

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

INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT November 13, 2023

RESIGNATION– Teachers:

<u>Name</u>	<u>Assignment:</u>	<u>Effective Date</u>
Rebecca Paxton	Science COOP Arts & Humanities High School General Funds 19041464-50115	10/24/2023
Rebecca Salomonsson	Integrated Language Arts Wexler Grant School General Funds 19041632-50115	11/03/2023
David Stewart	Music ESUMS Inter-District Funds 27042217-50115	11/17/2023

RESIGNATION– Paraprofessional Staff:

<u>Name</u>	<u>Assignment:</u>	<u>Effective Date</u>
Erica Covile	Grade 1 Assistant Teacher East Rock Magnet School General Funds 19041046-50128	11/03/2023
Alejandro Pabon-Rey	Special Education Assistant Teacher Bishop Woods Magnet School General Funds 19049043-50128	09/11/2023
Bianca Woods	Kindergarten Assistant Teacher Edgewood Magnet School General Funds 19041012-50128	11/10/2023

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RESIGNATION– Non-Instructional Staff:

<u>Name</u>	<u>Assignment:</u>	<u>Effective Date</u>
Azhaleia Reyes	Account Clerk IV Central Kitchen Food Service 25215200-50124	11/06/2023

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

CORRECTIONAL/CHANGE IN RETIREMENT DATE– Teacher:

<u>Name</u>	<u>From</u>	<u>To</u>
James Kopcik	11/17/2023	Rescinded

CORRECTIONAL/CHANGE IN START DATE– Teacher:

<u>Name</u>	<u>From</u>	<u>To</u>
Patrina Cobham-Austin	11/01/2023	12/20/2023

CORRECTIONAL/CHANGE IN FUNDING – Teachers:

<u>Name</u>	<u>From</u>	<u>To</u>
Kailey Barney	25526363-61-50115	25536399-61-50115
Ashlie Forsberg	25526363-30-50115	25536399-30-50115
Mareli Gonzalez	25526363-41-50115	25536399-41-50115
Gearlene Salters	25526363-21-50115	25536399-21-50115

CORRECTIONAL/CHANGE IN LOCATION– Paraprofessional Staff:

<u>Name</u>	<u>From</u>	<u>To</u>
Luz Lopez Broderick	Celentano Magnet School	Itinerant

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OFFER RESCINDED – Non-Instructional

<u>Name</u>	<u>From</u>	<u>To</u>
Alanis Melendez	TBD	Rescinded

CORRECTIONAL/CHANGE IN FUNDING – Non-Instructional Staff:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Nickie Allen	25176264-56900	25536399-56900	10/01/2023

FAMILY & MEDICAL LEAVE ACT: LEAVE OF ABSENCE REPORT

The following are listed for information only, having met the requirements for absence under the Family & Medical Leave Act. The 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>
Renee Baker	School Psychologist Itinerant General Funds 19049121-50115	11/09/2023-11/22/2023
Kelly Bolduc	Grade 5 Ross/Woodward Magnet School Inter-District Funds 27041010-50115	01/22/2024-04/24/2024
Annie Harris-Lerew	Math COOP Arts & Humanities High School General Funds 19041164-50115	11/16/2023-12/22/2023
Lisa Rappa	Science Wilbur Cross High School General Funds 19041461-50115	11/27/2023-02/26/2024
Roger Rushworth	Science ESUMS General Funds 19041417-50115	10/02/2023-11/27/2023

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FMLA LEAVE OF ABSENCE – Paraprofessional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Janice Brevard	Head Start Assistant Teacher Hill Central Music Academy School Readiness 25326067-50128	09/20/2023-11/03/2023
Joanne D’Angelo	Special Education Assistant Teacher Wilbur Cross High School General Funds 19049761-50128	08/31/2023-10/31/2023
Stephanie Foster	Pre-K Assistant Teacher Ross/Woodward Magnet School Inter-District Funds 27041010-50128	09/14/2023-10/20/2023
Iris Mellaly	Head Teacher Early Learning Center Hill Central Music Academy School Readiness 25326067-50128	10/02/2023-01/02/2024
Budicisa Moore	Kindergarten Assistant Teacher Betsy Ross Magnet School General Funds 19041055-50128	09/07/2023-12/01/2023
Sarah Russell	Special Education Assistant Teacher Hill Central Music Academy General Funds 19049007-50128	08/31/2023-11/28/2023

FMLA LEAVE OF ABSENCE – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Dawn Edwards	School Security Officer Itinerant General Funds 19047300-50127	10/23/2023-01/23/2024
Scott Maturo	School Security Supervisor Itinerant General Funds 19047300-50118	09/01/2023-10/31/2023

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Gerald Mcelease Sr	Student Retention Specialist Wilbur Cross High School General Funds 19041061-50128	10/02/2023-01/03/2024
Andrew Naylor	Assistant Building Manager Grade Schools-Custodial General Funds 19047421-50121	08/25/2023-11/21/2023

INTERMITTENT FMLA LEAVE OF ABSENCE – Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Khalilah Besson	School Social Worker James Hillhouse High School General Funds 19049362-50115	08/28/2023-06/30/2023
Katherine Hopkins	Grade 4 Troup School General Funds 19042015-50115	08/28/2023-06/30/2024
Judith Leach	Read 180 FAME General Funds 19041041-50115	08/28/2023-06/30/2024
Maria Lopez	Foreign Language Conte West Hills Magnet School General Funds 19041731-50115	08/28/2023-06/30/2024
Kelley Rodriguez	Science Barnard Magnet School Inter-District Funds 27041402-50115	08/28/2023-06/30/2023
Jane Roth	Special Education John C. Daniels School General Funds 19049013-50115	08/28/2023-06/30/2024

**NEW HAVEN PUBLIC SCHOOLS
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INTERMITTENT FMLA LEAVE OF ABSENCE – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Sherry Lachat	General Worker FAME Food Service 25215200-50126	08/29/2023-06/30/2024

PERSONAL LEAVE OF ABSENCE – Teacher:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Gladys Auffant	TESOL Itinerant ECS Alliance – Academic 25476107-50115	09/18/2023-12/22/2023

RETURN OF LEAVE OF ABSENCE – Administrator:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Kerry Courcey	Assistant Principal Mauro/Sheridan Magnet School General Funds 19044019-50113	10/06/2023

RETURN OF LEAVE OF ABSENCE – Teacher:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Amanda Gonzalez	Grade 4 Conte West Hills Magnet School General Funds 19041031-50115	10/02/2023
Meaghan Sheehan	Music Betsy Ross Magnet School Inter-District Funds 27042255-50115	08/28/2023
Patrick Smith	Music COOP Arts & Humanities High School Inter-District Funds 27042264-50115	08/28/2023

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RETURN OF LEAVE OF ABSENCE – Paraprofessional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Angela Walder	Kindergarten Assistant Teacher Truman School Title 1 Schools 25315256-50128	09/26/2023

**Dr. Madeline Negrón
Superintendent of Schools**



NEW HAVEN PUBLIC SCHOOLS

Board of Education Committee Meeting

SUMMARY OF MOTIONS

New Haven Board of Education Special Meeting

October 16 2023

No Motions taken, Board workshop.



NEW HAVEN PUBLIC SCHOOLS

Board of Education Committee Meeting

SUMMARY OF MOTIONS

New Haven Board of Education Regular Meeting

October 23, 2023

- 165-23* **Motion to approve Board Meeting Minutes for September 26, 2023 as revised by Mr. Wilcox, seconded by Mr. Goldson (Motion Passed)**
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes; Mr. Goldson, yes; Dr. Yarborough, yes; Cruz-Bustamante, yes.
- 166-23* **Motion to approve Board Meeting Minutes for October 10, 2023 by Mr. Wilcox seconded by Mr. Goldson. (Motion Passed)**
Ms. Rivera, abstain; Mr. Wilcox, yes; Mayor Elicker, yes; Mr. Goldson, yes; Dr. Benitez, yes; Dr. Yarborough, yes; Cruz-Bustamante, abstain.
- 167-23* **Motion to approve Superintendent Personnel Report by Mr. Wilcox seconded by Ms. Rivera. (Motion Passed)**
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes; Mr. Goldson, abstain; Dr. Benitez, yes; Dr. Yarborough, yes; Cruz-Bustamante, yes; Mr. Musser, yes.
- 168-23* **Motion to approve the MOU between the New Haven Board of Education and the City of New Haven concerning the use of a portion of 130 Orchard St as a warming shelter for persons experiencing homelessness by Mr. Wilcox, seconded by Dr. Joyner. (Motion Passed)**
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, no; Mr. Goldson, yes; Dr. Benitez, yes; Dr. Yarborough, yes; Mr. Musser, yes.
- 169-23* **Motion to amend MOU to include a CT certified security guard on site to ensure the location is best for all parties involved and the community by Mr. Goldson seconded by Dr. Yarborough. (Motion Passed)**
Ms. Rivera, yes; Mr. Wilcox, no; Dr. Joyner, no; Mayor Elicker, no; Mr. Goldson, yes; Dr. Benitez, yes; Dr. Yarborough, yes; Mr. Musser, abstain.
- 170-23* **Motion to approve 2 Abstracts, remaining 5 agreements, 4 contract and 2 purchase orders as recommended by the Finance & Operations Committee by Mr. Wilcox seconded by Dr. Yarborough. (Motion Passed)**
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, no; Mr. Goldson, yes; Dr. Benitez, yes; Dr. Yarborough, yes; Mr. Musser, yes.



NEW HAVEN PUBLIC SCHOOLS

Board of Education Committee Meeting

171-23

Motion to adjourn by Mr. Goldson seconded by Dr. Benitez meeting adjourned at 9:16pm. (Motion Passed)

Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes; Mr. Goldson, yes; Dr. Benitez, yes; Dr. Yarborough, yes; Mr. Musser, yes



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION MEETING

Monday November 13, 2023

ACTION ITEMS

A. INFORMATION ONLY:

1. Agreement with CT Yankee Council Boy Scouts of America, to provide a hands-on STEM program, a fishing excursion and camp day, for Brennan-Rogers students, from November 16, 2023 to June 30, 2024, in an amount not to exceed \$11,000.00.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0021
2. Agreement with Monique Forsey, to provide computer technical support for non-public schools funded through the Title I program, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$9,000.00.
Funding Source: Title I Program Acct. #2531-5259-56658-NP23
3. Agreement with Amy Melillo-Ruocco, LCSW, to provide social and emotional support for students All Saints Catholic Academy, from November 14, 2023 to February 11, 2024, in an amount not to exceed \$3,750.00.
Funding Source: Title IVA Program Acct. #2511-6269-56905-NP03
4. Agreement with Creating Kids at the Connecticut Children's Museum, to provide an early care and education program to New Haven children, ages 3 to 4, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$4,716.00.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
5. Agreement with Calvin Hill Day Care Center, to provide 10 full day/full year spaces for early care and education, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$5,240.00.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
6. Agreement with First Step child Care and Learning Center to provide 24 full day/full year spaces from July 1, 2023 to June 30, 2024, in an amount not to exceed \$18,704.00.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
7. Agreement with Westville Community Nursery School, to provide 6 school day and 6-part day spaces, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$5,502.00.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
8. Agreement with All Our Children Academy to provide 10 full day/full year spaces, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$7,793.33.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442

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9. Agreement with New Haven Gay and Lesbian Community Center, Inc., d/b/a The New Haven Pride Center, to provide support and services to LGBTQ students who are experiencing homelessness, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$9,997.50.
Funding Source: ARP ESSER II Homeless Child & Youth Program Acct. #2555-6453-56697-0111
Presenter: Ms. Gemma Joseph Lumpkin Document Link: PrideCenter
 10. Agreement with Arts for Learning CT, to provide an art program for students at Daniels School, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$13,650.00.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0444
Presenter: Ms. Gemma Joseph Lumpkin Document Link: ArtsLearning
 11. Agreement with Grace Fixins, LLC, to provide an afterschool program for 20 Celentano students, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$13,860.00.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0444
Presenter: Ms. Gemma Joseph Lumpkin Document Link: GraceFixins
 12. Agreement with Marcella Monk Flake, d/b/a The Monk Center for Academic Enrichment and Performing Arts, to provide an after-school program for K-8 students at Barnard School, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$9,600.00.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0444
Presenter: Ms. Gemma Joseph Lumpkin Document Link: MONKCtr
 13. Agreement with The Green Peacock Corporation, to provide an after-school fitness program for 20 students at Lincoln Bassett School, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$7,200.00.
Funding Source: Title I Program Acct. #2531-5256-56694-0020
Presenter: Ms. Gemma Joseph Lumpkin Document Link: Peacock23_24
 14. Purchase Order with Scott's Cove Marina to purchase Coastal Skiff 212 with load rite trailer for Sound School, from November 6, 2023 to June 30, 2024, in an amount not to exceed \$17,900.00.
Funding Source: 2023-2024 Operating Budget Acct. # 190-42967-56694
Presenter: Mr. Marc Potocsky Document Link: BoatSound
 15. Purchase Order under State Contract 23PSX0100 with J & J Bros LLC to provide tree removal and stump grind services at Worthington Hooker School from November 13, 2023 to June 30, 2024, in an amount not to exceed \$19,900.00.
Funding Source: 2023-2024 Capital Projects Acct. # 3C24-2461-58101
Presenter: Mr. Jamar Alleyne Document Link: JJBro_Tree



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING

Monday November 6, 2023

MINUTES

Present: Mr. Matthew Wilcox, Dr. Orlando Yarborough, Ms. Yesenia Rivera
Staff: Dr. Madeline Negrón, Dr. Paul Whyte, Dr. Michael Finley, Ms. Linda Hannans, Ms. Keisha Redd-Hannans, Ms. Viviana Camacho, Ms. Kristina DeNegre, Mr. Thomas Lamb, Ms. Patricia DeMaio, Ms. Mary Derwin, Ms. Gemma Joseph-Lumpkin, Mr. Christian Tabares, Mr. Pedro Mendia, Mr. Luis Menacho, Dr. Michelle Kelly-Baker, Mr. Frank Fanelli, Mr. Jamar Alleyne, Ms. Jennifer Tousignant, Ms. Gilda Herrera, Mr. Justin Harmon, Ms. Lisa Flegler, Attorney Elias Alexiades

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

Summary of Motions:

1. **Amend the Agenda:** A motion by Mr. Wilcox, seconded by Dr. Yarborough, to amend the agenda to include Purchase Order #9 with Imagine Learning, passed by Roll Call Vote: Dr. Yarborough, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.
2. **Recommend Approval of Action Items:** A motion by Mr. Wilcox to Recommend Approval of 2 Abstracts, 29 Agreements, 9 Purchase Orders, 10 Contracts, 2 Change Orders and 2 Clean School Bus Certifications, passed by Roll Call Vote: Dr. Yarborough, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.
3. **Adjournment:** A motion by Ms. Rivera seconded by Dr. Yarborough, to adjourn the meeting at 6:58 p.m., passed unanimously by Roll Call Vote: Dr. Yarborough, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

I. INFORMATION ONLY & ACTION ITEMS:

A. INFORMATION ONLY: Committee members did not have questions about the following Information Only items approved by the Superintendent:

1. Agreement with CT Yankee Council Boy Scouts of America, to provide a hands-on STEM program, a fishing excursion and camp day, for Brennan-Rogers students, from November 16, 2023 to June 30, 2024, in an amount not to exceed \$11,000.00.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0021
2. Agreement with Monique Forsey, to provide computer technical support for non-public schools funded through the Title I program, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$9,000.00.
Funding Source: Title I Program Acct. #2531-5259-56658-NP23

3. Agreement with Amy Melillo-Ruocco, LCSW, to provide social and emotional support for students All Saints Catholic Academy, from November 14, 2023 to February 11, 2024, in an amount not to exceed \$3,750.00.
Funding Source: Title IVA Program Acct. #2511-6269-56905-NP03
4. Agreement with Creating Kids at the Connecticut Children's Museum, to provide an early care and education program to New Haven children, ages 3 to 4, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$4,716.00.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
5. Agreement with Calvin Hill Day Care Center, to provide 10 full day/full year spaces for early care and education, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$5,240.00.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
6. Agreement with First Step child Care and Learning Center to provide 24 full day/full year spaces from July 1, 2023 to June 30, 2024, in an amount not to exceed \$18,704.00.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
7. Agreement with Westville Community Nursery School, to provide 6 school day and 6-part day spaces, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$5,502.00.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
8. Agreement with All Our Children Academy to provide 10 full day/full year spaces, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$7,793.33.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
9. Agreement with New Haven Gay and Lesbian Community Center, Inc., d/b/a The New Haven Pride Center, to provide support and services to LGBTQ students who are experiencing homelessness, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$9,997.50.
Funding Source: ARP ESSER II Homeless Child & Youth Program Acct. #2555-6453-56697-0111
10. Agreement with Arts for Learning CT, to provide an art program for students at Daniels School, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$13,650.00.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0444
11. Agreement with Grace Fixins, LLC, to provide an afterschool program for 20 Celentano students, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$13,860.00.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0444
12. Agreement with Marcella Monk Flake, d/b/a The Monk Center for Academic Enrichment and Performing Arts, to provide an after-school program for K-8 students at Barnard School, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$9,600.00.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0444
13. Agreement with The Green Peacock Corporation, to provide an after-school fitness program for 20 students at Lincoln Bassett School, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$7,200.00.

Funding Source: Title I Program Acct. #2531-5256-56694-0020

14. Purchase Order with Scott's Cove Marina to purchase Coastal Skiff 212 with load rite trailer for Sound School, from November 6, 2023 to June 30, 2024, in an amount not to exceed \$17,900.00.
Funding Source: 2023-2024 Operating Budget Acct. # 190-42967-56694
15. Purchase Order under State Contract 23PSX0100 with J & J Bros LLC to provide tree removal and stump grind services at Worthington Hooker School from November 13, 2023 to June 30, 2024, in an amount not to exceed \$19,900.00.
Funding Source: 2023-2024 Capital Projects Acct. # 3C24-2461-58101

B. ABSTRACTS:

1. School Improvement Grant, (SIG 1003) Wexler-Grant School, in the amount of \$260,000.00 for July 1, 2023 to June 30, 2024 was presented by Ms. Camacho and Ms. DeNegre on behalf of Mr. David Diah.
Funding Source: Connecticut State Department of Education
2. Title IIA Grant in the amount of \$861,843.00 of which \$809,796.05 is designated for public schools and \$52,046.95 is designated for non-public schools, for October 1, 2023 to June 30, 2024 was presented by Ms. Camacho. In response to questions, she provided an overview of the non-public school portion of the grant. Funding Source: Connecticut State Department of Education

C. AGREEMENTS:

1. Amendment #1 to Agreement #95034078 with All Point Home Care, LLC, to expand the Scope of Service to include one additional special education student receiving 1:1 nursing service, and to increase funding of \$181,020.00 by \$72,000.00 to \$253,020.00 with no change in funding source or account number, was presented by Ms. Jackson.
Funding Source: IDEA Program Acct. #2504-5034-56903-0490
2. Agreement with Trifecta Ecosystems, Inc., to provide ongoing year-round maintenance, support and upkeep of the aquaponic system at John Martinez School, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$30,870.00 was presented by Mr. Menacho.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0008
3. Agreement with Curriculum Associates, LLC to provide professional development on i-Ready Classroom and I-Ready Mathematics Core curriculum through a dedicated consultant assigned to NHPS, and to provide an additional 20 hours of tailored support sessions, from October 11, 2023 to June 30, 2024, in an amount not to exceed \$208,000.00 was presented by Ms. Redd-Hannans on behalf of Ms. Monica Joyner.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0411
4. Agreement with Common Ground School to design and install a new outdoor learning and garden space at Martinez School for students K-8, and to provide technical support and professional development for staff, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$24,670.00 was presented by Mr. Menacho.

Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0008

5. Agreement with Eli Whitney Museum, to provide an after-school STEM program for students from Celentano, Wexler and Barnard schools, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$57,615.00 was presented by Mr. Tabares.

Funding Sources:

ARP ESSER III Carryover Program
 Acct. #2553-6399-56694-0444 (\$15,180.00)
 Acct. #2553-6399-56694-0444 (\$23,805.00)
 Acct. # 2553-6399-56694-0444 (\$18,630.00)

Discussion: Committee members asked if the not for profit organizations were raising funds to help support the programs. Mr. Tabares indicated that he will pursue the idea with contractors.

6. Agreement with ARTE, Inc., to provide afterschool programming for up to 20 students per school from FAME, Daniels, Truman and Troup schools, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$85,050.00 was presented by Mr. Tabares.

Funding Sources: ARP ESSER III Carryover Program
 Acct. #2553-6399-56694-0444 FAME (\$28,350.00)
 Acct. #2553-6399-56694-0444 Daniels (\$18,900.00)
 Acct.#2553-6399-56694-0444 Truman (\$18,900.00)
 Acct.#2553-6399-56694-0444 Troup (\$18,900.00)

7. Agreement with Little Scientists, to provide a STEM program for students at Lincoln Bassett and Hill Central schools, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$23,175.00 was presented by Mr. Tabares.

Funding Sources:

ARP ESSER III Carryover Program Acct.#2553-6399-56694-0444 (\$12,150.00)
 Title I Program Acct. #2531-5256-56694-0020 (\$11,025.00)

8. Agreement with S.P.O.R.T. Academy Est. 2013, Inc., to provide an after-school tutoring and activity program for students at Wexler, Clemente and Brennan-Rogers schools, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$38,080.00 was presented by Mr. Tabares.

Funding Source: ARP ESSER III Carryover Program
 Acct. #2553-6399-56694-0444 Clemente (\$24,000.00)
 Acct. #2553-6399-56694-0444 Brennan Rogers (\$ 7,040.00)
 Acct. #2553-6399-56694-0444 Wexler Grant (\$ 7,040.00)

Items 9-14 & 16: Ms. Joseph Lumpkin provided an overview of efforts to address chronic absenteeism through engagement with community partners indicated in items 9-14 and #16.

Discussion: Committee members recommended that Ms. Joseph-Lumpkin provide a presentation on the efforts to decrease chronic absenteeism and recommended that the presentation include stories from case files, if possible. Committee members also discussed the importance of recognizing community partners and parents for their efforts.

Committee members did not have questions about individual contractors for items #9-14 and #16.

9. Agreement with S.P.O.R.T Academy est. 2013, Inc., to provide outreach and case management to 50 students identified in Tier 4 and Tier 5 chronic absenteeism, from November 14, 2023 to June 14, 2024, in an amount not to exceed \$48,000.00 was presented by Ms. Joseph-Lumpkin.
Funding Source: Learner Engage & Attendance Carryover Program Acct. #2556-6451-56694-0444
10. Agreement with Alpha to Omega Management Group, Inc., d/b/a Brown Girls Cooking and Conversation, to provide outreach and case management of 50 students identified in Tier 4 and Tier 5 chronic absenteeism, from November 14, 2023 to June 14, 2024, in an amount not to exceed \$48,000.00.
Funding Source: Learner Engage & Attendance Carryover Program Acct.#2556-6451-56694-0444
11. Agreement with Connecticut Violence Intervention Program, Inc., to provide outreach and case management of 50 students identified as Tier 4 and Tier 5 chronic absenteeism, from November 14, 2023 to June 14, 2024, in an amount not to exceed \$48,000.00 was presented by Ms. Joseph Lumpkin.
Funding Source: Learner Engage & Attendance Carryover Program Acct. #2556-6451-56694-0444
12. Agreement with Abundant Harvest Outreach Community Engagement, Inc., to provide outreach and case management of 50 students identified as Tier 4 and Tier 5 chronic absenteeism, from November 14, 2023 to June 14, 2024, in an amount not to exceed \$48,000.00.
Funding Source: Learner Engage & Attendance Carryover Program Acct. #2556-6451-56694-0444
13. Agreement with Kidz Kraze, to provide outreach and case management of 50 students identified as Tier 4 and Tier 5 chronic absenteeism, from November 14, 2023 to June 14, 2024, in an amount not to exceed \$48,000.00.
Funding Source: Learner Engage & Attendance Carryover Program Acct. #2556-6451-56694-0444
14. Agreement with Marcella Monk Flake, d/b/a The Monk Center for Academic Enrichment and Performing Arts, to provide outreach and case management of 50 students identified as Tier 4 and Tier 5 chronic absenteeism, from November 14, 2023 to June 14, 2024, in an amount not to exceed \$48,000.00.
Funding Source: Learner Engage and Attendance Program Acct. #2556-6451-56694-0444
15. Agreement with Christian Community Action, Inc., to provide services and referrals for families and students experiencing homelessness, from November 14, 2023 to June 30, 2024, in an amount not to exceed \$30,000.00 was presented by Ms. Joseph-Lumpkin, who reported that the number of homeless families has increased. Last year, the District served 719 families, of which 250 were served by November 2022. This year, as of November, the District has 450 homeless families. She explained that the majority of families were “doubled-up”, families living with other families. A discussion ensued.
Funding Source: ARP ESSER I Homeless Children & Youth Program Acct. #2555-6452-56697-0111
16. Agreement with Urban Community Alliance, to provide outreach and case management of 50 students identified as Tier 4 and Tier 5 chronic absenteeism, from November 14, 2023 to June 14, 2024, in an amount not to exceed \$48,000.00 was presented by Ms. Joseph-Lumpkin.
Funding Source: Learner Engage and Attendance Program Acct. #2556-6451-56694-0444

Items #17-21 School Readiness COLA Agreements were presented by Ms. Derwin on behalf of Ms. Valencia-Diaz. Ms. Derwin explained that the Priority COLA program provided additional spaces beyond those funded under the School Readiness grant.

17. Agreement with Friends Center for Children, to provide 60 full day/full year spaces, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$46,760.00.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
18. Agreement with Leila Day Nurseries, Inc., to provide 18 school day and 4 part- day spaces, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$11,004.00.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
19. Agreement with St. Aedan Preschool, to provide 50 full day/full year spaces from July 1, 2023 to June 30, 2024, in an amount not to exceed \$38,967.00
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
20. Agreement with St. Andrew’s Child Care Center, to provide 36 full day/full year spaces, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$28,056.00.
Funding Source: School Readiness Priority COLA Program Acct. #2523-6428-56697-0442
21. Agreement with The Little Schoolhouse, to provide 18 full day/full year spaces, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$160,632.00.
Funding Source: School Readiness Priority Program Acct. #2523-5384-56697-0442
22. Agreement with Custom Insights, LLC to provide Climate survey for the district, from July 1, 2023 to June 30, 2024 in an amount to exceed \$50,000.00 was presented by Dr. Kelly-Baker. In response to questions about the July 1, 2023 start date, she explained that the service went to RFQ. She provided highlights of the additional services the new contractor could provide versus the previous contractor. There was a delay in finalizing the information.
Funding Source: Title IVA 2023 Acct. 2511-6291-56697-0000
23. Agreement with GWWO Architects to provide architectural design services, concept study and schematic design for Adult Continuing Education from November 13, 2023 to June 30, 2024, in an amount not to exceed \$239,765.00 was presented by Mr. Fanelli.
Funding Source: ARPA – Adult Ed Acct. # 2503-6463-56694
24. Amendment 1 to Agreement with Innovative Engineering Solutions to change funding amount from \$200,000.00 by \$40,000.00 for a total amount of \$240,000.00 to cover costs incurred for additional projects that require engineering services was presented by Mr. Fanelli.
Funding Source: ARP ESSER III Carryover Acct. # 2553-6399-56697-0470 (\$200,000.00)
2023-2024 Capital Projects 3C24-2461-58101 (\$40,000.00)
25. Amendment 1 to Agreement with Svigal & Partners LLC to change funding amount from \$100,000.00 by \$20,000.00 for a total amount of \$120,000.00 to cover costs incurred for additional projects that require architectural services was presented by Mr. Fanelli.
Funding Source: ARP ESSER III Carryover Acct. # 2553-6399-56697-0470 (\$100,000.00)
2023-2024 Capital Projects 3C24-2461-58101 (\$20,000.00)
26. Amendment 1 to Agreement with DePino Nuñez & Biggs to change funding source from operating budget 190474000-56694 to funding source operating budget 19047700-56696, with no change in funding amount of \$50,000.00 was presented by Mr. Lamb.

- Funding Source: 2023-2024 Operating Budget Acct. # 19047700-56696
27. Agreement with Scholastic Education Solutions to provide scholastic book room for our elementary schools both physical library and digital library, from October 24, 2023 to June 30, 2024, in an amount not to exceed \$125,965.00 was presented by Ms. Tousignant who answered committee questions about the library, the location of books and the possibility of utilizing other contractors. She explained that students gravitated to the Scholastic Books, versus those available from other contractors.
Funding Source: ARP ESSER III Carryover Acct. # 2553-6399-56697-0105
28. Agreement with Houghton Mifflin Harcourt Publishing Company to provide professional development coaching with HMH coaches for literacy program in the district, from October 11, 2023 to June 14, 2024, in an amount not to exceed \$507,960.00 was presented by Ms. Tousignant who answered questions about building internal capacity by training staff as trainers.
Funding Source: Right to Read Grant (Pending Receipt of Funds)
29. Agreement with Recinotes, LLC to provide photo/video production from November 13, 2023 to June 30, 2024 in an amount not to exceed \$25,000.00 was presented by Mr. Harmon.
Funding Source: 2023-2024 Operating Budget Acct. # 190-47700-56696

D. PURCHASE ORDERS:

1. Purchase Order with Frontline Technologies Group, LLC to provide Frontline Central Solution and Recruiting and Hiring solution software from July 1, 2023 to June 30, 2024, in an amount not to exceed \$91,059.78 was presented by Ms. Flegler. She explained that the district utilizes Frontline for a variety of services and that there was a delay in processing the purchase order.
Funding Source: Alliance Program Acct. # 2547-6105-56697-0451
2. Purchase Order with Active Internet Technology LLC. to provide blackboard wcm conversion and support for the district ParentLink Attendance App, including notification blasts, from July 1, 2023 to June 30, 2024, in an amount not to exceed \$126,328.00 was presented by Ms. Herrera.
Funding Source: 2023-2024 Capital Projects Acct. # 3C22-2263-58704
3. Purchase Order under State Contract 18PSX0025 with Total Communications to provide IT district level project support from July 1, 2023 to June 30, 2024 in an amount not to exceed \$50,000.00 was presented by Ms. Herrera.
Funding Source: 2023-2024 Operating Budget Acct. # 19047200-52260
4. Purchase Order under State Contract 18PSX0025 with Total Communications to provide IT school level project support from July 1, 2023 to June 30, 2024 in an amount not to exceed \$50,000.00 was presented by Ms. Herrera.
Funding Source: 2023-2024 Operating Budget Acct. # 19047200-52260
5. Purchase Order under CREC Contract #2018011-02 with SHI International Inc. to provide Microsoft 365 subscription from November 1, 2023 to June 30, 2024, in an amount not to exceed \$100,035.48 was presented by Ms. Herrera.
Funding Source: 2023-2024 Capital Projects Acct. #3C22-2263-58704

6. Purchase Order under State Contract 18PSX0088 with Utility Communications to provide Milestone Security system license renewal for the district, from November 1, 2023 to June 30, 2024, in an amount not to exceed \$106,190.25 was presented by Mr. Lamb on behalf of Chief Reddish.
Funding Source: 2023-2024 Capital Projects Acct. # 3C20-2084-58101
7. Purchase Order under State Contract 20PSX0088 with Dalene Flooring to remove and replacement flooring in the Hillhouse Gym from November 6, 2023 to June 30, 2024, in an amount not to exceed \$72,565.00 was presented by Mr. Fanelli.
Funding Source: 2023-2024 Capital Projects Acct. #3C24-2461-58101
8. Purchase Order under US Commodity Contract 210487919 to Cintas Corporation to provide mops and mats districtwide from July 1, 2023 to June 30, 2024, in an amount not to exceed \$80,000.00 was presented by Mr. Alleyne.
Funding Source: 2023-2024 Capital Projects Acct. #3C24-2461-58101
9. Purchase Order with Imagine Learning LLC to provide digital platform that supports multilingual learners from November 14, 2023 to June 30, 2024 in an amount not to exceed \$238,471.44 was presented by Mr. Mendia. Funding Source: ARP ESSER III Carryover Acct. # 2553-6399-56694-0412

E. CONTRACTS:

1. Award of Contract 21795-2-3 with E-Logic, Inc. to provide On Call Moving services from November 6, 2023 to June 30, 2024, in the amount of \$65,000.00 was presented by Mr. Alleyne.
Funding Source: 2023-2024 Operating Budget Acct. # 190-47000-56621
2. Award of Contract 21825-2-4 with Ruotolo Mechanical to provide On Call Plumbing services from November 6, 2023 to June 30, 2024, in an amount not to exceed \$100,000.00 was presented by Mr. Alleyne.
Funding Source: 2023-2024 Capital Projects Acct. # 3C24-2461-58101
3. Award of Contract 21829 to Boisvert Plumbing Inc. to provide Large HVAC Mechanical Services from October 1, 2023 to June 30, 2024, in an amount not to exceed \$200,000.00 was presented by Mr. Alleyne.
Funding Source: 2023-2024 Capital Projects Acct. #3C24-2461-58101
4. Award of Contract 21749B-3-4 to Boisvert Plumbing Inc. to provide On Call HVAC repairs from November 6, 2023 to June 30, 2024, in an amount not to exceed \$200,000.00 was presented by Mr. Alleyne.
Funding Source: 2023-2024 Capital Projects Acct. #3C20-2074-58101
5. Award of Contract 21692-4-5 to Concrete Creations LLC to provide On Call Equipment rental services from November 6, 2023 to June 30, 2024, in an amount not to exceed \$25,000.00 was presented by Mr. Alleyne.
Funding Source: 2023-2024 Capital Projects Acct. # 3C24-2461-58101
6. Award of Contract 50621A to Cheapsapes, LLC to perform snow removal services from November 6, 2023 to June 30, 2024, in an amount not to exceed \$157,500.00 was presented by Mr. Alleyne.
Funding Source: 2023-2024 Operating Budget Acct. # 190-47400-56662

Discussion: Mr. Lamb provided an over view of the rebate program which requires certifications from the Board of Education as indicated above. He explained that the district would apply for the program with First Student Bus Company by the January 31, 2023 deadline. First Student must submit the application. A discussion ensued. Concern was expressed that the First Student contract ends June 30, 2024 and questions were raised about how this would impact the program if the contractor was not selected for a continued contractual agreement since First Student owns the buses. Mr. Wilcox asked Mr. Lamb to prepare a memo for the Board of Education packet that provides more detail about the program, details scenarios for what happens if First Student does not receive a continued contract with the District; detail scenario if the contractor does receive a continued contract; and, if the district can back out the plan.

II. DISCUSSION:

- **Series 3000 Policies:** Mr. Wilcox reported that he will move forward with recommending operating policies to the Governance Committee at the next F&O meeting. **No motion was made and no vote was taken.**
- **Timeline Update on Transportation Contract:** Mr. Lamb presented a PowerPoint slide outlining key deadlines. Mr. Wilcox asked that the timeline be included in the Board of Education packets. He indicated that the process needs to be nailed down before we present a budget to the Board of Alders. **No motion was made and no vote was taken.**

Adjournment: A motion by Ms. Rivera seconded by Dr. Yarborough, to adjourn the meeting at 6:58 p.m., passed unanimously by Roll Call Vote: Dr. Yarborough, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

Respectfully submitted,

Patricia A. DeMaio



NEW HAVEN PUBLIC SCHOOLS

**International & Outside of Continental U.S. Trip Requests
October 25, 2023**

The following trips were presented for approval at the Teaching and Learning Committee Meeting on October 25 2023 and are being recommended for approval by the Board of Education. To read the full trip applications submitted by the trip leaders, go to the page numbers. All trips have been checked for U.S. State Department Advisories and travel warnings.

Trip Dates	School	Destination	Trip Leaders	Page Number
4/13-4/20/23	Sound School	Kralendijk, Bonaire	Nicole Bouve	1
4/15-4/18/23	ESUMS & King Robinson	Quebec, Canada	Reginald Alexis Zahra Elyahyaoui Nassira Zeroil	4
5/19-5/25/23	Sound School	Bermuda	Alysa Mullen Lauren Whitelaw	7
6/3-6/7/24	Davis St. School	Puerto Rico	Maria Medianero	11
6/18-6/26/23	ESUMS	Costa Rica	William McKinney Christable Nyaberi	14
6/26-7/3/23	Hillhouse and HSC	Japan	Jessica Haxhi Rebecca Sipper	17

Additionally, the following trips were presented for approval at the Teaching and Learning Committee Meeting on August 30, 2023. They require final approval by the Board of Education.

Trip Dates	School	Destination	Trip Leaders	Page Number
4/13/2024 to 4/20/2024 Date changed to 6/4-6/10/24	Sound School	Costa Rica	Lauren Whitelaw Pebbles Lacross	21
4/13/2024 to 4/21/2024	Wilbur Cross High School	Costa Rica	Charlene Woodland	25

SOUND to Bonaire

Date of Request: 9/28/23

School: Sound School

Trip to (List anticipated countries/cities): Kralendijk, Bonaire

Teacher(s) making request and subjects they teach: Nicole Bouve - Environmental and Underwater Sciences

Academic Subject Related to the Trip: Environmental and Underwater Sciences

Anticipated Dates of Travel: From April 13 to April 20, 2023

Note: Trips should not occur when school is in session. If they do, there must be compelling reasons, well-explained.

Grade(s) of students on trip: 12th

Number of students anticipated to attend: 12

Anticipated Chaperones (list names, where they teach, and what subjects):

Nicole Bouve - Sound School - Environmental and Underwater Sciences

Peter Solomon - Sound School - ASTE Coordinator

Note: At least 2 NHPS staff must be on all international trips, no matter how few students are going. NHPS requires a 1:7 NHPS adult staff to student ratio for all international trips. If there are both female and male students, there must be female and male chaperones who are NHPS staff.

INSTRUCTIONAL OBJECTIVES AND EFFECTIVENESS

What are the instructional objectives for this trip? List as student learning objectives (i.e., Students will...). The objectives must be academically grounded.

- Students will participate in reef renewal activities including coral fragging and spawning techniques.
- Students will identify tropical reef species through direct observation and the use of a dichotomous key.
- Students will analyze reef health by observing biological markers.
- Students will explore a biodiversity hotspot underwater.

What activities on the trip will help students to achieve the instructional objectives?

- Reef Renewal Specialty Course: Since 2012, Reef Renewal Foundation Bonaire has been dedicated to restoring Bonaire's coral reefs through innovative coral nurseries and restoration techniques. This certification course includes two dives and 1 ½ days of classroom instruction.

The class is conducted over 2-3 days and includes maintenance of the nursery and outplanting of corals.

- 6 Days of Diving including 5 Days of morning 2-tank boat dive
- Unlimited shore dives on the house reef
- Personalized afternoon instruction from Academy Instructors and Dive masters
- Night Dives

Trip Effectiveness. How will you assess student learning as a result of this trip?

- During this trip, students will be logging each of their dives and participate in a debriefing after each dive. During dives, students will practice their underwater safety, research, and photography skills. They will also maintain a nightly blog throughout the trip to further practice digital literacy. Each student will prepare a presentation on an observed species and its niche in the reef ecosystem.

ANTICIPATED COSTS AND TRAVEL COMPANY

Anticipated costs: Please contact at least two companies for quotes.

Company #1 Name: CT SCUBA Academy and Divi Dive Bonaire
Quoted Price per person: \$2,800

Company #2 Name: NO ALTERNATIVE
Quoted Price per person:

What company have you chosen and why?

CT SCUBA Academy has been a partner and industry support for our vocational scuba program. I know and trust their employees and dive leaders. They have developed this trip to support the growth of our divers and provide them with opportunities to explore additional underwater ecosystems.

INSURANCE:

Describe the **travel insurance** offered by this company. How much is it? Does it cover cancellation in the event of a Travel Warning, a Travel Alert and/or in what other circumstances? Do they offer Cancel for Any Reason insurance (CFAR) and will you purchase it as part of the package? If not, you must require families to purchase outside CFAR insurance. **This is extremely important.**

Families will have to purchase outside insurance - this will be strongly recommended.

FUNDRAISING

What fundraising activities do you plan to engage in, if any?

- Discover SCUBA: \$25/person plus raffles
- Polar Plunge Dive: students raise funds by getting sponsors + school-based participants will donate \$10/person
- 2 Car Washes: Fall 2023 & Spring 2024 - \$5/car
- Booth at Sound School events selling baked goods and club apparel (Holiday Fair in December, parent conferences, and Waterfront Festival in June)

- Company Sponsorships
- Additional fundraisers organized by students and parents TBD

How will you determine **which students benefit** from fundraising?

- Funds will be distributed amongst students based on participation in fundraising events.

Will you have any provisions in place for **students who cannot afford to pay** travel costs?

- While it is very difficult to fundraise the full amount for students who cannot afford the trip, every effort will be made to fundraise as a group and suggest ways for students to raise money to defray the costs of the trip.
- \$1,000 donation has already been pledged to help specific student(s) having difficulty affording the trip

State Department Travel Advisory - Level I

<https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages/BonaireSintEustatiusandSaba.html>

1 Exercise normal precautions

2 Exercise increased caution

Exercise normal precautions in Bonaire.

3 Reconsider travel

4 Do not travel

ESUMS and King Robinson to Quebec, Canada

Date of Request: 10/13/23

School: Engineering & Science University Magnet School, (King-Robinson Interdistrict Magnet is invited to partner with ESUMS for this trip)

Trip to (List anticipated countries/cities): Quebec City and the surrounding vicinity, Quebec Canada

Teacher(s) making request and subjects they teach: Reginald Alexis, French Teacher

Academic Subject Related to the Trip: World Language: French

Anticipated Dates of Travel: From April 15, 2024 to April 18, 2024

Note: Trips should not occur when school is in session. If they do, there must be compelling reasons, well-explained.

Grade(s) of students on trip: 6-12

Number of students anticipated to attend: 35

Anticipated Chaperones (list names, where they teach, and what subjects):

Reginald Alexis, ESUMS, French ZAHRA ELYAHYAOUI , ESUMS, French,

Nassira Zeroil, King Robinson, French

Audrey Berthelot, King Robinson, French

Teresa Flowers, ESUMS Clerk

Note: At least 2 NHPS staff must be on all international trips, no matter how few students are going. NHPS requires a 1:7 NHPS adult staff to student ratio for all international trips. If there are both female and male students, there must be female and male chaperones who are NHPS staff.

INSTRUCTIONAL OBJECTIVES AND EFFECTIVENESS

What are the instructional objectives for this trip? List as student learning objectives (i.e., Students will...). The objectives must be academically grounded.

- Students will use French to communicate in real-life situations such as shopping, ordering at a restaurant, asking for directions while looking for a specific building or business during a scavenger hunt, meeting native speakers in the street, and interacting with students and teachers in French.

- Students will read signs, posters, and other texts in context and comprehend the main idea and important details.
- Students will identify cultural practices prevalent in Canadian French culture.
- Students will recognize the historical importance of major landmarks in Québec City and vicinity and will learn about our shared North American history from the Canadian perspective.

What activities on the trip will help students to achieve the instructional objectives?

On the trip, they will be immerse in the language during the walking tours, they will have the opportunities to hear the language, read posters and other written signs and signals all around them, understanding differently-operating traffic lights, greeting the owners of local small businesses and the importance of having a small talk with them before the purchase; showing pride in being different and adhering to old traditions; valuing the importance of food presentation and its natural ingredients.

Trip Effectiveness. How will you assess student learning as a result of this trip?

During the trip, teachers will observe students using French in authentic situations and assess their ability to understand and be understood when interacting with native speakers.

- Students will be required to order for themselves at restaurants and complete at least one shopping activity on their own accompanied by a teacher.
- Students will show comprehension of various texts encountered throughout the trip.
- Students may demonstrate their understanding of the landmarks and historical sites by keeping an annotated online photo album (blog) on their personal websites.
- Students will do a slideshow and present it to their classmates and other stakeholders upon their return from the trip.

ANTICIPATED COSTS AND TRAVEL COMPANY

Anticipated costs: Please contact at least two companies for quotes.

Company #1 Name: Explorica
Quoted Price per person: \$833.00

Company #2 Name: Prometour
Quoted Price per person: \$1165.00

What company have you chosen and why?

We have chosen Explorica because their price per person was significantly less. Also, we have traveled with Explorica in the past. They have great customer service.

INSURANCE:

Describe the **travel insurance** offered by this company. How much is it? Does it cover cancellation in the event of a Travel Warning, a Travel Alert and/or in what other circumstances? Do they offer Cancel for Any Reason insurance (CFAR) and will you purchase it as part of the package? If not, you must require families to purchase outside CFAR insurance. **This is extremely important.**

Explorica offers an Insurance Plan to cover our trip to Quebec City in the amount of \$16 per day. This cost is included in our quoted price. That covers a number of events including:

- The injury, sickness, or death of a student or family member
- Documented theft of a passport or visa
- Flight cancellations due to strike or bad weather
- Loss of luggage and personal effects
- Medical expenses incurred while on the trip

Families will be made aware of additional insurance options and will be encouraged to purchase CFAR.

FUNDRAISING

What fundraising activities do you plan to engage in, if any?

Dress down days, Class Fundraisers and online websites like GoFundMe;

How will you determine **which students benefit** from fundraising?

Money raised will be distributed evenly amongst the participants

Will you have any provisions in place for **students who cannot afford to pay** travel costs?

If such needs arise, we will contact teachers, administrators, local businesses and other stakeholders to help establish scholarship funds in order to help that individual student to go on the trip.

Travel Advisory: Level 1

Canada
Canada

Travel Advisory July 17, 2023	<u>Canada - Level 1: Exercise Normal Precautions</u>
Exercise normal precautions in Canada.	

- 1** Exercise normal precautions
- 2** Exercise increased caution
- 3** Reconsider travel
- 4** Do not travel

<https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages/Canada.html>

SOUND to BERMUDA

Date of Request: October 6th, 2023

School: The Sound School

Trip to (List anticipated countries/cities): Bermuda Institute of Oceanic Sciences- Bermuda

Teacher(s) making request and subjects they teach:

Alysa Mullen- Aquaculture Science

Lauren Whitelaw- Aquaculture Science

Academic Subject Related to the Trip:

- Ecology
- Environmental science
- Aquaculture
- Fisheries
- Marine biology

Anticipated Dates of Travel: From May 19th to May 25th, 2024

Note: Trips should not occur when school is in session. If they do, there must be compelling reasons, well-explained.

This trip occurs during the school year due to a few reasons. First is water temperatures. If we were to go earlier in the year the water temperatures are too cold for students to spend this amount of time in the water. By the end of may the water temperatures reach low to mid 70's which is comfortable with a wetsuit. Another reason is this is an educational trip as an extension of their science learning experience. Students work with the Coral Reef Ecology and Optics Laboratory (CREOL) which only runs during college semesters. Students participate in studying coral reef ecosystems in Bermuda using field surveys.

Grade(s) of students on trip: 12th

Number of students anticipated to attend: 20

Anticipated Chaperones

1. Alysa Mullen, Sound School, Aquaculture Science
2. Lauren Whitelaw, Sound School, Aquaculture Science
3. Marc Potocsky, Sound School, Principal

Note: At least 2 NHPS staff must be on all international trips, no matter how few students are going. NHPS requires a 1:7 NHPS adult staff to student ratio for all international trips. If there are both female and male students, there must be female and male chaperones who are NHPS staff. Only NHPS staff members count as chaperones; Volunteers are supplemental.

INSTRUCTIONAL OBJECTIVES AND EFFECTIVENESS

What are the instructional objectives for this trip? List as student learning objectives (i.e., Students will...). The objectives must be academically grounded.

Students will study coral reef ecosystems and research Bermuda's fish populations from distribution and abundance of native fishes to addressing issues of invasive species management.

What activities on the trip will help students to achieve the instructional objectives?

- Lecture from BIOS professors; Bermuda an Oceanic Island
- Walsingham Nature Reserve Tour
 - Caves and mangroves
- Turtle Bay/Cooper's Island Snorkel
- Natural Arches Snorkel
- Whale Bone Beach Snorkel
- North Rock Snorkel
- South Shore Beaches
- Snake Pit Snorkel
- Bermuda Aquarium and Zoo
- Bermuda National Museum

Trip Effectiveness. How will you assess student learning as a result of this trip?

Every night students will have a lecture with professors and Sound School teachers. They will have to create a presentation using their instructional objectives due the last night of the trip.

ANTICIPATED COSTS AND TRAVEL COMPANY

Anticipated costs: Please contact at least two companies for quotes.

Company #1 Name: BIOS- Bermuda Institute of Oceanic Sciences

Quoted Price per person: \$2400

Company #2 Name: Did not request - see below.

Quoted Price per person:

Here is what is included in the price from BIOS (Not including flight or insurance):

Group:	Sound School	Nights:	6
Contact:	Alysa Mullen	Students:	20
Dates:	May 19-25	Leaders:	3

Time	Sunday 19th	Monday 20th	Tuesday 21st	Wednesday 22nd	Thursday 23rd	Friday 24th	Saturday 25th
7:45-8:30		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00-11:30		Walsingham Nature Reserve Tour Caves and Mangroves Transport BIOS Bus: (\$155) BIOS Guide: (\$228)	Turtle Bay/ Cooper's Island BIOS Bus: \$233	Free Morning OR Diving	South Shore Beaches Transport: BIOS Bus (\$375) BIOS Guide: (\$228)	Bermuda Aquarium, Museum and Zoo (\$10 pp**) Transport: Public Bus	Departures
11:45-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
1:00-4:30	Arrivals and Orientation	Explore Town of St. George's Transport: Public Bus	<i>Weather Dependent:</i> Natural Arches Transport: BIOS Boat (\$715) Guide: (\$228)	<i>Weather Dependent:</i> North Rock Transport: BIOS Boat (\$715) Guide: (\$228)	<i>Weather Dependent:</i> Snake Pit Transport: BIOS Boat (\$715) Guide: (\$228)	Bermuda National Museum Transport: Public Bus, Public Ferry to Dockyard	
5:45-8:30	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
8:30-8:30	Lecture: Bermuda, An Oceanic Island Lecturer: \$200	Project Work	Project Work	Night Snorkel at Whalebone Bay BIOS Guide: (\$228)	Project Work	Night Snorkel at Whalebone Bay BIOS Guide: (\$228)	

	Price	Quantity	Total
Lecture	\$200.00	1	\$200
BIOS Guide	\$228.00	7	\$1,596
Boat (hourly)	\$302.00	0	\$0
Boat (hourly overtime)	\$371.00	0	\$0
Boat (1/2 day)	\$715.00	3	\$2,145
Boat (full day)	\$1,430.00	0	\$0
Bus (hourly)	\$155.00	1	\$155
Bus (hourly overtime)	\$233.00	1	\$233
Bus (1/2 day)	\$375.00	1	\$375
Bus (whole day)	\$750.00	0	\$0
BeeLine Airport Transport**	\$14.00	23	\$322
Snorkel gear (mask, snorkel, fins, wetsuit)	\$15.00	23	\$345
Departure lunches	\$22.00	0	\$0
Room & Board / night / student	\$210.00	20	\$25,200
Room & Board / night / instructor	\$210.00	1	\$1,260
Room & Board / night / instructor 50% discount	\$105.00	2	\$1,260
			\$33,091
** Paid separately to vendor			
	Price / student		\$1,655

Please note this is an **ESTIMATED COST** and **not** a guaranteed final payment, due to potential weather conditions and student needs

What company have you chosen and why?

I have chosen BIOS as the company. It is the only company offered for this experience. The Bermuda Institute of Ocean Sciences (known as BIOS) is an independent, non-profit marine science and education institute located in Ferry Reach, St. George's, Bermuda. The institute, founded in 1903 as the

Bermuda Biological Station, hosts a faculty of oceanographers, biologists, and environmental scientists, graduate and undergraduate students, K-12 groups, and Road Scholar (formerly Elderhostel) groups. BIOS's strategic mid-Atlantic Ocean location has at its doorstep a diverse marine environment, with close proximity to deep ocean as well as coral reef and near shore habitats.

INSURANCE:

Describe the **travel insurance** offered by this company. How much is it? Does it cover cancellation in the event of a Travel Warning, a Travel Alert and/or in what other circumstances? Do they offer Cancel for Any Reason insurance (CFAR) and will you purchase it as part of the package? If not, you must require families to purchase outside CFAR insurance. **This is extremely important.**

The travel insurance company being used is RoamRight. For the Pro Plus Plan the premium is \$1,900 and \$95 per person. It does offer cancellation due to the one of the following unforeseen reasons; death, sickness or injury, or other unforeseen covered events. It does not offer CFAR insurance.

Don't forget to [go into this document](#) and describe the insurance that you have included in your cost to families. All trips are required to include cancellation insurance allowing trips to be canceled up to 2-weeks before. Make families aware of the risks to their deposits if the trip is canceled. [Please send home this paper](#) (modify if necessary) and have them send it back to you.

FUNDRAISING

What fundraising activities do you plan to engage in, if any?

I plan on doing a carwash and two seafood basket raffles.

How will you determine **which students benefit** from fundraising?

Students who participate in the activities.

Will you have any provisions in place for **students who cannot afford to pay** travel costs?

While it is very difficult to fundraise the full amount for students who cannot afford the trip, every effort will be made to fundraise as a group and suggest ways for students to raise money to defray the costs of the trip.

State Department Travel Advisory - Level I

<https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages/Bermuda.html>

- 1** Exercise normal precautions
- 2** Exercise increased caution
- 3** Reconsider travel
- 4** Do not travel

Exercise normal precautions in Bermuda. Read the [country information page](#) for additional information on travel to Bermuda.

DAVIS ST. to PUERTO RICO

Date of Request: 10/05/23

School: Davis St. School

Trip to (List anticipated countries/cities): Puerto Rico

Teacher(s) making request and subjects they teach: Maria Medianero/Spanish

Academic Subject Related to the Trip: Spanish

Anticipated Dates of Travel: From June 3, 2024 to June 7, 2024

Note: Trips should not occur when school is in session. If they do, there must be compelling reasons, well-explained.

Grade(s) of students on trip: 8th grade

Number of students anticipated to attend: 29

Anticipated Chaperones (list names, where they teach, and what subjects): Maria Medianero Spanish

Marisa Asarisi Principal, Karen Rivera Counselor, Adam Conaway Assistant Principal

Note: At least 2 NHPS staff must be on all international trips, no matter how few students are going. NHPS requires a 1:7 NHPS adult staff to student ratio for all international trips. If there are both female and male students, there must be female and male chaperones who are NHPS staff.

INSTRUCTIONAL OBJECTIVES AND EFFECTIVENESS

What are the instructional objectives for this trip? List as student learning objectives (i.e., Students will...). The objectives must be academically grounded.

- Students will use the vocabulary learned in class to greet people from the Country in Spanish.
- Students will order their food at the restaurant in Spanish. They will ask for the price and say thank you.
- Students will ask questions to the tour guides in Spanish. They will be able to understand what the tour guides are saying.
- Students will read the street signs and store names and names of places in Spanish. They will be able to say what place they are arriving or passing by.
- Students will be able to have a basic conversation with residents in Spanish. They will be able to say where they are from, their age, their school name and ask people for their names and school names.

- Students will talk to their peers about the places they visit in Spanish. They will be able to say what was the favorite place they visited, food or activity they did.

What activities on the trip will help students to achieve the instructional objectives?

- All interactions while in Puerto Rico will be in Spanish as much as possible.
- The visits to landmarks such as El Castillo San Felipe del Morro, the San Juan Museum, El Capitolio and El Museo de la Casa Blanca.

Trip Effectiveness. How will you assess student learning as a result of this trip?

Students will write a reflection paper on their experience, what they liked about the Country and how is the culture in Puerto Rico similar or different to their culture?

ANTICIPATED COSTS AND TRAVEL COMPANY

Anticipated costs: Please contact at least two companies for quotes.

Company #1 Name: Explorica
Quoted Price per person: \$2,349

Company #2 Name: EF Explore America
Quoted Price per person: 3,342

What company have you chosen and why?

Explorica. I chose this company because it is cheaper, the dates offered are in June and leaving on a Saturday, also they offered more activities and tours.

INSURANCE:

Describe the **travel insurance** offered by this company. How much is it? Does it cover cancellation in the event of a Travel Warning, a Travel Alert and/or in what other circumstances? Do they offer Cancel for Any Reason insurance (CFAR) and will you purchase it as part of the package? If not, you must require families to purchase outside CFAR insurance. **This is extremely important.**

The travel protection plan plus is \$120 per student. It covers cancellation CFAR and we will purchase it as part of the package.

<https://www.explorica.com/resources/travel-protection-plan.aspx>

Don't forget to [go into this document](#) and describe the insurance that you have included in your cost to families. All trips are required to include cancellation insurance allowing trips to be canceled up to 2-weeks before. Make families aware of the risks to their deposits if the trip is canceled. [Please send home this paper](#) (modify if necessary) and have them send it back to you.

FUNDRAISING

What fundraising activities do you plan to engage in, if any?

Raffle tickets

Bingo nights
Urban air fundraiser
Read-a-thon-fundraiser

How will you determine **which students benefit** from fundraising?
Students whose parents agree to participate in the different fundraisers will benefit from them.

Will you have any provisions in place for **students who cannot afford to pay** travel costs?
Students who cannot afford to pay will benefit from the fundraisers and any other activities the teachers will make to raise money.

State Department Travel Advisory - Only Available for International Travel

According to visagov.com, Puerto Rico is safe:

Yes, Puerto Rico is safe with a lower crime rate than most parts of the US. This doesn't mean that crime doesn't exist in the country: the most common risk for travelers are pickpockets and robbers. Try to avoid flashing your cash, jewelry, phones and cameras to be safe.

<https://www.visagov.com/en/blog/safety-in-puerto-rico#:~:text=Yes%2C%20Puerto%20Rico%20is%20safe,and%20cameras%20to%20be%20safe.>

ESUMS TO COSTA RICA

Date of Request: 9/28/2023

School: ESUMS

Trip to (List anticipated countries/cities): Costa Rica

Teacher(s) making request and subjects they teach: William McKinney (Math and Social Studies), [Christable Nyaberi](#) (Math and Physics)

Academic Subject Related to the Trip: Environmental Science and STEM

Anticipated Dates of Travel: From June 18 to June 26

Grade(s) of students on trip: 6-1

Number of students anticipated to attend: 12

Anticipated Chaperones

- William McKinney, ESUMS, Math and Social Studies
- Christable Nyaberi, ESUMS, Math

Note: At least 2 NHPS staff must be on all international trips, no matter how few students are going. NHPS requires a 1:7 NHPS adult staff to student ratio for all international trips. If there are both female and male students, there must be female and male chaperones who are NHPS staff. Only NHPS staff members count as chaperones; Volunteers are supplemental.

INSTRUCTIONAL OBJECTIVES AND EFFECTIVENESS

What are the instructional objectives for this trip? List as student learning objectives (i.e., Students will...). The objectives must be academically grounded.

Students will be able to...

- Explain the environmental impact of economic development
- Describe water purification methods and discuss solutions to water shortages (this is directly related to our 6th grade Global Learning class)
- Explain how conservation efforts can be used to impact climate change
- Identify various forms of renewable energy (solar, hydro-electric, and geothermal energy) and identify how these can be used to decrease carbon emissions and positively impact climate change.
- Identify various conservation efforts used in Costa Rica and describe how these strategies can be modified to a local context

What activities on the trip will help students to achieve the instructional objectives?

- Visits to various National Parks (Rincón de la Vieja and Tortuguero) to discuss conservation
- Visits to the Rainforest (in Sarapiquí) to learn about biodiversity and conservation efforts
- Visit to Sarapiquí to learn about hydro-electric energy and water conservation efforts
- Visits to natural hot springs (in Arenal) to discuss geothermal energy

Trip Effectiveness. How will you assess student learning as a result of this trip?

- Students will work in groups to put together presentations for the school administrators. Each group will present on a different topic related to climate change and conservation efforts. These presentations will also be shared with the 6th Grade global learning class to share first person narratives on Water Conservation and in the Environmental Science class.
- Students will journal daily to identify at least 5 takeaways from the day.
- Students will complete a survey at the end of the trip.

ANTICIPATED COSTS AND TRAVEL COMPANY

Anticipated costs: Please contact at least two companies for quotes.

Company #1 Name: EF Tours
Quoted Price per person: \$3,500

Company #2 Name: Explorica
Quoted Price per person: \$3,500

What company have you chosen and why?

EF Tours because we have used them in the past and were extremely satisfied with the customer service and the overall trip experience. We also liked their itinerary slightly more than that of Explorica’s in terms of relating the trip to our STEM magnet theme.

INSURANCE:

Describe the **travel insurance** offered by this company. How much is it? Does it cover cancellation in the event of a Travel Warning, a Travel Alert and/or in what other circumstances? Do they offer Cancel for Any Reason insurance (CFAR) and will you purchase it as part of the package? If not, you must require families to purchase outside CFAR insurance. **This is extremely important.**

Global Travel Protection Plan (\$190)

- Tour cancellation and interruption due to extenuating circumstances
- Illness and accident while on tour
- Baggage and property due to theft or delay
- Flight delay expenses

- 24-hour access to an English-speaking representative
- Serves as secondary insurance when your primary policy does not provide adequate coverage while traveling abroad

FUNDRAISING

What fundraising activities do you plan to engage in, if any?

Dress Down Day, Car washes, Popcorn Sale, Holiday Raffles, donations

How will you determine **which students benefit** from fundraising?

Parents can indicate whether or not they need support. Some families will choose to opt out and others have offered to provide additional support for students.

Will you have any provisions in place for **students who cannot afford to pay** travel costs?

We have several families who make additional donations to help support other families.

State Department Travel Advisory - Level 2

<https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages/CostaRica.html>

1 Exercise normal precautions

2 Exercise increased caution

Exercise increased caution in Costa Rica due to **crime**.

3 Reconsider travel

Country Summary: While petty crime is the predominant threat for tourists in Costa Rica, violent crime, including armed robbery, homicide and sexual assault, occurs in Costa Rica. The Costa Rican government provides additional security resources in areas frequented by tourists.

4 Do not travel

JAMES HILLHOUSE and HSC to JAPAN

Date of Request: 10/10/23

School: James Hillhouse HS and High School in the Community

Trip to (List anticipated countries/cities): Tokyo, Hiroshima, Kyoto, Osaka, Nara

Teacher(s) making request and subjects they teach:

Jessica Haxhi, Supervisor of World Languages/Japanese teacher at Hillhouse
Rebecca Sipper, Japanese Teacher, High School in the Community

Academic Subject Related to the Trip:

Japanese, History

Anticipated Dates of Travel: From June 26, 2023-July 3, 2023

Note: Trips should not occur when school is in session. If they do, there must be compelling reasons, well-explained.

Grade(s) of students on trip: High School

Number of students anticipated to attend: 10-15

Anticipated Chaperones (list names, where they teach, and what subjects):

Jessica Haxhi, Supervisor of World Languages/Japanese teacher at Hillhouse
Rebecca Sipper, Japanese Teacher, High School in the Community
A male NHPS chaperone will be added (two interested teachers from Hillhouse)
*a number of administrators and staff have expressed interest

Note: At least 2 NHPS staff must be on all international trips, no matter how few students are going. NHPS requires a 1:7 NHPS adult staff to student ratio for all international trips. If there are both female and male students, there must be female and male chaperones who are NHPS staff.

INSTRUCTIONAL OBJECTIVES AND EFFECTIVENESS

What are the instructional objectives for this trip? List as student learning objectives (i.e., Students will...). The objectives must be academically grounded.

JAPANESE LANGUAGE and CULTURE Objectives:

Students will be able to:

- Greet, thank, and use other Japanese niceties on transportation, in restaurants, with new people they meet, etc.
- Use Japanese to exchange simple self-introduction information with students at our school visit
- Use Japanese to perform basic shopping needs.
- Use Japanese to order food, comment on food, and thank wait staff.

- Have at least one longer conversation with a Japanese person (tour guide, restaurant staff, etc.) and record it.
- Use their understanding of Japanese culture to appropriately greet, bow, take off their shoes, use bathroom facilities, use trains, etc.
- Compare Japanese cultural products, practices, and perspectives to those of their own culture/families.

HISTORY Objectives:

- Recognize the historical significance of Hiroshima and the effects of the atomic bomb.
- Be able to discuss the juxtaposition of modern and historical side-by-side in Japan.

What activities on the trip will help students to achieve the instructional objectives?

- Students will be REQUIRED to use Japanese in a variety of safe and simple situations, such as shopping in a convenience store, meeting students at a school visit, asking directions, etc.
- Students will participate in a variety of cultural activities, such as ordering and eating in various restaurants, entering temples and shrines, riding on trains and subways, visiting museums, etc.
- Students will visit Hiroshima Peace Park, Hiroshima Museum, and the Atomic Bomb Dome, where they will learn about the effects of nuclear weapons and the history of World War II.
- Students will visit Buddhist Temples and Shinto Shrines, where they will learn about the religious and cultural practices of Japanese people.
- Students will visit modern areas of Japan in Tokyo and Osaka, where they will observe how modern and ancient buildings and practices sit side-by-side.
- Students will visit a school in Japan, where they will participate in school life, from taking off their shoes at the door, to school lunch and classroom practices.

Trip Effectiveness. How will you assess student learning as a result of this trip?

We will create a “NHPS Trip to Japan” Website to document this trip for current and future students. In addition:

1. **Speaking Skills** - Throughout the trip, the two teachers will be collecting speaking data on the students. We will keep track of when they speak Japanese and give immediate feedback for how they could say more last time. We will use a rubric to encourage students to move from where they are currently, to push their level of proficiency during the trip. At the end of the trip, students will receive comprehensive feedback on their speaking during the trip.
2. **Reading Skills** - students will be required to collect at least 10 photos of signs, menus, etc. that they are able to read (at least some of) in Japanese. They will show these to the teachers on the flight home (13 hours!) and tell the teachers what they were able to read. Teachers will give feedback on a rubric. These photos will also be uploaded to our “NHPS Trip to Japan” site.
3. **Listening Skills** - If possible, students will be invited to take the AAPPL Listening Test before the trip and as soon as we return. We will compare their scores to see if there has been improvement.
4. **Culture and Historical Understanding** - Students will prepare a statement of their learning on the trip. These will be posted on the NHPS Trip to Japan website, for future students of Japanese and history/social studies.

ANTICIPATED COSTS AND TRAVEL COMPANY

Anticipated costs: Please contact at least two companies for quotes.

Company #1 Name: Japan Travel Bureau (JTB)

Quoted Price per person: \$3,694

Company #2 Name: Explorica

Quoted Price per person: \$4746

What company have you chosen and why?

Japan Travel Bureau (JTB) is significantly cheaper and they are very experienced with travel inside Japan. They have significant contacts and agreements with hotels and transportation. JTB is Japan's largest and most influential travel company by a significant amount. ([link](#)). In addition, they have provided excellent customer service thus far.

INSURANCE:

Describe the **travel insurance** offered by this company.

Due to the high cost of this trip, we will have extensive conversations with families about the risks they face in not purchasing Cancel for Any Reason insurance. We will ask them to sign the parent letter and ensure that they have access to a range of choices for purchasing their own insurance.

Don't forget to [go into this document](#) and describe the insurance that you have included in your cost to families. All trips are required to include cancellation insurance allowing trips to be canceled up to 2-weeks before. Make families aware of the risks to their deposits if the trip is canceled. [Please send home this paper](#) (modify if necessary) and have them send it back to you.

FUNDRAISING

What fundraising activities do you plan to engage in, if any?

- We plan to write to a wide range of Japanese and U.S. companies and local New Haven companies, community organizations, etc. to request donations, accompanied by personal letters from our students. This will be the main focus of our fundraising.
- We are holding "Onigiri Night" at both Hillhouse and HSC for fundraising (\$5/person)
- We are considering holding a t-shirt sale and a few other smaller fundraising events, but the focus of our work will be on reaching out to companies and large donors.

How will you determine **which students benefit** from fundraising?

Due to rules around fundraising, we have to keep the two high school accounts separate, but we plan to divide the funds equally between students at the respective schools. If we receive a large donation to NHPS, we will divide it up between all the students.

Will you have any provisions in place for **students who cannot afford to pay** travel costs?
Our goal is to fundraise enough to pay for at least 10 students per school to attend for free, but at the very least, we may be able to offer one full scholarship per school.

Japan Travel Advisory

Travel Advisory
July 24, 2023

Japan - Level 1: Exercise Normal Precautions

1 Exercise normal precautions

2 Exercise increased caution

3 Reconsider travel

4 Do not travel

<https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories/japan-travel-advisory.html>

Sound School to Costa Rica

Date of Request: 5/4/2023

School: *The Sound School*

Trip to (List anticipated countries/cities): *Country: Costa Rica*

Cities:

- *EPI Campus in San Rafael*
- *Hotel Cibeles & Villa Zurqui in Heredia*
- *Hotel La Riviera in San Jose*
- *Groups will spend time at Pacuare Reserve and Veragua Rainforest Research / Adventure Park in Limón Province*
- *Tirimina Biological Reserve in Heredia, Sarapiquí*

Teacher(s) making request and subjects they teach:

Lauren Whitelaw- Aquaculture Biology, Pebbles Lacross- Agriculture

Academic Subject Related to the Trip: *Biology/ Ecology/ Environmental Resource Management*

Anticipated Dates of Travel: From *6/4/2024 to 6/10/2024 (Spring Recess)*

Note: Trips should not occur when school is in session. If they do, there must be compelling reasons, well-explained.

Grade(s) of students on trip: *10th, 11th, 12th*

Number of students anticipated to attend: *~12*

Anticipated Chaperones (list names, where they teach, and what subjects):

Lauren Whitelaw - Aquaculture Biology Teacher

Pebbles Lacross- Agriculture Teacher

And 1 male chaperone, Undecided:

Andrew Hull- Aquaculture Teacher

Peter Solomon- Aquaculture Coordinator/ School Administrator

INSTRUCTIONAL OBJECTIVES AND EFFECTIVENESS

What are the instructional objectives for this trip? List as student learning objectives (i.e., Students will...). The objectives must be academically grounded.

- 1) Students will be able to collect, analyze, and interpret biometric data on Leatherback Sea Turtle nests. (*NGSS-HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.**) (AFNR ESS.01. Use analytical procedures and instruments to manage environmental service systems) AFNR CRP.05. Consider the environmental, social and economic impacts of decisions.
- 2) Students will be able to practice ecological surveys in the field. (*NGSS-HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.**) (AFNR BS.03.04. Performance indicator: Apply biotechnology principles, techniques and processes to enhance plant and animal care and production (e.g., selective breeding, pharmaceuticals, biodiversity, etc.).)
- 3) Students will be able to experience cultural exchange with Costa Rican peers. (*Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).* (HS-LS4-1) (AFNR CRP.01. Act as a responsible and contributing citizen and employee.) (AFNR CRP.09.03. Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc). (AFNR CRP.12. Work productively in teams while using cultural/global competence.)
- 4) Students will be able to write descriptively about natural surroundings. (*Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).* (HS-LS4-1) (AFNR CRP.04. Communicate clearly, effectively and with reason. (CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.)
- 5) Students will be able to practice keen observation skills through nature journaling. (*Scientific argumentation is a mode of logical discourse used to clarify the strength of relationships between ideas and evidence that may result in revision of an explanation.* (HS-LS2-6),(HS-LS2-8) (AFNR CRP.06. Demonstrate creativity and innovation.)

What activities on the trip will help students to achieve the instructional objectives?

(1 & 2) Monitor Leatherback Sea Turtles, Collect data on nesting turtles, restore turtle nesting habitats on the beach.

(4&5) Explore Rainforest and meet local students; Hikes through forest; Observe nocturnal species.

Trip Effectiveness. How will you assess student learning as a result of this trip?

Students will keep a nature journal and will be given several prompts throughout the course. Journals will be collected near the end of the trip to grade and award credit. Students will also be given daily quizzes about material learned throughout the day and present on a learned topic of their choice at the end of the trip. Upon returning to school, students will present to a group of students and faculty at school recapping the trip. Lastly, students will complete a pre course survey and post course survey to assess learning and connection to the environment.

It is also important to note that this trip provides an opportunity for our students to earn SAE credit through the weekly planning and preparation meetings that will occur after school.

ANTICIPATED COSTS AND TRAVEL COMPANY

Anticipated costs: Please contact at least two companies for quotes.

Company #1: *Ecology Project International*

Quoted Price per person: \$3195 if confirmed by 7/1/2023 (Early Bird); \$3395 if not Early Bird.

Pricing for Insurance equals \$155/ traveler

Company #2 ACIS

Quoted Price per person: \$4416

What company have you chosen and why?

We have carefully chosen Ecology Project International for several reasons. EPI remains the most organized and reachable tour company we have put inquiries through. In addition to their flexibility and communication, they provide several platforms for managing trip details including our very own trip management link which can be found at www.ecologyproject.org/soundschool2024. Once students are enrolled in the trip, they are also provided a management link where funds can be deposited by whoever chooses to do so. EPI has also agreed to work with our course objectives, which include incorporating nature journaling in the field sites we will be exploring. Students also have the opportunity to apply for scholarships and financial aid through this company for \$300-\$600 per traveler. EPI is in collaboration with the Pacuare reserve and a representative from EPI will be traveling with us.

INSURANCE:

Total: \$1000 for 10 travelers + \$548 CFAR coverage= \$1548 total

Total per traveler: \$155

Details

https://partner.travelexinsurance.com/documentation/displaydocument.ashx?filename=TBB-1220_0203_09207.pdf#_ga=2.92583193.523961665.1682347868-920797391.1681743533

(Also described in document linked below)

Describe the **travel insurance** offered by this company. How much is it? Does it cover cancellation in the event of a Travel Warning, a Travel Alert and/or in what other circumstances? Do they offer Cancel for Any Reason insurance (CFAR) and will you purchase it as part of the package? If not, you must require families to purchase outside CFAR insurance. **This is extremely important.**

Don't forget to [go into this document](#) and describe the insurance that you have included in your cost to families. All trips are required to include cancellation insurance allowing trips to be canceled up to 2-weeks before. Make

families aware of the risks to their deposits if the trip is canceled. [Please send home this paper](#) (modify if necessary) and have them send it back to you.

FUNDRAISING

What fundraising activities do you plan to engage in, if any?

Waterfront Festival: Raffle for Axolotl and Equipment
Insect Mounting Workshop: Donated by Peabody Museum
Krispy Kreme Sale
Chipotle Spirit Sale
Eli's Breakfast
Bingo/ Game Night
Paint Night

How will you determine **which students benefit** from fundraising?

All students will benefit from fundraising. As New Haven is a Title 1 District, we assume that all students will need monetary support.

Will you have any provisions in place for **students who cannot afford to pay** travel costs?

All students will be able to participate in fundraising opportunities. Students who are in need of financial support will be encouraged to apply for financial aid through EPI. Students also receive an individual management link that donors can contribute to at their desire.

State Department Travel Advisory - Level 2

<https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages/CostaRica.html>

1 Exercise normal precautions

2 Exercise increased caution

3 Reconsider travel

4 Do not travel

Exercise increased caution in Costa Rica due to **crime**.

Country Summary: While petty crime is the predominant threat for tourists in Costa Rica, violent crime, including armed robbery, homicide and sexual assault, occurs in Costa Rica. The Costa Rican government provides additional security resources in areas frequented by tourists.

Wilbur Cross High School to Costa Rica

Date of Request: 5/4/23

School: Wilbur Cross High School

Trip to (List anticipated countries/cities): Costa Rica: *Guanacaste, Monteverde*

Teacher(s) making request and subjects they teach: Charlene Woodland: AP Environmental Science, Environmental Science, Forensic Science, Science and Research, PhyChem

Academic Subject Related to the Trip:

AP Environmental Science, Environmental Science

Anticipated Dates of Travel: From 4/13/24 to 4/21/24 **Date changed to 6/4-6/10/24**

Note: Trips should not occur when school is in session. If they do, there must be compelling reasons, well-explained.

Grade(s) of students on trip: **9-12**

Number of students anticipated to attend: **24**

Anticipated Chaperones (list names, where they teach, and what subjects):

Charlene Woodland - Wilbur Cross - Science

Michael Sang - Wilbur Cross - Science

Lianne Samalot - Wilbur Cross - Science

Wm McKinney - ESUMS - Science

INSTRUCTIONAL OBJECTIVES AND EFFECTIVENESS

What are the instructional objectives for this trip? List as student learning objectives (i.e., Students will...). The objectives must be academically grounded.

1. *SWBAT Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. (NGSS HS-ESS2) (activity #1)*
2. *SWBAT Collect climate and ecosystem data to contrast and compare the various biomes they encounter. (activity #1)*
3. *SWBAT Research the physical characteristics of various biomes and the living species in these environments. (activity #1)*
4. *SWBAT Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. (NGSS HS-LS2-7) (activity #2)*
5. *SWBAT Compare and contrast the geographic features of Costa Rica. (activity #3)*
6. *SWBAT Communicate a detailed account of their experiences through daily journaling. (all activities)*

7. *SWBAT Obtain, evaluate and communicate information. (NGSS practice and 21st Century Competency #3 Communication and Collaboration) (all activities)*

What activities on the trip will help students to achieve the instructional objectives?

1. *Students will visit three different biomes; the Semi-deciduous mid-elevation forest in the Arenal region, the Cloud Forest in Monteverde, and the Tropical Dry Forest in Guanacaste.*
2. *Through various bus trips and destination venues, students will have ample opportunity to collect both qualitative and quantitative data on how humans utilize the Costa Rican environment.*
3. *Visits to two stratovolcanoes; Rincón de la Vieja and Arenal.*

Trip Effectiveness. How will you assess student learning as a result of this trip?

Students will collaboratively create a slide deck for presentation in other classes. This will be facilitated by a voluntary sign-up sheet for teachers.

ANTICIPATED COSTS AND TRAVEL COMPANY

Anticipated costs: Please contact at least two companies for quotes.

Company #1 Name: Explorica
Quoted Price per person: \$3463.00

Company #2 Name: EF Tours
Quoted Price per person: \$4171.00

What company have you chosen and why?

I have chosen to go with Explorica because they are providing a more economical option for our students and have many good reviews.

INSURANCE:

Describe the **travel insurance** offered by this company. How much is it? Does it cover cancellation in the event of a Travel Warning, a Travel Alert and/or in what other circumstances? Do they offer Cancel for Any Reason insurance (CFAR) and will you purchase it as part of the package? If not, you must require families to purchase outside CFAR insurance. **This is extremely important.**

- *Explorica Travel Protection Plan Plus -*
- *\$216. per student. Included in trip cost*
- *Cancel For Any Reason Waiver, if you cancel your trip for any reason not otherwise covered by this policy, we will reimburse you for 75% of the non-refundable cancellation fees which apply to your trip, provided: 1. Payment for this plan is received by Explorica within 14 days of your initial deposit/payment for your trip; and 2. You cancel your trip 2 days or more before your scheduled trip departure date.*
- <https://www.explorica.com/Resources/Travel-Protection-Plan.aspx>
- https://www.tripmate.com/plan/print_certificate/B5F2CE81-CD46-400B-B851-D48F263F7874

Don't forget to [go into this document](#) and describe the insurance that you have included in your cost to families. All trips are required to include cancellation insurance allowing trips to be canceled up to 2-weeks before. Make families aware of the risks to their deposits if the trip is canceled. [Please send home this paper](#) (modify if necessary) and have them send it back to you.

FUNDRAISING

What fundraising activities do you plan to engage in, if any?

We will use a variety of fundraising strategies including, but not limited to, crowdfunding and raffles.

How will you determine **which students benefit** from fundraising?

The funds raised will be equally distributed among all students that participated in the fundraising activities.

Will you have any provisions in place for **students who cannot afford to pay** travel costs?

Part of the money raised will be used to support these students. Chaperones will work with those students having difficulty to help them individually find funding opportunities such as GoFundMe.

State Department Travel Advisory - Level 2

<https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages/CostaRica.html>

1 Exercise normal precautions

2 Exercise increased caution

Exercise increased caution in Costa Rica due to **crime**.

3 Reconsider travel

Country Summary: While petty crime is the predominant threat for tourists in Costa Rica, violent crime, including armed robbery, homicide and sexual assault, occurs in Costa Rica. The Costa Rican government provides additional security resources in areas frequented by tourists.

4 Do not travel

Math Department Learning and Planning

Keisha Redd-Hannans, Assistant Superintendent of Curriculum, Instruction, and Assessment
Monica Joyner, Supervisor of Mathematics
Cortney Costa, District Mathematics Coach
Michael O'Neill, iReady PD Specialist

Teaching and Learning Committee Meeting
October 25, 2023

2022 - 2023 School Year



NEW HAVEN PUBLIC SCHOOLS

Implementation:

- Year 2 of iReady implementation K-5
- Creation of new pacing guides
- Required prerequisite lessons for iReady
- Creation of morning meeting slides
- Began to build our video library of exemplary lessons
- Increased teacher buy-in of iReady
- New envisions curriculum in HS
- Coach walkthroughs started
- District-wide focus: Student Discourse & Small group instruction

Curriculum:

- Piloted envisions and iReady in grades 6-8
- Selected iReady based on teacher feedback and in order to maintain continuity in K-8 schools
- 1st year of enVisions in HS
- HS curriculum writing teams (Alg 1, Geom, Alg 2, Pre-Calculus)

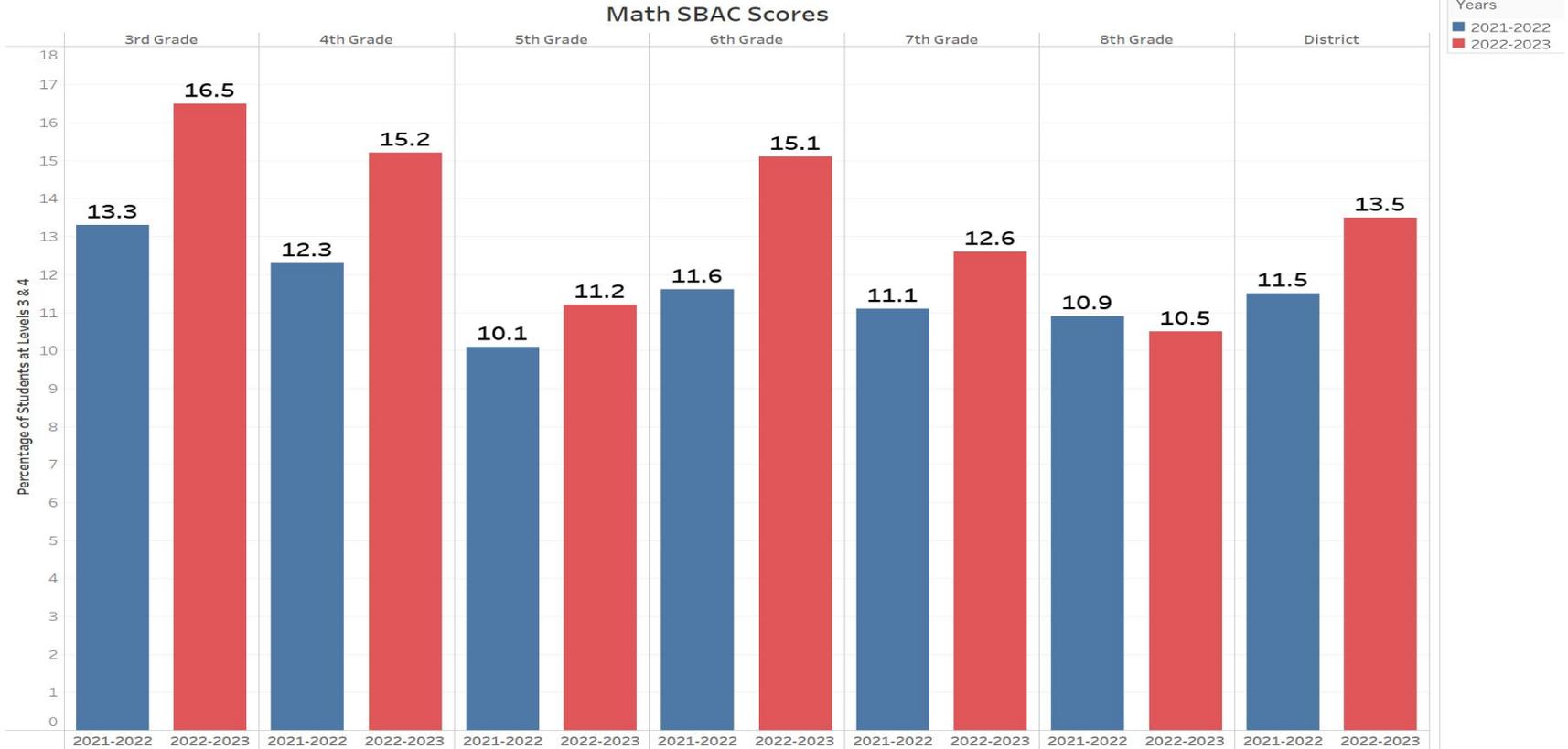
K-8 Outcome:

- Increase in SBAC scores: [District SBAC scores 21-22 to 22-23](#)

District SBA Scores 21-22 to 22-23



NEW HAVEN PUBLIC SCHOOLS



Our team has engaged in several activities to gather information, support math instruction, and plan professional learning experiences.

GOALS:

- Gather information about math instruction
- Understand how we can serve teachers through professional learning
- Make data-based decisions about how to deploy resources

Academic Team Walkthroughs

Visiting various classrooms at each school

Collaboratively debriefing feedback with central office personnel, school representatives, math department leadership and iReady consultant

Providing timely feedback and next steps to building leaders

School Data Chats

Meeting with instructional leadership teams, math department leadership and iReady consultant

Analyzing Diagnostic 1 and MyPath completion and performance data

Setting individualized school priorities for instruction and support

Performance Data Review

Reviewed district data from Diagnostic 1

Synthesized iReady Classroom Math implementation data

Set priorities for instruction and support

- Greater consistency in implementation of high-leverage instructional practices will advance student learning
- Consistency will be achieved through multi-pronged supports for teachers, coaches, and leaders

High Level Observations



NEW HAVEN PUBLIC SCHOOLS

Some teachers are implementing high-quality instructional practices described in iRCL

Teachers new to iRCL are experiencing a predictable pattern of implementation

Data Sources:

- Academic team walkthroughs
- School data chats
- Past and current learning walks
- iReady school and district-level data
- Professional development feedback

Some schools are effectively implementing iReady Personalized Instruction (MyPath)

Classroom teachers and support staff need continued training and resources to provide specialized instruction

The math department is committed to

- Building sustainable capacity (building leaders, coaches, teachers)
- Creating greater consistency in instructional practices
- Supporting leaders and teachers with high-quality professional learning

Teacher Professional Learning

- PD days facilitated by Curriculum Associates
- PD days facilitated by coaches
- Job-embedded learning facilitated by coaches

Specialized Professional Learning

- Strategies to support multiple language learners
- Special education specific strategies and tools
- Supporting tutors and potentially summer learning

Response to Observations (continued)



NEW HAVEN PUBLIC SCHOOLS

Bimonthly Coaches' Meetings

- Program knowledge
- Strategies to support teachers with planning
- Providing effective feedback and next steps to teachers

Supports and Learning for Leaders

- Program knowledge and instructional look fors
- Best practices for meeting growth goals
- Leaders' roles in iRCL implementation

Response to Observations (continued)



NEW HAVEN PUBLIC SCHOOLS

Priority Schools Support

- Weekly support from a CA partner
- Focus on instructional planning, co-teaching, and reflecting

High Dosage Tutoring

- Specific high-need schools
- Students are chosen by school personnel
- Frequent small group focus sessions with trained tutors in grades 6-8

**Thank you for your time and
continued support!**

Questions?



THE CITY OF NEW HAVEN, BOARD OF EDUCATION
Harmony Solomon Cruz-Bustamante & John Carlos Musser

STUDENT REPRESENTATIVES

For the consideration of the
 Board of Education and Executive Management
 October 23, 2023

Our North Star: The “Hope & Victory Directives”

Student demands to address political empowerment, subpar facilities, school curriculum, and student safety

This ambitious and desperately needed demand list was compiled through a rigorous process of idea generation, dialogue, power mapping, and consensus democracy. It started in December when over 50+ students from 5 high schools were asked to elaborate on their vision of a better school system.

Then, a committee of 10 union workers, youth activists, community organizers, and specialists convened over the span of four months to sort through and synthesize the 400+ inputs students responded to on the worksheet.

Finally, we worked with student leaders in the 2023 April Student Congress meetings to review, amend, and ultimately vote on this list of demands. This is merely the start, and we are excited to work with the Board of Education, teachers, and community advocates to implement them.¹

Harmony Solomon Cruz-Bustamante
 2022-2024 Student Representative

John Carlos Musser
 2023-2026 Student Representative

¹Compiled– January 2023.

Approved by all high school student councils– April 2023.

Minor revisions and updates– October 2023.

Reapproved by all high school student councils– Pending.

I: “Power to the People!”

We demand that democratic control of schools be a guaranteed right for all NHPS students.

All directives and future demands are **directly contingent** on the faithful executive of this directive. Students have begun organizing to carry out this directive *de facto*. The purpose of this demand is directed toward the Board of Education and Executive Management recognizes this *de jure* and provides resources, funding, and codification into the code of policies.

01. Establish “student defense” branches in every school building in all of the City of New Haven that fit the following criteria:
 - a. Is certified and vetted by all students at (currently known as) the “citywide student council” meeting to be (1) democratic, (2) based on dialogue and the principles of mass movements, (3) focused political advocacy, and (4) student defense, with definitions and standards set forth by student leaders
 - b. Have student workers and officials who are trained in facilitation, community organizing, political advocacy, and logistical work, among other skills to ensure success
 - c. Are in close contact and work together with community organizations, labor unions, mass movements, and student representatives on the Board of Education to actualize campaigns and express needs
 - d. Is free from overt influence and control of school staff, district officials, and the Board of Education and is free to conduct their work autonomously and with little to no restrictions that are unrelated to local, state, and federal law.
 - e. Have their teacher-sponsors (if applicable) properly compensated as stipulated by the New Haven Federation of Teachers
 - f. Provides services and activities that improve school climate and exercise legitimate political authority in deciding (1) school policy, (2) discipline codes, (3) pedagogy and curriculum, (4) facilities management, (5) resource and monetary allocation, among other functions that branches see as necessary. These branches are to participate fully and have recognized authorities in bodies of governance including, but not limited to, SPMTs and PTOs.
02. Mandate that the Board of Education, central office staff, and district leadership work directly with student defense branches and youth organizations to decide where district funds are allocated and how the curriculum is designed
03. Ensure that each school has at least four (4) People’s Assemblies where initiatives and school policy can be made, altered, or eliminated. These People’s Assemblies are to:
 - a. Include all students and relevant staff in the building, whether it be all at once or in cohorts
 - b. Occur at least once every marking period

- c. Have its agenda short-list set by the student committee (see point 1) in coordination with the administration, teacher-leadership, and community organizations
- d. Have legitimate authority in creating and maintaining policy while being within the boundaries of city, state, and federal law
- e. Have students and teachers directly comment, vote on, and decide on the items on the agenda— whether it be through votes or activities
- f. Provide feedback and vision for school and district priorities; decide where school funds should be allocated and how the curriculum is to be structured

II: Clean and Functioning Facilities

We demand that all students have clean, well-maintained bathrooms, health facilities, and turn-around rooms that are accessible to all students.

We ask that the Board of Education, district leaders, school administration, and student defense branches work together to:

- 01. Audit current processes for putting in work orders and analyze efficiency and efficacy to then develop a plan to streamline, improve, and democratize work order processes
- 02. Provide a timeline for providing at least 3-6 gender-neutral bathrooms in every school that is easily accessible to all students
- 03. Require that school administrations and facilities teams provide reports to student defense branches and people’s assemblies detailing areas of improvement, accomplishments, and spaces for feedback and mutual accountability

III: Temples of Knowledge

We demand that our curriculum doesn’t ask us to adapt, but rather gives us the tools to *change* the world.

We no longer want to be passive recipients of “knowledge.” We want to be at the frontier of wisdom. We want to leap from being treated as empty vessels to scholars and pioneers of the keys that organize our world. Rigorous, relevant, critical, egalitarian, and revolutionary scholarship is what we look for and expect.

We ask that the Board of Education, district leaders, school administration, and student defense branches work together to:

- 01. Mandate that student defense branches be included in all discussions and governance bodies related to the design, implementation, and assessment of district and local curriculum
- 02. Audit all existing curricula for all district elementary, middle, and high schools (and redesign and amend as needed) with central office workers, teachers, students, and community organizations, keeping in mind the following focuses:

- a. Enhance health classes by mandating that they include:
 - i. Queer and heterosexual sex-ed
 - ii. Nutrition and holistic wellness based on Science
 - iii. Mental health skills and psychological first aid
 - iv. Harm reduction and addiction without an emphasis on moralistic abstinence
 - v. Relationship skills and community-actualization wellness
 - b. The district English department has pioneered engaging pedagogical techniques to engage students emotionally and develop critical thinking skills
 - i. We ask that these techniques be retrofitted and faithfully implemented among all academic departments
03. Enhance teacher and student-led professional development. Direct curriculum supervisors and central office staff to create processes that provide teachers with the tools to make lessons and curriculum that are:
- a. Culturally responsive
 - b. Relevant to everyday life
 - c. Align with the principles of critical pedagogy
 - d. Foster political, cultural, and civic involvement

IV: Safer Schools for All

We demand a school district that values and centers the community, mental health, and lives of students and their humanity as well as building new systems of accountability to repair harm within the community.

We ask that the Board of Education, district leaders, school administration, and student defense branches work together to:

- 01. Audit and loosen restrictions and policies so that school buildings are more accessible and able to be used after school hours within the bounds of state and federal law.
- 02. Adopt the “community schools” model as defined by the National Education Association² to provide integrated social, health, academic, and communal services. We want our schools to be the center of our neighborhoods.
- 03. Implement the demands of students during the May 2022 walkout³ to:
 - a. Build relationships with organizations that can help build systems of de-escalation in schools outside of using traditional punitive methods of disciplin and co-create transformative justice programs within the school that allows peer-to-peer mediation like Pa’Lante in Holyoke High School in Massachusetts
 - b. Invest at least \$800,000 into a new training program developed by community partners, students, teachers, and advocates that focuses on training teachers and students in restorative and transformative justice

² <https://www.nea.org/student-success/great-public-schools/community-schools/what-are-they>

³ https://www.newhavenindependent.org/article/new_haven_students_walk_out

- c. Implement High School in the Community's FLY Awards Initiative to be replicated at all high schools to improve student morale through non-punitive positive reinforcements beyond honors students and athletes
04. Require that a representative/organizer from the local student defense branch in a school be present at disciplinary meetings on the school and district level to represent the student(s)
 05. Implement the points stipulated in the Climate Emergency Resolution, passed in September 2022⁴

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⁴ https://www.newhavenindependent.org/article/schools_talk_climate_change



Our North Star

Harmony Solomon Cruz-Bustamante

John Carlos Musser

Student Representatives to the New Haven Board of Education



Process

How did our demands come to life?

"A better school is within our reach, what does it **look** like?"

was asked to 50+ students through dialogue, writing, and collective brainstorming

Visioning Worksheet: A Better School is Within Our Reach

How would this look like in your school?

What is needed to make this happen? What labor, resources, and tools do we need?

December 2022-January 2023

A **100%**

approval rate

Of the list of demands
written by students.

Approved by all high school
student councils



January-May 2023

- iii. Mental health skills and psychological first aid
 - iv. Harm reduction and addiction without an emphasis on abstinence
 - v. Relationship skills and community-actualization work
- b. The district English department has pioneered engaging practices that engage students emotionally and develop critical thinking skills
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THE CITY OF NEW HAVEN, BOARD OF EDUCATION
Harmony Solomon Cruz-Bustamante & Student Representative

STUDENT REPRESENTATIVE

For the consideration of the Board of Education and Executive Management
October 23, 2023

North Star: The "Hope & Vision" Demands to address political empowerment, subpar facilities

A comprehensive and desperately needed demand list was compiled through a process of dialogue, power mapping, and consensus democracy. Representatives from 5 high schools were asked to elaborate on their

demands to a committee of 10 union workers, youth activists, community members, and parents over the span of four months to sort through and prioritize demands to be added to the worksheet.

The committee worked with student leaders in the 2023 April Student Assembly to ultimately vote on this list of demands. This is made possible through the Board of Education, teachers, and community advocacy.

Harmony Solomon Cruz-Bustamante
4 Student Representative

John Doe
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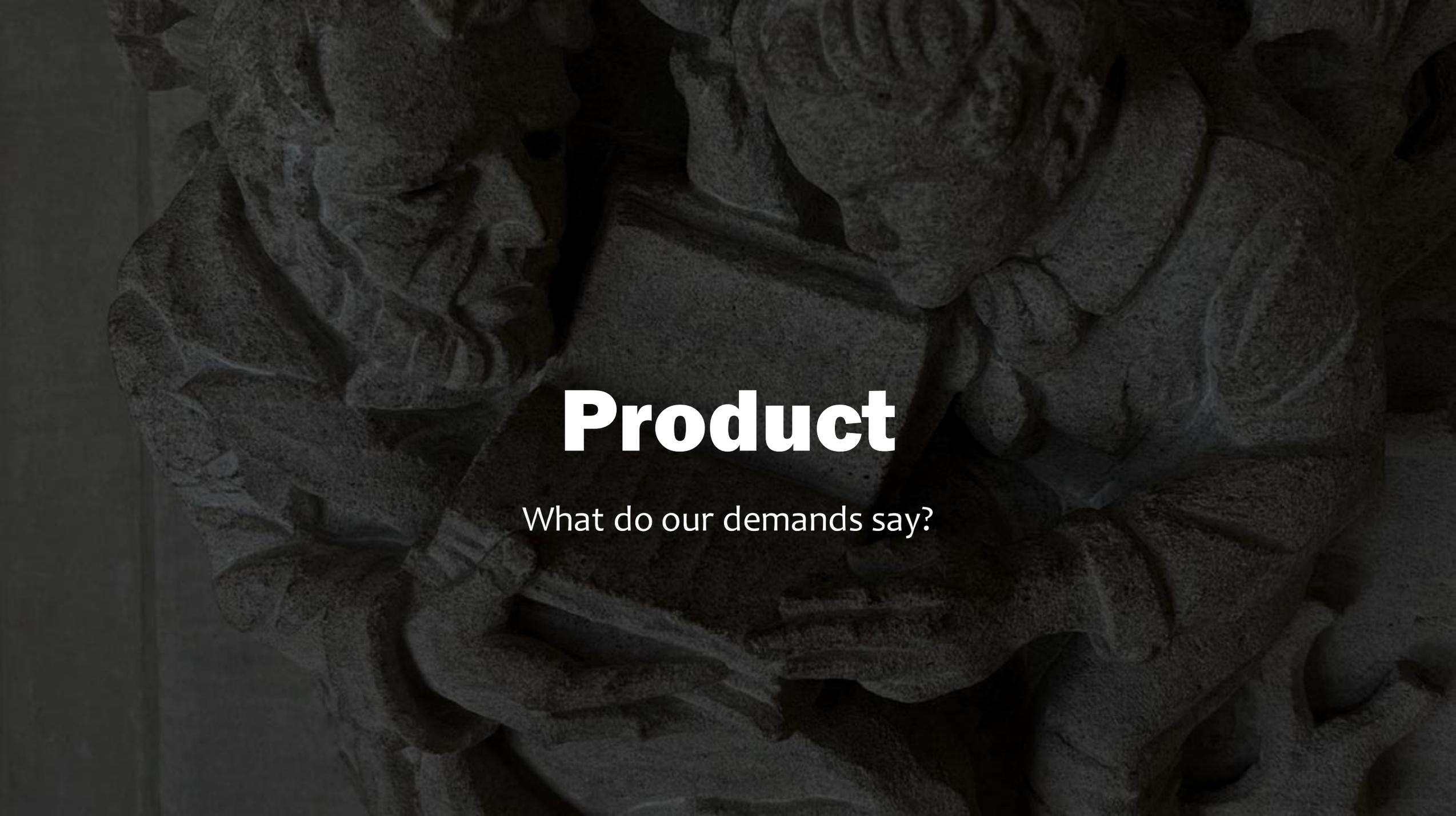
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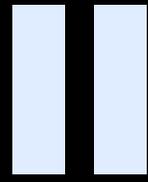
Product

What do our demands say?



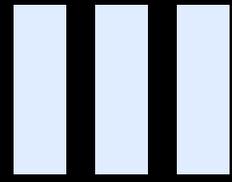
"Power to the People!"

We demand that democratic control of schools be a guaranteed right for all New Haven Public School students.



Clean & Functioning Facilities

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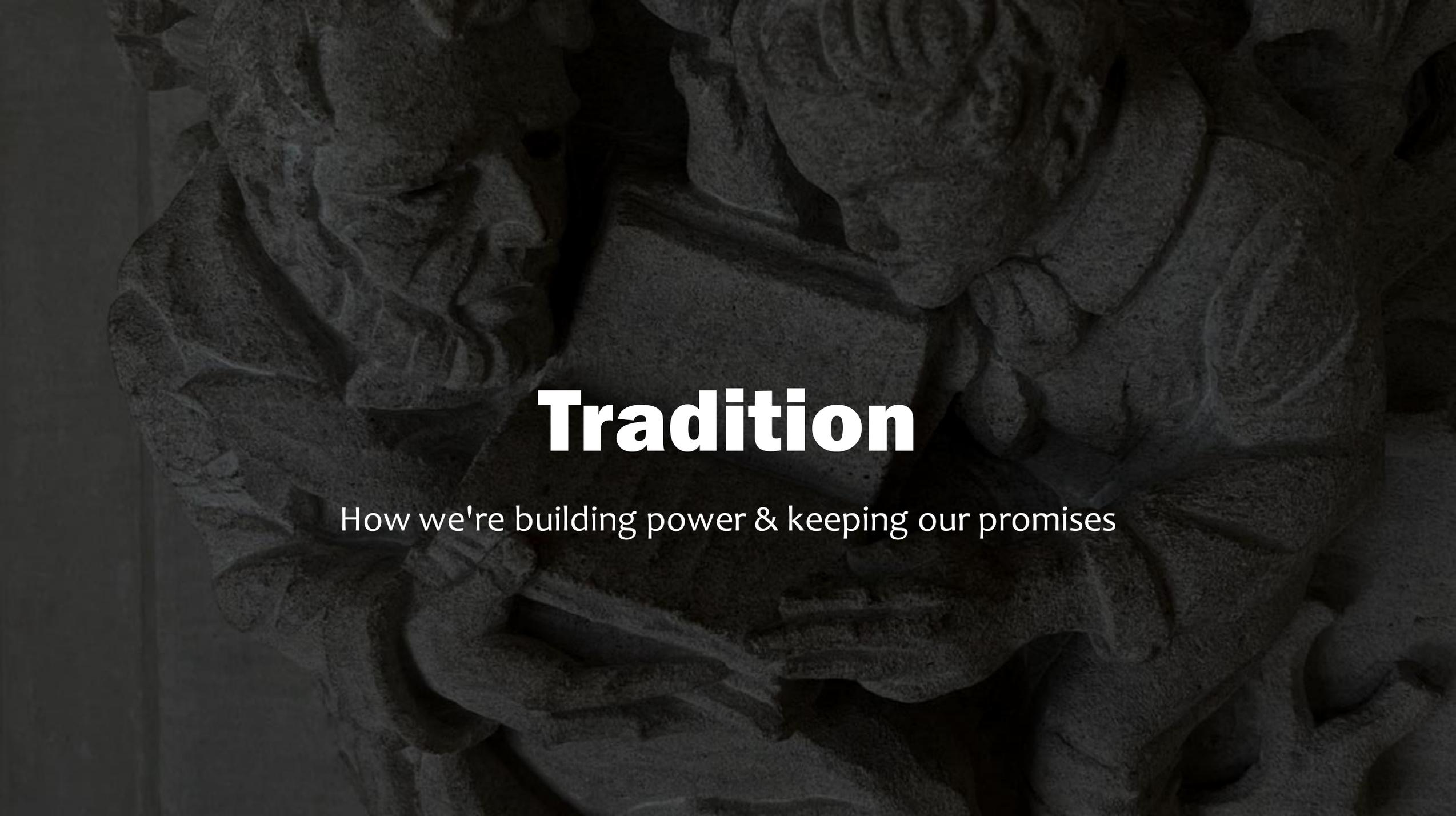
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We demand that our curriculum doesn't ask us to adapt, but rather gives us the tools to change the world.

IV

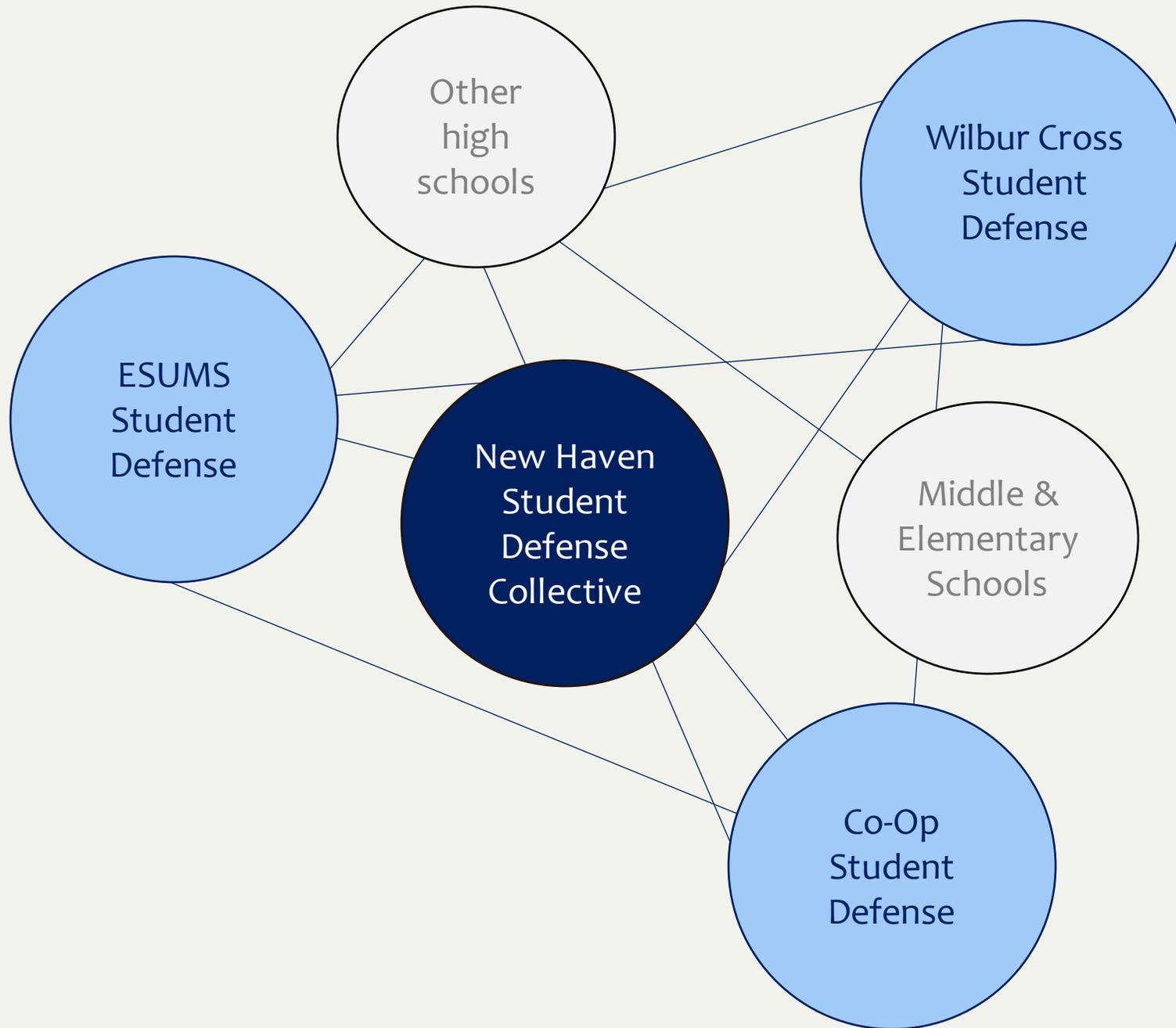
Safer Schools for All

We demand a school district that values and centers the community, mental health, and lives of students and their humanity as well as building new systems of accountability to repair harm within the community.



Tradition

How we're building power & keeping our promises



Social Club

**A service provider or
nonprofit**

**A social planning
committee**

**Advocating only from personal
experience or from the
perspectives of friends**

Roles

- Branch chairs
- Communications specialist
- Secretary

Everyone in the Branch is an organizer and must have a purpose—even if its just outreach and maintaining relationships

Requirements

Connect with admin, teacher's union, leaders

Speak at Board of Ed meetings & SPMT

Create and amend school policy

Plan conferences and assemblies; personally connect with **all** students

**Wilbur Cross
Student Defense**

Branch Chairs:

John Carlos

Saniah Peterson

**Co-Op Student
Defense**

Branch Chairs:

Laila

**ESUMS Student
Defense**

Branch Chairs:

Iyla

Thailynn

**New Haven
Student Defense**

Chief Organizers:

Ila Sundstrom

Harmony Cruz-Bustamante

Instruction

Student Publications

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education encourages the development of school student publications such as newspapers, annuals, and magazines because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism. Such publications also provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

*All student publications will comply with the rules of responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, **detrimental and prejudicial terms**, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted. Expressions of personal opinion must be clearly identified as such, and bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.*

In addition, student newspapers and/or publications which are paid for by the District and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Board reserves the right to edit or delete such student speech which is determined to be inconsistent with the District's basic educational mission.

The Board recognizes that students have rights to free expression in student publications. Consequently, student speech shall be limited in officially sponsored student publications only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.

Optional language:

Students shall have the right to appeal the exercise of pre-publication or pre-production control by District staff to the Board. (Note: there is no legal requirement for an appeal process.)

*Legal Reference: Eisner v Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)
Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)
Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)
Bethel School District v. Fraser, 478 US 675 (1986)
Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)*

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Adapted from Connecticut Association of Boards of Education, Inc.

Instruction

Student Publications

Purposes of Official Student Newspaper

1. To exist as an instructional device for the teaching of writing and other journalistic skills;
2. To provide a forum for opinions of students, school staff, and members of the community; and
3. To serve the entire school by reporting school activities.

Rights of Student Journalists

1. To print factual articles dealing with topics of interest to the student writers; and
2. To print, on the editorial page, opinions on any topic, whether school related or not, which students feel are of interest to themselves or to the readers.

Responsibilities of Student Journalists

1. To submit copy that conforms to good journalistic writing style;
2. To rewrite stories, as required by the journalism advisor, to improve journalistic structure, sentence structure, grammar, spelling and punctuation;
3. To check facts and verify quotes;
4. In the case of editorials on controversial issues, to provide space for rebuttals, in the same issue if possible, but otherwise no later than the following issue; and
5. Subject to the specific limitations in these guidelines, to determine the contents of official student newspapers.

Material Not Permitted in Official School Newspapers

1. Material which is libelous or which violates the rights of privacy;
2. Profanity, *as defined in the Oxford dictionary* ~~hereby defined as the language which would not be used in The Hartford Courant or The New York Times;~~

Instruction**Student Publications****Material Not Permitted in Official School Newspapers (continued)**

3. *Material which criticizes or demeans any race, religion, sex or ethnic group;*
4. *Ads for cigarettes, liquor, or any other product not conducive to good health;*
5. *Any material, the publication of which would cause substantial disruption of the school. Substantial disruption is hereby defined as the threat of physical violence in the school or nearby community and/or the disruption of the school's educational program; and*
6. *Endorsements of political candidates or ballot measures, whether such endorsements are made via editorial, articles, letter or photograph cartoon. The newspaper may, however, publish "fact sheet" types of articles on candidates and ballot measures, provided such articles do not endorse any person or position, and provided equal space is provided for all candidates for a particular office or both sides of a ballot measure.*

Determination of Appropriateness

The newspaper advisor shall have the primary responsibility of reviewing each article prior to its publication to determine if it satisfies all the conditions of these guidelines. The school Principal or his/her designated representative other than the newspaper advisor may also review copy prior to its publication. However, such copy must be returned to the student editors within 72 hours after it is submitted for review. No copy may be censored except for reasons specifically listed in Board policy and these guidelines. Nothing in these guidelines is intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, or the school system itself.

Resolution of Differences

*In the event of disagreement as to whether an article should be printed, each school shall have a Publications Board, which shall meet within 48 hours to submit its opinion. **It is suggested that** the Publications Board shall consist of the Principal or his/her designated representative; the journalism advisor; the editor-in-chief; representatives from the student government, the PTA/PTO and the advisory council; and other members as mutually agreed upon. If the Publications Board cannot solve the dispute, then an appeal shall be made to the Superintendent who shall seek advice from the Board's legal counsel in making his/her decision. The Superintendent shall act on the appeal within 48 hours.*

Instruction

Student Publications (continued)

Legal Reference: *Eisner v. Stamford Board of Education, 440 F.2d 803 (2nd Cir 1971)*
Trachtman v. Anker, 563 F.2d 518 (2nd Cir 1977), cert. denied, 354 U.S. 925 (1978)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S Ct 562 (1988)
Bethel School District v. Fraser, 478 US 675 (1986)
Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Instruction**School Productions**

Student productions are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school theatrical productions.

*The Board recognizes that students have rights to free expression in student **theatrical** productions. Consequently, student speech shall be limited in officially sponsored student **theatrical** productions only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.*

Definition

School productions shall refer to any performance involving student participants and prepared for an audience, either within or outside the regular school day. Productions shall include, but not be restricted to, concerts, plays, variety shows and exhibits.

Requirements

School productions involving students shall meet the following criteria:

- 1. Performances and productions shall contribute to educational goals and objectives and shall not substantially disrupt regularly scheduled school activities or classes.*
- 2. Include content that adheres to constitutional requirements for separation of church and state, allowing for historical and cultural perspective.*
- 3. Encourage inclusiveness and reflect sensitivity to diversity, race, religion, disability and ethnicity.*
- 4. Consideration by the faculty of the maturity levels of students and appropriate standards of theatrical taste.*
- 5. Performances shall be approved in advance by the principal.*
- 6. Sponsors shall avoid the extended use of a particular student group.*
- 7. Arrangements shall be made to provide proper supervision and to assure that participating students conduct themselves in a way that brings credit to the school.*
- 8. Performances that are scheduled outside school hours are preferred.*
- 9. As required, approval, **rights and royalties** shall be acquired from copyright holders.*

Instruction**School Productions** (continued)

Student productions shall not contain speech which:

1. is vulgar, indecent or obscene;
2. contains libelous comments, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability;
3. causes or clearly threatens to cause a material and substantial disruption of normal school functions or school activities;
4. encourages the commission of unlawful acts or the violation of lawful school rules; or
5. promotes any product or service not permitted to minors by law.

Students may appeal a faculty advisor's or principal's decision to restrict production.

(cf. 6145.3 - Publications)

(cf. 6145.4 - Student Performances)

(cf. 6162.2 – Copyright Law Compliance)

Legal Reference: *Eisner v Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Hazelwood School District v. Kuhlmeir, 484 U.S. 260 (1988)

Policy adopted:

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1

Instruction

Evaluation of Instructional Materials

General

Instructional materials shall be evaluated consistently and systematically to insure high instructional standards to ensure compliance with Connecticut General Statutes, regulations of the State Board of Education, Board of Education policy and regulations.

These guidelines are not intended to supplant the professional judgment of staff who evaluate instructional materials — both student materials and teacher materials. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

To accurately portray diversity in the United States, instructional materials should encourage students to understand the historical roles and contributions of members of all genders, races, and cultures, and the forces which shaped those roles and contributions.

Limitations

It may be inappropriate to require a pictorial or textual item to conform to these guidelines, for example in reprinting a story by a well known author or in a painting by an artist which makes an important contribution to a particular instructional material. In such situations, discussion material should have been included which explains why a particular attitude was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgment with respect to stories or articles having historical perspective. Any description, depiction, inference, label, or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussions, or other comments included or immediately attached which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average student for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex, or occupation.

Legal Reference: Connecticut General Statutes

10-18a Contents of textbooks and other general instructional materials

Policy adopted:

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1(a)

Instruction

Evaluation of Instructional Materials

Materials in a Series

When evaluating instructional materials designed as a graded, non-graded, or multi-graded series, each component shall be judged individually for compliance without regard to the contents of other components. However, a group or sequence of materials for use exclusively within a particular single grade shall be judged on a total basis for adverse reflections on race, creed, sex, etc. For example, if a package of three different books is designed to be used as fourth grade readers, and a student is expected to complete all books in that school year, any portrayal deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately as well.

Specific Criteria for Evaluation of Instructional Materials:

1. Male and Female Roles

To encourage the individual development and self esteem of each child, regardless of gender, instructional materials shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:

- A. An absence of descriptions, depictions, inferences, labels or retorts which demean, stereotype, or patronize one gender.
- B. Instructional materials should accurately reflect contemporary American society, and, regardless of the subject area, contain appropriate references to, or illustrations of, males and females.
- C. Mentally and physically active, creative, problem solving roles, and success and failure in those roles, should be **approximately equal** between male and female characters.
- D. Emotions of fear, anger, aggression, excitement or tenderness should occur among characters regardless of gender.
- E. Traditional activities by one sex should be balanced by nontraditional activities for that sex.
- F. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, men and women should be represented approximately equally.
- G. **Where life-style choices are discussed, all genders should be offered an equally wide range of such aspirations and choices.**
- H. In history or current events and on achievements in art, science, or any other field, historically accurate contributions of **both men and women** should be included and discussed.
- I. Imbalance or inequality, when presented for historical accuracy, should, in the student edition of instructional material, be interpreted in light of contemporary standards and circumstances.
- J. Sexually neutral language, for example, "people", "persons", "men and women", "pioneers", "they", should predominate.

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1(b)

Instruction

Evaluation of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials

2. Ethnic and Cultural Groups

To project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage individual development, instructional materials, when portraying people (or animals having identifiable human attributes), shall include a fair representation of all ethnic and cultural majority and minority groups characters in a wide variety of occupational and behavioral roles and present the contributions of same. ethnic and cultural groups. The criteria are:

- A. An absence of descriptions, depictions, inferences, or labels which demean, stereotype, or patronize ethnic and cultural minority groups must not appear.
- B. Portrayals of diverse ethnic or cultural groups shall ~~should~~ not depict differences in customs or lifestyle as undesirable and ~~must should~~ avoid adverse value judgments of such differences.
- C. Instructional materials which reflect contemporary American society ~~must should~~ contain references to, or illustrations of diverse ethnic groups.
- D. Mentally active, creative, and problem-solving roles, and characters' successes and failures should be divided between the various ethnic and cultural groups.
- E. ~~Portrayal of minority characters in traditionally restricted roles should be balanced by presentation of nontraditional activities for those characters.~~
- F. ~~Minority persons~~ Members of all ethnic and cultural groups should be depicted in the same range of socioeconomic settings as ~~persons of the majority group.~~
- G. ~~Depiction of~~ Diverse ethnic and cultural groups should ~~not be depicted limited to the~~ within their original culture but expanded to include such groups as well as within the mainstream of American life.
- H. If professional or executive roles, vocations, trades, or other gainful occupations are portrayed, ~~majority and minority~~ all ethnic and cultural groups should be presented therein in fair proportions.
- I. In history or current events, achievements in art, science, or any other field are presented, the contributions of all ethnic and cultural groups, and particularly prominent ~~minority persons~~ members of said groups, should be included and discussed.
- J. Imbalance or inequality of any kind presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1(c)

Instruction

Evaluation of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials

3. Owners and Labor

- A. References or labels which demean, stereotype, or patronize an occupation, vocation, or livelihood ~~should~~ **shall** not appear.
- B. Where appropriate, accurate acknowledgments should be made to the roles and contributions of entrepreneurs in the history of Connecticut and the United States.
- C. Accurate references should be made to roles and contributions of labor in the history of Connecticut and the United States.

4. Ecology and Environment

- A. Human responsibilities for creating and maintaining a clean and healthy environment are appropriately portrayed.
- B. Wise use of resources, both human and physical, is encouraged.
- C. Interdependence of people and their environment are made clear.
- D. Effects of environmental problems are identified as are the effects of solving them.
- E. Appropriate means of protecting the environment are suggested.

5. Dangerous Substances

- A. Hazards of using tobacco, alcohol, narcotics, and restricted dangerous drugs are depicted in illustrations or discussions when references to these substances are included in instructional materials.
- B. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.

6. Religion

- A. No religious belief or practice shall be held up to ridicule nor any religious group portrayed as inferior or superior.
- B. Portrayals of contemporary American society should, where religion is discussed or depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art

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and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.

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6161.1(d)

Instruction

Evaluation of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials

C. Any explanation or description of religious beliefs or practices shall be presented neutrally and shall not indoctrinate students in any particular religious belief nor instruct students in religious principles.

7. Brand Names

Instructional materials shall not contain illustrations of identifiable commercial brand names, representations, or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations — unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration.

8. Food

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritional value.

Legal Reference: Connecticut General Statutes

1018a Contents of textbooks and other general instructional materials.

Regulation approved:

Instruction

Statewide Proficiency/Mastery Examinations

~~Each student enrolled in the fourth, sixth, eighth and tenth grades shall take a statewide mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics). The mastery examination shall be provided by and administered under the supervision of the State Board of Education.~~

~~Students who meet or exceed the state-wide mastery goal on each component of the state-wide tenth grade mastery examination, shall have a certification of such mastery made on the permanent record and transcript. A student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty one (21).~~

~~The school district may not require achievement of a satisfactory score on the statewide proficiency examination or statewide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.~~

~~Special education students shall participate in mastery testing except when their planning and placement team determines that participation would be inappropriate.~~

~~The provisions on mastery testing shall not apply to any student enrolled for three (3) years or less in a bilingual program, or English as a Second Language program.~~

~~(cf. 5121 Examination/Grading/Rating) (cf. 6146 Graduation Requirements)~~

Instruction

Statewide Proficiency/Mastery Examinations (continued)

~~Legal Reference: — Connecticut General Statutes~~

~~10-14m Development and submission of educational evaluation and remedial assistance plan.~~

~~10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.~~

~~10-140 Compensatory education grant Financial statement
of expenditures.~~

~~10-14p Reports by local and regional boards re instructional
improvement and student progress.~~

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P6146.2(a)

Instruction

Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments)

Annually, each student enrolled in grades three through eight inclusive shall take a mastery examination or examinations that measures essential and grade appropriate skills in reading, writing or mathematics during the time period specified by the State Department of Education. Students enrolled in grade eleven shall annually take a nationally recognized college readiness assessment approved by the State Board of Education that measures essential and grade appropriate skills in reading, writing and mathematics. (Connecticut SAT School Day in English language arts and math examination) Each student enrolled in grade five, eight, and eleven shall, annually, during the time period specified by the State Department of Education, take a state-wide mastery examination that measures essential and grade appropriate skills in science. (Next Generation Science Standards) The State Board of Education shall approve the provision and administration of all mastery examinations. All examinations shall take place during the regular school day.

***Note:** Students in Connecticut participate in the Smarter Balanced Assessments in English, language arts, literacy and mathematics in grades three through eight inclusive. In science, students participate in Next Generation Science Standards (NGSS) assessment.*

~~Student scores on each component of the statewide eleventh grade state assessment may/shall be included on the permanent record and transcripts for eleventh grade students. For each eleventh grade student who meets or exceeds the statewide mastery goal level on any component of the mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component.~~

The school District (excludes endowed or incorporated high schools) may not require achievement of a satisfactory score on a mastery examination or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

All **Multilingual learners (MLs)** including recently arrived, defined as those students whose initial entry date in a U.S. school is less than two years (24 months) prior to test administration are required to participate in all content areas of the state summative assessment.

~~All students identified as Multilingual Learners (MLs) who are identified as in need of services~~ shall take the LAS Links Assessment. Scores on each component of the mastery examination for English learners who have been enrolled in school in this state or another state for fewer than twenty (20) school months shall not be used for the purposes of calculating the school accountability index as defined in C.G.S. 10-223e.

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P6146.2(b)

Instruction

Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments) (continued)

All Multilingual Learners (ML), including all recently arrived ELs, must participate in all assessments and will be included in participation rate calculations for all subjects. This includes mathematics, ELA and science as well as the English language proficiency assessment. Scores earned by recently arrived MLs are not included in Achievement Status (indicator 1) calculations under Accountability Reporting - Achievement Status. Recently arrived MLs who have participated in two Smarter Balanced administrations are included in growth calculations (indicator 2) under Accountability Reporting - Achievement Growth. Scores from year 1 ~~is~~ are ready to serve as a baseline for academic growth in Year 2. In year 3, the scores of recently arrived MLs will be included toward academic achievement and academic growth indicators in Connecticut's accountability system.

Any alternate assessment, including the Connecticut Alternate Assessment, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. Students with significant cognitive disabilities in grades three through eight and eleven shall be assessed with the Connecticut Alternative Assessment in English/language arts and mathematics. In science, eligible students with significant cognitive disabilities shall be assessed with the Connecticut Alternate Science Assessment in Grades five, eight and eleven.

In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

The Board of Education recognizes that federal law requires full participation of all students on the state summative assessments, with a minimum standard for the participation rate of at least 95 percent of all students and all student groups for each subject. Further, the Board realizes there are consequences for districts and schools not meeting this participation role threshold on these state summative assessments.

(cf. 5121 - Examination/Grading/Rating)
(cf. 5125 - Student Records; Confidentiality)
(cf. 6146 - Graduation Requirements)
(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes
10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174, PA 03-168, and PA 13-207, Section 115 of PA 14-217, PA 15-238 and PA 17-14)
10-14o Compensatory education grant. Financial statement of expenditures.
1014p Reports by local and regional boards re instructional improvement and student progress.
10-14q Exceptions (as amended by PA 01-205)
10-223e Statewide education accountability plan.
PA 15-238 An Act Concerning Students Assessments
PL 107-110 – Title I, 34 CFR Part 200

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34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Policy adopted:

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P6200(a)

Instruction

New Haven Adult and Continuing Education Program

~~The New Haven Adult and Continuing Education Program is committed to serving adults with educational deficiencies which create barriers to full participation in our society. The emphasis of this program is on providing a course of instruction designed to meet the goals and objectives of these students, as well as preparation for meaningful employment. Assisting students to achieve their personal goals will result in effective development of intellectual, occupational, basic and social skills. Ultimately, this program will produce citizens who can more effectively contribute to society.~~

The Board recognizes that education is a lifelong process. Therefore, the Board of Education shall establish and maintain a program of adult education classes. (or shall provide for participation in a program of adult classes for its adult residents through a cooperative arrangement with another school district or with a cooperating eligible entity or with a regional service center.) The adult education program shall be open to all residents over age 17, not attending any public or private elementary, middle or senior high school. The program shall offer a variety of subjects to serve civic, cultural, vocational, and avocational needs of the community. Course offerings shall be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant, personnel and equipment.

The District, as permitted by statute, shall determine the minimum number of weeks per semester the adult education program will operate. Certified counseling staff shall be provided to assist adult education program students with educational and career counseling.

Classes shall be made available at fees to be established by the Board of Education. No tuition shall be charged for residents who enroll in adult classes for elementary (basic skills) and high school completion, Americanization and United States citizenship and English for adults with limited English proficiency. Other courses may be provided in any subject included in District schools, including adult literacy, parenting skills, and vocational education and any other subject or activity only when the number of interested adults is sufficient to form a class of proper size, and when a qualified teacher, adequate facilities and appropriate supervision can be made available.

In addition, college preparatory classes may be offered for adults who have earned a high school diploma or its equivalent and require postsecondary developmental education that will enable such adults to enroll directly in a program of higher education, as defined in C.G.S. 10a-34, at an institution of higher education upon completion of such classes. A fee may/shall be charged for these classes.

The District shall grant an adult education diploma to those adult education program participants who have satisfactorily completed a minimum of twenty (25) adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American History and at least one-half credit course in civics and American government; not fewer than two in science; and not fewer than one in the arts or vocational education.

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P6200(b)

Instruction

Adult Continuing Education (continued)

The District, in determining the satisfactory completion of needed credits for an adult education diploma, shall award, subject to any State Board of Education regulations:

1. Credit for experiential learning, including:
 - a. Not more than two non-required credits for military experience, including training;
 - b. Not more than one vocational education non-required and one required or not more than two non-required credits for occupational experience, including training; and
 - c. Not more than one non-required credit for community service or avocational skills.
2. Credit for successful completion of courses taken for credit at state-accredited institutions, including public and private community colleges, technical colleges, community-technical colleges, four-year colleges and universities and approved public and private high schools and technical high schools;
3. Up to three credits for independent study projects, provided no more than one such credit shall be applied to each required subject area.

Legal Reference: Connecticut General Statutes

10-67 Adult education-definitions

10-69 Adult education (as amended by PA 03-100 and PA 11-126)

10-71 State grants for adult education programs.

10-73a Adult education

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Policy Service

**The Connecticut Reference Manual
of School Board Policies, Regulations, and Bylaws**

Policy adopted:

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Connecticut Association of Boards of Education, Inc.



**Today's
Students**
**Tomorrow's
Teachers™**

TSTT Fact Sheet

Mission: To recruit, mentor, and train culturally diverse and economically challenged students from high school through college and place them as effective teachers and committed leaders who strengthen schools and communities.

Vision: TSTT will be the national career development model that is recognized for addressing teacher shortages and increasing the number of culturally diverse educators and other professionals.

- TSTT was founded in 1994 by Dr. Bettye Perkins, President and CEO. It was established in 1998, as an independent, tax-exempt 501(c) (3) organization. TSTT is a partnership of school districts, businesses, foundations, communities and colleges who provide mentors, internships and financial support.
- TSTT serves over 800 high school students and college students who come from high schools located in *New York, Connecticut, Virginia and Massachusetts*. Forty five percent (45%) of the students are African American; 40% are Hispanic/Latino and 15% are from other ethnic groups. Seventy-five percent (75%) of these students are first generation to attend college.
- TSTT students are required to attain a “B+” average by senior year in high school, volunteer as tutors for two (2) hours each week during the school year and twenty (20) hours during the summer. Some of the support services the students receive are tutor training, free SAT preparation, high school and college mentorship, college visitations, career counseling, internships, academic assistance, job readiness training and job placement.
- Upon successful program completion of a research-based, 8 year high school to college syllabus , TSTT students may be eligible for a minimum 50% tuition scholarship from our nationally recognized college and university partners. The complete listing is available on our website at: www.tstt.org
- The TSTT high school graduation rate is 95%, college admission rate is 96%, and the college graduation rate is 70%. TSTT has placed over 250 graduates, who are now teachers. TSTT has a five (5) year teacher retention rate of 90%, compared to 50% nationally.
- TSTT was selected in 2014 to answer the nation’s call to join the “100K IN 10” Initiative – a network of partners collaborating to address the nation’s shortage of STEM teachers and produce 100k Stem Teachers in 10 years. Today, nearly 30% of our high school and college students are interested in STEM professions and over 20% of our alumni teachers are STEM teachers.
- The Education Trust -New York 2017 publication, “See Our Truth” and The Albert Shanker Institute 2015 publication , “The State of Teacher Diversity in American Education” spotlighted TSTT as one (1) of eight (8) national programs that is positively impacting the recruitment and retention of teachers of color.
- In 2012, TSTT was selected by the Social Impact Exchange as a charter member of the S&I 100 Index of top U.S. non- profits that have been carefully vetted and are deemed as effective. Our TSTT partners feel confident that their investment in student success will make a measurable social impact in our schools, communities and our society.
- TSTT has received national recognition from the US Department of Education, for its successful career partnership model and was cited as “an innovative program that embodies many of the goals and objectives for educational excellence and should serve as a model for other regions in the nation.”

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Today's
Students

Tomorrow's
Teachers™

TSTT Founder and CEO



Dr. Bettye H. Perkins Ed. D., Founder and Chief Executive Officer of Today's Teachers Tomorrow's Teachers (TSTT), has been at the forefront in helping to close the teacher diversity gap in America's schools for more than 23 years. With an enormous passion for opening doors for young people, Dr. Perkins launched TSTT in 1994 with only 7 students in Westchester County, New York. Today, TSTT's full-circle collaborative model has been successfully replicated in four states: *New York, Connecticut, Massachusetts and Virginia*. TSTT has produced over 160 alumni teachers, and nearly 800 high school and college students are currently in the pipeline to become caring, competent, committed teachers and leaders.

Dr. Perkins is the recipient of many awards and proclamations acknowledging her outstanding achievement in Educational Leadership such as: the *Special Parent Honoree Award* by the NYS Education Department, the *Pathfinder Award* by the NYS Association of Women in Administration; the *Milton A. Williams, Jr. Scholars in Education Award* by the Westchester Children's Museum, the *Trailblazer Award* by the NY Chamber of Commerce, and the *Distinguished Service Award* from the Westchester County, NY County Executive's Office. Most recently, Dr. Perkins is the recipient of the prestigious 2018 AARP Purpose Prize *Founders Award for Intergenerational Excellence*.

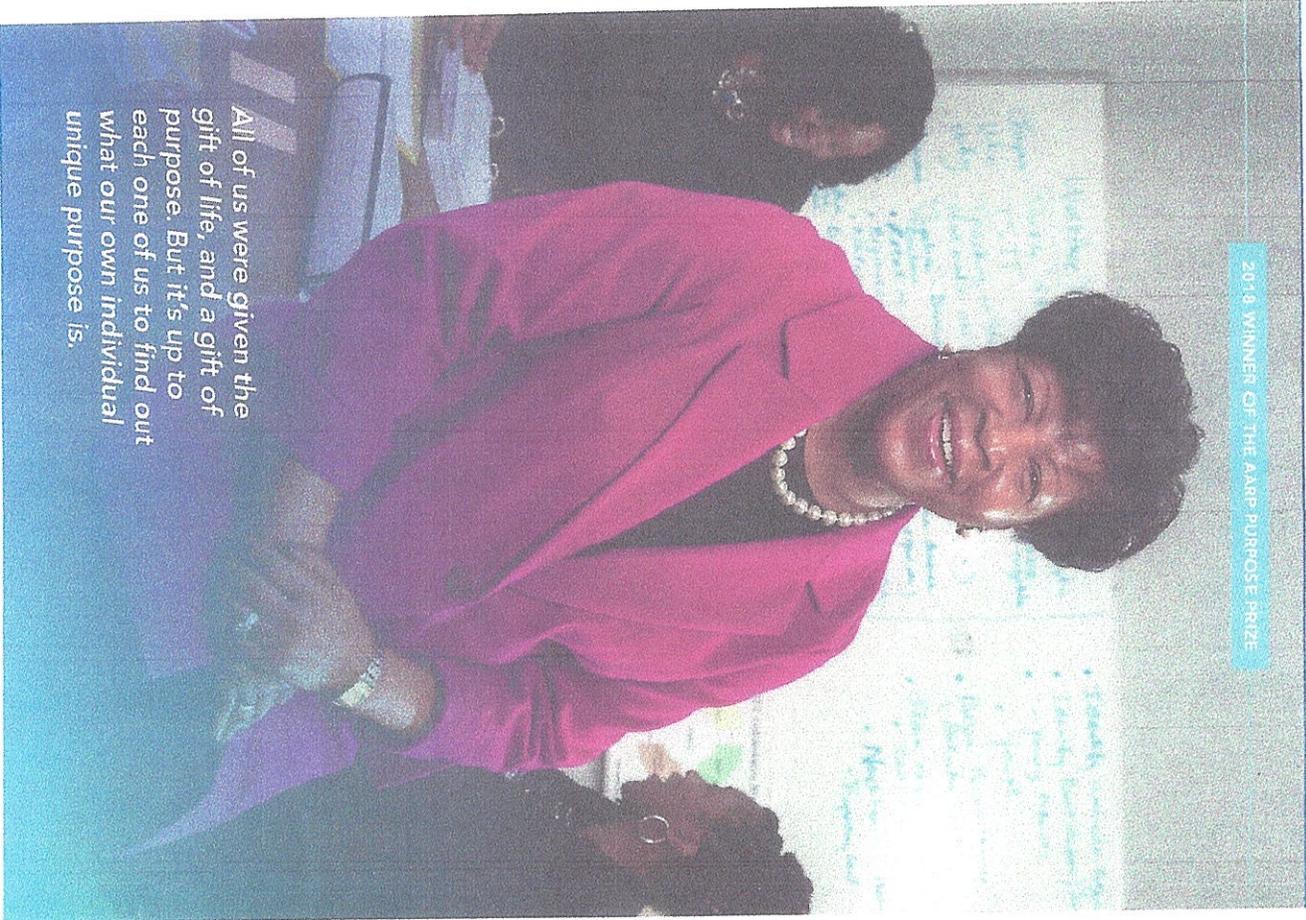
Dr. Perkins received a Bachelor of Science Degree in Education from North Carolina A&T State University, a Master of Science Degree in Education from Pace University, and a Doctorate Degree in Educational Leadership and Urban Policy from Fordham University. In May 2017, Dr. Perkins received an Honorary Degree in Pedagogy from Manhattan College where she delivered the commencement address to graduate students.

Dr. Perkins' work was featured in the September 2016 American Federation of Teachers widely-read publication, *The American Educator*, "*Growing the Next Generation: A Program Encourages Students of Color to Become Teachers*". Her work has been published by the American Association of School Personnel Administrators (AASPA) as a best practice for Human Capital Management Strategies, and by Harvard Business School for the significant economic value and the critical social impact TSTT has made on our society. Her work has also been highlighted in several national and local media outlets such as the *New York Times*, the *Boston Globe*, the *Washington Post*, the *Journal News*, and the *Westchester County Press*.

Born and raised in South Carolina, Dr. Perkins and her husband, John, are avid tennis players and live in Hartsdale, New York.

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2018 WINNER OF THE AARP PURPOSE PRIZE



All of us were given the gift of life, and a gift of purpose. But it's up to each one of us to find out what our own individual unique purpose is.

The 2018 AARP Purpose Prize

Dr. Bettye Perkins

Recipient of 2018 Andrus Award for Intergenerational Excellence
President & CEO, Today's Students Tomorrow's Teachers (TSTT)

Our mission is to recruit, mentor, and train culturally diverse and economically challenged students who then serve as effective teachers and role models, who strengthen schools and communities.

The problem I'm trying to solve

America has long experienced a racial student achievement gap, despite federal and state interventions. The greatest impediment to increasing academic performance and graduation rates among children of color is the lack of teachers who mirror their cultural diversity. Studies have found that non-black teachers have significantly lower educational expectations for black students than black teachers. Yet only 18 percent of the nation's 3.5 million teachers are teachers of color and less than 2 percent are African American males. TSTT has established a research-based Full-Circle Teacher Preparation model to motivate students to complete high school, graduate from college and become teachers themselves. This type of work requires an incredible amount of time, money and effort. But the payoffs are great. For example, one of our students dropped out of college his first year with a 1.7 GPA, but I didn't write him off. I kept in touch with him, and a few years later he came back into the program. He's now an assistant principal in one of our school districts.

The moment that sparked my passion

I had my 20-year corporate job at IBM. At 43, I figured I could combine my love of education with my management experience and become a school superintendent. As part of my training, I did an internship at a local high school where I came up with a minority teacher recruitment strategy. I started a club at the school for teens considering teaching. I fell in love with my first group of kids. They became like my own little family. I relished how curious they were and how thirsty they were for guidance. I knew then that my calling was to guide them on their journey to a career in education.

Advice to others who want to make a difference

All of us were given the gift of life, and a gift of purpose. But it's up to each one of us to find out what our own individual unique purpose is. When I first started TSTT, I realized I needed to make sure most of my students got college scholarships. I look my marketing and sales skills and called up the presidents of the six colleges in the area. All six met with me and all six signed on to provide financial assistance. People are always surprised when I tell them this story, but the truth is, if you're truly passionate about something, people will sense it and be willing to go on this journey with you.

The struggles that shaped my life

I was raised in acute poverty in the segregated South in a single parent household. My father died when I was 5, and my mother had six months to feed. Despite our hardships, we always went to church every Sunday. We may not have had much, but we had our spirituality, and it was enough to get us through. I was the first person in my family to graduate from college. I think one of the reasons I love working with teenagers so much is I see myself in them. They need love and someone to guide them, especially since many of them, like me, came from single-parent homes.

Why my approach is unique

There are many fine programs that introduce teaching, college prep and retention programs, but none that combine all of the necessary financial and emotional support that students so desperately need. The Full-Circle Teacher Preparation Model guides students starting in eighth grade through high school, college and graduation and beyond. We match these students with teachers and educators who mentor them and provide support for their studies.

Growing the Next Generation

A Program Encourages Students of Color to Become Teachers



BY BETTYE PERKINS

In a country with an increasing population of nonwhite students, there are far too few teachers of color. The numbers are particularly distressing when it comes to finding male teachers of color, who are essential role models for black boys. As a result, black and Latino children sitting in classrooms with white teachers, day after day and year after year, can't help but get the message: teaching, and the educational attainment and authority it reflects, is not for people like them.

More than 20 years ago, the lack of diversity in the teaching force prompted me to start Today's Students Tomorrow's Teachers (TSTT), an organization that taps diverse and economically challenged students to consider teaching as a profession.*

To find future teachers of color, TSTT relies on teachers and

guidance counselors who know their students best and, as a result, are TSTT's primary recruiters. Our program then helps to nurture and mentor these students every step of the way, from high school through college. There are no shortcuts; this work requires extensive amounts of time and effort. But the payoff is great.

TSTT currently enrolls nearly 300 high school students who come from more than 45 high schools in Connecticut, Massachusetts, New York, and Virginia. The program also enrolls more than 300 college students who attend 21 partner institutions.

Our students are ethnically and socioeconomically diverse: approximately 47 percent are African American, 35 percent are Hispanic or Latino, 13 percent are white, and 3 percent are Asian/Pacific Islander. Twenty-three percent are male, and 75 percent

The above photo and the ones that follow show students participating in various Today's Students Tomorrow's Teachers events.

Bettye Perkins is the founder and chief executive officer of Today's Students Tomorrow's Teachers. A former middle school teacher, she was an executive with IBM for 20 years.

*To learn more about TSTT, visit www.tstt.org.

are the first in their families to attend college. Since its inception, TSTT has succeeded in placing more than 150 men and women of color in classrooms across the country.

Humble Beginnings

I never imagined I would develop a program that would have such a profound impact on children of color, children like me and my brothers and sisters.

I grew up in acute poverty in the small, segregated town of Gadsden, South Carolina. My father died when I was 5, leaving my mother to raise six children alone. My mom worked tirelessly as a housecleaner and a nanny, the few occupations available to her. She even pressed soldiers' uniforms at a nearby army base.

Since my mother worked long hours, we children spent a lot of extra time at school, where teachers looked after us. One teacher, Mrs. Anderson, took me under her wing. She encouraged me to join the Future Educators of America club. Thanks to her, I found my calling. The desire to be a teacher, along with her encouragement, motivated me to graduate from high school and college.

After I earned my teaching certification in 1970, I felt I was on my way. I was keenly aware that I had far surpassed my parents' educational level, since I was the first in my family to graduate from college.

I took a job teaching middle school, about an hour from where I grew up. Life was quiet but good. While grading papers one Sunday afternoon, I was listening to the radio. James Clyburn, then the state's human affairs commissioner and now a Democratic congressman from South Carolina, came on the air. He talked about how IBM was looking for qualified applicants. I had never heard of IBM, but I was intrigued by Clyburn's message; he urged young black men and women to seek opportunities that he and others were working hard to make possible.

Soon after that radio address, I called IBM and landed an interview. I was offered a job on the spot—as a secretary. I quickly turned that down, seeing it as a step below teaching. But a few days later IBM called me back. Would I consider another position? One where I would work with customers along with the sales and marketing staff? That sounded interesting. I was young, curious, and thought I had nothing to lose. I signed on in 1975 in Columbia, South Carolina, 20 miles from Gadsden.

Ultimately, James Clyburn changed the trajectory of my life. Even though my new path led me away from education, the attention I had received from my teachers prepared me for other job opportunities.

IBM was fascinating. While working in Columbia, and in Atlanta, Georgia, I held jobs in marketing, management, and personnel. I also worked as a systems analyst. After numerous promotions, I was eventually transferred to the national headquarters in Armonk, New York—a long way from my hometown.

In Armonk, I was asked to lead a management and executive training program where I designed courses taken by more than 60,000 managers and other leaders, including school superintendents. I was teaching again! I remembered the sense of fulfillment I had felt as an English teacher so many years ago.

At this point (1993), I had spent nearly 20 years at IBM. I realized I was restless and ready for a new purpose. After meeting the superintendents in the training program, I thought, "I could do that!" By becoming a superintendent, I could unite my early train-

ing and love of education with my management experience. The first step would be to obtain a principal's license. So I enrolled in a program at Pace University.

One of my professors at Pace introduced me to Robert Roelle, the superintendent in Ossining, New York, a small community in Westchester County. He invited me to complete my required internship in his district, where the enrollment was about 23 percent black at the time yet the faculty included very few black teachers. He asked me to focus on minority teacher recruitment.

During my internship, I researched the issue and came up with a few short- and long-term strategies, including starting a future teachers club, so the district could "grow its own" minority teachers. After hearing this idea, Roelle asked me to make a presentation to neighboring superintendents. They were intrigued.

Shortly after my presentation, I left IBM and worked as a consultant to start future teachers clubs in two high schools in northern Westchester. I recruited students of color and gave them experience tutoring other children, with their own classroom teachers as mentors. I soon saw that the students I recruited felt

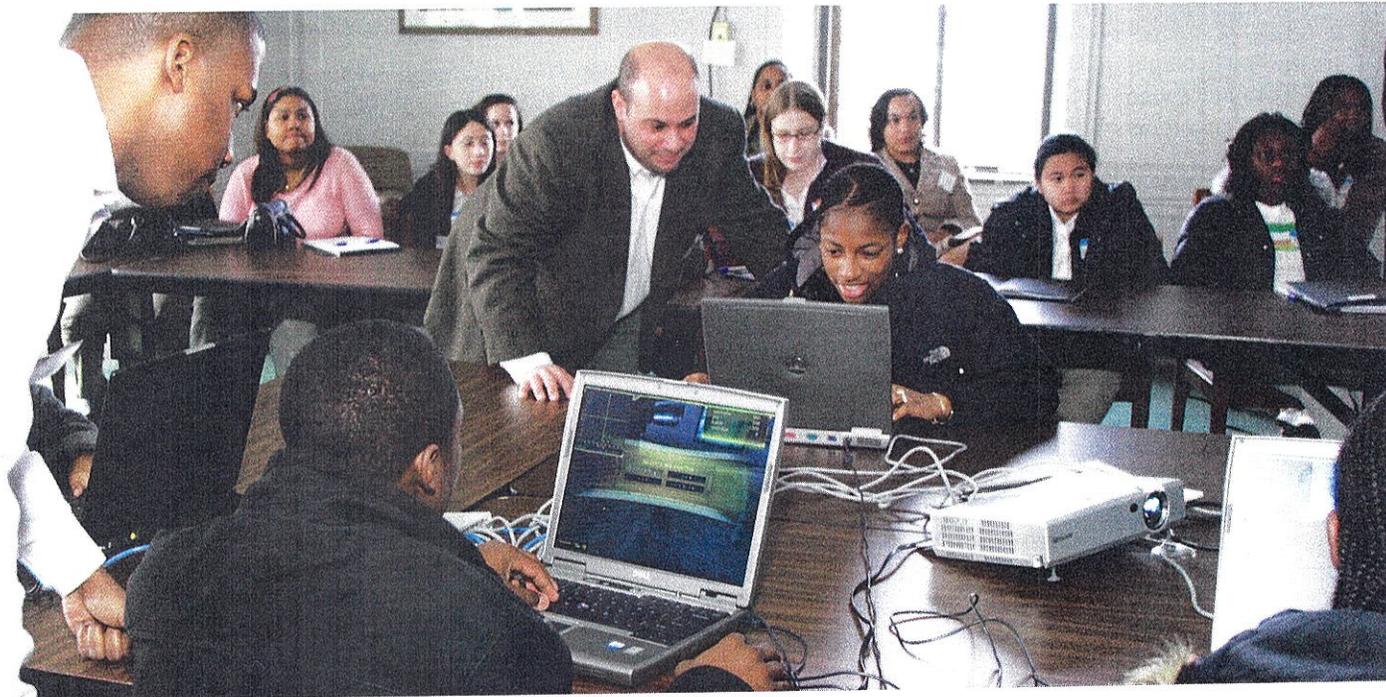
If I could light a spark in high school and nurture that flame through college, I knew I could produce excellent teachers who would stick with the profession.

isolated, so I began to bring together students from different high schools across Westchester under the banner Today's Students Tomorrow's Teachers.

After I earned my master's degree in educational administration and supervision at Pace, I enrolled at Fordham University, still on a path to becoming a superintendent. The chair of the graduate school and my dissertation mentor, Barbara Jackson, suggested I document the work I was doing with minority students for my doctoral dissertation, which I completed at Fordham in 2003.

I continued to focus on the design, development, and implementation of TSTT. I kept recruiting high school students from racially and culturally diverse and economically disadvantaged families. I gave students individual attention, found them teacher mentors, and arranged internships where they could work with younger children. I took them on college visits and helped them with their college applications. I watched my first cohort of high school graduates go off to college, with a sigh of relief and a swell of pride.

However, I quickly realized they would need continued mentoring and financial support to succeed in college. I knew that I needed



to find a way to see them through. Armed with a little marketing experience, I began to call on college presidents in the area to support these students. I asked them to give a minimum 50 percent tuition scholarship to qualified TSTT high school graduates who met admissions standards. Miraculously, they agreed.

The scholarships were a big incentive. I then formalized what high school students would need to do to qualify, which included working as a teacher back in a TSTT school for at least one year after becoming certified.

During TSTT's first years, I had worked with high school juniors and seniors. But I realized I needed more time to recruit, mentor, and train students to ensure their academic success, so I decided to enroll students as early as ninth grade. I wanted students to have more time to see if teaching was a good fit. The earlier start also enabled me to help students prepare for college.

To me, teaching is a calling. Especially in some urban districts or isolated rural areas, it's imperative that teachers be caring, committed, and competent. If I could light a spark in high school and nurture that flame through college, I knew I could produce excellent, dedicated teachers who would stick with the profession. And even if not all our recruits became teachers, the attention and mentoring we provided would help them reap benefits no matter what path they pursued.

I watched and learned, and strengthened the program. Eventually, TSTT became my doctoral thesis. As part of my dissertation, I researched nearly 245 future teacher programs across the country and discovered that none continued to provide the necessary financial and emotional support students so desperately needed to complete college. In writing my dissertation, I realized I had created a new model. In 1999, I incorporated TSTT as a nonprofit organization.

My background at IBM provided me with the skills to approach businesses and banks to fund TSTT. I explained that an educated workforce would benefit the community and increase workplace diversity. I also explained the enormous power of a great teacher and the need for more effective teachers and role models who could help students reach their potential.

If corporations want capable workers, they should financially support students of color who demonstrate the potential to graduate from college.

I acknowledged that not all TSTT graduates would become teachers, and that some would change course and enter careers in business, finance, law, or other professions. I said that if corporations wanted capable, prepared workers for the future, then they should not only invest in teachers to inspire and train the next generation, but also financially support students of color who had demonstrated the potential to graduate from college and become productive citizens.

Businesses and foundations responded favorably. Many gave me the funding to strengthen the program and support students through college.

The program first expanded throughout the Greater Hudson Valley region in New York state. Then JPMorgan Chase, an early supporter, approached us about replicating it elsewhere.

TSTT works thanks to regional advisory councils, led by a regional coordinator. The council includes representatives from each TSTT participating school district—preferably superintendents, a representative from area college partners, TSTT representatives (including the executive director), and business and/or community representatives. Each district has a mentor who serves on the advisory council, acts as a liaison to TSTT on program policies and procedures, and assists with recruitment of



teacher mentors and hiring of TSTT teachers. Regional program managers, coordinators, and team leaders also implement the model in each area, while our headquarters in White Plains, New York, provides oversight.

The districts we partner with vary in size and location. For instance, Ossining, our first TSTT partner, is a small district with fewer than 5,000 students. Another of our partners, Prince William County Public Schools in Northern Virginia, has 87,000 students and 12 high schools.

When school officials in Prince William were looking to hire minority teachers, they invited me to speak with their school board. That was nine years ago. TSTT is now part of the district's "Growing Our Own" initiative designed to hire former students. The district plans to hire 1,000 teachers this school year, and it will rely on TSTT for qualified candidates of color who will help the district achieve its goal of diversifying the teaching staff.

In addition to growing geographically, TSTT has launched a male teacher of color initiative to help fill the shortage of African American and Latino male teachers. Sadly, African American male teachers account for only 2 percent of today's educator workforce.¹

Two years ago, we also launched a middle school program in Westchester called the Student Leadership Movement (SLM) to recruit potential teachers earlier. SLM links middle school students with TSTT high school students who act as tutors and mentors as well as encourage them to consider becoming teachers.

A New and Comprehensive Model

TSTT provides a comprehensive, eight-year-plus teacher preparation program designed to recruit, mentor, and train low-income, ethnically diverse students from high school through college, and place them in teaching jobs in their communities. Because of its ability to not only recruit but retain teachers of color, the program is one of eight focused on increasing diversity that are highlighted in "The State of Teacher Diversity in American Education," a report published by the Albert Shanker Institute. (For more on the report, see page 18.)

After 20 years, the program has enabled me to meet hundreds of kindred souls who share the passion and purpose of helping our next generation to succeed. Ray Sanchez now serves as the superintendent in Ossining, where the first TSTT program began. Last year, when we honored the district at our 20th-anniversary breakfast, he said, "I'm a believer. TSTT is an investment in the future."

Today, just like in 1995, the district is still very concerned about diversifying its teaching staff. Over the years, the district has hired 14 former students of color, six of whom were recruited and mentored by me. I'm proud to say they have been teaching for more than 10 years.

To remain eligible for participation in the TSTT program, students must maintain a B+ average by the end of their senior year of high school, engage in job shadowing and summer internships, tutor two hours each week during the school year, attend regional TSTT workshops, and commit to teach in a participating school district for one year after receiving teaching credentials.

Participants meet weekly with peers, a TSTT program manager, and a teacher mentor. They engage in character development activities, as well as goal-setting and service learning opportunities. Students learn study and time-management skills, and they participate in team-building activities.

Students also plan for college and visit campuses. They receive admissions guidance and SAT preparation training. And because this program is geared toward preparing future teachers, students learn about what teaching entails. They study lesson planning and curriculum mapping, media and technology in education, conflict resolution strategies, and diversity issues in the classroom.

Once in college, students are assigned a mentor, usually an administrator or a professor. They return to their home districts for check-ins, mock interviews, resumé guidance, portfolio presentations, and professional etiquette workshops. TSTT also helps place college students in teaching-related summer internships.

By the time TSTT students earn their teaching certifications, they are ready to work, and TSTT helps them land a job, often at one of our more than 50 partner schools. TSTT graduates proudly



TSTT graduates proudly tell me they are often better prepared for college and teaching careers than their classmates.

tell me they are often better prepared for college and teaching careers than their classmates. And superintendents tell me that if they see an applicant is a TSTT graduate, they are confident in hiring that individual.

Currently, school districts pay a per-student fee of \$3,000 to join the program. Each district agrees to identify ninth-graders who have the academic and leadership skills to succeed as teachers, along with a willingness to explore the teaching profession.

The mentor-mentee relationship is one of the program's strengths. We pay our mentors, who follow our curriculum. Over the years, many mentors and students have become friends, colleagues, and part of a strong support network that lasts long after the formal program ends. The students' relationships with mentors are among the reasons why the program has such high retention rates.

Of the high school students who have enrolled in TSTT over the years, more than 90 percent complete the eight-year program. Of those students, 97 percent go on to college, and nearly 80 per-

cent graduate from college, with about half of those students becoming teachers. (For TSTT success stories, see page 17.)

TSTT has a 100 percent job placement rate for highly qualified graduates who attend good teacher preparation programs. If they earn the TSTT "stamp of approval," they will get a job.

While teacher turnover is a huge problem across the country, TSTT graduates stay in the classroom longer than average. In January 2015, the Center for American Progress reported that, nationally, 30 percent of teachers leave teaching within five years,² but only 10 percent of TSTT teachers do so. And only 7 percent of TSTT teachers leave the teaching profession within three years, compared with the national rate of 20 percent.

TSTT sets high expectations for students, who rise to the level we set. We show students we care about them, and we stay with them for eight years. We witness their trials and tribulations, and we become their true champions. Because of TSTT, our students understand the value of giving back.

As the first in my family to complete college, I am driven every day to help another young person be the first in his or her family to do so. Part of my drive also stems from wanting to play a significant role in improving educational outcomes for the next generation. I tell TSTT students to remember the purpose of their work and to be sure their love and passion shine through in all that they do.

Thanks to TSTT, I discovered my God-given purpose in life and forgot about becoming a superintendent. What a blessing! □

Endnotes

1. "Number and Percentage Distribution of Teachers in Public and Private Elementary and Secondary Schools, by Selected Teacher Characteristics: Selected Years, 1987-88 Through 2011-12," in National Center for Education Statistics, *Digest of Education Statistics*, 2014, table 209.10.
2. Robert Hanna and Kaitlin Pennington, "Despite Reports to the Contrary, New Teachers Are Staying in Their Jobs Longer," Center for American Progress, January 8, 2015, www.americanprogress.org/issues/education/news/2015/01/08/103421/despite-reports-to-the-contrary-new-teachers-are-staying-in-their-jobs-longer.

Success Stories from Today's Students Tomorrow's Teachers

In 1995, Jeffrey Cole was one of TSTT's first recruits. At the time, he was an unmotivated high school student in Westchester County, New York. According to his worried mother, he had no particular career goals.

Thanks to his guidance counselor's encouragement, he joined TSTT, a new program that tapped diverse and economically challenged students to consider teaching as a profession. Jeffrey soon found himself in a summer internship tutoring younger children—and he loved it. He went on to attend college on a scholarship arranged through TSTT. He eventually became an elementary school teacher and is now an assistant director of special education in a large urban school district.

One of the first TSTT graduates to reach the 10-year mark in the teaching profession is Emerly Martinez. After college, he returned to teach social studies in the high school from which he graduated, and he is now an assistant principal in a nearby district.

Among the most enthusiastic of TSTT's participants is Merica Neufville. She likes to tell me, "TSTT saved me!" Born in Jamaica, her mother moved the family, after the death of Merica's father, to the United States, where her mother worked many jobs to support her family. Merica also worked to help pay bills. She hoped to attend college but thought it would take years to save enough money.

When TSTT came to her large urban school, she joined as one of the first recruits. At her school, guidance counselors had little time for individual students, so the program helped her prepare for college, and the 50 percent tuition scholarship made the difference in her enrolling. We supported her through good days and bad and eventually helped her get a job as a math teacher in a TSTT district. She immediately became a teacher mentor to "pay it forward," giving advice, support, and encouragement to the program's participants.

Today, she stays in touch with many of the students she has mentored. Their relationships have become genuine friendships; she recently organized a bridal shower for one of her former students, and she meets with others throughout the year. We need dedicated teachers like Merica in the poorest, least resourced districts so they can provide students with the education to help them climb out of poverty.

Merica is currently an administrator, pursuing a doctorate in education leadership; she is one of our many success stories.

—B.P.



Emerly Martinez and Bettye Perkins



Jeffrey Cole



Merica Neufville

PHOTOS COURTESY OF TSTT



**Dr. Bettye Perkins, TSTT Founder & CEO,
Honors 10 year Male Teacher of Color**

TSTT Increases High School and College Graduation Rates

TSTT high school students are accepted into college at an admissions rate of 96% and may be eligible for a 50% minimum tuition scholarship from our partner colleges and universities. Our college graduation rate of 70% far exceeds the national average of 24% for students of color.

College/University Partners

- ◆ Canisius College
- ◆ Dominican College
- ◆ Fordham University
- ◆ George Mason University*
- ◆ Iona University
- ◆ Keuka College
- ◆ Manhattan College
- ◆ Manhattanville College
- ◆ Marist College
- ◆ Mercy College
- ◆ Mohawk Valley Community College
- ◆ Nazareth College
- ◆ Roberts Wesleyan College
- ◆ Rockland Community College
- ◆ Queens College**
- ◆ Sacred Heart University
- ◆ Seton Hall University
- ◆ St. John Fisher College
- ◆ St. Thomas Aquinas College
- ◆ SUNY Geneseo*
- ◆ SUNY New Paltz*
- ◆ Syracuse University
- ◆ University of Connecticut

*in-state schools **Math Majors

TSTT Making an Impact

TSTT was featured in the American Federation of Teacher's widely-read quarterly magazine, *American Educator*, September 2017 edition, "Growing the Next Generation: A Program Encourages Students of Color to Become Teachers."



TSTT was selected in 2014 to join the 100Kin10 network of partners collaborating to address the nation's shortage of STEM teachers.



TSTT was selected by the Social Impact Exchange in 2012 as a charter member of the S&I 100 Index of top U.S. non profits addressing critical national issues with proven results and a high potential to inspire many more young people.



TSTT Offices

Today's Students Tomorrow's Teachers (TSTT) was founded in 1994 and established as a tax exempt 501 (c)(3) organization in 1999. All contributions are tax deductible to the extent of the law. TSTT is eligible for corporate matching gifts.

Greater Hudson Valley Regions

Dutchess County
5 Boces Road
Hyde Park, NY 12538
Tel: 845-486-4800

Orange County
64 Hambletonian Avenue
Chester, NY 10918
Tel: 845-469-2231
Tel: 845-572-5004

**Kingston City School
District, NY**
403 Broadway
Kingston, New York 12401
Tel: 845-943-3842

**Rockland/
Mid-Hudson Valley, NY**
65 Parrott Road
West Nyack, NY 10994
Tel: 845-627-4725

**TSTT Headquarters/
Westchester County Region**
333 Westchester Ave, Suite S208
White Plains, NY 10604
Tel: 914-345-3444
Fax: 914-345-3443

Connecticut Region
1 Lincoln Blvd.
Bridgeport, CT 06606
Tel: 203-576-7763

Nassau County Region
1 Merrick Avenue
Westbury, NY 11590
Tel: 516-832-2781

www.tstt.org



**Today's
Students
Tomorrow's
Teachers™**



**Strengthening
Classrooms and
Communities
Through
Mentorship and
Scholarship®**



TSTT Students & Teacher Mentors

The Success

TSTT increases academic achievement, high school and college graduation rates as well as teacher retention. Since 1994, we have grown from just seven students in one school district to nearly 1,000 students in the pipeline across three states. TSTT has placed over 300 graduates back in their communities as teachers and leaders. TSTT alumni attain graduate degrees and 90% remain in the teaching profession for five or more years.

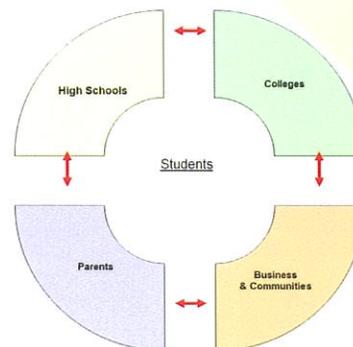
The Program

TSTT is the only trademarked organization that has developed a research based, eight (8) Year teacher of color pipeline training program to grow the next generation of caring, competent and committed teachers and leaders.

TSTT students begin their training in the 9th grade. Our eight (8) year collaborative model works with school districts, colleges, and businesses to prepare high school and college students to teach by offering:

- ◆ Academic Support
- ◆ High School and College Mentors
- ◆ Tutor Training
- ◆ Job Shadowing
- ◆ College Readiness
- ◆ Internships
- ◆ College Scholarships
- ◆ Mock Interviews
- ◆ Job Placement
- ◆ Leadership Development

TSTT Collaborative Model



The Need

America's schools are struggling with a growing teacher dropout problem that is spiraling out of control. It is draining resources, diminishing teaching quality, and undermining our ability to close the student achievement gap. Our teaching workforce is not representative of today's diverse student population. Among the nation's 3.5 million teachers, only 18% are teachers of color and a mere 2% are male teachers of color. Students of color represent over 50% of all public school students. Nearly 60% of teachers make the decision to become teachers before attending college.

The Mission

To recruit, mentor and train culturally diverse and economically challenged students from high school through college and place them as effective teachers and committed leaders who strengthen schools and communities.

The Vision

TSTT will be the national career development model that is recognized for addressing teacher shortages and increasing the number of culturally diverse educators and other professionals.



TSTT School District Partners

School District Partners

◆ NEWYORK Greater Hudson Valley Region:

Arlington
Chester
East Ramapo
Ellenville
Fallsburg
Greenburgh
Kingston
Lakeland
Liberty
Monticello
Nanuet
New Rochelle
North Rockland
Ossining
Peekskill
Putnam Valley
South Orangetown
Utica
Valley Central
Wappingers
White Plains
Yonkers**

◆ NASSAU COUNTY

Hicksville
Roosevelt
Sewanhaka

◆ CONNECTICUT

Bridgeport
Norwalk

◆ VIRGINIA (Prince William County)**

Forest Park
Gar-Field
Hylton
Potomac
Unity Reed High School

** College students only

Memorandum

Date: 11/9/2023
To: Dr. Negrón; NHPS Finance & Operations Committee; NHPS Board of Education
From: Thomas Lamb, Chief Operating Officer
RE: Transportation RFP Estimated Timeline

The attached document outlines the anticipated timeline for the Transportation Request for Proposal process for New Haven Public Schools transportation services beginning July 1st 2024 fiscal year.

Conversations with Dr. Negrón, Linda Hannans, Mike Gormany and Elias Alexiades have all provided input into this timeline to ensure that the appropriate process and policies are followed and there is time to include the RFP results into the district budget development process to better predict district transportation costs moving into the 2024/2025 school year.

The RFP process will follow similar format as the previous RFP with posting of the RFP through city purchasing and city purchasing and Mike Gormany guiding the process from beginning to end. One substantial process change will be the submission will follow a more specific response template that will not only provide more specific scoring criteria but also allow for scoring data to be shared blind with anyone outside of the scoring committee.

The RFP will be posed from November 20th 2023 to January 19th 2024. Removing federal holidays this will be posted for a period of 60 calendar days allowing for ample time for proposals to be generated. Answers to questions from last year's RFP process will be integrated into the RFP postings to generate more complete responses related to the RFP with two scheduled question periods for respondents to provide guidance and expectation to guide questions and responses.

Thomas Lamb
Chief Operating Officer



P: (475) 220-1591
Thomas.Lamb@new-haven.k12.ct.us

Closing the RFP in January positions the selected transportation contractor to be Approved by the Board of Aldermen in the March or April meeting. Providing this award and contract prior to April allows for time for a transition to a new vendor should one be selected to provide service.

2023 Transportation RFP Timeline



NEW HAVEN PUBLIC SCHOOLS

November 20, 2023	Posting of RFP through City of New Haven Purchasing
December 4, 2023	Intent to Submit Proposal Due from Prospective Contractors
December 8, 2023	First Round Questions from Contractors Due
December 15, 2023	First Round Questions Answers Posted Through City of New Haven Purchasing
January 5, 2024	Final Round Question From Contractors Due
January 12, 2024	Final Round Questions Posted Through City of New Haven Purchasing
January 19, 2024	Submission Date For Contractor Proposals to City of New Haven Purchasing Leveling of Contractor Proposals Begins By COO and Director of Transportation RFP Committee Convened
February 2, 2024	Best and Final Pricing from Contractors Final Review and Scoring of Proposals from RFP Committee
Feb 5, 2024	Memo preparation and presentation to Finance & Operations Committee Board of Education Discussion & Approval
TBD March 2024	Pending Board of Education approval Board of Aldermen Review and Contract Drafting Process Starts