



## CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

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### New Britain Board of Education Regular Meeting

December 7, 2020 - 6:00 PM | New Britain High School

#### Call to Order and Roll Call

##### Call to Order

Mr. Merrill Gay, President of the New Britain Board of Education, called the meeting to order at 6:14 PM.

##### Board Members Present

Ms. Monica Dawkins, Mr. Merrill Gay, Mr. Anthony Kane, Mr. Joseph Listro, Mr. Nicholas Mercier, Ms. Annie Parker, Ms. Diana Reyes, Ms. Gayle Sanders-Connolly, Dr. Violet Jiménez Sims

##### Board Members Absent

Ms. Nancy Rodriguez

#### Meditation

Mr. Gay asked all to remember the Eason and Rose families during the moment of meditation.

#### NBHS Alumnus Recognition

##### Mr. Kevin Slisz, Jr.

Mr. Slisz was honored and recognized by board members for his heroic actions at Lincoln Elementary School on November 10, 2020. Mr. Gay initiated the recognition by reading a statement from the Board. Mr. Slisz graduated New Britain High School in 2019 and currently works for the New Britain Parks and Recreation Department while attending the University of Connecticut. On November 10th he performed CPR on another Parks and Rec coach who suffered a cardiac emergency. Mr. Slisz continued these lifesaving measures until paramedics arrived and the afflicted staff member was transported to the hospital. In order to honor him for his bravery and quick thinking actions, the Board of Education presented him with a \$500.00 scholarship toward his studies at the University of Connecticut where he is currently pursuing a degree in Sport and Fitness Administration/Management.

#### Public Participation

##### Mr. John Board

Mr. Board addressed board members regarding item #3A (Presentation: Supporting Students Who Are Deaf or Hard of Hearing) on the agenda. He reminded members of the Board that he originally approached them on November 18, 2019 with a proposal to adopt American Sign Language (ASL) as one of the official world languages taught in the school district. Mr. Board stated that he will be working with members of the Education Committee during the upcoming General Assembly session to try to make approval of ASL as a foreign language alternative a reality statewide. He encouraged board members to reach out to him with questions or concerns related to this topic and thanked the Superintendent for all of her hard work in the district.

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### **Ms. Perla Vanessa Cardoso**

Ms. Cardoso, a 2012 graduate of NBHS and community organizer with CT Students for a Dream (C4D), spoke in support of Luis Delgado a CSDNB staff member at NBHS. She stated that she believes that Mr. Delgado's recent suspension needs to be discussed since the statements he made to the Superintendent were honest, valid, and professional and do not deserve disciplinary action. Ms. Cardoso stated that as an advocate for undocumented and Spanish-speaking students, she has a list of demands from the school district that she believes members of the community deserve. These demands include the creation of two new assistant superintendent positions which should be filled by a black individual and someone who is nonwhite, Latinx, and Spanish speaking. In addition, Ms. Cardoso would like the school district to hire a Spanish-speaking assistant for Ms. Sondra Sanford, and two full-time Spanish-speaking interpreters and one full-time Arabic-speaking interpreter for NBHS. Lastly, she would like to see the creation and support of a safe space for people of color to communicate and process racial aggressions and for Mr. Delgado's disciplinary records to be expunged with regard to his advocacy for New Britain students and teachers of color.

### **Ms. Arelis Aponte**

Ms. Aponte expressed concern over incidents that both of her sons experienced while attending NBHS. She stated that one of her sons failed a course due to his teacher not assigning any assignments for six weeks during the pandemic. This caused her to decide to withdraw her son from the school and enroll him elsewhere. Ms. Aponte also stated that she found out this summer that her oldest son was failing a class despite putting a great deal of effort into it. She explained that she feels as though she has been given the runaround for six months by the teacher and administrators at the high school after bringing her concerns to their attention. Ms. Aponte does not believe her son should have to take a full assessment to earn the ½ credit for the geometry course and would like the situation to be addressed by someone who will consider all of the information and possibilities. In closing, she stated that the Assistant Superintendent suggested that her son should change schools.

## **Election of Officers**

### **President**

Ms. Parker nominated Mr. Gay for the position of president. There were no other nominations for the office of president. All were in favor via voice vote.

### **Vice-President**

Mr. Kane nominated Ms. Sanders-Connolly for the position of vice-president. Mr. Gay nominated Mr. Mercier for the position of vice-president.

## **Recess**

Mr. Mercier motioned for a brief recess at 6:41 PM, seconded by Dr. Jiménez Sims. Motion carried unanimously. The meeting resumed in open session at 6:45 PM.

## **Election of Officers**

### **Vice-President**

Ms. Sanders-Connolly respectfully declined the nomination for the position of vice-president. Mr. Mercier was elected by acclamation to the position of vice-president.

### **Secretary**

Ms. Reyes nominated Dr. Jiménez Sims for the position of secretary. Mr. Mercier nominated Ms. Sanders-Connolly for the position of secretary. Dr. Jiménez Sims was elected to the position of secretary via 6-3 vote by a show of hands.

## **Appointments**

Mr. Gay appointed the following committee chairs:

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Ms. Sanders-Connolly: Finance, Facilities, and Transportation Committee  
Dr. Jiménez Sims: Curriculum Committee  
Ms. Parker: Personnel Committee  
Mr. Mercier: Policy Committee  
Mr. Listro: Wellness Committee

## Reports

The Superintendent's Report is attached.

## Presentations

**Supporting Students Who Are Deaf or Hard of Hearing** presented by Ms. Donna Clark and Dr. Kelly Cimma  
The presentation is attached.

## Consent Agenda

*(There were no objections to pull the following items off the Consent Agenda. Therefore, these items were approved):*

### **Operations: Approve Minutes from the Regular Board of Education Meeting on November 2, 2020**

Submitted by Ms. Kristin Salerni | No Committee Review

### **Operations: Accept Enrollment Report**

Submitted by Mr. Jeff Prokop | No Committee Review

### **Operations: Accept In-Person Student Enrollment Report**

Submitted by Mr. Jeff Prokop | No Committee Review

### **Personnel: Accept Report of Personnel Transactions and Extracurricular Appointments**

Submitted by Ms. Maryellen Manning | No Committee Review

### **Academics: Approve Purchase Order for Mystery Science Lessons (\$28,470.00)**

Submitted by Ms. Lara Bohlke | Reviewed by the Curriculum Committee on November 16, 2020 and the Finance Committee on November 23, 2020 | Funding Source: ESSER-Line 600-Supplies-Tech-related 206696922311-56114

As the uncertainty of this unprecedented time continues, we are adjusting our preparations to meet our students where they are, whether learning remotely or in person. We must be equipped to provide our students with varying approaches and explanations, especially in the cases where more hands-on approaches are difficult to replicate in a remote environment. Learning platforms that help students stay curious about the world around them, and connect them to current, relevant concepts related to the scientific world (even when their current reality is restricted) are engaging and high-interest. Our teachers need a bank of quality, accessible resources and platforms that cross scientific domains and provide opportunities for students to learn and explore whether we are in-person, in a blended learning (hybrid) environment, or fully using remote learning. These resources should be flexible and searchable by content and topic and be available in multiple languages to support our linguistic diversity and allow for equity of access.

Mystery Science features multimedia STEAM-related units for K-5 and includes Spanish transcripts for full lessons which allow teachers to narrate the video in Spanish. Each lesson starts by posing a question commonly asked by kids, like "Do plants eat dirt?" or "Why are so many toys made out of plastic?" A series of short videos and prompts then guides a class discussion, followed by an experiment that can be done as a class. Lessons cover a wide range of topics, including light and sound, biodiversity, engineering, and the water cycle. The resource is high interest and encourages inquiry, problem-solving and critical-thinking, strongly aligning to our Portrait of a CSDNB Graduate characteristics. Mystery Science is intended as support material for K-5 STEAM units in the age of hybrid learning.

The total is \$28,470.00 and the funding source is ESSER- Line 600-Supplies-Tech-related 206696922311-56114.

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### **Academics: Approve Purchase Order for Support Texts and Resources for K-5 ELA Curriculum (\$48,394.46)**

Submitted by Ms. Lara Bohlke | Reviewed by the Curriculum Committee on November 16, 2020 and the Finance Committee on November 23, 2020 | Funding Source: Alliance Instructional Supplies - Textbooks

The 2020-2021 school year marked the implementation of the first of our Renewed curriculum in ELA at the K-5 levels. As part of the implementation of these renewed units, support texts and resources that support students' understanding of the standards through a culturally responsive lens (using mirrors, windows and sliding glass doors) is essential. These collections that include mentor, demonstration, read-aloud and shared texts will be stored in school libraries and be available to classroom teachers as they implement their renewed ELA units. Purchases will continue as units are released so that, by the end of school year 2020-2021, our collections will be complete and teachers will have a variety of diverse support texts from which to choose to address the needs of the students within their classroom. Titles include Spanish and Arabic where available.

The total is \$48,394.46 and the funding source is Alliance Instructional Supplies Alliance Instructional Supplies - Textbooks.

### **Academics: Approve Purchase Order for TitleEZ Subscriptions (\$98,398.81)**

Submitted by Ms. Lara Bohlke | Reviewed by the Curriculum Committee on November 16, 2020 and the Finance Committee on November 23, 2020 | Funding Source: Alliance Instructional Supplies - Textbooks

In an effort to keep our libraries equipped with the most current in leveled resources for the variety of student interests throughout our buildings, we are purchasing TitleEZ subscriptions. These subscriptions have been purchased in the past and have been very well-received by students. Titles are selected to build a love of reading as well as providing students with engaging and diverse, curriculum-focused topics, resources that enhance the collection, and are tailored to each level.

Breakdown is as follows:

-RELC - Early Childhood Subscription

+includes basic, SEL, Science and Global Issues

+4 books/month

-Elementary - Lower and Upper Elementary Titles Subscription

+Includes starred reviews, picture books and easy readers, chapter books, science, math, social studies, sports and ebooks.

+11 books/month

-Middle School Subscription

+Includes starred reviews, science, math, social studies, great reads and ebooks

+6 books/month

-High School Subscription (2 subscriptions to get 2 selections from each category/month)

+Includes starred reviews, realistic fiction, speculative fiction, history, current events, social issues and careers and ebooks

+12 books/month

The total is \$98,398.81 and the funding source is Alliance Instructional Supplies Alliance Instructional Supplies - Textbooks.

### **Academics: Approve Bid Waiver for LEGO® Education SPIKE™ Prime Set (\$14,693.70)**

Submitted by Ms. Lara Bohlke | Reviewed by the Curriculum Committee on November 16, 2020 and the Finance Committee on November 23, 2020 | Funding Source: Alliance/Title I Instructional Supplies

In order to ensure our students have access to opportunities to experiment and innovate with design and structure, the STEAM initiative has partnered with LEGO Education a number of times during this first three years of implementation. A consultant has both facilitated the purchase of materials as well as coordinated professional development for staff at no additional cost to the district.

The LEGO® Education SPIKE™ Prime Set is the newest STEAM learning tool for grade 6-8 students. Combining colorful LEGO building elements, easy-to-use hardware, and an intuitive drag-and-drop coding language based on Scratch, SPIKE Prime continuously engages students through playful learning activities to think critically and solve complex problems, regardless of their learning level. From easy-entry projects to limitless creative design possibilities, including the option to explore text-based coding with Python, SPIKE Prime helps students learn the essential STEAM and 21st century skills needed to become the innovative minds of tomorrow while having fun. These real-world lessons will be integrated into existing curriculum and

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incorporated into emerging curriculum.

Each class set includes 14 complete robot sets and 28 personal learning kits. The take home kits allow students to continue their robotics lessons if they are learning from home. The addition of SPIKE robots to the DiLoreto STEAM program will provide access on par with the LEGO robotics curriculum at Slade and Pulaski.

The total is \$14,693.70 and the funding source is Alliance/Title I Instructional Supplies.

### **Academics: Approve Purchase Order for Padlet Online Program (\$23,800.00)**

Submitted by Ms. Lara Bohlke | Reviewed by the Curriculum Committee on November 16, 2020 and the Finance Committee on November 23, 2020 | Funding Source: Alliance – ESSER Alliance

In these uncertain times, we must be prepared to meet our students where they are. We must be equipped to provide our students and staff with varying approaches and platforms to receive and interact with content. Our teachers need options for providing synchronous and asynchronous virtual teaching both in the classroom and remotely. Padlet provides teachers and students with a tool to collaborate virtually through their Seesaw or Google Classrooms.

The Padlet platform allows teachers to make any question, image, or statement interactive so every student can participate right from their own device. Rooted in student engagement, Padlet maximizes active learning and provides tools for synchronous and asynchronous lessons. Padlet can be used whether we are in-person, in a blended learning (hybrid) environment, or fully using remote learning. Padlet supports the development of students as independent learners who can express voice and choice for a more personalized learning experience. Teachers have been using Padlet as an educational tool since January 2020. The free version limits each teacher to three Padlets, while the paid-for version allows for unlimited Padlets per teacher and student, allowing educators to create and share Padlets among all their classes or across content areas.

Padlet offers the following:

- +Interactive collaboration with teachers and students.
- +Google login - usernames show up on Padlet (free version is anonymous)
- +Student accounts free with paid accounts
- +Unlimited number of student/teacher Padlets.
- +Add posts with one click, copy-paste, or drag and drop
- +Works the way your mind works - with sight, sound, and touch
- +Changes are autosaved
- +Simple link sharing allows for quick collaboration
  - +Available in 29 languages, with more being added
- +Collaborate on padlets from around the globe
- +Working towards greater accessibility every day
- +Work with unlimited contributors
- +Give read-only, writing, moderator, or admin access; revoke at any time
- +Watch updates appear instantly across devices
- +Allow others to remake your work to use as a template
- +Upload files from your computer, take a picture or video from your phone, or link from the web
- +Post images, documents, videos, music, and files from Photoshop, Illustrator, Autocad, and more
- +Embed content from anywhere on the web, including YouTube, Instagram, Twitter, Vimeo, The New York Times, and 400 other apps
- +Attached links and files will appear with a contextual preview to give viewers a hint of what you're showing them
- +Available on iOS (iPhone, iPad, iPod Touch), Android, and Kindle devices
- +Posts appear instantly across devices
- +Take photos and scan QR codes from within each app
- +Stellar app ratings
- +Beautiful attachment previews (rather than boring links) show off the content you want to share
- +Colorful wallpaper choices range from cute animations to professional wood, cork, or chalkboard
- +Pick a theme that fits your writing sensibility, from comic-book to typewriter

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- +Gorgeous typography to bring out the blogger in you
- +Choose from five options: Public, Secret, Password Protected, Totally Private, and Organization-Wide
- +From each option, choose who can view, write on, or moderate your padlets
- +Premium users enjoy an organization-wide internal network separate from the rest of Padlet
- +Publish your work to the world when you are ready
- +3 vastly different layouts that convey information as a square board, a feed of information, or as an open canvas
- +Utilize wallpapers as organization tools, from a Venn Diagram, to KWL chart, to a calendar, to a To-Do list
- +Use as a publishing tool or private notes app, thanks to comprehensive privacy options
- +Supports minimalists and maximalists alike
- +From sticky notes to essays, encompasses all types of writing
- +Choose a custom link address that's easy to remember, then just copy and paste!
- +Export as PDF, CSV, Image, or Excel File
- +Gorgeous social previews for Twitter, Facebook, Slack, and Padlet itself
- +Embed padlets on your website or blog
- +Find your padlets and padlets you've contributed to from your dashboard
- +Search for padlets on specific topics
- +Make your own padlets discoverable by adding searchable tags
- +Start from a gallery of premade templates or remake any padlet you admire to use as your own
- +Connect with other Padlet users via community features
- +Personalized assistance that goes above and beyond the norm
- + Round the clock support available

The total is \$23,800.00 and the funding source is Alliance - ESSER Alliance - ESSER.

### **Academics: Approve Purchase Order for Two Year Renewal of i-Ready Assessment and Instruction (\$506,164.32)**

Submitted by Ms. Lara Bohlke | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: ESSER

In partnership with family and community, the Consolidated School District of New Britain works to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future. In these uncertain times, we must be prepared to meet our students where they are. We must be able to do this flexibly, in person and/or virtually. To meet students where they are requires diagnostic information on their understanding of grade level concepts and skills. We have chosen i-Ready as the most appropriate tool to provide both diagnostic information and learning path resources to address our needs in 2020-2021. This aligns with the State Department of Education's K-12 Educational Priority Statement regarding COVID-19 allowing CSDNB to adopt the use of i-Ready for the 2020-2021 school year to "assess where students are in respect to the base of learning required for their new grade.....and to restore any educational loss while continuing to provide the learning essential to their current grade." To prevent the transmission of COVID-19 in months and years to come, the way we deliver instruction will continue to change and evolve. District-wide use of i-Ready will provide a strong virtual platform for equitable access and common experiences for all students across grade levels K-8. i-Ready provides an online platform to diagnose where students are in Reading and Mathematics and offers a virtual learning path to bring them to where they need to be, while simultaneously offering opportunities for students to also engage in grade level instruction, lessons and activities. The individualized features of i-Ready allow for "Plans for students with Individualized Education Programs (IEPs).....where individual determinations as to whether and to what extent recovery services may be needed and how they will be delivered" are addressed. i-Ready has features to support EL learners as well, including highlighting and vocabulary tools as well as translation and audio supports. Funding needed for this renewal is available through ESSER at this time. Renewing for two years saves us an estimated \$62,000. The two year renewal is \$506,164.32. "The CSDE is committed to financially support LEAs' efforts to provide appropriate recovery services for all students, including students with IEPs and to prepare students and teachers to reenter the school building when it is safe to do so." Part of this Education Recovery financial support includes "funding for instructional supplies/equipment (resources) and funding for additional assessments of students' present levels of performance." i-Ready fulfills these CSDE parameters and allows CSDNB teachers the opportunity to know their students' starting point and bring them individually along a path to grade level success.

The total is \$506,164.32 and the funding source is ESSER.

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**Academics: Approve Purchase Order and Bid Waiver for Headsets for PK-2 Students (\$67,325.00)**

Submitted by Ms. Lara Bohlke | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: Local-Academics-Instructional Supplies 101096110001-56110

In these uncertain times, we must be prepared to meet our students where they are. In our hybrid learning experience since school started in September, we have learned that our youngest students (PK-2) have difficulty being understood in formats such as Google Meets due to the quality of their headsets. We surveyed local districts and found headsets that would meet the needs of our younger learners. The headsets are for individual, in-school use only and would not be taken back and forth to home.

Speaking and listening skills for primary students are essential for pre-literacy. Oral language provides the foundation for literacy development. The amount of oral language that children have is an indicator of their success or struggle in school. Additionally, English language learners need daily opportunities to learn and practice oral English in order to acquire these critical foundational literacy skills. To meet the needs of our younger learners, teachers make oral language development a primary focus for instruction. Access to headsets that allow students to hear language and speak into an attached microphone thereby recording their oral language so they can listen to it, will provide students with a necessary tool to advance their oral language development. These headsets would allow teachers the opportunity to plan lessons that include developmentally appropriate activities to engage students in the curriculum.

The total is \$67,325.00 and the funding source is Local - Academics - Instructional Supplies 101096110001-56110.

**Academics: Approve Purchase Order for Two Year Extension of Newsela Online Program (\$223,590.00)**

Submitted by Ms. Lara Bohlke | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: ESSER Line 600

In these uncertain times, we must be prepared to meet our students where they are. We must be equipped to provide our students with timely resources that allow them to contemplate issues and concepts that are important to them. These resources should be flexible and searchable by content and topic and be available at a variety of reading levels and in multiple languages to support our linguistic diversity and allow for equity of access. We need to be able to do this flexibly, in person and/or virtually. The way we deliver instruction will continue to change and evolve. Newsela has features to support EL learners as well, including highlighting and vocabulary tools as well as translation and audio supports, such as text to speech. Even post-COVID individual students will still have a need to access these resources. Now that our students are one-to-one, we will extend the licenses for this platform. The usage of Newsela is trending upward. As of late October, Newsela is being used at 18 schools and 1,481 classes have been created. Teachers and students enjoy the relevance, diversity and flexibility of the resource. This purchase allows us to extend our license for two years.

The total is \$223,590.00 and the funding source is ESSER Line 600.

**Operations: Approve Bid Waiver for Picnic Tables for School Gardens at DiLoreto, Gaffney, Lincoln/Slade, Smalley and Smith Schools (\$14,669.10)**

Submitted by Ms. Lara Bohlke | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: Local-Academics-Non-Instructional Equipment 101096110001-57301

The New Britain School Community has been growing its school garden program every year for the past several years. School Gardens help to extend the classroom beyond traditional settings by expanding it outside. Gardening can provide students with hands-on learning opportunities while increasing environmental awareness and vital experience in problem-solving. Picnic tables will allow students and teachers to gather together in green spaces, extending the classroom to the outdoors. Activities such as seed examination, sorting, transplanting, and seed harvesting will be made easier with the addition of collaborative space in close proximity to the gardens and greenhouses. Tables will be installed in the early spring at schools with space to accommodate them: DiLoreto, Gaffney, Lincoln/Slade, Smalley and Smith.

The total is \$14,669.10 and the funding source is Local - Academics - Non-Instructional Equipment: 101096110001-57301.

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## **Academics: Approve Purchase Order for Two Year Renewal of Learning A-Z Online Literacy Program (\$131,017.75)**

Submitted by Ms. Lara Bohlke | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: Alliance Carryover 234196910002-56110 and ESSER Line 600

In these uncertain times, we must be prepared to meet our students where they are. We must be equipped to provide our students with reading materials at their level that are available whether we are in-person, in a blended learning (hybrid) environment, or fully using remote learning. These resources should be flexible and searchable by content and topic and be available at a variety of reading levels and in multiple languages to support our linguistic diversity and allow for equity of access. We need to be able to do this flexibly, in person and/or virtually. To provide continuity of services additional instructor licenses are being purchased for non classroom teachers who work with the students. Funding needed for this renewal is available through ESSER at this time. Renewing for two years saves us an estimated \$33,442.25. Adding additional staff and extending the services for a two year renewal is \$131,017.75 and includes professional development for staff.

Learning A-Z offers the following:

Differentiated reading resources K-5

Some books available in English and Spanish

Students can read/record themselves

Running record forms are available to do distance assessing of fluency, accuracy and retell.

Teachers can assign books at the student's level.

Dozens of trade book quizzes are available to assess comprehension.

Books available online as well as print resources

Phonics and phonemic awareness lessons and resources at various levels

Webinars / live PD throughout

Consistent resource and platform K-5

Many teachers are using or have used this in the past.

Highly Engaging

Gives detailed reports on student use and progress.

Reports breakdown student data into all areas of literacy so teachers can pinpoint areas of concern.

All reports can be viewed at the classroom, building and district level.

Parents can also receive reports on their student's performance and activity on the platform.

The total is \$131,017.75 and the funding source is Alliance Carryover: 2341-969-10002-56110 ESSER Line 600.

## **Academics: Approve Bid Waiver for Renewal of RAVENS2 Testing for 2021-22 School Year (\$9,450.00)**

Submitted by Ms. Lara Bohlke | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: Local – Academics – Testing Services 101096110001-53321

As part of the strategic plan under Academics, "We prepare all students to be future-ready through an engaging, personalized, and comprehensive education." Testing for giftedness is required by Connecticut State regulations and ensures a more comprehensive, more personalized education to meet the needs of each unique learner who may fall on the other end of special education learning spectrum. To this end, the dollars spent on testing and identification provide information in order to:

\*Provide testing for gifted / talented, including those from poverty or diverse backgrounds, as required by the State of CT data monitoring.

\*Provide pertinent information and insight to inform teaching and learning for all classroom teachers; and specifically teachers of the "gifted", when available.

\*Provide a tailored, individualized (differentiated) instruction that accommodate every student in the class (higher achieving students usually forgotten). (Not just "more" work)

\*Prevent boredom and off-task behaviors in higher achieving students based on individualized and challenging instruction.

\*Provide safety and understanding. Advanced learners in schools often face scrutiny, bullying and other social challenges that make it difficult to thrive.

\*Opportunity to be with "like-minded" students.

\*Provide opportunities and access for high school and post-secondary success.

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- \*Advanced coursework in elementary and middle lead to advanced placement opportunities in high school and beyond.
- \*Provide opportunities to explore “gifts” which encourages productivity in the future, especially in the ever-changing job market.

This purchase is for the renewal of RAVENS2 testing for the 2021-22 school year.

The total is \$9,450.00 and the funding source is Local - Academics - Testing Services: 101096110001-53321.

**Personnel: Approve Bid Waiver and Contract By and Between Consolidated School District of New Britain and Global Education & Beyond, LLC for Facilitation of Professional Development Book Study for Administrators (\$10,000.00)**

Submitted by Dr. Nicole Sanders | Reviewed by the Curriculum Committee on November 16, 2020 and the Finance Committee on November 23, 2020 | Funding Source: Alliance Grant 234196910001-53320

Administrators will engage in a virtual professional development book study to enhance their cultural competence necessary to promote a learning environment that is responsive to the cultural and linguistic needs of a diverse student population. Dr. Rebecca Good will facilitate sessions using the mentor text How to Be An Anti-Racist by Ibram X Kendi.

The total is \$10,000 and the funding source is Alliance Grant 2341-969-10001-53320.

**Finance: Approve Purchase Order and Bid Waiver for Executive Function and Social/Emotional Training for School Readiness Classrooms (\$15,000.00)**

Submitted by Mr. Christopher Badenhop | Reviewed by the Curriculum Committee on November 16, 2020 and the Finance Committee on November 23, 2020 | Funding Source: School Readiness Quality Enhancement Grant - 2325

Through our Quality Enhancement grant, we have obtained a private consultant that has worked with the District, and community programs, for the last few years. We are incorporating executive function and social/emotional training for staff, in order to enhance the skillsets of the children that we serve.

It connects to the District Strategic Plan in the following ways:

- 1 - "Culture and Climate" - it helps to increase student engagement through instructional strategies and SLO's focused on social and emotional learning; decrease any suspensions/expulsions;
- 2 - "Academics" - helps to improve the % of children "on track" at the end of Preschool, across disaggregated groups of students;
- 3 - "Talent Development" - the training seeks to improve employee engagement, with the children, as well as their skillsets, in both classroom management and working with children with behavior concerns.

These training and coaching endeavors will build up executive function skills in our youngest children, in order to enhance their learning capabilities for years to come.

The total is \$15,000.00 and the funding source is School Readiness Quality Enhancement Grant Quality Enhancement Grant 2325.

**Operations: Approve Purchase Order and Bid Waiver for Mobile Furnace Units (\$19,620.00)**

Submitted by Mr. Randal Brochu | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: 101093126000-54300 Facilities Local Budget

We are purchasing four (4) Dragon 3600 Mobile Furnace units to be used throughout the district. This will allow the district a back-up system to safely and efficiently ensure proper building heating if a boiler malfunctions, which will help prevent building closure and potential damage to water pipes, etc. We received two quotes from New England Steamway - Sales orders #3166 and #3167 - both in the amount of \$9,810.00 each for a total cost of \$19,620.00.

The total is \$19,620.00 and the funding source is 101093126000-54300 Facilities Local Budget.

**Finance: Approve Purchase Order and Bid Waiver for Disinfectant Wipes (\$55,485.00)**

Submitted by Mr. Randal Brochu | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: COVID-19 Budget 206496926001-56150

The ability to secure a large amount of disinfectant wipes is vital for the upcoming Winter months, particular as COVID cases rise and disinfectant supplies are expected to be in demand. These supplies will help ensure that each classroom throughout

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the school district will be constantly stocked with a 500-count bucket of “Infection Prevention: Vax-Man General Disinfecting & Cleaning Wet Wipes.” Per the Superintendent’s written approval on 11/2/20, this order was expedited to ensure we could obtain enough product. We received two quotes from Cornerstone Team Sports: #1917 for \$26,632.80 and #1918 for \$28,852.20 for a total of \$55,485.00.

The total is \$55,485.00 and the funding source is COVID-19 Budget 206496926001-56150.

**Finance: Approve Purchase Order and Bid Waiver for IWAVE Ionizers for Gaffney Elementary School (\$30,705.00)**

Submitted by Ms. Helen Talalaj | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: COVID-19 Supplies 206496926001-56150

IWAVE Ionizers are powerful air purifiers that help ensure the best air quality for the building by removing airborne contaminants, helping combat the potential spread of COVID in Gaffney. Ionizers are installed into the air handling units, electrically charging air molecules in the building to produce both negative and positive ions which draws airborne particles together to remove carbon based contaminants such as viruses, as well as mold and bacteria. This supports the district's strategic plan to ensure our facilities are utilizing all technologies and tools available to combat the spread of COVID-19.

The total is \$30,705.00 and the funding source is COVID-19 Supplies 206496926001-56150.

**Finance: Approve Bid Waiver for Training in Restorative Practices and Trauma Informed Instruction for Lincoln Elementary Staff (\$10,800.00)**

Submitted by Ms. Krista Crist | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: Primary Health Grant/Professional Development

The Lincoln Small Classroom Setting program was awarded a Primary Health Grant, the grant previously written included the support and salary of a full-time Family School Liaison. Due to the current situation and Covid response, the FSL was reallocated to support district initiatives. As a result, we are looking for a reallocation of the funds to support the SCS program and the partnership with Lincoln School. The funds will be used to provide training in Restorative Practices and Trauma Informed Instruction with Joe Bruemmer. Joe Bruemmer is well trained and experienced in Trauma-informed Restorative Practices/Justice (RJ), an innovative approach that moves away from punitive measures and towards approaches that focus on healing, accountability, and change. Currently, Joe is helping several Connecticut school districts implement restorative practices using nonviolent communication and collaborative & proactive solutions. The Lincoln staff will be trained to support and complement the Specialized Classroom Management program that SCS program currently utilizes to reinforce Life Learning Competencies and Social Skills. The implementation of Restorative Practices would better support the Lincoln Staff and SCS students when they are mainstreaming.

The total is \$10,800 and the funding source is Primary Health Grant/Professional Development.

**Academics: Approve Purchase Order, Bid Waiver, and Contract Between Consolidated School District of New Britain and Multistate Association for Bilingual Education-Northeast, Inc. (MABE) for Dual Language Education Program Readiness (\$16,025.00)**

Submitted by Ms. Wanda Lickwar | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: 101096222044-53320

The purpose of the MABE consultant will be to deliver a menu of services to support the DiLoreto Dual Language Leadership Team and teachers in information gathering, reflection, discussion and decision-making in preparation for implementation of the dual language program at the DiLoreto Magnet School (K-8) for the year 2021.

The dual language education program readiness will be based on the research-based Guiding Principles for Dual Language Education, specifically the strand on Program Structure. Additional research-based resources include The Dual Language Program Planner.

Services are the following:

Membership for 5 team leaders

Topics addressed:

Description of Dual Language Program for All Stakeholders

Non-negotiable criteria

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Different program models, components and structure  
Benefits and challenges  
Decision-making tool  
Community/staff education/buy-in  
Professional development for all staff

Sessions will address the following questions:

What is a dual language program?  
Why is a dual language program being considered?  
What is the motivation?  
What does research say?  
How is the foundation built for implementation?  
Sessions will focus on Dual Language Program Exploration

Summary of Services and Financials:

Service Financials

1. Membership for 5 team leaders \$ 225.00  
2. Dual Language Program Exploration \$ 4,400.00  
3. La Siembra Program Planning Retreat \$ 7,000.00  
4. Growing the Program—DLE Ongoing  
Technical Assistance (TA) and Professional  
Learning Community (PLC)  
\$ 4,400.00

Total \$16, 025.00

Training Site: Virtual (Google Meet)

Dates: November 2020-June 2021

Consultant: Phyllis Hardy, and other MABE Consultants as needed

Fees and Payment Terms: The consultant will provide the services previously stated for the total amount of \$16,025.00. The consultant will invoice the client \$4,625.00 for services rendered at the end of December 2020, \$7,000.00 for services rendered at the end of March 2021, and \$4,400.00 at the end of May 2021.

The total is \$16,025 and the funding source is 101096222044-53320.

**Operations: Approve Bid Waiver for Emergency UPS Battery Backup (\$10,898.27)**

Submitted by Mr. Jeff Prokop | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: Local Budget – MIS Equipment Replacement 101092125800-57345

This is an emergency purchase to replace a failed UPS battery backup to the virtual server environment. While we would have made this purchase as part of an upcoming hardware replenishment project, it is critical we make this purchase in advance. It will still be used with our server environment even after the upgrade.

The total is \$10,898.27 and the funding source is Local Budget - MIS Equipment Replacement 101092125800-57345.

**Operations: Approve Purchase Order and Bid Waiver for Laptops for Administrators (\$43,250.00)**

Submitted by Mr. Jeff Prokop | Reviewed by the Finance Committee on November 23, 2020 | Funding Source: ESSER Grant

This is a bid waiver and purchase order for 50 laptops in order to replace aging very slow Windows based laptops administrators are using in the district.

The total is \$43,250.00 and the funding source is ESSER Grant.

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**Finance: Approve Budget Transfers (\$128,537.00)**

Submitted by Mr. Kevin Kane | Reviewed by the Finance Committee on November 23, 2020

Below are budget transfers for Board consideration and approval:

Budget Unit	Account	Department	Description	From	To	Explanation
101092110000	57345	MIS	Instr. Equip. – Replace		\$10,898	UPS Power Back-up
101093126000	54300	Facilities	Repairs & Maintenance		19,620	4 Mobile Furnaces
101096110001	56110	Academics	Instructional Supplies		67,325	Headsets
101096910001	57301	Academics	Non-Instr. Equip.		14,669	Picnic Tables
101096222044	53320	ELS & WL	In-Service		16,025	MABE Consultant
101096929000	52101	DW	Health Insurance	\$128,537		
<b>Total</b>				<b>\$128,537</b>	<b>\$128,537</b>	

**Operations: Accept Financial Report – October 31, 2020**

Submitted by Mr. Kevin Kane | Reviewed by the Finance Committee on November 23, 2020

The Financial Report ending October 31, 2020 was presented.

**Executive Session**

Mr. Mercier motioned to go into executive session at 7:37 PM to discuss item 5A (Discuss Legal Settlement) and item 5B (Facilities Construction Discussion), seconded by Ms. Sanders-Connolly. Superintendent Sarra, the Board Attorney, and Ms. Maryellen Manning, Director of Personnel and Talent Development, were invited into executive session to discuss item 5A with the Board. Superintendent Sarra, Mr. Kevin Dion, Director of Facilities, and Mr. Kevin Kane, Chief Financial Officer, were invited into executive session to discuss item 5B with the Board. Motion carried unanimously.

**Continuation of Meeting**

The meeting resumed in open session at 8:22 PM.

**New Business****Operations: Approve 2021 Board of Education Grievance Hearing Calendar**

Submitted by Ms. Maryellen Manning | No Committee Review

*Mr. Mercier motioned to approve the 2021 Board of Education Grievance Hearing Calendar, seconded by Ms. Sanders-Connolly. Ms. Parker expressed concern with ensuring that the calendar is discussed and shared with all of the unions. Ms. Sanders-Connolly would like it communicated that the grievance hearing dates will not be exclusively limited to these dates if the need arises and the parties are in agreement. Motion carried unanimously.*

**Policy: Policy Committee Moves to Approve Revised Policy 6141.00 – Curriculum Development**

Reviewed by the Policy Committee on November 16, 2020

The Curriculum Committee originally referred Policy 6141.00 – Curriculum Development to the Policy Committee for review at the Curriculum Meeting on October 19, 2020. The Policy Committee recommended extensive revisions to this policy including the addition of a section outlining the curriculum approval and review process.

*Mr. Mercier motioned that the Board approve the revision of Policy 6141.00 – Curriculum Development, seconded by Ms. Sanders-Connolly. Mr. Mercier motioned to postpone the approval of revised Policy 6141.00 – Curriculum Development for a second reading at the next regular Board of Education Meeting in January, seconded by Dr. Jiménez Sims. Motion carried*

**New Britain Board of Education****Merrill Gay – President | Nicholas Mercier – Vice President | Violet Jiménez Sims – Secretary**

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**unanimously.**

**Personnel: Approve New Job Description and New Position Request for 2.0 FTE Managers of Partnership Programs for Partnership Office**

Submitted by Ms. Sondra Sanford | Reviewed by the Personnel Committee on November 23, 2020

This position will report to the District Coordinator of Partnerships & Engagement.

Under the direct supervision of the District Coordinator of Partnerships and Engagement, oversees several key goal areas within the Partnership Office. Key functions include, but are not limited to:

- Coordination of birth-grade 12 grants and programming.
- Proofreading grants
- Implementation of special events and projects within the school district and community.
- Management of extended school hours and summer programming.
- Coordination of communication efforts and campaigns to support work through engagement with students, families and staff.

The Partnership Office has had a decrease in staff numbers but increase in work load. This request is to offset the increase in grants, grant requirements, increase in partnership programs, increase need to facilitate and navigate external programs and satisfy state requirement while increasing family supports. This request is to re-align two existing positions, add additional job requirements and work collectively to ensure a sustainable structure.

This is a full-time, 12 month position. This is an exempt position and the individual must have the ability to work flexible hours. Benefits and wage and step increase are in alignment with non-exempt salaries: Grade 2 of the Local 818 contract:

2020-2021 Salary Range (Grade 2):

1 <sup>st</sup> Step	2 <sup>nd</sup> Step	3 <sup>rd</sup> Step	4 <sup>th</sup> Step	5 <sup>th</sup> Step	6 <sup>th</sup> Step	7 <sup>th</sup> Step	8 <sup>th</sup> Step
\$64,740	\$67,685	\$70,824	\$74,081	\$77,493	\$81,042	\$84,260	\$91,007

This position is not affiliated with a union. The estimated net cost is \$8,900.00 and the funding source is local budget and grants.

***Ms. Parker motioned to approve the new job description and new position request for (2.0) Managers of Partnership Programs for Partnership Office, seconded by Ms. Sanders-Connolly. Motion carried unanimously.***

## **Closing and Adjournment**

Ms. Sanders-Connolly motioned to adjourn at 8:30 PM, seconded by Ms. Parker. Motion carried unanimously.



## Superintendent's Report

### New Britain Board of Education Meeting | December 7, 2020

Over the last four years our team has been hard at work building an infrastructure that would better support ALL of our New Britain students. From the creation of STEAM enrichment for ALL K-8 students, to a schedule that allows for our teachers to further develop their inclusive practices on a weekly basis, our journey continues. Below is a snapshot of the work by the departments that continues to grow and evolve as we pursue excellence for every New Britain student.

I am proud to lead alongside dedicated staff who continue to better themselves so that we can make a better future for our students.

#### Office of Personnel and Talent Development

Initiatives/Supports around Cultural Competencies/Implicit Bias/Training for the 2020 School Year

- Chamberlain, DiLoreto, Northend, Slade, and Smalley have participated in Diversity, Equity and Inclusion (DEI) Foundations, Understanding Bias, and Microaggressions, three of the eight DEI workshops facilitated by Dr. Rebecca Good and Dr. Tracy Claibourne.
- The District Equity Leadership Team attended the Virtual Courageous Conversation workshops on November 4 and 5. Each team member is completing the application to be accepted into Spring Cohort 2020 to obtain the Beyond Diversity Practitioner's certificate program. This is a six month program geared towards strengthening capacity to facilitate courageous conversations.
- CSDNB's participation in the year one SERC grant has been extended until May, so the team is continuing to work on the 5-year plan presented during the Curriculum Committee meeting held on November 16. The DELT is also engaged in book study, using mentor text: Courageous Conversations About Race by Glenn Singleton.
- Administrator's Meetings focus on Climate and Culture through the lens of equity. It provided historical information, discipline data and research to stimulate conversations about school wide practices that disproportionately impact underrepresented groups.
- Upcoming administrator's sessions include engaging in scenarios and case studies vignettes to strengthen cultural awareness and professional dialogue. Our second book study starts in January and the mentor text is How to Be an Anti-racist by Ibram Kendi.



## Superintendent's Report

### New Britain Board of Education Meeting | December 7, 2020

#### Department of Academics

#### Initiatives/Supports around Cultural Competencies/Implicit Bias for the 2020 School Year

Work in the Department of Academics is focusing on curriculum renewal, equity and access:

- Renewed curriculum units are thoroughly reviewed through the lens of equity and cultural responsiveness by WestEd, an organization specializing in helping districts design high-challenge, high-support instruction for English learners to accelerate their conceptual, academic, and linguistic development to improve student outcomes.
- Curriculum units prioritize Profile of the CSDNB Graduate characteristics and align to Connecticut English Language Proficiency (CELP) and Common Core content standards.
- Suggested practices align with SIOP (Sheltered Instruction Observation Protocol).
- Renewed curriculum design includes strategies and teacher moves that support the needed scaffolding to ensure access for all students including suggested supports specifically targeted for EL and Sped students which benefit all other students as well.
- Renewed curriculum includes texts that are wide and varied and selected to provide representation of our diverse student population.
  - Expanding school libraries with representative collections inclusive of all genders and diverse family structures, students with disabilities, mental health, current issues, especially social justice, representative of a wide variety of people from diverse backgrounds.
    - K-5 ELA texts in print, ebook, read aloud, and Spanish/Arabic where available.
- New Britain University(NBU), ongoing teacher professional learning, in 2020-21 includes ALL teachers in sessions that enhance practices around equity and inclusion.
- Professional learning during these districtwide NBU sessions include helping teachers understand how to plan to implement the strategies and scaffolded supports contained in the renewed curriculum.
- Organizing a cohort of teachers, coaches, and administrators to become ISTE (International Society for Technology Education) Certified Educators.
  - Develop educators to become global collaborators and communicators while providing equitable access to education through technology.



## **Superintendent's Report**

### **New Britain Board of Education Meeting | December 7, 2020**

- Initiating a District Membership to ISTE with representatives from each school site who will have access to courses focusing on the ISTE standards for educators, students, coaches.
- DOA staff members attending ISTE 2020 virtual conference with focus on equity, empathy, diversity, and online learning.
- Ensuring choice is embedded in lessons so students can develop agency in their own learning.
- Headsets purchased to enable youngest learners to communicate with teachers and peers when in hybrid learning.
- Giving students voice through multiple platforms: Google Meet (Enterprise with Breakout rooms and translation option), Jamboard, Padlet, FlipGrid, Newsela, Reading A-Z, Screencastify, BrainPop, Peardeck, Seesaw etc.
- Support for all employees across departments (paraeducators, SPED teachers, EL teachers, classroom teachers, etc) in use of applicable platforms (Seesaw, Learning A-Z) to ensure continual student support across classes.
- iReady diagnostic accessible to both remote and in-person learners leading to personalized learning path.
- Training for all staff on using iReady data .
- Developing a STEAM curriculum in house with high standards designed to challenge ALL K-8 students in the attributes of the Profile of the Graduate.
- Building in empathy to the design process to ensure students understand for whom they are designing.
- Using New Britain resources to build partnerships that bridge student experiences to their local communities.
- Developing lessons that are accessible to culturally, linguistically, and cognitively diverse students.
- Curating professional resources for STEAM teachers to provide continuous professional development in STEAM and culturally responsive strategies (podcasts, websites, articles, books, etc.).
- Inclusion in NBU sessions to collaborate with classroom teachers.
- Building a collection of STEAM resources that represents student interests and provides ALL students with exposure to 21st century technologies (building material, robots, circuits, gardening material, technology platforms).
- Providing a balance of hands-on and computer-based STEAM learning in a remote learning environment.
- Empowering student creativity and resourcefulness during remote and hybrid STEAM learning.





**Superintendent's Report**  
**New Britain Board of Education Meeting | December 7, 2020**

**Partnership Office**  
 Initiatives/Supports around Cultural Competencies/Implicit Bias

**Scheduled trainings**

<b>Program/Vendor</b>	<b>Topic</b>	<b>2018-2021</b>
State Department of Ed.	Friday Cafe Webinars	Shared weekly in 2020
	Supporting Student Attendance and Engagement during Hybrid or Remote Learning	October 2020
	Return to School Safely During COVID-19	August 2020
	Understanding Doubled Up	December 2020
	Supporting the Education of Unaccompanied Students Experiencing Homelessness	December 2020
	Paving the Way to College for Students Experiencing Homelessness	Upcoming: January 2021
Great Schools' Partnership & Everyday Democracy (funded by Nellie Mae partnership)	<a href="#">Facilitator's Training</a>	January 2019
	Staff Equity Dialogues	January 2018
	Community Forums	October 2018-March 2020
	Superintendent's Cabinet Training	September 2018
Great Schools' Partnership (post Nellie Mae)	Halfway Through a Tough Year: Self-Care and Community-Care for Educational Equity	Upcoming: December 2020
CCSU	The Psychological Consequences of Racial Battle Fatigue & Gendered-Racism	October 2020
Connecticut Afterschool Network	Pro Tips for Engaging Youth in Virtual Settings	October 2020
Klingberg Family Centers	What is Trauma?	June 2020
	Four Questions: Assessing a Crisis	June 2020



**Superintendent's Report**  
**New Britain Board of Education Meeting | December 7, 2020**

	Child and Adolescent Growth and Development: The effects of abuse and neglect	June 2020
	Adverse Childhood Experience (ACE) Study	June 2020
	The Trauma Survivor as a Parent	June 2020
	ASQSE2	June 2020
	ASQ-3	June 2020
	Introduction to Vicarious Trauma	June 2020
	Panel Q&A: How do we engage with our parents?	June 2020
CT Students for a Dream	Celebrate, agitate, organize for equity in education	Upcoming: December 2020
United Way	211 Hotline	Upcoming: January 2021

**Guided article reading with FSL team**

- The Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism, Attendance Works. Reviewed quarterly at all employee review meetings.
- Connecticut State Department of Education Evidence-Based Practice Guide for Climate and Culture.
- November 2020: “Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience” from the Center on the Developing Child at Harvard University.
  - Key goals and takeaways from articles:
    - Implement strategies to foster resilience so that children manage daily stress and severe stress.
    - To improve outcomes for students, the following strategies have proven effective: ensure at least one stable, caring, and supportive relationship exists between a child and important adults; help children build a sense of mastery over life circumstances; help children build strong executive functioning and self regulation skills; and provide support in the context of affirming faith or cultural traditions. (Source: National Scientific Council on the Developing Child. (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13. )



## Superintendent's Report

### New Britain Board of Education Meeting | December 7, 2020

- Staff were asked to complete a feedback survey following this session. The [majority of results](#) were positive and found the content to be supportive of work and a productive use of time.

### Partnership Cabinet book study

- Book ordered November 2020: Learning to Lead, by Kari Weber and Ron Williams

### Grants written to incorporate this work

- Title IV: \$90,000 budgeted into 2020-2021 contract with the Ana Grace Project to promote community and parent involvement in schools, provide school-based mental health services and counseling, promote supportive school climates and implement systems and practices to prevent bullying and harassment. AGP will run programming in 11 schools. Programming includes professional development for staff, in-classroom support to students and clinical services for students and families. (10 elementary schools + New Britain Transition Center). Work is a continuation of previous year's contracts, not a new focus but includes new learning.
- FRC: \$7,500 budgeted into the 2020-2021 grant to be contracted for work with SERC and the State Department of Education to coordinate professional development for FRC and FSL staff in order to support our staff as they work with families in need. Including but not limited to, trauma informed practices, equity, and social emotional learning.
- Alliance SIG: Work with Dr. Rebecca Good broken into two professional development groups: one for the leaders to dive in deeper to learn how to implement and one with staff:

### Upcoming initiatives

- Every Tuesday is Giving Tuesday campaign
  - United Way Campaign
  - Ana Grace Project: Shop Run Donate
- Everyday Matters Campaign: "In a Meet and in a Seat"
- PowerSchool Parent Portal push
- Coalition mentoring program for families in need of additional Tier II intervention



## Superintendent's Report

### New Britain Board of Education Meeting | December 7, 2020

#### Pupil Services

Increased supports for special education students over the past several years and in remote model

Work in Pupil Services is targeted on providing equal access to education for all students from pre-k until age 22.

#### Staffing

- Created the position of PPT specialists at the elementary school level, thereby allowing access to direct services and support to students from the districts' School Psychologists.
- Developed a District Board Certified Behavior Analysts team. The team consists of 3 BCBA's and 1 RBT (Registered Behavior Technician). They assess the needs of individual students in our KEY programs and are available districtwide for specific student cases. They also develop Behavior Intervention Plans, programming and data collection systems. The team provides training and oversees the implementation of Applied Behavior Analysis to certified and non-certified staff who teach and support students.
- 10 additional KEY para educators were added to the KEY Program for the 2020-21 SY in order to support the additional KEY classes and to provide the high level of support necessary for educating the students.
- 1 BSA added to the HS KEY Program for the 2020-21 SY in order to ensure that proactive self-regulation strategies are employed. The BSA is also responsible for assuring that the response to dysregulation follows Safety Care protocols and meets the specific needs of students in the KEY program.
- Added grades 3-5 Pathways classroom at the elementary level.
- Added BSA positions to the Bridges classrooms at the middle school and high school.

#### Programs/Services

- Rebranding of all district self-contained programs from K-12+ ensuring consistency of delivery of services, fidelity to program norms, (Boystown's competencies for social/emotional learning).
- Created a self-contained Bridges program at NBHS.
- PreK KEY was re-organized from 4/4 self-contained classes to 3/4 integrated classes with peer role models which aligns with State initiatives to provide inclusive opportunities for preschool aged children.
- Increased KEY classrooms in response to an expanding population of students with Autism. Including; 1 Flex classroom , 2 KEY classrooms at Lincoln Elementary School and 1 KEY classroom at Smith Elementary School.
- Key Classrooms capped at 9-10 students.



## Superintendent's Report

### New Britain Board of Education Meeting | December 7, 2020

- Reduced the number of out placed students by 26% over the last two years, thereby re-allocating funds to support students in district and providing opportunities for outplaced students in the LRE with non-disabled peers.
- Increased literacy and related services support for students in CLIMB and expanded vocational opportunities in the community.
- Created a new expulsion site with special education support in partnership with Pathways/Senderos.
- Enhanced services for students who are Deaf/Hard of Hearing (D/HH):
  - Contracted Teacher of the Deaf/Hard of Hearing (TOD/HH) Services
  - Contracted Aural Habilitation Specialist
  - Contracted SLP specializing in D/HH
  - District added 4 FTE Para positions to work with our D/HH population for the 2020-2021 school year.
  - District brought back 4 students from outplacement for 2020-2021 school year:
    - Environmental classroom accommodations provided for students at Jefferson and DiLoreto.
    - Plan in place to incorporate a district-wide program for elementary students who are D/HH into the Chamberlain renovation project.

## Research Based Interventions

Initiated researched based decoding and comprehension programs to improve literacy for special education students.

- **Wilson:** Is a collaboration between special education and academics with a Wilson trainer/coach assigned across the district, includes a 1 year practicum and is tied to the district's new core curriculum reading program, Foundations. Focus is on decoding/encoding. Small group direct instruction. Approved by the International Dyslexia Association (IDA)
- **SPIRE:** A special education intervention/tier III RtI. Requires 6 hours of training with no practicum. Focus is on decoding/encoding. Small group direct instruction. Approved by the International Dyslexia Association (IDA). Newly implemented in early 2020.
- **Reading Plus:** Purchased licenses and implemented an online silent reading intervention program for secondary students that addresses fluency, vocabulary development and comprehension.
- **Unique Learning System and News2You:** Secondary KEY: Standards Based Curriculum designed for students with disabilities. It provides differentiated and relevant learning opportunities for students.



## Superintendent's Report

### New Britain Board of Education Meeting | December 7, 2020

- **Boardmaker Online** for the PreK-Grade 5 KEY and Pathways classes. Online curriculum and presents material through visuals for the highly visual learners in the KEY and Pathways programs.
- **Regulation/Calming rooms** were opened at Slade and NBHS to support self-regulation of students with special education needs.

### Professional Development

- The 10 Natural Laws of Wellness: How to take care of your body, mind and spirit in this chaotic world
- Educational Benefit Review Process
- Secondary Transition for Middle School
- Ethical Issues Impacting Educators
- Social Thinking Methodology
- Introduction to the DeCoste Writing Profile
- Ensuring Student Access to Text-to-Speech
- The Restorative Approach: Building a Culture of Respect and Care
- Risking Connection: Working with Survivors of Trauma and Adverse Childhood Experiences
- High Repetition High Impact Group Lessons for Students with Autism
- PPT Specialists, PPT Coordinators, Special Education Coordinators participated in ongoing PD with the partnership of the State Dept of Spec. Ed. and SERC for the 2019-2020 school year. This was designed to improve the PPT process, quality of IEPs and the experience of families as well as fostering student participation in PPTs.
- Culturally Responsive Family Engagement Practices for Paraeducators (January, 2021)

### Remote Supports

- In collaboration with building administration paraeducators were provided training in various online instructional platforms.
- iPads provided to all PreK students during the 2020-2021 school year, to ensure that they have access to their education virtually.
- The provision of Touchscreen Chromebooks to all special education students who require the touchscreen as an accommodation for access to their education.



## **Superintendent's Report**

### **New Britain Board of Education Meeting | December 7, 2020**

- Asynchronous materials sent home to families.
- Provision of Teletherapy services by related service providers.
- Within Pathways programs, due to students' disabilities, lessons are designed to be guided by and interactive with parents/caregivers.
- Provide 1:1, in person, sessions with parents to teach the different platforms
- Parent coaching telework
- CSDNB Social Workers have created private Google Classrooms to provide one-one and group support for students, as well as provide parents with resources and outreach. Conducted Town Hall Meetings on various topics for parents and families in New Britain.
- Converted SCM resources to online formats
- Seesaw platform for elementary KEY, Pathways and PreK
- Created shared folder of online resources for Bridges K-12 and Pathways/Vocation/CLIMB Grade 3 - Age 22
- Virtual Yoga therapy for Bridges Elementary programs and NBTC.

#### **Bilingual, ESL & World language**

Increased supports for EL students over the past several years and in remote model

#### **Staffing**

- Six ESL teaching positions have been added in the last two years. Two of the six were added this year to address the 4-day AB option.
- Five Native Language support positions were added by the Partnership Department through grant funding.
- Two Native Language support staff ( Arabic and Spanish) were added to the ESL Department at NBHS.

#### **Student Supports**

- ELs with 30 months or less and/or struggling ELs were offered an AB Cohort option allowing them to attend four days per week.
- New materials were purchased for the ESL courses at NBHS for Reading, Grammar and Writing and ESL Academic College Prep.



## **Superintendent's Report**

### **New Britain Board of Education Meeting | December 7, 2020**

- New ESL curriculum is being written.
- “Push in” structure of teaching has increasingly become a focus to support ELs with content learning, especially in grades 6-8.
- All ESL teachers receive the same NBU training as mainstream content teachers.
- Department meetings 1 -8 are held regularly to dig into student data in order to help improve teaching, student learning and attendance.
- Weekly Data Team meetings have been added to NBHS ESL teachers’ schedules to increase collaboration and analyze student progress.
- CSDNB ELs are given appropriate designated supports for mandatory state testing (SBAC, SAT, etc).
- Remote ELs receive equal access to Native Language Support as well as “push in” support from ESL teachers.
- Most content teachers for grades 6-12 have had SIOP training. SIOP Training is ongoing.
- “Foundations” programming/ESL teacher training has been implemented for participating schools grades K-2 to provide ELs with a “double dose” of phonics instruction to aid in literacy development for early grade ELs.
- Latinos in Action programming has been implemented in grades 9-12 to support Spanish speaking ELs for college and career.
- New materials were purchased for the ESL courses at NBHS for Reading, Grammar and Writing and ESL Academic College Prep.
- Curriculum Writing took place over the 2020 Summer to revamp curriculum for 9-12 ESL Grammar and Writing Courses for level 4.
- Extensive assistance with CAPSTONE was offered to seniors to help them meet the graduation requirements.
- Implementation of the Seal of Biliteracy has increased participation of ELs.
- NBHS implemented a club to help undocumented students.
- Some NBHS staff members attended a CD4 workshop regarding how to best help undocumented students apply to college.
- After School program created to help immigrant students assimilate and improve their English skills

### **Family Supports**

- Important sections of the district website are available in languages other than English.
- A Welcome Center has been established to help families with the registration process.





## Superintendent's Report

### New Britain Board of Education Meeting | December 7, 2020

- Extensive outreach programs were created to help families who were displaced due to Hurricane Maria.
- Implementation of ESL program for adults at the local Mosque.

### Upcoming Initiatives

- Latinos in Action program for the middle schools.
- Implementation of the Dual Language Program at DiLoreto.

#### MIS Department

Increased supports for students and families during remote learning

The district has hired additional Technology Assistants that help with technology support needs within the buildings. Additionally family and student support is available through an online help request form, so that parents can be reached in the way they request (phone, email, etc.) The Help Desk staff works with families on a daily basis to help them with account, hardware and internet issues. Also, some schools have also started family support systems, such as the Smalley Bees Helping Hive TECH Support.

Device distribution continues with our youngest learners, as the iPads are logged and configured. Families will hear from their schools regarding how to obtain a device. While the district still awaits the touchscreen chromebooks to arrive, students have received an older touchscreen device at the start of the year. Once the new devices arrive we will coordinate swapping out the older devices. New chromebooks and laptops have been distributed to all our students in grades 2-12 already.

Students in need of internet access have received Comcast Internet Essentials vouchers (if they qualify) and have also worked to distribute Hotspots for certain students in the district. We have distributed 1023 internet essentials vouchers and 64 Kajeet hotspots.

These combined efforts have gotten 97% of the students connected and we continue to work with families to increase this number.



## **Superintendent's Report**

### **New Britain Board of Education Meeting | December 7, 2020**

#### **School-Based Health Center Services During Remote Learning Period**

From November 30 through December 11, while our students are in the remote learning period, two of our school-based health centers will be open to see students.

The school-based health center at Pulaski Middle School, 757 Farmington Avenue, is open for students who need well-child physicals and/or routine immunizations (vaccines). Students coming for physicals and immunizations must be feeling well and cannot have any signs or symptoms of illness.

Appointments are required and can be made by calling the clinic at 860-259-3060. If your child is missing their kindergarten, sixth grade, or ninth grade physical, this is a good opportunity to get that done.

The school-based health center located on our Roosevelt Campus at 40 Goodwin Street is offering BINAX rapid COVID-19 testing for students who have COVID-19 symptoms. To qualify for the BINAX rapid testing, the student must be enrolled with the school-based health center, and the student must have COVID-19 symptoms.

Testing is by appointment only and is only available to students attending CSDNB schools. All testing is done in the school parking lot – drive-through or walk-up.

#### **Additional Feeding Sites**

Whitsons has added three schools to their list of feeding sites – Chamberlain, Northend, and Pulaski. This is in addition to DiLoreto, Lincoln, NBHS, Smalley, and Smith.

They will be at each school from 9 AM – 2 PM, Monday-Friday. Families can go to any school, regardless of where their child attends. Families may still call 860-229-1117 for home delivery.

#### **Farmers to Families Food Box Program**

On Tuesday and Wednesday, Whitsons served over 1,000 boxes of food as part of the Farmers to Families Food Box Program. Whitsons will continue to take part in this program over the next several weeks, and all dates, times,



## **Superintendent's Report**

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locations will be announced in advance. Their next distribution will take place on Tuesday (12-5 PM) and Wednesday (12-12 PM) of this coming week.

#### **CSDE Virtual Town Hall: December 8 from 5:30 - 6:30 PM**

The Connecticut State Department of Education is hosting a Virtual Town Hall for Parents and Families to discuss remote learning during COVID-19. The COVID-19 pandemic is presenting incredible challenges not only for schools but also for families. Families are coping with new terms like hybrid, remote, and asynchronous, along with multiple online platforms and various technology issues, all while trying to keep their children safe.

Parents and families are invited to join members of the Connecticut State Department of Education, and community, education and child development experts to provide tips and best practices, answer questions and highlight new resources to support students and families in remote learning in Connecticut. The Town Hall will be in a webinar format and participants will have the opportunity to ask questions of panelists.



# GENERAL DEFINITIONS



**Deaf:** Those with profound hearing loss who cannot understand sounds with or without hearing aids.

**Hard of Hearing:** Those with hearing losses that impair their understanding of sounds, including communication.

# THE DEAF COMMUNITY

**Deaf Culture** - “deaf” with lowercase “d” refers to the audiological diagnosis of not hearing. “Deaf” with an uppercase “D” refers to a group of people who share a language and culture, part of this culture includes the history of deafness in America, Deaf Identity, and participation in the Deaf Community. A large part of this is having role models and others to learn from.



**Family Choice** - Not all parents choose to participate in the Deaf Community. However, the provision of D/HH peer support is crucial to a child’s self-concept and identity as a person who has hearing loss.

# IMPACT OF HEARING LOSS ON DEVELOPMENT

- Delay in expressive and receptive language acquisition
- Language deficit causes learning problems that result in reduced academic achievement:
  - Phonics and reading development
  - Writing skills
  - Listening comprehension
- Communication difficulties often lead to social isolation and poor self-concept
- Limited self-advocacy and independence

# DEAF CHILD BILL OF RIGHTS

## ***AN ACT CONCERNING A DEAF CHILD BILL OF RIGHTS.***

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

Section 1. (NEW) (*Effective from passage*) The individualized education program for any child identified as deaf or hearing impaired shall include a language and communication plan developed by the planning and placement team for such child. Such language and communication plan shall address: (1) The primary language or mode of communication chosen for the child, (2) opportunities for direct communication with peers and professional personnel in the primary language or mode of communication for the child, (3) educational options available to the child, (4) the qualifications of teachers and other professional personnel administering such plan for the child, including such teacher's or personnel's proficiency in the primary language or mode of communication for the child, (5) the accessibility of academic instruction, school services and extracurricular activities to the child, (6) assistive devices and services for the child, and (7) communication and physical environment accommodations for the child.

### ***Statement of Purpose:***

To require the individualized education program for a child who is deaf or hearing impaired to include a language and communication plan.

<https://www.cga.ct.gov/2012/TOB/H/2012HB-05357-R00-HB.htm>



# LANGUAGE & COMMUNICATION PLAN

- 7)** Procedures for alerting the student to an emergency situation and a process to inform all relevant parties who may be responsible for implementation of an emergency communication plan.

Procedures/Action for Alerting Student

Procedure for Notifying all Relevant Personnel

- 8)** Other specific needs of the student during the course of the emergency.

Other Student Specific Needs

**Emergency  
Plan**

# NUMBER OF IDENTIFIED D/HH STUDENTS BY SCHOOL/PROGRAM

School	# of D/HH Students	School	# of D/HH Students	School	# of D/HH Students
DiLoreto	7	NBHS TS	1	Smalley	4
Gaffney	3	NBHS Bridges	2	Smith	4
Holmes	2	NBHS Brookside	1	Smith Pathways	1
Jefferson	4	NBHS SCA	2	Vance	1
Lincoln	3	Northend	2	CREC/Hartford Magnet Schools	3
NBHS	8	Pulaski	3		
NBHS Climb	1	Slade	4		

# PERSONNEL SUPPORTS

## Multimodal Teacher of the Deaf Services, LLC

- Dr. Kelly Cimma, TOD/HH
  - Betty Poster, TOD/HH
  - Arlene Blum, TOD/HH
  - Nancy Simison, TOD/HH

## CT Ears, LLC

- Dr. Diana Gonzalez, Au.D
  - Jessica Van der feen, Au.D (*Aural Habilitation*)
  - Katherine Sullivan, SLP (*specializing in D/HH*)

## District Staff

- 4 - New Paraeducator Positions (*working specifically with D/HH students*)
- Speech and Language Pathologists

## Schools with Additional Supports

- Jefferson
- DiLoreto



# NEXT STEPS: DISTRICT-WIDE PROGRAM PLANNING

## *Chamberlain Renovation Project:*

- New D/HH Program at Chamberlain for K-5 students will promote:
  - D/HH peer engagement
  - Efficient utilization of resources to support D/HH students
- Universal Design will be embedded into building plans
- D/HH Services will be centralized:
  - TOD Services
  - Audiology
    - Equipment Provision
    - Aural Habilitation
    - Auditory Testing Booth
  - SLP Services for D/HH

## **Opportunities for Enhancing the Greater CSDNB Community:**

- Student Mentoring
- ASL Class at NBHS
- Family Engagement/Support

# QUESTIONS

