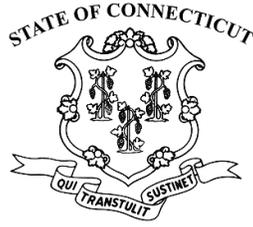


Fall 2020 Instructional Models

New Haven Public Schools have created three instructional models per the request of the State Department of Education. The implemented model will be adjusted based upon health indicators and guidance from health officials. Parents will be able to select the option that works best for their child and family in Model A and Model B.

Low Risk	Moderate Risk	High Risk
<p>Model A: Schools are fully open and operating under traditional instructional delivery.</p>	<p>Model B: Schools will open fully, but operate under a hybrid rotation of instructional delivery to include traditional classroom teaching and remote instruction.</p>	<p>Model C: Schools will be completely shut down and all students will engage in remote learning.</p>
<p>Option 1 Students will return to the classroom five days a week to receive traditional face-to-face learning in the classroom five days a week. Controlled movement will be in place by cohorts where possible.</p> <p>Social distancing protocols will be strictly enforced and students will be required to wear masks.</p> <p>Option 2 Students will receive remote learning full-time through their assigned school at home. Instructional delivery will include such strategies as live, virtual instruction, interactive videos and independent work. Certified teachers will teach in the remote learning program and instruction will be delivered through the utilization of the Google Suite platform, which includes Google Meets and Google Classroom. Students will be expected to log in daily for attendance and complete assignments by the expected dates.</p>	<p>Option 1 Students in Pre-K – grade 5 will physically attend school four days a week. The students will be split into two groups to reduce class size with each group receiving instruction in the classroom and in another area of the school four days a week. The fifth day of the week all students will be engaged in remote learning. Teachers will receive one planning day a week to accommodate this design.</p> <p>Students in grades 6 – 12 will physically attend school two days a week and will be split into two groups to reduce class size. Each group will spend two days in a classroom receiving face-to-face instruction and three days engaged in remote learning. Teachers will receive one planning day a week to accommodate this design.</p> <p>Social distancing protocols will be strictly enforced and students will be required to wear masks.</p> <p>Option 2 Students will receive remote learning full-time through their assigned school at home. Instructional delivery will include such strategies as live, virtual instruction, interactive videos and independent work. Certified teachers will teach in the remote learning program and instruction will be delivered through the utilization of the Google Suite platform, which includes Google Meets and Google Classroom. Students will be expected to log in daily for attendance and complete assignments by the expected dates.</p>	<p>Students will receive remote learning full-time through their assigned school at home. Instructional delivery will include such strategies as live, virtual instruction, interactive videos and independent work. Certified teachers will teach in the remote learning program and instruction will be delivered through the utilization of the Google Suite platform, which includes Google Meets and Google Classroom. Students will be expected to log in daily for attendance and complete assignments by the expected dates.</p>

Parents will have the option to change the method of instructional delivery at the start of each marking period.



Substitute House Bill No. 7082

Public Act No. 19-12

AN ACT CONCERNING THE INCLUSION OF BLACK AND LATINO STUDIES IN THE PUBLIC SCHOOL CURRICULUM.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-16b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2021*):

(a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling;

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mathematics; physical education; science, which may include the climate change curriculum described in subsection (d) of this section; social studies, including, but not limited to, citizenship, economics, geography, government, history and Holocaust and genocide education and awareness in accordance with the provisions of section 10-18f; African-American and black studies in accordance with the provisions of section 2 of this act; Puerto Rican and Latino studies in accordance with the provisions of section 2 of this act; computer programming instruction; and in addition, on at least the secondary level, one or more world languages; [and] vocational education; and the black and Latino studies course in accordance with the provisions of sections 3 and 4 of this act. For purposes of this subsection, world languages shall include American Sign Language, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education. For purposes of this subsection, the "arts" means any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre.

(b) If a local or regional board of education requires its pupils to take a course in a world language, the parent or guardian of a pupil identified as deaf or hard of hearing may request in writing that such pupil be exempted from such requirement and, if such a request is made, such pupil shall be exempt from such requirement.

(c) Each local and regional board of education shall on September 1, 1982, and annually thereafter at such time and in such manner as the Commissioner of Education shall request, attest to the State Board of Education that such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic.

(d) The State Board of Education shall make available curriculum materials and such other materials as may assist local and regional

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boards of education in developing instructional programs pursuant to this section. The State Board of Education, within available appropriations and utilizing available resource materials, shall assist and encourage local and regional boards of education to include: (1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) African-American [history] and black studies; (4) Puerto Rican [history] and Latino studies; (5) Native American history; (6) personal financial management, including, but not limited to, financial literacy as developed in the plan provided under section 10-16pp; (7) training in cardiopulmonary resuscitation and the use of automatic external defibrillators; (8) labor history and law, including organized labor, the collective bargaining process, existing legal protections in the workplace, the history and economics of free market capitalism and entrepreneurialism, and the role of labor and capitalism in the development of the American and world economies; (9) climate change consistent with the Next Generation Science Standards; (10) topics approved by the state board upon the request of local or regional boards of education as part of the program of instruction offered pursuant to subsection (a) of this section; and (11) instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61, inclusive. The Department of Energy and Environmental Protection shall be available to each local and regional board of education for the development of curriculum on climate change as described in this subsection.

Sec. 2. (NEW) (*Effective July 1, 2019*) (a) For the school year commencing July 1, 2021, and each school year thereafter, each local and regional board of education shall include African-American and black studies and Puerto Rican and Latino studies as part of the curriculum for the school district, pursuant to section 10-16b of the general statutes, as amended by this act. In developing and implementing the African-American and black studies and Puerto Rican and Latino studies curriculum, the board may utilize the

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curriculum materials made available by the State Board of Education pursuant to subsection (d) of section 10-16b of the general statutes, as amended by this act, or other existing and appropriate public or private materials, personnel and resources, provided such curriculum is in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to section 10-4 of the general statutes.

(b) A local or regional board of education may accept gifts, grants and donations, including in-kind donations, designated for the development and implementation of the African-American and black studies and Puerto Rican and Latino studies curriculum under this section.

Sec. 3. (NEW) (*Effective from passage*) (a) (1) Not later than January 1, 2021, the State Board of Education shall review and approve the black and Latino studies course developed pursuant to subsection (b) of this section by the State Education Resource Center, established pursuant to section 10-357a of the general statutes. The state board shall approve such course if, following a review of such course, the state board determines that the content of such course is rigorous, aligned with curriculum guidelines approved by the state board, and in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to section 10-4 of the general statutes.

(2) Not later than January 15, 2021, the state board, in consultation with the State Education Resource Center, shall submit a description of the black and Latino studies course, which includes the scope and sequence and course objective, and a report on the development and review of such course to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

(b) The State Education Resource Center shall develop a black and

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Latino studies course. Such course shall be one credit and offered at the high school level. In developing such course, the State Education Resource Center may utilize existing and appropriate public or private materials, personnel and other resources, including, but not limited to, persons and organizations with subject matter expertise in African-American, black, Puerto Rican or Latino studies, and the curriculum materials made available pursuant to subsection (d) of section 10-16b of the general statutes, as amended by this act.

(c) For the school years commencing July 1, 2022, to July 1, 2024, inclusive, the Department of Education shall conduct an annual audit to ensure that the black and Latino studies course approved pursuant to this section is being offered by each local and regional board of education. The department shall annually submit a report on such audit to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 4. (NEW) (*Effective July 1, 2019*) (a) For the school year commencing July 1, 2021, a local or regional board of education may offer the black and Latino studies course, approved pursuant to section 3 of this act, in grades nine to twelve, inclusive.

(b) For the school year commencing July 1, 2022, a local or regional board of education shall offer the black and Latino studies course in grades nine to twelve, inclusive.

Approved June 21, 2019