NEW HAVEN PUBLIC SCHOOLS
NEW HAVEN, CONNECTICUT

INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT June 27, 2022

RETIREMENT – Teachers:

Name	Assignment	Effective Date
Hector Burgos	Head Start Teacher Fair Haven School **Title 1 Head Start Pre School** **25315252-16-50128**	06/30/2022
Judith Katz	English COOP Arts & Humanities High School **General Funds** **19041664-50115**	06/30/2022
Laura Rais	Foreign Language Engineering & Science University Magnet **Inter-District Funds** **27041717-50115**	06/30/2022

RETIREMENT – NON-INSTRUCTIONAL Staff:

Name	Assignment	Effective Date
Laura Benevento	Accountant IV Central Office **Indirect Costs** **25055771-00-50118**	09/01/2022
Debra Deluca	School Security Officer Security-Chief Reddish Office **General Funds** **19047300-50127**	06/24/2022
Frank Lewis	Building Manager Grade Schools-Custodial **General Funds** **19047409-50121**	07/07/2022
Alexis Nichols	Administrative Assistant East Rock Magnet School **General Funds** **19041046-50124**	06/30/2022

Dawn Rogers	Cook/Lead L.W. Beecher Magnet School **Food Service** **25215200-03-50126**	06/30/2022

RESIGNATION-Administrator:

Name	Assignment	Effective Date
Peggy Moore	Interim Principal James Hillhouse High School **General Funds** **19044062-50113**	06/30/2022

RESIGNATION-Teachers:

Name	Assignment	Effective Date
Maria Cebria-Barber	Bilingual – Grade 2 Barack H. Obama Magnet School **ESSER II Funds** **25526363-28-50115**	06/30/2022
Gabriella Belli	Grade 3 L.W. Beecher Magnet School **ESSER II Funds** **25526363-03-50115**	06/30/2022
Vincent Cusano	Science Conte-West Hill Magnet School **General Funds** **19041431-50115**	06/30/2022
Keshia Hogan	Grade 3 L.W. Beecher Magnet School **Inter-District Funds** **27041003-50115**	06/30/2022
Edward Lauber	Math Metropolitan Business Academy **Inter-District Funds** **27041160-50115**	06/30/2022
Alissa Levy	Math Engineering & Science University Magnet School **Inter-District Funds** **27041117-50115**	06/30/2022

NEW HAVEN PUBLIC SCHOOLS
NEW HAVEN, CONNECTICUT

Amanda Mauriello	Pre-k Teacher L.W. Beecher Magnet School **Inter-District Funds** **27041003-50115**	06/30/2022
Sheree Nkata	Technology Education Engineering & Science Magnet School **Inter-District Funds** **27042617-50115**	06/30/2022
Daniel Onorato	Special Education Troup School **General Funds** **19049015-50115**	06/30/2022
John Pascale	Social Studies Brennan/Rogers Magnet School **General Funds** **19041521-50115**	06/30/2022
Sydney Rothman	Grade 6 Wexler-Grant School **General Funds** **19042032-50115**	06/30/2022
Juan Vindal Semper	Bilingual James Hillhouse High School **Title 1 Schools** **25315256-62-50115**	06/30/2022
Derlene Ortiz	Speech and Hearing Gateway **General Funds** **19049298-50115**	06/30/2022
Kayla Smoragiewicz	Guidance Counselor Itinerant **General Funds** **19042098-50115**	06/30/2022
Sara Goldstein-Stoll	Grade 1 Clinton Ave School **General Funds** **19041006-50115**	06/30/2022

Cassandra Sgro	Social Studies- Grade 10 High School in the Community **Inter-District Funds** **27041566-50115**	08/05/2022
Aric Wellman	Science Brennan/Rogers Magnet School **General Funds** **19041021-50115**	06/30/2022
Justin Wentworth	Math -Grades 5/8 Davis Academy Magnet School **Inter-District Funds** **27041109-50115**	06/30/2022

RESIGNATION-Paraprofessional Staff:

Name	Assignment	Effective Date
Peyton Northrop	Assistant Teacher Barack H. Obama Magnet School **General Funds** **19041028-50128**	06/30/2022
Yma Roberson-Reid	Assistant Teacher- Pre-K Davis Academy Magnet School **Inter-District Funds** **27041009-50128**	03/21/2022

RESIGNATION-Non-Instructional Staff:

Name	Assignment	Effective Date
Ellen Kramer	Science Resource Center Program Manager Central Office **General Funds** **19041400-50112**	06/30/2022

TRANSFER- Administrator:

Name	From:	To:	Effective Date
Aurea Jaca	Assistant Principal John S. Martinez **General Funds** **19044008-50113**	Assistant Principal Hill Central Music Academy **General Funds** **19044007-50113**	08/18/2022

NEW HAVEN PUBLIC SCHOOLS
NEW HAVEN, CONNECTICUT

TRANSFER- Teachers:

Name	From:	To:	Effective Date
Gina Algilani	Conte-West Hill Magnet School Literacy Coach **Title 1 Schools** **25315256-31-50115**	Nathan Hale School Special Education **General Funds** **19049014-50115**	08/24/2022
Tiffany Barrett	Social Studies Clemente Leadership Academy **General Funds** **19041542-50115**	Special Education Clemente Leadership Academy **General Funds** **19049042-50115**	08/24/2022
Kimberly DiRienzo	Grade 3/4 John S. Martinez **General Funds** **19049008-50115**	Special Education John S. Martinez **General Funds** **19049008-50115**	08/24/2022
Thomas Fargeorge	Grade 5 Brennan/Rogers Magnet School **General Funds** **19042021-50115**	Grade 5/6 Benjamin Jepson Magnet School **Inter-District Funds** **27041018-50115**	08/24/2022
Jessica Farrell	Science – Grades 5-8 Wexler/Grant School **General Funds** **19041432-50115**	Science – Grades 7/8 Edgewood Magnet School **General Funds** **19041412-50115**	08/24/2022
Lisa Finch	Grade 4 Barnard Magnet School **Inter-District Funds** **27041002-50115**	Grade 6 Mauro/Sheridan Magnet School **Inter-District Funds** **27041019-50115**	08/24/2022
Hope Flanigan	Grade 3 Barnard Magnet School **Inter-District Funds** **27041002-50115**	Performing Arts Theatre Bishop Woods **General Funds** **19042243-50115**	08/24/2022
LaToya Forbes	Head Start Teacher John S. Martinez **Head Start PA 22 Basic** **25325279-08-50128**	ESSER Teacher – Grade 1 & 2 Benjamin Jepson Magnet School **ESSER II Funds** **25526363-18-50115**	08/24/2022

Gregory Garb	Math James Hillhouse High School **General Funds** **19041162-50115**	Math High School In The Community **Inter-District Funds** **27041166-50115**	08/24/2022
Kimberly Lawrence	Special Education Hill Central School **General Funds** **19049007-50115**	Special Education COOP **General Funds** **19049064-50115**	08/24/2022
Richard Lendino	Grade 6 Davis Academy **Inter-District Funds** **27041009-50115**	Grade 3 Davis Academy **Inter-District Funds** **27041009-50115**	08/24/2022
Mercedes Mckelvie	Special Education COOP Arts & Humanities High School **General Funds** **19049014-50115**	English Teacher COOP Arts & Humanities High School **General Funds** **19041664-50115**	08/24/2022
Joan Marie Meehan	Reading Teacher Celentano Magnet School **General Funds** **19041348-50115**	Special Education Celentano Magnet School **General Funds** **19049048-50115**	08/24/2022
Ann Raymond	Special Education Worthington Hooker **General Funds** **19049038-50115**	Special Education Department of Student Services **General Funds** **19049000-50115**	08/24/2022
Jennifer Schnider	Grade 2 Troup School **General Funds** **19041015-50115**	Special Education Troup School **General Funds** **19049015-50115**	08/24/2022
Alison Smith	Grade 2 Barnard Magnet School **ESSER II Funds** **25526363-19-50115**	Grade 5 Mauro/Sheridan Magnet School **Inter-District Funds** **27041019-50115**	08/24/2022
Carrie Smith	English James Hillhouse High School **General Funds** **19041662-50115**	English Wilbur Cross High School **General Funds** **19041661-50115**	08/24/2022

Stephen Staysniak	Metropolitan Business Academy English **Inter-District Funds** **27041660-50115**	Social Studies Metropolitan Business Academy **Inter-District Funds** **27041560-50115**	08/24/2022

CORRECTION/CHANGE ITEMS:

The following items are previous Board Actions approved. The action items below represent all the necessary changes and/or corrections.

CORRECTION CHANGE IN TITLE - Teacher:

Name	From	To	Effective Date
John Barsevich	Resignation	Retirement	06/30/2022

CORRECTION CHANGE IN GROUP - Teacher:

Name	From	To	Effective Date
John Tarka	Group G	Group H	07/01/2022

CHANGE IN RETIREMENT DATE – Paraprofessional:

Name	From	To	Effective Date
Cassandra Carolan	06/13/2022	06/20/2022	06/30/2022

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION MEETING

Monday, June 27, 2022

INFORMATION ONLY

1. Agreement with Ice the Beef to provide mentoring, peer mediation groups, field trips and fun Fridays activities for students attending Riverside Academy summer school, from July 1, 2022 to July 29, 2022, in an amount not to exceed $7,296.00.
   Funding Source: ESSER II Program **Acct. #**2552-6363-56694-SS47

2. Amendment #1 to Agreement #96363264 with Valerie Bolling, to increase funding of $500.00 by $500.00 to $1,000.00 to reflect author's credentials.
   Funding Source: ESSER II Program **Acct. #**2552-6363-56697-0000

3. Purchase Order for Common Ground to provide installation of an outdoor classroom and signage at Edgewood School, from March 11, 2022 to June 30, 2022, in an amount not to exceed $4,000.00.
   Funding Source: ARP ESSER Program **Acct. #**2553-6398-56694-0012

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING

Tuesday, June 21, 2022

MINUTES

Present: Mr. Matthew Wilcox, Dr. Orlando Yarborough
Staff: Dr. Iline Tracey, Dr. Michael Finley, Dr. Paul Whyte, Ms. Keisha Redd Hannans, Mr. Thomas Lamb, Ms. Linda Hannans, Ms. Patricia DeMaio, Ms. Sue Peters, Ms. Pamela Augustine-Jefferson, Dr. Michele Sherban, Ms. Shubhra Gupta, Ms. Gemma Joseph Lumpkin, Ms. Typhanie Jackson, Mr. Michael Gormany, Ms. Gail Sharry, Mr. Joseph Barbarotta, Ms. Viviana Conner, Attorney Elias Alexiades Closed Captioner

Call to Order: Mr. Wilcox called the meeting to order at 4:32 p.m.

Recusals:

1. Mr. Wilcox recused himself from discussion and voting on Abstract #2 for ARP After-School Enhancement Grant, Agreement # 13 with Clifford Beers and Agreement #34 with Clifford Beers.

2. Dr. Yarborough recused himself from discussion and voting on Agreement #17 with Friends Center for Children and Agreement # 21 with Friends Center for Children.

Summary of Motions:

1. A motion by Dr. Yarborough to recommend approval of Abstract #2 for ARP After-School Enhancement Grant and Agreement #13 with Clifford Beers, and Agreement #34 with Clifford Beers, passed. Roll Call Vote: Dr. Yarborough, Yes; Mr. Wilcox, Recused.

2. A motion by Mr. Wilcox to recommend approval of Agreement #17 with Friends Center for Children and Agreement #20 with Friends Center for Children, passed. Roll Call Vote: Mr. Wilcox, Yes; Dr. Yarborough, Recused.

3. A motion by Mr. Wilcox, seconded by Dr. Yarborough to recommend approval of Abstracts #1 and #3, Agreements #1-12, 14-16; 18-20; 22-33 and 35-37; 8 Contracts; 2 Change Orders and 1 Purchase Order passed by Roll Call Vote: Dr. Yarborough, Yes; Mr. Wilcox, Yes.

4. A motion by Mr. Wilcox, seconded by Dr. Yarborough to adjourn the meeting at 5:45 p.m., passed by Roll Call Vote: Dr. Yarborough, Yes; Mr. Wilcox, Yes.

A. INFORMATION ONLY: After Ms. Jackson answered questions about programs for Agreement #1 with Ice the Beef, the committee had no further questions about the following Information Only items approved by the Superintendent:

1. Agreement with Ice the Beef to provide mentoring, peer mediation groups, field trips and fun Fridays activities for students attending Riverside Academy summer school, from July 1, 2022 to July 29, 2022, in an amount not to exceed $7,296.00.
   Funding Source: ESSER II Program **Acct. #**2552-6363-56694-SS47

2. Amendment #1 to Agreement #96363264 with Valerie Bolling, to increase funding of $500.00 by $500.00 to $1,000.00 to reflect author's credentials.
   Funding Source: ESSER II Program **Acct. #**2552-6363-56697-0000

3. Purchase Order for Common Ground to provide installation of an outdoor classroom and signage at Edgewood School, from March 11, 2022 to June 30, 2022, in an amount not to exceed $4,000.00.
   Funding Source: ARP ESSER Program **Acct. #**2553-6398-56694-0012

B. ABSTRACTS:

1. Oral Health Grant, year 2 of 3, in the amount of $50,000.00 for September 1, 2022 to August 31, 2023 was presented by Ms. Peters who answered committee questions.
   Funding Source: CT State Department of Public Health

2. ARP After-School Enhancement Grant, in the amount of $90,000.00 for July 1, 2022 to June 30, 2023 was presented by Ms. Joseph-Lumpkin. Recusal: Mr. Wilcox recused himself from discussion and deliberation on this item. **Funding Source:** CT State Department of Education

3. Extended School Hours Grant in the amount of $328,517.00 for July 1, 2022 to June 30, 2023 was presented by Ms. Joseph-Lumpkin.
   Funding Source: CT State Department of Education

C. AGREEMENTS:

1. Agreement with Area Cooperative Educational Services, (ACES) Regionalization Special Education Transportation, (ACES-RSET), to provide door-to-door transportation to special education students placed in State-approved private special education programs throughout the State of Connecticut, July 1, 2022 to June 30, 2023, in an amount not to exceed $800,000.00 was presented by Ms. Jackson who explained cost savings utilizing the service.
   Funding Source: 2022-2023 Operating Budget **Acct. #**190-494-00-56697

2. Agreement with Area Cooperative Educational Services, (ACES), to provide behavior management services and support for identified students, staff and parents, from July 5, 2022 to June 29, 2022, in an amount not to exceed $21,869.00 was presented by Ms. Jackson
   Funding Source: IDEA Program **Acct. #**2504-5034-56903-0490

3. Amendment #1 to Agreement # 96362552 with Boy Scouts of America, CT Yankee Council, to expand the Scope of Service to include an Extreme Scouting event at Camp Sequassen on June 25, 2022 for parents

and students enrolled in John Martinez, Lincoln Bassett and Roberto Clemente schools; to increase the number of slots to 200 for the event, and to increase funding of $94,700.00 by $18,600.00 to $113,300.00 was presented by Ms. Joseph-Lumpkin.

Funding Source: **State After School Program**
Acct. #2579-6389-56694-0008 ($5,250.00)
Acct. #2579-6389-56800-0008 ($2,700.00)
Acct. #2579-6389-56800-0020 ($2,700.00)
Acct. #2579-6389-56694-0043 ($5,250.00)
Acct. #2579-6389-56800-0043 ($2,700.00)

4. Amendment #2 to Agreement #96363196 with Boys and Girls Club of New Haven, to change the funding source for the Bishop Woods program from Title I Program, Acct. #2531-5208-56698-0043 to ARP ESSER Program, Acct. #2553-6389-56694-0044, with no change in funding amount of $332,624.00 was presented by Ms. Joseph-Lumpkin.

Funding Source: **21st Century Program**
Acct. # 2579-6273-56694-0043 ($ 3,600.00)
ARP ESSER Program
Acct. #2553-6398-56694-0444 ($ 27,800.00)
Acct. #2553-6398-56694-0043 ($139,000.00)
Acct. #2553-6398-56694-0021 ($ 31,800.00)
Acct. #2553-6398-56694-0003 ($ 42,000.00)
Acct. #2553-6398-56694-0000 ($ 16,592.00)
Acct. #2553-6398-56694-0000 ($ 19,032.00)

5. Amendment #1 to Agreement #9636231 with Make Haven to change the service end date from May 31, 2022 to June 30, 2022, with no change in funding amount of $10,292.00 was presented by Ms. Joseph Lumpkin.

Funding Source: ESSER II Program
Acct. # 2552-6363-56697-0016 ($5,146.00)
Acct. # 2552-6363-56697-0007 ($1,801.10)
Acct # 2552-6363-56697-0021 ($1,672.45)
Acct # 2552-6363-56697-0032 ($1,672.45)

6. Agreement with Arte, Inc., to provide 73 sessions of a summer outdoor activities program, for 25 students and families per session, from July 1, 2022 to September 20, 2022, in an amount not to exceed $47,963.79.

Funding Source: ESSER II Program **Acct. #**2552-6363-56694-SS34
Presenter: Ms. Gemma Joseph Lumpkin **Document Link**: ARTE

7. Agreement with Care 4 Your Own Tree, LLC, to provide summer programming for up to 40 students from Davis Street School, from July 1, 2022 to September 30, 2022, in an amount not to exceed $13,200.00 was presented by Ms. Joseph-Lumpkin.

Funding Source: 21st Century Carry Over Program
Acct. #2579-6280-56697-0009 ($10,000.00)
Acct. #2579-6280-56694-0009 ($ 3,200.00)
Presenter: Ms. Gemma Joseph Lumpkin **Document Link:** Tree

Change End Date: Ms. Hannans noted that Dr. Tracey has requested that the end date for the Agreement change to August 5, 2022. She explained that school buildings are cleaned and prepared for the new school year and are not available for use. Action Items for the Board of Education will reflect the change.
Correction: Ms. DeMaio requested a correction to the dollar amount listed under Acct. #2579-6280-56694-0009; the amount listed as $13,300 should be $3.200.00. Action Items for the Board of Education will reflect the correction.

8. Agreement with Hot Shot Basketball Camp, to provide summer programming for up to 250 students from Wexler Grant school, from July 1, 2022 to September 30, 2022, in an amount not to exceed $18,000.00 was presented by Ms. Joseph-Lumpkin.
   Funding Source: 21st Century Carry Over Program **Acct. #**2579-6280-56697-0032
   Change End Date: Ms. Hannans noted that Dr. Tracey has requested that the end date for the Agreement change to August 5, 2022. She explained that school buildings are cleaned and prepared for the new school year and are not available for use. Action Items for the Board of Education will reflect the change.

9. Grant Award Agreement with State of Connecticut Department of Public Health to provide funding of $50,000.00 through SEAL CT Program, to support dental care services to students enrolled in dental clinics at Troup, King-Robinson, Brennan-Rogers, Truman, Hill Central and Barnard schools, and to support expansion efforts to other schools was presented by Ms. Peters who answered committee questions about the services. **Funding Source:** CT State Department of Public Health

   Agreements 10-13 for School Health Centers were presented by Ms. Peters, who an answered questions regarding scope of the health services and participation.
   Recusal: Mr. Wilcox recused himself from discussion and deliberation on this Agreement #13

10. Agreement with Cornell Scott Hill Health Center to provide licensed Nurse Practitioners, Social Workers and/or office managers in school health centers at Roberto Clemente, King-Robinson, Truman, Troup, Lincoln Bassett, Brennan, Hill Central and Davis Street schools, from July 1, 2022 to June 30, 2023, in an amount not to exceed $410,400.00.
    Funding Source: School Health Center Program **Acct. #**2512-5124-56694-0479

11. Agreement with Fair Haven Community Health Center, to provide licensed Nurse Practitioners, Social Workers and office managers in school health centers at Fair Haven, Clinton Avenue, Wilbur Cross, John Martinez, Bishop Woods schools and dental services at John Martinez, Clinton Avenue, Fair haven, Columbus and Bishop Woods schools, from July 1, 2022 to June 30, 2023 in an amount not to exceed $195,843.00. **Funding Source:** School Health Center Program **Acct. #**2512-5124-56694-0479

12. Agreement with Yale New Haven Hospital to provide licensed medical and/or behavioral health providers and support staff in school health centers at Mauro-Sheridan, Troup, Barnard, Hillhouse and Career school and to ensure compliance for licensure of the outpatient school clinics, from July 1, 2022 to June 30, 2023 in an amount not to exceed $372,289.00.
    Funding Source: School Health Center Program **Acct. #**2512-5124-56694-0479

13. Agreement with Clifford Beers Guidance Clinic, to provide two licensed Social Workers in school health centers at Clinton Avenue and Fair Haven Schools, from July 1, 2022 to June 30, 2023, in an amount not to exceed $83,958.00.

Funding Source: School Health Center Program **Acct. #**2512-5124-56694-0479
Recusal: Mr. Wilcox recused himself from discussion and deliberation on this Agreement.

Agreements #14 to 17: Ms. Augustine-Jefferson presented Cost of Living Adjustment increases to Agreements for the Infant Toddler program as approved by the State of Connecticut. Dr. Yarborough noted discrepancies in the amount of the Agreements and the amendments. Ms. Augustine-Jefferson will follow up to rectify.
Recusal: Dr. Yarborough recused himself from discussion and deliberation on Amendment #16.
Follow-up: After the meeting, Ms. Augustine-Jefferson discovered that the amendment forms were submitted with the incorrect back-up documentation. She submitted corrected Amendment back-up to Ms. DeMaio, who forwarded the documents to committee members and posted them on the NHPS website.

14. Amendment #1 to Agreement # 96366152 with Morning Glory Early Learning Center, to increase funding of $165,197.68 by $6,391.95 to $171,589.63 to reflect State of CT Office of Early Childhood Cost of Living (COLA) increases for salary and fringe benefits, to be expended by June 30, 2022.
Funding Source: Infant Toddler Program **Acct. #**2090-6366-56697-0442

15. Amendment #1 to Agreement #96366150 with LULAC Head Start, to increase funding of $626,685.26 by $24,248.16 to $650,933.42, to reflect State of CT Office of Early Childhood Cost of Living (COLA) increases for salary and fringe benefits, to be expended by June 30, 2022.
Funding Source: Infant Toddler Program **Acct. #**2090-6366-56697-0442

16. Amendment #1 to Agreement #9366151 with Montessori School on Edgewood, to increase funding of $206,497.10 by $7,989.93 to $214,487.03 to reflect State of CT Office of Early Childhood Cost of Living (COLA) increases for salary and fringe benefits, to be expended by June 30, 2022.
Funding Source: Infant Toddler Program **Acct. #**2090-6366-56697-0442

17. Amendment #1 to Agreement #96366149 with Friends Center for Children, to increase funding of $258,053.98 by $9,987.42 to $268,041.40, to reflect State of CT Office of Early Childhood Cost of Living (COLA) increases for salary and fringe benefits, to be expended by June 30, 2022.
Funding Source: Infant Toddler Program **Acct. #**2090-6366-56697-0442

Agreements #18-36: Ms. Gupta presented Amendments #17-36 to reflect Cost of Living Adjustments for the School Readiness program.
Recusals: Dr. Yarborough recused himself from discussion and deliberation on #20 Amendment with Friends Center.

18. Amendment #2 to Agreement #95384136 with Auntie Rose Child Care and Development Center, to increase funding of $185,173.00 by $7,547.00 to $192,720.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
Presenter: Ms. Shubra Gupta **Document Link**: AuntieRose

19. Amendment #1 to Agreement #95384157 with All Our Children Academy, to increase funding of $71,392.00 by $3,281.00 to $74,673.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442

Presenter: Ms. Shubra Gupta **Document Link:** AllChildren

20. Amendment #1 to Agreement #95384139 with Creative M.E., to increase funding of $196,328.00 by $7,219.00 to $203,547.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
Presenter: Ms. Shubra Gupta Document Link: CreativeME

21. Amendment #1 to Agreement #95384140 with Friends Center for Children, to increase funding of $535,440.00 by $19,688.00 to $555,128.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
Presenter: Ms. Shubra Gupta **Document Link**: Friends

22. Amendment #1 to Agreement #95384141 with LULAC Head Start, to increase funding of $1,213,664.00 by $44,626.00 to $1,258,000.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
Presenter: Ms. Shubra Gupta **Document Link**: LULAC2

23. Amendment #1 to Agreement #95384142 with The Little Schoolhouse, to increase funding of $160,632.000 by $5,906.00 to $166,538.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
Presenter: Ms. Shubra Gupta **Document Link**: Schoolhouse2

24. Amendment #1 to Agreement #95384143 with Montessori on Edgewood, to increase funding of $276,644.00 by $10,172.00 to $286,816.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
Presenter: Ms. Shubra Gupta **Document Link**: Montessori2

25. Amendment #1 to Agreement #95384145 with St. Aedan Preschool, to increase funding of $615,756.00 by $22,641.00 to $638,397.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
Presenter: Ms. Shubra Gupta **Document Link**: StAedan

26. Amendment #1 to Agreement #95384146 with St. Andrew's Child Care Center, to increase funding of $321,264.00 by $11,813.00 to $333,077.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
Presenter: Ms. Shubra Gupta **Document Link**: StAndrew

27. Amendment #1 to Agreement #95384147 with Yale New Haven Hospital Child Care, to increase funding of $196,328.00 by $7,219.00 to $203,547.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.

Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
Presenter: Ms. Shubra Gupta **Document Link:** YaleChild

28. Amendment #1 to Agreement #95384 with New haven YMCA Youth Center, to increase funding of $285,568.00 by $10,500.00 to $296,068.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442

29. Amendment #2 to Agreement #95384159 with First Step Child Care and Learning Center, to increase funding of $102,626.00 by $3,609.00 to $106,235.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442

30. Amendment #1 to Agreement #995385189 with Calvin Hill Day Center KLF Kindergarten, to increase funding of $60,000.00 by $2,206.00 to $62,206.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442

31. Amendment #1 to Agreement #95384190 with Creating Kids at CT Children's Museum, to increase funding of $54,000.00 by $1,986.00 to $55,986.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442

32. Amendment #1 to Agreement #95384191 with Leila Day Nursery, to increase funding of $135,000.00 by $4,964 to $555,128.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442

33. Amendment #1 to Agreement #95384192 with Westville Community Nursery School, to increase funding of $63,000.00 by $2,317.00 to $65,317.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442

34. Amendment #1 to Agreement #95384137 with Clifford Beers Child Guidance Clinic d/b/a Farnam Nursery School, to increase funding of $392,656.00 by $14,438.00 to $407,094.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442

35. Amendment #1 to Agreement #95384144 with Morning Glory Early Learning Center, to increase funding of $267,720.00 by $9,844.00 to $277,564.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442

36. Amendment #1 to Agreement #95384138 with Catholic Charities, to increase funding of $1,463,536.00 by $53,814.00 to $1,517,350.00 to reflect State of CT Office of Early Childhood Cost of Living, (COLA) increases for salary and benefits to be expended by July 30, 2022.

Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442

37. Amendment #3 to Agreement with CT State Department of Public Health, to increase grant funding of $1,344,594.00 by $38,096.00 to $38,096.00 to reflect a Cost of Living Adjustment, (**COLA)** was presented by Ms. Peters**. Funding Source: School Health Center Program Acct**. #2512-5124

D. CONTRACTS:

1. Award of Contract 21755 to Encore Fire Protection for On Call Kitchen Suppression repairs, from July 1, 2022 to June 30, 2023, in an amount not to exceed $50,000.00 was presented by Mr. Gormany.
   Funding Source: 2022-2023 Food Service Budget **Acct. #**25215200-56623

2. Award of Contract 21740A-2-4 to Auto Parts and Service Inc. for On Call Vehicle Maintenance Services, from July 1, 2022 to June 30, 2023, in an amount not to exceed $37,500.00 was presented by Mr. Barbarotta. **Funding Source:** 2022-2023 Operating Budget **Acct. #**19047400-56665

3. Award of Contract 21804 to Builders Hardware for On Call Door Repairs and Replacement, from July 1, 2022 to June 30, 2023, in an amount not to exceed $200,000.00 was presented by Mr. Barbarotta.
   Funding Source: 2022-2023 Capital Projects **Acct. #**3C20-2084-58101

4. Award of Contract 21702-3-4 to High-Way Signs DBA K-5 Corporation for On Call Line Striping Services, from July 1, 2022 to June 30, 2023, in an amount not to exceed $25,000.00 was presented by Mr. Barbarotta. **Funding Source:** 2022-2023 Capital Projects **Acct. #**3C22-2261-58101

5. Award of Contract 21781-2-4 to J. Witkowsky & Sons Tree Service LLC for complete tree removal services from July 1, 2022 to June 30, 2023, in an amount not to exceed $37,500.00 was presented by Mr. Barbarotta. **Funding Source:** 2022-2023 Capital Projects **Acct. #**3C22-2261-58101

6. Award of Contract 50535A-3-4 to M&M Total Construction LLC for Snow Plowing services, from July 1, 2022 to June 30, 202, in an amount not to exceed $261,198.00 was presented by Mr. Barbarotta.
   Funding Source: 2022-2023 Operating Budget **Acct. #**19047400-56662

7. Award of Contract 50544R-2-4 to Select Fence and Guardrail for On Call Fence repairs, from July 1, 2022 to June 30, 2023, in an amount not to exceed $35,000.00 was presented by Mr. Barbarotta.
   Funding Source: 2022-2023 Operating Budget **Acct. #**3C20-2083-58702

E. CHANGE ORDERS:

1. Change Order #1 to Contract 21697-3-5 with CT Pest Elimination Inc. to add schools for services, with no change in funding amount was presented by Mr. Barbarotta.
   Funding Source: 2021-2022 Operating Budget **Acct. #**19047400-56662

2. Change Order #1 to Contract 50519-2-5 with East Shore Glass to increase funding amount from $95,000.00 by $30,000.00 for a total amount of $125,000.00 was presented by Mr. Barbarotta.
   Funding Source: 2021-2022 Operating Budget **Acct. #**19047400-56624 ($95,000.00)

Funding Source: 2021-2022 Capital Projects **Acct. #**3C22-2261-58101 ($30,000.00)

F. PURCHASE ORDERS:

1. Purchase Order for PowerSchool LLC for Licensing/Subscription for ECollect Forms and Enrollment Registration, from July 1, 2022 to June 30, 2023, in an amount not to exceed $57,278.31 was presented by Dr. Sherban who answered committee member questions about the platform.
   Funding Source: 2022-2023 Operating Budget **Acct. #**19041900-56694

II. DISCUSSION:

- **May 2022 Monthly Financial Report:** The report was presented by Ms. Hannans. A discussion ensued. No motion was made and no vote was taken.
- **SRO Report, Policy and Next Steps:** Mr. Wilcox reported that preliminary discussions have begun with legal counsel and the New Haven Police Department on a renewal for the MOU. He will report back at the next meeting.

Adjournment: A motion by Mr. Wilcox, seconded by Dr. Yarborough to adjourn the meeting at 5:45 p.m., passed by Roll Call Vote: Dr. Yarborough, Yes; Mr. Wilcox, Yes.

Respectfully submitted,

Patricia A. DeMaio

NEW HAVEN PUBLIC SCHOOLS

FINANCIAL REPORTS

May 31, 2022

New Haven Board of Education
Finance & Operations Committee Meeting

June 21, 2022

STRATEGIC PLAN : SY 2020-2024

NEW HAVEN PUBLIC SCHOOLS

Core Values

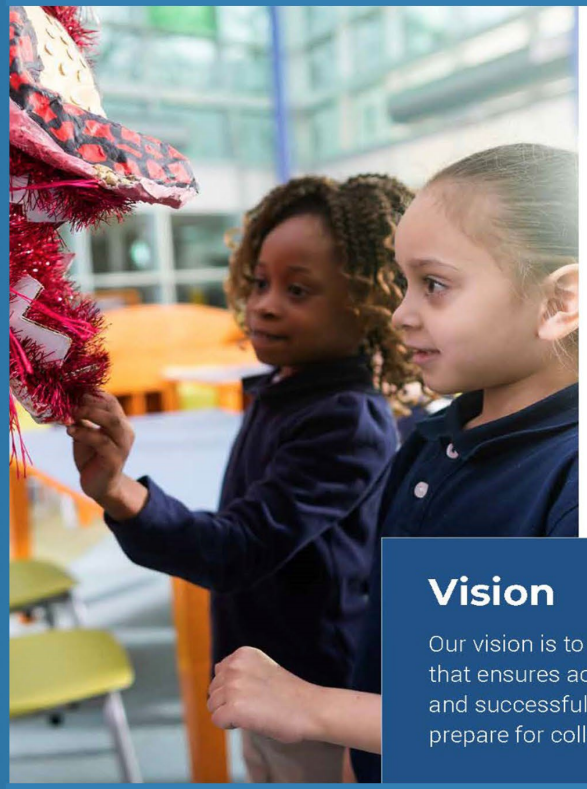
We believe...

1 Equitable opportunities create the foundation necessary for every child to succeed

2 A **culture of continuous improvement** will ensure that all staff are learners and reflective practitioners

3 High expectations and standards are necessary to prepare students for college and career

4 Collaboration and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Priority Areas for 2020-2024

1	Academic Learning	2	Culture & Climate
3	Youth & Family Engagement	4	Talented Educators
5	Operational Efficiencies		

WWW.NHPS.NET

What is included in this report

NEW HAVEN PUBLIC SCHOOLS

- Monthly Financial/Projection Report General Funds as of May 31, 2022
- Monthly Financial Report Special Funds as of May 31, 2022

- Total expenditures through 05/31/22 are $226.3 million.

- General Fund expenditures incurred through 05/31/22 are $157.9 million or 82.8% of the adopted budget.

- Grant expenditures incurred through 05/31/22 are $68.3 million or 33% of the current grant revenue.

NEW HAVEN PUBLIC SCHOOLS

Financial Report – General Fund
May 31, 2022

NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2021-2022
Education Operating Fund (General Fund)
Monthly Financial & EOY Forecast Report (Unaudited) as of May 31, 2022

	FY2021 Adopted Budget (A)	MONTHLY YTD Actuals (B)	*YTD %*	MONTHLY Encumbrances (C)	Available (A-B+C)	Full-Year Expenditure Forecast (F)	Full Year Variance (A-F)
Salaries							
Teacher Full-Time	$78,021,124	($64,377,964)	*82.51%*	$0	$13,643,160	79,495,933.84	(2,233,059.84)
Admin & Management Full-Time	13,717,695	(16,165,104)	*117.84%*	0	(2,447,409)	16,134,317.51	(1,548,686.51)
Paraprofessionals	3,091,529	(3,772,021)	*122.01%*	0	(680,492)	3,568,083.77	(518,938.77)
Support Staff Full-Time	10,490,120	(10,584,698)	*100.90%*	0	(94,578)	11,531,860.79	(1,109,042.79)
Part Time & Seasonal	3,513,137	(1,510,254)	*42.99%*	(22,879)	1,980,004	1,798,467.17	1,639,669.83
Substitutes	1,650,000	(1,505,153)	*91.22%*	0	144,847	1,367,170.99	282,829.01
Overtime, Benefits, Other	3,731,650	(2,162,368)	*57.95%*	(13,353)	1,555,928	3,414,327.08	286,172.92
Total Salaries and Benefits	**$114,215,255**	**($100,077,563)**	***87.62%***	**($36,232)**	**$14,101,459**	**$117,310,161.15**	**($3,201,056.15)**
Supplies and Services							
Instructional Supplies	$3,455,036	($2,273,254)	*65.80%*	($502,956)	$678,826	2,229,087.03	1,286,627.97
Tuition	20,669,657	(16,126,384)	*78.02%*	(7,473,872)	(2,930,599)	21,774,216.40	(1,104,559.40)
Utilities	10,777,000	(8,105,509)	*75.21%*	(2,919,016)	(247,524)	11,248,955.51	(506,955.51)
Transportation	24,648,931	(19,183,811)	*77.83%*	(8,410,786)	(2,945,667)	26,155,044.50	(1,512,192.50)
Maintenance, Property, Custodial	2,358,770	(1,558,870)	*66.09%*	(760,837)	39,063	2,325,619.32	38,898.68
Other Contractual Services	14,594,048	(10,655,725)	*73.01%*	(3,390,241)	548,082	9,540,341.84	5,134,508.16
Total Supplies and Services	**$76,503,442**	**($57,903,552)**	***75.69%***	**($23,457,708)**	**($4,857,818)**	**$73,273,264.60**	**$3,336,327.40**
General Fund Totals	**$190,718,697**	**($157,981,116)**	***82.83%***	**($23,493,940)**	**$9,243,641**	**$190,583,425.75**	**$135,271.25**

NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2021-2022
Education Operating Fund (General Fund)
Monthly Financial Report (*Unaudited*) - May 31, 2022

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Teachers Full-Time	Teachers	**$78,021,124**	**$64,377,964**	**$6,042,799**	**$0**	**$13,643,160**	**82.51**
Admin & Management Full-Time	Salaries	1,056,118	963,884	80,154	0	92,234	91.27
	Directors Salaries	1,159,370	921,130	77,732	0	238,240	79.45
	Supervisor	2,303,486	2,322,194	209,798	0	(18,708)	100.81
	Department Heads/Principals/Aps	7,619,844	10,683,761	944,180	0	(3,063,917)	140.21
	Management	1,578,877	1,274,136	111,849	0	304,741	80.70
	Sub-Total	**$13,717,695**	**$16,165,104**	**$1,423,713**	**$0**	**($2,447,409)**	**117.84**
Paraprofessionals	ParaProfessionals	3,091,529	3,772,021	399,872	0	(680,492)	122.01
Support Staff Full-Time	Wages Temporary	479,059	512,865	52,845	-	(33,806)	107.06
	Custodians	4,360,565	4,133,812	373,625	0	226,753	94.80
	Building Repairs	767,430	703,669	57,245	0	63,761	91.69
	Clerical	2,505,527	2,387,643	216,128	0	117,884	95.30
	Security	2,282,526	2,749,666	253,133	0	(467,140)	120.47
	Truck Drivers	95,013	97,043	8,366	0	(2,030)	102.14
	Sub-Total	**$10,490,120**	**$10,584,698**	**$961,343**	**$0**	**($94,578)**	**100.90**
Part Time & Seasonal	Coaches	650,000	322,915	0	0	327,086	49.68
	Other Personnel	125,000	191,333	33,166	22,879	(89,212)	0.00
	Part-Time Payroll	2,147,217	905,025	(246,234)	0	1,242,192	42.15
	Seasonal	490,920	44,213	0	0	446,707	9.01
	Teachers Stipend	100,000	46,769	17,798	0	53,231	46.77
	Sub-Total	**$3,513,137**	**$1,510,254**	**($195,270)**	**$22,879**	**$1,980,004**	**43.64**
Substitutes	Substitutes	**$ 1,650,000**	**$ 1,505,153**	**$ (181,503)**	**$ -**	**$ 144,847**	**$ 91**
Overtime, Benefits, Other	Overtime	605,000	409,413	3,354	0	195,587	67.67
	Longevity	275,000	205,614	192	0	69,386	74.77
	Custodial Overtime	625,500	1,040,765	82,117	0	(415,265)	166.39
	Retirement	1,700,000	457,267	28,631	13,353	1,229,380	27.68
	Employment Comp	495,000	48,639	248	0	446,361	9.83
	Professional Meetings*	31,150	670	0	0	30,480	2.15
	Sub-Total	**$3,731,650**	**$2,162,368**	**$114,542**	**$13,353**	**$1,555,928**	**58.30**
	Salaries Sub-Total	**$114,215,255**	**$100,077,563**	**$8,565,496**	**$36,232**	**$14,101,459**	**87.65**

NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2021-2022
Education Operating Fund (General Fund)
Monthly Financial Report (*Unaudited*) - May 31, 2022

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Instructional Supplies	Equipment	240,969	128,304	2,570	50,094	62,571	74.03
	Computer Equipment	127,096	30,958	847	1,375	94,763	25.44
	Software	47,176	30,910	0	0	16,266	0.00
	Furniture	120,058	21,617	230	0	98,441	18.01
	Materials & Supplies Admin.	0	(28)	0	0	28	#DIV/0!
	Testing Materials	62,600	593	0	0	62,007	0.95
	Education Supplies Inventory	559,191	405,603	3,306	(5,090)	158,678	71.62
	General/Office Supplies	1,233,050	949,028	65,637	434,298	(150,276)	112.19
	Textbooks	367,787	252,474	0	5,482	109,830	70.14
	Library Books	132,515	110,403	3,286	4,562	17,550	86.76
	Periodicals	2,000	0	0	0	2,000	0.00
	Registrations, Dues & Subscrip.	143,985	82,252	0	3,200	58,533	59.35
	Student Activities	154,920	59,744	605	0	95,176	38.56
	Graduation	35,689	3,325	970	7,675	24,689	30.82
	Emergency Medical	203,000	198,071	0	1,359	3,570	98.24
	Printing & Binding	25,000	0	0	0	25,000	0.00
	Sub-Total	**$3,455,036**	**$2,273,254**	**$77,450**	**$502,956**	**$678,826**	**80.35**
Tuition	Tuition	20,669,657	16,126,384	370,432	7,473,872	(2,930,599)	114.18
Utilities	Natural Gas	1,796,500	1,628,617	0	917,130	(749,247)	141.71
	Electricity	7,709,500	5,413,225	864,195	1,801,225	495,050	93.58
	Heating Fuels	10,000	0	0	0	10,000	0.00
	Water	265,000	321,612	69,770	19,183	(75,795)	128.60
	Telephone	646,000	506,558	25,344	92,620	46,822	92.75
	Telecommunications/Internet	90,000	10,966	2,352	1,252	77,783	13.57
	Sewer Usage	225,000	187,394	49,244	87,606	(50,000)	122.22
	Gas & Oil	35,000	37,137	3,500	0	(2,137)	106.11
	Sub-Total	**$10,777,000**	**$8,105,509**	**$1,014,405**	**$2,919,016**	**($247,524)**	**102.30**

NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2021-2022
Education Operating Fund (General Fund)
Monthly Financial Report (*Unaudited*) - May 31, 2022

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Transportation	Milage	613,900	285,583	3,566	179,221	149,096	75.71
	Business Travel	4,000	6,459	4,299	0	(2,459)	161.47
	Transportation	14,028,973	10,155,505	84,584	4,432,797	(559,329)	103.99
	Special Education Transportation	4,448,895	3,712,356	88,589	1,229,770	(493,232)	111.09
	Transportation Techincal Schools	452,480	340,381	0	141,646	(29,546)	106.53
	Transit Bus Passes	227,375	0	0	0	227,375	0.00
	Field Trips	173,191	6,099	2,389	7,223	159,870	7.69
	InterDistrict Transportation	1,089,000	1,544,923	0	1,520,682	(1,976,604)	281.51
	Outplacment Transportation	3,405,000	3,063,310	172,904	799,734	(458,044)	113.45
	Field Trips (Non-Public)	206,117	69,197	(21,178)	99,713	37,208	81.95
	Sub-Total	**$24,648,931**	**$19,183,811**	**$335,153**	**$8,410,786**	**($2,945,667)**	**111.95**
Maintenance, Property, Custodial	School Security	20,000	1,695	0	0	18,305	8.48
	Building & Grounds Maint. Supp.	100,000	98,719	8,157	23,180	(21,899)	121.90
	Custodial Supplies	488,000	358,325	13,889	108,209	21,466	95.60
	Light Bulbs	30,000	29,450	0	0	550	98.17
	Uniforms	21,252	15,456	0	0	5,796	72.73
	Moving Expenses	50,000	20,722	0	27,313	1,965	96.07
	Cleaning	26,000	16,000	0	0	10,000	61.54
	Repairs & Maintenance	115,518	32,044	0	6,558	76,916	33.42
	Building Maintenance	575,000	432,023	26,073	309,806	(166,829)	129.01
	Rental	120,000	110,595	10,225	10,225	(821)	100.68
	Rental of Equipment	8,000	7,400	2,221	1,955	(1,355)	116.94
	Maintenance Agreement Services	725,000	540,440	58,938	81,861	102,699	85.83
	Vehicle Repairs	80,000	24,300	5,187	53,430	2,271	97.16
	Rolling Stock	0	(128,299)	0	138,299	(10,000)	#DIV/0!
	Sub-Total	**$2,358,770**	**$1,558,870**	**$124,691**	**$760,837**	**$39,063**	**98.34**
Other Contractual Services	Other Contractual Services *	4,756,150	2,704,700	(66,318)	1,330,414	721,036	84.84
	**** Special Education***	992,340	530,620	0	596,552	(134,832)	113.59
	****Facilities***	6,820,558	6,511,983	144,049	776,807	(468,232)	106.87
	****IT***	1,000,000	493,454	0	495,137	11,410	98.86
	Legal Services	400,000	270,436	34,170	163,651	(34,088)	108.52
	Other Purchased Services	17,500	7,719	1,225	13,056	(3,275)	118.71
	Postage & Freight	157,500	136,813	233	14,625	6,062	96.15
	Claims	450,000	0	0	0	450,000	0.00
	Sub-Total	**$14,594,048**	**$10,655,725**	**$113,359**	**$3,390,241**	**$548,082**	**96.24**
	Supplies & Services Sub-Total	**$76,503,442**	**$57,903,552**	**$2,035,490**	**$23,457,708**	**($4,857,818)**	**106.35**
	Combined Total	**$190,718,697**	**$157,981,116**	**$10,600,986**	**$23,493,940**	**$9,243,641**	95.15

**** Breakout of Other Contractual Services by Department***

Reporting For Information Purposes Only - MTD Actuals for the Month referenced above.

Mitigation Efforts

NEW HAVEN PUBLIC SCHOOLS

- **We have reviewed all open purchase orders and agreements and have cancelled the used balance**
- **We have reviewed all open purchase orders have cancelled the orders**
- **We have reviewed grants and have reprogrammed wherever possible**
- **We have reviewed request to hire ensuring that the new hire is not coming in at top step on a case by case basis**
- **We request all new grant applications that allow Indirect Costs to be included in the application going forward**
- **While we cannot make changes for this year we will be looking at Tuition Costs for future years**
- **We have received authorization to include previously disallowed costs within the ARP ESSER grant which have reduced costs in the General Funds**
  - **Para's working as substitutes**
  - **Bus Monitors**
  - **Extra cleaning due to COVID(Buses & Buildings)**

Unknowns which may add additional costs to the deficit

NEW HAVEN PUBLIC SCHOOLS

- **Late Billing of Outplacement/Open Choice Students and SPED Services from outside district**
- **Unemployment Costs**
- **Continued increases in Utility(Gas/Oil/Electric) Costs**

NEW HAVEN PUBLIC SCHOOLS

Financial Report – Grants
May 31, 2022

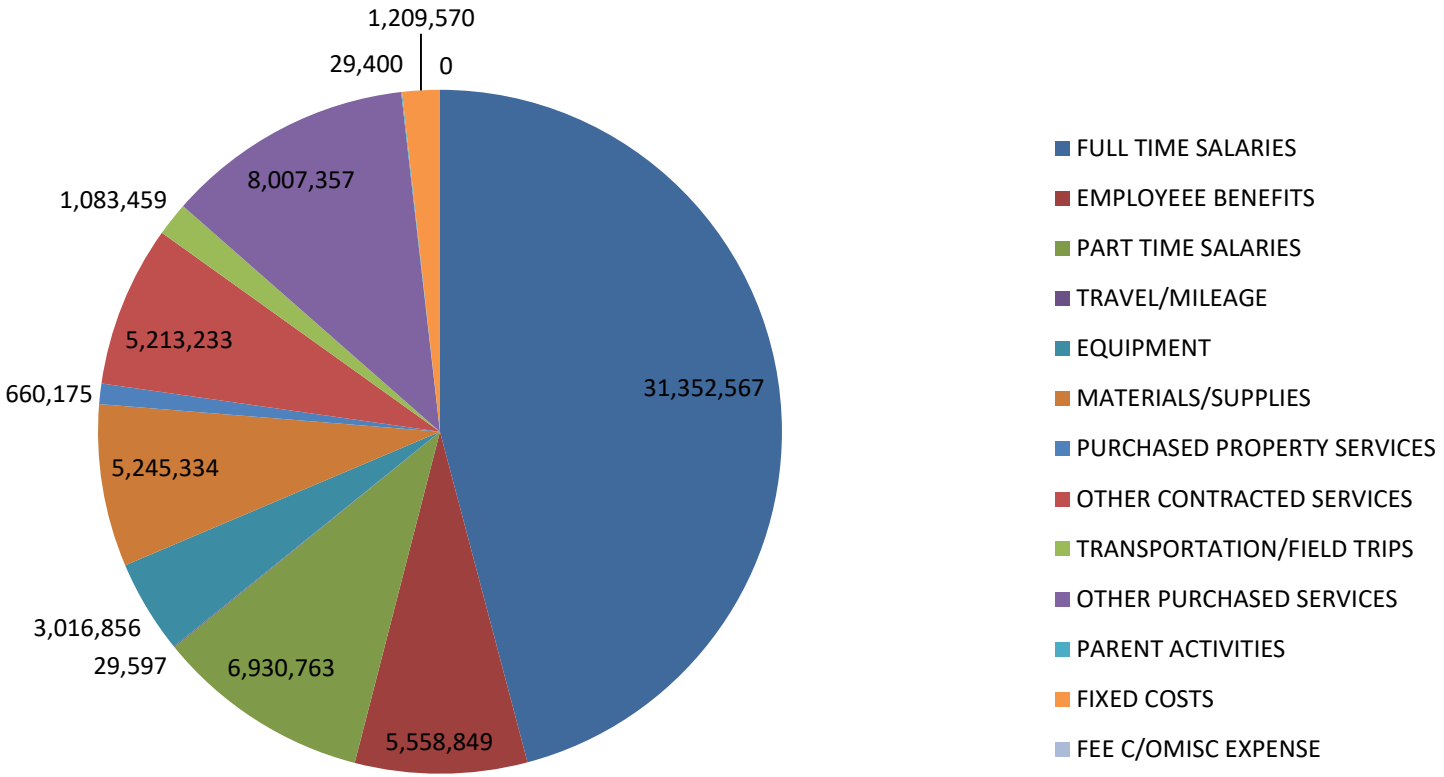
NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2021-2022
Special Funds
Monthly Financial Report (Unaudited) as of May 31, 2022

	Budget	YTD Actuals	Encumbered	Available
Full Time Salaries	60,355,565	31,352,567.00	9,024.00	28,993,974
Employee Benefits	15,446,471	5,558,849.00	0.00	9,887,622
Part Time Personnel	25,066,162	6,930,763.00	10,388.00	18,125,011
Travel/Mileage	98,379	29,597.00	0.00	68,782
Equipment/Technology	18,935,031	3,016,856.00	2,442,898.00	13,475,277
Materials/Supplies	31,224,758	5,245,334.00	7,004,030.00	18,975,394
Purchased Property Services	1,539,436	660,175.00	92,184.00	787,077
Other Professional/Technical	17,732,205	5,213,233.00	3,610,237.00	8,908,735
Transportation/Field Trips	2,631,577	1,083,459.00	28,118.00	1,520,000
Other Purchased Services	28,963,224	8,007,357.00	2,500,886.00	18,454,981
Parent Activities	165,269	29,400.00	54,431.00	81,438
Fixed Costs	3,443,862	1,209,570.00	0.00	2,234,292
Fees/Misc Expenses/Student Activities	195,020	0.00	0.00	195,020
Grand Total	**205,796,959**	**68,337,160**	**15,752,196**	**121,707,603**

NEW HAVEN PUBLIC SCHOOLS

2021-22 GRANT FUNDED EXPENDITURES BY CATEGORY



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 2020-21
- B Because of Covid-19, we are permitted to carryover 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 2021-22
- D Funding we haven't received yet, but expect to receive.
- 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 2021-22.
- 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.

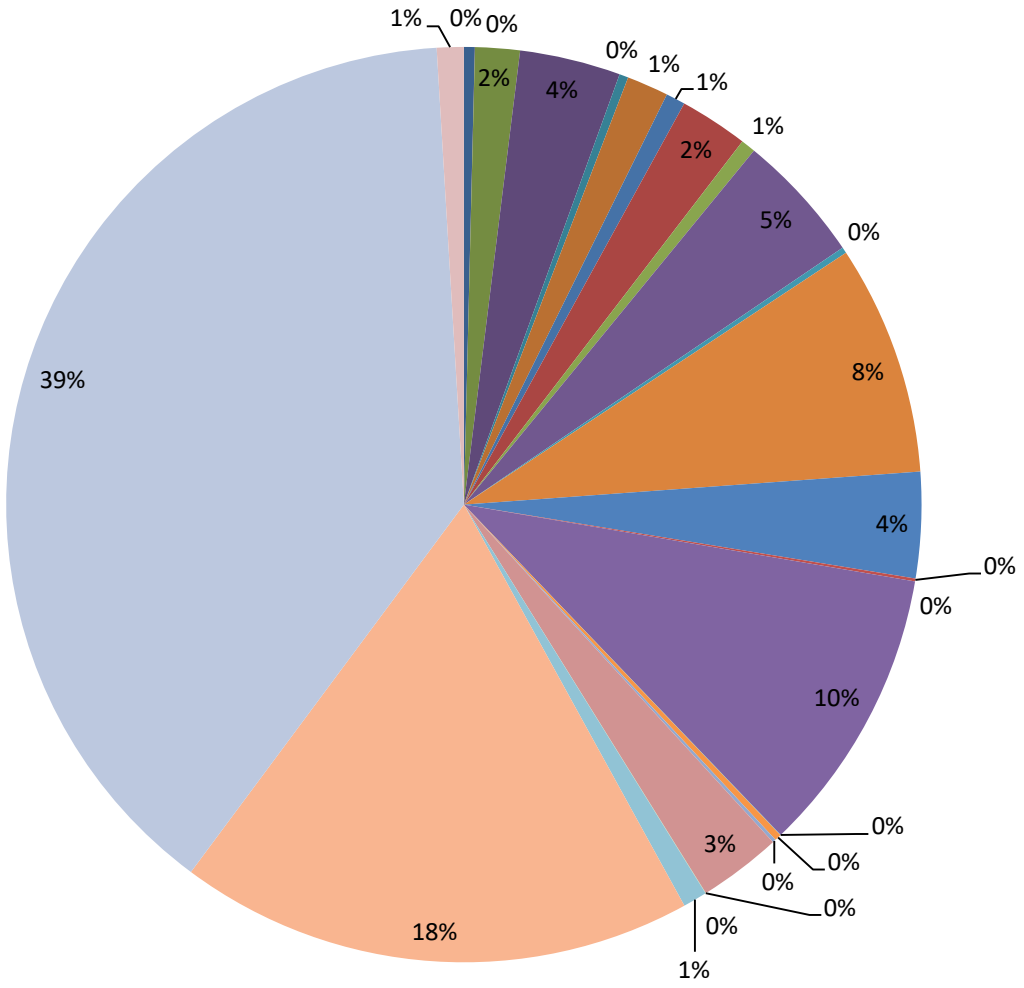
NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2021-2022
Special Funds Revenue

	A	B	C	D	E	F	G	H
Common Titles	**FY 2020-21 Funding**	**Carryover Funding**	**Received FY2021-22 Funding**	**Pending Approvals**	**Total Anticipated New Funding**	**Total Available Funds for 2021-22**	**YOY $ Change in New Funds**	**YOY % Change**
Law Education/School Security	$0	$0	$787,061		$787,061	$787,061	$787,061	#DIV/0!
Impact Aid	$27,185	$0	$10,303		$10,303	$10,303	($16,882)	-62.1%
Adult Education/Homeless*	$3,180,547	$0	$3,242,686		$3,242,686	$3,242,686	$62,139	2.0%
IDEA*	$7,213,711	$565,695	$6,766,739		$6,766,739	$7,332,434	($446,972)	-6.2%
Perkins*	$711,892	$67,969	$584,104		$584,104	$652,073	($127,788)	-18.0%
Title II A/Student Support*	$2,787,681	$1,168,635	$1,861,656		$1,861,656	$3,030,291	($926,025)	-33.2%
School Based Health/Parenting	$1,394,318	$4,865	$1,394,594		$1,394,594	$1,399,459	$276	0.0%
Federal Magnet Grant*	$5,544,881	$1,973,382	$2,999,277		$2,999,277	$4,972,659	($2,545,604)	-45.9%
State Bilingual/Title III/Immigrant	$972,821	$346,600	$714,018		$714,018	$1,060,618	($258,803)	-26.6%
School Readiness/Family Resource	$8,868,998	$54,085	$9,384,024		$9,384,024	$9,438,109	$515,026	5.8%
Private Foundation	$510,734	$10,268	$425,605		$425,605	$435,873	($85,129)	-16.7%
Title I/SIG*	$15,483,447	$3,218,540	$13,498,860		$13,498,860	$16,717,400	($1,984,587)	-12.8%
Head Start - Federal*	$6,464,922	$820,404	$6,865,794		$6,865,794	$7,686,198	$400,872	6.2%
Medicaid Reimbursement	$212,318	$134,573	$74,194		$74,194	$208,767	($138,124)	-65.1%
School Improvements	$385,122	$0	$0		$0	$0	($385,122)	-100.0%
Alliance/Comm Network/Low Performing	$19,895,551	$146,089	$20,730,589		$20,730,589	$20,876,678	$835,038	4.2%
State Misc Education Grants	$35,870	$5,017	$24,400		$24,400	$29,417	($11,470)	100.0%
Open Choice	$452,353	$0	$483,941		$483,941	$483,941	$31,588	7.0%
Head Start - State	$248,714	$0	$248,714		$248,714	$248,714	$0	0.0%
Priority/21st Century*	$5,892,037	$385,862	$5,652,043		$5,652,043	$6,037,905	($239,994)	-4.1%
Jobs for CT Youth	$6,385	$6,385	$22,922		$22,922	$29,307	$16,537	259.0%
Youth Services Prevention	$90,000	$0	$0		$0	$0	($90,000)	-100.0%
ESSER*	$10,226,325	$1,750,667	$0		$0	$1,750,667	($10,226,325)	-100.0%
ESSER II	$37,716,245	$37,398,032	$0		$0	$37,398,032	($37,716,245)	-100.0%
ARP ESSER	$0	$0	$80,017,233		$80,017,233	$80,017,233	$80,017,233	#DIV/0!
ARP ESSER Special Education	$0	$0	$1,951,134		$1,951,134	$1,951,134	$1,951,134	#DIV/0!
	$128,322,057	$48,057,068	$157,739,891	$0	$157,739,891	$205,796,959	$29,417,834	22.9%

*As a result of Covid 19 federal grants were awarded an extension to spend funds in fiscal year 2020-21, 2021-22 and recently received extension into FY23

2021-22 FUNDED GRANT REVENUE AS OF May, 2022



- Law Education/School Security*
- Impact Aid
- Adult Education/Homeless*
- IDEA
- Perkins
- Title II A/Student Support*
- School Based Health/Parenting
- Federal Magnet Grant*
- State Bilingual/Title III/Immigrant
- School Readiness/Family Resource
- Private Foundation
- Title I/SIG*
- Head Start - Federal*
- Medicaid Reimbursement
- School Improvements
- Alliance/Comm Netwk/Low Performing
- State Misc Education Grants
- Open Choice
- Head Start - State
- Priority/21st Century
- Jobs for CT Youth
- Youth Services Prevention
- ESSER
- ESSER II
- ARP ESSER
- ARP ESSER Special Education

Questions

NEW HAVEN PUBLIC SCHOOLS

NEW HAVEN PUBLIC SCHOOLS

footsteps 2 brilliance®

Big Brains for Little People™

Dr. Iline P. Tracey, Superintendent
Viviana Conner, Assistant Superintendent of Instructional Leadership / School Improvement
Keisha Redd-Hannan, Assistant Superintendent of Instructional Leadership
Dr. Paul Whyte, Assistant Superintendent of Instructional Leadership
Ivelise Velazquez, Assistant Superintendent for Curriculum, Instruction, and Assessment

Ilene Rosenthal, CEO

Anna Masoutis, Director of Strategic Partnerships

STRATEGIC PLAN : SY 2020-2024

NEW HAVEN PUBLIC SCHOOLS

Core Values

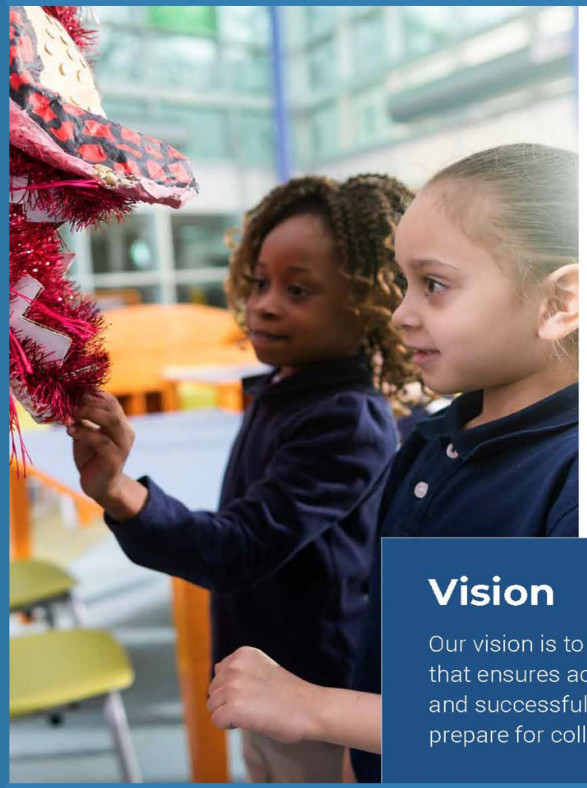
We believe...

1 Equitable opportunities create the foundation necessary for every child to succeed

2 A **culture of continuous improvement** will ensure that all staff are learners and reflective practitioners

3 High expectations and standards are necessary to prepare students for college and career

4 Collaboration and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Priority Areas for 2020-2024

1 Academic Learning	2 Culture & Climate
3 Youth & Family Engagement	4 Talented Educators
5 Operational Efficiencies	

WWW.NHPS.NET

Footsteps2Brilliance Pilot in 5 Schools

February – May 2022

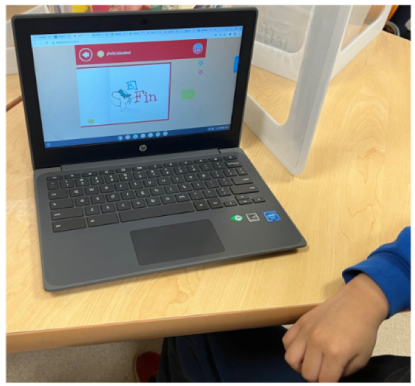
JOHN S. MARTINEZ
Sea & Sky STEM Magnet School

KING/ROBINSON INTERDISTRICT MAGNET
An IB STEM School

BARACK H. OBAMA
Magnet University School

F.A.M.E.
Family Academy of Multilingual Exploration

BISHOP WOODS ARCHITECTURE & DESIGN
Magnet School



Bilingual Early Learning Ecosystem in English and Spanish

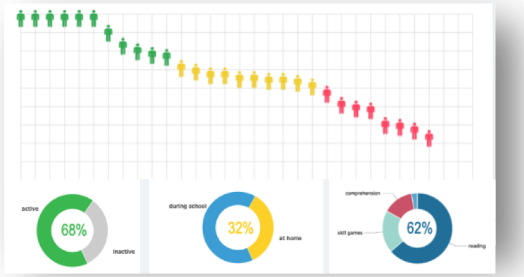
Award-winning Research-based Curriculum

CLEVER KIDS UNIVERSITY

CLEVER KIDS UNIVERSITY ™

Footsteps 2 Brilliance® School Edition

Data Dashboards for Continuous Progress Monitoring



Learning Never Stops

footsteps 2 brilliance®

SUMMER CLIMB™

Learning Communities for Families and Educators

parent UNIVERSITY

UNIVERSIDAD de padres

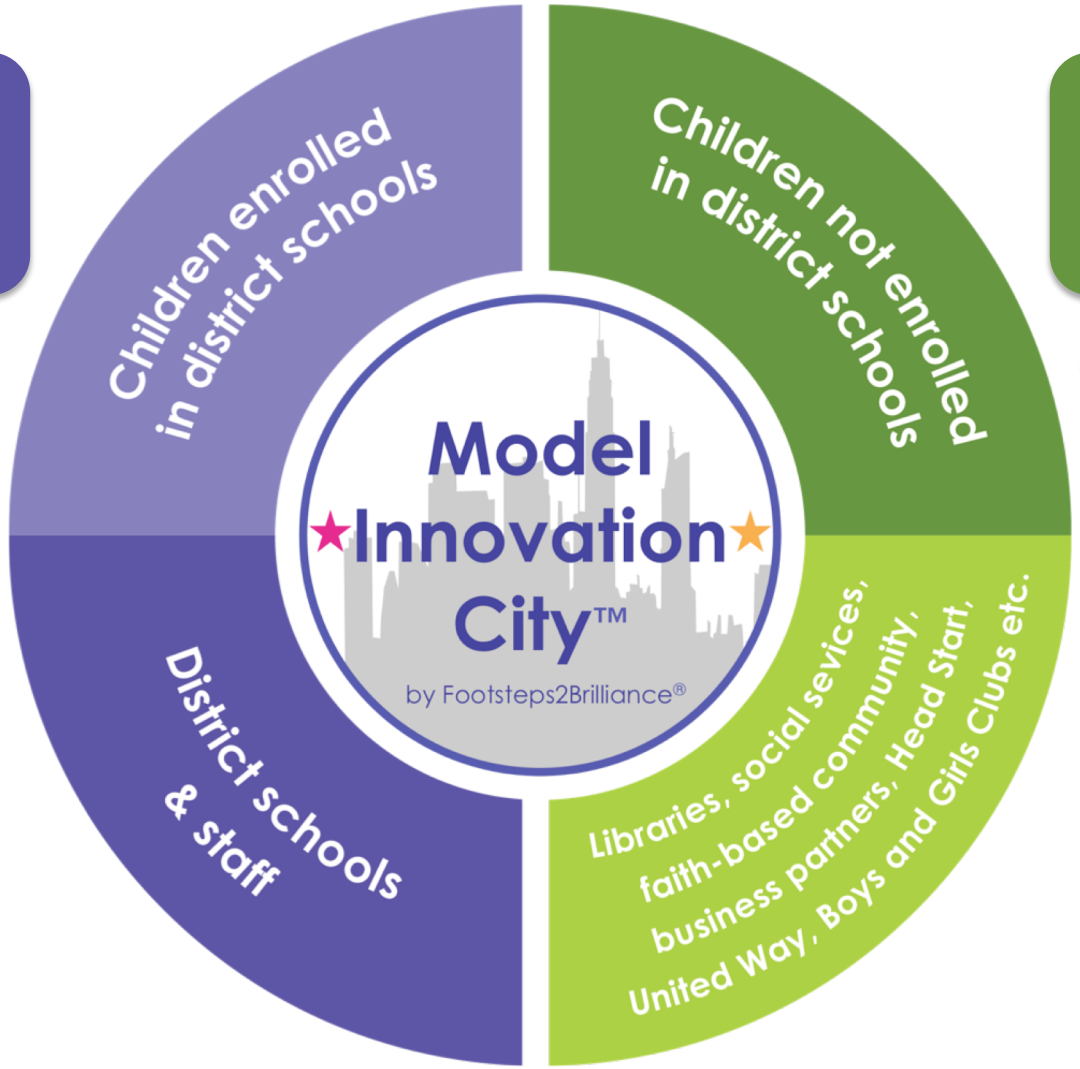
Game Changer:

The Model Innovation City

Accelerate learning birth to 3rd grade

3rd Grade Reading Proficiency

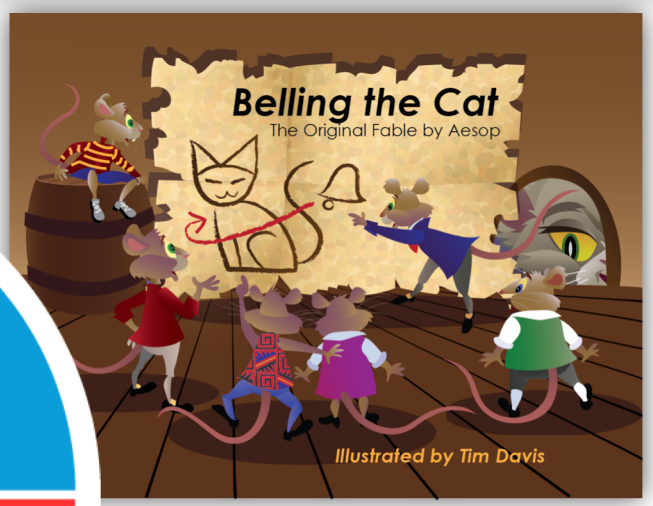
Kindergarten Readiness



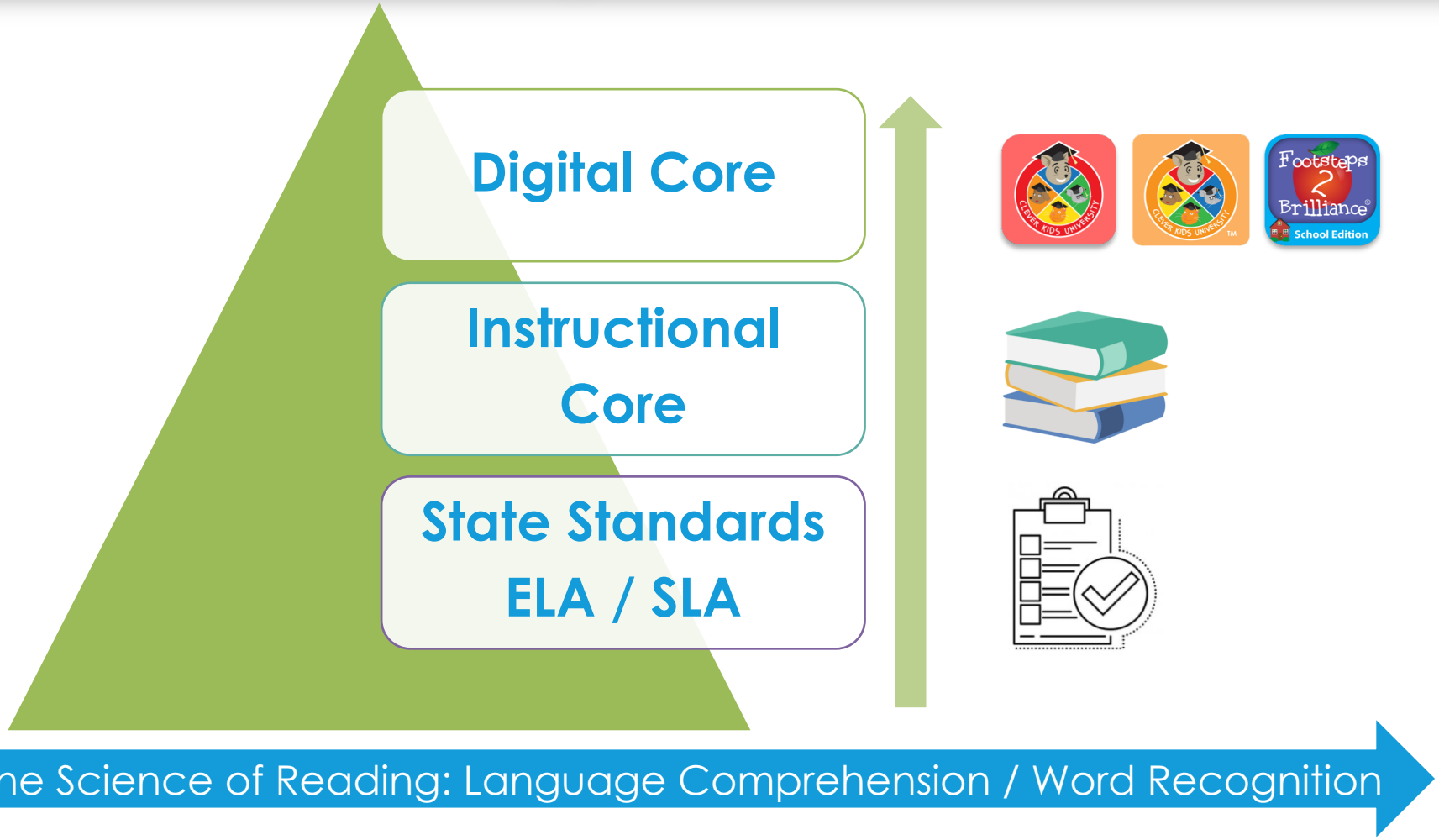
Dual Language & Bilingual Development

ENG

ESP



Customized To Your *FUNDATIONS* Digital Core



Comprehensive and Customizable Teacher Support

PD that is …

- Flexible
- Scales quickly
- Just-in-time
- Hands-on and engaging
- Research-based

Knowledge base

Webinars

Coaching

24/7 Help

Results

NEW HAVEN PUBLIC SCHOOLS

Results of Pilot

February – May 2022

4,670

TOTAL NUMBER OF HOURS SPENT ON LITERACY

10,991

TOTAL NUMBER OF BOOKS WRITTEN

30,792

TOTAL NUMBER OF BOOKS READ

12,683,595

TOTAL NUMBER OF WORDS READ

124,457

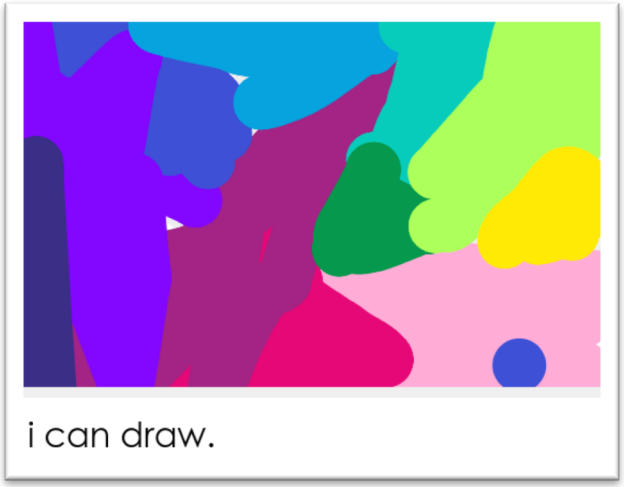
TOTAL NUMBER OF GAMES PLAYED

Examples of Student Writing

Responding to prompt
"Sam Can. Can you?" in Spanish

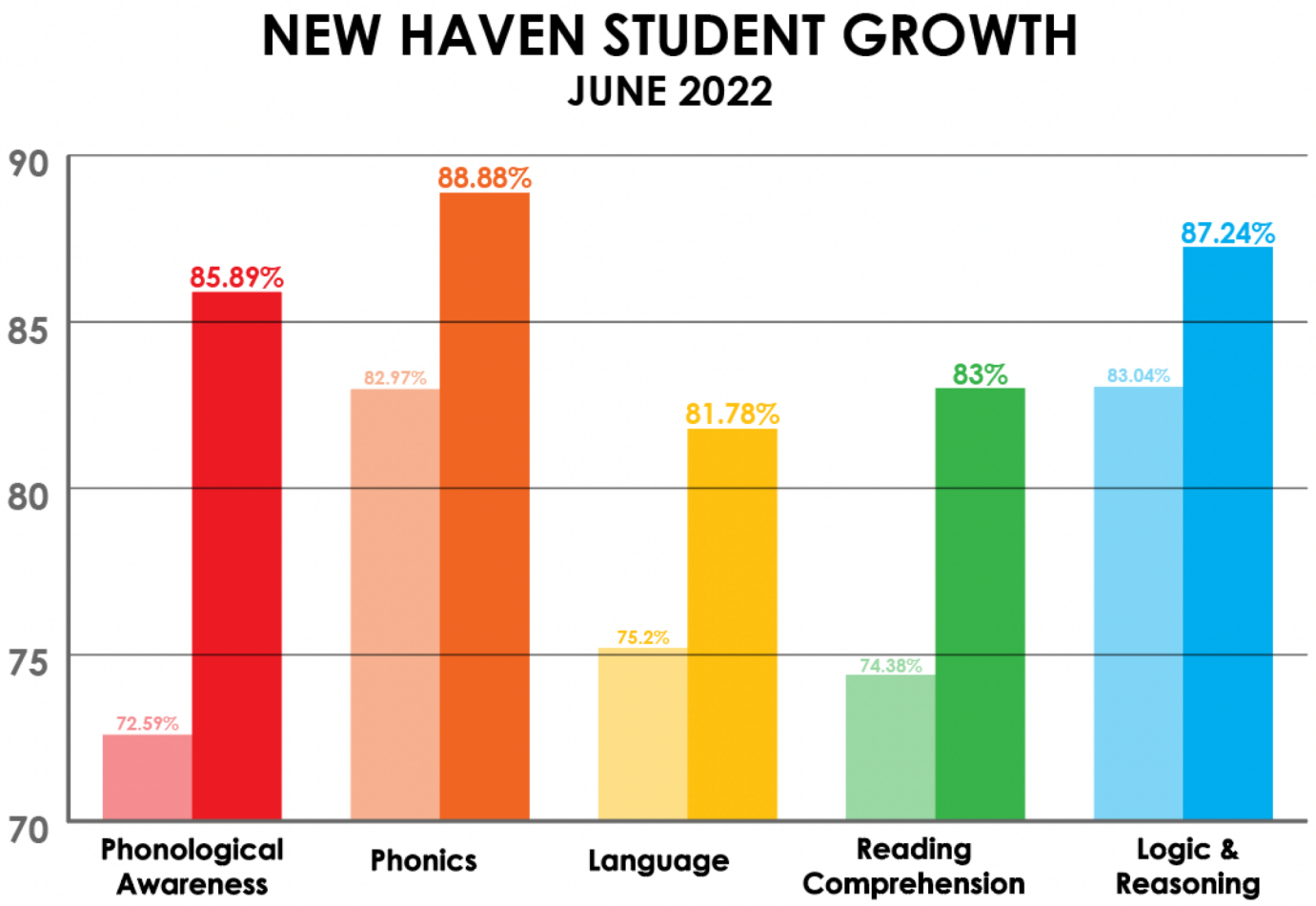
Responding to prompt
"My favorite color"

Responding to prompt
"Write It: asks"



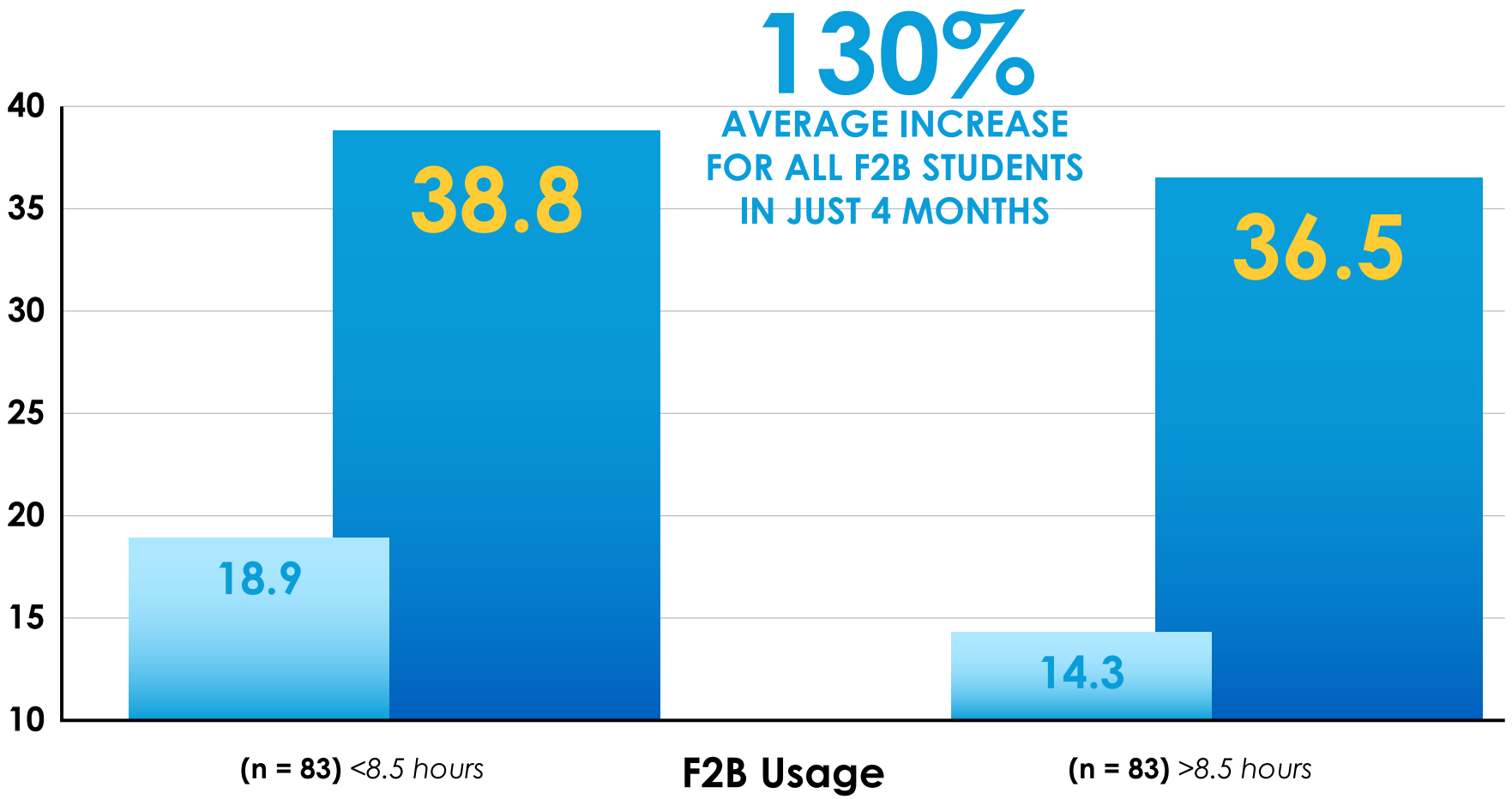
Responding to prompt
"Sam Can. Can you?"

Student Growth with Footsteps2Brilliance



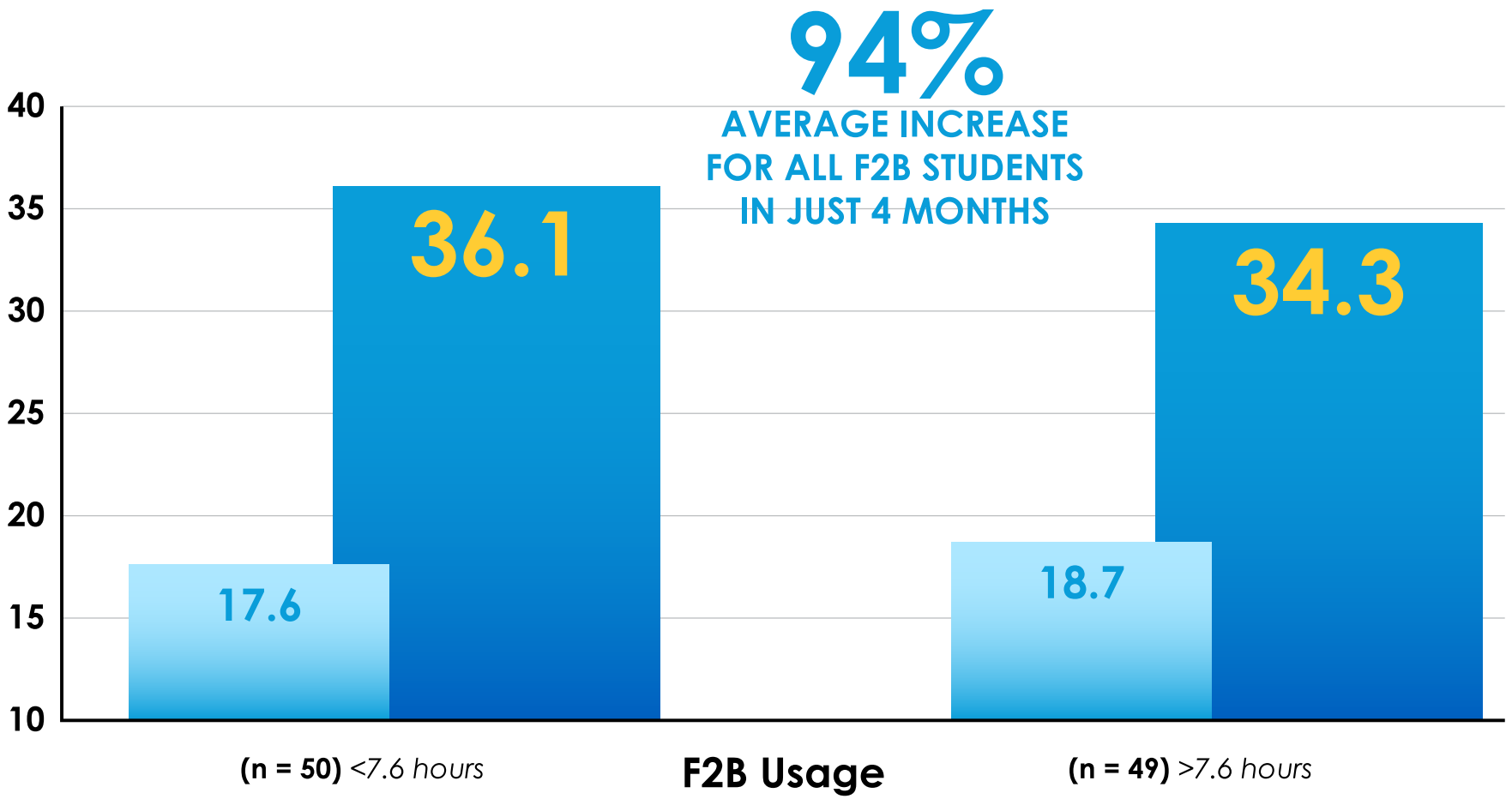
DIBELS ORAL READING FLUENCY

WINTER TO SPRING - FIRST GRADE



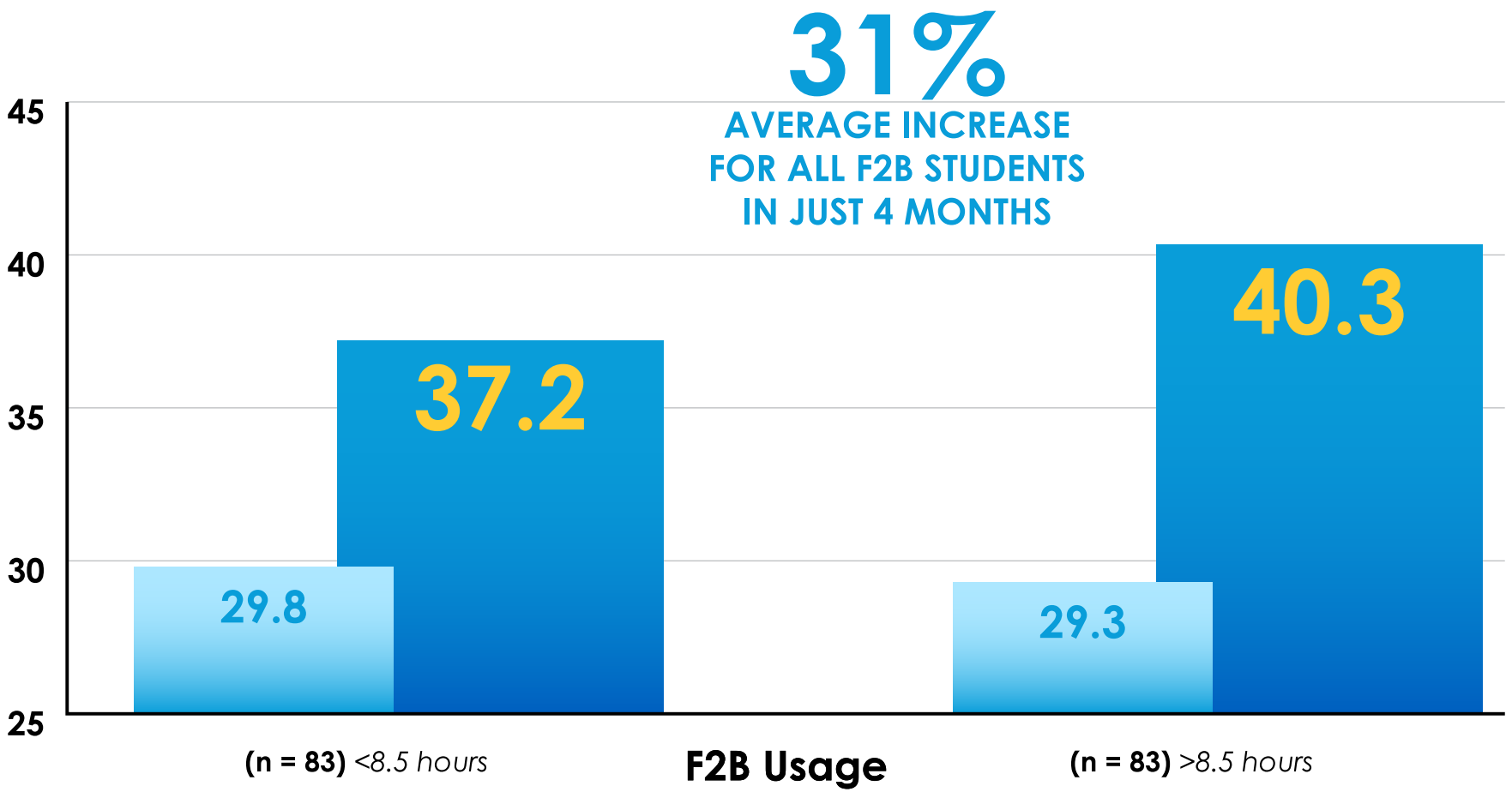
DIBELS PHONEME SEGMENTATION FLUENCY

WINTER TO SPRING - KINDERGARTEN



DIBELS PHONEME SEGMENTATION FLUENCY

WINTER TO SPRING - FIRST GRADE



Admin/School Perspectives

"Footsteps 2Brillance improved our overall scores on the K-1 assessments. The children loved working with the program. The teachers and I are impressed with the reports that the program gives us. The report tells the teacher the students who have mastered the concept and which students still need help. Everything is color coded and grouped according to the needs of the students. This helps with the different planning needed in order to meet the needs of our students." ***– Flo Crisci, Principal, Bishop Woods***

"Since starting to use the Footsteps2Brilliance program, a student who was struggling is now thriving in all areas, including having more confidence in himself as a learner and being able to work independently. Footsteps2Brilliance is a reward for finishing their assignments in their other apps, because my students would rather work in the Footsteps2Brilliance program than the others." ***– Ms. Gross-Hernandez, Teacher, Bishop Woods***

"I set up a word challenge within my classroom to encourage student use and to have them focus more when they were using the program. The students use this chart to challenge themselves to do more reading." ***– Ms. Leach, Teacher, FAME***

"I created a chart for my students to keep track of their usage over spring break. It helped keep them using the program when they were away from school." ***– Ms. Gonzales, Teacher, FAME***

"One of my students is showing a lot of usage at home, and thanks to their usage this student is seeing great improvements in all areas." ***– Ms. Madden, Teacher, King Robinson***

F2B Summer Learning Curricula

1

footsteps2brilliance

SUMMER CLIMB™

Bilingual Edition

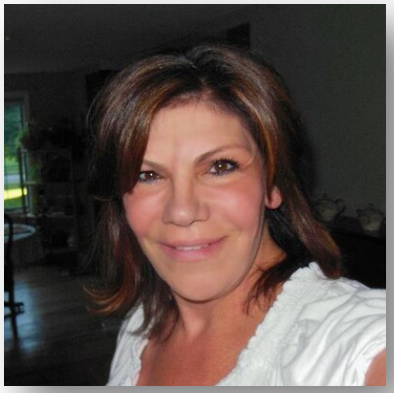
Pre-K through 3rd Grade

- Bishop Woods, King Robinson, Barack Obama and John S. Martinez Schools
- In-person curriculum
- Teacher-guided
- Out-of-box – All lesson materials print-ready
- ELA and SLA Units
- 20 Daily 90-120 min lesson plans
- Reading, language, writing standards
- Prepares student for next grade

2

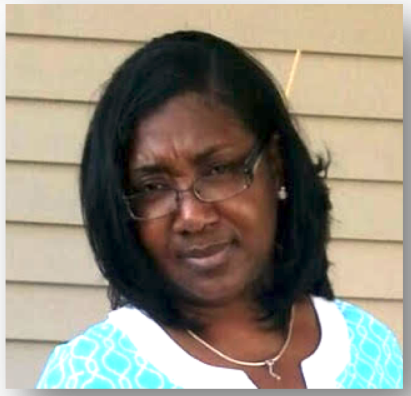
- Virtual
- Self-paced
- Family-guided
- PK – 3rd Grade
- Reading, language, writing standards
- Prepares student for next grade
- ALL students currently enrolled in 5 schools will have access

Thank You, Principals!



Florence Crisci, Principal
Bishop Woods
Architecture & Design Magnet School

Marisol Rodriguez, Principal
F.A.M.E



Tessa Gumbs-Johnson, Principal
King/Robinson
Interdistrict Magnet School

Luis Menacho, Principal
John S. Martinez
Sea & Sky STEM Magnet School

Jamie Baker-Vilsaint, Principal
Barack H. Obama
Magnet University School

THANK YOU!

Dr. Iline P. Tracey, Superintendent

Viviana Conner, Assistant Superintendent of Instructional Leadership / School Improvement

Keisha Redd-Hannan, Assistant Superintendent of Instructional Leadership

Dr. Paul Whyte, Assistant Superintendent of Instructional Leadership

Ivelise Velazquez, Assistant Superintendent for Curriculum, Instruction, and Assessment

Ilene Rosenthal, CEO

Anna Masoutis, Director of Strategic Partnerships

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Big Brains for Little People™

NEW HAVEN PUBLIC SCHOOLS

ANNE E. CUNNINGHAM and KEITH E. STANOVICH

What Reading Does for the Mind

Anne E. Cunningham is visiting associate professor in cognition and development in the graduate school of education at the University of California, Berkeley. Her research examines the cognitive and motivational processes that underlie reading ability and the cognitive consequences of reading skill and engagement. Keith E. Stanovich is professor of applied psychology at the University of Toronto/Ontario Institute for Studies in Education. His recent awards include the Sylvia Scribner Award from the American Educational Research Association and the Oscar S. Causey Award from the National Research Conference for his distinguished and substantial contributions to literacy research.

This research was supported by a Spencer Foundation Small Grant to Anne E. Cunningham and grant No. 410-95-0315 from the Social Sciences and Humanities Research Council of Canada to Keith E. Stanovich.

Reading has cognitive consequences that extend beyond its immediate task of lifting meaning from a particular passage. Furthermore, these consequences are reciprocal and exponential in nature. Accumulated over time—spiraling either upward or downward—they carry profound implications for the development of a wide range of cognitive capabilities.

Concern about the reciprocal influences of reading achievement has been elucidated through discussions of so-called "Matthew effects" in academic achievement (Stanovich, 1986; Walberg & Tsai, 1983). The term "Matthew effects" is taken from the Biblical passage that describes a rich-get-richer and poor-get-poorer phenomenon. Applying this concept to reading, we see that very early in the reading process poor readers, who experience greater difficulty in breaking the spelling-to-sound code, begin to be exposed to much less text than their more skilled peers (Allington, 1984; Biemiller, 1977–1978). Further exacerbating the problem is the fact that less-skilled readers often find themselves in materials that are too difficult for them (Allington, 1977, 1983, 1984; Gambrell, Wilson, & Gantt, 1981). The combination of deficient decoding skills, lack of practice, and difficult materials results in unrewarding early reading experiences that lead to less involvement in reading-related activities. Lack of exposure and practice on the part of the less-skilled reader delays the development of automaticity and speed at the word recognition level. Slow, capacity-draining word recognition processes require cognitive resources that should be allocated to comprehension. Thus, reading for meaning is hindered; unrewarding reading experiences multiply; and practice is avoided or merely tolerated without real cognitive involvement.

The disparity in the reading experiences of children of varying skill may have many other consequences for their future reading and cognitive development. As skill develops and word recog-

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Address correspondence to Anne E. Cunningham and Keith E. Stanovich at acunning@socretes.berkeley.edu.

nition becomes less resource demanding and more automatic, more general language skills, such as vocabulary, background knowledge, familiarity with complex syntactic structures, etc., become the limiting factor on reading ability (Chall, 1983; Sticht, 1979). But the sheer volume of reading done by the better reader has the potential to provide an advantage even here if—as our research suggests—reading a lot serves to develop these very skills and knowledge bases (Cunningham & Stanovich, 1997; Echols, West, Stanovich, & Zehr, 1996; Stanovich & Cunningham, 1992, 1993). From the standpoint of a reciprocal model of reading development, this means that many cognitive differences observed between readers of differing skill may in fact be consequences of *differential practice* that itself resulted from early differences in the *speed* of initial reading acquisition. The increased reading experiences of children who master the spelling-to-sound code early thus might have important positive feedback effects that are denied the slowly progressing reader. In our research, we have begun to explore these reciprocal effects by examining the role that reading volume plays in shaping the mind and will share many of our findings in this article.

We should say at the outset that the complexity of some of the work we will describe in this article was necessitated in large part by the fact that it is difficult to tease apart the unique contribution that reading volume affords. One of the difficulties is that levels of reading volume are correlated with many other cognitive and behavioral characteristics. Avid readers tend to be different from nonreaders on a wide variety of cognitive skills, behavioral habits, and background variables (Guthrie, Schafer, & Hutchinson, 1991; Kaestle, 1991; Zill & Winglee, 1990). Attributing any particular outcome to reading volume is thus extremely difficult.

Theoretical Reasons to Expect Positive Cognitive Consequences from Reading Volume

In certain very important cognitive domains, there are strong theoretical reasons to expect a positive and unique effect of avid reading. Vocabulary development provides a case in point. Most theorists are agreed that the bulk of vocabulary growth during a child's lifetime occurs indirectly through language exposure rather than through direct teaching (Miller & Gildea, 1987; Nagy & Anderson, 1984; Nagy, Herman, & Anderson, 1985; Sternberg, 1985, 1987). Furthermore, many researchers are convinced that reading volume, rather than oral language, is the prime contributor to individual differences in children's vocabularies (Hayes, 1988; Hayes & Ahrens, 1988; Nagy & Anderson, 1984; Nagy & Herman, 1987; Stanovich, 1986).

The theoretical reasons for believing that reading volume is a particularly effective way of expanding a child's vocabulary derive from the differences in the statistical distributions of words that have been found between print and oral language. Some of these differences are illustrated in Table 1, which displays the results of some of the research of Hayes and Ahrens (1988), who have analyzed the distributions of words used in various contexts.

The table illustrates the three different categories of language that were analyzed: written language sampled from genres as difficult as scientific articles and as simple as preschool books; words spoken on television shows of various types; and adult speech in two contexts varying in formality. The words used in the different contexts were analyzed according to a standard frequency count of English (Carroll, Davies, & Richman, 1971). This frequency count ranks

the 86,741 different word forms in English according to their frequency of occurrence in a large corpus of written English. So, for example, the word "the" is ranked number 1, the 10th most frequent word is "it," the word "know" is ranked 100, the word "pass" is ranked 1,000, the word "vibrate" is 5,000th in frequency, the word "shrimp" is 9,000th in frequency, and the word "amplifier" is 16,000th in frequency. The first column, labeled Rank of Median Word, is simply the frequency rank of the average word (after a small correction) in each of the categories. So, for example, the average word in children's books was ranked 627th most frequent in the Carroll et al. word count; the average word in popular magazines was ranked 1,399th most frequent; and the average word in the abstracts of scientific articles had, not surprisingly, a very low rank (4,389).

What is immediately apparent is how lexically impoverished is most speech, as compared to written language. With the exception of the special situation of courtroom testimony, average frequency of the words in all the samples of oral speech is quite low, hovering in the 400–600 range of ranks.

The relative rarity of the words in children's books is, in fact, greater than that in all of the adult conversation, except for the courtroom testimony. Indeed, the words used in children's books are considerably rarer than those in the speech on prime-time adult television. The categories of adult reading matter contain words that are two or three times rarer than those heard on television.

These relative differences in word rarity have direct implications for vocabulary development. If most vocabulary is acquired outside of formal teaching, then the only opportunities to acquire new words occur when an individual is exposed to a word in written or oral language that is outside his/her current vocabulary. That this will happen vastly more often while reading than while talking or watching television is illustrated in the second column of Table 1. The column lists how many rare words per 1000 are contained in each of the categories. A rare word is defined as one with a rank lower than 10,000; roughly a word that is outside the vocabulary of a fourth to sixth grader. For vocabulary growth to occur after the middle grades, children must be exposed to words that are rare by this definition. Again, it is print that provides many more such word-learning opportunities. Children's

Table 1

Selected Statistics for Major Sources of Spoken and Written Language (Sample Means)

	Rank of Median Word	Rare Words per l000
I. Printed texts		
Abstracts of scientific articles	4389	128.0
Newspapers	1690	68.3
Popular magazines	1399	65.7
Adult books	1058	52.7
Comic books	867	53.5
Children's books	627	30.9
Preschool books	578	16.3
II. Television texts		
Popular prime-time adult shows	490	22.7
Popular prime-time children's shows	543	20.2
Cartoon shows	598	30.8
Mr. Rogers and *Sesame Street*	413	2.0
III. Adult speech		
Expert witness testimony	1008	28.4
College graduates to friends, spouses	496	17.3

Adapted from Hayes and Ahrens (1988).

books have 50 percent more rare words in them than does adult prime-time television and the conversation of college graduates. Popular magazines have roughly three times as many opportunities for new word learning as does prime time television and adult conversation. Assurances by some educators that "What they read and write may make people smarter, but so will any activity that engages the mind, including interesting conversation" (Smith, 1989) are overstated, at least when applied to the domain of vocabulary learning. The data in Table 1 indicate that conversation is not a substitute for reading.

It is sometimes argued or implied that the type of words present in print but not represented in speech are unnecessary words—jargon, academic doublespeak, elitist terms of social advantage, or words used to maintain the status of the users but that serve no real functional purpose. A consideration of the frequency distributions of written and spoken words reveals this argument to be patently false. Table 2 presents a list of words that do not occur at all in two large *corpora* of oral language (Berger, 1977; Brown, 1984), but that have appreciable frequencies in a written frequency count (Francis & Kucera, 1982). The words *participation*, *luxury*, *maneuver*, *provoke*, *reluctantly*, *relinquish*, *portray*, *equate*, *hormone*, *exposure*, *display*, *invariably*, *dominance*, *literal*, *legitimate*, and *infinite* are not unnecessary appendages, concocted to exclude those who are unfamiliar with them. They are words that are necessary to make critical distinctions in the physical and social world in which we live. Without such lexical tools, one will be severely disadvantaged in attaining one's goals in an advanced society such as ours. As Olson (1986) notes:

> It is easy to show that sensitivity to the subtleties of language are crucial to some undertakings. A person who does not clearly see the difference between an expression of intention and a promise or between a mistake and an accident, or between a falsehood and a lie, should avoid a legal career or, for that matter, a theological one.

The large differences in lexical richness between speech and print are a major source of individual differences in vocabulary development. These differences are created by the large variability among children in exposure to literacy. Table 3 presents the data from a study of the out-of-school time use by fifth graders conducted by Anderson, Wilson, and Fielding (1988). From diaries that the children filled out daily over several months' time, the investigators estimated how many minutes per day that individuals were engaged in reading and other activities while not in school. The table indicates that the child at the 50th percentile in amount of independent reading was reading approximately 4.6 minutes per day, or about a half an hour per week, over six times as much as the child at the 20th percentile in amount of

Table 2

Examples of words that do not appear in two large corpora of oral language (Berger, 1977; Brown, 1984) but that have appreciable frequencies in written texts (Carroll, Davies & Richman, 1971; Francis & Kucera, 1982):

display	literal
dominance	legitimate
dominant	luxury
exposure	maneuver
equate	participation
equation	portray
gravity	provoke
hormone	relinquish
infinite	reluctantly
invariably	

reading time (less than a minute daily). Or, to take another example, the child at the 80th percentile in amount of independent reading time (14.2 minutes) was reading over twenty times as much as the child at the 20th percentile. Anderson et al. (1988) estimated the children's reading rates and used these, in conjunction with the amount of reading in minutes per day, to extrapolate a figure for the number of words that the children at various percentiles were reading. These figures, presented in the far right of the table, illustrate the enormous differences in word exposure that are generated by children's differential proclivities toward reading. For example, the average child at the 90th percentile reads almost two million words per year outside of school, more than 200 times more words than the child at the 10th percentile, who reads just 8,000 words outside of school during a year. To put it another way, the entire year's out-of-school reading for the child at the 10th percentile amounts to just two days reading for the child at the 90th percentile! These dramatic differences, combined with the lexical richness of print, act to create large vocabulary differences among children.

Examining the Consequences of Differential Degrees of Reading Volume

It is one thing to speculate on how these differences in reading volume may result in specific cognitive consequences in domains like vocabulary; it is another to demonstrate that these effects are occurring. In our research, we have sought empirical evidence for the specific effects of reading volume, effects that do not simply result from the higher cognitive abilities and skills of the more avid reader. Although there are considerable differences in amount of reading volume in school, it is likely that differences in *out*-of-school reading volume are an even more potent source of the rich-get-richer and poor-get-poorer achievement patterns. Therefore, we have sought to examine the unique contribution that independent or out-of-school reading makes toward reading ability, aspects of verbal intelligence, and general knowledge about the world. As part of this research program, our research group has pioneered the use of a measure of reading volume that has some unique advantages in investigations of this kind (Cunningham and Stanovich, 1990; Stanovich and West, 1989).

In all, we developed two measures of adults' reading volume and one for children's reading volume. Briefly, the children's measure, named the Title Recognition Test (TRT), requires children to pick out the titles of popular children's books from a list of titles that includes

Table 3

Variation in Amount of Independent Reading

%	Independent Reading Minutes Per Day	Words Read Per Year
98	65.0	4,358,000
90	21.1	1,823,000
80	14.2	1,146,000
70	9.6	622,000
60	6.5	432,000
50	4.6	282,000
40	3.2	200,000
30	1.3	106,000
20	0.7	21,000
10	0.1	8,000
2	0.0	0

Adapted from Anderson, Wilson, and Fielding (1988).

equal numbers of made-up titles. This task is easy to administer to large numbers of children, it does not make large cognitive demands, and its results are reliable—it is not possible for children to distort their responses toward what they perceive as socially desirable answers. Because the number of wrong answers can be counted against correct ones, it is possible to remove the effects of guessing from the results (see Cunningham & Stanovich, 1990; 1991; and Stanovich and West, 1989 for a full description of these instruments and a discussion of the logic behind them). The adults' measures, named the Author Recognition and Magazine Recognition Test, have the same task requirements and are described fully in Stanovich and West (1989).

A score on the Title Recognition Test, of course, is not an absolute measure of children's reading volume and previous literacy experiences, but it does provide us with an index of the *relative* differences in reading volume. This index enables us to ask what effects reading volume (rather than general reading comprehension and word decoding ability) has on intelligence, vocabulary, spelling, and children's general knowledge. In short, it enables us to ask the question, does reading—in and of itself—shape the quality of our mind?

The titles appearing on the TRT were selected from a sample of book titles generated in pilot investigations by groups of children ranging in age from second grade through high school. In selecting the items that appear on any one version of the TRT, an attempt was made to choose titles that were not prominent parts of classroom reading activities in these particular schools. Because we wanted the TRT to probe out-of-school rather than school-directed reading, an attempt was made to choose titles that were not used in the school curriculum.

In our technical reports on this work, we have used a powerful statistical technique known as *hierarchical multiple regression* to solve the interpretive problem that avid readers excel in most domains of verbal learning and that, therefore, our measures of reading volume might be spuriously correlated to a host of abilities (Cunningham & Stanovich, 1990, 1991; Stanovich & Cunningham, 1992, 1993; Stanovich & West, 1989). We have found that even when performance is statistically equated for reading comprehension and general ability, reading volume is still a very powerful predictor of vocabulary and knowledge differences. Thus, we believe that reading volume is not simply an indirect indicator of ability; it is actually a potentially separable, independent source of cognitive differences.

Reading Volume as a Contributor to Growth in Verbal Skills

In several studies, we have attempted to link children's reading volume to specific cognitive outcomes after controlling for relevant general abilities such as IQ. In a study of fourth-, fifth-, and sixth-grade children, we examined whether reading volume accounts for differences in vocabulary development once controls for both general intelligence and specific verbal abilities were invoked (Cunningham & Stanovich, 1991). We employed multiple measures of vocabulary and controlled for the effects of age and intelligence. We also controlled for the effect of another ability that may be more closely linked to vocabulary acquisition mechanisms: decoding ability. Decoding skill might mediate a relationship between reading volume and a variable like vocabulary size in numerous ways. High levels of decoding skill, certainly a contributor to greater reading volume, might provide relatively complete contexts for figuring out the meaning of words during reading. Thus, reading volume and vocabulary might be linked

via their connection to decoding ability: Good decoders read a lot and have the best context available for inferring new words. This potential linkage was accounted for by statistically controlling for decoding ability prior to investigating reading volume. But we found that even after accounting for general intelligence and decoding ability, reading volume contributed significantly and independently to vocabulary knowledge in fourth-, fifth-, and sixth-grade children.

These findings demonstrate that reading volume, although clearly a consequence of developed reading ability, is itself a significant contributor to the development of other aspects of verbal intelligence. Such rich get-richer (and of course their converse, poor-get poorer) effects are becoming of increasing concern in the educational community (Adams, 1990; Chall, 1989) and are playing an increasingly prominent role in theories of individual differences in reading ability and growth (Anderson, et al., 1988; Chall, Jacobs, & Baldwin, 1990; Hayes, 1988; Hayes & Ahrens, 1988; Juel, 1988, 1994; Stanovich 1986, 1989, 1993).

In a study we conducted involving college students, we employed an even more stringent test of whether reading volume is a unique predictor of verbal skill (Stanovich & Cunningham, 1992). In this study we examined many of the same variables as in our study of fourth- to sixth-grade students. However, we decided to stack the deck against reading volume by first removing any contribution of reading ability and general intelligence. By structuring the analyses in this way, we did not mean to imply that reading volume is not a determinant of reading comprehension ability. Indeed, we argue that there *are* grounds for believing that reading volume facilitates growth in comprehension ability. However, we wanted to construct the most conservative analysis possible by deliberately allowing the comprehension measure to steal some variance that is rightfully attributed to the measure of reading volume. The results of our study again attest to the potency of reading volume. We found that reading volume made a significant contribution to multiple measures of vocabulary, general knowledge, spelling, and verbal fluency even after reading comprehension ability and nonverbal ability had been partialed out.

One way of demonstrating the conservative nature of these analyses is illustrated in a longitudinal study that we have conducted (Cipielewski & Stanovich, 1992). We addressed the question of whether reading volume can predict individual differences in *growth* in reading comprehension from third grade to fifth grade. We found that reading volume predicted variance in fifth-grade reading comprehension ability after third-grade reading comprehension scores had been removed. Thus, in removing the contribution of reading comprehension in our adult studies, we are undoubtedly removing some of the variance in variables such as vocabulary and general knowledge that is rightfully attributed to reading volume.

Reading Volume and Declarative Knowledge

In other studies, we have focused even more directly on content knowledge by addressing the issue of "Where Does Knowledge Come From?". Stanovich and Cunningham (1993) examined general ability, reading volume, and exposure to other media sources as determinants of individual differences in content knowledge. This study contained a particularly stringent test of the role of reading volume and individual differences in knowledge acquisition among 268 college students. We administered five different measures of general knowledge to the students. Then we stacked the deck against reading volume once again by statistically entering four measures of general ability before looking at the contribution of reading volume: high

school grade-point average, performance on an intelligence test, an SAT-type mathematics test, and an adult reading comprehension test. This set of tasks surely exhausts the variance attributable to any general ability construct; and, as one would expect, we found that general ability accounted for a substantial proportion of variance in the composite measure of general knowledge. Next we entered a composite measure of exposure to television, but it did not account for any additional variance. However, a composite index of reading volume accounted for a substantial 37.1 percent of the variance when entered after the four ability measures and television exposure.

This pattern was replicated in each of the five measures of general knowledge we employed, including a homemade instrument we called the Practical Knowledge Test. This task was designed to address the criticism that our other measures of general knowledge were too academic—that they tapped knowledge that was too esoteric or elitist and that was not useful in daily life. We didn't think this was true; many items on these measures were mundane and concrete questions such as "In what part of the body does the infection called pneumonia occur?" Nevertheless, in the Practical Knowledge Test, we made an effort to devise questions that were directly relevant to daily living in a technological society in the late twentieth century; for example, What does the carburetor in an automobile do? If a substance is carcinogenic, it means that it is? After the Federal Reserve Board raises the prime lending rate, the interest that you will be asked to pay on a car loan will generally increase/decrease/ stay the same? What vitamin is highly concentrated in citrus fruits? When a stock exchange is in a "bear market," what is happening? and so forth.

The results indicated that the more avid readers in our study—regardless of their general abilities—knew more about how a carburetor worked, were more likely to know who their United States senators were, more likely to know how many teaspoons are equivalent to one tablespoon, were more likely to know what a stroke was, and what a closed shop in a factory was, etc. One would be hard pressed to deny that at least some of this knowledge is relevant to living in the United States in the late 20th century.

In other questions asked of these same students, we attempted to probe areas that we thought might be characterized by *mis*information. We then attempted to trace the "cognitive anatomy" of this misinformation. One such question concerned the sizes of the world's major religions and was designed to assess awareness of the multicultural nature of the modern world. The question was phrased as follows: "The 1986 *Encyclopedia Britannica* estimates that there are approximately nine hundred million people in the *world* (not just the United States) who identify themselves as Christians. How many people in the world (not just the United States) do you think identify themselves as ?" Space was then provided on the form for the subjects to make estimates of the number of Moslems, Jews, Buddhists, Hindus, etc.

We will focus here on the estimates of Moslem and Jewish people because of our *a priori* hypothesis that availability effects caused by televised coverage of Israel in the U.S. had skewed the perception of this ratio. While our sample's median estimate of the number of Jewish people (20 million) was quite close to the actual figure of 18 million according to the 1990 *Universal Almanac*, the number of estimated Moslems—a mean of 10 million—was startlingly low (817 million is the estimate in the *Universal Almanac*). For each participant in our study, we calculated the ratio of the Moslem to Jewish estimates to see how many students were aware of the fact that the number of Moslems is an order of magnitude larger (the actual estimated ratio is approximately 33:1 according to the *World Almanac;* 45:1 according to the *Universal*

Almanac). The median ratio in our sample was 0.5. That is, 69.3 percent of our sample thought that there were more Jewish people in the world than Moslems.

This level of inaccuracy is startling given that approximately 40 percent of our sample of 268 students were attending one of the most selective public institutions of higher education in the United States (the University of California, Berkeley). We have explored the correlates of this particular misconception in a variety of ways. We looked at the performance on this question as a function of students' level of reading volume and television watching. We observed a clear effect of reading volume on the scores on the question and a significant effect of television viewing, but the effects were in opposite directions! Reading volume was associated with higher scores on the question, but television exposure was associated with lower scores. Scores among the group high in reading volume and low in television exposure were highest, and the lowest scores were achieved by those high in television exposure and low in reading volume. Our analyses confirmed that these relationships were not due to differences in general ability.

Similarly, we have analyzed a variety of other misconceptions in a number of other different domains—including knowledge of World War II, the world's languages, and the components of the federal budget—and all of them replicate the pattern shown for this question. The cognitive anatomy of misinformation appears to be one of too little exposure to print (or reading) and over-reliance on television for information about the world. Although television viewing can have positive associations with knowledge when the viewing is confined to public television, news, and/or documentary material (Hall, Chiarello, & Edmondson, 1996; West & Stanovich, 1991; West et al., 1993), familiarity with the prime time television material that defines mass viewing in North America is most often negatively associated with knowledge acquisition.

In another study, Stanovich, West, & Harrison (1995) examined a much older population in order to investigate the extent to which age-related growth in knowledge can be accounted for by differences in reading volume. Although much research effort has been expended on describing cumulative growth in crystallized intelligence (e.g., acquired knowledge such as vocabulary and general information), we know little about the experiences that relate to knowledge growth in older individuals. For example, educational experience (years in school) is a predictor of intellectual functioning in older individuals (e.g., Schwartzman, Gold, Andres, Arbuckle, & Chaikelson, 1987). It is assumed that education (which is received early in life) in part determines the extent and quality of many intellectual activities later in life. And it is presumably this intellectual activity as one ages that is so crucial to the preservation of cognitive capacities. Thus, while considerable development of cognitive skills and abilities can result from formal educational experiences, it is the lifetime use of these skills that is assumed to have the beneficial effect.

In this study, Stanovich, et al. (1995) examined the performance of college students and senior citizens on general knowledge, vocabulary, working memory, syllogistic reasoning, and several measures of reading volume. The older individuals outperformed the college students on the measures of general knowledge and vocabulary, but did significantly less well than the college subjects on the working memory and syllogistic reasoning tasks. This dissociation between fluid intelligence (all-purpose general problem-solving capacity) and crystallized intelligence (general knowledge and vocabulary) is a standard finding in the literature (Baltes, 1987; Horn & Hofer, 1992; Salthouse, 1988). However, a series of analyses indicated that when measures of reading vol-

ume were used as control variables, the positive relationships between age and vocabulary and age and declarative knowledge were eliminated (in contrast, the negative relationships between age and fluid abilities were largely unchanged). Thus, the results of this study are consistent with the conjecture that—in the domain of verbal abilities—reading a lot can even help to compensate for the normally deleterious effects of aging! (See also, Smith, 1996.)

How Do We Become Avid Readers?

Moving back again to the other end of the age spectrum, we switch focus to the question: Given that lifelong reading habits are such strong predictors of verbal cognitive growth, what is it that predicts these habits? We've been looking at reading volume as a predictor of reading comprehension and cognitive ability, but what predicts reading volume or avid reading?

It is generally agreed that comprehension ability and reading volume are in a reciprocal relationship. In an attempt to tease apart this reciprocal relationship, we explored the linkages between children's first-grade reading and cognitive abilities and eleventh-grade outcomes in a unique ten-year longitudinal study (Cunningham and Stanovich, 1997). Most of our earlier studies involved assessing contemporaneous relations, but in this study, we examined the performance of a sample of students who had been tested as first graders (see Stanovich, Cunningham, and Feeman, 1984). About one half of these students were available ten years later for testing as eleventh graders. At this time, we administered a set of reading comprehension, cognitive ability, vocabulary, and general knowledge tasks, as well as several measures of reading volume. Additionally, some standardized test scores from the intervening period were available. We were therefore able to examine what variables in the first grade predicted these cognitive outcomes in the eleventh grade. We interpreted the reading volume measures administered in the eleventh grade as cumulative indicators of variance in reading volume that had taken place many years earlier. Thus, we viewed the measures as in some sense retrospective indicators tapping the cumulative experiences and habits of the students some distance in time before actual assessment. As a result, we were able to examine how far this retrospective feature could be stretched.

We addressed the question of whether the *speed* of initial reading acquisition in the first grade could predict later tendencies to engage in reading activities even after differences in general cognitive abilities were controlled, as some models of Matthew effects in educational achievement would predict (Chall, Jacobs, & Baldwin, 1990; Juel, 1994; Stanovich, 1986). We statistically removed the contribution of eleventh-grade reading comprehension ability, in order to remove the direct association between reading volume and current reading ability. Then we examined the contribution of three standardized measures of first grade reading ability (decoding, word recognition, and comprehension) and observed that all three measures predicted eleventh-grade reading volume even after eleventh-grade reading comprehension ability had been partialed out! In contrast, we observed that first grade intelligence measures do *not* uniquely predict eleventh-grade reading volume in the same way. Thus, this study showed us that an early start in reading is important in predicting a lifetime of literacy experience—and this is true *regardless* of the level of reading comprehension ability that the individual eventually attains.

This is a stunning finding because it means that students who get off to a fast start in reading are more likely to read more over the years, and, furthermore, this very act of reading can help children compensate for modest

levels of cognitive ability by building their vocabulary and general knowledge. In other words, ability is not the only variable that counts in the development of intellectual functioning. Those who read a lot will enhance their verbal intelligence; that is, reading will make them smarter.

The Reciprocal Effects of Reading Volume

We can begin to sketch a view of the reciprocal influences of early reading acquisition and reading volume as determinants of later reading comprehension and other cognitive abilities. Early success at reading acquisition is one of the keys that unlocks a lifetime of reading habits. The subsequent *exercise* of this habit serves to further develop reading comprehension ability in an interlocking positive feedback logic (Juel, Griffith, & Gough, 1986; Juel, 1988; Snow, Barnes, Chandler, Goodman, & Hemphill, 1991; Stanovich, 1986, 1993). Although it is difficult to tease apart, we have attempted to trace the increasing divergence in children's reading ability, as well as other cognitive outcomes, by examining both sides of the important role of reciprocal causation. Our longitudinal study has permitted us to observe these effects, whereby children who get out of the gate quickly—who crack the spelling-to-sound code early on—appear to enter into a positive feedback loop. One of the benefits of these reciprocating effects may be a level of participation in literacy activities that leads to a lifetime habit of reading and thus sets the stage for future opportunities—opportunities not enjoyed by children who enter into this feedback loop more slowly.

A positive dimension of our research is that all of our studies have demonstrated that reading yields significant dividends for everyone—not just for the "smart kids" or the more able readers. Even the child with limited reading and comprehension skills will build vocabulary and cognitive structures through reading.

We can thus elicit two crucial messages from our research findings. First, it is difficult to overstate the importance of getting children off to an early successful start in reading. We must ensure that students' decoding and word recognition abilities are progressing solidly. Those who read well are likely to read more, thus setting an upward spiral into motion.

Second, we should provide all children, regardless of their achievement levels, with as many reading experiences as possible. Indeed, this becomes doubly imperative for precisely those children whose verbal abilities are most in need of bolstering, for it is the very act of reading that can build those capacities. An encouraging message for teachers of low-achieving students is implicit here. We often despair of changing our students' abilities, but there is at least one partially malleable habit that will itself develop abilities—reading!

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Grandma Says

THE SEVEN IRREDUCIBLE NEEDS OF CHILDREN

Posted on January 7, 2014

Two of the most recognized names in child development in America today are Dr. T. Berry Brazelton and Dr. Stanley Greenspan.

For decades these two men have worked with young children and their families, and have become trusted experts on the importance of the first three years of life.

Several years ago, they published a joint work, *The Irreducible Needs of Children: What Every Child Must Have to Grow, Learn and Flourish.* If you have not read this book, let me summarize their key points.

Irreducible needs — interesting words — mean the most basic needs, less than which it is not possible children to develop well, to "flourish." Here's what they said children must have.

• **The need for ongoing nurturing relationships.** In the first three years of life, children need to have steady, warm relationships with at least one or two individuals. This is far more important than educational games and cognitive stimulation.

Children's emotional growth precedes and is critical to their intellectual and moral growth. Parental choices about work and childcare need to be considered in the light of this need.

• **The need for physical protection, safety, and regulation.** Children need assurance of their physical security and protection from all harm. This links with psychological security

• **The need for experiences tailored to individual differences.** By nurturing the nature of each unique child, parents help children reach their full potential.

• **The need for developmentally appropriate experiences.** Parents must have realistic expectations for their children. Too much, or too little, or inappropriate stimulation for children's age level or stage of development hinders the process of growing and learning.

• **The need for limit setting, structure, and expectations.** Children have to be shown how to live positively with others and how to solve problems. Parents need to understand children's weaknesses and empathize, as they set clear

limits.

• **The need for stable, supportive communities and cultural continuity.** Children need to grow up in a stable environment that provides a continuity of values from family, peers, and the community at large.

• **The need to have their future protected.** The authors point out that nations and society must commit to protecting these irreducible needs for all children, in our own country and in less developed parts of the world. Without this commitment, they argue, all children's futures will be in jeopardy.

In their writing, Brazelton and Greenspan raise difficult questions and challenges about how our current choices in family roles and structures, in work and lifestyle all impact on meeting these irreducible needs.

Read more about their very specific recommendations about working parents spending evening time with children, limiting television, and helpful divorce custody. Hopefully, this brief summary will whet your appetite to read this important book.

Resolve to read *The Irreducible Needs of Children: What Every Child Must Have to Grow, Learn, and Flourish* By T. Berry Brazelton and Stanley Greenspan. Cambridge, MA: Perseus Publishing, 2000.

This entry was posted in Archive, Editor's Choice and tagged irreducible needs/children. Bookmark the permalink.

Multiple Variables Related to Effective Teaching and Learning for Students At-Risk

Drs. Abie Benitez and Edward Joyner

Parent competency/ Preschool and ongoing learning experiences in the home

Teacher competency/stable teaching force

District and Building leadership

Cognitive and affective characteristics of the learner

Cognitive and affective characteristics of adult caregivers

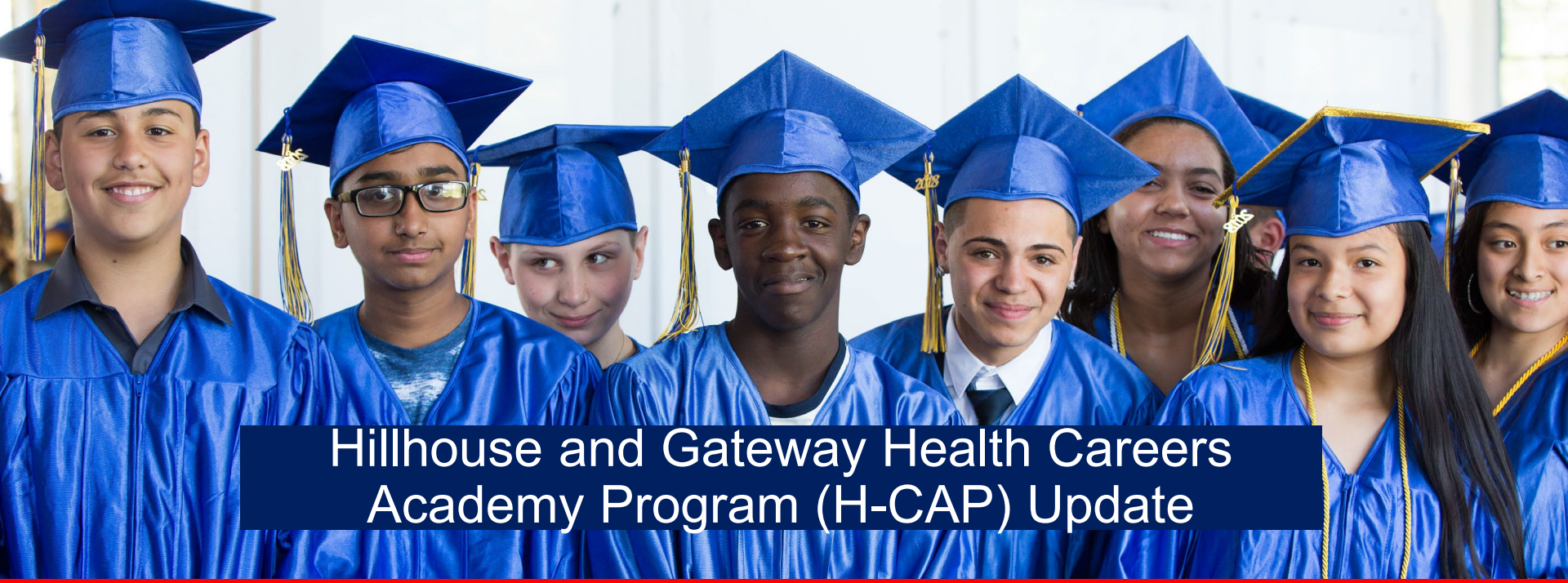
Safe and orderly classrooms and schools

Attendance and attention

Differentiated and skill-based targeted instruction

More instructional learning time for struggling students

Formative and summative monitoring of instruction/Mastery Learning



Hillhouse and Gateway Health Careers Academy Program (H-CAP) Update

NEW HAVEN PUBLIC SCHOOLS

Board Of Education
June 27, 2022

Keisha Redd-Hannans, Assistant Superintendent
Sheila Solernou, Gateway Community College: Division Director, Allied Health and Nursing
Denise Charles, Assistant Principal

NEW HAVEN PUBLIC SCHOOLS

First Cohort

- 18 students in the cohort
- 83% are first generation college students
- 8th Grade GPAs ranged from 1.5-4.078% passing rate
- 4 students with straight As for the year

NEW HAVEN PUBLIC SCHOOLS

HCAP Highlights

*Yale Alumni Healthcare Professionals Session

*Meet and Greet Event at Gateway Community College

*Summer Enrichment Program

*Tutoring support offered Tuesdays from Yale University students via Zoom

NEW HAVEN PUBLIC SCHOOLS

Summer Enrichment Plan

- July 18-29th
- Gateway-English 101 preparation.
- Curriculum is focused on writing with medical themes
- Field Trips-Yale science based-Cushing Center, etc.
- Youth at Work/YNNH Collaboration for students

NEW HAVEN PUBLIC SCHOOLS

Applications and Recruitment 2022/2023

We have completed individual school info sessions for multiple k-8 schools

District Events—April and May

As of 5/20, we have 11 applications

Interviews and acceptances are conducted on a rolling basis.

NEW HAVEN PUBLIC SCHOOLS

2022/2023 Program Plan

Courses

- HLT 103 with Ms. Rawle-Pitter
- Medical Terminology with Ms. Baker
- English 101 with Mr. Barbero

Supports

- Tutoring at Hillhouse
- Yale tutoring options
- Yale Teaching Fellow at Hillhouse
- Teachers will meet once every month to discuss progress and extra supports for students

Enrichment/Culture

- Health based Trips
- Yale Alumni Network
- HCAP Council
- HCAP Community Events

NEW HAVEN PUBLIC SCHOOLS

HCAP CONTRACT Highlights 2022-2023

Complete the Gateway HLT 103 course with a grade of 75 or higher in order to continue in the program (Class of 2026).

Complete the Gateway English and Medical Terminology courses with grades of 75 or higher. (Class of 2025).

If a student has a grade below a C (75) in any course after the first 4 weeks of school, he or she must agree to attend after-school tutoring which will be provided by Hillhouse/Gateway/Yale.

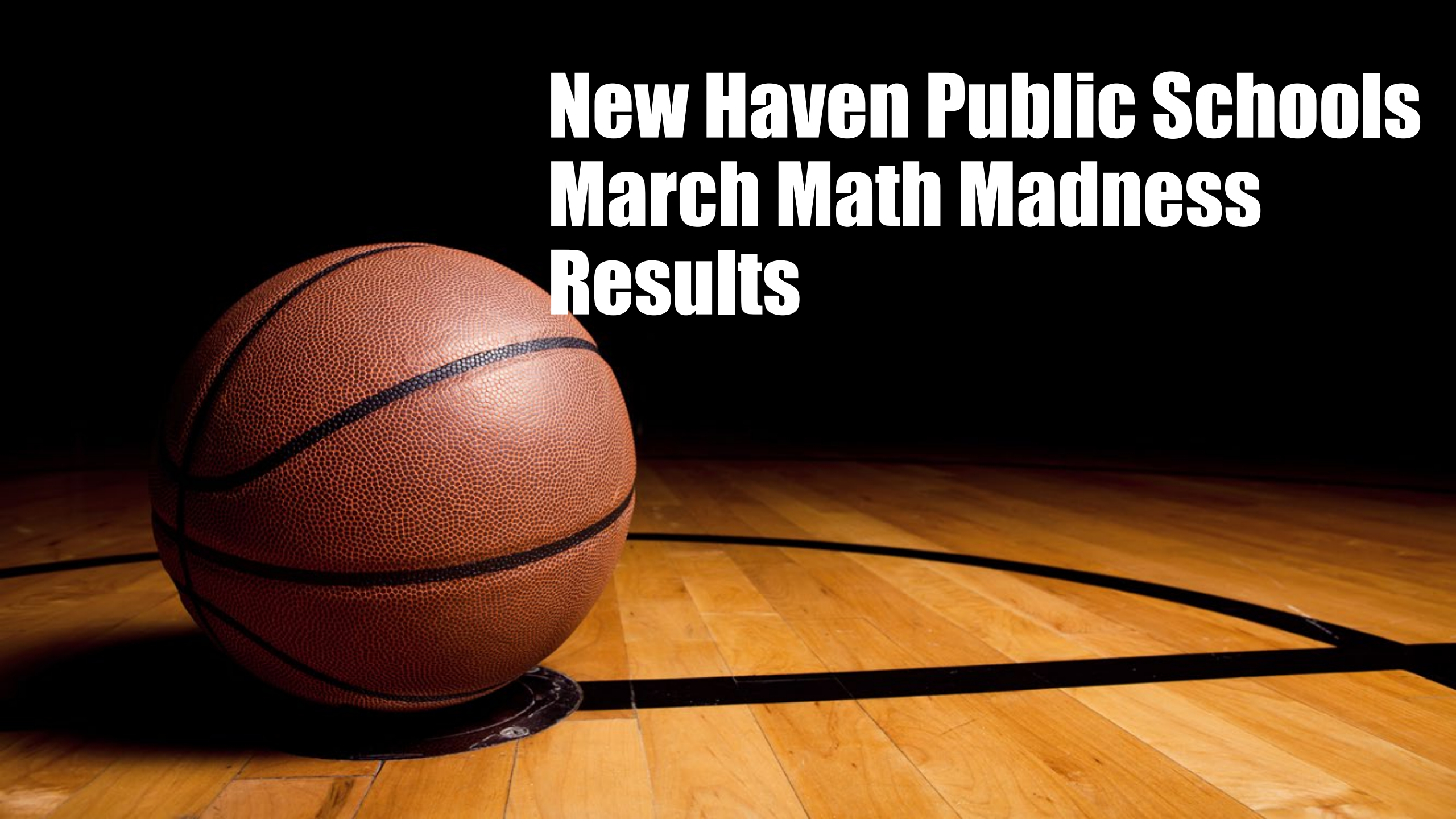
The student must remain in tutoring until the grade is raised.

Summer session for the summer of 2022 is encouraged. Summer sessions beginning in 2023 and beyond are mandatory.

Attend all HCAP meetings including informational sessions, events, etc.

NEW HAVEN PUBLIC SCHOOLS

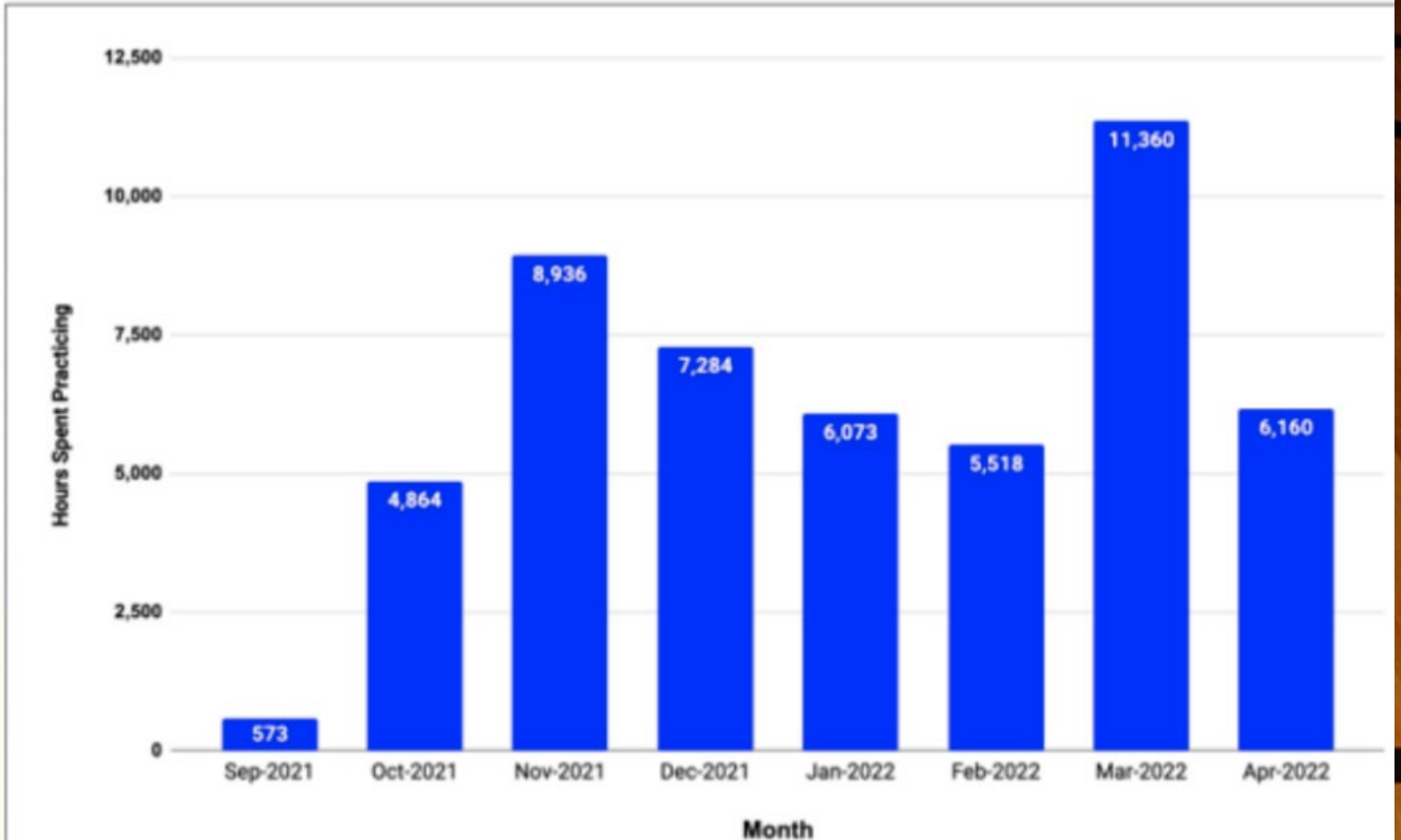
Thank You


New Haven Public Schools
March Math Madness
Results

District Achievement Report

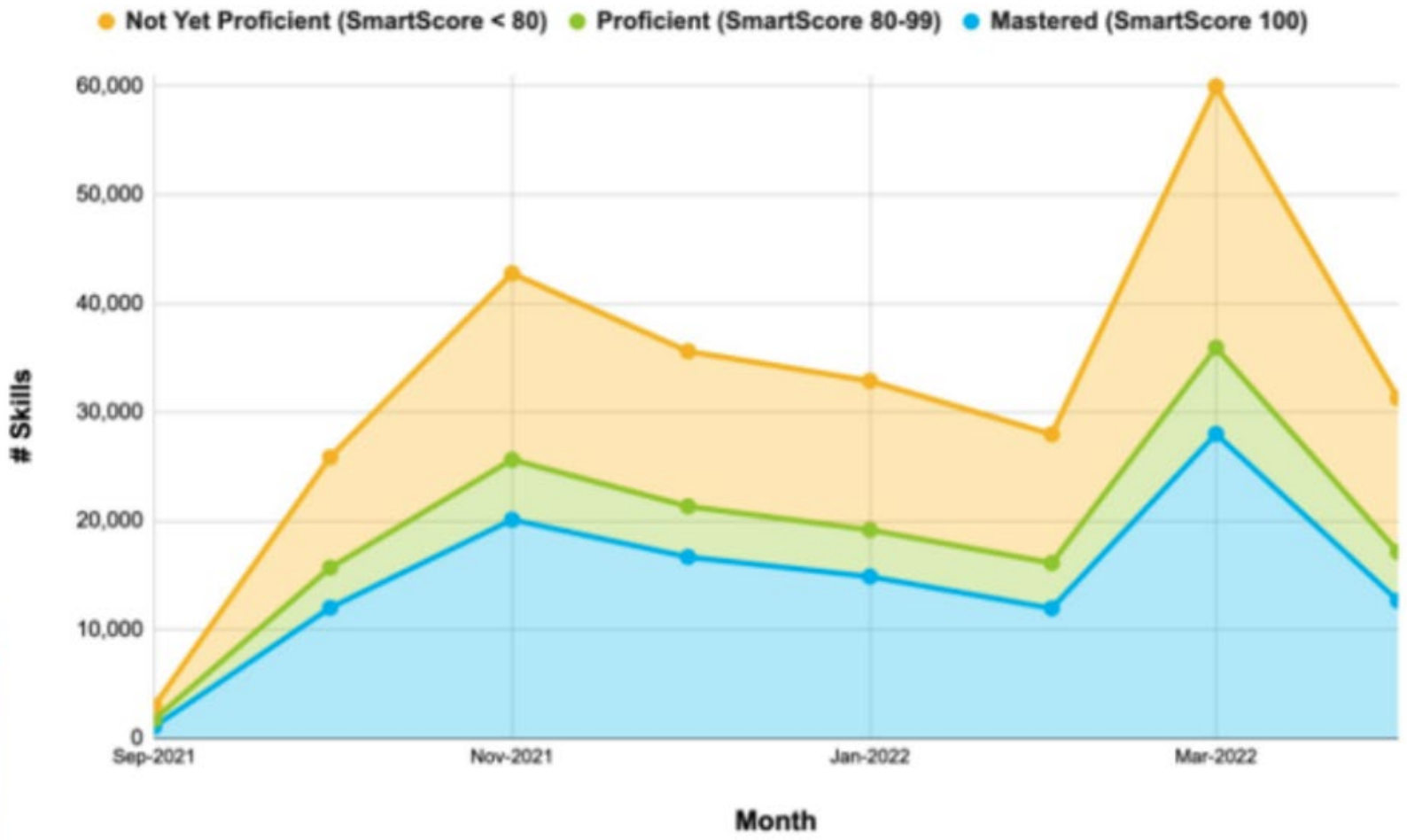
Hours spent practicing

Consistent use of IXL drives learning outcomes. Studies show that using IXL weekly can propel student growth on assessments.



Content progress over time

Aiming for mastery helps students gain lasting learning. Research shows that students who are regularly reaching proficiency on IXL outperform their peers of state assessments.



The Final 4 (Achievement)

4. ESUMS
3. Fair Haven
2. Conte West Hills
1. John Martinez

MOST PROGRESS AWARDS

- In IXL: FAIR HAVEN
- In iReady: CLEMENTE

iReady Awards to Individuals

Growth Throughout the Month

- 8th Grade: Bibi Hafsa Sarwarzai (Clemente)
- 7th Grade: Mawazo Faraja (Clemente)
- 6th Grade: Hector Lebron (BRAMS)

Effort: Most Amount of Time Put In

- 8th Grade: Eric Mena Acatzi (Clemente)
- 7th Grade: Josiah Valentin (Clemente)
- 6th Grade: Emely Latta Naranjo (Clinton Ave)

ACHIEVEMENT (HIGHEST LEVELS REACHED)

- 8th Grade: Matews Calle Salazar (Clemente)
- 7th Grade: Joash Udoye (Clemente)
- 6th Grade: Andrinique Suggs (Clinton Ave)

8th Grade: Matews Calle Salazar (Clemente)
7th Grade: Joash Udoye (Clemente)
6th Grade: Andrinique Suggs (Clinton Ave)

IXL Awards to Individuals

Growth Throughout the Month

- 8th Grade: Luis Ramirez Estrada (Fair Haven)
- 7th Grade: Shakira Paucay (Fair Haven)
- 6th Grade: Seniy Eaton (Conte)

Effort: Most Amount of Time Put In

- 8th Grade: Leandro Guartan Crespo (Fair Haven)
- 7th Grade: Lysett Roblero Perez (Fair Haven)
- 6th Grade: Sofia Janiga (Hooker)

ACHIEVEMENT (HIGHEST LEVELS REACHED)

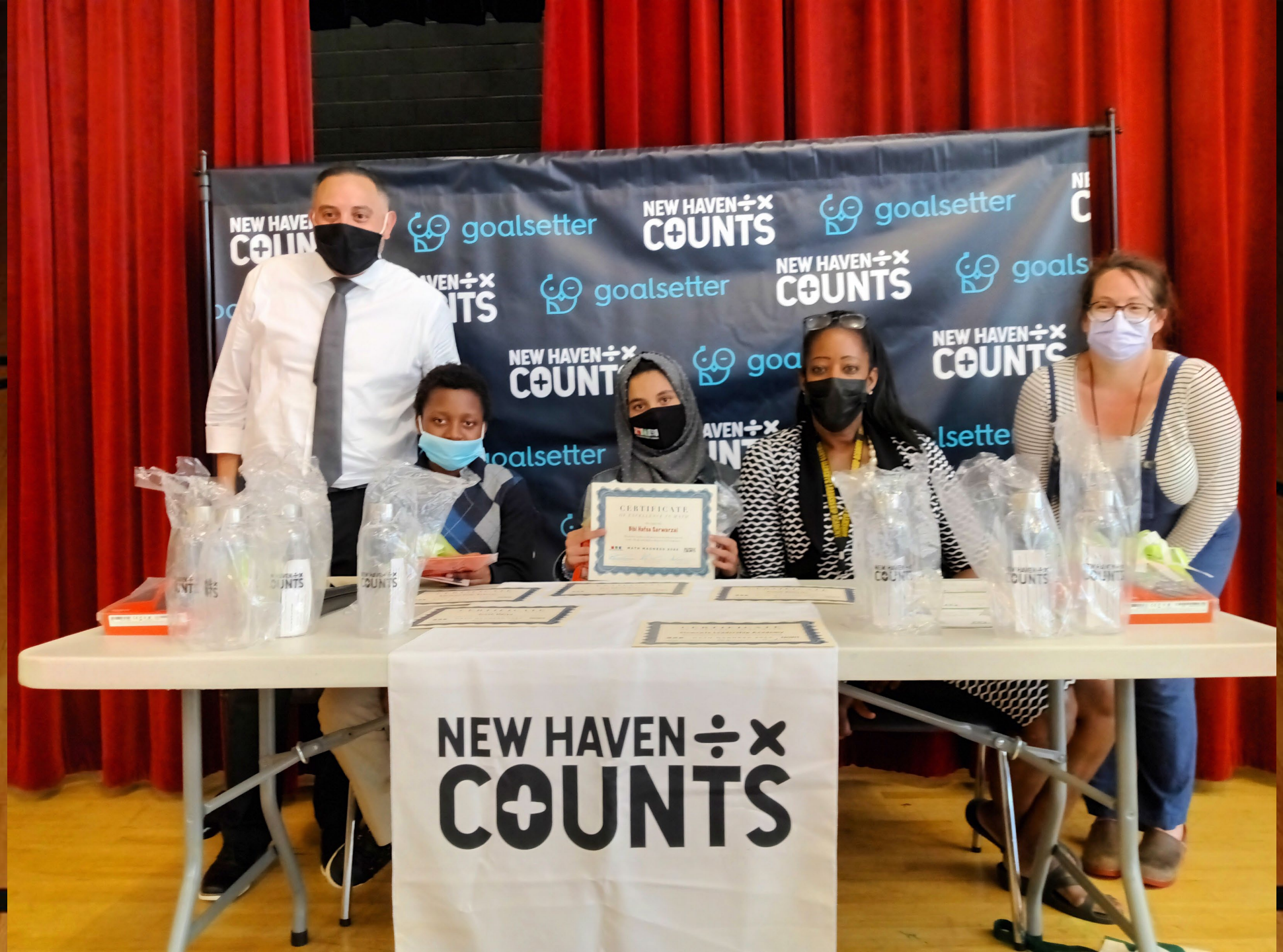
- 8th Grade: Yancy Almestica Joseph (Fair Haven)
- 7th Grade: Christopher Spencer (Fair Haven)
- 6th Grade: Emi Onorato (Hooker)

COORDINATOR OF THE COMPETITION

Ron Coleman
Math Coach
East Rock


NEW HAVEN
COUNTS


FHS Eagle's
Wall of FAME
GRADE 3
FAIR HAVEN SCHOOL
MATHMADNESS
ESTD
NEW HAVEN COUNTS
2015
BRACKETCHALLENGE
2022
IXL MVT
CERTIFICATE
Fair Haven School
MATH MADNESS 2022
NATIONAL PARK
EST 1872


NEW HAVEN ÷ × COUNTS
goalsetter
CERTIFICATE