

Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



Mission

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

Vision

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

Priority Areas for 2020-2024

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



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION MEETING

Monday, September 27, 2021

INFORMATION ITEMS

1. Amendment #1 to Non-Financial Memorandum of Agreement with Southern Connecticut State University, (SCSU), to clarify language in sections Type A and Type C tuition and fee waivers for New Haven Public School students taking college level courses, taught by SCSU faculty, providing waivers as long as the District qualifies under the Community Eligibility Provisions of the National School Lunch program.
Presenter: Ms. Patricia DeMaio **Document Link:** SCSU

2. Non-Financial Memorandum of Agreement with Gateway Community College to provide an off campus classroom site for programming and transitional services for students with disabilities, from August 30, 2021 to June 30, 2023.
Presenter: Ms. Typhanie Jackson **Document Link:** Gateway

3. Agreement with Area Cooperative Education Services, (ACES), to provide professional development to Hillhouse faculty on effective reading and writing instruction, from August 31, 2021 to June 17, 2022, in an amount not to exceed \$11,000.00.
Funding Source: Title I (Pending Receipt of Funds) **Acct. #**2531-0062-56694-0062
Presenter: Mr. Glen Worthy **Document Link:** ACES

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

INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT September 27, 2021

RESIGNATIONS – Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Mallory Bogart	Pre-K Special Education Lincoln Bassett School General Funds 19049020-50115	10/15/2021
Amanda Casagrande	Grades 3-4 John S. Martinez Magnet School General Funds 19041008-50115	10/15/2021
Shardae Hughes-Johnson	Speech and Hearing Itinerant General Funds 19049298-50115	10/09/2021
Eva Lopez	Art East Rock Magnet School General Funds 19042146-50115	09/28/2021
Rachel Ransdell	Grade 1 King Robinson Magnet School General Funds 19041030-50115	06/30/2021
Dana Soderberg	Speech and Hearing Itinerant Idea Part B Entitlement 25045034-98-50115	06/30/2021

RESCINDED RESIGNATIONS—Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Dana Soderberg-Decrosta	Art Truman School General Funds 19042129-50115	09/14/2021

RESCINDED APPOINTMENTS – Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Jasmin Osborne	Grades 5-6 Augusta Lewis Troup School General Funds 19041015-50115	08/25/2021
Alexandra Valdes Roman	Physical Education Itinerant General Funds 19040317-50115	08/25/2021
Erica Vaz	Social Worker Itinerant ESSER II Funds 25526363-98-50115	08/25/2021
Jaleesa Wilson	Grade 2 Ross Woodward Magnet School Inter-District Funds 27041010-50115	08/25/2021

TRANSFERS – Teachers:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Tania Lawrence	English Second Language Fair Haven School General Funds 19041216-50115	Literacy Coach F.A.M.E. Title II A Teacher Training 25115678-50115	08/25/2021
Louis Mark	Grade 5 Fair Haven School General Funds 19041016-50115	Grade 4 Fair Haven School General Funds 19041016-50115	09/27/2021
Kyla Sead	Grade 1 Wexler Grant School ESSER II Funds 25526363-32-50115	Grade 2 Wexler Grant School ESSER II Funds 25526363-32-50115	09/13/2021

RETIREMENT – Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Margaret Carpenter	Assistant Teacher School Readiness Nathan Hale School School Readiness Nathan Hale 25235808-14-50128	10/01/2021

RETIREMENT – Paraprofessionals: (cont’d)

Ramona Coppola	Assistant Teacher Kindergarten John C. Daniels School Inter-District Funds 27041013-50128	06/30/2021
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RESIGNATION – Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Janice Brevard	Assistant Teacher Head Start Hill Central School School Readiness Hill Central 25236067-50128	09/28/2021
Malyk Carolina	Assistant Teacher Pre-K-4 John C. Daniels School General Funds 19041013-50128	09/13/2021

TRANSFERS—Paraprofessionals:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Michelle Hudson-Streater	Head Start Teacher Fair Haven School Head Start PA 22 Basic 25325279-16-50128	Head Start Teacher Lincoln Bassett School Head Start Expansion 25685317-20-50128	08/30/2021
Brenda McDuffie	Head Start Teacher Lincoln Bassett School Head Start Expansion 25685317-20-50128	Head Start Teacher Fair Haven School Head Start PA 22 Basic 25325279-16-50128	08/30/2021

RETIREMENT – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Larry Kelley	Head Boys Basketball Coach Career High School General Funds 19040400-50117	08/30/2021

TRANSFERS—Non-Instructional Staff:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Gwendolyn Bonner-Bennett	Administrative Assistant Fire Administration Salaries 12022260-50110	Administrative Assistant COOP General Funds 19041064-50124	10/04/2021
Yesenia Cruz	Administrative Assistant EOC Community Services Salaries 17051010-50110	Administrative Assistant Gateway Center General Funds 19041300-50124	10/01/2021
Cynthia Johnson	Administrative Assistant COOP General Funds 19041064-50124	Administrative Assistant Gateway Center General Funds 19041700-50124	10/04/2021

FAMILY & MEDICAL LEAVE ACT: LEAVES OF ABSENCE REPORT

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

FMLA LEAVE OF ABSENCE—Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date:</u>
Gina Coleman	Grades 2-3 Benjamin Jepson School Inter-District Funds 27041018-50115	05/24/2021-10/27/2021
Paula Daitzman	Library Media Specialist East Rock Magnet School General Funds 19042046-50115	09/30/2021-11/30/2021
Beth Lindley	Pre-K King Robinson Magnet School General Funds 19041030-50115	09/14/2021-11/09/2021
Ivette Reyes	Kindergarten Barnard Magnet School Inter-District Funds 27041002-50115	09/15/2021-12/15/2021

UNPAID EXTENSION LEAVE OF ABSENCE – Teachers:

<u>Name</u>	<u>Assignment</u>	<u>From</u>	<u>To</u>
Gina Coleman	Grades 2-3 Benjamin Jepson School Inter-District Funds 27041018-50115	05/24/2021-10/27/2021	10/28/2021-11/24/2021

LEAVE OF ABSENCE EXTENSION—Teachers:

<u>Name</u>	<u>Assignment</u>	<u>From</u>	<u>To</u>
Ivette Reyes	Kindergarten Barnard Magnet School Inter-District Funds 27041002-50115	09/15/2021-12/15/2021	12/16/2021-03/15/2022

INTERMITTENT FMLA LEAVE OF ABSENCES— Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Daniel Kuhlthau	Special Education John C. Daniels School General Funds 19049013-50115	09/08/2021-06/30/2022

LEAVE OF ABSENCE DATE ADJUSTMENT—Teachers:

<u>Name</u>	<u>Assignment</u>	<u>From</u>	<u>To</u>
Elaine Honig	School Psychologist Itinerant General Funds 19049198-50115	09/21/2021-12/20/2021	08/31/2021-12/02/2021

RETURN FROM LEAVE OF ABSENCES—Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Kathryn Kaczmarek	Grade 4 Hill Central School General Funds 19041007-50115	09/30/2021
Mary Landino-Mastrianni	Grade 3 John S. Martinez Magnet School General Funds 19041008-50115	08/25/2021

FMLA LEAVE OF ABSENCE— Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date:</u>
Larry Cates	In House Suspension Worker Benjamin Jepson School Inter-District Funds 27041018-50120	08/25/2021-11/24/2021
Aubry Jones	Administrative Assistant BOE 12 mos. Adult Education Center State Adult Basic 25035014-53-50124	09/07/2021-10/15/2021
Beatriz Sanchez	General Worker L.W. Beecher Museum Magnet School Food Service 25215200-03-50118	08/30/2021-10/29/2021

INTERMITTENT FMLA LEAVE OF ABSENCES— Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Zoraida Berrios	Administrative Assistant BOE 12 mos. Gateway Center Title 1 Support Service 25315254-00-50118	08/12/2021-08/11/2022

RETURN FROM LEAVE OF ABSENCES—Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Maxine Keen	Cook/Lead Brennan Rogers Magnet School Food Service 25215200-21-50126	08/26/2021
Amy Miller	General Worker Central Kitchen Food Service 25215200-50126	08/16/2021

CORRECTION/CHANGE ITEMS:

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

FUNDING CHANGE—Executive Management:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Michael Finley	Alliance Academics 25476107-00-50112	Alliance Operations 25476106-00-50111	09/13/2021

RETIREMENT DATE CORRECTION—Teachers:

<u>Name</u>	<u>From</u>	<u>To</u>
Katherine Monahan	06/30/2021	10/01/2021

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



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING

Monday, September 20, 2021

Virtual Meeting

4:30 p.m.

MINUTES

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

Staff: Dr. Iline Tracey, Dr. Paul Whyte, Mr. Thomas Lamb, Ms. Linda Hannans, Dr. Michael Finley, Ms. Patricia DeMaio, Ms. Viviana Conner, Ms. Keisha Redd-Hannans, Mr. Glen Worthy, Ms. Gemma Joseph Lumpkin, Mr. Joseph Barbarotta, Ms. Typhanie Jackson, Ms. Gail Sharry, Mr. Michael Gormany, Ms. Ivelise Velasquez, Attorney Elias Alexiades, Ms. Lisa Mack
Closed Captioner

Call to Order: Mr. Wilcox called the meeting to order at 4:33 p.m. and asked for a motion to amend the agenda in order to add 3 Change Orders to the Action Items as follows:

Summary of Motions:

1. **Motion to Amend the Agenda:** A motion by Mr. Conaway seconded by Mr. Wilcox to amend the agenda by adding 3 Change Orders to the Action Items, passed unanimously by Roll Call Vote: Ms. Rivera, Yes; Mr. Conaway, Yes; Mr. Wilcox, Yes.
2. **Motion to Recommend Approval:** A motion by Mr. Conaway, seconded by Mr. Wilcox to **Recommend Approval of 1 Abstract, 8 Agreements, 1 Purchase Order and 3 Change Orders** passed unanimously by Roll Call Vote: Ms. Rivera, Yes; Mr. Conaway, Yes; Mr. Wilcox, Yes.

I. INFORMATION ONLY & ACTION ITEMS:

A. INFORMATION ONLY: Committee member did not have questions about the following Agreements approved by the Superintendent:

1. Amendment #1 to Non-Financial Memorandum of Agreement with Southern Connecticut State University, (SCSU), to clarify language in sections Type A and Type C tuition and fee waivers for New Haven Public School students taking college level courses, taught by SCSU faculty, providing waivers as long as the District qualifies under the Community Eligibility Provisions of the National School Lunch program.
2. Non-Financial Memorandum of Agreement with Gateway Community College to provide an off campus classroom site for programming and transitional services for students with disabilities, from August 30, 2021 to June 30, 2023.
3. Agreement with Area Cooperative Education Services, (ACES), to provide professional development to Hillhouse faculty on effective reading and writing instruction, from August 31, 2021 to June 17, 2022, in an amount not to exceed \$11,000.00.

Funding Source: Title I (Pending Receipt of Funds) **Acct. #2531-0062-56694-0062**

B. ABSTRACT:

1. School Meals Emergency Operating Cost Reimbursement Program, in the amount of \$1,459,990.64 for July 1, 2021 to June 30, 2022 was presented by Mr. Gormany who reported that the grant was awarded by the U.S. D.A. through the State of Connecticut to reimburse districts for lost revenue due to the pandemic. He noted that there was no application for this grant. The funds must be utilized in FY22 and can be applied to personnel, food and equipment, including replacement of vehicles. A discussion ensued.

Funding Source: Connecticut Department of Education Office of Child Nutrition

C. AGREEMENTS:

1. Amendment #2 to Agreement #96354100 with Arte, Inc., to change the funding account number from 21st Century Program, Acct. #2579-6354-56694-0000 to 21st Century Program, Acct. #2579-6365-56694-0000 with no change in funding amount of \$48,000.00 was presented by Ms. Joseph-Lumpkin.

Funding Source:

21st Century Program

Acct. #2579-6365-56694-0000 (\$42,000.00)

Extended School Hours Program

Acct. #2579-5326-56694-0000 (\$ 6,000.00)

2. Agreement with Arte, Inc. to provide afterschool programming for students at Davis and Barnard schools, from September 14, 2021 to June 30, 2021, in an amount not to exceed \$12,000.00 was presented by Ms. Joseph-Lumpkin.

Funding Source:

21st Century Program

Acct. #2579-6273-56694-0009 (\$6,600.00)

21st Century Program

Acct. #2579-6354-56694-0002 (\$6,200.00)

3. Agreement with Elizabeth Celotto Child Day Care Center to provide comprehensive child care, outreach services and parenting education to 32 secondary school parents and their children, from September 28, 2021 to June 21, 2022, in an amount not to exceed \$55,000.00 was presented by Ms. Jackson who answered questions about the program. In response to a question about the number of similar program available to students, Dr. Tracey noted that Celotto is the only program available at this time.

Funding Source: Priority Schools Program (Pending Receipt of Funds) **Acct. #2579-5919-56694-0000**

4. Agreement with Focused Schools to provide executive coaching for Hillhouse administrators and professional development for Hillhouse Instructional Leadership Team, from August 30, 2021 to June 17, 2021, in an amount not to exceed \$44,400.00 was presented by Mr. Worthy.

Funding Source: Title I Program (Pending Receipt of Funds) **Acct. #2531-0062-56694-0062**

5. Agreement with Justice Education to provide a program of study that will prepare students for a career in the construction industry, from September 13, 2021 to June 17, 2022, in an amount not to exceed \$60,000.00 was presented by Mr. Worthy.

Funding Source: Title I Program (Pending Receipt of Funds) **Acct. #2531-0062-56694-0062**

6. Agreement with CT Association for the Performing Arts (CAPA), to provide planning, management and services for COOP High School theaters and designated arts related facilities, from July 1, 2021 to June

30, 2022, in an amount not to exceed \$140,000.00 was presented by Mr. Lamb who answered Committee member questions about the service.

Funding Source: 2021-2022 Operating Budget **Acct. #**190-47000-56694

7. Agreement with Naviance, Inc. to provide online tools for supporting college, career and life readiness through CCLR Framework, from July 1, 2021 to June 30, 2022, in an amount not to exceed \$69,846.01 was presented by Ms. Jackson.

Funding Source: Alliance Program **Acct. #**2547-6107-56694

8. Memorandum of Understanding by and between the New Haven Board of Education and Elm City Montessori School, Inc., for the operation of Elm City Montessori School, from October 12, 2021 June 30, 2022 in the amount of \$1,664,766.00 was presented by Dr. Whyte who answered questions, noting that the funding increased for grade expansion to K-7. The Agreement will increase next year for the addition of grade 8.

Funding Source: 2021-2022 Operating Budget **Acct. #**190-40000-56694

D. PURCHASE ORDERS:

1. Purchase Order for Frontline Technologies Group, LLC to provide applicant tracking, absences & substitute management software, from July 1, 2021 to June 30, 2022, in an amount not to exceed \$63,150.93 was presented by Ms. Mack.

Funding Source: Alliance Program **Acct. #**2547-6105-56697

E. CHANGE ORDER:

1. Change Order #1 to Contract # 21679-2-4 with CT Controls Corp. for HVAC repairs to change the Funding Source from Alliance Program to Capital Projects with an increase from \$200,000.00 by \$200,000.00 in an amount not to exceed \$400,000.00 was presented by Mr. Barbarotta.

Funding Source: Capital Projects **Acct. #**3C20-2074-58101

2. Change Order #1 to Contract # 21749B-1-4 with Biosvert Plumbing Services LLC. for HVAC repairs to change the Funding Source from Alliance Program to Capital Projects with an increase from \$200,000.00 by \$350,000.00, in an amount not to exceed \$550,000.00 was presented by Mr. Barbarotta.

Funding Source: Capital Projects **Acct. #**3C20-2071-58101

3. Change Order #1 to Contract # 21749A-1-4 with Tucker Mechanical for HVAC repairs to change the Funding Source from Alliance Program to Capital Projects with an increase from \$200,000.00 by \$350,000.00, in an amount not to exceed \$550,000.00 was presented by Mr. Barbarotta.

Funding Source: Capital Projects **Acct. #**3C20-2071-58101

II. DISCUSSION:

- **Financial Report as of June 30, 3031 and General Fund Report as of August 31, 2021:** Ms. Hannans reviewed the 2020-2021 year end unaudited results noting total expenditures of \$267.3 million through June 30, 2021, of which \$189.1 million were General Fund expenditures and \$78.1 million were Grant expenditures. Ms. Hannans reported that the General Fund balanced with a \$91, 044.00 surplus. She also reviewed the Special Fund grant report and explained that due to Covid

19 federal grants noted in the report were awarded extensions to spend funds in fiscal years 2020-2021 and 2021-2022. A discussion ensued. **No motion was made and no vote was taken.**

- **Part-time Pay Update:** Dr. Tracey referenced a memo sent to committee members which explained that the district will increase hourly part-time pay to \$14.00 per hour and will increase to \$15.00 per hour when the State minimum increases take effect. In response to questions about the timeline, Dr. Tracey and Ms. Hannans reported that the new rate will go into effect as of October 4, 2021. A discussion ensued. Mr. Wilcox asked Dr. Tracey to revise the current memo for the Board of Education meeting by including the October 4, 2021 implementation date. Dr. Tracey and Dr. Whyte also discussed the vaccination mandate and noted that staff has had access to the information following the Governor's executive orders. Mr. Wilcox asked that staff report on the plan at the Board of Education meeting. **No motion was made and no vote was taken.**
- **FY 21 Minority and Women-Owned Contractors Report:** Mr. Barbarotta reviewed the posted report. He reported a total of 57 contracts, 15 of which are not eligible for the City's Small Contractor Development Program because their contracts exceed the \$150,000.00 threshold. Mr. Barbarotta noted that the report details contractors and then percentages rather than numbers because a number of contractors have multiple contracts. He reviewed percentages noted at the bottom of the report. **No motion was made and no vote was taken.**
- **FY 21 "Not to Exceed" Change Order Report:** Mr. Barbarotta reviewed the posted report that details contracts, change order amounts and funding accounts. He noted change orders that were necessary for HVAC and filter purchases due to Covid-19. A discussion ensued. **No motion was made and no vote was taken.**
- **Series 3000 Policies:** Mr. Wilcox reported that the Food Service Committee was completing their review of related policies. He explained that the Series 3000 policies relate to Finance & Operations Committee. Once the review is complete the policies will be sent to Governance Committee and CAGE. Ms. Hannans reported that she established a staff committee to review finance related policies. She indicated that she will forward policies related to Operations to Mr. Lamb for follow-up. **A discussion ensued. No motion was made and no vote was taken.**

Adjournment: A motion by Ms. Rivera, seconded by Mr. Conaway, passed unanimously by Roll Call Vote: Mr. Conaway, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

Respectfully submitted,

Patricia A. DeMaio



State Assessments

Since students learned in very different ways in 2020-21, all data are disaggregated into one of three student learning models below by the Connecticut State Department of Education (CSDE):

1. **Fully/mostly in-person:** more than 75 percent of membership days were in-person (this did not apply for NHPS)
2. **Hybrid:** 25 to 75 percent (inclusive) membership days were in-person; and
3. **Fully/mostly remote:** less than 25 percent of membership days were in-person.

It is common to compare assessment results across schools and districts, and to prior years. There are several reasons why those direct comparisons should not be made for 2020-21. First, *how* students learned (i.e., in-person, hybrid, remote) varied across districts and schools. In addition, *who* and *how many* learned fully/mostly remotely (i.e., student counts across student groups) varied across districts and schools. *Who* and *how many* tested remotely varied across districts and schools as well; *who* and *how many* participated in the in-person test also varied across districts and schools.

Smarter Balanced Participation

In grades 3-8 combined NHPS had 1562 students attending in the Hybrid learning model. The vast majority of these students participated in the in-person ELA (94.6%) and Math (94.0%) tests.

In grades 3-8 combined NHPS had 7323 students attending fully/mostly remote. The participation rate was 50.2% for both ELA and Math on the in-person test. For remote testing the participation rates were 22.4% (ELA) and 23.3% (Math). Overall participation for students in the fully/mostly remote learning model on both ELA and Math was below 75% compared to above 95% for students in the hybrid learning model.

Grade	Learning Model (LM)	Subgroup	Total Number of Students	ELA Participation		Math Participation	
				% In-Person	% Remote Test	% In-Person	% Remote Test
3	Hybrid Fully/Mostly	ALL	603	95.0%	2.2%	94.0%	2.5%
3	Remote	ALL	762	35.2%	30.1%	36.2%	30.3%
4	Hybrid Fully/Mostly	ALL	481	95.4%	1.5%	96.3%	1.2%
4	Remote	ALL	950	41.7%	27.7%	41.9%	27.9%
5	Hybrid Fully/Mostly	ALL	391	95.7%	<6	94.9%	1.8%
5	Remote	ALL	1047	41.3%	28.1%	41.6%	29.3%
6	Hybrid Fully/Mostly	ALL	47	80.9%	<6	76.6%	<6
6	Remote	ALL	1467	57.8%	19.1%	57.3%	20.2%
7	Hybrid Fully/Mostly	ALL	23	78.3%	0.0%	73.9%	0.0%
7	Remote	ALL	1560	53.1%	18.8%	53.3%	19.7%
8	Hybrid Fully/Mostly	ALL	17				
8	Remote	ALL	1537	58.6%	18.2%	58.1%	19.5%
All Grades	Hybrid Fully/Mostly	ALL	1562	94.6%	1.7%	94.0%	2.1%
All Grades	Remote	ALL	7323	50.2%	22.4%	50.2%	23.3%

Similar trends in participation were seen for subgroups.

High Needs subgroup contains in any of these categories: English Learners, students with disabilities, and qualifying for free-reduced meals.

Grade	Learning Model (LM)	Subgroup Category	Subgroup	Total Number of Students	ELA Participation		Math Participation	
					% In-Person	% Remote Test	% In-Person	% Remote Test
All								
Grades	Hybrid	HN	High Needs	1218	94.3%	1.6%	93.6%	2.1%
All								
Grades	Hybrid	HN	Non-High Needs	344	95.3%	2.3%	95.6%	2.3%
All	Fully/Mostly							
Grades	Remote	HN	High Needs	6023	48.7%	21.6%	48.8%	22.5%
All	Fully/Mostly							
Grades	Remote	HN	Non-High Needs	1300	56.8%	26.0%	56.8%	26.8%

Participation by Race Subgroup

Grade	Learning Model (LM)	Subgroup Category	Subgroup	Total Number of Students	ELA Participation		Math Participation	
					% In-Person	% Remote Test	% In-Person	% Remote Test
All Grades	Hybrid	RACE	Asian	70	91.4%	<6	90.0%	<6
All Grades	Hybrid	RACE	Black or African American	548	93.8%	2.7%	92.9%	3.3%
All Grades	Hybrid	RACE	Hispanic/Latino of any race	667	93.9%	1.6%	93.7%	1.8%
All Grades	Hybrid	RACE	Two or More Races	58	98.3%	0.0%	94.8%	<6
All Grades	Hybrid Fully/Mostly	RACE	White	215	98.6%	0.0%	99.1%	0.0%
All Grades	Remote Fully/Mostly	RACE	Asian	153	52.3%	24.2%	52.9%	23.5%
All Grades	Remote Fully/Mostly	RACE	Black or African American	2545	52.2%	21.9%	52.3%	23.0%
All Grades	Remote Fully/Mostly	RACE	Hispanic/Latino of any race	3670	48.3%	22.0%	48.4%	22.9%
All Grades	Remote Fully/Mostly	RACE	Two or More Races	144	47.2%	25.7%	47.2%	27.1%
All Grades	Remote Fully/Mostly	RACE	White	797	51.9%	24.6%	51.6%	25.6%



Smarter Balanced Performance – In-Person Test

Grade	Learning Model (LM)	In-Person ELA			In-Person Math		
		Number Students Tested	% Level 3 or 4	Mean Scale Score	Number Students Tested	% Level 3 or 4	Mean Scale Score
3	Hybrid Fully/Mostly	573	17.5%	2352	563	12.6%	2339
3	Remote	268	8.2%	2329	265	8.3%	2315
4	Hybrid Fully/Mostly	459	20.0%	2395	460	11.7%	2381
4	Remote	396	16.7%	2378	375	7.7%	2366
5	Hybrid Fully/Mostly	374	30.2%	2447	369	12.2%	2425
5	Remote	432	17.1%	2412	408	3.2%	2390
6	Hybrid Fully/Mostly	38	21.1%	2445	35	<6	2402
6	Remote	847	21.3%	2458	791	11.3%	2416
7	Hybrid Fully/Mostly	18			15		
7	Remote	829	28.6%	2493	781	12.8%	2456
8	Hybrid Fully/Mostly	15			14		
8	Remote	900	28.3%	2508	827	11.5%	2454
All Grades	Hybrid Fully/Mostly	1477	21.6%		1456	12.2%	
All Grades	Remote	3672	22.7%		3447	10.1%	

Smarter Balanced Performance – Remote Test

Grade	Learning Model (LM)	Remote ELA			Remote Math		
		Number Students Tested	% Level 3 or 4	Mean Scale Score	Number Students Tested	% Level 3 or 4	Mean Scale Score
3	Hybrid Fully/Mostly	13			15		
3	Remote	229	23.6%	2367	204	23.0%	2372
4	Hybrid Fully/Mostly	7			6		
4	Remote	262	21.4%	2387	232	11.6%	2390
5	Hybrid Fully/Mostly	<6			6		
5	Remote	292	25.3%	2434	260	8.8%	2420
6	Hybrid Fully/Mostly	<6			<6		
6	Remote	279	26.9%	2474	250	13.2%	2447
7	Hybrid Fully/Mostly						
7	Remote	292	34.2%	2506	258	18.6%	2482
8	Hybrid Fully/Mostly	<6			<6		
8	Remote	278	37.1%	2529	257	17.5%	2487
All Grades	Hybrid Fully/Mostly	27	<6		32	<6	
All Grades	Remote	1632	28.3%		1461	15.3%	

NGSS Participation (Science)

The NGSS assessment is administered in grades 5, 8, and 11. The only grade with enough students in the hybrid learning model to report grade level results was grade 5.

Overall, the participation rate for students in the hybrid learning model was over 93% with participation for grade 5 for these students approaching 96%.

Participation in the assessment was much lower for students learning mostly remotely with just over 60% participating in either the in-person or remote administration. Grade 11 had the lowest participation rates overall (40.5%), 27.6% for the in-person test and 12.9% of the remote test.

Grade	Learning Model (LM)	Total Number of Students	In-Person Test		Remote Test	
			Number Students Tested	Percent Participation	Number Students Tested	Percent Participation
5	Hybrid	391	374	95.7%		
8	Hybrid	17				
11	Hybrid	17				
5	Remote Fully/Mostly	1047	430	41.1%	268	25.6%
8	Remote Fully/Mostly	1537	841	54.7%	275	17.9%
11	Remote	1248	345	27.6%	161	12.9%
All Grades	Hybrid	425	396	93.2%	<6	
All Grades	Remote	3832	1616	42.2%	704	18.4%

Enrollment (9/24/2021)

	Total	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
District	19447*	1146	1208	1157	1363	1357	1343	1419	1468	1506	1586	1691	1534	1406	1263
ECMS	275	69	42	34	25	22	25	23	19	16					
	19722*	1215	1250	1191	1388	1379	1368	1442	1487	1522	1586	1691	1534	1406	1263
Outplaced	265	0	3	4	10	8	12	9	20	18	23	29	32	31	66

*Does not included students in outplaced facilities

District Attendance Rates (Includes Elm City Montessori but not outplaced students)

Date	# of Students Absent	School Membership Count	Absence Rate (%)	Attendance Rate (%)
8/30/2021	5455	19169	28.5	71.4
8/31/2021	4585	19705	23.3	76.7
9/1/2021	4946	19677	25.1	74.8
9/2/2021	4565	19670	23.2	76.7
9/3/2021	4504	19604	23.0	76.9
9/8/2021	3790	19681	19.3	80.7
9/9/2021	3669	19683	18.6	81.3
9/10/2021	3477	19625	17.7	82.3
9/13/2021	3378	19659	17.2	82.8
9/15/2021	3049	19627	15.5	84.5
9/17/2021	3629	19613	18.5	81.5
9/20/2021	3325	19674	16.9	83.1
9/21/2021	2908	19682	14.8	85.2
9/22/2021	2849	19704	14.5	85.5
9/23/2021	2968	19718	15.1	84.9

Student Attendance Rate	Count of Students
0%	353
1-10%	150
11-20%	182
Total <20%	685

Run date: 9/24/2021

**New Haven Public Schools
 Online Learning Resources, Fall 2021
 (Available for Students in Quarantine)**

Program	Description	User	Grades
Britannica*	Digital library of journals, books, and primary sources.	teachers/students	6-12
DBQ Project	Online platform with world and U.S. history.	teacher	6-8
Defined Learning*	Project-based learning activities across content.	teacher/students	K-12
Gale In Context Middle School*	Cross content text and audio support.	teachers/students	6-8
Gale In Context Opposing Viewpoints*	Cross content text and audio support.	teacher/students	6-12
Gizmos*	Interactive simulations in science and math.	teacher/students	3-12
Google Classroom*	Online platform to communicate lessons and assignments.	teachers/students	preK-12
Imagine Español	Spanish supplemental language and literacy resource.	teachers/students	K-2
Imagine Learning*	Supplemental language and literacy resource.	teachers/students	K-7
iReady Math*	Math interactive content and assessments.	teachers/students	K-5
IXL*	Math interactive content and assessments.	teacher/students	6-12
JSTOR*	Digital library of journals, books, and primary sources.	teachers/students	9-12
Kami	Convert PDFs, images to interactive, use text, freehand, audio, voice.	teacher/students	preK-13
Khan Academy*	Supplemental tutorials across content areas.	students	6-12
Lectura*	Spanish language reading resource.	teachers/students	3-5
Mystery Science*	Multi-media science learning tools.	teachers/students	preK-6
Near Pod	Online content, interactive activities, sharing of resources.	teacher	preK-12
Padlet	Online platform to capture ideas, announcements, and discussions.	teachers/students	preK-12
Panorama*	Online Social Studies and Science literacy resources.	teachers/students	K-6
Pear Deck	Tool to make Slide presentations interactive.	teacher	preK-12
Pebble Go*	Online books.	teachers/students	K-5
Quizlet	Short interactive learning flashcards & activities across content.	teacher	by request
Screencastify	Online tool to record desktop, video, and present content.	teacher/students	preK-12

*Content available in English, Spanish or multiple languages.



NEW HAVEN PUBLIC SCHOOLS

NHPS Academics

Instructional Frameworks

September 2021

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

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NHPS Mission Statement:

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

About this document

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

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

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

Guiding Principles

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

Core Practices and descriptions of Student Experiences

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

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

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

This document could also be used for the following:

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

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

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

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

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

Common Guiding Principles

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

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

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

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

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

Considerations for Addressing the Academic Needs of Students with Special Needs

Purpose of Special Education

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

Guiding Principles

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

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

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

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

High Leverage Instructional Strategies

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

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

**adapted from Learning Disabilities Association, 2019*

Considerations for Addressing the Academic Needs of English Learners

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

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

Literacy Framework

Guiding Principles:

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

Literacy Framework

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

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

Mathematics Framework

Guiding Principles:

STRATEGIES FOR INCREASING STUDENT ACHIEVEMENT IN MATHEMATICS

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

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

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

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

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

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

Mathematics Framework

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

Science Framework

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

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

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

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

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

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

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

Select References:

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Science Framework

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

Performing and Visual Arts Framework

Guiding Principles:

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

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

Performing and Visual Arts Framework

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

Social Studies & History Department

Guiding Principles:

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

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

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

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

Social Studies Framework

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

Physical Education/Health Framework

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

Guiding Principles:

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

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

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

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

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

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

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

Physical Education/Health Framework

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

World Languages Framework

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

Guiding Principles

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

Portions from:

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

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

The World-Readiness Standards for Learning Languages

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

World Languages Framework

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

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

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

Grade K

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

26. was
27. we
28. you

Grade 1

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

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

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

Sight Words (Trick Words)

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

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

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

Grade 2

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

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

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

e

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

Sight Words (Trick Words)

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

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

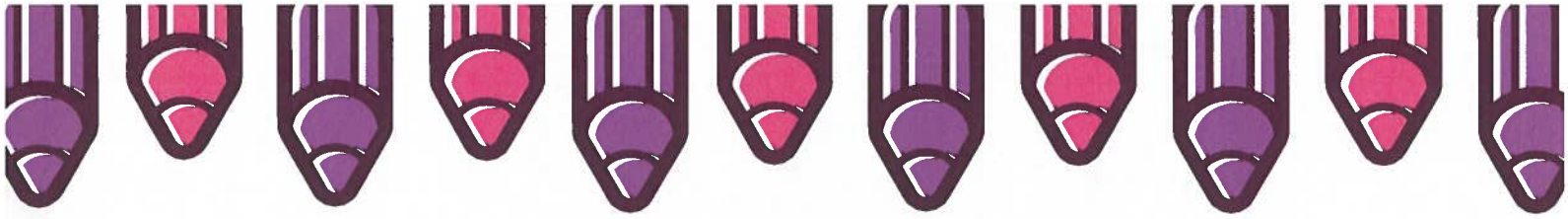
Grade 3

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

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

Foundations Word of the Day

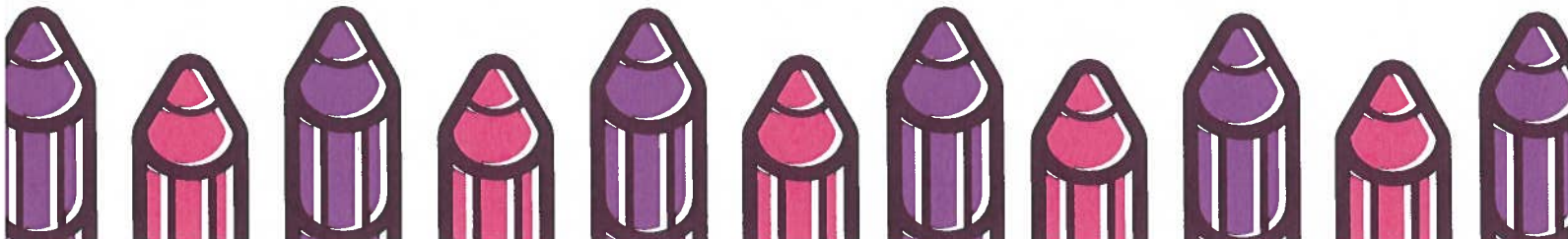
1. abandon
2. actively
3. actually
4. atmosphere
5. belief

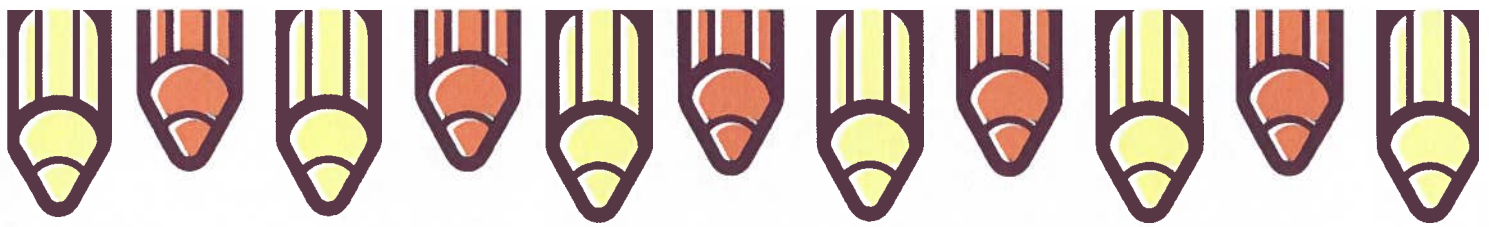


NEW HAVEN PUBLIC SCHOOLS

“What Your Child Will Learn”

Kindergarten





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

Mathematics

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

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Measurement and Data

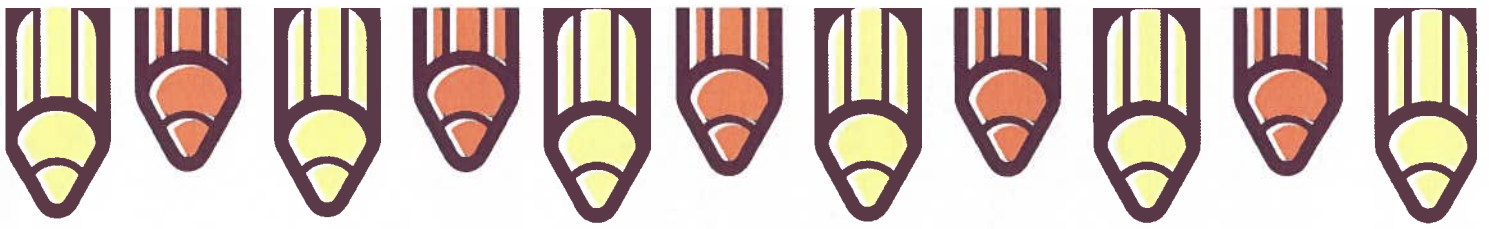
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

Geometry

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

English Language Arts

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



NEW HAVEN PUBLIC SCHOOL
HOW YOU CAN HELP YOUR CHILD

Mathematics

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

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

English Language Art

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

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



NEW HAVEN PUBLIC SCHOOLS

WHAT YOUR CHILD WILL LEARN IN KINDERGARTEN

Social Studies and History

Science

Research & Historical Thinking

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

Civics and Government

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

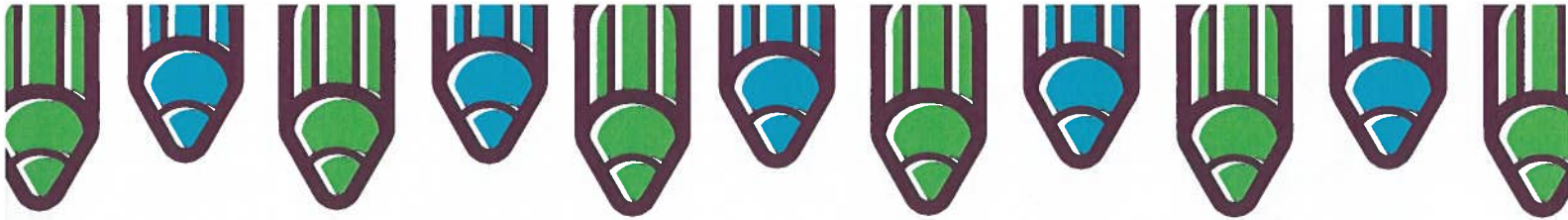
Geography

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

Concepts

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





Social Studies and History

Economics

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

Diversity & Global Perspective

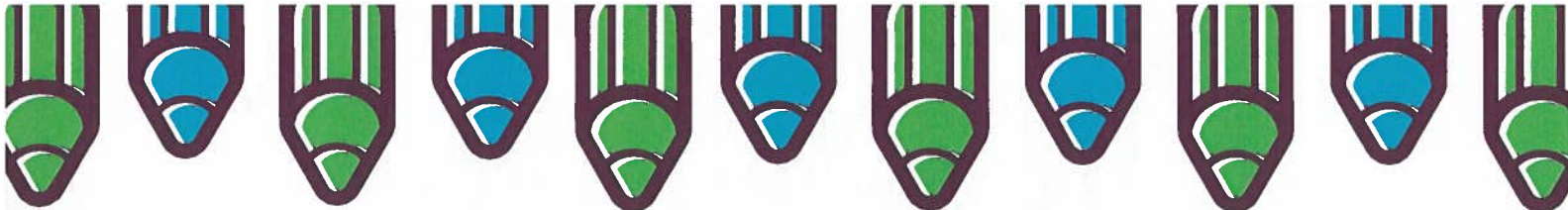
- Identify generations within the family.
- Describe various roles within the family.
- Distinguish differences and similarities among individuals and families.
- Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed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

Science

Skills

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





NEW HAVEN PUBLIC SCHOOLS

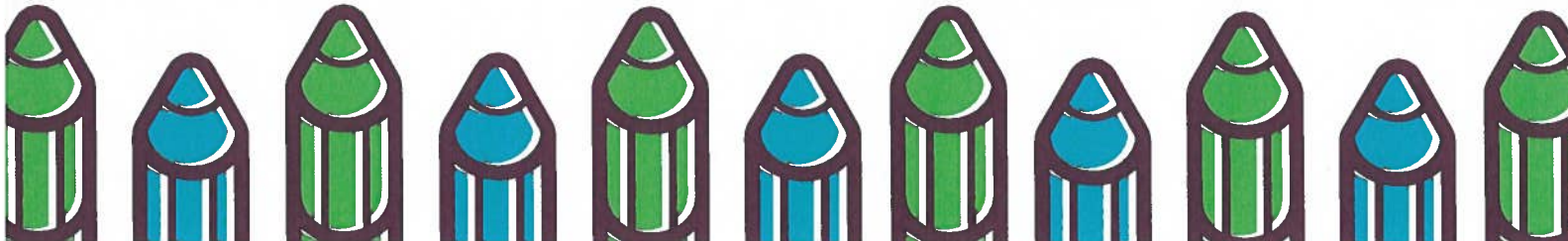
HOW YOU CAN HELP YOUR CHILD

Social Studies and History

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

Science

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





NEW HAVEN PUBLIC SCHOOLS

WHAT YOUR CHILD WILL LEARN IN KINDERGARTEN

Health

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

Physical Education

Locomotor/non-locomotor movements

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

Movement Concepts

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

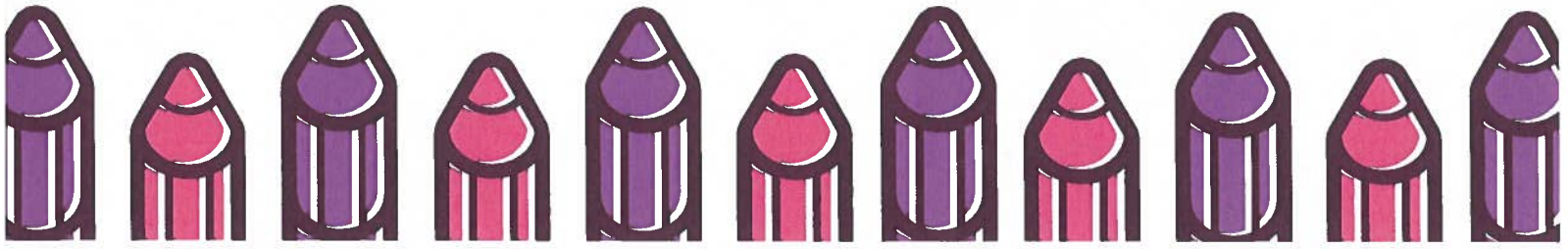
Physical activity knowledge.

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

Personal responsibility

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

Self-Expression & Enjoyment

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



NEW HAVEN PUBLIC SCHOOLS
HOW YOU CAN HELP YOUR CHILD

Health

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

Physical Education

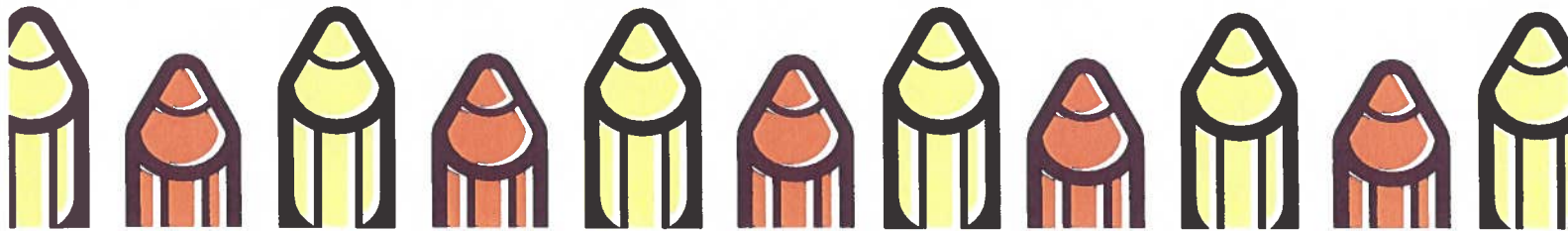
- Play with your child
- Ask how they feel about exercise and moving
- Help your child find something they like to do that is active
- Have your child practice moving in large and small spaces





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

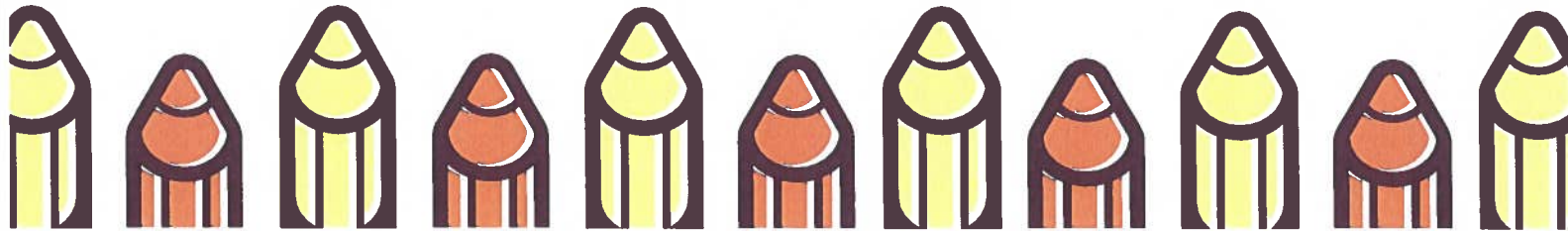
ART	MUSIC
<p>CONCEPTS</p> <p style="text-align: center;">Create</p> <ul style="list-style-type: none"> ● Experiment with different lines, shapes, color form and texture using different materials and supplies ● Create art that represent elements of nature ● Create art that represents self in their communities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





NEW HAVEN PUBLIC SCHOOLS
HOW YOU CAN HELP YOUR CHILD

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





NEW HAVEN PUBLIC SCHOOLS

WHAT YOUR CHILD WILL LEARN IN GRADE K-5

World Language Content

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

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

World Language Skills

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

Listening/Reading Skills (Interpretive Communication)

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

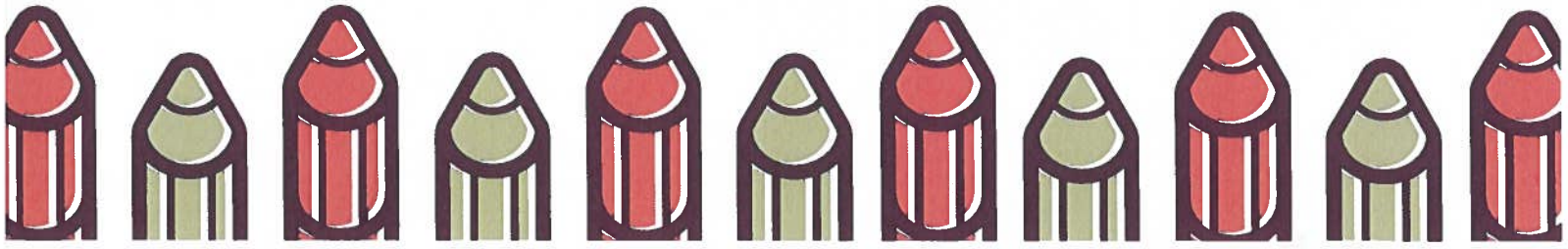
Conversational Speaking Skills (Interpersonal Communication)

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

Writing/Speaking Skills (Presentational Communication)

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

Intercultural Communication

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

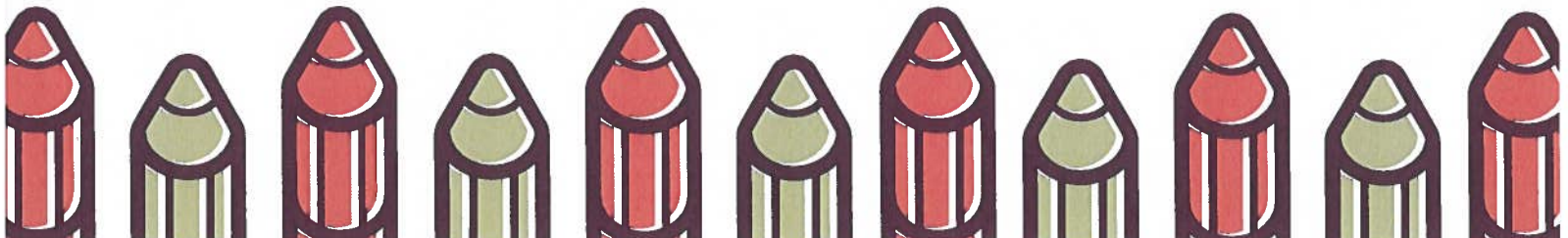


NEW HAVEN PUBLIC SCHOOLS HOW YOU CAN HELP YOUR CHILD

World Languages

Encourage your child to:

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



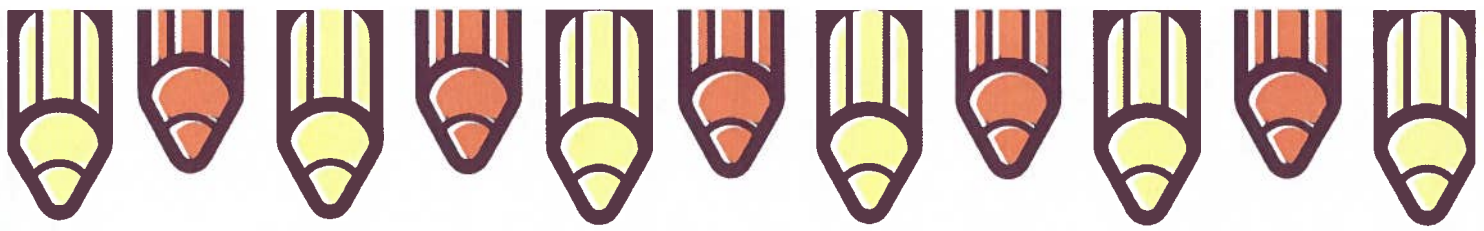


NEW HAVEN PUBLIC SCHOOLS

“What Your Child Will Learn”

Sixth Grade





NEW HAVEN PUBLIC SCHOOLS

WHAT YOUR CHILD WILL LEARN IN GRADE 6

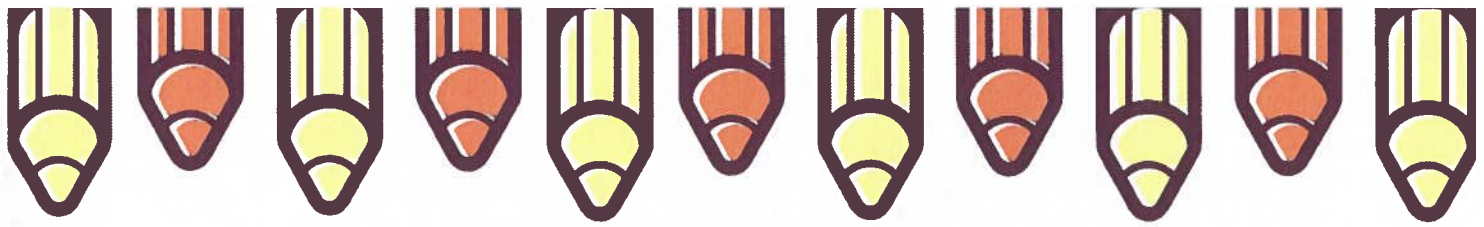
Mathematics

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

English Language Arts

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

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



NEW HAVEN PUBLIC SCHOOLS

HOW YOU CAN HELP YOUR CHILD

Mathematics

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

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

English Language Arts

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

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

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

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

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

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

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



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

Social Studies and History

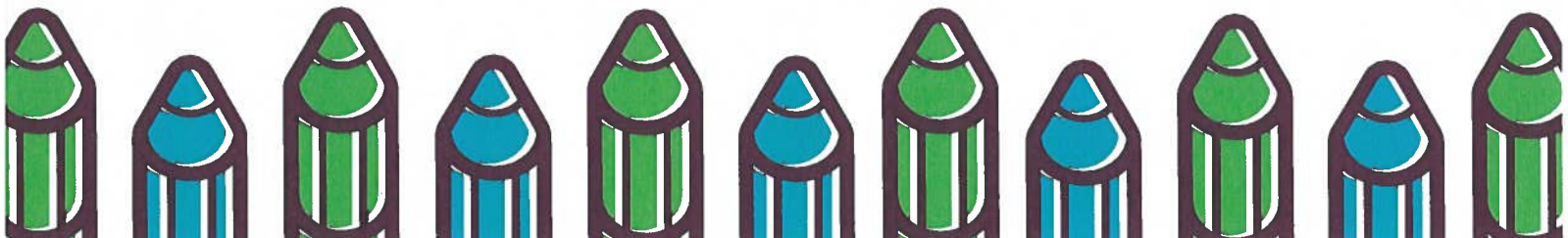
Research & Historical Thinking

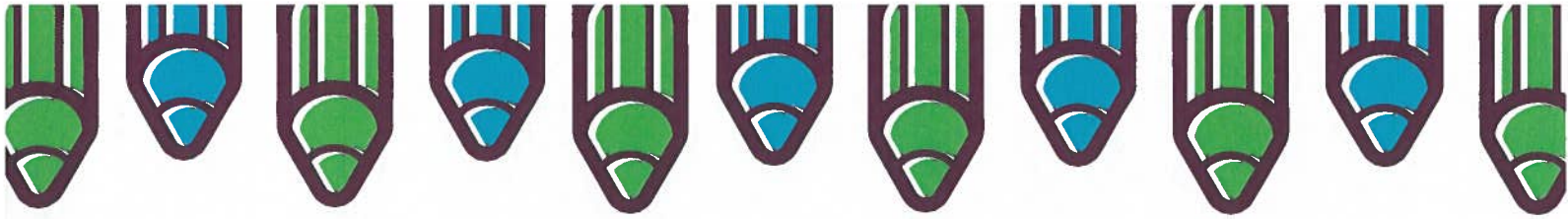
- Distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- Identify Indigenous tribes. Examine the way Indigenous tribes lived.
- Identify major explorers and trace the routes for exploration.
- Summarize and sequence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

Science

Concepts

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





Social Studies and History

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

Geography

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

Economics

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

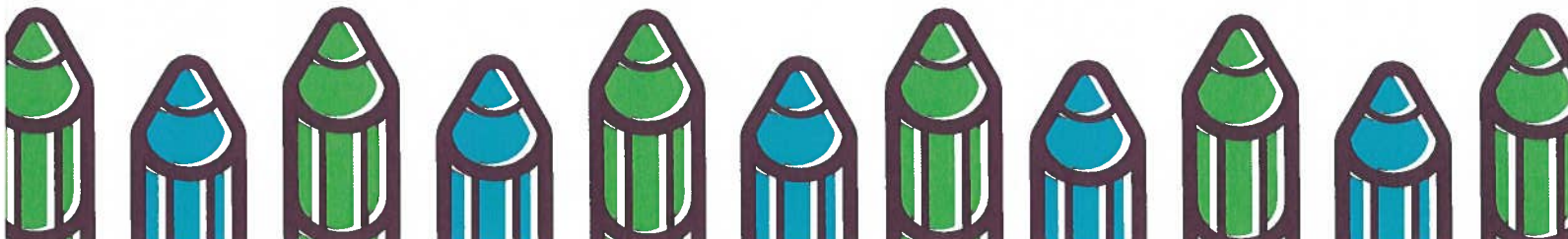
Diversity

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

Science

Skills

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





NEW HAVEN PUBLIC SCHOOLS

HOW YOU CAN HELP YOUR CHILD

Social Studies and History

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

Science

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





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

Health

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

Physical Education

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

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

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

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


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

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

Exhibits responsible personal and social behavior that respects self and others

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

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

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



NEW HAVEN PUBLIC SCHOOLS

HOW YOU CAN HELP YOUR CHILD

Health

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

Physical Education

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





NEW HAVEN PUBLIC SCHOOLS

WHAT YOUR CHILD WILL LEARN IN GRADE 6

World Language Center Listening/Reading Skills (Interpretive Communication)

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

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

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

Conversational Speaking Skills (Interpersonal Communication)

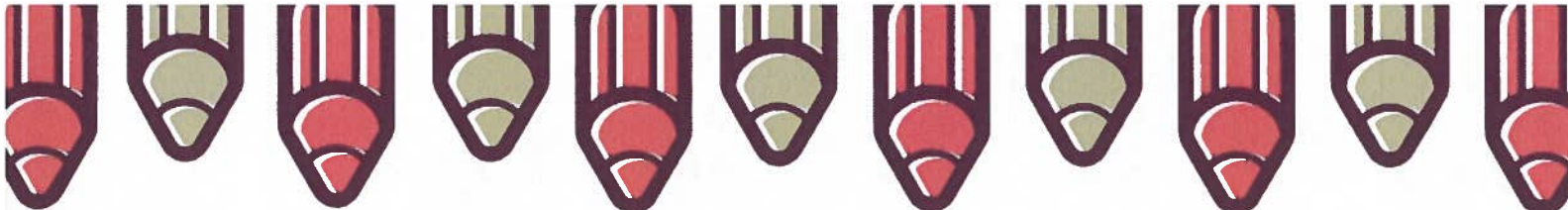
- I can *request and provide information* by asking and answering a few simple questions on very familiar topics.
- I can *express my own preferences and react to those of others*, using a mixture of memorized words, phrases, and simple sentences.

Writing/Speaking Skills (Presentational Communication)

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

Intercultural Skills

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



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

World Languages

Encourage your child to:

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

Show to the teacher!

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

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



FINANCIAL REPORT

For the Fiscal Year ended June 30, 2021 (unaudited)
and
Report for the Month Ended August 31, 2021

New Haven Board of Education
Finance & Operations Committee Meeting
September 20, 2021



2020-21 Year End Results



- Total expenditures through June 30, 2021 was \$267.3 million
- General Fund expenditures incurred through 6/30/21 was \$189.1 million
- Grant expenditures incurred through 6/30/21 was \$78.1 million



**Fiscal Year 2020-2021
Education Operating Fund (General Fund)
Unaudited**

	FY2021 Adopted Budget (A)	YTD Actuals (B)	YTD %	Encumbrances (C)	Available (A-B+C)
Salaries					
Teacher Full-Time	\$74,343,383	(\$82,380,870)	110.81%	\$0	(\$8,037,487)
Admin & Management Full-Time	15,735,850	(17,948,937)	114.06%	0	(2,213,087)
Paraprofessionals	3,444,881	(3,408,648)	98.95%	0	36,233
Support Staff Full-Time	12,744,318	(10,891,818)	85.46%	0	1,852,500
Part Time & Seasonal	3,572,683	(1,776,327)	49.72%	0	1,796,356
Substitutes	1,550,000	(802,203)	51.76%	0	747,797
Overtime, Benefits, Other	3,733,500	(4,242,499)	113.63%	0	(508,999)
Total Salaries and Benefits	\$115,124,615	(\$121,451,303)	105.50%	\$0	(\$6,326,688)
Supplies and Services					
Instructional Supplies	\$3,361,774	(\$2,125,275)	63.22%	\$0	\$1,236,499
Tuition	20,302,634	(19,269,885)	94.91%	0	1,032,749
Utilities	10,567,200	(7,874,713)	74.52%	0	2,692,487
Transportation	22,792,625	(22,574,010)	99.04%	0	218,615
Maintenance, Property, Custodial	2,337,093	(1,813,141)	77.58%	0	523,952
Other Contractual Services	14,732,756	(14,019,327)	95.16%	0	713,429
Total Supplies and Services	\$74,094,082	(\$67,676,351)	91.34%	\$0	\$6,417,731
General Fund Totals	\$189,218,697	(\$189,127,653)	99.95%	\$0	\$91,044

**Fiscal Year 2020-21
Grant Funds (Special Funds) Expenditures
Unaudited**

	Budget	YTD Actuals	Available
Full Time Salaries	48,840,736	32,246,613	16,594,123
Employee Benefits	13,146,140	5,901,207	7,244,933
Part Time Personnel	10,340,906	4,926,141	5,414,765
Travel/Mileage	101,593	15,589	86,004
Equipment/Technology	12,063,421	8,765,957	3,297,464
Materials/Supplies	12,274,302	5,977,270	6,297,032
Purchased Property Services	1,405,204	409,865	995,339
Other Professional/Technical	12,831,594	11,134,790	1,696,804
Transportation/Field Trips	1,856,217	475,498	1,380,719
Other Purchased Services	13,226,204	6,996,966	6,229,238
Parent Activities	119,931	73,415	46,516
Fixed Costs	2,099,399	1,222,409	876,990
Fees/Misc Expenses	16,410	16,410	0
Grand Total	128,322,057	78,162,130	50,159,927



Results for Fiscal 2020-21 (General Fund, unaudited)

Fiscal Year 2020-2021
Education Operating Fund (General Fund)
Unaudited

	FY2021 Adopted Budget (A)	YTD Actuals (B)	YTD %	Encumbrances (C)	Available (A-B+C)
Salaries					
Teacher Full-Time	\$74,343,383	(\$82,380,870)	110.81%	\$0	(\$8,037,487)
Admin & Management Full-Time	15,735,850	(17,948,937)	114.06%	0	(2,213,087)
Paraprofessionals	3,444,881	(3,408,648)	98.95%	0	36,233
Support Staff Full-Time	12,744,318	(10,891,818)	85.46%	0	1,852,500
Part Time & Seasonal	3,572,683	(1,776,327)	49.72%	0	1,796,356
Substitutes	1,550,000	(802,203)	51.76%	0	747,797
Overtime, Benefits, Other	3,733,500	(4,242,499)	113.63%	0	(508,999)
Total Salaries and Benefits	\$115,124,615	(\$121,451,303)	105.50%	\$0	(\$6,326,688)
Supplies and Services					
Instructional Supplies	\$3,361,774	(\$2,125,275)	63.22%	\$0	\$1,236,499
Tuition	20,302,634	(19,269,885)	94.91%	0	1,032,749
Utilities	10,567,200	(7,874,713)	74.52%	0	2,692,487
Transportation	22,792,625	(22,574,010)	99.04%	0	218,615
Maintenance, Property, Custodial	2,337,093	(1,813,141)	77.58%	0	523,952
Other Contractual Services	14,732,756	(14,019,327)	95.16%	0	713,429
Total Supplies and Services	\$74,094,082	(\$67,676,351)	91.34%	\$0	\$6,417,731
General Fund Totals	\$189,218,697	(\$189,127,653)	99.95%	\$0	\$91,044

Fiscal Year 2020-2021
 Education Operating Fund (General Fund)
 Monthly Financial Report (Unaudited) - June 30, 2021

YTD by Period	Account Description	Original Budget	YTD Actual	Available Budget	% Used
Teachers Full-Time	Teachers	\$74,343,383	\$82,380,870	(\$8,037,487)	110.81
Admin & Management Full-Time	Salaries	1,267,622	1,079,527	188,095	85.16
	Directors Salaries	1,182,653	988,121	194,532	83.55
	Supervisor	2,403,685	2,451,018	(47,333)	101.97
	Department Heads/Principals/Aps	8,958,594	11,843,836	(2,885,242)	132.21
	Management	1,923,296	1,586,435	336,861	82.49
	Sub-Total	\$15,735,850	\$17,948,937	(\$2,213,087)	114.06
Paraprofessionals	ParaProfessionals	3,444,881	3,408,648	36,233	98.95
Support Staff Full-Time	Wages Temporary	485,951	566,743	(80,792)	116.63
	Custodians	5,696,207	4,551,807	1,144,400	79.91
	Building Repairs	872,079	764,413	107,666	87.65
	Clerical	2,946,648	2,590,118	356,530	87.90
	Security	2,635,464	2,311,703	323,761	87.72
	Truck Drivers	107,969	107,033	936	99.13
	Sub-Total	\$12,744,318	\$10,891,818	\$1,852,500	85.46
Part Time & Seasonal	Coaches	650,000	421,769	228,232	64.89
	Other Personnel	125,000	293,353	(168,353)	0.00
	Part-Time Payroll	2,208,763	942,234	1,266,529	42.66
	Seasonal	488,920	58,798	430,122	12.03
	Teachers Stipend	100,000	60,174	39,827	60.17
	Sub-Total	\$3,572,683	\$1,776,327	\$1,796,356	49.72
Substitutes	Substitutes	\$ 1,550,000	\$ 802,203	\$ 747,797	\$ 52
Overtime, Benefits, Other	Overtime	605,000	743,240	(138,240)	122.85
	Longevity	275,000	233,275	41,725	84.83
	Custodial Overtime	625,500	1,280,703	(655,203)	204.75
	Retirement	1,700,000	1,458,409	241,591	85.79
	Medical Supplies	0	0	0	0.00
	In-Service Training	0	0	0	0.00
	Employment Comp	495,000	523,915	(28,915)	105.84
	Professional Meetings*	33,000	2,957	30,043	8.96
		Sub-Total	\$3,733,500	\$4,242,499	(\$508,999)
	Salaries Sub-Total	\$115,124,615	\$121,451,303	(\$6,326,688)	105.50

Fiscal Year 2020-2021
Education Operating Fund (General Fund)
Monthly Financial Report (Unaudited) - June 30, 2021

YTD by Period	Account Description	Original Budget	YTD Actual	Available Budget	% Used
Instructional Supplies	Equipment	269,062	129,271	139,791	48.04
	Computer Equipment	86,085	47,948	38,137	55.70
	Software	27,893	22,611	5,282	0.00
	Furniture	64,773	10,409	54,364	16.07
	Testing Materials	62,600	5,485	57,115	8.76
	Education Supplies Inventory	522,269	276,956	245,313	53.03
	General/Office Supplies	1,200,914	876,826	324,088	73.01
	Textbooks	449,970	260,644	189,326	57.92
	Library Books	160,000	98,031	61,969	61.27
	Periodicals	2,000	0	2,000	0.00
	Registrations, Dues & Subscrip.	116,500	136,730	(20,230)	117.36
	Student Activities	140,399	58,927	81,472	41.97
	Graduation	25,309	18,737	6,572	74.03
	Emergency Medical	203,000	182,699	20,301	90.00
Printing & Binding	31,000	0	31,000	0.00	
	Sub-Total	\$3,361,774	\$2,125,275	\$1,236,499	63.22
Tuition	Tuition	20,302,634	19,269,885	1,032,749	94.91
Utilities	Natural Gas	1,796,500	1,591,667	204,833	88.60
	Electricity	7,609,500	5,085,743	2,523,757	66.83
	Heating Fuels	10,000	0	10,000	0.00
	Water	234,760	246,463	(11,703)	104.99
	Telephone	646,000	577,877	68,123	89.45
	Telecommunications/Internet	60,000	94,864	(34,864)	158.11
	Sewer Usage	175,440	239,442	(64,002)	136.48
	Gas & Oil	35,000	38,657	(3,657)	110.45
	Sub-Total	\$10,567,200	\$7,874,713	\$2,692,487	74.52

Fiscal Year 2020-2021
Education Operating Fund (General Fund)
Monthly Financial Report (Unaudited) - June 30, 2021

YTD by Period	Account Description	Original Budget	YTD Actual	Available Budget	% Used
Transportation	Milage	617,400	250,512	366,888	40.58
	Business Travel	4,500	0	4,500	0.00
	Transportation	11,953,973	12,991,127	(1,037,154)	108.68
	Special Education Transportation	4,248,895	3,657,214	591,681	86.07
	Transportation Technical Schools	442,480	356,640	85,840	80.60
	Transit Bus Passes	227,375	(599)	227,974	(0.26)
	Field Trips	147,885	1,825	146,060	1.23
	InterDistrict Transportation	1,339,000	2,555,268	(1,216,268)	190.83
	Outplacement Transportation	3,605,000	2,811,313	793,687	77.98
	Field Trips (Non-Public)	206,117	(49,290)	255,407	(23.91)
	Sub-Total	\$22,792,625	\$22,574,010	\$218,615	99.04
Maintenance, Property, Custodial	School Security	20,000	14,523	5,477	72.61
	Building & Grounds Maint. Supp.	100,000	121,668	(21,668)	121.67
	Custodial Supplies	488,000	176,290	311,710	36.12
	Light Bulbs	30,000	27,219	2,781	90.73
	Uniforms	22,703	5,668	17,035	24.97
	Moving Expenses	50,000	36,708	13,292	73.42
	Cleaning	26,000	6,000	20,000	23.08
	Repairs & Maintenance	92,390	68,632	23,758	74.28
	Building Maintenance	575,000	583,196	(8,196)	101.43
	Rental	120,000	25,021	94,979	20.85
	Rental of Equipment	8,000	4,292	3,708	53.65
	Maintenance Agreement Services	725,000	731,585	(6,585)	100.91
	Vehicle Repairs	80,000	12,341	67,659	15.43
	Sub-Total	\$2,337,093	\$1,813,141	\$523,952	77.58
Other Contractual Services	Other Contractual Services *	4,873,858	6,871,113	(1,997,255)	140.98
	* Special Education	992,340	465,854	526,486	46.94
	*Facilities	6,820,558	5,582,954	1,237,604	81.85
	*IT	1,020,000	543,492	476,508	53.28
	Legal Services	400,000	203,206	196,795	50.80
	Other Purchased Services	18,500	10,683	7,817	57.74
	Postage & Freight	157,500	137,025	20,475	87.00
	Claims	450,000	205,000	245,000	45.56
	Sub-Total	\$14,732,756	\$14,019,327	\$713,429	95.16
	Supplies & Services Sub-Total	\$74,094,082	\$67,676,351	\$6,417,731	91.34
	Combined Total	\$189,218,697	\$189,127,653	\$91,044	99.95

* Breakout of Other Contractual Services by Department



Results for Fiscal 2020-21 (Special Funds, unaudited)

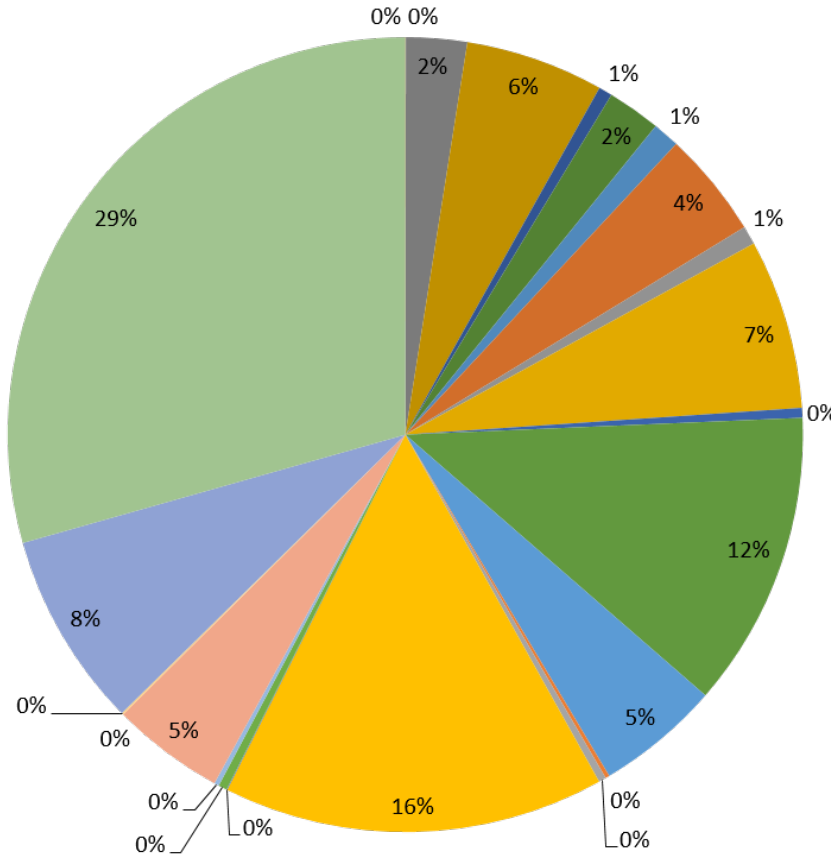
FY2020-2021

Grant Sources (Revenues)

Common Titles	FY 2019/20 Funding	Carryover Funding	Received	Pending Approvals	Total	Total	YOY \$ Change in New Funds	YOY % Change
			FY2020/21 Funding		Anticipated New Funding	Available Funds for 2020-21		
Law Education/School Security*	\$1,117,660	\$0	\$0		\$0	\$0	(\$1,117,660)	-100.0%
Impact Aid	\$55,778	\$0	\$27,185		\$27,185	\$27,185	(\$28,593)	-51.3%
Adult Education/Homeless*	\$3,062,754	\$0	\$3,180,547		\$3,180,547	\$3,180,547	\$117,793	3.8%
IDEA*	\$7,492,744	\$652,088	\$6,561,623		\$6,561,623	\$7,213,711	(\$931,121)	-12.4%
Perkins*	\$489,882	\$210,654	\$501,238		\$501,238	\$711,892	\$11,356	2.3%
Title II A/Student Support*	\$2,296,085	\$1,064,068	\$1,723,613		\$1,723,613	\$2,787,681	(\$572,472)	-24.9%
School Based Health/Parenting	\$1,506,622	\$23,724	\$1,370,594		\$1,370,594	\$1,394,318	(\$136,028)	-9.0%
Federal Magnet Grant*	\$8,715,525	\$2,998,084	\$2,546,797		\$2,546,797	\$5,544,881	(\$6,168,728)	-70.8%
State Bilingual/Title III/Immigrant	\$1,001,111	\$287,905	\$684,916		\$684,916	\$972,821	(\$316,195)	-31.6%
School Readiness/Family Resource	\$9,350,141	\$49,346	\$8,819,652		\$8,819,652	\$8,868,998	(\$530,489)	-5.7%
Private Foundation	\$830,779	\$39,205	\$471,529		\$471,529	\$510,734	(\$359,250)	-43.2%
Title I/SIG*	\$14,284,218	\$3,416,517	\$12,066,930		\$12,066,930	\$15,483,447	(\$2,217,288)	-15.5%
Head Start - Federal*	\$6,192,036	\$0	\$6,464,922		\$6,464,922	\$6,464,922	\$272,886	4.4%
Medicaid Reimbursement	\$339,503	\$0	\$212,318		\$212,318	\$212,318	(\$127,185)	-37.5%
School Improvements	\$1,314,407	\$0	\$385,122		\$385,122	\$385,122	(\$929,285)	-70.7%
Alliance/Comm Network/Low Performing	\$17,043,041	\$0	\$19,895,551		\$19,895,551	\$19,895,551	\$2,852,510	16.7%
State Misc Education Grants	\$16,009	\$0	\$35,870		\$35,870	\$35,870	\$19,861	100.0%
Open Choice	\$529,992	\$0	\$452,353		\$452,353	\$452,353	(\$77,639)	-14.6%
Head Start - State	\$248,792	\$0	\$248,714		\$248,714	\$248,714	(\$78)	0.0%
Priority/21st Century	\$5,561,485	\$227,072	\$5,664,965		\$5,664,965	\$5,892,037	\$103,480	1.9%
Jobs for CT Youth	\$6,385	\$0	\$6,385		\$6,385	\$6,385	\$0	0.0%
Youth Services Prevention	\$90,000	\$0	\$90,000		\$90,000	\$90,000	\$0	0.0%
ESSER*	\$8,506,997	\$7,860,562	\$2,365,763		\$2,365,763	\$10,226,325	(\$6,141,234)	-72.2%
ESSER II	\$0	\$0	\$37,716,245		\$37,716,245	\$37,716,245	\$37,716,245	NMF
	\$90,051,946	\$16,829,225	\$111,492,832	\$0	\$111,492,832	\$128,322,057	\$21,440,886	23.8%

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

2020-21 FUNDED GRANTS AS OF JUNE 30, 2021



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

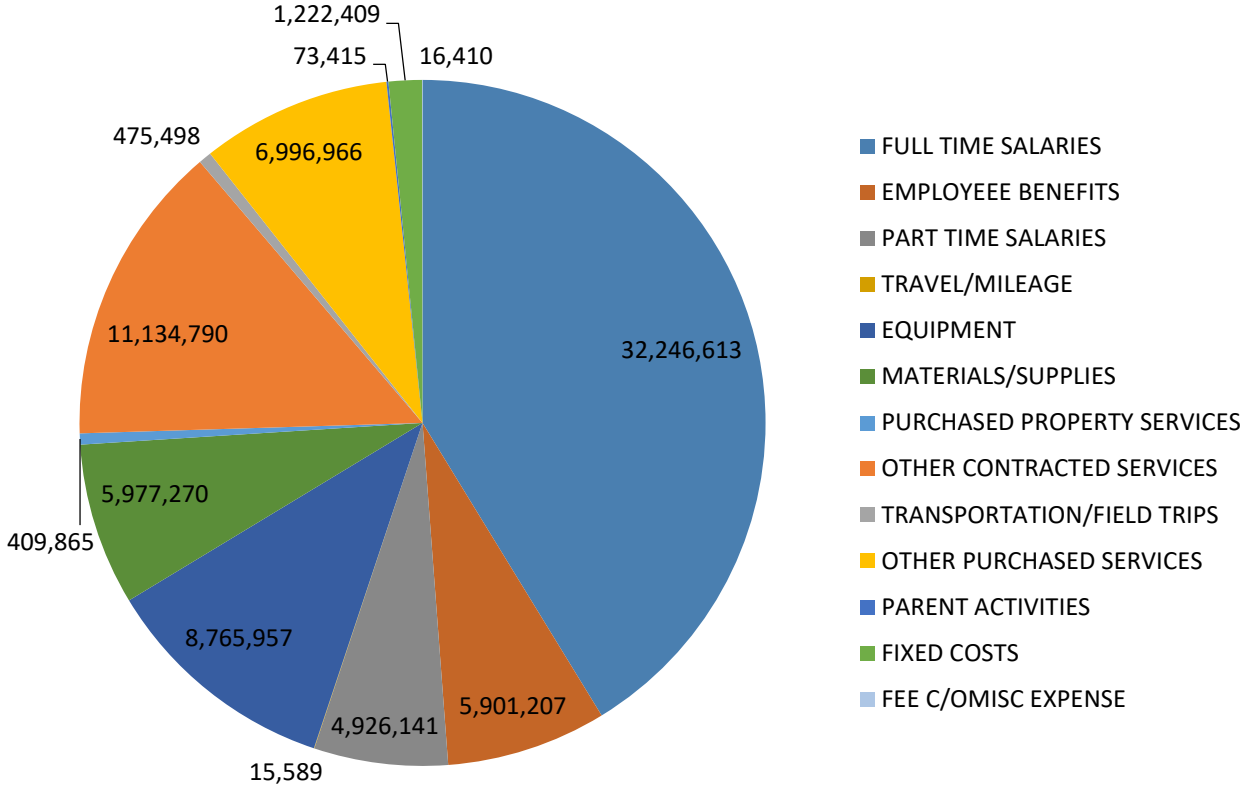


Fiscal Year 2020-21 Grant Funds (Special Funds) Expenditures

	Budget	YTD Actuals	Available
Full Time Salaries	48,840,736	32,246,613.00	16,594,123
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Equipment/Technology	12,063,421	8,765,957.00	3,297,464
Materials/Supplies	12,274,302	5,977,270.00	6,297,032
Purchased Property Services	1,405,204	409,865.00	995,339
Other Professional/Technical	12,831,594	11,134,790.00	1,696,804
Transportation/Field Trips	1,856,217	475,498.00	1,380,719
Other Purchased Services	13,226,204	6,996,966.00	6,229,238
Parent Activities	119,931	73,415.00	46,516
Fixed Costs	2,099,399	1,222,409.00	876,990
Fees/Misc Expenses	16,410	16,410.00	0
Grand Total	128,322,057	78,162,130	50,159,927



2020-21 GRANT FUNDED EXPENDITURES BY CATEGORY





August, 2021 Financial Report General Fund



Fiscal Year 2021-2022
Education Operating Fund (General Fund)
Monthly Financial Report (Unaudited) as of August 31, 2021

	FY2021 Adopted Budget (A)	YTD Actuals (B)	YTD %	Encumbrances (C)	Available (A-B+C)
Salaries					
Teacher Full-Time	\$78,021,124	(\$10,443)	0.01%	\$0	\$78,010,681
Admin & Management Full-Time	13,717,695	(1,872,794)	13.65%	0	11,844,901
Paraprofessionals	3,091,529	(296)	0.01%	0	3,091,233
Support Staff Full-Time	10,490,120	(1,237,664)	11.80%	0	9,252,456
Part Time & Seasonal	3,513,137	(130,374)	3.71%	0	3,382,763
Substitutes	1,650,000	(4,035)	0.24%	0	1,645,965
Overtime, Benefits, Other	3,731,650	(347,421)	9.31%	(325)	3,383,904
Total Salaries and Benefits	\$114,215,255	(\$3,603,027)	3.15%	(\$325)	\$110,611,903
Supplies and Services					
Instructional Supplies	\$3,455,036	(\$285,455)	8.26%	(\$1,476,826)	\$1,692,755
Tuition	20,669,657	0	0.00%	(365,000)	20,304,657
Utilities	10,777,000	(276,898)	2.57%	(9,361,803)	1,138,299
Transportation	24,648,931	(17,710)	0.07%	(191,890)	24,439,331
Maintenance, Property, Custodial	2,358,770	(94,776)	4.02%	(1,467,116)	796,877
Other Contractual Services	14,594,048	(806,048)	5.52%	(7,695,968)	6,092,031
Total Supplies and Services	\$76,503,442	(\$1,480,887)	1.94%	(\$20,558,604)	\$54,463,951
General Fund Totals	\$190,718,697	(\$5,083,915)	2.67%	(\$20,558,929)	\$165,075,853



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YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Teachers Full-Time	Teachers	\$78,021,124	\$10,443	\$10,443	\$0	\$78,010,681	0.01
Admin & Management Full-Time	Salaries	1,056,118	137,878	72,517	0	918,240	13.06
	Directors Salaries	1,159,370	146,766	77,732	0	1,012,604	12.66
	Supervisor	2,303,486	379,620	205,200	0	1,923,866	16.48
	Department Heads/Principals/Aps	7,619,844	986,364	535,848	0	6,633,480	12.94
	Management	1,578,877	222,166	109,521	0	1,356,711	14.07
	Sub-Total	\$13,717,695	\$1,872,794	\$1,000,819	\$0	\$11,844,901	13.65
Paraprofessionals	ParaProfessionals	3,091,529	296	2,144	0	3,091,233	0.01
Support Staff Full-Time	Wages Temporary	479,059	-	-	-	479,059	0.00
	Custodians	4,360,565	650,929	352,099	0	3,709,636	14.93
	Building Repairs	767,430	104,533	58,557	0	662,897	13.62
	Clerical	2,505,527	217,091	115,752	0	2,288,436	8.66
	Security	2,282,526	249,634	119,308	0	2,032,892	10.94
	Truck Drivers	95,013	15,477	8,366	0	79,536	16.29
	Sub-Total	\$10,490,120	\$1,237,664	\$654,082	\$0	\$9,252,456	11.80
Part Time & Seasonal	Coaches	650,000	0	0	0	650,000	0.00
	Other Personnel	125,000	14,585	14,585	0	110,415	0.00
	Part-Time Payroll	2,147,217	92,898	71,573	0	2,054,319	4.33
	Seasonal	490,920	22,890	20,707	0	468,030	4.66
	Teachers Stipend	100,000	0	0	0	100,000	0.00
	Tutors	0	0	0	0	0	#DIV/0!
	Sub-Total	\$3,513,137	\$130,374	\$106,866	\$0	\$3,382,763	3.71
Substitutes	Substitutes	\$ 1,650,000	\$ 4,035	\$ 2,157	\$ -	\$ 1,645,965	\$ 0
Overtime, Benefits, Other	Overtime	605,000	83,026	35,279	0	521,974	13.72
	Longevity	275,000	1,575	0	0	273,425	0.57
	Custodial Overtime	625,500	170,489	101,283	0	455,011	27.26
	Retirement	1,700,000	92,181	92,181	0	1,607,819	5.42
	Employment Comp	495,000	0	0	0	495,000	0.00
	Professional Meetings*	31,150	150	100	325	30,675	1.52
	Sub-Total	\$3,731,650	\$347,421	\$228,842	\$325	\$3,383,904	9.32
	Salaries Sub-Total	\$114,215,255	\$3,603,027	\$2,005,352	\$325	\$110,611,903	3.15



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YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Instructional Supplies	Equipment	240,969	330	330	39,938	200,701	16.71
	Computer Equipment	127,096	0	0	720	126,376	0.57
	Software	47,176	10,695	10,695	13,067	23,414	0.00
	Furniture	120,058	1,126	1,126	17,316	101,616	15.36
	Testing Materials	62,600	0	0	540	62,060	0.86
	Education Supplies Inventory	559,191	21,730	1,409	229,729	307,732	44.97
	General/Office Supplies	1,233,050	91,457	39,699	945,961	195,631	84.13
	Textbooks	367,787	33,091	33,091	108,656	226,040	38.54
	Library Books	132,515	0	0	0	132,515	0.00
	Periodicals	2,000	0	0	0	2,000	0.00
	Registrations, Dues & Subscrip.	143,985	67,606	23,100	318	76,061	47.17
	Student Activities	154,920	0	0	0	154,920	0.00
	Graduation	35,689	0	0	0	35,689	0.00
	Emergency Medical	203,000	59,420	59,420	120,580	23,000	88.67
	Printing & Binding	25,000	0	0	0	25,000	0.00
	Sub-Total	\$3,455,036	\$285,455	\$168,869	\$1,476,826	\$1,692,755	51.01
Tuition	Tuition	20,669,657	0	0	365,000	20,304,657	1.77
Utilities	Natural Gas	1,796,500	66,821	66,821	1,729,679	0	100.00
	Electricity	7,709,500	105,601	11,213	6,734,399	869,500	88.72
	Heating Fuels	10,000	0	0	0	10,000	0.00
	Water	265,000	26,908	26,908	313,887	(75,795)	128.60
	Telephone	646,000	24,048	21,467	348,153	273,800	57.62
	Telecommunications/Internet	90,000	149	0	6,651	83,200	7.56
	Sewer Usage	225,000	45,966	45,966	229,034	(50,000)	122.22
	Gas & Oil	35,000	7,406	3,776	0	27,594	21.16
	Sub-Total	\$10,777,000	\$276,898	\$176,150	\$9,361,803	\$1,138,299	89.44



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YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Transportation	Milage	613,900	15,550	15,550	188,650	409,700	33.26
	Business Travel	4,000	2,160	0	0	1,840	54.00
	Transportation	14,028,973	0	0	0	14,028,973	0.00
	Special Education Transportation	4,448,895	0	0	0	4,448,895	0.00
	Transportation Technical Schools	452,480	0	0	0	452,480	0.00
	Transit Bus Passes	227,375	0	0	0	227,375	0.00
	Field Trips	173,191	0	0	3,240	169,951	1.87
	InterDistrict Transportation	1,089,000	0	0	0	1,089,000	0.00
	Outplacment Transportation	3,405,000	0	0	0	3,405,000	0.00
	Field Trips (Non-Public)	206,117	0	0	0	206,117	0.00
	Sub-Total	\$24,648,931	\$17,710	\$15,550	\$191,890	\$24,439,331	0.85
Maintenance, Property, Custodial	School Security	20,000	1,695	0	0	18,305	8.48
	Building & Grounds Maint. Supp.	100,000	13,202	11,120	10,947	75,851	24.15
	Custodial Supplies	488,000	65	65	461,435	26,500	94.57
	Light Bulbs	30,000	1,690	769	2,320	25,990	13.37
	Uniforms	21,252	0	0	0	21,252	0.00
	Moving Expenses	50,000	0	0	80,000	(30,000)	160.00
	Cleaning	26,000	0	0	0	26,000	0.00
	Repairs & Maintenance	115,518	0	0	0	115,518	0.00
	Building Maintenance	575,000	31,083	24,637	451,645	92,272	83.95
	Rental	120,000	19,980	(471)	102,254	(2,234)	101.86
	Rental of Equipment	8,000	472	472	9,528	(2,000)	125.00
	Maintenance Agreement Services	725,000	26,589	21,159	348,616	349,795	51.75
	Vehicle Repairs	80,000	0	0	371	79,629	0.46
	Sub-Total	\$2,358,770	\$94,776	\$57,750	\$1,467,116	\$796,877	66.22
Other Contractual Services	Other Contractual Services *	4,756,150	42,504	702,478	1,439,152	3,274,493	31.15
	* Special Education	992,340	44,477	0	67,727	880,136	11.31
	*Facilities	6,820,558	623,936	0	5,787,585	409,037	94.00
	*IT	1,000,000	8,756	0	0	991,244	0.88
	Legal Services	400,000	0	0	330,000	70,000	82.50
	Other Purchased Services	17,500	725	725	16,275	500	97.14
	Postage & Freight	157,500	85,650	85,650	55,229	16,621	89.45
	Claims	450,000	0	0	0	450,000	0.00
		Sub-Total	\$14,594,048	\$806,048	\$788,852	\$7,695,968	\$6,092,031
	Supplies & Services Sub-Total	\$76,503,442	\$1,480,887	\$1,207,172	\$20,558,604	\$54,463,951	28.81
	Combined Total	\$190,718,697	\$5,083,915	\$3,212,524	\$20,558,929	\$165,075,853	13.45

* Breakout of Other Contractual Services by Department