



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION MEETING

Monday, September 13, 2021

INFORMATION ONLY

1. Agreement with Clifford Beers Child Guidance Clinic, Inc., to provide mental health consultation and professional development on trauma and mental health topics for School Readiness funded programs, from September 8, 2021 to June 30, 2022, in an amount not to exceed \$10,000.00.
Funding Source: Quality Enhancement Program **Acct. #2523-5385-56697-0442**
2. Agreement with Employers Reference Source to conduct national criminal background screening of prospective school volunteers for New Haven Public Schools, from September 15, 2021 to June 30, 2022, in an amount not to exceed \$10,000.00.
Funding Source: School Volunteer Program **Acct. #2528-6028-56694-0000**
3. Agreement with Curriculum Designers, Inc., to provide curriculum development and coaching for leadership teams and faculty at Wexler Grant School from September 14, 2021 to June 30, 2022, in an amount not to exceed \$6,500.00.
Funding Source: Commissioner's Network – Wexler Program **Acct. #2547-6293-56694-0032**
4. Agreement with Cooperative Educational Services, (CES), to provide ADOS-2 Comprehensive Training for New Haven Public School Special Education teachers, from September 28, 2021 to June 30, 2022, in an amount not to exceed \$6,250.00.
Funding Source: IDEA Program (Pending Receipt of Funds) **Acct. #2504-5034-56903-0000**
5. Agreement with Amy Melillo-Ruocco, LCSW to provide social and emotional support to students attending All Saints Catholic Academy, from September 16, 2021 to June 9, 2022, in an amount not to exceed \$12,000.00. **Funding Source:** ESSER NP Program **Acct. #2250-6342-56697-NP03**
6. Agreement with Excel Academy, LLC to provide a CNA training program, preparing students for entry level employment in the healthcare field, from August 20, 2021 to June 30, 2022, in an amount not to exceed \$13,180.00.
Funding Source: Title IVA Program **Acct. #2511-6291-56694-0000**
7. Agreement with Lucecita Melendez to provide translation services from English to Spanish or Spanish to English of written materials and in person translation of meetings for New Haven Public Schools, from July 1, 2021 to June 30, 2022, in an amount not to exceed \$2,500.00.
Funding Source: Operating Budget **Acct. #19041700-56697**



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING

Tuesday, September 7, 2021

Virtual Meeting

4:30 p.m.

MINUTES

Present: Mr. Mathew Wilcox, Ms. Yesenia Rivera, Mr. Larry Conaway

Staff: Dr. Iline Tracey, Dr. Paul Whyte, Mr. Thomas Lamb, Ms. Linda Hannans, Ms. Patricia DeMaio, Ms. Viviana Conner, Ms. Keisha Redd-Hannans, Ms. Michele Bonanno, Mr. David Diah, Mr. Joseph Barbarotta, Ms. Denise Duclos, Ms. Typhanie Jackson, Mr. Justin Harmon, Ms. Ivelise Velasquez, Attorney Elias Alexiades, Mr. Nicholas Perrone, Ms. Medria Blue, Ms. Monica Morales

Closed Captioner

Call to Order: Mr. Wilcox called the meeting to order at 4:33 p.m.

Summary of Motions:

1. **Motion to Recommend Approval:** A motion by Mr. Wilcox, seconded by Ms. Rivera to **Recommend Approval of 6 Abstracts, 24 Agreements, 1 Contract and 1 Purchase Order** passed unanimously by Roll Call Vote: Ms. Rivera, Yes; Mr. Conaway, Yes; Mr. Wilcox, Yes.

I. INFORMATION ONLY & ACTION ITEMS:

A. INFORMATION ONLY: The following Agreements were approved by the Superintendent. In response to Committee questions, Ms. DeMaio presented the Agreement Item #5 for All Saints Catholic Academy as indicated below. Committee member had no other questions about the following items:

1. Agreement with Clifford Beers Child Guidance Clinic, Inc., to provide mental health consultation and professional development on trauma and mental health topics for School Readiness funded programs, from September 8, 2021 to June 30, 2022, in an amount not to exceed \$10,000.00.
Funding Source: Quality Enhancement Program **Acct. #2523-5385-56697-0442**
2. Agreement with Employers Reference Source to conduct national criminal background screening of prospective school volunteers for New Haven Public Schools, from September 15, 2021 to June 30, 2022, in an amount not to exceed \$10,000.00.
Funding Source: School Volunteer Program **Acct. #2528-6028-56694-0000**
3. Agreement with Curriculum Designers, Inc., to provide curriculum development and coaching for leadership teams and faculty at Wexler Grant School from September 14, 2021 to June 30, 2022, in an amount not to exceed \$6,500.00.
Funding Source: Commissioner’s Network – Wexler Program **Acct. #2547-6293-56694-0032**

4. Agreement with Cooperative Educational Services, (CES), to provide ADOS-2 Comprehensive Training for New Haven Public School Special Education teachers, from September 28, 2021 to June 30, 2022, in an amount not to exceed \$6,250.00.
Funding Source: IDEA Program (Pending Receipt of Funds) **Acct. #2504-5034-56903-0000**
5. Agreement with Amy Melillo-Ruocco, LCSW to provide social and emotional support to students attending All Saints Catholic Academy, from September 16, 2021 to June 9, 2022, in an amount not to exceed \$12,000.00 was presented by Ms. DeMaio who explained that under the ESSER program, non-public school qualifying as Title I schools were eligible to receive funding through the District. She explained that All Saints Catholic Academy utilized some of the funding last year and will utilize the balance this year to fund social work services for their students.
Funding Source: ESSER NP Program **Acct. #2250-6342-56697-NP03**
6. Agreement with Excel Academy, LLC to provide a CNA training program, preparing students for entry level employment in the healthcare field, from August 20, 2021 to June 30, 2022, in an amount not to exceed \$13,180.00. **Funding Source:** Title IVA Program **Acct. #2511-6291-56694-0000**
7. Agreement with Lucecita Melendez to provide translation services from English to Spanish or Spanish to English of written materials and in person translation of meetings for New Haven Public Schools, from July 1, 2021 to June 30, 2022, in an amount not to exceed \$2,500.00.
Funding Source: Operating Budget **Acct. #19041700-56697**

B. ABSTRACTS:

1. Commissioner Network – Wexler Grant Community School Grant in the amount of \$400,000.00 for September 14, 2021 to June 30, 2022 was presented by Mr. Diah who explained that the grant was for year 4. He answered Committee questions about the grant cycle and programs.
Funding Source: Connecticut State Department of Education
2. School Volunteer Endowment Fund in the amount of \$20,486.00 for July 1, 2021 to June 30, 2022 was presented by Ms. DeMaio. **Funding Source:** Community Foundation for Greater New Haven
3. 21st Century Community Learning Center Grant for Hill Center, FAME, Nathan Hale in the amount of \$200,000.00 for July 1, 2021 to September 30, 2022 was presented by Ms. Joseph-Lumpkin.
Funding Source: Connecticut State Department of Education
4. New Haven Adult & Continuing Education Grant in the amount of \$4,800,000.00 for July 1, 2021 to June 30, 2022 was presented by Dr. Whyte on behalf of Ms. Bonora
Funding Source: Connecticut State Department of Education
5. Literacy Volunteers of Greater New Haven Grant in the amount of \$43,603.00 for July 1, 2021 to June 30, 2022 was presented by Ms. DeMaio on behalf of Ms. Bonora.
Funding Source: Connecticut State Department of Education
6. American Rescue Plan (ARP) Elementary and Secondary Schools Emergency Relief Fund (ESSER), in the amount of \$70,817,233.00 for August 2020 to September 2024 was presented by Ms. Redd-Hannans.
Discussion: Ms. Redd-Hannans explained that the Abstract reflects year one funding; an additional \$9,000,000 of the total award has been set aside to support staffing costs next year. She introduced

principals Mr. Perrone, Ms. Blue and Ms. Morales, who described how the funding will be utilized in their schools.

Funding Source: Connecticut Department of Education/U.S. Department of Education

C. AGREEMENTS:

1. Agreement with The Regents of the University of California, Los Angeles, (UCLA), to serve as the evaluator for the 2017- 2022 Magnet School Assistance Program grant and provide a Rigorous Evaluation Report for the district and U.S. Department of Education, from September 14, 2021 to June 30, 2022, in an amount not to exceed \$90,000.00 was presented by Ms. Bonanno who explained that the rigorous evaluation is a Federal grant requirement.
Funding Source: Magnet 17-22 Carryover Program **Acct. #2517-6258-56680-0000**
2. Agreement with Center for Collaborative Classroom, to provide professional development and coaching to Wexler Grant's Leadership Team for the implementation of Making Meaning and Being a Writer curriculum, from September 14, 2021 to May 31, 2022 in an amount not to exceed \$29,200 was presented by Mr. Diah. **Correction:** the Action Item was corrected to include the dollar amount of \$29,200.00.
Funding Source:
Commissioner's Network - Wexler Program (*Pending Receipt of Funds*) **Acct. #2547-6293-56694-0032**
3. Agreement with Houghton Mifflin Harcourt Publishing Company to provide HMH Professional Learning course and coaching, and Math Solutions follow-up coaching for Wexler Grant leaders, instructional coaches and teacher teams, from September 14, 2021 to June 21, 2022, in an amount not to exceed \$10,710.00 was presented by Mr. Diah.
Funding Source:
Commissioner's Network - Wexler Program (*Pending Receipt of Funds*) **Acct. #2547-6293-56694-0032**
4. Agreement with Area Cooperative Education Services, (ACES), to provide professional development and coaching at Wexler Grant School on technology integration into lesson design, from September 27, 2021 to June 17, 2022, in an amount not to exceed \$69,615.00 was presented by Mr. Diah who discussed budget cuts to Library Media Specialists who require assistance in supporting IT at the school.
Discussion: Mr. Wilcox suggested adding staffing support for IT services at the schools as a discussion item in the future; since the number of devices has increased, how are we supporting IT services in the schools. **Funding Source:** Commissioner Network – Wexler Program **Acct. #2547-6293-56694-0032**
5. Agreement with Stephanie Gardner, to provide speech-language remediation, evaluation and consultation services from September 14, 2021 to June 30, 2022, in an amount not to exceed \$96,640.00 was presented by Ms. Jackson. **Funding Source:** 2021-2022 Operating Budget **Acct. # 190-490-56694**
6. Agreement with Center for Pediatric Therapy to provide speech-language remediation, evaluation and consultation, from August 30, 2021 to June 30, 2022, in an amount not to exceed \$96,200.00 was presented by Ms. Jackson. **Funding Source:** IDEA Program **Acct. #2504-5034-56903**
7. Agreement with Julie Bossenberry to provide audiological services including PPT attendance, medical reimbursement billing, audiological assessment interpretation and recommendations for assistive hearing devices, from August 30, 2021 to June 30, 2022, in an amount not to exceed \$42,250.00 was presented by Ms. Jackson. **Funding Source:** 2021-2022 Operating Budget **Acct. # 190-490-56694**

8. Agreement with Gateway Community College to provide the Gateway to College program for 50 students, from July 1, 2021 to June 30, 2022, in an amount not to exceed \$550,000.00 was presented by Ms. Jackson.
Discussion: Ms. Jackson reported that 20 students had graduated from the program. Mr. Conaway suggested a presentation to the full Board of Education on the successes of the program.
Funding Sources:
Alliance Program (Pending Receipt of Funds) **Acct #** 2547-6107-56694-0000 (\$367,245.00)
Priority Schools Program (Pending Receipt of Funds) **Acct. #**2579-5319-56694-0000 (\$182,755.00)
9. Agreement with Connecticut Children’s Museum to provide weekly professional development training and resources at the Early Childhood Center for New Haven’s early childhood educators, from September 7, 2021 to June 30, 2022 in an amount not to exceed \$26,386.00 was presented by Ms. Duclos.
Funding Source: Quality Enhancement Program (Pending Receipt of Funds) **Acct. #**2523-5385-56697
10. Agreement with Gateway Community College to provide 40 school day/school year School Readiness spaces from September 7, 2021 to June 30, 2022 in an amount not to exceed \$240,000.00 was presented by Ms. Duclos.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
11. Agreement with Calvin Hill Day Care Center to provide 10 school day/school year School Readiness spaces, from September 7, 2021 to June 30, 2022, in an amount not to exceed \$60,000.00 was presented by Ms. Duclos.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
12. Agreement with Creating Kids at the Connecticut Children’s Museum to provide 9 school day/school year School Readiness spaces from September 7, 2021 to June 30, 2022, in an amount not to exceed \$54,000.00 was presented by Ms. Duclos.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
13. Agreement with Leila Day Nurseries, Inc., to provide 18 school day/school year and 6 part day/school year, School Readiness spaces, from September 7, 2021 to June 30, 2022 in an amount not to exceed \$135,000.00 was presented by Ms. Duclos.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
14. Agreement with New Haven Public Schools to provide 142 school day/school year spaces and 68 part day/school year School Readiness spaces at 5 New Haven Public Schools, from September 7, 2021 to June 30, 2022, in an amount not to exceed \$1,158,000.00 was presented by Ms. Duclos.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
15. Agreement with Westville Community Nursery School, to provide 6 school day/school year and 6 part day/school year School Readiness spaces, from September 7, 2021 to June 30, 2022, in an amount not to exceed \$63,000.00 was presented by Ms. Duclos.
Funding Source: School Readiness Program **Acct. #**2523-5384-56697-0442
16. Agreement with City of New Haven Youth and Recreation Department to provide enrichment programs, five days per week, for 50 Wexler Grant K-8 students, from September 14, 2021 to June 30, 2022 in an

amount not to exceed \$24,266.20 was presented by Ms. Joseph-Lumpkin.

Funding Source: 21st Century After School Program **Acct. #2579-6325-56694-0032**

17. Agreement with The Green Peacock Corp, to provide an after school fitness program for students at Davis and Troup schools, from September 14, 2021 to June 30, 2022, in an amount not to exceed \$10,350.00 was presented by Ms. Joseph-Lumpkin.

Funding Sources: 21st Century Program **Acct. #2579-6273-56694-0009** (\$4,950.00)

21st Century Program **Acct. #2579-6325-56694-0015** (\$5,400.00)

18. Agreement with Our World Care 4 Your Own, LLC, to provide an after school arts, crafts and theater program for students at Troup School, from September 14, 2021 to June 30, 2022, in an amount not to exceed \$14,000.00 was presented by Ms. Joseph-Lumpkin.

Funding Source: 21st Century After School Program **Acct. #2579-6325-56694-0015**

19. Agreement with Little Scientists to provide 166 STEM classes for students at Brennan Rogers, Celentano and Barnard schools, from September 14, 2021 to June 30, 2022 in an amount not to exceed \$29,050.00 was presented by Ms. Joseph-Lumpkin.

Funding Sources:

21st Century After School Program **Acct. #2579-6354-56694-0002** (\$ 5,250.00)

21st Century After School Program **Acct. #2579-6354-56694-0021** (\$9,800.00)

21st Century After School Program **Acct. #2579-6354-56694-0048** (\$14,000.00)

20. Agreement with The Boys & Girls Club of New Haven, to provide afterschool academic support and enrichment programs for up to 50 students from Bishop Woods School, from September 13, 2021 to June 30, 2022, in an amount not to exceed \$56,400.00 was presented by Ms. Joseph-Lumpkin.

Funding Source:

21st Century After School Program **Acct. #2579-6273-56694-0043** (\$3,600.00)

ESSER II Program **Acct. #2552-6363-56697-0043** (\$56,800.00)

21. Agreement with Artis Energy Intelligence, LLC to provide Energy Monitoring Services to schools from July 1, 2021 to June 30, 2022, in an amount not to exceed \$94,860.00 was presented by Mr. Barbarotta who explained that the contractor provides real time energy monitoring of 92 different energy points at 41 schools, in 5 minute intervals.

Funding Source: Capital Projects **Acct. #3C22-2262-58101**

22. Agreement with Honeywell Building Solutions to provide 24 hour remote building automation system monitoring, from July 1, 2021 to June 30, 2022, in an amount not to exceed \$29,081.88 was presented by Mr. Barbarotta. **Funding Source:** Capital Projects **Acct. #3C22-2262-58101**

23. Agreement with Honeywell Building Solutions to provide EBI Preventative Maintenance program, from July 1, 2021 to June 30, 2022, in an amount not to exceed \$190,760.31 was presented by Mr. Barbarotta.

Funding Source: Capital Projects **Acct. #3C22-2262-58101**

24. Agreement with Justice Education to provide a summer program for Hillhouse High School students from July 5, 2021 to July 30, 2021, in an amount not to exceed \$20,000.00 presented by Ms. Redd-Hannans on behalf of Mr. Worthy. She explained that the services were conducted in July, but that staff was monitoring the services to ensure that it did not overlap with another Agreement at Hillhouse.

Funding Source: ESSER

Acct. #2552-6363-56694-0062

D. CONTRACTS:

1. Award of Contract to Filter Sales and Services Inc. for On Call Filter Supplies and Delivery services from July 1, 2021 to June 30, 2022, in an amount not to exceed \$125,000.00 presented by Mr. Barbarotta
Discussion: Mr. Barbarotta explained that the contract covers costs for 1 of the 2 required filter replacements. He will return in future with a Change Order or Contract to fund the 2nd filter.
Funding Source: 2021-2022 Operating Budget **Acct. #**19047400-56624

E. PURCHASE ORDERS:

1. Agreement with Lexia Learning Solutions, LLC. 12 months web hosting renewal to support classroom studies and district curriculum, from July 1, 2021 to June 30, 2022, in an amount not to exceed \$70,650.00 was presented by Ms. Jackson. **Funding Source:** IDEA Program **Acct. #**25045034-56903

II. DISCUSSION:

- **Part-time Pay Update:** Ms. Hannans and Ms. Conner presented the Part Time Salary Data report, reviewing three exhibits. Ms. Hannans explained that Exhibit 1 has current rates with a breakdown of costs with incremental increases of hourly rates to \$13.50, \$14.50 and \$15.00. The exhibit also provided a breakdown of rates for staff currently paid \$15.00 to \$32.00 per hour. Exhibit 2 and Exhibit 3 provided data collected from schools and departments based on need for part time staff. The chart increases non-union staff from \$13.00 to \$14.00 per hour with no rate increase for job titles earning \$15.00 or more. Ms. Hannans noted that the issue with increasing rates to \$15.00 per hour is that those staff will earn .50 cents more than unionized para professionals and the same rate as skilled workers, some of which teach non certified classes. In addition, Ms. Hannans discussed the impact on grants, noting that FICA and Worker's Compensation costs must be added to the salary totals, which increases overall costs. A discussion ensued.

Mr. Wilcox asked for a process clarification to confirm who sets the rate for pay, the district or the Board of Education? Dr. Tracey indicated that the district sets the rate and was working to with a model to increase rates to \$14.00 per hour. Mr. Wilcox requested that the Dr. Tracey report on the part-time pay increase in a Memo and to present it under the Superintendent's report at the Board of Education meeting. **No motion was made and no vote was taken.**

- **FY21 Legal Contract Expenditure Report:** Mr. Lamb reviewed the Legal Service Spend Report noting that staff is currently identifying costs that may have been incorrectly coded by the law firms, costs that should be tracked under Special Education or litigations. He and Ms. Jackson will work to sort out the coding issues. **No motion was made and no vote was taken.**
- **Afterschool Program Overview:** Ms. Joseph-Lumpkin provided an in-depth presentation on before school/after school programs, and reviewed details related to the RFQ process and requirements under the State After-School and 21st Century grants. A discussion ensued. Ms. Joseph-Lumpkin indicated that staff is in the process of reviewing reinstatement of before school programs at schools that have the staffing to support it. **No motion was made and no vote was taken.**

- **Series 3000 Policies:** Mr. Wilcox asked Dr. Tracey to identify staff who will work on a page by page review of the policies. Dr. Tracey indicated that Ms. Hannans will assign staff from her team. **No motion was made and no vote was taken.**

Adjournment: A motion by Ms. Rivera, seconded by Mr. Conaway to adjourn the meeting at 6:18 p.m., passed unanimously by Roll Call Vote: Mr. Conaway, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

Respectfully submitted,

Patricia A. DeMaio

**NEW HAVEN PUBLIC SCHOOLS
NEW HAVEN, CONNECTICUT**

INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT September 13, 2021

RESIGNATIONS – Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Emile Ansari	Science James Hillhouse High School General Funds 19041462-50115	06/30/2021
Brian Baranowski	School Social Worker Worthington Hooker School General Funds 19049338-50115	08/27/2021
Stephanie Bishop	Special Education COOP General Funds 19049064-50115	06/30/2021
Jamsek Blanka	Special Education Augusta Lewis Troup School General Funds 19049015-50115	06/30/2021
Tara Chapman	Music Bishop Woods School General Funds 19042243-50115	08/23/2021
Daly Cunningham	Special Education East Rock Magnet School General Funds 19049046-50115	06/30/2021
Ashley Ferrandiz	Mathematics ESUMS General Funds 19041117-50115	09/04/2021
Brian Flanagan	Guidance Counselor Wilbur Cross High School General Funds 19042061-50115	09/23/2021

RESIGNATIONS – Teachers: (cont’d)

Wendy Franco	Special Education Grades K-8 Betsy Ross Arts Magnet School General Funds 19049055-50115	06/30/2021
Sarah Gelb	Music Grades K-8 Lincoln-Bassett School General Funds 19042298-50115	09/17/2021
Laura Marshall	Read 180 Mauro-Sheridan School Inter-District Funds 27041319-50115	09/11/2021
Kirian Medina	Bilingual Grade 2 John C. Daniels School ESSER II Funds 25526363-13-50115	09/23/2021
Suzanne Palmieri	History/Social Studies Adult Education Center General Funds 19046353-50115	09/10/2021
Timothy Paproski	Music James Hillhouse High School General Funds 19042262-50115	06/30/2021
Adrianna Petrucci	Grade 4 Clemente Leadership Academy General Funds 19041042-50115	06/30/2021
Meredith Phipps	Grade 2 Wexler-Grant School General Funds 19041032-50115	06/30/2021
Jaime Savo-Brockett	Kindergarten Hill Central School General Funds 19041007-50115	09/15/2021
Erika Scheer	Special Education Itinerant General Funds 19049098-50115	06/30/2021

RESIGNATIONS – Teachers: (cont’d)

Joseph Serrichio	Social Studies Grades 5-8 Fair Haven School General Funds 19041516-50115	06/30/2021
Abbott Sklanka	Grade 3 Barnard Magnet School General Funds 19041002-50115	08/30/2021
Dana Soderberg-Decrosta	Art Truman school General Funds 19042129-50115	06/30/2021
Shanequa Sturgis-Nash	Match Coach East Rock Magnet School General Funds 19042098-50115	06/30/2021
Megan Watts	Pre-Kindergarten Dr. Reginald Mayo School General Funds 19044381-50115	09/01/2021
Larissa Weir	Math Coach John S. Martinez School Title 1 Schools 25315256-08-50115	06/30/2021
Colleen Zona	Grade 4 Fair Haven School General Funds 19041016-50115	06/30/2021

RESCINDED TRANSFER – Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Ryan Clough	Math 180 Wexler-Grant School Commissioners Network-Wexler-Grant 25476293-32-50115	08/25/2021

TRANSFERS – Teachers:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Brittany Kammerer	Grade 2 Lincoln-Bassett School ESSER II Funds 25526363-20-50115	Grade 4 Lincoln-Bassett School General Funds 19041020-50115	08/25/2021
Maris Medeiros	Grade 5 Conte-West Hills Magnet School General Funds 19041031-50115	Magnet Resource Teacher Conte-West Hills Magnet School General Funds 19044031-50115	08/25/2021
Sean Portley	Physical Education Itinerant General Funds 19040398-50115	Physical Education/Health/Project Pride Itinerant ECS Alliance- Culture & Climate 25476108-98-50115	08/25/2021
Joseph Raffone	Physical Education Hill Central School General Funds 19040307-50115	Physical Education/Health/Project Pride Itinerant ECS Alliance- Culture & Climate 25476108-98-50115	08/25/2021
Michael Rebesch	Grade 4 Lincoln-Bassett School General Funds 19041020-50115	Makerspace Davis Street Magnet School Inter-District Funds 27041009-50115	08/25/2021
Kimberly Rogers	Library Media Specialist Edgewood Magnet School General Funds 19042012-50115	Library Media Specialist Lead District Coach Gateway Center Title 1 Schools 25315256-00-50115	09/06/2021

RETIREMENT – Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Lorraine Foley	Assistant Teacher Special Education James Hillhouse High School General Funds 19049062-50128	06/30/2021
Alma Langley	Assistant Teacher Kindergarten Conte-West Hills School Title 1 Schools 25315256-31-50128	09/02/2021

RESIGNATION – Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Maria Cortes	Assistant Teacher Kindergarten Worthington Hooker School General Funds 19041038-50128	09/17/2021
Mercedes Ellis	Assistant Teacher Kindergarten Clinton Avenue School General Funds 19041006-50128	06/30/2021
Colleen Estes	Assistant Teacher Kindergarten Bishop Woods School General Funds 19041043-50128	06/30/2021
Isee Greenwood	Assistant Teacher Pre-K-4 Mauro-Sheridan School Inter-District Funds 27041019-50128	09/10/2021
Brett Perry	Assistant Teacher Special Education Wilbur Cross High School General Funds 19049061-50128	09/10/2021
Joycelyn Ward	Assistant Teacher Kindergarten Davis Street Magnet School Inter-District Funds 27041009-50128	06/30/2021

TRANSFERS – Paraprofessionals:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Angela Walder	Assistant Teacher Barnard Magnet School Title 1 Schools 25315256-02-50128	Assistant Teacher Kindergarten Truman School Title 1 Schools 25315256-29-50128	08/30/2021

RETIREMENT – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
William Griffin	In House suspension Worker Wilbur Cross High School General Funds 19041061-50120	06/30/2021

RESIGNATION – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Luz Afanador	Drop Out Prevention Worker Drop Out Prevention Title 1 Drop Out 25315167-50119	09/03/2021
Ihsane Hmami	General Worker ESUMS Food Service 25215200-17-50126	06/30/2021
Richard Lennon	School Health Assistant Itinerant ECS Alliance-Culture & Climate 25476108-98-50124	09/04/2021
Jimena Stevenson	Magnet School Recruitment Specialist Gateway Center Magnet 17-22 Magnet Office C/O 25176258-00-50124	09/18/2021
Raynick Torres	School Security Officer Clinton Avenue School General Funds 19047306-50127	08/27/2021

TERMINATION—Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Ronda Gomes	Assistant Teacher Special Education James Hillhouse High School General Funds 19049062-50128	09/14/2021

TRANSFERS—Non-Instructional Staff:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Mari Munson Pinillos	Assistant Volleyball Coach Wilbur Cross High School General Funds 19040400-50117 \$4,567 (Step 3)	Head Volleyball Coach Wilbur Cross High School General Funds 19040400-50117 \$5,704 (Step 4)	08/16/2021

TRANSFERS—Non-Instructional Staff: (cont'd)

Tyisha Vargas	Administrative Assistant L.W. Beecher Museum Magnet School General Funds 19041003-50124	Administrative Assistant Fair Haven School General Funds 19041016-50124	08/30/2021
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FAMILY & MEDICAL LEAVE ACT: LEAVES OF ABSENCE REPORT

The following are listed for information only, having met the requirements for absence under the Family & Medical Leave Act. Dates listed are estimates only. They will remain on payroll so long as they have accrued sick days.

FMLA LEAVE OF ABSENCE—Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date:</u>
Janice Barrett	Special Education Lincoln-Bassett School General Funds 19049020-50115	08/25/2021-11/24/2021
Jonathan Cap	Technology Education Metropolitan Business Academy Inter-District Funds 27042660-50115	09/08/2021-11/29/2021
Lorna Edwards	English Grades 5-8 Betsy Ross Magnet School Inter-District Funds 27041655-50115	09/30/2021-12/25/2021
Keshia Hogan	Grade 3 L.W. Beecher Museum Magnet School Inter-District Funds 27041003-50115	09/03/2021-11/01/2021
Waltrina Kirkland-Mullins	Grade 3 Davis Street Magnet School Inter-District Funds 27041009-50115	08/25/2021
Ebony McCleave	Special Education Wilbur Cross High School General Funds 19049061-50115	08/30/2021-10/22/2021
Dyamond Myers	School Social Worker Quinnipiac School ECS Alliance- Culture&Climate 25476108-35-50115	08/25/2021-11/24/2021

FMLA LEAVE OF ABSENCE—Teachers: (cont'd)

Stephanie Natalino	Special Education Conte-West Hills Magnet School General Funds 19049031-50115	08/25/2021-11/24/2021
Laura Rais	Foreign Language ESUMS Inter-District Funds 27041717-50115	09/13/2021-10/01/2021
Kimberly Shirvis	Grade 5 Clinton Avenue School General Funds 19041006-50115	09/08/2021-12/08/2021
Vincenzo Sullo	History/Social Studies James Hillhouse High School General Funds 19041562-50115	10/04/2021-12/17/2021

EXTENSION FMLA – Teachers:

<u>Name</u>	<u>Assignment</u>	<u>From</u>	<u>To</u>
Lorna Edwards	English Grades 5-8 Betsy Ross Magnet School Inter-District Funds 27041655-50115	04/26/2021-06/17/2021	08/25/2021-09/29/2021
Waltrina Kirkland-Mullins	Grade 3 Davis Street Magnet School Inter-District Funds 27041009-50115	08/25/2021-11/24/2021	11/29/2021-02/28/2022

INTERMITTENT FMLA LEAVE OF ABSENCES— Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Nataliya Braginsky	History/Social Studies Metropolitan Business Academy Inter-District Funds 27043360-50115	08/30/2021-06/30/2022
Alexandra Passarelli	Instructional Coach Dr. Reginald Mayo School Head Start PA 22 Basic 25325279-81-50115	08/24/2021-06/21/2022

INTERMITTENT FMLA LEAVE OF ABSENCES— Teachers: (cont'd)

Rosa Vargas-Thomas	School Social Worker John S. Martinez Magnet School General Funds 19049308-50115	08/25/2021-12/16/2021
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UNPAID LEAVE OF ABSENCE—Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Kayla Seeley	Grade 3 Barack H. Obama Magnet School General Funds 19041028-50115	08/25/2021-06/21/2022

RETURN FROM LEAVE OF ABSENCES—Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Melissa Farfone	Foreign Language Wilbur Cross High School General Funds 19041761-50115	09/13/2021
Sheryl Gagliardi	Special Education Benjamin Jepson School Inter-District Funds 27041018-50115	08/25/2021
Christina Morales	Physical Education Hill Central School General Funds 19040307-50115	08/25/2021
Alexander Oji	Kindergarten Wexler-Grant School General Funds 19041032-50115	08/25/2021
Stephanie Prisco	Grade 1 Hill Central School General Funds 19041007-50115	08/25/2021

FMLA LEAVE OF ABSENCE—Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date:</u>
Samantha Gonzalez	Assistant Teacher Special Education John C. Daniels School General Funds 19049013-50128	08/25/2021-10/15/2021
Theresa Lomax	Assistant Teacher Kindergarten Barack H. Obama Magnet School Title 1 Schools 25315256-28-50128	08/30/2021-12/01/2021

INTERMITTENT FMLA LEAVE OF ABSENCES— Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Monique Coward	Assistant Teacher Pre-K Special Education Lincoln-Bassett School Pre School Incentive 25045035-50128	08/30/2021-08/30/2022

UNPAID LEAVE OF ABSENCE— Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Trina Jackson	Assistant Teacher Early Learning Center Dr. Reginald Mayo School Head Start PA 22 Basic 25325279-81-50128	08/30/2021-12/20/2021

INTERMITTENT FMLA LEAVE OF ABSENCES— Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Tessa Gumbs-Johnson	Supervisor-Professional Learning Gateway Center ECS Alliance- Talent 25476105-00-50112	08/30/2021-11/30/2021
Brenda Moore	Account Clerk IV Gateway Center Magnet 17-22 Indirect Costs C/O 25176264-00-56900	07/28/2021-07/28/2022

RETURN FROM LEAVE OF ABSENCES—Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Jennifer Deponte	General Worker Ross Woodward Magnet School Food Service 25215200-10-50126	08/17/2021
Jacqueline Natal	General Worker Clinton Avenue School Food Service 25215200-06-50126	07/23/2021

CORRECTION/CHANGE ITEMS:

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

CHANGE IN FUNDING SOURCE— Teachers:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Elizabeth Black	Magnet 17-22 Davis Academy Arts & Design C/O 25176261-09-50115	Magnet 17-22 Davis Academy Arts & Design 25176254-09-50115	10/01/2021
Dianna Carter	Magnet 17-22 High School In The Community C/O 25176262-66-50115	Magnet 17-22 High School In The Community 25176255-66-50115	10/01/2021
Victoria Raucci	Magnet 17-22 Davis Academy Arts & Design C/O 25176261-09-50115	Magnet 17-22 Davis Academy Arts & Design 25176254-09-50115	10/01/2021
Caterina Salamone	Magnet 17-22 King/Robinson 1b Stem C/O 25176263-30-50115	Magnet 17-22 King/Robinson 1b Stem 25176256-30-50115	10/01/2021
Tricia Simon	Magnet 17-22 East Rock Cultural Studies C/O 25176259-46-50115	Magnet 17-22 East Rock Cultural Studies 25176252-46-50115	10/01/2021
Holly Smith	Magnet 17-22 Edgewood Creative Stem C/O 25176260-12-50115	Magnet 17-22 Edgewood Creative Stem 25176253-12-50115	10/01/2021

CHANGE IN FUNDING SOURCE— Non-Instructional Staff:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Michelle Bonanno	Magnet 17-22 Magnet Office C/O 25176258-00-50112	Magnet 17-22 Central Office 25176251-00-50112	10/01/2021
Danielle Gregory-Williams	Magnet 17-22 Magnet Office C/O 25176258-00-50118	Magnet 17-22 Central Office 25176251-00-50118	10/01/2021
Bria Harvin	Magnet 17-22 Magnet Office C/O 25176258-00-50124	Magnet 17-22 Central Office 25176251-00-50124	10/01/2021
Jubaliz Lopez	Magnet 17-22 Magnet Office C/O 25176258-00-50124	Magnet 17-22 Central Office 25176251-00-50124	10/01/2021

**Dr. Iline Tracey, Ed.D.
Superintendent of Schools**



NEW HAVEN PUBLIC SCHOOLS

Highlights of the First Week of School in New Haven Public Schools August 30-September 3, 2022

Principals in the New Haven Public Schools can resemble air traffic controllers. Armed with walkie-talkies, they meet buses, hand out breakfasts, direct children to the correct classrooms, support the nurses, make sure the older students don't linger en route from the restrooms, identify minor repairs such as doors that won't open or shut properly, distribute personal computing devices, follow up with teachers, hire to fill last-minute vacancies, seek resources for before- and after-school programs, and call parents when the bus is late. They fire on all cylinders. They act quickly and they remain calm.

During the first week of school, superintendent Dr. Iline Tracey and I visited 23 schools and observed as many principals—and sets of teachers and students--in action. Many students signaled their happiness to be back in school by trading a thumbs up with Dr. Tracey. We noted the warmth shown by all staff—teachers, social workers, and public safety officers—to students and families.

Teachers and staff showed a readiness for learning to occur. Engagement was high in all classrooms, and the classrooms were well prepared for students.

The first day began for many students with balloons and music. More parents than usual chose to drop their students directly at school, so there were many pictures taken. At Obama, students posed under an archway of blue and red balloons. At FAME, students had their pictures taken inside a large frame that proclaimed “We are all champions!” First responders greeted the students at Davis.

We witnessed a number of community-building activities. At Benjamin Jepson, young students spelled out their names with Play-Doh as part of an exercise on identity and community. Dr. Tracey participated in an outdoor rally at Edgewood School where students were encouraged to chalk the school lot with words and symbols representing aspects of the Covid pandemic they particularly disliked and that they would like to have the rain wash away. Each then thought of a superpower they had developed as a result of their experiences over the past year.

In other schools, students in math and science classes showed Dr. Tracey their work. We observed two dance classes at Betsey Ross. At Career, we watched as a teacher drilled her class in the French alphabet. At Clemente, Dr. Tracey and Principal Mia Edmonds-Duff joined in a game of kickball in the gym. Dr. Tracey kicked and Ms. Edmonds-Duff ran.

We saw many students in uniform. A class of earnest young scientists wore lab coats at Lincoln Bassett. At Wilbur Cross, students huddled intently over microscopes, taking notes on what they saw.



NEW HAVEN PUBLIC SCHOOLS

Covid precautions were evident everywhere, in the plexiglass dividers on tables and the gentle reminders from teachers to keep masks on and adjusted properly.

Greeted with hugs by the many teachers and administrators who have known her over her 38 years in the district, Dr. Tracey offered special welcome to new teachers and staff.

The week did not go without hitches. So many parents wanted to drop their children that there were long lines of cars at many schools. Buses ran late at others, as minor glitches along various routes added up. Schools quickly pivoted and made tactical improvements to expedite moving students in and out of school, and the delays diminished over the course of days as the schools, the transportation department, and the district office worked together to address them. Unfortunately, we have had some COVID positive cases and had to quarantine students at various schools.

In addition, flooding caused by tropical storm Ida necessitated early dismissal at one school, and at another a strong odor resulted in early dismissal to err on the side of caution, but the disruptions were managed quickly so students could get back to school.

New Haven is a largest school district in the state, and is very complex. What became clear in the first week was that it is brimming with talented and engaged students, teachers, and staff.

As Dr. Tracey said, “We are very proud of the level of staff commitment, the excitement of staff and students to be back in school, and the support of parents to make school happen. Together we are strong and will become stronger as we focus on the vision and mission to make New Haven Public Schools the premier urban school district in the state and the nation.”

--Justin Harmon
Director of Marketing and Communications
September 8, 2021

September 9, 2021

Dear Board Members, below are a few updates:

1. We believe we have successfully opened school to almost 19,000 students.
2. Testing will start in all schools the week of September 13, 2021.
3. Teachers and students have shared excitement to be back in school in spite of the pandemic.
4. We have visited all schools in New Haven, utilizing all district staff. The superintendent has been to all schools so far, except two that will be completed this week.
5. Afterschool and before school programs will commence as soon as schools are able to hire staff for these programs.

Areas of Concern:

6. We have had to quarantine a number of students due to exposure to positive cases.
7. We have a plan in place for students who are quarantined. We have worked with NHFT to ensure that, if the entire class is quarantined, the teacher will teach remotely. For other students who are quarantined, teachers will post work in Google classroom, while we further support students with tutoring after school. We must ensure that we have sufficient certified teachers to work for the afterschool programs.
8. We are experiencing a bus driver shortage that has resulted in delays in dismissal and sometimes arrival. This challenge will continue to affect the overall operation of the school district. We are in constant communication with the transportation company, and we believe we have established more effective protocols for warning parents when there are significant delays.

Please know that the superintendent's team is working together every day to support our students and teachers in the early days of the school year.

Respectfully Submitted,



Dr. Iline P. Tracey
Superintendent

Before School



After School

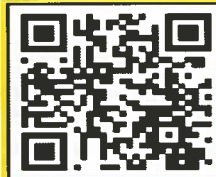
NEW HAVEN PUBLIC SCHOOLS



Gemma Joseph Lumpkin

Chief of Youth, Family and Community Engagement

September 7, 2021



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NHPS OFFICE OF YOUTH, FAMILY & COMMUNITY ENGAGEMENT

Overview

The After-School Grant Program was established by the Connecticut General Assembly for the purpose of creating high-quality after-school programs outside of regular school hours. After-school programs are defined as programs that take place when school is not in session (e.g., during before and after school, summer recess periods and school breaks) and provide educational enrichment and recreational activities for students in Grades K-12 and have a parent involvement component.



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Program Overview

- According to the CSDE --After-school programs provide students with academic enrichment opportunities, as well as additional activities designed to complement the districts' academic programs. These programs, located in elementary, secondary, or other facilities, can provide a broad variety of high-quality services to support student learning and development. Services include tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports and cultural activities. At the same time, programs assist working parents by providing a safe environment for students.

Program and Process Requirements

The participating NHPS schools shall take great care to ensure that the methods used to recruit students and families to the After School satisfy the following criteria:

- **Provides notice to the families of all eligible students, the program's hours of operation, its expectations, and the registration process, in both English and Spanish.**
- **Does not discriminate based on race, national origin, religion, sexual orientation, gender identity or expression, disability, or any other protected class.**

Students are to be enrolled in the program on a first-come-first-served basis, with preference given to students who commit to attend full-time (i.e., every hour of every day the program is open) and to the siblings of students who have attended full-time in previous years. If the number of students who register exceeds the number of program slots, programs shall maintain a waitlist to fill program spaces as they become available.

Program and Process Requirements

NHPS After School Programs use data and assessment reports to promote quality improvement in several ways:

- Site staff members (e.g., data staff, Building Leaders), Central Office staff members, and program consultants review program data in Cayen at least monthly to identify opportunities for improvement. These stakeholders communicate monthly – if not more frequently – to plan program improvements to address any issues illuminated by the data.
- Building Leaders for each site lead a self-assessment each year using the Assessment of Program Practices Tool (APT). This process involves the Building Leader and at least one other program stakeholder (e.g., program or school staff person, school administrator, parent) choosing one day to observe arrival time, transitions, homework time, one activity, and pick-up time using standardized observation criteria. After the observation, the reviewers compare scores and identified strengths and recommendations for improvement. The Building Leader then completes an APT. Summary Report – which includes an Action Plan for addressing weaknesses – that is shared with Central Office and program consultants (who provide input on the Action Plan, as needed), as well as with the Quality Advisor.

Program and Process Requirements

A consultant conducts an un-announced site visit to each NHPS site at least once per school year. The consultant uses the APT to observe arrival time, transitions, homework time, at least one activity, and pick-up time, and conducts a brief, informal interview with the Building Leader. The consultant then writes a site visit report, including detailed observation notes, observation recommendations, administrative notes, and administrative recommendations. The consultant sends the report to the site Building Leader and Principal, and encourages the Building Leader to discuss the findings and recommendations with program staff, as appropriate. The consultant also shares the report with Central Office staff, highlighting key findings and recommendations for program improvement.

Program and Process Requirements

Professional Development and Training

NHPS provides a host of both required and elective professional development and training opportunities to ensure that program staff have the skills they need to provide exceptional programming, as well as a solid understanding of the purpose, goals, policies, procedures, and expectations of the after school program.

Most after school staff members are NHPS teachers or paraprofessionals who have received extensive education and training on classroom instruction, classroom management strategies, cultural competency, serving at-risk students, and the Common Core State Standards. On an ongoing basis, NHPS teachers receive professional development from district-level Subject Area Supervisors to ensure that instructional practices align with the Common Core State Standards. Teachers also receive school-level professional development to ensure that instruction aligns with school and student needs. NHPS after school programs also carefully vet community members and partner staff to ensure experience and a positive track record working with the target population.

Program and Process Requirements

The Building Leader from each school, as part of their responsibility to manage partnerships, shall inform each of their partners about professional development and training opportunities available through the programs, and shall invite and encourage partner staff who serve students in the after-school program to attend. Partner staff will also benefit from the presence of school-day teachers and highly-qualified paraprofessionals in their after-school activities, as these highly-trained instructional staff are encouraged to share best practices related to classroom management, cultural competency, serving at-risk students, and the Common Core State Standards.

Program and Process Requirements

Background Checks

All After School programs staff and volunteers are required to submit to state and federal criminal record checks, as well as a record check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may work or volunteer for a NHPS 21st Century program.

All newly hired personnel are required to complete a hiring packet, which includes the following items:

- **Fingerprint card;**
- **Release of information form;**
- **DCF release of information form; and**
- **Other items related to the potential employee's qualifications and ability to serve.**

Program and Process Requirements

Staff Personnel Files

In accordance with state and federal law, personnel files shall be maintained for all current NHPS employees, as well as for all NHPS employees who quit, are terminated, or who retire.

All materials contained in an NHPS employee's personnel file shall be made available for inspection by the employee and/or, with the employee's consent, by the employee's collective bargaining representative, if any. The inspection shall take place at an off-duty time in the presence of an administrator. Upon request, the employee will be provided with copies of any record or report maintained in said employee's personnel file. The first copy will be provided free of charge. Subsequent copies will be provided for a fee to be determined by the New Haven Board of Education.

Program and Process Requirements

An employee, as well as their collective bargaining representative (if any), will receive written notification (sent by certified U.S. mail) if a request is made for disclosure of the employee's personnel files or any documents, records, reports, or other items contained within the employee's personnel files. The records will be disclosed unless written objection is received from the employee or their representative within seven (7) business days from receipt of the notice, or, if there is no evidence of receipt of said written notice, within nine (9) business days after the notice was sent. In no case shall an employee's performance and evaluation records be released without the employee's written consent.

This policy aligns with the New Haven Board of Education's official policy on the maintenance of NHPS personnel records.

All programs must follow Covid 19 Requirements.

Contractor Selection

- Meeting with potential community partners
- Release RFQ to community partners
- Collection of RFQ's
- Review and scoring
- Create a list of scores from RFQ's
 - Those from 90 to 100- highly qualified
 - Those from 70 to 90- qualified, we work with them on how to improve
 - Those from 0 to 69- not qualified
- Our scoring team were central office leadership and YFCE staff
 - Ivelise Velazquez
 - Keisha Hannans
 - Gemma Joseph Lumpkin
 - Arthur Edwards
 - Kermit Carolina
 - Lysie Rodriguez



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Forms Utilized in the Process

RFQ- Request for Qualifications

- Document attached

Proposals of services from community partners

Deadlines

Two week deadline from the needed date



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How programs are distributed by school and funding source?

Please, see the attached spreadsheet.



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For Before School programs – what can we provide – or do we need an outside agency managing those programs?

- We try to expand to our lead partners, example: Arte Inc.
- We look to our extended schools, if we have 21st Century funds, as they cut certain amount during the 4th year and 50% on the 5th year, we try to leverage with the funds
- Another tier of approach is what schools can be supported by our programs
- We need a combination of in school staff and outside agencies managing this programs.



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Thank You



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NHPS OFFICE OF YOUTH, FAMILY & COMMUNITY ENGAGEMENT



School Building Infrastructure & Project Management Stewardship Report



9/9/2021
Prepared by:

Thomas Lamb
Chief Operations Officer

Joseph Barbarotta
Executive Director of Facilities
Management



1. School Construction Program
2. Capital Improvement Grants
3. School Infrastructure Project Planning
4. Energy Management and Sustainability
5. Indoor Air Quality Program
6. Work Order Management

Construction Projects in State Audits

- COO is working with Sue Weisselberg to review all project audit status with state office of school construction.
- Gaps in audit information that need clarification from state office of school construction
- 15 of 43 School construction projects that are listed with the state are listed as audit incomplete.
- COO working with the state office of school construction to identify what needs to be done to close open audits appropriately.

AMENDMENTS IN PROCESS AND WAITING:

093-0365 Grant/ 093-Mayo:

- Giordano / Amendment 18
 - Submitted to Corporation Council Office
 - Awaiting assignment to Pam or Stacy
- SSRCx / Amendment 3
 - Corporation Council assigned to Stacy for drafting

093-0357 ESUMS

- SSRCx / Amendment 1
 - Need approval from bonding company amendment for submittal to F&O and BOE for approval

Sound School—1989-

Filtration System

All Preparation steps have been completed

Materials have been ordered

Roof Replacement

Kick Off Meeting on 8/23/21

Project Schedule Developed

Capital Improvement Grants



NEW HAVEN PUBLIC SCHOOLS



SILVER / PETRUCELLI + ASSOCIATES

Architects / Engineers / Interior Designers
3190 Whitney Avenue, Hamden, CT 06518-2340
Tel: 203 230 9007 Fax: 203 230 8247
silverpetrucelli.com

Sound School Foote Building Roof Replacement Meeting Meetings No. 01 Kick Off

Date	Time	Location	Prepared by
8/23/2021	10:00 AM	Zoom	Michelle Miller

Attendees:

Thomas Lamb	New Haven Public Schools Chief Operating Officer
Dean Petrucelli	Silver Petrucelli + Associates
Michelle Miller	Silver Petrucelli + Associates

Minutes:

Item	Description
1.	The roof is roughly 21,500 sq ft and will be a total tear down.
2.	SPA will make roof type recommendations following a review of existing drawings and field investigations.
3.	SPA will assist with the Ed Spec and Application process. <ol style="list-style-type: none">BOE and Citywide School Building & Stewardship Committee (CSBSC) will need to vote on ed spec, SCG-053, SCG-049 along with an R1 & R2 (roof key plans and information) and estimates.Applications are reviewed 1-10 of each monthSPA can assist in writing Ed Specs and will provide a sample to review (attached)
4.	SPA will provide a draft schedule/timeline with target dates for review (attached) <ol style="list-style-type: none">Recommend bidding project in late winter<ol style="list-style-type: none">Eagle Rivet is currently under contract for roof repairs

Next Meeting:	Date	Time	Location
	TBD	TBD	TBD

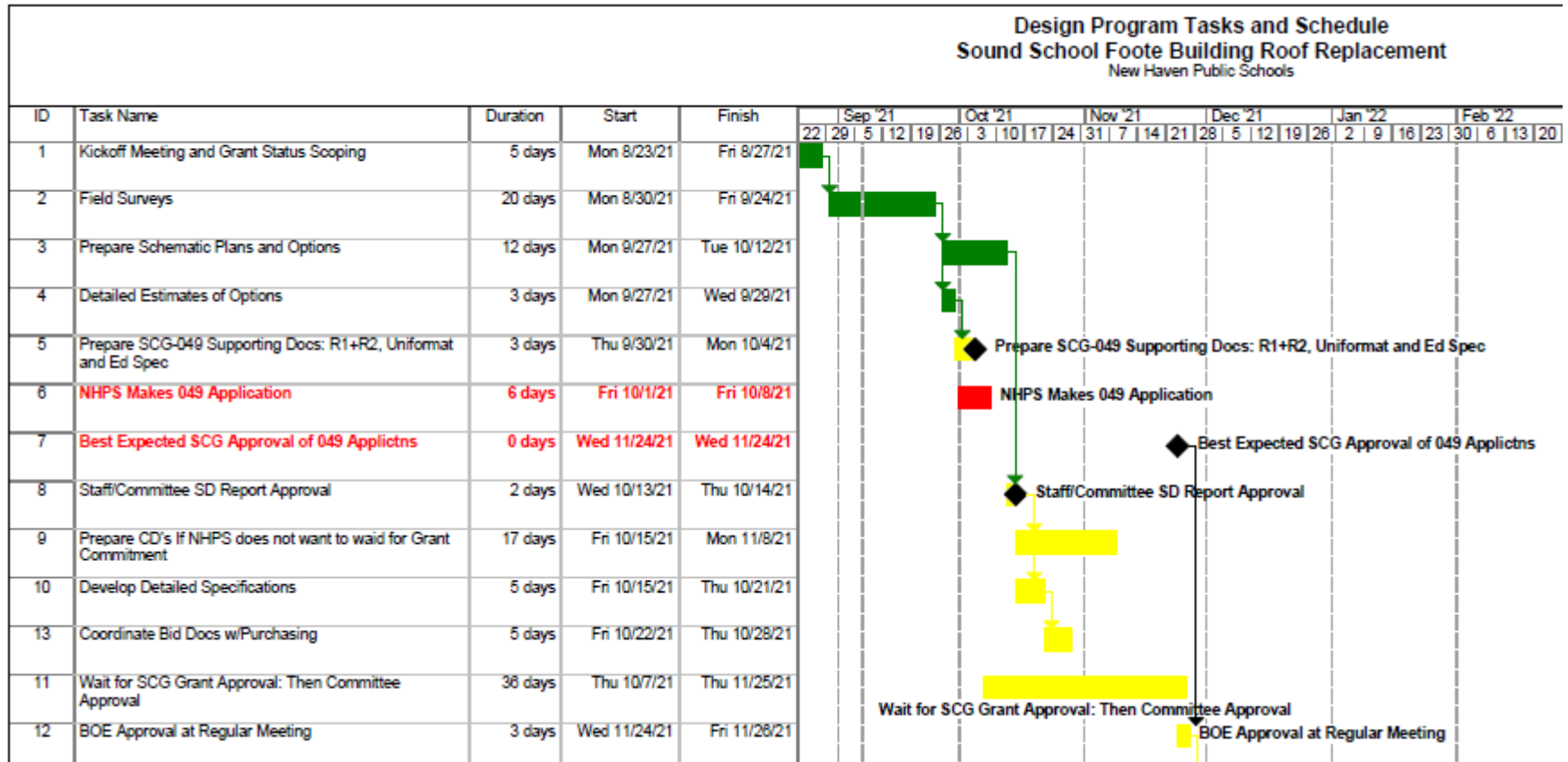
Any corrections, additions or comments shall be made to Silver Petrucelli + Associates within 14 days of the date of this meeting.

Distribution: All in attendance

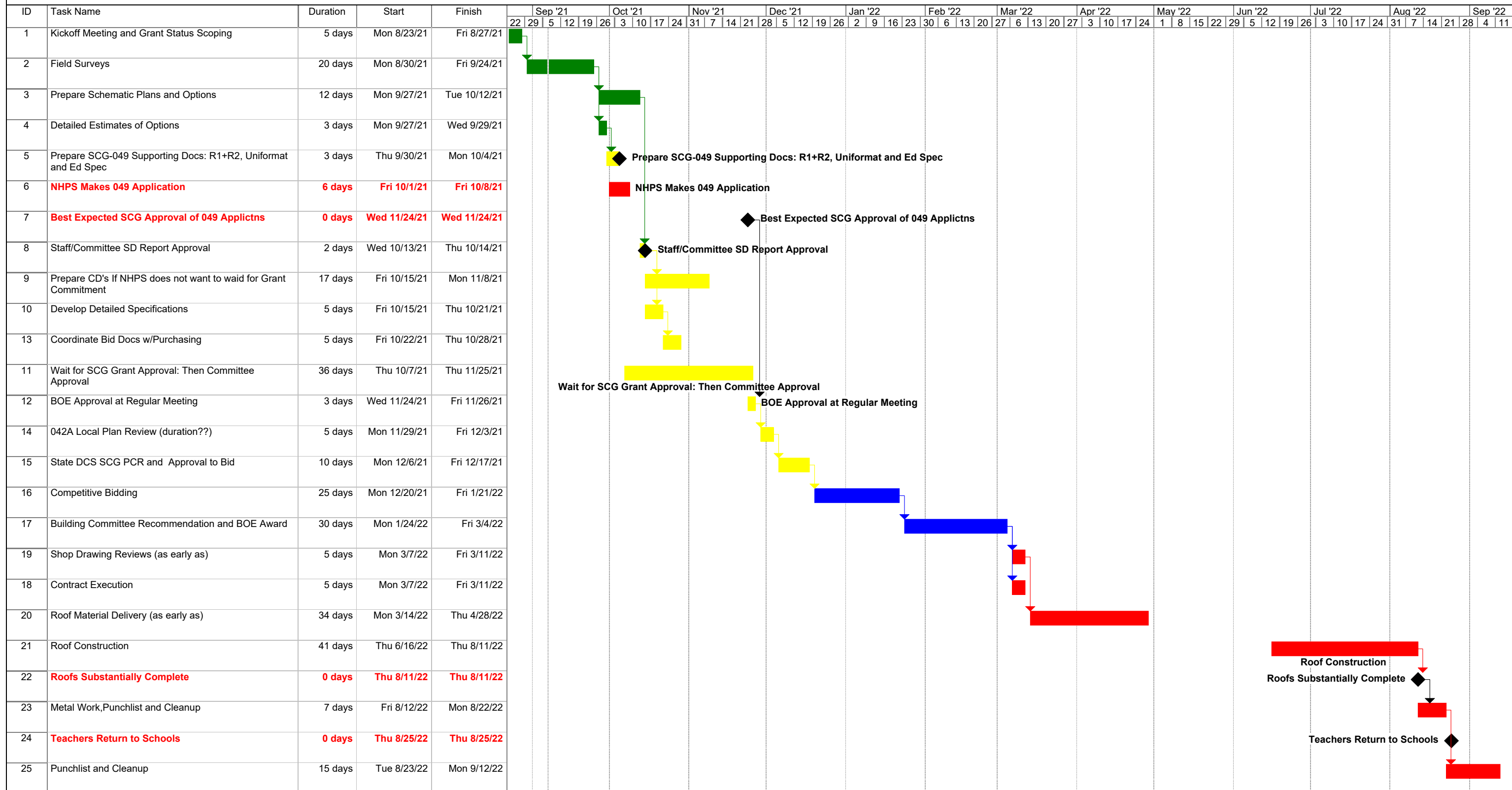
Capital Improvement Grants



NEW HAVEN PUBLIC SCHOOLS



Design Program Tasks and Schedule Sound School Foote Building Roof Replacement New Haven Public Schools



Kickoff Stage Estimated Schedule Date: Tue 9/7/21	Task		Progress		Summary		External Tasks		Deadline	
	Split		Milestone		Project Summary		External Milestone			

BOARD OF EDUCATION - PROPERTY AGE

Legend	Add'l Information
>10 Years	7 Total properties - 12.1% of total of Buildings
10-14 Years	11 Total properties - 19% of total Buildings
15-20 Years	24 Total properties - 41.4% of total Buildings
21-109 Years	16 properties - 27.6% of total buildings.
Overall Findings	40 properties are 15 years old or older or 69.0% of total buildings or 3,061,061 square feet

School	Address	S.F.	Year	Type	Age
Barack H. Obama	69 Farmhand Ave	64,000	2020	New	1
Riverside	103 Hallock Avenue	30,400	2018	Original	3
Engineering & Science University Magnet School	500 Boston Post Road West Haven	109,186	2015	New	6
Dr. Mayo	185 Goffe Street	77,606	2015	New	6
New Haven Academy	444-448 Orange St	67,100	2015	New	6
East Rock Magnet School	133 Nash Street	77,598	2013	Reno	8
Hill Central (New)	140 Dewitt Street	78,768	2012	New	9
Davis School	35 Davis Street	77,240	2011	New	10
Clemente, Roberto	360 Columbus Ave.	79,177	2010	New	11
Metro Business Academy	Water St	78,768	2010	New	11
Cooperative Arts & Humanities	177 College St	145,000	2009	New	12
Hooker, Worthington School	691 Whitney Avenue	61,003	2009	Reno	12
Mauro, Sheridan School	191 Fountain Street	101,322	2009	New	12
West Rock Stream Academy	311 Valley Street	36,500	2009	Reno	12
Woods, Bishop	1481 Quinnipiac Avenue	72,240	2009	New	12
Columbus, Christopher	255 Blatchley Avenue	74,600	2008	New	13
Troup Magnet Academy of Science	259 Edgewood Ave.	113,200	2008	Reno	13
Jepson, Benjamin Magnet School	15 Lexington Avenue	90,200	2007	New	14
Barnard Magnet School	170 Derby Avenue	90,000	2006	Reno	15
Beecher, L.W. School	100 Jewell Street	90,740	2006	Reno	15
Daniels, John School	569 Congress Street	90,700	2006	New	15
Hooker Elementary School	180 Canner Street	24,000	2006	Reno	15
Celentano Museum Academy	400 Canner Street	92,530	2005	New	16
Clinton Avenue School	293 Clinton Avenue	100,960	2005	Reno	16
Fair Haven School	164 Grand Avenue	180,362	2004	Reno	17



NEW HAVEN PUBLIC SCHOOLS

School	Address	S.F.	Year	Type	Age
King/Robinson Magnet School	150 Fournier Street	105,900	2004	New	17
Martinez, John S. School	100 James Street	101,529	2004	New	17
Ross/Woodward School	185 Barnes Ave	108,000	2004	Reno	17
Truman School	114 Truman Street	101,700	2004	Reno	17
Cross, Wilbur High School	181 Mitchell Drive	258,300	2003	Reno	18
Hale, Nathan School	480 Townsend Avenue	94,853	2003	Reno	18
Central Kitchen Facility	131 Barnes Avenue	36,600	2003	New	18
Hillhouse, James High School	480 Sherman Parkway	216,000	2002	Reno	19
Ross, Betsy Arts Magnet School	150 Kimberly Avenue	98,475	2002	New	19
BRAMS Hall	150 Kimberly Ave	3,990	2002	New	19
Field House (Hillhouse HS)	480 Sherman Parkway	93,600	2002	New	19
Adult Education	580 Ella Grosso Boulevard	21,794	2000	Original	21
Bassett, Lincoln School	130 Bassett Street	94,749	2001	Reno	20
Brennan, Katherine School	200 Wilmot Road	57,216	2001	Reno	20
Conte, Harry	511 Chapel Street	110,000	2001	Reno	20
Sound School (Aquaculture Center)	17 Sea Street	38,136	2001	New	20
Storage	21 Wooster Place	8,790	2001	Original	20
Wexler/Grant Community School	55 Foote Street	91866	2000	Reno	21
Edgewood Magnet School	737 Edgewood Avenue	47,688	1999	Reno	22
Rogers, Clarence School	199 Wilmot Road	35,500	1999	Reno	22
Hill Regional Career High School	140 Legion Avenue	165,000	1998	New	23
High School in the Community	175 Water Street	72,000	1995	Original	26
Sound School (Anderson Building)	South Water Street	3,926	1989	Original	32
Sound School (Emerson Building)	82 South Water Street	7,425	1989	Original	32
Sound School (McNeil Building)	60 South Water Street	3,839	1989	Original	32
Sound School (Thomas Building)	40 South Water Street	10,215	1989	Original	32
Elm City Montessori	495 Blake Street	71,142	1989	Original	32
Strong School	130 Orchard Street	47,703	1986	Original	35
Quinnipiac School	460 Lexington Avenue	31,000	1965	Original	56
The Shack	333 Valley Street	7,009	1940	Original	81
Storage	69 Grand Ave.	38,372	1915	Original	106
Facilities Department / Warehouse	375 Quinnipiac	40,804	1912	Original	109
Board of Education Administration	54 Meadow St	110,000	1946	?	75

ESSERII Grant

Bottle Filling Station

- New unit scheduled to arrive next week. If this works we will begin process of rolling out to as many schools as we can.
- Connections at all schools are different and will need to determine what unit will fit in each location.
- 2 Units per school
 - One unit at the nursing / administration area
 - One unit in or near the cafeteria

BMS System Upgrades

Upgrades to Tritium are in process at:

- Martinez School—50% Complete
- Nathen Hale—80% Complete
- Daniels School—20% Complete

ESSERII Grant Cont.

CO2 Sensor Repair or Replace

1. Bishop Woods
2. King Robinson
3. B. Ross

PO Has been issued and sensor replacement has begun

Domestic Hot Water Tank Replacements

IES Engineering will be developing the equipment replacement specifications. Contract for services is currently with City of New Haven Corporation Council for review

Lincoln Bassett School—2001 Renovation (20 Years)

- Tank is leaking and failure is imminent
- Awaiting PO for design of system

Bishop Woods School—2009 New (12 Years)

- Tank has failed
- Small Temporary is in place

Additional information from Long Term Facilities Study will assist in prioritizing.

Building Heat Boiler Replacements

Fair haven—Last Renovation was in 2004 (17 Years)

- Replacing all 3 boilers
- Boilers expected to arrive next week
- Vendor has committed to install & tested as soon as possible

Wexler School—Last renovation was in 2000 (21 Years)

- Replacing 1 Boiler
- Boilers arrived week of 8/30
- Install is in process

Boiler Replacements based on Internal Assessment

- Nathen Hale—Renovation 2003 (18 Years)
- Hillhouse—Renovation 2002 (19 Years)
- Wilber Cross—Renovation 2003 (18 Years)
- Ross Woodward—Renovation 2004 (17 Years)
- Lincoln Basset—Renovation 2001 (20 Years)
- Clarence Rogers—Renovation 2000 (21 Years)

At approximately \$250,000 for each boiler cost to district will be approximately \$3,000,000 for all currently identified for replacement. Some schools have multiple boilers.

Additional information from Long Term Facilities Study will assist in prioritizing

Swimming Pool Equipment Upgrades, Repairs or Replacements

Evaluating if ARP-ESSER funds can be used for remaining repairs.

Career School—Renovation 1998 (23 Years)

- Pumps are no longer serviceable and require replacement
- Ceiling above pool and walls are damaged and need to be scraped and painted
 - All sand blasting has been complete
 - Painting has begun
- Tile Flooring around pool is damaged and needs to be re-grouted
- Sand filter is not functioning and requires replacement.
- Facilities Team is working with city purchasing to award bid

Conte School—Renovation 2001 (20 Years)

- Assessment for structure of pool 7/8
- Engineering confirmed in report that there is no immediate danger
- Pool closed and drained for safety
- Sand Filter media is also in need of replacement
- Project bid and has a cost of \$23,700

Swimming Pool Equipment Upgrades, Repairs or Replacements

Cross School—Renovation 2003 (18 Years)

- Acid washing and re-grouting of pool area tile
- Estimated cost of \$50,000
- Need to Identify Funding Source

Hillhouse School—Renovation 2002 (19 Years)

- Pool Surface in need of re-grouting
- Estimated cost of \$33,597.00
- Need to Identify funding source

Martinez School—New 2004 (17 Years)

- Removal and replacement of dehumidification system that is beyond serviceable life and no longer functioning.
- Bid has been awarded for engineering services to create scope of work
- Estimated cost of replacement is \$400,000.00

Development of District Rolling Capital Improvement Plan

Plan Development

- Long Term Facilities Study
- Building Inventory with age of building and last major renovation
- Asset Inventory of all major building systems and date of install
- Assessment and prioritization of all district building assets based on building Age:
 - Roofs
 - Parking lots and Side Walks
 - Building Envelops
 - Heating Systems
 - Cooling Systems
 - Fire Suppression Systems
 - Fire Alarm Systems

Additional locations will be identified and prioritized as part of the long term facilities study

LED Lighting Upgrades Scheduled for 21/22

- Meeting to be set up with Elias and city to discuss Contract concerns raised by corporation council to move process forward.

Schools next in line for LED conversion:

- Hill Regional Career
- Clinton Avenue School
- Troup
- King Robinson School
- Martinez (if funding allows)

Fuel Cell Replacement Status

- Working with Giovanni and Mike Gormany to plan next steps with in coordination with the City of New Haven and the replacement of there fuel cell.



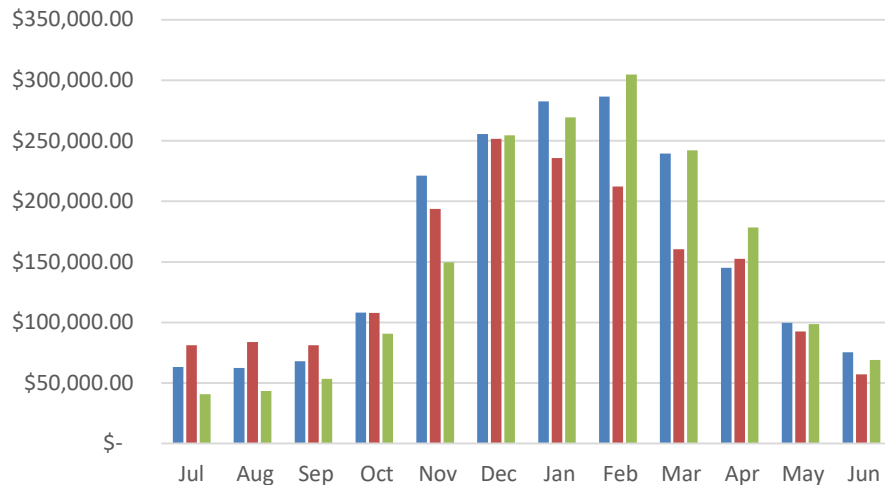
End of Year Electricity and Natural Gas Report

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
Electric	\$ 725,619.36	\$ 807,057.88	\$ 646,189.93	\$ 533,234.81	\$ 562,903.67	\$ 467,687.05	\$ 515,913.23	\$ 514,394.29	\$ 439,570.01	\$ 427,392.31	\$ 509,990.19	\$ 495,361.12
Gas	\$ 63,297.57	\$ 62,295.80	\$ 67,978.09	\$ 108,139.03	\$ 221,173.48	\$ 255,578.85	\$ 282,525.15	\$ 286,528.73	\$ 239,337.00	\$ 145,108.98	\$ 99,657.62	\$ 75,382.52
Total	\$ 788,916.93	\$ 869,353.68	\$ 714,168.02	\$ 641,373.84	\$ 784,077.15	\$ 723,265.90	\$ 798,438.38	\$ 800,923.02	\$ 678,907.01	\$ 572,501.29	\$ 609,647.81	\$ 570,743.64

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20
Electric	\$ 526,174.04	\$ 499,736.25	\$ 449,919.36	\$ 362,193.50	\$ 403,071.80	\$ 425,813.76	\$ 454,285.75	\$ 453,654.15	\$ 335,756.71	\$ 239,464.35	\$ 272,468.25	\$ 369,926.62
Gas	\$ 81,030.70	\$ 83,828.86	\$ 81,090.57	\$ 107,730.35	\$ 193,785.64	\$ 251,587.70	\$ 235,888.77	\$ 212,187.92	\$ 160,450.16	\$ 152,518.80	\$ 92,513.36	\$ 57,119.29
Total	\$ 607,204.74	\$ 583,565.11	\$ 531,009.93	\$ 469,923.85	\$ 596,857.44	\$ 677,401.46	\$ 690,174.52	\$ 665,842.07	\$ 496,206.87	\$ 391,983.15	\$ 364,981.61	\$ 427,045.91

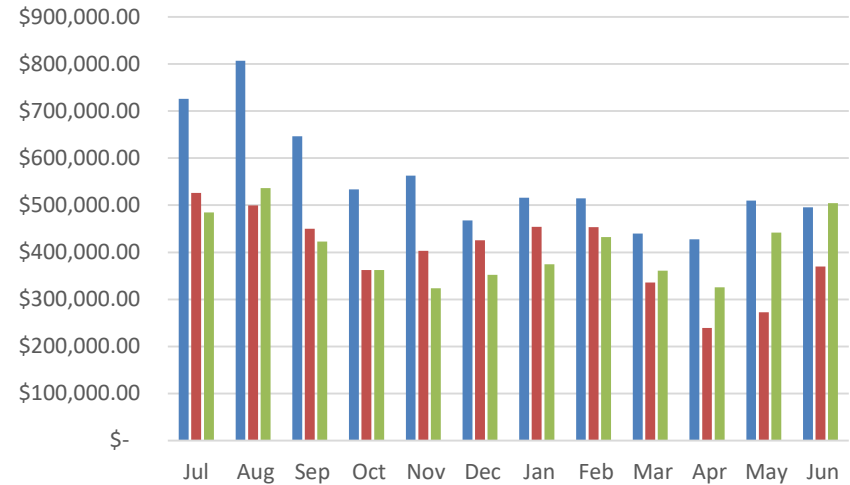
	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21
Electric	\$ 484,630.99	\$ 536,268.98	\$ 422,724.43	\$ 362,481.08	\$ 323,654.79	\$ 352,121.22	\$ 374,592.27	\$ 432,210.45	\$ 361,234.53	\$ 325,326.36	\$ 441,544.65	\$ 504,236.25
Gas	\$ 40,824.51	\$ 43,257.15	\$ 53,485.74	\$ 90,645.52	\$ 149,668.33	\$ 254,534.19	\$ 269,445.01	\$ 304,708.34	\$ 242,044.66	\$ 178,415.71	\$ 98,689.87	\$ 68,970.06
Total	\$ 525,455.50	\$ 579,526.13	\$ 476,210.17	\$ 453,126.60	\$ 473,323.12	\$ 606,655.41	\$ 644,037.28	\$ 736,918.79	\$ 603,279.19	\$ 503,742.07	\$ 540,234.52	\$ 573,206.31

Natural Gas



■ Natural Gas Cost 18-19 ■ Natural Gas Cost 19-20 ■ Natural Gas Cost 20-21

Electric Costs



■ Electric Cost 18-19 ■ Electric Cost 19-20 ■ Electric Cost 20-21

Flooding and Mold Issues around the district...

Facilities were notified by the building manager that there was mold in some of the rooms at Mauro Sheridan on Friday morning 8/27/2021. The building manager and his staff immediately cleaned and disinfected the cubies, pre-k rooms, music room, and the stairwell, and everywhere the mold was seen. The staff reported they had successfully cleaned with a disinfectant all affected areas by the end of the day Friday 8/27/2021. At Fair Haven, there was a leak in the ceiling in room 233 facilities received a work order on Monday 8/22/2021. Facilities went to Fair Haven on Wednesday 8/24/2021 and called in a contractor to remove the ceiling to investigate the cause of the leak. While at Fair Haven on Wednesday 8/24/2021 there was another room that also had a leak and the contractor open the wall to determine the cause of that leak. The pictures below with the signage are related to the remediation of this space. Facilities were then made aware of some mold in the I.T. room downstairs. A professional company was contacted to come in and remediate the rooms which they did on Friday 8/27/2021 and Saturday 8/28/2021. It was determined both leaks were caused by HVAC units and they are both scheduled to be repaired on Monday 8/30/2021. The areas where walls or ceilings have been opened will need to be treated and dried out completely before they can be closed up.

These instances provided an opportunity for the COO to evaluate the Facilities team and our response plan related to remediation of water or flood damage to our school buildings.

MOLD PROTOCOLS

WHAT TO DO IF YOU SEE MOLD

THE SEQUENCE

1 DISCOVER 2 COMMUNICATE 3 REMEDIATE 4 MONITOR

FOR ANY SUSPECTED INSTANCE OF MOLD, TAKE THE FOLLOWING STEPS

1

DISCOVER

If you see or suspect mold in an area proceed with the following steps

2

COMMUNICATE

- Communicate confirmed or suspected mold by **calling the Environmental Health & Safety Office: 475-220-1662 or Facilities Department: 475-220-1631**
- A work order will be submitted describing the problem and identifying the exact location.
- If root cause is readily available, it will be noted on the work order (leaking pipe etc...)

3

REMEDiate

- The Facilities Department will assess the extent of the incident and determine corrective action(s)
- Remediation may include anything from localized cleaning by custodial staff to professional remediation contractor.

4

MONITOR

Environmental Health & Safety Department will monitor conditions going forward together with the Building Manager



NEW HAVEN PUBLIC SCHOOLS

**Biosvert
PO 70220036-000**

Job Date	Invoice Date	Invoice Number	WO	School	Year Built/Reno	Age	Description
8/10/2021	8/13/2021	1864-4524	124960	Hillhouse	2002	19	Exhaust Fans
8/10/2021	8/13/2021	1864-4524	124853	Sound McNeil	1989	32	Exhaust Fans
8/10/2021	8/13/2021	1864-4524	124925	Sheridan	2009	12	Booster Pump Quote
8/10/2021	8/13/2021	1864-4524	125017	Hooker Middle	2009	12	RTU 1, RTU 3, EF's
8/10/2021	8/13/2021	1864-4524	125019	Barnard Nature	2006	15	FCU 1, Pumps 2 & 2
8/10/2021	8/13/2021	1864-4524	125021	Bassett	2001	20	RTU 3, 4, 6
8/11/2021	8/13/2021	1864-4524	125022	Jespson	2007	14	AHU 3 VFD & motor
8/10/2021	8/13/2021	1864-4524	125023	Riverside	1971	50	AHU 1
8/6/2021	8/13/2021	1864-4524	125028	Sound McNeil	1989	32	EF Repairs
8/13/2021	8/13/2021	1864-4524	125100	Sound Emerson	1989	32	EF Belt
8/13/2021	8/13/2021	1864-4524	125099	Sound Aqua	2001	20	Check EF's
8/18/2021	9/19/2021	1864-4550	125195	MBA	2010	11	Motor & Belts
8/11/2021	9/19/2021	1864-4550	125020	Sound	1989	32	RTU 1 leak, RTU 2 bearings
8/12/2021	9/19/2021	1864-4550	125075	Conte	2001	20	RTU 3 SF alarm, AHU 1 Auditorium no cooling
8/13/2021	9/19/2021	1864-4550	125066	Edgewood	1999	22	RTU 1 - Gym no cooling
8/9/2021	9/26/2021	1864-4567	125057	Sound Aqua	2001	20	Failed switched for EF's
8/20/2021	9/26/2021	1864-4567	125099	Sound Aqua	2001	20	EF Belts
8/12/2021	9/26/2021	1864-4567	124405	Beecher	2006	15	Comp Lab Unit Down, Refrigerant Leak
8/18/2021	9/26/2021	1864-4567	125184	MBA	2010	11	Noisy Bearings, Fan Grinding
8/20/2021	9/26/2021	1864-4567	125233	Bassett	2001	20	EF 2, EF 3, EF 7
8/18/2021	9/26/2021	1864-4567	125149	King Robinson	2004	17	Chiller 2 Lockout, Clean Coils
8/18/2021	9/26/2021	1864-4567	125164	Micro Shack	1940	81	HPS Tripped, No Cooling
8/12/2021	9/26/2021	1864-4567	125073	Bassett	2001	20	AHU 1, RTU 3, RTU 6



NEW HAVEN PUBLIC SCHOOLS

**Tucker/Encor
PO 70210042-000**

Job Date	Invoice Date	Proposal	Invoice Number	WO	School	Year Built/Reno	Age	Description
8/18/2021	8/25/2021		510027292	125174	Sheridan	2009	12	Chiler Down
8/3/2021	8/25/2021		510027291	124890	Hillhouse	2002	19	Check and Service all Exhaust Fans
8/13/2021	8/25/2021		510027291	125085	Cross	2003	18	Check float in tank to cooling tower
	8/31/2021		510027367	124891	Cross	2003	18	Check operation of all EF's, replace belts, lube motors
	8/31/2021		510027367	125133	Barnard	2006	15	Respond to water leak 304
	8/31/2021		510027367	125354	Ross Woodw	2004	17	Respond to RTU 4 and 5 no cooling
	8/31/2021		510027367	125359	Career	1998	23	AHU 4, RTU 1, RTU, RTU 8, RTU 11 no cooling
	8/31/2021		510027367	125594	Jepson	2007	14	Circuit 2 compressor not working
	8/31/2021		510027367	125623	Troup	2008	13	Chiller 1 oil leak, chiller 2 circuit 1 compressor
	8/31/2021		510027367	125673	Hillhouse	2002	19	Fixed leak mid-coil. Needed replacement
	8/31/2021		510027367	125731	Truman	2004	17	RTM board and interface board bad
	8/31/2021		510027367	125734	Sound Aqua	2001	20	Blower motor grounded out
8/30/2021	8/31/2021	JE-9420	510027435	124776	Fieldhouse	2002	19	Replace 2 burst CHW could in RTU 1
8/30/2021	8/31/2021		510027436	125326	Sheridan	2009	12	Repair gas pumps and solenoids
8/30/2021	8/31/2021		510027436	125591	Sheridan	2009	12	Needed refrigerant fill chiller 1
		JE-9399			Troup	2008	13	Replace failed compressor on chiller 2 circuit 1
		JE-9405			John Daniels	2006	15	Replace faulted solenoid valve and coil chiller 1
		JE-9403			Sound Aqua	2001	20	RTU 7: Replace supply air motor
		JE-9394			HSC			RTU 6: Replace compressor, drier, contactor
					HSC			RTU 11: Replace compressor, drier, contactor
					HSC			RTU 18: Replacement of faulted RTRM board
					HSC			RTU 6 and 11: Deep cleaning of coils
		JE-9387			Ross Woodw	2004	17	Leak check and repair unit S#334100298D
		JE-9336			Fieldhouse	2002	19	Replace 8 EF's and 1 motor
		JE-9359			Hillhouse	2002	19	Replacement of EF's, belts and motors



NEW HAVEN PUBLIC SCHOOLS

CT Controls

PO 70220014-000

Job Date	Invoice Date	Invoice Number	WO	School	Year Built/Reno	Age	Description
8/13/2021	8/20/2021	003-21/22	125080	Barnard	2006	15	HRAHU-3 return fan alarm
8/13/2021	8/20/2021	003-21/22	125081	Barnard	2006	15	Survey CO2 sensors
8/13/2021	8/20/2021	003-21/22	125082	Barnard Nature Ctr	2006	15	Survey CO2 sensors
8/6/2021	8/20/2021	003-21/22	124869	Brennan	2001	20	Check the following failed exhaust fans: EF-6, EF-8, EF-13, EF-16, EF-17, EF-18.
8/9/2021	8/20/2021	003-21/22	124869-1	Brennan	2001	20	Check the following failed exhaust fans: EF-6, EF-8, EF-13, EF-16, EF-17, EF-18.
8/10/2021	8/20/2021	003-21/22	124843	ESUMS	2015	6	Check the following failed exhaust fans: EF-6, EF-15, EF-16. Verify exhaust in all the bathrooms.
8/11/2021	8/20/2021	003-21/22	124843-1	ESUMS	2015	6	Check the following failed exhaust fans: EF-6, EF-15, EF-16. Verify exhaust in all the bathrooms.
8/11/2021	8/20/2021	003-21/22	124843-1	ESUMS	2015	6	CSG-NG-100 Greystone Current Switch
8/11/2021	8/20/2021	003-21/22	125050	ESUMS	2015	6	wire up control relay & transducer for sttaus
8/11/2021	8/20/2021	003-21/22	125026	Floyd Little	2002	19	water dripping down onto the track
8/12/2021	8/20/2021	003-21/22	125053	Floyd Little	2002	19	ck operation chill water valves on AHU1,2,3,4
8/9/2021	8/20/2021	003-21/22	124846-1	Lincoln Bassett	2001	20	Check the following failed exhaust fans: EF-2, EF-13, EF-14. Check exhaust fans EF6,7,9 and 17. No status point on these fans. Verify exhaust in all bathrooms.
8/12/2021	8/20/2021	003-21/22	125079	Lincoln Bassett	2001	20	AHU-2 not going into occupied mode
8/12/2021	8/20/2021	003-21/22	125083	Lincoln Bassett	2001	20	Survey CO2 sensors
8/13/2021	8/20/2021	003-21/22	125074	Nathan Hale	2003	18	RTU-1 no cooling
8/10/2021	8/20/2021	003-21/22	125005	Robinson	2004	17	AHU-5 fan alarm. EF-16 fan alarm. Corridor VAV 226 reading 100 deg. Replace VAV-123 reheat valve actuator.
8/12/2021	8/20/2021	003-21/22	125091	Robinson	2004	17	Perform a CO2 sensor survey
08/02-08/05/21	8/20/2021	003-21/22	124868	Various Locations			perform a system ck every morning
08/06 & 08/09/21	8/20/2021	003-21/22	124868-1	Various Locations			perform a system ck every morning



NEW HAVEN PUBLIC SCHOOLS

CT Controls

PO 70220014-000

Job Date	Invoice Date	Invoice Number	WO	School	Year Built/Reno	Age	Description
08/12/2021	8/20/2021	003-21/22	124549	Wilbur Cross	2003	18	replace chill water valve actuator on AHU-9 actuator from NH stock
8/11/2021	8/20/2021	003-21/22	125029	Wilbur Cross	2003	18	ck operation of tower
8/24/2021	8/31/2021	004/21-22	125369	Barnard	2006	15	Check operation of Library AHU-2. Turn boiler plant on to implement de-humidification
8/17/2021	8/31/2021	004/21-22	125137	Beecher	2006	15	rtu-13 overcooling
8/19/2021	8/31/2021	004/21-22	125084	Bishop Woods	2009	12	survey CO2 sensors
8/17/2021	8/31/2021	004/21-22	125118	Bishop Woods	2009	12	ck operation of ahu-1
8/18/2021	8/31/2021	004/21-22	125165	Bishop Woods	2009	12	replace valve actuator(NHBOE stock) on chiller #1
8/23/2021	8/31/2021	004/21-22	125303	Bishop Woods	2009	12	gym hot
8/20/2021	8/31/2021	004/21-22	125194	Brennan	2001	20	assist fitter w/checkout EF-6 & EF-8
8/20/2021	8/31/2021	004/21-22	125194	Brennan	2001	20	RIBU1C rib relay
8/24/2021	8/31/2021	004/21-22	125305	Career	1998	23	ck system complaints building is too warm
8/19/2021	8/31/2021	004/21-22	125217	Celentano	2005	16	Boilers running
8/18/2021	8/31/2021	004/21-22	125112	Conte West	2001	20	ck control board in rtu-3
8/25/2021	8/31/2021	004/21-22	125398	Coop	2009	12	Black Box Control Room TH222 over cooling. Please check all units. They seem to be over cooling also
8/25/2021	8/31/2021	004/21-22	125398	Coop	2009	12	TR-21 honeywell 20k wall sensor
8/26/2021	8/31/2021	004/21-22	125398-1	Coop	2009	12	Black Box Control Room TH222 over cooling. Please check all units. They seem to be over cooling also
8/27/2021	8/31/2021	004/21-22	125738	Coop	2009	12	no cooling on upper floors
8/17/2021	8/31/2021	004/21-22	125147	ESUMS	2015	6	chiller alarm condenser pump are not being commanded on
8/19/2021	8/31/2021	004/21-22	125191	East Rock	2013	8	ck toilet exhaust fans EF-3 & 4
8/23/2021	8/31/2021	004/21-22	125302	Facilities	1912	109	ck EBI servers
8/18/2021	8/31/2021	004/21-22	125183	Fair Haven	2004	17	replace belt on ahu-2
8/20/2021	8/31/2021	004/21-22	125212	Fair Haven	2004	17	AC Not Working In Assistant Principal's Office room 131. Unable to see the VAV's on the 1st floor.
8/19/2021	8/31/2021	004/21-22	125222	Hillhouse	2002	19	ck cooling system at Bowen Field Facility
8/26/2021	8/31/2021	004/21-22	125658	Hillhouse	2002	19	RTUA1 Auditorium Fan Alarm. RTU-1 Media Center Valve at 100% but no cooling



NEW HAVEN PUBLIC SCHOOLS

CT Controls

PO 70220014-000

Job Date	Invoice Date	Invoice Number	WO	School	Year Built/Reno	Age	Description
8/27/2021	8/31/2021	004/21-22	125292	HS Community	1995	26	RTU-6 no cooling, RTU-11 over cooling, RTU-18 no cooling, RTU-31 no cooling, RTU-B controller failed, RTU-D no cooling
8/23/2021	8/31/2021	004/21-22	125304	Jepsen	2007	14	building warm
8/23/2021	8/31/2021	004/21-22	125301	Metro Bus Acad	2010	11	ck EBI servers
8/26/2021	8/31/2021	004/21-22	125676	Metro Bus Acad	2010	11	Guidance room 101 over heating. See Jaryd for specific location. report of room being 85 deg
8/17/2021	8/31/2021	004/21-22	125007	Nathan Hale	2003	18	no ac in main office xl10 controllers are failed
8/26/2021	8/31/2021	004/21-22	125630	Nathan Hale	2003	18	RTU-7, RTU-12 not enabling. RTU-11 Supply fan alarm
8/25/2021	8/31/2021	004/21-22	125619	NH Academy	2015	6	Rooms 304,306,308 chill beams are in condensation alarm. No cooling
8/18/2021	8/31/2021	004/21-22	125167	Obama MS	2020	1	Administration area too warm. temps in the hi 70's, low 80's. DO2 shows it is running but static seems low.
8/27/2021	8/31/2021	004/21-22	125737	Sound Aqua	2001	20	ck rtu-6 & 7 no cooling
8/25/2021	8/31/2021	004/21-22	125573	Troup	2008	13	No AC complaint of no cooling in room 206. RAHU-4 static pressure low. SF running at 100 %
8/20/2021	8/31/2021	004/21-22	125247	Wilbur Cross	2003	18	ck operation of cooling tower
8/24/2021	8/31/2021	004/21-22	125300	Wilbur Cross	2003	18	repair chill water valve in rm E9
8/27/2021	8/31/2021	004/21-22	125725	Wilbur Cross	2003	18	ck dehumidifier in print shop
8/25/2021	8/31/2021	004/21-22	125332	Woodward	2004	17	gym hot rtu4 & 5 no cooling



NEW HAVEN PUBLIC SCHOOLS

ARP ESSER GRANT UPDATE

AMERICAN RESCUE PLAN: ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND

Dr. Iline P. Tracey
Superintendent of Schools

Keisha Redd-Hannans
Assistant Superintendent for Instructional Leadership

Medria Blue-Ellis, Monica Morales, and Dr. Nicholas Perrone
Principals

Board of Education
September 13, 2021

New Haven Public Schools Allocation: \$80,017,233

- LEAs must reserve 20% of their allocation to address learning loss through the implementation of evidence-based interventions
- Set Aside: \$16,003,447
- Respond to students social, emotional, and academic needs
- Address disproportionate impact of underrepresented subgroups
- All funds are required to be expended by September 2024

ARP ESSER Grant Focus Group Summary

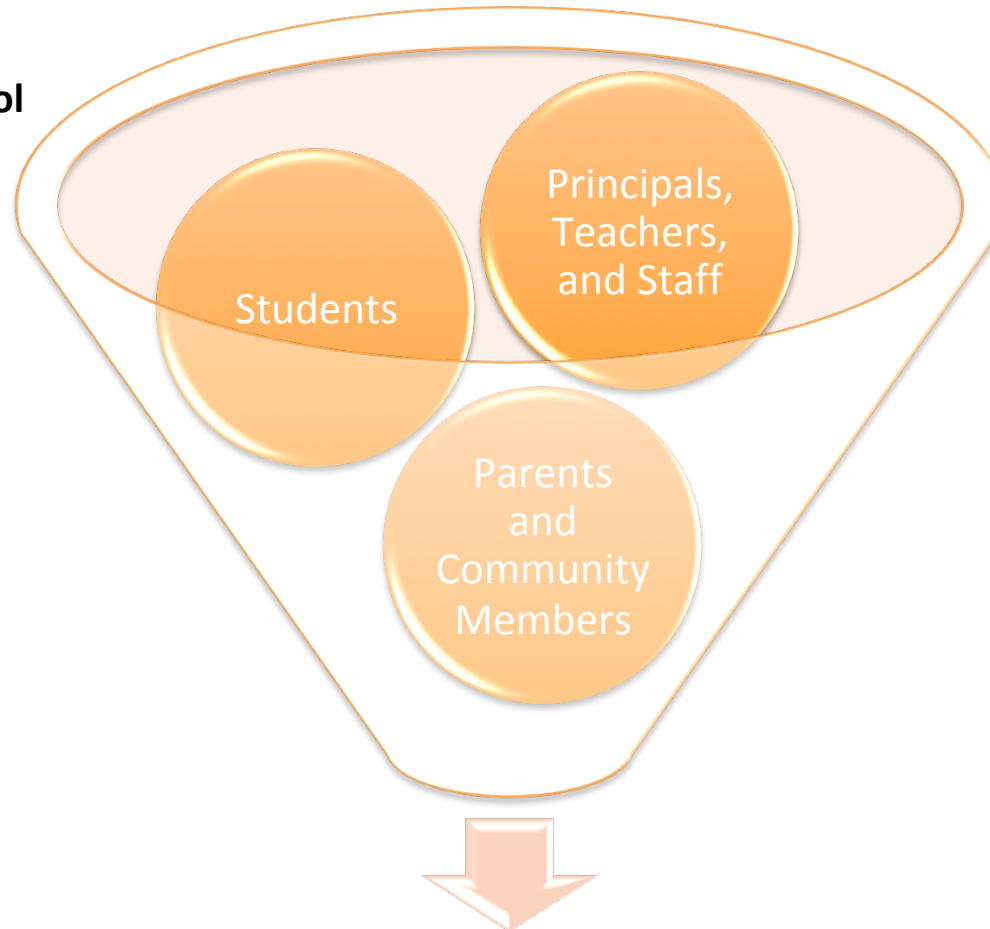
Stakeholder Group	Number of Attendees
Administrators	115
Teachers	1425
Staff	787
Students	2,387
Family/Community Partners	708
TOTAL NHPS	5,422

Every School Matters: Innovation for Success



NEW HAVEN PUBLIC SCHOOLS

**ARP ESSER School
Allocation:
\$10,860,000**



Innovative practices that will lead to meaningful, engaging, and personalized learning experiences for students, staff, and families

Edgewood School Improvement Goals

GOAL 1: Culturally Relevant Pedagogy

GOAL 2: Student-Student Discourse

GOAL 3: Outdoor Exploration

ARP ESSER Investments

Facilities:

- Outdoor learning improvements: K-2 slop kitchen, music outdoor makerspace, sail shade for outdoor classroom

Learning:

- Partnership w/ Public Allies CT – Student empowerment focus
- ABAR training for staff
- Whole school enrichment block

Community:

- Commitment to the Arts: Local Guest Artist Program
- After school programming scholarships

SEL:

- Partnership w/ Miss Kendra program
- Partnership w/ parent/artist to create stress bottle activity

ESUMS School Improvement Goals:

Goal 1: High Achievement for all Learners

Goal 2: Preparation for College, Career, and Life

Goal 3: Unwavering Commitment to Equity, Growth, and Progress

ARP ESSER Investments

Actively interrupt patterns of inequity, educators have the knowledge, resources, and will to identify patterns of inequity relating to Goals 1, 2, and 3

LEARNING

- Harvard Data Wise Training and Universal Design for Learning: training to support interruptions in subgroups performance in literacy, science, and attendance
- Reimagining Academic Renewal/Support Programs: ESUMS unique implementation of Read 180
- Innovation and Learning Acceleration: Middle School Technology; HS AP Economics; HS Equity Lab dual credit bearing courses Wharton School of Business Personal Finance class and industry certification attainment

SEL

- SEL Innovations: Strengthen ESUMS SEL Program with a continuation of the Yale Ruler Program, 21st Century Skills and Global Learning Skills Grades 6-8; Health and Wellness Initiatives; Training to support administrative assistants' initiatives to create welcoming schools

COMMUNITY

- ABAR/Social Justice: Continue to address social justice and equity through Global Learning and Citizenship and Anti-Bias/Anti-Racism professional development and curriculum implementation

Fair Haven School Improvement Goals:

GOAL 1: Learning Acceleration, higher order thinking, student discourse

GOAL 2: Equitable access for ELL students through expansion of Dual Language Program

GOAL 3: Nurturing community focused on Whole Child, SEL wellness, physical wellness

ARP ESSER Investments

LEARNING

- Hire math and special education tutors to support intervention and enrichment.
- Create after school programming for kindergarten students to support with academic growth, enrichment, and SEL.

FAMILY AND COMMUNITY ENGAGEMENT

- Provide resources to support school community celebrations of diversity, multiculturalism, college and career readiness, seasonal events. FTO and SPMT.
- Expansion of family engagement focus on technology, literacy, math, and language support. For example, breakfast and biliteracy and math and muffins, (workshops for parents).

SEL

- Hire part-time SEL Coach to mentor students, assist with academics, and help students develop positive strategies when facing challenging situations
- Utilize incentives to motivate student engagement, celebrate attendance effort and achievement.
- Establish a staff wellness room for self-care.

SAFE AND HEALTHY SCHOOLS:

- Develop outdoor learning spaces to maintain safety and promote learning opportunities in a natural environment.
- Revitalize our greenhouse for access to students in grades 5-8 for engaging learning opportunities.

New Haven Public Schools Allocation: \$80,017,233

Priority Area	Investment Amount
Academics	\$50,972,014.46
Family and Community Engagement	\$1,133,673.56
Social Emotional Learning	\$4,289,9290.98
Technology	\$9,847,903.00
Safe and Healthy Schools	\$13,773,712.00

MEMORANDUM

TO: Finance Committee Members

FROM: Linda T. Hannans

DATE: September 3, 2021

SUBJECT: Part Time Salary Data

Attached please find Exhibit 1, Exhibit 2 and 3 which relate to requests regarding part time staff.

Exhibit 1 shows:

- Historical Data and with the rates currently in force and then showing the increase if \$13.50, \$14.00, \$14.50 and \$15.00 for staff paid \$12.00 (\$13.00 per hour effective 8/1/21) this was the original request made by Mr. Conway at our meeting in July, 2021.
- The third section of the table shows the current rates for other staff paid at

Non Certified Instructor	\$15.00
Board Clerk	\$15.00
Skilled Worker	\$15.00
Non Certified Instructor B/A	\$22.50
P/T Certified Teachers	\$32.00

Exhibit 2 shows:

- The data recently collected from Schools and Departments for FY 2021-22
 - increasing all non-union part time staff from \$13.00 to \$14.00
 - no rate increase for job titles \$15 per hour and over

Exhibit 3 shows:

- The same data as Exhibit 2 at the \$15 per hour rate with no rate increase for jobs titles already at \$15 per hour or over
 - The issue with increasing to \$15 is that they will be making .50 more than the unionized para professionals and the same rate as the skill workers who in some cases teach none certified classes

Summary

Based on the data provided and the fact that the bulk of the expenses will be incurred against the grants we recommend the increase from \$13 to \$14 per hour. While the increase of \$1 may be significant for the smaller grants they have the option of reprogramming or cutting down on the number. Since many of the grants have not started or are in early stages of the application process once a decision is made we will be able to complete using the revised rate.

However, one thing to keep in mind is that the City charges FICA/Medicare 7.65% (6.2 and 1.45) and Workers Compensation .0068 for part time staff being paid from grants. As we actually determine the pay rate and what classifications staff will actually be hired in these calculations will have to be figured in as well.



NEW HAVEN PUBLIC SCHOOLS

Part Time Pay Analysis, August, 2021

EXHIBIT 1

Position	Count	Current Rate	Hours/Day	Days	Current Pay	Total @ \$13	Change vs Current	Total @ \$14	Change vs Current	Total @ \$15	Change vs Current
CLERICAL	31	\$12.00	3.9	180	\$261,144	\$282,906	\$21,762	\$304,668	\$43,524	\$326,430	\$65,286
P/T PARAPROFESSIONALS	152	\$12.00	3.4	180	\$1,116,288	\$1,209,312	\$93,024	\$1,302,336	\$186,048	\$1,395,360	\$279,072
STUDENT	46	\$12.00	0.5	180	\$49,680	\$53,820	\$4,140	\$57,960	\$8,280	\$62,100	\$12,420
BUS MONITOR	44	\$12.00	3.9	180	\$370,656	\$401,544	\$30,888	\$432,432	\$61,776	\$463,320	\$92,664
Total	273				\$1,797,768	\$1,947,582	\$149,814	\$2,097,396	\$299,628	\$2,247,210	\$449,442

Position	Count	Current Rate	Hours/Day	Days	Current Pay	Total @ \$13.50	Change vs Current	Total @ \$14.50	Change vs Current	Total @ \$15.50	Change vs Current
CLERICAL	31	\$12.00	3.9	180	\$261,144	\$293,787	\$32,643	\$315,549	\$54,405	\$337,311	\$76,167
P/T PARAPROFESSIONALS	152	\$12.00	3.4	180	\$1,116,288	\$1,255,824	\$139,536	\$1,348,848	\$232,560	\$1,441,872	\$325,584
STUDENT	46	\$12.00	0.5	180	\$49,680	\$55,890	\$6,210	\$60,030	\$10,350	\$64,170	\$14,490
BUS MONITOR	44	\$12.00	3.9	180	\$370,656	\$416,988	\$46,332	\$447,876	\$77,220	\$478,764	\$108,108
Total	273				\$1,797,768	\$2,022,489	\$224,721	\$2,172,303	\$374,535	\$2,322,117	\$524,349

NON-CERTIFIED INSTR	59	\$15.00	3.6	180	\$573,480	\$573,480	\$0	\$573,480	\$0	\$573,480	\$0
PART-TIME SUPT. BOARD CLERK	1	\$15.00	3.1	180	\$8,370	\$8,370	\$0	\$8,370	\$0	\$8,370	\$0
SKILLED WORKER	97	\$15.00	3.9	180	\$1,021,410	\$1,021,410	\$0	\$1,021,410	\$0	\$1,021,410	\$0
NON-CERTIFIED INSTR BA+	117	\$22.50	3.4	180	\$1,611,090	\$1,611,090	\$0	\$1,611,090	\$0	\$1,611,090	\$0
P/T CERTIFIED TEACHER <150HRS	340	\$32.00	1.6	180	\$3,133,440	\$3,133,440	\$0	\$3,133,440	\$0	\$3,133,440	\$0
Total	614				\$6,347,790	\$6,347,790	\$0	\$6,347,790	\$0	\$6,347,790	\$0

Starting Hourly Rate, FT Para \$18.81
 Extra Duty Rate, FT Para \$14.50



Part Time Pay Analysis Projection FY 2021-22 based on 9/1/21 requests

NEW HAVEN PUBLIC SCHOOLS

EXHIBIT 2

Proposed Change to \$14.00

Position	Count	Current Rate	Hours/Day	Days	Current Pay	Proposed @ \$14	Change vs Current
CLERICAL	11	\$13.00	3.9	180	\$100,386	\$108,108	\$7,722
P/T PARAPROFESSIONALS	144	\$13.00	3.4	180	\$1,145,664	\$1,233,792	\$88,128
STUDENT	38	\$13.00	0.5	180	\$44,460	\$47,880	\$3,420
BUS MONITOR	44	\$13.00	3.9	180	\$401,544	\$432,432	\$30,888
Total	237				\$1,692,054	\$1,822,212	\$130,158

No Rate Change

NON-CERTIFIED INSTR	21	\$15.00	3.6	180	\$204,120	\$204,120	\$0
PART-TIME SUPT. BOARD CLERK	1	\$15.00	3.1	180	\$8,370	\$8,370	\$0
SKILLED WORKER	29	\$15.00	3.9	180	\$305,370	\$305,370	\$0
NON-CERTIFIED INSTR BA+	104	\$22.50	3.4	180	\$1,432,080	\$1,432,080	\$0
P/T CERTIFIED TEACHER <150HRS	223	\$32.00	1.6	180	\$2,055,168	\$2,055,168	\$0
Total	378				\$4,005,108	\$4,005,108	\$0

Total Projected Staff Count	615				\$5,697,162	\$5,827,320	\$130,158
Starting Hourly Rate, FT Para		\$18.81					
Extra Duty Rate, FT Para		\$14.50					



NEW HAVEN PUBLIC SCHOOLS

Part Time Pay Analysis Projection FY 2021-22 based on 9/1/21 requests

EXHIBIT 3

Proposed Change to \$15.00

Position	Count	Current Rate	Hours/Day	Days	Current Pay	Rate @\$15	Change vs Current
CLERICAL	11	\$13.00	3.9	180	\$100,386	\$115,830	\$15,444
P/T PARAPROFESSIONALS	144	\$13.00	3.4	180	\$1,145,664	\$1,321,920	\$176,256
STUDENT	38	\$13.00	0.5	180	\$44,460	\$51,300	\$6,840
BUS MONITOR	44	\$13.00	3.9	180	\$401,544	\$463,320	\$61,776
Total	237				\$1,692,054	\$1,952,370	\$260,316

No Rate Change for \$15 and over

NON-CERTIFIED INSTR	21	\$15.00	3.6	180	\$204,120	\$204,120	\$0
PART-TIME SUPT. BOARD CLERK	1	\$15.00	3.1	180	\$8,370	\$8,370	\$0
SKILLED WORKER	29	\$15.00	3.9	180	\$305,370	\$305,370	\$0
NON-CERTIFIED INSTR BA+	104	\$22.50	3.4	180	\$1,432,080	\$1,432,080	\$0
P/T CERTIFIED TEACHER <150HRS	223	\$32.00	1.6	180	\$2,055,168	\$2,055,168	\$0
Total	378				\$4,005,108	\$4,005,108	\$0
Total Projected Staff Count	615				\$5,697,162	\$5,957,478	\$260,316
Starting Hourly Rate, FT Para		\$18.81					
Extra Duty Rate, FT Para		\$14.50					



NEW HAVEN PUBLIC SCHOOLS

New Haven Public Schools Strategic Plan Overview

Dr. Iline P. Tracey
Superintendent of Schools

New Haven Board of Education Presentation
September 13, 2021

Overview:



NEW HAVEN PUBLIC SCHOOLS

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.

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.

Core Values:



NEW HAVEN PUBLIC SCHOOLS

We Believe...

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

(2) High expectations and standards are necessary to prepare students for college and career.

(3) A culture of continuous improvement will ensure that all staff are learners and reflective practitioners.

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

Priority Access Overview:



NEW HAVEN PUBLIC SCHOOLS

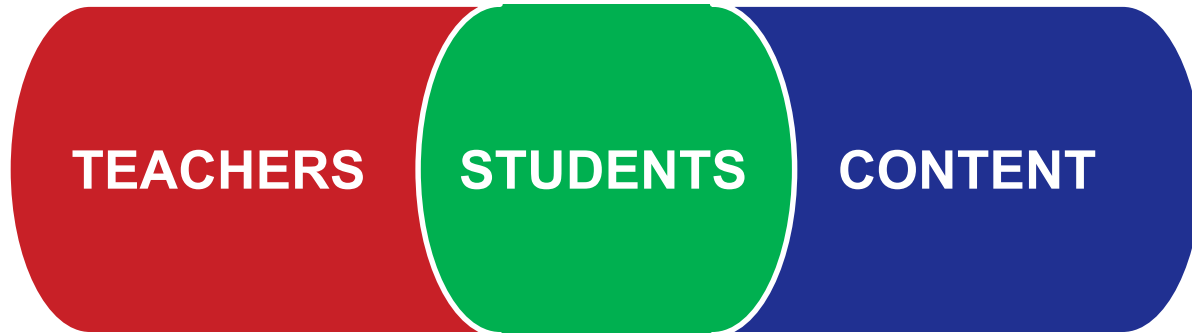


Priority Areas
for 2020-2024

Instructional Core:



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Overview:



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Goals 1: Strong Foundation in Early Learning

If we assure that all students receive high quality early childhood experiences, focusing on appropriate Child Developmental Strategies, then all students will have the necessary skills to meet their personal growth targets.

Goal 2: High Achievement for all Learners

If we take the necessary steps to close the opportunity gaps for students with disabilities, English Learners, and students with low-incomes, then we will increase the graduation rate among students.

Overview:



NEW HAVEN PUBLIC SCHOOLS

Goal 3: Development of the Whole Child

If we create positive school communities that focus on the needs of all stakeholders, then we will assure that the learning needs, social-emotional wellness, and physical wellness of the whole child are met.

Goal 4: Preparation for College, Career and Life

If we take the necessary steps through our curriculum, district initiatives, and community partnerships to prepare students for college and career, then NHPS students will graduate with the necessary skills they need to succeed in post secondary opportunities.

Overview:



NEW HAVEN PUBLIC SCHOOLS

Goal 5: Unwavering Commitment to Equity, Growth and Progress

If all district stakeholders participate in a cycle of continuous improvement with the focus on high expectations and the equitable distribution of resources, then we will assure that all children will receive a quality education with a variety of experiences and outcomes.



NEW HAVEN PUBLIC SCHOOLS

NHPS Academics

Instructional Frameworks

September 2021

Please note that updates may be made after implementation and feedback.

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NHPS Mission Statement:

All students in New Haven Public Schools are provided with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, and problem-solving. A culture of continuous improvement is fostered through collaborative partnerships with staff, families, and the New Haven community. The whole child framework is utilized to support students' growth and development, and there is a commitment to the delivery of high quality instruction.

About this document

This document is meant to improve instruction and student achievement across all content areas by providing the district with a common language for planning, implementing, and discussing student experiences in the classroom. It outlines research-based, student learning experiences that must occur in each content area in order for students to meet standards and access grade-level content.

First, it delineates *Common Guiding Principles* for instruction for all content areas, as well as *Considerations for Addressing the Academic Needs of Students with Special Needs* and *Considerations for Addressing the Academic Needs of English Learners* across content areas.

Then, it includes *Guiding Principles* and *Frameworks* for student experiences in each content area. Each content area Framework includes the following:

Guiding Principles

The *Guiding Principles* for each content area are research-based, overarching principles of learning in that content area. These principles lay the foundation for the core practices on the page that follows.

Core Practices and descriptions of Student Experiences

Each framework includes seven to ten *Core Practices*. Each *Core Practice* has a title and a description of **Student Experiences** in that *Core Practice*. These are active statements about what students should be doing in order to learn. They are observable as actions, but are not necessarily learning outcomes or student objectives. The *Core Practices* are unlikely to occur all in one lesson; however, frequent experiences in each of the *Core Practices* is essential. The *Core Practices* listed should occur at all grade levels and courses for each content area; however, developmental variations will be necessary and appropriate.

Each Framework is meant to guide *planning and execution of effective instruction* over time. They are not meant to delineate student learning goals or be used as skills rubrics which can be found in each subject curricula, such as the NHPS Learning Competencies and Mastery Scoring Criteria.

These frameworks are **different from** the NHPS TEVAL Classroom standards and instructional “Evidence of Learning Document” (Look-fors) in that those documents define teacher actions, whereas the Frameworks describe student experiences in the classroom.

This document could also be used for the following:

- Teachers to identify commonalities in student experiences across content areas.
- Teachers to ensure that instruction is purposeful, meaningful, and supportive.
- Teachers to engage in cross-district discussions within particular content areas.

- Administrators and teachers to plan and implement professional learning at the building or district level.

These Frameworks are modeled after the framework outlined in the “Fountas and Pinnell Literacy Continuum” (Fountas, I. C., & Pinnell, G. S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching.*)

The NHPS Academics Instructional Evidence of Teaching and Learning (Look-fors) Document as well as content-specific curricula are posted here:

<https://sites.google.com/a/nhps.net/new-haven-public-schools-curriculum/>

Common Guiding Principles

The following principles are the foundational principles for instruction across all subject areas:

Student achievement increases when students set their own goals. Student goals should meet the student where they are and build the skill set needed to progress through their learning toward grade level expectations. Teachers assist students in setting goals, picking strategies to meet those goals, monitoring their progress, and giving feedback. Research has documented a strong, positive correlation between setting student achievement goals and student achievement.

Students engage more fully with learning when they see real-world connections and relevance to their own lives. Students' understanding of these connections happen when they engage in real-world applications of what they are learning. Teachers use culturally relevant pedagogy to establish high expectations for all students, engage students in critical analysis of what they are learning and prepare them to advocate for a social just world. There should also be purposeful attempts to make learning relevant to students' individual interests, cultures, and community. The more teachers get to know individual students, the more this is possible; however, teachers need not have in-depth knowledge of every aspect of the students in their classroom to create relevant lessons. It is most important that teachers create a space for students to express their perspectives, make their own connections to the learning, and appreciate that their classmates might think differently.

Students learn by interacting with subject-specific texts. The term "text" includes fiction and non-fiction texts as well as directions, forms, and all types of information visually displayed in graphs, charts, or maps, music, art, and digital sources on a range of topics. Students must interact with subject-specific texts, process the information included, make conclusions, and communicate their ideas with others in order to develop their learning. These interactions will also require the development of appropriate academic vocabulary in each subject area.

Students learn by talking. This is the important process of making their thinking visible, listening to others, and revising their understanding by reasoning out loud. Students learn from discourse with their peers around subject concepts, ideas and issues by explaining, critiquing and building common understanding. Discourse is one of the most effective ways for students to practice sense-making and decision-making, as they explain to others their evidence-based conclusions.

Considerations for Addressing the Academic Needs of Students with Special Needs

Purpose of Special Education

To ensure that students with disabilities develop intellectually, physically, emotionally, socially, and vocationally through the provision of an appropriate individualized education program in the least restrictive environment. The design and delivery of specially designed instruction is the core of special education. Specially designed instruction is the vehicle by which students with disabilities receive high-quality instruction and services that will result in mastery of academic and functional standards, graduation, and meaningful post-secondary outcomes.

Guiding Principles

Students with disabilities are always general education students which means that there is one curriculum that incorporates the needs of all students; considering what is essential in accordance with a child's individualized education plan (IEP).

Special education is a service-not a place-and is always available within differentiated core, supplemental and intensive supports. Special education services can be delivered within the general education setting given general educators as service implementers. Students with disabilities need multiple pathways by which to access the curriculum. Most needs could be met through an intentional focus on differentiated instruction by which accommodations could be made.

Effective integration between general education and special education yields the best learning of academic, functional, behavioral, and social emotional skills for students with disabilities. Students with disabilities benefit most when they are taught by both general education and special education teachers who effectively communicate, plan, and share responsibility for both the academic and social emotional outcomes for students. This shared responsibility could be created by the sharing of routines, creating mutual planning time, development of shared lessons, and the co facilitation of instruction.

Utilizing universal design principles creates classrooms accessible to all learners; including students with disabilities. Universal design for learning offers a frame that every student be provided an equal opportunity to learn, based on the idea that every child has their own unique and individual learning style. UDL would provide multiple pathways for students that align to interest, considers learning style and ability, as well as to provide multiple means of demonstration of mastery.

High Leverage Instructional Strategies

- Direct, explicit instruction
- Utilizing a multi-sensory approach.

- Scaffolding-break learning into small steps;
- administer probes
- supply regular, quality feedback
- use diagrams, graphics and pictures to augment what they say in words
- provide ample independent, well-designed intensive practice
- model instructional practices that they want students to follow;
- provide prompts of strategies to use
- assess and monitor progress

**adapted from Learning Disabilities Association, 2019*

Considerations for Addressing the Academic Needs of English Learners

1. **All teachers are teachers of English Learners (EL) and need to plan accordingly** by designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Educational Programs (IEP). In order to do so, they provide integrated language and content instruction to support language development through language-focused scaffolds while collaborating with school support personnel and community-based human resources.
2. **All school leadership teams, and district/school leaders, are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELs are addressed.** Leaders provide a clear vision for student success that includes high expectations for EL student achievement and socio-emotional development. They ensure that high-quality instruction for ELs is ongoing in a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students. In addition, they safeguard high-quality instructional and support services to ELs with disabilities in alignment with their IEPs and current policies.
3. **District and schools engage all English Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the Connecticut English Language Proficiency (CELP) standards.** They meaningfully integrate specific content and language objectives; use academic language and content-area supports to strategically move ELs along the language development continuum utilizing CELP standards and provide opportunities for students to discuss content and problem-solve with peers.
4. **District and schools recognize that bilingualism and biliteracy are assets,** and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma by providing all students with opportunities to participate in language learning or language support programs that lead to proficiency in English and other languages.
5. **District and school communities leverage English Learners' home languages, cultural assets, and prior knowledge** by regarding home languages as instructional assets and using them in bridging prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible. They make use of home languages and cultures of ELs to promote diversity.
6. **District and schools use diagnostic tools and formative assessment practices in order to measure ELs' content knowledge** as well as new and home language development to inform instruction by using State assessments in conjunction with formative assessments. They use State language proficiency data (LAS Links) to understand where ELs are along the continuum of language development, and how to provide appropriate scaffolds for them according to their proficiency level. They use appropriate tools to assess the needs and progress of ELs with disabilities.

*Adapted from NY SDE <http://www.nysed.gov/news/2015/sed-releases-blueprint-english-language-learners-success>

Literacy Framework

Guiding Principles:

- **Students learn by talking.** Talking is a representation of a student's thinking. Engaging students in conversation that is grounded in a variety of authentic texts- where they read, hear read aloud, or write expands their ability to comprehend ideas and use language to share thinking. This interaction is how the learner constructs ideas.
- **Students need to process a large amount of written language.** Daily opportunities for students to read books of their choice independently, to read more challenging material with support, and to hear teacher-selected and grade appropriate texts with their teacher and/or other students.
- **Students' ability to read and comprehend complex text is expanded through talking and writing.** Students need to acquire a wide range of ways to write about their reading and also to talk about texts with the teacher and other students.
- **Students deepen their learning when they engage in reading, talking, and writing about texts across many different instructional contexts.** Each mode of communication provides a new way to process the ideas learned from oral and written texts and from each other.
- **Students learn in a continual evolving process:** it is a progression of learning. This progression are stages or steps that most students go through as they master skills.
- **Students' cultural references should be grounded in all aspects of learning.** Culturally responsive teaching appreciates the importance of including students' cultural references in all aspects of learning, enriching classroom experiences and keeping students engaged.

Literacy Framework

	Core Practices	Student Experiences
1	Interactive Read Aloud and Literature Discussion	Students engage in discussion about a text they are reading independently or have had read to them
2	Independent Reading	Students apply skills and strategies taught while maintaining a high volume of reading
3	Shared and Performance Reading	Students read together and take roles when reading a shared text
4	Writing About Reading	Students extend their understanding of a text through a variety of writing genres, sometimes illustrations
5	Writing	Students compose and write their own examples of a variety of genres, written for varying purposes and audiences
6	Conventions of Grammar and Usage	Students write using grade level conventions of usage, conventions of punctuation and sentence structure
7	Phonics, Spelling and Word Study	Students learn about the relationships of letters to sounds as well as the structure and meaning of words to help them read and spell. See Appendix A.
8	Guided/Small Group	Students read teacher selected material in a small group; students receive explicit teaching and support for reading increasingly complex text
9	Oral and Visual Communication	Students present their ideas through oral discussion and presentation
10	Technological Communication	Students communicate and search through technology; students think critically about information

Portions from Fountas, I. C., & Pinnell, G. S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching.*

Mathematics Framework

Guiding Principles:

STRATEGIES FOR INCREASING STUDENT ACHIEVEMENT IN MATHEMATICS

- 1. Call attention to a void in students' knowledge:** Revealing to students a gap in their understanding capitalizes on their desire to learn more. For instance, you may present a few simple exercises involving familiar situations, followed by exercises involving unfamiliar situations on the same topic. The more dramatically you reveal the gap in understanding, the more effective the motivation.
- 2. Show a sequential achievement:** Closely related to the preceding technique is having students appreciate a logical sequence of concepts. This differs from the previous method in that it depends on students' desire to increase, not complete, their knowledge. One example of a sequential process is how special quadrilaterals lead from one to another, from the point of view of their properties.
- 3. Discover a pattern:** Setting up a contrived situation that leads students to discover a pattern can often be quite motivating, as they take pleasure in finding and then owning an idea. An example could be adding the numbers from 1 to 100. Rather than adding the numbers in sequence, students add the first and last ($1 + 100 = 101$), and then the second and next-to-last ($2 + 99 = 101$), and so on. Then all they have to do to get the required sum is solve $50 \times 101 = 5,050$. The exercise will give students an enlightening experience with a truly lasting effect. There are patterns that can be motivating, especially if they are discovered by the student—of course, being guided by the teacher.
- 4. Present a challenge:** When students are challenged intellectually, they react with enthusiasm. Great care must be taken in selecting the challenge. The problem (if that is the type of challenge) must definitely lead into the lesson and be within reach of the students' abilities. Care should be taken so that the challenge does not detract from the lesson but in fact leads to it.
- 5. Entice the class with a “gee whiz” mathematical result:** There are many examples in the mathematics realm that are often counterintuitive. These ideas by their very nature can be motivating. For example, to motivate basic belief in probability, a very effective motivation is a class discussion of the famous **birthday problem**, which gives the unexpectedly high probability of birthday matches in relatively small groups. It's amazing—even unbelievable—result will leave the class in awe.
- 6. Indicate the usefulness of a topic:** Introduce a practical application of genuine interest to the class at the beginning of a lesson. For example, in high school geometry, a student could be asked to find the diameter of a plate where all the information he or she has is a section of the plate that is smaller than a semicircle. The applications chosen should be brief and uncomplicated to motivate the lesson rather than detract from it.

7. Use recreational mathematics: Recreational motivation involves **puzzles**, games, **paradoxes**, or the school building or other nearby structures. In addition to being selected for their specific motivational gain, these devices must be brief and simple. An effective execution of this technique will allow students to complete the recreation without much effort. Once again, the fun that these recreational examples generate should be carefully handled, so as not to detract from the ensuing lesson.

8. Tell a pertinent story: A story of a historical event (for example, the story of how Carl Friedrich Gauss added the numbers from 1 to 100 within one minute when he was a 10-year-old in 1787) or a contrived situation can motivate students. Teachers should not rush while telling the story—a hurried presentation minimizes the potential motivation of the strategy.

9. Get students actively involved in justifying mathematical curiosities: One of the more effective techniques for motivating students is to ask them to justify one of many pertinent **mathematical curiosities**, like the fact that when the sum of the digits of a number is divisible by 9, the original number is also divisible by 9. The students should be familiar and comfortable with the mathematical curiosity before you challenge them to defend it.

Teachers of mathematics must understand the basic motives already present in their learners. The teacher can then play on these motivations to maximize engagement and enhance the effectiveness of the teaching process. Exploiting student motivations and affinities can lead to the development of artificial mathematical problems and situations. But if such methods generate genuine interest in a topic, the techniques are eminently fair and desirable.

Posamentier, Alfred. *Strategies for Motivating Students in Mathematics*. Edutopia June 20, 2017.

Mathematics Framework

	CORE PRACTICES	STUDENT EXPERIENCES
1	Connecticut State Standards: Standards of Mathematical Practice	Students engage in the standards of mathematical practice as they master the content standards in their grades. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.
2	Singapore Mathematics Strategies	Students learn through this scientifically-researched method based on the national mathematics curriculum used for kindergarten through sixth grade in Singapore. The term was coined in the United States to describe an approach originally developed in Singapore to teach students to learn and master fewer mathematical concepts at greater detail beginning with concrete, moving to pictorial and finally in the abstract.
3	Rigor	Students become career and college ready by engaging in a universally accepted 3-tiered approach. Rigor in math teaching means focusing with equal intensity on students' conceptual understanding, procedural fluency, and ability to apply what they know to real-world, problem-solving situations.
4	Workshop Model in Mathematics	Students are actively engaged in their learning and participating and varied levels of discourse through the Workshop Model. Also known as Guided Math, the Math Workshop model combines direct instruction with hands-on and student-centered learning opportunities.
5	Technology-enriched Instructional Practice	Students become highly engaged in the learning of mathematics when technology is integrated into teaching and learning. Technology-rich instruction provides educators with a valuable tool to reinforce lessons, but the technology in itself does not facilitate student learning.
6	Culturally Responsive Classroom	Students want to work hard to learn and please when their teachers create an environment of cultural connections. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.
7	Homework as Additional Practice	Students learn math by doing math. This means that they must practice at home. Mathematics homework provides students with additional practice of required skills and concepts. Research supports that students in an incremental mathematics curriculum retain concepts better when homework is a classroom routine.
8	Assessments	Students gain feedback into their learning through a variety of formative and summative assessments. Assessments are formal and informal measurements of knowledge that provide teacher and students with data and feedback about what has been learned in comparison to what should have been learned.

Science Framework

Guiding Principles: Students learn science best through the following principles: Following a learning cycle (such as the 5Es), that allows them to have experiences with phenomena and the world before coming up with their own explanations and converging on common terms and understandings:

Engagement: stimulate students' interest, curiosity, and preconceptions.

Exploration: first-hand experiences with concepts without direct instruction;

Explanation: students' explanations followed by introduction of formal terms and clarifications;

Elaboration: applying knowledge to solve a problem. Students frequently develop and complete their own well-designed investigations.

Evaluation: students and teachers reflect on change in conceptual understanding and identify ideas still "under development".

- **Transition from Guided Inquiry to Open Ended Inquiry:** Guided Inquiry into teacher posed questions by students leads to students investigating their own questions, testing their own hypotheses, analyzing data, and drawing conclusions.
- **Experiential, Manipulation and Hands on Learning:** Students are given the opportunity to experience science directly. Class Activities are designed to teach students science lab skills, and provide experience with authentic lab tools, experimentation, and data analysis
- **Focus on science practices.** Students are trying to make sense of the world and phenomena through the practices of questioning, modeling, investigating, analyzing, solving, explaining, arguing and communicating
- **Assess their own Prior Knowledge/Misconceptions:** Students have to construct their internal model of science concepts and reconcile it with previous experience, often leading to adjusting of hard to overcome misconceptions.
- **Students learn by talk and engage in Peer Discourse: Self-Explanation/Discussion:** Students given the opportunity to explain and discuss ideas are better able to connect prior and new knowledge and experiences. The whole class is designed around making their thinking visible. Teachers use talk moves and guide this collaborative discourse.
- **Use Academic Language** Students are able to use academic language, not simply memorize vocabulary, by constructing the meaning behind scientific words by regular experience with their use, including comparisons, graphic organizers, and talk alouds, and use words after they have experienced the science. Students can move from oral explanation to written explanation through careful guidance/practice, including both expository and persuasive writing in science.
- **Non-Linguistic Representations:** Models, drawings, and pictures all can help understand science.
- **Examine Science, Technology and Society (STS),** issues, and other items relevant to students' lives. These interdisciplinary learning activities engage students in the applications of science using their critical thinking skills and knowledge. They afford students the opportunity to examine ideas and data related to historical, technological, and/or social aspects of science concepts and content. Teachers also actively promote STEM careers.

Select References:

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Science Framework

	Core Practices	Student Experiences
1	Engaging & Exploring Authentic Phenomena	Students observe, engage and explore phenomena, make connections to prior knowledge, and start to organize thinking towards learning outcomes.
2	Asking Questions while uncovering preconceptions	Students generate their own questions or problems, based on prior thinking that can be used to explore possibilities and lead to understanding in an organized fashion.
3	Designing & Conducting Careful Investigations and Experiments	Students plan and carry out investigations with hypotheses, "fair tests", independent/dependent experimental designs (or construct solutions following the engineering process), including using appropriate equipment, collecting sophisticated data, and following ethical guidelines.
4	Analyzing Data Using Mathematics and Modeling	Students analyze data and measurements from investigations through graphs, statistics, and algorithms, as well as use mathematics and data to model scientific interactions.
5	Constructing Explanations, Models & Sense-Making	Students make sense of the world by constructing their own explanations about a scientific concept or principle, that is based in evidence and can be communicated with a model or detailed conclusion.
6	Using discourse to discuss science and argumentation to defend claims with evidence and reasoning	Students talk about science to each other and construct, present and critique scientific arguments that support/refute claims based on scientific reasoning and evidence, while using discourse techniques of listening, questioning, and talk moves.
7	Connecting science to real world experiences and issues	Students encounter, investigate, make sense of and delve into scientific concepts and ideas that may impact their life, their future, and society in general.
8	Making connections across the major cross cutting themes of science and with other subjects	Students connect the scientific concepts to major themes across scientific disciplines (such as scale, patterns, energy flow, etc..) and relate the science to works in literature, art, events in history, cultures and other disciplines.

Performing and Visual Arts Framework

Guiding Principles:

- **Students communicate through the Arts.** In today’s society, the Arts provide a powerful and essential means of communication, especially through the media. They provide unique symbols and metaphors that convey emotion, express ideas, and inform life experiences.
- **Students uncover creative, personal realization through the Arts.** The Arts help us discover who we are. Participation in the Arts as creators, performers, presenters and audience members enables individuals to discover and develop their own imagination and ingenuity.
- **Students connect to culture and history, science and mathematics through Arts experiences.** The Arts are essential for individuals and communities to express their ideas, experiences, beliefs, and feelings. Understanding artwork of various content and genres provides insight into one’s own culture and society as well as other periods and cultures. Through learning the Arts, students develop an appreciation of diverse forms and genres of artwork and its enduring significance. The Arts provide opportunities to access, express and integrate meaning across other content.
- **Arts students experience a means to their social and emotional wellbeing.** Participation in the Arts as creators, performers, presenters, and consumers enhances one’s intellectual, physical and emotional wellbeing. Those who actively create and/or respond to the Arts find joy, peace, inspiration, intellectual stimulation, understanding and other positive life qualities through their participation.
- **Students learn how to be vital participants in the community when involved in the Arts.** The Arts provide opportunities for people to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, present and support artwork, bringing communities together.
- **Students Create, Perform, Present, Produce, Respond and Connect as artists.** The Arts are a doing subject. True understanding and appreciation of the Arts requires authentic, active engagement in the artistic processes. The Arts operate in an active “hands-on” and “minds-on” capacity.
- **Students acquire comprehensive artistic literacy through Arts instruction.** Artistic literacy is the knowledge and understanding required to participate authentically in the Arts. Students should be able to think, create and respond like artists using specific symbols, vocabulary and metaphoric forms that are unique to each Art. They should be able to transfer Arts knowledge, skills and capacities to other subjects, settings and concepts. Artistically literate citizens have knowledge of to all five Arts disciplines: *Visual Art, Dance, Theater, Music, and Media Art.*

Summarized from National Core Arts Standards: A Conceptual Framework for Arts Learning
www.nationalartsstandards.org

Performing and Visual Arts Framework

	Core Practices	Student Experiences
1	Create	Students revise, arrange or generate original works of Art. They imagine, investigate, construct and reflect either individually or in a collaborative community.
2	Perform	Students select, analyze, interpret, re-create and convey meaning through an existing work. Individually and in a group, they realize artistic ideas and work through presentation, performing work for an audience.
3	Present	Students communicate purpose and meaning through artist statements. They elect work for exhibition and determine method of presentation, and they articulate thoughts and ideas using written, oral or non-verbal communication.
4	Produce	Students produce and present meaningful work of art through various media and technologies. Individually or in a group, they create and present artistic ideas and work.
5	Respond	Describe, interpret and analyze the artistic intent of others through discourse, movement, writing or presentation
6	Reflect	Students make and support artistic decisions using evidence. They think creatively: <u>analyzing, evaluating, reasoning and evidencing meta-cognition.</u>
7	Connect	Students relate artistic ideas and work with personal meaning, history, cultures, other Arts, and other content areas.
8	Artistic Literacy	Students read and interpret unique symbols, authentic text, and metaphors of Arts disciplines – the language of the art form. They think, speak, reflect and create with an artist’s mind and vocabulary. Synthesize and transfer Arts knowledge to other experiences

Social Studies & History Department

Guiding Principles:

- **Students learn the value of good citizenship.** Citizenship is a primary characteristic of 21st century learning. In Social Studies classrooms, all students are provided with opportunities to learn the value of being a good citizen. Students are taught the history of our democracy connecting its principles to their lives on a level of true understanding. Through simulated democratic processes, social studies teachers promote student independence, empathy and civic responsibility.
- **Students' cultural references should be grounded in all aspects of learning.** Social Studies teachers use information regarding student interests, backgrounds, family histories, culture and traditions to promote relationships that enhance the potential for meaningful and effective social studies instruction. There is particular attention to how each student develops an identity responsive to diverse human and group behavior.
- **Students develop historical thinking skills.** Building reading comprehension through close reading & analysis of documents is an expected outcome when implementing social studies standards. Students are provided with guidance and various reading strategies in order to evaluate different points of view, make historical claims based on documented evidence and use the content learned to solve problems and make decisions. (SHEG)
- **Students apply disciplinary tools and concepts.** In social studies classrooms, students are presented with opportunities to examine historical periods, issues and trends, beliefs and ideas with focus on human interaction and its implications. Expected learning outcomes focus on both content and process while supporting an open-minded approach to interpreting perspectives on diverse issues. Suggested instructional strategies **both enhance academic vocabulary and engage** students in thoughtfully generating, applying, and assessing ideas about the world. (Marzano's Strategies)
- **Students exhibit writing and effective communication skills.** With a strong emphasis on the cultivation of key inquiry and historical thinking, social studies teachers structure assignments and guide students in writing tasks that activate prior knowledge, categorization of information, and offer support for historical interpretation and argument. The writing process is promoted daily through a variety of writing genres. Response journaling, persuasive writing, the five paragraph & argumentative essay, current event analysis and document-based questions allow students to define skills and demonstrate an understanding of concepts along the grade level continuum.
- **Students learn by researching information to solve problems.** In a social studies setting, experiences help students identify areas of interest, learn information-seeking strategies, and develop skills in organizing and sharing information with others. As students work through topics for investigation, reading, writing, collecting data, graphing, illustration and content vocabulary are strengthened. (BigSix)

National Council of Social Studies (C3) Framework <https://www.crfc.org>

Stanford History Education Group <https://www.shed.stanford.edu>

The Big 6 <https://www.thebig6.org>

Social Studies Framework

	Core Practices	Student Experiences
1	Student-driven Investigations	Students explore real social problems, issues and ideas behind compelling and supporting questions that spark individual interest.
2	Integration of Content & Skills	Students build academic vocabulary and content knowledge in economics, geography, civics and other related disciplines to support learning.
3	Student Discourse	Students apply knowledge and build arguments based on evidence accessed through structured academic controversies, classroom discussions and/or debates.
4	Writing	Students extend their understanding of text and build critical thinking skills through a variety of writing genres and illustrations.
5	Historical Thinking	Students evaluate and analyze primary source documents to construct meaningful accounts of the past.
6	Visual Literacy	Students access information by examining closely diverse visual text Text types may range from non-fiction, textbooks, artifacts, pictures, photographs, film and non-te
7	Digital Literacy	Students use technology and resources independently to conduct research, access information and communicate findings.
8	Informational Literacy	Students locate, evaluate and use researched information effectively.

Physical Education/Health Framework

Physical education teaches students about the importance and value of a physically active lifestyle. There are a variety of benefits gained through physical education. Personal health, social skills, self-esteem, motor skills, and knowledge base are areas that can be positively impacted. The philosophy of the physical education academic content standards is to ensure all New Haven students understand and use the acquired knowledge from physical education and apply it to daily life to:

Guiding Principles:

Students will demonstrate competency in a variety of motor skills and movement patterns. In order for students to enjoy physical and recreational activities, they must become competent movers. Students pre K thru 12 have a list of non-loco motor and locomotor movements rubrics they must meet at each level. Middle school and high school have more skill related benchmarks to meet.

Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance. Once students will use skills learned to enjoy recreational activities

Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. One of the main assessment tools is the Connecticut Physical Fitness Test. It is given to 4th 6th, 8th and once in high school. Pre-tests are given in the preceding grades. This tests the students Muscular Strength, Muscular Endurance, Cardiovascular Endurance, and Flexibility.

Students will demonstrate Teamwork, Sportsmanship and Cooperation. Physical education allows children to experience healthy social interactions, teaching cooperation through group activities, and encouraging teamwork through identification as one part of a team. These social skills stay with children throughout their lives, increasing the chance that they'll become involved in their communities, take leadership roles, and build lasting relationships. Social skills develop confidence, contributing to academic performance and mental health. Most Physical Education lessons will have a social emotional component to it

Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Students will use physical activity as a positive opportunity for social interaction and development of leadership skills. Individuals will realize physical activity and challenges present opportunities for personal growth

Many of these are derived from Connecticut's "Healthy Balanced Living Curriculum," located on the link below

<https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf>

Physical Education/Health Framework

	Core Practices	Student Experiences
1	Self-Management of Healthy Behaviors	Students will practice health-enhancing behaviors to avoid and reduce health risks, such as diabetes, high blood pressure and heart disease
2	Analyzing Internal and External Influences	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health
3	Decision-Making Skills	Students will have the opportunity to practice decision-making skills such as in volleyball; Decision making is knowing whether to dig, set or spike and knowing when and where to move to hit the ball coming towards you. Decision-making can also be regarded as a problem-solving activity terminated by a solution deemed to be satisfactory. Decision Making is controlled by your frontal lobe in your brain. This part of the brain regulates decision making, problem solving and controls of purposeful behaviors consciousness and emotion.
4	Motor Skill Performance (PE ONLY)	Students are practicing a variety of individual movement patterns. Examples are Walking; running, stretching, bending, catching, and throwing are all motor skills. They are the building blocks of all games and activities in physical education class, sports, and daily life. Enhancing the quality of students' motor skills can enhance the quality of the activities in a physical education program and the daily lives of students
5	Engaging in Physical Activity	Students are physically active the majority of the time. The goal is for students to have an MPA (Meaningful Physical Activity) of at least 50% of the class time
6	Physical Fitness	Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness
7	Benefits of Physical Activity	Students will be able to explain physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle

World Languages Framework

Many of these are derived from ACTFL's Guiding Principles documents, available at the link below.

Guiding Principles

- **Students develop proficiency in a target language-rich classroom.** Students should hear the target language 90% or more of class time and be surrounded by target-language materials and texts. The target language used by the teacher must be supported by strong contexts, visuals, gestures, and modeling so that students always know what they are supposed to *do* in the class, even though they will not and should not understand every word they hear or read. In a supported target language environment, students learn to stay calm and use contextual clues to construct meaning for themselves; this is an essential skill that they can take to any “foreign situation” and apply to continued language learning in the future.
- **Students learn through both input (listening, reading) and output (speaking, writing).** *Input is essential:* students must have heard words and expressions used in context before they can be expected to utter them appropriately; they must read words and expressions before they can be expected to write them with accuracy. A variety of listening, viewing and reading experiences help students internalize the structure, vocabulary, cadence, and culture of the language. *Output is also essential:* students must have opportunities to *use the language themselves* to have conversations, accomplish tasks, negotiate meaning, and speak/write for a purpose in order to build confidence, fluency, and accuracy.
- **Students learn by practicing all three Modes of Communication: Interpretive, Interpersonal, and Presentational.** In daily life, a proficient speaker is able to seamlessly move between reading a news article, discussing it with colleagues, and writing an email response to the author.; these are different *modes of communication*. Students learn the skills particular to each mode of communication, such as accuracy in writing or use of voice inflection when conversing. Through practicing in each mode, students have multiple access points to internalize the vocabulary and structures of the language, as they develop well-rounded proficiency skills.
- **Students develop Intercultural Communication skills when they interact with authentic texts, notice products and practices, interact with native speakers of the language, and make comparisons of the target culture and language to their own.** Intercultural Communication skills require going beyond knowing facts *about* cultures, to learning how to effectively interact with people from different cultures, and developing an understanding of the concept of culture. *Authentic texts* (written for native speakers, by native speakers) and authentic experiences with native speakers are engaging for students, offer real-world language practice, and provide opportunities to notice, compare, and reflect on cultural similarities and differences.
- **Students learn best through authentic contexts.** They build world-ready language skills and are more engaged when lessons are grounded in culture, subject area content, comparisons of languages and cultures, and interaction with native speakers in the local or global community. These contexts help students see the real-world application of language skills. Language lessons that are focused solely on language or grammar concepts without a relevant context are less likely to be impactful on learning and engagement.

Portions from:

The American Council on the Teaching of Foreign Languages' Guiding Principles documents:

<https://www.actfl.org/guiding-principles>

The World-Readiness Standards for Learning Languages

<https://www.actfl.org/.../all/world-readiness-standards-learning-languages>

World Languages Framework

	Core Practices	Student Experiences
1	Hearing the Language in Meaningful Contexts	Students hear the target language spoken by the teacher, often with visual support, and participate by following directions, voting, completing a task, etc.
2	Interacting with Authentic Texts	Students listen to, view, or read authentic texts and demonstrate comprehension via a graphic organizer, questions, circling what they hear/saw, etc. Texts may include songs, infographics, schedules, menus, etc.
3	Engaging in Spoken & Written Conversations	Students talk and negotiate meaning with others in spontaneous oral conversations. Novices may require visual (but not written) support. Students negotiate meaning in simple texting conversations with others.
4	Speaking & Writing for a Purpose	Students speak or write in more drafted, formal ways for a particular audience and purpose. Novices may require visual cues or sentences starters.
5	Learning Grammar in Context	Students construct the meaning of new grammar for themselves through structured & scaffolded experiences with the grammar in authentic texts and conversations.
6	Learning Language through Culture & Culture through Language	Students experience culture through age-appropriate experiences & texts. They use the language to participate in, investigate, and explain their learning. Students reflect on the relationship between the products, practices, and perspectives of the cultures studied.
7	Comparing Languages & Cultures	Students use the language to investigate, explain, and reflect on the nature of language and culture through comparisons of the language and culture(s) studied and their own.
8	Connecting to the Global and Local Target Language Community	Students use the language both within and beyond the classroom to interact and collaborate in their local and global community.

Appendix A: New Haven Public Schools Sample Word Lists, K-12

The following lists, for grades K-12, are composed of words that students typically encounter in reading, use in their writing, and study during word work. The words include high frequency words, vocabulary words and content specific academic language. These lists are not inclusive of all the words students will study in the various grade levels. Rather, the list serves as samples of the types of words, with increasing complexity, that will be part of every student's language development.

Grade K

- | | | |
|-------------------|------------------|----------------------------------|
| 1. companion | 32. pleasant | 64. diet |
| 2. creature | 33. various | 65. face |
| 3. explore | 34. collide | 66. playful |
| 4. imitate | 35. concerned | 67. point |
| 5. drowsy | 36. confident | |
| 6. snooze | 37. disappointed | Sight Words (Trick Words) |
| 7. soar | 38. glance | 1. a |
| 8. generous | 39. amusing | 2. and |
| 9. gooey | 40. complete | 3. are |
| 10. passenger | 41. frightened | 4. as |
| 11. tangled | 42. healthy | 5. be |
| 12. delicious | 43. weak | 6. by |
| 13. determine | 44. active | 7. do |
| 14. energetic | 45. haul | 8. for |
| 15. furious | 46. repair | 9. from |
| 16. excited | 47. switch | 10. has |
| 17. lonely | 48. fluffy | 11. have |
| 18. pedestrian | 49. icy | 12. have |
| 19. allow | 50. machine | 13. he |
| 20. container | 51. tasty | 14. his |
| 21. enormous | 52. warm | 15. I |
| 22. greet | 53. assist | 16. is |
| 23. invite | 54. communicate | 17. me |
| 24. comfortable | 55. creep | 18. my |
| 25. cozy | 56. pounce | 19. of |
| 26. fit | 57. scramble | 20. one |
| 27. patient | 58. face | 21. or |
| 28. uncomfortable | 59. overhead | 22. she |
| 29. amusing | 60. release | 23. the |
| 30. crowded | 61. rough | 24. they |
| 31. grin | 62. swiftly | 25. to |
| | 63. bright | |

26. was
27. we
28. you

Grade 1

1. admire
2. adult
3. adventure
4. affectionate
5. amazing
6. appetite
7. arrange
8. arrive
9. astonished
10. audible
11. bad-tempered
12. beam
13. bob
14. bold
15. chomp
16. collapse
17. commotion
18. contents
19. cooperate
20. crabby
21. crush
22. curious
23. dart
24. delighted
25. destination
26. dine
27. disappear
28. discover
29. disgusting
30. dump
31. earsplitting
32. essential
33. evidence
34. exclaim
35. extraordinary
36. faint
37. feast
38. ferocious
39. firm
40. flash

41. fond
42. frigid
43. future
44. gather
45. gigantic
46. glide
47. glow
48. gulp
49. habitat
50. hero
51. hope
52. hover
53. howl
54. humorous
55. impolite
56. inaudible
57. independent
58. inspect
59. journey
60. lunge
61. match
62. meadow
63. memory
64. migrate
65. miserable
66. moan
67. munch
68. mutter
69. neighborhood
70. neighborly
71. nervous
72. odd
73. odor
74. ordinary
75. pack
76. peaceful
77. persevere
78. pile
79. popular
80. possession
81. pout
82. powerful
83. predator
84. prey
85. protect
86. quarrel

87. rapidly
88. relax
89. remain
90. rescue
91. resent
92. respect
93. ridiculous
94. rumble
95. rush
96. spot
97. squint
98. stomp
99. store
100. study
101. surroundin
gs
102. thrilling
103. tidy
104. timid
105. track
106. tremble
107. trust
108. tug
109. twirl
110. undergrou
nd
111. untidy
112. vegetation
113. wander
114. wobble
115. wonder
116. wriggle

Sight Words (Trick Words)

1. about
2. also
3. another
4. any
5. as
6. been
7. being
8. between
9. called
10. come
11. could

12. day
13. do
14. does
15. down
16. each
17. first
18. friend
19. good
20. has
21. her
22. here
23. how
24. into
25. little
26. look
27. many
28. may
29. me
30. month
31. Mr.
32. Mrs.
33. new
34. none
35. nothing
36. now
37. number
38. of
39. one
40. or
41. other
42. our
43. out
44. over
45. own
46. people
47. put
48. said
49. say
50. says
51. see
52. she
53. should
54. some
55. their
56. there
57. they

58. too
59. try
60. two
61. very
62. want
63. was
64. water
65. way
66. we
67. were
68. what
69. when
70. where
71. who
72. why
73. word
74. work
75. would
76. write
77. Yours

Grade 2

1. accompany
2. annoy
3. appreciate
4. approach
5. approve
6. attach
7. attract
8. behave
9. beneficial
10. blob
11. bulge
12. chaos
13. characteristic
14. collect
15. compassionate
16. complex
17. congratulate
18. conserve
19. consume
20. content
21. convince
22. create
23. damp
24. dash

25. decrease
26. delightful
27. disapprove
28. discover
29. disguise
30. disobedient
31. downcast
32. dull
33. duplicate
34. eavesdrop
35. eavesdropper
36. ecstatic
37. embarrass
38. encourage
39. expand
40. expert
41. fabulous
42. fade
43. familiar
44. fearful
45. fearless
46. fetch
47. flap
48. flexible
49. flop
50. fragile
51. fragrant
52. fresh
53. genius
54. glare
55. gleam
56. gobble
57. gratitude
58. grip
59. grumble
60. guide
61. hospitality
62. host
63. huddle
64. hurt
65. insist
66. miniature
67. misbehave
68. murmur
69. mushy
70. necessary

- 71. notorious
- 72. numerous
- 73. obedient
- 74. occasionally
- 75. optional
- 76. overalls
- 77. overjoyed
- 78. pester
- 79. picky
- 80. plenty
- 81. precaution
- 82. predict
- 83. prepare
- 84. provide
- 85. racket
- 86. rarely
- 87. recently
- 88. recreation
- 89. regularly
- 90. routine
- 91. rude
- 92. scrunch
- 93. shelter
- 94. shimmer
- 95. shriek
- 96. sip
- 97. slurp
- 98. sniffle
- 99. solid
- 100. steer-clear
- 101. stream
- 102. strenuous
- 103. stuff
- 104. stunned
- 105. sturdy
- 106. swirl
- 107. teamwork
- 108. terrible
- 109. terrific
- 110. tourist
- 111. treat
- 112. tumble
- 113. unique
- 114. unusual
- 115. unwelcom

e

- 116. usual
- 117. valuable
- 118. vanish
- 119. variety
- 120. whimper

Sight Words (Trick Words)

- 1. again
- 2. against
- 3. always
- 4. America
- 5. animal
- 6. answer
- 7. August
- 8. away
- 9. beautiful
- 10. both
- 11. bought
- 12. breakfast
- 13. bother
- 14. brought
- 15. carry
- 16. change
- 17. city
- 18. country
- 19. couple
- 20. cousin
- 21. daughter
- 22. December
- 23. different
- 24. done
- 25. early
- 26. earth
- 27. eight
- 28. enough
- 29. every
- 30. family
- 31. father
- 32. favorite
- 33. February
- 34. full
- 35. goes
- 36. great
- 37. head
- 38. house

- 39. January
- 40. July
- 41. knew
- 42. know
- 43. large
- 44. laugh
- 45. learn
- 46. lose
- 47. Monday
- 48. mother
- 49. move
- 50. night
- 51. ocean
- 52. often
- 53. once
- 54. only
- 55. picture
- 56. piece
- 57. place
- 58. please
- 59. pretty
- 60. pull
- 61. ready
- 62. right
- 63. Saturday
- 64. school
- 65. shall
- 66. something
- 67. son
- 68. special
- 69. sure
- 70. talk
- 71. thought
- 72. Thursday
- 73. together
- 74. tomorrow
- 75. trouble
- 76. Tuesday
- 77. use
- 78. used
- 79. walk
- 80. Wednesday
- 81. whose
- 82. won

Grade 3

- | | | |
|-------------------|-------------------|---------------------|
| 1. abandon | 47. diligent | 93. long |
| 2. achieve | 48. disaster | 94. lounge |
| 3. adapt | 49. disorganized | 95. magnificent |
| 4. adjust | 50. display | 96. mature |
| 5. adventure | 51. disrupt | 97. memorable |
| 6. advise | 52. distress | 98. motion |
| 7. aggressive | 53. diverse | 99. nifty |
| 8. appetizing | 54. dodge | 100. obstinate |
| 9. aroma | 55. doubtful | 101. opportunity |
| 10. astounding | 56. durable | 102. original |
| 11. avoid | 57. ease | 103. overwhelm |
| 12. ban | 58. energize | 104. particularly |
| 13. barricade | 59. evacuate | 105. permissible |
| 14. belongings | 60. exhilarated | 106. permit |
| 15. bewildered | 61. faint | 107. persist |
| 16. blow your top | 62. fantasize | 108. plain |
| 17. boast | 63. fantastic | 109. plop |
| 18. brainstorm | 64. fierce | 110. prefer |
| 19. bustle | 65. flabbergasted | 111. prowl |
| 20. caretaker | 66. flashy | 112. quiver |
| 21. celebration | 67. flick | 113. rap |
| 22. challenge | 68. flimsy | 114. realize |
| 23. cherish | 69. floppy | 115. recall |
| 24. clatter | 70. flutter | 116. reconsider |
| 25. clench | 71. forbid | 117. refreshing |
| 26. cling | 72. fortunate | 118. reluctant |
| 27. clutch | 73. frank | 119. require |
| 28. cluttered | 74. fret | 120. retrieve |
| 29. coax | 75. fury | 121. reunite |
| 30. collaborate | 76. generally | 122. roam |
| 31. comfy | 77. ghastly | 123. ruckus |
| 32. command | 78. graceful | 124. savory |
| 33. commiserate | 79. gruff | 125. scan |
| 34. contentment | 80. handy | 126. secure |
| 35. convenient | 81. hazardous | 127. self-confident |
| 36. cross | 82. headstrong | 128. serve |
| 37. customary | 83. heartbreaking | 129. shuffle |
| 38. dazzle | 84. horizontal | 130. silky |
| 39. debris | 85. immature | 131. skill |
| 40. decline | 86. immense | 132. skillful |
| 41. delirious | 87. impermissible | 133. slog |
| 42. depend | 88. improvise | |
| 43. defect | 89. industrious | |
| 44. determination | 90. intense | |
| 45. devastate | 91. joyful | |
| 46. differ | 92. likely | |

- | | | | | | |
|------|-------------|-----|-------------|-----|-----------|
| 134. | slump | 6. | bonded | 52. | staring |
| 135. | snap | 7. | bucket | 53. | starring |
| 136. | snug | 8. | bundle | 54. | stretch |
| 137. | sorrowful | 9. | can't | 55. | study |
| 138. | spectacular | 10. | catches | 56. | surrender |
| 139. | speechless | 11. | chorus | 57. | survive |
| 140. | speedy | 12. | column | 58. | trapped |
| 141. | squirm | 13. | concentrate | 59. | vein |
| 142. | strain | 14. | confident | 60. | volume |
| 143. | stressful | 15. | confusion | 61. | watch |
| 144. | struggle | 16. | convincing | 62. | we're |
| 145. | successful | 17. | copying | 63. | won't |
| 146. | swerve | 18. | create | | |
| 147. | task | 19. | crucial | | |
| 148. | texture | 20. | crunch | | |
| 149. | threatened | 21. | demonstrate | | |
| 150. | tip | 22. | dried | | |
| 151. | trample | 23. | duties | | |
| 152. | unaggressi | 24. | enjoyable | | |
| | ve | 25. | expansion | | |
| 153. | unexpected | 26. | extra | | |
| 154. | unfortunat | 27. | grabbed | | |
| | e | 28. | hustle | | |
| 155. | ungrateful | 29. | I'm | | |
| 156. | unlikely | 30. | inspiring | | |
| 157. | unsuccessf | 31. | instructor | | |
| | ul | 32. | judge | | |
| 158. | unwind | 33. | knock | | |
| 159. | urgent | 34. | label | | |
| 160. | utter | 35. | luckiest | | |
| 161. | valuable | 36. | medium | | |
| 162. | vertical | 37. | minor | | |
| 163. | volunteer | 38. | mixed | | |
| 164. | well- | 39. | moisture | | |
| | organized | 40. | neighbor | | |
| 165. | whiz | 41. | patient | | |
| 166. | whoop | 42. | pleasant | | |
| 167. | whoosh | 43. | pollen | | |
| | | 44. | predict | | |
| | | 45. | replace | | |
| | | 46. | scold | | |
| | | 47. | scrapped | | |
| | | 48. | settlement | | |
| | | 49. | settling | | |
| | | 50. | shipment | | |
| | | 51. | stable | | |

Foundations Word of the Day

1. abandon
2. actively
3. actually
4. atmosphere
5. belief

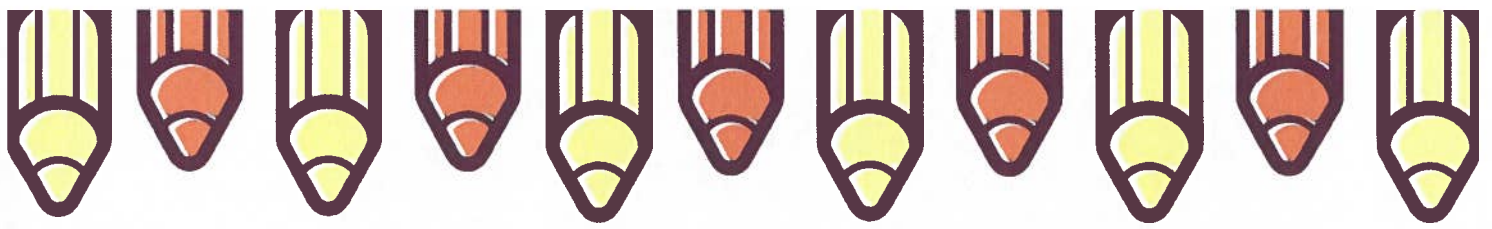


NEW HAVEN PUBLIC SCHOOLS

“What Your Child Will Learn”

Kindergarten





NEW HAVEN PUBLIC SCHOOLS
WHAT YOUR CHILD WILL LEARN IN GRADE K

Mathematics

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

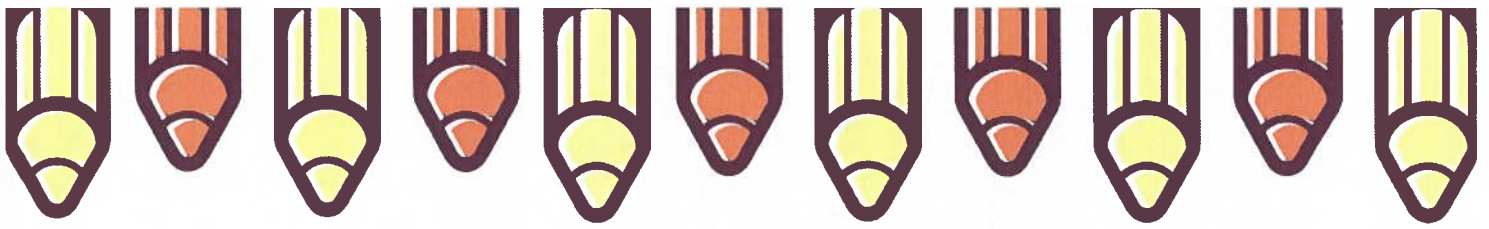
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

English Language Arts

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.



NEW HAVEN PUBLIC SCHOOL
HOW YOU CAN HELP YOUR CHILD

Mathematics

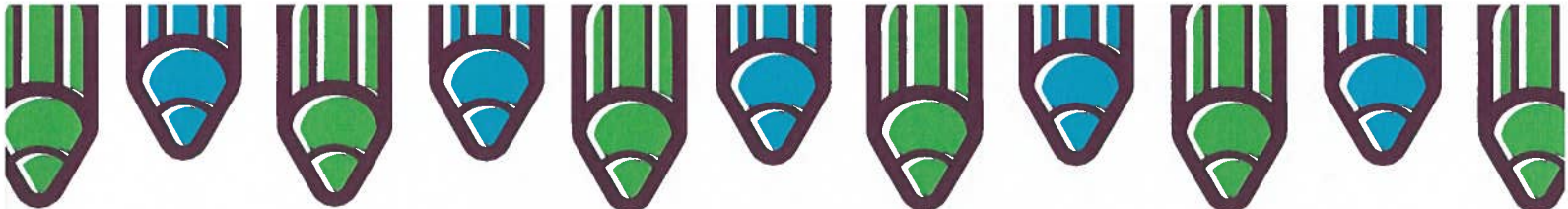
Kindergartners are avid math learners! They may easily compare sets of objects to know which is more, but may have difficulty figuring out how many they actually have. When they count they know *how many?* but may not know that the last number counted means the total quantity. At this age, kids are learning which set is more and may be able to sequence quantities from smallest to largest. But the question *how much more?* can be difficult. Many children are also fascinated with collecting and sorting objects.

<https://www.dreambox.com/parent-tips-kindergarten>

English Language Art

Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc. Ask your child to think about what the message of a story may be or what he or she learned from an informational book or article. Look for opportunities in everyday places to build your child's vocabulary. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

[**Parent Roadmap To The Common Core**](#)



NEW HAVEN PUBLIC SCHOOLS

WHAT YOUR CHILD WILL LEARN IN KINDERGARTEN

Social Studies and History

Science

Research & Historical Thinking

- Use a calendar to determine the day, week, month and year.
- Place events in correct order on a timeline.
- Observe situations in pictures and within the classroom and identify problems to be solved. (e.g. sharing, materials, taking turns, conflict management)
- Listen to a story and gather information.
- Plan questions to gather information in an interview.
- Obtain information through non print materials (pictures, photographs, and family memorabilia.)

Civics and Government

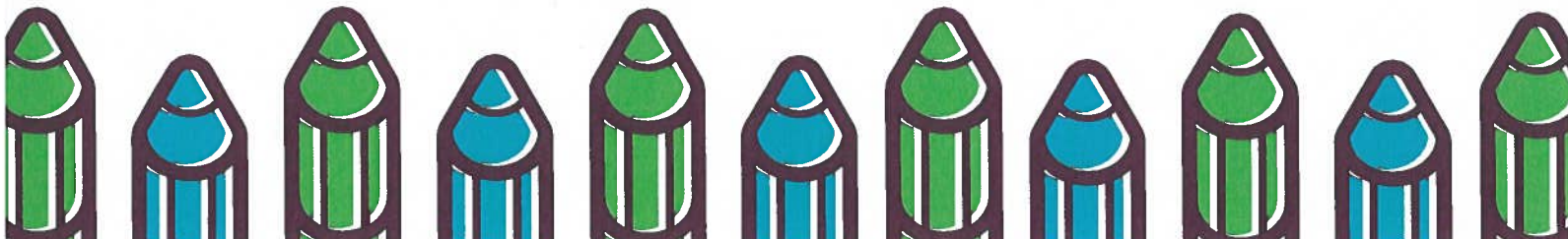
- Vote on classroom issues and verbalize a reason for a voting preference.
- List services in the community that are helpful to themselves and their family.
- Recognize the American flag located in the classroom.
- Identify National holidays and recognize these on the calendar.
- Identify the meaning of patriotic ceremonies (e.g., raising the flag, pledge of allegiance)

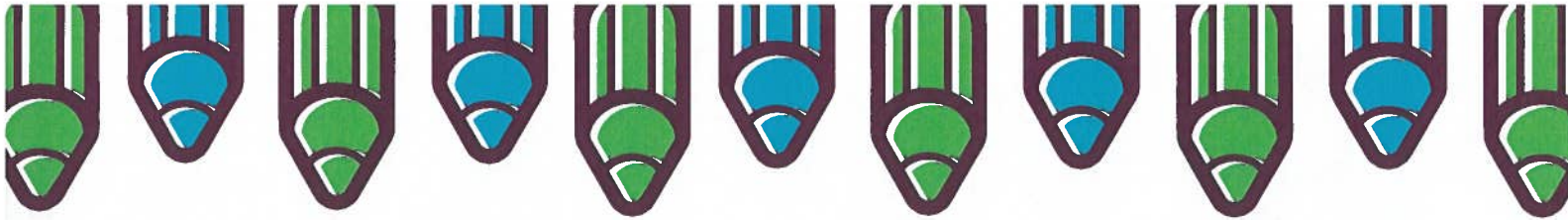
Geography

- Participate in the construction of simple maps and models representing the classroom, school, and community. (Theme: place)
- Identify their street, address, phone number and zip code.
- Use a globe to point out land and water. (Theme: Place)
- Describe life on a farm and life in the city.
- Identify uses for land and water. (Theme: relationships)
- Describe different types of transportation. (Theme: movement)
- Categorize different areas of the home and classroom where various activities take place.

Concepts

- Investigate what plants and animals need to live.
- Model the relationship between the needs of living things and the places they live.
- Observe patterns of local weather.
- Propose solutions to severe weather.
- Observe the effect of the sunlight on the earth's surface
- Build a structure to stay cool in the sun.
- Investigate the strength of pushes and pulls on motion
- Design a solution to change an object's speed or direction.





Social Studies and History

Economics

- Identify uses for money.
- Distinguish between needs and wants within the classroom and home.
- Identify uses for money at school and at home.
- Explain division of labor and types of work found in school.

Diversity & Global Perspective

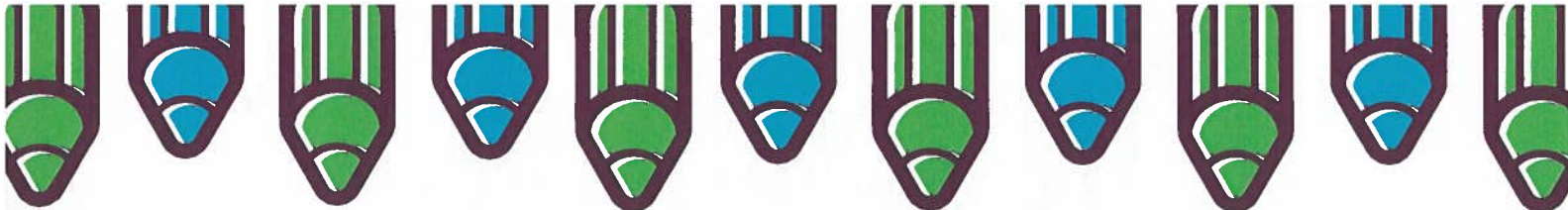
- Identify generations within the family.
- Describe various roles within the family.
- Distinguish differences and similarities among individuals and families.
- Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.

Science

Skills

- Make observations about demonstrations, experiments and events.
- Form questions and wonderings about phenomena using observations and prior knowledge.
- Know the difference between observations and conclusions.
- Ask questions about others' conclusions.
- Use appropriate tools to make measurements and collect data.
- Plan a simple cause/effect investigation.
- Explain basic safety and ethical impacts of science investigations.
- Design and refine simple visual or physical models that represent science events.
- Display data using visual representations.
- Connect data to appropriate conclusions.
- Make an explanation about a science concept based on observations and data.
- Communicate with others about science ideas and possible flaws.
- Use appropriate science vocabulary when communicating about science events.
- Design solutions to real-life problems, and be able to refine them after seeing the results.





NEW HAVEN PUBLIC SCHOOLS

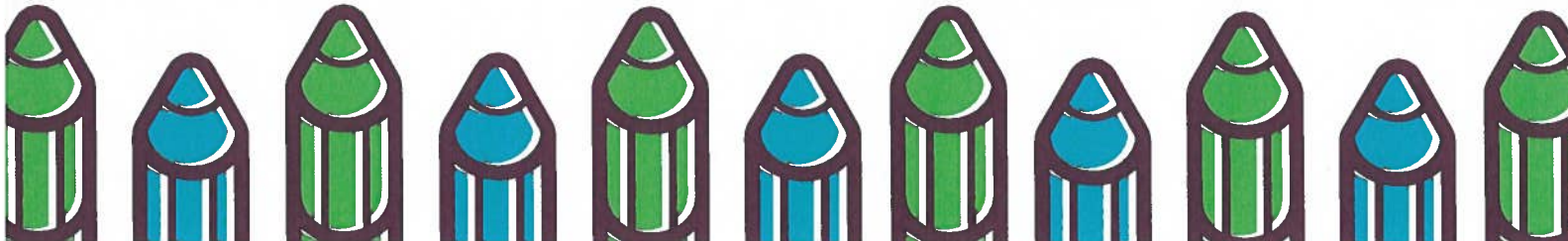
HOW YOU CAN HELP YOUR CHILD

Social Studies and History

- Foster a positive attitude towards the subject matter and explore ways to engage your child in learning about social studies.
- Show an interest in what they are learning in school, discuss concepts with them and give them examples of social studies from their daily lives that they can relate to.
- Build your child's self-esteem by sharing stories about their family heritage instilling pride and confidence in who they are.
- Visit local and national museums (whenever possible) during weekends and school breaks to uncover the history of different cultures.
- Social Studies is a subject that requires lots of reading, therefore it is important to provide your child with access to rich, relevant and engaging subject matter.

Science

- Visit together, observe together, wonder together, think together, tinker together and most importantly, talk together!
- Be positive about science learning.
- Be positive about your child being curious about the world and taking time to "figure things out" by predicting, talking, investigating, not just "learn about" by looking up an answer.
- Encourage students to develop and test their own understandings and explanations of the world.
- Encourage exploration of simple objects around the house (movement, light, sound, heat), the world outside (sky, weather, trees, yard, the earth), living things (humans, animals, plants) and technology (cars, TVs, machines).
- Encourage use of simple measurement tools at home (hand lens, rulers, thermometers, scales) and encourage use of math.
- Use and visit local resources (museums, parks, family nights, science programs/events at Yale, other places).





NEW HAVEN PUBLIC SCHOOLS

WHAT YOUR CHILD WILL LEARN IN KINDERGARTEN

Health

- Social and Emotional Health
- Nutrition and Physical Activity
- Safety
- Alcohol and Tobacco & other drugs
- Personal Health and Wellness

Physical Education

Locomotor/non-locomotor movements

- Performs Locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
- Maintains momentary stillness on different bases of support. (S1.E7.Ka) Forms wide, narrow, curled and twisted body shapes
- Contrasts the actions of curling and stretching

Movement Concepts

- Differentiates between movement in personal (self-space) and general space
- Travels in general space with different speeds.

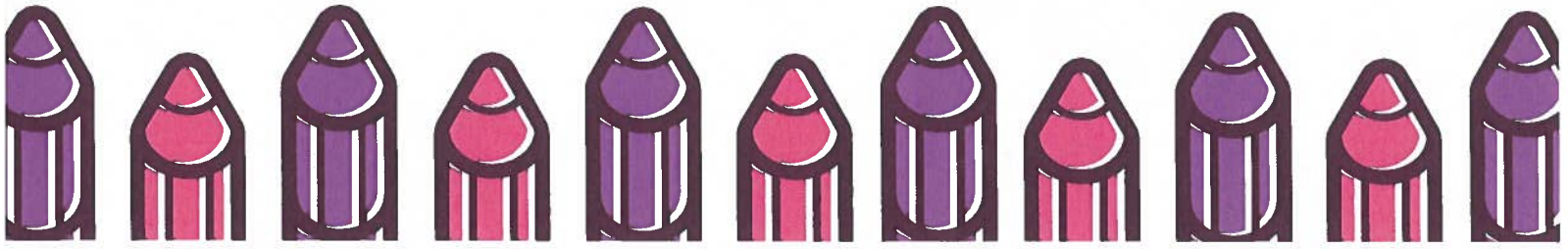
Physical activity knowledge.

- Identifies active play opportunities outside physical education class
- Participates actively in physical education class
- Recognizes that when you move fast, your heart beats faster and you breathe faster

Personal responsibility

- Follows directions in group settings (e.g., safe behaviors, following rules, taking turns)
- Acknowledges responsibility for behavior when prompted

Self-Expression & Enjoyment

- Identifies physical activities that are enjoyable, Discusses enjoyment of play with friend
 - Recognizes that physical activity is important to good health
- 



NEW HAVEN PUBLIC SCHOOLS
HOW YOU CAN HELP YOUR CHILD

Health

- Ask them about nutritious foods
- Pay attention to how they are feeling and ask
- Let them talk to you about drugs and alcohol
- Help your child to develop good habits

Physical Education

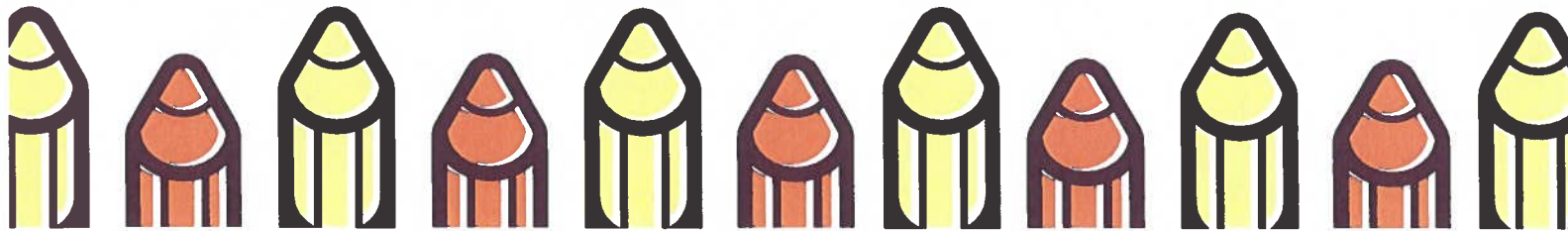
- Play with your child
- Ask how they feel about exercise and moving
- Help your child find something they like to do that is active
- Have your child practice moving in large and small spaces





NEW HAVEN PUBLIC SCHOOLS
**WHAT YOUR CHILD WILL LEARN
 IN THE ARTS IN KINDERGARTEN**

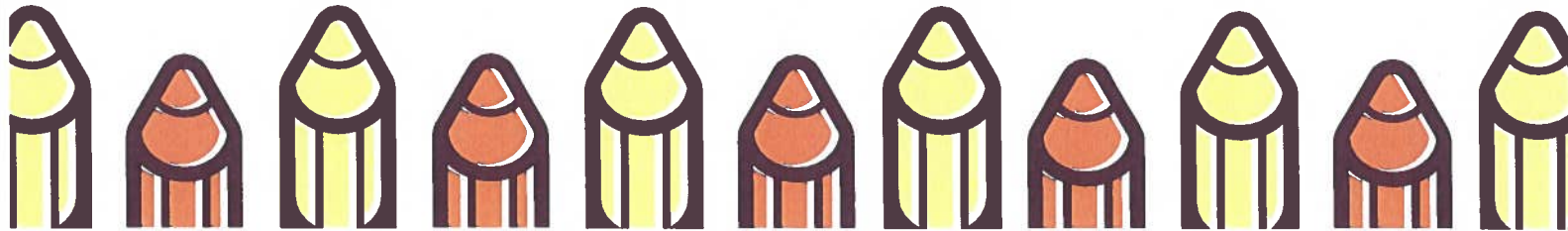
ART	MUSIC
<p>CONCEPTS</p> <p style="text-align: center;">Create</p> <ul style="list-style-type: none"> ● Experiment with different lines, shapes, color form and texture using different materials and supplies ● Create art that represent elements of nature ● Create art that represents self in their communities <p style="text-align: center;">Present</p> <ul style="list-style-type: none"> ● Identify color, shape, and texture in their work ● Talk about their art work using art words <p style="text-align: center;">Respond</p> <ul style="list-style-type: none"> ● Name color, shape, and texture in observed art and in their daily experience ● Using art words, describe how artwork makes them feel and why <p>SKILLS</p> <p style="text-align: center;">Materials</p> <ul style="list-style-type: none"> ● Pencil, crayon, marker, watercolor, chalk, clay, fabric/yarn/pipe cleaners/string <p style="text-align: center;">Technique</p> <ul style="list-style-type: none"> ● Draw, paint, collage, sculpt <p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> ● Line: staring, curved, zigzag, dotted, thick, thin ● Shape: square, circle, triangle, heart, rectangle ● Colors: primary, secondary ● Texture: sticky, smooth, rough, bumpy 	<p>CONCEPTS</p> <p style="text-align: center;">Create</p> <ul style="list-style-type: none"> ● Express high/low, loud/soft sounds ● When prompted create sound effects ● Respond to a music prompt with a melodic or rhythmic answer; create musical conversations <p style="text-align: center;">Perform</p> <ul style="list-style-type: none"> ● Demonstrate the difference between speaking, singing, whispering and shouting ● Maintain a steady beat ● Sing a variety of melodies <p style="text-align: center;">Respond</p> <ul style="list-style-type: none"> ● Develop age appropriate audience behavior and listening skills ● Describe how examples of music makes them feel and explain why <p>SKILLS</p> <p style="text-align: center;">Music Notation</p> <ul style="list-style-type: none"> ● Develop left to right and top to bottom reading skills ● Follow visual representation for steady beats and rests ● Demonstrate shape of a melody <p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> ● louder/softer, higher/lower, beat, rhythm, melody/tune





NEW HAVEN PUBLIC SCHOOLS
HOW YOU CAN HELP YOUR CHILD

ART	MUSIC
<ul style="list-style-type: none">● Give your child opportunities to create using a variety of materials. Create together.● Ask your child to tell you about his/her art work● Identify different shapes● Make homemade play dough: https://www.iheartnaptime.net/play-dough-recipe/	<ul style="list-style-type: none">● Sing with your child often● Recite rhymes and fingerplays● Read to your child and ask him/her to add sound effects to the story● Clap syllables of names and rhymes.● Listen to different types of music and ask your child what he/she thinks about it, what it makes him/her think of, and why.





NEW HAVEN PUBLIC SCHOOLS

WHAT YOUR CHILD WILL LEARN IN GRADE K-5

World Language Content

This can vary greatly from school to school. Teachers will incorporate this content into thematic units which may contain many of the topics in one:

- Greetings
- Talking about themselves (age, birthday, etc.)
- Colors
- Numbers
- Animals, Pets
- Weather
- Fruits and Vegetables
- Foods and Cultural Dishes
- Seasonal Fun
- Cultural Celebrations
- Poetry
- Children's Books/Topics

World Language Skills

- These also can vary, depending on the length and minutes/week of the program. This is the minimum that students will learn:

Listening/Reading Skills (Interpretive Communication)

- I can *hear a few familiar words and match* to a visual, draw, or act it out to show the meaning.
- I can *see a familiar word and match* it to a picture. (not necessarily "reading").
- I can *identify memorized or familiar words* in an **authentic text** supported by gestures or visuals.
- I can *determine the topic or purpose* of an **authentic text** with very strong context, gestures, cognates, and/or visuals.

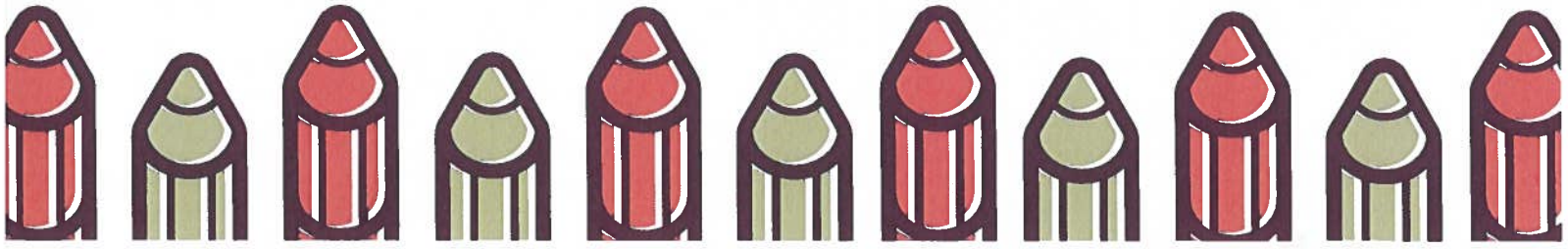
Conversational Speaking Skills (Interpersonal Communication)

- I can *provide information* by responding to a few simple questions on very familiar topics, with the help of gestures or visuals.
- I can *express some basic needs* using memorized words or phrases, with the help of gestures or visuals.
- I can *express some basic preferences or feelings*, using memorized words and phrases, with the help of gestures and visuals
- I can *describe* a few familiar visuals or actions with single words
- I can *introduce myself* using memorized words and phrases, with the help of visuals. (speaking/writing)
- I can *express my likes and dislikes* on very familiar topics using memorized words and phrases, with the help of gestures or visuals.

Writing/Speaking Skills (Presentational Communication)

- I can *speak or write about some familiar people, places and objects* with a word or two and the help of gestures or visuals.
- I can use practiced words, a picture dictionary, and provided sentence frames to express what I want to say or write. (ex. "I like ____")

Intercultural Communication

- I can *notice* things that are unique to the target culture in authentic pictures and videos.
 - I can *compare* what I see in pictures and videos from the target culture to things in my family, community, and country (reflecting in English).
 - I can *greet* appropriately in the target language
- 

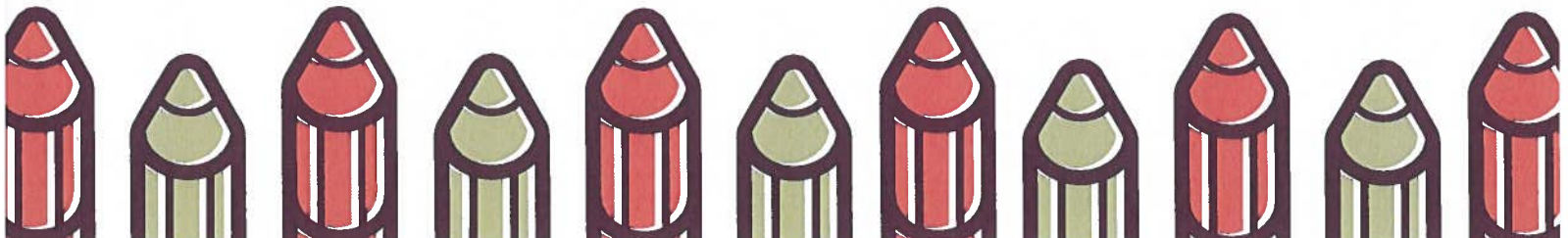


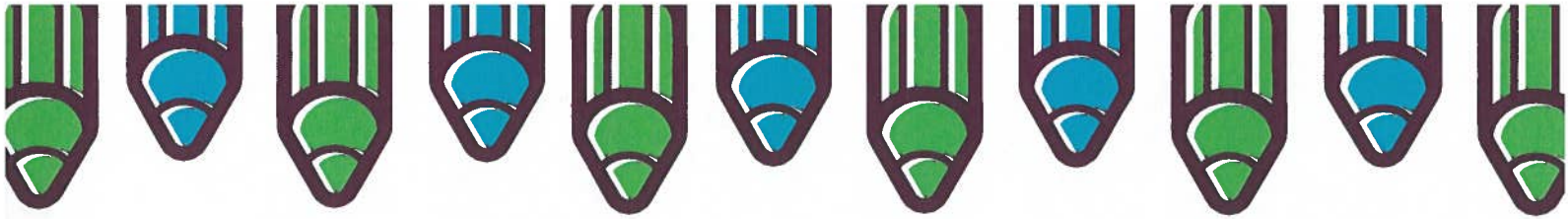
NEW HAVEN PUBLIC SCHOOLS HOW YOU CAN HELP YOUR CHILD

World Languages

Encourage your child to:

- Sing songs and say poems that they learn in class at home!
- Read target language or bilingual children's books.
- Find age-level appropriate television shows, cartoons, or movies in the target language and watch a little bit each day.
- On Netflix, check if you can change to subtitles or audio in the target language.
- Use a phone to record them speaking in the target language a little bit each day. See their progress throughout the year!
- For more information and links to online apps, games, and practice, check our website:
<https://sites.google.com/a/nhps.net/nhpswl/home?authuser=0>

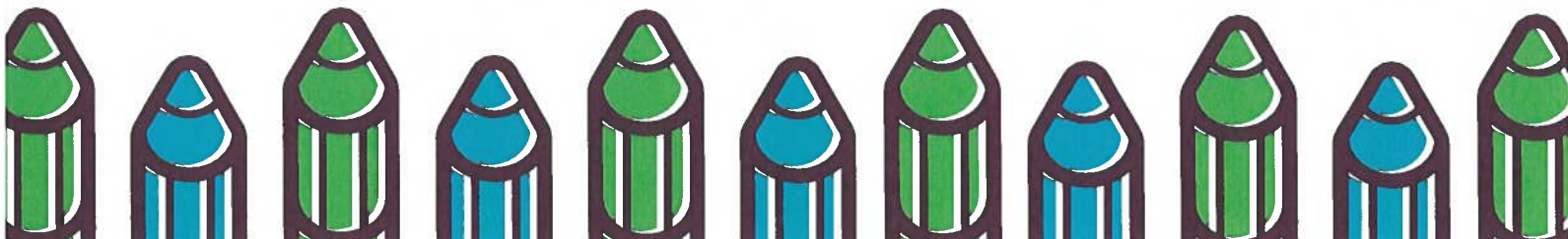


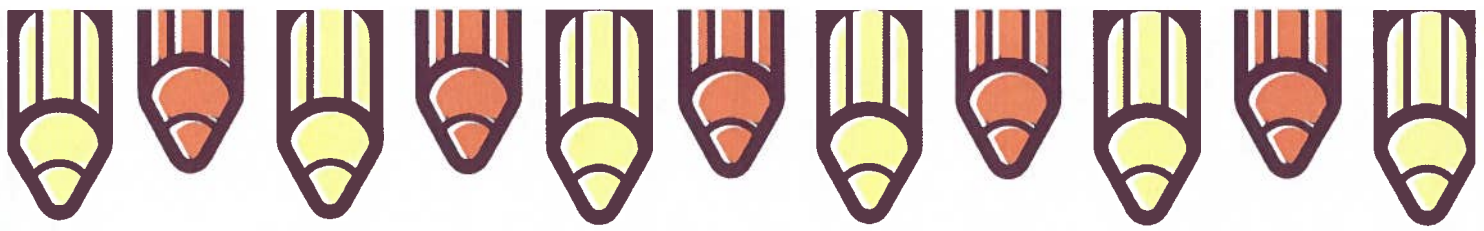


NEW HAVEN PUBLIC SCHOOLS

“What Your Child Will Learn”

Sixth Grade





NEW HAVEN PUBLIC SCHOOLS

WHAT YOUR CHILD WILL LEARN IN GRADE 6

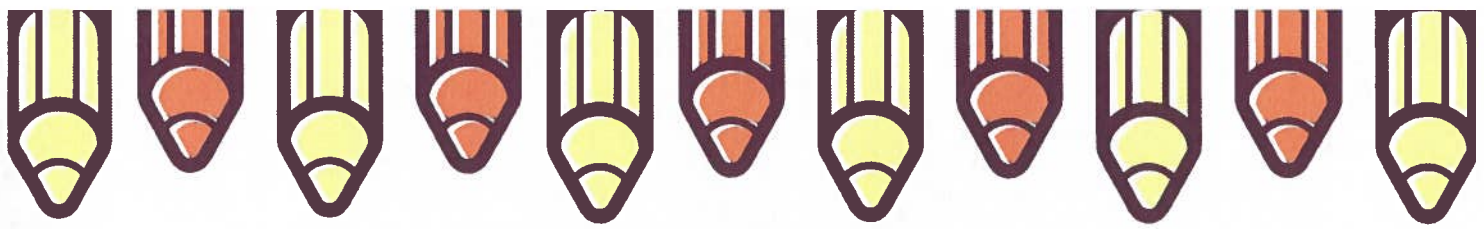
Mathematics

- Using reasoning of multiplication and division to solve problems about quantities, including such things as percent, cost per gallon, and comparison of boys to girls in a class. Learning how to divide fractions and using negative numbers.
- Adding, subtracting, multiplying and dividing multidigit decimals, and dividing multidigit whole numbers quickly and accurately. Writing expressions (mathematics statements) with numbers and variables (letters). Evaluating expressions (relationships using numbers and letters with no equal sign) by replacing the variables with numbers and using addition, subtraction, multiplication, and division to calculate the value.
- Understanding when two expressions are the same.
- Writing equations (relationship using numbers and letters with an equal sign) to model real world problems and solving equations such as $10 + x = 15$ to find a value of x to make the equation true.
- Learning about mean (average) and median (middle) to develop an understanding of how data sets can be summarized and what the difference in these values say about the data. Solving real-world and mathematical problems involving area (space inside) and volume (how much something holds).

English Language Arts

- Providing detailed summaries of texts.
- Comparing and contrasting various texts, including poems, stories, and historical novels. Describing how a particular story or drama's plot unfolds and how characters respond to the plot development.
- Citing evidence to explain what a story, play, poem, or informational text says, and what clues can be used to make inferences.
- Identifying and evaluating specific claims and arguments in a text.
- Supporting written claims or arguments with clear reasons and relevant evidence.
- Producing writing that is appropriate to the task, purpose, and audience.
- Conducting short research projects to answer a question, drawing on several sources.
- Gathering information from print and digital sources and assessing the credibility of each source.
- Participating in class discussions about various texts and topics in which the student is prepared to refer to evidence in a text when discussing ideas, to restate other people's ideas, and to understand other perspectives.

Please note: Text is printed materials (books, newspapers, magazines) as well as graphics, drawings, and multimedia such as audio and or visual recordings.



NEW HAVEN PUBLIC SCHOOLS

HOW YOU CAN HELP YOUR CHILD

Mathematics

Encourage your child to use what is already known to find answers for new problems. Reinforce mathematics by sharing your thinking as you work through real problems, especially if it takes some time and effort to find a solution.

Share how fractions and decimals are used during cooking, carpentry, and financial calculations. Encourage your child to stick with a problem that may seem difficult at first. Show your child unit rates while shopping.

English Language Arts

Ask your child to read their own writing out loud. Children can discuss word choices, ideas, and reasons why they wrote about a topic.

Discuss current events. Children can share their opinions on the issues. Prompt them to back up their claims with evidence from reliable resources.

Use technology to help build your child's interest in reading. Read books, magazines, newspapers, or blogs online. Have your child write a summary on the computer, share it with an adult, and use the computer to edit.

Attend a play with your child. Discuss the actors' expressions and how the characters are brought to life.

Urge your child to use logical arguments to defend an opinion. If your child wants to purchase a new item, have him or her conduct research and explain why purchasing that particular brand is the best option. The explanation must be supported with facts and details.

Encourage your child to write. Create an event flyer or a letter of complaint about a product that no longer works and is still under warranty. Children need to see writing as a real-world experience and not just as a school activity.

Play games with the family that use reading. There are many word- and vocabulary-building games. Just think of the great reading opportunity provided by the instructions!



NEW HAVEN PUBLIC SCHOOLS
WHAT YOUR CHILD WILL LEARN IN 6th GRADE

Social Studies and History

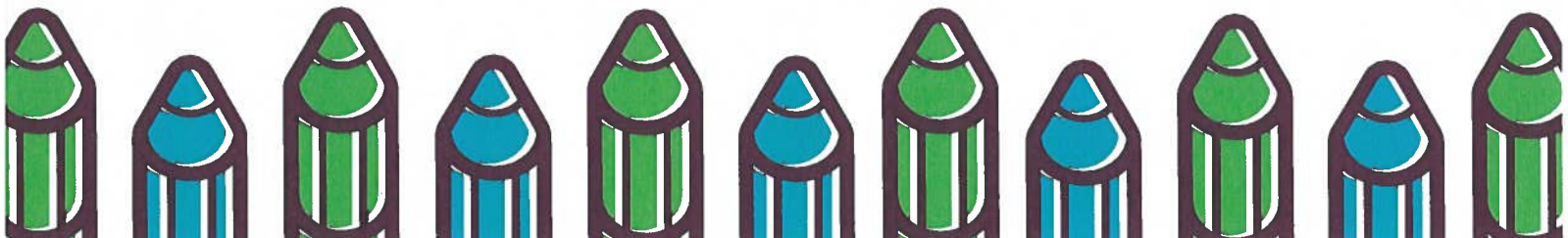
Research & Historical Thinking

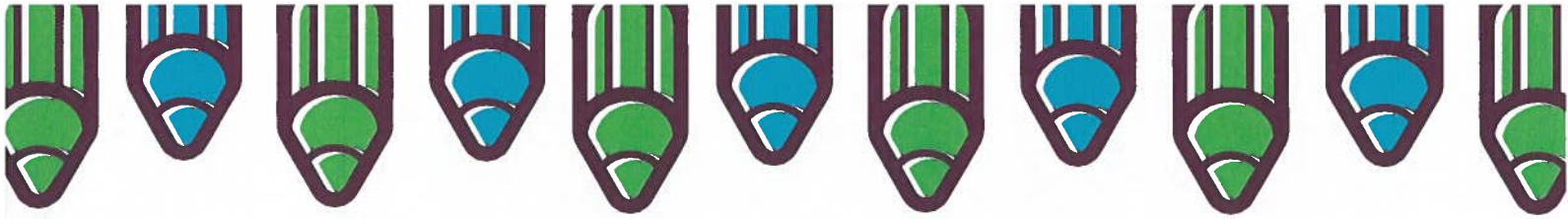
- Distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- Identify Indigenous tribes. Examine the way Indigenous tribes lived.
- Identify major explorers and trace the routes for exploration.
- Summarize and sequence the events leading to the American Revolution.
- Identify individuals and groups that have contributed to the early development of early New Haven and the United States.
- Investigate the way that individuals and groups cooperate to adapt to the environment and resolve conflicts
- Examine the challenges faced and the contributions made by various cultural groups to American society.
- Describe the historical movements that influenced the development of early New Haven and the United States from pre-Columbian times up to 1877 with an emphasis on the American Revolution and the founding of the United States Stand 2 Civics and Government.
- Explain what it means to be citizens of their community, state, and nation.
- Identify characteristics of a good citizen living in the community.
- Identify the functions and the major positions of authority in the community and describe the services provided by local government.
- Use a variety of resources to gather information about the government in their community and other communities around the world.
- Demonstrate understanding of democratic principles and practices.
- Explain how rights and responsibilities have changed over time.
- Identify and examine constitutional documents and the structure and operation of state governments.
- Describe the components and characteristics of regional forms of government.
- Explain citizenship rights and responsibilities.

Science

Concepts

- Develop and defend a model that explains the behavior of matter (solids, liquids, gases) when it is changed by heating, cooling or mixing.
- Use chemical and physical properties as evidence to help identify unknown materials.
- Investigate using observational data and other numerical evidence to explain the changes in patterns over time of the Sun, stars, shadows, day/night.
- Use data analysis to figure out how to use sky patterns to help navigate around the world.
- Develop a model using evidence to explain the flow of matter and energy organisms in the same ecosystem (food web).
- Engage in argumentation with evidence to make a prediction about the effect of ecosystem physical changes to the organisms' interdependent relationships.





Social Studies and History

- Investigate civic and political issues and problems.
- Use inquiry and communication skills to report findings in charts, graphs, written, and verbal form.
- Demonstrate responsible citizenship by exercising civic virtues and participation skills.
- Identify the three branches of government and how they relate to each other. Demonstrate an understanding of the Bill of Rights.
- Identify main components and characteristics of early New Haven and the United States government.
- Identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Geography

- Explain that latitude and longitude are used to locate places on maps and globes, and understand Earth/sun relationships,
- Use local, regional, and thematic maps to research early settlements in America.
- Examine the geographical significance of the location of early American colonial settlements as related to coastal areas, mountains, rivers, plains.
- Describe the major physical features of each of the states and major cities of the United States.
- Describe how geographic regions change over time.

Economics

- Recognize economic resources of each region studied in the United States. Understand how the geography of a region dictates economic development.
- Describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in early New Haven and the United States in different historical periods. (influence of technology and mass media)

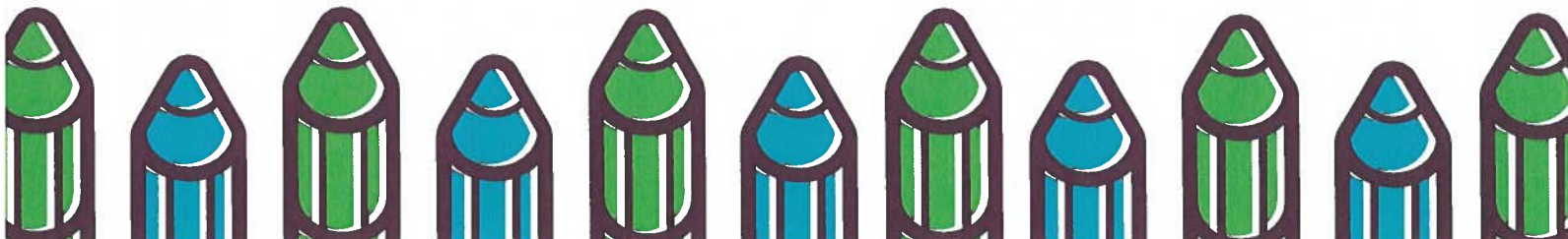
Diversity

- Compare and contrast different ethnic group's influence on the culture of the United States.
- Analyze the roles and relationships of diverse groups of people contributing to the United States and early New Haven's cultural heritage.

Science

Skills

- Make observations about demonstrations, experiments and phenomena.
- Form questions and hypotheses about phenomena using observations and prior knowledge.
- Engage in discourse and critique about others' explanations.
- Use appropriate tools to make scientific measurements and collect numerical data.
- Plan and conduct cause/effect investigations that are "fair tests".
- Explain safety and ethical impacts of science investigations and solutions.
- Design, refine and evaluate multiple models that explain science phenomena.
- Display and analyze data using visual representations, including tables and graphs.
- Use basic statistics to analyze data to support appropriate claims and explanations.
- Construct and defend explanations about science concepts based on evidence.
- Communicate with others about science claims and flaws in reasoning based on evidence
- Use appropriate science vocabulary when communicating about science phenomena and theories.
- Relate the use of science and technology to both causes of societal problems and possible solutions.
- Design multiple solutions to real-life problems, and be able to optimize them based on results.





NEW HAVEN PUBLIC SCHOOLS

HOW YOU CAN HELP YOUR CHILD

Social Studies and History

- Foster a positive attitude towards the subject matter and explore ways to engage your child in learning about social studies.
- Show an interest in what they are learning in school, discuss concepts with them and give them examples of social studies from their daily lives that they can relate to.
- Strengthen your child's willingness to express their opinion and positively contribute to classroom discussion by sharing stories about their family heritage instilling pride and confidence in who they are.
- Visit local and national museums (whenever possible) during weekends and school breaks to uncover the history of different cultures.
- Aid and assist your students when assigned research projects and simulation exercises that corroborate and build upon knowledge of social studies concepts.
- Social Studies is a subject that requires lots of reading, therefore it is important to provide your child with access to rich, relevant and engaging subject matter. Visit your local library and make sure that you and your child each have a library card. This allows growth in content knowledge but also helps support reading comprehension skills.

Science

- Visit together, observe together, wonder together, think together, tinker together and most importantly, talk together!
- Be positive about science learning. Don't ever say science (or math) is "hard"!
- Encourage perseverance. Often in science/math there is not an answer immediately, it takes time and effort.
- Be positive about your child being curious about the world and taking time to "figure things out" by predicting, talking, investigating, not just "learn about" by looking up an answer.
- Encourage students to develop and test their own understandings and explanations of the world.
- Encourage exploration of objects around the house (movement, light, sound, heat), the world outside (sky, weather, trees, yard, the earth), living things (humans, animals, plants) and technology (cars, TVs, machines).
- Encourage use of measurement tools at home (hand lens, rulers, thermometers, scales).
- Encourage use of math, especially statistics in solving problems and analyzing data.
- Help your child investigate the wide variety of careers in Science, Technology, Engineering and Math.
- Use and visit local resources (museums, parks, family nights, science programs/events at Yale, other places).





NEW HAVEN PUBLIC SCHOOLS
WHAT YOUR CHILD WILL LEARN IN 6th GRADE

Health

- Social and Emotional Health
- Nutrition and Physical Activity
- Safety
- Alcohol and Tobacco & other drugs
- Personal Health and Wellness
- HIV and reproductive health
- Puberty

Physical Education

Demonstrates competency in a variety of motor skills and movement patterns.

- Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.
- Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base)
- Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace)
- Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go


Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- Describes how being physically active leads to a healthy body
- Participates in self-selected physical activity outside of physical education class
- Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day

Exhibits responsible personal and social behavior that respects self and others

- Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors
- Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- Describes how being physically active leads to a healthy body
 - Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the task
 - Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity
- 



NEW HAVEN PUBLIC SCHOOLS

HOW YOU CAN HELP YOUR CHILD

Health

- Ask them about nutritious foods
- Pay attention to how they are feeling and ask
- Let them talk to you about drugs and alcohol
- Help your child to develop good habits
- Create an environment that child can talk to you about body changes

Physical Education

- Encourage your child to be active
- Encourage your child to be aware of one's fitness levels
- Have meaningful discussions on physical activity





NEW HAVEN PUBLIC SCHOOLS

WHAT YOUR CHILD WILL LEARN IN GRADE 6

World Language Center

This may vary by teacher and theme of the school, but in general:

- **Our World:** Learning about country names, locations of countries, flags, and languages. Talking about where we are from and where we live.
- **Our Birthday Party:** Talking about what you like to do at a birthday party, such as eating, playing games, etc. Comparing parties in the target culture to parties in your family and community.
- **Our Rides:** Investigating transportation and cars from all over the world. Talking about miles/kilometers per hour and describing vehicles (fast/slow, expensive/cheap, colors, etc.)
- **Our Trips:** Planning a trip to the target culture. Packing a suitcase (clothing). Learning about landmarks, museums, etc. Talking about where you

Listening/Reading Skills (Interpretive Communication)

- I can *hear familiar words and match* to a visual, draw, or act it out to show the meaning.
- I can *listen for familiar words or phrases* in an *authentic text* and count how many times I hear them.
- I can *read familiar words or phrases* and match to or draw pictures of the meaning.
- I can *determine the topic or purpose* of an *authentic text* with strong context, visuals, familiar words, cognates, or phrases.

Conversational Speaking Skills (Interpersonal Communication)

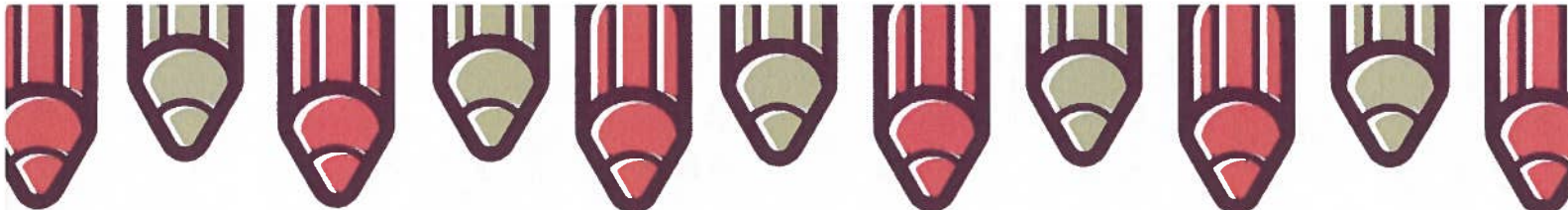
- I can *request and provide information* by asking and answering a few simple questions on very familiar topics.
- I can *express my own preferences and react to those of others*, using a mixture of memorized words, phrases, and simple sentences.

Writing/Speaking Skills (Presentational Communication)

- I can *say and write a memorized, practiced introduction* with simple phrases or sentences.
- I can *speak and write about myself, my interests, and my activities*, using a mixture of memorized words, phrases, and simple sentences.
- I can *express my likes and dislikes* using a mixture of memorized words, phrases, and simple sentences. (speaking/writing)
- I can *describe or label an image* using a mixture of memorized words, phrases, and simple sentences.

Intercultural Skills

- In my own and other cultures, I can *identify some typical products and practices* related to familiar everyday life using words and phrases.
- I can use some *appropriate rehearsed cultural behaviors* such as shaking hands or bowing, in familiar everyday situations.



**NEW HAVEN PUBLIC SCHOOLS
HOW YOU CAN HELP YOUR CHILD**

World Languages

Encourage your child to:

- Create a set of flashcards with words they have already learned; draw a picture on one side and write the target language on the back.
- Use small slips of paper or post-its to label items in the house with target language words learned at school.
- Read target language or bilingual children’s books.
- Find age-level appropriate television shows, cartoons, or movies in the target language and watch a little bit each day.
- On Netflix, check if you can change to subtitles or audio in the target language.
- Call a friend in your class and try to speak in the target language for longer each day. Keep a record that they practiced together and take some notes about what they said.

Show to the teacher!

- Use their phone to record your voice speaking in the target language a little bit each day. See their progress throughout the year!
- For links to online apps, games, and practice, check our website:

<https://sites.google.com/a/nhps.net/nhpswl/home?authuser=0>

6172

Instruction

Alternative Education Programs

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

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

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

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

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

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

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

SECOND READING

~~subject to the provisions of the general statutes applicable to teachers employed by the board of education of any town or regional school district.~~

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

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

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

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

~~Alternative language to consider:~~

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

(cf. 6172.11 - Relations with Charter Schools)

(cf. 6172.12 - Magnet Schools)

(cf. 6172.41 - Title I Program)

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

Legal Reference Connecticut General Statutes

SECOND READING

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

10-15 Towns to maintain schools.

10-16 Length of school year.

10-158a Cooperative arrangements among towns. School building projects. Student transportation.

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

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

PA 15-133 An Act Concerning Alternative Education

Policy adopted: