



**NEW HAVEN PUBLIC SCHOOLS**  
New Haven, Connecticut

**NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING**

**Monday, January 25, 2021**

**ACTION ITEMS**

**A. INFORMATION ONLY – The Superintendent approved the following Information Only item(s):**

1. Agreement with Dr. Denise Cole to provide leadership and instructional coaching for Clinton Avenue School administrators, leadership team and staff, from January 26, 2021 to June 30, 2021 in an amount not to exceed \$4,400.00.

**Funding Source:** Commissioner's Network – Clinton Avenue      **Acct. #**2547-6211-56694-0006

## **P5131(a)**

*This is proposed BOE Policy adopted from CABE with the inclusion of language on Restorative Practices*

### **Students**

#### **Conduct and Discipline**

Each student shall learn to respect the rights of others as individuals and as groups. The student shall learn the rules that govern appropriate behavior in his/her school and obey the rules established by the Board for all students. It is expected that:

- Behavioral expectations are fair, age appropriate and consistent across all schools.
- Behavioral expectations protect and support the educational process and every student's right to an education.
- All students understand the behaviors expected of them.
- All students understand what will happen if they engage in behaviors that harm others and/or disrupt the learning environment.
- School Discipline reflects a restorative approach to supporting cooperative and productive behaviors in our school communities.

As applied in the New Haven Public Schools, restorative practices describe an approach to building positive, healthy relationships and community as a means to cultivating safe, supportive, and positive learning environments; preventing conflict as much as possible and responding to conflict and harm within the school community by seeking to repair the harm.

Restorative practices promote and nurture:

- Respect for all persons
- Social and emotional skills
- Cultural competency
- Building and restoring positive relationships
- Collaborative approaches to solving community issues
- Recognizing and addressing the needs of students, teachers, parents, guardians, school staff and district administrators
- Taking responsibility for harm
- Repairing harm

Restorative practices foster improved learning through positive relationships and interactions among peers, teachers and staff. Restorative practices recognize the impact of trauma and loss on our youth, while also establishing consequences and accountability for those causing harm and repairing harm that disrupts the learning environment. These practices recognize the importance of social and emotional health as a central component of learning.

## **Areas of Responsibility**

**Board of Education** - The Board of Education holds the certified personnel responsible for proper conduct. Students, while legally under the supervision and jurisdiction of the school, are the responsibility of certified personnel.

**Principal** - The Principal may implement necessary procedures and rules and regulations to render effective the policies of the Board of Education relating to standards of student behavior. The Principal may involve representatives of all areas of school personnel, students, parents and citizens of the community.

**Teachers** - Teachers shall be responsible for the instruction of students in rules and regulations of proper conduct, as well as be responsible for properly and adequately defining safe boundaries of behavior with students. The responsibility and authority of any teacher extends to all students of the school district under the assigned supervision of the teacher and to other students so situated with respect to the teacher as to be subject to the teacher's responsibility.

**Parents** - Parents shall be expected to cooperate with school authorities regarding the behavior of their children. Parents shall be held responsible for the willful misbehavior of their children.

### **I. Definitions**

- A. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- B. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- C. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- D. **Removal** is the exclusion of a student for a class period of ninety minutes or less.

## **Students**

### **Conduct and Discipline**

#### **I. Definitions (continued)**

- E. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- F. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below. All suspensions shall be in-school suspensions unless the administration determines for any student enrolled in grades three through twelve, inclusive, that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.

A student enrolled in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such a suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this section.

- G. **Expulsion** means the exclusion of a student, grades three to twelve inclusive, from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one calendar year. In order to be expelled, the conduct of a student must be found to be both (1) violative of a Board policy and

(2) either seriously disruptive of the educational process or endangering persons or property.

H. **School Days** shall mean days when school is in session for students.

I. **Seriously Disruptive of the Educational Process** means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school. Notwithstanding the foregoing, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

## Students

### Conduct and Discipline

#### I. Definitions (continued)

- J. “**Alternate education**” means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).

#### II. Scope of the Student Discipline Policy

##### A. Conduct on School Grounds or at a School-Sponsored Activity:

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

##### B. Conduct off School Grounds:

1. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section C.G.S. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the use of drugs.

2. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term “weapon” means any pistol or revolver, any

dirk knife or switch knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any sling shot, blackjack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length or martial arts weapon as defined below at section VI.B.

## **Students**

### **Conduct and Discipline**

#### **III. Actions Leading to Disciplinary Action, including Suspension and/or Expulsion**

Conduct which may lead to disciplinary action (including but not limited to suspension and/or expulsion) includes conduct on school grounds or at a school-sponsored activity, and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures.
4. Violation of smoking; dress; transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, or law enforcement authorities, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked.
8. A walk-out from or sit-in within a classroom or school building or school grounds.
9. Blackmailing, threatening or intimidating school staff or students.
10. Possession of any weapon, weapon facsimile, deadly weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object. This also includes pellet guns and/or air soft pistols.
11. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
12. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire.
13. Unauthorized possession, sale, distribution, use or consumption of tobacco, drugs, narcotics or alcoholic beverages. For the purposes of this Paragraph 13, the term

“drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

14. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (13) above.

## **Students**

### **Conduct and Discipline**

#### **III. Actions Leading to Disciplinary Action, including Suspension and/or Expulsion** (continued)

15. The destruction of real, personal or school property such as, cutting, defacing or otherwise damaging property in any way.
16. Accumulation of offenses.
17. Trespassing on school grounds while on out-of-school suspension or expulsion.
18. Making bomb threats or other threats to the safety of students, staff members, and/or other persons.
19. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
20. Throwing snowballs, rocks, sticks and/or similar objects.
21. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
22. Leaving school grounds, school transportation vehicle or a school-sponsored activity without authorization.
23. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution.
24. Unauthorized possession of electronic devices, including drones on school grounds or at a school-sponsored activity without the written permission of the Principal or his/her designee.
25. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for unauthorized or non-school related purposes.
26. Unauthorized use of a laser pointer.
27. Hazing.

28. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.
29. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.

## **Students**

### **Conduct and Discipline (continued)**

#### **IV. Procedures Governing Removal**

A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the Principal or his/her designee at once. A student may not be removed from class more than six times in one school year nor more than twice in one week unless the student is referred to the building Principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

#### **V. Procedures Governing Suspension**

A. The Principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. All suspensions shall be in-school suspensions unless the administration determines that for a student enrolled in grades three through twelve, inclusive, (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.

An out-of-school suspension may be given to a student enrolled in grades preschool through grade two, inclusive, if it is determined by the administration that an out-of-school suspension is appropriate due to evidence that the student's conduct on school grounds is of a violent nature or sexual nature that endangers persons.

In such cases, the following procedures shall be followed:

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the Principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

## **Students**

### **Conduct and Discipline**

#### **V. Procedures Governing Suspension (continued)**

2. Evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the Principal, but only considered in the determination of the length of suspensions.
3. By telephone, the Principal or designee shall notify the parent or guardian of a student and the Superintendent of Schools not later than 24 hours of the suspension following the suspension and state the cause(s) leading to the suspension.
4. Whether or not home contact is made with the parent or guardian of such student, the Principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the Principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
5. Notice of the original suspension shall be transmitted by the Principal or designee to the Superintendent of Schools or designee by the close of the school day following the commencement of the suspension.
6. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.
7. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school.
8. The decision of the Principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

9. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.

## **Students**

### **Conduct and Discipline**

#### **V. Procedures Governing Suspension (continued)**

- B. In cases where the student has already been suspended, or such suspension will result in the student's being suspended, more than ten (10) times or fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to suspension, be granted a formal hearing before the Board of Education. The Principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing.

#### **VI. Procedures Governing In-School Suspension**

- A. The Principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the Principal or designee. Guidelines developed and promulgated by the Commissioner of Education will be utilized by the administration to help determine whether a student should receive an in-school or out-of-school suspension.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building Principal or designee.
- C. In-school suspensions shall be served in the school attended by the student. (or: In-school suspensions may be served in any school under the Board's jurisdiction. The Board has determined that such suspension will be served in schools recommended by the Superintendent or designee.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

## **VII. Expulsion Recommendation Procedure**

- A. A Principal may consider recommendation or expulsion of a student enrolled in grades three through twelve, inclusive, in a case where he/she has reason to believe the student has engaged in conduct described at sections IIA. And IIB., above.
  
- B. A Principal must recommend expulsion proceedings in all cases against any student in grades preschool through grade twelve, inclusive, whom the administration has reason to believe:

## **Students**

### **Conduct and Discipline**

#### **VII. Expulsion Recommendation Procedure (continued)**

1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 USC 921 as amended from time to time; or
2. off school grounds, possessed a firearm as defined in 18 USC 921, in violation of C.G.S. 29-35, or possessed and used a firearm as defined in 18 USC 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under section 952 of the Connecticut General Statutes; or
3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in C.G.S. §21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. §§21a-277 and 21a-278.
4. The following definitions shall be used in this section:
  - a. A “firearm” as defined in 18 USC 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device. As used in this definition, a “destructive device” includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½” in diameter. The term “destructive device” does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural

purposes; or any device which is neither designed nor redesigned for use as a weapon.

- b. “Deadly weapon” means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. It may also include pellet guns and/or air soft pistols.
- c. “Dangerous instrument” means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle”.

## **Students**

### **Conduct and Discipline**

#### **VII. Expulsion Recommendation Procedure (continued)**

- d. “Martial arts weapon” means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
  - e. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term “weapon” means any pistol or revolver, any dirk knife or switch knife or any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any sling shot, blackjack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length or martial arts weapon as defined above.
- C. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board of Education can consider and act upon this recommendation.

#### **VIII. Expulsion Hearing Procedure**

##### **A. Emergency Exception**

Except in an emergency situation, the Board of Education shall, prior to expelling the student, conduct a hearing to be governed by the procedures outlined herein. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible after the expulsion.

**B. Hearing Panel**

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

## **Students**

### **Conduct and Discipline**

#### **VIII. Expulsion Hearing Procedure (continued)**

##### **C. Notice**

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor to his/her parent(s) or guardian(s) at least five business days prior the time of the hearing.
2. The written notice of the expulsion hearing shall inform the student of the following:
  - a. The date, time, and location of the hearing.
  - b. A short, plain description of the conduct alleged by the administration.
  - c. The student may present as evidence, testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion, as well as notice that the expulsion hearing will be the student's sole opportunity to present such evidence.
  - d. The student may cross-examine witnesses called by the administration.
  - e. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.
  - f. The notice shall include information concerning the parent/guardian and the student's legal rights regarding expulsion hearings and the legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service or source of such services) and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The student's parent/guardian shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

- g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) do(es) not speak the English language or is disabled.
- h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

## **Students**

### **Conduct and Discipline**

#### **VIII. Expulsion Hearing Procedure**

##### **D. Hearing Procedures**

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the administration or the student.
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer.
3. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The presiding officer will rule on testimony or evidence as to it being immaterial or irrelevant.
4. The hearing will be conducted in two parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the administration.
5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
6. Each witness for the administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel and by Board members.
7. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Board. Concluding statements will be made by the administration and then by the student and/or his or her representative.

8. In cases where the respondent has denied the allegation, the Board must determine whether the respondent committed the offense(s) as charged by the Superintendent.
9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider evidence regarding the length and conditions of expulsion.

## **Students**

### **Conduct and Discipline**

#### **VIII. Expulsion Hearing Procedure**

##### **D. Hearing Procedures (continued)**

10. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Superintendent will make a recommendation as to the discipline to be imposed.
11. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.
12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
13. The Board shall make findings as to the truth of the charges, if the student has denied them, and, in all cases, the disciplinary action, if any, to be imposed. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing.
14. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions.

Such program shall be at no expense to the student or his/her parents/guardians

**IX. Board Policy Regarding Mandatory Expulsions**

- A. In keeping with C.G.S. §10-233d and the Gun Free Schools Act, it shall be the policy of the Board to expel a student enrolled in grades preschool through grade twelve, inclusive, for one full calendar year for: the conduct described in Section VII(B)(1), (2) and (3) of this policy. The Board may modify the term of expulsion on a case-by-case basis.

## **Students**

### **Conduct and Discipline**

#### **X. Alternative Educational Programs for Expelled Students**

##### **A. Students under sixteen (16) years of age:**

Whenever the Board of Education expels a student under sixteen years of age, it shall offer any such student an alternative educational program, which shall be (1) alternative education, as defined, by C.G.S. 10-74j or (2) in accordance with the standards adopted by the State Board of Education (SBE) with an individualized learning plan.

##### **B. Students sixteen (16) to eighteen (18) years of age:**

The Board of Education will provide an alternative education as defined or in accordance with SBE standards to a sixteen to eighteen year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. The Board of Education is not required to offer an alternative program to any student between the ages of sixteen and eighteen who is expelled for the second time.

##### **C. Students eighteen (18) years of age or older**

The Board of Education is not required to offer an alternative educational program to expelled students eighteen years of age or older.

##### **D. Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”)**

If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall offer an alternative educational program to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

#### **XI. Notice of Student Expulsion on Cumulative Record**

- A. Notice of expulsion and the conduct for which the student was expelled shall be included on the students’ cumulative educational record. Such notice, except for the notice of an expulsion of a student in grades 9 through 12 inclusive, based on possession of a firearm or deadly weapon, may be expunged from the cumulative educational record by the Board if the Board determines that the conduct and

behavior of the student in the years following the expulsion warrants an expungement. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

- B. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.

## **Students**

### **Conduct and Discipline**

#### **XI. Notice of Student Expulsion on Cumulative Record** (continued)

- C. In the case of a student in grades kindergarten to grade eight inclusive expelled for the possession of a firearm or deadly weapon, the Board may expunge from the student's cumulative education record the notice of the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following the expulsion warrants an expungement.

#### **XII. Change of Residence during Expulsion Proceedings**

##### **A. Student moving into the school district:**

- 1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
- 2. Where a student enrolls in the district during the period of expulsion from another school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The Board shall make its determination based upon a hearing held by the Board which shall be limited to a determination of whether the conduct which was the basis of the expulsion would also warrant expulsion by the Board.

##### **B. Student moving out of the school district:**

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative-record.

**XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”)**

**A. Suspension of IDEA students:**

Notwithstanding the foregoing, if the administration suspends a student identified as eligible for services under the IDEA, as reauthorized in 2004, (an “IDEA student”) who has engaged in conduct that violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

## Students

### Conduct and Discipline

#### **XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”)** (continued)

1. The administration shall not later than the date on which the decision to take disciplinary action is made, notify the parents of the student of the decision to suspend and a copy of the special education procedural safeguards must either be hand delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

#### **B. Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:**

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has engaged in conduct that violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. The school district shall immediately convene the IEP team, but in no case later than ten (10) school days after the recommendation for expulsion or the suspension which constitutes a change in placement was made. The relevant members of the student’s IEP team shall consider the relationship between the student’s disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change

in placement, in order to determine whether the student's behavior was a direct manifestation of his/her disability.

3. If the IEP team finds that the behavior was a direct manifestation of the student's disability, the administration shall not proceed with the recommendation for expulsion. The IEP team shall consider the student's misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the IEP team finds that the behavior was not a manifestation of the student's disability, the administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.

## **Students**

### **Conduct and Discipline**

#### **XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”)** (continued)

5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for expulsion or a suspension that results in a change in placement.
7. The District has the authority, on a case-by-case basis, to determine whether the student should be removed from the classroom and placed in an alternative setting, pending a manifestation determination.
8. School personnel may remove a disabled student who has violated the conduct code from his/her current placement for up to 10 school days without a hearing.

#### **C. Transfer of IDEA students for Certain Offenses:**

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or

3. Inflicted serious bodily injury to another person at school, on school premises or at a school function.

As used in this subsection XIIC., the term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

The term “serious bodily injury” means a substantiated risk of death, extreme physical pain, protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

## **Students**

### **Conduct and Discipline**

#### **XIV. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Educational Accommodations under Section 504 of the Rehabilitation Act of 1973**

##### **A. Expulsion of students identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973:**

Notwithstanding any provision to the contrary, if the administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973 (a “Section 504 Student”) who has engaged in conduct that violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
2. The district shall immediately convene the student’s Section 504 team (504 team), for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion, in order to determine whether the student’s behavior was a manifestation of his/her disability.
3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the administration shall not proceed with the recommendation for expulsion. The 504 team shall consider the student’s misconduct and revise the 504 plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the administration may proceed with the recommendation for expulsion.

**XV. Notification to Parents or Guardian**

- A. The parents or guardian of any minor student either expelled or suspended or removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of expulsion, suspension or removal from class.
  
- B. The Superintendent of Schools shall forward to the student concerned and his/her parents, or the student if he/she has attained the age of 18, a copy of this Board policy on student discipline at the time the Superintendent sends out the notice that an expulsion hearing will be convened.

## Students

### Conduct and Discipline (continued)

**XVI.** An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmissions to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

### **XVII. Dissemination of Student Conduct and Discipline Policy**

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

### **XVIII. Compliance with Reporting Requirements**

1. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
2. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
3. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in C.G.S. §53a-3, the violation shall be reported to the local police.

Legal References: Connecticut General Statutes  
4-177 – 4-180 Contested cases. Notice. Record, as amended  
10-74j Alternative education (PA 15-133)  
10-233a through 10-233f Suspension, removal and expulsion of students,  
as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122,  
PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111,  
PA 14-229, PA 15-96 PA 16-147, PA 17-220 and PA 19-91.  
10-233f In-school suspension of students.  
*Packer v. Board of Educ. of the Town of Thomaston*, 246 Conn.89 (1998).  
Public Act 98-139  
*Honig v. Doe*, (United States Supreme Court 1988)

Individuals with Disabilities Act, 20 U.S.C. 1400 et seq. as amended by the Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17). Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a). P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004

*State v. Hardy*, 896 A.2d 755, 278 Conn. 113 (2006)

Policy adopted:



# **Code of Conduct New Haven Public Schools**

## **I. Summary**

The purpose of Code of Conduct is to provide school personnel, students, parents and guardians with a consistent framework of expected behaviors and responses to behaviors that are harmful or negatively affects others' ability to learn. The Code is design to ensure that:

1. Behavioral expectations are fair, age appropriate and consistent across all schools.
2. Behavioral expectations protect and support the educational process and every student's right to an education.
3. All students understand the behaviors expected of them.
4. All students understand what will happen if they engage in behaviors that harm others and/or disrupt the learning environment.

This Code applies to every student under the jurisdiction of the New Haven Board of Education. It is in effect on all school properties and wherever school personnel have responsibility for students. It also applies to all students when they travel to and from school.

The Code reflects a restorative approach to supporting cooperative and productive behaviors in our school communities. Restorative Practices "are processes that proactively build healthy relationship and a sense of community to prevent and address conflict and wrong doing."<sup>1</sup> Therefore, a restorative approach is meant to restore balance, improve or build relationships, and promote cooperation between community members. It is most effective when used proactively to prevent conflict and harm, rather than solely as a response to events.

## **II. Explanation of Restorative Practices**

As applied in the New Haven Public Schools, restorative practices describe an approach to building positive, healthy relationships and community as a means to cultivating safe, supportive, and positive learning environments; preventing conflict as much as possible and responding to conflict and harm within the school community by seeking to repair the harm.

Restorative practices promote and nurture:

- Respect for all persons
- Social and emotional skills
- Cultural competency
- Building and restoring positive relationships
- Collaborative approaches to solving community issues
- Recognizing and addressing the needs of students, teachers, parents, guardians, school staff and district administrators
- Taking responsibility for harm
- Repairing harm

Restorative practices foster improved learning through positive relationships and interactions among peers, teachers and staff. Restorative practices recognize the impact of trauma and loss on our youth, while also establishing consequences and accountability for those causing harm and repairing harm that disrupts the learning environment. These practices recognize the importance of social and emotional health as a central component of learning.

Consequences for disruptions to the learning community, are outlined in this Code. Whenever possible, the New Haven Public Schools strives to avoid exclusionary responses by employing consequences that seek to repair the harm done to individuals and the community. A restorative response includes solutions that support both the recipient of the harm and the person who has committed the harm, so that both move forward safely, cooperatively, and productively.

These practices address the needs of the community through:

- Identification and discussion of community and individual needs

- Building healthy relationships  
Resolution of conflict by exploring how each person has been affected and holding individuals and groups accountable  
Repairing harm and restoring positive relationships  
Reducing, preventing and improving harmful behaviors

When thinking about a consequence, key questions to inform the choice are:

- Has the person(s) who was harmed met with the person who committed the harm?
- Did the person harmed express his/her needs and identify what is needed to repair the harm?
- Will this consequence work to **repair** the harm that has been done?
- Will this consequence **restore** the relationships in the community to one that promotes mutual respect and cooperation?

This Code represents the collaborative work of representatives from the Mayor's office, administrators, teachers, parents, the New Haven Federation of Teachers, consultants, and community members.

### **III. Rights and Responsibilities**

#### **1. Attendance**

##### **RIGHTS**

- Students have the right to 180 days of meaningful learning experiences.
- New Haven residents have a right to stay in their neighborhood school.
  - Students have a right to a hearing to appeal decisions made regarding enrollment and transportation per Connecticut General Statute 10-186 Under McKinney Vento laws homeless students have a right to attend and be transported to the school they attended when permanently housed or may choose to attend the school associated with their temporary residence.

##### **RESPONSIBILITIES**

- Students have the responsibility to attend school regularly in accordance with the district attendance policy.

#### **2. Respect for Persons and Property**

## **RIGHTS**

- Students have the right to use school property in a manner approved by the district.
- Students have the right to privacy consistent with applicable laws.
- Students have the right to be respected and accepted as individuals.

## **RESPONSIBILITIES:**

- Students have the responsibility to respect the rights of others and not to interfere with their learning.
- Students have the responsibility to respect and adhere to the rules and regulations of the school district.
- Students have the responsibility to report evidence of an illegal act or violation of the Code of Conduct to school or district personnel.
- Students have the responsibility to dress in accordance with the district dress code.

### **3. Knowledge and Input**

#### **RIGHTS:**

- Students have the right to know rules and regulations regarding their conduct.
- Students have the opportunity for input in the development of these rules and regulations through school and district Student Council meetings, school-based SPMT meetings, student members of the Board of Education, and ad-hoc forums for student input.
- Students have the right to be assured of a safe and healthy school environment.

#### **RESPONSIBILITIES**

- Students have the responsibility to follow the rules and regulations of the district as approved by the Board of Education.

### **4. Learning**

#### **RIGHTS**

- Students have the right to learn and pursue their education.
- Students have the right to a school climate and culture that is conducive and appropriate to learning.

- Students have equal access to an education.
- "No student shall be removed from class more than six times in any year nor more than twice in one week unless such student is referred to the principal or his/her designee(s) and granted an informal hearing in accordance with the provisions specified in Number 3 of the In-School-Suspensions/Suspensions Procedures of this policy.

### **RESPONSIBILITIES**

- Students have the responsibility to pursue an education to the best of their ability.
- Students have the responsibility to be present on time, attentive in class and ready to learn.
- Students have the responsibility to contribute to a positive school climate conducive to learning.

## **5. Free Speech and Publication**

### **RIGHTS**

- Students are entitled to freedom of expression of their views unless there are legal reasons to regulate their speech or publications as stipulated by statute and relevant case law. (See pages 372-373 of Connecticut School Law)
- Students have a right to appear before the Board of Education.
- All high school students have a right to participate in the election of student representatives to the New Haven Board of Education.

### **RESPONSIBILITIES**

- Students have the responsibility to have a specific and clear understanding of the meaning of freedom of speech as it relates to district policy.

## **6. Participation in School Activities**

### **RIGHTS**

- Students have the right to participate in school programs and activities in accordance with eligibility requirements.

### **RESPONSIBILITIES:**

- Students have the responsibility to contribute to these activities in a manner that reflects the expectations set forth in the Student Handbook and the Code of Conduct.

## **7. Due Process**

### **RIGHTS**

- Students have the right to due process as prescribed in the federal and state laws and school board policy including; (1) an impartial investigation of the incident; (2) to be represented by counsel as may be appropriate; and, (3) to have parents/guardians notified and present at all proceedings as may be appropriate according to law and district policy.

### **RESPONSIBILITIES**

- Students have the responsibility to cooperate in all due process proceedings by providing truthful and accurate information.

## **IV. Expectations for Essential Stakeholders**

Cooperation and attention to the needs of parents, guardians, family members, school personnel, and students are necessary to achieve a school climate that enables learning.

### **Students**

Students are expected to actively engage in the learning process and respect all members of the school community, including other students, teachers, and school staff. With the assistance of adults, including parents/guardians, teachers, and school staff, students should understand and follow their responsibilities as defined in the "Rights and Responsibilities" section of this document.

### **Parents and Guardians**

As children's initial and ongoing teachers in the home environment, parents/guardians play a major role in the success of their children at school. Parents/guardians can help ensure success for their children in school and beyond, by becoming familiar with and cooperating with restorative approaches to managing harm and behaviors that disrupt the learning

environment. Parents/guardians can further support student school success through the following:

1. Maintain a positive attitude toward school and education.
2. Show interest in their childrens' educational progress.
3. Monitor and encourage children to complete homework assignments.
4. Ensure that their children arrive at school on time.
5. Teach their children respect for the authority of school personnel by cooperating with school personnel in solving any behavioral or educational problems.
6. Encourage their children to follow the Code of Conduct.
7. Encourage students to share if there are problems at school.
8. Cooperate with school personnel in solving behavioral problems.
9. Ensure that their children are neat, clean, and appropriately dressed.

### **Schools**

With guidance and assistance from the Board of Education staff, each school shall develop a whole school restorative practices plan to promote a safe and supportive learning environment for all students, teachers, and staff. The plan will include restorative practices and a positive behavior support system which develop mutual respect, promote constructive restorative conflict resolution skills, encourage good behavior and have fair, reasonable, and restorative consequences for inappropriate behavior.

### **School Staff (other than teachers & administrators)**

Other school staff, School Resource Officers (SROs), bus drivers, cafeteria, clerical, administrative, and custodial staff are important contributors to the school and school transportation environment. In their interactions with students school staff should contribute to promoting a safe and supportive learning environment using restorative practices.

### **Teachers**

Classroom behavior management begins with the relationship between teacher and student. Teachers are, therefore, expected to maintain a responsive classroom environment, practice, model, and encourage restorative practices, and to manage behavior proactively in the classroom in an age-appropriate manner.

The teachers will take the following actions:

8. Employ restorative practices in class that are appropriate to the situation and grade-level. This includes community building circles, problem solving circles, and the development of classroom norms using the community building circle process for
  9. creating classroom expectations.
2. Schedule or request referral of student to a school-based restorative process, such as a conflict circle or formal restorative conference.
  3. Contact the student's parent/guardian.
  4. Request a meeting with student, teacher and administrator.
  5. Schedule a conference with the parent/guardian, the person(s) who was affected or harmed and other appropriate staff.
  6. Refer the student to the Student Staff Support Team ("SSST").
  7. If appropriate, refer the student to Youth Stat.

There are behaviors that, due to their repetition or severity, may warrant the intervention of the school administration.

### **Administrators**

Will create a climate where community building circles are used to develop strong relationships and teachers are using circles to develop classroom norms that support the individuals within the class. These norms will employ narrative questioning techniques to build a common understanding of the needs of the classroom community. Teachers will use restorative questioning techniques to resolve minor issues within the class. Teachers will also use **affective** questions and statements to increase interpersonal understanding, model social emotional skills, increase cultural competency and promote cooperation within the classroom.

In any situation where harm has occurred or is alleged to have occurred, the principal or designee will hear the student's explanation and investigate the matter fully before determining a response. The principal or designee will determine the extent of the harm and what needs have arisen as a result of that harm, what restorative practices have been employed in response to the harm, previous incidents involving the student, and what restorative practices or programs are

available and appropriate to address the needs any harms or disruptions to the learning community that may have been caused by the behaviors of others.

Traditional Punitive Model	Restorative Model
What Rule was broken?	Who has been harmed or affected?
Who broke the rule?	What are the needs of that person?
How shall we punish them?	Who is obligated to meet those needs?

## V. Classifications of Behaviors that Result in Harm or Disruption to the Learning Environment and Responses

Behaviors that harm others or disrupt the education of other students are grouped into four (4) levels: Minor, Intermediate, Major I, and Major II. A restorative practices approach should be used in response to instances where others have been negatively affected. Suspensions are reserved for more serious behaviors and/or when restorative approaches have not resolved the problem. Expulsions are reserved only for the most serious behaviors that impact the safety of the school community.

Previous restorative responses shall be documented and considered in any suspension or expulsion hearing. However, the principal’s primary responsibility is to maintain order and protect the safety and security of all students and faculty. Therefore, in response to any given situation, the principal should exercise his or her discretion consistent with promoting a safe and supportive learning environment.

The following behavior code classifications include travel to and from school, behavior at school, and while participating in any school-sponsored events.

### Level 1: Minor Behaviors that Affect Others Negatively

DEFINITION: Minor disruptive or harmful behaviors includes those which disrupt the educational environment, including conflict with other students, but does not include safety risk, damage to property, or physical harm to self or others.

Level 1 behaviors include those recurrent or continued instances of minor disruptive behaviors that interfere with the ability of students to learn, the teacher's ability to teach or interferes with school activities or processes (such as movement about the building, meals, transportation to and from school, sports events, etc.). Using **affective** restorative language, simple, isolated reminders of expectations and agreements and/or calling the student's attention to the need to change disruptive behavior should be considered part of ordinary classroom and school management.

Where a student or students persist in disruptive behavior or repeats a disruptive behavior, then the student's actions would be considered level 1. profane, obscene, or vulgar language or expression (in any language) directed at others, whether verbal, written, or by gesture, may be considered level 1 behavior, depending upon severity.

When the behavior is recurrent, whenever possible and preferably prior to the behavior being reported as level 1, the parent(s)/guardian should be contacted to discuss whether there are issues impacting the student's behavior and to discuss ways to improve the student's behavior to promote optimal learning.

**Responses to Level 1 Behaviors** should employ restorative practices and focus on prevention of future disruptive or harmful behaviors and/or repetition of the behavior.

The teacher or staff person will give notice to the school administration through the school's referral process and the parent(s)/guardian(s) will be notified about the behavior and actions taken. School administration will provide assistance to enhance the student – teacher (or student- staff member) relationship and to promote a positive educational environment.

Examples include, but are not limited to:

- Use of informal restorative practices
- Harm circle process
- Formal restorative conference to repair harm and /or repair relationships **always includes** the person(s) harmed and the person who committed the harm
- Consultation with parent(s)/guardian(s)

## **Level 2: Intermediate Behaviors that Affect Others Negatively**

DEFINITION: Intermediate behaviors include behavior that substantially disrupts the educational environment and has the potential to put at risk the safety and security of students, teachers, and staff. Intermediate behaviors also include chronic level 1 behaviors that have not responded to restorative approaches (three or more reports of level one behaviors within a relatively short period of time) and actions which compromise the integrity of students or the school.

Intermediate behaviors include, but are not limited to:

- cheating on tests or on academic assignments, including plagiarism (copying the work or ideas of another)
- serious and intentional disruption of a school activity
- harassing behavior targeting another student, teacher, or staff member whether verbal, physical, written, or electronic.
- physical fighting by students in grades K-8
- minor vandalism (under \$100)
- using social media in ways that disrupt school activities or to embarrass or harass others
- distributing to others non-prescription medication, such as Tylenol, that is generally considered non-harmful

**Responses to Level 2 behaviors** should employ restorative practices and focus not only on prevention of future incidents, but also on ways to repair any harms caused by or the disruptive or harmful behavior. Responses should be age appropriate. In addition to preventing and repairing harms, the purpose of responses to harmful behavior should be to promote relationships and support and develop positive social interactions.

The teacher or staff person will give notice to the school administration through the school's referral process. The parent(s)/guardian(s) will be notified of the behaviors and actions taken. School administration will provide assistance to deepen the student – teacher (or student- staff member) relationship and to enhance the educational environment.

Examples include, but are not limited to the following:

- Use of informal restorative practices
- Harm circle process

- Formal restorative conference to repair harm and /or repair relationships which **always includes** the person(s) harmed and the person who committed the harm.
- Consultation with parent(s)/guardian(s)

Specific actions for student, school staff, family, or others will be determined through the restorative process, will be appropriate to student's age and nature of the behaviors, and may include behavioral contract, restitution and/or remediation, community service, and/or referral for supportive services.

### **Levels 3 and 4: Major Behaviors that Affect Others Negatively I & II**

Major behaviors are those which may result in out-of-school suspension. It is a goal of the State of Connecticut to reduce the incidence of out-of-school suspension in public schools. The state requires the use of the following decision making guide in determining whether or not out-of-school suspension is warranted. However, in the absence of legislation requiring the use of in-school suspension and in the absence of fully funded in-school suspension programs in all the schools, it should be recognized that out-of-school suspension remains an option for the harmful behaviors in these categories. The decision guide, criteria, and consideration of mitigating factors described below apply to both Level 3 and Level 4 behaviors.

#### **Level 3: Major Disruptive or Harmful Behaviors 1**

DEFINITION: Major Disruptive or Harmful Behaviors 1 includes behavior that severely disrupts the educational environment, endangers students or staff, and/or causes significant damage to school property.

Major Disruptive or Harmful Behaviors 1 may result in referral to outside agencies such as the New Haven Juvenile Review Board, other social service or mental health agencies or programs, **or as a last resort** the police department. Major Disruptive or Harmful Behaviors 1 also includes chronic intermediate behaviors (three or more occurrences) that continued despite use of restorative approaches.

Examples include, but are not limited to the following:

- Alcohol or marijuana: the use, possession, sharing, or being under the influence
- Bullying and other forms of repeated harassment
- Distribution of a non-prescription medication for purposes not according to labeling

- Possession or use of illegal drugs or drug paraphernalia
- Electronic tampering: unauthorized access to information systems or unauthorized use of school or others' electronic equipment (including computers, fax machines, telephones, etc.)
- Physical fighting by students
- Distribution or possession of fireworks
- Hazing
- Harassment based on gender, race, religion, disability, and other protected categories
- Indecent exposure
- Malicious threats of violence
- Possession of a common pocket knife or other weapon or dangerous instrument (other than a firearm, deadly weapon, or martial arts weapon)
- Secret society; organization, establishment, promotion, membership, participation in any secret society related activity or wearing any secret society organization or gang logo in any way which is disruptive of the educational process.
- Sexual harassment
- Theft
- Trespassing
- Vandalism over \$100
- Other serious behaviors that result in harm or disruption to the educational environment which the principal/designee reasonably believes fall within this category.

**Responses to Level 3 /Disruptive or Harmful Behaviors 1** should employ restorative practices and focus on ways to repair any harms caused by the harmful behavior as well as include prevention of future harmful behaviors. Responses also should be age appropriate. To repair harm and prevent future behaviors that result in harm or disruption to the educational environment restorative processes should be utilized.

Notification of parent/guardian is required.

NOTE: Appropriate law enforcement agencies may be notified if the principal/principal's designee reasonably believes that the behavior involved qualifies as a criminal act under Connecticut Law.

\*\*In the case of bullying ONLY, refer to the full Bullying Policy and implement progressive discipline as noted.

Responses to instances of Disruptive or Harmful Behaviors I include, but are not limited to:

- Restorative conferencing that includes student's family/guardian
- Restorative conferencing for serious incidents may require outside adult assistance.
- Circle process
- Referral to a school-based restorative review board
- Referral to New Haven Juvenile Review Board or other support services
- Based on restorative process used and as determined by the restorative process, additional responses may include, but not be limited to, assignment to an alternative educational program, restitution, community service, or referral/access to supportive services.
- Suspension (see in-school and out-of-school suspension description below)
- SSST or Youth Stat referral.
- Recommendation for expulsion may be appropriate, but only where instances of Major Disruptive or Harmful Behaviors result in serious harm or disruption to the educational environment.

In-school suspension may be used, where needed for safety, protection of those harmed, or the short term prevention of further disruption. Suspension from school or transportation services may be used for safety concerns or to protect person(s) harmed from further harm. The length of suspension is determined by the need for safety or protection, the nature of the behavior and the number of previous instances of harmful or disruptive acts. Restorative approaches should be considered and previous restorative applications should be documented prior to suspension.

During any period of suspension pending application of a restorative practices process, students lose all privileges pertaining to extracurricular events and activities. Any further loss of privileges would be determined through the restorative practices process.

#### **Level 4: Major Disruptive or Harmful Behaviors II**

DEFINITION: Major Disruptive or Harmful Behaviors II includes behavior that severely disrupts the educational environment, puts the safety and security of students and staff at risk, and/or leads to consequences defined by state law. Disruptive or harmful behaviors at this level include harm to self or others, and/or significant damage to school property.

Major Disruptive or Harmful Behaviors II includes referral to outside agencies such as 211, the police department, or New Haven Juvenile Review Board. Behaviors also include Major disruptive or harmful behaviors 1 that have become chronic (three or more occurrences).

Examples include, but are not limited to the following:

- Alcohol or marijuana: sale or attempted sale (including substances represented as alcohol or marijuana)
- Arson
- Assault/Battery on a student or students or on a school board employee resulting in serious bodily harm
- False alarm: submitting or calling in a false alarm
- Bomb threat
  - \*Use of fireworks
- Illegal Drugs other than marijuana (including counterfeit): distribution, attempted distribution, sale, or attempted sale
- Explosives: willful possession of
- Firearms; the distribution, sale, attempted sale, use or willful possession
- Homicide
- Kidnapping
- Distribution of prescription medication or drugs to others
- Sexual assault
- Vandalism over \$1,000
- Vehicle Theft
- Weapon: the use or threatened use of a weapon or dangerous instrument against a person
  - Weapon; the willful possession of a deadly weapon (not including a common pocket knife), dangerous instrument, or martial arts weapon as defined by State law
- Introduction of a foreign substance (toxic or harmful) into food or drink

**Responses to Level 4 /Major Disruptive or Harmful Behaviors II** should employ restorative practices approaches as much as possible and focus on ways to repair

any harms caused by and/or contributing to the disruptive or harmful behavior as well as include prevention of future disruptive or harmful behavior. Responses also should be age appropriate.

Notification of parent/guardian is required as soon as possible.

NOTE: Appropriate law enforcement agencies may be notified if the principal/principal's designee reasonably believes that the behavior involved qualifies as a criminal act under Connecticut Law.

\*\*In the case of bullying ONLY, Refer to the full Bullying Policy and implement progressive discipline as noted.

Responses to instances of Major disruptive or harmful behaviors II include, but are not limited to:

- Restorative conferencing that includes student's family/guardian
- Referral to a school-based restorative review board
- Circle process
- Mediation, which may require external, experienced, adult mediators
- Referral to New Haven Juvenile Review Board or other support services
- Based on the restorative process used and as determined in the restorative process, additional responses may include, but not be limited to, assignment to an alternative educational program, restitution, community service, referral/access to supportive services
- Referral to SSST or Youth Stat
- Suspension (see in-school and out-of-school suspension description below)
- Expulsion

In-school suspension may be used, where needed for safety, protection of those who have been harmed, or prevention in the short term of further disruption. Suspension from school or transportation services may be used for safety concerns or to protect those who have been harmed from further harm. The length of suspension is appropriate to the needs for safety or protection, the nature of the harmful behavior, and to the number of previous instances of behaviors that have resulted in harm or a disruption of the learning environment. Restorative approaches should be considered and previous restorative applications should be documented prior to suspension.

During any period of suspension pending application of a restorative practices process, the student(s) lose all privileges pertaining to extracurricular events and activities. Any further loss of privileges would be determined through the restorative practices process.

NOTE: Since major disruptive or harmful behaviors II actions involve possible criminal acts under Connecticut Law, the appropriate law enforcement agencies will also be notified. Suspension from school or transportation services is required pending implementation of a restorative practices process or initiation of expulsion proceedings.

If the principal determines that there are extenuating circumstances, length of the suspension should be appropriate to the harmful behavior exhibited, to safety and protection of those who are harmed and others, and to the number of previous violations. Current and previous restorative applications with the student will be documented and considered.

Initiation of expulsion proceedings is required, based on state law, for possession of a firearm, dangerous weapon, dangerous instrument, or martial arts weapon or offering for sale or distribution a controlled substance. In other situations, the principal may recommend initiation of expulsion proceedings for students in grades three through twelve based upon the seriousness of the behavior, any extenuating circumstances, and after review and documentation of previous restorative practice applications and a determination that those have not worked.

The principal may alternatively refer the student to a restorative practices alternative, including but not limited to the following:

Restorative Conference

Referral to New Haven Juvenile Review Board

Referral to New Haven Youth Court

Referral to SSST (Student Support Services Team)

Referral to Youth Stat

Emergency Psychiatric Services (211)

Title 9 Coordinator

## **VI. Suspension Decision Guide**

School administrators are required to use this reference guide to inform the decision for an out-of-school suspension. The student must meet either Criterion 1 or Criterion 2 in order to be considered for out-of-school suspension. Where the student's actions meet either of these criteria, the school administrator should first examine what restorative practice alternatives may be available and document restorative practices previously applied for the student. In addition, the school administrator should then examine the list of mitigating factors that are applicable to each criterion because they may have a role in determining a course of action

### **CRITERION 1 – Endangerment to Persons/Property**

Student poses a danger to persons or property that exposes a pupil or property to damage or injury, peril, risk, hazard or any harmful situation, (e.g., violent crimes, weapons possession and drug distribution) that out-of-school suspension is warranted.

### **CRITERION 2 – Serious Disruption**

Student poses such a serious disruption to the educational process that causes a serious disorder, confusion, interruption or impediment to the operation of a class, study hall, library, assembly, program or other gathering involving pupils or staff members that out-of-school suspension is warranted.

#### **Questions to consider:**

1. Does the behavior markedly interrupt or severely impede the day-to-day operation of a school?
2. Is there a pattern of frequent or recurring incidents versus a single incident?
3. Have restorative practices alternatives been applied or could they be applied?

#### **Mitigating Factors to Weigh in the Determination**

1. Intensity of any or all offenses
2. Age, grade level and developmental stage of the student
3. Learning/behavioral support provided to the student (e.g., through special education, Section 504, etc.)
4. Student's discipline history and likelihood of repetition
5. Student's intent and expressed reasons for the behavior
6. Student's academic progress and relative risk of lost instruction
7. Interpretation of culture and communication factors
8. History of school and family collaboration in supporting positive behaviors
9. History of restorative practice applications.

10. Student's mental health

11. Availability of mental health support services

Note – We will need a cover letter from Superintendent. Need to add the expulsion hearing process (separate document).



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

*January 15, 2021*



# **Current Full-Year Forecast for Fiscal 2020-2021**



**Fiscal Year 2020-2021**  
**Education Operating Fund (General Fund) Forecast**  
**Monthly Financial Report (Unaudited) as of January 8, 2021**

	FY 2021 Local Appropriation	YTD Actuals	Encumbered	Available	Additional Projected	Full-Year Expenditure Forecast	Full Year Variance
<b>Salaries</b>							
Teacher Full-Time	\$ 74,343,383	\$ 34,499,175	-	\$ 39,844,208	\$ 45,105,498	79,528,688	(5,185,305)
Admin & Management Full-Time	15,735,850	9,179,579		\$ 6,556,271	9,092,681	18,272,260	(2,536,410)
Paraprofessionals	3,444,881	1,915,253	-	\$ 1,529,628	2,371,131	4,286,384	(841,503)
Support Staff Full-Time	12,744,318	5,502,955		\$ 7,241,363	5,317,708	10,820,663	1,923,655
Part Time & Seasonal	3,572,683	533,109	126,002	\$ 2,913,572	709,037	1,368,148	2,204,535
Substitutes	1,550,000	301,133	-	\$ 1,248,867	750,000	1,051,133	498,867
Overtime, Benefits, Other	3,700,500	1,411,726	20,924	\$ 2,267,850	2,249,939	3,682,589	17,911
<b>Total Salaries and Benefits</b>	<b>\$ 115,091,615</b>	<b>\$ 53,342,931</b>	<b>\$ 146,926</b>	<b>\$ 61,601,758</b>	<b>\$ 65,595,994</b>	<b>\$ 119,009,866</b>	<b>\$ (3,918,251)</b>
<b>Supplies and Services</b>							
Instructional Supplies	\$ 3,322,702	\$ 1,447,567	\$ 930,494	\$ 944,641	380,000	2,758,061	564,641
Tuition (Includes Tag Tuition)	20,302,634	7,218,851	16,268,808	\$ (3,185,024)	(3,401,500)	20,086,158	216,476
Utilities	10,532,200	2,943,115	7,267,732	\$ 321,353	(1,572,000)	8,638,847	1,893,353
Transportation	22,788,125	2,410,489	21,406,210	\$ (1,028,574)	(1,821,850)	21,994,849	793,276
Maintenance, Property, Custodial	2,349,390	650,148	1,434,952	\$ 264,290	-	2,085,100	264,290
Other Contractual Services	14,831,971	5,639,765	7,836,390	\$ 1,355,816	425,000	13,901,155	930,816
<b>Total Supplies and Services</b>	<b>\$ 74,127,022</b>	<b>\$ 20,309,934</b>	<b>\$ 55,144,586</b>	<b>\$ (1,327,499)</b>	<b>\$ (5,990,350)</b>	<b>\$ 69,464,171</b>	<b>\$ 4,662,851</b>
<b>General Fund Totals</b>	<b>\$ 189,218,637</b>	<b>\$ 73,652,866</b>	<b>\$ 55,291,512</b>	<b>\$ 60,274,259</b>	<b>\$ 59,605,644</b>	<b>\$ 188,398,052</b>	<b>\$ 744,600</b>

Key assumptions to the January forecast:

- In-person instruction resumes January 19.
- We only receive half of the Magnet School Transportation Grant.
- We annualized the January 8 payroll for the full year.
- Revenue estimates so far are conservative and not fully projected or allocated.

	Projection 11/12/2020			Projection 1/8/2021		Difference
	2020/21 Approved Budget (A)	Full-Year Expenditure Forecast (F)	Full Year Variance (A-F)	Full-Year Expenditure Forecast (F)	Full Year Variance (A-F)	
	<b>Salaries (through 01/08/2021 Payroll)</b>					
Teacher Full-Time	\$ 74,343,383	\$ 73,358,401	\$ 984,982	\$ 79,528,688	\$ (5,185,305)	\$ (6,170,287)
Admin & Management Full-Time	15,735,850	19,105,256	(3,369,406)	18,272,260	(2,536,410)	832,996
Paraprofessionals	3,444,881	4,034,496	(589,615)	4,286,384	(841,503)	(251,888)
Support Staff Full-Time	12,744,318	10,773,020	1,971,298	10,820,663	1,923,655	(47,643)
Part Time & Seasonal	3,572,683	1,381,499	2,191,184	1,368,148	2,204,535	13,351
Substitutes	1,550,000	1,355,505	194,495	1,051,133	498,867	304,371
Overtime, Benefits, Other	3,700,500	3,733,563	(33,063)	3,682,589	17,911	50,974
<b>Total Salaries and Benefits</b>	<b>\$ 115,091,615</b>	<b>\$ 113,741,741</b>	<b>\$1,349,874</b>	<b>\$ 119,009,866</b>	<b>\$ (3,918,251)</b>	<b>\$ (5,268,125)</b>
<b>Supplies and Services</b>						
Instructional Supplies	\$ 3,322,702	\$ 3,838,298	\$ (515,596)	\$ 2,758,061	\$ 564,641	\$ 1,080,238
Tuition (includes Tag Tuition)	20,302,634	19,064,113	1,238,521	20,086,158	216,476	(1,022,045)
Utilities	10,532,200	10,210,847	321,353	8,638,847	1,893,353	1,572,000
Transportation	22,788,125	23,680,568	(892,443)	21,994,849	793,276	1,685,718
Maintenance, Property, Custodial	2,349,390	1,683,946	665,444	2,085,100	264,290	(401,154)
Other Contractual Services	14,831,971	14,289,701	542,270	13,901,155	930,816	388,546
<b>Total Supplies and Services</b>	<b>\$ 74,127,022</b>	<b>\$ 72,767,473</b>	<b>\$1,359,549</b>	<b>\$ 69,464,171</b>	<b>\$ 4,662,851</b>	<b>\$ 3,303,303</b>
<b>General Fund Totals</b>	<b>\$ 189,218,637</b>	<b>\$ 186,509,214</b>	<b>\$2,709,423</b>	<b>\$ 188,474,037</b>	<b>\$ 744,600</b>	<b>\$ (1,964,823)</b>

### What's driving the current surplus projection:

- We needed to correct an error in the payroll calculation; note the difference between the November and January forecasts in the salary lines.
- Vacancies still impacting salary expenses for non-instructional full-time positions.
- Substitutes so far look favorable, even with ADA accommodations for certified staff and slight increase in daily rate because of change in minimum wage.
- In general, lower spending with buildings not in use through mid-January.
- The projection is likely still conservative.

# December Fiscal Results

- Total expenditures through 12/31/20 are \$85.6 million.
- General Fund expenditures incurred through 12/31/20 are \$61.5 million or 32.5% of the adopted budget.
- Grant expenditures incurred through 12/31/20 are \$24.1 million or 32.2% of the expected grant revenue.



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

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

	FY2021 Adopted				
	Budget (A)	YTD Actuals (B)	YTD %	Encumbrances (C)	Available (A+B+C)
<b>Salaries</b>					
Teacher Full-Time	\$74,343,383	(\$31,414,491)	42.26%	\$0	\$42,928,892
Admin & Management Full-Time	15,735,850	(8,474,876)	53.86%	0	7,260,974
Paraprofessionals	3,444,881	(1,722,533)	50.00%	0	1,722,348
Support Staff Full-Time	12,744,318	(5,207,902)	40.86%	0	7,536,416
Part Time & Seasonal	3,572,683	(483,967)	13.55%	(145,326)	2,943,390
Substitutes	1,550,000	(270,433)	17.45%	0	1,279,567
Overtime, Benefits, Other	3,733,500	(1,327,829)	35.57%	(23,262)	2,382,409
<b>Total Salaries and Benefits</b>	<b>\$115,124,615</b>	<b>(\$48,902,032)</b>	<b>42.48%</b>	<b>(\$168,588)</b>	<b>\$66,053,995</b>
<b>Supplies and Services</b>					
Instructional Supplies	\$3,361,774	(\$1,049,099)	31.21%	(\$1,308,918)	\$1,003,757
Tuition	20,302,634	(4,075,118)	20.07%	(19,427,425)	(3,199,909)
Utilities	10,567,200	(2,613,243)	24.73%	(7,615,286)	338,671
Transportation	22,792,625	(422,298)	1.85%	(23,385,368)	(1,015,041)
Maintenance, Property, Custodial	2,337,093	(529,560)	22.66%	(1,547,021)	260,513
Other Contractual Services	14,732,756	(3,867,447)	26.25%	(9,477,180)	1,388,128
<b>Total Supplies and Services</b>	<b>\$74,094,082</b>	<b>(\$12,556,764)</b>	<b>16.95%</b>	<b>(\$62,761,199)</b>	<b>(\$1,223,881)</b>
<b>General Fund Totals</b>	<b>\$189,218,697</b>	<b>(\$61,458,796)</b>	<b>32.48%</b>	<b>(\$62,929,787)</b>	<b>\$64,830,114</b>

Special Funds (Grants)	Budget*	YTD Actuals	Encumbered	Available
Full Time Salaries	29,059,475	12,576,499	24,926	16,458,050
Employee Benefits	8,492,328	2,726,850		5,765,478
Part Time Personnel	5,589,475	1,924,418		3,665,057
Travel/Mileage	130,444	9,741		120,703
Equipment/Technology	7,076,224	1,334,188	4,355,080	1,386,956
Materials/Supplies	4,138,088	849,673	665,063	2,623,352
Purchased Property Services	940,621	227,500	167,450	545,671
Other Professional/Technical	10,192,824	1,214,476	4,651,386	4,326,962
Transportation/Field Trips	478,693	146	67	478,480
Other Purchased Services	7,395,599	2,728,217	4,335,976	331,406
Parent Activities	66,641			66,641
Fixed Costs	1,320,205	540,662		779,543
Fees/Misc Expenses	0	0	0	0
<b>Grand Total</b>	<b>74,880,617</b>	<b>24,132,370</b>	<b>14,199,948</b>	<b>36,548,299</b>

\* Carryover plus funds received

# General Fund Details



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

	<b>FY2021 Adopted Budget (A)</b>	<b>YTD Actuals (B)</b>	<b>YTD %</b>	<b>Encumbrances (C)</b>	<b>Available (A+B+C)</b>
<b>Salaries</b>					
Teacher Full-Time	\$74,343,383	(\$31,414,491)	42.26%	\$0	\$42,928,892
Admin & Management Full-Time	15,735,850	(8,474,876)	53.86%	0	7,260,974
Paraprofessionals	3,444,881	(1,722,533)	50.00%	0	1,722,348
Support Staff Full-Time	12,744,318	(5,207,902)	40.86%	0	7,536,416
Part Time & Seasonal	3,572,683	(483,967)	13.55%	(145,326)	2,943,390
Substitutes	1,550,000	(270,433)	17.45%	0	1,279,567
Overtime, Benefits, Other	3,733,500	(1,327,829)	35.57%	(23,262)	2,382,409
<b>Total Salaries and Benefits</b>	<b>\$115,124,615</b>	<b>(\$48,902,032)</b>	<b>42.48%</b>	<b>(\$168,588)</b>	<b>\$66,053,995</b>
<b>Supplies and Services</b>					
Instructional Supplies	\$3,361,774	(\$1,049,099)	31.21%	(\$1,308,918)	\$1,003,757
Tuition	20,302,634	(4,075,118)	20.07%	(19,427,425)	(3,199,909)
Utilities	10,567,200	(2,613,243)	24.73%	(7,615,286)	338,671
Transportation	22,792,625	(422,298)	1.85%	(23,385,368)	(1,015,041)
Maintenance, Property, Custodial	2,337,093	(529,560)	22.66%	(1,547,021)	260,513
Other Contractual Services	14,732,756	(3,867,447)	26.25%	(9,477,180)	1,388,128
<b>Total Supplies and Services</b>	<b>\$74,094,082</b>	<b>(\$12,556,764)</b>	<b>16.95%</b>	<b>(\$62,761,199)</b>	<b>(\$1,223,881)</b>
<b>General Fund Totals</b>	<b>\$189,218,697</b>	<b>(\$61,458,796)</b>	<b>32.48%</b>	<b>(\$62,929,787)</b>	<b>\$64,830,114</b>

## Notes:

- Transportation and tuition expenditures do not reflect funds received from grants (Special Ed Excess Cost, Magnet School Transportation) or other revenues (tuition received from other districts sending students to New Haven). These will lower the gross expenditures once the funds are received.
- Actual transportation expenses are understated – large batch of invoices to be paid in January.



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

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
<b>Teachers Full-Time</b>	Teachers	<b>\$74,343,383</b>	<b>\$31,414,491</b>	<b>\$7,452,663</b>	<b>\$0</b>	<b>\$42,928,892</b>	<b>42.26</b>
<b>Admin &amp; Management Full-Time</b>	Salaries	1,267,622	555,603	78,688	0	712,019	43.83
	Directors Salaries	1,182,653	487,752	12,204	0	694,901	41.24
	Supervisor	2,403,685	1,206,378	200,405	0	1,197,307	50.19
	Department Heads/Principals/Aps	8,958,594	5,556,006	980,843	0	3,402,588	62.02
	Management	1,923,296	669,137	153,030	0	1,254,159	34.79
	<b>Sub-Total</b>	<b>\$15,735,850</b>	<b>\$8,474,876</b>	<b>\$1,425,170</b>	<b>\$0</b>	<b>\$7,260,974</b>	<b>53.86</b>
<b>Paraprofessionals</b>	ParaProfessionals	3,444,881	1,722,533	388,151	0	1,722,348	50.00
<b>Support Staff Full-Time</b>	Wages Temporary	485,951	244,241	54,072	-	241,710	50.26
	Custodians	5,696,207	2,188,311	424,126	0	3,507,896	38.42
	Building Repairs	872,079	417,825	79,165	0	454,254	47.91
	Clerical	2,946,648	1,234,665	227,841	0	1,711,983	41.90
	Security	2,635,464	1,070,368	244,354	0	1,565,096	40.61
	Truck Drivers	107,969	52,491	10,252	0	55,478	48.62
	<b>Sub-Total</b>	<b>\$12,744,318</b>	<b>\$5,207,902</b>	<b>\$1,039,809</b>	<b>\$0</b>	<b>\$7,536,416</b>	<b>40.86</b>
<b>Part Time &amp; Seasonal</b>	Coaches	650,000	109,648	111,148	0	540,352	16.87
	Other Personnel	125,000	11,440	1,171	145,326	(31,766)	0.00
	Part-Time Payroll	2,208,763	304,147	91,143	0	1,904,616	13.77
	Seasonal	488,920	56,135	0	0	432,785	11.48
	Teachers Stipend	100,000	2,597	0	0	97,403	2.60
	<b>Sub-Total</b>	<b>\$3,572,683</b>	<b>\$483,967</b>	<b>\$203,461</b>	<b>\$145,326</b>	<b>\$2,943,390</b>	<b>17.61</b>
<b>Substitutes</b>	Substitutes	\$ 1,550,000	\$ 270,433	\$ 82,745	\$ -	\$ 1,279,567	\$ 17
<b>Overtime, Benefits, Other</b>	Overtime	605,000	361,627	98,529	0	243,373	59.77
	Longevity	275,000	383	0	0	274,617	0.14
	Custodial Overtime	625,500	682,552	135,227	0	(57,052)	109.12
	Retirement	1,700,000	282,798	31,362	21,224	1,395,978	17.88
	Medical Supplies	0	0	0	0	0	0.00
	In-Service Training	0	0	0	0	0	0.00
	Employment Comp	495,000	7	0	0	494,993	0.00
	Professional Meetings*	33,000	462	0	2,038	30,500	7.58
	<b>Sub-Total</b>	<b>\$3,733,500</b>	<b>\$1,327,829</b>	<b>\$265,118</b>	<b>\$23,262</b>	<b>\$2,382,409</b>	<b>36.19</b>
	<b>Salaries Sub-Total</b>	<b>\$115,124,615</b>	<b>\$48,902,032</b>	<b>\$10,857,116</b>	<b>\$168,588</b>	<b>\$66,053,995</b>	<b>42.62</b>



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

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
<b>Instructional Supplies</b>	Equipment	269,062	17,169	(1,130)	103,971	147,922	45.02
	Computer Equipment	86,085	12,738	0	5,873	67,474	21.62
	Furniture	64,773	540	0	5,760	58,473	9.73
	Testing Materials	62,600	2,975	0	0	59,625	4.75
	Education Supplies Inventory	522,269	201,077	16,024	132,984	188,208	63.96
	General/Office Supplies	1,200,914	357,846	24,094	719,833	123,235	89.74
	Textbooks	449,970	158,688	4,082	122,297	168,985	62.45
	Library Books	160,000	26,907	0	71,123	61,969	61.27
	Periodicals	2,000	0	0	0	2,000	0.00
	Registrations, Dues & Subscrip.	116,500	89,917	0	50,043	(23,460)	120.14
	Student Activities	140,399	58,062	0	2,364	79,973	43.04
	Graduation	25,309	0	0	12,673	12,636	50.07
	Emergency Medical	203,000	115,000	0	67,797	20,203	90.05
	Printing & Binding	31,000	0	0	0	31,000	0.00
	<b>Sub-Total</b>	<b>\$3,361,774</b>	<b>\$1,049,099</b>	<b>\$43,070</b>	<b>\$1,308,918</b>	<b>\$1,003,757</b>	<b>70.14</b>
<b>Tuition</b>	Tuition	20,302,634	4,075,118	0	19,427,425	(3,199,909)	115.76
<b>Utilities</b>	Natural Gas	1,796,500	143,227	0	1,653,273	0	100.00
	Electricity	7,609,500	2,037,804	371,454	5,335,796	235,900	96.90
	Heating Fuels	10,000	0	0	0	10,000	0.00
	Water	234,760	99,126	0	250,874	(115,240)	149.09
	Telephone	646,000	186,457	0	220,490	239,053	62.99
	Telecommunications/Internet	60,000	489	0	8,311	51,200	14.67
	Sewer Usage	175,440	128,457	0	146,543	(99,560)	156.75
	Gas & Oil	35,000	17,682	0	0	17,318	50.52
	<b>Sub-Total</b>	<b>\$10,567,200</b>	<b>\$2,613,243</b>	<b>\$371,454</b>	<b>\$7,615,286</b>	<b>\$338,671</b>	<b>96.80</b>
<b>Transportation</b>	Milage	617,400	84,953	6,981	363,548	168,898	72.64
	Business Travel	4,500	0	0	0	4,500	0.00
	Transportation	11,953,973	13,882	3,562	14,293,565	(2,353,474)	119.69
	Special Education Transportation	4,248,895	21,915	3,562	4,164,475	62,505	98.53
	Transportation Technical Schools	442,480	0	0	395,892	46,588	89.47
	Transit Bus Passes	227,375	0	0	0	227,375	0.00
	Field Trips	147,885	0	0	14,364	133,521	9.71
	InterDistrict Transportation	1,339,000	0	0	1,097,464	241,536	81.96
	Outplacement Transportation	3,605,000	301,547	3,225	2,841,860	461,593	87.20
	Field Trips (Non-Public)	206,117	0	0	214,200	(8,083)	103.92
	<b>Sub-Total</b>	<b>\$22,792,625</b>	<b>\$422,298</b>	<b>\$17,329</b>	<b>\$23,385,368</b>	<b>(\$1,015,041)</b>	<b>104.45</b>



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

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used	
<b>Maintenance, Property, Custodial</b>	School Security	20,000	14,388	0	0	5,612	71.94	
	Building & Grounds Maint. Supp.	100,000	34,656	0	27,859	37,485	62.51	
	Custodial Supplies	488,000	109,359	0	340,642	38,000	92.21	
	Light Bulbs	30,000	813	0	1,683	27,503	8.32	
	Uniforms	22,703	0	0	23,370	(667)	102.94	
	Moving Expenses	50,000	14,768	0	60,232	(25,000)	150.00	
	Cleaning	26,000	6,000	0	0	20,000	23.08	
	Repairs & Maintenance	92,390	34,128	0	6,497	51,766	43.97	
	Building Maintenance	575,000	213,651	42,892	356,563	4,786	99.17	
	Rental	120,000	(28,611)	19,507	54,574	94,037	21.64	
	Rental of Equipment	8,000	592	0	9,380	(1,972)	124.65	
	Maintenance Agreement Services	725,000	126,676	1,845	664,522	(66,198)	109.13	
	Vehicle Repairs	80,000	3,140	0	1,700	75,160	6.05	
	<b>Sub-Total</b>	<b>\$2,337,093</b>	<b>\$529,560</b>	<b>\$64,244</b>	<b>\$1,547,021</b>	<b>\$260,513</b>	<b>88.85</b>	
<b>Other Contractual Services</b>	Other Contractual Services *	4,873,858	999,390	(140,448)	2,836,178	1,038,291	78.70	
	<i>* Special Education</i>	992,340	3,500	0	867,493	121,347	87.77	
	<i>*Facilities</i>	6,820,558	2,542,796	0	4,599,327	(321,564)	104.71	
	<i>*IT</i>	1,020,000	187,239	0	776,328	56,434	94.47	
	Legal Services	400,000	34,417	7,833	328,583	37,000	90.75	
	Other Purchased Services	18,500	3,700	0	14,688	113	99.39	
	Postage & Freight	157,500	96,406	282	54,585	6,509	95.87	
	Claims	450,000	0	0	0	450,000	0.00	
		<b>Sub-Total</b>	<b>\$14,732,756</b>	<b>\$3,867,447</b>	<b>(\$132,333)</b>	<b>\$9,477,180</b>	<b>\$1,388,128</b>	<b>90.58</b>
		<b>Supplies &amp; Services Sub-Total</b>	<b>\$74,094,082</b>	<b>\$12,556,764</b>	<b>\$363,765</b>	<b>\$62,761,199</b>	<b>(\$1,223,881)</b>	<b>101.65</b>
	<b>Combined Total</b>	<b>\$189,218,697</b>	<b>\$61,458,796</b>	<b>\$11,220,881</b>	<b>\$62,929,787</b>	<b>\$64,830,114</b>	<b>65.74</b>	

\* Breakout of Other Contractual Services by Department

# Special Funds (Grant) Details

## FY2020-2021 Grant Sources (Revenues)

See explanatory notes next page →

	A	B	C	D	E	F	G	H
Common Titles	FY 2019/20 Funding	Carryover Funding	Received FY2020/21 Funding	Pending Approvals	Total Anticipated New Funding	Total Available Funds for 2020-21	YOY \$ Change in New Funds	YOY % Change
Law Education/School Security*	\$1,117,660	\$0	\$0		\$0	\$0	(\$1,117,660)	-100.0%
Impact Aid	\$55,778	\$0	\$0	\$48,000	\$48,000	\$48,000	(\$7,778)	-13.9%
Adult Education/Homeless*	\$3,062,754	\$0	\$2,936,457		\$2,936,457	\$2,936,457	(\$126,297)	-4.1%
IDEA*	\$7,492,744	\$652,088	\$6,561,623		\$6,561,623	\$7,213,711	(\$931,121)	-12.4%
Perkins*	\$489,882	\$210,654	\$0	\$501,238	\$501,238	\$711,892	\$11,356	2.3%
Title II A/Student Support*	\$2,296,085	\$1,064,068	\$0	\$1,723,613	\$1,723,613	\$2,787,681	(\$572,472)	-24.9%
School Based Health/Parenting	\$1,506,622	\$0	\$1,364,406		\$1,364,406	\$1,364,406	(\$142,216)	-9.4%
Federal Magnet Grant*	\$8,715,525	\$2,998,084	\$2,546,797	\$0	\$2,546,797	\$5,544,881	(\$6,168,728)	-70.8%
State Bilingual/Title III/Immigrar	\$1,001,111	\$287,905	\$201,850	\$483,066	\$684,916	\$972,821	(\$316,195)	-31.6%
School Readiness/Family Resour	\$9,350,141	\$49,346	\$8,693,371		\$8,693,371	\$8,742,717	(\$656,770)	-7.0%
Private Foundation	\$830,779	\$39,205	\$221,529		\$221,529	\$260,734	(\$609,250)	-73.3%
Title I/SIG*	\$14,284,218	\$3,416,517	\$1,382,885	\$10,684,045	\$12,066,930	\$15,483,447	(\$2,217,288)	-15.5%
Head Start - Federal*	\$6,192,036	\$0	\$6,464,922		\$6,464,922	\$6,464,922	\$272,886	4.4%
Medicaid Reimbursement	\$339,503	\$0	\$202,599		\$202,599	\$202,599	(\$136,904)	-40.3%
School Improvements	\$1,314,407	\$0	\$385,122		\$385,122	\$385,122	(\$929,285)	-70.7%
Alliance/Commisioners Network	\$17,043,041	\$0	\$18,860,436	\$0	\$18,860,436	\$18,860,436	\$1,817,395	10.7%
State Misc Education Grants	\$16,009	\$0	\$0	\$118,585	\$118,585	\$118,585	\$102,576	640.7%
Open Choice	\$529,992	\$0	\$0	\$514,350	\$514,350	\$514,350	(\$15,642)	-3.0%
Head Start - State	\$248,792	\$0	\$126,006	\$122,708	\$248,714	\$248,714	(\$78)	0.0%
Priority/21st Century	\$5,561,485	\$227,072	\$5,664,965		\$5,664,965	\$5,892,037	\$103,480	1.9%
Jobs for CT Youth	\$6,385	\$0	\$6,385		\$6,385	\$6,385	\$0	0.0%
Youth Services Prevention	\$90,000	\$0	\$90,000		\$90,000	\$90,000	\$0	100.0%
ESSER/CRF*	\$8,506,997	\$7,860,562	\$2,365,763		\$2,365,763	\$10,226,325	(\$6,141,234)	100.0%
	\$90,051,946	\$16,805,501	\$58,075,116	\$14,195,605	\$72,270,721	\$89,076,222	(\$17,781,225)	-19.7%

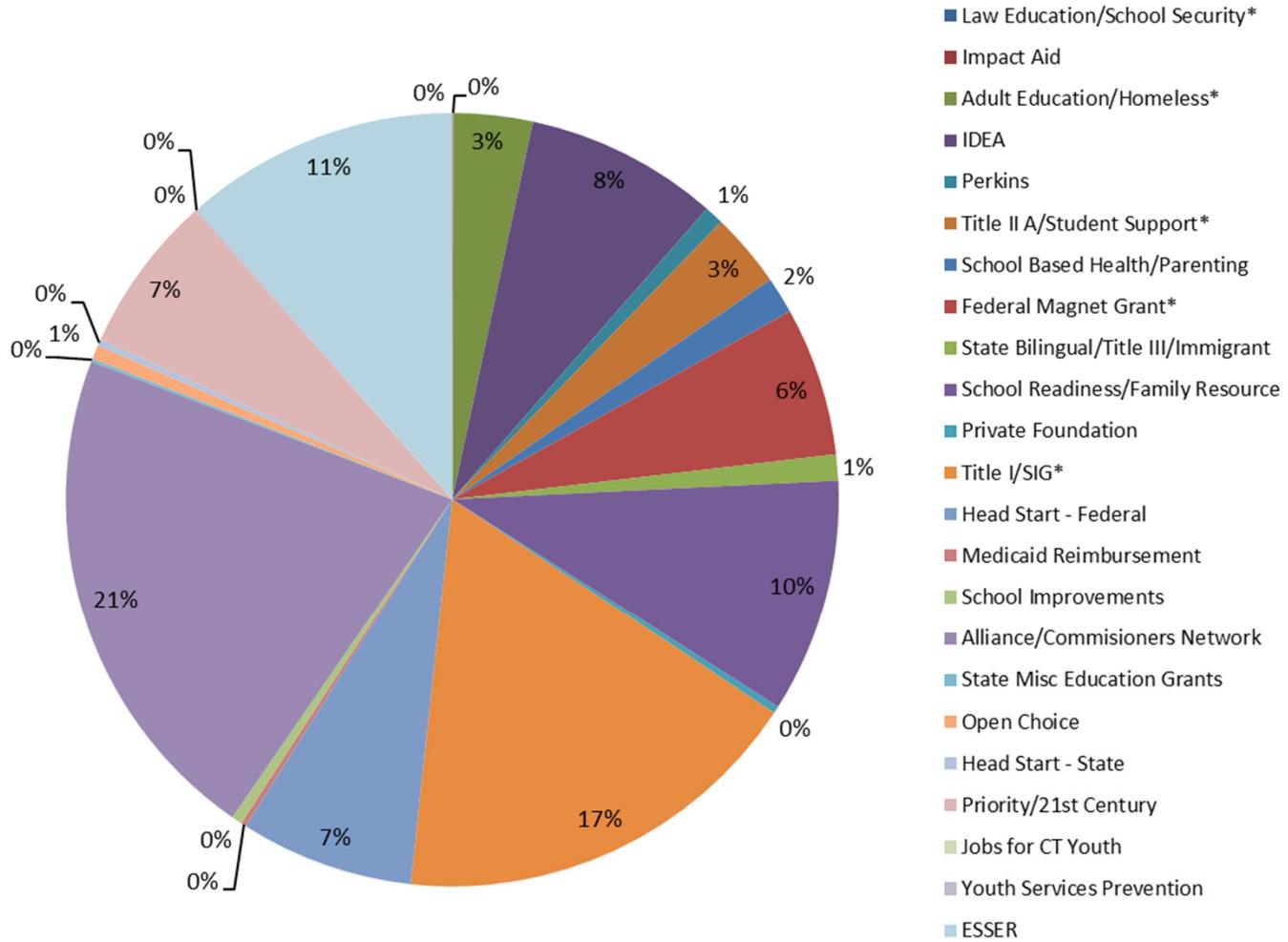
How to read the new grant revenue exhibit (letters refer to column letters on the prior page):

- A The total amount we were awarded for the grant in 2019-20
- B Because of Covid-19, we are permitted to unexpended money in some grants in 2020-21. It ‘carries over’ to the next fiscal year.
- C This is new funding we were awarded in 2020-21.
- D Funding we haven’t received yet, but will.
- E C+D. The total new money we’ll receive for the grant this year.
- F B+E. The sum of the carryover funds and the new money. This is what’s available to spend in 2020-21.
- G E-A. This measures the change in new money only, and excludes the effect of the carryover.
- H G/A. Calculates, on a percentage basis, the change in the new money year over year.

Notes:

- New CRF (Coronavirus Relief Fund) grant combined with ESSER (CARES Act I).
- \$17.7 million drop in new funds largely due to ESSER and quarterly installments of Federal magnet funds. SIG grants recently approved and should be included next month.
- Adjusting for the above, new money still down about \$3 million from the prior year.
- However, total funds available to spend are nearly the same.
- CARES Act II?

## 2020-21 FUNDED GRANTS AS OF DECEMBER, 2020



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

	Budget*	YTD Actuals	Encumbered	Available
Full Time Salaries	29,059,475	12,576,499	24,926	16,458,050
Employee Benefits	8,492,328	2,726,850		5,765,478
Part Time Personnel	5,589,475	1,924,418		3,665,057
Travel/Mileage	130,444	9,741		120,703
Equipment/Technology	7,076,224	1,334,188	4,355,080	1,386,956
Materials/Supplies	4,138,088	849,673	665,063	2,623,352
Purchased Property Services	940,621	227,500	167,450	545,671
Other Professional/Technical	10,192,824	1,214,476	4,651,386	4,326,962
Transportation/Field Trips	478,693	146	67	478,480
Other Purchased Services	7,395,599	2,728,217	4,335,976	331,406
Parent Activities	66,641			66,641
Fixed Costs	1,320,205	540,662		779,543
Fees/Misc Expenses	0	0	0	0
<b>Grand Total</b>	<b>74,880,617</b>	<b>24,132,370</b>	<b>14,199,948</b>	<b>36,548,299</b>

\* Carryover plus funds received

## 2020-21 GRANT FUNDED EXPENDITURES BY CATEGORY

