Spring district Interim Assessment 3 (IA3) will decrease 10% from the 2223 Fall district Interim Assessment (IA1).

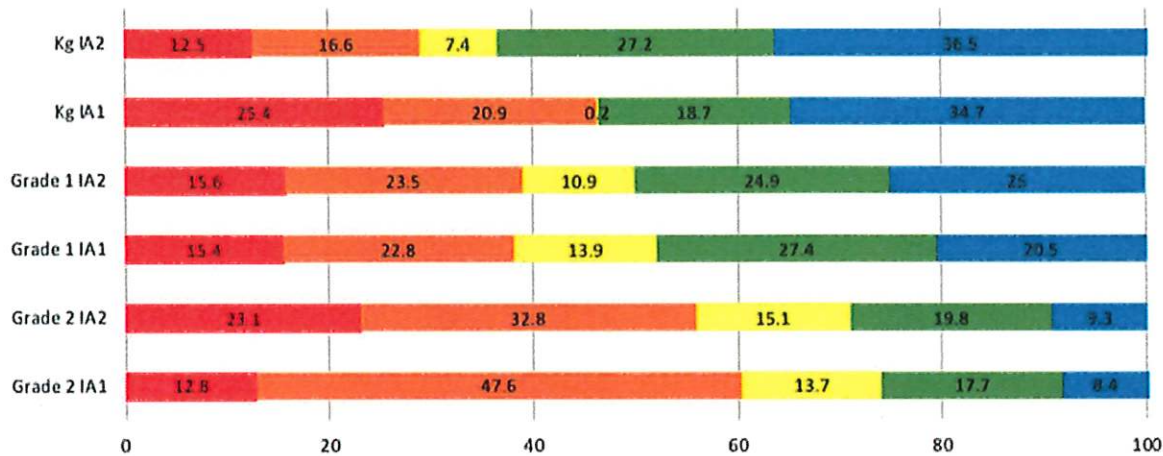
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Interim Assessment 2 - Mathematics



| Percentage | Achievement Level |
|------------|---------------------------|
| 0-35% | Not Yet Proficient |
| 36-69% | Partially Proficient |
| 70-79% | Inconsistently Proficient |
| 80-92% | Proficient |
| 93-100% | Highly Proficient |

Kindergarten – Grade 2
Percentage of Students Scoring in Achievement Levels

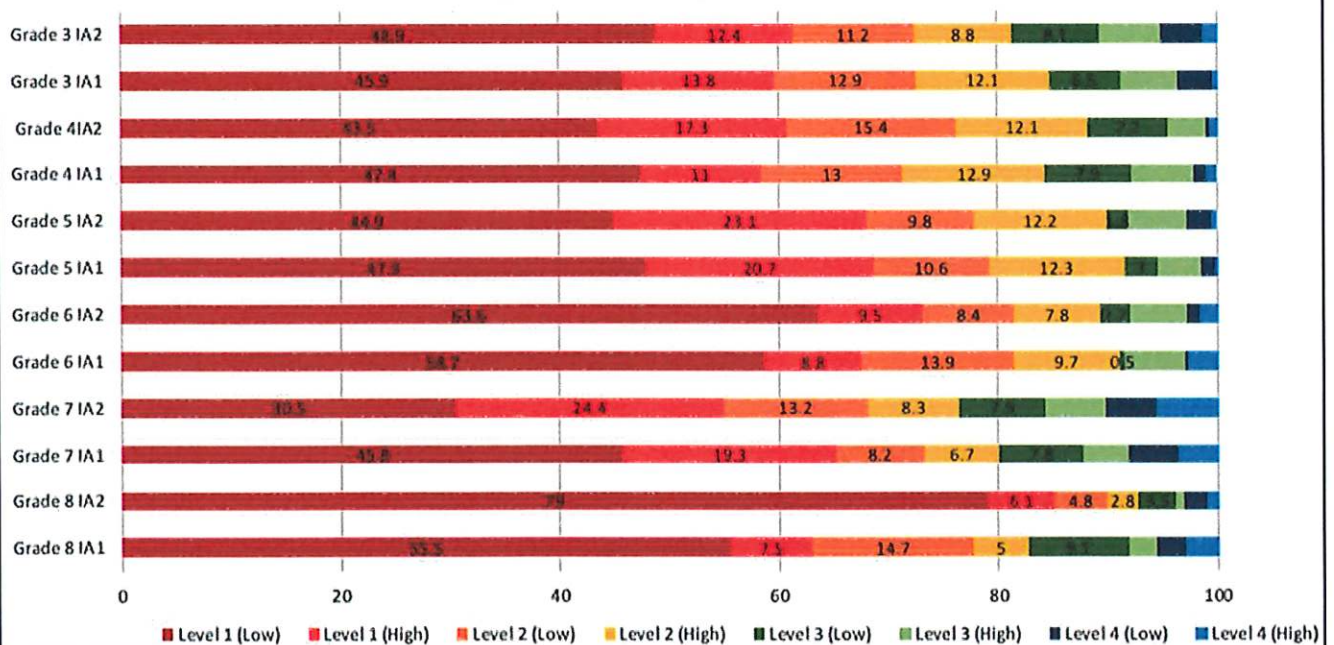


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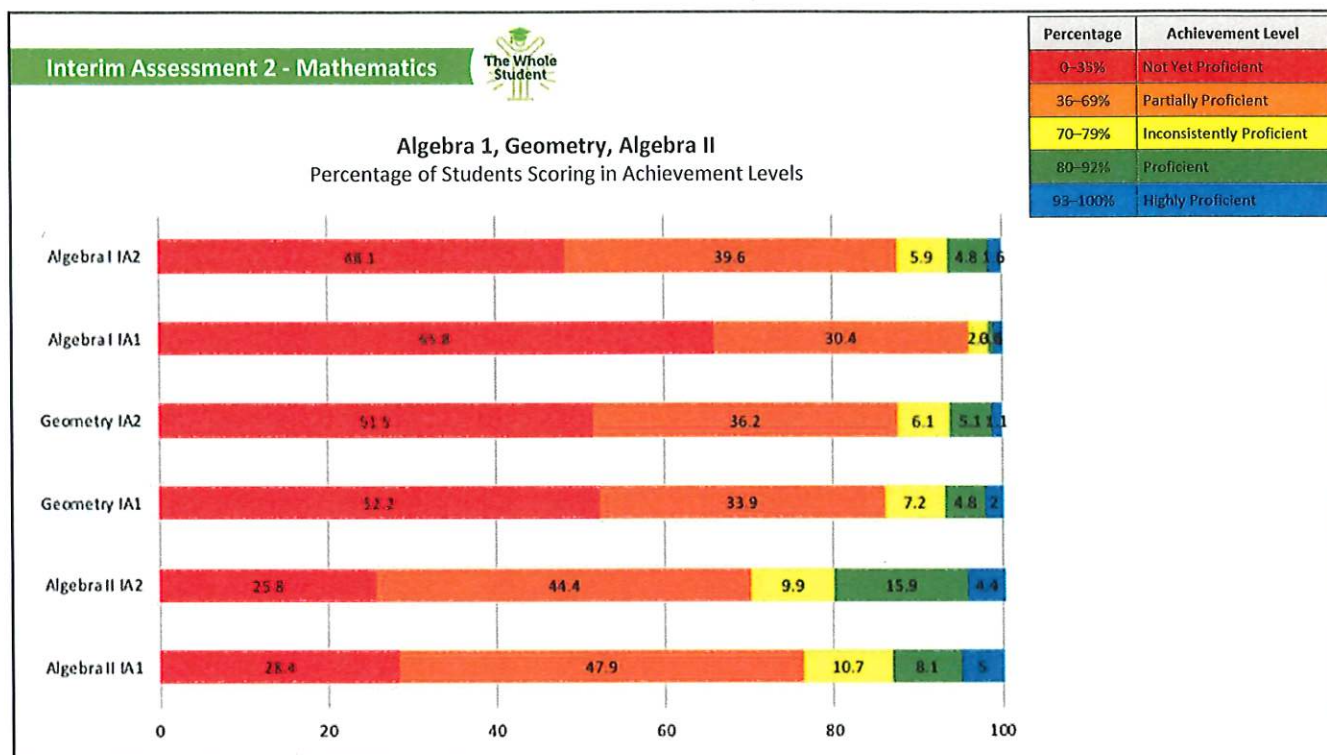
Interim Assessment 2 - Mathematics




Grades 3 – 8
Percentage of Students Scoring in Achievement Levels



8



9

| Interim Assessment Analysis  | |
|---|--|
| Celebrations | Opportunities |
| <p>Decrease Percent of Students "in the red," increase in Average Test Score, AND increase Percent Proficient (IA1 → IA2) for Grades K, 5, 7, & Algebra 1</p> <p>The Average Test Score for Elementary ML Students is at/near the Average Test Score for All Students</p> <p>School Spotlight: Milner Middle School</p> <ul style="list-style-type: none"> Decrease Percent "in the red" Increase Average Test Score Increase Percent Proficient (except Grade 6) | <p>Monitoring & Accessibility Concern— Increase Percent of Students "in the red," decrease Average Test Score, BUT increase Percent Proficient (IA1 → IA2) for Grades 2, 3, & 6</p> <p>Rigor Concern— Decrease Percent of Students "in the red," increase Average Test Score, BUT decrease Percent Proficient (IA1 → IA2) for Grade 4 & Geometry</p> <p>Increase Percent of Students "in the red," decrease Average Test Score, AND decrease Percent Proficient (IA1 → IA2) for Grade 8</p> <p>The Average Test Score for ML Students is greater than 10% lower than the Average Test Score for All Students. (Middle & High School)</p> |

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Curriculum Review & Implementation

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Why Adopt a New Curriculum?



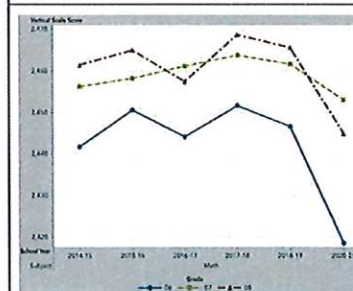
Why Curriculum Matters?

- Alignment to Common Core State Standards for Mathematics (CCSS-M)
- Curriculum details the instructional strategies, instructional materials (tasks), and assessments that will be utilized for students to learn the grade-level content defined by the CCSS-M.
- Guaranteed & viable curriculum is strongly connected to outcomes

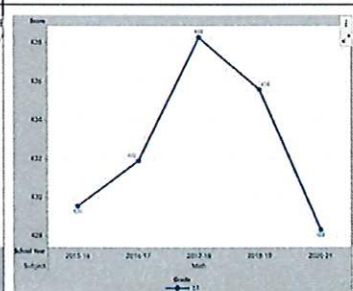
Supporting Evidence

- Review of Mathematics student achievement data
- Internal and external feedback (Teachers, School Leaders, Families, Students)

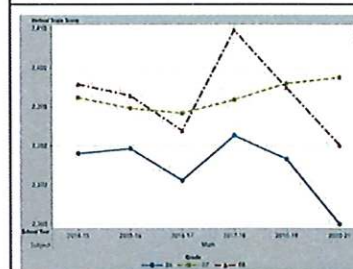
Grades 6-8 Smarter Balanced- Mathematics Vertical Scale Score All Students



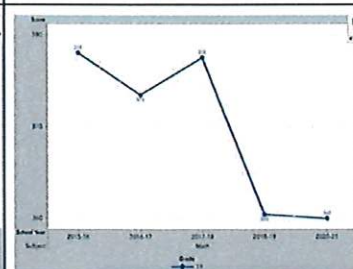
Grade 11 SAT- Mathematics Score All Students



Grades 6-8 Smarter Balanced- Mathematics Vertical Scale Score English Learners



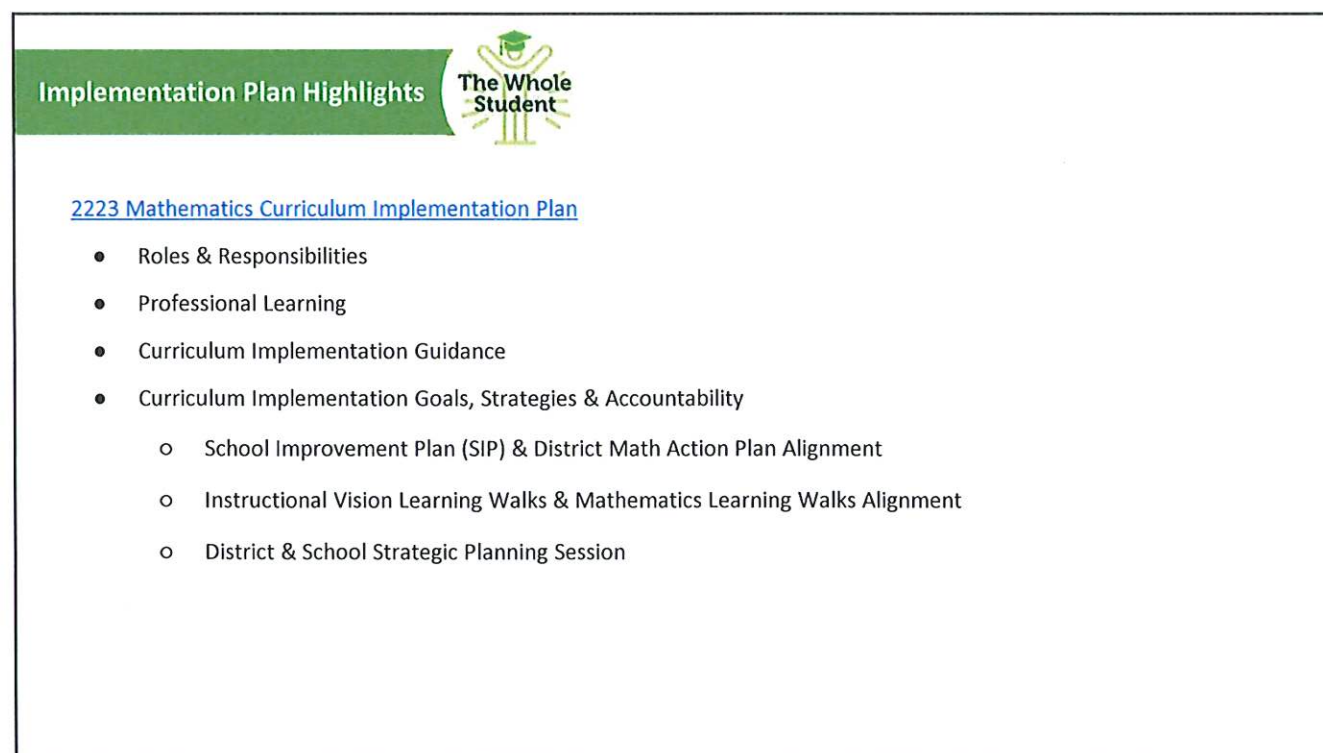
Grade 11 SAT- Mathematics Score English Learners



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Mid-Year Implementation Reflection



Objective: Collaboratively analyze and discuss teaching and learning data to identify celebrations and opportunities for improvement to inform the Implementation Plan to achieve the district's student achievement goals.

Inputs: Student Achievement Data • Instructional Data • Implementation Data (PLCs, Leadership, Perceptions)

Strengths

Math Professional Learning Communities
Favorable School Leader & Teacher perceptions of the district math curriculum and Math Coach support
Explicit training in the content and in how to implement the district Math Curriculum
Prepare for daily instruction protocol (using annotations versus lesson plans)
Elementary & High– Improvement on Core Implementation Indicators from Learning Walk 1 to LW 2.

Opportunities

Disrupted Math Teaching, Math Coaching, and/or School Leadership
Lesson pacing– Time allocated for “Bridge” and Differentiation impacted
Lesson internalization & Fragmented instruction
Use of achievement data to inform T & L (Readiness Assessments, Exit Tickets, etc.)
Accessibility, Students “in the red,” Tier 2 Mathematics, Opportunities to address Unfinished Learning
Teacher perception on the district Math Curriculum for students with Unfinished Learning and English Language Learners
Opportunities for Math Professional Learning in K-3

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Priority Areas for Implementation



1. **Tier 2/Intervention/Unfinished Learning/Accessibility**– How can we support teachers with internalizing the coherence of curriculum so that the methods used to address unfinished learning are aligned with (and activate) prior learning?
2. **Lesson Pacing/Lesson Internalization**– How can we enhance our Curriculum Study protocols to better “call out” the Story of the Module, Topic and/or Lesson to support teachers with facilitating coherent lessons and empower them to make informed instructional decisions that maintain “the story” of the lesson/topic/module.
3. **Monitoring**– How can we support teachers with using assessment data to inform and customize instruction (Readiness data, Grade-Level Achievement data)?
4. **School Ownership of Math Curriculum Implementation**– How can we build teacher leader and school leader capacity to lead implementation, and ultimately decrease reliance on Math Coaches?
5. **Vacancies/Retention**– How can we norm our process for supporting access to grade level instruction when teaching & learning is disrupted by teacher vacancies and/or mid-year resignations? How can we better support a positive and collaborative teaching network among certified teachers of mathematics?

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3. Reports

| | |
|---------|--------------------------------|
| Subject | 3.4 Policy Committee Report |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Information, Reports |

Policy Committee (Tuesday, April 11, 2023)

Members present

Philip Rigueur, AJ Johnson, Francoise Deristel-Leger, Yahaira Escribano

Staff present

Bethany Silver, Tiffani Curtis

1. Second Reading

Equity Policy

The committee discussed the policy, and came to a consensus that although there was community input in the past, would like to re-engage and facilitate community conversations to get feedback on the Policy, before adopting. This will be announced at the Board meeting.

Alternative Education Programs

The committee reviewed and moved the Policy forward for a Second Reading and Adoption.

2. First Reading

Student Attire

The committee reviewed and moved the Policy forward for a First Reading.

School Governance Councils

The committee reviewed and moved the Policy forward for a First Reading. The only change being a State Statute requirement on term limits.

Recodification

The committee reviewed and moved the Policy forward for a First Reading.

Noted that the only changes to these policies were the Policy number, nothing was revised as to the content.

3. Discussion

Juneteenth

The committee would like to explore the possibility of having Juneteenth as a district Holiday. Will report back to the committee on the potential implications.

Legislative and Advocacy Committee

The committee discussed and moved the second version of the CAFE model policy forward for a first reading.

Bylaw 9020 - Public Statement

Discussion on the policy, and clarifying when speaking individually versus on behalf of the Board. More discussion is needed.

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3. Reports

| | |
|---------|--|
| Subject | 3.5 Family & Community Engagement Committee Report |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Information, Reports |

Family & Community Engagement Committee (Thursday, April 6, 2023)

Members present

Shonta Browdy, Philip Rigueur, Tyrone Walker, Yahaira Escribano

Staff present

Nuchette Black-Burke, Carolyn Ross-Lee, Viviana Alvarado, Kayla Pallas, Alejandro Martinez, Lonnie Burt

Others present

T'challa Williams and Michelle Martinez

1. Item(s) for the Regular Meeting

1.01 Healthy Food Certification

The committee reviewed the item, and moved it forward to the regular meeting.

2. Family & Caregiver Academy (F.A.C.E.S.)

FACES design committee has launched 3 pilots: Community Conversations, Suggestion Box, and in progress is their YouTube Channel. Informational, as well as a place for families to go when they missed an event.

Next steps are planning sessions with families, to inform what they want to see as to learning opportunities, growth workshops and professional development opportunities. Also to meet with district departments and partners to create curriculums.

Good news they shared were the 3 events hosted by FACES and that they doubled the % of families that attended.

Areas of growth that were shared include Unclear processes, bullying and Budget Issues.

The presentation is attached.

Discussion on the plan being to have an 'academy' component to FACES, and assured that yes, the answer was that is currently being worked on.

Discussion on TNTP, who held the focus groups and initiated FACES, and the confusion as to their current role, and the lack of presenting follow up. While they did initiate this, FACES has been working and have shared in various committee meetings. Pushback that it was not presented to the whole board. While staff did follow our current process correctly, where a contract is approved by the full board and the work is done through committees, a commitment to work on sharing reports to the entire Board, and that Board commit to review and ask questions.

3. Summer Enrichment Overview

Chief Black-Burke presented on last summer and the summer programs coming up. Currently planning with the Office of Academics for this Summer of 2023 and shared a slide with the structure.

The presentation is attached.

4. Office of Operations Update

- HPS School Choice On-Time applications closed 3/31/23. Late applications opened on Monday, April 10th, 2023. School choice applications will be announced in early-mid May.
- RSCO plans to announce Round 1 lottery placements after spring break on Monday, April 17th, 2023.

5. Reports

All reports are attached.

5.01 School Governance Councils

5.02 Welcome Center Report

5.03 Title 1 Funds

File Attachments

[Welcome Center FCE Report - March 2023.pdf \(447 KB\)](#)

[Welcome Center Report March 2023 SR.pdf \(2,479 KB\)](#)

[Graph Intakes comparison March 2023.pdf \(414 KB\)](#)

[Parent Activity Report 4.3.2023.pdf \(61 KB\)](#)

[SGC overview 04062023 FCE Committee.pdf \(212 KB\)](#)

[FCE Committee FACES slides.pdf \(381 KB\)](#)

[FCE April 2023 Summer Program Design .pdf \(1,861 KB\)](#)

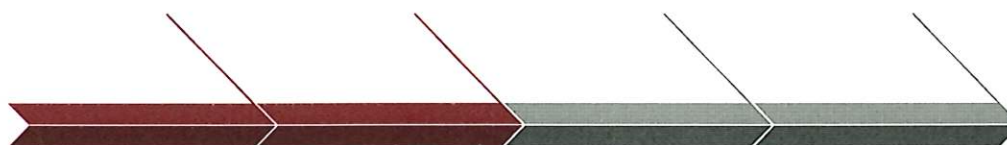


F.A.C.E.S. Update

F.A.C.E.S Committee and the Office of Family and Community Partnerships
April 6th, 2023

1

F.A.C.E.S Trajectory SY 22-23



Design Committee meetings ([From Parent and Caregiver Academy to F.A.C.E.S](#))

Pilot 1: Community Conversations

We have hosted 3 of the 3 community conversations we committed to host.

Pilot 2: Suggestion box

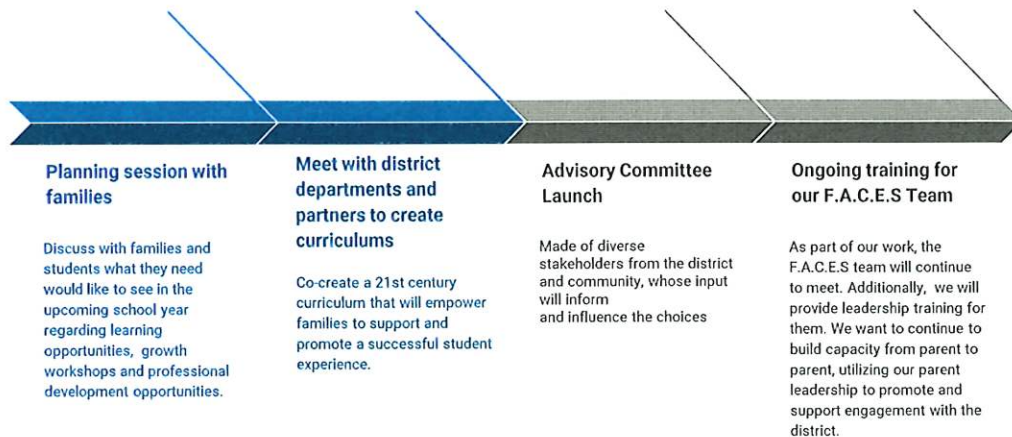
The Community Conversation Suggestion box was utilized at our second and third community conversation. [Visit this link to view details.](#)

Pilot 3: YouTube Channel: In progress

Clips, pictures and more have been recorded. Communications will meet with FACES to create the channel and provide support.

2

F.A.C.E.S Trajectory: Beyond



3

Data points to share



Three events hosted by F.A.C.E.S. between September and March

- F.A.C.E.S Conference 9/17
- F.A.C.E.S. Community Conversation 2/2
- F.A.C.E.S. Community Conversation 3/2

Doubled the % of families attending the events

The F.A.C.E.S Community Conversation II was held in a hybrid setting to provide a space for all families to attend.

Trends:

Through the community conversations, the F.A.C.E.S Team and the OFCP have noticed the following trends across the district:

- Inconsistent communication
- Unclear processes
- Absenteeism concerns
- Bullying
- Behavior issues
- Families want more opportunities to engage in the school communities
- Budget issues

4

What's in the works



| Concerns from prior conversations: | Potential Solutions: |
|--|--|
| ParentSquare <ul style="list-style-type: none"> Training options to learn about Parent Square Different avenues of communication Parent Teacher Conference sign-up | <ul style="list-style-type: none"> OFCP staff meets with Communications Staff and discusses the items families have brought to light. Potential solutions are being discussed |
| Multilingual Support: Rawson school family needs support | <ul style="list-style-type: none"> Multilingual department contacted the family that needed support |
| Follow up with another meeting | <ul style="list-style-type: none"> FACES Community Conversation II happened on 3/2 |
| Registration questions/documentation | <ul style="list-style-type: none"> OFCP has met with Office of Enrollment and School Choice |
| SGC Budget reviews | <ul style="list-style-type: none"> School administrators were asked to meet with SGCs and provide an updated budget overview |
| Survey feedback | A Culture and Climate Survey Committee started meeting and planning on 3/27 |



5

Priority Call Outs



UNCLEAR PROCESSES

Unclear Processes

- The same information needs to be shared with all the schools at the same time. Events, opportunities, news etc must go out at the same time.
- Board of Ed helpline (phone line).
- Framework across the district, providing more resources for out of hartford students.
- Real open door policy and follow up timeline.



6

Priority Call Outs



Budget

- Strategize and implement a strong process for discussing the budget broadly.
 - Parent involvement needs to be better,
 - timelines, clear and consistent processes.
 - Who holds the schools accountable?
 - Utilizing other community resources to target what we cannot because of budget.

BUDGET





Summer Programs 2023 Planning DRAFT

April 6, 2023



Overview



Agenda

- Summer Program Design
- Requests for Proposals
- Next Steps
- Questions



Expanded Summer Programs



| | K-5 Early Start Program | Middle School Program | ESY Program |
|-------------------------------|---|--|---|
| Audience | Entering Grades K-5 *Include Pre-K | Entering Grades 6, 7, 8 | PreK-12 as indicated by IEP |
| Possible Program Dates | July 5 – July 28 4 weeks Monday - Friday | July 5 – July 28 4 weeks Monday - Friday | July 5 – July 28 (iGoal) July 5 – July 28 (STEP) 4 weeks Monday – Friday |
| Program Hours | 8:15 a.m. – 12:15 p.m. Academic 12:15- 4:00 p.m. CBO Enrichment Morning Academic/Afternoon Enrichment | 8:15 a.m. – 4:00 p.m. CBO Run | 8:15 a.m. – 12:15 p.m. Morning Academic/Afternoon Enrichment |
| Academic Focus | Reading/Writing Math Science SEL | CBO Run | Pre-academic Skills/Transitional Skills Reading/Writing Math SEL |
| Registration Deadline | May 26, 2023 | | |

3

Expanded Summer Programs (Continued)



| | Summer Bridge | Credit Recovery |
|------------------------------|---------------------------------|--|
| Audience | Entering Grade 9* | Grades 9 – 12** |
| Program Dates | TBD | June 26-August 1 6 weeks Monday-Thursday |
| Program Hours | 7:30 a.m. – 12:30 p.m. Academic | 7:30 – 12:30 p.m. |
| Academic Focus | TBD | ELA, Math, Social Studies, Science PE, Health, Spanish |
| Registration Deadline | June 5, 2023 | June 5, 2023 |

4

| | K-5 Early Start Program | Middle School Program | ESY Program | Summer Bridge | Credit Recovery |
|--------------|--|--|---|---------------|---|
| Sites | 10 | 1 | 10 | | 2 |
| | Zone 1: AF STEM (Students from AF STEM, Montessori @ Fisher, Rawson & Breakthrough North) West Middle (Students from West Middle & Noah Webster) Zone 2: Global (Students from Global & Wish) SAND (Students from SAND) Zone 3: Kennelly (Students from Kennelly, ESM & Breakthrough South) ELAMS (Students from ELAMS, Parkville & Montessori @ Balch) Sanchez (Students from Sanchez & Burns) Zone 4: Kinsella (Students from Kinsella & Belances) MD Fox (Students from MD Fox) Naylor (Students from Naylor & Bellizzi) | All Zones: Burr/ BSTEM (Students from BSTEM, Burr, McDonough, MLK,) (2 iGoals, 2 RISE) | Zone 1: AF STEM (3 iGoals, 2 Pre-K iGoals) West Middle (2 drop in classes, 3 RISE) Zone 2: Global (none) SAND (none) Zone 3: Kennelly (none) ELAMS (4 iGoals) Sanchez (3 iGoals) Zone 4: Kinsella (none) MD Fox (2 iGoals) Naylor (none) | TBD | Zone 1 & 2: Weaver (Students from Weaver, Kinsella, University, Bulkeley North, Great Path & Classical) Zone 3 & 4: HPHS (Students from HPHS, SMSA, Bulkeley, HMTCA & Pathways) (3 STEP, 3 iGoals, 1 SPED/ Credit Recovery support) |

5

Program Schedule - DRAFT



| K-5 Early Start Program | | Middle School Program |
|--|---|------------------------|
| Student Schedule | Teacher Schedule | Student Schedule |
| 8:15 - 8:30 Breakfast 8:30 - 8:55 SEL 8:55-10:10 ELA 10:10 - 11: 10 Math 11:10- 11:40 Science/ Lunch 11: 45 - 12: 15 Lunch/ Science 12:15- 4:00: CBO Programming | 8:15 - 8:30 Breakfast (duty) 8:30 - 8:55 SEL 8:55-10:10 ELA 10:10 - 11: 10 Math 11:10- 11:40 Science/ Lunch (prep) 11: 45 - 12: 15 Lunch (prep)/ Science 12:15- 4:00: CBO Programming | CBO Run and Determined |

6

Program Schedule - DRAFT



| Summer Bridge | | Credit Recovery | |
|--|--|---|---|
| Student Schedule | Teacher Schedule | Student Schedule | Teacher Schedule |
| 7:30 - 8:00 Breakfast & Morning Meeting 8:00- 9:00 Class 1 9:00- 10:00 Class 2 10:00- 11:00 Class 3 11:00- 12:00 Class 4 12:00- 12:30 Lunch 12:30 Dismissal 12:30- 3:00 CBO Programming *Classes will include Math, ELA, Capstone & Theme/ Elective CBO programming will be integrated during the day | 7:30 - 8:00 Breakfast & Morning Meeting (Duty) 8:00- 9:00 Class 1 9:00- 10:00 Class 2 10:00- 11:00 Class 3 11:00- 12:00 Class 4 12:00- 12:30 Lunch (prep) | 7:30 – 7:55 Breakfast 8:00 – 10:00 Course I 10:05 – 12:05 Course 2 12:05 – 12:30 Lunch | 8:00 – 10:00 Course I 10:05 – 12:05 Course 2 12:05 – 12:35 Lunch (prep) |

7

Request for Proposals



Summer Request for Proposals are Now Open!

- Summer Enrichment Programming RFP'S open through the [City of Hartford](#)
- Bid Deadline April 11, 2023 at 2:00pm

8

Next Steps



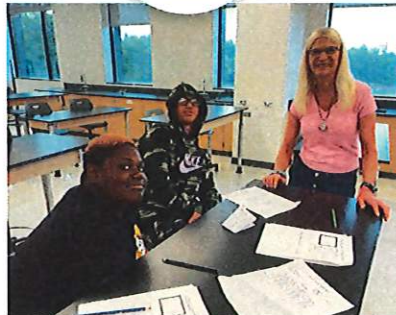
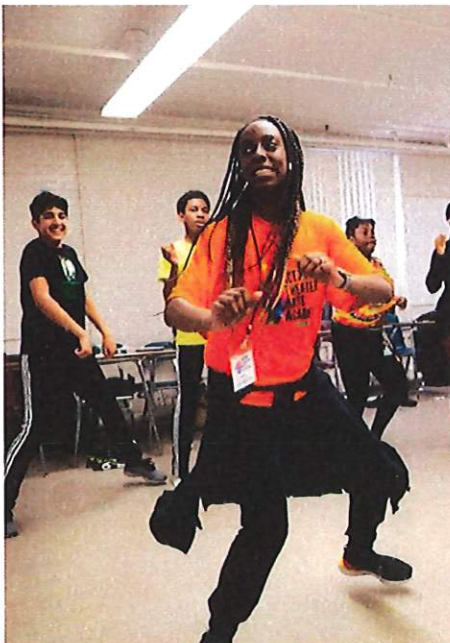
"THE" SUMMER EXPERIENCE

Next Steps

- Office of Family and Community Partnerships will partner with the Office of Academics to plan enrichment programming
- Bidding for Summer Enrichment Programming through the City of Hartford Closes
- Community Based Organizations RFP's Reviewed
- Office of Family and Community Partnerships will partner our communications department to create marketing materials
- Office of Family and Community Partnerships will partner with the Office of Performance and Accountability for the Summer registration process
- Finalize additional Summer opportunities

9

Questions?



10

April School Governance Council Overview



District Highlights

Schools that need support

- Burr Middle School
- Parkville Community School

Trainings to date:

- Roles and responsibilities
- SGC Budget Forum
- Principal Hiring

District wide SGC

- To date 97.3% of our schools have a seated School Governance Council
 - 51.4% of these have a fully seated SGC

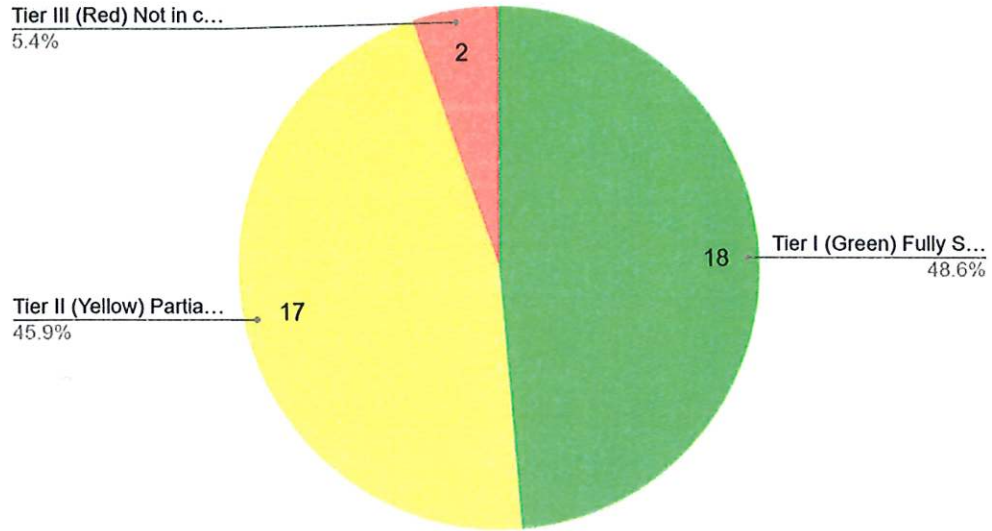
Membership Highlights

The majority of the members are family representatives

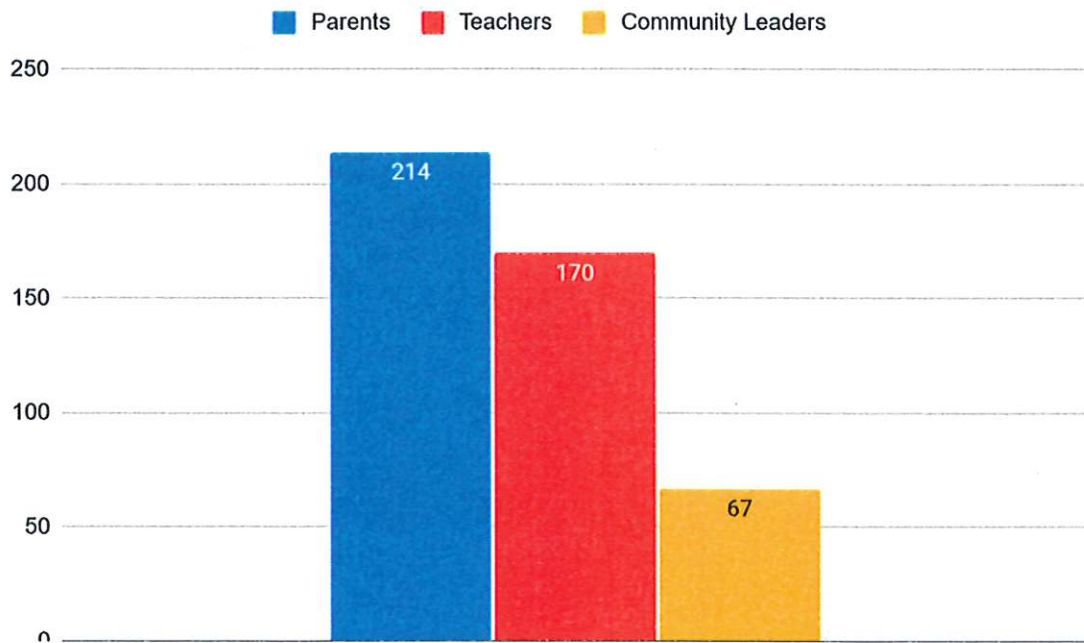


Data Infographics

SGC Overview



Data Infographics



| Schools | #Parents (7) | #Teachers (5) | #Community Leaders (2) | #Total Members (14) | Active PTO/PO/PTA | Elections Dates | Status | Submitted |
|--|--------------|---------------|------------------------|---------------------|-------------------|-----------------|------------|------------|
| Annie Fisher Montessori | 7 | 4 | 1 | 12 | No | | Incomplete | 9/5/22 |
| Annie Fisher STEM | 6 | 5 | 2 | 13 | Yes | | Incomplete | 9/5/22 |
| Betances ERL | 7 | 5 | 2 | 14 | Yes | 10/2021 | Complete | 9/5/2022 |
| Betances STEM*** | 7 | 5 | 2 | 14 | Yes | 10/2021 | Complete | 9/5/22 |
| Breakthrough I (South) | 7 | 5 | 2 | 14 | Yes | October 2022 | Complete | 10/13/2022 |
| Breakthrough II (North) | 7 | 5 | 2 | 14 | Yes | September 2022 | Complete | 9/25/22 |
| Bulkeley High | 6 | 4 | 2 | 12 | Yes | | Incomplete | 9/5/2022 |
| Burns Latino | 6 | 1 | 2 | 9 | Yes | | Incomplete | 9/5/22 |
| Burr Middle School*** Elections held awaiting roster | 7 | 5 | 2 | 14 | Yes | 3/2023 | Incomplete | 4/4/23 |
| Capital Prep. | 3 | 4 | 2 | 9 | Yes | | Incomplete | 10/21/2022 |
| Classical | 4 | 5 | 2 | 11 | Yes | | Incomplete | 9/5/22 |

| | | | | | | | | |
|-----------------------|---|---|---|----|-----|--------------|------------|------------|
| Dwight Bellizzi | 4 | 5 | 1 | 10 | Yes | 9/1/2022 | Incomplete | 10/15/2022 |
| Global Communications | 7 | 5 | 1 | 13 | Yes | October 2021 | Incomplete | 9/5/2022 |
| Great Path | 7 | 5 | 2 | 14 | Yes | June 2021 | Complete | 6/30/21 |
| HMTCA | 4 | 4 | 1 | 9 | Yes | October 2021 | Incomplete | 9/5/2022 |
| HPHS | 7 | 5 | 2 | 14 | Yes | October 2021 | Complete | 9/5/2022 |
| Kennelly | 7 | 5 | 2 | 14 | Yes | 10/22 | Complete | 10/14/2022 |
| Kinsella Magnet | 7 | 5 | 2 | 14 | Yes | 10/26/2022 | Complete | 10/27/2022 |
| M.D. FOX | 7 | 5 | 2 | 14 | Yes | 10/2022 | Complete | 11/3/2022 |
| Mary Hooer-ESM | 4 | 4 | 2 | 10 | Yes | 2021 | Incomplete | 4/4/2023 |
| McDonough Middle | 5 | 5 | 2 | 12 | | | Incomplete | 11/29/2022 |
| Milner Middle | 7 | 5 | 2 | 14 | | 10/1/22 | Complete | 11/3/22 |

| | | | | | | | | |
|--------------------------|---|---|---|----|-----|--------------|------------|------------|
| MLK Middle | 7 | 5 | 2 | 14 | | 10/12/21 | Complete | 10/15/21 |
| Montessori at Batchelder | 6 | 4 | 2 | 12 | Yes | | Incomplete | 9/5/22 |
| Moylan (ELAMS) | 4 | 3 | 2 | 9 | Yes | | Incomplete | 9/5/22 |
| Naylor School | 3 | 4 | 2 | 9 | Yes | | Incomplete | 9/5/22 |
| Noah Webster | 7 | 5 | 0 | 12 | Yes | October 2022 | Incomplete | 10/25/2022 |
| Parkville School | | 4 | | 4 | | | | |
| Pathways | 5 | 5 | 2 | 12 | Yes | | Complete | 10/27/22 |
| Rawson | 6 | 5 | 2 | 13 | Yes | 10/31/22 | Incomplete | 11/29/22 |
| Renzulli | 7 | 5 | 2 | 14 | Yes | 10/27/22 | Complete | 10/27/2022 |

| | | | | | | | | |
|-----------------|---|---|---|----|-----|--------------|------------|------------|
| Sanchez | 4 | 3 | 0 | 14 | Yes | | Complete | 9/5/22 |
| SAND | 7 | 5 | 2 | 14 | Yes | October 2021 | Complete | 9/5/22 |
| SMSA | 3 | 5 | 2 | 10 | Yes | | Incomplete | 10/18/2022 |
| University High | 7 | 5 | 2 | 14 | Yes | 10/15/2021 | Complete | 9/5/22 |
| Weaver High | 5 | 5 | 2 | 12 | No | 10/10/2022 | Complete | 4/5/23 |
| West Middle | 7 | 5 | 2 | 14 | No | October 2021 | Complete | 10/15/22 |
| Wish | 7 | 5 | 2 | 14 | Yes | 2022 | Complete | 11/30/22 |

WELCOME CENTER REPORT SUMMARY – MARCH 2023

Total Intakes- 590

CCR: 45 Complaints, 26 Concerns, 519 Requests

TOP 10 REASONS:

Homeless - 184 intakes = 60 Homeless/New, 50 Homeless/Well- Being Calls, 45 Homeless/Information, 29 Homeless/Assistance

Transportation -181 intakes = 121 Transportation/Requests, 57 Transportation/Information, 2 Transportation/Concerns, 1 Transportation/Complaint

Principal/Staff – 26 intakes = 21 Principal-Staff/Complaints, 3 Principal-Staff/Concerns, 2 Principal-Staff/Requests

Bus Passes – 26 intakes = 26 Bus Passes/Assistance

Hygiene Kits - 25 intakes = 25 Assistance

School Supplies – 23 intakes = 23 Assistance

Safety Issue – 12 intakes = 5 Safety Issue/ Concerns, 5 Safety Issue/Requests, 2 Safety Issue/ Complaints

Student Transfer Request -12 intakes = 8 Student Transfer/ Requests, 3 Student Transfer/ Complaints, 1 Student Transfer/ Concern

General Information- 9 intakes = 7 General Information/ Requests, 1 General Information/ Concern, 1 General Information/ Complaint

Safety Transfers – 9 intakes = 6 Safety Transfer/ Requests, 2 Safety Transfer/ Complaints, 1 Safety Transfer/ Concern

TOP 5 SCHOOLS:

ELEM: Parkville-31, Sanchez-26, Kennelly-23, Wish-22, Moylan-18

MIDDLE: Burr-18, McDonough-15, Milner-15, Kennelly-13, Global-9

HIGH: HPHS-59, Weaver-35, Bulkeley-14, SMSA-8, Great Path-5

OTHER: OOD-103, New Students-7, Adult Education-4

MCKINNEY VENTO:

60 students were identified under the McKinney Vento program.

DONATIONS: Claudio Bazzano donated used books and toys to the Welcome Center.

OTHER:

The Welcome Center is working in partnership with United Way on their Dolly Parton's Imagination Library Initiative- to provide Free Books for Hartford Kids under age 5 delivered right to their home. For the month of March – 11 registrations were completed through the Welcome Center.

| LOCATION | ACCOUNT DESCRIPTION | ORIGINAL APPROP | TRANSFRS/ ADJSMTS | REVISED BUDGET | YTD EXPENDED | ENCUMBRANCE/ REQ | AVAILABLE BUDGET |
|--|---------------------|-----------------|-------------------|----------------|--------------|------------------|------------------|
| Global Communications Academy | TEACHER PT | 0 | 400 | 400 | 0.00 | 0.00 | 400 |
| Global Communications Academy | FRINGES | 0 | 6 | 6 | 0.00 | 0.00 | 6 |
| Global Communications Academy | PARENT ACT | 2,992 | -406 | 2,586 | 0.00 | 0.00 | 2,586 |
| Global Communications Academy | SUPPLIES | 0 | 0 | 0 | 0.00 | 762.04 | -762 |
| Montessori Magnet at Batchelder | PARENT ACT | 2,049 | 0 | 2,049 | 0.00 | 2,033.85 | 15 |
| Betances Learning Lab | PARENT ACT | 2,480 | -2,397 | 83 | 0.00 | 0.00 | 83 |
| Betances Learning Lab | SUPPLIES | 0 | 2,397 | 2,397 | 0.00 | 2,396.56 | 0 |
| Betances STEM Magnet | PARENT ACT | 1,565 | 0 | 1,565 | 0.00 | 625.00 | 940 |
| Latino Studies at Burns | PARENT ACT | 1,953 | -1,647 | 306 | 0.00 | 0.00 | 306 |
| Latino Studies at Burns | SUPPLIES | 0 | 1,647 | 1,647 | 0.00 | 1,646.96 | 0 |
| Burr Elementary | PARENT ACT | 2,329 | 0 | 2,329 | 0.00 | 2,327.84 | 1 |
| Bellizzi School | PARENT ACT | 3,866 | -1,915 | 1,951 | 769.38 | 197.12 | 984 |
| Bellizzi School | SUPPLIES | 0 | 1,915 | 1,915 | 1,621.40 | 1,915.33 | -1,621 |
| Annie Fisher STEM | PARENT ACT | 2,336 | -797 | 1,539 | 395.55 | 547.97 | 596 |
| Annie Fisher STEM | SUPPLIES | 0 | 797 | 797 | 0.00 | 796.83 | 0 |
| MD Fox Elementary | PARENT ACT | 3,675 | -704 | 2,971 | 441.60 | 0.00 | 2,529 |
| MD Fox Elementary | SUPPLIES | 0 | 704 | 704 | 0.00 | 703.98 | 0 |
| Environmental Sciences Magnet @ Hooker | PARENT ACT | 3,914 | 0 | 3,914 | 0.00 | 0.00 | 3,914 |
| Kennelly Elementary | PARENT ACT | 4,194 | -823 | 3,371 | 0.00 | 822.86 | 2,548 |
| Kennelly Elementary | SUPPLIES | 0 | 823 | 823 | 0.00 | 2,383.05 | -1,560 |
| ML King Middle | PARENT ACT | 1,599 | 0 | 1,599 | 0.00 | 1,598.75 | 0 |
| Kinsella Magnet Performing Arts | PARENT ACT | 4,863 | -4,761 | 102 | 0.00 | 0.00 | 102 |
| Kinsella Magnet Performing Arts | SUPPLIES | 0 | 4,761 | 4,761 | 0.00 | 4,760.94 | 0 |
| Expeditionary Learning at Moylan (ELAMS) | PARENT ACT | 2,937 | 0 | 2,937 | 0.00 | 2,859.31 | 78 |
| Milner Middle | PARENT ACT | 2,193 | 0 | 2,193 | 0.00 | 2,190.48 | 3 |
| McDonough Middle (MELS) | PARENT ACT | 1,260 | 0 | 1,260 | 0.00 | 0.00 | 1,260 |
| McDonough Middle (MELS) | SUPPLIES | 0 | 0 | 0 | 1,041.26 | 197.92 | -1,239 |
| Naylor Elementary | TEACHER PT | 0 | 240 | 240 | 0.00 | 0.00 | 240 |
| Naylor Elementary | FRINGES | 0 | 3 | 3 | 0.00 | 0.00 | 3 |
| Naylor Elementary | PARENT ACT | 10,000 | -3,607 | 6,393 | 969.40 | 4,099.64 | 1,324 |
| Naylor Elementary | SUPPLIES | 0 | 3,363 | 3,363 | 652.22 | 2,711.23 | 0 |
| Parkville Community School | PARENT ACT | 2,794 | 0 | 2,794 | 0.00 | 0.00 | 2,794 |
| Rawson Elementary | PARENT ACT | 1,913 | 0 | 1,913 | 0.00 | 974.00 | 939 |

| | | | | | | | |
|---|------------|---------|--------|---------|-----------|-----------|--------|
| S.A.N.D. School | PARENT ACT | 1,968 | -500 | 1,468 | 864.08 | 585.92 | 18 |
| S.A.N.D. School | SUPPLIES | 0 | 500 | 500 | 0.00 | 449.07 | 51 |
| Sanchez Elementary | PARENT ACT | 2,418 | 0 | 2,418 | 0.00 | 2,015.52 | 402 |
| Montessori Magnet @ Annie Fisher | PARENT ACT | 2,220 | 0 | 2,220 | 0.00 | 1,900.00 | 320 |
| Webster Microsociety Magnet | PARENT ACT | 4,139 | -282 | 3,857 | 0.00 | 3,104.86 | 752 |
| Webster Microsociety Magnet | SUPPLIES | 0 | 282 | 282 | 0.00 | 281.95 | 0 |
| West Middle Elementary | PARENT ACT | 1,954 | 0 | 1,954 | 0.00 | 684.73 | 1,269 |
| Wish Elementary | PARENT ACT | 1,947 | -1,942 | 5 | 0.00 | 0.00 | 5 |
| Wish Elementary | SUPPLIES | 0 | 1,942 | 1,942 | 887.54 | 1,054.47 | 0 |
| Breakthrough Magnet South | PARENT ACT | 2,330 | 0 | 2,330 | 0.00 | 0.00 | 2,330 |
| Breakthrough Magnet North | PARENT ACT | 1,920 | -1,919 | 1 | 0.00 | 0.00 | 1 |
| Breakthrough Magnet North | SUPPLIES | 0 | 1,919 | 1,919 | 1,919.12 | 0.00 | 0 |
| Hartford Magnet Trinity College Academy | PARENT ACT | 7,008 | 0 | 7,008 | 0.00 | 5,084.10 | 1,924 |
| Classical Magnet | PARENT ACT | 3,088 | -1,883 | 1,205 | 0.00 | 1,196.88 | 8 |
| Classical Magnet | SUPPLIES | 0 | 1,045 | 1,045 | 0.00 | 1,045.20 | 0 |
| Classical Magnet | EQUIPMENT | 0 | 838 | 838 | 0.00 | 838.00 | 0 |
| Capital Preparatory Magnet | PARENT ACT | 3,375 | -450 | 2,925 | 462.88 | 875.87 | 1,586 |
| Capital Preparatory Magnet | SUPPLIES | 0 | 450 | 450 | 0.00 | 450.00 | 0 |
| Bulkeley High | PARENT ACT | 4,126 | -3,931 | 195 | 0.00 | 194.70 | 0 |
| Bulkeley High | SUPPLIES | 0 | 2,487 | 2,487 | 0.00 | 2,486.85 | 0 |
| Hartford High | PARENT ACT | 6,373 | -3,712 | 2,661 | 0.00 | 2,545.00 | 116 |
| Hartford High | SUPPLIES | 3,517 | 195 | 3,712 | 0.00 | 3,516.69 | 195 |
| Weaver High | PARENT ACT | 3,415 | -1,859 | 1,556 | 425.00 | 853.00 | 278 |
| Sports & Medical Sciences Magnet | PARENT ACT | 4,139 | 0 | 4,139 | 784.66 | 3,065.14 | 289 |
| Pathways to Technology Magnet | PARENT ACT | 2,794 | -1,395 | 1,399 | 172.91 | 1,016.57 | 209 |
| Pathways to Technology Magnet | SUPPLIES | 0 | 1,395 | 1,395 | 0.00 | 1,395.97 | -1 |
| University High for Science Eng | PARENT ACT | 2,910 | 0 | 2,910 | 495.00 | 2,410.20 | 5 |
| Renzulli Academy | PARENT ACT | 1,184 | 0 | 1,184 | 0.00 | 0.00 | 1,184 |
| Renzulli Academy | EQUIPMENT | 0 | 0 | 0 | 0.00 | 1,164.90 | -1,165 |
| | | 119,737 | -6,820 | 112,917 | 11,902.00 | 74,767.25 | 26,248 |

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3. Reports

| | |
|---------|--------------------------------------|
| Subject | 3.6 Finance & Audit Committee Report |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Information, Reports |

Finance & Audit Committee (Monday, April 10, 2023)

Members present

Kimberly Oliver, Philip Rigueur, AJ Johnson, Yahaira Escribano, Tyrone Walker, Francoise Deristel-Leger

Staff present

Philip Penn, Madeline Negron, Paul Foster, Bethany Silver

1. Items for the Regular Meeting

1.01 DecisionED

The contract was reviewed and moved forward to the regular meeting.

1.02 Contract Continuation: DillingerRAD

The contract was reviewed and initially moved forward. However after administration decided to pause on the contract for now, to look into options.

1.03 Contract Continuation: Allovue

The contract was reviewed and moved forward to the regular meeting.

1.04 Contract Continuation ESS

The item was reviewed in the Teaching & Learning Committee, and the financials reviewed here. It was moved forward to the regular meeting.

2. Updates and Reports

2.01 YTD 2022-23 Financials - through February


The committee reviewed the report, it is attached.

File Attachments

[Finance Committee Items 04-10-2023.pdf \(5,466 KB\)](#)



MEMO

From: Phillip J. Penn 
To: Dr. Leslie Torres-Rodriguez
Date: April 4, 2023
Re: February Financial Results

Attached please find our year to date financial results through Period 8, the month ended February 28, 2023.

Expenditures across all funding sources increased to \$205.1 million, up \$36.9 million from the end of January. Encumbrances at the end of February were \$83.3 million, up from \$71.3 million at the end of the prior month. The sharp rise in expenditures was a function of \$6.5 million of tuition payments and a \$2.0 million retention bonus that was paid to eligible staff during the month, while encumbrances for tuition increased by just over \$14.0 million in February.

Our view of the general fund deficit narrowed slightly in the past month, to a range of \$2.5 million to \$3.5 million, mostly as a result of continued vacancies. April 1 started our year-end closeout activities, which includes the processing of roughly 1,300 (and counting) requisitions that we have received from schools and departments. Once the majority of those requisitions have been handled, we will be able to develop a more accurate reading of the budget funds that are still available in our non-personnel accounts. That will, in turn, lead to a more refined estimate of the remaining deficit. I still remain guardedly optimistic we will have the entire deficit mitigated by the end of the fiscal year.

Let me know if you have any questions on the information above or the attached Period 8 financial reports.



All Funds Budget
Financial Position Report as of 3/13/2023
For: 7/1/2022 to 2/28/2023 Period: 1 to 8



| Description | Series | FY 2022-23 Adopted Budget | FY 2022-23 Adjusted Budget | Year To Date Expenditures | Year To Date Encumb/ Committed | Balance |
|---|--------|---------------------------------|----------------------------------|------------------------------|--------------------------------------|--------------------|
| Certified Salaries | 100 | 148,556,779 | 150,268,386 | 78,294,240 | - | 71,974,146 |
| Severance/Other | 199 | 1,215,000 | 1,215,000 | 2,375,763 | - | (1,160,763) |
| Certified Salaries Total | | 149,771,779 | 151,483,386 | 80,670,003 | - | 70,813,383 |
| Non Cert Salaries | 200 | 60,375,649 | 64,648,096 | 35,558,266 | - | 29,089,829 |
| Severance/Other | 299 | 383,498 | 383,498 | 1,156,424 | - | (772,926) |
| Non Certified Salaries Total | | 60,759,147 | 65,031,594 | 36,714,691 | - | 28,316,903 |
| Instructional Improvements | 322 | 3,323,268 | 11,956,735 | 3,304,348 | 4,095,310 | 4,557,077 |
| Professional Services | 333 | 3,131,676 | 12,798,441 | 3,692,712 | 2,530,004 | 6,489,257 |
| MHIS/IT Services | 335 | 3,075,236 | 3,035,236 | 1,793,888 | - | 1,241,348 |
| Professional Contracts & Svs | | 9,530,180 | 27,790,412 | 8,790,947 | 6,625,314 | 12,287,682 |
| Maint Supplies & Services | 442 | 384,500 | 385,429 | 200,445 | 184,955 | 28 |
| Maintenance Contracts | 443 | 3,237,089 | 3,495,533 | 2,243,721 | 1,223,054 | 48,992 |
| Rental - Equip & Facilities | 444 | 1,819,386 | 1,994,643 | 1,388,517 | 121,456 | 484,669 |
| Building Improvements | 445 | 641,500 | 3,548,591 | 563,954 | 418,237 | 2,566,401 |
| Purchased Property Services | | 6,082,476 | 9,424,195 | 4,396,637 | 1,947,702 | 3,100,090 |
| Transportation | 551 | 21,657,931 | 23,640,173 | 14,252,923 | 6,761,629 | 2,625,622 |
| Communications | 553 | 2,380,739 | 5,410,892 | 3,249,956 | 162,351 | 1,998,585 |
| Advertising | 554 | 309,106 | 305,551 | 205,004 | 27,842 | 72,704 |
| Printing & Binding | 555 | 76,750 | 70,045 | 1,226 | - | 68,819 |
| Tuition | 556 | 100,998,020 | 99,685,170 | 14,054,671 | 61,719,625 | 23,910,874 |
| Travel & Conferences | 558 | 170,309 | 232,336 | 75,103 | - | 157,233 |
| Misc Services | 559 | 875,028 | 1,140,982 | 329,694 | 64,325 | 746,963 |
| Systemwide Purchased Svs Total | | 126,467,884 | 130,485,150 | 32,168,577 | 68,735,772 | 29,580,801 |
| Instructional & Other Supplies | 610 | 5,870,232 | 14,251,635 | 2,569,008 | 1,293,230 | 10,389,396 |
| Utilities | 620 | 9,395,846 | 9,409,148 | 5,984,135 | 3,258,119 | 166,894 |
| Text & Library Books | 640 | 118,179 | 123,056 | 16,143 | 11,810 | 95,103 |
| Misc Supplies | 690 | 1,008,675 | 3,832,415 | 555,457 | 500,026 | 2,776,932 |
| Supplies & Materials Total | | 16,392,931 | 27,616,253 | 9,124,743 | 5,063,184 | 13,428,326 |
| Equipment | 730 | 1,577,637 | 6,771,240 | 1,142,815 | 686,992 | 4,991,913 |
| Outlay Total | | 1,577,637 | 6,771,240 | 1,142,815 | 686,992 | 4,991,913 |
| Organization Dues | 810 | 221,637 | 248,826 | 139,932 | 13,453 | 95,441 |
| Legal Judgments | 820 | 220,000 | 220,000 | 40,100 | - | 179,900 |
| Other Operating Expenses | 899 | (4,950,422) | (4,466,031) | 281,925 | 168,974 | (4,916,931) |
| Other Misc Expend Total | | (4,508,785) | (3,997,205) | 461,957 | 182,427 | (4,641,590) |
| Fringe Benefits/Insurances | 990 | 56,440,639 | 57,073,450 | 31,669,774 | 91,591 | 25,312,085 |
| Contingency | 998 | - | - | - | - | - |
| Indirect | 999 | 25,350 | 33,625 | - | - | 33,625 |
| Sundry Total | | 56,465,989 | 57,107,075 | 31,669,774 | 91,591 | 25,345,710 |
| All Funds Budget Total | | 422,539,238 | 471,712,099 | 205,140,145 | 83,332,982 | 183,238,972 |



General Fund Budget
Financial Position Report as of 3/13/2023
For: 7/1/2022 to 2/28/2023 Period: 1 to 8



| Description | Series | FY 2022-23 Adopted Budget | FY 2022-23 Adjusted Budget | Year To Date Expenditures | Year To Date Encumb/ Committed | Balance |
|---|--------|---------------------------------|----------------------------------|------------------------------|--------------------------------------|--------------------|
| Certified Salaries | 100 | 82,586,376 | 80,623,769 | 43,466,496 | - | 37,157,272 |
| Severance/Other | 199 | 1,215,000 | 1,215,000 | 139,506 | - | 1,075,494 |
| Certified Salaries Total | | 83,801,376 | 81,838,769 | 43,606,002 | - | 38,232,766 |
| Non Cert Salaries | 200 | 37,814,549 | 37,658,586 | 20,958,151 | - | 16,700,435 |
| Severance/Other | 299 | 383,498 | 383,498 | 260,731 | - | 122,767 |
| Non Certified Salaries Total | | 38,198,047 | 38,042,084 | 21,218,882 | - | 16,823,202 |
| Instructional Improvements | 322 | 285,649 | 3,307,170 | 1,032,049 | 1,876,631 | 398,490 |
| Professional Services | 333 | 1,245,178 | 1,389,371 | 752,092 | 272,789 | 364,489 |
| MHIS/IT Services | 335 | 2,278,990 | 2,278,990 | 1,329,411 | - | 949,579 |
| Professional Contracts & Svs | | 3,809,817 | 6,975,531 | 3,113,552 | 2,149,420 | 1,712,558 |
| Maint Supplies & Services | 442 | 382,000 | 382,000 | 197,431 | 184,569 | - |
| Maintenance Contracts | 443 | 3,124,853 | 3,349,079 | 2,174,011 | 1,147,148 | 48,154 |
| Rental - Equip & Facilities | 444 | 1,520,933 | 1,540,989 | 1,019,568 | 97,379 | 424,043 |
| Building Improvements | 445 | 612,900 | 663,617 | 202,437 | 91,100 | 370,080 |
| Purchased Property Services | | 5,640,686 | 5,935,685 | 3,593,446 | 1,520,195 | 842,277 |
| Transportation | 551 | 21,054,178 | 21,036,084 | 12,677,111 | 6,750,164 | 1,608,810 |
| Communications | 553 | 485,955 | 480,620 | 433,586 | 10,686 | 36,348 |
| Advertising | 554 | 71,606 | 54,637 | 13,100 | 21,241 | 20,295 |
| Printing & Binding | 555 | 51,250 | 32,522 | - | - | 32,522 |
| Tuition | 556 | 92,715,120 | 91,784,720 | 11,010,002 | 57,378,484 | 23,396,234 |
| Travel & Conferences | 558 | 112,509 | 176,751 | 63,475 | - | 113,276 |
| Misc Services | 559 | 471,402 | 469,969 | 246,207 | 54,421 | 169,341 |
| Systemwide Purchased Svs Total | | 114,962,020 | 114,035,303 | 24,443,481 | 64,214,995 | 25,376,827 |
| Instructional & Other Supplies | 610 | 1,840,449 | 1,767,769 | 1,002,504 | 394,028 | 371,236 |
| Utilities | 620 | 7,515,516 | 7,518,316 | 4,845,048 | 2,613,549 | 59,719 |
| Text & Library Books | 640 | 22,600 | 11,192 | 3,081 | 59 | 8,051 |
| Misc Supplies | 690 | 448,895 | 499,566 | 148,716 | 107,762 | 243,088 |
| Supplies & Materials Total | | 9,827,460 | 9,796,842 | 5,999,350 | 3,115,398 | 682,094 |
| Equipment | 730 | 567,216 | 492,267 | 180,491 | 110,173 | 252,083 |
| Outlay Total | | 567,216 | 492,267 | 180,491 | 110,173 | 252,083 |
| Organization Dues | 810 | 146,637 | 139,194 | 84,456 | 3,953 | 50,785 |
| Legal Judgments | 820 | 220,000 | 220,000 | 40,100 | - | 179,900 |
| Other Operating Expenses | 899 | (5,342,206) | (5,080,415) | 142,413 | 105,343 | (5,328,170) |
| Other Misc Expend Total | | (4,975,569) | (4,721,221) | 266,969 | 109,296 | (5,097,485) |
| Fringe Benefits/Insurances | 990 | 33,637,633 | 33,073,426 | 21,933,339 | 91,591 | 11,048,496 |
| Contingency | 998 | - | - | - | - | - |
| Indirect | 999 | (1,455,407) | (1,455,407) | - | - | (1,455,407) |
| Sundry Total | | 32,182,226 | 31,618,019 | 21,933,339 | 91,591 | 9,593,089 |
| General Fund Budget Total | | 284,013,279 | 284,013,279 | 124,355,512 | 71,311,069 | 88,346,698 |



Special Fund Budget
Financial Position Report as of 3/13/2023
For: 7/1/2022 to 2/28/2023 Period: 1 to 8



| Grant Name | Grant Year | FY 2022-23 Adopted Budget | FY 2022-23 Adjusted Budget | Year To Date Expenditures | Year To Date Encumb/ Committed | Year To Date Revenue | Balance |
|--|------------|---------------------------|----------------------------|---------------------------|--------------------------------|----------------------|-------------------|
| Federal Grants | | | | | | | |
| 23045 - ADULT EDUCATION PIP | 2023 | 40,000 | 40,000 | - | - | 0.00 | 40,000 |
| 21015 - AMERICAN RESCUE PLAN ARP-ESSER | 2021 | - | 32,396,674 | 17,048,297 | 3,882,691 | 8,217,300.00 | 11,465,686 |
| 23012 - ARP ESSER SPPT | 2023 | 198,987 | 400,000 | 27,144 | - | 0.00 | 372,856 |
| 21038 - ARP HCY II Homeless Children&Youth | 2021 | - | 385,096 | 32,191 | - | 0.00 | 352,905 |
| 22139 - ARP IDEA PART B 611 | 2022 | - | 1,082,595 | 499,771 | 103,344 | 303,531.72 | 479,479 |
| 22149 - ARP IDEA PART B 619 PRESCHOOL | 2022 | - | 127,576 | 56,376 | - | 4,000.00 | 71,200 |
| 22039 - ARP/ESSER HCYI Homeless Child&Youth | 2022 | - | 64,800 | - | - | 0.00 | 64,800 |
| 22025 - CARL D. PERKINS | 2022 | - | - | (564) | - | 0.00 | 564 |
| 23025 - CARL D. PERKINS | 2023 | 591,485 | 591,485 | 87,869 | - | 0.00 | 503,616 |
| 22683 - CT CHILDREN MEDICAL CENTER- | 2022 | - | - | 109,922 | - | 0.00 | (109,922) |
| 22030 - EDUC-HOMELESS CHILDREN-YOUTH | 2022 | - | 64,800 | 35,092 | - | 0.00 | 29,708 |
| 20013 - ESSER (COVID-19) CARES ACT | 2020 | - | - | 12,970 | - | 0.00 | (12,970) |
| 22033 - ESSER II - FAMILY RESOURCE CENTER | 2022 | - | 125,000 | - | - | 0.00 | 125,000 |
| 21014 - ESSER II SET-ASIDE (CRRSA ACT) | 2021 | - | 612,500 | 4,704 | 5,259 | 0.00 | 602,537 |
| 21013 - ESSER II (CRRSA ACT) Covid-19 | 2021 | - | 12,915,713 | 4,067,126 | 864,579 | 4,732,000.00 | 7,984,008 |
| 22031 - ESSER II Bonus Dyslexia Recovery | 2022 | - | 37,050 | 36,786 | - | 0.00 | 264 |
| 22029 - ESSER II Bonus Spec Population \$25K | 2022 | - | 25,000 | 24,770 | - | 0.00 | 230 |
| 22026 - ESSER II SPED Recovery Activities | 2022 | - | 105,605 | 18,690 | 15,559 | 8,900.00 | 71,356 |
| 23027 - FAFSA CHALLENGE | 2023 | - | 20,000 | 1,166 | 2,009 | 0.00 | 16,825 |
| 21140 - IDEA PART B SECTION 611 | 2021 | - | - | 2,254 | - | 0.00 | (2,254) |
| 22140 - IDEA PART B SECTION 611 | 2022 | 982,361 | 1,060,437 | 972,924 | 371 | 0.00 | 87,142 |
| 23140 - IDEA PART B SECTION 611 | 2023 | 6,549,072 | 6,549,072 | 2,083,487 | 1,068,286 | 2,589,370.80 | 3,397,299 |
| 22150 - IDEA PART B, SECTION 619 PRE- | 2022 | 30,617 | 30,617 | - | - | 0.00 | 30,617 |
| 23150 - IDEA PART B, SECTION 619 PRE- | 2023 | 204,114 | 204,114 | 85,561 | 689 | 43,136.34 | 117,864 |
| 22051 - OD ESSA SIG C02-BURNS | 2022 | - | 92,771 | 42,127 | 1,625 | 39,500.00 | 49,019 |
| 23051 - OD ESSA SIG C02-BURNS | 2023 | 405,300 | 500,000 | 47,041 | 3,582 | 0.00 | 449,377 |
| 22054 - OD ESSA SIG C02-MILNER | 2022 | - | 193,041 | 88,885 | 4,421 | 67,486.68 | 99,736 |
| 23054 - OD ESSA SIG C02-MILNER | 2023 | 425,324 | 500,000 | 78,513 | - | 0.00 | 421,487 |
| 22053 - OD ESSA SIG C02-MILKING | 2022 | - | 192,877 | 25,813 | - | 0.00 | 167,064 |
| 23053 - OD ESSA SIG C02-MILKING | 2023 | 425,000 | 385,624 | 54,314 | - | 0.00 | 331,310 |
| 22055 - OD ESSA SIG C02-SAND | 2022 | - | 80,462 | 75,473 | 4,123 | 65,000.00 | 866 |
| 23055 - OD ESSA SIG C02-SAND | 2023 | 390,000 | 375,000 | 71,608 | 82,556 | 0.00 | 220,836 |
| 22056 - OD ESSA SIG C02-SMSA | 2022 | - | 202,777 | 124,426 | - | 49,000.00 | 78,352 |
| 23056 - OD ESSA SIG C02-SMSA | 2023 | 500,000 | 375,000 | 123,721 | 20,089 | 0.00 | 231,190 |
| 22057 - OD ESSA SIG C02-WISH | 2022 | - | 57,379 | 19,167 | 32,163 | 40,000.00 | 6,049 |
| 23057 - OD ESSA SIG C02-WISH | 2023 | 390,000 | 500,000 | 61,956 | 25,370 | 0.00 | 412,674 |
| 22052 - OD ESSA SIG C02-WHS | 2022 | - | 292,982 | 102,333 | 24,816 | 81,000.00 | 165,833 |
| 23052 - OD ESSA SIG C02-WHS | 2023 | 500,000 | 400,000 | 95,946 | 15,469 | 0.00 | 288,585 |
| 22159 - SPECIAL EDUCATION STIPEND | 2022 | - | 10,000 | 6,000 | - | 10,000.00 | 4,000 |
| 22169 - SPECIAL EDUCATION STIPEND PARAS | 2022 | - | 5,000 | 5,000 | - | 5,000.00 | - |
| 21019 - TITLE 1 PART A 1003 SIG (BULKELEY) | 2021 | - | - | 94 | - | 0.00 | (94) |
| 21017 - TITLE 1 PART A 1003 SIG (PARKVILLE) | 2021 | - | - | 7,101 | - | 0.00 | (7,101) |
| 23011 - TITLE 1, PART D, NEG & DEL | 2023 | 68,673 | 42,937 | - | - | 0.00 | 42,937 |
| 22110 - TITLE 2 PART A, TEACHERS | 2022 | 170,400 | 288,490 | 149,060 | 94 | 0.00 | 139,336 |
| 23110 - TITLE 2 PART A, TEACHERS | 2023 | 1,136,003 | 1,136,003 | 608,900 | 360 | 0.00 | 526,743 |
| 22115 - TITLE 3 PART A, ENGLISH LANGUAGE | 2022 | 81,485 | 425,113 | 207,860 | 26,227 | 48,347.43 | 191,025 |
| 23115 - TITLE 3 PART A, ENGLISH LANGUAGE | 2023 | 543,235 | 543,235 | 137,027 | 3,057 | 0.00 | 403,150 |
| 21010 - TITLE I IMPROVING BASIC PROGRAMS | 2021 | - | - | (27) | - | 0.00 | 27 |
| 22010 - TITLE I IMPROVING BASIC PROGRAMS | 2022 | 2,593,222 | 3,595,503 | 1,565,142 | 66,839 | 540,000.00 | 1,963,522 |
| 23010 - TITLE I IMPROVING BASIC PROGRAMS | 2023 | 12,397,228 | 12,669,101 | 4,575,700 | 234,096 | 0.00 | 7,859,304 |
| 22127 - TITLE IV-A SOC SUPPT & ACAD ENRICH | 2022 | 141,915 | 155,201 | 83,551 | 4,438 | 125,000.00 | 67,212 |
| 23127 - TITLE IV-A SOC SUPPT & ACAD ENRICH | 2023 | 946,097 | 934,571 | 249,225 | - | 0.00 | 685,346 |
| Total Federal Grants: | | 29,710,517 | 80,791,202 | 33,812,493 | 6,492,112 | 16,968,572.97 | 40,486,597 |



Special Fund Budget
Financial Position Report as of 3/13/2023
For: 7/1/2022 to 2/28/2023 Period: 1 to 8



| Grant Name | Grant Year | FY 2022-23 Adopted Budget | FY 2022-23 Adjusted Budget | Year To Date Expenditures | Year To Date Encumb/Committed | Year To Date Revenue | Balance |
|--|------------|---------------------------|----------------------------|---------------------------|-------------------------------|----------------------|-------------------|
| State Grants: | | | | | | | |
| 22304 - ADULT EDUCATION - PROVIDER (STATE) | 2022 | - | - | 24,913 | 1,000 | 0.00 | (25,913) |
| 23304 - ADULT EDUCATION - PROVIDER (STATE) | 2023 | 1,729,660 | 1,810,566 | 825,234 | 25,022 | 1,207,044.00 | 960,310 |
| 23316 - ADULT EDUCATION CEE1-LITERACY | 2023 | 110,228 | 112,211 | 74,807 | 37,404 | 0.00 | - |
| 23308 - ADULT EDUCATION CEE2 - URBAN | 2023 | 6,076 | 6,461 | - | 6,461 | 79,115.00 | - |
| 22306 - ALLIANCE - GOVENORS TURNAROUND | 2022 | - | - | 29,034 | - | 0.00 | (29,034) |
| 23306 - ALLIANCE - GOVENORS TURNAROUND | 2023 | 27,740,159 | 29,575,756 | 12,119,797 | 1,206,261 | 7,900,246.70 | 16,249,698 |
| 22878 - CHILD HEALTH & DEVELOP INSTITUTE | 2022 | - | - | - | - | 4,344.61 | - |
| 23229 - COMMISSIONER'S NETWORK S1 HPHS | 2023 | - | 830,358 | 148,802 | 206,565 | 0.00 | 474,992 |
| 23228 - COMMISSIONER'S NETWORK S2- | 2023 | - | 603,000 | 79,353 | 111,515 | 177,200.00 | 412,132 |
| 23490 - CT DEPT OF PUBLIC HEALTH | 2023 | 875,000 | 875,000 | 464,440 | - | 0.00 | 410,560 |
| 22507 - DEPT OF AG - CT GROWN 4 CT KIDS | 2022 | - | 18,971 | 2,303 | 6,835 | 0.00 | 9,833 |
| 23224 - EXTENDED SCHOOL HOUR | 2023 | 325,000 | 325,000 | - | - | 0.00 | 325,000 |
| 23200 - FAMILY RESOURCE CENTER PROGRAM | 2023 | 508,250 | 508,250 | - | - | 0.00 | 508,250 |
| 23327 - MAGNET DEVELOPMENT & PLANNING | 2023 | - | 75,000 | 37,324 | 547 | 0.00 | 37,129 |
| 23520 - MAGNET SCHOOL JOINT MAGNET | 2023 | 850,000 | 850,000 | 491,794 | - | 292,518.37 | 358,206 |
| 22323 - MAGNET SCHOOL OPERATING GRANT | 2022 | - | - | 431,164 | 570 | 0.00 | (431,734) |
| 23323 - MAGNET SCHOOL OPERATING GRANT | 2023 | 56,546,141 | 48,675,583 | 23,869,864 | 857,890 | 36,049,031.00 | 23,947,829 |
| 22320 - OPEN CHOICE SLOTS (RECEIVING DIST) | 2022 | - | - | - | - | 57,141.00 | - |
| 23320 - OPEN CHOICE SLOTS (RECEIVING DIST) | 2023 | 150,000 | 150,000 | 70,529 | - | 0.00 | 79,471 |
| 22218 - PRIORITY SCHOOL DISTRICTS | 2022 | - | - | 15,327 | - | 0.00 | (15,327) |
| 23218 - PRIORITY SCHOOL DISTRICTS | 2023 | 4,399,999 | 4,415,953 | 2,071,300 | 5,271 | 1,126,007.50 | 2,339,382 |
| 22618 - PSD FamilyFee Replacement SchReadi | 2022 | - | - | 573 | - | 0.00 | (573) |
| 23227 - PSD-SUMMER SCHOOL | 2023 | 375,000 | 375,000 | 386,693 | - | 194,929.50 | (11,693) |
| 23492 - SBHC-MATERNAL HEALTH & CHILD | 2023 | 125,000 | 125,000 | 55,808 | - | 0.00 | 69,192 |
| 22615 - SCHOOL READINESS GRANT | 2022 | - | - | 3,683 | - | 0.00 | (3,683) |
| 23615 - SCHOOL READINESS GRANT | 2023 | 2,190,000 | 2,190,000 | 975,920 | - | 355,200.00 | 1,214,080 |
| 22428 - SCHOOL SECURITY GRANT | 2022 | - | 123,360 | - | - | 0.00 | 123,360 |
| 23283 - SHEFF SETTLEMENT-OC | 2023 | - | 134,225 | 24,376 | - | 0.00 | 109,849 |
| 23215 - STATE BILINGUAL EDUCATION | 2023 | 216,080 | 393,539 | 134,790 | - | 0.00 | 258,749 |
| 22531 - STATE EDUCATION RESOURCE CENTER | 2022 | - | 25,000 | 17,500 | - | 25,000.00 | 7,500 |
| 23498 - SUPPT FOR PREGNANT/PARENTING | 2023 | (400,000) | - | 5,242 | - | 0.00 | (5,242) |
| Total State Grants: | | 95,746,593 | 92,198,233 | 42,360,569 | 2,465,342 | 47,467,777.68 | 47,372,322 |




Special Fund Budget
Financial Position Report as of 3/13/2023
For: 7/1/2022 to 2/28/2023 Period: 1 to 8



| Grant Name | Grant Year | FY 2022-23 Adopted Budget | FY 2022-23 Adjusted Budget | Year To Date Expenditures | Year To Date Encumb/Committed | Year To Date Revenue | Balance |
|---|------------|---------------------------|----------------------------|---------------------------|-------------------------------|----------------------|-------------------|
| Private/Foundation Grants/Fee Collections: | | | | | | | |
| - | 20 | - | - | - | - | 13,410.50 | - |
| 22706 - BARR FOUNDATION G-II | 2022 | - | 203,288 | 112,658 | - | 0.00 | 90,631 |
| 23706 - BARR FOUNDATION G-II | 2023 | 50,000 | 50,000 | 16,785 | - | 100,000.00 | 33,215 |
| 22570 - CT COALITION AGAINST DOMESTIC | 2022 | - | - | - | - | 1,000.00 | - |
| 22702 - DALIO FOUNDATION | 2022 | - | 23,121 | 13,605 | 773 | 0.00 | 8,743 |
| 23702 - DALIO FOUNDATION | 2023 | - | 31,000 | 200 | 449 | 31,000.00 | 30,352 |
| 22982 - FEE COLLECTION - PRE-K | 2022 | - | - | - | - | -44.00 | - |
| 23982 - FEE COLLECTION - PRE-K | 2023 | 12,000 | 24,500 | 8,547 | 2,124 | 77,286.25 | 13,828 |
| 99950 - Grants Accounting Sundry | 2099 | - | - | (2,231,018) | - | 0.00 | 2,231,018 |
| 22795 - HARTFORD FOUNDATION PUBLIC | 2022 | - | 31,685 | 701 | - | 0.00 | 30,984 |
| 23795 - HARTFORD FOUNDATION PUBLIC | 2023 | - | 13,500 | 5,885 | 246 | 13,500.00 | 7,369 |
| 22585 - INSURANCE BILLING - MEDICAID(SBCH) | 2022 | - | - | (1,004) | - | 0.00 | 1,004 |
| 23585 - INSURANCE BILLING - MEDICAID(SBCH) | 2023 | 2,904,628 | 2,904,628 | 1,448,350 | - | 277,057.25 | 1,456,278 |
| 22590 - INSURANCE BILLING - MEDICAL REIMB | 2022 | - | - | 3,980 | - | 0.00 | (3,980) |
| 23590 - INSURANCE BILLING - MEDICAL REIMB | 2023 | 2,281,826 | 2,281,826 | 1,012,398 | 46,501 | 318,468.79 | 1,222,927 |
| 22803 - JEAN FRANK SCHOLARSHIP FUND | 2022 | - | 43,000 | - | - | 0.00 | 43,000 |
| 22662 - L.E.A.P. | 2022 | - | 972,689 | 385,968 | 49,900 | 0.00 | 536,821 |
| 22810 - LAURA BUSH FOUNDATION / LIBRARIES | 2022 | - | 5,000 | 5,000 | - | 5,000.00 | - |
| 22951 - MULTISOURCE - FOR SCHOOL | 2022 | - | 2,000 | 1,525 | - | 0.00 | 475 |
| 23951 - MULTISOURCE - FOR SCHOOL | 2023 | - | 2,690 | - | 771 | 4,690.00 | 1,919 |
| 21745 - NASSAU (formerly PHOENIX LIFE) | 2021 | - | - | 9 | - | 0.00 | (9) |
| 22969 - PARTNERSHIP FUNDS (VARIOUS) | 2022 | - | - | 132 | - | 0.00 | (132) |
| 23969 - PARTNERSHIP FUNDS (VARIOUS) | 2023 | - | - | - | - | 6,000.00 | - |
| 22728 - PRATT & WHITNEY | 2022 | - | 5,000 | - | 630 | 20,000.00 | 4,370 |
| 22752 - QUALVOICE LLC | 2022 | - | 12,500 | - | - | 0.00 | 12,500 |
| 23555 - SPECIAL EDUCATION EXCESS COST | 2023 | 5,329,382 | 5,329,382 | 2,291,216 | 2,919,199 | 0.00 | 118,967 |
| 23884 - STOCKTON FARMER/MEGAN BRADLEY | 2023 | 1,013 | 1,013 | - | - | 1,013.00 | 1,013 |
| 23531 - THE STATE EDUCATION RESOURCE | 2023 | - | - | - | - | 2,500.00 | - |
| 19743 - TRAVELERS | 2019 | - | - | - | - | -229,789.96 | - |
| 20743 - TRAVELERS | 2020 | - | - | - | - | -175,034.01 | - |
| 22743 - TRAVELERS | 2022 | - | 290,893 | 20,637 | 32,759 | 404,823.97 | 237,497 |
| 22987 - TUITION BILLING - SPECIAL EDUCATION | 2022 | 1,490,000 | 2,536 | 123,497 | - | -63,587.82 | (120,961) |
| 23987 - TUITION BILLING - SPECIAL EDUCATION | 2023 | 1,000,000 | 2,466,002 | 1,390,099 | 11,077 | 614,539.02 | 1,064,827 |
| 22966 - WISE ISIDORE & SELMA TRAVEL | 2022 | - | 12,132 | 1,492 | - | 0.00 | 10,640 |
| 23707 - YOUTH COMMISSION MINI GRANT | 2023 | - | 1,000 | 910 | 31 | 1,000.00 | 59 |
| Total Private/Foundation Grants/Fee | | 13,068,849 | 14,709,385 | 4,611,571 | 3,064,459 | 1,422,832.99 | 7,033,355 |
| Total All Grants: | | 138,525,959 | 187,698,820 | 80,784,633 | 12,021,913 | 65,859,183.64 | 94,892,274 |

**MEMO**

From: Phillip J. Penn 
To: Dr. Leslie Torres-Rodriguez
Date: April 4, 2023
Re: COVID-19 Relief Grant Spending

Hartford Public Schools expended or encumbered approximately \$3.9 million of our Federal COVID relief grants in the month of February, bringing our total expenditures since the inception of the grants to \$65.3 million. The table that follows summarizes that spending by grant:

| Grant | Spending Deadline | Total Grant Award | Total Spent or Encumbered | Change From 1/31/2023 | Amount Remaining |
|-------------------|----------------------|----------------------|------------------------------|--------------------------|---------------------|
| ESSER I/CARES Act | 9/30/2022 | \$10,314,679 | \$10,302,296 | \$0 | \$0 |
| ESSER II | 9/30/2023 | \$45,730,706 | \$26,841,853 | \$448,892 | \$18,888,853 |
| ARP/ESSER III | 9/30/2024 | <u>\$98,589,663</u> | <u>\$28,138,311</u> | <u>\$3,405,897</u> | <u>\$70,451,352</u> |
| Total | | \$154,635,048 | \$65,282,461 | \$3,854,788 | \$89,340,205 |

Spending in February was roughly equivalent to that of January, largely as a result of the retention bonus that was paid to staff during the month. Spending also appears to have remained strong during March as the deadline for submitting requisitions for the 2022-23 year approached.

By April 14, Cabinet members are expected to go through the remaining non-staff planned ESSER expenditures to see if items should be modified or cancelled. That exercise will then inform a discussion around potential reallocation of funds for the 2023-24 fiscal year.

A breakdown of the expenditures in each grant by object code follows on the next three pages.

ESSER I/CARES ACT
Expenditures through 9/30/22

| OBJECT | ACCOUNT DESCRIPTION | 2020-21 EXPENDED | 2021-22 EXPENDED | 2022-23 EXPENDED | ENCUMBRANCES | TOTAL |
|--------|-------------------------|---------------------|---------------------|---------------------|--------------|----------------------|
| 511360 | TEACHER-REG | 45,828.44 | 0.00 | 0.00 | 0.00 | 45,828.44 |
| 511361 | TEACHER-PT | 0.00 | 143,706.39 | 0.00 | 0.00 | 143,706.39 |
| 511400 | SOC WKR-REG | 0.00 | 855,653.87 | 0.00 | 0.00 | 855,653.87 |
| 511401 | SOC WKR-PT | 0.00 | 396.00 | 0.00 | 0.00 | 396.00 |
| 512280 | SUPPORTIVE STAFF-REG | 200,940.33 | 288,156.61 | 0.00 | 0.00 | 489,096.94 |
| 512281 | SUPPORTIVE STAFF-PT | 0.00 | 1,326.92 | 0.00 | 0.00 | 1,326.92 |
| 512282 | SUPPORTIVE STAFF-OT | 0.00 | 3,256.25 | 0.00 | 0.00 | 3,256.25 |
| 512461 | NURSE-PT | 0.00 | 10,082.71 | 0.00 | 0.00 | 10,082.71 |
| 512562 | SPEC POLICE OFF-OT | 0.00 | 7,365.74 | 0.00 | 0.00 | 7,365.74 |
| 512591 | FOOD SERVICE WORKER PT | 53,823.43 | 55,747.30 | 0.00 | 0.00 | 109,570.73 |
| 512680 | CUSTODIAN-REG | 232,682.74 | 373,408.59 | 0.00 | 0.00 | 606,091.33 |
| 512682 | CUSTODIAN-OT | 37,052.09 | 55,038.59 | 12,048.75 | 0.00 | 104,139.43 |
| 529997 | FRINGE BENEFITS-CERT | 11,773.33 | 183,488.11 | 0.00 | 0.00 | 195,261.44 |
| 529998 | FRINGE BENEFITS-NON-CER | 206,584.97 | 287,025.56 | 921.73 | 0.00 | 494,532.26 |
| 533220 | INSTR PROG IMPROVE SVS | 310,750.00 | 13,000.00 | 0.00 | 0.00 | 323,750.00 |
| 533305 | OTHER PROF TECH SVS | 288,142.47 | 357,029.37 | 0.00 | 0.00 | 645,171.84 |
| 544300 | MAINT & CUSTODIAL SERV | 0.00 | 28,612.00 | 0.00 | 0.00 | 28,612.00 |
| 555301 | POSTAGE | 0.00 | 20,000.00 | 0.00 | 0.00 | 20,000.00 |
| 555303 | INTERNET COMMUNICATIONS | 382,838.93 | 429,660.59 | 0.00 | 0.00 | 812,499.52 |
| 555900 | MISC PURCHASED SVS | 10,683.00 | 0.00 | 0.00 | 0.00 | 10,683.00 |
| 566110 | INSTRUCTIONAL SUPPLIES | 306,590.08 | 147,000.83 | 0.00 | 0.00 | 453,590.91 |
| 566504 | TECHNOLOGY RELATED SUPP | 46,310.40 | 28,227.30 | 0.00 | 0.00 | 74,537.70 |
| 566909 | SUPPLIES AND MATERIALS | 575,561.09 | 166,037.29 | 0.00 | 0.00 | 741,598.38 |
| 577340 | EQUIPMENT | 91,749.00 | 73,353.80 | 0.00 | 0.00 | 165,102.80 |
| 577348 | COMPUTER/TECH RELATED H | 3,871,861.93 | 4,810.11 | 0.00 | 0.00 | 3,876,672.04 |
| 599999 | INDIRECT - OVERHEAD | 47,424.11 | 36,345.36 | 0.00 | 0.00 | 83,769.47 |
| | Expense Total | 6,720,596.34 | 3,568,729.29 | 12,970.48 | 0.00 | 10,302,296.11 |

ESSER II
Expenditures through 2/23/23

| OBJECT | ACCOUNT DESCRIPTION | 2021-22 EXPENDED | 2022-23 EXPENDED | ENCUMBRANCES | TOTAL |
|--------|----------------------------------|----------------------|---------------------|-------------------|----------------------|
| 511020 | ADMINISTRATOR-REG | 168,269.23 | 0.00 | 0.00 | 168,269.23 |
| 511021 | ADMINISTRATOR-PT | 0.00 | 0.00 | 0.00 | 0.00 |
| 511040 | DIRECTOR/ASST-REG | 0.00 | 0.00 | 0.00 | 0.00 |
| 511240 | PRIN/VP-REG | 111,660.27 | 143,481.02 | 0.00 | 255,141.29 |
| 511241 | PRIN/VP - PT | 26,134.66 | 8,383.73 | 0.00 | 34,518.39 |
| 511360 | TEACHER-REG | 4,513,501.51 | 130,077.21 | 0.00 | 4,643,578.72 |
| 511361 | TEACHER-PT | 314,768.42 | 182,339.68 | 0.00 | 497,108.10 |
| 511363 | TEACHER-SUBS | 0.00 | 38,947.12 | 0.00 | 38,947.12 |
| 511365 | TCHR-STIPENDS & ATHLETI | 525,553.66 | 34,201.18 | 0.00 | 559,754.84 |
| 511400 | SOC WKR-REG | 282,118.16 | 271.55 | 0.00 | 282,389.71 |
| 511997 | BONUS CERTIFIED | 545,400.00 | 0.00 | 0.00 | 545,400.00 |
| 512040 | DIRECTOR/ASST-REG | 76,846.15 | 52,899.08 | 0.00 | 129,745.23 |
| 512280 | SUPPORTIVE STAFF-REG | 339,535.89 | 115,947.89 | 0.00 | 455,483.78 |
| 512281 | SUPPORTIVE STAFF-PT | 43,065.23 | 40,063.44 | 0.00 | 83,128.67 |
| 512282 | SUPPORTIVE STAFF - OT | 956.19 | 5,352.94 | 0.00 | 6,309.13 |
| 512322 | CLERICAL - OT | 0.00 | 959.41 | 0.00 | 959.41 |
| 512461 | NURSE-PT | 6,600.00 | 5,697.15 | 0.00 | 12,297.15 |
| 512462 | NURSE - OT | 8,052.24 | 0.00 | 0.00 | 8,052.24 |
| 512540 | PARAPROFESSIONAL-REG | 13,324.65 | 8,315.42 | 0.00 | 21,640.07 |
| 512541 | PARAPROFESSIONAL-PT | 48,269.50 | 4,923.71 | 0.00 | 53,193.21 |
| 512560 | SPEC POLICE OFF-REG | 12,652.22 | 0.00 | 0.00 | 12,652.22 |
| 512561 | SPEC POLICE OFF-PT | 17,238.00 | 0.00 | 0.00 | 17,238.00 |
| 512562 | SPEC POLICE OFF-OT | 41,841.04 | 13,779.29 | 0.00 | 55,620.33 |
| 512681 | CUSTODIAL PART TIME | 3,000.00 | 0.00 | 0.00 | 3,000.00 |
| 512682 | CUSTODIAN-OT | 19,278.46 | 3,565.50 | 0.00 | 22,843.96 |
| 512997 | BONUS NON-CERTIFIED | 250.00 | 141,572.00 | 0.00 | 141,822.00 |
| 529997 | FRINGE BENEFITS-CERT | 1,204,204.80 | 59,580.52 | 0.00 | 1,263,785.32 |
| 529998 | FRINGE BENEFITS-NON-CER | 199,551.34 | 87,348.17 | 0.00 | 286,899.51 |
| 533210 | INSTR CONTRACT SVS | 5,516,890.00 | 23,185.00 | 80,081.00 | 5,620,156.00 |
| 533220 | INSTR PROG IMPROVE SVS | 1,363,400.00 | 21,459.50 | 54,671.38 | 1,439,530.88 |
| 533230 | PUPIL SVS: NON-PYRL SVS | 1,516,110.00 | 0.00 | 0.00 | 1,516,110.00 |
| 533240 | FIELD TRIPS | 0.00 | 5,284.20 | 24,771.40 | 30,055.60 |
| 533303 | STAFF DEVELOPMENT | 0.00 | 5,439.00 | 140.00 | 5,579.00 |
| 533305 | OTHER PROF TECH SVS | 1,321,219.87 | 672,958.45 | 41,760.75 | 2,035,939.07 |
| 544300 | MAINT & CUSTODIAL SERVICES | 33,775.38 | 0.00 | 0.00 | 33,775.38 |
| 544410 | RENTAL OF FACILITIES | 48,000.00 | 510.00 | 0.00 | 48,510.00 |
| 544500 | BUILDINGS & GROUNDS IMPROVEMENTS | 0.00 | 0.00 | 22,355.00 | 22,355.00 |
| 555100 | STUDENT TRANSP | 993,731.30 | 1,551,825.14 | 3,731.75 | 2,549,288.19 |
| 555303 | INTERNET COMMUNICATIONS | 305,977.24 | 243,391.86 | 2,050.00 | 551,419.10 |
| 555400 | ADVERTISEMENT | 10,000.00 | 0.00 | 0.00 | 10,000.00 |
| 555900 | MISC PURCHASED SVS | 34,299.60 | 0.00 | 0.00 | 34,299.60 |
| 566110 | INSTRUCTIONAL SUPPLIES | 254,932.48 | 135,999.12 | 168,982.66 | 559,914.26 |
| 566113 | TRAINING SUPPLIES | 1,699.50 | 1,814.90 | 2,114.91 | 5,629.31 |
| 566130 | MAINT & CUSTODIAL SUPPL | 331,003.12 | 0.00 | 0.00 | 331,003.12 |
| 566504 | TECHNOLOGY SUPPLIES | 0.00 | 6,076.93 | 7,318.40 | 13,395.33 |
| 566903 | ATHLETIC SUPPLIES | 0.00 | 0.00 | 1,024.50 | 1,024.50 |
| 566904 | AWARDS & INCENTIVES | 48,067.12 | 103,277.98 | 104,616.04 | 255,961.14 |
| 566905 | STUDENT UNIFORMS | 0.00 | 408.40 | 7,825.64 | 8,234.04 |
| 566909 | SUPPLIES AND MATERIALS | 708,756.82 | 43,598.81 | 91,178.84 | 843,534.47 |
| 577340 | EQUIPMENT | 0.00 | 144,607.16 | 137,297.79 | 281,904.95 |
| 577341 | FURNITURE/FIXTURES | 0.00 | 6,477.83 | 98,073.58 | 104,551.41 |
| 577438 | COMPUTER/TECH RELATED HARDWARE | 13,848.00 | 360.98 | 6,997.98 | 21,206.96 |
| 588300 | RELOCATION EXPENSE | 13,838.99 | 26,379.30 | 0.00 | 40,218.29 |
| 588906 | INCENTIVES FOR STAFF | 16,932.10 | 60,099.19 | 14,846.35 | 91,877.64 |
| 599999 | INDIRECT - OVERHEAD | 786,602.20 | 0.00 | 0.00 | 786,602.20 |
| | Expense Total | 21,841,155.34 | 4,130,859.76 | 869,837.97 | 26,841,853.07 |

ARP/ESSER III
Expenditures through 2/28/23

| OBJECT | ACCOUNT DESCRIPTION | 2021-22 EXPENDED | 2022-23 EXPENDED | ENCUMBRANCES | TOTAL |
|--------|---------------------------------|---------------------|----------------------|---------------------|----------------------|
| 511020 | ADMINISTRATOR-REG | 187,500.08 | 241,269.10 | 0.00 | 428,769.18 |
| 511021 | ADMINISTRATOR-PT | 0.00 | 41,800.00 | 0.00 | 41,800.00 |
| 511040 | DIRECTOR/ASST-REG | 321,492.39 | 293,773.13 | 0.00 | 615,265.52 |
| 511240 | PRIN/VP-REG | 127,578.09 | 326,816.80 | 0.00 | 454,394.89 |
| 511241 | PRIN/VP-PT | 0.00 | 24,223.15 | 0.00 | 24,223.15 |
| 511360 | TEACHER-REG | 0.00 | 3,094,618.86 | 0.00 | 3,094,618.86 |
| 511361 | TEACHER-PT | 49,087.50 | 86,891.90 | 0.00 | 135,979.40 |
| 511363 | TEACHER-SUBS | 11,750.00 | 15,000.00 | 0.00 | 26,750.00 |
| 511365 | TEACHER STIPENDS/ATHLETIC | 0.00 | 193,950.00 | 0.00 | 193,950.00 |
| 511380 | GUIDANCE COUNSELOR | 0.00 | 23,706.37 | 0.00 | 23,706.37 |
| 511400 | SOCIAL WKR-REG | 0.00 | 705,170.32 | 0.00 | 705,170.32 |
| 511401 | SOCIAL WKR-PT | 0.00 | 1,040.00 | 0.00 | 1,040.00 |
| 511997 | BONUS CERTIFIED | 0.00 | 2,236,257.00 | 0.00 | 2,236,257.00 |
| 512180 | MANAGER-REG | 0.00 | 216,292.46 | 0.00 | 216,292.46 |
| 512280 | SUPPORTIVE STAFF-REG | 54,979.58 | 1,158,894.82 | 0.00 | 1,213,874.40 |
| 512281 | SUPPORTIVE STAFF-PT | 2,383.51 | 1,716.16 | 0.00 | 4,099.67 |
| 512461 | NURSE-PT | 0.00 | 1,705.46 | 0.00 | 1,705.46 |
| 512540 | PARAPROFESSIONAL-REG | 0.00 | 250,920.39 | 0.00 | 250,920.39 |
| 512560 | SPEC POLICE OFF-REG | 0.00 | 23,903.52 | 0.00 | 23,903.52 |
| 512561 | SPEC POLICE OFF-PT | 0.00 | 4,774.90 | 0.00 | 4,774.90 |
| 512562 | SPEC POLICE OFF-OT | 0.00 | 35,211.84 | 0.00 | 35,211.84 |
| 512591 | FOOD SERVICE WORKER-PT | 0.00 | 158.72 | 0.00 | 158.72 |
| 512680 | CUSTODIAN-REG | 28,241.70 | 271,832.75 | 0.00 | 300,074.45 |
| 512997 | BONUS NONCERTIFIED | 0.00 | 754,121.10 | 0.00 | 754,121.10 |
| 529997 | FRINGE BENEFITS-CERT | 136,563.61 | 1,142,269.53 | 0.00 | 1,278,833.14 |
| 529998 | FRINGE BENEFITS-NON-CER | 35,010.46 | 724,750.48 | 0.00 | 759,760.94 |
| 533220 | INSTR PROG IMPROVE SVS | 189,929.30 | 72,802.80 | 110,975.00 | 373,707.10 |
| 533230 | PUPIL SVS: NON-PAYROLL SERVICES | 0.00 | 1,002,600.00 | 668,400.00 | 1,671,000.00 |
| 533305 | OTHER PROF TECH SVS | 1,015,793.30 | 1,397,409.20 | 1,986,236.80 | 4,399,439.30 |
| 544300 | MAINT & CUSTODIAL SERVICES | 0.00 | 26,850.00 | 17,900.00 | 44,750.00 |
| 544410 | RENTAL OF FACILITIES | 0.00 | 120,000.00 | 0.00 | 120,000.00 |
| 544500 | BUILDING & GROUNDS IMPROVE | 0.00 | 361,517.00 | 304,782.00 | 666,299.00 |
| 555303 | INTERNET COMMUNICATIONS | 706,125.41 | 758,071.96 | 63,450.00 | 1,527,647.37 |
| 555900 | MISC PURCHASED SVS | 0.00 | 40,250.00 | 0.00 | 40,250.00 |
| 566110 | INSTRUCTIONAL SUPPLIES | 761,865.64 | 527,534.32 | 339,414.45 | 1,628,814.41 |
| 566113 | TRAINING SUPPLIES | 485,266.87 | 0.00 | 0.00 | 485,266.87 |
| 566130 | MAINT & CUSTODIAL SUPP | 0.00 | 190,492.75 | 201,571.25 | 392,064.00 |
| 566504 | TECHNOLOGY RELATED SUPP | 42,326.55 | 55,200.00 | 48.00 | 97,574.55 |
| 566904 | AWARDS & INCENTIVES | 0.00 | 883.40 | 13,381.77 | 14,265.17 |
| 566909 | SUPPLIES & MATERIALS | 28,761.70 | 6,194.19 | 0.00 | 34,955.89 |
| 577340 | EQUIPMENT | 0.00 | 114,173.48 | 207,000.00 | 321,173.48 |
| 577348 | COMPUTER/TECH RELATED H | 2,535,282.74 | 734,849.47 | 56,868.00 | 3,327,000.21 |
| 588100 | ORGANIZATION DUES AND FEES | 0.00 | 0.00 | 7,500.00 | 7,500.00 |
| 599999 | INDIRECT - OVERHEAD | 160,948.30 | 0.00 | 0.00 | 160,948.30 |
| | Expense Total | 6,880,886.73 | 17,279,897.33 | 3,977,527.27 | 28,138,311.33 |

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4. Business Agenda

| | |
|--------------------|--|
| Subject | 4.1 Contract Continuation Approval: Effective School Solutions (ESS) |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Action |
| Dollar Amount | \$1,733,660.00 |
| Budget Source | Special Funds: ESSER Funds |
| Recommended Action | Motion that the Hartford Board of Education authorize the Superintendent to execute a contract with Effective School Solutions, for the term outlined in the contract, ending June 30, 2024, at an amount not to exceed \$1,733,660. |
| Goals | <div>Priority: School Culture & Climate</div> <div>Priority: Teaching & Learning</div> |

One of the most urgent national challenges facing our young people is their mental health. Even prior to COVID-19, there was a mental health epidemic affecting our nation’s students with 1 in 5 students suffering from a mental health disorder. Since the pandemic, extensive research has demonstrated how COVID-19 and associated school closures have served as a form of trauma for students and increased both the frequency and intensity of mental health challenges for this population. We continue to see students across all grade levels experience adjustment challenges, increased rates of anxiety and depression, and increased challenging behaviors. The increase in mental health challenges also has the additional negative impact of increasing therapeutic outplacements for students with especially intensive challenges and overwhelming the existing counseling staff members in HPS schools.

Last year the Board approved an initiative with Effective School Solutions (ESS), a regional leader in providing school-based mental health care for students, to dramatically strengthen the district’s mental health support continuum. This initiative was designed to 1) counter the anticipated increase in frequency and intensity of mental health challenges, 2) ensure that our existing clinical staff was not overwhelmed, 3) lay the foundation for a higher level of in-district mental health programming that will serve as a less costly and more effective alternative to outplacement for many students.

We are pleased to report that Year 2 of this initiative has been a strong success. Specific accomplishments include:

- Hiring and staffing of a 13-person team to provide Tier 2 and Tier 3 intensive mental health services across 8 schools: Bulkeley High School, Hartford Public High School, Weaver High School, MLK Jr. Middle School, Milner Middle School, McDonough Middle School, Burr Middle School and Betances STEM Magnet Academy
- Intensive “wraparound” service delivery including over 6,700 therapeutic services delivered to 85 students with 11 students pending intake.
- 20% decrease in average disciplinary incidents per week after student participation in ESS services
- 20% decrease in chronic absenteeism for students participating in ESS services
- 69% of students maintaining or increasing their GPA after participating in ESS services
- Improved trajectory of student wellness over the course of the year, with clinicians reporting student wellness increase by 73% after 25 weeks of programming.
- 98% avoidance of out of district placement referral for students participating in ESS

In addition, the availability of a higher level of mental health care through the utilization of ESS services has helped to provide much needed support to HPS clinical and counseling staff, while also serving as a successful mechanism to slow the flow of out of district placements.

For 2023-2024 we would like to build off the highly successful second year of this program by continuing the support being provided to the above 8 schools. The services provided by ESS will include a comprehensive "Tier 3" wraparound program that provides the following services through a dedicated, on-site 13-person team:

Individual therapy

Group therapy

Family therapy

Monthly parent/caregiver support group

Urgent clinical sessions

Classroom push-in support

Quality and risk management services

Direct clinical supervision through an onsite program coordination

4. Business Agenda

| | |
|--------------------|---|
| Subject | 4.2 Contract Continuation Approval: DecisionEd |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Action (Consent) |
| Dollar Amount | \$58,200.00 |
| Budget Source | Special Funds |
| Recommended Action | Motion that the Hartford Board of Education authorize the Superintendent to execute a contract with DecisionEd, for the term outlined in the contract, ending June 30, 2024, at an amount not to exceed \$58,200. |
| Goals | <div>Priority: Teaching & Learning</div> <div>Priority: Operational Effectiveness</div> <div>Priority: Family & Community Partnerships</div> <div>Priority: School Culture & Climate</div> |

Decision ED provides K-12 Performance Management Classroom/Student software which integrates information from systems across the district into a single repository for ease of reporting and data visualization. During Year 1 of the contract, the district was granted perpetual licensing for the DecisionEd K-12 Performance Management software including IBM Cognos software for server administration, report development, query development, dashboard development and end user access for all district employees, students, and parents. The 2023-24 contract continues software support.

DecisionEd allows the district and schools to fulfill operational requirements and monitor measures for all four strategic priorities. The ability to visualize student, staff and operational impacts all goals and performance metrics.

Success will be evaluated as follows:

- The ability of the schools and the district to use Decisision Ed Dashboards and Reports.
- Vendor’s ability to implement and sustain solutions that meet expectations as outlined by the contract.
- Vendor’s ability to provide consistent and reliable access to systems during operational hours, including peak hours.
- Vendor’s ability to diagnose, escalate and resolve support requests within reasonable timeframes, in alignment with typical business standards.
- Increased product use and satisfaction by staff.

Administrative File Attachments

[CONTRACT REQUEST FORM - DecisionEd 7.1.23-6.30.24 Rev.DOCX \(49 KB\)](#)

[DecisionEd Talking Points 2023-24 Rev.docx \(49 KB\)](#)

[Support renewal invoice 3647 thru 062024.pdf \(64 KB\)](#)

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4. Business Agenda

| | |
|--------------------|---|
| Subject | 4.3 Second Reading and Adoption: 2023-24 District Calendar |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Action |
| Recommended Action | Motion that the Hartford Board of Education adopt the 2023-24 District School Calendar. |

File Attachments

[DRAFT 2023-2024 HPS District Wide School Year Calendar DRAFT.pdf \(532 KB\)](#)

| July (0) | | | | | August (3) | | | | | September (20) | | | | |
|--------------|----------|-----------|-----------|-------|---------------|-----------|-----------|-----------|-----------|----------------|-------|-------|-------|-------|
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| 3 | 4 ID | 5 | 6 | 7 | | 1 | 2 | 3 | 4 | | | | | 1 |
| 10 | 11 | 12 | 13 | 14 | 7 | 8 | 9 | 10 | 11 | 4 LD | 5 | 6 | 7 | 8 |
| 17 | 18 | 19 | 20 | 21 | 14 | 15 | 16 | 17 | 18 | 11 | 12 | 13 | 14 | 15 |
| 24 | 25 | 26 | 27 | 28 | 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 |
| 31 | | | | | 28 | 29 FD | 30 | 31 | | 25 | 26 | 27 | 28 | 29 |
| October (21) | | | | | November (19) | | | | | December (16) | | | | |
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
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| 9 IPD | 10 | 11 | 12 | 13 | 6 | 7 | 8 | 9 | 10 | 4 | 5 | 6 | 7 | 8 |
| 16 | 17 | 18 | 19 | 20 | 13 | 14 | 15 | 16 | 17 | 11 | 12 | 13 | 14 | 15 |
| 23 | 24 | 25 | 26 | 27 | 20 | 21 | 22 | 23 TR | 24 TR | 18 | 19 | 20 | 21 | 22 |
| 30 | 31 | | | | 27 | 28 | 29 | 30 | | 25 HR | 26 HR | 27 HR | 28 HR | 29 HR |
| January (20) | | | | | February (15) | | | | | March (20) | | | | |
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| 15 MLK | 16 | 17 | 18 | 19 | 12 | 13 | 14 | 15 | 16 | 11 | 12 | 13 | 14 | 15 |
| 22 | 23 | 24 | 25 | 26 | 19 PRD | 20 WR/INT | 21 WR/INT | 22 WR/INT | 23 WR/INT | 18 | 19 | 20 | 21 | 22 |
| 29 | 30 | 31 | | | 26 | 27 | 28 | 29 | | 25 | 26 | 27 | 28 | 29 GF |
| April (17) | | | | | May (22) | | | | | June (8) | | | | |
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
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| 8 SR/INT | 9 SR/INT | 10 SR/INT | 11 SR/INT | 12 SR | 6 | 7 | 8 | 9 | 10 | 10 | 11 | 12 LD | 13 * | 14 * |
| 15 | 16 | 17 | 18 | 19 | 13 | 14 | 15 | 16 | 17 | 17 * | 18 | 19 | 20 | 21 |
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| 29 | 30 | | | | 27 MD | 28 | 29 | 30 | 31 | | | | | |

**2023-24 School Year Calendar
For Hartford Public Schools**

| | |
|--|--|
| July 4 | Independence Day (ID) District Closed |
| August 23, August 24, 28 | Full Day Professional Learning/ 1/2 Day Classroom Set-Up Full Day Professional Learning |
| August 29 | First Day of School (FD) |
| September 4 | Labor Day (LD) District Closed |
| September 6 | Early Release for Professional Learning |
| September 20 | Early Release for Professional Learning |
| October 4 | Early Release for Professional Learning |
| October 9 | Indigenous Peoples' Day Schools Closed for Staff and Students |
| October 18 | Early Release for Professional Learning |
| November 1 | Early Release for Professional Learning |
| November 7 | Full Day Professional Learning/Election Day |
| November 15 | Early Release for Parent Teacher Conference |
| November 22 | Early Release for Students & Teachers |
| November 23, 24 | Thanksgiving Recess (TR) District Closed |
| December 6 | Early Release for Professional Learning |
| December 22 | Early Release for Students & Teachers |
| December 25-January 1 | Holiday Recess (HR) Schools Closed |
| January 2 | Full Day Professional Learning |
| January 15 | Martin Luther King's Day (MLK) District Closed |
| January 31 | Early Release for Parent Teacher Conference |
| February 7 | Early Release for Professional Learning |
| February 16 | Full Day Professional Learning |
| February 19 | Presidents' Day (PRD) District Closed |
| February 20-February 23 | Winter Recess (WR) Schools Closed |
| February 20-February 23 | Intercession |
| March 6 | Early Release for Professional Learning |
| March 20 | Early Release for Professional Learning |
| March 29 | Good Friday (GF) District Closed |
| April 8-April 12 April 8-April 11 | Spring Recess (SR) Schools Closed Intercession |
| April 17 | Early Release for Professional Learning |
| April 24 | Early Release for Parent Teacher Conference |
| May 1 | Early Release for Professional Learning |
| May 15 | Early Release for Parent Teacher Conference s (As needed) |
| May 27 | Memorial Day District Closed |
| June 12 | Last Day of School Early Release Students Only |
| Make up days due to school closures will be added in June, if needed, to provide 181 instructional days * June 13, 14, 17 | |

Legend:

| | |
|---|---------------------------------|
| • | Teacher Full Day PL |
| ⓪ | Early Release for PL |
| Ⓛ | Early Release for PT Conference |

4. Business Agenda

| | |
|--------------------|---|
| Subject | 4.4 Second Reading and Adoption: Policy 6172 - Alternative Education Programs |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Action |
| Recommended Action | Motion that the Hartford Board of Education adopt Policy 6172 - Alternative Education Programs. |

File Attachments

[6172 Alternative Education Programs DRAFT.pdf \(129 KB\)](#)

Instruction

Alternative Education Programs

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized there will be students in the District whose needs and interests are best served by participation in an alternative education program.

"Alternative education" means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students.

The Board may provide alternative education to students in accordance with the guidelines established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education.

In providing alternative education to students, the Board may use space in an existing school or establish a new school. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education, to provide alternative education pursuant to C.G.S. [10-158a](#).

Such an arrangement may include the establishment of a committee to supervise the program, with committee membership determined by cooperating boards. Such committee shall have the power, in accordance with the terms of the agreement, to (1) apply for, receive directly and expend on behalf of the school districts which have designated the committee an agent for such purpose any state or federal grants which may be allocated to school districts for specified programs, the supervision of which has been delegated to such committee, provided such grants are payable before implementation of any such program or are to reimburse the committee for transportation provided to a school operated by a cooperative arrangement; (2) receive and disburse funds appropriated to the use of such committee by the cooperating school districts, the state or the United States, or given to the committee by individuals or private corporations; (3) hold title to real or personal property in trust, or as otherwise agreed to by the parties, for the appointing boards; (4) employ personnel; (5) enter into contracts; and (6) otherwise provide the specified programs, services and activities. Teachers employed by any such committee shall be subject to the provisions of the general statutes applicable to teachers employed by the board of education of any town or regional school district.

A list of alternative programs will be approved by the Board annually. The Superintendent may provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. There shall be an annual evaluation of alternative education programs.

The Board, as required, will post on its website information about any alternative education offered, including purpose, location, contact information, staff directory and enrollment criteria. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to environment, structure and pedagogy. Such programs include, but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities and supervised

independent study.

Students, upon parent request, may be placed in an alternative education program within available financial resources if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards.

It shall be the responsibility of the Superintendent of Schools to identify alternative program opportunities to be made available to students at risk, to recommend such alternative programs to the Board for approval, and to familiarize students and parents/guardians with the availability of such alternative programs. The Superintendent shall, through cooperative efforts with other districts, schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the Board.

(cf. 6172.11 - Relations with Charter Schools)

(cf. 6172.12 - Magnet Schools)

(cf. 6172.41 - Title I Program)

(cf. [6172.6](#) - Virtual/Online Courses)

Legal Reference Connecticut General Statutes

[10-4p\(b\)](#) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

[10-15](#) Towns to maintain schools.

[10-16](#) Length of school year.

[10-158a](#) Cooperative arrangements among towns. School building projects. Student transportation.

[10-220](#) Duties of boards of education (as amended by PA 15-133)

[10-223h\(c\)](#) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)

PA 15-133 An Act Concerning Alternative Education

Policy adopted:

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4. Business Agenda

| | |
|---------|--|
| Subject | 4.5 First Reading: Policies listed below |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Procedural |

First Reading, no vote is required at this time.

Policies with edits:

- Policy 5132 Student Attire
- Policy 1110.3 School Governance Councils
- Bylaw 9360 Legislative & Advocacy

Policies with recodification (no content was edited, only a change in policy number)

- District Accreditation 1531/6200 - change to 1531
- Report Cards - change from 6142 to 6146.12
- Grading - change from 6146 to 6146.1
- Smoking & Tobacco Use from 4118.51/4218.51 to 4118.232/4218.232

Students

Student Attire

1. Statement of Policy

It is the policy of the Hartford Board of Education to reasonably regulate the attire of students during the school day and during school-sponsored activities. To that end, all students in primary and secondary schools shall wear a school uniform. Further, in order to maintain an educational environment that is safe and conducive to the educational process, students in all grades shall abstain from wearing or possessing specified items during the school day.

2. Statement of Purpose

The Hartford Board of Education has determined that reasonable regulation of school attire can further important educational interests, including:

- a. Reducing distraction and loss of self-esteem caused by teasing or competition over clothing;
- b. Minimizing disruption from wearing inappropriate clothing or possessing inappropriate items at school;
- c. Providing an environment where students can focus more on learning;
- d. Enhancing school safety by making it harder to conceal weapons or contraband;
- e. Enhancing school safety by helping teachers and administrators to identify individuals that are not enrolled in the school when they encounter them on school grounds;
- f. Enhancing school safety by prohibiting gang colors and paraphernalia;
- g. Reducing the cost of school clothing;
- h. Providing an educational environment where financial disparities between students, as reflected in clothing, are minimized;
- i. Creating a greater sense of community and school pride amongst the students;
- j. Instilling discipline in students;
- k. Helping students and parents to avoid peer pressure;
- l. Helping to prepare students for future roles in the professional workplace; and
- m. Creating an atmosphere reflecting seriousness of purpose about education.

3. Administrator Responsibilities

- a. Principals will distribute to parents annually the names of all local uniform vendors who have confirmed that they have the capacity to provide the specifications of their uniforms, including cost.
- b. There shall be no sole source vendors of school uniforms. The superintendent, or designee, will send to the Board of Education annually, a list of all vendors that provide uniforms at each school.

Students

Student Attire (continued)

- c. Changes to a school uniform or logo shall be approved by the School Governance Council. Principals will notify parents by March 1, of any school year, if all or part, of the school uniform will change for the following school year.
- d. Whenever possible, the Hartford Public Schools shall provide logos that can be sewed or ironed onto the uniforms that meet the requirements of this policy, at any school that elects to have a school uniform with a specific logo.

4. Parental Responsibility

It is the responsibility of parents/guardians to ensure that their child/children dress in conformity with the requirements of this policy. It is the recommendation of professional school personnel that parents/guardians hold their children to the highest standard in regards to school attire. Parents/guardians should support the Board's efforts to create a level playing field for all students in Hartford and eliminate distractions, disruptions and safety concerns relating to student attire. Parents/guardians should further support the Board's efforts to create a more serious educational environment that is conducive to learning and which helps to prepare Hartford's students for future success in the professional workplace.

5. Staff Responsibilities

School personnel, including substitutes, should serve as role models for proper attire in the educational setting. School personnel should ensure that all students adhere to the School Attire Policy. All personnel, particularly teachers and administrators, are encouraged to model their school's uniform in their own attire.

6. Clothing and Items Prohibited for All Grades, PK-12

In order to maintain an environment that is safe and conducive to the educational process, the Board of Education prohibits the wear of following for all grades in the Hartford Public School System during regular school hours:

- a. Attire or accessories that contain messages or images that would tend to be offensive or disruptive to the educational process, including racist messages or images; sexist messages, or images; messages or images promoting the use of drugs, alcohol, or tobacco; profane or pornographic messages or images; messages that incite violence or constitute "fighting words"; or attire or accessories that promote or signify gang affiliation.
- b. See-through clothing, clothing revealing bare midribs, tank tops, halter tops, tube tops, undershirts or underpants worn as outer garments, clothing with plunging necklines (front or back), sleeveless shirts, exposed clothing made of spandex material, or clothing worn in such a manner as to expose undergarments.
- c. Bare feet, bedroom slippers, shower style flip-flops, roller blades, roller-skates, or footwear that mars floors, causes excessive noise, or creates a safety hazard.

Students

Student Attire (continued)

- d. Head coverings of any kind, including but not limited to hats, caps, scarves, bandanas, curlers, ~~masks, full facial coverings,~~ visors, kerchiefs, athletic sweatbands, earmuffs, or hoods. ~~Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours.~~ However, approved coverings worn as part of a student's religious beliefs or health needs shall not be prohibited under this policy.
- e. Spiked or studded bracelets, oversized or multi-finger rings, belts or chains or any other articles of attire with spikes or studs attached, "Name" or other oversized metal belt buckles, or any other items of clothing or jewelry that may present a safety hazard to the student, other students or staff.
- f. Coats, jackets, windbreakers, nylon pullovers, down vests, or other attire normally worn as outerwear. ~~Such outerwear shall not be worn, carried or kept in the classroom during regular school hours.~~ Outerwear must be secured in the student's locker before school starts.
- g. Sunglasses, headphones, or other electronic devices not prescribed for educational purposes, or goggles, whether worn or carried.
- h. Skirts, shorts, skorts, dresses, or jumpers that are shorter than four (4) inches above the knee.

7. Mandatory School Uniform for Elementary School Students

The following Uniform Policy is mandatory for all students in Hartford elementary schools:

- a. Boys' Students' Uniforms.
 - (1) Individual schools may choose an authorized color scheme for ~~shirts and pantstops, bottoms and jumpers. Shirts must have a collar and may be button down, polo or turtleneck. Shirts must be tucked in at all times.~~ Sleeves may be long or short. ~~No tee shirts may be worn. Pants or shorts~~ Bottoms may be dress or "docked" style ~~and must be worn or belted at the waist, with shorts or skirts reaching the knee.~~
 - (2) Shoes or sneakers with socks. ~~Laces on shoes or sneakers must be tied. Footwear may not mar floors, cause excessive noise, or create a safety hazard.~~
 - (3) Individual schools may choose additional colors and styles for sweaters, blazers and vests.
 - (4) Gym Day Attire: Students may wear sweats to school on scheduled gym day. Individual schools may choose authorized additional gym attire.
 - (5) Backpacks and/or book bags are permitted, but shall not obstruct safe passage in the classroom or in the corridors.

Students**Student Attire (continued)****b. Girls' Uniforms**

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(1) Individual schools may choose an authorized color scheme for blouses, jumpers, skirts, pants or knee-length shorts. Blouses must have a collar and may be button down, polo or turtleneck. Blouses must be tucked in at all times. Sleeves may be long or short. No tee shirts may be worn. If pants or shorts are worn, they must be "dress" or "dicker" style and must be worn or belted at the waist.

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(2) Shoes or sneakers with socks or tights. Laces on shoes or sneakers must be tied. Footwear may not mar floors, cause excessive noise, or create a safety hazard.

(3) Individual schools may choose additional colors and styles for sweaters, blazers and vests.

(4) Gym Day Attire: Students may wear sweats to school on scheduled gym day. Sweats must reflect the color of the school uniform. Individual schools may choose authorized additional gym attire.

(5) Backpacks and/or book bags are permitted, but shall not obstruct safe passage in the classroom or in the corridors.

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be. Compliance

- (1) All students are required to adhere to their school's uniform and are expected to attend classes in a complete uniform. For financial and emergency reasons schools should maintain a supply of uniforms which students may borrow, to enable all students to attend class. Principal discretion may be used in unique situations.

8. Mandatory School Uniform for Secondary School Students

At the point of inception, Independent Secondary Schools and Academies will designate complete uniforms reflective of their mission, career theme and/or post-secondary education focus in a single color scheme. Dress uniforms or blazers and ties are required for upper classmen and women (grades 11-12) while participating in internships.

All students are required to adhere to the required attire and are expected to attend classes in a complete uniform. For financial and emergency reasons schools shall maintain uniform components that students may borrow to ensure that all students may attend class. Principal discretion may be used in unique situations.

9. Exceptions for Designated Days or Events.

Each school principal may periodically designate specific days or events (i.e. school celebration, picnic, field day, or spirit week) during which deviations from the approved uniform will be permitted,

(5 of 6)

Students

Student Attire (continued)

provided the principal determines that such exceptions will facilitate the event, promote school spirit, or otherwise serve an educational interest.

10. Religious and Health Accommodations.

Where the bona fide religious beliefs or health needs of a student conflict with the school attire policy, the schools will provide reasonable accommodation. ~~Any parent or student desiring accommodation shall notify their school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited under this policy. The superintendent shall develop procedures for the verification of religious and health exemptions.~~

11. Clothing Assistance.

It is the policy of the Board of Education that no student will be denied an education due to bona fide financial inability to obtain clothing that complies with the Board's Attire Policy. ~~Any student, for whom compliance with the school attire policy poses a bona fide financial burden, may submit a written request for clothing assistance to their school principal specifying the clothing needed together with a statement of financial need.~~

School principals or their designees shall assist families in financial need to obtain clothing that complies with the school attire policy. ~~In meeting requests for assistance, principals or their designees shall consider community resources such as clothing or financial donations from corporations, members of the community, local businesses, parent organizations, and charitable organizations; clothing discounts from local merchants; and providing additional time for a student to obtain clothing that complies with the School Attire Policy. Schools may also make quality logo patches available to students in need. Where other resources or accommodations are inadequate, a principal may submit a request for assistance to the Assistant Superintendent of Schools or his/her designee, who shall. The Assistant Superintendent or his/her designee shall ensure that necessary clothing or financial assistance is provided to the principal, who in turn shall address the clothing needs of the student.~~

12. Accommodation of Free Expression

An item of approved clothing containing an expressive message is permitted. ~~For example, a small button supporting a political candidate may be worn. However, expressive items are prohibited if, in the reasonable judgment of school officials, they may tend to disrupt or interfere with educational interests. For example, racist messages, sexist messages, gang insignia, messages promoting drug or alcohol abuse, and profane or pornographic messages or images are prohibited. Also prohibited during the school day are items of clothing that undermine the integrity of required attire, such as a windbreaker that contains expressive writing.~~

13. Administrative Review.

Any student who believes that their school has not reasonably accommodated his or her bona fide religious, health or financial needs or right of free expression, may submit a written

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(6 of 6)

Students

Student Attire (continued)

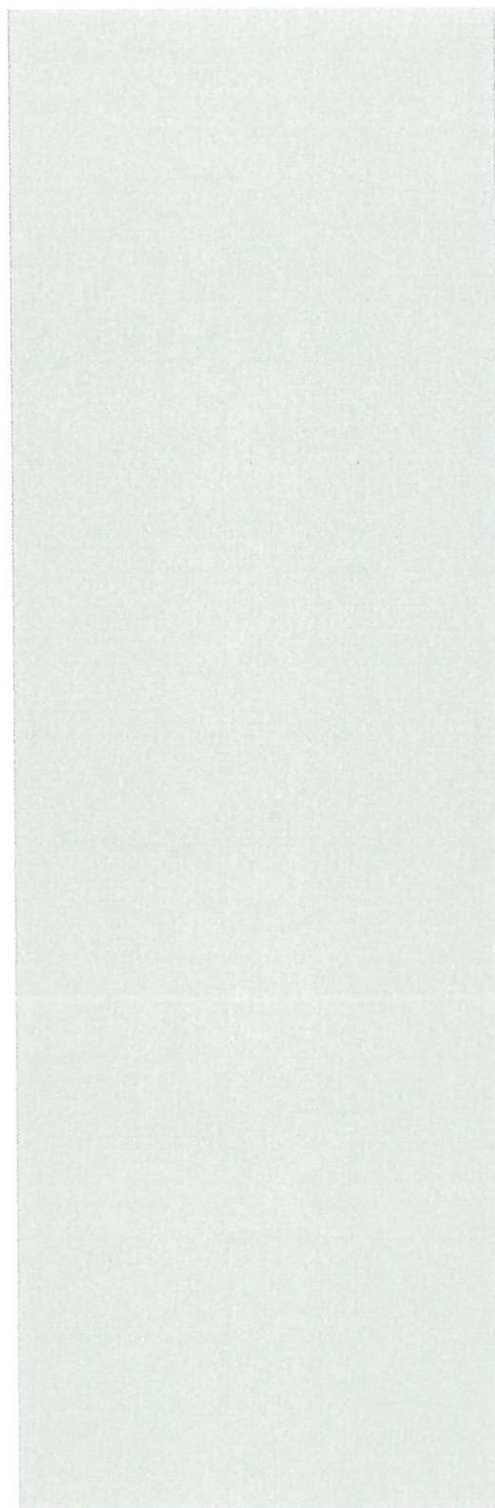
objection on their own or through their parents/guardians to the school's principal. ~~—~~ The principal shall respond in writing to the student and his or her parents/guardians within fourteen (14) days. ~~—~~ Any student or parent/guardian dissatisfied with the principal's response may submit a written appeal to the Hartford Public Schools Board of Education. ~~—~~ The Board or its designee may request such additional information from the school, the student, and/or the parents/guardians as it deems necessary. ~~—~~ The Board or its designee shall issue a written decision on the appeal within twenty-one (21) days.

Legal Reference: Connecticut General Statute Section 10-221f (1996) ("[a] local or regional board of education may specify a school uniform for students under its jurisdiction.").

Policy Number 5131.1(a), Students, Dress and Grooming, School Uniforms is rescinded.
Policy Number 5140(a), Student Dress, adopted 9/14/99 and updated 11/1/05 is rescinded.
Policy Number 5140, Hartford Public Schools School Attire Policy dated 6/6/06 is rescinded.
Policy Number 5140, Hartford Public Schools School Attire Policy dated 7/11/06 is revised.
Policy Number 5140, Hartford Public Schools School Attire Policy dated 6/13/08 is revised.
Policy Number 5140, Hartford Public Schools School Attire Policy dated 8/19/08 is adopted.
Policy Number 5140, Hartford Public Schools School Attire Policy dated 12/21/10 is revised.

Revised: January 15, 2013
Policy updated: October 4, 2021

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut



Community Relations

School Governance Councils

Purpose

Consistent with its adopted theory of action and commitment to create and maintain a system of high-performing, distinctive schools of choice, the Board of Education will authorize the formation of school-based governance councils to guide the development of its schools. The Board believes that the success of the school and the students it serves is the shared responsibility of school staff, parents or legal guardians, and community members.

The School Governance Council (SGC) is the primary, local school decision-making body of a school devoted to achieve its mission and vision. Toward this end, the SGC will focus on the analysis of student achievement, development of improvement plans, allocation of resources, programmatic and operational changes, and after being in place for three years, a council may vote to recommend that a school be reconstituted in order to improve the quality of the school and the achievement of its students. All members of the council will perform their duties with integrity, discretion and loyalty.

The principal is the chief executive officer of the school and accountable for school quality and student achievement. The principal shall be responsible for forming, developing and maintaining an effective and cohesive School Governance Council. Principals and School Governance Councils are supported through the Portfolio Directors, SGC process coaches, and the SGC Coordinator.

The councils are not intended to replace parent organizations.

Scope of Policy

All schools will have a School Governance Council.

Membership and Election

Members will be elected through a fair, open, widely publicized, recorded, and timely election process. The process for parent election shall be developed by the Principal in collaboration with the school's Parent-Teacher organization or a comparable parent organization. Any staff member employed within the school who has children attending the school where they are employed cannot serve as a parent member on the council; any staff member who is employed by the school or has any other affiliation with the school cannot serve as the community representative on the council.

School Governance Councils shall be comprised of 14 voting duly elected members, plus up to three nonvoting members depending on the type of school involved. The following tables describe the category of membership, the number of members and how they are elected.

| Member | Number | Election Process |
|---|--------|--|
| Parents or guardians of students currently attending the school | 7 | Elected by the parents/legal guardians of students attending the school, each household with students attending the school will have one vote in the SGC parent election process |
| Teachers (as per state definition*) at the school | 5 | Elected by the teachers of the school |
| Community leaders within the school district | 2 | Elected by the parent/legal guardian and teacher members of the council |
| School principal or designee (nonvoting) | 1 | Principal may participate directly or name a designee |

Additional members and election process in high schools:

| Member | Number | Election Process |
|--|--------|--------------------------------------|
| Student members, high school councils only (nonvoting) | 2 | Elected by the school's student body |

The names and contact information (email and/or telephone number) for the SGC members will be made available to the school community via approved SGC meeting minutes attendance, and the school and district websites.

The Parent Chair of each School Governance Council shall be elected every two years by the 14 members of the council. A Parent Chair may not serve two consecutive terms as SGC chair.

All members are equal partners in decision-making, and all decisions are made by consensus. If consensus cannot be achieved, decisions are made by a two-thirds majority vote. When a vote is taken, it must be open and recorded; secret ballots are not permitted. Consensus is defined as all members being in agreement or members being able to support the general agreement of the group.

Requirements

In order to continue to have a strong and effective council, any members that join the council must attend all required trainings provided by the District. Failure to meet training requirements will result in removal from the council. The trainings will provide SGC members with the necessary skills and tools to be active participants in the decision-making process.

Teacher representatives must be teachers in active service at the school and parent representatives must be parents of children currently attending the school.

School Governance Councils shall meet at least six times per year. The principal of the school shall make the SGC meeting schedule for the academic year available to the school community, by the end of October of each year, via the school and district websites, emailing it to staff and

parents, and displaying it in key areas of the school. Absence from two consecutive meetings or half of the meetings will result in removal from the council.

Terms of Voting

Voting members shall have a two-year term and no one member can serve more than two-four terms on a council, ~~if re-elected for a second term~~. The nonvoting student members shall serve a one-year term, and no student member can serve more than two terms, if re-elected for a second term. ~~After the two terms are completed, the council will have elections in the month of May following the requirements stated in the election process within this policy. This process also includes any vacancies throughout the year. (See Attachment A for Guidance on Election Procedures.) The year of each term shall be from July through June.~~

Roles and Responsibilities

A. Parent-Chairperson

The Parent Chair shall:

1. Work with the Principal to prepare the agenda and ground rules for SGC meetings
2. Conduct the SGC meetings
3. Select a member to take attendance and minutes of a least six SGC meetings
4. Attend semi-annual district-wide meetings of SGC Chairs /Co-Chairs with the Superintendent
5. Attend annual meeting of SGC Chairs/Co-Chairs with the Board of Education
6. Maintain regular communication with Principal, and SGC Coordinator, and the Parent Organization President

B. Principal or School Director

The Principal shall:

1. Serve as the SGC Co-Chair
2. Work collaboratively with the Parent Chair to prepare the agenda and ground rules for the SGC meetings
3. Inform and provide school related information to the council in a timely fashion, make recommendations, and implement agreed-upon SGC decisions
4. Maintain on file, for at least four years, all documentation related to SGC elections (parents, teachers, community members, students), meeting agenda, minutes, and attendance. Provide any of these documents to the Superintendent or his/her designee upon request.
5. Distribute approved SGC minutes to SGC members and school community via email, and by posting them on the school and district websites, by displaying them in an appropriate and visible space in the school building, and by including them in staff and parent newsletters
6. Submit a complete list of the elected SGC members to the Superintendent or designees no later than June 1st of each year.

In the exceptional case where the principal is in disagreement with the consensus or two-thirds vote of the SGC, the Superintendent or designee shall review both recommendations and make a final determination.

C. Council Members

The council collectively, shall establish an effective timeline for the following functions:

1. Analyze school achievement data and school needs as they relate to the school's improvement plan.
2. Assist in developing and reviewing the School Accountability Plan (SAP) and advise the Principal before the report is submitted to the Superintendent of Schools. The council as a whole must approve SAP before the Parent Chair and Principal sign the consent form and submit it to the School Governance Council Coordinator by the end of October.
3. Review fiscal objectives of the school's draft budget and advise the Principal before the budget is submitted to the superintendent. The council as a whole must approve the school budget before the Parent Chair and Principal sign the consent form and submit it to the School Governance Council Coordinator by the end of February.
4. Participate in the Executive Search Committee for the hiring of the school principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the superintendent of schools for the district and the local and regional board of education. The SGC will complete the Office of Talent Management form stating recommendations and comments of at least two candidates for the superintendent's consideration
5. Assist the Principal in making programmatic and operational changes to improve the school's achievement.
6. Develop and approve a written school parent involvement policy that outlines the role of parents and guardians. Schools that receive federal Title 1 funds are required to have a parent involvement policy developed jointly with, approved by, and distributed to parents. Note: A district Title 1 policy can serve this purpose.
7. Work with the Principal in the promotion of the school as a parental choice relative to its enrollment goals.
8. Work with school administrators in developing and approving a school compact for parents, legal guardians, and students that outlines the school's goals and academic focus identifying ways that parents and school personnel can build a partnership to improve student learning. The council as a whole must approve the school compact before the Parent Chair and Principal sign the consent form and submit it to the Chief of Early Literacy and Parent Engagement.

Schools that receive federal Title I funds are required to have a school-parent compact, developed with parents.
9. Work with the Principal in reviewing data around partnership impact and viability of new school partnerships. Review and approve an after-school program.
10. Advise and assist the Principal in the analysis of the school survey data and creation of programs to improve school climate.
11. For those schools mandated by state law, after being in place for three years, a council may vote to recommend that a school be reconstituted using one of the following models for reconstitution: (1) turnaround; (2) restart; (3) transformation; (4) CommPact school; (5) innovation school; and (6) any other model developed under federal law. However, a

council cannot vote to reconstitute a school if it was already reconstituted for another purpose. The statute provides a process whereby the council's recommendation for reconstitution must be heard by the local board of education which must accept, modify or reject the proposal. In a case where the council and the local board of education cannot agree on reconstitution, the Commissioner of Education must decide. The State Board of Education cannot allow more than 25 schools per year to be reconstituted under state law (Public Act 10-111).

Reporting and Oversight

All schools are expected to adhere to all provisions of this policy regarding school governance councils with regard to the manner of representation and conduct of elections.

School Governance Council meetings are open to the public, but are not meetings with the public.

Each School Governance Council shall report annually to the school's stakeholders on their progress in meeting the goals of the School Accountability Plan (SAP).

The Board of Education shall conduct an annual forum with School Governance Council Chairs and Co-Chairs to assess the implementation of this policy.

Within available resources, the Superintendent shall maintain one website with information about all School Governance Councils that includes an updated schedule of meetings, a link to the minutes of each past meeting, and resources for parents, including, but not limited to, staff contact information and informational materials.

The Superintendent will report annually to the Board on the effectiveness of School Governance Councils as an element of the Board's strategy to close the achievement gap for Hartford students and recommend revision of the policy as warranted.

This policy will be reviewed by the Board of Education annually to make any changes deemed necessary and make sure the requirements of the policy are met.

Legal Reference: Connecticut General Statutes

10-14n Mastery examination.

10-233e State-wide education accountability plan and possible actions. Study of academic achievement. School governance councils. Responsibilities of schools and boards of education.

10-233j School governance councils (as amended by PA 18-42 and PA 19-91)

10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans. (as amended by PA 01-173)

10-265I Requirements for additional instruction for poor performing students in priority school districts; exemption. Summer school required; exemption (as amended by PA 99-288, PA 01-173, and PA 03-174)

PA 10-111 An Act Concerning Education Reform in Connecticut.

PA 12-116 An Act Concerning Education Reform in Connecticut

Legal Reference: ~~Substitute Senate Bill No. 438 Public Act No. 10-111 An Act Concerning Education Reform in Connecticut~~

Policy adopted: May 19, 2009
Policy Revised: November 15, 2011
Policy Revised: October 15, 2013
Policy Revised: November 18, 2014

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Policy Updated: November 16, 2021

(Attachment A)

Process and Checklist for School Governance Council Elections

The table below presents the process for conducting School Governance Council elections. This process must be conducted in collaboration with the PTO/PTA/PO.

| Parent Process | Insert Date | |
|---|--------------------|---|
| 1. Notice of election and call for nominations distributed to all parents. | | ✓ |
| 2. Closing date for nominations. <ul style="list-style-type: none"> Once the nomination forms come back, notify the persons(s) and determine if they are eligible and if they accept or decline. | | ✓ |
| 3. Date by which the list of candidates will be displayed. <ul style="list-style-type: none"> Prepare your ballot with all names of nominees. | | ✓ |
| 4. Provide an opportunity for parents to meet the candidates. <ul style="list-style-type: none"> Candidates must be present to accept nomination. | | ✓ |
| 5. Date by which voting ballots will be prepared and distributed. <ul style="list-style-type: none"> Send out ballots to every household with deadline for return. | | ✓ |
| 6. Close of ballot. <ul style="list-style-type: none"> Provide various times and methods for parents to cast their ballots. | | ✓ |
| 7. Vote count. <ul style="list-style-type: none"> Once ballots are returned, determine election results. | | ✓ |
| 8. Announcement of new council members. <ul style="list-style-type: none"> Send election results out to school community and to SGC Coordinator. | | ✓ |
| 9. Schedule first council meeting to elect community members and parent co-chair (principal will preside as a non-voting member). Introduce new members at the council meeting and document in minutes. | | ✓ |
| Teacher Process | | |
| 1. Teachers are in charge of their own election process. Process must be documented. | | ✓ |
| Community Process | | |
| 1. Parents and teachers elect community members. | | ✓ |

Suggested bylaw to consider:

Bylaws of the Board

Legislative Program

~~The Board of Education, as an agent of the state, must operate within the bounds of the state and federal law affecting public education. If the Board is to meet its responsibilities to the residents and students of the community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause. To this end:~~

- ~~1. The Board will develop an annual legislative program through conferences with the Connecticut Association of Boards of Education and the National School Boards Association. (CUBE, Others)~~
- ~~2. When appropriate, the Board will work for the achievement of common legislative objectives through these associations and with the other concerned groups.~~
- ~~3. The Board will also seek both direct and indirect representation of its position on pending legislation with appropriate state and federal legislators and legislative committees.~~

Bylaw adopted by the Board:

Another version to consider:

Bylaws of the Board

School Board Legislative Program

The Board of Education, as an agent of the state, must operate within the bounds of the state and federal law affecting public education. If the Board is to meet its responsibilities to the residents and students of the community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause. To this end:

The Board will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at both the state and national level.

The Board will work with its state and federal legislative representatives, with the Connecticut Association of Boards of Education, the National School Boards Association, and other concerned groups in developing an annual, as well as long-range, legislative program. The Board will make its position known to the Connecticut Association of Boards of Education and to appropriate legislators. This cooperation is necessary because the Board recognizes the importance of sound and constructive state legislation in establishing the frame work and support for public education.

The Board will annually designate a legislative representative to serve as its liaison with the Connecticut Association of Boards of Education Government Relations Committee and/or Delegate Assembly. This person will be authorized to speak on the Board's behalf with respect to legislation being considered at the state or national level. In all dealings with individual elected representatives, the legislature, or Congress, the Board's representative will be guided by the official positions taken by the Board. The legislative representative will also monitor proposed school legislation and inform the Board of the issues.

Bylaw adopted by the Board:

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5. Consent Agenda

| | |
|--------------------|---|
| Subject | 5.2 Contract Continuation: Allovue |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Action (Consent) |
| Dollar Amount | \$317,750.00 |
| Budget Source | Special Funds: Alliance Grant |
| Recommended Action | Motion that the Hartford Board of Education authorize the Superintendent to execute a contract with Allovue, for the term outlined in the contract, ending June 30, 2026, at an amount not to exceed \$317,750. |

Allovue was founded in 2013 by a team of educators, technologists, education finance experts, and data specialists who realized the impact budgeting decisions could have on student success. Together they worked to build an innovative education finance solution to maximize student outcomes. Allovue’s goal is to help educators make better decisions about their budgets and spending by giving them dynamic, up-to-date, and user-friendly data.

Allovue’s software platform integrates directly with HPS’s existing accounting system, Munis, providing real-time insight into spending at the school, department and funding source level.

- The company’s Allocate module has been used the last two budget cycles to allocate funds to schools utilizing HPS’s equity-based Starter Budget.
- The Budget module is used extensively to help create the budget for the upcoming school year, with more than 150 HPS community members given access to the system.
- Once the budget is finalized, budget center leaders can use the Manage module to track actual spending in a way that is more user-friendly than Munis.
- Allovue helps produce two versions of the budget book, a preliminary Proposed version and a Adopted version once the Board of Education has voted in favor of the budget.

The contract is a one-year agreement with two one-year extensions. The cost of the first year of the contract has been reduced by \$10,000, to \$95,550, in recognition of the service issues HPS experienced in producing the 2023-24 Budget Book. Year 2 of the contract is priced at \$109,250 and Year 3 is priced at \$112,950, for a three-year total cost of \$317,750.

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5. Consent Agenda

| | |
|--------------------|---|
| Subject | 5.3 Approval: Healthy Food Certification |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Action |
| Recommended Action | <p>Motion that, Pursuant to C.G.S. Section 10-215f, the Hartford Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2023, through June 30, 2024. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.</p> <p>Furthermore, The Hartford Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales.</p> |

The Healthy Food Certification (HFC) statute (C.G.S. Section 10-215f) requires that each local board of education or governing authority (BOE) for public schools participating in the National School Lunch Program (NSLP) each year must certify whether all food items sold to students (separately from reimbursable meals) will or will not meet the Connecticut Nutrition Standards (CNS). This includes all public schools, regional educational service centers, the Connecticut Technical Education and Career System (CTECS), charter schools, interdistrict magnet schools, and endowed academies. This memo provides the required BOE motion language and instructions for the HFC application process for school year (SY) 2023-24. Please review carefully to ensure accurate and timely submission of the HFC Statement.

HFC Eligibility Requirements for BOEs opting to implement HFC


To be eligible for HFC during SY 2023-24 (July 1, 2023, through June 30, 2024), the BOE must conduct the HFC votes by July 1, 2023.



**STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION**



TO: Sponsors of the National School Lunch Program

FROM: John D. Frassinelli, Division Director 
School Health, Nutrition and Family Services

DATE: March 1, 2023

SUBJECT: Operational Memorandum No. 08-23
Requirements for Submitting the Healthy Food Certification (HFC) Statement for
School Year 2023-24

The Healthy Food Certification (HFC) statute ([C.G.S. Section 10-215f](#)) requires that each local board of education or governing authority (BOE) for public schools participating in the National School Lunch Program (NSLP) each year must certify whether all food items sold to students (separately from reimbursable meals) will or will not meet the [Connecticut Nutrition Standards](#) (CNS). This includes all public schools, regional educational service centers, the Connecticut Technical Education and Career System (CTECS), charter schools, interdistrict magnet schools, and endowed academies. This memo provides the required BOE motion language and instructions for the HFC application process for school year (SY) 2023-24. Please review carefully to ensure accurate and timely submission of the HFC Statement.

HFC Eligibility Requirements for BOEs opting to implement HFC

To be eligible for HFC during SY 2023-24 (July 1, 2023, through June 30, 2024), the BOE must conduct the HFC votes by **July 1, 2023**. All votes must use the **exact motion language** provided in attachment 1.

- All BOEs must vote on whether to participate in the healthy food option of HFC.
- If the BOE votes “yes” to the healthy food option, a vote on whether to allow food exemptions is required. The BOE may also choose to vote on whether to allow beverage exemptions.
- If the BOE votes “no” to the healthy food option, a vote on whether to allow food exemptions is not required. The BOE may choose to vote on whether to allow beverage exemptions.

Note: Beverage exemptions are defined by a separate statute (C.G.S. Section 10-221q) and are not part of the annual HFC Statement. If the BOE does not vote to allow beverage exemptions, noncompliant beverages cannot be sold to students on school premises at any time.

Refer to attachment 1 for the required motion language and a summary chart of the required votes.

HFC Application Process for SY 2023-24

All public school sponsors of the NSLP must complete the steps below to meet the HFC application deadline of **July 1, 2023** for school year 2023-24.

1. Carefully review the requirements in this memorandum and Attachment 1 to ensure accurate and timely submission of the HFC Statement.
2. Schedule the required HFC votes at a BOE meeting **well before** July 1, 2023, to allow sufficient time for the BOE to approve the **draft** minutes before they are submitted to the CSDE. The HFC Statement must include the **final** BOE-approved minutes. If the district chooses to allow beverage exemptions, the CSDE recommends that the BOE conducts the vote on beverage exemptions at the same time as the HFC votes.
3. Conduct the BOE votes and prepare the BOE minutes. The final BOE-approved minutes must: 1) include the required language in attachment 1; and 2) indicate the results of each vote. Do not submit the final BOE-approved minutes until requested by the CSDE (refer to step 4).
4. **May 2023:** Complete the online HFC application module in the CSDE's Connecticut Online Application and Claiming System for Child Nutrition Programs (CNP System). Upload the final BOE-approved minutes indicating the results of the HFC votes. **Note:** The CSDE will notify sponsors when the HFC application module and instructions are available. Do not access the CNP System prior to receiving this notification.

For more information, visit the [“Apply”](#) section of the CSDE's HFC webpage. Training on the HFC application process is available in the CSDE's recorded training module, [Completing the Application Process for HFC](#).

Refer to attachment 2 for a list of HFC compliance resources. Training on the HFC requirements is available in the CSDE's training program, [Complying with Healthy Food Certification](#), and the district's HFC contact person is required to complete the training by DATE.

For questions or additional information, please contact Susan Fiore at 860-807-2075 or susan.fiore@ct.gov or Teri Dandeneau at 860-807-2079 or teri.dandeneau@ct.gov.

JDF:sff

Attachments: (2)

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain for future reference. All CSDE operational memoranda are posted on the CSDE's [Operational Memoranda for School Nutrition Programs](#) webpage.

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5. Consent Agenda

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|--------------------|--|
| Subject | 5.4 Resolution: Appointment of School Building Committee Member |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Action (Consent) |
| Recommended Action | Motion that the Hartford Board of Education appoint Yvette Bello to serve on the Hartford School Building Committee. |

Resolution: Appointment of School Building Committee Member (The Board)

Resolution: Appointment of School Building Committee Member (The Board)

Special Act 01-7 established a Hartford School Building Committee (HSBC) to oversee all school construction projects taking place in the Hartford Public Schools. Three members of the HSBC must be selected and approved by the Board of Education.

Currently Board members Kimberly Oliver, Yahaira Escribano and Superintendent Dr. Leslie Torres-Rodriguez are appointed members of the committee.

That the Hartford Board of Education appoint Yvette Bello to serve on the Hartford School Building Committee in the place of Kimberly Oliver.

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5. Consent Agenda

| | |
|--------------------|---|
| Subject | 5.5 Resolution: Approval of Authorized Signatory for Hartford Public Schools - Paul Foster |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Action (Consent) |
| Recommended Action | Motion that the Hartford Board of Education designates, in the absence of the Superintendent, Deputy Superintendent Paul Foster, as the authorized signatory for the district on approved contracts, grants, etc. in compliance with the district's policy; effective April 19, 2023. |

The Hartford Board of Education for the Hartford Public School designated Superintendent of Schools, Dr. Leslie Torres-Rodriguez, as the authorized signatory for the district on approved contracts, grants, etc. in compliance with district policy; effective December 9, 2016, and in the absence of the Superintendent, the Board of Education designated Chief Financial Officer, Philip Penn as an authorized signatory.

The Board of Education will also designate, in the absence of the Superintendent, Deputy Superintendent Paul Foster, as the authorized signatory for the district on approved contracts, grants, etc. in compliance with the district's policy; effective April 19, 2023.

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5. Consent Agenda

| | |
|--------------------|---|
| Subject | 5.6 Approval of Minutes (3/21/23) |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Action (Consent), Minutes |
| Recommended Action | Motion to approve minutes as attached. |
| Minutes | View Minutes for Mar 21, 2023 - Regular Meeting |

Regular Meeting (Tuesday, March 21, 2023)

Members present

Shonta Browdy, AJ Johnson, Jim Shmerling, Yvette Bello, Francoise Deristel-Leger, Tyrone Walker, Yahaira Escribano

1. Opening

1.1 Call to Order

1.2 Roll Call

1.3 Opening Statement

2. Dialogue Session

2.1 Public Comment

Lori Whymer, Teacher at SMSA that says her school is under attack. Cites many instances in which the school received bomb threats, but expressed concerns that there was not enough communication between the district and school staff. She was also frustrated with ALICE training and the lack of disciplinary action against student perpetrators. Says the district needs to do a better job reaching out to school staff.

Patricia Mack, provided an update on the progress of the Mayor Carrie-Saxon Perry mural at SAND School. Says the group is expecting reimbursement for the insurance costs already invested. Said the mural unveiling is currently scheduled for June.

Michael Downs, President of the Hartford Federation of Substitute Teachers. Says that the district offered bonuses to staff as part of a retention program, but not one substitute teacher received a retention bonus. He believes that is not right and that substitutes should receive incentives like bonuses for continuing to serve the district. Also reported that student retention is a national problem and he would like to see the district be more proactive in the way we address that problem.

Carol Gale, President of the Hartford Federation of Teachers. She has comments on four items on the agenda. Thanked Dr. Negrón for being so collaborative in the creation process of the academic calendar. She said that HFT supports the calendar before the board tonight. Secondly, she says that HFT recommends approval of the contract with the Federation of Child Development Associates. Also, she said HFT does not support the IAG contract as it would impact the amount of funding that the recruited teachers would receive. Finally, Carol said that the HFT recommends seriously thinking about the central office relocation proposal as it would add \$1.5 million in costs and wouldn't necessarily be equitable for Bulkeley High students.

John Walton, President of the Local 566, stated he was very impressed by the last board meeting and the discussions that were held at that meeting specifically around the gaming curriculum. Said he thinks it is a great opportunity for our students. Provided accolades to all of the board members and recognized their many contributions to the city and the community.

3. Reports

All reports are attached in the meeting's agenda.

3.1 Report of the Chair

3.2 Report of the Superintendent

3.3 Teaching & Learning Committee Report

3.4 Policy Committee Report

3.5 Finance & Audit Committee Report

4. Business Agenda

4.1 Contract Continuation Approval: International Alliance Group (IAG)

Motion that the Hartford Board of Education authorize the Superintendent to execute a contract with the International Alliance Group, for the term outlined in the contract, ending June 30, 2026.

Motion by Francoise Deristel-Leger, second by Yahaira Escribano.

Final Resolution: Motion Passed

Aye: AJ Johnson, Jim Shmerling, Yvette Bello, Francoise Deristel-Leger, Tyrone Walker, Yahaira Escribano

Nay: Shonta Browdy

4.2 Approval of Lease: Central Office

Motion that the Hartford Board of Education authorizes the approval of the lease at 280 Trumbull, for the term outlined in the contract, at an amount not to exceed \$1,412,986.

Motion by Francoise Deristel-Leger, second by Tyrone Walker.

Final Resolution: Motion Passed

Aye: AJ Johnson, Jim Shmerling, Yvette Bello, Francoise Deristel-Leger, Tyrone Walker, Yahaira Escribano
Nay: Shonta Browdy

4.3 Second Reading and Adoption: Several Policies (0010; 9321)

Motion that the Hartford Board of Education adopt the revised policies 0010 - Theory of Action and 9321 - Board Meeting and Committees.

Motion by Francoise Deristel-Leger, second by Jim Shmerling.

Final Resolution: Motion Passed

Aye: AJ Johnson, Jim Shmerling, Yvette Bello, Francoise Deristel-Leger, Tyrone Walker, Yahaira Escribano

Abstain: Shonta Browdy

4.4 First Reading: Policy 0523 - Equity; and Policy 6172 - Alternative Education Programs

No vote is required at this time.

4.5 First Reading: Proposed 2023-24 District Calendar

No vote is required at this time.

5. Consent Agenda

Action (Consent): 5.1 Approval of Consent Agenda

Resolution: Motion to approve consent agenda items.

Motion to approve consent agenda items.

Motion by Yvette Bello, second by Tyrone Walker.

Final Resolution: Motion Passed

Aye: AJ Johnson, Jim Shmerling, Yvette Bello, Francoise Deristel-Leger, Tyrone Walker, Yahaira Escribano

Nay: Shonta Browdy

Action (Consent): 5.2 Contract Amendment Approval: Aveanna Healthcare

Resolution: Motion that the Hartford Board of Education authorize the Superintendent to execute a contract with Aveanna Healthcare, for the term outlined in the contract, ending June 30, 2023, at an amount not to exceed \$65,000.

Motion to approve consent agenda items.

Motion by Yvette Bello, second by Tyrone Walker.

Final Resolution: Motion Passed

Aye: AJ Johnson, Jim Shmerling, Yvette Bello, Francoise Deristel-Leger, Tyrone Walker, Yahaira Escribano

Nay: Shonta Browdy

Action (Consent), Minutes: 5.3 Approval of Minutes (2/21/23)

Resolution: Motion to approve minutes as attached.

Motion to approve consent agenda items.

Motion by Yvette Bello, second by Tyrone Walker.

Final Resolution: Motion Passed

Aye: AJ Johnson, Jim Shmerling, Yvette Bello, Francoise Deristel-Leger, Tyrone Walker, Yahaira Escribano

Nay: Shonta Browdy

6. Executive Session (Discussion of Documents Related to Collective Bargaining)

Action: 6.1 Enter Executive Session

Motion to enter into executive session.

Motion by Francoise Deristel-Leger, second by Tyrone Walker.

Final Resolution: Motion Passed

Aye: Shonta Browdy, AJ Johnson, Jim Shmerling, Yvette Bello, Francoise Deristel-Leger, Tyrone Walker, Yahaira Escibano

Action: 6.2 Exit Executive Session

Motion to exit executive session.

Motion by Yvette Bello, second by Francoise Deristel-Leger.

Final Resolution: Motion Passed

Aye: Shonta Browdy, AJ Johnson, Jim Shmerling, Yvette Bello, Francoise Deristel-Leger, Tyrone Walker, Yahaira Escibano

7. Business Agenda

7.1 Approval of: Proposed Collective Bargaining Agreement with The Hartford Federation of Child Development Associates, Local 1018F, AFT, AFL-CIO.

Motion that the Board of Education approve the proposed Collective Bargaining Agreement with The Hartford Federation of Child Development Associates, Local 1018F, AFT, AFL-CIO.

Motion by Yvette Bello, second by Francoise Deristel-Leger.

Final Resolution: Motion Passed

Aye: Shonta Browdy, AJ Johnson, Jim Shmerling, Yvette Bello, Francoise Deristel-Leger, Tyrone Walker, Yahaira Escibano

8. Closing

Action: 8.1 Adjournment

Motion to adjourn.

Motion by Francoise Deristel-Leger, second by Tyrone Walker.

Final Resolution: Motion Passed

Aye: Shonta Browdy, AJ Johnson, Jim Shmerling, Yvette Bello, Francoise Deristel-Leger, Tyrone Walker, Yahaira Escibano

6. Closing

| | |
|-----------------------|--------------------------------|
| Subject | 6.1 Adjournment |
| Meeting | Apr 18, 2023 - Regular Meeting |
| Access | Public |
| Type | Action |
| Recommended Action | Motion to adjourn. |