

English Learner Teacher Institute

Cohort 3(2020-2021)

Open to **ALL** NHPS Teachers in Grade 6-12

[Application](#) 
Due January 31, 2020

Join us for a teacher-to-teacher professional learning experience!

Connect with colleagues across schools, disciplines and grade levels to address instruction for our English Learners.

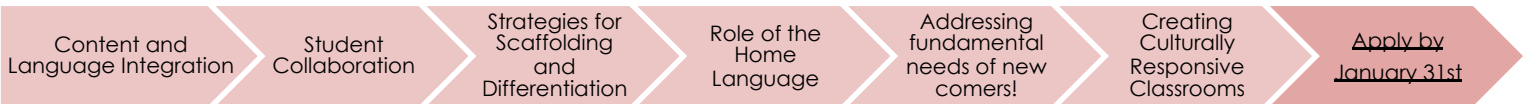
Within a cohort of educators, increase your knowledge of effective supports for English Learners, integrate Newcomers into classrooms, and address other instructional challenges.

Teachers without a TESOL / Bilingual cert or training will be prioritized.

Institute sessions will take place at James Hillhouse High School in the Library.



Fellows will be **PAID**, only 25 Openings!



Dates	Modules
March 4 th March 18 th April 1 st	Content and Language Integration - Sessions 1, 2, and 3 (3.30p – 5.30p)
April 22 nd April 29 th	Scaffolding and Differentiation – Sessions 1 and 2 (3.30p – 5.30p)
May 2020	Guest Speaker
May 6 th May 20 th June 3 rd	Student Collaboration - Sessions 1, 2, and 3 (3.30p – 5.30p)
October 7 th	The Role of Home Language – Session 1 (3.30p – 5.30p)
October 21 st	Addressing the Fundamental Needs of New Comers – Session 1 (3.30p – 5.30p)
November 4 th	College Access, Immigrant Justice and Needs of New Comers – Session 1 (3.30p – 5.30p) Facilitators: Connecticut Students For a Dream (C4D)
November 18 th December 2 nd December 16 th	Creating Culturally Responsive Classrooms – Book Study: <u>Culturally Responsive Teaching and the Brain</u> by: Zaretta Hammond (3.30p – 5.30p)

The English Learner Teacher (ELT) Institute is comprised of modules collaboratively created by educators at Wilbur Cross High School, International Academy of Arts and Digital Science and the New Haven Public School English Learners Department.

Questions? Contact:

C. Ana Rodriguez
Supervisor for the EL Department
475-220-1394
carmen.rodriquez@new-haven.k12.ct.us

or

Ann Brillante or Cora Muñoz
Assistant Principals at Wilbur Cross
ann.brillante@new-haven.k12.ct.us
cora.munoz@new-haven.k12.ct.us





NEW HAVEN PUBLIC SCHOOLS

Board Members:

Justin Elicker
Mayor

Yesenia Rivera
President

Matthew Wilcox
Vice President

Dr. Edward Joyner
Secretary

Larry Conaway
Darnell Goldson
Dr. Tamiko Jackson-McArthur

Student Members

Lihame Arouna
Edgar (Nico) Rivera

Delegatee

Iline Tracey, Ed.D.
Interim Superintendent

RESOLUTION FOR AUTHORIZED SIGNATURES

BE IT RESOLVED, that Yesenia Rivera, President of the New Haven Board of Education, and in her absence, Matthew Wilcox, Vice President, are authorized to make, execute, and approve on behalf of this school district any and all contracts or amendments thereof with agencies of the federal government and State of Connecticut including, but not limited to, the Department of Public Health, Children and Families, Environmental Protections, Social Services, Connecticut Commission on the Arts, Connecticut Commission on Culture and Tourism, and Higher Education which includes Southern Connecticut State University and Gateway Community College.

February 10, 2020

Gateway Center
54 Meadow Street
New Haven, CT 06519
P: (475) 220-1000
F: (203) 946-7300



You are Invited to a Community Meeting

Share your feedback regarding the districts' priorities for our **2020 Strategic Plan**.

1 **Wednesday**
2/26/20 @ 5:30pm

**Lincoln-Bassett School -
Community Room**
130 Bassett St.
New Haven, CT 06511

2 **Wednesday**
3/11/20 @ 5:30pm

**Christopher Columbus
Family Academy -
Cafeteria**
255 Blatchley Ave.
New Haven, CT 06513

3 **Wednesday**
3/18/20 @ 5:30pm

**Hill Regional Career High
School**
140 Legion Ave.
New Haven, CT 06519



Están Cordialmente Invitados **A una Reunión en la Comunidad**

Comparta sus ideas en relación a las prioridades del distrito, para nuestro **Plan de Estrategias-del 2020.**

1

Miércoles
26 de febrero a
las 5:30pm

Lincoln-Bassett School
Avenida Bassett #130
Salón Comunitario

2

Miércoles
3 de marzo a las
5:30pm

Christopher Columbus
Family Academy
Avenida Blatchley #255
Cafeteria

3

Miércoles
18 de marzo a las
5:30pm

Hill Regional Career High
School
Avenida Legion # 140
Biblioteca



STATE OF CONNECTICUT
OFFICE OF POLICY AND MANAGEMENT

January 16, 2020

RE: *Training for School Police and Security Pursuant to the Trust Act, Public Acts 19-20 and 19-23*

Dear Superintendents and Chairpersons:

I am writing to insure you are aware of a new training requirement for school police and security, effective October 1, 2019.

Public Act 19-20, *An Act Concerning the Trust Act*, and Public Act 19-23, *An Act Concerning Amendments to the Trust Act*, require the following:

(f) The Office of Policy and Management shall ensure that the requirements of this section are disseminated to, and appropriate training is provided for, all affected law enforcement agencies and school police or security departments and employees and agents of such law enforcement agencies and school police or security departments. Such training may entail how law enforcement officers and other officials performing similar duties will adhere to the provisions of this section and how they will interact with crime victims, criminal suspects and individuals cooperating with law enforcement officers.

Through collaboration with the Connecticut State Police Officer Standards and Training Council (POST), the Office of Policy and Management (OPM) has insured that the requirements of this section are disseminated to, and appropriate training is provided for, all school police who are sworn law enforcement officials. However, OPM does not have a means to contact and train non-sworn school security officers. For this reason, we are attaching a copy of training materials from POST and requesting that you distribute them to those individuals in your district. Training materials are also available on the POST website at: <https://portal.ct.gov/POST/General-Notices/General-Notices>.

For any questions regarding this requirement, please contact Eleanor Michael at Eleanor.Michael@ct.gov.

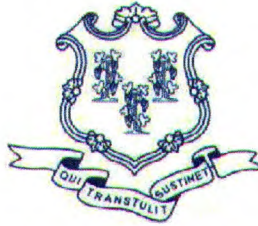
Thank you for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read "Marc Pelka". The signature is written in a cursive style with a large initial "M" and a long, sweeping underline.

Marc Pelka


Undersecretary, Criminal Justice Policy and Planning Division
Office of Policy and Management



STATE OF CONNECTICUT
DEPARTMENT OF EMERGENCY SERVICES AND PUBLIC PROTECTION
Police Officer Standards and Training Council
Connecticut Police Academy

GENERAL NOTICE 19 – 05

To: Chief Law Enforcement Officers
Training Officers
Protective Services
Resident Troopers

From: Karen Boisvert 
Academy Administrator

Date: December 24, 2019

Subject: AN ACT CONCERNING THE TRUST ACT. (Public Act No. 19-20, 19-23)
Effective October 1, 2019

NOTE: This General Notice should not be construed as legal advice about the Trust Act. It is merely a summary of the Act. Law Enforcement Officers with specific legal questions about the Act should refer such questions to their own municipal counsel.

Public Acts 19-20 and 19-23, also known as the “Trust Act,” created new guidelines for how Connecticut Law Enforcement works and cooperates with U.S. Immigration and Customs Enforcement (ICE).

Public Acts 19-20 and 19-23 (in pertinent part)¹:

1. Apply generally to law enforcement officers, bail commissioners or judicial intake, assessment or referral specialists, or employees of a school police or security department;
2. Prohibit law enforcement officers from **arresting or detaining** an individual pursuant to an immigration detainer **unless**:
 - (i) the detainer is accompanied by a warrant issued or signed by a judicial officer,
 - (ii) the individual has been convicted of a class A or B felony, **or**
 - (iii) the individual is identified as a possible match in the federal Terrorist Screening Database or similar database;

¹ The public acts are more expansive than what is captured in this summary and should be consulted directly.

3. Prohibit law enforcement officers from giving federal immigration authority **access to interview** an individual in custody **unless**:
 - (i) the individual has been convicted of a class A or B felony;
 - (ii) the individual is identified as a possible match in the federal Terrorist Screening Database or similar database; **or**
 - (iii) is the subject of a US District Court order to comply with an immigration officer's subpoena.
4. Upon receiving a civil immigration detainer, a law enforcement agency **must provide a copy of the detainer to the affected individual** who is the subject of the detainer and inform the individual whether the law enforcement agency intends to comply with the detainer. The acts specify that if a law enforcement agency provides a federal immigration authority with **information on an individual's release**, the law enforcement agency shall provide the individual and individual's attorney a copy of that notification. If the law enforcement agency cannot reach the individual or individual's attorney, then the law enforcement agency must make a good faith attempt to contact the detained individual's designee. The law enforcement agency must send the copy along with the reason in writing that the agency is complying with the detainer.
5. Specify that before responding to a **request for notification of an individual's release from the agency's custody** of an individual suspected of violating a federal immigration law or who has been issued a final order of removal, a law enforcement officer must first forward any such request to the head of the law enforcement agency;
6. Prohibit using **time or resources to communicate** with a federal immigration authority regarding the custody status or release of an individual targeted by a civil immigration detainer, except if the law enforcement agency notifies the affected individual, in writing, of its intent to comply with the detainer and the reason for doing so;
7. Specify that, while records relating to ICE access maintained by law enforcement agencies shall be deemed public records under the Freedom of Information Act, the Trust Act must not be construed to require disclosure of any record that is exempt under the Freedom of Information Act (FOIA)
8. Require, beginning January 1, 2020, the legislative body of municipalities to report specified information every six months to the Office of Policy and Management (OPM), if their law enforcement agency provided ICE access to an individual, including
 - a. data on the number and demographic characteristics of individuals to whom the agency provided ICE access,
 - b. the date ICE access was provided, and
 - c. whether the ICE access was provided as part of compliance with a civil immigration detainer or through other means.

The Trust Act has not changed processes for entering information into Automated Fingerprints Identification system (AFIS) of an arrested individual or the accessing of information from the National Crime Information Center (NCIC) concerning an arrested individual.

The Public Acts are available for viewing at:

PA 19-20- <https://www.cga.ct.gov/2019/act/Pa/pdf/2019PA-00020-R00SB-00992-PA.PDF>

PA 19-23- <https://www.cga.ct.gov/2019/act/Pa/pdf/2019PA-00023-R00SB-01115-PA.PDF>

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NEW HAVEN PUBLIC SCHOOLS

To: New Haven Board of Education
From: Dr. Iline Tracey, Interim Superintendent
Date: February 7, 2020
Re: Choice & Enrollment Magnet Seats

I am writing as a follow up to the on-going conversations between the New Haven Board of Education and members of the New Haven Public Schools administration around Interdistrict Magnet School enrollment and the Board's vote to increase the percentage of seats in Interdistrict Magnet schools for New Haven residents. Last Spring, the Board voted to move the ratio of open seats for the entire program (all 16 Interdistrict Magnet Schools combined) from the historic goal of 65% New Haven and 35% suburban to 75% New Haven and 25% Suburban. To clarify, please know that all conversations to date have focused on where the district's whole program stands and there has been little emphasis on the school-by-school ratio, which directly affects the grant.

Members of the Central Office team have met with past Board of Education President, Mr. Darnell Goldson and past Secretary, Dr. Tamiko Jackson-McArthur on December 19, 2019, January 6, 2020 and January 27, 2020. At the request of these Board members, Representative Toni Walker was invited to attend. The New Haven Public Schools administration put forth an initial recommendation of 67% New Haven and 33% suburban after the December 19, 2019 meeting. This recommendation was made and discussed at the January 6, 2020 meeting.

This recommendation was based on the impact of phasing additional New Haven seats on the entire district's grant. A memo dated January 10, 2020 outlining the details of this recommendation is included in your Board packets. As a follow up to that meeting, the previously stated representatives of the Board asked us to revise the plan through the phase in of an enrollment of 69% New Haven seats and 31% suburban seats beginning at the entry grades. This phase in is based on the state approved plan operational capacity for each Interdistrict Magnet School.

We have included the enrollment projections by school and a memo describing the charts in your packet. At the conclusion of our meeting on January 27, 2020 the Board representatives, given the information provided, felt comfortable with the phase in of 69/31 beginning next year. Please note that this phase in model will actually result in a 67.65% New Haven and 32.35% Suburban aggregate enrollment; currently the grant sits at 66.51% New Haven and 33.49% Suburban enrollment.. Following the January 27, 2020 meeting, the proposed plan was added to the February 3, 2020 agenda of the Finance & Operations Committee for review by the Committee.

Below is a bulleted list of pros and cons in moving forward with the plan for a 69/31 split:

Pros

- A projected increase of 284 additional seats allocated exclusively to New Haven residents in Interdistrict Magnet Schools (in 2020-2021 only).
- A projected increase in funding at 11 out of 16 Interdistrict Magnet Schools for SY 2020-2021.
- A projected increase in funding at 4 out of 16 Interdistrict Magnet Schools for SY 2021-2022.
- A projected increase in funding at 3 out of 16 Interdistrict Magnet Schools for SY 2022-2023.
- This model allows the operator to have some level of flexibility in compliance with the 75/25 residency standard currently in legislation.

Cons

- A decreased enrollment in traditional neighborhood schools which may result in reallocation of Title I funding and a decrease in general fund discretionary budgets which are built on a per pupil budget allocation.
- Since entry grades in elementary Interdistrict Magnets schools include Pre-K, increasing the number of seats in Pre-Kindergarten allocated for New Haven students will adversely impact the enrollment in the Head Start and School Readiness programs operated by NHPS, which are currently under enrolled.
- Since the model is an attempt to maximize enrollment utilizing entry grade classrooms, the potential exists for larger class sizes in some grades at some schools.
- With the shift in mix from Suburban to New Haven students, overall grant funding will drop over time, unless some other provision is made to replace the revenue, such as tuition. Some schools that are currently meaningfully over 69% Suburban could be disproportionately impacted by this shift.
- Increasing the number of New Haven allocated seats in these schools will likely move us further away from reduced isolation goals per the current legislation.
- The waiver New Haven has been granted by the State is only through 2020-2021 year. If the legislation does not change, or the waiver is not made permanent, New Haven will be further behind in reaching compliance.



NEW HAVEN PUBLIC SCHOOLS

Next Generation Accountability Results 2015-16 through 2018-19

The packet contains a District Report and individual school reports showing the results on the Next Generation Accountability Indicators for 2015-16 through 2018-19. The District Report contains results for all indicators and each school report shows results for the indicators measured at the grade levels in the school.

Indicator 1 – Academic Achievement for All Students and High Needs Students (Target 75)

1a, 1b ELA Performance Index – includes student performance on Smarter Balanced English Language Arts Grades 3-8, Connecticut Alternate Assessment (CTAA) Grades 3-8 & 11, CT SAT Grade 11

1c, 1d Math Performance Index – includes student performance on Smarter Balanced Math Grades 3-8, Connecticut Alternate Assessment (CTAA) Grades 3-8 & 11, CT SAT Grade 11

1e, 1f Science Performance Index – includes student performance on NGSS Science Standard Assessment Grades 5, 8, 11 Connecticut Alternate Science Assessment (CTAS) Grades 5, 8, 11 – New test in 2018-19

Indicator 2 – Academic Growth (Target 100%)

2a, 2b – Average Percent of Growth Target Achieved – Smarter Balanced ELA

2c, 2d – Average Percent of Growth Target Achieved – Smarter Balanced Math

2e – Progress Toward English Proficiency – Literacy – Average of Percent of Growth Target Achieved by English Learners on the LAS Links – New in 2018-19

2f – Progress Toward English Proficiency – Oral – Average of Percent of Growth Target Achieved by English Learners on the LAS Links – New in 2018-19

Indicator 4 – Chronic Absenteeism (Target $\leq 5\%$) – the percentage of students absent 10% or more of their days enrolled

Indicator 5 – Preparation for College & Career (Target 75%) Course Taking – the percentage of 11th & 12th grade students enrolled in CCR courses during high school, includes Advanced Placement (AP), Career and Technical Education (CTE), workplace experience, and dual enrollment.

Indicator 6 – Preparation for College & Career (Target 75%) Exam Passing – the percentage of 11th & 12th grade students making benchmark scores on SAT, ACT, AP, or IB exams

Indicator 7 – On Track in 9th Grade (Target 94%) – Percentage of 9th graders earning at least five full-year credits in the year. This metric is applied to schools with a 9th grade and to the schools where the 9th graders had been enrolled in 8th grade.

Indicator 8 – Four Year Adjusted Cohort Graduation Rate (Target 94%) – All Students



NEW HAVEN PUBLIC SCHOOLS

Indicator 9 – Six Year Adjusted Cohort Graduation Rate (Target 94%) – High Needs Students

Indicator 10 – Postsecondary Entrance Rate (Target 75%) – All Students (Target – percentage of all students in a graduating class who enrolled in a 2 or 4-year postsecondary institution any time during the first year after high school graduation.

Indicator 11 – Physical Fitness (Target 75%) – percentage of students in grades 4, 6, 8 and once in high school meeting or exceeding the “Health Fitness Zone Standard” in all four areas of the CT Physical Fitness Assessment. If participation is less than 90% then the points earned are prorated based on participation rate.

Indicator 12 – Arts Access (Target 60%) – Percentage of students in grades 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year

Accountability Index is the percentage of possible points earned on all of the indicators combined.

District_0000000							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	57.3	56.8	57.8	57.8	→ 0.0	→ 0.5
1b	ELA Performance Index - High Needs Students	53.1	53.2	54.2	54.9	→ 0.7	↑ 1.8
1c	Math Performance Index - All Students	49.4	49.9	50.3	50.6	→ 0.4	↑ 1.3
1d	Math Performance Index - High Needs Students	45.5	46.5	46.9	47.8	→ 0.9	↑ 2.3
1e	Science Performance Index - All Students	44.9	44.2		52.0	NA	NA
1f	Science Performance Index - High Needs Students	40.6	40.8		49.5	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	63.3%	53.0%	58.3%	55.2%	↓ -3.1%	↓ -8.1%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	61.5%	51.6%	56.0%	53.6%	↓ -2.4%	↓ -7.9%
2c	Math Avg Percentage of Growth Target Achieved - All Students	63.5%	52.9%	53.6%	53.6%	→ 0.0%	↓ -9.9%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	62.2%	50.6%	52.2%	52.4%	→ 0.3%	↓ -9.8%
2e	Progress Toward English Proficiency - Literacy				59.1%	NA	NA
2f	Progress Toward English Proficiency - Oral				48.3%	NA	NA
4a	Chronic Absenteeism - All Students	19.9%	18.3%	19.9%	19.3%	▲ -0.6%	▲ -0.6%
4b	Chronic Absenteeism - High Needs Students	22.9%	20.7%	22.4%	21.3%	● -1.1%	● -1.7%
5	Preparation for CCR - %Taking Courses	52.7%	61.7%	64.18%	65.7%	↑ 1.5%	↑ 13.0%
6	Preparation for CCR - %Passing Exams	16.7%	18.1%	20.21%	18.1%	↓ -2.1%	↑ 1.4%
7	On Track to High School Graduation	82.1%	87.1%	84.7%	85.3%	→ 0.6%	↑ 3.2%
8	4-Year Graduation - All Students (2017 cohort for 17-18)	75.1%	77.5%	80.0%	78.9%	↓ -1.2%	↑ 3.8%
9	6-Year Graduation - High Needs Students (2015 cohort for 17-18)	77.4%	80.4%	80.5%	82.7%	↑ 2.2%	↑ 5.3%
10	Postsecondary Entrance (2017 cohort for 17-18)	63.5%	65.3%	59.7%	58.9%	→ -0.8%	↓ -4.6%
11	Physical Fitness-Passing all 4 subtests	36.6%	40.9%	41.2%	48.5%	↑ 7.2%	↑ 11.8%
11	Physical Fitness-Estimated Participation	81.5%	93.2%	93.1%	94.0%	→ 0.9%	↑ 12.5%
12	Arts Access	47.8%	45.7%	46.5%	45.7%	→ -0.8%	↓ -2.1%
	Accountability Index	64.3	64.0	65.0	64.7	→ -0.4	→ 0.4

Augusta Lewis Troup School_0931511

No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	48.0	47.9	49.0	48.3	➡ -0.6	➡ 0.3
1b	ELA Performance Index - High Needs Students	46.2	45.1	46.3	46.6	➡ 0.3	➡ 0.4
1c	Math Performance Index - All Students	40.2	40.7	39.0	37.4	⬇ -1.5	⬇ -2.8
1d	Math Performance Index - High Needs Students	38.7	38.1	37.1	36.2	➡ -0.9	⬇ -2.5
1e	Science Performance Index - All Students	36.5	35.4		50.9	NA	NA
1f	Science Performance Index - High Needs Students	35.2	33.7		50.0	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	48.4%	44.2%	54.0%	41.4%	⬇ -12.6%	⬇ -7.0%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	46.3%	40.6%	53.4%	39.9%	⬇ -13.5%	⬇ -6.5%
2c	Math Avg Percentage of Growth Target Achieved - All Students	53.4%	42.2%	46.6%	36.4%	⬇ -10.2%	⬇ -17.0%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	51.6%	42.2%	49.9%	34.9%	⬇ -15.0%	⬇ -16.7%
2e	Progress Toward English Proficiency - Literacy				77.0%	NA	NA
2f	Progress Toward English Proficiency - Oral				33.8%	NA	NA
4a	Chronic Absenteeism - All Students	29.5%	23.0%	23.4%	27.2%	⬆ 3.9%	● -2.3%
4b	Chronic Absenteeism - High Needs Students	30.4%	22.7%	27.4%	27.7%	⬆ 0.3%	● -2.7%
7	On Track to High School Graduation	84.3%	87.3%	77.1%	76.9%	➡ -0.2%	⬇ -7.4%
11	Physical Fitness-Passing all 4 subtests	24.8%	48.6%	45.9%	65.0%	⬆ 19.2%	⬆ 40.2%
11	Physical Fitness-Estimated Participation	85.3%	91.6%	101.2%	97.9%	⬆ -3.2%	⬆ 12.7%
	Accountability Index	46.3	48.6	51.0	48.2	⬆ -2.8	⬆ 1.9

School Category
Support Classification

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5

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Turnaround

Barack H. Obama Magnet University School_0932811

No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	58.1	59.1	61.6	61.2	→ -0.4	↑ 3.2
1b	ELA Performance Index - High Needs Students	57.5	58.4	60.7	61.4	→ 0.7	↑ 3.9
1c	Math Performance Index - All Students	48.8	48.4	53.4	51.8	↓ -1.6	↑ 3.0
1d	Math Performance Index - High Needs Students	48.2	48.1	52.3	51.7	→ -0.6	↑ 3.5
1e	Science Performance Index - All Students	0.0	0.0	.	.	NA	NA
1f	Science Performance Index - High Needs Students	0.0	0.0	.	.	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	68.4%	51.0%	61.1%	78.1%	↑ 17.0%	↑ 9.6%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	69.2%	49.7%	60.9%	78.1%	↑ 17.2%	↑ 8.9%
2c	Math Avg Percentage of Growth Target Achieved - All Students	70.4%	52.8%	76.6%	79.1%	↑ 2.5%	↑ 8.7%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	69.2%	53.5%	77.7%	79.1%	↑ 1.4%	↑ 10.0%
2e	Progress Toward English Proficiency - Literacy				64.3%	NA	NA
2f	Progress Toward English Proficiency - Oral				48.7%	NA	NA
4a	Chronic Absenteeism - All Students	19.2%	18.8%	15.9%	11.0%	● -4.9%	● -8.1%
4b	Chronic Absenteeism - High Needs Students	17.3%	19.1%	16.6%	10.5%	● -6.1%	● -6.8%
11	Physical Fitness-Passing all 4 subtests	6.7%	9.6%	34.4%	55.3%	↑ 20.8%	↑ 48.6%
11	Physical Fitness-Estimated Participation	100.0%	107.8%	108.9%	90.5%	↓ -18.5%	↓ -9.5%
	Accountability Index	62.7	53.4	67.5	74.8	↑ 7.3	↑ 12.0

School Category

4 4 3 2

School of Distinction - High Growth (All Students)-ELA & High Growth (High Needs Students) - ELA & Math

Barnard Environmental Magnet School_0930211

No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	53.5	55.5	54.3	52.9	↓ -1.4	→ -0.6
1b	ELA Performance Index - High Needs Students	50.4	53.4	52.9	51.3	↓ -1.5	→ 0.9
1c	Math Performance Index - All Students	47.2	46.6	42.4	43.9	↑ 1.5	↓ -3.3
1d	Math Performance Index - High Needs Students	44.2	45.1	41.1	42.9	↑ 1.7	↓ -1.4
1e	Science Performance Index - All Students	46.4	42.2		50.6	NA	NA
1f	Science Performance Index - High Needs Students	43.0	41.0		48.4	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	47.6%	60.7%	53.8%	48.8%	↓ -5.0%	↑ 1.2%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	45.2%	55.5%	55.9%	48.9%	↓ -7.0%	↑ 3.8%
2c	Math Avg Percentage of Growth Target Achieved - All Students	57.4%	45.8%	40.0%	50.3%	↑ 10.3%	↓ -7.1%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	54.6%	46.9%	39.3%	53.3%	↑ 14.0%	↓ -1.2%
2e	Progress Toward English Proficiency - Literacy				65.1%	NA	NA
2f	Progress Toward English Proficiency - Oral				53.0%	NA	NA
4a	Chronic Absenteeism - All Students	16.2%	13.3%	15.4%	21.8%	◆ 6.4%	◆ 5.6%
4b	Chronic Absenteeism - High Needs Students	19.0%	14.4%	17.8%	22.9%	◆ 5.1%	◆ 4.0%
7	On Track to High School Graduation	88.9%	94.6%	94.7%	85.4%	↓ -9.3%	↓ -3.5%
11	Physical Fitness-Passing all 4 subtests	29.5%	14.1%	25.8%	46.8%	↑ 21.0%	↑ 17.3%
11	Physical Fitness-Estimated Participation	101.8%	108.0%	100.5%	98.4%	↓ -2.1%	↓ -3.4%
	Accountability Index	56.8	58.0	54.6	56.1	↑ 1.4	→ -0.7

School Category

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Beecher School_0930311									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	58.7	57.5	60.5	63.4	↑ 2.9	↑ 4.7		
1b	ELA Performance Index - High Needs Students	54.7	55.0	57.7	61.1	↑ 3.3	↑ 6.4		
1c	Math Performance Index - All Students	48.9	48.0	52.9	56.8	↑ 3.9	↑ 7.9		
1d	Math Performance Index - High Needs Students	45.3	45.6	51.4	54.4	↑ 3.0	↑ 9.1		
1e	Science Performance Index - All Students	40.9	40.4		54.7	NA	NA		
1f	Science Performance Index - High Needs Students	36.2	39.5		53.9	NA	NA		
2a	ELA Avg Percentage of Growth Target Achieved - All Students	71.8%	55.1%	70.2%	61.8%	↓ -8.4%	↓ -10.0%		
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	73.0%	50.6%	66.8%	61.0%	↓ -5.8%	↓ -12.0%		
2c	Math Avg Percentage of Growth Target Achieved - All Students	55.2%	53.3%	60.5%	61.8%	↑ 1.3%	↑ 6.6%		
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	57.1%	51.1%	63.2%	58.2%	↓ -5.1%	↑ 1.1%		
2e	Progress Toward English Proficiency - Literacy					NA	NA		
2f	Progress Toward English Proficiency - Oral					NA	NA		
4a	Chronic Absenteeism - All Students	22.5%	20.0%	22.2%	17.3%	● -4.8%	● -5.2%		
4b	Chronic Absenteeism - High Needs Students	24.3%	20.7%	25.2%	20.6%	● -4.6%	● -3.7%		
7	On Track to High School Graduation	73.0%	90.7%	90.9%	87.5%	↓ -3.4%	↑ 14.5%		
11	Physical Fitness-Passing all 4 subtests	33.8%	17.4%	20.9%	27.2%	↑ 6.3%	↓ -6.6%		
11	Physical Fitness-Estimated Participation	106.5%	96.6%	102.3%	105.8%	↑ 3.5%	→ -0.7%		
	Accountability Index	59.4	55.4	62.1	64.6	↑ 2.5	↑ 5.2		

School Category

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Benjamin Jepson Magnet School_0931811									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	62.4	63.7	64.0	64.2	➡ 0.2	⬆ 1.8		
1b	ELA Performance Index - High Needs Students	57.4	59.7	61.5	61.8	➡ 0.4	⬆ 4.5		
1c	Math Performance Index - All Students	50.2	54.0	54.1	54.8	➡ 0.7	⬆ 4.6		
1d	Math Performance Index - High Needs Students	46.3	51.0	51.6	53.1	⬆ 1.5	⬆ 6.8		
1e	Science Performance Index - All Students	43.9	44.2		55.5	NA	NA		
1f	Science Performance Index - High Needs Students	41.5	41.1		54.5	NA	NA		
2a	ELA Avg Percentage of Growth Target Achieved - All Students	77.1%	66.1%	62.9%	61.3%	⬇ -1.7%	⬇ -15.8%		
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	73.0%	66.2%	60.5%	59.7%	➡ -0.7%	⬇ -13.2%		
2c	Math Avg Percentage of Growth Target Achieved - All Students	62.4%	69.7%	52.6%	47.7%	⬇ -4.8%	⬇ -14.6%		
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	60.6%	69.5%	49.6%	49.5%	➡ -0.1%	⬇ -11.1%		
2e	Progress Toward English Proficiency - Literacy				57.8%	NA	NA		
2f	Progress Toward English Proficiency - Oral				65.4%	NA	NA		
4a	Chronic Absenteeism - All Students	9.7%	8.2%	10.1%	9.3%	⬆ -0.8%	⬆ -0.4%		
4b	Chronic Absenteeism - High Needs Students	12.5%	10.7%	11.0%	9.9%	⬆ -1.1%	⬆ -2.6%		
7	On Track to High School Graduation	91.7%	91.1%	95.3%	97.7%	⬆ 2.3%	⬆ 6.0%		
11	Physical Fitness-Passing all 4 subtests	25.4%	36.6%	39.7%	49.7%	⬆ 9.9%	⬆ 24.3%		
11	Physical Fitness-Estimated Participation	98.6%	97.3%	100.0%	94.2%	⬇ -5.8%	⬇ -4.5%		
	Accountability Index	68.4	70.7	66.7	67.4	➡ 0.6	⬇ -1.0		

School Category

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Betsy Ross Arts Magnet School_0935511							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	63.1	60.7	67.3	62.1	↓ -5.2	↓ -1.0
1b	ELA Performance Index - High Needs Students	56.4	53.4	59.4	56.0	↓ -3.4	→ -0.4
1c	Math Performance Index - All Students	53.4	52.1	56.2	56.4	→ 0.2	↑ 3.0
1d	Math Performance Index - High Needs Students	47.2	44.6	48.2	51.6	↑ 3.4	↑ 4.4
1e	Science Performance Index - All Students	47.2	47.9		57.5	NA	NA
1f	Science Performance Index - High Needs Students	41.7	43.0		52.9	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	65.4%	43.5%	70.0%	44.0%	↓ -26.0%	↓ -21.4%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	65.0%	40.3%	64.7%	36.8%	↓ -27.9%	↓ -28.1%
2c	Math Avg Percentage of Growth Target Achieved - All Students	69.6%	46.2%	59.4%	53.2%	↓ -6.2%	↓ -16.4%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	70.1%	40.0%	53.6%	50.6%	↓ -3.0%	↓ -19.5%
2e	Progress Toward English Proficiency - Literacy				74.2%	NA	NA
2f	Progress Toward English Proficiency - Oral				49.1%	NA	NA
4a	Chronic Absenteeism - All Students	13.7%	12.7%	13.7%	15.2%	◆ 1.5%	◆ 1.4%
4b	Chronic Absenteeism - High Needs Students	20.2%	17.7%	19.9%	19.3%	▲ -0.6%	▲ -0.9%
7	On Track to High School Graduation	90.4%	92.7%	89.7%	96.3%	↑ 6.5%	↑ 5.9%
11	Physical Fitness-Passing all 4 subtests	41.9%	46.7%	41.6%	33.2%	↓ -8.4%	↓ -8.7%
11	Physical Fitness-Estimated Participation	94.3%	93.4%	99.1%	95.1%	↓ -4.0%	→ 0.8%
	Accountability Index	67.1	56.8	66.2	59.4	↓ -6.9	↓ -7.7

School Category

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Bishop Woods School_0934311									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	56.3	56.7	54.8	56.5	↑ 1.7	→ 0.3		
1b	ELA Performance Index - High Needs Students	55.0	55.1	53.5	55.1	↑ 1.6	→ 0.1		
1c	Math Performance Index - All Students	49.1	50.9	51.6	52.1	→ 0.5	↑ 3.0		
1d	Math Performance Index - High Needs Students	47.9	49.4	50.5	51.1	→ 0.6	↑ 3.2		
1e	Science Performance Index - All Students	43.6	42.9		53.6	NA	NA		
1f	Science Performance Index - High Needs Students	42.3	41.9		52.6	NA	NA		
2a	ELA Avg Percentage of Growth Target Achieved - All Students	58.8%	51.9%	43.0%	54.6%	↑ 11.6%	↓ -4.2%		
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	58.6%	49.1%	43.4%	54.0%	↑ 10.6%	↓ -4.6%		
2c	Math Avg Percentage of Growth Target Achieved - All Students	61.1%	53.8%	53.7%	52.4%	↓ -1.3%	↓ -8.6%		
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	58.0%	50.2%	56.2%	52.8%	↓ -3.4%	↓ -5.2%		
2e	Progress Toward English Proficiency - Literacy				58.7%	NA	NA		
2f	Progress Toward English Proficiency - Oral				53.4%	NA	NA		
4a	Chronic Absenteeism - All Students	11.8%	16.9%	23.2%	14.6%	● -8.6%	◆ 2.8%		
4b	Chronic Absenteeism - High Needs Students	12.7%	18.5%	23.4%	14.8%	● -8.6%	◆ 2.1%		
7	On Track to High School Graduation	80.4%	93.2%	86.8%	89.6%	↑ 2.8%	↑ 9.1%		
11	Physical Fitness-Passing all 4 subtests	12.1%	23.6%	50.0%	64.2%	↑ 14.2%	↑ 52.1%		
11	Physical Fitness-Estimated Participation	93.4%	100.0%	98.7%	98.7%	→ 0.0%	↑ 5.3%		
	Accountability Index	61.6	57.5	55.4	63.6	↑ 8.2	↑ 2.0		

School Category

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Katherine Brennan/Clarence Rogers School_0932111							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	55.6	55.5	54.3	51.4	↓ -2.8	↓ -4.2
1b	ELA Performance Index - High Needs Students	53.7	53.8	53.4	50.6	↓ -2.9	↓ -3.2
1c	Math Performance Index - All Students	46.6	48.7	46.6	44.6	↓ -2.0	↓ -2.0
1d	Math Performance Index - High Needs Students	45.2	46.9	45.7	43.7	↓ -2.0	↓ -1.5
1e	Science Performance Index - All Students	39.3	38.7		48.1	NA	NA
1f	Science Performance Index - High Needs Students	37.3	38.2		48.1	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	56.6%	51.6%	52.6%	41.3%	↓ -11.3%	↓ -15.3%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	54.6%	51.1%	52.7%	40.8%	↓ -11.9%	↓ -13.8%
2c	Math Avg Percentage of Growth Target Achieved - All Students	61.8%	61.9%	50.1%	49.4%	→ -0.8%	↓ -12.4%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	61.6%	59.1%	48.5%	49.3%	→ 0.8%	↓ -12.4%
2e	Progress Toward English Proficiency - Literacy				76.6%	NA	NA
2f	Progress Toward English Proficiency - Oral				43.6%	NA	NA
4a	Chronic Absenteeism - All Students	19.3%	19.8%	23.7%	29.8%	◆ 6.1%	◆ 10.6%
4b	Chronic Absenteeism - High Needs Students	21.0%	18.7%	23.9%	30.1%	◆ 6.2%	◆ 9.2%
7	On Track to High School Graduation	0.0%	90.9%	87.5%	88.2%	→ 0.7%	↑ 88.2%
11	Physical Fitness-Passing all 4 subtests	48.3%	61.8%	61.3%	61.0%	→ -0.3%	↑ 12.7%
11	Physical Fitness-Estimated Participation	100.0%	110.9%	100.6%	98.6%	↓ -2.0%	↓ -1.4%
	Accountability Index	57.8	60.4	56.2	52.0	↓ -4.2	↓ -5.8

School Category

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Celentano BioTech, Health and Medical Magnet School_0934811

No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	52.1	54.8	55.6	56.2	→ 0.6	↑ 4.1
1b	ELA Performance Index - High Needs Students	49.9	52.4	53.3	54.6	↑ 1.3	↑ 4.7
1c	Math Performance Index - All Students	42.8	45.0	42.4	44.6	↑ 2.2	↑ 1.8
1d	Math Performance Index - High Needs Students	40.6	43.7	40.1	43.0	↑ 2.9	↑ 2.4
1e	Science Performance Index - All Students	41.7	39.6		55.2	NA	NA
1f	Science Performance Index - High Needs Students	39.1	37.6		54.8	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	57.7%	57.7%	50.4%	56.6%	↑ 6.2%	↓ -1.1%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	56.1%	55.0%	47.6%	55.6%	↑ 8.0%	→ -0.5%
2c	Math Avg Percentage of Growth Target Achieved - All Students	50.9%	50.9%	34.9%	54.8%	↑ 19.8%	↑ 3.8%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	50.4%	48.7%	32.8%	53.9%	↑ 21.1%	↑ 3.5%
2e	Progress Toward English Proficiency - Literacy				62.3%	NA	NA
2f	Progress Toward English Proficiency - Oral				63.4%	NA	NA
4a	Chronic Absenteeism - All Students	17.7%	15.7%	22.5%	16.5%	● -6.0%	● -1.2%
4b	Chronic Absenteeism - High Needs Students	18.6%	18.7%	24.5%	18.1%	● -6.4%	▲ -0.5%
7	On Track to High School Graduation	82.8%	89.7%	71.1%	97.2%	↑ 26.2%	↑ 14.5%
11	Physical Fitness-Passing all 4 subtests	44.6%	40.2%	43.8%	59.0%	↑ 15.3%	↑ 14.5%
11	Physical Fitness-Estimated Participation	95.3%	95.5%	94.1%	101.7%	↑ 7.5%	↑ 6.4%
	Accountability Index	57.1	57.8	48.3	63.0	↑ 14.6	↑ 5.9

School Category

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Clemente Leadership Academy_0934211									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	53.2	51.4	53.5	55.3	↑ 1.8	↑ 2.1		
1b	ELA Performance Index - High Needs Students	52.4	51.3	52.7	54.6	↑ 1.9	↑ 2.2		
1c	Math Performance Index - All Students	46.3	44.7	45.6	47.3	↑ 1.8	↑ 1.1		
1d	Math Performance Index - High Needs Students	45.6	44.6	44.9	46.8	↑ 1.9	↑ 1.1		
1e	Science Performance Index - All Students	36.5	37.8		45.2	NA	NA		
1f	Science Performance Index - High Needs Students	36.0	37.6		44.4	NA	NA		
2a	ELA Avg Percentage of Growth Target Achieved - All Students	66.9%	50.7%	52.5%	48.8%	↓ -3.7%	↓ -18.2%		
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	65.6%	50.0%	52.1%	48.6%	↓ -3.6%	↓ -17.0%		
2c	Math Avg Percentage of Growth Target Achieved - All Students	66.3%	48.4%	45.1%	48.7%	↑ 3.6%	↓ -17.5%		
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	65.7%	48.2%	44.9%	48.9%	↑ 4.0%	↓ -16.7%		
2e	Progress Toward English Proficiency - Literacy				57.9%	NA	NA		
2f	Progress Toward English Proficiency - Oral				42.4%	NA	NA		
4a	Chronic Absenteeism - All Students	21.5%	20.3%	25.0%	18.5%	● -6.5%	● -3.0%		
4b	Chronic Absenteeism - High Needs Students	21.4%	21.3%	23.5%	19.4%	● -4.1%	● -2.0%		
7	On Track to High School Graduation	71.7%	81.7%	78.3%	81.0%	↑ 2.6%	↑ 9.3%		
11	Physical Fitness-Passing all 4 subtests	10.5%	10.5%	29.3%	35.0%	↑ 5.7%	↑ 24.5%		
11	Physical Fitness-Estimated Participation	84.8%	97.4%	95.7%	98.1%	↑ 2.4%	↑ 13.3%		
	Accountability Index	57.8	51.4	51.2	55.1	↑ 3.9	↓ -2.6		

School Category

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Clinton Avenue School_0930611									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	54.5	57.5	61.1	62.5	↑ 1.4	↑ 7.9		
1b	ELA Performance Index - High Needs Students	53.0	57.3	60.8	62.4	↑ 1.6	↑ 9.3		
1c	Math Performance Index - All Students	48.5	46.4	51.6	51.6	→ 0.0	↑ 3.1		
1d	Math Performance Index - High Needs Students	47.4	46.3	51.2	51.5	→ 0.3	↑ 4.1		
1e	Science Performance Index - All Students	39.9	44.9		56.9	NA	NA		
1f	Science Performance Index - High Needs Students	38.4	44.6		57.0	NA	NA		
2a	ELA Avg Percentage of Growth Target Achieved - All Students	64.9%	60.3%	62.1%	63.1%	→ 1.0%	↓ -1.8%		
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	63.4%	60.0%	60.6%	63.1%	↑ 2.4%	→ -0.3%		
2c	Math Avg Percentage of Growth Target Achieved - All Students	66.4%	39.1%	66.6%	57.0%	↓ -9.6%	↓ -9.5%		
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	66.1%	40.2%	66.3%	57.3%	↓ -9.1%	↓ -8.8%		
2e	Progress Toward English Proficiency - Literacy				69.5%	NA	NA		
2f	Progress Toward English Proficiency - Oral				51.2%	NA	NA		
4a	Chronic Absenteeism - All Students	18.7%	14.9%	18.2%	15.8%	● -2.4%	● -2.9%		
4b	Chronic Absenteeism - High Needs Students	19.1%	14.5%	16.2%	13.6%	● -2.6%	● -5.4%		
7	On Track to High School Graduation	85.7%	78.0%	86.4%	100.0%	↑ 13.6%	↑ 14.3%		
11	Physical Fitness-Passing all 4 subtests	18.9%	32.7%	38.2%	34.0%	↓ -4.2%	↑ 15.1%		
11	Physical Fitness-Estimated Participation	101.2%	101.3%	98.7%	100.6%	↑ 1.9%	→ -0.6%		
	Accountability Index	61.2	58.0	66.0	66.2	→ 0.3	↑ 5.0		

School Category

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Columbus Family Academy_0934111								
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change	
1a	ELA Performance Index - All Students	59.9	55.7	56.0	57.9	↑ 1.9	↓ -2.0	
1b	ELA Performance Index - High Needs Students	58.2	55.0	54.8	57.4	↑ 2.5	→ -0.8	
1c	Math Performance Index - All Students	50.6	48.7	47.7	50.0	↑ 2.3	→ -0.6	
1d	Math Performance Index - High Needs Students	49.5	48.1	47.1	49.6	↑ 2.5	→ 0.1	
1e	Science Performance Index - All Students	44.6	42.5		52.3	NA	NA	
1f	Science Performance Index - High Needs Students	43.6	41.3		52.5	NA	NA	
2a	ELA Avg Percentage of Growth Target Achieved - All Students	62.2%	47.5%	57.1%	55.8%	↓ -1.3%	↓ -6.4%	
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	62.3%	48.7%	57.1%	55.9%	↓ -1.3%	↓ -6.5%	
2c	Math Avg Percentage of Growth Target Achieved - All Students	61.7%	50.4%	48.1%	55.7%	↑ 7.5%	↓ -6.0%	
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	62.0%	48.2%	46.9%	56.2%	↑ 9.3%	↓ -5.7%	
2e	Progress Toward English Proficiency - Literacy				58.4%	NA	NA	
2f	Progress Toward English Proficiency - Oral				44.2%	NA	NA	
4a	Chronic Absenteeism - All Students	9.8%	9.4%	12.8%	13.0%	▲ 0.2%	◆ 3.2%	
4b	Chronic Absenteeism - High Needs Students	10.9%	9.8%	13.0%	12.5%	▲ -0.5%	◆ 1.6%	
7	On Track to High School Graduation	94.3%	97.0%	93.6%	98.0%	↑ 4.3%	↑ 3.7%	
11	Physical Fitness-Passing all 4 subtests	32.2%	54.6%	68.4%	63.5%	↓ -5.0%	↑ 31.2%	
11	Physical Fitness-Estimated Participation	97.6%	95.6%	97.4%	99.4%	↑ 1.9%	↑ 1.8%	
	Accountability Index	66.9	61.9	63.8	64.9	↑ 1.2	↓ -2.0	

School Category

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Conte/West Hills Magnet School_0933111							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	63.8	63.8	62.6	63.4	→ 0.8	→ -0.4
1b	ELA Performance Index - High Needs Students	61.5	61.7	60.9	62.3	↑ 1.4	→ 0.8
1c	Math Performance Index - All Students	53.2	54.5	53.7	54.6	→ 0.9	↑ 1.4
1d	Math Performance Index - High Needs Students	50.8	53.0	52.5	53.7	↑ 1.2	↑ 2.9
1e	Science Performance Index - All Students	44.5	46.7		57.8	NA	NA
1f	Science Performance Index - High Needs Students	44.4	45.9		55.7	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	76.8%	56.8%	55.3%	54.3%	→ -1.0%	↓ -22.5%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	75.2%	54.9%	54.6%	53.1%	↓ -1.5%	↓ -22.1%
2c	Math Avg Percentage of Growth Target Achieved - All Students	77.8%	56.1%	50.3%	51.0%	→ 0.8%	↓ -26.7%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	75.6%	57.0%	49.6%	50.1%	→ 0.5%	↓ -25.5%
2e	Progress Toward English Proficiency - Literacy				65.2%	NA	NA
2f	Progress Toward English Proficiency - Oral				53.2%	NA	NA
4a	Chronic Absenteeism - All Students	14.3%	13.1%	13.6%	17.4%	◆ 3.8%	◆ 3.1%
4b	Chronic Absenteeism - High Needs Students	15.1%	13.4%	15.7%	18.7%	◆ 3.0%	◆ 3.6%
7	On Track to High School Graduation	88.1%	84.1%	88.9%	92.3%	↑ 3.4%	↑ 4.2%
11	Physical Fitness-Passing all 4 subtests	47.6%	47.3%	39.0%	56.5%	↑ 17.5%	↑ 8.8%
11	Physical Fitness-Estimated Participation	94.6%	94.5%	94.3%	90.6%	↓ -3.7%	↓ -3.9%
	Accountability Index	73.0	65.0	62.2	63.4	↑ 1.2	↓ -9.6

School Category

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Davis 21st Century Magnet Elementary School_0930911									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	64.7	64.0	65.9	67.3	↑ 1.4	↑ 2.5		
1b	ELA Performance Index - High Needs Students	57.6	58.4	61.1	62.2	↑ 1.1	↑ 4.6		
1c	Math Performance Index - All Students	54.0	55.0	53.8	55.3	↑ 1.5	↑ 1.2		
1d	Math Performance Index - High Needs Students	46.3	48.2	48.2	50.6	↑ 2.4	↑ 4.3		
1e	Science Performance Index - All Students	46.0	46.7		58.9	NA	NA		
1f	Science Performance Index - High Needs Students	39.0	44.2		54.3	NA	NA		
2a	ELA Avg Percentage of Growth Target Achieved - All Students	65.6%	50.6%	61.0%	62.5%	↑ 1.5%	↓ -3.1%		
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	61.6%	50.1%	60.0%	57.6%	↓ -2.4%	↓ -4.0%		
2c	Math Avg Percentage of Growth Target Achieved - All Students	57.4%	55.7%	47.4%	57.6%	↑ 10.3%	→ 0.2%		
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	52.3%	50.2%	43.5%	58.2%	↑ 14.7%	↑ 5.9%		
2e	Progress Toward English Proficiency - Literacy					NA	NA		
2f	Progress Toward English Proficiency - Oral					NA	NA		
4a	Chronic Absenteeism - All Students	6.2%	6.0%	6.3%	8.2%	◆ 2.0%	◆ 2.0%		
4b	Chronic Absenteeism - High Needs Students	11.5%	8.6%	7.8%	9.1%	◆ 1.3%	● -2.4%		
7	On Track to High School Graduation	87.5%	95.1%	90.9%	84.2%	↓ -6.7%	↓ -3.3%		
11	Physical Fitness-Passing all 4 subtests	50.0%	31.5%	43.2%	42.9%	→ -0.4%	↓ -7.1%		
11	Physical Fitness-Estimated Participation	100.7%	98.6%	100.7%	100.0%	→ -0.7%	→ -0.7%		
	Accountability Index	67.4	64.4	66.7	69.7	↑ 3.0	↑ 2.3		

School Category

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East Rock Community Magnet School_0934611							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	60.4	58.6	59.5	59.8	→ 0.3	→ -0.7
1b	ELA Performance Index - High Needs Students	57.9	57.1	56.9	58.3	↑ 1.4	→ 0.4
1c	Math Performance Index - All Students	52.8	51.9	54.2	51.8	↓ -2.3	→ -1.0
1d	Math Performance Index - High Needs Students	50.6	50.8	51.9	50.6	↓ -1.2	→ 0.0
1e	Science Performance Index - All Students	42.3	43.3		53.7	NA	NA
1f	Science Performance Index - High Needs Students	40.2	42.8		53.0	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	58.8%	44.2%	57.7%	53.8%	↓ -3.9%	↓ -5.0%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	56.1%	45.0%	56.4%	53.9%	↓ -2.5%	↓ -2.3%
2c	Math Avg Percentage of Growth Target Achieved - All Students	64.5%	47.5%	61.1%	40.5%	↓ -20.6%	↓ -24.0%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	63.7%	47.1%	59.5%	41.0%	↓ -18.5%	↓ -22.7%
2e	Progress Toward English Proficiency - Literacy				42.3%	NA	NA
2f	Progress Toward English Proficiency - Oral				44.7%	NA	NA
4a	Chronic Absenteeism - All Students	17.1%	14.4%	17.5%	19.6%	◆ 2.1%	◆ 2.5%
4b	Chronic Absenteeism - High Needs Students	18.3%	17.0%	20.5%	19.7%	▲ -0.8%	◆ 1.4%
7	On Track to High School Graduation	77.8%	90.7%	90.4%	88.9%	↓ -1.5%	↑ 11.1%
11	Physical Fitness-Passing all 4 subtests	27.2%	43.1%	42.0%	40.1%	↓ -1.9%	↑ 12.9%
11	Physical Fitness-Estimated Participation	98.6%	94.1%	98.6%	100.0%	↑ 1.4%	↑ 1.4%
	Accountability Index	61.7	57.9	62.9	56.6	↓ -6.2	↓ -5.0

School Category

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Edgewood School_0931211							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	62.7	61.6	60.0	62.1	↑ 2.1	→ -0.6
1b	ELA Performance Index - High Needs Students	52.5	50.6	49.0	52.7	↑ 3.7	→ 0.2
1c	Math Performance Index - All Students	50.4	52.5	50.1	52.2	↑ 2.0	↑ 1.8
1d	Math Performance Index - High Needs Students	41.9	42.2	40.5	42.6	↑ 2.1	→ 0.8
1e	Science Performance Index - All Students	47.1	46.5		61.6	NA	NA
1f	Science Performance Index - High Needs Students	38.7	40.3		48.3	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	64.2%	54.2%	58.7%	64.5%	↑ 5.8%	→ 0.4%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	63.1%	49.3%	50.0%	59.3%	↑ 9.3%	↓ -3.8%
2c	Math Avg Percentage of Growth Target Achieved - All Students	60.0%	55.7%	50.1%	62.3%	↑ 12.2%	↑ 2.4%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	55.4%	51.0%	50.7%	55.2%	↑ 4.5%	→ -0.2%
2e	Progress Toward English Proficiency - Literacy				70.6%	NA	NA
2f	Progress Toward English Proficiency - Oral				52.6%	NA	NA
4a	Chronic Absenteeism - All Students	8.8%	5.9%	9.4%	13.7%	◆ 4.3%	◆ 5.0%
4b	Chronic Absenteeism - High Needs Students	12.6%	8.6%	12.3%	20.5%	◆ 8.2%	◆ 7.9%
7	On Track to High School Graduation	93.9%	93.5%	95.6%	83.3%	↓ -12.2%	↓ -10.5%
11	Physical Fitness-Passing all 4 subtests	59.3%	61.1%	61.4%	70.9%	↑ 9.5%	↑ 11.6%
11	Physical Fitness-Estimated Participation	100.0%	99.3%	100.7%	100.0%	→ -0.7%	→ 0.0%
	Accountability Index	67.2	65.3	63.8	65.9	↑ 2.2	↓ -1.3

School Category

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Fair Haven School_0931611							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	48.7	45.5	49.0	49.6	➡ 0.6	➡ 0.9
1b	ELA Performance Index - High Needs Students	47.5	44.6	47.9	49.0	⬆ 1.1	⬆ 1.5
1c	Math Performance Index - All Students	38.7	38.1	42.0	41.8	➡ -0.2	⬆ 3.1
1d	Math Performance Index - High Needs Students	38.0	37.6	41.4	41.3	➡ -0.1	⬆ 3.4
1e	Science Performance Index - All Students	37.4	34.9		44.6	NA	NA
1f	Science Performance Index - High Needs Students	36.5	33.8		44.1	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	62.5%	57.9%	63.2%	55.9%	⬇ -7.4%	⬇ -6.6%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	62.9%	57.5%	62.3%	55.9%	⬇ -6.4%	⬇ -7.1%
2c	Math Avg Percentage of Growth Target Achieved - All Students	56.7%	53.5%	55.9%	48.0%	⬇ -7.9%	⬇ -8.7%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	57.2%	53.0%	55.0%	47.1%	⬇ -7.8%	⬇ -10.1%
2e	Progress Toward English Proficiency - Literacy				63.7%	NA	NA
2f	Progress Toward English Proficiency - Oral				48.3%	NA	NA
4a	Chronic Absenteeism - All Students	18.6%	13.3%	12.2%	9.2%	● -3.0%	● -9.4%
4b	Chronic Absenteeism - High Needs Students	19.6%	13.5%	11.2%	9.3%	● -1.9%	● -10.3%
7	On Track to High School Graduation	81.4%	91.6%	90.8%	94.0%	⬆ 3.2%	⬆ 12.6%
11	Physical Fitness-Passing all 4 subtests	20.6%	22.6%	19.0%	53.8%	⬆ 34.8%	⬆ 33.1%
11	Physical Fitness-Estimated Participation	92.2%	96.7%	94.5%	95.7%	⬆ 1.2%	⬆ 3.5%
	Accountability Index	56.0	56.5	61.4	61.2	➡ -0.2	⬆ 5.2

School Category

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Hill Central Music Academy_0930711							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	53.1	51.2	51.4	51.9	→ 0.5	↓ -1.2
1b	ELA Performance Index - High Needs Students	51.9	50.5	50.3	51.5	↑ 1.1	→ -0.5
1c	Math Performance Index - All Students	47.3	46.9	45.3	47.0	↑ 1.8	→ -0.3
1d	Math Performance Index - High Needs Students	46.6	46.0	44.4	46.8	↑ 2.4	→ 0.1
1e	Science Performance Index - All Students	42.9	41.6		54.6	NA	NA
1f	Science Performance Index - High Needs Students	42.8	41.4		53.8	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	54.0%	45.6%	55.0%	50.5%	↓ -4.5%	↓ -3.5%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	54.1%	47.2%	54.3%	50.5%	↓ -3.8%	↓ -3.6%
2c	Math Avg Percentage of Growth Target Achieved - All Students	56.1%	44.0%	55.3%	52.4%	↓ -2.8%	↓ -3.7%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	55.7%	45.0%	55.5%	52.4%	↓ -3.1%	↓ -3.3%
2e	Progress Toward English Proficiency - Literacy				58.9%	NA	NA
2f	Progress Toward English Proficiency - Oral				45.1%	NA	NA
4a	Chronic Absenteeism - All Students	19.7%	20.5%	21.0%	11.9%	● -9.1%	● -7.8%
4b	Chronic Absenteeism - High Needs Students	18.9%	20.7%	20.8%	11.1%	● -9.7%	● -7.7%
7	On Track to High School Graduation	81.6%	80.0%	91.5%	79.2%	↓ -12.2%	↓ -2.3%
11	Physical Fitness-Passing all 4 subtests	34.2%	13.5%	37.2%	41.0%	↑ 3.9%	↑ 6.8%
11	Physical Fitness-Estimated Participation	93.7%	97.4%	93.1%	99.4%	↑ 6.3%	↑ 5.7%
	Accountability Index	57.6	50.7	57.2	60.5	↑ 3.3	↑ 2.9

School Category

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John C. Daniels_0931311							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	61.7	61.5	60.7	61.6	→ 1.0	→ -0.1
1b	ELA Performance Index - High Needs Students	57.6	58.2	57.2	57.5	→ 0.3	→ -0.2
1c	Math Performance Index - All Students	54.1	55.1	55.1	49.4	↓ -5.8	↓ -4.7
1d	Math Performance Index - High Needs Students	50.0	51.1	51.9	45.5	↓ -6.4	↓ -4.6
1e	Science Performance Index - All Students	51.2	49.2		53.2	NA	NA
1f	Science Performance Index - High Needs Students	48.6	46.7		51.8	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	64.5%	54.3%	53.6%	65.3%	↑ 11.8%	→ 0.8%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	63.3%	53.6%	50.6%	62.7%	↑ 12.1%	→ -0.6%
2c	Math Avg Percentage of Growth Target Achieved - All Students	65.4%	55.1%	53.9%	42.9%	↓ -11.0%	↓ -22.5%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	66.2%	48.4%	52.7%	41.5%	↓ -11.2%	↓ -24.7%
2e	Progress Toward English Proficiency - Literacy				64.7%	NA	NA
2f	Progress Toward English Proficiency - Oral				43.6%	NA	NA
4a	Chronic Absenteeism - All Students	11.9%	10.7%	6.3%	11.3%	◆ 5.0%	▲ -0.6%
4b	Chronic Absenteeism - High Needs Students	14.2%	12.8%	7.4%	12.7%	◆ 5.3%	● -1.5%
7	On Track to High School Graduation	92.5%	97.6%	93.3%	97.6%	↑ 4.3%	↑ 5.1%
11	Physical Fitness-Passing all 4 subtests	43.9%	41.2%	49.7%	38.9%	↓ -10.8%	↓ -5.0%
11	Physical Fitness-Estimated Participation	101.5%	98.6%	99.3%	100.0%	→ 0.7%	↓ -1.5%
	Accountability Index	69.0	64.1	67.0	62.7	↓ -4.3	↓ -6.3

School Category

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John S. Martinez School_0930811									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	56.1	55.8	59.8	60.1	→ 0.3	↑ 4.0		
1b	ELA Performance Index - High Needs Students	54.8	55.6	59.7	59.8	→ 0.2	↑ 5.1		
1c	Math Performance Index - All Students	49.9	54.7	54.3	56.6	↑ 2.2	↑ 6.7		
1d	Math Performance Index - High Needs Students	48.7	54.5	54.4	56.3	↑ 2.0	↑ 7.6		
1e	Science Performance Index - All Students	40.9	42.7		59.8	NA	NA		
1f	Science Performance Index - High Needs Students	39.5	42.3		60.1	NA	NA		
2a	ELA Avg Percentage of Growth Target Achieved - All Students	69.6%	52.1%	71.3%	56.5%	↓ -14.8%	↓ -13.1%		
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	68.5%	51.6%	70.4%	56.4%	↓ -14.0%	↓ -12.0%		
2c	Math Avg Percentage of Growth Target Achieved - All Students	80.1%	73.6%	63.3%	70.9%	↑ 7.6%	↓ -9.2%		
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	78.9%	73.6%	62.7%	71.1%	↑ 8.4%	↓ -7.8%		
2e	Progress Toward English Proficiency - Literacy				56.9%	NA	NA		
2f	Progress Toward English Proficiency - Oral				50.3%	NA	NA		
4a	Chronic Absenteeism - All Students	11.7%	10.1%	11.1%	11.6%	▲ 0.5%	▲ -0.1%		
4b	Chronic Absenteeism - High Needs Students	10.8%	9.4%	10.8%	11.3%	▲ 0.4%	▲ 0.5%		
7	On Track to High School Graduation	85.2%	96.2%	94.2%	89.8%	↓ -4.4%	↑ 4.6%		
11	Physical Fitness-Passing all 4 subtests	53.9%	51.3%	33.1%	50.0%	↑ 16.9%	↓ -3.9%		
11	Physical Fitness-Estimated Participation	98.3%	95.0%	98.9%	100.6%	↑ 1.7%	↑ 2.3%		
	Accountability Index	71.8	68.9	71.0	69.9	↓ -1.1	↓ -1.9		

School Category

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King/Robinson Magnet School_0933011							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	58.3	54.1	53.1	57.2	↑ 4.1	↓ -1.1
1b	ELA Performance Index - High Needs Students	54.2	50.8	50.3	55.6	↑ 5.3	↑ 1.4
1c	Math Performance Index - All Students	49.2	48.9	46.4	48.6	↑ 2.2	→ -0.6
1d	Math Performance Index - High Needs Students	45.3	46.3	44.6	47.0	↑ 2.4	↑ 1.8
1e	Science Performance Index - All Students	41.5	40.0		52.4	NA	NA
1f	Science Performance Index - High Needs Students	40.0	35.5		50.8	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	59.3%	38.1%	51.6%	63.4%	↑ 11.8%	↑ 4.1%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	56.7%	36.1%	48.6%	62.3%	↑ 13.7%	↑ 5.6%
2c	Math Avg Percentage of Growth Target Achieved - All Students	64.8%	46.3%	52.9%	59.0%	↑ 6.1%	↓ -5.7%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	63.0%	43.0%	53.9%	56.1%	↑ 2.2%	↓ -6.9%
2e	Progress Toward English Proficiency - Literacy					NA	NA
2f	Progress Toward English Proficiency - Oral					NA	NA
4a	Chronic Absenteeism - All Students	13.2%	12.1%	23.1%	18.4%	● -4.7%	◆ 5.2%
4b	Chronic Absenteeism - High Needs Students	16.3%	14.0%	25.9%	18.5%	● -7.4%	◆ 2.3%
7	On Track to High School Graduation	88.9%	92.7%	85.7%	85.1%	→ -0.6%	↓ -3.8%
11	Physical Fitness-Passing all 4 subtests	24.2%	50.0%	18.5%	16.7%	↓ -1.8%	↓ -7.5%
11	Physical Fitness-Estimated Participation	101.4%	97.0%	98.6%	85.7%	↓ -12.9%	↓ -15.6%
	Accountability Index	62.3	55.3	52.1	60.6	↑ 8.5	↓ -1.6

School Category

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Lincoln-Bassett School_0932011							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	56.1	56.0	52.8	47.5	↓ -5.3	↓ -8.6
1b	ELA Performance Index - High Needs Students	56.0	55.0	51.6	46.8	↓ -4.8	↓ -9.2
1c	Math Performance Index - All Students	51.5	53.8	44.5	43.2	↓ -1.2	↓ -8.3
1d	Math Performance Index - High Needs Students	51.9	53.0	43.8	42.4	↓ -1.3	↓ -9.4
1e	Science Performance Index - All Students	35.4	35.1		50.2	NA	NA
1f	Science Performance Index - High Needs Students	35.8	35.5		50.4	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	78.5%	49.6%	44.7%	45.1%	→ 0.4%	↓ -33.3%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	79.6%	48.9%	45.0%	44.5%	→ -0.4%	↓ -35.1%
2c	Math Avg Percentage of Growth Target Achieved - All Students	94.6%	63.7%	33.9%	50.3%	↑ 16.4%	↓ -44.3%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	96.3%	64.6%	36.9%	50.0%	↑ 13.1%	↓ -46.3%
2e	Progress Toward English Proficiency - Literacy					NA	NA
2f	Progress Toward English Proficiency - Oral					NA	NA
4a	Chronic Absenteeism - All Students	19.5%	13.7%	10.5%	11.8%	◆ 1.3%	● -7.7%
4b	Chronic Absenteeism - High Needs Students	17.5%	14.8%	9.4%	12.1%	◆ 2.7%	● -5.4%
11	Physical Fitness-Passing all 4 subtests	44.6%	31.9%	65.9%	33.7%	↓ -32.2%	↓ -10.9%
11	Physical Fitness-Estimated Participation	98.7%	96.0%	102.2%	97.7%	↓ -4.5%	→ -0.9%
	Accountability Index	72.4	59.2	55.1	55.5	→ 0.4	↓ -16.9

School Category

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Mauro-Sheridan Magnet School_0931911							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	67.4	66.3	68.8	68.0	→ -0.8	→ 0.6
1b	ELA Performance Index - High Needs Students	61.2	60.6	64.1	64.8	→ 0.6	↑ 3.6
1c	Math Performance Index - All Students	58.2	61.4	64.0	64.9	→ 0.9	↑ 6.7
1d	Math Performance Index - High Needs Students	53.0	56.3	59.5	61.8	↑ 2.3	↑ 8.8
1e	Science Performance Index - All Students	58.7	57.2		65.2	NA	NA
1f	Science Performance Index - High Needs Students	54.8	54.0		60.8	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	68.7%	59.9%	66.0%	57.5%	↓ -8.5%	↓ -11.2%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	64.0%	59.2%	62.3%	55.9%	↓ -6.3%	↓ -8.0%
2c	Math Avg Percentage of Growth Target Achieved - All Students	70.4%	65.4%	71.0%	58.2%	↓ -12.8%	↓ -12.2%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	68.6%	61.1%	67.9%	56.5%	↓ -11.4%	↓ -12.1%
2e	Progress Toward English Proficiency - Literacy				61.9%	NA	NA
2f	Progress Toward English Proficiency - Oral				47.5%	NA	NA
4a	Chronic Absenteeism - All Students	10.8%	10.9%	10.3%	9.5%	▲ -0.8%	● -1.3%
4b	Chronic Absenteeism - High Needs Students	16.1%	15.2%	14.0%	11.2%	● -2.8%	● -4.9%
7	On Track to High School Graduation	89.5%	85.4%	89.1%	83.8%	↓ -5.3%	↓ -5.7%
11	Physical Fitness-Passing all 4 subtests	33.3%	58.4%	59.3%	57.7%	↓ -1.6%	↑ 24.4%
11	Physical Fitness-Estimated Participation	99.3%	100.7%	98.0%	100.6%	↑ 2.5%	↑ 1.3%
	Accountability Index	71.5	70.6	74.5	70.1	↓ -4.4	↓ -1.3

School Category

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Nathan Hale School_0931411							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	66.0	68.1	68.5	64.8	↓ -3.7	↓ -1.2
1b	ELA Performance Index - High Needs Students	58.2	61.9	63.0	61.1	↓ -1.9	↑ 2.9
1c	Math Performance Index - All Students	58.3	61.3	62.3	57.6	↓ -4.7	→ -0.7
1d	Math Performance Index - High Needs Students	50.3	54.9	56.6	52.5	↓ -4.1	↑ 2.2
1e	Science Performance Index - All Students	48.8	52.7		56.2	NA	NA
1f	Science Performance Index - High Needs Students	41.3	47.7		55.0	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	65.0%	58.7%	59.4%	49.2%	↓ -10.3%	↓ -15.9%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	64.0%	59.7%	53.8%	43.3%	↓ -10.5%	↓ -20.7%
2c	Math Avg Percentage of Growth Target Achieved - All Students	63.8%	60.3%	55.8%	40.0%	↓ -15.8%	↓ -23.7%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	58.9%	59.2%	59.5%	33.2%	↓ -26.2%	↓ -25.7%
2e	Progress Toward English Proficiency - Literacy				68.4%	NA	NA
2f	Progress Toward English Proficiency - Oral				46.4%	NA	NA
4a	Chronic Absenteeism - All Students	9.7%	10.3%	11.3%	8.1%	● -3.3%	● -1.7%
4b	Chronic Absenteeism - High Needs Students	11.7%	10.8%	15.8%	11.8%	● -4.0%	▲ 0.1%
7	On Track to High School Graduation	95.1%	93.2%	90.0%	91.8%	↑ 1.8%	↓ -3.2%
11	Physical Fitness-Passing all 4 subtests	39.3%	60.9%	47.0%	72.7%	↑ 25.6%	↑ 33.4%
11	Physical Fitness-Estimated Participation	84.4%	100.6%	98.7%	95.5%	↓ -3.2%	↑ 11.2%
	Accountability Index	67.5	70.8	67.5	63.2	↓ -4.3	↓ -4.3

School Category

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Quinnipiac Real World Math STEM School_0933511									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	57.4	54.5	58.9	59.2	→	0.3	↑	1.9
1b	ELA Performance Index - High Needs Students	56.2	53.1	57.3	56.7	→	-0.5	→	0.5
1c	Math Performance Index - All Students	51.5	50.9	56.7	56.2	→	-0.5	↑	4.8
1d	Math Performance Index - High Needs Students	50.7	49.5	55.9	54.5	↓	-1.4	↑	3.8
1e	Science Performance Index - All Students	0.0	48.2		59.3	NA			NA
1f	Science Performance Index - High Needs Students	0.0	46.9		57.7	NA			NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	86.2%	49.5%	70.5%	50.3%	↓	-20.2%	↓	-35.9%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	85.8%	50.7%	68.4%	48.4%	↓	-20.1%	↓	-37.4%
2c	Math Avg Percentage of Growth Target Achieved - All Students	69.7%	46.8%	74.9%	69.8%	↓	-5.1%	→	0.1%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	68.5%	43.8%	74.5%	69.2%	↓	-5.4%	→	0.6%
2e	Progress Toward English Proficiency - Literacy				59.4%	NA			NA
2f	Progress Toward English Proficiency - Oral				45.9%	NA			NA
4a	Chronic Absenteeism - All Students	11.0%	8.5%	9.7%	24.9%	◆	15.2%	◆	13.9%
4b	Chronic Absenteeism - High Needs Students	12.1%	8.9%	9.8%	25.1%	◆	15.3%	◆	13.0%
11	Physical Fitness-Passing all 4 subtests	78.6%	74.7%	73.8%	47.6%	↓	-26.2%	↓	-31.0%
11	Physical Fitness-Estimated Participation	102.4%	103.9%	106.6%	100.0%	↓	-6.6%	↓	-2.4%
	Accountability Index	77.0	62.1	76.2	60.1	↓	-16.0	↓	-16.9

School Category

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Ross/Woodward School_0931011							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	58.9	60.2	59.2	58.1	↓ -1.2	→ -0.8
1b	ELA Performance Index - High Needs Students	55.4	57.9	56.4	56.5	→ 0.1	↑ 1.1
1c	Math Performance Index - All Students	47.5	50.5	47.8	46.9	→ -0.8	→ -0.6
1d	Math Performance Index - High Needs Students	44.1	48.7	45.4	45.5	→ 0.1	↑ 1.4
1e	Science Performance Index - All Students	44.3	46.5		55.8	NA	NA
1f	Science Performance Index - High Needs Students	40.4	45.7		55.0	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	53.5%	55.2%	53.2%	50.8%	↓ -2.3%	↓ -2.7%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	48.8%	54.1%	51.2%	50.3%	→ -0.9%	↑ 1.5%
2c	Math Avg Percentage of Growth Target Achieved - All Students	42.7%	54.6%	41.3%	44.4%	↑ 3.0%	↑ 1.7%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	39.1%	51.3%	40.6%	44.2%	↑ 3.6%	↑ 5.1%
2e	Progress Toward English Proficiency - Literacy				59.8%	NA	NA
2f	Progress Toward English Proficiency - Oral				44.7%	NA	NA
4a	Chronic Absenteeism - All Students	12.7%	13.0%	18.1%	20.8%	◆ 2.7%	◆ 8.1%
4b	Chronic Absenteeism - High Needs Students	16.5%	14.7%	20.5%	23.6%	◆ 3.1%	◆ 7.1%
7	On Track to High School Graduation	86.4%	95.2%	95.2%	96.4%	↑ 1.2%	↑ 10.0%
11	Physical Fitness-Passing all 4 subtests	45.3%	48.1%	44.1%	58.0%	↑ 13.9%	↑ 12.7%
11	Physical Fitness-Estimated Participation	96.5%	106.5%	103.2%	98.5%	↓ -4.7%	↑ 2.0%
	Accountability Index	57.3	63.1	56.0	57.4	↑ 1.4	→ 0.1

School Category

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Truman School_0932911									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	52.7	55.1	55.3	58.3	↑ 3.0	↑ 5.6		
1b	ELA Performance Index - High Needs Students	52.4	54.8	54.8	57.9	↑ 3.0	↑ 5.4		
1c	Math Performance Index - All Students	49.4	49.6	47.9	55.2	↑ 7.3	↑ 5.9		
1d	Math Performance Index - High Needs Students	49.3	49.5	47.9	55.1	↑ 7.2	↑ 5.8		
1e	Science Performance Index - All Students	41.7	42.0		55.8	NA	NA		
1f	Science Performance Index - High Needs Students	40.5	41.8		55.3	NA	NA		
2a	ELA Avg Percentage of Growth Target Achieved - All Students	62.8%	57.4%	56.8%	60.4%	↑ 3.6%	↓ -2.3%		
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	62.3%	56.8%	57.1%	60.4%	↑ 3.3%	↓ -1.9%		
2c	Math Avg Percentage of Growth Target Achieved - All Students	75.2%	51.0%	44.7%	61.0%	↑ 16.4%	↓ -14.2%		
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	75.5%	49.7%	46.4%	61.2%	↑ 14.8%	↓ -14.3%		
2e	Progress Toward English Proficiency - Literacy				64.7%	NA	NA		
2f	Progress Toward English Proficiency - Oral				52.5%	NA	NA		
4a	Chronic Absenteeism - All Students	16.9%	18.1%	18.0%	15.4%	● -2.6%	● -1.5%		
4b	Chronic Absenteeism - High Needs Students	17.6%	18.9%	19.2%	14.8%	● -4.4%	● -2.8%		
7	On Track to High School Graduation	86.4%	89.6%	81.4%	86.5%	↑ 5.1%	→ 0.2%		
11	Physical Fitness-Passing all 4 subtests	45.2%	46.0%	45.3%	48.4%	↑ 3.1%	↑ 3.2%		
11	Physical Fitness-Estimated Participation	94.2%	98.3%	88.1%	100.5%	↑ 12.5%	↑ 6.3%		
	Accountability Index	65.9	59.4	55.8	66.5	↑ 10.7	→ 0.5		

School Category

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West Rock Authors Academy_0934911									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	62.9	67.8	67.7	56.9	↓ -10.8	↓ -6.0		
1b	ELA Performance Index - High Needs Students	63.2	66.6	65.7	54.9	↓ -10.8	↓ -8.3		
1c	Math Performance Index - All Students	58.8	56.1	56.3	51.5	↓ -4.8	↓ -7.3		
1d	Math Performance Index - High Needs Students	59.1	55.8	54.6	50.0	↓ -4.6	↓ -9.1		
1e	Science Performance Index - All Students	0.0	0.0	.	.	NA	NA		
1f	Science Performance Index - High Needs Students	0.0	0.0	.	.	NA	NA		
2a	ELA Avg Percentage of Growth Target Achieved - All Students	0.0%	53.8%	49.7%	15.9%	↓ -33.8%	↑ 15.9%		
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	0.0%	50.7%	47.6%	15.9%	↓ -31.6%	↑ 15.9%		
2c	Math Avg Percentage of Growth Target Achieved - All Students	0.0%	34.5%	48.6%	28.3%	↓ -20.3%	↑ 28.3%		
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	0.0%	34.3%	46.1%	30.0%	↓ -16.1%	↑ 30.0%		
2e	Progress Toward English Proficiency - Literacy				.	NA	NA		
2f	Progress Toward English Proficiency - Oral				.	NA	NA		
4a	Chronic Absenteeism - All Students	21.3%	19.6%	26.0%	19.4%	● -6.6%	● -1.9%		
4b	Chronic Absenteeism - High Needs Students	23.3%	21.3%	27.3%	18.0%	● -9.3%	● -5.2%		
11	Physical Fitness-Passing all 4 subtests	13.6%	10.5%	32.1%	25.0%	↓ -7.1%	↑ 11.4%		
11	Physical Fitness-Estimated Participation	110.0%	100.0%	100.0%	105.3%	↑ 5.3%	↓ -4.7%		
	Accountability Index	66.4	51.1	52.0	39.2	↓ -12.7	↓ -27.2		

School Category
Support Classification

5 5 3 4
Focus

Wexler/Grant Community School_0933211									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	53.9	53.0	54.0	57.1	↑ 3.1	↑ 3.2		
1b	ELA Performance Index - High Needs Students	53.0	52.6	53.3	57.1	↑ 3.7	↑ 4.0		
1c	Math Performance Index - All Students	44.1	39.9	41.2	46.7	↑ 5.5	↑ 2.6		
1d	Math Performance Index - High Needs Students	43.7	38.8	40.0	46.3	↑ 6.3	↑ 2.6		
1e	Science Performance Index - All Students	40.2	39.8		52.9	NA	NA		
1f	Science Performance Index - High Needs Students	38.0	39.6		52.7	NA	NA		
2a	ELA Avg Percentage of Growth Target Achieved - All Students	53.9%	56.7%	51.5%	67.0%	↑ 15.5%	↑ 13.1%		
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	53.1%	58.6%	49.9%	66.4%	↑ 16.4%	↑ 13.2%		
2c	Math Avg Percentage of Growth Target Achieved - All Students	44.4%	31.0%	48.9%	65.0%	↑ 16.1%	↑ 20.6%		
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	44.6%	32.8%	50.1%	66.2%	↑ 16.1%	↑ 21.6%		
2e	Progress Toward English Proficiency - Literacy					NA	NA		
2f	Progress Toward English Proficiency - Oral					NA	NA		
4a	Chronic Absenteeism - All Students	20.0%	30.8%	25.2%	32.8%	↓ 7.7%	↓ 12.8%		
4b	Chronic Absenteeism - High Needs Students	18.9%	29.1%	21.9%	32.1%	↓ 10.2%	↓ 13.2%		
7	On Track to High School Graduation	96.8%	83.3%	88.1%	73.3%	↓ -14.8%	↓ -23.4%		
11	Physical Fitness-Passing all 4 subtests	66.1%	55.7%	35.4%	26.4%	↓ -8.9%	↓ -39.6%		
11	Physical Fitness-Estimated Participation	91.6%	102.3%	102.4%	108.0%	↑ 5.7%	↑ 16.4%		
	Accountability Index	57.1	48.7	52.8	58.9	↑ 6.1	↑ 1.7		

School Category
Support Classification

5 5 5 5
Turnaround

Worthington Hooker School_0933811							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	83.1	80.8	83.6	82.4	↓ -1.2	→ -0.8
1b	ELA Performance Index - High Needs Students	66.6	69.2	72.5	73.5	↑ 1.0	↑ 6.9
1c	Math Performance Index - All Students	74.4	74.5	77.2	76.0	↓ -1.1	↑ 1.7
1d	Math Performance Index - High Needs Students	55.6	64.5	66.8	67.1	→ 0.4	↑ 11.5
1e	Science Performance Index - All Students	68.1	62.7		79.2	NA	NA
1f	Science Performance Index - High Needs Students	59.5	56.3		72.5	NA	NA
2a	ELA Avg Percentage of Growth Target Achieved - All Students	79.9%	64.0%	72.0%	70.7%	↓ -1.3%	↓ -9.2%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	66.3%	58.1%	66.8%	69.2%	↑ 2.4%	↑ 2.9%
2c	Math Avg Percentage of Growth Target Achieved - All Students	80.3%	65.0%	77.3%	70.6%	↓ -6.6%	↓ -9.7%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	69.7%	49.5%	66.9%	73.4%	↑ 6.5%	↑ 3.7%
2e	Progress Toward English Proficiency - Literacy				76.5%	NA	NA
2f	Progress Toward English Proficiency - Oral				55.4%	NA	NA
4a	Chronic Absenteeism - All Students	5.8%	6.2%	8.4%	4.8%	● -3.6%	● -1.1%
4b	Chronic Absenteeism - High Needs Students	9.1%	5.0%	10.9%	6.8%	● -4.1%	● -2.3%
7	On Track to High School Graduation	97.4%	85.7%	97.6%	96.8%	→ -0.8%	→ -0.7%
11	Physical Fitness-Passing all 4 subtests	60.6%	66.4%	48.9%	47.4%	↓ -1.6%	↓ -13.3%
11	Physical Fitness-Estimated Participation	97.7%	97.3%	101.5%	101.3%	→ -0.1%	↑ 3.6%
	Accountability Index	82.6	76.9	80.0	82.0	↑ 2.0	→ -0.6

School Category

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Hill Regional Career High School_0936311							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	47.3	48.6	47.8	46.1	↓ -1.7	↓ -1.2
1b	ELA Performance Index - High Needs Students	42.9	45.8	44.8	45.2	→ 0.4	↑ 2.3
1c	Math Performance Index - All Students	44.3	45.8	44.2	41.0	↓ -3.2	↓ -3.3
1d	Math Performance Index - High Needs Students	40.4	43.7	41.6	41.2	→ -0.5	→ 0.7
1e	Science Performance Index - All Students	48.4	46.7		44.2	NA	NA
1f	Science Performance Index - High Needs Students	45.6	44.2		43.5	NA	NA
2e	Progress Toward English Proficiency - Literacy				59.1%	NA	NA
2f	Progress Toward English Proficiency - Oral				62.0%	NA	NA
4a	Chronic Absenteeism - All Students	21.1%	19.1%	21.0%	20.6%	▲ -0.4%	▲ -0.5%
4b	Chronic Absenteeism - High Needs Students	28.0%	23.5%	24.7%	24.4%	▲ -0.3%	● -3.6%
5	Preparation for CCR - %Taking Courses	79.5%	82.7%	86.65%	81.9%	↓ -4.7%	↑ 2.4%
6	Preparation for CCR - %Passing Exams	23.4%	21.3%	22.48%	20.2%	↓ -2.3%	↓ -3.3%
7	On Track to High School Graduation	91.0%	93.3%	97.1%	97.6%	→ 0.6%	↑ 6.7%
8	4-Year Graduation - All Students (2017 cohort for 17-18)	91.0%	86.4%	91.2%	93.9%	↑ 2.7%	↑ 2.9%
9	6-Year Graduation - High Needs Students (2015 cohort for 17-18)	92.6%	90.3%	93.9%	88.5%	↓ -5.4%	↓ -4.2%
10	Postsecondary Entrance (2017 cohort for 17-18)	74.4%	74.8%	75.0%	70.5%	↓ -4.5%	↓ -3.9%
11	Physical Fitness-Passing all 4 subtests	46.2%	60.7%	78.8%	74.0%	↓ -4.9%	↑ 27.8%
11	Physical Fitness-Estimated Participation	46.2%	82.4%	90.1%	80.2%	↓ -9.9%	↑ 34.1%
12	Arts Access	13.3%	10.3%	11.6%	17.5%	↑ 5.9%	↑ 4.1%
	Accountability Index	64.0	66.5	70.3	64.2	↓ -6.1	→ 0.2

School Category

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Cooperative High School_0936411							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	51.8	52.2	48.6	46.7	↓ -2.0	↓ -5.2
1b	ELA Performance Index - High Needs Students	48.2	50.3	45.5	42.5	↓ -3.0	↓ -5.7
1c	Math Performance Index - All Students	43.3	45.3	44.0	42.1	↓ -1.9	↓ -1.3
1d	Math Performance Index - High Needs Students	40.9	44.0	41.4	39.1	↓ -2.3	↓ -1.8
1e	Science Performance Index - All Students	50.1	44.8		45.9	NA	NA
1f	Science Performance Index - High Needs Students	46.5	41.0		43.4	NA	NA
2e	Progress Toward English Proficiency - Literacy				73.8%	NA	NA
2f	Progress Toward English Proficiency - Oral				60.7%	NA	NA
4a	Chronic Absenteeism - All Students	13.5%	16.7%	14.4%	19.0%	◆ 4.5%	◆ 5.5%
4b	Chronic Absenteeism - High Needs Students	17.6%	21.4%	17.0%	21.3%	◆ 4.3%	◆ 3.7%
5	Preparation for CCR - %Taking Courses	59.2%	59.5%	57.35%	60.8%	↑ 3.4%	↑ 1.6%
6	Preparation for CCR - %Passing Exams	21.1%	23.0%	23.53%	19.8%	↓ -3.7%	↓ -1.3%
7	On Track to High School Graduation	93.2%	95.7%	97.1%	94.8%	↓ -2.3%	↑ 1.6%
8	4-Year Graduation - All Students (2017 cohort for 17-18)	94.5%	95.0%	96.2%	96.5%	→ 0.4%	↑ 2.0%
9	6-Year Graduation - High Needs Students (2015 cohort for 17-18)	91.5%	95.7%	95.7%	95.1%	→ -0.5%	↑ 3.6%
10	Postsecondary Entrance (2017 cohort for 17-18)	71.7%	83.8%	76.3%	73.8%	↓ -2.6%	↑ 2.0%
11	Physical Fitness-Passing all 4 subtests	8.4%	17.3%	22.4%	23.8%	↑ 1.4%	↑ 15.4%
11	Physical Fitness-Estimated Participation	64.1%	76.5%	91.0%	79.2%	↓ -11.8%	↑ 15.1%
12	Arts Access	98.6%	99.5%	99.2%	99.2%	→ 0.0%	→ 0.6%
	Accountability Index	70.4	70.0	72.9	66.2	↓ -6.7	↓ -4.2

School Category

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Engineering - Science University Magnet School_0931711									
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change		
1a	ELA Performance Index - All Students	67.1	68.0	70.8	68.9	↓	-1.9	↑	1.8
1b	ELA Performance Index - High Needs Students	56.0	58.3	61.4	59.2	↓	-2.2	↑	3.2
1c	Math Performance Index - All Students	62.0	63.7	66.4	64.8	↓	-1.6	↑	2.8
1d	Math Performance Index - High Needs Students	51.5	54.0	57.0	53.4	↓	-3.6	↑	1.9
1e	Science Performance Index - All Students	61.5	61.6		62.4	NA		NA	
1f	Science Performance Index - High Needs Students	51.6	54.9		51.8	NA		NA	
2a	ELA Avg Percentage of Growth Target Achieved - All Students	58.0%	45.6%	55.4%	51.9%	↓	-3.4%	↓	-6.1%
2b	ELA Avg Percentage of Growth Target Achieved - High Needs Students	45.8%	35.6%	43.8%	49.2%	↑	5.3%	↑	3.4%
2c	Math Avg Percentage of Growth Target Achieved - All Students	66.3%	54.4%	58.6%	57.7%	→	-0.8%	↓	-8.6%
2d	Math Avg Percentage of Growth Target Achieved - High Needs Students	57.7%	49.3%	43.9%	45.0%	↑	1.1%	↓	-12.7%
2e	Progress Toward English Proficiency - Literacy					NA		NA	
2f	Progress Toward English Proficiency - Oral					NA		NA	
4a	Chronic Absenteeism - All Students	13.6%	11.7%	12.8%	9.1%	●	-3.7%	●	-4.5%
4b	Chronic Absenteeism - High Needs Students	18.8%	18.4%	17.6%	14.3%	●	-3.3%	●	-4.5%
5	Preparation for CCR - %Taking Courses	98.4%	100.0%	99.31%	97.4%	↓	-1.9%	→	-1.0%
6	Preparation for CCR - %Passing Exams	43.2%	44.8%	60.00%	53.2%	↓	-6.8%	↑	10.0%
7	On Track to High School Graduation	94.5%	97.2%	97.2%	95.8%	↓	-1.4%	↑	1.3%
8	4-Year Graduation - All Students (2017 cohort for 17-18)	94.8%	92.7%	96.9%	97.2%	→	0.3%	↑	2.4%
9	6-Year Graduation - High Needs Students (2015 cohort for 17-18)	0.0%	0.0%	97.9%	97.4%	→	-0.5%	↑	97.4%
10	Postsecondary Entrance (2017 cohort for 17-18)	83.6%	81.5%	76.6%	83.6%	↑	7.0%	→	-0.1%
11	Physical Fitness-Passing all 4 subtests	52.3%	46.2%	38.9%	66.2%	↑	27.4%	↑	13.9%
11	Physical Fitness-Estimated Participation	81.8%	78.5%	76.7%	92.2%	↑	15.5%	↑	10.4%
12	Arts Access	31.0%	23.5%	25.5%	23.2%	↓	-2.3%	↓	-7.7%
	Accountability Index	71.1	67.9	72.4	75.3	↑	2.8	↑	4.2

School Category

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Performance Index Gap - Non-High Needs/High Needs

Yes

James Hillhouse High School_0936211							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	39.9	40.9	39.3	36.4	↓ -2.9	↓ -3.5
1b	ELA Performance Index - High Needs Students	38.7	40.1	38.5	35.3	↓ -3.2	↓ -3.4
1c	Math Performance Index - All Students	36.6	37.6	36.4	35.1	↓ -1.3	↓ -1.4
1d	Math Performance Index - High Needs Students	36.4	37.3	36.1	34.3	↓ -1.7	↓ -2.1
1e	Science Performance Index - All Students	35.0	36.2		34.6	NA	NA
1f	Science Performance Index - High Needs Students	33.8	35.2		34.1	NA	NA
2e	Progress Toward English Proficiency - Literacy				31.1%	NA	NA
2f	Progress Toward English Proficiency - Oral				38.9%	NA	NA
4a	Chronic Absenteeism - All Students	39.0%	41.2%	36.1%	28.9%	● -7.3%	● -10.1%
4b	Chronic Absenteeism - High Needs Students	41.3%	42.1%	38.0%	30.9%	● -7.1%	● -10.4%
5	Preparation for CCR - %Taking Courses	45.2%	60.1%	57.07%	50.6%	↓ -6.5%	↑ 5.4%
6	Preparation for CCR - %Passing Exams	6.5%	5.9%	7.07%	6.4%	→ -0.6%	→ 0.0%
7	On Track to High School Graduation	76.7%	81.0%	71.3%	67.3%	↓ -3.9%	↓ -9.3%
8	4-Year Graduation - All Students (2017 cohort for 17-18)	70.6%	80.4%	72.4%	67.9%	↓ -4.4%	↓ -2.6%
9	6-Year Graduation - High Needs Students (2015 cohort for 17-18)	66.7%	78.1%	80.4%	84.0%	↑ 3.6%	↑ 17.3%
10	Postsecondary Entrance (2017 cohort for 17-18)	57.7%	58.2%	46.7%	45.5%	↓ -1.1%	↓ -12.2%
11	Physical Fitness-Passing all 4 subtests	43.8%	48.1%	32.9%	75.5%	↑ 42.7%	↑ 31.8%
11	Physical Fitness-Estimated Participation	26.7%	154.7%	135.8%	136.1%	→ 0.3%	↑ 109.4%
12	Arts Access	36.0%	36.5%	43.8%	42.6%	↓ -1.2%	↑ 6.6%
	Accountability Index	49.8	55.9	53.7	51.1	↓ -2.6	↑ 1.4

School Category
Support Classification

5 5 5 5
Focus

High School In The Community_0936611							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	45.8	46.6	48.2	42.5	↓ -5.7	↓ -3.3
1b	ELA Performance Index - High Needs Students	39.8	45.4	40.7	40.5	→ -0.1	→ 0.7
1c	Math Performance Index - All Students	37.3	39.6	45.5	36.7	↓ -8.8	→ -0.6
1d	Math Performance Index - High Needs Students	33.4	39.0	40.6	34.4	↓ -6.2	↑ 1.0
1e	Science Performance Index - All Students	41.3	46.3		46.7	NA	NA
1f	Science Performance Index - High Needs Students	40.1	41.2		45.0	NA	NA
2e	Progress Toward English Proficiency - Literacy				24.8%	NA	NA
2f	Progress Toward English Proficiency - Oral				31.0%	NA	NA
4a	Chronic Absenteeism - All Students	32.9%	32.6%	26.6%	24.1%	● -2.5%	● -8.8%
4b	Chronic Absenteeism - High Needs Students	37.6%	36.9%	28.5%	28.4%	▲ -0.1%	● -9.2%
5	Preparation for CCR - %Taking Courses	27.3%	22.1%	30.84%	43.7%	↑ 12.8%	↑ 16.4%
6	Preparation for CCR - %Passing Exams	14.3%	11.5%	15.89%	14.6%	↓ -1.3%	→ 0.3%
7	On Track to High School Graduation	0.0%	67.2%	43.3%	87.3%	↑ 44.0%	↑ 87.3%
8	4-Year Graduation - All Students (2017 cohort for 17-18)	45.8%	50.0%	67.9%	75.0%	↑ 7.1%	↑ 29.2%
9	6-Year Graduation - High Needs Students (2015 cohort for 17-18)	67.2%	60.7%	59.3%	76.9%	↑ 17.7%	↑ 9.7%
10	Postsecondary Entrance (2017 cohort for 17-18)	60.0%	63.6%	57.4%	66.0%	↑ 8.6%	↑ 6.0%
11	Physical Fitness-Passing all 4 subtests	7.7%	8.3%	5.4%	11.7%	↑ 6.3%	↑ 4.0%
11	Physical Fitness-Estimated Participation	51.3%	105.9%	107.7%	135.1%	↑ 27.4%	↑ 83.8%
12	Arts Access	59.8%	69.5%	67.1%	70.2%	↑ 3.1%	↑ 10.3%
	Accountability Index	47.7	52.8	53.6	55.9	↑ 2.3	↑ 8.2

School Category
Support Classification

4 4 5 5
Turnaround

Metropolitan Business Academy_0936011							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	45.9	47.3	46.0	44.4	↓ -1.7	↓ -1.6
1b	ELA Performance Index - High Needs Students	43.6	42.8	43.4	44.5	↑ 1.1	→ 0.9
1c	Math Performance Index - All Students	42.9	43.9	41.0	39.6	↓ -1.4	↓ -3.4
1d	Math Performance Index - High Needs Students	40.5	39.2	39.1	39.9	→ 0.8	→ -0.6
1e	Science Performance Index - All Students	43.3	41.7		39.0	NA	NA
1f	Science Performance Index - High Needs Students	39.1	38.8		38.5	NA	NA
2e	Progress Toward English Proficiency - Literacy				54.7%	NA	NA
2f	Progress Toward English Proficiency - Oral				48.5%	NA	NA
4a	Chronic Absenteeism - All Students	21.4%	13.9%	15.6%	26.6%	◆ 10.9%	◆ 5.1%
4b	Chronic Absenteeism - High Needs Students	26.3%	15.9%	19.5%	28.8%	◆ 9.3%	◆ 2.5%
5	Preparation for CCR - %Taking Courses	67.8%	70.8%	77.78%	90.9%	↑ 13.1%	↑ 23.1%
6	Preparation for CCR - %Passing Exams	13.7%	19.1%	14.29%	9.1%	↓ -5.2%	↓ -4.6%
7	On Track to High School Graduation	94.6%	98.2%	100.0%	100.0%	→ 0.0%	↑ 5.4%
8	4-Year Graduation - All Students (2017 cohort for 17-18)	85.9%	91.9%	94.5%	88.0%	↓ -6.5%	↑ 2.1%
9	6-Year Graduation - High Needs Students (2015 cohort for 17-18)	86.0%	90.0%	86.8%	93.5%	↑ 6.7%	↑ 7.5%
10	Postsecondary Entrance (2017 cohort for 17-18)	77.2%	75.5%	79.3%	75.3%	↓ -4.0%	↓ -1.9%
11	Physical Fitness-Passing all 4 subtests	30.0%	36.9%	35.5%	33.7%	↓ -1.9%	↑ 3.7%
11	Physical Fitness-Estimated Participation	10.1%	99.1%	103.9%	87.1%	↓ -16.8%	↑ 77.0%
12	Arts Access	36.0%	33.3%	27.9%	24.1%	↓ -3.8%	↓ -11.9%
	Accountability Index	62.6	68.4	69.0	60.1	↓ -8.9	↓ -2.5

School Category

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New Haven Academy_0937011							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	49.8	49.0	50.4	46.6	↓ -3.8	↓ -3.2
1b	ELA Performance Index - High Needs Students	45.6	43.2	43.9	43.6	→ -0.3	↓ -2.1
1c	Math Performance Index - All Students	46.0	44.1	45.1	43.8	↓ -1.3	↓ -2.2
1d	Math Performance Index - High Needs Students	41.9	38.1	41.1	41.2	→ 0.1	→ -0.7
1e	Science Performance Index - All Students	42.4	39.4		42.4	NA	NA
1f	Science Performance Index - High Needs Students	37.3	35.4		40.2	NA	NA
2e	Progress Toward English Proficiency - Literacy					NA	NA
2f	Progress Toward English Proficiency - Oral					NA	NA
4a	Chronic Absenteeism - All Students	22.2%	15.7%	23.5%	23.8%	▲ 0.3%	◆ 1.6%
4b	Chronic Absenteeism - High Needs Students	21.5%	17.1%	28.7%	30.1%	◆ 1.4%	◆ 8.6%
5	Preparation for CCR - %Taking Courses	89.5%	88.3%	91.38%	89.7%	↓ -1.7%	→ 0.2%
6	Preparation for CCR - %Passing Exams	18.4%	19.5%	23.28%	21.6%	↓ -1.7%	↑ 3.1%
7	On Track to High School Graduation	58.7%	69.3%	71.6%	70.8%	→ -0.8%	↑ 12.1%
8	4-Year Graduation - All Students (2017 cohort for 17-18)	73.8%	72.7%	76.9%	83.9%	↑ 6.9%	↑ 10.1%
9	6-Year Graduation - High Needs Students (2015 cohort for 17-18)	74.2%	90.4%	83.3%	85.0%	↑ 1.7%	↑ 10.8%
10	Postsecondary Entrance (2017 cohort for 17-18)	89.6%	75.0%	75.0%	79.3%	↑ 4.3%	↓ -10.3%
11	Physical Fitness-Passing all 4 subtests	23.5%	38.7%	28.6%	21.1%	↓ -7.5%	↓ -2.5%
11	Physical Fitness-Estimated Participation	51.5%	51.7%	143.8%	117.3%	↓ -26.6%	↑ 65.8%
12	Arts Access	54.7%	52.6%	58.1%	47.9%	↓ -10.2%	↓ -6.8%
	Accountability Index	62.7	64.8	66.5	62.7	↓ -3.8	→ 0.0

School Category

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Sound School_0936711							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	56.3	55.3	52.0	54.2	↑ 2.2	↓ -2.0
1b	ELA Performance Index - High Needs Students	50.2	51.3	45.8	49.7	↑ 3.9	→ -0.5
1c	Math Performance Index - All Students	50.0	50.4	49.4	46.6	↓ -2.8	↓ -3.4
1d	Math Performance Index - High Needs Students	44.3	46.5	44.7	43.4	↓ -1.3	→ -0.9
1e	Science Performance Index - All Students	58.6	54.4		44.7	NA	NA
1f	Science Performance Index - High Needs Students	54.8	42.6		42.6	NA	NA
2e	Progress Toward English Proficiency - Literacy					NA	NA
2f	Progress Toward English Proficiency - Oral					NA	NA
4a	Chronic Absenteeism - All Students	12.7%	10.2%	13.0%	10.7%	● -2.3%	● -2.0%
4b	Chronic Absenteeism - High Needs Students	18.5%	16.5%	15.2%	11.8%	● -3.3%	● -6.6%
5	Preparation for CCR - %Taking Courses	21.7%	49.1%	96.88%	96.9%	→ 0.0%	↑ 75.1%
6	Preparation for CCR - %Passing Exams	27.0%	31.1%	36.25%	27.7%	↓ -8.6%	→ 0.7%
7	On Track to High School Graduation	96.6%	96.7%	97.4%	94.7%	↓ -2.7%	↓ -1.9%
8	4-Year Graduation - All Students (2017 cohort for 17-18)	88.9%	97.3%	92.7%	91.8%	→ -0.9%	↑ 2.9%
9	6-Year Graduation - High Needs Students (2015 cohort for 17-18)	94.8%	94.5%	88.2%	97.8%	↑ 9.5%	↑ 3.0%
10	Postsecondary Entrance (2017 cohort for 17-18)	78.1%	81.9%	77.3%	76.5%	→ -0.8%	↓ -1.6%
11	Physical Fitness-Passing all 4 subtests	0.0%	29.1%	38.2%	40.7%	↑ 2.5%	↑ 40.7%
11	Physical Fitness-Estimated Participation	0.0%	106.2%	81.7%	140.0%	↑ 58.3%	↑ 140.0%
12	Arts Access	13.0%	8.4%	9.4%	12.9%	↑ 3.6%	→ -0.1%
	Accountability Index	69.2	71.8	72.1	71.2	→ -0.8	↑ 2.1

School Category

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Wilbur Cross High School_0936111							
No.	Indicator	2015-16	2016-17	2017-18	2018-19	1 Yr Change	3-yr Change
1a	ELA Performance Index - All Students	47.0	45.1	47.4	42.8	↓ -4.6	↓ -4.2
1b	ELA Performance Index - High Needs Students	42.3	41.8	43.9	41.9	↓ -2.0	→ -0.3
1c	Math Performance Index - All Students	42.4	40.3	43.3	38.5	↓ -4.8	↓ -3.9
1d	Math Performance Index - High Needs Students	38.7	37.9	40.2	37.6	↓ -2.6	↓ -1.0
1e	Science Performance Index - All Students	44.1	43.3		42.5	NA	NA
1f	Science Performance Index - High Needs Students	38.9	39.2		41.0	NA	NA
2e	Progress Toward English Proficiency - Literacy				40.5%	NA	NA
2f	Progress Toward English Proficiency - Oral				44.7%	NA	NA
4a	Chronic Absenteeism - All Students	41.6%	37.4%	38.6%	41.3%	◆ 2.7%	▲ -0.3%
4b	Chronic Absenteeism - High Needs Students	47.5%	40.6%	42.1%	44.3%	◆ 2.2%	● -3.2%
5	Preparation for CCR - %Taking Courses	42.7%	52.2%	50.1%	47.6%	↓ -2.5%	↑ 5.0%
6	Preparation for CCR - %Passing Exams	18.9%	21.5%	22.6%	18.8%	↓ -3.8%	→ -0.1%
7	On Track to High School Graduation	84.6%	88.3%	86.1%	80.5%	↓ -5.6%	↓ -4.1%
8	4-Year Graduation - All Students (2017 cohort for 17-18)	66.2%	77.0%	81.3%	82.2%	→ 0.9%	↑ 15.9%
9	6-Year Graduation - High Needs Students (2015 cohort for 17-18)	72.5%	69.5%	69.6%	79.7%	↑ 10.0%	↑ 7.2%
10	Postsecondary Entrance (2017 cohort for 17-18)	52.6%	59.6%	51.9%	50.3%	↓ -1.6%	↓ -2.3%
11	Physical Fitness-Passing all 4 subtests	42.9%	48.5%	56.9%	41.0%	↓ -15.9%	↓ -1.9%
11	Physical Fitness-Estimated Participation	49.9%	52.1%	35.1%	46.3%	↑ 11.2%	↓ -3.6%
12	Arts Access	62.8%	55.6%	55.9%	52.3%	↓ -3.6%	↓ -10.5%
	Accountability Index	55.3	57.3	57.5	54.6	↓ -2.9	→ -0.8

School Category

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Homeless Students: The McKinney-Vento Act as amended by the Every Student Succeeds Act of 2015

~Page 1~

(Background Information for Policy Sub-Committee)

The Every Student Succeeds Act (ESSA) reauthorized the McKinney-Vento Act by Title IX, Part A on December 10, 2015. The McKinney-Vento Homeless Assistance Act is amended and ESSA imposes new obligations on state educational departments and local school districts including a requirement to review existing policies and regulations to remove barriers to the enrollment and retention of homeless children and youth. The amendments to the McKinney-Vento Act become effective as of October 1, 2016.

The amendments to the federal legislation, the McKinney-Vento Act, require districts to:

1. review, revise and adopt policies so that they do not act as barriers to the identification of homeless children and youths to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless and are enrolled in school;
2. give consideration to issues concerning transportation, immunizations, residency, birth certificates, school records and other documentation, and guardianship in the review and revision of such policies;
3. designate a liaison for homeless children and youth to carry out certain duties enumerated by the Act;
4. provide transportation to a homeless student's school of origin, as described in the Act;
5. enroll immediately any homeless student, even if documentation of required immunizations is not available; and
6. give special attention to ensuring the identification, enrollment and attendance of homeless children and youths not currently attending school.

Homeless children and youths are defined as "individuals who lack a fixed, regular, and adequate nighttime residence." This definition includes children and youths who are:

1. sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;
5. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
6. living in cars, parks, public spaces, abandoned buildings, sub-standard housing, bus or train stations, or similar settings;
7. migratory children living in the above described circumstances.

The Act defines "enroll" and "enrollment" to include attending classes and participating fully in school activities. "Unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian.

Homeless Students: The McKinney-Vento Act as amended by the Every Student Succeeds Act of 2015

~Page 2~

The above expands upon Connecticut's residency definitions. C.G.S. 10-235(d) defines "non-residency" as children residing with relatives or non-relatives, when it is the intention of such relatives or non-relatives and of the children or their parents or guardians that such residence is to be (a) permanent, (b) provided without pay and (c) not for the sole purpose of obtaining school accommodations. In addition, C.G.S. 10-253(e) indicates that children in temporary shelters are entitled to free school privileges from either the school district in which the shelter is located or from the school district in which the child would otherwise reside, if not for the need for temporary shelter. School districts have an obligation to identify homeless and migratory children.

District Obligations Regarding Placement of Homeless Students:

1. District policy must remove barriers to the identification, enrollment and retention of homeless children and youths including such barriers as outstanding fees, fines or absences.
2. The district must continue the student's education in the "school of origin" which is the school the child attended when permanently housed or the school of last enrollment. The district must presume that keeping a homeless child or youth in the school of origin is in such individual's best interest unless doing so is contrary to the request of the individual's parent/guardian or unaccompanied youth. **OR**
3. The district must enroll the homeless student in any public school that non-homeless students who live in the area where the child is actually living are eligible to attend. The school selected based on a homeless child or youth's best interest must immediately enroll such child even if he or she has missed application or enrollment deadlines during any period of homelessness.
4. The district is required, "to the extent feasible," to keep the homeless child or youth in the school of origin unless it is against the wishes of the parent/guardian. If the district determines that it is not in the child's or youth's best interest to attend the school of origin, the district is required to provide a written explanation of the reasons for its determination, in a manner and form that is understandable.
5. The homeless child's right to attend the school of origin extends for the duration of homelessness.
6. If a child becomes permanently housed during the academic year, he/she is entitled to stay in the school of origin until the end of the school year.
7. A child who becomes homeless in between academic years is entitled to attend his/her school of origin for the following academic year.
8. The district must provide written explanation, including the right to appeal, whenever the school district sends the homeless child to a school other than the school of origin or a school requested by the parent/guardian.
9. With an "unaccompanied youth," the district's homeless liaison must assist in the placement/enrollment decisions, considering the youth's wishes, and provide notice of appeal under the Act's enrollment disputes provision.
10. District policy and practice must ensure that LEA liaisons participate in professional development and other technical assistance activities provided by the State Office of the Coordinator for Education of Homeless Children and Youth. (Office of the Coordinator)

Homeless Students: The McKinney-Vento Act as amended by the Every Student Succeeds Act of 2015

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1. The definition of “school of origin” includes preschools and when a child or youth completes the final grade served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools.
 2. Information about a homeless child’s or youth’s living situation shall be treated as a student education record, subject to FERPA protections and shall not be deemed to be directory information.

Appeal Procedures:

1. C.G.S. 10-186 currently defines the process for resolving issues involving homeless students. The state is required to establish an appeal process.
2. If a dispute arises over eligibility, the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
3. The district’s homeless liaison is required to carry out the dispute resolution process expeditiously and, in the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending the resolution of the dispute.

Educational Services to be Provided to Homeless Students:

1. Educational services are to be comparable to those received by other students in the school.
2. Such students may be entitled to such services as Title I, state/local remedial programs, special education, limited English proficiency, vocational education, gifted/talented and school nutrition programs.
3. Homelessness alone is not to be considered a sufficient reason to separate students from the mainstream school environment.
4. Homeless students may be segregated for short periods of time only for health and safety emergencies or to provide temporary, special or supplemental services.

Transportation Obligations of the School District for Homeless Students:

1. Services must be comparable to those provided to other students in the selected school.
2. Homeless students must be provided transportation to the school of origin, if requested by the parent/guardian, if the school is within the school district.
3. If the school of origin is in a different school district from where the child is currently living, both school districts are to agree on a method for sharing the responsibility and costs, or share the costs equally.
4. When a student obtains permanent housing, transportation to the school of origin must be provided until the end of the academic year, if it’s in the student’s best interest to remain in that school.

Homeless Students: The McKinney-Vento Act as amended by the Every Student Succeeds Act of 2015

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Enrollment Requests from Homeless Parents:

1. The selected school is required to immediately enroll the child, even in the absence of records normally required for enrollment. Parents/guardians may be required to submit contact information.
2. The last school attended must be contacted to obtain records.
3. If the child lacks immunizations or immunization/medical records, the enrolling school MUST refer the parent/guardian to the liaison in order to get help obtaining immunizations and records.

Duties of the Local Liaison:

1. Districts are required to designate a staff person, who may also be a coordinator of other federal programs, as a local educational liaison for homeless children and youths to carry out the duties described, as follows:
 - a. Ensure homeless children and youth are identified by school personnel through outreach and coordination with other agencies and entities.
 - b. Ensure homeless children are enrolled in and have a full and equal opportunity to succeed in the schools of the district.
 - c. Ensure that homeless families and homeless children and youth have access to and receive educational services for which such families, children and youth are eligible, including services through Head Start Programs, (including Early Head Start Programs) under the Head Start Act, early intervention services under Part C of the IDEA and preschool programs administered by the district.
 - d. Ensure that homeless children and youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services.
 - e. Inform parents/guardians of homeless children and youth of the educational and related opportunities available to their children, and provide them with meaningful opportunities to participate in the education of their children.
 - f. Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of such children and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to parents/guardians of homeless children and youths and unaccompanied youths.
 - g. Ensure that enrollment disputes are mediated.
 - h. Inform parent/guardian of all transportation services, including to the school of origin, and is assisted in accessing those services.
 - i. Assist unaccompanied youth in placement/enrollment decisions, including considering the youth's wishes in those decisions, and providing notice to the youth of the right to appeal such decisions.
 - j. Assist children who do not have immunizations, or immunization or medical records, to obtain the necessary immunizations, or immunization or medical records.

Homeless Students: The McKinney-Vento Act as amended by the Every Student Succeeds Act of 2015

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- k. Collaborate and coordinate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children.
 - l. Indicate that a child or youth, or the immediate family of such a child or youth, is eligible to participate in a local district program and qualify such individuals for HUD homeless assistance programs; (provided the local liaison has received the mandated training.)
 - m. Provide to the State Coordinator the reliable, valid, and comprehensive data needed to fulfill the data collection required by the Act;
 - n. Participate in professional development and other technical assistance activities, as determined appropriate by the State Coordinator.

State Responsibilities:

- 1. The State must create a State plan which shall describe how the State Department of Education will provide support to local districts in the identification, enrollment, attendance and school stability of homeless children and youths, including if relevant eligibility criteria are met, access to academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning and charter school programs.
- 2. The State plan shall ensure that all children receive a high quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.
- 3. Procedures/proof to indicate that districts have developed policies to remove barriers to the enrollment and retention of homeless children and youths and that such children have equal access to educational programs provided to other children, including public preschool.
- 4. To coordinate housing assistance. (Refer homeless families and students to housing services.)
- 5. To facilitate coordination of services between agencies.
- 6. To provide sub-grants to school districts for the purpose of facilitating enrollment, attendance, and success in school of homeless children.
- 7. The State's plan must include a description of how homeless children and youths will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.
- 8. Conduct monitoring of local districts.
- 9. Make publicly available information on the number of homeless children and youths identified in the State and the difficulties in identifying the special needs of and barriers to the participation and achievement of homeless children and youths. Such information must be posted annually on the SDE's website.
- 10. To respond to inquiries from the parents/guardians of homeless children and youths, which may include eligibility disputes.

Homeless Students: The McKinney-Vento Act as amended by the Every Student Succeeds Act of 2015

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Foster Care

The definition of homeless children and youth no longer includes “awaiting foster care placement” in the McKinney-Vento Act. The deletion of “awaiting foster care placement” goes into effect on December 10, 2016 in every state except Delaware and Nevada where the deletion is effective December 10, 2017.

The amendments regarding homelessness and foster care in ESSA detail the following responsibilities for state departments of education and local districts.

I. State Responsibilities

State Title I Plans must describe the steps the SEA will take to ensure collaboration with the State Child Welfare Agency to ensure the educational stability of children or youth in foster care, including assurances that:

- Foster youth are enrolled or remain in their school of origin, unless a determination is made that it is not in their best interest.
- The determination will be based on best interest factors, including consideration of the appropriateness of the current educational setting, and the proximity to the school in which the child is enrolled at the time of placement.
- When a determination is made that it is not in the child’s best interest to remain in the school of origin, the child will be immediately enrolled in a new school.
- The SEA will designate a point of contact for child welfare agencies, who will oversee implementation of the SEA responsibilities.
- The SEA point of contact may not be the same person as the State Coordinator for homeless children and youth under the McKinney-Vento Act.

II. Local District Responsibilities

Local Title I Plans must contain an assurance that LEAs receiving Title I funds will:

- Collaborate with the state or local child welfare agency to:
 - Within one year of enactment, develop and implement procedures for how transportation to maintain foster youth in their schools of origin, when in their best interest, will be provided, arranged and funded. These procedures must:
 - Ensure that foster youth who need transportation to the school of origin promptly receive it in a cost-effective manner, and in accordance with the child welfare agency’s authority to use child welfare funding available under section 475 (4)(A) of Title IV-E of the Social Security Act to provide transportation.
 - Ensure that if there are additional costs incurred in providing transportation to the school of origin, LEAs will provide it if:
 - They are reimbursed by the child welfare agency;
 - The LEA agrees to pay the costs; or
 - The LEA and the child welfare agency agree to share the costs.
 - Designate a point of contact for the local child welfare agency, if the local child welfare agency notifies the LEA, in writing, that it has designated a point of contact for the LEA.

Homeless Students: The McKinney-Vento Act as amended by the Every Student Succeeds Act of 2015

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Policy Implications:

State and school districts are required to adopt policies and practices to ensure that homeless children and youth are not segregated on the basis of their status as homeless or stigmatized. District applications for McKinney-Vento Act grant funds will be judged on the extent to which the local district uses the grant to leverage resources, including maximizing non sub-grant funds for the position of the liaison and the provision of transportation and how the district uses Title I Part A set-aside funds to serve homeless children and youth. Grant funds may also be used to attract, engage, and retain homeless children and youth who are not enrolled in school, or used for extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities. Districts that receive Title I Part A funds must reserve funds to support homeless students, which can include transportation to the school of origin and for local liaisons. The district, through its policies and procedures must ensure that its activities will not isolate or stigmatize homeless children or youth.

The Secretary of the U.S. Department of Education issued guidelines pertaining to the McKinney-Vento Act, as amended, in the March 17, 2016 Federal Register. The guidelines address ways in which a state and local districts can implement the provisions related to homeless children and youths amended by the ESSA and that local districts need to review and revise policies and procedures that may present barriers to the identification, enrollment, attendance and success of homeless children and youths in school. Districts are encouraged to implement policies whereby schools immediately enroll homeless children and youth on such basis as oral communication with prior schools; affidavits from parents or guardians in place of immunization documentation, birth certificates, proof of residency, or other records; and other alternatives to the records usually required for enrollment. The local liaisons can facilitate implementation of these measures.

Policy #5118.1, “Homeless Students” has been revised in order to comply with the new amendments to the Act and follows. In addition, an updated administrative regulation is also provided.

P.A. 19-179: An Act Concerning Homeless Students' Access to Education

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(Background Information for Policy Review Committee)

Existing law establishes an appeals process when students are denied access to school accommodations, including transportation, to attend a local or regional public school.

This Act:

1. adds unaccompanied youth to existing law's appeals process, generally requiring boards of education to notify students of hearings and decisions;
2. modifies the burden of proof in cases where the child is claiming to be homeless; and
3. establishes additional steps that boards must take in the case of a homeless child.

The Act uses the definition of "unaccompanied youth" from federal law, which includes a homeless child or youth not in the physical custody of a parent or guardian (42 USC §11434a).

As with the existing law regarding cases of questioned residency and school accommodation for other types of students, the legislation specifically permits unaccompanied and homeless youth to continue attending or be allowed to enroll in the school of their choice while the appeals process takes place.

The effective date of this legislation is July 1, 2019.

Public School Accommodation

Existing law requires school districts to provide school accommodation, including transportation, so that each child age five and over and under 21 years old who is not a graduate may attend public school. Any board of education that denies school accommodation, including based on the student not being a school district resident, must inform the child's parents or guardian of their right to a hearing. In the case of an emancipated minor or a student who is 18 years old or older, the board must notify the student.

The Act adds to this requirement that, in the case of an unaccompanied youth, the board must notify the youth. The bill also incorporates unaccompanied youths into the appeals process, and specifically requires them to receive appeals notices, and hearing and formal session transcripts upon request.

Burden of Proof

Under current law, in cases where access to school is denied based on residency, the party denied schooling has the burden of proving residency in the school district where he or she was denied by a preponderance of evidence. Under the Act, if the student claims that he or she is homeless, then the party claiming ineligibility has the burden of proving, also by a preponderance of the evidence, that the student denied schooling is not homeless in accordance with the federal law.

Under federal law, (*McKinney-Vento Homeless Assistance Act*) each state must ensure that each homeless child and homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children. States must also take steps to ensure that their laws regarding school district residency do not create obstacles for homeless students to attend school (42 USC 11431 et. seq.)

Additional Requirements

The Act adds specific requirements that a board of education must follow if a homeless child or youth is denied accommodation by the board, a subcommittee, or an impartial hearing board (boards of education are allowed to use any of those three mechanisms to determine accommodation cases). The legislation requires the board to provide the homeless child or youth, or his or her parent or guardian, with (1) a written explanation of the reasons for the denial that is in a manner and form understandable to them and (2) information regarding the right to appeal the decision.

The board must also refer the child or parents/guardians to the district's homeless student liaison. Federal law requires districts to designate a homeless student liaison.

Policy Implications

The policies impacted by this new legislation are as follows:

- Policy #5111 – Admission (an optional policy)
- Policy #5112 – Ages of Attendance (a mandated policy)
- Policy #5118.1 – Homeless Students (a mandated policy)

A policy is required by federal law on this topic.

Students

Homeless Students

The Board shall make reasonable efforts to identify homeless children and youths within the district, encourage their enrollment in school and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws.

Optional Language:

The District administration shall attempt to remove existing barriers to school attendance by homeless children or youth, which may include:

- A. **Records** – The selected school for the homeless student shall enroll the child or youths even in the absence of records normally required for enrollment. The last school in which the student was enrolled shall be contacted to obtain records.
- B. Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent.
- C. **Grade Level Placement** – If the District is unable to determine the student’s grade level due to missing or incomplete records, the District shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.
- D. Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, shall be waived.
- E. Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student’s school of origin in compliance with federal and state regulations.
- F. Official school records, policies, and regulations shall be waived at the discretion of the Superintendent, in compliance with federal and state regulations.
- G. **Immunization Records** – The District shall make a reasonable effort to locate immunization records from information available. The District’s liaison shall assist the parent/guardian in obtaining the necessary immunizations and records. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of Board of Education policy on immunizations.
- H. Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools.

Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to free school privileges.

Students

Homeless Students (continued)

Homeless students shall not be separated from the mainstream school environment on the basis of their homelessness. Such students shall have access to education and other services they need to meet the same challenging State academic standards to which all students are held.

Homeless students within the district not placed in a shelter remain the district's responsibility to provide continued educational services. Such services for the child may be:

1. continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or
2. provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian. If placement in the school of origin is not feasible, the homeless student must be placed in the school that is attended by other students living in the same attendance area in which the homeless child lives.

The District will provide a written explanation, including the right to appeal, whenever the District sends a homeless student to a school other than the school of origin, a school requested by the parent/guardian or unaccompanied youth.

Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the District, including but not limited to, Title I, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services and food and nutrition programs, and preschools operated by the District, if they meet the established criteria for these services.

The Superintendent of Schools or his/her designee, shall refer identified homeless children under the age of eighteen who may reside within the school district, on a case-by-case basis, when there is reasonable suspicion of neglect or abuse, to the Connecticut Department of Children and Families (DCF). (Homelessness by itself does not automatically mean that abuse or neglect exists.)

The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age:

1. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.
2. Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent. If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

Students

Homeless Students (continued)

3. Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the Superintendent.
4. Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student's school of origin in compliance with federal and state regulations. If the school of origin is in a different school district from where the homeless child or youth is currently living, both school districts shall agree on a method for sharing the responsibility and costs, or share the costs equally.
5. Official school records policies and regulations shall be waived at the discretion of the Superintendent, in compliance with federal statutes.
6. The district shall make a reasonable effort to locate immunization records from information available. The District's liaison shall assist the parent/guardian in obtaining the necessary immunizations and records. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of Board of Education policy on immunizations.
7. The Board will provide any homeless student, who is not in the physical custody of a parent/guardian, full access to his/her educational records, including medical records, in the Board's possession.
8. Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools.
9. The District will treat information about a homeless child or youth's living situation as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA). Such information shall not be deemed to be directory information.

Any homeless child or youth denied school accommodations shall continue in attendance or be immediately enrolled in the school selected by the child in the school district. The homeless child or youth or the parent/guardian of such homeless individual shall be provided with a written explanation of the reasons for the denial of accommodations in a manner and form understandable to such homeless child or youth or parent/guardian. Information shall also be provided regarding the right to appeal the decision of the denial of accommodations. The homeless child or youth shall be entitled to continue in attendance in the school district during all available appeals.

In addition, if a homeless child or youth is denied school accommodations, such homeless child or youth shall be entitled to a hearing conducted pursuant to C.G.S. 10-186.

Students

Homeless Students (continued)

The District's educational liaison for homeless children is _____. The liaison must assist homeless children and youth, as described within the administrative regulations, in the placement/enrollment decisions, considering the youth's wishes and provide notice of appeal under the Act's enrollment disputes provisions. The liaison shall also participate in State provided professional development programs for local liaisons.

Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:

1. continue to provide educational services, including transportation between the temporary shelter and the school in the home district; or
2. pay tuition to the district in which the temporary shelter is located.

The Superintendent shall develop regulations, to ensure compliance with applicable statutes in the implementation of this policy.

(cf. 5143 - Student Health Assessments and Immunizations)

(cf. 5146 - Child Abuse and Neglect)

Legal Reference: Connecticut General Statutes
4-176e to 4-180a Agency hearings.
4-181a contested cases. Reconsideration. Modifications.
10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers. (as amended by PA 19-179)
10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters. (as amended by PA 17-194)
17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order.
17a-103 Reports by others.

Students

Homeless Students

Legal Reference: Connecticut General Statutes (continued)

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.

46b-120 Definitions.

PA 17-194 An Act Concerning Access to Student Records for Certain Unaccompanied Youths

PA 19-179 An Act Concerning Homeless Students' Access to Education

McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95.

Federal Register: McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81, No. 52, 3/17/2016.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.)

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011.

Policy adopted:

rev 11/17
rev 10/19
rev 2/20

*A “broader” succinct version of this mandated policy,
leaving all relevant detail to the administrative regulation.*

Students

Homeless Students

Children who meet the Federal definition of “homeless” will be provided a free and appropriate public education in the same manner as all other students of the District and will not be stigmatized or segregated on the basis of their status as homeless. No homeless student will be denied enrollment based on lack of proof of residency or due to barriers such as fines, fees and absences. No Board policy, administrative regulations, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Homeless students will be provided services comparable to other students in the District in compliance with federal and state law. Access to District programs include public preschool programs administered by the District.

The Superintendent will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Superintendent and detailed in the administrative regulation accompanying this policy. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

(cf. 5143 – Student Health Assessments and Immunizations)
(cf. 5146 – Child Abuse and Neglect)

Legal Reference: Connecticut General Statutes
4-176e to 4-180a Agency hearings.
4-181a contested cases. Reconsideration. Modifications.
10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers. (as amended by PA 19-179)
10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters. (as amended by PA 17-194)
17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order.
17a-103 Reports by others.
17a-106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.

Students

Homeless Students

Legal Reference: Connecticut General Statutes (continued)
46b-120 Definitions.
PA 17-194 An Act Concerning Access to Student Records for Certain Unaccompanied Youths
PA 19-179 An Act Concerning Homeless Students' Access to Education
McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95.
Federal Register: McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81, No. 52, 3/17/2016.
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.)
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Policy adopted:

rev 11/16
rev 11/17
rev 10/19

Old Saybrook's succinct version of this policy to consider.

Students

Homeless Students and Youth

In accordance with federal law, it is the policy of the Old Saybrook Board of Education to prohibit discrimination against, segregation of, or stigmatization of, homeless children and youth. The Board authorizes the Administration to establish regulations setting forth procedures necessary to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these administrative regulations, the provisions of law shall control.

Legal Reference: State Law:
 10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters.

 Federal Law
 The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et. seq., as amended by the Every Student Succeeds Act, Pub. L. 114-95

A suggested regulation to consider.

Students

Homeless Students

In order to appropriately implement the policy pertaining to homeless children, youth and students placed in shelters, in compliance with all applicable federal and state statutes, the following regulations are established.

Definitions:

Homeless children and youths are federally defined as “individuals who lack a fixed, regular, and adequate nighttime residence.” This definition includes the following types of children and youths who are:

- a. sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
- b. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
- c. living in emergency or transitional shelters;
- d. abandoned in hospitals;
- e. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- f. living in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings;
- g. migratory children living in the above described circumstances.

Connecticut’s residency definitions contained in C.G.S. 10-253(d) defines non-residency as children residing with relatives or non-relatives, when it is the intention of such relatives or non-relatives and of the children or their parents or guardians that such residence is to be (1) permanent, (2) provided without pay and (3) not for the sole purpose of obtaining school accommodations. In addition, C.G.S. 10-253(e) indicates that children in temporary shelters are entitled to free school privileges from either the school district in which the shelter is located or from the school district in which the child would otherwise reside, if not for the need for temporary shelter. The district has an obligation to identify homeless and migratory children.

“Enroll” and “enrollment” are federally defined to include attending classes and participating fully in school activities.

“Unaccompanied youth” includes a homeless child or youth not in the physical custody of a parent or guardian. (42 USC §11434a)

Students

Homeless Students (continued)

District Obligations Regarding Placement of Homeless Students:

- a. District policy must remove barriers to the identification, enrollment and retention of homeless children and youth, including such barriers as outstanding fees, fines or absences.
- b. The District must continue the student's education in the "school of origin" which is the school the homeless child or youth attended when permanently housed or the school of last enrollment. School of origin may include pre-school administered by the District and, when a homeless child or youth completes the final grade level served by the school of origin; school of origin also includes the designated receiving school at the next grade level for all feeder schools. The District must presume that keeping a homeless child or youth in the school of origin is in such individual's best interest unless doing so is contrary to the request of the individuals' parent/guardian or unaccompanied youth. **OR**
- c. The District must enroll the homeless student in any public school that non-homeless students who live in the area where the child is actually living are eligible to attend. The school selected based on a homeless child or youth's best interest shall immediately enroll such child even if he/she missed application or enrollment deadlines during any period of homelessness.
- d. The District is required, "to the extent feasible" to keep the homeless child or youth in the school of origin unless it is against the wishes of the parent/guardian. If the District determines that it is not in the child's or youth's best interest to attend the school of origin, the District will provide a written explanation of its determining reasons, in a manner and form that is understandable.
- e. The homeless child's right to attend the school of origin extends for the duration of homelessness. When the child or youth completes the final grade served by the school of origin; it also includes the designated receiving school at the next level for all feeder schools.
- f. If a child becomes permanently housed during the academic year, he/she is entitled to stay in the school of origin until the end of the school year.
- g. A child who becomes homeless in between academic years is entitled to attend his/her school of origin for the following academic year.
- h. The District must provide written explanation, including the right to appeal, whenever the school District sends the homeless child to a school other than the school of origin or a school requested by the parent/guardian.
- i. With an "unaccompanied youth," the District's homeless liaison must assist in the placement/enrollment decisions, considering the youth's wishes, and provide notice of appeal under the Act's enrollment disputes provision.
- j. The District's liaison must participate in professional development and technical assistance provided by the State Office of the Homeless Coordinator.
- k. The definition of "school of origin" includes preschools operated by a local school district.

Students

Homeless Students

District Obligations Regarding Placement of Homeless Students: (continued)

1. Information about a homeless student's living situation shall be treated as a student education record, subject to FERPA protections and shall not be deemed to be directory information.

Appeal Procedures: (Enrollment Disputes)

- a. C.G.S. 10-186 currently defines the process for resolving issues involving homeless children and youths. The state is required to establish an appeal process.
- b. In a dispute over eligibility the child or youth shall immediately be enrolled in the school in which enrollment is sought, pending final resolution of the dispute and all available appeals.
- c. The District's homeless liaison shall carry out the dispute resolution process expeditiously and, in the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending the final resolution of the dispute and all available appeals.
- d. The parent/guardian shall be made aware of the right to appeal the decision to the Board of Education. The Board shall issue a written decision on the dispute within _____ days of the receipt of the appeal and hand deliver the written decision and a notice of right-to-appeal to the State Coordinator for the Education of Homeless Children and Youths to the parents/guardians (or student if applicable). The decision of the State Coordinator shall be final.

Educational Services to be Provided to Homeless Students:

1. Educational services are to be comparable to those received by other students in the school.
2. Such students may be entitled to such services, through Head Start programs, as Title I, state/local remedial programs, special education, limited English proficiency, vocational education, gifted/talented, school nutrition programs and preschool programs administered by the District.
3. Homelessness alone is not to be considered a sufficient reason to separate students from the mainstream school environment.
4. Homeless students may be segregated for short periods of time only for health and safety emergencies or to provide temporary, special or supplemental services.

School Selection

A. Standards for School Selection:

1. The District shall make a determination as to the best interests of a homeless child or youth to make a determination as to the appropriate school of placement.

Students

Homeless Students

School Selection (continued)

A. Standards for School Selection: (continued)

2. The District is required to keep a homeless child or youth in his/her school or origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian. Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the child or youth is actually living are eligible to attend.
3. The District must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the youth. In considering the child's or youth's best interest, the District must consider student-centered factors related to the child's or youth's best interest, giving priority to the request of the parent or guardian or unaccompanied youth.

B. Procedures for Review of School Selection Recommendation:

1. The Principal or his/her designee of the school in which enrollment is sought shall review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation. If the Principal or his/her designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth of the unaccompanied youth, then the Principal or his/her designee shall refer the matter to the Superintendent or his/her designee for review of the recommendation and the reasons therefor, and shall notify the District's Homeless Liaison of same.
2. The Superintendent or his/her designee shall review the matter and consult with the District Homeless Liaison concerning same. If the Superintendent or his/her designee agrees with the recommendation of the Principal or his/her designee, and a dispute remains between the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or his/her designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter and the right to appeal such decision to the Board of Education.

Students

Homeless Students

School Selection (continued)

C. Dispute Resolution Process:

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.
2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.
3. If necessary, the District Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an accompanied youth with completion of the necessary appeal paperwork required to file for an appeal to the Board of Education, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Section 10-186(b).
4. Within ten (10) days of receipt of an appeal to the Board of Education by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Board of Education concerning such appeal, and such hearing shall be conducted in accordance with Section 10-186(b).

Transportation Obligations of the School District for Homeless Students:

1. Services must be comparable to those provided other students in the selected school.
2. Homeless students must be provided transportation to and from the school of origin, if requested by the parent/guardian, if the school is within the school district. Transportation shall be provided for the entire time the child or youth is homeless.
3. If the school of origin is in a different school district from where the child is currently living, both school districts are to agree on a method for sharing the responsibility and costs, or share the costs and responsibility equally.
4. When a student obtains permanent housing, transportation to and from the school of origin must be provided until the end of the academic year, if it is in the student's best interest to remain in that school.
5. Transportation to the school of origin shall also be provided during pending disputes.

Enrollment Requests from Homeless Parents:

1. The selected school is required to immediately enroll the child, even in the absence of records normally required for enrollment. Parents/guardians may be required to submit contact information.

Students

Homeless Students

Enrollment Requests from Homeless Parents: (continued)

2. The last school attended must be contacted to obtain records.
3. If the child lacks immunizations or immunization/medical records, the enrolling school MUST refer the parent/guardian to the liaison in order to get help obtaining immunizations and records.

Privacy

1. Schools must treat information about a homeless child's or youth's living situation as a student education record subject to all protections of the Family Educational Rights and Privacy Act (FERPA).
2. Such information shall not be deemed to be directory information.

District Liaison for Homeless Students:

The District's liaison for homeless students is _____.

The duties of the local liaison are:

- a. Ensure homeless children and youth are identified by school personnel through outreach and coordination with other agencies and entities.
- b. Ensure homeless children are enrolled in and have a full and equal opportunity to succeed in the school district's schools, including ensuring that such homeless children and youth have opportunities to meet the same challenging state academic standards as other children and youth.
- c. Ensure that homeless families and homeless children receive educational services for which they are eligible, including Head Start Programs, special education, and preschool programs administered by the District.
- d. Inform parents/guardians of homeless children and youth of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children.
- e. Ensure that public notice of the educational rights of homeless children and youth is disseminated where such children receive services in locations frequented by parents/guardians of such children and unaccompanied youth, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to parents/guardians of homeless children and youths and unaccompanied youth.
- f. Ensure that enrollment disputes are mediated in accordance with the McKinney Vento Act, including carrying out the initial dispute resolution process and ensuring that homeless students are immediately enrolled pending resolution of any enrollment dispute.
- g. Inform parent/guardian of all transportation services, including to and from the school of origin, and is assisted in accessing those services.

Students

Homeless Students

District Liaison for Homeless Students: (continued)

- h. Ensure that homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services.
- i. Assist unaccompanied youth in placement/enrollment decisions, including considering the youth's wishes in those decisions, and providing notice to the youth of the right to appeal such decisions.
- j. Assist children who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.
- k. Collaborate and coordinate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children.
- l. Indicate that a child or youth or his/her immediate family is eligible to participate in a local district program and authorized to affirm such individual/family for the HUD homeless assistance program. (This qualification can be done provided the District liaison has received the mandatory training.)
- m. Provide the State Coordinator the reliable, valid, and comprehensive data needed to fulfill the federally required data collection.
- n. Collaborate with and participate in professional development and technical assistance activities, as offered by the State Coordinator for the Education of Homeless Children and Youth.
- o. Ensure that school personnel providing services to homeless children and youth receive professional development and other support and that unaccompanied youths:
 - i. are enrolled in school;
 - ii. have opportunities to meet the same challenging State academic standards the State has established for other children and youth; and
 - iii. are informed of their status as independent youths under Section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087VV) and that such youth may obtain assistance from the District to receive verification of such status for purposes of the Free Application for Federal Student Aid.
- p. Coordinate special education services for homeless children and youth identified as eligible within the local District.
- q. Ensure that high school age homeless youth receive assistance from counselors to advise such youths on preparation and readiness for college.
- r. Provide any homeless student, who is not in the physical custody of a parent/guardian (an "unaccompanied youth") full access to his/her educational records, including medical records, in the district's possession.

Regulation approved:

rev 1/17

Old Saybrook's version of this administrative regulation to consider/modify.

Students

Homeless Students and Youth

Administrative Regulations Regarding Homeless Children and Youth

In accordance with federal law, the Board of Education does not permit discrimination against, segregation of, or stigmatization of, homeless children and youth. The following sets forth the procedures to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these regulations with respect to homeless children and youth, the provisions of law shall control.

I. Definitions:

- A. Enroll and Enrollment:** includes attending classes and participating frilly in school activities.
- B. Homeless Children and Youth:** means children and youth twenty-one (21) years of age and younger who lack a fixed, regular, and adequate nighttime residence, including children and youth who:
 - 1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
 - 2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
 - 3. Are living in emergency or transitional shelters.
 - 4. Are abandoned in hospitals.
 - 5. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - 6. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
 - 7. Are migratory children living in the above described circumstances.
- C. School of Origin:** means the school that a homeless child or youth attended when permanently housed or the school in which the homeless child was last enrolled. School of origin may include preschool administered by the District and, when a homeless child or youth completes the final grade level served by the school of origin, school of origin also includes the designated receiving school at the next grade level for all feeder schools.
- D. Unaccompanied Youth:** means a homeless child or youth not in the physical custody of a parent or guardian.

Students

Homeless Students and Youth

Administrative Regulations Regarding Homeless Children and Youth (continued)

II. Homeless Liaison:

- A. The District's Homeless Liaison is Kathy Bai/Director of Pupil and Professional Services, 50 Sheffield Street, (860)395-3157 ext. 1015.
- B. The duties of the Homeless Liaison include:
 - 1. Ensuring that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.
 - 2. Ensuring that homeless children and youth enroll in, and have full and equal opportunity to succeed in; the District's schools, including ensuring that such homeless children and youth have opportunities to meet the same challenging State academic standards as other children and youths.
 - 3. Ensuring that homeless families, children, and youths receive educational services for which such families, children and youth are eligible, including services through Head Start and Even Start, early intervention services under Part C of the Individuals with Disabilities Education Act and preschool programs administered by the District.
 - 4. Ensuring that parents and guardians of homeless children and youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
 - 5. Ensuring that parents and guardians of homeless children and youth are informed of educational and related opportunities available to their children, including extracurricular activities, and are provided with meaningful opportunities to participate in the education of their children.
 - 6. Ensuring that public notice of the educational rights of homeless children under the McKinney-Vento Act is disseminated in locations frequented by parents, guardians, and unaccompanied youth in a manner and form that is understandable to them.
 - 7. Ensuring that enrollment disputes are mediated in accordance with the McKinney-Vento Act, including carrying out the initial dispute resolution process and ensuring that homeless students are immediately enrolled pending resolution of any enrollment dispute.

Students

Homeless Students and Youth

Administrative Regulations Regarding Homeless Children and Youth

II. Homeless Liaison: (continued)

8. Ensuring that parent(s)/guardian(s) of homeless children and youth or unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing those services.
9. Assisting homeless children and youth in enrolling in school and accessing school services and removing barriers to enrollment and retention due to outstanding fees, fines or absences.
10. Informing parent(s)/guardian(s) of homeless children and youth, school personnel, and others of the rights of such children and youth.
11. Assisting homeless children and youth who do not have immunizations or immunization/medical records to obtain necessary immunizations or immunization/medical records.
12. Assisting unaccompanied youth in placement/enrollment decisions, including considering the youth's wishes in those decisions, and providing notice to the youth of his or her right to appeal such decisions.
13. Ensuring that high school age homeless children and youth receive assistance from counselors to advise such youths on preparation and readiness for college, including informing such children and youths of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the district to receive verification of this status for purposes of the Free Application for Federal Student Aid (FAFSA).
14. Ensuring collaboration with community and school personnel responsible for providing education and related support services to homeless children and youth.
15. Collaborating with and participating in professional development and technical assistance activities offered by the State Office of the Coordinator for the Education of Homeless Children and Youth.
16. Ensuring that school personnel providing services to homeless children and youths receive professional development and other technical assistance activities regarding the McKinney-Vento Act.
17. Ensuring that unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with State, local, and school policies.

Students

Homeless Students and Youth

Administrative Regulations Regarding Homeless Children and Youth

II. Homeless Liaison: (continued)

18. With appropriate training, affirming that a child or youth who is eligible for and participating in a program provided by the District, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

III. Enrollment of Homeless Children and Youth:

- A. Enrollment of homeless children and youth may not be denied or delayed due to the lack of any document normally required for enrollment. However, administrators shall require the parent/guardian to provide contact information prior to enrollment.
- B. To facilitate enrollment, administrators:
 1. May permit parents/guardians of homeless children and youth to sign affidavits of residency to replace typical proof of residency.
 2. May permit unaccompanied youth to enroll with affidavits to replace typical proof of guardianship.
 3. Shall refer parent/guardian/unaccompanied youth to the Liaison who will assist in obtaining immunizations.
 4. Shall contact previous schools for records and assistance with placement decisions.
 5. Shall maintain records so that the records are available in a timely fashion when the student enters a new school or school district.

IV. School Selection:

A. Standards for School Selection:

1. The District is required to make a determination as to the best interests of a homeless child or youth in making a determination as to the appropriate school of placement.
2. In making such a determination, the District is required to keep a homeless child or youth in his/her school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian. Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the child or youth is actually living are eligible to attend.

Students

Homeless Students and Youth

Administrative Regulations Regarding Homeless Children and Youth

IV. School Selection: (continued)

3. The District must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the youth. In considering the child's or youth's best interest, the District must consider student-centered factors related to the child's or youth's best interest, giving priority to the request of the parent or guardian or unaccompanied youth.

B. Procedures for Review of School Selection Recommendation:

1. The Principal or his/her designee of the school in which enrollment is sought review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation regarding same. If the Principal or his/her designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth or the unaccompanied youth, then the Principal or his/her designee shall refer the matter to the Superintendent or his/her designee for review of the recommendation and the reasons therefor, and shall notify the District's Homeless Liaison of same.
2. The Superintendent or his/her designee shall review the matter and consult with the District Homeless Liaison concerning same. If the Superintendent or his/her designee agrees with the recommendation of the Principal or his/her designee, and a dispute remains between the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or his/her designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter, and the right to appeal such decision to the Board of Education.

C. Dispute Resolution Process:

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.
2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.

Students

Homeless Students and Youth

Administrative Regulations Regarding Homeless Children and Youth

C. Dispute Resolution Process: (continued)

3. If necessary, the District Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with completion of the necessary appeal paperwork required to file for an appeal to the Board of Education, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Section 10-186(b).
4. Within ten (10) days of receipt of an appeal to the Board of Education by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Board of Education concerning such appeal, and such hearing shall be conducted in accordance with Section 10-186(b).
5. If the Board of Education finds in favor of the Superintendent or his/her designee, a parent or guardian of a homeless child or youth or unaccompanied youth may appeal the Board of Education's decision to the State Board of Education within twenty (20) days of receipt of the Board of Education's written decision, in accordance with Section 10-186(b). If necessary, the District Homeless Liaison shall assist a parent or guardian of a homeless child or youth or unaccompanied youth with filing the necessary appeal paperwork to the State Board of Education. The homeless child or youth or unaccompanied youth shall remain in his or her school of origin pending resolution of the dispute, including all available appeals.

V. Services:

- A. Homeless children and youth shall be provided with services comparable to those offered other students in the selected school including:
 1. Title I services or similar state or local programs, educational programs for students with disabilities, programs for students with limited English proficiency, and preschool programs.
 2. Transportation services.
 3. Vocational and technical education.
 4. Programs for gifted and talented students.
 5. School nutrition programs.
 6. Before and after school programs.
- B. The District shall coordinate with local social service agencies, other service providers, housing assistance providers and other school districts to ensure that homeless children and youth have access and reasonable proximity to available education and support services.

Students

Homeless Students and Youth

Administrative Regulations Regarding Homeless Children and Youth (continued)

VI. Transportation:

- A. The District shall provide transportation comparable to that available to other students.
- B. Transportation shall be provided, at a parent or guardian's request, to and from the school of origin for a homeless child or youth. Transportation shall be provided for the entire time the child or youth is homeless and until the end of any academic year in which they move into permanent housing. Transportation to the school of origin shall also be provided during pending disputes. The Liaison shall request transportation to and from the school of origin for an unaccompanied youth. Parents and unaccompanied youth shall be informed of this right to transportation before they select a school for attendance.
- C. To comply with these requirements:
 1. Parents/guardians, schools, and liaisons shall use the district transportation form to process transportation requests.
 2. If the homeless child or youth is living and attending school in this District, the District shall arrange transportation.
 3. If the homeless child or youth is living in this District but attending school in another, or attending school in this District and living in another, the District will follow the inter-district transportation agreement to determine the responsibility and costs for such transportation. If there is no inter-district transportation agreement, the District shall confer with the other school district's Homeless Liaison to determine an apportionment of the responsibility and costs.
 4. If no mutually agreeable arrangement can be reached, then the District shall:
 - (a) arrange transportation immediately;
 - (b) bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth; and
 - (c) ensure that such disputes do not interfere with the homeless child or youth attending school.

VII. Contact Information

- A. **Local Contact:** for further information, contact:
Kathy Bai/Director of Pupil and Professional Services, 50 Sheffield Street,
(860)395-3157 ext. 1015.

Students

Homeless Students and Youth

VII. Contact Information (continued)

- B. State Contact: for further information or technical assistance, contact: Louis Tallarita, State Coordinator Connecticut Department of Education 25 Industrial Park Road Middletown, CT 06457-1543 (860) 807-2058

Legal References:

State Law:

10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. § 11431 et seq. ,as amended by Every Student Succeeds Act, Pub. L. 114-95.

**DISPUTE RESOLUTION PROCESS
UNDER CONNECTICUT GENERAL STATUTES SECTION 10-186**

- (1) If any board of education denies such accommodations, the parent or guardian of any child who is denied schooling, or an emancipated minor or a pupil eighteen years of age or older who is denied schooling, or an agent or officer charged with the enforcement of the laws concerning attendance at school, may, in writing request a hearing by the board of education. The board of education may:
- (A) conduct the hearing,
 - (B) designate a subcommittee of the board composed of three board members to conduct the hearing, or
 - (C) establish a local impartial hearing board of one or more persons not members of the board of education to conduct the hearing.

The board, subcommittee or local impartial hearing board shall give such person a hearing within ten days after receipt of the written request, make a stenographic record or tape recording of the hearing and make a finding within ten days after the hearing. Hearings shall be conducted in accordance with the provisions of sections 4-176e to 4-180a, inclusive, and section 4-181a. Any child, emancipated minor eighteen years or older who is denied accommodations on the basis of residency may continue in attendance in the school district at the request of the parent or guardian of such child or emancipated minor or pupil eighteen years of age or older, pending a hearing pursuant to this subdivision. The party claiming ineligibility for school accommodations shall have the burden of proving such ineligibility by a preponderance of the evidence, except in cases of denial of schooling based on residency, the party denied schooling shall have the burden of proving residency by a preponderance of the evidence.

- (2) Any such parent, guardian, emancipated minor, pupil eighteen years of age or older, or agent or officer, aggrieved by the finding shall, upon request, be provided with a transcript of the hearing within thirty days after such request and may take an appeal from the finding to the State Board of Education. A copy of each notice of appeal shall be filed simultaneously with the local or regional board of education and the State Board of Education. Any child, emancipated minor or pupil eighteen years of age or older who is denied accommodations by a board of education as the result of a determination by such board, or a subcommittee of the board or local impartial hearing board, that the child is not a resident of the school district and therefore is not entitled to school accommodations in the district may continue in attendance in the school district at the request of the parent or guardian of such child or such minor or pupil, pending a determination of such appeal. If an appeal is not taken to the State Board of Education within twenty days of the mailing of the finding to the aggrieved party, the decision of the board, subcommittee or local impartial hearing board shall be final. The local or regional board of education shall, within ten days after receipt of notice of an appeal, forward the record of the hearing to the State Board of Education. The State Board of Education shall, on receipt of a written request for a hearing made in accordance with the provisions of this subsection, establish an impartial hearing board of one or more persons to hold a public hearing in the local or regional school district in which the cause of the complaint arises. Members of the hearing board may be employees of the state Department of Education or may be qualified persons from outside the department.

5118.1
Appendix A
(continued)

No member of the board of education under review nor any employee of such board of education shall be a member of the hearing board. Members of the hearing board, other than those employed by the state of Connecticut, shall be paid reasonable fees and expenses as established by the State Board of Education within the limits of available appropriations. Such hearing board may examine witnesses and shall maintain a verbatim record of all formal sessions of the hearing. Either party to the hearing may request that the hearing board join all interested parties to the hearing, or the hearing board may join any interested party on its own motion. The hearing board shall have no authority to make a determination of the rights and responsibilities of a board of education if such board is not a party to the hearing. The hearing board may render a determination of actual residence of any child, emancipated minor or pupil eighteen years of age or older where residency is at issue.

- (3) The hearing board shall render its decision within forty-five days after receipt of the notice of appeal except that an extension may be granted by the Commissioner of Education upon an application by a party or the hearing board describing circumstances related to the hearing which require an extension.
- (4) If, after the hearing, the hearing board finds that any child is illegally or unreasonably denied schooling, the hearing board shall order the board of education under whose jurisdiction it has been found such child should be attending school to make arrangements to enable the child to attend public school. Except in the case of a residency determination, the finding of the local or regional board of education, subcommittee of such board or a local impartial hearing board shall be upheld unless it is determined by the hearing board that the finding was arbitrary, capricious or unreasonable. If such school officers fail to take action upon such order in any case in which such child is currently denied schooling and no suitable provision is made for such child within fifteen days after receipt of the order and in all other cases, within thirty days after receipt of the order, there shall be a forfeiture of the money appropriated by the state for the support of schools amounting to fifty dollars for each child for each day such child is denied schooling. If the hearing board makes a determination that the child was not a resident of the school district and therefore not entitled to school accommodations from such district, the board of education may assess tuition against the parent or guardian of the child or the emancipated minor or pupil eighteen years of age or older based on the following: One one-hundred-eightieth of the town's net current local educational expenditure, as defined in section 10-261, per pupil multiplied by the number of days of school attendance of the child in the district while not entitled to school accommodations provided by that district. The local board of education may seek to recover the amount of the assessment through available civil remedies.

SAMPLE WRITTEN NOTIFICATION OF ENROLLMENT DECISION

[Month] —, 20

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent]

[Insert Home Address]

Re: Notification of Enrollment Decision

Dear [Parent/Guardian]:

After reviewing your request to enroll the student(s) listed above [name(s)], the enrollment request is denied. This determination is based upon the following factors:

[List factors]

Under the McKinney-Vento Homeless Education Assistance Act, you have the right to appeal this decision by completing the form attached to this notice or by contacting the school district's homeless education liaison/supervisor of special education at 860-828-6581.

In addition, the student listed above has the right to immediately enroll in the school of choice pending resolution of the dispute. You may provide written or verbal evidence to support your position. You may seek the assistance of advocates or attorneys at your own expense; however, you may qualify for free legal services. To inquire about free legal assistance, please call Statewide Legal Services at 1-800-453-3320. You may also contact the state coordinator for homeless education:

Louis Tallarita, State Coordinator
State Department of Education
25 Industrial Park Road
Middletown, CT 06457-1543
(860) 807-2058

A copy of the dispute resolution process under section 10-186 is attached to this notice. Please contact the District Liaison listed above if you have any questions.

Sincerely,

[Name]

Superintendent of Schools

cc: [Superintendent of Schools in which enrollment is sought, if appropriate]

**SAMPLE NOTIFICATION OF DECISION TO APPEAL EDUCATIONAL
PLACEMENT**

This form is to be completed by the parent, guardian, caretaker, or unaccompanied youth when a dispute arises. If you need assistance in preparing this form, you may meet with the District Liaison _____, who can be reached at _____.

Person completing form: _____

Relation to Student: _____

Contact Information: _____

I am requesting a Board of Education Hearing under Section 10-186 of the Connecticut General Statutes to appeal the enrollment decision made by the Berlin Board of Education, [Name of School]. I have been provided with a written explanation of the District's decision, contact information for the District's homeless education liaison, and a copy of the Dispute Resolution Process under Connecticut General Statutes Section 10-186.

Name

Date

Optional. You may also include a written explanation to support your appeal in the space below or provide your explanation verbally to the District Liaison.

SAMPLE NOTIFICATION OF HEARING REGARDING ENROLLMENT DISPUTE

[Month] —, 20

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent]

[Insert Home Address]

Re: Educational Placement

Dear [Name of Parent]:

You have requested a hearing before the _____ Board of Education regarding the educational placement of your child(ren), [insert name(s) of student(s)] at [name of school]. The _____ Board of Education will conduct a hearing regarding your claim on [date] at [time]. The hearing will be held at the offices of the _____ Board of Education, which are located at _____.

The hearing will be conducted in accordance with the provisions of Section 10-186 of the Connecticut General Statutes, a copy of which is enclosed. The hearing will be conducted in executive session, and the Board of Education will make either a tape recording or a stenographic record of the hearing. You may be represented by counsel or by an advocate, at your expense, if you so desire; however, you may qualify for free legal services. To inquire about free legal assistance, please call Statewide Legal Services at 1-800-453-3320.

Please contact the District Liaison/Supervisor of Special Education, if you have any questions.

Sincerely,

[Name]

Superintendent of Schools

cc: [Superintendent of Schools in which enrollment is sought, if appropriate]

STUDENT RESIDENCY AFFIDAVIT

_____ Board of Education

Name of student: _____ Birthdate: _____

Name and Location of School Last Attended: _____

I, _____ declare and affirm as follows:

I am of legal age and believe in the obligations of an oath.

I am the parent/legal guardian/caregiver of _____ (name of student) who is of school age and is seeking admission to [School District].

Since _____ (date), _____ (name of student) has not had a permanent home. He/she _____ is _____ currently _____ staying _____ at _____ (may list multiple addresses, if applicable). He/she has been staying there since _____ (date).

This location is:

- a shelter
- a motel/hotel
- a campsite
- shared housing with other persons
- other _____

If the location is shared housing with other persons, please specify the reason why the student is living in such housing: _____

Prior to staying at this location, the student was staying at _____

From _____ (date) to _____ (date).

I regularly receive my mail at: _____

I am currently staying at the following address(es): _____

_____ I plan to stay at this/these location(s) until: _____ (date). I can be reached at the following telephone number: _____ . I can be reached for emergencies at: _____

I authorize school district officials to contact _____ (case worker/shelter staff/other) at _____ to obtain further information in order to verify the information contained in this affidavit and in order to coordinate necessary services for the student.

5118.1
Appendix E
(continued)

I declare under penalty of perjury under the laws of Connecticut that the information provided is true and correct and of my own personal knowledge. I understand that giving false or otherwise untrue information on this form could result in a criminal charge of perjury being brought against me.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this _____ day of _____ 20__.

NOTARY PUBLIC

AFFIDAVIT FOR MISSING ENROLLMENT DOCUMENTATION

[District]

I, _____, being duly sworn upon oath and based on my personal knowledge hereby state and affirm the following information regarding [name of student's] missing enrollment documentation for the following:

- | | |
|--|---|
| <input type="checkbox"/> Proof of residency | <input type="checkbox"/> Immunization Record |
| <input type="checkbox"/> Proof of guardianship | <input type="checkbox"/> School Health Record |
| <input type="checkbox"/> Proof of identity | <input type="checkbox"/> School Records |
| <input type="checkbox"/> Birth Certificate | |

I am of legal age and believe in the obligations of an oath.

I am unable to present a copy of the document(s) requested above for the following reasons:

The name and location of the last school the student attended is:

I understand that I must obtain the necessary immunization and health records and provide a copy to the District, I understand that the Homeless Liaison is available to assist me in obtaining any such immunization or health records. The Homeless Liaison is _____ and can be reached at _____.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this _____ day of _____ 20__.

NOTARY PUBLIC

*This policy is mandatory for districts that receive Title I funds.
The Every Student Succeeds Act amended ESEA and imposed requirements on state agencies dispersing funds for Title I programs. Most of the requirements are directed to state agencies. However, local districts receiving money for these programs will be held to many of the same requirements by the State.*

Instruction

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health, nutrition and social needs.
2. Provide to the extent feasible a full range of services that will provide migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

In providing services, priority shall be given to migratory children who have made a qualifying move within the previous one year period and who are failing, or most at risk of failing, to meet the challenging State academic standards or who have dropped out of school.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migratory Child/Student Definition

- A.** A “migratory child” means a child who:
- (1) is a migratory agricultural worker or a migratory fisher; or
 - (2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher –
 - (i) Has moved from one school district to another;
 - (ii) As the child of a migratory fisher, resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

Instruction

Migrant Students

Migratory Child/Student Definition (continued)

- B. Qualifying Move** means a move from one residence to another residence that occurs due to economic necessity and from one school district to another school district.
- C. Migratory Agricultural Worker** means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.
- D. Migratory Fisher** means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference: Federal Register – July 29, 2008 – Final Rule
34 C.F.R. Part 2000

P.L. 114-95, Every Student Succeeds Act §1301 et seq., U.S.C. 20 6391

Policy adopted:

cps 1/03
rev 8/08
rev 5/17

Programs for Migrant Students - Family Interview Form

To be completed by Building Principal or designee: (please print)

Child 1 Name	Birth Date	Grade	School
Child 2 Name	Birth Date	Grade	School
Child 3 Name	Birth Date	Grade	School

Name of Parent/Guardian	Language(s)
Telephone Number or other contact information	Today's Date

Needs Assessment

Please check response

1. Do any of your children have health problems that interfere with their ability to learn? Explain: Yes No _____

2. In what areas might your child(ren) need additional help in school?

	Reading	Math	Language	Other (specify)
Child 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

3. Are your child(rens)' immunizations up to date? Yes No Don't know

4. Do you have immunization records? Yes No Don't know

5. Have you established a source of primary healthcare? Yes No Don't know

If not, would you be interested in information on primary healthcare? Yes No Don't know

Resources and Referrals

Please circle/check response

1. Would you be interested in information on:

- | | | | |
|---------------------|------------------------------|-----------------------------|-----------------------------------|
| Head Start | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| District Preschool | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| Parents as Teachers | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| GED/ESL Classes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |

2. Would you be interested in information on:

- | | | |
|-----------------------------|------------------------------|-----------------------------|
| Public/County Health Dept. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Division of Family Services | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

3. May we share your name and address with these agencies?

- Yes No

4. When is the best time to reach you at home?

- AM PM

Days of the week:

- Monday Tuesday Wednesday Thursday Friday

Name of Person Completing Form

Name of Person Being Interviewed and
His/Her Relationship to Family/Children

Code of Conduct

New Haven Public Schools

I. Summary

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

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

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

The Code reflects a restorative approach to supporting cooperative and productive behaviors in our school communities. Restorative practices "is a broad term encompassing a growing social movement to institutionalize peaceful approaches to harm, problem-solving, and violations of legal and human rights. Restorative approaches seek to balance the needs of the victim, wrongdoer, and community through processes that preserve the safety and dignity of all."¹ Therefore, a restorative approach is meant to restore balance, improve or build relationships, and promote cooperation between community members. It is most effective when used proactively to prevent conflict and harm, rather than solely as a response to events.

II. Explanation of Restorative Practices

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

Restorative practices promote and nurture:

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

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

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

These practices address the needs of the community through:

- Identification and discussion of community and individual needs
- Building healthy relationships
- Resolution of conflict by holding individuals and groups accountable
- Repairing harm and restoring positive relationships
- Reducing, preventing and improving harmful behaviors

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

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

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

III. Rights and Responsibilities

1. Attendance

RIGHTS

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

RESPONSIBILITIES

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

2. Respect for Persons and Property

RIGHTS

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

RESPONSIBILITIES:

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

3. Knowledge and Input

RIGHTS:

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

RESPONSIBILITIES

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

4. Learning

RIGHTS

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

RESPONSIBILITIES

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

5. Free Speech and Publication

RIGHTS

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

RESPONSIBILITIES

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

6. Participation in School Activities

RIGHTS

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

RESPONSIBILITIES:

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

7. Due Process

RIGHTS

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

RESPONSIBILITIES

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

IV. Expectations for Essential Stakeholders

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

Students

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

Parents and Guardians

As children's initial and ongoing teachers in the home environment, parents/guardians play a major role in the success of their children at school.

Parents/guardians can help ensure success for their children in school and beyond, by becoming familiar with and cooperating with restorative approaches to managing harm and behaviors that disrupt the learning environment. Parents/guardians can further support student school success through the following:

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

Schools

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

School Staff (other than teachers & administrators)

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

Teachers

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

The teachers will take the following actions:

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

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

Administrators

Will create a climate where community building circles are used to develop strong relationships and teachers are using circles to develop classroom norms/agreements that support the individuals within the class. These norms will employ narrative questioning techniques to build a common understanding of the needs of the classroom community. Teachers will use restorative questioning techniques to resolve minor issues within the class. Teachers will also use **affective**

questions and statements to increase interpersonal understanding, model social emotional skills, increase cultural competency and promote cooperation within the classroom.

In any situation where harm has occurred or is alleged to have occurred, the principal or designee will hear the student’s explanation and investigate the matter fully before determining a response. The principal or designee will determine the extent of the harm and what needs have arisen as a result of that harm, what restorative practices have been employed in response to the harm, previous incidents involving the student, and what restorative practices or programs are available and appropriate to address the needs any harms or disruptions to the learning community that may have been caused by the behaviors of others.

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

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

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

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

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

Level 1: Minor Behaviors that Affect Others Negatively

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

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

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

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

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

The teacher or staff person will give notice to the school administration through the school's referral process and the parent(s)/guardian(s) will be notified about the behavior and actions taken. School administration will provide assistance to

enhance the student – teacher (or student- staff member) relationship and to promote a positive educational environment.

Examples include, but are not limited to:

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

Level 2: Intermediate Behaviors that Affect Others Negatively

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

Intermediate behaviors include, but are not limited to:

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

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

The teacher or staff person will give notice to the school administration through the school's referral process. The parent(s)/guardian(s) will be notified of the behaviors and actions taken. School administration will provide assistance to deepen the student – teacher (or student- staff member) relationship and to enhance the educational environment. Examples include, but are not limited to the following:

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

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

Levels 3 and 4:

Major Behaviors that Harm or Negatively Affect Others I & II

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

Level 3: Major Behaviors that Harm or Negatively Affect Others 1

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

Major Disruptive or Harmful Behaviors 1 may result in referral to outside agencies such as the New Haven Juvenile Review Board, other social service or mental health agencies or programs, **or as a last resort** the police department. Major Disruptive or Harmful Behaviors 1 also includes chronic intermediate behaviors (three or more occurrences) that continue despite use of restorative approaches. Examples include, but are not limited to the following:

- Alcohol or marijuana: the use, possession, sharing, or being under the influence
- Bullying and other forms of repeated harassment
- Distribution of a non-prescription medication for purposes not according to labeling
- Possession or use of illegal drugs or drug paraphernalia
- Electronic tampering: unauthorized access to information systems or unauthorized use of school or others' electronic equipment (including computers, fax machines, telephones, etc.)
- Physical fighting by students
- Distribution or possession of fireworks
- Hazing
- Harassment based on gender, race, religion, sexual orientation, disability, and other protected categories
- Indecent exposure
- Malicious threats of violence
- Possession of a common pocket knife or other weapon or dangerous instrument (other than a firearm, deadly weapon, or martial arts weapon)
- Secret society; organization, establishment, promotion, membership, participation in any secret society related activity or wearing any secret society organization or gang logo in any way which is disruptive of the educational process.
- Sexual harassment
- Theft
- Trespassing
- Vandalism over \$100
- Other serious behaviors that result in harm or disruption to the educational environment which the principal/designee reasonably believes fall within this category.

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

Notification of parent/guardian is required.

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

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

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

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

In-school suspension may be used, where needed for safety, protection of those harmed, or the short term prevention of further disruption. Suspension from school or transportation services may be used for safety concerns or to protect person(s) harmed from further harm. The length of suspension is determined by the need for safety or protection, the nature of the behavior and the number of previous

instances of harmful or disruptive acts. Restorative approaches should be considered and previous restorative applications should be documented prior to suspension.

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

Level 4: Major Disruptive or Harmful Behaviors II

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

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

Examples include, but are not limited to the following:

- Alcohol or marijuana: sale or attempted sale (including substances represented as alcohol or marijuana)
- Arson
- Assault/Battery on a student or students or on a school board employee resulting in serious bodily harm
- False alarm: submitting or calling in a false alarm
- Bomb threat
 - *Use of fireworks
- Illegal Drugs other than marijuana (including counterfeit): distribution, attempted distribution, sale, or attempted sale
- Explosives: willful possession of
- Firearms; the distribution, sale, attempted sale, use or willful possession
- Homicide
- Kidnapping
- Distribution of prescription medication or drugs to others
- Sexual assault

- Vandalism over \$1,000
- Vehicle Theft
- Weapon: the use or threatened use of a weapon or dangerous instrument against a person
 - Weapon; the willful possession of a deadly weapon (not including a common pocket knife), dangerous instrument, or martial arts weapon as defined by State law
- Introduction of a foreign substance (toxic or harmful) into food or drink

Responses to Level 4 /Major Disruptive or Harmful Behaviors II should employ restorative practices approaches as much as possible and focus on ways to repair any harms caused by and/or contributing to the disruptive or harmful behavior as well as include prevention of future disruptive or harmful behavior. Responses also should be age appropriate.

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

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

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

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

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

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

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

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

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

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

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

Restorative Conference (not recommended for instances where student may be facing criminal charges without full permission of the student and parents/guardians and legal advice for student.)

Referral to New Haven Juvenile Review Board

Referral to New Haven Youth Court

Referral to SSST (Student Support Services Team)

Referral to Youth Stat

Emergency Psychiatric Services (211)

Title 9 Coordinator

VI. Suspension Decision Guide

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

CRITERION 1 – Endangerment to Persons/Property

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

CRITERION 2 – Serious Disruption

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

Questions to consider:

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

Mitigating Factors to Weigh in the Determination

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

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