BOARD OF EDUCATION

City Hall - 45 Lyon Terrace
Bridgeport, Connecticut 06604

Bridgeport, Connecticut March 16, 2021

Board Members:

A Regular Meeting of the Board of Education will be held on Monday, March 22, 2021, at 6:30 p.m. via a Microsoft Teams Live Broadcast event. Public viewing access to the meeting will be made available through https://www.bridgeportedu.net/stream.

Joseph J. Lombard
Board of Education Secretary

BRIDGEPORT BOARD OF EDUCATION
AGENDA OF REGULAR PUBLIC MEETING

Monday, March 22, 2021 – 6:30 P.M.
Microsoft Teams Live Broadcast Event
Bridgeport, CT

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Roll Call**
4. **Public Comment (Agenda Items Only)**
5. **Approval of Board Minutes**
    a) March 3, 2021 Special Meeting
    b) March 8, 2021 Regular Meeting
    c) March 10, 2021 Special Meeting
6. **Chairman's Report**
    a) Discussion with Counsel Regarding Pending District Litigation and Administrative Hearings*
7. **Committee Reports/Referrals**
    a) Ad-Hoc Districtwide Branding Initiative
    b) Educational Diversity, Equity and Inclusion
    c) Facilities
    d) Finance
    e) Governance
    f) Personnel
    g) Students and Families
    h) Teaching and Learning
8. **Superintendent's Report**
    a) General Report
    b) COVID-19 Update
9. **Old Business** – None to be Transacted
10. **New Business**
    a) Discussion and Possible Approval of Study Sync from McGraw-Hill - Grades 7 and 8
    b) Discussion and Possible Approval of Actively Learn – Supplemental Reading Program
    c) Discussion and Possible Approval of Magnet Operation Plans for Fairchild Wheeler Interdistrict Magnet Campus
    d) Discussion and Possible Adoption of the Healthy Food Option Under the Healthy Food Certification Pursuant to C.G.S. Section 10-215f
    e) Discussion and Possible Adoption of Food Exemptions Under the Healthy Food Certification Pursuant to C.G.S. Section 10-215f
    f) Discussion and Possible Adoption of Beverage Exemptions Under the Healthy Food Certification Pursuant to C.G.S. Section 10-215f
11. **Adjourn**

*Item Qualifies for Executive Session

Wednesday, March 3, 2021

MINUTES OF THE SPECIAL MEETING OF THE BRIDGEPORT BOARD OF EDUCATION, held March 3, 2021, by video conference call, Bridgeport, Connecticut.

The meeting was called to order at 6:34 p.m. Present were members Chair John Weldon, Vice Chair Bobbi Brown, Secretary Joseph Lombard, Joe Sokolovic, Sosimo Fabian, Chris Taylor, Sybil Allen. Albert Benejan joined the meting subsequently as noted.

Supt. Michael J. Testani was present.

The sole agenda item was consideration of the termination of the contract of employment of Kathleen Smith.

In response to a question, Attorney Floyd Dugas, the board's counsel. said a specific state statute covers the dismissal of teacher. The statute requires a superintendent to give a teacher written notice that they are considering termination of their employment. Supt. Testani did that on February 8th in this case. Under the statute, the teacher has ten days to request a hearing. If the hearing happens, it would either be a full hearing before the board or a hearing before an independent hearing officer. In this case, the teacher failed to request the hearing, which meant that legally she has waived her right to a hearing, and the superintendent can simply terminated her employment or, using the more cautious approach, the board takes that action.

Mr. Weldon noted the board members were provided a file about the case.

Denise Altro-Dixon, executive director of human resources, said the matter was brought to her by Joseph Raiola, principal of Bassick High, a few months ago. Dr. Raiola held a meeting with the teacher and the district is of the belief that the teacher falsified information in the IEPs for at least three students. She said this is in violation of state and federal laws on the IEP process. She said Dr. Raiola and the special education department did an investigation. The teacher was interviewed, with her union representative present, and later a formal disciplinary hearing was held with human resources. Two separate hearings were held and it was determined additional students' IEPs appear to have been falsified. On February 10, 2021, the letter was issued to the employee informing her of her possible termination.

Supt. Testani said there was no dispute by the teacher that these actions were taken. He said the employee was offered a mutual separation, which she did not accept against advice.
He said the falsification of the legal documents could have opened up liability for the district. He said the employee's claims of mitigation were that there were deadlines to meet and she decided this was the best way to meet the deadline.

Mr. Taylor asked if the falsification was to the student's benefit or detriment. Dr. Raiola, said students are supposed to receive an annual review and a tri-annual review every three years that includes testing for eligibility for special education. He said he would characterize it as hurting the student because both types of meetings were not held.

Dr. Raiola said he was not aware of mitigating circumstances, but said the teacher said she couldn't get the parents in. He said the meeting is supposed to be held

without a parent in that situation, along with documentation of efforts to get them in.

In response to a question, Dr. Raiola noted one reason for termination is moral misconduct and insubordination. He said in his professional opinion it was the best cause of action to terminate the teacher.

Supt. Testani noted IDEA is covered by federal law to protect the rights of children, so it goes beyond board protocol.

In response to a question, Supt. Testani said the teacher was notified via letter. Ms. Altro-Dixon said subsequent conversations with the union confirm she received the letter.

Atty. Dugas said the only notice that is required is the February 8th letter and when she failed to request a hearing she waived her rights, and there was no requirement to notify her of tonight's meeting.

The superintendent said the falsification was writing minutes to a meeting that was never held and listing attendees for a meeting that was never held. The IEP was supposed to be developed at that meeting.

In response to a question, Dr. Raiola said in conjunction with the special education department spot checks have taken place and there was no evidence of this happening anywhere else in Bassick except with Ms. Smith. He said internal checks found one of these IEPs out of compliance and questions were raised.

Dr. Fabian asked about the history of the teacher and her performance and her supervisors' actions. He said people

are entitled to notice of a hearing and he wanted to be sure the teacher received adequate notice.

Supt. Testani said he did not believe the employment history was relevant in this situation. In response to a question, he said the IEPs were from the fall time period. He said he believed the supervisors did their jobs properly by catching the error. After the notice, there were settlement negotiations between HR and the collective bargaining unit.

Dr. Fabian said he was not a hundred percent persuaded by the superintendent's answer. He said someone should have been paying attention. Supt. Testani said the IEP is submitted to the case manager, the teacher, and the other teachers that service the child and have to implement it in the classroom. At least one other teacher would have had to have been present in the IEP. He said the meeting was supposedly held on December 14th and it was discovered several weeks later.

In response to a question, the superintendent said the employee requested the district pay her to the end of the school year in exchange for resigning, so to be paid not to work. Ms. Altro-Dixon said the teacher also requested this be removed from her employee file and it not be disclosed.

In response to a question, Atty. Dugas said he recommended the superintendent bring this matter to the board rather than simply terminating the employee due to conflicting interpretations of the law.

Mr. Benejan joined the meeting.

In response to a question, Supt. Testani said the teacher is a special education teacher who has been employed in the district for about ten years.

In response to a question about the teacher's past disciplinary matters, Supt. Testani said he was not aware of it. Mr. Taylor said the district is in dire need of special education teachers. Atty. Dugas said from a quick review of the rile there were multiple correspondence regarding poor attendance.

Mr. Taylor said we have a ten-year veteran teacher, that teaches special education, and the only thing in her file is some absences, and then we fast forward to a falsification.

Atty. Dugas said there was also a reprimand for not submitting adequate lesson plans in 2013. There were also written reprimands for poor attendance.

Dr. Raiola said at the end of the 2019 school year there was a recommendation to have Ms. Smith on structured support due to some concerns around instructional practices. He said he was not sure if she came off this probationary level of evaluation. He said the egregious nature of this situation is what is provoking our action.

Mr. Taylor said he was a man of forgiveness, particular if someone has been a loyal employee and had a bad sense of judgment. He said putting someone out of work is harsh and he has a hard time getting to the point of termination. He said he appears that she owned and accepted it.

Supt. Testani said the teacher did not own it; she admitted and tried to blame the Dr. Raiola and the assistant principal

in two separate meetings. Mr. Taylor said he believe she owned it and it is human nature to cast blame on others.

Ms. Altro-Dixon said she admitted originally that she did it; then she tried to backpedal and said it was a matter of pressing the wrong button on the keyboard. However, at the end of the day she violated federal and state rules. She added the falsification has impacted the education of three of our students going forward for their entire educational career and she deprived students of educational services that they are in need of.

Mr. Taylor said he was not making excuses for her, but he was only hearing one side of the story. He said once it came to the board, he will do his due diligence to see if this measures up to termination. He noted we have a mayor that violated federal law. He said if she violated federal law, maybe federal authorities should be alerted. He said this was going to affect a lot of lives.

Atty. Dugas said the file also included a plan of improvement. He said in his experience it is very unusual for a teacher to be on an improvement plan twice.

Mr. Sokolovic said he believed there were two different answers to the same question. One answer was it was discovered by a routine check and another answer had to do with other teachers' names being on the paperwork. He said the way the case is presented and without any defense or personnel files, he was leaning towards throwing it out. He said he has personally beaten cases with claims against him because the cases were not prepared adequately. He said he would look for a penalty lower than termination due to the way the case was prepared.

Mr. Weldon said he understood Mr. Arnold conducted his usual interview and then other things made Dr. Raiola realize this was not an isolated incident.

Supt. Testani explained the IEP process. He said the employee is not being terminated for a case that was built over time because of poor performance. He said this action could be referred to the state Department of Education and the certification could be pulled; it is that serious. He said ten years of service was not relevant to this egregious action. He said the district cannot be lax on this. He said it wouldn't fly in suburban towns and his mind was boggled that we're even having this discussion.

In response to a question, the superintendent said other disciplinary options were a suspension with pay, which he said was a reward; or to just refer her to the Department of Education and if her license was pulled she would never work again in any district. A settlement for suspension without pay and a return to the classroom would be another option.

Atty. Dugas said lesser discipline is always possible, but in his opinion this is among the most serious infractions he could imagine a teacher creating short of the things we worry most about it. He said he did not believe he had ever seen this in his career. He noted the huge potential liability to the district under the special education laws.

Mr. Benejan said he had several questions. Atty. Dugas said he was not aware of any case where a teacher did this in his extensive experience in school districts.

In response to a question, Supt. Testani said he was not aware of other students who were in this situation. He said

this teacher was the case manager and the student has four teachers in the semester that teach the student. He said the case manager is responsible for the annual IEP for the student. He said observations of teachers are of their instruction and less so on completing their paperwork.

Dr. Fabian said he was challenged because he was only hearing one side of the story. He asked if the teacher could be invited to come before the board to present her version. Atty. Dugas said the teacher had the right by filing a request for a hearing within ten days of February 8th and she failed to do so. He said his advice is to move forward. The superintendent said the teacher was well represented by her union president and the CEA attorney.

Dr. Fabian said he had to be comfortable he was being equitable to the teacher and to the district, and the board is being put in the position of hearing one version of the story. He said even in one version he detected inconsistences. He said he would agree to the termination if the teacher does not respond to the invitation to appear.

Supt. Testani said he disagreed and stated there was no inconsistency in the story and the district followed the letter of the law.

In response to a question, Atty. Dugas said the employee waived her right to a full-blown evidentiary hearing. He said if the board supports the superintendent's recommendation it ought to be approved.

Ms. Altro-Dixon said as the head of HR she has the responsibility to conduct an investigation. She said she is a lawyer by training and knows how to conduct investigations and is aware of standards of proof. She described the

process she relied on in this case, starting with the concerns of Dr. Raiola. She said the employee did not offer a defense. She then deemed it appropriate to hold her own meeting and investigation. Again, the employee did not give an adequate explanation and mentioned pushing the wrong button on the keyboard, which is not true. During follow-up to the meeting additional IEPs falsified were discovered. At a subsequent meeting the employee failed to prove that she was right in what she did. The employee falsely completed three IEPs. Students with IEPs are vulnerable students who are in need of these services.

Ms. Altro-Dixon said the teacher's deliberate actions occurred because she was running out of time and this was easy for her to do. She said the actions negatively impacted three students and opened up liability to lawsuits. She said she does not take termination lightly, but her job includes addressing staff who fall far below an adequate line of performance.

Ms. Altro-Dixon said the employee was given every chance to produce anything to refute the charges and the facts presented. She said keeping her on the payroll would be just sweeping it under the rug. She asked the board to take a stand on behalf of students in Bridgeport and any other district the teacher goes to.

Dr. Fabian said he wants to make an informed decision and he is only hearing one version, while inconsistencies remain in the explanation. He said he had concerns over the supervision of this teacher.

Supt. Testani said the supervisors did their job or we wouldn't be here.

Atty. Dugas cautioned Ms. Altro-Dixon about answering a question about the employee's mental health. Ms. Altro-Dixon said the teacher's demeanor during the meetings was blasé. She said she believed the teacher knew it was near a deadline and she saw an easy way to get the work done.

Mr. Sokolovic said he was confused why we are not in executive session, particularly because we're being told about the liability to lawsuits. He said there was something seriously awry with this whole procedure. He said he had never seen employee discipline in public session.

Dr. Fabian said he expressed concerns about a public session via e-mail.

Atty. Dugas said the board does not have to go into executive session. He said the employee had an opportunity to present their story and waived their right to have a hearing. He said this created a pro forma situation without having to get into even the level of detail we've gotten into.

Mr. Sokolovic said this might be a relatively easy decision if he had one more piece of information such as a teacher saying they were not at the meeting or the notes of the HR director. He said in the future he would like to see more evidence and documentation presented if a termination is requested. He said there was not enough meat in this case to even vote.

Dr. Fabian said he takes his duties seriously and was not here to rubberstamp anything. He said he took umbrage at Atty. Dugas's comment.

Mr. Lombard said he agreed and did not want to be seen as rubberstamping. He said he feels like the board was discounted to make us take the ownership.

Mr. Taylor said he objected to Ms. Altro-Dixon, who is a licensed attorney in New York, speaking about how an IEP impacted the student when she is not an educator. He said she led him to believe she held credentials of an educator. Ms. Altro-Dixon said when an IEP is done incorrectly or not done at all it has an impact on a student's education. She said she did not do an IEP of the student.

Dr. Raiola said he would have to check with other administrators to determine if the issues had been rectified already or whether the process was still ongoing. He said he did not know if the services in the new IEP were different than the prior one.

Mr. Taylor said we don't even know if the IEPs are different and the point might be moot. Dr. Raiola said we're legally responsible to hold the PPT yearly and meet with the family. Mr. Taylor said he wants to know if the IEP has been done and the results versus what the teacher submitted. He suggested tabling the matter and getting the teacher in for further review. He said he was not happy with Ms. Altro-Dixon indicating the teacher caused the students harm.

Mr. Benejan said he agreed with Mr. Taylor. He said the board members were trying to do the best they can. He said he would like to hear from the teacher. He supported tabling the matter. He said more proof was needed.

Mr. Sokolovic suggested a motion to postpone for a period of two weeks.

Mr. Weldon said we are getting lost in the weeds in the discussion of the teacher's past performance and whether she deserves. He said the employee broke the federal law in the course of doing their job and they admitted to it. He said it was really that black and white. He noted liability concerns and potential investigation by the state Department of Education and threats to the district's funding. He noted the teacher was given every opportunity to state her case and she basically withdrew herself.

Mr. Weldon asked if the employee thought about what would happen to the students if no one ever caught it. He said this was about as egregious of a situation short of improper contact as you get. He said he would lose his job if he falsified a legal document.

Supt. Testani said he had a responsibility here and he was not going to jeopardize his job or certification or Dr. Raiola's certification. He said we have an obligation to report this and to take action. He said a report to the state certification board has been discussed. He said himself, Dr. Raiola, the HR department, and the special education department take their responsibilities to children and families very seriously.

The superintendent said there was a team of people here saying the same thing, and he felt that some folks, including himself, have been discounted tonight. He said he would stand by the recommendation of termination. He said he would consult with Atty. Dugas on his ability to take action.

Ms. Brown said she agreed there should be more presented to the board.

Ms. Allen said this was very serious and the board should give great consideration to the matter.

Mr. Benejan said if the teacher does not want to speak, we should respect that decision. If she broke the policy, he understood she should be terminated. He said Supt. Testani was trying to do the best he can for the district.

Mr. Weldon said the board can only take action on agenda items in a special meeting. Mr. Sokolovic said he would like to bring an ancillary motion. Mr. Weldon said another option is to take no action and the superintendent can decide on further steps. He said it seemed a majority of the board members did not want to take action to terminate the employment.

Dr. Fabian said the actions alleged are serious, but he has not been provided with anything other than “hey, trust me.” He said he wanted more information to make an informed decision.

Supt. Testani said he will regroup with the HR department and send a notice to the employee for another special meeting. He said the employee will not go back into a school building until that meeting is held.

Mr. Sokolovic said he was leaning towards termination, but he was looking for constructive notification of the refusal to attend the meeting and something in writing from a teacher or a parent who was falsely listed as attending the meeting. Several board members said they agreed.

Mr. Taylor asked why it wasn’t reported to the state board the moment it happened. Supt. Testani said because we were trying to work with the individual and perhaps not prevent her from having a fresh start somewhere else.

Mr. Taylor said it sounded like an extortion effort if the employee was now going to be reported because the board didn't terminate her. He said to report it now was a retaliatory action.

Mr. Taylor said he would second Mr. Sokolovic's motion to table.

Mr. Weldon suggested counsel be consulted regarding reporting to regulatory bodies. Mr. Taylor said the board should get the students' IEP right away. Mr. Weldon said Dr. Raiola should be ready to speak to that next time.

Mr. Sokolovic said his motion was to postpone the matter to another meeting to be held in the future. The motion was unanimously approved.

Ms. Brown moved to adjourn the meeting. The motion was seconded by Mr. Benejan and unanimously approved.

The meeting was adjourned at 8:09 p.m.

Respectfully submitted,

John McLeod

Monday, March 8, 2021

MINUTES OF THE REGULAR MEETING OF THE BRIDGEPORT BOARD OF EDUCATION, held March 8, 2021, by video conference call, Bridgeport, Connecticut.

The meeting was called to order at 6:31 p.m. Present were members Chair John Weldon, Vice Chair Bobbi Brown, Albert Benejan, Sosimo Fabian, Chris Taylor, Sybil Allen, and Joseph Sokolovic.

Superintendent Michael J. Testani was present.

PUBLIC COMMENT:

Ms. Rita Valle-Shastri reported no one signed up for public comment.

APPROVAL OF BOARD MINUTES:

Ms. Allen moved to approve the minutes of the Regular Meeting of February 22, 2021. The motion was seconded by Ms. Brown and approved by a 6-0 vote. Voting in favor were members Weldon, Brown, Sokolovic, Fabian, Allen, and Benejan. Mr. Taylor abstained.

Mr. Benejan requested the board observe a moment of silence for Tiffany Mellers, a former PAC president at Classical Studies and serving solider in the Army, who passed away.

CHAIR REPORT

Mr. Weldon said he visited the vaccination center for Bridgeport school employees and it was an impressive operation. He thanked Ms. Papa and the staff at the health department, along with the district employees, for helping to make it successful.

COMMITTEE REPORTS/REFERRALS:

Ms. Brown said the Ad Hoc Committee on the Districtwide Branding Initiative held a successful first meeting. There was discussion of uniform responses by the board to public inquiries, revisiting the schools' logo, a branding strategy, unified communications for parents, and the generational divide among parents.

Mr. Weldon said the Facilities Committee met on March 1st. There was an update on COVID-19 cleaning in the buildings.

Mr. Sokolovic said the Finance Committee will meet this Wednesday.

Mr. Weldon said the Governance Committee met on March 1st. There was a discussion on remote board participation in meetings and a draft policy was discussed. There was also a review of district magnet school policies, with the staff to prepare a draft for the committee's review.

Mr. Benejan said the Students & Families Committee is working with Ms. Rocha-Reaes and the parents to spend parent engagement funds before April 1st. The next meeting will be on March 18th.

Mr. Sokolovic said the Teaching & Learning Committee will meet on March 16th.

SUPERINTENDENT'S REPORT:

Supt. Testani said the vaccination site for board employees began last week. He said over 400 staff members had been vaccinated at the district's site, which does not include those who received theirs elsewhere. Over 600 staff members are scheduled to be vaccinated this Friday. He thanked all the school nurses and Ms. Papa and the Department of Public Heath, along with firefighters and volunteers from Sacred Heart University.

The superintendent said he had been considering resuming full in-person instruction on April 5th, but it will be pushed back to April 19th, right after spring break, when all employees will have received their second dose. He said Wednesday remote days will continue.

Supt. Testani said it has been a challenging year and Friday marks one year since the doors were closed due to the pandemic. He said there had been immeasurable impact on students, staff, and families. He said he really wanted to encourage the families of remote learners to have their children come into the buildings when schools are reopened.

The superintendent said programs will be expanded in the summer into grade levels where they are normally not offered and the number of students will be expanded. There will be a program for ELL students that is usually not done in the summer. Planning for return in the fall may include extended day and Saturday site programs, along with programs with social-emotional support.

In response to a question, Supt. Testani said he was not aware of any staff members that had severe side effects

after being vaccinated. He noted those reactions are more common after the second dose.

In response to a question, the superintendent said he did not believe the vaccination of staff would interfere with spring break. He noted the governor lifted the travel mandate.

Mr. Taylor left the meeting.

NEW BUSINESS:

The next agenda item was on the RFP for non-certified services, which came out of the Contracts Committee. Marlene Siegel, chief financial officer, said the RFP is an invitation to bids for temporary staff such as clerical assistant or data analysts or a computer technician. She said the district has been utilized Merritt Staff Services for about the past ten years, but the city notified the district that it was necessary to request an RFP according to the latest procurement guidelines. It is intended to have a contract in place by July 1st.

Dr. Fabian asked about priorities for Bridgeport residents in such employment to keep resources in the city. Ms. Siegel said she could add a sentence to the RFP that the contractor will give Bridgeport residents a preference in the recruitment of candidates.

In response to a question, Ms. Siegel said she did not have an exact figure on the expenditures in this area, but it could be between $60,000 to $120,000 per year, depending on the extent of coverage covered.

Ms. Brown moved ”*to issue the RFP for noncertified staff services with the modification as made to it by Dr. Fabian*

that staffing be prioritized with Bridgeport residents." The motion was seconded by Ms. Allen and unanimously approved.

Ms. Siegel said the RFP may be posted by the end of this week. It is hoped to get a draft contract to the Contracts Committee in the second half of May.

Mr. Weldon asked Ms. Siegel to send the modified RFP to the board.

Dr. Fabian asked if the board had programs targeting minority or woman-owned businesses. Mr. Weldon said the City of Bridgeport's purchasing office has an office of minority contracting, which awards to points to companies with minority ownerships.

The next agenda item was on a contract with Delta-T Group of Hartford, Incorporated, for specialized staff placement. Mr. Weldon said the item came out of the Contracts Committee.

Ms. Siegel said an RFP was issued for specialized substitute staff services and there was only one bidder, the Delta-T Group, the same company that currently holds a contract with the district that expires on May 17th.

Ms. Siegal said, in response to a question at the Contracts Committee, that the RFP was viewed by 38 firms and four downloaded it.

Ms. Siegel said the RFP included a provision that asked for a nonexclusive provider. The contract will run from May 18, 2018 for three years, with a provision for an extension for one or two years.

Ms. Siegel said the rates are established for three years. The primary position type is paraprofessionals in special education. She said the plan is to use Kelly Educational Staffing for pre-K paraprofessionals in general education and one-to-one paraprofessionals.

Ms. Siegel said Delta would be used for the special ed paraprofessionals in long-term absence situations.

Ms. Siegel said she wanted to emphasize the hourly rate was kept fixed in Years 1 and 2, and rises by one dollar an hour in Year 3 for paraprofessionals.

In response to a question, Ms. Siegel said Delta currently has about 58 paras in the district. She noted there have been vacancies that have been difficult to fill in the pandemic. She said a survey of principals at the end of the school year was generally favorable.
She said there were issues at one school with a one-to-one para and a new process was designed by working with Kelly. She said one major issue out of the 58 paras is favorable, given the challenges in recruiting in the pandemic.

Ms. Allen moved "t*o approve entering into a contact with Delta-T Group of Hartford, Incorporated, for specialized staff placement*." The motion was seconded by Mr. Sokolovic and unanimously approved.

The next agenda item was on a resolution to implement SEL in both in person and virtual environments and to conduct ongoing training of staff to ensure SEL implementation is culturally responsive and equitably meets the needs of all students.

Carrie Ramanauskas, SEL district coordinator, said she submitted a potential resolution of the board members which reads as follows

“To promote the student wellbeing and academic engagement during this time of the COVID-19 pandemic and beyond by prioritizing social and emotional learning(SEL); whereas students cannot learn effectively unless schools are safe with an equitable environment where all students feel a sense of belonging; whereas students face increasing anxiety as the COVID-19 pandemic continues as a result of social distancing requirements and increasing social isolation, fear of illness for themselves, parents, family and friends, uncertainty of their future in school and life, and financial insecurity that may result in hunger or stress at home; whereas, young people with strong social-emotional skills are better able to cope with challenges, build protective factors or mental wellness, challenges and resiliency from trauma, engage academically and experience long-term social, professional and academic benefits; whereas, social-emotional learning is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions; whereas, social-emotional learning can effectively be integrated into schools and to youth-serving organizations through classroom instruction, both in person and virtually, and other schoolwide activities; whereas, educators with strong social-emotional skills can navigate stressors, foster positive learning environment at a distance or in person, and implement SEL with greater fidelity; whereas, social-emotional skills are both teachable and measurable, and evidence-based SEL programming is successful in schools,

within our city and across the country, for students in preschool through high school; therefore, be it resolved that the Bridgeport Board of Education encourages all schools to implement SEL, both in person and virtual environments, and to conduct ongoing training of staff to ensure SEL implementation is culturally responsive and equitably meets the needs of all students."

Ms. Brown said she was glad this included many of things our students are facing.

Mr. Sokolovic said he would like to suggest an amendment to add, "Whereas, the Bridgeport Board of Education recognizes the added importance of meeting students' psychological and social needs brought on by the pandemic; whereas, the board recognizing that there is currently a severe shortage of social workers and social counselors employed by the Bridgeport Public Schools." He also suggested amending the last paragraph, "Therefore, be it resolved that the Bridgeport Board of Education will support the implementation of additional psychological and social-emotional learning, both in person and virtual environment, and Bridgeport Public Schools will also conduct ongoing training of staff to ensure psychological and social-emotional learning implementation is culturally responsive and equitably meets the needs of all students. To further support the implementation of this resolution, the board directs and authorizes the superintendent to utilize a portion of ESSER-2 funding to temporarily increase social workers and/or school counselors by a minimum of twenty fulltime equivalent positions. Said positions to be utilized in areas most needed at the direction of the superintendent and his staff."

Mr. Sokolovic said it was learned at the last Teaching & Learning Committee the district has about half of the

recommended staff to address these issues. He said this would amount to be about $1.65 million, which would be about four percent of the ESSER funding.

Supt. Testani said he was opposed to putting a number on the proposal considering the proposed budget for ECS funding, which would cost the distort over $7 million. He said there are plans to add social workers and school counselors and would be glad to add twenty employees, but could not guarantee being able to fund that many. If the funding could not be sustained beyond one year, people would be out of a job.

Mr. Sokolovic said he agreed with earlier comments that students' other needs could not be met without meeting psychological needs. He said this was a very worthy investment.

The superintendent said school counselors are certified staff and could not be filled with temporary staff. He said some school counselors are teachers who came out of the classroom and would be making the higher end of the pay scale.

Ms. Ramanauskas said she would request flexibility as well because there are other avenues to address social-emotional needs such as SEAL coaches that also work in academic areas. She said she agreed the district was in desperate need of school counselors and social workers.

Dr. Fabian noted a great deal of social-emotional learning happens at home with caregivers. Ms. Ramanauskas said all learning with students involves parents and the current initiatives includes parent training and cultural competency

events. Dr. Fabian said he would like to see the home component indicated.

Mr. Sokolovic said he was willing to strike out the minimum of twenty positions, but to include increasing the capacity of social-emotional learning initiatives.

Ms. Brown moved "*to adopt the resolution implanting SEL in both in-person and virtual environments and conducting ongoing training of staff to ensure SEL implementation is culturally responsive and equitably meets the needs of all student as read into the record by Ms. Ramanauskas and as modified by Mr. Sokolovic and Dr. Fabian*." The motion was seconded by Ms. Allen and unanimously approved.

Mr. Weldon asked Ms. Ramanauskas to send the board a copy of the final resolution.

The next agenda item was on the 2021-22 academic year calendar. Supt. Testani noted there will be 182 days for students because Good Friday falls during the spring break. Teachers return back on August 23rd for a week of professional development and planning time. The administrative staff reports on August 16th.The first day for students will be a full day on August 30th.

The superintendent said more Wednesdays half days were added for professional development and there will be Lighthouse child care on those afternoons. There will be no professional development on election day and staff will have that day off.

Mr. Sokolovic moved "*to adopt to the 2021-22 academic calendar*." The motion was seconded by Ms. Brown and unanimously approved.

Ms. Allen moved to adjourn the meeting. The motion was seconded by Mr. Sokolovic and unanimously approved.

The meeting was adjourned at 7:52 p.m.

Respectfully submitted,

John McLeod

Wednesday, March 10, 2021

MINUTES OF THE SPECIAL MEETING OF THE BRIDGEPORT BOARD OF EDUCATION, held March 10, 2021, by video conference call, Bridgeport, Connecticut.

The meeting was called to order at 6:36 p.m. Present were members Chair John Weldon, Vice Chair Bobbi Brown, Albert Benejan, Joe Sokolovic, Sosimo Fabian, Chris Taylor, and Sybil Allen.

Supt. Michael J. Testani was present.

The sole agenda item was on the possible termination of employment of Kathleen Smith. Mr. Weldon said the item qualifies for executive session.

Upon inquiry, Ms. Smith said she was not requiring the meeting be held in public session.

Ms. Brown moved "*to go into executive session to discuss the sole agenda item*." The motion was seconded by Mr. Sokolovic. The motion was approved by a 6-1 vote. Voting in favor were members Weldon, Brown, Benejan, Allen, Sokolovic, and Fabian. Mr. Taylor was opposed.

Invited to participate were the board members, Supt. Testani, Kathleen Smith, Atty. Floyd Dugas, Denise Altro-Smith, and Joseph Raiola.

The executive session began at 6:39 p.m.

The board reconvened in public session at 7:52 p.m.

Mr. Sokolovic moved "*to terminate the contract of Kathleen Smith effective immediately*." The motion was seconded by Mr. Taylor.

The vote on the motion was 6-1. Voting in favor were members Weldon, Brown, Fabian, Benejan, Taylor, and Sokolovic Voting in opposition was Ms. Allen.

Mr. Taylor moved to adjourn the meeting. The motion was seconded by Ms. Allen and unanimously approved.

The meeting was adjourned at 7:54 p.m.

Respectfully submitted,

John McLeod

Because learning changes everything.®

QUOTE PREPARED FOR:

Bridgeport Boe
BOE STOCKROOM
BRIDGEPORT, CT 06607
ACCOUNT NUMBER: 251564

SUBSCRIPTION/DIGITAL CONTACT:

CONTACT:

SALES REP INFORMATION:

Claritza Colon
claritza.colon@mheducation.com
(860) 387-3224

Section Summary	Value of All Materials	Free Materials	Product Subtotal
STUDYSYNC © 2021 - GRADE 7	$316,078.80	($8,903.44)	$307,175.36
STUDYSYNC © 2021 - GRADE 7 SPECIAL ED	$11,807.88	$0.00	$11,807.88
TUDYSYNC © 2021 - GRADE 8	$310,810.82	($8,585.46)	$302,225.36
TUDYSYNC © 2021 - GRADE 8 SPECIAL ED	$9,839.90	$0.00	$9,839.90
PROFESSIONAL DEVELOPMENT	$35,000.00	($24,500.00)	$10,500.00
PRODUCT TOTAL*	$683,537.40	($41,988.90)	$641,548.50
ESTIMATED S&H**			$15,870.13
ESTIMATED TAX**			$0.00
GRAND TOTAL*			$657,418.63

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

Discounted Shipping and Handling approved at 3% by Finance.

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE:	03/03/2021	ACCOUNT NAME: Bridgeport Boe		EXPIRATION DATE:	04/17/2021
QUOTE NUMBER:	AKING-03032021-009	ACCOUNT #: 251564		PAGE #:	1

Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
STUDYSYNC © 2021 - GRADE 7					
STUDYSYNC CORE ELA GRADE 7, STANDARD SINGLE BIND **STUDENT CONSUMABLE, 6-YEAR DIGITAL PLUS 2 NOVELS**	978-0-07-703672-0	1800	$165.00	$0.00	$297,000.00
TEACHER MATERIALS					
STUDYSYNC CORE ELA GRADE 7 TEACHER **PRINT** EDITION PACKAGE VOLUMES 1 AND 2	978-0-07-703692-8	32	$168.99	$0.00	$5,407.68
STUDYSYNC GRADE 7 TEACHER **ONLINE** 6 YEAR SUBSCRIPTION	978-0-07-700848-2	32	$148.99	$0.00	$4,767.68
STUDYSYNC CORE ELA GRADE 7 TEACHER **PRINT** EDITION PACKAGE VOLUMES 1 AND 2	978-0-07-703692-8	28	$168.99	$4,731.72	*Free Materials
STUDYSYNC GRADE 7 TEACHER **ONLINE** 6 YEAR SUBSCRIPTION	978-0-07-700848-2	28	$148.99	$4,171.72	*Free Materials
			TEACHER MATERIALS Subtotal:	**$8,903.44**	**$10,175.36**
			STUDYSYNC © 2021 - GRADE 7 Subtotal:	**$8,903.44**	**$307,175.36**
STUDYSYNC © 2021 - GRADE 7 SPECIAL ED					
STUDYSYNC CORE ELA GRADE 7, STANDARD SINGLE BIND **STUDENT CONSUMABLE, 6-YEAR DIGITAL PLUS 2 NOVELS**	978-0-07-703672-0	60	$165.00	$0.00	$9,900.00
TEACHER MATERIALS					
STUDYSYNC CORE ELA GRADE 7 TEACHER **PRINT** EDITION PACKAGE VOLUMES 1 AND 2	978-0-07-703692-8	6	$168.99	$0.00	$1,013.94
STUDYSYNC GRADE 7 TEACHER **ONLINE** 6 YEAR SUBSCRIPTION	978-0-07-700848-2	6	$148.99	$0.00	$893.94
			TEACHER MATERIALS Subtotal:	**$0.00**	**$1,907.88**
			STUDYSYNC © 2021 - GRADE 7 SPECIAL ED Subtotal:	**$0.00**	**$11,807.88**

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 03/03/2021 ACCOUNT NAME: Bridgeport Boe EXPIRATION DATE: 04/17/2021
QUOTE NUMBER: AKING-03032021-009 ACCOUNT #: 251564 PAGE #: 2

Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
TUDYSYNC © 2021 - GRADE 8					
STUDYSYNC CORE ELA GRADE 8, STANDARD SINGLE BIND **STUDENT CONSUMABLE, 6-YEAR DIGITAL PLUS 2 NOVELS**	978-0-07-703675-1	1770	$165.00	$0.00	$292,050.00
TEACHER MATERIALS					
STUDYSYNC CORE ELA GRADE 8 TEACHER **PRINT** EDITION PACKAGE VOLUMES 1 AND 2	978-0-07-703693-5	32	$168.99	$0.00	$5,407.68
STUDYSYNC GRADE 8 TEACHER **ONLINE** 6 YEAR SUBSCRIPTION	978-0-07-700851-2	32	$148.99	$0.00	$4,767.68
STUDYSYNC CORE ELA GRADE 8 TEACHER **PRINT** EDITION PACKAGE VOLUMES 1 AND 2	978-0-07-703693-5	27	$168.99	$4,562.73	*Free Materials
STUDYSYNC GRADE 8 TEACHER **ONLINE** 6 YEAR SUBSCRIPTION	978-0-07-700851-2	27	$148.99	$4,022.73	*Free Materials
			TEACHER MATERIALS Subtotal:	**$8,585.46**	**$10,175.36**
			TUDYSYNC © 2021 - GRADE 8 Subtotal:	**$8,585.46**	**$302,225.36**
TUDYSYNC © 2021 - GRADE 8 SPECIAL ED					
STUDYSYNC CORE ELA GRADE 8, STANDARD SINGLE BIND **STUDENT CONSUMABLE, 6-YEAR DIGITAL PLUS 2 NOVELS**	978-0-07-703675-1	50	$165.00	$0.00	$8,250.00
TEACHER MATERIALS					
STUDYSYNC CORE ELA GRADE 8 TEACHER **PRINT** EDITION PACKAGE VOLUMES 1 AND 2	978-0-07-703693-5	5	$168.99	$0.00	$844.95
STUDYSYNC GRADE 8 TEACHER **ONLINE** 6 YEAR SUBSCRIPTION	978-0-07-700851-2	5	$148.99	$0.00	$744.95
			TEACHER MATERIALS Subtotal:	**$0.00**	**$1,589.90**
			TUDYSYNC © 2021 - GRADE 8 SPECIAL ED Subtotal:	**$0.00**	**$9,839.90**

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 03/03/2021 ACCOUNT NAME: Bridgeport Boe EXPIRATION DATE: 04/17/2021
QUOTE NUMBER: AKING-03032021-009 ACCOUNT #: 251564 PAGE #: 3

Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
PROFESSIONAL DEVELOPMENT					
STUDYSYNC CORE ELA GRADES 6-8 PROFESSIONAL DEVELOPMENT	978-1-26-422391-6	3	$3,500.00	$0.00	$10,500.00
STUDYSYNC CORE ELA GRADES 6-8 PROFESSIONAL DEVELOPMENT	978-1-26-422391-6	7	$3,500.00	$24,500.00	*Free Materials
		PROFESSIONAL DEVELOPMENT Subtotal:		**$24,500.00**	**$10,500.00**

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 03/03/2021 ACCOUNT NAME: Bridgeport Boe EXPIRATION DATE: 04/17/2021
QUOTE NUMBER: AKING-03032021-009 ACCOUNT #: 251564 PAGE #: 4

Because learning changes everything.®

QUOTE PREPARED FOR:

Bridgeport Boe
BOE STOCKROOM
BRIDGEPORT, CT 06607
ACCOUNT NUMBER: 251564

CONTACT:

VALUE OF ALL MATERIALS	$683,537.40
FREE MATERIALS	($41,988.90)
PRODUCT TOTAL*	**$641,548.50**
3% SHIPPING & HANDLING**	$15,870.13
ESTIMATED TAX**	$0.00
GRAND TOTAL	**$657,418.63**

SUBSCRIPTION/DIGITAL CONTACT:

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:
By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print) _____ Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

Achieve3000

Quote ID: Q-60316

Quote Date: 03/09/2021
Valid Until: 04/09/2021

Client Information

Account Name	
Bridgeport School District	
Address	**Client**
45 Lyon Ter Bridgeport, CT 06604-4060 Phone: (203)275-1000	Melissa Jenkins Email: mjenkins@bridgeportedu.net Phone: 203-275-1000

Achieve3000 looks forward to partnering with you to accelerate your students' literacy growth throughout the school year. Your custom quote includes the solutions listed below. You can explore all of Achieve3000's research-based solutions by visiting www.achieve3000.com.

Product	Qty	Unit Cost	2 Year Cost- August 2021-June 2023
Actively Learn ELA	3,100	$12.00	$74,400.00
Actively Learn Unlimited Texts	3,100	$8.00	$49,600.00
PD - Online Webinar Actively Learn	4	$895.00	$3,580.00
PD- Online Webinar Actively Learn	2	$895.00	$1,790.00
Site Set Up Fee	21	$290.00	$12,180.00
Subtotal			**$141,550.00**
Site Set Up Fee Discount			*($12,180.00)*
Achieve3000 Partnership Discount			*($1,488.00)*
Total Cost			**$127,882.00**

Acceptance for Quote ID Q-60316: $127,882.00

Bridgeport School District	Achieve3000
Account Name	
Signature	*Signature*
Name / Title	*Name / Title*
Date	*Date*

The Complete Signed Quote and Purchase Orders can be sent to:

Achieve3000
331 Newman Springs Road Suite 304
Red Bank, NJ 07701

Fax: (316) 221-0718
Email: orders@achieve3000.com

This quote is governed by and subject to the Achieve3000 terms and conditions at https://achieve3000.com/about/terms-of-service/. By signing this quote, you are agreeing to such terms and conditions.

About Achieve3000®

Achieve3000 delivers a comprehensive suite of digital solutions that significantly accelerate literacy growth and deepen learning across the content areas. Using personalized and differentiated solutions, Achieve3000 provides equity for remote and on-site instruction, enabling educators to help all students achieve accelerated growth. Our suite of solutions includes: Achieve3000 Literacy, a differentiated learning platform for grades 2-12; Actively Learn, a digital curriculum for grades 3-12; Smarty Ants, a foundational literacy platform for grades PreK-2; and Achieve3000 Math, a digital mathematics solution.

Learn more about Achieve3000's learning solutions at www.achieve3000.com.

Connecticut State Department of Education

Interdistrict Magnet School

Operations Plan

Template version 2019.1

[City of Bridgeport Board of Education]
[Aerospace/Hydrospace Engineering & Physical Sciences Interdistrict Magnet High School]

Date submitted to the CSDE: Click or tap here to enter text.

Version: Click or tap here to enter text.

Letter of Intent

The letter of intent provides an overview of the school's mission, vision, theme, academic rigor, goals, and adherence to Connecticut statutory requirements. It is recommended that this letter be prepared by the school's Superintendent/RESC Director.

School Information, Planning Committee and Contributing Members

Instructions: Provide the required information in the tables.

School Name and Address
Aerospace/Hydrospace Engineering & Physical Sciences Interdistrict Magnet High School
840 Old Town Rd
Bridgeport, CT 06606

Superintendent /RESC Director/College Magnet Operator	
Name:	Michael Testani
Job Title:	Acting Superintendent
Phone Number:	(203) 275-1001
Email Address	
Mailing Address:	45 Lyon Terrace, Bridgeport, CT 06604

District Contact Information	
Name:	Victor Black
Job Title:	Executive Director of High Schools and Magnet schools
Phone Number:	(203) 275-1035
Email Address	
Mailing Address:	45 Lyon Terrace, Bridgeport, CT 06604

Primary Contact Person	
Name:	Jay Lipp
Job Title:	Principal
Phone Number:	(203) 275-3343
Email Address	
Mailing Address:	840 Old Town Rd, Bridgeport CT, 06606

Secondary Contact Person	
Name:	
Job Title:	
Phone Number:	
Email Address	
Mailing Address:	

Planning Committee Members		
Name	**Job Title**	**Location**

Contributing Members		
Name	**Job Title**	**~~Location~~Email Address**
Ioanna Badera, Ph.D.	Professor	ibadera@bridgeport.edu
Allen Cook, Ph.D.	Professor	acook@bridgeport.edu
Jani Pallis, Ph.D.	Professor	jpallis@bridgeport.edu

Formatted: Default Paragraph Font, Font: (Default) +Body (Times New Roman), 11 pt, Font color: Accent 1

[Aerospace/hydrospace engineering & physical Sciences Interdistrict Magnet High School] Table of Contents

This page has been purposely left blank.

1. SCHOOL'S DESIGN

1.1 School Description

Provide a description of the school that includes:

A. The districts, regions, and communities the school will serve.
B. The school's theme(s) and how it will offer unique, high-quality, educational opportunities that will attract a diverse ethnic, social economic, and geographic student population.
C. The school's grade configuration.
D. The program status (full-time or part-time) of the school.

Resources:

- Connecticut General Statute (C.G.S.) Sec. 10-264*l*. Grants for the operation of interdistrict magnet school programs. Transportation. Enrollment of students; notice. Special education. Financial audits. Tuition.

How to search Connecticut State Statutes: Click on this Connecticut General Assembly Statues Search hyperlink, type in the Section Number (e.g., 10-264l), then click **Search.**

In Connecticut, residents from different racial, ethnic and socioeconomic backgrounds live near each other, not with each other. Connecticut's three largest cities, Bridgeport, Hartford and New Haven are similar in many ways. They have populations of about 125,000 to 145,000, high rates of poverty, large black and Hispanic populations and are surrounded by affluent, predominantly white suburbs. Connecticut residents, regardless of race or socioeconomic status, are keenly aware that the great differences between their cities and suburbs have shaped their schools. Connecticut's cities have the vast majority of the state's low performing, high poverty schools. Their students are mainly black and Hispanic. Connecticut's suburbs have the vast majority of the state's high performing schools, few low performing schools and serve mainly white and middle-class families.

The disparities between Connecticut's city and suburban schools were addressed by the Connecticut's Supreme Court's 1996 *Sheff v. O'Neill* decision. Guided by the court, the state legislature passed laws enabling students to transfer across district lines in an effort to reduce racial isolation. A key feature of the legislation was supporting magnet school construction. Under the legislation, the state pays 95% of the costs of building the new magnet schools. It also pays 100% of the costs of transporting students to interdistrict magnets. However, there was and is, no money for supplies, equipment, professional development or curriculum development. Those funds have to come from elsewhere.

Hartford and New Haven have created large networks of magnet schools each having more than 15 magnet schools. The Hartford region has an additional 8 schools that are open to Hartford students. In both districts, magnets are among the top achieving schools. In both districts, minority group isolation has been significantly reduced for thousands of students who now have the opportunity to attend diverse, high performing schools.

Prior to the 2013-2014 academic year, Bridgeport had one interdistrict magnet school. A second interdistrict magnet school serves Bridgeport students and is managed by Cooperative Educational Services, a Regional Service Center. Bridgeport has not developed magnet schools in the same way that Hartford and New Haven have, even though the state would have paid for new school buildings and transportation. Unfortunately, lack of effective action was not confined to the area of school choice.

Under No Child Left Behind (NCLB), the Bridgeport School District was identified as "in need of improvement" for 9 consecutive years because of low test scores and high dropout rates. For example, for the 2010-11 school year, 23 of 34 Bridgeport schools, serving 15,849 students, were identified as in need of improvement. Sixteen (16) of these schools were low performing for at least 7 years. Twenty-one (21) were low performing for at least 4 years.

Consistently low student achievement and high budget deficits created frustration that finally resulted in unprecedented action. In 2012-2013, the Bridgeport school district served 20,196 students in 34 highly minority group isolated schools. The vast majority of those schools are low performing. District enrollment is 39% black, 49% Hispanic, 3% Asian and 9% white. Therefore, to remedy the low student achievement and the segregation of its high school students, three interdistrict magnet schools were created and would be located on the newly constructed Fairchild Wheeler Complex. One of these schools is Aerospace/Hydrospace Engineering & Physical Sciences Interdistrict Magnet High School.

[AEROSPACE/HYDROSPACE ENGINEERING & PHYSICAL SCIENCES INTERDISTRICT MAGNET HIGH SCHOOL]

The basic mission of the Fairchild Wheeler Interdistrict Magnet Campus is to reduce minority group isolation of public-school students in the region while offering a unique and very high-quality science and technology-laden curriculum. The school is a campus-like environment in that students are exposed to state-of-the-art technology and work extensively with innovative biotechnology and scientific instrumentation in their research. Each student will take four years of mathematics and at the end of their senior year may have earned dual enrollment credit in Calculus I, Calculus II or Statistics in partnership with the University of Connecticut.

The curriculum that the students at Aerospace/Hydrospace Engineering & Physical Sciences Interdistrict Magnet School was developed in partnership with the University of Bridgeport's School of Engineering, Education and Arts and Sciences professors. Some of these courses are Applied Fluid Mechanics and their Properties, Naval Architecture, Aircraft Structure and Design and Marine Resource Development. The courses that are part of the different pathways of Aerospace/Hydrospace Engineering & Physical Sciences offer a rigorous curriculum based on undergraduate and graduate degrees that challenges students to attain specific knowledge and depth in each course. General course requirements specific to state and district graduation requirements such as math and English do not offer the traditional curriculum as in other high schools. All general courses infuse the theme of aerospace engineering, hydrospace engineering and physical sciences into the taught curriculum.

Additionally, the campus consists of three small, thematically based high schools that provide students with positive and supported opportunities for personal and intellectual growth. Students are allowed to choose classes for their own pathway for learning. While they are enrolled in Aero/Hydrospace Engineering, students can take classes across the campus in the other two thematic high schools that they feel will meet their own pathway for learning. All students are exposed to a rigorous semester-based curriculum. Students that feel they are able to take on additional challenge may sign up for honors via a contract with their teacher, parent and administrator. This additional work goes above and beyond the rigor of the regular class. All course curriculum focuses on Project Based Learning where student learning is based on a finished product and or application of skill learned within each course. The semester-based schedule prepares students for post-secondary education exposing them to a learning environment similar to college life based on course completion in a fall and spring semester. The instruction and learning improvements have been demonstrated with an 80-point growth in the total SAT score from the spring 2016 through the spring 2019 state testing dates. Science scores have shown increased performance over the district average score on the last CAPT science administration and the 2019 NGSS state administration (district 42.1% while Aero/Hydrospace Engineering 48.2% meeting goal).

The philosophy of the Fairchild Wheeler Campus is based on the belief that all students' benefit from learning and living with diversity and that irrespective of gender, family origin, ethnicity, or socioeconomic status, all students are capable of achieving social graces, emotional contentment, and academic excellence. Aerospace/Hydrospace Engineering & Physical Sciences is a Magnet Schools of America nationally certified magnet school and the last four years has been a recipient of the Magnet Schools Merit awards.

Aerospace/Hydrospace Engineering & Physical Sciences Interdistrict Magnet High School opened for the 2013-2014 academic year. Initially, Aero/Hydrospace Engineering opened for freshmen and sophomores and added subsequent grades in the 2014-2015 and 2015-2016 academic year where it had its first graduating class. Currently Aero/Hydrospace Engineering is a 9-12 grade high school with a maximum capacity of 500 full time students. The partnership districts it serves as submitted in the grant application are the host district, Bridgeport, and seven surrounding districts; Easton/Redding, Fairfield, Monroe, Milford, Shelton, Stratford, and Trumbull. C.G.S. Sec. 10-264l(a)(E)(iii)(I) states 75% of students that attend Aero/Hydrospace Engineering are from Bridgeport with the remaining 25% from the participating/non-participating surrounding districts. Students who do not live within the participating districts are able to attend under a "choice school" if there are seats available when relevant district waitlists have been exhausted.

The Aerospace/Hydrospace Engineering & Physical Sciences Interdistrict Magnet High School's focus is using the fluid engineering techniques to solve problems related to the global ecosystem. Collaboration with Sikorski in Stratford, Connecticut has led to improved technical curriculum and internship opportunities for our students. The two main pathways for learning are Aerospace Engineering and Hydrospace Engineering. The STEM curriculum includes at least two science/engineering classes each year, focusing mainly on engineering design and the Project Lead the Way curriculum.

1.2 Vision Statement

Provide the school's vision statement. The vision statement should be in alignment with the school's mission for creating and sustaining culturally relevant and responsive classrooms, positive relationships between educators, families, and the community, and include a global picture of what your school can be and will be in the future. (suggestion: A global picture of your superlative school.)

The Aerospace/Hydrospace and Physical Sciences Interdistrict Magnet High School, an institution that fosters an inclusive campus culture that embraces diversity, civility and multiculturalism, will prepare its graduates to solve problems and apply new technologies within an interconnected and evolving global environment.

1.3 Mission Statement

Provide the school's mission statement that includes:

A. The school's core purpose, primary objectives related to the school theme, evidence of high-quality curriculum, social diversity, and success for all students. The mission statement should answer the following questions: What the school does? Who does the school serve? How does the school serve them?

The mission of the Aerospace/Hydrospace and Physical Sciences Interdistrict Magnet High School is to build an academic community whose members have diverse cultures, backgrounds and life experiences and educate those students in ways that lead to fulfilling careers and to create a culture for passionate investigators to develop solutions for the global community.

We work to educate the nation's future leaders in engineering and prepare them for professional that have yet to exist. Further, we seek to expand the frontiers of engineering and to encourage technological innovation while fostering academic excellence and scholarly learning in a project-based learning environment.

1.4 Goals and Objectives

Provide a description of the school's goals and objectives that is inclusive of:

A. High expectations for all students, staff, and families.
B. The District and/or School Strategic Plan or District and/or School Improvement Plan in the appendix and reference the page number(s).

The core beliefs for the Aerospace/Hydrospace and Physical Sciences Interdistrict Magnet High School are:

- Our environment values and models character, academics and relationships
- Work to consistently safeguard the safety, dignity and well-being of all its members.
- A static curriculum is a dying curriculum. Revision and development with field experts ensures that the education we provide is current and thematic based.
- In providing our teachers with high quality, discrete magnet professional development.
- Diverse backgrounds and ideas are crucial to academic excellence
- All children have the potential to achieve if provided with individualized instruction.
- College and career are by-products of our school and children must have experiences with both.

The goals for the Aerospace/Hydrospace and Physical Sciences Interdistrict Magnet High School are:

- Create and implement an interdisciplinary, standards embedded, magnet-themed, project-based, horizontally and vertically aligned curriculum that emphasizes on social/emotional, cognitive, cultural and physical development.
- Processes and a plan to recruit and retain highly qualified educators who are compatible with district/school priorities and vision of success for all students.

- Ensure all students are prepared to be career/college ready by the end of their secondary academic career as measured by college acceptances, graduation percentages, career opportunities etc.
- Establish systems to promote clear and consistent communication with stakeholders to nurture, partnerships with families and stakeholders to support student success.

School Priority	School Goal
Create and implement an interdisciplinary, standards embedded, magnet-themed, project-based, horizontally and vertically aligned curriculum that emphasizes on social/emotional, cognitive, cultural and physical development	Ensure Learning and Development standards are integrated into daily lesson plans and translate into developmentally appropriate instructional approaches for students. This will be achieved through increasing the walkthroughs from an average of 1 weekly/bi-weekly in 2020 to 3 weekly/biweekly by 2025 to ensure that curriculum and suggestions from the walkthrough are implemented with fidelity.
	Increase the number of units of study from 0% in 2020 to 100% by 2025 that include PBL (meet Gold Standard) and SEL objectives.
	Increase the teacher percentage scoring in subdomains 3B and 3C (CCT 2017) scored at the proficient level or above to 95% by 2025.
	Increase the percentage of students' sense of belonging from 34% to 55% as measured by the Panorama student SEL survey
	Increase the percentage of students who will perform at grade level benchmarks in science, evidenced reading and writing, and math on -NGSS- assessment: from 54.5% in 2020 to 70% by 2025 in science; On the SAT assessment: from 55.4% in 2020 to 75% by 2025 in evidenced based reading and writing; and from 51.9% in 2020 to 65% by 2025 in math. Note: there will be no gap outliers between non-high needs and high needs student groups in all assessment categories.
	Increase the percentage of student meeting the physical fitness index as measured on the CT State accountability from 63.4% in 2020 to 75% in 2025
Processes and a plan to recruit and retain **diverse,** highly qualified educators who are compatible with district/school priorities and vision of success for all students	Increase the quality of instruction through hiring appropriately certified staff.
	Interview qualified candidates for posted vacancies within two weeks of initial posting.
	Individualized support plans for all teachers who do not meet district/school end of year proficiency guidelines according to the vision of student success.
Ensure all students are prepared to be career/college ready by the end of their secondary academic career as measured by college acceptances, graduation percentages, students entering the military, students entering/leaving with certificate programs etc.	Ensure senior students are prepared to enter into college or career with developmentally appropriate academic and behavioral foundation. -NGSS- assessment: from 54.5% in 2020 to 70% by 2025 in science; On the SAT assessment: from 55.4% in 2020 to 75% by 2025 in evidenced based reading and writing; and from 51.9% in 2020 to 65% by 2025 in math. Note: there will be no gap outliers between

	non-high needs and high needs student groups in all assessment categories.
	Increase the number of college acceptances from 95% in 2020 to 98% by 2025.
	Increase the percentage of students who graduate in 4 years from 91.6% in 2019 to 97% by 2025.
Establish systems to promote clear and consistent communication with stakeholders to nurture, partnerships with families and stakeholders to support student success. Utilize newsletters, emails, social media, and phone calls to inform stakeholders of the school's successes, programs, activities, and/or needs.	Increase the percentage of parent positive responses regarding consistent and timely feedback from 72.5% in 2019 to 85% in 2025 as measured by the parent feedback survey administered in the Spring of 2025.
Nurture partnerships with families: we will increase parent involvement by increasing the number of parent activities, phone calls, trainings, outreach, and meetings throughout the school year.	Increase the percentage of parent engagement from 3% in 2020 to show an increase to achieve 15% parent engagement by 2025 as evidenced in PTSO/SGC meeting participation, back to school night and report card participation.

Commented [WM1]: Evidence by PTSO/SGC meeting, back to school nights, report card conferences, etc.?

Commented [MK2R1]: YES!

Aero/Hydrospace Engineering is focused on better preparation of students for career and college readiness. To attain our goals, Aero/Hydrospace Engineering focuses on four pillars; Student Achievement, Curriculum and Instruction, Recruitment and Retention, and Parent, Family and Community Engagement.

Aero/Hydrospace Engineering continually strives to show student achievement in English language arts, mathematics, and sciences by reviewing relevant data and revising curriculum and instruction to ensure students are engaged in relevant, interesting interactive curriculum. Our goal is to have all courses that have curriculum that are Project-Based, interdisciplinary, thematically aligned, standards embedded, relevant, accessible horizontally and vertically aligned and culturally responsive. This is accomplished through curriculum audits, creation of new curriculum that reinforce our thematic pathways, collaboration with our university partnerships to ensure that the curriculum is standards aligned as well as preparing our students for success at the post-secondary level.

The use of Wednesday and Friday Professional Learning Community (PLC) time allows teachers to collaborate on their lessons and projects. This collaboration leads to curriculum and instruction that is engaging and interesting, thus promoting better student outcomes.

The use of the MTSS block is essential to differentiate and provide individualized support for students in English language arts and mathematics based on benchmark data (PSAT 8/9, PSAT10, PSAT and SAT). Bi-weekly analysis of student progress will lead to student improvement of skills and application as well as improved assessment scores.

Preparation of students for career and college readiness is measured by the school's graduation rate, the percentage of students that are enrolled in two-year or four-year colleges as well as those entering the military. Historically, our graduation rate as measured by the State has increased to be over 90%. Other indicators of college preparedness is the addition of AP World History for all sophomores, AP US History, and AP psychology where students can take the AP test for college credit. Data of the number of students taking the AP test and those attaining a score of 4 or 5 for possible AP credit are used to indicate student preparedness and the need for curriculum revision to increase passing percentages. The addition of dual enrollment courses through the University of Bridgeport, University of New Haven, Housatonic Community College and UCONN that are thematically-aligned increases dual enrollment opportunities for our students as well as bolsters Aero/Hydrospace Engineering's two pathways.

Recruitment and retention not only apply to students but to faculty as well. Aero/Hydrospace Engineering's goal is to recruit and retain highly-qualified, culturally sensitive and committed staff. This is accomplished through leveraging our university and community partnerships in order to attract a diverse, highly-qualified staff to share in our passion of

success for all. Providing current staff with relevant professional development and opportunities to grow and develop their instructional strategies and implement new relevant material in their curriculum incorporates them into the Aero/Hydrospace Engineering family. Exit interviews of staff that are leaving also provides important information related to staff retention.

Last, is community communication and involvement. The Fairchild Wheeler Campus PTSO is working to improve community involvement with administration. This past year prior to COVID – 19, PTSO meetings, also known as Family Fun Nights, provided multiple opportunities for parents and students to engage with each other. These events were also held in conjunction with recruitment open houses so that perspective students and parents could experience the community atmosphere the campus has above academics. Regular communication of events and accomplishments have been inconsistent at this time and we are looking to improve on this type of communication with quarterly or monthly newsletters that focus on school life and events, not just academic achievements. These newsletters will be posted and archived on our website for all to view.

2. STUDENT ENROLLMENT AND COMPOSITION

2.1 Sending Towns Demographics

Provide the sending towns demographics and include:

A. Table 1. Sending Towns Demographics including the school year and source of the data.

Table 1. Sending Town Demographics				
Resident Town	**District Reference Group (DRG)**	**Total Student Enrollment** (PK – 12)	**Free/Reduced-Priced Meals Eligibility Percent** (PK – 12)	**Reduced-Isolation Percent** (PK – 12)

2.2 Student Enrollment

Provide the following information about student enrollment that includes:

A. The student enrollment process/policy for incoming and returning students, as well as the process/policy for students that move while enrolled at the school.

Students apply for the school they are interested in during the lottery process. Any student that does not apply during the lottery period are placed at the end of the waiting list for the respective town they reside in after the lottery has ran for the upcoming academic year. Available student seats by grade and town are determined prior to the lottery date and entered as parameters into the lottery system. The selections from the blind lottery are double-checked to ensure there are no errors (i.e. sibling not accepted based on sibling policy). After errors are checked and fixed, parents receive notice via email that they have been awarded a seat or are on the waiting list for the upcoming academic year. Students can then accept or decline their seat and students on the waiting list will move up as they fill the required seats.

Once students register at Aero/Hydrospace Engineering, they are enrolled in the school until or unless one of the following happens

1. The parent/student makes the decision to withdraw from the school.
2. The family moves to another town that is not a partnership district. In this case the student retains their seat and would be able to attend as a "choice school". However, if the student attends as a "choice student" then transportation is not provided under the grant and parents must provide transportation for their child. The family may also choose to withdraw from the school.
3. The child graduates from Aero/Hydrospace Engineering

Students who do not reside in the partnership district and apply to attend the school may attend as school of choice if there are open seats after waiting lists in suburban districts are exhausted and the school's enrollment is less than 500 students. When students are accepted under "choice school" their families are made aware that transportation will not be provided as the town they live in is not a participating district as outlined in the original grant application.

B. Complete **Table 2 Student Enrollment by Grade Level, Residency and School Year**

Formatted: Font: Not Bold

Formatted: Normal, Indent: Left: 0.25", No bullets or numbering

Formatted: Font: Bold

Table 2. Student Enrollment – Grade 9			
Residency	2017-18 SY	2018-19 SY	2019-20 SY
Bridgeport	120	119	66
Derby	0	1	1
Easton	1	0	0
Fairfield	2	1	1
Meriden	0	1	0
Milford	3	0	0
Monroe	1	1	0
Naugatuck	0	0	2
Newtown	0	0	1
Norwalk	0	1	0
Oxford	0	1	0
Redding	1	0	1
Shelton	1	3	4
Stratford	12	9	5
Trumbull	5	6	4
Total:	**146**	**144**	**85**

Table 2. Student Enrollment – Grade 10			
Residency	2017-18 SY	2018-19 SY	2019-20 SY
Bridgeport	99	96	88
Easton	2	1	0
Fairfield	2	2	1
Meriden	0	0	1
Milford	7	3	0
Monroe	0	0	1
Norwalk	0	0	1
Oxford	0	0	1
Shelton	7	1	4
Stratford	1	14	8
Trumbull	4	5	6
Total:	**122**	**122**	**111**

Table 2. Student Enrollment – Grade 11			
Residency	2017-18 SY	2018-19 SY	2019-20 SY
Bridgeport	65	60	86
Derby	0	1	0
Easton	2	2	0

Fairfield	3	2	0
Milford	2	6	1
Monroe	4	0	2
New Haven	0	0	1
Shelton	9	7	3
Stratford	9	3	7
Trumbull	3	3	3
Total:	**97**	**84**	**103**

Table 2. Student Enrollment – Grade 12			
Residency	2017-18 SY	2018-19 SY	2019-20 SY
Bridgeport	70	70	52
Derby	0	0	1
Easton	0	2	2
Fairfield	11	2	2
Milford	6	2	1
Monroe	2	3	0
Seymour	0	0	1
Shelton	10	9	7
Stratford	6	8	4
Trumbull	7	3	3
West Haven	1	0	0
Total:	**113**	**99**	**78**

Resources:

- C.G.S. Sec. 10-264*l*(a)(E)(iii)(I) restrict the number of students that may enroll in a school from a participating district to 75 percent of the total school.
- **Sheff RESC Operators** C.G.S. Sec. 10-264*l*(c)(3)(D)(ii) enroll a minimum of 50 percent of the incoming students from Hartford.

3. MARKETING AND STUDENT RECRUITMENT

3.1 Marketing

Describe the school's marketing plan and include:

A. The timeline and strategies used to attract, enroll and retain racially, ethnically, economically and linguistically diverse students, (e.g., printed materials, radio ads, television ads, detail media ads, etc.).
B. Attach the school's marketing plan in the appendix section (section 13) and reference the appropriate letter.

For the past two years, Aero/Hydrospace Engineering has received $10,000.00 discretionary funds to pay for recruitment costs and improving on technology infrastructure. Since students receive school laptops to use in their classrooms and have the ability to take them home to complete assignments, aging computers have to be replaced. As a result, $7,000.00 has been used the past two years for marketing and recruitment. These funds have been used to purchase lawn signs that advertise our school during the application window, as well as the dates of our open houses. The majority of these signs are placed with families of current suburban students as we need to increase our suburban applicants.

Other advertising endeavors have included publishing ads in the local papers through Hearst Media, advertising on the electronic billboards along I-95 Stratford to Fairfield corridor and signage at InSports. These ads have also been added to

their online sites as well. During the 2019-2020 recruitment period, parents who came to our open houses were surveyed to determine where they heard about us. The majority of those responses were by word of mouth. Additional responses indicated that parents heard about the school through recruitment sessions at their child's middle school or our open houses. The Hearst Media publications were at the lower end of the spectrum. As a result, changes to the marketing plan were made. Current students' parents were asked to complete a survey to determine where they get their news and what radio station they listen to the most. Based on the survey results, the marketing plan was modified to run 30 second radio commercials for over 4 weeks during the holiday shopping season to promote our campus. A 15-second commercial is on television during Channel 12 News to be shown at the beginning and end of their commercial breaks for the similar time period as the radio announcements. Lastly, a 15-second commercial spot will also be shown prior to movie preview at two local theaters. With the release of *Frozen II* and the upcoming release of *Star Wars, The Rise of Skywalker*, these commercials are intended to hit the demographics of middle school children prior to the close of our application process on January 10, 2020.

During the recruitment period, students, staff and parents attended local library events to promote the school in the surrounding towns. Students and teachers have also presented activities on Saturdays to promote coding with children while at the same time promoting the three schools on campus at these events.

Additional marketing events that are occurring during the holiday season are gift wrapping tables at two local malls. On Saturday December 7, 2019 (11am – 2am) and Thursday December 12, 2019 (4:30pm – 8:30pm) students, staff, and parents provided free gift wrapping of holiday items at the Trumbull Square Mall and the Milford Post Mall respectively to promote our campus and increase possible applications for high school students.

The cost of these advertisements and supplies far exceeds the $10,000.00 discretionary funds our school receives from the district. As a result, the three interdistrict magnet schools have combined their funds to maximize their effectiveness. The budget located in the appendices reflects the campus expenditures strictly related to Aero/Hydrospace Engineering's expenditures.

3.2 Student Recruitment

Describe the school's student recruitment outreach process and include:

A. The methods used to recruit students that meet the Connecticut General Statutes and Connecticut State Department of Education (CSDE) requirements and standards.
B. Complete Table 3. Marketing and Student Recruitment

The main recruiting period starts in September of each year. The campus magnet recruiter schedules meetings and informational sessions at public and private middle schools and 8th grade classes within our sending districts and Bridgeport. The informational sessions and meetings occur during September through December of each year. A minimum of three open houses are held from October through January when the on-line application is open. Administration meets with the recruiter to review online applications and determine other strategies that may need to be implemented to increase applications in certain districts prior to the close of the application process. During the 2019-2020 academic year, these Open Houses were held in conjunction with our School Governance Council (SGC)/Parent Teacher Student Organization (PTSO) meeting nights. The collaborative events allowed for perspective students and parents to meet current students and parents as well as experiences the lively atmosphere of the SGC/PTSO "Family Fun Nights" during the months of October, November, and December.

As mentioned in section 3.1, two holiday gift wrapping events as well as weekend and evening events held at libraries in the surrounding districts were used to promote the campus and applying on-line prior to the January 10, 2020 deadline.

Table 3. Marketing and Student Recruitment	
Activity	**Month or Period of Time**
Marketing/Recruitment Period: Presentations given, broadcasts booked, and printed materials disseminated	September, 2019 – January 10, 2020
Application (when it opens and closes)	October 15, 2019 – January 10, 2020
Lottery Selection	End of January, 2020 Blind - computerized
Acceptance confirmation received from parents	January 25, 2020
Waiting list notification (if applicable)	January 25, 2020
New student and parent orientation sessions, pre-testing, remediation sessions	Last week of June after graduation

4. ADMISSIONS PROCESS AND CRITERIA

4.1 Student Application Process

Describe the school's student application process and include:

A. The type of application (on-line and/or paper).
   - On-line Application: indicate the software used and provide a copy of the student application in the appendix (for on-line applications, create screen-shots of each page if a "print-friendly" version is not available) and reference the page number(s).
   - Paper Application: provide a copy of the student application in the appendix and reference the page number(s).

B. The on-time application process.

C. The late applications process (if applicable).

The application process is an on-line process using the SmartChoice lottery structure software. All written and electronic advertisements regarding the application process direct parents and student**s** to apply online at our website **(www.fairchildwheeler.org).** The link to the online application is also on the Bridgeport Board of Education website as well **(www.bridgeportedu.net)**. During the on-line application window, students and parents can apply for entry into one of the three or all three Fairchild Wheeler Campus schools, listing the top choice first. All applications must be complete by 11:59 p.m. on the date of the application deadline (January 10, 2020 for the 2020-2021 academic year). All applications completed after that deadline will not be part of the lottery process. These applications are manually entered into the lottery system after it has ran and are placed at the end of each districts wait list in order of date received.

4.2 Placement Procedures

Describe the school's/district's student placement procedures and include:

A. The process to select students through an application and/or placement process.

B. The process for notifying students that are accepted.

C. The process for documenting declined offers.

D. Table 4. Placement Priorities (if applicable).

E. Waitlist – (if applicable) the timeframe for maintaining the waitlist and the method used to determine placement of students on the waitlist.

All applications entered into the SmartChoice system are checked for completion and those that are siblings of current students or are currently enrolled in our direct feeder school (Discovery Interdistrict Magnet School) are marked as accepted. Based on current enrollment after anticipated graduation for June of each year, lottery cut points are set for each participating district. Once all has been completed, the lottery is run by the software system and students are offered a seat or placed on the waiting list for their sending district until the lottery is complete for all applications. Errors are checked and once completed parents/students are notified of their location in the lottery. Parents and students are emailed directly from the SmartChoice system of their outcome from the lottery and those offered a seat receive a follow-up phone

call as well. Students offered a seat have 10 days with some receiving situational extensions to determine if they will accept or decline the seat.

Students may decline a seat a few different ways:

- They can log into their SmartChoice account and decline the seat.
- An email may be sent to the Magnet Recruiter stating that the seat is declined.
- If there has been no response from the parent/student regarding acceptance or declining, multiple attempts to reach the parent are made and documented in SmartChoice and if there is still no response, the Magnet Recruiter will mark the seat as declined due to no response after multiple attempts to contact were tried.

As students decline seats, those on the waiting list for the corresponding districts move to the accepted section, are notified of the change in their application status via email and a following phone call and have the same time to accept or decline their seat. All information regarding student acceptance, declines, or extension of determination are documented in the SmartChoice system according to the date of the email or voice correspondence. As seats change going into the summer, students receive five days after notification of being removed from the waitlist and offered a seat to decide.

Since students can apply to all three schools at the Fairchild Wheeler Campus, it is possible for a student to get into one school and be placed on the waiting list for the other two schools. If a student accepts a seat in one of the three schools, their status in the other two schools is marked as declined or removed from the waiting list to allow other students to move up in the lottery system.

Placement Priority	Provide the placement priority separately, e.g., • pathway school (by choice) • Currently enrolled sibling • applicant sibling (if sibling already accepted by the lottery) • School of choice if there are suburban seats available based on the grade applying for.
Grade Level(s)	Grade level placement based on current percentage make-up and Placement Priority as listed above
Grade Capacity	Approximately 125 students/grade level
Rationale	According to C.G.S. Sec. 10-264l(a)(E)(iii)(I) the percentage for residing district must not exceed 75%**.** As classes promote, students may leave at their own choice for many different reasons. As a result, keeping those upper grades close to the 75%/25% ratio will prevent major fluctuations in the needed percentages for the incoming freshmen class.

Table 4. Placement Priorities

Placement Priority	Grade Level (s)	Grade Capacity	Rationale

4.3 Student Registration Process

Provide a brief description of the school's/district's student registration process that include:

A. The communications, residency verification, and the collection of student records with sending districts.

Student's come to the school to register by appointment. Appointment times are during the school day and there are two additional evening registration dates to accommodate those parents that cannot make it during the day. All registration appointments are confirmed and entered into the SmartChoice software. Parents that miss their scheduled appointment

are contacted to reschedule their registration. All attempts to contact the parent until the registration is rescheduled is recorded in the SmartChoice software.

Prior to their appointment, a registration packet (see Appendix) is sent via email to the parents so that it can be completed prior to arrival and expedite the process on site. The packet includes the following:

- Bridgeport Public Schools Registration Packet
- Bridgeport Media Release Form
- Information required for identification and residency verification
  - Copy of child's birth certificate or passport
  - Parent's driver's license or passport for name and picture identification
  - Two proofs of residency that may include: mortgage/rent agreement with two months prior cancelled checks or other proof of payment, a notarized letter from the homeowner if the parents are not on the mortgage/rent agreement document, and two bills from utilities such as water, electric, or gas.
- Current report card from their school.
- A copy of their IEP/504 (if they have one).
- A signed release of records for students who are not coming from a Bridgeport Public School. Once school records are received, they are reviewed by support staff, school counselor and administrator to obtain an understanding of each student and their specific needs. Any meetings that need to be held are discussed, scheduled with sending districts, (if applicable) and parents/guardians to ensure the environment and learning plan put in place will lead the individual students to the best learning outcome possible.

Commented [MK3]: When the school receives information, what does the school do to asses new students (if anything) for trauma, academic ability, behavior concerns, or address EL, SPED, and GEN ED needs?

Commented [MW4]: With Bridgeport students we can review all and meet with relevant staff to discuss what to put in place prior to students attending school. Parent meetings with children present to discuss what we can do to support their learning. As for suburban students, we initially see IEP, EL, 504 files and make sure that all students receive proper supports for education.

Commented [MW5]: Added more to the last bullet

4.4 Foreign Students (if applicable)

Provide a description of the school's foreign student program that includes the:

A. Purpose of the program.
B. Name of the placement agency.
C. Partner school(s) and location(s).
D. Enrollment process (e.g., grade levels and/or ages; application process, tuition and fees).
E. Number of students expected to enroll each academic year.
F. Length of stay (i.e. course time, school year, etc.).
G. Student academic criteria (including proof of English language proficiency).
H. Services provided by a foreign students housing agency.

Not Applicable

5. ACADEMIC PROGRAM STRUCTURE

5.1 Program Accreditation

Describe the status of the program's accreditation, including timelines of the school's accreditation process (if applicable) and a copy of the accreditation(s) in the appendix for:

A. **Early Childhood Programs (PK-3 and/or PK-4) Accreditation:** National Association for the Education of Young Children (NAEYC).
B. **Grade K- 12 Programs Accreditation**: New England Associated of Schools and Colleges (NEASC).

Resources:

- C.G.S. Sec. 10-16rr Preschool program accreditation
- C.G.S. Sec. 10-239j Disclosure of NEASC accreditation reports

As required for all Connecticut Public High Schools, Aerospace/Hydrospace Engineering & Physical Sciences Interdistrict Magnet High School is currently in the process of initial NEASC accreditation. Administration and Central Office personnel have had multiple conversations over the years since the school's opening regarding accreditation. While Aero/Hydrospace Engineering is in its seventh year of operation, there were recommended delays for the beginning of the accreditation process until 2020. Changes in NEASC's accreditation process and standards changed for schools to

be visited after 2019. This information as well as Aero/Hydrospace Engineering entering its initial accreditation has delayed the process until the spring of 2020.

For initial NEASC accreditation, a school must complete an initial application to be considered for acceptance. This initial application will be submitted to NEASC during January/February 2020. During this period, NEASC commission will meet to review all applications and approve or deny the application. Based on initial conversations with NEASC, our application will, more than likely, be approved. After application approval, a three-person team from NEASC will visits the school for a candidacy visit, meets with administration and teachers, provides initial feedback based on the application, and the school will begin their self-reflection in the Fall of 2020. Aero/Hydrospace Engineering will become one of the schools in the 2023 NEASC cohort.

A collaborative conference will occur in the spring of 2021. This entails a two-day visit from a NEASC committee during which they will provide the school information that will need to be entered into the school improvement plan as well as commendations, recommendations, and priority areas that need to be part of our school improvement plan. Aero/Hydrospace Engineering creates their school improvement plan and implements it in preparation for the Decennial visit in 2023.

In addition to the NEASC accreditation, Aero/Hydrospace Engineering is an accredited magnet school through the Magnet Schools of America. Aero/Hydrospace Engineering completed this accreditation process and achieved certified national magnet school status in 2018 that needs to be renewed every five years.

5.2 Culturally Relevant Pedagogy and Educational Philosophy

Commented [MK6]: I think this was omitted accidentally.

Commented [MW7]: Unfortunately not. I submitted to you with the SSP section still needing to be completed as the deadline was March 14th. I have updated these two sections.

Provide a description the school's culturally relevant pedagogy and educational philosophy and include:

A. How teachers' capacity are developed so they are able to guide student development academically, socially, and personally.
B. What teachers do to engage students in rigorous curriculum and learning
C. How students are empowered to identify and dismantle social inequality
D. Long-term academic achievement for students that meets students where they are academically while encouraging students' personal connection to the lesson
E. How lessons are grounded in sociopolitical issues that regularly engage students and teachers in discussions that foster a continuous commitment to develop cultural competence and behaviors that support appropriate, fair, and effective interactions with individuals from different backgrounds

Resources:

- CSDE Resource Guide for New Administrators

Within Aero/Hydrospace Engineering, multicultural curriculum, differentiated instruction, cooperative learning, personalized learning, scientific research-based academic and social/emotional interventions, heterogeneous classes, and professional development help to prevent re-segregation within the school, counter stereotypes and other biases, and facilitate positive interaction among diverse groups of students. To ensure that these strategies are fully implemented we hold ourselves to a standard that ensures all students are taught in heterogeneous classes, are exposed to the magnet program for the same number of hours per week, and are instructed by teachers who receive the same amount of professional development.

The school principal works closely with guidance counselors to ensure that all non-AP/ECE classrooms are heterogeneously grouped based upon race or socioeconomic status limiting the potential for any form of segregation to exist with the school walls and offering all of our students an equitable educational experience, promoting academic success, college and career readiness, and a pathway to a bright future. Freshmen scheduling is the first step. All freshmen sections are balanced with a 75/25 ratio of Bridgeport/suburban students. Students that have an IEP or 504 are not placed in the same sections and are balanced according to their individualized needs.

Aero/Hydrospace Engineering students learn through Project Based experiences. Studies indicate that when students work together on project teams, they learn to collaborate, communicate, and resolve conflicts. Cooperative learning, the bedrock our school, assists in character development, supports the social and emotional development of students and prepares them for success in the modern workplace. The socialization that occurs within the school walls due to project based and collaborative learning extends beyond the walls and hours of the academic institutions. Project Based Learning Units that focus around the core/NGSS standards while incorporating the theme of the three pathways, promote collaboration among student groups to complete their project as well as a competitive spirit within the class to produce the best outcome possible.

University and community partnerships have helped to enhance opportunities for our students to learn from and collaborate with others. Each March, University of Bridgeport invites three students and their teachers to present their research at the UB "Faculty Research Day". Students from select high schools are able to present their findings and answer questions from UB faculty and students and are judged along with poster presentations from graduate students and faculty.

Former Aero/Hydrospace Engineering students return during their winter break and hold informational session with our current juniors and seniors to answer any questions they have about college life. These returning graduates share the lessons learned while attending Aero/Hydrospace Engineering that made them successful and where they could have made better choices so that they would have been more successful.

To respond with cultural competence to the needs of students from different cultural backgrounds, our staff underwent cultural sensitivity and cultural competency professional development provided by Dr. William A. Howe, the program manager for culturally responsive education, multicultural education, bullying & harassment, gender equity, and civil rights at the Connecticut State Department of Education. Dr. Howe focused the professional development on eight main objectives:

1. Gaining an understanding of culturally responsive education and its implementation.
2. Enhancing understanding of how culturally responsive education can increase student achievement.
3. Learning the characteristics of culturally competent teachers and schools.
4. Learning how to engage families.
5. Acquiring cultural competence skills.
6. Learning how to prepare students for a diverse world and workplace.
7. Completing a self-analysis of personal biases.
8. Learning how to develop multicultural lessons

Additional professional opportunities that staff will participate in during the 2020-2021 academic year. Teachers will be trained on anti-racist social and emotional learning. This training will present instructional support/strategies/resources to be proved to classrooms, all grade levels, as well as teach racial equality in different learning environments (in person/virtual). Another professional development opportunity will be racial equity training. This professional development will be ongoing throughout the academic year to develop strategies and resources to be utilized within the class. Culturally responsive teaching and learning is the third professional development opportunity to improve the curriculum, resources and instruction while focusing on racial equality in African-American Studies, Perspectives on Race and Latin-American Studies courses.

The skill sets that our students are learning during the day are extended into after school activities where students can apply their skill set in an informal collaborative session. Through themed aligned clubs such as Robotics Makers Club and Science and Society of Woman Engineers, etc. students are allowed the opportunity to take risks, have fun, collaborate and build relationships in an unstructured, truly hands-on workshop environment.

Additionally, after school activates that promote comradery and academics also occur during the after-school hours. Students have the opportunity to be selected to the National Honor Society and Student Council. Both memberships require community service hours. As such, it is built in that students tutor and mentor students. During the school day,

students identified as needing interventions or tutoring will participate in peer-tutoring. This service beyond self to another student fosters collaboration, community and unity among the many.

Our school also has clubs and activities that promote sensitivity to others. The Gay Straight Alliance, The Peer Mentor Committee, The Give Back Club all promote relationships among students as they work together to plan for peace and tolerance. Additional activities such as food and clothing drives, multicultural events for students and their families, dances, field days, STEAM competitions, fundraisers, intramural sports and Relay for Life events all promote socialization among all groups of students in the school as they work together to provide for those less fortunate and in need. The activities have helped to break down barriers, eliminate stereotypes and promote tolerance, respect and acceptance, a life-long education that will forever impact the lives of our students and those that they encounter

During the summer months our students have the opportunity to be engaged in extended learning opportunities that promote skill building, relationship building and collaboration. STEM Camp and Apprenticeship both provide opportunities for staff to collaborate with students and students collaborate with students in problem-solving tasks where students get a chance to display their engineering awareness and skills while building a tolerant and respectful of diverse learners.

Our vision in one that creates a culture of success for all students. It is the integration and balance of diverse groups that will elicit positive results for all students involved. Students that come to Aero/Hydrospace Engineering come from all socioeconomic backgrounds and geographic locations. We promote their uniqueness but maintain that we are one "family" that has a common goal; the positive trajectory to career and college readiness. This is accomplished through magnet integrated curriculum that also focuses on different cultural backgrounds of our students. Using the Buck Institute's Project Based Learning standards, each unit of study is assessed to meet the "gold standard" by including, the students' ability to incorporate their own background and culture and have a say in the overall production of their final product as they answer the overarching question of the unit. The CCT Rubric for Effective Teaching (2017) promotes in domains 1-3 student curiosity of the world at large, a positive learning community and active learning where the classroom is student focused and not teacher focused. Review of units of study, and informal and formal observations of classrooms include the aspect of exposing students to different cultures, viewpoints and positive debate that is based on facts and the content of the classroom. Informal and formal walkthroughs ensure that teachers are given high quality feedback for improved practice.

The program offers opportunities, resources, and relationships with diverse peer groups from different cultures and backgrounds and places students on a trajectory to college and career. Our students believe they have a purpose, they plan for their future early on, they set goals and they understand the connection between their education and their future, producing engaged and excited learners. Classes are heterogeneously grouped and students are not separated from honors sections (with exception to ECE dual enrollment courses). As a result, units of study and lesson plans are developed to encompass all levels of learners and provide a rigorous content for all to actively engage in. Lessons and materials are modified to meet a student's individual needs. The faculty is their own great resource due to its own diversity, educational experience and background. Classroom data based on observations from informal and formal walkthroughs provide the administrators with information needed to manage teacher evaluations and provide teachers with specific evidence for professional improvement. Coaches, administrators, and district lead staff will utilize PLCs and other staff professional development opportunities to develop, review and assess colleague units of study provides additional support for teachers in improving the curriculum and standards they are delivering to students. This collegial atmosphere promotes a thought-provoking discussion and the development of a more student-centered classroom.

All students at our school learn sensitivity, acceptance and understanding. The socioeconomic and racial compositions of our schools is a benefit to all of our students. Students that stay in their districts are sheltered from the different cultures and backgrounds of students in the different districts as they have little diversity in their population (based on 2013 district demographics) However, the students that attend Aero/Hydrospace Engineering are exposed to different cultures and people that they would not see in their district high schools. The scheduled intermingling of students in their classes, with the support of their teachers, leads to removal of social barriers that may exist. Lessons that look at different cultures, acceptance and sensitivity towards others where students have a voice regarding their learning, creates a strong

Commented [MK8]: This is a good space to describe how walkthroughs and observations are used to support cultural competency? Are there opportunities for students to engage in multicultural learning/activities? Is the curriculum meaningful to students? Is it sometimes modified to ensure that it is integrated and student centered? I know this is hard to do 100% of the time but is it done at least 25%? And how do you know? How do you plan to increase it over the next 5 years?

Commented [WM9]: This may be answered above in the green text.

Commented [MK10]: This is a good start but I believe you should discuss more. How are teachers supported beyond their training to create equitable classrooms? How are all students empowered? Describe what the school does to ensure fairness and inclusion? How are plans created to assess and address equity? What systems are in place to support students who fall behind?

community among all students. Each will be better educated than students who do not attend balanced institutions. Their discrete magnet STEM, PBL, personally responsive, education is one that is enhanced by each other's experiences and differences. Our students are far better prepared for the future and leave us with a confidence that they are integral to the betterment of our community and society at large.

5.3 Curriculum, Subject Matter Content, and Instruction

Provide a description and a sample of the special high-quality curriculum and instructional practices to the school's applicable grade levels/grade groups (e.g., Prekindergarten; Kindergarten to 5; 6 to 8; and 9 to 12) that includes:

A. The school's unique content focus (theme) that is infused throughout the curriculum to advance the rigor and relevance of the academic program at each grade level.
B. Student Learning Goals/Objectives.
C. Model units and lessons and standards aligned with classroom materials.
D. The utilization of the Early Indication Tool (EIT).
E. Teachers' instructional practice standards and indicators.
F. Collaborative teaching practices (e.g., TEAM, coaches, mentors, etc.).
G. A copy of the Program of Studies (POS), curriculum, and/or additional detailed information in the appendix and reference the page number(s).

Resources:

- CSDE Resource Guide for New Administrators
- Connecticut Core Standards
- The Student Learning Goals/Objectives Process

Aero/Hydrospace Engineering has two Pathways for Learning that our students may focus on throughout their high school career; Aerospace Engineering and Hydrospace Engineering. Students that enter as freshmen are exposed to two magnet classes and six additional classes that have the themes infused throughout their curriculum. Math for Engineers is an application-based math class that focuses on all engineering applications such as precision, scale modeling, metric conversions, and scientific notation as they apply to the aerospace and nautical industry. Project Lead The Way's Principles of Engineering is an introductory course to the PLTW engineering pathway student take over the four years at Aero/Hydrospace Engineering. At the end of their senior year, students are able to earn college credit through the University of New Haven based on the completion of their courses. Freshmen also take Applied Fluid Mechanics and Properties, an introductory physics course that focuses on the mechanics and thermodynamics of objects and the fluid environment that they move through. These two magnet courses, the PLTW program, as well as the thematically infused curriculum, allows students to have a better choice of their own pathway as they plan for courses in subsequent years.

As students move forward in their high school career, they have more choice and flexibility in the courses they can take each year and are not restricted to only one of the two aforementioned pathways (themes). Students also have the ability to choose AP/ECE courses as well as honors courses throughout all four years. All courses run at a high academic rigor and are heterogeneously grouped by ability, socioeconomic/demographic area, and student choice. For the first two weeks of the school year, students may change classes to meet their pathway for learning. Students are responsible for any missed work in the course that they are entering. After one month (two additional weeks after class changes end), students that choose to take a course at a higher level of rigor may sign up for honors. Students, parents, teacher, and the principal all sign a contract that places students into an honors section. Once placed in the honors section, students agree to complete all of the course requirements set by the teacher. During the rest of the semester, the teacher and honors student will meet at least three times to monitor progress and provide feedback for the student to continue their honors study.

To ensure all students are learning at their optimal level, multiple analytical data is taken into consideration and reviewed during PLC meetings on Mondays by teachers. This data includes attendance, behavior, academics, etc. Students that are struggling with their attendance, behavior and/or academics in two or more classes are referred to MTSS. Students that are referred to the MTSS process are placed on tier II after initial interventions (student conference, parent contact via

email and phone call, classroom accommodations, consultations with support staff, log entries in PowerSchool for parent contact and concerns/issues, special attendance register entries filled out) have been attempted with the degree of success not resulting in change. The MTSS referral form includes academic information including district assessment data, attendance, disciplinary and educational history. The referral form also includes the student's areas of strengths and additional reports may be attached to the referral packet so that the MTSS team can get a holistic view of the student.

Tier II interventions may include peer tutoring from National Honors Society students, mentoring from volunteer teachers, MAACS, or Sacred Heart University social work interns. Additional parent conferences may be held with the student and MTSS team to create a SMART goal related to the student's academic, behavioral and/or attendance concern at Aero/Hydrospace Engineering. The student's interventions (Tier I and II that are in place) are monitored and data is collected by teachers who then meet biweekly with the MTSS team to discuss progress or lack thereof on these interventions. Additional interventions may be suggested prior to raising the student to Tier III. Tier III interventions include a more individualized education plan for the student to succeed. A student may be referred for initial testing if not previously done under IDEA. Outside agencies (Child Guidance for example) may be recommended as an additional support for the student.

Parents/guardians are informed of a student's progress and are invited to attend MTSS meeting with the MTSS team members. To date, the EdSight EIT system has not been utilized for MTSS interventions. However, similar data such as attendance going back to elementary school, academics, behavioral information, grade level benchmarks, IEP/504 referrals or plans, etc., are utilized in student referrals to the MTSS process.

Teachers' instructional practice strategies and standards align with the CT Rubric for Effective Teaching (2017). Teachers create 1 Student Learning Objective (SLO) with 3 indicators of academic growth and development (IAGDs) that focus around 1. Student achievement in ELA or mathematics, 2. Student learning in their specific content and 3. Parent communication. The IAGDs focus on achievement for all students no matter what level. Lesson planning and classroom observations (drop-ins, informal and formal) ensure that all students are engaged in the class and have equal opportunity to learn the material at hand. Grouping strategies, project selection and variation, and student choice are important in student assessment as increased buy-in leads to better projects and outcomes from students.

In addition to meeting these standards, Aero/Hydrospace Engineering has also adopted the Buck Institute's Project Based Learning Model. Each course is approximately eighteen to twenty weeks in length. Therefore, teachers create four, four to five-week units of study that focuses on a challenging problem or question. These units of study are designed in such a way to include student voice and choice, authenticity, reflection, critique (feedback from peers included) and revision, and a public product where students demonstrate the knowledge they have learned within each unit. By incorporating these seven standards in their unit design, students are able to provide unique projects that challenge their ability and critical thinking while meeting the unit goals and objectives. Aero/Hydrospace Engineering is working towards 100% of units of study to meet this model of instruction and assessing student learning. ELL and resource is available to assist in lesson development and project creation to meet the specialized needs of individual students.

While we have TEAM for beginning teachers where mentors are assigned to new teachers to work on best practices as well as Teach For America teachers that receive support from the staff as well as TFA support mentors, the majority of teacher collaboration happens in our Professional Learning Communities. PLCs occur three times a week (Monday, Wednesday and Friday) where teachers across campus and of different subject areas meet to discuss their instruction and assessment of their students, collaborate on interdisciplinary projects and lessons, and revise lessons and units of study as new material and innovative thinking changes how the standards are taught.

5.4 Assessments

5.4.1 Provide a description of the school's assessments and include:

A. The process for measuring and monitoring the academic growth and achievement for all students through the use of assessments.
B. The types and frequency of assessments that include the school's theme or concentrations if applicable.

Teachers are consistently assessing students within their classes. Along with the traditional assessments, quizzes, tests, homework, etc. teachers use project-based units and student presentations or a final product to determine if students fully understand the Core/NGSS/Magnet standards related to that course and grade level.

Students are initially given a Common Formative Assessment to determine prior knowledge on the content that will be covered in the class. Based on the data from this assessment, classes are adjusted to ensure that students will learn all concepts and practices necessary to satisfactorily pass this class. Problems on "traditional" assessments and projects are modified so that they are thematically based. For example, questions related to data analysis using quadratic or polynomial functions will be centered on data that is related to one of the three pathways for learning. Reading of fiction may include titles such as Flight, Airframe, The Perfect Storm, etc. where flight and nautical travel as well as the problems that can occur are the themes of the literature. Humanities courses also assess students' ability to read for information and cite textual evidence in written responses. This concept is imperative for all students as it is necessary for the PSAT/SAT as well as for our Capstone process during their junior/senior year.

From 2014 – 2018, students were tested using the STAR assessment for all four grades. Starting in the 2018-2019 academic year, the district moved to IReady benchmark testing and focused on the ninth and tenth grade. For the 2019-2020 academic year, the campus has moved to using pre-released PSAT 8/9 and PSAT 10 to monitor student progress for college readiness. Answers for the PSAT 8/9 and PSAT 10 are recorded on paper answer sheets that are created using the ZipGrade app. Teachers use their ZipGrade app with a phone or IPAD that has a camera and scans answer sheets and compares them to the correct answers. Analyzed answer sheets are stored in a Microsoft Excel workbook with each answer sheet being one row for each student. Data analysis of these tests is used to modify teaching and learning to improve student performance on these tests as they are grade leveled and prepare students for the PSAT/NMSQT and SAT during their junior year.

5.4.2 Complete the following tables:

A. Table 7. CSDE Mandated Summative Assessment, **modify** the CSDE Assessments to include the assessments that apply to the grade levels of this school.

Table 7. CSDE Mandated Summative Assessment		
Content Area(s)	**Summative Assessment**	**Grade Level(s)**
English Language Arts (ELA) and Mathematics		
	Connecticut SAT School Day	11
Science	Next Generation Science Standards Standard Assessment	5, 8, and 11
English Language Proficiency	LAS Links (For English Learners only)	K-12
Physical Fitness	Connecticut Physical Fitness Assessment	High School

[1] Designed for a small percentage of students with significant cognitive disabilities

Resources:

- CSDE Resource Guide for New Administrators

5.5 Classroom Structure

Describe the school's classroom structure and include:

A. Table 8. Classroom Structure

Since Aero/Hydrospace Engineering's inception, the ultimate goal is to have 125 students per grade level with an average of 25 students per class. During our first year of operation, we brought in 150 freshmen and 100 sophomores giving the school a population of 250 students. Each subsequent year, approximately 125 students are brought into the school's incoming freshmen class to have grade levels approximately 125 students and a maximum of 500 students when Aero/Hydrospace Engineering achieved four grade levels during the 2015-2016 academic year. Each class section is to have approximately 25 students per class. Based on actual numbers, the freshmen class may have up to 150 students admitted to meet the 500-student max for the school. Students self-deselect due to many reasons and the class sizes have decreased. In the past two years, suburban recruitment has dropped thus reducing the number of Bridgeport students that can be brought in for each freshman class to meet the state's 75%/25% population mandates.

By teacher contract, class sizes can reach a maximum of 29 students/class with up to 35 students/class for physical education classes. Class sizes also vary based on student course choices and open sections on scheduling. In addition to course choices from Aero/Hydrospace Engineering, students may also take magnet courses at either of the two interdistrict magnet courses on campus.

B. Samples of class schedules for ALL grade levels in the appendix and include the appendix page number here.

Table 8. Classroom Structure

Grade level	Projected student to teacher ratio	Average student to teacher ratio per class	Teachers contract student to teacher ratio	Number of homerooms	Total number of students per grade
9	25:1	**Varies based on student course choice**	**29:1**	0	**125**
10	**25:1**	**Varies based on student course choice**	**29:1**	0	**125**
11	**25:1**	**Varies based on student course choice**	**29:1**	0	**125**
12	**25:1**	**Varies based on student course choice**	**29:1**	0	**125**

5.6 Grade Level Promotion/Graduation Requirements

5.6.1 Grade Level Promotion Requirements (Grades PreK -8)

Describe the school's grade level promotion requirements and include:

A. The requirements for grade promotion.
B. The intervention/assistance available for students/families for grade level promotion (e.g., parent/teacher conferences, school counselor meetings, after-school tutor, homework help, small group instruction, one-to-one instruction, Read 180, Wilson's, etc.)

Not applicable as Aero/Hydrospace Engineering is a comprehensive high school (Grades 9-12)

5.6.2 High School Graduation Requirements (Grades 9-12)

Describe the school's grade promotion and graduation requirements for the applicable grades and include:

A. Table 9. Grade Level Promotion.
B. Table 10. Graduation Requirements.
C. The intervention/assistance available for students/families for grade level promotion (e.g., credit recovery, summer school).

Resources:

- C.G.S. Sec. 10-221a. High school graduation requirements.

Students graduating prior to 2023 require 22.5 credits of which students must take four years of English, three years of history including 1 credit in US history, and 0.5 credits civics, three credits in mathematics including Algebra I and Geometry, three credits in science including Applied Fluid Mechanics and Their Properties and biology, one credit in art

and PE and 0.5 credits in health. Due to the state's change in graduation requirements for the 2023 class, a student must have 25 credits, nine in humanities, nine in STEM, one PE, one health, and a year in world languages.

Commencing with the class of 2023, students require the following credits to promote to the next grade. This information is also seen in the Bridgeport Public Schools Program of Studies (page 11)

- Grade 9 to 10 - 6 credits are required
- Grade 10 to 11 – 12.5 credits are required
- Grade 11- 12 – 19 credits are required.

Students that do not meet these requirements have the ability to retake courses within the same year as Aero/Hydrospace Engineering is a semester-based school. Students can also take one course in summer school as well. Other interventions are parent/student plans that are agreed upon during the summer (freshmen to sophomore mainly), MTSS interventions, peer tutoring. Sacred Heart University social work interns that work with students in tier II in the MTSS process, and after school volunteer tutors. Sacred Heart social work majors in their junior/senior year must complete a certain number of hours working with students in an educational support capacity. As a result of their proximity and partnership with our campus, approximately twelve SHU students work with our tier II students and help them deal with anxiety and organizational issues to help them get on track with their academics. If any issues that require proper contact with social work services, Aero/Hydrospace Engineering students are referred to proper support staff that are trained to deal with these issues.

Our schedule allows for 32 possible credits towards graduation during the four years in high school. Aero/Hydrospace Engineering does not have a web-based credit recovery option. Summer school is an option to obtain credit for one class that a student did not pass during the school year if it is offered. As a result of these interventions and course offerings, Aero/Hydrospace Engineering has increased our graduation rate to be 90+% for each class.

Table 9. Grade Level Promotion (Grades PreK)

Grade Level	Promotion Requirements (e.g., completion of content)	Credit Requirements (if applicable)
10		6.0 credits
11		12.5 credits
12		19.0 credits

Table 10. Graduation Requirements (Grades 9-12)
Commencing with the class graduating in **2023**, and for each graduating class thereafter, a student must complete a minimum of 25 credits (including not fewer than the CSDE minimum credits provided in this table) to graduate.

Table 10. Graduation Requirements

Class of 2022 and Before	Graduation requirements for the class of 2022 and before	Class of 2023 and After	Graduation requirements for the class of 2023 and after
Total Credits/Courses Needed for Graduation	22.5 Credits - /Courses	Total Credits/Courses Needed for Graduation	25 Credits - /Courses
English	4 Credits	Humanities (Including Civics and the Arts)	9 Credits
Science Elective Biology	2 Credits 1 Credit	Science, Technology, Engineering & Math (STEM)	9 Credits
Math Elective Algebra Geometry	1 Credit 1 Credit 1 Credit	Physical Education and Wellness	1 Credit
Social Studies Elective Civics US History	1.5 Credits - 0.5 Credit 1 Credit	Health and Safety Education (Section 10-16b)	1 Credit
Vocational Education/Visual Arts/Performing Arts	1 Credit	World Languages	1 Credit
Physical Education	1 Credit	Mastery-Based Diploma	1 Credit
Health	0.5 Credit	Electives	3 Credits
Electives	6 Credits		
World Language	1 Credit		

6. STUDENT SUPPORTS

6.1 English Learners (EL)

Describe the school's EL programs and services that includes:

A. Access for EL students to general education and culturally responsive programs.
B. The EL policy/plan in the appendix and reference the page number(s).

Resources:

- CSDE English Learners Guidance
- State Board of Education Position Statement on the Education of Students on the Education of Students Who Are English Language Learners, 2010
- CSDE Resource Guide for New Administrators

All students that enter and are accepted into the lottery are able to attend Aero/Hydrospace Engineering. Students that are English Learners are able to attend all classes and receive EL support based on their Las Links testing scores. An English Language Learner teacher is on campus every Wednesday, providing additional support for students. All classes take into consideration that students come from different cultures. Teachers prepare lessons and projects that encompass different cultural backgrounds as well as give students the flexibility to incorporate their culture and backgrounds into their learning. Attached in the appendix please find the district's English Learner Handbook.

6.2 Education of Students with Exceptionalities

Describe the school's education of students with exceptionalities practice and include:

A. A high-quality, comprehensive, culturally responsive and equitable education program.

B. The Individual Education Plan (IEP) and Planning and Placement Team (PPT) process, (e.g., district/school staff responsibilities and timelines, timely communications and meetings with the sending district).
C. The school's policy serving the needs of special education students (Individuals with Disabilities Education Act (IDEA) of 2004) in the appendix and reference the page number(s).

Resources:
- Connecticut State Board of Education Position Statement on the Education of Students with Exceptionalities, 2012
- CSDE Special Education
- CSDE Special Education Planning and Placement Team (PPT) and Individualized Education Program (IEP) Forms
- CSDE Resource Guide for New Administrators

All students at Aero/Hydrospace Engineering receive a highly rigorous thematic education in all classes. Our classes are designed to be culturally responsive and provide equitable access for all students. Students that have an IEP attend at least six courses over the year with their peers. Modifications to their classwork and grading is followed as prescribed in the student's IEP. Students are able to have one, eighty-minute resource period daily per semester where they work on their goals and objectives for the year as well as organization and course work they may have in the other three classes. Students that do not need to have the eighty-minute resource period each semester or at all, may have a push in/pull out model with their case manager. The campus of three schools shares 4.5 resource teachers. Each school has one dedicated resource teacher with the other 1.5 teachers case load spread across the campus. Each resource teacher's caseload is evaluated each year to ensure equitable balance.

All students attending Aero/Hydrospace Engineering are considered Bridgeport Public School students. However, PPT and 504 meetings are grouped into two sections: Bridgeport residents and non-Bridgeport residents. All PPT meetings involve the student, parent/guardian, case manager, regular education teacher, administrator, school counselor and other relevant support staff based on the student's needs. Out of district students require the PPT/504 meetings to be set up by the sending district. These districts schedule the meeting and send representatives dealing with specialized instruction to participate in the IEP/504 meeting. Each district's procedures are the same for different types of PPT meetings (initial referral, annual, triennial, etc.) but the person who chairs them may differ. Aero/Hydrospace Engineering always has the principal or assistant principal sitting in and overseeing PPT and/or 504 meeting.

6.3 Social and Emotional Learning (SEL)

Provide a description of SEL systemic and evidence-based practices (EBP) that are used throughout the entire school to address social and emotional learning for all students that includes:

A. Integration or alignment with academia, student supports, discipline, Career and Technical Education (CTE), and chronic absence.
B. The evidence-based SEL programs, (e.g. Responsive Classroom, Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3, K-12 Mindsets and Behaviors and CT's 36 Student Standards for school counseling).
C. A cross-sector collaboration (school, family, business and industry, community).

Resources:
- CSDE Comprehensive School Counseling and College/Career and Citizen-Ready

The social and emotional wellbeing of Aero/Hydrospace Engineering students is paramount. To ensure our students feel safe to learn at our school we work to ensure school safety as well as strive and promote student equality no matter their race, creed, religion, gender, socioeconomic status, etc. As previously stated, our staff have received training for Dr. Howe on culturally responsive education and receive refresher professional development annually. The district has also adopted the RULER program for student social emotional awareness. This program was created by Dr. Marc Bracket, Director of the Yale Center for Emotional Intelligence. Teachers utilize different aspects of the RULER program within

their classes to help students realize where they are currently emotionally and the best way to identify and implement strategies to move to a better state emotionally.

During the Friday MTSS time, staff meet with their classes and focus on SEL using restorative circles, community building activities and peer collaboration/socialization activities. In addition, after school clubs such as the GSA, culture and kindness clubs allow all students to meet and discuss issues they are encountering and develop ways to promote a healthy outlook on life, community and culture. One of the activities that students have worked on to promote equality and social emotional awareness is Kindness Day. Kindness Day is a celebration of all individuals and acceptance of everyone. Outside community groups are invited to participate as well as student groups on the campus. Table stations are set up inside our gymnasium and a schedule of classes across the campus allows all staff and students to interact with the presenters in the gymnasium during our kindness day celebration.

Another activity that has occurred on campus are the Tree of Thanks, where students write messages of what they are thankful for. These messages are placed on the Tree of Thanks around Thanksgiving and is posted in our commons area for all students and staff to read and reflect upon. A door decorating competition between the classes focused on anti-bullying statements while incorporating the fall theme in the door's decoration.

Our school counselors, social worker, school psychologist and our school-based health clinic are always available and are checking with students to see how they are doing socially and emotionally to ensure their success. Any and all concerns are handled according to outlined protocols and may include involving outside agencies when needed.

6.4 Student Success Plans (SSP) (Grades 6-12)

Provide a description of the SSP process. The SSP should be electronic and portable following the student from school to school and district to district. It should include:

A. The types of activities, such as student portfolios, experiences outside the classroom, dual/concurrent credit.
B. A sample SSP in the appendix that includes three components: (1) Academic Development, Career Development, and Social, Emotional and Physical Development; (2) Sequential Courses; and (3) Theme (student's concentration).

Resources:

- CSDE Student Success Plans (SSP) Guidance
- CSDE Resource Guide for New Administrators

For grades six through twelve, Bridgeport Public Schools leverage Naviance for Student Success Plans. The scope and sequence for grades nine through 12 include creating SMART goals; academic, social, and career, exploring their own strengths, create a resume, personality and career inventories, college search and application completion, and graduation planning and readiness. These goals are at different grades and have activity benchmarks prior to the end of the academic year. These goals align with the SSP guidelines meeting the student's academic skills, social-emotional learning and college knowledge.

6.5 College and Career Readiness

6.5.1 College Courses/Credit (Grades 9 to 12)

Describe the school's college courses/credit program and include:

A. College Career Pathways (CCP)
B. Early College Experience (ECE).
C. Complete Table 11. College Courses/Credits Partnerships.
D. Attach the early college experience course descriptions in the appendix.
E. The agreements, contracts, and/or letters of memorandum of understanding/agreement that defines the collaboration, relationship, services, responsibilities and fee arrangements in the appendix.

[AEROSPACE/HYDROSPACE ENGINEERING & PHYSICAL SCIENCES INTERDISTRICT MAGNET HIGH SCHOOL]

Aero/Hydrospace Engineering has partnered with University of Connecticut, University of New Haven, University of Bridgeport, and Housatonic Community College to offer dual enrollment ECE courses. Our teachers on campus are certified by UCONN and U.B. as adjunct professors. Our teachers teach an approved college curriculum/syllabus, thematically aligned to our school. Students entering into as early as their sophomore year, may sign up for ECE courses and must meet specific pre-requisites as well as obtain teacher recommendation(s) to enroll in ECE courses. To obtain college credit, students must complete all school and college requirements for the course and have a C average or higher. The multitude of college credit opportunities may allow a student to leave Aero/Hydrospace Engineering with a high school diploma and entering their second semester of their undergraduate sophomore year. The ECE course descriptions, grade levels that can take these courses and prerequisites for each course are found in the Bridgeport Public Schools program of studies pages 175-182.

In addition to ECE offerings, students can take AP courses such as World Cultures, US History and psychology. All teachers attended AP seminars at Taft High School in Watertown, CT and are AP certified as seen by College Board. Since our schedule structure is semester-based block, teachers offer after school prep session to assist students from each semester in preparation for the May testing dates for these courses as well as additional AP course offerings available across the campus. Students are first exposed to the rigor of AP/ECE dual enrollment courses as sophomores. All sophomores are placed in AP World History to experience the rigor of college level material and work. Students may take ECE Stats or ECE Environmental Science as a sophomore based on their math and science ability as well as teacher recommendation and parent consent. Students that have taken ECE courses are also eligible to take the AP test in that subject matter as well. AP courses have recently been a recent addition to Aero/Hydrospace Engineering, with more students taking the AP World History and AP US History exam this year. Individuals have taken AP Calculus and AP Biology tests with good success.

College Courses/Credits Partnerships Table Guidance	
Higher Education Institution:	Provide the name of the accredited Higher Education Institution
Location of Instruction and Instructor	Provide the location(s) that the student(s) will receive their instruction
Program/Course	Provide the name of the program or course.
Grade Level(s)	Specify the grade level(s) in which a student is eligible to enroll in the program or course
Semester(s) and Credit(s)	1. Provide the program/course availability to the student, e.g., summer, fall, spring, winter. 2. Provide the amount of credit(s) that would be earned after the completion of the program/course.
Prerequisite(s)	Indicate the high school or college-level prerequisite(s) for this program or course.

Table 11. College Courses/Credits Partnerships

Higher Education Institution	Location of Instruction	Program/Course	Grade Level(s)	Semester(s) and Credit(s)	Prerequisite(s)
UCONN	Onsite	ECE English1011	12	Fall/Spring (4)	Teacher recommendation
UCONN	Onsite	ECE English 1010	11	Fall/Spring (4)	Teacher recommendation
UCONN	Onsite	HIST 1202	11	Fall/Spring (4)	Teacher recommendation
UCONN	Onsite	BIO1107	10,11,12	Fall	Teacher recommendation
UCONN	Onsite	BIO1108	10,11,12	Spring	Teacher recommendation

Table 11. College Courses/Credits Partnerships					
Higher Education Institution	**Location of Instruction**	**Program/Course**	**Grade Level(s)**	**Semester(s) and Credit(s)**	**Prerequisite(s)**
UCONN	Onsite	Chem127	11, 12	Fall	Teacher recommendation
UCONN	Onsite	Chem128	11,12	Spring	Successful completion of Chem 1127
UCONN	Onsite	Math1131Q Calculus I	10, 11, 12	Fall	Precalculus and teacher recommendation
UCONN	Onsite	Math1132Q Calculus II	10, 11, 12	Spring	Successful completion of Math 1131Q
UB	Onsite	Math 109 – Precalculus	10, 11, 12	Fall/Spring	Teacher recommendation
UB	Onsite	UB BIO 102 Cell Molecular Bio	12	Spring	Teacher recommendation
UCONN	Onsite	Physics 1201	11,12	Fall	Teacher recommendation
UCONN	Onsite	Physics 1202	11,12	Spring	Teacher recommendation
UCONN	Onsite	Physics w/calculus 1401	11,12	Fall	Teacher recommendation
UCONN	Onsite	Physics w/calculus II 1402	11/12	Spring	Teacher recommendation
UCONN	Onsite	AMST1201 Intro to American Studies	12	Fall/Spring	Teacher recommendation
UB	Onsite	PSYC103 Intro to Psych	11,12	Fall	Teacher recommendation
UB	Onsite	ADSN105 – Drawing	12	Spring	Teacher recommendation
UCONN	Onsite	SPAN3177 Comp & Read for Span Speak	11, 12	Fall/Spring	Teacher recommendation
UCONN	Onsite	SPAN3178 Intermediate Spanish Comp	11,12	Fall	Teacher recommendation
UCONN	Onsite	SPAN3179 Spanish Conversation	11,12	Spring	Teacher recommendation
UCONN	Onsite	CHIN1114 Intermediate Chinese	12	Spring	Teacher recommendation

6.5.2 Career and Technical Education (CTE) (Grades 9 to 12)

Describe the school's CTE program and include:

A. Goals and expectations of the program
B. Complete Table 12. CTE Programs
C. The program descriptions in the appendix.

Currently at Aero/Hydrospace Engineering there are no CTE programs/courses available.

Organization/Company	Provide the name of the organization or company.
Location	Provide the location of the organization or company.

Program Name and Description	Provide the name of the program and a brief description.
Grade Level(s)	Include the grade level(s) that the program is available to students.
Time & Frequency	Provide when and how often the program is available to the student, e.g., during the school day, after school hours, weekend, summer
Prerequisite(s)	Indicate the high school prerequisite(s) for this program.

Table 12. CTE programs

Organization/Company	Location	Program Name and Description	Grade Level(s)	Time & Frequency	Prerequisite(s)
N/A					

Resources**:**
- CSDE CTE Guidance
- CSDE Resource Guide for New Administrators

7. SCHOOL CULTURE AND CLIMATE

7.1 School-Family-Community Engagement

Describe the school's school-family-community engagement program and include:

A. The school-family-community engagement program goals and objectives.
B. The strategies that promote and encourage a comprehensive approach to school-family-community partnerships locally and outside of the school district.
C. Family-community activities and outreach (PTO/PTA, FRC, Community Partners)
D. A copy of the School, Family, and Student Compact Family and Student Handbook in the appendix and reference the page number(s).

Resources:
- CSDE School-Family-Community Engagement Guidance
- CSDE Resource Guide for New Administrators

Aero/Hydrospace Engineering has an active School Governance Council (SGC) and Parent Teacher Student Organization (PTSO). The three schools on the Fairchild Wheeler campus combine their SGCs and PTSOs to optimize available funds for all students as well as run campus community events. This allows all families and students to engage in creating a positive school climate and culture for the campus especially since some families have multiple students on campus but different schools. One of the foundational pillars we believe that is necessary for success, is parent and community involvement. To that end, we have cultivated relationships with parents, community and corporate partners. Our School Governance Council made up of students, staff, parents, teachers, administrators and community members are charged with assisting in making programmatic and operational changes, grounded in the magnet theme, to foster the success of the school. Committee efforts have afforded our students with the opportunity to receive college credit in our magnet electives with our partner university and collaborate with grad students and professors to help build magnet curriculum. The committee also communicates with leaders of Aero/Hydrospace Engineering corporations who share their experiences in the work-force and participate in community and college events where our students can highlight the skill set learned. The University of Bridgeport professors continuously support the magnet curriculum and teachers and provide new and exciting suggestions for implementation. University of Bridgeport students volunteer in our classrooms throughout the year to work side-by-side with our students in magnet aligned activities. Additionally, students have the opportunity to intern at Sikorsky in Stratford, CT.

7.2 Safe School Climate

Describe the school's safe school climate and include:

A. A brief description of the school's safe school climate plan and how it is distributed to school staff, students and families. This description must include the school's support to homeless students and their families.

B. The methods that the school uses to create and maintain a positive culture/climate (emotionally, physically, and intellectually safe, respectful, and culturally responsive) learning environment for student achievement as well as high expectations for adult and student conduct.
C. A copy of the Safe School Climate Plan, that includes bullying, cyberbullying, and Title IX polices in the appendix.

Resources:
- CSDE Resource Guide for New Administrators

Aero/Hydrospace Engineering promotes an environment for all students to learn. For this to happen, students must feel safe physically and emotionally to learn. There are two plans that cover the safe school climate; the school safety plan and the Bridgeport Board of Education Student Code of Conduct handbook.

The school's safety plan is updated annually in conjunction with Homeland Security. Once the plan is completed and reviewed it is uploaded to VEOCI where all school safety plans are stored electronically. Hard copies of the safety plan are kept in the main office as well as each administrator's office where staff are free to review the plan. Each plan consists of evacuation/shelter – in – place actions, teacher/student accountability processes and information, and emergency protocols from administration/security roles until emergency services arrive and assume command.

The safety procedures are reviewed each year at the first faculty meeting where any changes and concerns are brought up. A safety committee that consists of custodial, teachers, security and administration continually review processes and procedures and will meet monthly to discuss any modifications needed. These safety procedures/actions are shared with students during the first week of school and with parents via the school's information system "School Messenger" during the first week of school. In the event of an emergency, central office is informed per protocol and a message is drafted and sent to parents regarding the reason of the emergency and outcome that is sent at the earliest possible time.

The Bridgeport Public Schools Student Code of Conduct outlines bullying, cyberbullying and Title IX policies and the protocol that is followed for each occurrence. This information is shared with students during the first week in the aforementioned assembly as well as shared with parents via "School Messenger".

7.3 Student Attendance

Describe the school's student attendance policy and include:
A. A brief description of the student attendance policy.
B. Strategies to improve and/or maintain student attendance (e.g. forming district and school attendance teams, analyzing student data, identifying trends and factors that contribute to chronic absence, and implementing a multi-tiered approach to reducing chronic absence that might include outreach and partnership with families, action plans written and shared with students and families, Functional Behavior Assessments and Attendance Behavior Intervention Plans).
C. The school's attendance policy in the appendix and reference the page number(s).

Resources:
- CSDE Resource Guide for New Administrators

Aero/Hydrospace Engineering adheres to the Bridgeport Board of Education's Attendance Policy as outlined in the student's Code of Conduct Reference Manual (pages 13-16). The attendance policy is in alignment with CGS 10-220 in definitions of absences and chronic absenteeism. Absences that are not excused by a written note (nine possible notes from parents must be received within 10 school days of absence, a doctor notes, etc.) are considered unexcused. Schools follow a specific protocol based on certain numbers of accrued unexcused absences. For example, when a student obtains four unexcused absences, a note is sent home (mail or email), parents are contacted and a parent meeting is set up. All dates, person making the contact, and any notes are entered into the "Attendance Support Register" in PowerSchool for each student. Reports are generated from central office on a daily and/or weekly basis that provide information to the school MTSS/attendance team as well as the district data team. These district reports inform the schools regarding where students are with regards to chronic absenteeism, unexcused absences**,** as well as the information logged into the special attendance register. Data is reviewed by administration and the MTSS/attendance team at the school level to address issues related to increased unexcused absences for individual students as well as students that are considered chronically absent (an individual student missing 10% of the days that school has been in session). Principals receive a report that

lists students that are between 7% and 9% chronically absent. Parents of these students are contacted and informed that their child is close to being considered chronically absent and what can be done to ensure their child is not chronically absent by the end of the school year.

Students that have a high number of absences are reviewed by the MTSS team and based on their information, may be referred to Tier I interventions. Tier II interventions include a home visit request, check-in/check-out with their counselor on a weekly basis, a daily monitoring system for individual students and may also include an attendance contract. Parent conferences are held with the MTSS team to determine what steps can be done to improve student attendance. Tier III interventions include continuing tier II interventions and at 15 unexcused absences, a referral to a ppt. In a small number of cases parents are informed that DCF may be contacted if the parent/guarding needs assistance to ensure their child is attending school.

7.4 Student Support, Intervention and Discipline

Describe the school's student support, intervention, and discipline strategies for all students (in-district and out-of-district) that includes:

A. A description of student support, intervention, and discipline strategies.
B. Evidenced Based Practices (EBP) and Multiple Tier Systems of Support (MTSS) for delivering universal supports.
C. Alternative Education Programs that provides non-traditional education settings that addresses social, emotional, behavioral and academic needs.
D. Positive Behavior Interventions and Supports (PBIS) framework that provides EBP and intervention practices that uses a MTSS for the academic, social, emotional and behavioral competence, balanced and restorative practices, teacher-to-student intervention, etc.
E. A copy of the School's/District's Discipline Policy in the appendix and reference the page number(s).

Resources:

- CSDE Related Resources for Student Support, Intervention, and Discipline
- CSDE Resource Guide for New Administrators

All students at Aero/Hydrospace Engineering receive the necessary supports and interventions no matter what district they come from. Students with special needs may have additional modifications based on their individual education plan. The goal of Bridgeport Public Schools is to provide a positive educational environment for every student. The Student Code of Conduct is designed to safeguard the rights of students as well as ensure a safe and secure educational environment for all students. As such, it is the goal of the district and Aero/Hydrospace Engineering to limit the number of out of school suspensions and expulsions so that students are in school where their learning will be optimized.

The Student Code of Conduct outlines policies and procedures for attendance, disciplinary issues, bullying, hazing, student/staff sexual harassment and Network/Internet/E-mail use policy. In addition to these policies and procedures, there is information regarding the student's rights and responsibilities, procedural safeguards and appeals process.

Disciplinary infractions vary in severity from minor classroom disruptions to those that may result in an out of school suspension and subsequent referral for expulsion. Minor classroom infractions are handled by the teacher as outlined by their classroom contract. Parents are contact regarding these infractions and reparations are made and/or a disciplinary consequence such as an after-school detention may be assigned. All parent contacts are logged into PowerSchool.

Disciplinary infractions that happen outside the classroom, or are of an escalated nature are referred to administration. The student's conduct is investigated using student/staff reports, conferences with the student and review of any video information to determine the actual events around the infraction. In most minor infractions, administration will look towards restorative justice or student mediations to discuss misunderstandings between individuals mainly due to rumors and negative social media posts.

Repetitive and more severe infractions are dealt with according to the Student Code of Conduct. The Student Code of Conduct separates infractions into three types of disciplinary offences. In each category the Type of offense and possible consequences are explained and listed. Consequences range from restorative justice and/or warning to recommendation

of expulsion depending on the severity of the offense. If a parent and/or student disagree with the offense and consequence they may follow the outlined appeals process as referenced in the Student Code of Conduct.

Students that have an IEP or 504 and have been suspended will have a manifestation ppt prior to the tenth day of suspension. The purpose of the manifestation ppt is to determine if the student's infraction that has resulted in the suspension(s) is a manifestation of their disability. If the determination is such, necessary modifications or interventions are developed and put in place to prevent this behavior in the future. Students that do not have an IEP or 504 and are exhibiting continual behavioral issues, a Childfind ppt is held to determine if the student's behavior may be a result of an unidentified learning disability and their frustration at trying to learn. Unlike the manifestation ppt, a Childfind ppt does not need to be held every time a student is suspended for 10 days if a previous Childfind ppt does not determine the child requires testing for eligibility due to the review of records (academic, attendance, and behavior).

Procedures for bullying, hazing and sexual harassment claims and their subsequent investigations are also outlined in the Student Code of Conduct. The school has at least one Title IX officer that assists in the investigation of sexual harassment.

Parents and students are provided information where to find the Student Code of Conduct (abbreviated versions in multiple languages) and their subsequent links. Parents receive this information as part of the welcome letter sent out prior to each school year. During an assembly at the beginning of the school year, students are also shown how to access the Student Code of Conduct while key points are highlighted. At the end of the assembly, students are given the acknowledgement of receipt of the Student Code of Conduct (Appendix F of the Code of Conduct) and must sign and date it and return it to the school after their parent/guardian has signed it as well.

8. ORGANIZATIONAL STRUCTURE & TALENT MANAGEMENT

8.1 School Governance and Management

Describe the school governance and management structure(s) and include:

A. The school governance and management structure and responsibilities (e.g., grade configuration change, partnership agreements, curriculum change, budget, building lease agreements, student growth and achievement and school improvement) and the involvement of teachers, parents, and students in the governance of the school.
B. The District/Central Office Staff Organizational Chart, including job titles, chain of command, and governance board in the structure of the chart.
C. The School Staff Organizational Chart, including job titles and chain of command.

The school governance and management structure is similar to all Connecticut School Districts. The superintendent of schools oversees the management of staff personnel and has individuals at the central office level that report to him and oversee certain schools in the district. Aero/Hydrospace Engineering is overseen by the Executive Director of High Schools and Magnet Schools with the principal reporting directly to the Executive Director. The District/Central Office Staff Organizational Chart of 2019-2020 in included in the appendix.

The principal oversees the operations, curriculum, and school improvement plans of the school. Approximately 30 Teachers, 2.67 school counselors, 0.33 social worker, 0.33 school psychologist are evaluated by the principal and the shared assistant principal (.33) according to the CT teacher evaluation plan (revised 2017). The principal, in conjunction with their leadership team, works with the school's community partners, PTSO and SGC to develop, review and revise curriculum that incorporates the magnet theme within all courses, solicit scholarship and internship opportunities and enhance the educational programs for all of our students.

8.2 Partnerships

Describe the school's collaborative partnerships or relationships (e.g., business/community organization, school district, international schools, international student programs, and institutions of higher education) and include:

A. Table 13. School Partnerships.
B. Partnership agreements (e.g., agreements, contracts, and/or letters of memorandum of understanding/agreement that defines the collaboration, relationship, services, responsibilities and fee arrangements) in the appendix.

Bridgeport Public Schools has multiple partnerships that benefit Aero/Hydrospace Engineering that include the local Regional Educational Service Center (RESC) (Cooperative Educational Services or CES), Housatonic Community College, UConn, and others. At the creation of Aero/Hydrospace Engineering, two specific community partners - The University of Bridgeport and Sikorsky - were formed and have solidified over the last seven years.

The University of Bridgeport's School of Education and their science/engineering department has provided professional support and collaboration to create the courses and write curriculum with our staff members that make Aero/Hydrospace Engineering's pathways unique compared to courses offered at other high schools in the district. Professor Jani Pallis have been instrumental in our program development and are members of our advisory board.

Partnership Type	Indicate the partnership type, e.g., • Local Education Agencies (LEAs), Regional Education Service Centers (RESCs), Higher Education Institutions • International Schools • Community Groups • Business/Industry
Name and Location	Include the name and location of the LEA, RESCs, higher education institutions, community groups, business/industry, and international schools.
Purpose	Briefly describe the purpose of the partnership
Anticipated outcome	Indicate the anticipated outcomes

Table 13. School Partnerships

Partnership Type	Name	Location	Purpose	Outcomes
Higher Education	University of Bridgeport	Bridgeport, CT	Provide PD, curriculum development, dual enrollment opportunities for students	Unique courses that are magnet themed, partnership to allow students/staff to utilize equipment on both sites
Business/Industry	Sikorski	Stratford, CT	Increased internship opportunities, capstone assistance	Increased internship opportunities for Aero/Hydrospace Engineering Students

8.3 Professional Capital

Describe the school/district staff recruitment plan and include:

A. The methods for recruiting and retaining high-quality and diverse administrators, teachers, pupil support services staff. Include in the appendix the school/district recruitment plan and examples of job postings and reference the page number(s).
B. A description of the human resource policies governing the following: hiring (include background checks/fingerprinting), discipline, dismissal, salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages. Include a copy of the police(s) in the appendix and reference page number(s).
C. Describe how the school will implement current Connecticut guidelines for educator evaluation.
D. Complete Table 14. Full Time Equivalent (FTE) Staffing (by concentration/job description) and total the hours on the last line of the table. Include all school staff (e.g., administrators, support teachers, office support, certified teachers, para-professionals, custodians, school nurse, library-media specialist)

The district hiring process for certified staff is included in the appendix. For certified staff, human resources acts on a recommendation to hire from the school principal. Human Resources performs their own vetting and follows hiring procedures as outlined by the Bridgeport Public Schools Series 4000 policy. This policy, also found in the appendix, is also available online at The Bridgeport Board of Education website under the Board of Education tab and policies (https://www.bridgeportedu.net/domain/1779). The district follows all state general statues surrounding hiring processes including CGS 10-151, 10-153, 10-1554, 31-126 the American with Disabilities Act and the Family Medical Leave Act.

All candidates must be fingerprinted by the Bridgeport Police Department prior to hiring. However, due to COVID-19 and the closure of offices, teachers are given a contract with the stipulation that they must be fingerprinted at the earliest possible date based on state guidelines during the epidemic.

The Human Resources department follows all guidelines related to discipline, dismissal, salaries, and fringe benefits as they are outlined in the Bridgeport Education Association (BEA) contract and the Bridgeport Council of Administrators and Supervisors (BCAS) contract.

Table 14. Full Time Equivalent (FTE) Staffing	
Staff Position/Job Title	**FTE**
Principal	1.0
Assistant Principal	.33
Administrative Assistant	1.0
School Counselor grades 11-12	1.0
School Counselor grade 10	.33
School Counselor grade 9	.33
Social Worker	.33
School Psychologist	.33
Teaching Staff	28.33
Magnet Recruiter (Teacher on Special Assignment)	.33
School Nurse	.33
Total	

Resources:

- Educator Evaluation
- Connecticut's Guidelines for Educator Evaluation
- CSDE Resource Guide for New Administrators
- Educator Evaluation Plans – Public School Districts, Charters and RESCs

8.4 Talent Management - Highly Qualified Staff

Describe the process the school/district uses to ensure all staff is highly qualified in accordance with Connecticut General Statutes that includes:

A. The description of the school/district hiring process to ensure staff that is hired hold appropriate Connecticut certification, permits (Durational Shortage Area Permit (DSAP), Coaching, etc.), and/or authorizations (substitute authorization and/or temporary minor assignment authorization, etc.).
B. The description of the school/district process to ensure that employed staff maintains appropriate Connecticut certification, permits (Durational Shortage Area Permit (DSAP), Coaching, etc.), and/or authorizations (substitute authorization and/or temporary minor assignment authorization, etc.).

Resources:

- CSDE Resource Guide for New Administrators
- CSDE - About Connecticut Educator Certification
- C.G.S. Sec. 10-145 provides the types of employees (e.g., teacher, supervisor, administrator, special service staff member or school superintendent) that must possess an appropriate state certificate to be employed.
- C.G.S. Sec. 10-145d provides the types of certification requirements for subject area endorsements.

- C.G.S. Sec. 10-149 provides the qualifications for athletic coaches of intramural and interscholastic athletics.

The district hiring procedures are in the appendix. At the school level, once a position is vacant, the principal/assistant principal fills out a "Request to Post" form. This form lists the desired position (certification) and the vacant position that is to be filled. Once approved by central office, the position is posted online and through other sources such as CTREAP.net. Applicants are directed to apply online through the district's Applitrack portal. Applicants are reviewed by the building administration. All applicants have their resumes, as well as their current certification status, reviewed. New graduates or individuals that are seeking DSAP in shortage certification areas must provide proof that they are in the process of obtaining certification. If the applicant meets the desired criteria, they are granted an interview.

From the interviewed pool of candidates, those that are considered for hire perform a demo lesson and have their references checked by administration. If the demo lesson and reference checks are positive, the administration informs the candidate that a "Request to Hire" will be filed with human resources if they are still interested. Once that form is filled out and submitted, human resources will contact the candidate and follow the rest of the hiring procedures as outlined in the attached document. Due to COVID-19 causing school closures, demo lessons have not been requested. Human Resources is also limited with the ability to obtain fingerprinting of prospective hires. At this time, candidates are hired with the stipulation that when fingerprinting is available, they must make an appointment as soon as possible.

Bridgeport Public Schools provides new hires with professional development and a mentor through the TEAM module platform. Mentors are TEAM certified and are assigned by the school administrator.

Human resources department follows the local teachers (BEA) and administrators (BCAS) contract when hiring staff to posted positions. Salary at the time of hiring is based on prior experience in a previously held position(s) related to that of which they are being hired to.

Bridgeport Public Schools human resources department provides the required professional development for its new staff placing them with a TEAM mentor, preferably in their content area, ensures that they complete the TEAM program, if required, and is continually reviewing teacher certification and expiration. Teachers that are within a few months of an expiring license are informed by letter from human resources that their certification is about to lapse and outlines steps necessary to complete renewal of their certification. Teachers that have a DSAP certification are monitored to ensure that they are following the requirements necessary to become fully certified. Staff that do not have certification or have let their lapsed are informed of such and are able to continue teaching under the substitute contracted service until their certification is reinstated. These positions may be posted by the respective school principals to obtain a certified staff member for each teaching position they are allocated.

8.5 Professional Development and Learning

Describe the school/district professional development and learning plan and best practices and include:

A. The professional learning available for administrators, teachers and school staff to foster and promote positive teacher-student relationships and a positive school culture for students' academic and social success. Include program models that assists teachers and educators to transition to new standards.
B. The curriculum/theme-based professional development and learning that is provided to administrators, teachers and staff, and identify goals.
C. Complete Table 15. Professional Development and Learning.

There are multiple opportunities for staff and students to participate in that fosters and promotes positive teacher-student relationships and a positive school culture for student academic and social success. For the past four years, Bridgeport Public Schools has collaborated with Dr. Mark Brackett from the Yale University Center for Emotional Intelligence and the implementation of Dr. Brackett's Ruler program. This program is an evidence-based approach for integrating social and emotional learning into schools. The Ruler program develops emotional intelligence in students from preschool to high school and in all adults involved in their education. Multiple sessions for students and adults have been offered, including a one-day session for adults that teaches the five skills and four anchor tools to the Ruler Approach, The charter (classroom, school, district level), The Mood Meter, The Meta-Moment and The Blueprint).

In addition to Dr. Brackett's program, additional professional development opportunities for adults and students are also available. These include restorative practices, conferences and circles, School Climate Basic Training for High School

Students, and ACEs\Resilience Trauma-Informed Training. The restorative practices promote positive student and adult interactions, how to make reparations for minor negative interactions instead of implementing progressive discipline. Restorative practices result in a positive outcome in almost all cases where there is no repetition of the initial event.

Adverse Childhood Experiences are events where children may be too young to remember may result in negative physical and emotional effects on the child's ability to learn and behave in a productive manner. (ACEs) ACEs\Resilience Trauma-Informed Training makes educators aware of this information and provide practical school-based remedies in order to mitigate the impact of toxic stress to allow for successful child cognitive and emotional development. Adults and high school students are given access to this professional development so that they are aware of possible challenges they have/are facing and ways to deal with them and be successful and productive.

In addition to social/emotional professional development opportunities, administrators and teachers have received or are in the process of receiving professional development surrounding the gold standard of Project Based Learning. Staff at the Fairchild Wheeler Campus have received training from the Buck Institute regarding Project Based Learning since August 2014. This professional development utilizes the backward unit development, surrounding an essential question as first mentioned by Wiggins and McTighe's "Understanding by Design". This professional development provides teachers a way to create units of study, which are thematically aligned, focused around a major project that answers an essential question.

During July 2019, three administrators attended a PBL workshop in Columbus, Ohio that focused on creating a district improvement plan focusing on k-12 project-based instruction. The information from this workshop and previously attended professional development workshops led to the development of the district's professional development focusing on PBL called "The Instructional Core". This presentation focused on informing school administrators and a small group of teaching staff across the district on the essentials of Project Based Learning and successful unit development.

Administrator professional development focused on unit plan review to ensure teachers are creating units that meet the "Gold Standard" of unit development. Through teaching strategies and small group activities, the seven essential design elements must be present to ensure a well-developed unit; Challenging Problem or Question, Sustained Inquiry, Authenticity, Student Voice and Choice, Reflection, Critique and Revision, and Public Product. This professional development was modified for the teaching audience and presented to staff during November 2019. This professional development plan was to be provided to the Fairchild Wheeler Staff throughout the 2019-2020 academic year. However, due to COVID-19, only part of the professional development was provided prior to the school closing in March. Once school resumes in September, all staff will receive this professional development and apply its information during PLCs to improve their current units of study and implementation within the classroom and/or distance learning. The documentation for the "Instructional Core" professional development is included in the appendix.

Table 15. Professional Development and Learning

Date or Period of Time	Name of Training	Participants	Description	Magnet Component (if applicable)
October 2019-December 2019	Instructional Core	Administrators	PBL unit review and the seven essential elements of unit development	Application of unit material to the Magnet/Pathway Themes
November 2019	Instructional Core	Teachers	How to create PBL units utilizing the seven essential elements	Application of unit material to the Magnet/Pathway Themes
December 2019 – ongoing	Instructional Core	Fairchild Wheeler Campus teachers	How to create PBL units utilizing the seven essential elements	Application of unit material to the Magnet/Pathway Themes

Resources:

- CSDE Professional Learning Guidance

- CSDE Resource Guide for New Administrators

9. SCHOOL FACILITY AND OPERATIONS

9.1 Budget and Finance

Describe the school's fiscal structure, including management of budgets and funding and the fiscal accountability controls and policies that will be utilized to monitor and maintain the school's fiscal health and viability that includes:

A. Complete the Operations Plan Magnet Operating Budget and include it in the appendix and reference the page number(s).
B. The annually projected transportation costs (separate the costs for in-district and out-of-district students).
C. Describe the Pre-K tuition (RESCs only) collection process that includes the parent/guardian notification and include a copy in the appendix of the school/district policy and reference the page number(s).
D. Describe K-12 Tuition (if applicable) process, that includes residency verification, timely communications with sending districts, and the collection process.
E. If applicable, complete Table 16. Tuition Rate

Aero/Hydrospace Engineering receives an allocation, in accordance with the district's Allocation Model. This allocation consists of positions, based on equitable formulas (administrators, teachers, clericals etc.) to staff the schools for both general and special education; an operating allocation, $20/student based on the projected register; a parent involvement allocation, $7/student (Priority grant); and a supplemental allocation of $10,000/school to use primarily for recruitment and technology renewal. The district also commits other resources, as required, to assist the school in maintaining an enhanced infrastructure for delivery of educational services (e.g., replacement of interactive boards in classrooms). Beyond the direct school allocations, the district maintains the buildings in proper condition through payments for utilities, maintenance, repairs and custodial operations; staffs security personnel at the campus; and provides nursing services. In addition, the district funds substitute teachers for occasional absence, substitute teachers for long-term absences and substitute paraprofessionals in cases of long-term absence of special education paraprofessionals.

Annually, the district creates a comprehensive financial plan, comprised of the operating budget, Alliance ECS grant and multiple grant fund sources, which is designed to support school operations in a structurally balanced framework. Each magnet high school receives a State magnet grant, $3,060/student for in-district students and $7,227/student for suburban students. All funds in the magnet grants are expended solely for services at the three magnet high schools. In addition to the State magnet resources, the district applies resources from the following fund sources to support the school allocations:

- State Magnet Grant
- Operating Budget
- Alliance ECS Grant
- Priority Grant
- Magnet Tuition [$3,000/student] *
    - Note: Four districts have not paid magnet tuition since the start in 2017-18, pending resolution of pending litigation.
- Other grants, as applicable

Each grant is managed by the Grants Office in strict adherence to district financial policies, under the auspices of the Chief Financial Officer, within the Finance Department of the district. The financial policies, as part of the district's fiscal management system, include clearly defined operating procedures and practices to ensure fiscal responsibility, integrity, budgetary balance and proper approvals.

- **Non-Personnel Services**: All orders for non-personnel items (supplies and services) are submitted electronically and enter into a workflow, consisting of electronic approval by the school principal, followed by approval in the Finance/Business Office and processing by a Business Office staff member. Multiple controls are in effect to achieve strict adherence to procurement regulations, as stipulated in the City procurement ordinance and district Fiscal Management Guide.

- **Personnel:** Employment of personnel in allocated positions is strictly regulated, through imposition of an electronic process encompassing position control, internal controls and an approval workflow. A request to fill a vacant allocated position, submitted electronically on the designated form, will not be approved at step one by the CFO, unless the position is verified by the CFO as vacant in the position control system. No one is placed on payroll without the approval of the CFO on the electronic form completed by the HR Office, on the basis of verification in the position control system.

A systematic fiscal reporting structure is in place in the interest of fiscal transparency. Within the Business and Grants Offices, the accounting team monitors the status of allocations, encumbrances, expenditures and balances for district-managed and school-managed accounts. The individual schools are responsible for monitoring the balances in the operating and parent involvement budgets by checking MUNIS regularly. In addition, the district issues quarterly district reports to the Superintendent and all schools on the status of the parent involvement allocation (for high schools, from the Priority grant). The CFO posts bimonthly comprehensive Financial Condition Reports to the BPS website, which include a report on the status of all grants and the forecast for the operating budget.

In summary, a strong financial management system exists, which serves to maintain the fiscal health and viability of each school.

B. Annual Projected Transportation Costs: In-district = $716,000; Out of District = $600,000.

C. Not Applicable (applies to RESCs only)

D. By May 15th each year, BPS issues a Superintendent's letter to sending districts, in accordance with state requirements, which advises the sending district of the projected number of enrolled students in each magnet school (as of May 1st) for the new school year, the tuition rate, and the projected amount to be billed in the new school year. The Business Office issues the letters, maintains a tracking report, records the incoming checks from the sending districts as received, and deposits the checks in the operating budget, as a credit to the teacher lines in the operating budget associated with FCW campus teachers.

Table 16. Tuition Rate	
Type of Tuition	**Tuition Rate (per pupil)**
Pre-K	Not applicable
K-12	$3,000.00

Resources:
Non-Sheff Operators
- C.G.S. Sec. 10-264l(k)(2)(B) PreK Tuition Grant; C.G.S. Sec. 10-264l(m)(2) K to Grade 12 Tuition

Sheff Operators
- C.G.S. Sec. 10-264l(k)(2)(C) Prekindergarten Tuition Grant

RESC Operators
- C.G.S. Sec. 10-264l(c)(3) PreK Tuition Grant; C.G.S. Sec. 10-264l(b) K to Grade 12 Tuition

9.2 School Building and Facilities

Provide the school's building and facility information that includes:

A. The status of the building (select one):

☒ Owned (city) ☐ Lease (Short-Term) ☐ Lease (Long-Term) ☐ Other (Specify)

B. The lease and supporting documentation and agreements in the appendix and reference the page number(s). (if applicable)
C. A list and description of outside organization(s) that use the school building and/or facilities.
D. A list of the program(s) that have permanent use of the building that is not associated with the school's interdistrict magnet program (e.g., early education, alternative education programs, athletic programs, community meetings).

The Fairchild Wheeler Campus was constructed by the City of Bridgeport via a CT grant for new school construction of an interdistrict magnet school. The building is owed by the City where the percentage owed to the state for its construction are part of the city budget that will be paid over a set number of years. Aero/Hydrospace Engineering as well as the two other interdistrict magnet high schools are the only programs that utilize the building. All afterschool clubs and activities are available to Campus students only. Outside organizations that request the use of the Fairchild Wheeler Campus must apply for a permit through the City of Bridgeport. Prior to its approval, the principals and the Superintendent's office are informed of the dates and organization requesting use of the building and confirms there are no conflicts with the campus operations and afterschool meetings/programs that may occur. If there are no conflicts, the outside organizations are allowed to use the building as outlined in the permit.

9.3 School Construction or Renovations (if applicable)

Describe the school's construction/renovation project that includes:

A. The responsible parties of the project (e.g., The Department of Administrative Services (DAS) Office of School Construction Grants & Review (OSCG&R), board of education, city council, district staff).
B. The funding source(s) for the project (e.g., local, State of Connecticut)
C. The construction/revocation plans (e.g., school design drawings, timelines, and DAS/OSCG&R documents (e.g., ED-049).

Resources:
- DAS/OSCG&R Guidance

Does not apply to Aero/Hydrospace Engineering

9.4 Technology Infrastructure

Provide a description of the school's technology infrastructure that includes:

A. Technology resources, including, but not limited hardware, technology available to teachers for everyday classroom use and servers/network/bandwidth.
B. The system(s) in place to ensure data security.

Resources:
- Technology Infrastructure Guidance
- CSDE Resource Guide for New Administrators

The Fairchild Wheeler campus has the following end user compute technology available:

- All teachers and students have access to a personally assigned Windows 10 (Staff) or Windows 10S (Student) laptop
- Some students elect to bring their own devices to campus for usage which is at their discretion
- The Campus offer special purpose software through Virtual Desktop Computing (VDI) for all students requiring that access
- All classrooms have access to either an interactive board/projector or an interactive display
- The Campus has several specialized areas with special purpose end user compute to enhance and provide for the needs of specialized curriculum

The Fairchild Wheeler campus has the following networking connectivity:

- Each classroom has a dedicated WIFI Access point, with other Access points in key areas.
- Each classroom has access to at least 7 gigabit ethernet ports that connect to one of our IDF closets.
- Each floor's network closet (IDF) has a dual 10-gigabit uplink to our Main Data Feed (MDF)
- We have a VMware server cluster on-site to provide VDI access to students who need access to highly-demanding applications.

The Fairchild Wheeler Campus has the following data security practices in place:

- All wireless district devices are isolated in a different network from any guest devices
- All non-District owned devices are placed outside of our internal network infrastructure and is monitored as external entities
- All district owned devices have an endpoint protection suite (Antivirus) installed on them
- All files, data, and student information are securely stored in either Microsoft Office 365 or in PowerSchool, all data being transmitted to either of these places is secured with HTTPS over either TLS/SSL.
- All internet traffic is filtered through a series of CIPA compliant filters

9.5 Days and Hours of Operation

Describe the school's days and hours of operation that includes:

A. The bell times (Start and End Times).
B. Before school and/or after school programs.
C. The total number of days of school for students and faculty.
D. The school calendar in the appendix and reference the page number(s).

Aero/Hydrospace Engineering school day starts at 7:55am and end at 2:10pm. Students take four classes each day in a 4x4 block design that represents the college semester setup. Periods 1, 2 and 4 are 80 minutes in length with the third period being 2 hours in length to accommodate four twenty-five-minute lunch waves and passing times between lunches. Besides the full day schedule, there are three additional schedules; a single session (1/2 day) schedule, 90-minute delay schedule and a 2-hour delay schedule. These schedules are in the appendix.

Students have the ability to stay after for additional support provided by their teachers as well as participate in extracurricular activities such as clubs, intramural sports, student council, National Honors Society and class meetings. There are no before school or after school programs on campus. Students that participate in CIAC sports are eligible to participate at their sending school in their sending district.

During the 2019-2020 academic school year there were 182 scheduled days for students with four (186) additional days for staff. These four additional days provided professional development opportunities for all staff. The 2020-2021 approved academic calendar allows for the same scheduled days as the previous year for students and staff. Both calendars are in the appendix.

9.6 Student Programs, Activities, and Events

Describe the school's student programs that are offered before, during, and after school hours and include:

A. Before and/or after school day enrichment programs.
B. Extracurricular Activities (e.g., student clubs, student organizations, sports, etc.).
C. The cost of the programs/activities (e.g., fees, pay to play, etc.).
D. Events (e.g., plays, musicals, science fairs, etc.).
E. Agreements with other towns/districts/schools regarding sports, clubs, or organizational activities.
F. Types of communications and information available to families regarding opportunities for sports, clubs, or other organizational activities.

Aero/Hydrospace Engineering staff offer after school hours Monday, Tuesday, Thursday and Friday of each week where students can meet with teachers for additional help or tutoring. These hours usually range from 2:15pm to 3:30pm. In addition to academic support options after school, students are able to join and participate in many free clubs and intramural sports on campus. Students from all three schools co-mingle and participate equally in any club or intramural sports they decide to join. If a group of students wish to start a club that is not currently present on campus, then the student can create a new club after following a set of guidelines:

1. Find a staff member that would be willing to be an advisor for the proposed club.

2. Submit a description of the club, advisor, day(s) of the week and time they will meet and overall goal to the administration for approval.

If approved, students may create flyers that can be posted throughout the campus to promote the club and the club is placed on the list of clubs the campus offers for all students.

Some of these clubs promote the artistic talents of our students. Drama club works to present at least one play to the students as well as one showing after school for families to attend. Ticket sales are used to fund club expenses and materials they may need for their next production.

As part of our community outreach the campus hold an annual "STEAM Expo" that promotes STEM and the arts. This event occurs in January and science/engineering projects are on display for parents and the community to see. Projects that meet the State Science Fair criteria are judged by community members that have science/engineering backgrounds from universities, local companies and other school districts not affiliated with our school. Student projects that are scored and the top four from each grade and school move on to the district science fair and possibly the state science fair.

As an interdistrict magnet school, Aero/Hydrospace Engineering does not offer CIAC athletics/activities for our students. Aero/Hydrospace Engineering does not want to limit our students to opportunities to participate in any athletics of their choice so we do not offer sports. Since our school population comes from many diverse communities. As a result, the varsity athletic opportunities vary throughout these districts. As outlined in the CIAC 2019-2020 handbook (pg. 36) on student eligibility, "STUDENT-ATHLETES PARTICIPATING AT ANY STATE AUTHORIZED PUBLIC SCHOOL OF CHOICE OR ANY STATE AUTHORIZED CHARTER, MAGNET, REGIONAL COOPERATIVE, INTER-DISTRICT SATELLITE SCHOOL STUDENTS: Eligibility to participate in interscholastic athletics at the sending school or school from which he/she would normally matriculate is extended to any student when the school does not offer any interscholastic athletic program." Therefore, all Aero/Hydrospace Engineering students interested in participating in sports may do so at their sending district's high school. One caveat to the above statement is that the sending school principal may deny a student from participating in a sport. To date, Aero/Hydrospace Engineering students were not prevented in participating in a sport by another high school principal. We hope this trend continues.

9.7 School Safety and Security

Describe the processes in the place for the safety and security of the school that includes:

A. The process of updating/implementation of school safety plans.

Resources:

- CSDE School Safety and Security Guidance
- CSDE Resource Guide for New Administrators

The school's safety plan is updated annually in conjunction with Homeland Security. Once the plan is completed and reviewed it is uploaded to VEOCI where all school safety plans are stored electronically. Hard copies of the safety plan are kept in the main office as well as each administrator's office where staff are free to review the plan. Each plan consists of evacuation/shelter – in – place actions, teacher/student accountability processes and information, and emergency protocols from administration/security roles until emergency services arrive and assume command.

The safety procedures are reviewed each year at the first faculty meeting where any changes and concerns are brought up. A safety committee that consists of custodial, teachers, security and administration continually review processes and procedures and will meet monthly to discuss any modifications needed. These safety procedures/actions are shared with students during the first week of school and with parents via the school's information system "School Messenger" during the first week of school. In the event of an emergency, central office is informed per protocol and a message is drafted and sent to parents regarding the reason of the emergency and outcome that is sent at the earliest possible time.

9.8 Transportation

Describe the student transportation plan for all students and include:

A. The transportation plan for students who are not in an agreed upon transportation zone.
B. The transportation accommodations for Special Education and Section 504 students to and from the school, resident and non-resident, as well as for students for extended-day and/or extended-year programs.
C. The method used to notify the parents/guardians annually of the transportation information, including changes as they occur during the school year.
D. Complete Table 17. Towns/District that transport the students on buses.
E. Complete Table 18. Towns/District that do not transport students on buses.

As an interdistrict magnet school, Aero/Hydrospace Engineering has a transportation plan for 100% of students that live in the initial districts that are part of the initial application; Bridgeport, Easton/Reading, Fairfield, Milford, Monroe, Shelton, Stratford, and Trumbull. The Bridgeport Board of Education Transportation Department schedules the bus routes for Bridgeport students and their bus information is uploaded into PowerSchool with the bus number pick up time and location of the stop. These students also receive a letter from the transportation department with this information included.

Students in surrounding districts that are provided transportation have their bus routes created by the contracted bus company. After all incoming students are registered in PowerSchool, the campus administrative assistant sends student lists and their addresses sorted by town to the bus company. The list includes graduated seniors that may need their bus stop removed from the route as well as newly registered students that may need a stop added to the route. Once routes have been completed, administrators are informed and send a message to parents informing them that the bus routes are posted on the Fairchild Wheeler Campus website as well as in PowerSchool. The list posted on the website list the stops and times for each bus, suburban and Bridgeport. No student names are listed on these lists.

During the first few weeks of school, the campus administrative assistant receives phone calls and emails from concerned parents about the local bus stop and the possible safety issues due to its location. These parents send written concerns along with a possible correction to the campus administrative assistant and they are forwarded to the bus company. The bus company reviews the route as well as the new suggested bus stop and will modify the route if necessary or possible.

Students that attend Aero/Hydrospace Engineering and live in another town are not directly provided transportation. During recruitment parents and students are informed that transportation outside the aforementioned districts is not provided but students can attend the school as a school of choice. They will need to provide transportation to the Fairchild Wheeler Campus. If a student lives near a community where transportation is provided and a local bus stop, they may request in writing if they can drop off and pick up their student from that local bus stop (i.e. Derby resident utilizing a Shelton bus stop). This information is shared with the bus company and if the bus is not at safe capacity, they will add the student to the pick-up/drop off list.

Students that need special transportation as covered under IDEA/ADA are provided transportation as indicated in their IEP/504. Since this transportation is indicated in the student's IEP/504, sending districts are responsible for these costs as outlined in CGS 10-264l.

Table 17. Towns/District that transport the students on buses

Town/District	Type(s) of bus stop (e.g., neighborhood, central, transfer,)	Average time students are on the bus	Notes or special agreements
Bridgeport	Neighborhood	20 minutes	
Easton/Reading	Central	35 minutes	
Fairfield	Central (am) Neighborhood (pm)	30 minutes	
Milford	Neighborhood	Max 1.25 hour-min 10 minutes	
Monroe	Central (am) Neighborhood (pm)	25 minutes	
Shelton	Neighborhood	Max 1.5 hour-min 20 minutes	

Town/District	Type(s) of bus stop (e.g., neighborhood, central, transfer,)	Average time students are on the bus	Notes or special agreements
Stratford	Neighborhood	Max 1 hr. – min 20 minutes	
Trumbull	Central (am) Neighborhood (pm)	20 minutes	To catch Trumbull busses for neighborhood stops, busses leave the Fairchild Wheeler Campus at exactly 2:10pm on regular session days.

10. PROGRAM EFFECTIVENESS

10.1 Evaluation and Data Analysis

Describe the school/district's systematic method(s) for collecting, analyzing, and using information and data to evaluate the following:

A. The effectiveness of the school's/district's projects, policies and programs.
B. The school/district's methods used to measure and analysis student growth and achievement; quantitative and qualitative measures.

Resources:
- CSDE's Next Generation Accountable System
- EdSight—CSDE's public data portal

Aero/Hydrospace Engineering uses multiple sources for collecting, analyzing and using data to inform on school effectiveness and areas of student growth, achievement and areas of improvement. Standardized tests such as PSAT, SAT and the Science Performance Index informs the school on where we are performing in ELA, mathematics and science standards. Our goal is for all students to meet the college readiness benchmark for each category. Reviewing the reports from CollegeBoard and the Next Generation Accountability index provides Aero/Hydrospace Engineering holistic data on our performance compared to the district, state, and national level. Additional reports from CollegeBoard and EdSight allow for data analysis on an individual basis as well as on specific strands in each of the three categories. The Next Generation Accountability Index has shown a performance outlier between high needs and non-high needs students for ELA (2017 - 2018 and 2018 – 2019) and Science Performance Index (2018-2019). Aero/Hydrospace Engineering is currently reviewing this data and modifying our instruction to close this gap.

Since the PSAT and SAT are used by the state for the accountability index, Aero/Hydrospace Engineering had implemented the use of the released versions of the PSAT 8/9, PSAT 10 and PSAT as benchmarking tools for our freshmen, sophomores, and juniors. These benchmarks expose students to this type of test and prepares them for the actual PSAT and SAT. In addition, Aero/Hydrospace Engineering is able to analyze this data and break it into specific strands. Data may be grouped by specific classes as well as looked at individually to provide individualized improvement plans.

The Next Generation Accountability Index is also used to track year-to-year data regarding graduation rates, chronic absenteeism, on-track to graduation as well as preparation for CCR and postsecondary entrance. These metrics inform us of the strengths and improvements necessary in our program to ensure students are in class learning, being rigorously challenged and are career and college ready when they leave our school.

11. BOARD APPROVAL AND COMMUNITY SUPPORT

11.1 Evidence of Approval and Support

Describe the school's approval and support and include:

A. A description of the local and community support.

B. Provide current evidence of support (e.g., letters of endorsement from educators, parents, students, business, community members and/or institutional leaders) in the appendix.
C. Provide the board of education or applicable governing entity **approval of this Operations Plan** (e.g., resolution(s), record of votes, minutes reflecting approval) in the appendix and reference the page number(s).

Start typing here…

12. CLOSING

In closing, Aerospace/Hydrospace Engineering & Physical Studies Interdistrict Magnet High School is a Non-Sheff interdistrict magnet school that has been in existence since the 2013-2014 academic year. Located on the Fairchild Wheeler Interdistrict Magnet Campus in Bridgeport, Connecticut, Aero/Hydrospace Engineering offers students from Bridgeport, seven surrounding districts, and students that attend here as a school of choice a rigorous thematic based education in the aerospace and hydrospace engineering.

Aero/Hydrospace Engineering strives to reduce minority group isolation and increase diversity within our school. Aero/Hydrospace Engineering has set goals that includes relevant cultural pedagogy and incorporate social emotional learning objectives, increase career/college readiness opportunities as well as improve community involvement. These goals are on tract and attainable by 2025.

While COVID-19 has had an impact on our operation we have adapted to ensure optimal delivery of instruction while promoting a positive culture and learning environment until we are able to return to normal, in-person education.

13. APPENDICES

Modify the table below to include, in apathetical order, the list of appendices referenced in the operations plan and include the corresponding page number(s).

Content	Page(s)
A. Attendance Policy	
B. Board Approval and Minutes	
C. College Course Descriptions	
D. Compacts - School, Family, Student	
E. Curriculum	
F. Discipline Policy	
G. Financial Plan	
H. Handbook, Student/Family	
I. Improvement Plan(s) - School and/or District School	
J. Job Descriptions (Principal, Theme Teachers)	
K. Leased building/space – agreements/terms	
L. Letters of Support	
M. Marketing Plan	
N. Memorandum of agreement (MOA)/Memorandum of understanding (MOU)	
O. Partnership agreements	
P. Pre-Kindergarten (P-K) Tuition Policy	
Q. Program of Studies (POS) or Course Selections and Descriptions	
R. Safe School Climate Plan	
S. School Calendar	
T. School/District Improvement Plan and/or Strategic Plan	
U. Student Application	
V. Student Schedules – by grade	

Connecticut State Department of Education

Interdistrict Magnet School

Operations Plan

Template version 2019.1

[City of Bridgeport Board of Education]
[Biotechnology, Research & Zoological Sciences Interdistrict Magnet High School]

Date submitted to the CSDE: Click or tap here to enter text.

Version: Click or tap here to enter text.

Letter of Intent

The letter of intent provides an overview of the school's mission, vision, theme, academic rigor, goals, and adherence to Connecticut statutory requirements. It is recommended that this letter be prepared by the school's Superintendent/RESC Director.

School Information, Planning Committee and Contributing Members

Instructions: Provide the required information in the tables.

School Name and Address
Biotechnology, Research and Zoological Sciences Interdistrict Magnet High School
840 Old Town Rd
Bridgeport, CT 06606

Superintendent /RESC Director/College Magnet Operator	
Name:	Michael Testani
Job Title:	Acting Superintendent
Phone Number:	(203) 275-1001
Email Address	
Mailing Address:	45 Lyon Terrace, Bridgeport, CT 06604

District Contact Information	
Name:	Victor Black
Job Title:	Executive Director of High Schools and Magnet schools
Phone Number:	(203) 275-1035
Email Address	
Mailing Address:	45 Lyon Terrace, Bridgeport, CT 06604

Primary Contact Person	
Name:	Michael Watson, Ed.D.
Job Title:	Principal
Phone Number:	(203) 275-3436
Email Address	
Mailing Address:	840 Old Town Rd, Bridgeport CT, 06606

Secondary Contact Person	
Name:	
Job Title:	
Phone Number:	
Email Address	
Mailing Address:	

Planning Committee Members		
Name	**Job Title**	**Location**

Contributing Members		
Name	**Job Title**	**~~Location~~Email Address**
Ioanna Badera, Ph.D.	Professor	ibadera@bridgeport.edu
Allen Cook, Ph.D.	Professor	acook@bridgeport.edu
Greg Dancho	Executive Director	
Jim Knox	Curator of Education	jknox@beardsleyzoo.org
Ruba Deeb, Ph.D.	Professor	rubadeeb@bridgeport.edu
Kathleen Engelmann, Ph. D	Professor	kengelma@bridgeport.edu

Formatted: Default Paragraph Font, Font: (Default) +Body (Times New Roman), 11 pt, Font color: Accent 1

[Biotechnology, Research & Zoological Sciences Interdistrict Magnet High School] Table of Contents

This page has been purposely left blank.

1. SCHOOL'S DESIGN

1.1 School Description

Provide a description of the school that includes:

A. The districts, regions, and communities the school will serve.
B. The school's theme(s) and how it will offer unique, high-quality, educational opportunities that will attract a diverse ethnic, social economic, and geographic student population.
C. The school's grade configuration.
D. The program status (full-time or part-time) of the school.

Resources:

- Connecticut General Statute (C.G.S.) Sec. 10-264*l*. Grants for the operation of interdistrict magnet school programs. Transportation. Enrollment of students; notice. Special education. Financial audits. Tuition.

How to search Connecticut State Statutes: Click on this Connecticut General Assembly Statues Search hyperlink, type in the Section Number (e.g., 10-264l), then click **Search.**

In Connecticut, residents from different racial, ethnic and socioeconomic backgrounds live near each other, not with each other. Connecticut's three largest cities, Bridgeport, Hartford and New Haven are similar in many ways. They have populations of about 125,000 to 145,000, high rates of poverty, large black and Hispanic populations and are surrounded by affluent, predominantly white suburbs. Connecticut residents, regardless of race or socioeconomic status, are keenly aware that the great differences between their cities and suburbs have shaped their schools. Connecticut's cities have the vast majority of the state's low performing, high poverty schools. Their students are mainly black and Hispanic. Connecticut's suburbs have the vast majority of the state's high performing schools, few low performing schools and serve mainly white and middle-class families.

The disparities between Connecticut's city and suburban schools were addressed by the Connecticut's Supreme Court's 1996 *Sheff v. O'Neill* decision. Guided by the court, the state legislature passed laws enabling students to transfer across district lines in an effort to reduce racial isolation. A key feature of the legislation was supporting magnet school construction. Under the legislation, the state pays 95% of the costs of building the new magnet schools. It also pays 100% of the costs of transporting students to interdistrict magnets. However, there was and is, no money for supplies, equipment, professional development or curriculum development. Those funds have to come from elsewhere.

Hartford and New Haven have created large networks of magnet schools each having more than 15 magnet schools. The Hartford region has an additional 8 schools that are open to Hartford students. In both districts, magnets are among the top achieving schools. In both districts, minority group isolation has been significantly reduced for thousands of students who now have the opportunity to attend diverse, high performing schools.

Prior to the 2013-2014 academic year, Bridgeport had one interdistrict magnet school. A second interdistrict magnet school serves Bridgeport students and is managed by Cooperative Educational Services, a Regional Service Center. Bridgeport has not developed magnet schools in the same way that Hartford and New Haven have, even though the state would have paid for new school buildings and transportation. Unfortunately, lack of effective action was not confined to the area of school choice.

Under No Child Left Behind (NCLB), the Bridgeport School District was identified as "in need of improvement" for 9 consecutive years because of low test scores and high dropout rates. For example, for the 2010-11 school year, 23 of 34 Bridgeport schools, serving 15,849 students, were identified as in need of improvement. Sixteen (16) of these schools were low performing for at least 7 years. Twenty-one (21) were low performing for at least 4 years.

Consistently low student achievement and high budget deficits created frustration that finally resulted in unprecedented action. In 2012-2013, the Bridgeport school district served 20,196 students in 34 highly minority group isolated schools. The vast majority of those schools are low performing. District enrollment is 39% black, 49% Hispanic, 3% Asian and 9% white. Therefore, to remedy the low student achievement and the segregation of its high school students, three interdistrict magnet schools were created and would be located on the newly constructed Fairchild Wheeler Complex. One of these schools is Biotechnology, Research and Zoological Sciences Interdistrict Magnet High School.

[BIOTECHNOLOGY, RESEARCH & ZOOLOGICAL SCIENCES INTERDISTRICT MAGNET HIGH SCHOOL]

The basic mission of the Fairchild Wheeler Interdistrict Magnet Campus is to reduce minority group isolation of public-school students in the region while offering a unique and very high-quality science and technology-laden curriculum. The school is a campus-like environment in that students are exposed to state-of-the-art technology and work extensively with innovative biotechnology and scientific instrumentation in their research. Each student will take four years of mathematics and at the end of their senior year may have earned dual enrollment credit in Calculus I, Calculus II or Statistics in partnership with the University of Connecticut.

The curriculum that the students at Biotechnology, Research and Zoological Sciences Interdistrict Magnet School was developed in partnership with the University of Bridgeport's School of Engineering, Education and Arts and Sciences professors. Some of these courses are Principles of Animal Science, Genetics, Neurobiology, Introduction to Pharmacology, Evolution and Biotechnology. The courses that are part of the different pathways of Biotechnology, Research and Zoological Sciences offer a rigorous curriculum based on undergraduate and graduate degrees that challenges students to attain specific knowledge and depth in each course. General course requirements specific to state and district graduation requirements such as math and English do not offer the traditional curriculum as in other high schools. All general courses infuse the theme of biotechnology, pharmaceutical sciences, and/or zoological sciences into the taught curriculum.

Additionally, the campus consists of three small, thematically based high schools that provide students with positive and supported opportunities for personal and intellectual growth. Students are allowed to choose classes for their own pathway for learning. While they are enrolled in Biotech Research, students can take classes across the campus in the other two thematic high schools that they feel will meet their own pathway for learning. All students are exposed to a rigorous semester-based curriculum. Students that feel they are able to take on additional challenge may sign up for honors via a contract with their teacher, parent and administrator. This additional work goes above and beyond the rigor of the regular class. All course curriculum focuses on Project Based Learning where student learning is based on a finished product and or application of skill learned within each course. The semester-based schedule prepares students for post-secondary education exposing them to a learning environment similar to college life based on course completion in a fall and spring semester. The instruction and learning improvements have been demonstrated with an 80-point growth in the total SAT score from the spring 2016 through the spring 2019 state testing dates. Science scores have shown increased performance over the district average score on the last CAPT science administration and the 2019 NGSS state administration (district 42.1% while Biotech 54.5% meeting goal).

The philosophy of the Fairchild Wheeler Campus is based on the belief that all students' benefit from learning and living with diversity and that irrespective of gender, family origin, ethnicity, or socioeconomic status, all students are capable of achieving social graces, emotional contentment, and academic excellence. Biotechnology, Research and Zoological Sciences is a Magnet Schools of America nationally certified magnet school and the last three years has been a recipient of the Magnet Schools Merit awards.

Biotechnology, Research and Zoological Sciences Interdistrict Magnet High School opened for the 2013-2014 academic year. Initially, Biotech Research opened for freshmen and sophomores and added subsequent grades in the 2014-2015 and 2015-2016 academic year where it had its first graduating class. Currently Biotech Research is a 9-12 grade high school with a maximum capacity of 500 full time students. The partnership districts it serves as submitted in the grant application are the host district, Bridgeport, and seven surrounding districts; Easton/Redding, Fairfield, Monroe, Milford, Shelton, Stratford, and Trumbull. C.G.S. Sec. 10-264l(a)(E)(iii)(I) states 75% of students that attend Biotech Research are from Bridgeport with the remaining 25% from the participating/non-participating surrounding districts. Students who do not live within the participating districts are able to attend under a "choice school" if there are seats available when relevant district waitlists have been exhausted.

The Biotechnology, Research and Zoological Sciences Interdistrict Magnet High School's focus is using the biosciences to solve problems related to the global ecosystem. Collaboration with Connecticut's Beardsley Zoo has resulted in students participating in course work and collaboration with the Zoo staff, becoming part of its Conservation Discovery Corps and internship opportunities. The three main pathways for learning are Biotechnology, Pharmaceutical Sciences, and Zoological sciences. The STEM curriculum includes at least two science classes each year, focusing mainly on biology and chemistry (inorganic and organic) as well as conceptual physics and geophysical science.

1.2 Vision Statement

Provide the school's vision statement. The vision statement should be in alignment with the school's mission for creating and sustaining culturally relevant and responsive classrooms, positive relationships between educators, families, and the community, and include a global picture of what your school can be and will be in the future. (suggestion: A global picture of your superlative school.)

The Biotechnology, Research and Zoological Sciences Interdistrict Magnet School, an institution that fosters an inclusive campus culture that embraces diversity, civility and multiculturalism, will provide a culture for our graduates to become passionate investigators that solve problems while applying new methods and technological advancements for the ever-changing global community.

1.3 Mission Statement

Provide the school's mission statement that includes:

A. The school's core purpose, primary objectives related to the school theme, evidence of high-quality curriculum, social diversity, and success for all students. The mission statement should answer the following questions: What the school does? Who does the school serve? How does the school serve them?

The mission of the Biotechnology, Research and Zoological Sciences Interdistrict Magnet High School is to build an academic community whose members have diverse cultures, backgrounds and life experiences and promote the discovery and learning at all levels of biological organization (molecular, cellular, organismal, population, community, and ecosystem). Our integrative focus reflects the importance of strong disciplinary and interdisciplinary approaches in research and teaching. We strive for excellence and synergy in our coordinated programs of teaching, research and service. Recognizing the essential roles of science and biology in the lives of citizens today and tomorrow, we emphasize biological literacy in our teaching and outreach programs.

1.4 Goals and Objectives

Provide a description of the school's goals and objectives that is inclusive of:

A. High expectations for all students, staff, and families.
B. The District and/or School Strategic Plan or District and/or School Improvement Plan in the appendix and reference the page number(s).

The core beliefs for the Biotechnology, Research and Zoological Sciences Interdistrict Magnet High School are:

- We believe in an environment that values and models character, academics, and relationships
- We will work to consistently safeguard the safety, dignity, and well-being of all its members
- We believe in a fluid curriculum that is revised and reevaluated with discrete magnet field experts to ensure that the instruction we deliver is current, aligned to magnet standards, and thematically based
- We will provide our teachers with high quality, discrete, magnet professional development
- We believe that diverse backgrounds and the ideas are crucial to academic excellence
- We believe ALL CHILDREN have the potential to achieve if provided with individualized instruction
- We believe college and career readiness are by-products of our program delivery and children will have experience in both

The goals for the Biotechnology, Research and Zoological Sciences Interdistrict Magnet High School are:

- Create and implement an interdisciplinary, standards embedded, magnet-themed, project-based, horizontally and vertically aligned curriculum that emphasizes on social/emotional, cognitive, cultural and physical development.
- Processes and a plan to recruit and retain highly qualified educators who are compatible with district/school priorities and vision of success for all students.
- Ensure all students are prepared to be career/college ready by the end of their secondary academic career as measured by college acceptances, graduation percentages, students receiving or entering certificate programs, military, etc.
- Establish systems to promote clear and consistent communication with stakeholders to nurture, partnerships with families and stakeholders to support student success.

Commented [MK1]: This is a good start. However, I think this section describes the school's objectives. I would like this section to also include the school's goals. There should be a few Smart Goals that have a five year life (since the Operation Plans are reviewed once a year every five years). The goals should focus on student growth in the 3 core subjects and may also include APA enrollment and achievement, attendance, suspensions, teacher development, etc. You want to tell how the school, students, and teachers will grow because of the work the school is doing.

Commented [WM2]: I have added the goals as well as explained them below.

School Priority	School Goal
Create and implement an interdisciplinary, standards embedded, magnet-themed, project-based, horizontally and vertically aligned curriculum that emphasizes on social/emotional, cognitive, cultural and physical development	Ensure Learning and Development standards are integrated into daily lesson plans and translate into developmentally appropriate instructional approaches for students. This will be achieved through increasing the walkthroughs from an average of 1 weekly/bi-weekly in 2020 to 3 weekly/biweekly by 2025 to ensure that curriculum and suggestions from the walkthrough are implemented with fidelity.
	Increase the number of units of study from 0% in 2020 to 100% by 2025 that include PBL (meet Gold Standard) and SEL objectives.
	Increase the teacher percentage scoring in subdomains 3B and 3C (CCT 2017) scored at the proficient level or above to 95% by 2025.
	Increase the percentage of students' sense of belonging from 34% to 55% as measured by the Panorama student SEL survey
	Increase the percentage of students who will perform at grade level benchmarks in science, evidenced reading and writing, and math on -NGSS- assessment: from 54.5% in 2020 to 70% by 2025 in science; On the SAT assessment: from 55.4% in 2020 to 75% by 2025 in evidenced based reading and writing; and from 51.9% in 2020 to 65% by 2025 in math. Note: there will be no gap outliers between non-high needs and high needs student groups in all assessment categories.
	Increase the percentage of student meeting the physical fitness index as measured on the CT State accountability from 36% in 2020 to 50% in 2025
Processes and a plan to recruit and retain **diverse,** highly qualified educators who are compatible with district/school priorities and vision of success for all students	Increase the quality of instruction through hiring appropriately certified staff.
	Interview qualified candidates for posted vacancies within two weeks of initial posting.
	Individualized support plans for all teachers who do not meet district/school end of year proficiency guidelines according to the vision of student success.
Ensure all students are prepared to be career/college ready by the end of their secondary academic career as measured by college acceptances, graduation percentages, students entering the military, students entering/leaving with certificate programs etc.	Ensure senior students are prepared to enter into college or career with developmentally appropriate academic and behavioral foundation. -NGSS- assessment: from 54.5% in 2020 to 70% by 2025 in science; On the SAT assessment: from 55.4% in 2020 to 75% by 2025 in evidenced based reading and writing; and from 51.9% in 2020 to 65% by 2025 in math. Note: there will be no gap outliers between non-high needs and high needs student groups in all assessment categories.
	Increase the number of college acceptances from 95% in 2020 to 98% by 2025.

	Increase the percentage of students who graduate in 4 years from 94.2% in 2019 to 98% by 2025.
Establish systems to promote clear and consistent communication with stakeholders to nurture, partnerships with families and stakeholders to support student success. Utilize newsletters, emails, social media, and phone calls to inform stakeholders of the school's successes, programs, activities, and/or needs.	Increase the percentage of parent positive responses regarding consistent and timely feedback from 72.5% in 2019 to 85% in 2025 as measured by the parent feedback survey administered in the Spring of 2025.
Nurture partnerships with families: we will increase parent involvement by increasing the number of parent activities, phone calls, trainings, outreach, and meetings throughout the school year.	Increase the percentage of parent engagement from 3% in 2020 to show an increase to achieve 15% parent engagement by 2025 as evidenced in PTSO/SGC meeting participation, back to school night and report card participation.

Commented [WM3]: Evidence by PTSO/SGC meeting, back to school nights, report card conferences, etc.?

Commented [MK4R3]: YES!

Biotech Research is focused on better preparation of students for career and college readiness. To attain our goals, Biotech Research focuses on four pillars; Student Achievement, Curriculum and Instruction, Recruitment and Retention, and Parent, Family and Community Engagement.

Biotech Research continually strives to show student achievement in English language arts, mathematics, and sciences by reviewing relevant data and revising curriculum and instruction to ensure students are engaged in relevant, interesting interactive curriculum. Our goal is to have all courses that have curriculum that are Project-Based, interdisciplinary, thematically aligned, standards embedded, relevant, accessible horizontally and vertically aligned and culturally responsive. This is accomplished through curriculum audits, creation of new curriculum that reinforce our thematic pathways, collaboration with our university partnerships to ensure that the curriculum is standards aligned as well as preparing our students for success at the post-secondary level.
The use of Wednesday and Friday Professional Learning Community (PLC) time allows teachers to collaborate on their lessons and projects. This collaboration leads to curriculum and instruction that is engaging and interesting, thus promoting better student outcomes.

The use of the SRBI block is essential to differentiate and provide individualized support for students in English language arts and mathematics based on benchmark data (PSAT 8/9, PSAT10, PSAT and SAT). Bi-weekly analysis of student progress will lead to student improvement of skills and application as well as improved assessment scores.

Preparation of students for career and college readiness is measured by the school's graduation rate, the percentage of students that are enrolled in two-year or four-year colleges as well as those entering the military. Historically, our graduation rate as measured by the State has consistently been over 90%. Other indicators of college preparedness is the addition of AP World History for all sophomores, AP US History, and AP psychology where students can take the AP test for college credit. Data of the number of students taking the AP test and those attaining a score of 4 or 5 for possible AP credit are used to indicate student preparedness and the need for curriculum revision to increase passing percentages. The addition of dual enrollment courses through the University of Bridgeport, Housatonic Community College and UCONN that are thematically-aligned increases dual enrollment opportunities for our students as well as bolsters Biotech's three pathways.

Recruitment and retention not only apply to students but to faculty as well. Biotech Research's goal is to recruit and retain highly-qualified, culturally sensitive and committed staff. This is accomplished through leveraging our university and community partnerships in order to attract a diverse, highly-qualified staff to share in our passion of success for all. Providing current staff with relevant professional development and opportunities to grow and develop their instructional strategies and implement new relevant material in their curriculum incorporates them into the Biotech Research family. Exit interviews of staff that are leaving also provides important information related to staff retention.

Last, is community communication and involvement. The Fairchild Wheeler Campus PTSO is working to improve community involvement with administration. This past year prior to COVID – 19, PTSO meeting, also known as Family

Fun Nights, provided multiple opportunities for parents and students to engage with each other. These events were also held in conjunction with recruitment open houses so that perspective students and parents could experience the community atmosphere the campus has above academics. Regular communication of events and accomplishments have been inconsistent at this time and we are looking to improve on this type of communication with quarterly or monthly newsletters that focus on school life and events, not just academic achievements. These newsletters will be posted and archived on our website for all to view.

2. STUDENT ENROLLMENT AND COMPOSITION

2.1 Sending Towns Demographics

Provide the sending towns demographics and include:

A. Table 1. Sending Towns Demographics including the school year and source of the data.

Table 1. Sending Town Demographics				
Resident Town	**District Reference Group (DRG)**	**Total Student Enrollment** (PK – 12)	**Free/Reduced-Priced Meals Eligibility Percent** (PK – 12)	**Reduced-Isolation Percent** (PK – 12)

2.2 Student Enrollment

Provide the following information about student enrollment that includes:

A. The student enrollment process/policy for incoming and returning students, as well as the process/policy for students that move while enrolled at the school.

Students apply for the school they are interested in during the lottery process. Any student that does not apply during the lottery period are placed at the end of the waiting list for the respective town they reside in after the lottery has ran for the upcoming academic year. Available student seats by grade and town are determined prior to the lottery date and entered as parameters into the lottery system. The selections from the blind lottery are double-checked to ensure there are no errors (i.e. sibling not accepted based on sibling policy). After errors are checked and fixed, parents receive notice via email that they have been awarded a seat or are on the waiting list for the upcoming academic year. Students can then accept or decline their seat and students on the waiting list will move up as they fill the required seats.

Once students register at Biotech Research, they are enrolled in the school until or unless one of the following happens

1. The parent/student makes the decision to withdraw from the school.
2. The family moves to another town that is not a partnership district. In this case the student retains their seat and would be able to attend as a "choice school". However, if the student attends as a "choice student" then transportation is not provided under the grant and parents must provide transportation for their child. The family may also choose to withdraw from the school.
3. The child graduates from Biotechnology, Research & Zoological Sciences

Students who do not reside in the partnership district and apply to attend the school may attend as school of choice if there are open seats after waiting lists in suburban districts are exhausted and the school's enrollment is less than 500 students. When students are accepted under "choice school" their families are made aware that transportation will not be provided as the town they live in is not a participating district as outlined in the original grant application.

B. Complete **Table 2 Student Enrollment by Grade Level, Residency and School Year**

Table 2. Student Enrollment – Grade 9			
Residency	2017-18 SY	2018-19 SY	2019-20 SY
Ansonia	0	1	1

Formatted: Font: Not Bold

Formatted: Normal, Indent: Left: 0.25", No bullets or numbering

Formatted: Font: Bold

Bridgeport	123	94	91
Derby	0	1	1
Easton	1	1	0
Fairfield	1	1	3
Milford	1	0	1
Monroe	1	1	1
Naugatuck	0	1	0
Newtown	0	1	0
Oxford	0	1	0
Shelton	4	6	3
Stratford	7	19	16
Trumbull	3	3	6
Total:	**141**	**130**	**123**

Table 2. Student Enrollment – Grade 10			
Residency	2017-18 SY	2018-19 SY	2019-20 SY
Bridgeport	77	113	80
Derby	0	0	1
Easton	1	1	1
Fairfield	5	0	1
Milford	2	1	0
Monroe	1	2	1
Naugatuck	0	0	1
New Haven	0	1	0
Newtown	0	0	1
Shelton	12	5	4
Stratford	9	8	14
Trumbull	2	3	3
Total:	**109**	**134**	**107**

Table 2. Student Enrollment – Grade 11			
Residency	2017-18 SY	2018-19 SY	2019-20 SY
Ansonia	1	0	0
Bridgeport	70	70	86
Derby	0	1	0
Easton	0	1	0
Fairfield	3	5	0
Milford	1	3	1
Monroe	2	1	2
New Haven	0	0	1
Norwalk	1	0	0
Shelton	8	12	3
Stratford	13	7	7

Trumbull	7	2	3
West Haven	1	0	0
Total:	**107**	**102**	**103**

Table 2. Student Enrollment – Grade 12			
Residency	2017-18 SY	2018-19 SY	2019-20 SY
Ansonia	0	1	0
Bridgeport	76	69	67
Derby	2	0	1
Easton	0	0	1
Fairfield	3	3	4
Milford	2	1	3
Monroe	3	2	2
Naugatuck	1	0	0
North Branford	1	0	0
Norwalk	0	1	0
Shelton	9	6	12
Stratford	13	10	8
Trumbull	4	7	2
West Haven	0	1	0
Total:	**114**	**101**	**100**

Resources:

- C.G.S. Sec. 10-264*l*(a)(E)(iii)(I) restrict the number of students that may enroll in a school from a participating district to 75 percent of the total school.
- **Sheff RESC Operators** C.G.S. Sec. 10-264*l*(c)(3)(D)(ii) enroll a minimum of 50 percent of the incoming students from Hartford.

3. MARKETING AND STUDENT RECRUITMENT

3.1 Marketing

Describe the school's marketing plan and include:

A. The timeline and strategies used to attract, enroll and retain racially, ethnically, economically and linguistically diverse students, (e.g., printed materials, radio ads, television ads, detail media ads, etc.).
B. Attach the school's marketing plan in the appendix section (section 13) and reference the appropriate letter.

For the past two years, Biotech Research has received $10,000.00 discretionary funds to pay for recruitment costs and improving on technology infrastructure. Since students receive school laptops to use in their classrooms and have the ability to take them home to complete assignments, aging computers have to be replaced. As a result, $7,000.00 has been used the past two years for marketing and recruitment. These funds have been used to purchase lawn signs that advertise our school during the application window, as well as the dates of our open houses. The majority of these signs are placed with families of current suburban students as we need to increase our suburban applicants.

Other advertising endeavors have included publishing ads in the local papers through Hearst Media, advertising on the electronic billboards along I-95 Stratford to Fairfield corridor and signage at InSports. These ads have also been added to their online sites as well. During the 2019-2020 recruitment period, parents who came to our open houses were surveyed to determine where they heard about us. The majority of those responses were by word of mouth. Additional responses

indicated that parents heard about the school through recruitment sessions at their child's middle school or our open houses. The Hearst Media publications were at the lower end of the spectrum. As a result, changes to the marketing plan were made. Current students' parents were asked to complete a survey to determine where they get their news and what radio station they listen to the most. Based on the survey results, the marketing plan was modified to run 30 second radio commercials for over 4 weeks during the holiday shopping season to promote our campus. A 15-second commercial is on television during Channel 12 News to be shown at the beginning and end of their commercial breaks for the similar time period as the radio announcements. Lastly, a 15-second commercial spot will also be shown prior to movie preview at two local theaters. With the release of *Frozen II* and the upcoming release of *Star Wars, The Rise of Skywalker*, these commercials are intended to hit the demographics of middle school children prior to the close of our application process on January 10, 2020.

During the recruitment period, students, staff and parents attended local library events to promote the school in the surrounding towns. Students and teachers have also presented activities on Saturdays to promote coding with children while at the same time promoting the three schools on campus at these events.

Additional marketing events that are occurring during the holiday season are gift wrapping tables at two local malls. On Saturday December 7, 2019 (11am – 2am) and Thursday December 12, 2019 (4:30pm – 8:30pm) students, staff, and parents provided free gift wrapping of holiday items at the Trumbull Square Mall and the Milford Post Mall respectively to promote our campus and increase possible applications for high school students.

The cost of these advertisements and supplies far exceeds the $10,000.00 discretionary funds four school receives from the district. As a result, the three interdistrict magnet schools have combined their funds to maximize their effectiveness. The budget located in the appendices reflects the campus expenditures strictly related to Biotech Research's expenditures.

3.2 Student Recruitment

Describe the school's student recruitment outreach process and include:

A. The methods used to recruit students that meet the Connecticut General Statutes and Connecticut State Department of Education (CSDE) requirements and standards.
B. Complete Table 3. Marketing and Student Recruitment

The main recruiting period starts in September of each year. The campus magnet recruiter schedules meetings and informational sessions at public and private middle schools and 8th grade classes within our sending districts and Bridgeport. The informational sessions and meetings occur during September through December of each year. A minimum of three open houses are held from October through January when the on-line application is open. Administration meets with the recruiter to review online applications and determine other strategies that may need to be implemented to increase applications in certain districts prior to the close of the application process. During the 2019-2020 academic year, these Open Houses were held in conjunction with our School Governance Council (SGC)/Parent Teacher Student Organization (PTSO) meeting nights. The collaborative events allowed for perspective students and parents to meet current students and parents as well as experiences the lively atmosphere of the SGC/PTSO "Family Fun Nights" during the months of October, November, and December.

As mentioned in section 3.1, two holiday gift wrapping events as well as weekend and evening events held at libraries in the surrounding districts were used to promote the campus and applying on-line prior to the January 10, 2020 deadline.

Table 3. Marketing and Student Recruitment	
Activity	**Month or Period of Time**
Marketing/Recruitment Period: Presentations given, broadcasts booked, and printed materials disseminated	September, 2019 – January 10, 2020
Application (when it opens and closes)	October 15, 2019 – January 10, 2020
Lottery Selection	End of January, 2020 Blind - computerized
Acceptance confirmation received from parents	January 25, 2020
Waiting list notification (if applicable)	January 25, 2020
New student and parent orientation sessions, pre-testing, remediation sessions	Last week of June after graduation

4. ADMISSIONS PROCESS AND CRITERIA

4.1 Student Application Process

Describe the school's student application process and include:

A. The type of application (on-line and/or paper).
   - On-line Application: indicate the software used and provide a copy of the student application in the appendix (for on-line applications, create screen-shots of each page if a "print-friendly" version is not available) and reference the page number(s).
   - Paper Application: provide a copy of the student application in the appendix and reference the page number(s).

B. The on-time application process.

C. The late applications process (if applicable).

The application process is an on-line process using the SmartChoice lottery structure software. All written and electronic advertisements regarding the application process direct parents and student**s** to apply online at our website **(www.fairchildwheeler.org).** The link to the online application is also on the Bridgeport Board of Education website as well **(www.bridgeportedu.net)**. During the on-line application window, students and parents can apply for entry into one of the three or all three Fairchild Wheeler Campus schools, listing the top choice first. All applications must be complete by 11:59 p.m. on the date of the application deadline (January 10, 2020 for the 2020-2021 academic year). All applications completed after that deadline will not be part of the lottery process. These applications are manually entered into the lottery system after it has ran and are placed at the end of each districts wait list in order of date received.

4.2 Placement Procedures

Describe the school's/district's student placement procedures and include:

A. The process to select students through an application and/or placement process.

B. The process for notifying students that are accepted.

C. The process for documenting declined offers.

D. Table 4. Placement Priorities (if applicable).

E. Waitlist – (if applicable) the timeframe for maintaining the waitlist and the method used to determine placement of students on the waitlist.

All applications entered into the SmartChoice system are checked for completion and those that are siblings of current students or are currently enrolled in our direct feeder school (Discovery Interdistrict Magnet School) are marked as accepted. Based on current enrollment after anticipated graduation for June of each year, lottery cut points are set for each participating district. Once all has been completed, the lottery is run by the software system and students are offered a seat or placed on the waiting list for their sending district until the lottery is complete for all applications. Errors are checked and once completed parents/students are notified of their location in the lottery. Parents and students are emailed directly from the SmartChoice system of their outcome from the lottery and those offered a seat receive a follow-up phone

call as well. Students offered a seat have 10 days with some receiving situational extensions to determine if they will accept or decline the seat.

Students may decline a seat a few different ways:

- They can log into their SmartChoice account and decline the seat.
- An email may be sent to the Magnet Recruiter stating that the seat is declined.
- If there has been no response from the parent/student regarding acceptance or declining, multiple attempts to reach the parent are made and documented in SmartChoice and if there is still no response, the Magnet Recruiter will mark the seat as declined due to no response after multiple attempts to contact were tried.

As students decline seats, those on the waiting list for the corresponding districts move to the accepted section, are notified of the change in their application status via email and a following phone call and have the same time to accept or decline their seat. All information regarding student acceptance, declines, or extension of determination are documented in the SmartChoice system according to the date of the email or voice correspondence. As seats change going into the summer, students receive five days after notification of being removed from the waitlist and offered a seat to decide.

Since students can apply to all three schools at the Fairchild Wheeler Campus, it is possible for a student to get into one school and be placed on the waiting list for the other two schools. If a student accepts a seat in one of the three schools, their status in the other two schools is marked as declined or removed from the waiting list to allow other students to move up in the lottery system.

Placement Priority	Provide the placement priority separately, e.g., • pathway school (by choice) • Currently enrolled sibling • applicant sibling (if sibling already accepted by the lottery) • School of choice if there are suburban seats available based on the grade applying for.
Grade Level(s)	Grade level placement based on current percentage make-up and Placement Priority as listed above
Grade Capacity	Approximately 125 students/grade level
Rationale	According to C.G.S. Sec. 10-264l(a)(E)(iii)(I) the percentage for residing district must not exceed 75%**.** As classes promote, students may leave at their own choice for many different reasons. As a result, keeping those upper grades close to the 75%/25% ratio will prevent major fluctuations in the needed percentages for the incoming freshmen class.

Table 4. Placement Priorities

Placement Priority	Grade Level (s)	Grade Capacity	Rationale

4.3 Student Registration Process

Provide a brief description of the school's/district's student registration process that include:

A. The communications, residency verification, and the collection of student records with sending districts.

Student's come to the school to register by appointment. Appointment times are during the school day and there are two additional evening registration dates to accommodate those parents that cannot make it during the day. All registration appointments are confirmed and entered into the SmartChoice software. Parents that miss their scheduled appointment

are contacted to reschedule their registration. All attempts to contact the parent until the registration is rescheduled is recorded in the SmartChoice software.

Prior to their appointment, a registration packet (see Appendix) is sent via email to the parents so that it can be completed prior to arrival and expedite the process on site. The packet includes the following:

- Bridgeport Public Schools Registration Packet
- Bridgeport Media Release Form
- Information required for identification and residency verification
  - Copy of child's birth certificate or passport
  - Parent's driver's license or passport for name and picture identification
  - Two proofs of residency that may include: mortgage/rent agreement with two months prior cancelled checks or other proof of payment, a notarized letter from the homeowner if the parents are not on the mortgage/rent agreement document, and two bills from utilities such as water, electric, or gas.
- Current report card from their school.
- A copy of their IEP/504 (if they have one).
- A signed release of records for students who are not coming from a Bridgeport Public School. Once school records are received, they are reviewed by support staff, school counselor and administrator to obtain an understanding of each student and their specific needs. Any meetings that need to be held are discussed, scheduled with sending districts, (if applicable) and parents/guardians to ensure the environment and learning plan put in place will lead the individual students to the best learning outcome possible.

Commented [MK5]: When the school receives information, what does the school do to asses new students (if anything) for trauma, academic ability, behavior concerns, or address EL, SPED, and GEN ED needs?

Commented [MW6]: With Bridgeport students we can review all and meet with relevant staff to discuss what to put in place prior to students attending school. Parent meetings with children present to discuss what we can do to support their learning. As for suburban students, we initially see IEP, EL, 504 files and make sure that all students receive proper supports for education.

Commented [MW7]: Added more to the last bullet

4.4 Foreign Students (if applicable)

Provide a description of the school's foreign student program that includes the:

A. Purpose of the program.
B. Name of the placement agency.
C. Partner school(s) and location(s).
D. Enrollment process (e.g., grade levels and/or ages; application process, tuition and fees).
E. Number of students expected to enroll each academic year.
F. Length of stay (i.e. course time, school year, etc.).
G. Student academic criteria (including proof of English language proficiency).
H. Services provided by a foreign students housing agency.

Not Applicable

5. ACADEMIC PROGRAM STRUCTURE

5.1 Program Accreditation

Describe the status of the program's accreditation, including timelines of the school's accreditation process (if applicable) and a copy of the accreditation(s) in the appendix for:

A. **Early Childhood Programs (PK-3 and/or PK-4) Accreditation:** National Association for the Education of Young Children (NAEYC).
B. **Grade K- 12 Programs Accreditation**: New England Associated of Schools and Colleges (NEASC).

Resources:

- C.G.S. Sec. 10-16rr Preschool program accreditation
- C.G.S. Sec. 10-239j Disclosure of NEASC accreditation reports

As required for all Connecticut Public High Schools, Biotechnology, Research and Zoological Sciences Interdistrict Magnet High School is currently in the process of initial NEASC accreditation. Administration and Central Office personnel have had multiple conversations over the years since the school's opening regarding accreditation. While Biotech Research is in its seventh year of operation, there were recommended delays for the beginning of the accreditation process until 2020. Changes in NEASC's accreditation process and standards changed for schools to be visited after

2019. This information as well as Biotech Research entering its initial accreditation has delayed the process until the spring of 2020.

For initial NEASC accreditation, a school must complete an initial application to be considered for acceptance. This initial application will be submitted to NEASC during January/February 2020. During this period, NEASC commission will meet to review all applications and approve or deny the application. Based on initial conversations with NEASC, our application will, more than likely, be approved. After application approval, a three-person team from NEASC will visits the school for a candidacy visit, meets with administration and teachers, provides initial feedback based on the application, and the school will begin their self-reflection in the Fall of 2020. Biotech Research will become one of the schools in the 2023 NEASC cohort.

A collaborative conference will occur in the spring of 2021. This entails a two-day visit from a NEASC committee during which they will provide the school information that will need to be entered into the school improvement plan as well as commendations, recommendations, and priority areas that need to be part of our school improvement plan. Biotech Research creates their school improvement plan and implements it in preparation for the Decennial visit in 2023.

In addition to the NEASC accreditation, Biotech Research is an accredited magnet school through the Magnet Schools of America. Biotech Research completed this accreditation process and achieved certified national magnet school status in 2018 that needs to be renewed every five years.

5.2 Culturally Relevant Pedagogy and Educational Philosophy

Commented [MK8]: I think this was omitted accidentally.

Commented [MW9]: Unfortunately not. I submitted to you with the SSP section still needing to be completed as the deadline was March 14th. I have updated these two sections.

Provide a description the school's culturally relevant pedagogy and educational philosophy and include:

A. How teachers' capacity are developed so they are able to guide student development academically, socially, and personally.
B. What teachers do to engage students in rigorous curriculum and learning
C. How students are empowered to identify and dismantle social inequality
D. Long-term academic achievement for students that meets students where they are academically while encouraging students' personal connection to the lesson
E. How lessons are grounded in sociopolitical issues that regularly engage students and teachers in discussions that foster a continuous commitment to develop cultural competence and behaviors that support appropriate, fair, and effective interactions with individuals from different backgrounds

Resources:

- CSDE Resource Guide for New Administrators

Within Biotech Research, multicultural curriculum, differentiated instruction, cooperative learning, personalized learning, scientific research-based academic and social/emotional interventions, heterogeneous classes, and professional development help to prevent re-segregation within the school, counter stereotypes and other biases, and facilitate positive interaction among diverse groups of students. To ensure that these strategies are fully implemented we hold ourselves to a standard that ensures all students are taught in heterogeneous classes, are exposed to the magnet program for the same number of hours per week, and are instructed by teachers who receive the same amount of professional development.

The school principal works closely with guidance counselors to ensure that all non-AP/ECE classrooms are heterogeneously grouped based upon race or socioeconomic status limiting the potential for any form of segregation to exist with the school walls and offering all of our students an equitable educational experience, promoting academic success, college and career readiness, and a pathway to a bright future. Freshmen scheduling is the first step. All freshmen sections are balanced with a 70/30 ratio of Bridgeport/suburban students. Students that have an IEP or 504 are not placed in the same sections and are balanced according to their individualized needs.

Biotech students learn through Project Based experiences. Studies indicate that when students work together on project teams, they learn to collaborate, communicate, and resolve conflicts. Cooperative learning, the bedrock our school, assists in character development, supports the social and emotional development of students and prepares them for success in the

modern workplace. The socialization that occurs within the school walls due to project based and collaborative learning extends beyond the walls and hours of the academic institutions. Project Based Learning Units that focus around the core/NGSS standards while incorporating the theme of the three pathways, promote collaboration among student groups to complete their project as well as a competitive spirit within the class to produce the best outcome possible.

University and community partnerships have helped to enhance opportunities for our students to learn from and collaborate with others. The University of Bridgeport's partnership allows students to use their laboratory facilities in their capstone research while university faculty have utilized Biotech Research equipment in their own research. Each March, University of Bridgeport invites three students and their teachers to present their research at the UB "Faculty Research Day". Students from select high schools are able to present their findings and answer questions from UB faculty and students and are judged along with poster presentations from graduate students and faculty.

Former Biotech Research students return during their winter break and hold informational session with our current juniors and seniors to answer any questions they have about college life. These returning graduates share the lessons learned while attending Biotech Research that made them successful and where they could have made better choices so that they would have been more successful.

To respond with cultural competence to the needs of students from different cultural backgrounds, our staff underwent cultural sensitivity and cultural competency professional development provided by Dr. William A. Howe, the program manager for culturally responsive education, multicultural education, bullying & harassment, gender equity, and civil rights at the Connecticut State Department of Education. Dr. Howe focused the professional development on eight main objectives:

1. Gaining an understanding of culturally responsive education and its implementation.
2. Enhancing understanding of how culturally responsive education can increase student achievement.
3. Learning the characteristics of culturally competent teachers and schools.
4. Learning how to engage families.
5. Acquiring cultural competence skills.
6. Learning how to prepare students for a diverse world and workplace.
7. Completing a self-analysis of personal biases.
8. Learning how to develop multicultural lessons

Additional professional opportunities that staff will participate in during the 2020-2021 academic year. Teachers will be trained on anti-racist social and emotional learning. This training will present instructional support/strategies/resources to be proved to classrooms, all grade levels, as well as teach racial equality in different learning environments (in person/virtual). Another professional development opportunity will be racial equity training. This professional development will be ongoing throughout the academic year to develop strategies and resources to be utilized within the class. Culturally responsive teaching and learning is the third professional development opportunity to improve the curriculum, resources and instruction while focusing on racial equality in African-American Studies, Perspectives on Race and Latin-American Studies courses.

The skill sets that our students are learning during the day are extended into after school activities where students can apply their skill set in an informal collaborative session. Through themed aligned clubs such as Animal Care, Eco Club, Science and Society of Woman Engineers, etc. students are allowed the opportunity to take risks, have fun, collaborate and build relationships in an unstructured, truly hands-on workshop environment.

Additionally, after school activates that promote comradery and academics also occur during the after-school hours. Students have the opportunity to be selected to the National Honor Society and Student Council. Both memberships require community service hours. As such, it is built in that students tutor and mentor students. During the school day, students identified as needing interventions or tutoring will participate in peer-tutoring. This service beyond self to another student fosters collaboration, community and unity among the many.

Our school also has clubs and activities that promote sensitivity to others. The Gay Straight Alliance, The Peer Mentor Committee, The Give Back Club all promote relationships among students as they work together to plan for peace and tolerance. Additional activities such as food and clothing drives, multicultural events for students and their families, dances, field days, STEAM competitions, fundraisers, intramural sports and Relay for Life events all promote socialization among all groups of students in the school as they work together to provide for those less fortunate and in need. The activities have helped to break down barriers, eliminate stereotypes and promote tolerance, respect and acceptance, a life-long education that will forever impact the lives of our students and those that they encounter

During the summer months our students have the opportunity to be engaged in extended learning opportunities that promote skill building, relationship building and collaboration. STEM Camp and Apprenticeship both provide opportunities for staff to collaborate with students and students collaborate with students in problem-solving tasks where students get a chance to display their engineering awareness and skills while building a tolerant and respectful of diverse learners.

Our vision in one that creates a culture of success for all students. It is the integration and balance of diverse groups that will elicit positive results for all students involved. Students that come to Biotech Research come from all socioeconomic backgrounds and geographic locations. We promote their uniqueness but maintain that we are one "family" that has a common goal; the positive trajectory to career and college readiness. This is accomplished through magnet integrated curriculum that also focuses on different cultural backgrounds of our students. Using the Buck Institute's Project Based Learning standards, each unit of study is assessed to meet the "gold standard" by including, the students' ability to incorporate their own background and culture and have a say in the overall production of their final product as they answer the overarching question of the unit. The CCT Rubric for Effective Teaching (2017) promotes in domains 1-3 student curiosity of the world at large, a positive learning community and active learning where the classroom is student focused and not teacher focused. Review of units of study, and informal and formal observations of classrooms include the aspect of exposing students to different cultures, viewpoints and positive debate that is based on facts and the content of the classroom. Informal and formal walkthroughs ensure that teachers are given high quality feedback for improved practice. Interdisciplinary study of Henrietta Lacks and the Kentucky Blue People are two examples of how different cultures have affected science and biotechnology.

The program offers opportunities, resources, and relationships with diverse peer groups from different cultures and backgrounds and places students on a trajectory to college and career. Our students believe they have a purpose, they plan for their future early on, they set goals and they understand the connection between their education and their future, producing engaged and excited learners. Classes are heterogeneously grouped and students are not separated from honors sections (with exception to ECE dual enrollment courses). As a result, units of study and lesson plans are developed to encompass all levels of learners and provide a rigorous content for all to actively engage in. Lessons and materials are modified to meet a student's individual needs. The faculty is their own great resource due to its own diversity, educational experience and background. Classroom data based on observations from informal and formal walkthroughs provide the administrators with information needed to manage teacher evaluations and provide teachers with specific evidence for professional improvement. Coaches, administrators, and district lead staff will utilize PLCs and other staff professional development opportunities to develop, review and assess colleague units of study provides additional support for teachers in improving the curriculum and standards they are delivering to students. This collegial atmosphere promotes a thought-provoking discussion and the development of a more student-centered classroom.

All students at our school learn sensitivity, acceptance and understanding. The socioeconomic and racial compositions of our schools is a benefit to all of our students. Students that stay in their districts are sheltered from the different cultures and backgrounds of students in the different districts as they have little diversity in their population (based on 2013 district demographics) However, the students that attend Biotech Research are exposed to different cultures and people that they would not see in their district high schools. The scheduled intermingling of students in their classes, with the support of their teachers, leads to removal of social barriers that may exist. Lessons that look at different cultures, acceptance and sensitivity towards others where students have a voice regarding their learning, creates a strong community among all students. Each will be better educated than students who do not attend balanced institutions. Their discrete magnet STEM,

Commented [MK10]: This is a good space to describe how walkthroughs and observations are used to support cultural competency? Are there opportunities for students to engage in multicultural learning/activities? Is the curriculum meaningful to students? Is it sometimes modified to ensure that it is integrated and student centered? I know this is hard to do 100% of the time but is it done at least 25%? And how do you know? How do you plan to increase it over the next 5 years?

Commented [WM11]: This may be answered above in the green text.

Commented [MK12]: This is a good start but I believe you should discuss more. How are teachers supported beyond their training to create equitable classrooms? How are all students empowered? Describe what the school does to ensure fairness and inclusion? How are plans created to assess and address equity? What systems are in place to support students who fall behind?

PBL, personally responsive, education is one that is enhanced by each other's experiences and differences. Our students are far better prepared for the future and leave us with a confidence that they are integral to the betterment of our community and society at large.

5.3 Curriculum, Subject Matter Content, and Instruction

Provide a description and a sample of the special high-quality curriculum and instructional practices to the school's applicable grade levels/grade groups (e.g., Prekindergarten; Kindergarten to 5; 6 to 8; and 9 to 12) that includes:

A. The school's unique content focus (theme) that is infused throughout the curriculum to advance the rigor and relevance of the academic program at each grade level.
B. Student Learning Goals/Objectives.
C. Model units and lessons and standards aligned with classroom materials.
D. The utilization of the Early Indication Tool (EIT).
E. Teachers' instructional practice standards and indicators.
F. Collaborative teaching practices (e.g., TEAM, coaches, mentors, etc.).
G. A copy of the Program of Studies (POS), curriculum, and/or additional detailed information in the appendix and reference the page number(s).

Resources:

- CSDE Resource Guide for New Administrators
- Connecticut Core Standards
- The Student Learning Goals/Objectives Process

Biotech Research has three Pathways for Learning that our students may focus on throughout their high school career; Zoological Sciences, Biotechnology, and Pharmacology. Students that enter as freshmen are exposed to two magnet classes and six additional classes that have the themes infused throughout their curriculum. Biotech Math is an application-based math class that focuses on biotech applications seen in hospitals and research labs. Ecophysiology is the second STEM based class freshmen take. This course along with our magnet themed biology course goes more in-depth for all biology concepts as well as the different biomes and organism homeostasis on Earth. These two magnet courses, as well as the thematically infused curriculum, allows students to have a better choice of their own pathway as they plan for courses in subsequent years.

As students move forward in their high school career, they have more choice and flexibility in the courses they can take each year and are not restricted to only one of the three aforementioned pathways (themes). Students also have the ability to choose AP/ECE courses as well as honors courses throughout all four years. All courses run at a high academic rigor and are heterogeneously grouped by ability, socioeconomic/demographic area, and student choice. For the first two weeks of the school year, students may change classes to meet their pathway for learning. Students are responsible for any missed work in the course that they are entering. After one month (two additional weeks after class changes end), students that choose to take a course at a higher level of rigor may sign up for honors. Students, parents, teacher, and the principal all sign a contract that places students into an honors section. Once placed in the honors section, students agree to complete all of the course requirements set by the teacher. During the rest of the semester, the teacher and honors student will meet at least three times to monitor progress and provide feedback for the student to continue their honors study.

To ensure all students are learning at their optimal level, multiple analytical data is taken into consideration and reviewed during PLC meetings on Mondays by teachers. This data includes attendance, behavior, academics, etc. Students that are struggling with their attendance, behavior and/or academics in two or more classes are referred to SRBI. Students that are referred to the SRBI process are placed on tier II after initial interventions (student conference, parent contact via email and phone call, classroom accommodations, consultations with support staff, log entries in PowerSchool for parent contact and concerns/issues, special attendance register entries filled out) have been attempted with the degree of success not resulting in change. The SRBI referral form includes academic information including district assessment data,

attendance, disciplinary and educational history. The referral form also includes the student's areas of strengths and additional reports may be attached to the referral packet so that the SRBI team can get a holistic view of the student.

Tier II interventions may include peer tutoring from National Honors Society students, mentoring from volunteer teachers, MAACS, or Sacred Heart University social work interns. Additional parent conferences may be held with the student and SRBI team to create a SMART goal related to the student's academic, behavioral and/or attendance concern at Biotech Research. The student's interventions (Tier I and II that are in place) are monitored and data is collected by teachers who then meet biweekly with the SRBI team to discuss progress or lack thereof on these interventions. Additional interventions may be suggested prior to raising the student to Tier III. Tier III interventions include a more individualized education plan for the student to succeed. A student may be referred for initial testing if not previously done under IDEA. Outside agencies (Child Guidance for example) may be recommended as an additional support for the student.

Parents/guardians are informed of a student's progress and are invited to attend SRBI meeting with the SRBI team members. To date, the EdSight EIT system has not been utilized for SRBI interventions. However, similar data such as attendance going back to elementary school, academics, behavioral information, grade level benchmarks, IEP/504 referrals or plans, etc., are utilized in student referrals to the SRBI process.

Teachers' instructional practice strategies and standards align with the CT Rubric for Effective Teaching (2017). Teachers create 1 Student Learning Objective (SLO) with 3 indicators of academic growth and development (IAGDs) that focus around 1. Student achievement in ELA or mathematics, 2. Student learning in their specific content and 3. Parent communication. The IAGDs focus on achievement for all students no matter what level. Lesson planning and classroom observations (drop-ins, informal and formal) ensure that all students are engaged in the class and have equal opportunity to learn the material at hand. Grouping strategies, project selection and variation, and student choice are important in student assessment as increased buy-in leads to better projects and outcomes from students.

In addition to meeting these standards, Biotech Research has also adopted the Buck Institute's Project Based Learning Model. Each course is approximately eighteen to twenty weeks in length. Therefore, teachers create four, four to five-week units of study that focuses on a challenging problem or question. These units of study are designed in such a way to include student voice and choice, authenticity, reflection, critique (feedback from peers included) and revision, and a public product where students demonstrate the knowledge they have learned within each unit. By incorporating these seven standards in their unit design, students are able to provide unique projects that challenge their ability and critical thinking while meeting the unit goals and objectives. Biotech Research is working towards 100% of units of study to meet this model of instruction and assessing student learning. ELL and resource is available to assist in lesson development and project creation to meet the specialized needs of individual students.

While we have TEAM for beginning teachers where mentors are assigned to new teachers to work on best practices as well as Teach For America teachers that receive support from the staff as well as TFA support mentors, the majority of teacher collaboration happens in our Professional Learning Communities. PLCs occur three times a week (Monday, Wednesday and Friday) where teachers across campus and of different subject areas meet to discuss their instruction and assessment of their students, collaborate on interdisciplinary projects and lessons, and revise lessons and units of study as new material and innovative thinking changes how the standards are taught.

5.4 Assessments

5.4.1 Provide a description of the school's assessments and include:

A. The process for measuring and monitoring the academic growth and achievement for all students through the use of assessments.
B. The types and frequency of assessments that include the school's theme or concentrations if applicable.

Teachers are consistently assessing students within their classes. Along with the traditional assessments, quizzes, tests, homework, etc. teachers use project-based units and student presentations or a final product to determine if students fully understand the Core/NGSS/Magnet standards related to that course and grade level.

Students are initially given a Common Formative Assessment to determine prior knowledge on the content that will be covered in the class. Based on the data from this assessment, classes are adjusted to ensure that students will learn all

concepts and practices necessary to satisfactorily pass this class. Problems on "traditional" assessments and projects are modified so that they are thematically based. For example, questions related to data analysis using quadratic or polynomial functions will be centered on data that is related to one of the three pathways for learning. Reading of fiction may include titles such as Jurassic Park, Andromeda Strain, The Martian, etc. where biotechnology research, gene manipulation, and survival adaptation to different biomes are the themes of the literature. Humanities courses also assess students' ability to read for information and cite textual evidence in written responses. This concept is imperative for all students as it is necessary for the PSAT/SAT as well as for our Capstone process during their junior/senior year.

From 2014 – 2018, students were tested using the STAR assessment for all four grades. Starting in the 2018-2019 academic year, the district moved to IReady benchmark testing and focused on the ninth and tenth grade. For the 2019-2020 academic year, the campus has moved to using pre-released PSAT 8/9 and PSAT 10 to monitor student progress for college readiness. Answers for the PSAT 8/9 and PSAT 10 are recorded on paper answer sheets that are created using the ZipGrade app. Teachers use their ZipGrade app with a phone or IPAD that has a camera and scans answer sheets and compares them to the correct answers. Analyzed answer sheets are stored in a Microsoft Excel workbook with each answer sheet being one row for each student. Data analysis of these tests is used to modify teaching and learning to improve student performance on these tests as they are grade leveled and prepare students for the PSAT/NMSQT and SAT during their junior year.

5.4.2 Complete the following tables:

A. Table 7. CSDE Mandated Summative Assessment, **modify** the CSDE Assessments to include the assessments that apply to the grade levels of this school.

Table 7. CSDE Mandated Summative Assessment		
Content Area(s)	**Summative Assessment**	**Grade Level(s)**
English Language Arts (ELA) and Mathematics		
	Connecticut SAT School Day	11
Science	Next Generation Science Standards Standard Assessment	5, 8, and 11
English Language Proficiency	LAS Links (For English Learners only)	K-12
Physical Fitness	Connecticut Physical Fitness Assessment	High School

[1] Designed for a small percentage of students with significant cognitive disabilities

Resources:

- CSDE Resource Guide for New Administrators

5.5 Classroom Structure

Describe the school's classroom structure and include:

A. Table 8. Classroom Structure

Since Biotech's inception, the ultimate goal is to have 125 students per grade level with an average of 25 students per class. During our first year of operation, we brought in 150 freshmen and 100 sophomores giving the school a population of 250 students. Each subsequent year, approximately 125 students are brought into the school's incoming freshmen class to have grade levels approximately 125 students and a maximum of 500 students when Biotech achieved four grade levels during the 2015-2016 academic year. Each class section is to have approximately 25 students per class. Based on actual numbers, the freshmen class may have up to 150 students admitted to meet the 500-student max for the school. Students

self-deselect due to many reasons and the class sizes have averaged around 115 per grade level or 470 students for the school.

By teacher contract, class sizes can reach a maximum of 29 students/class with up to 35 students/class for physical education classes. Class sizes also vary based on student course choices and open sections on scheduling. In addition to course choices from Biotech Research, students may also take magnet courses at either of the two interdistrict magnet courses on campus.

B. Samples of class schedules for ALL grade levels in the appendix and include the appendix page number here.

Table 8. Classroom Structure

Grade level	Projected student to teacher ratio	Average student to teacher ratio per class	Teachers contract student to teacher ratio	Number of homerooms	Total number of students per grade
9	25:1	**Varies based on student course choice**	**29:1**	0	**125**
10	**25:1**	**Varies based on student course choice**	**29:1**	0	**125**
11	**25:1**	**Varies based on student course choice**	**29:1**	0	**125**
12	**25:1**	**Varies based on student course choice**	**29:1**	0	**125**

5.6 Grade Level Promotion/Graduation Requirements

5.6.1 Grade Level Promotion Requirements (Grades PreK -8)

Describe the school's grade level promotion requirements and include:

A. The requirements for grade promotion.
B. The intervention/assistance available for students/families for grade level promotion (e.g., parent/teacher conferences, school counselor meetings, after-school tutor, homework help, small group instruction, one-to-one instruction, Read 180, Wilson's, etc.)

Not applicable as we are a comprehensive high school (Grades 9-12)

5.6.2 High School Graduation Requirements (Grades 9-12)

Describe the school's grade promotion and graduation requirements for the applicable grades and include:

A. Table 9. Grade Level Promotion.
B. Table 10. Graduation Requirements.
C. The intervention/assistance available for students/families for grade level promotion (e.g., credit recovery, summer school).

Resources:
- C.G.S. Sec. 10-221a. High school graduation requirements.

Students graduating prior to 2023 require 22.5 credits of which students must take four years of English, three years of history including 1 credit in US history, and 0.5 credits civics, three mathematics including Algebra I and Geometry, three credits in science including conceptual physics and biology, one credit in art and PE and 0.5 credits in health. Due to the state's change in graduation requirements for the 2023 class, student must have 25 credits, nine in humanities, nine in STEM, one PE, one health, and a year in world languages.

Commencing with the class of 2023, students require the following credits to promote to the next grade. This information is also seen in the Bridgeport Public Schools Program of Studies (page 11)

- Grade 9 to 10 - 6 credits are required
- Grade 10 to 11 – 12.5 credits are required

- Grade 11- 12 – 19 credits are required.

Students that do not meet these requirements have the ability to retake courses within the same year as Biotech is a semester-based school. Students can also take one course in summer school as well. Other interventions are parent/student plans that are agreed upon during the summer (freshmen to sophomore mainly), SRBI interventions, peer tutoring. Sacred Heart University social work interns that work with students in tier II in the SRBI process, and after school volunteer tutors. Sacred Heart social work majors in their junior/senior year must complete a certain number of hours working with students in an educational support capacity. As a result of their proximity and partnership with our campus, approximately twelve SHU students work with our tier II students and help them deal with anxiety and organizational issues to help them get on track with their academics. If any issues that require proper contact with social work services, Biotech Research students are referred to proper support staff that are trained to deal with these issues.

Our schedule allows for 32 possible credits towards graduation during the four years in high school. Biotech Research does not have a web-based credit recovery option. Summer school is an option to obtain credit for one class that a student did not pass during the school year if it is offered. As a result of these interventions and course offerings, Biotech has averaged a 90+% graduation rate for each class.

Table 9. Grade Level Promotion (Grades PreK)

Grade Level	Promotion Requirements (e.g., completion of content)	Credit Requirements (if applicable class of 2023)
10		6.0 credits
11		12.5 credits
12		19.0 credits

Table 10. Graduation Requirements (Grades 9-12)
Commencing with the class graduating in **2023**, and for each graduating class thereafter, a student must complete a minimum of 25 credits (including not fewer than the CSDE minimum credits provided in this table) to graduate.

Table 10. Graduation Requirements

Class of 2022 and Before	Graduation requirements for the class of 2022 and before	**Class of 2023 and After**	Graduation requirements for the class of 2023 and after
Total Credits/Courses Needed for Graduation	22.5 Credits - /Courses	Total Credits/Courses Needed for Graduation	25 Credits - /Courses
English	4 Credits	Humanities (Including Civics and the Arts)	9 Credits
Science Elective Biology	2 Credits 1 Credit	Science, Technology, Engineering & Math (STEM)	9 Credits
Math Elective Algebra Geometry	1 Credit 1 Credit 1 Credit	Physical Education and Wellness	1 Credit
Social Studies Elective Civics US History	1.5 Credits - 0.5 Credit 1 Credit	Health and Safety Education (Section 10-16b)	1 Credit
Vocational Education/Visual Arts/Performing Arts	1 Credit	World Languages	1 Credit
Physical Education	1 Credit	Mastery-Based Diploma	1 Credit
Health	0.5 Credit	Electives	3 Credits
Electives	6 Credits		
World Language	1 Credit		

6. STUDENT SUPPORTS

6.1 English Learners (EL)

Describe the school's EL programs and services that includes:

A. Access for EL students to general education and culturally responsive programs.
B. The EL policy/plan in the appendix and reference the page number(s).

Resources:

- CSDE English Learners Guidance
- State Board of Education Position Statement on the Education of Students on the Education of Students Who Are English Language Learners, 2010
- CSDE Resource Guide for New Administrators

All students that enter and are accepted into the lottery are able to attend Biotech Research. Students that are English Learners are able to attend all classes and receive EL support based on their Las Links testing scores. An English Language Learner teacher is on campus every Wednesday, providing additional support for students. All classes take into consideration that students come from different cultures. Teachers prepare lessons and projects that encompass different cultural backgrounds as well as give students the flexibility to incorporate their culture and backgrounds into their learning. Attached in the appendix please find the district's English Learner Handbook.

6.2 Education of Students with Exceptionalities

Describe the school's education of students with exceptionalities practice and include:

A. A high-quality, comprehensive, culturally responsive and equitable education program.

B. The Individual Education Plan (IEP) and Planning and Placement Team (PPT) process, (e.g., district/school staff responsibilities and timelines, timely communications and meetings with the sending district).
C. The school's policy serving the needs of special education students (Individuals with Disabilities Education Act (IDEA) of 2004) in the appendix and reference the page number(s).

Resources:
- Connecticut State Board of Education Position Statement on the Education of Students with Exceptionalities, 2012
- CSDE Special Education
- CSDE Special Education Planning and Placement Team (PPT) and Individualized Education Program (IEP) Forms
- CSDE Resource Guide for New Administrators

All students at Biotech Research receive a highly rigorous thematic education in all classes. Our classes are designed to be culturally responsive and provide equitable access for all students. Students that have an IEP attend at least six courses over the year with their peers. Modifications to their classwork and grading is followed as prescribed in the student's IEP. Students are able to have one, eighty-minute resource period daily per semester where they work on their goals and objectives for the year as well as organization and course work they may have in the other three classes. Students that do not need to have the eighty-minute resource period each semester or at all, may have a push in/pull out model with their case manager. The campus of three schools shares 4.5 resource teachers. Each school has one dedicated resource teacher with the other 1.5 teachers case load spread across the campus. Each resource teacher's caseload is evaluated each year to ensure equitable balance.

All students attending Biotech Research are considered Bridgeport Public School students. However, PPT and 504 meetings are grouped into two sections: Bridgeport residents and non-Bridgeport residents. All PPT meetings involve the student, parent/guardian, case manager, regular education teacher, administrator, school counselor and other relevant support staff based on the student's needs. Out of district students require the PPT/504 meetings to be set up by the sending district. These districts schedule the meeting and send representatives dealing with specialized instruction to participate in the IEP/504 meeting. Each district's procedures are the same for different types of PPT meetings (initial referral, annual, triennial, etc.) but the person who chairs them may differ. Biotech Research always has the principal or assistant principal sitting in and overseeing PPT and/or 504 meeting.

6.3 Social and Emotional Learning (SEL)

Provide a description of SEL systemic and evidence-based practices (EBP) that are used throughout the entire school to address social and emotional learning for all students that includes:

A. Integration or alignment with academia, student supports, discipline, Career and Technical Education (CTE), and chronic absence.
B. The evidence-based SEL programs, (e.g. Responsive Classroom, Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3, K-12 Mindsets and Behaviors and CT's 36 Student Standards for school counseling).
C. A cross-sector collaboration (school, family, business and industry, community).

Resources:
- CSDE Comprehensive School Counseling and College/Career and Citizen-Ready

The social and emotional wellbeing of Biotech Research students is paramount. To ensure our students feel safe to learn at our school we work to ensure school safety as well as strive and promote student equality no matter their race, creed, religion, gender, socioeconomic status, etc. As previously stated, our staff have received training for Dr. Howe on culturally responsive education and receive refresher professional development annually. The district has also adopted the RULER program for student social emotional awareness. This program was created by Dr. Marc Bracket, Director of the Yale Center for Emotional Intelligence. Teachers utilize different aspects of the RULER program within their classes to

help students realize where they are currently emotionally and the best way to identify and implement strategies to move to a better state emotionally.

During the Friday SRBI time, staff meet with their classes and focus on SEL using restorative circles, community building activities and peer collaboration/socialization activities. In addition, after school clubs such as the GSA, culture and kindness clubs allow all students to meet and discuss issues they are encountering and develop ways to promote a healthy outlook on life, community and culture. One of the activities that students have worked on to promote equality and social emotional awareness is Kindness Day. Kindness Day is a celebration of all individuals and acceptance of everyone. Outside community groups are invited to participate as well as student groups on the campus. Table stations are set up inside our gymnasium and a schedule of classes across the campus allows all staff and students to interact with the presenters in the gymnasium during our kindness day celebration.

Another activity that has occurred on campus are the Tree of Thanks, where students write messages of what they are thankful for. These messages are placed on the Tree of Thanks around Thanksgiving and is posted in our commons area for all students and staff to read and reflect upon. A door decorating competition between the classes focused on anti-bullying statements while incorporating the fall theme in the door's decoration.

Our school counselors, social worker, school psychologist and our school-based health clinic are always available and are checking with students to see how they are doing socially and emotionally to ensure their success. Any and all concerns are handled according to outlined protocols and may include involving outside agencies when needed.

6.4 Student Success Plans (SSP) (Grades 6-12)

Provide a description of the SSP process. The SSP should be electronic and portable following the student from school to school and district to district. It should include:

A. The types of activities, such as student portfolios, experiences outside the classroom, dual/concurrent credit.
B. A sample SSP in the appendix that includes three components: (1) Academic Development, Career Development, and Social, Emotional and Physical Development; (2) Sequential Courses; and (3) Theme (student's concentration).

Resources:

- CSDE Student Success Plans (SSP) Guidance
- CSDE Resource Guide for New Administrators

For grades six through twelve, Bridgeport Public Schools leverage Naviance for Student Success Plans. The scope and sequence for grades nine through 12 include creating SMART goals; academic, social, and career, exploring their own strengths, create a resume, personality and career inventories, college search and application completion, and graduation planning and readiness. These goals are at different grades and have activity benchmarks prior to the end of the academic year. These goals align with the SSP guidelines meeting the student's academic skills, social-emotional learning and college knowledge.

6.5 College and Career Readiness

6.5.1 College Courses/Credit (Grades 9 to 12)

Describe the school's college courses/credit program and include:

A. College Career Pathways (CCP)
B. Early College Experience (ECE).
C. Complete Table 11. College Courses/Credits Partnerships.
D. Attach the early college experience course descriptions in the appendix.
E. The agreements, contracts, and/or letters of memorandum of understanding/agreement that defines the collaboration, relationship, services, responsibilities and fee arrangements in the appendix.

[BIOTECHNOLOGY, RESEARCH & ZOOLOGICAL SCIENCES INTERDISTRICT MAGNET HIGH SCHOOL]

Biotech Research has partnered with University of Connecticut, University of Bridgeport, and Housatonic Community College to offer dual enrollment ECE courses. Our teachers on campus are certified by UCONN and U.B. as adjunct professors. Our teachers teach an approved college curriculum/syllabus, thematically aligned to our school. Students entering into as early as their sophomore year, may sign up for ECE courses and must meet specific pre-requisites as well as obtain teacher recommendation(s) to enroll in ECE courses. To obtain college credit, students must complete all school and college requirements for the course and have a C average or higher. The multitude of college credit opportunities may allow a student to leave Biotech Research with a high school diploma and entering their second semester of their undergraduate sophomore year. The ECE course descriptions, grade levels that can take these courses and prerequisites for each course are found in the Bridgeport Public Schools program of studies pages 175-182.

In addition to ECE offerings, students can take AP courses such as World Cultures, US History and psychology. All teachers attended AP seminars at Taft High School in Watertown, CT and are AP certified as seen by College Board. Since our schedule structure is semester-based block, teachers offer after school prep session to assist students from each semester in preparation for the May testing dates for these courses as well as additional AP course offerings available across the campus. Students are first exposed to the rigor of AP/ECE dual enrollment courses as sophomores. All sophomores are placed in AP World History to experience the rigor of college level material and work. Students may take ECE Stats or ECE Environmental Science as a sophomore based on their math and science ability as well as teacher recommendation and parent consent. Students that have taken ECE courses are also eligible to take the AP test in that subject matter as well. AP courses have recently been a recent addition to Biotech Research, with more students taking the AP World History and AP psychology exam this year. Individuals have taken AP Calculus and AP Biology tests with good success.

College Courses/Credits Partnerships Table Guidance	
Higher Education Institution:	Provide the name of the accredited Higher Education Institution
Location of Instruction and Instructor	Provide the location(s) that the student(s) will receive their instruction
Program/Course	Provide the name of the program or course.
Grade Level(s)	Specify the grade level(s) in which a student is eligible to enroll in the program or course
Semester(s) and Credit(s)	1. Provide the program/course availability to the student, e.g., summer, fall, spring, winter. 2. Provide the amount of credit(s) that would be earned after the completion of the program/course.
Prerequisite(s)	Indicate the high school or college-level prerequisite(s) for this program or course.

Table 11. College Courses/Credits Partnerships

Higher Education Institution	Location of Instruction	Program/Course	Grade Level(s)	Semester(s) and Credit(s)	Prerequisite(s)
UCONN	Onsite	ECE English1011	12	Fall/Spring (4)	Teacher recommendation
UCONN	Onsite	ECE English 1010	11	Fall/Spring (4)	Teacher recommendation
UCONN	Onsite	HIST 1202	11	Fall/Spring (4)	Teacher recommendation
UCONN	Onsite	BIO1107	10,11,12	Fall	Teacher recommendation
UCONN	Onsite	BIO1108	10,11,12	Spring	Teacher recommendation

Table 11. College Courses/Credits Partnerships					
Higher Education Institution	**Location of Instruction**	**Program/Course**	**Grade Level(s)**	**Semester(s) and Credit(s)**	**Prerequisite(s)**
UCONN	Onsite	Chem127	11, 12	Fall	Teacher recommendation
UCONN	Onsite	Chem128	11,12	Spring	Successful completion of Chem 1127
UCONN	Onsite	Math1131Q Calculus I	10, 11, 12	Fall	Precalculus and teacher recommendation
UCONN	Onsite	Math1132Q Calculus II	10, 11, 12	Spring	Successful completion of Math 1131Q
UB	Onsite	Math 109 – Precalculus	10, 11, 12	Fall/Spring	Teacher recommendation
UB	Onsite	UB BIO 102 Cell Molecular Bio	12	Spring	Teacher recommendation
UCONN	Onsite	Physics 1201	11,12	Fall	Teacher recommendation
UCONN	Onsite	Physics 1202	11,12	Spring	Teacher recommendation
UCONN	Onsite	Physics w/calculus 1401	11,12	Fall	Teacher recommendation
UCONN	Onsite	Physics w/calculus II 1402	11/12	Spring	Teacher recommendation
UCONN	Onsite	AMST1201 Intro to American Studies	12	Fall/Spring	Teacher recommendation
UB	Onsite	PSYC103 Intro to Psych	11,12	Fall	Teacher recommendation
UB	Onsite	ADSN105 – Drawing	12	Spring	Teacher recommendation
UCONN	Onsite	SPAN3177 Comp & Read for Span Speak	11, 12	Fall/Spring	Teacher recommendation
UCONN	Onsite	SPAN3178 Intermediate Spanish Comp	11,12	Fall	Teacher recommendation
UCONN	Onsite	SPAN3179 Spanish Conversation	11,12	Spring	Teacher recommendation
UCONN	Onsite	CHIN1114 Intermediate Chinese	12	Spring	Teacher recommendation

6.5.2 Career and Technical Education (CTE) (Grades 9 to 12)

Describe the school's CTE program and include:

A. Goals and expectations of the program
B. Complete Table 12. CTE Programs
C. The program descriptions in the appendix.

Currently at Biotech Research there are no CTE programs/courses available. Biotech Research is in conversation with Yale University to have seniors to enter into their five-month pharmacy tech program. This year, representatives are meeting with current sophomores and juniors to explain their program. Because our school offers students the opportunity to take 32 credits by the time they graduate, seniors can meet all graduation requirements by the end of their fall semester of their senior year, which would permit them time in their schedule to participate in the pharmacy tech

program provided by Yale University. Previously, students that have met graduation requirements by the end of the senior fall semester and had a documented plan for career/college continuation in the spring semester are allowed to move on with their plan while still able to attend senior functions and graduation. Yale's pharmacy technician program is an additional career program that allows students to obtain early graduation and pharmacy technician certification prior to the June graduation. At this time, students would be responsible for transportation but the district is looking at possible assistance options.

Organization/Company	Provide the name of the organization or company.
Location	Provide the location of the organization or company.
Program Name and Description	Provide the name of the program and a brief description.
Grade Level(s)	Include the grade level(s) that the program is available to students.
Time & Frequency	Provide when and how often the program is available to the student, e.g., during the school day, after school hours, weekend, summer
Prerequisite(s)	Indicate the high school prerequisite(s) for this program.

Table 12. CTE programs

Organization/Company	Location	Program Name and Description	Grade Level(s)	Time & Frequency	Prerequisite(s)
N/A					

Resources**:**
- CSDE CTE Guidance
- CSDE Resource Guide for New Administrators

7. SCHOOL CULTURE AND CLIMATE

7.1 School-Family-Community Engagement

Describe the school's school-family-community engagement program and include:

A. The school-family-community engagement program goals and objectives.
B. The strategies that promote and encourage a comprehensive approach to school-family-community partnerships locally and outside of the school district.
C. Family-community activities and outreach (PTO/PTA, FRC, Community Partners)
D. A copy of the School, Family, and Student Compact Family and Student Handbook in the appendix and reference the page number(s).

Resources:
- CSDE School-Family-Community Engagement Guidance
- CSDE Resource Guide for New Administrators

Biotech Research has an active School Governance Council (SGC) and Parent Teacher Student Organization (PTSO). The three schools on the Fairchild Wheeler campus combine their SGCs and PTSOs to optimize available funds for all students as well as run campus community events. This allows all families and students to engage in creating a positive school climate and culture for the campus especially since some families have multiple students on campus but different schools. One of the foundational pillars we believe that is necessary for success, is parent and community involvement. To that end, we have cultivated relationships with parents, community and corporate partners. Our School Governance Council made up of students, staff, parents, teachers, administrators and community members are charged with assisting in making programmatic and operational changes, grounded in the magnet theme, to foster the success of the school. Committee efforts have afforded our students with the opportunity to receive college credit in our magnet electives with our partner university and collaborate with grad students and professors to help build magnet curriculum. The committee also communicates with leaders of Biotech Research corporations who share their experiences in the work-force and participate in community and college events where our students can highlight the skill set learned. The university of

Bridgeport professors continuously support the magnet curriculum and teachers and provide new and exciting suggestions for implementation. University of Bridgeport students volunteer in our classrooms throughout the year to work side-by-side with our students in magnet aligned activities. Additionally, The Beardsley Zoo allows our student to volunteer, learn, and investigate by interfacing with animals in their habitat.

7.2 Safe School Climate

Describe the school's safe school climate and include:

A. A brief description of the school's safe school climate plan and how it is distributed to school staff, students and families. This description must include the school's support to homeless students and their families.
B. The methods that the school uses to create and maintain a positive culture/climate (emotionally, physically, and intellectually safe, respectful, and culturally responsive) learning environment for student achievement as well as high expectations for adult and student conduct.
C. A copy of the Safe School Climate Plan, that includes bullying, cyberbullying, and Title IX polices in the appendix.

Resources:

- CSDE Resource Guide for New Administrators

Biotech Research promotes an environment for all students to learn. For this to happen, students must feel safe physically and emotionally to learn. There are two plans that cover the safe school climate; the school safety plan and the Bridgeport Board of Education Student Code of Conduct handbook.

The school's safety plan is updated annually in conjunction with Homeland Security. Once the plan is completed and reviewed it is uploaded to VEOCI where all school safety plans are stored electronically. Hard copies of the safety plan are kept in the main office as well as each administrator's office where staff are free to review the plan. Each plan consists of evacuation/shelter – in – place actions, teacher/student accountability processes and information, and emergency protocols from administration/security roles until emergency services arrive and assume command.

The safety procedures are reviewed each year at the first faculty meeting where any changes and concerns are brought up. A safety committee that consists of custodial, teachers, security and administration continually review processes and procedures and will meet monthly to discuss any modifications needed. These safety procedures/actions are shared with students during the first week of school and with parents via the school's information system "School Messenger" during the first week of school. In the event of an emergency, central office is informed per protocol and a message is drafted and sent to parents regarding the reason of the emergency and outcome that is sent at the earliest possible time.

The Bridgeport Public Schools Student Code of Conduct outlines bullying, cyberbullying and Title IX policies and the protocol that is followed for each occurrence. This information is shared with students during the first week in the aforementioned assembly as well as shared with parents via "School Messenger".

7.3 Student Attendance

Describe the school's student attendance policy and include:

A. A brief description of the student attendance policy.
B. Strategies to improve and/or maintain student attendance (e.g. forming district and school attendance teams, analyzing student data, identifying trends and factors that contribute to chronic absence, and implementing a multi-tiered approach to reducing chronic absence that might include outreach and partnership with families, action plans written and shared with students and families, Functional Behavior Assessments and Attendance Behavior Intervention Plans).
C. The school's attendance policy in the appendix and reference the page number(s).

Resources:

- CSDE Resource Guide for New Administrators

Biotech Research adheres to the Bridgeport Board of Education's Attendance Policy as outlined in the student's Code of Conduct Reference Manual (pages 13-16). The attendance policy is in alignment with CGS 10-220 in definitions of absences and chronic absenteeism. Absences that are not excused by a written note (nine possible notes from parents

must be received within 10 school days of absence, a doctor notes, etc.) are considered unexcused. Schools follow a specific protocol based on certain numbers of accrued unexcused absences. For example, when a student obtains four unexcused absences, a note is sent home (mail or email), parents are contacted and a parent meeting is set up. All dates, person making the contact, and any notes are entered into the "Attendance Support Register" in PowerSchool for each student. Reports are generated from central office on a daily and/or weekly basis that provide information to the school SRBI/attendance team as well as the district data team. These district reports inform the schools regarding where students are with regards to chronic absenteeism, unexcused absences, as well as the information logged into the special attendance register. Data is reviewed by administration and the SRBI/attendance team at the school level to address issues related to increased unexcused absences for individual students as well as students that are considered chronically absent (an individual student missing 10% of the days that school has been in session). Principals receive a report that lists students that are between 7% and 9% chronically absent. Parents of these students are contacted and informed that their child is close to being considered chronically absent and what can be done to ensure their child is not chronically absent by the end of the school year.

Students that have a high number of absences are reviewed by the SRBI team and based on their information, may be referred to Tier I interventions. Tier II interventions include a home visit request, check-in/check-out with their counselor on a weekly basis, a daily monitoring system for individual students and may also include an attendance contract. Parent conferences are held with the SRBI team to determine what steps can be done to improve student attendance. Tier III interventions include continuing tier II interventions and at 15 unexcused absences, a referral to a ppt. In a small number of cases parents are informed that DCF may be contacted if the parent/guarding needs assistance to ensure their child is attending school.

7.4 Student Support, Intervention and Discipline

Describe the school's student support, intervention, and discipline strategies for all students (in-district and out-of-district) that includes:

A. A description of student support, intervention, and discipline strategies.
B. Evidenced Based Practices (EBP) and Multiple Tier Systems of Support (MTSS) for delivering universal supports.
C. Alternative Education Programs that provides non-traditional education settings that addresses social, emotional, behavioral and academic needs.
D. Positive Behavior Interventions and Supports (PBIS) framework that provides EBP and intervention practices that uses a MTSS for the academic, social, emotional and behavioral competence, balanced and restorative practices, teacher-to-student intervention, etc.
E. A copy of the School's/District's Discipline Policy in the appendix and reference the page number(s).

Resources:

- CSDE Related Resources for Student Support, Intervention, and Discipline
- CSDE Resource Guide for New Administrators

All students at Biotech Research receive the necessary supports and interventions no matter what district they come from. Students with special needs may have additional modifications based on their individual education plan. The goal of Bridgeport Public Schools is to provide a positive educational environment for every student. The Student Code of Conduct is designed to safeguard the rights of students as well as ensure a safe and secure educational environment for all students. As such, it is the goal of the district and Biotech Research to limit the number of out of school suspensions and expulsions so that students are in school where their learning will be optimized.

The Student Code of Conduct outlines policies and procedures for attendance, disciplinary issues, bullying, hazing, student/staff sexual harassment and Network/Internet/E-mail use policy. In addition to these policies and procedures, there is information regarding the student's rights and responsibilities, procedural safeguards and appeals process.

Disciplinary infractions vary in severity from minor classroom disruptions to those that may result in an out of school suspension and subsequent referral for expulsion. Minor classroom infractions are handled by the teacher as outlined by their classroom contract. Parents are contact regarding these infractions and reparations are made and/or a disciplinary consequence such as an after-school detention may be assigned. All parent contacts are logged into PowerSchool.

Disciplinary infractions that happen outside the classroom, or are of an escalated nature are referred to administration. The student's conduct is investigated using student/staff reports, conferences with the student and review of any video information to determine the actual events around the infraction. In most minor infractions, administration will look towards restorative justice or student mediations to discuss misunderstandings between individuals mainly due to rumors and negative social media posts.

Repetitive and more severe infractions are dealt with according to the Student Code of Conduct. The Student Code of Conduct separates infractions into three types of disciplinary offences. In each category the Type of offense and possible consequences are explained and listed. Consequences range from restorative justice and/or warning to recommendation of expulsion depending on the severity of the offense. If a parent and/or student disagree with the offense and consequence they may follow the outlined appeals process as referenced in the Student Code of Conduct.

Students that have an IEP or 504 and have been suspended will have a manifestation ppt prior to the tenth day of suspension. The purpose of the manifestation ppt is to determine if the student's infraction that has resulted in the suspension(s) is a manifestation of their disability. If the determination is such, necessary modifications or interventions are developed and put in place to prevent this behavior in the future. Students that do not have an IEP or 504 and are exhibiting continual behavioral issues, a Childfind ppt is held to determine if the student's behavior may be a result of an unidentified learning disability and their frustration at trying to learn. Unlike the manifestation ppt, a Childfind ppt does not need to be held every time a student is suspended for 10 days if a previous Childfind ppt does not determine the child requires testing for eligibility due to the review of records (academic, attendance, and behavior).

Procedures for bullying, hazing and sexual harassment claims and their subsequent investigations are also outlined in the Student Code of Conduct. Each school has at least one Title IX officer that assists in the investigation of sexual harassment.

Parents and students are provided information where to find the Student Code of Conduct (abbreviated versions in multiple languages) and their subsequent links. Parents receive this information as part of the welcome letter sent out prior to each school year. During an assembly at the beginning of the school year, students are also shown how to access the Student Code of Conduct while key points are highlighted. At the end of the assembly, students are given the acknowledgement of receipt of the Student Code of Conduct (Appendix F of the Code of Conduct) and must sign and date it and return it to the school after their parent/guardian has signed it as well.

8. ORGANIZATIONAL STRUCTURE & TALENT MANAGEMENT

8.1 School Governance and Management

Describe the school governance and management structure(s) and include:

A. The school governance and management structure and responsibilities (e.g., grade configuration change, partnership agreements, curriculum change, budget, building lease agreements, student growth and achievement and school improvement) and the involvement of teachers, parents, and students in the governance of the school.
B. The District/Central Office Staff Organizational Chart, including job titles, chain of command, and governance board in the structure of the chart.
C. The School Staff Organizational Chart, including job titles and chain of command.

The school governance and management structure is similar to all Connecticut School Districts. The superintendent of schools oversees the management of staff personnel and has individuals at the central office level that report to him and oversee certain schools in the district. Biotech Research is overseen by the Executive Director of High Schools and Magnet Schools with the principal reporting directly to the Executive Director. The District/Central Office Staff Organizational Chart of 2019-2020 in included in the appendix.

The principal oversees the operations, curriculum, and school improvement plans of the school. Approximately 30 Teachers, 2.67 school counselors, 0.33 social worker, 0.33 school psychologist are evaluated by the principal and the shared assistant principal (.33) according to the CT teacher evaluation plan (revised 2017). The principal, in conjunction with their leadership team, works with the school's community partners, PTSO and SGC to develop, review and revise curriculum that incorporates the magnet theme within all courses, solicit scholarship and internship opportunities and enhance the educational programs for all of our students.

8.2 Partnerships

Describe the school's collaborative partnerships or relationships (e.g., business/community organization, school district, international schools, international student programs, and institutions of higher education) and include:

A. Table 13. School Partnerships.
B. Partnership agreements (e.g., agreements, contracts, and/or letters of memorandum of understanding/agreement that defines the collaboration, relationship, services, responsibilities and fee arrangements) in the appendix.

Bridgeport Public Schools has multiple partnerships that benefit Biotech Research that include the local Regional Educational Service Center (RESC) (Cooperative Educational Services or CES), Housatonic Community College, UConn, and others. At the creation of Biotech Research, two specific community partners - The University of Bridgeport and Beardsley Zoo - were formed and have solidified over the last seven years.

The University of Bridgeport's School of Education and their science department has provided professional support and collaboration to create the courses and write curriculum with our staff members that make Biotech Research's pathways unique compared to courses offered at other high schools in the district. Professor Ruba Deeb and Professor Katherine Engelmann have been instrumental in our program development and are members of our advisory board. For the 2020-2021 academic year, multiple Biotech Research faculty have become adjunct professors at University of Bridgeport, thus increasing our dual enrollment offerings for our students.

Beardsley Zoo has been a community partner of Biotech Research since its inception. Their close location to the campus allows classes to walk to the Zoo and are provided hands-on learning and are able to collect observational data for their research and inclusion within their classes. Our partnership has increased student internship opportunities through their Conservation Discover Corps (CDC).

Two additional courses have been created with the Zoo education coordinators and are part of the Zoological Sciences pathway for the 2020-2021 academic year. These courses will include the zoo as a distance classroom and increase the internship opportunities for our students.

Additional internship opportunities and partnerships are currently being explored with Yale University's pharmacy technician program (previously mentioned), SeaQuest Aquarium at the Westfield Mall, and the Cornell Veterinary Hospital in Stamford, CT.

Partnership Type	Indicate the partnership type, e.g., • Local Education Agencies (LEAs), Regional Education Service Centers (RESCs), Higher Education Institutions • International Schools • Community Groups • Business/Industry
Name and Location	Include the name and location of the LEA, RESCs, higher education institutions, community groups, business/industry, and international schools.
Purpose	Briefly describe the purpose of the partnership
Anticipated outcome	Indicate the anticipated outcomes

Table 13. School Partnerships

Partnership Type	Name	Location	Purpose	Outcomes
Higher Education	University of Bridgeport	Bridgeport, CT	Provide PD, curriculum development, dual enrollment opportunities for students	Unique courses that are magnet themed, partnership to allow students/staff to utilize equipment on both sites

Table 13. School Partnerships				
Partnership Type	**Name**	**Location**	**Purpose**	**Outcomes**
Business/Industry	Beardsley Zoo	Bridgeport, CT	Assist with curriculum development, increased internship opportunities, capstone assistance	Improve zoological science pathway opportunities with on-site experience with animals, classroom instruction, increased CDC internship opportunities for Biotech Research Students

8.3 Professional Capital

Describe the school/district staff recruitment plan and include:

A. The methods for recruiting and retaining high-quality and diverse administrators, teachers, pupil support services staff. Include in the appendix the school/district recruitment plan and examples of job postings and reference the page number(s).
B. A description of the human resource policies governing the following: hiring (include background checks/fingerprinting), discipline, dismissal, salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages. Include a copy of the police(s) in the appendix and reference page number(s).
C. Describe how the school will implement current Connecticut guidelines for educator evaluation.
D. Complete Table 14. Full Time Equivalent (FTE) Staffing (by concentration/job description) and total the hours on the last line of the table. Include all school staff (e.g., administrators, support teachers, office support, certified teachers, para-professionals, custodians, school nurse, library-media specialist)

The district hiring process for certified staff is included in the appendix. For certified staff, human resources acts on a recommendation to hire from the school principal. Human Resources performs their own vetting and follows hiring procedures as outlined by the Bridgeport Public Schools Series 4000 policy. This policy, also found in the appendix, is also available online at The Bridgeport Board of Education website under the Board of Education tab and policies (https://www.bridgeportedu.net/domain/1779). The district follows all state general statues surrounding hiring processes including CGS 10-151, 10-153, 10-1554, 31-126 the American with Disabilities Act and the Family Medical Leave Act.

All candidates must be fingerprinted by the Bridgeport Police Department prior to hiring. However, due to COVID-19 and the closure of offices, teachers are given a contract with the stipulation that they must be fingerprinted at the earliest possible date based on state guidelines during the epidemic.

The Human Resources department follows all guidelines related to discipline, dismissal, salaries, and fringe benefits as they are outlined in the Bridgeport Education Association (BEA) contract and the Bridgeport Council of Administrators and Supervisors (BCAS) contract.

Table 14. Full Time Equivalent (FTE) Staffing	
Staff Position/Job Title	**FTE**
Principal	1.0
Assistant Principal	.33
Administrative Assistant	1.0
School Counselor grades 11-12	1.0
School Counselor grade 10	.33
School Counselor grade 9	.33
Social Worker	.33

Table 14. Full Time Equivalent (FTE) Staffing	
Staff Position/Job Title	**FTE**
School Psychologist	.33
Teaching Staff	28.33
Magnet Recruiter (Teacher on Special Assignment)	.33
School Nurse	.33
Total	

Resources:

- Educator Evaluation
- Connecticut's Guidelines for Educator Evaluation
- CSDE Resource Guide for New Administrators
- Educator Evaluation Plans – Public School Districts, Charters and RESCs

8.4 Talent Management - Highly Qualified Staff

Describe the process the school/district uses to ensure all staff is highly qualified in accordance with Connecticut General Statutes that includes:

A. The description of the school/district hiring process to ensure staff that is hired hold appropriate Connecticut certification, permits (Durational Shortage Area Permit (DSAP), Coaching, etc.), and/or authorizations (substitute authorization and/or temporary minor assignment authorization, etc.).
B. The description of the school/district process to ensure that employed staff maintains appropriate Connecticut certification, permits (Durational Shortage Area Permit (DSAP), Coaching, etc.), and/or authorizations (substitute authorization and/or temporary minor assignment authorization, etc.).

Resources:

- CSDE Resource Guide for New Administrators
- CSDE - About Connecticut Educator Certification
- C.G.S. Sec. 10-145 provides the types of employees (e.g., teacher, supervisor, administrator, special service staff member or school superintendent) that must possess an appropriate state certificate to be employed.
- C.G.S. Sec. 10-145d provides the types of certification requirements for subject area endorsements.
- C.G.S. Sec. 10-149 provides the qualifications for athletic coaches of intramural and interscholastic athletics.

The district hiring procedures are in the appendix. At the school level, once a position is vacant, the principal/assistant principal fills out a "Request to Post" form. This form lists the desired position (certification) and the vacant position that is to be filled. Once approved by central office, the position is posted online and through other sources such as CTREAP.net. Applicants are directed to apply online through the district's Applitrack portal. Applicants are reviewed by the building administration. All applicants have their resumes, as well as their current certification status, reviewed. New graduates or individuals that are seeking DSAP in shortage certification areas must provide proof that they are in the process of obtaining certification. If the applicant meets the desired criteria, they are granted an interview.

From the interviewed pool of candidates, those that are considered for hire perform a demo lesson and have their references checked by administration. If the demo lesson and reference checks are positive, the administration informs the candidate that a "Request to Hire" will be filed with human resources if they are still interested. Once that form is filled out and submitted, human resources will contact the candidate and follow the rest of the hiring procedures as outlined in the attached document. Due to COVID-19 causing school closures, demo lessons have not been requested. Human Resources is also limited with the ability to obtain fingerprinting of prospective hires. At this time, candidates are hired with the stipulation that when fingerprinting is available, they must make an appointment as soon as possible.

Bridgeport Public Schools provides new hires with professional development and a mentor through the TEAM module platform. Mentors are TEAM certified and are assigned by the school administrator.

Human resources department follows the local teachers (BEA) and administrators (BCAS) contract when hiring staff to posted positions. Salary at the time of hiring is based on prior experience in a previously held position(s) related to that of which they are being hired to.

Bridgeport Public Schools human resources department provides the required professional development for its new staff placing them with a TEAM mentor, preferably in their content area, ensures that they complete the TEAM program, if required, and is continually reviewing teacher certification and expiration. Teachers that are within a few months of an expiring license are informed by letter from human resources that their certification is about to lapse and outlines steps necessary to complete renewal of their certification. Teachers that have a DSAP certification are monitored to ensure that they are following the requirements necessary to become fully certified. Staff that do not have certification or have let their lapsed are informed of such and are able to continue teaching under the substitute contracted service until their certification is reinstated. These positions may be posted by the respective school principals to obtain a certified staff member for each teaching position they are allocated.

8.5 Professional Development and Learning

Describe the school/district professional development and learning plan and best practices and include:

A. The professional learning available for administrators, teachers and school staff to foster and promote positive teacher-student relationships and a positive school culture for students' academic and social success. Include program models that assists teachers and educators to transition to new standards.
B. The curriculum/theme-based professional development and learning that is provided to administrators, teachers and staff, and identify goals.
C. Complete Table 15. Professional Development and Learning.

There are multiple opportunities for staff and students to participate in that fosters and promotes positive teacher-student relationships and a positive school culture for student academic and social success. For the past four years, Bridgeport Public Schools has collaborated with Dr. Mark Brackett from the Yale University Center for Emotional Intelligence and the implementation of Dr. Brackett's Ruler program. This program is an evidence-based approach for integrating social and emotional learning into schools. The Ruler program develops emotional intelligence in students from preschool to high school and in all adults involved in their education. Multiple sessions for students and adults have been offered, including a one-day session for adults that teaches the five skills and four anchor tools to the Ruler Approach, The charter (classroom, school, district level), The Mood Meter, The Meta-Moment and The Blueprint).

In addition to Dr. Brackett's program, additional professional development opportunities for adults and students are also available. These include restorative practices, conferences and circles, School Climate Basic Training for High School Students, and ACEs\Resilience Trauma-Informed Training. The restorative practices promote positive student and adult interactions, how to make reparations for minor negative interactions instead of implementing progressive discipline. Restorative practices result in a positive outcome in almost all cases where there is no repetition of the initial event.

Adverse Childhood Experiences are events where children may be too young to remember may result in negative physical and emotional effects on the child's ability to learn and behave in a productive manner. (ACEs) ACEs\Resilience Trauma-Informed Training makes educators aware of this information and provide practical school-based remedies in order to mitigate the impact of toxic stress to allow for successful child cognitive and emotional development. Adults and high school students are given access to this professional development so that they are aware of possible challenges they have/are facing and ways to deal with them and be successful and productive.

In addition to social/emotional professional development opportunities, administrators and teachers have received or are in the process of receiving professional development surrounding the gold standard of Project Based Learning. Staff at the Fairchild Wheeler Campus have received training from the Buck Institute regarding Project Based Learning since August 2014. This professional development utilizes the backward unit development, surrounding an essential question as first mentioned by Wiggins and McTighe's "Understanding by Design". This professional development provides teachers a way to create units of study, which are thematically aligned, focused around a major project that answers an essential question.

During July 2019, three administrators attended a PBL workshop in Columbus, Ohio that focused on creating a district improvement plan focusing on k-12 project-based instruction. The information from this workshop and previously attended professional development workshops led to the development of the district's professional development focusing

on PBL called "The Instructional Core". This presentation focused on informing school administrators and a small group of teaching staff across the district on the essentials of Project Based Learning and successful unit development.

Administrator professional development focused on unit plan review to ensure teachers are creating units that meet the "Gold Standard" of unit development. Through teaching strategies and small group activities, the seven essential design elements must be present to ensure a well-developed unit; Challenging Problem or Question, Sustained Inquiry, Authenticity, Student Voice and Choice, Reflection, Critique and Revision, and Public Product. This professional development was modified for the teaching audience and presented to staff during November 2019. This professional development plan was to be provided to the Fairchild Wheeler Staff throughout the 2019-2020 academic year. However, due to COVID-19, only part of the professional development was provided prior to the school closing in March. Once school resumes in September, all staff will receive this professional development and apply its information during PLCs to improve their current units of study and implementation within the classroom and/or distance learning. The documentation for the "Instructional Core" professional development is included in the appendix.

Table 15. Professional Development and Learning

Date or Period of Time	Name of Training	Participants	Description	Magnet Component (if applicable)
October 2019-December 2019	Instructional Core	Administrators	PBL unit review and the seven essential elements of unit development	Application of unit material to the Magnet/Pathway Themes
November 2019	Instructional Core	Teachers	How to create PBL units utilizing the seven essential elements	Application of unit material to the Magnet/Pathway Themes
December 2019 – ongoing	Instructional Core	Fairchild Wheeler Campus teachers	How to create PBL units utilizing the seven essential elements	Application of unit material to the Magnet/Pathway Themes

Resources:

- CSDE Professional Learning Guidance
- CSDE Resource Guide for New Administrators

9. SCHOOL FACILITY AND OPERATIONS

9.1 Budget and Finance

Describe the school's fiscal structure, including management of budgets and funding and the fiscal accountability controls and policies that will be utilized to monitor and maintain the school's fiscal health and viability that includes:

A. Complete the Operations Plan Magnet Operating Budget and include it in the appendix and reference the page number(s).
B. The annually projected transportation costs (separate the costs for in-district and out-of-district students).
C. Describe the Pre-K tuition (RESCs only) collection process that includes the parent/guardian notification and include a copy in the appendix of the school/district policy and reference the page number(s).
D. Describe K-12 Tuition (if applicable) process, that includes residency verification, timely communications with sending districts, and the collection process.
E. If applicable, complete Table 16. Tuition Rate

Biotech Research receives an allocation, in accordance with the district's Allocation Model. This allocation consists of positions, based on equitable formulas (administrators, teachers, clericals etc.) to staff the schools for both general and special education; an operating allocation, $20/student based on the projected register; a parent involvement allocation, $7/student (Priority grant); and a supplemental allocation of $10,000/school to use primarily for recruitment and

technology renewal. The district also commits other resources, as required, to assist the school in maintaining an enhanced infrastructure for delivery of educational services (e.g., replacement of interactive boards in classrooms). Beyond the direct school allocations, the district maintains the buildings in proper condition through payments for utilities, maintenance, repairs and custodial operations; staffs security personnel at the campus; and provides nursing services. In addition, the district funds substitute teachers for occasional absence, substitute teachers for long-term absences and substitute paraprofessionals in cases of long-term absence of special education paraprofessionals.

Annually, the district creates a comprehensive financial plan, comprised of the operating budget, Alliance ECS grant and multiple grant fund sources, which is designed to support school operations in a structurally balanced framework. Each magnet high school receives a State magnet grant, $3,060/student for in-district students and $7,227/student for suburban students. All funds in the magnet grants are expended solely for services at the three magnet high schools. In addition to the State magnet resources, the district applies resources from the following fund sources to support the school allocations:

- State Magnet Grant
- Operating Budget
- Alliance ECS Grant
- Priority Grant
- Magnet Tuition [$3,000/student] *
    - Note: Four districts have not paid magnet tuition since the start in 2017-18, pending resolution of pending litigation.
- Other grants, as applicable

Each grant is managed by the Grants Office in strict adherence to district financial policies, under the auspices of the Chief Financial Officer, within the Finance Department of the district. The financial policies, as part of the district's fiscal management system, include clearly defined operating procedures and practices to ensure fiscal responsibility, integrity, budgetary balance and proper approvals.

- **Non-Personnel Services**: All orders for non-personnel items (supplies and services) are submitted electronically and enter into a workflow, consisting of electronic approval by the school principal, followed by approval in the Finance/Business Office and processing by a Business Office staff member. Multiple controls are in effect to achieve strict adherence to procurement regulations, as stipulated in the City procurement ordinance and district Fiscal Management Guide.
- **Personnel:** Employment of personnel in allocated positions is strictly regulated, through imposition of an electronic process encompassing position control, internal controls and an approval workflow. A request to fill a vacant allocated position, submitted electronically on the designated form, will not be approved at step one by the CFO, unless the position is verified by the CFO as vacant in the position control system. No one is placed on payroll without the approval of the CFO on the electronic form completed by the HR Office, on the basis of verification in the position control system.

A systematic fiscal reporting structure is in place in the interest of fiscal transparency. Within the Business and Grants Offices, the accounting team monitors the status of allocations, encumbrances, expenditures and balances for district-managed and school-managed accounts. The individual schools are responsible for monitoring the balances in the operating and parent involvement budgets by checking MUNIS regularly. In addition, the district issues quarterly district reports to the Superintendent and all schools on the status of the parent involvement allocation (for high schools, from the Priority grant). The CFO posts bimonthly comprehensive Financial Condition Reports to the BPS website, which include a report on the status of all grants and the forecast for the operating budget.

In summary, a strong financial management system exists, which serves to maintain the fiscal health and viability of each school.

B. Annual Projected Transportation Costs: In-district = $716,000; Out of District = $600,000.

C. Not Applicable (applies to RESCs only)

D. By May 15th each year, BPS issues a Superintendent's letter to sending districts, in accordance with state requirements, which advises the sending district of the projected number of enrolled students in each magnet school (as of May 1st) for the new school year, the tuition rate, and the projected amount to be billed in the new school year. The Business Office issues the letters, maintains a tracking report, records the incoming checks from the sending districts as received, and deposits the checks in the operating budget, as a credit to the teacher lines in the operating budget associated with FCW campus teachers.

Table 16. Tuition Rate	
Type of Tuition	**Tuition Rate (per pupil)**
Pre-K	Not applicable
K-12	$3,000.00

Resources:
Non-Sheff Operators
- C.G.S. Sec. 10-264l(k)(2)(B) PreK Tuition Grant; C.G.S. Sec. 10-264l(m)(2) K to Grade 12 Tuition

Sheff Operators
- C.G.S. Sec. 10-264l(k)(2)(C) Prekindergarten Tuition Grant

RESC Operators
- C.G.S. Sec. 10-264l(c)(3) PreK Tuition Grant; C.G.S. Sec. 10-264l(b) K to Grade 12 Tuition

9.2 School Building and Facilities

Provide the school's building and facility information that includes:

A. The status of the building (select one):
☒ Owned (city) ☐ Lease (Short-Term) ☐ Lease (Long-Term) ☐ Other (Specify)
B. The lease and supporting documentation and agreements in the appendix and reference the page number(s). (if applicable)
C. A list and description of outside organization(s) that use the school building and/or facilities.
D. A list of the program(s) that have permanent use of the building that is not associated with the school's interdistrict magnet program (e.g., early education, alternative education programs, athletic programs, community meetings).

The Fairchild Wheeler Campus was constructed by the City of Bridgeport via a CT grant for new school construction of an interdistrict magnet school. The building is owed by the City where the percentage owed to the state for its construction are part of the city budget that will be paid over a set number of years. Biotech Research as well as the two other interdistrict magnet high schools are the only programs that utilize the building. All afterschool clubs and activities are available to Campus students only. Outside organizations that request the use of the Fairchild Wheeler Campus must apply for a permit through the City of Bridgeport. Prior to its approval, the principals and the Superintendent's office are informed of the dates and organization requesting use of the building and confirms there are no conflicts with the campus operations and afterschool meetings/programs that may occur. If there are no conflicts, the outside organizations are allowed to use the building as outlined in the permit.

9.3 School Construction or Renovations (if applicable)

Describe the school's construction/renovation project that includes:

A. The responsible parties of the project (e.g., The Department of Administrative Services (DAS) Office of School Construction Grants & Review (OSCG&R), board of education, city council, district staff).
B. The funding source(s) for the project (e.g., local, State of Connecticut)
C. The construction/revocation plans (e.g., school design drawings, timelines, and DAS/OSCG&R documents (e.g., ED-049).

Resources:
- DAS/OSCG&R Guidance

Does not apply to Biotech Research

9.4 Technology Infrastructure

Provide a description of the school's technology infrastructure that includes:

A. Technology resources, including, but not limited hardware, technology available to teachers for everyday classroom use and servers/network/bandwidth.
B. The system(s) in place to ensure data security.

Resources:

- Technology Infrastructure Guidance
- CSDE Resource Guide for New Administrators

The Fairchild Wheeler campus has the following end user compute technology available:

- All teachers and students have access to a personally assigned Windows 10 (Staff) or Windows 10S (Student) laptop
- Some students elect to bring their own devices to campus for usage which is at their discretion
- The Campus offer special purpose software through Virtual Desktop Computing (VDI) for all students requiring that access
- All classrooms have access to either an interactive board/projector or an interactive display
- The Campus has several specialized areas with special purpose end user compute to enhance and provide for the needs of specialized curriculum

The Fairchild Wheeler campus has the following networking connectivity:

- Each classroom has a dedicated WIFI Access point, with other Access points in key areas.
- Each classroom has access to at least 7 gigabit ethernet ports that connect to one of our IDF closets.
- Each floor's network closet (IDF) has a dual 10-gigabit uplink to our Main Data Feed (MDF)
- We have a VMware server cluster on-site to provide VDI access to students who need access to highly-demanding applications.

The Fairchild Wheeler Campus has the following data security practices in place:

- All wireless district devices are isolated in a different network from any guest devices
- All non-District owned devices are placed outside of our internal network infrastructure and is monitored as external entities
- All district owned devices have an endpoint protection suite (Antivirus) installed on them
- All files, data, and student information are securely stored in either Microsoft Office 365 or in PowerSchool, all data being transmitted to either of these places is secured with HTTPS over either TLS/SSL.
- All internet traffic is filtered through a series of CIPA compliant filters

9.5 Days and Hours of Operation

Describe the school's days and hours of operation that includes:

A. The bell times (Start and End Times).
B. Before school and/or after school programs.
C. The total number of days of school for students and faculty.
D. The school calendar in the appendix and reference the page number(s).

Biotech Research school day starts at 7:55am and end at 2:10pm. Students take four classes each day in a 4x4 block design that represents the college semester setup. Periods 1, 2 and 4 are 80 minutes in length with the third period being 2 hours in length to accommodate four twenty-five-minute lunch waves and passing times between lunches. Besides the full day schedule, there are three additional schedules; a single session (1/2 day) schedule, 90-minute delay schedule and a 2-hour delay schedule. These schedules are in the appendix.

Students have the ability to stay after for additional support provided by their teachers as well as participate in extracurricular activities such as clubs, intramural sports, student council, National Honors Society and class meetings. There are no before school or after school programs on campus. Students that participate in CIAC sports are eligible to participate at their sending school in their sending district.

During the 2019-2020 academic school year there were 182 scheduled days for students with four (186) additional days for staff. These four additional days provided professional development opportunities for all staff. The 2020-2021 approved academic calendar allows for the same scheduled days as the previous year for students and staff. Both calendars are in the appendix.

9.6 Student Programs, Activities, and Events

Describe the school's student programs that are offered before, during, and after school hours and include:

A. Before and/or after school day enrichment programs.
B. Extracurricular Activities (e.g., student clubs, student organizations, sports, etc.).
C. The cost of the programs/activities (e.g., fees, pay to play, etc.).
D. Events (e.g., plays, musicals, science fairs, etc.).
E. Agreements with other towns/districts/schools regarding sports, clubs, or organizational activities.
F. Types of communications and information available to families regarding opportunities for sports, clubs, or other organizational activities.

Biotech Research staff offer after school hours Monday, Tuesday, Thursday and Friday of each week where students can meet with teachers for additional help or tutoring. These hours usually range from 2:15pm to 3:30pm. In addition to academic support options after school, students are able to join and participate in many free clubs and intramural sports on campus. Students from all three schools co-mingle and participate equally in any club or intramural sports they decide to join. If a group of students wish to start a club that is not currently present on campus, then the student can create a new club after following a set of guidelines:

1. Find a staff member that would be willing to be an advisor for the proposed club.
2. Submit a description of the club, advisor, day(s) of the week and time they will meet and overall goal to the administration for approval.

If approved, students may create flyers that can be posted throughout the campus to promote the club and the club is placed on the list of clubs the campus offers for all students.

Some of these clubs promote the artistic talents of our students. Drama club works to present at least one play to the students as well as one showing after school for families to attend. Ticket sales are used to fund club expenses and materials they may need for their next production.

As part of our community outreach the campus hold an annual "STEAM Expo" that promotes STEM and the arts. This event occurs in January and science/engineering projects are on display for parents and the community to see. Projects that meet the State Science Fair criteria are judged by community members that have science/engineering backgrounds from universities, local companies and other school districts not affiliated with our school. Student projects that are scored and the top four from each grade and school move on to the district science fair and possibly the state science fair.

As an interdistrict magnet school, Biotech Research does not offer CIAC athletics/activities for our students. Biotech Research does not want to limit our students to opportunities to participate in any athletics of their choice so we do not offer sports. Since our school population comes from many diverse communities. As a result, the varsity athletic opportunities vary throughout these districts. As outlined in the CIAC 2019-2020 handbook (pg. 36) on student eligibility, "STUDENT-ATHLETES PARTICIPATING AT ANY STATE AUTHORIZED PUBLIC SCHOOL OF

CHOICE OR ANY STATE AUTHORIZED CHARTER, MAGNET, REGIONAL COOPERATIVE, INTER-DISTRICT SATELLITE SCHOOL STUDENTS: Eligibility to participate in interscholastic athletics at the sending school or school from which he/she would normally matriculate is extended to any student when the school does not offer any interscholastic athletic program." Therefore, all Biotech Research students interested in participating in sports may do so at their sending district's high school. One caveat to the above statement is that the sending school principal may deny a student from participating in a sport. To date, Biotech Research students were not prevented in participating in a sport by another high school principal. We hope this trend continues.

9.7 School Safety and Security

Describe the processes in the place for the safety and security of the school that includes:

A. The process of updating/implementation of school safety plans.

Resources:

- CSDE School Safety and Security Guidance
- CSDE Resource Guide for New Administrators

The school's safety plan is updated annually in conjunction with Homeland Security. Once the plan is completed and reviewed it is uploaded to VEOCI where all school safety plans are stored electronically. Hard copies of the safety plan are kept in the main office as well as each administrator's office where staff are free to review the plan. Each plan consists of evacuation/shelter – in – place actions, teacher/student accountability processes and information, and emergency protocols from administration/security roles until emergency services arrive and assume command.

The safety procedures are reviewed each year at the first faculty meeting where any changes and concerns are brought up. A safety committee that consists of custodial, teachers, security and administration continually review processes and procedures and will meet monthly to discuss any modifications needed. These safety procedures/actions are shared with students during the first week of school and with parents via the school's information system "School Messenger" during the first week of school. In the event of an emergency, central office is informed per protocol and a message is drafted and sent to parents regarding the reason of the emergency and outcome that is sent at the earliest possible time.

9.8 Transportation

Describe the student transportation plan for all students and include:

A. The transportation plan for students who are not in an agreed upon transportation zone.
B. The transportation accommodations for Special Education and Section 504 students to and from the school, resident and non-resident, as well as for students for extended-day and/or extended-year programs.
C. The method used to notify the parents/guardians annually of the transportation information, including changes as they occur during the school year.
D. Complete Table 17. Towns/District that transport the students on buses.
E. Complete Table 18. Towns/District that do not transport students on buses.

As an interdistrict magnet school, Biotech Research has a transportation plan for 100% of students that live in the initial districts that are part of the initial application; Bridgeport, Easton/Reading, Fairfield, Milford, Monroe, Shelton, Stratford, and Trumbull. The Bridgeport Board of Education Transportation Department schedules the bus routes for Bridgeport students and their bus information is uploaded into PowerSchool with the bus number pick up time and location of the stop. These students also receive a letter from the transportation department with this information included.

Students in surrounding districts that are provided transportation have their bus routes created by the contracted bus company. After all incoming students are registered in PowerSchool, the campus administrative assistant sends student lists and their addresses sorted by town to the bus company. The list includes graduated seniors that may need their bus stop removed from the route as well as newly registered students that may need a stop added to the route. Once routes have been completed, administrators are informed and send a message to parents informing them that the bus routes are

posted on the Fairchild Wheeler Campus website as well as in PowerSchool. The list posted on the website list the stops and times for each bus, suburban and Bridgeport. No student names are listed on these lists.

During the first few weeks of school, the campus administrative assistant receives phone calls and emails from concerned parents about the local bus stop and the possible safety issues due to its location. These parents send written concerns along with a possible correction to the campus administrative assistant and they are forwarded to the bus company. The bus company reviews the route as well as the new suggested bus stop and will modify the route if necessary or possible.

Students that attend Biotech Research and live in another town are not directly provided transportation. During recruitment parents and students are informed that transportation outside the aforementioned districts is not provided but students can attend the school as a school of choice. They will need to provide transportation to the Fairchild Wheeler Campus. If a student lives near a community where transportation is provided and a local bus stop, they may request in writing if they can drop off and pick up their student from that local bus stop (i.e. Derby resident utilizing a Shelton bus stop). This information is shared with the bus company and if the bus is not at safe capacity, they will add the student to the pick-up/drop off list.

Students that need special transportation as covered under IDEA/ADA are provided transportation as indicated in their IEP/504. Since this transportation is indicated in the student's IEP/504, sending districts are responsible for these costs as outlined in CGS 10-264l.

Table 17. Towns/District that transport the students on buses

Town/District	Type(s) of bus stop (e.g., neighborhood, central, transfer,)	Average time students are on the bus	Notes or special agreements
Bridgeport	Neighborhood	20 minutes	
Easton/Reading	Central	35 minutes	
Fairfield	Central (am) Neighborhood (pm)	30 minutes	
Milford	Neighborhood	Max 1.25 hour-min 10 minutes	
Monroe	Central (am) Neighborhood (pm)	25 minutes	
Shelton	Neighborhood	Max 1.5 hour-min 20 minutes	
Stratford	Neighborhood	Max 1 hr. – min 20 minutes	
Trumbull	Central (am) Neighborhood (pm)	20 minutes	To catch Trumbull busses for neighborhood stops, busses leave the Fairchild Wheeler Campus at exactly 2:10pm on regular session days.

10. PROGRAM EFFECTIVENESS

10.1 Evaluation and Data Analysis

Describe the school/district's systematic method(s) for collecting, analyzing, and using information and data to evaluate the following:

A. The effectiveness of the school's/district's projects, policies and programs.
B. The school/district's methods used to measure and analysis student growth and achievement; quantitative and qualitative measures.

Resources:
- CSDE's Next Generation Accountable System
- EdSight—CSDE's public data portal

Biotech Research uses multiple sources for collecting, analyzing and using data to inform on school effectiveness and areas of student growth, achievement and areas of improvement. Standardized tests such as PSAT, SAT and the Science Performance Index informs the school on where we are performing in ELA, mathematics and science standards. Our goal is for all students to meet the college readiness benchmark for each category. Reviewing the reports from CollegeBoard and the Next Generation Accountability index provides Biotech Research holistic data on our performance compared to the district, state, and national level. Additional reports from CollegeBoard and EdSight allow for data analysis on an individual basis as well as on specific strands in each of the three categories. The Next Generation Accountability Index has shown a performance outlier between high needs and non-high needs students for ELA (2017 - 2018 and 2018 – 2019) and Science Performance Index (2018-2019). Biotech Research is currently reviewing this data and modifying our instruction to close this gap.

Since the PSAT and SAT are used by the state for the accountability index, Biotech Research had implemented the use of the released versions of the PSAT 8/9, PSAT 10 and PSAT as benchmarking tools for our freshmen, sophomores, and juniors. These benchmarks expose students to this type of test and prepares them for the actual PSAT and SAT. In addition, Biotech Research is able to analyze this data and break it into specific strands. Data may be grouped by specific classes as well as looked at individually to provide individualized improvement plans.

The Next Generation Accountability Index is also used to track year-to-year data regarding graduation rates, chronic absenteeism, on-track to graduation as well as preparation for CCR and postsecondary entrance. These metrics inform us of the strengths and improvements necessary in our program to ensure students are in class learning, being rigorously challenged and are career and college ready when they leave our school.

11. BOARD APPROVAL AND COMMUNITY SUPPORT

11.1 Evidence of Approval and Support

Describe the school's approval and support and include:

A. A description of the local and community support.
B. Provide current evidence of support (e.g., letters of endorsement from educators, parents, students, business, community members and/or institutional leaders) in the appendix.
C. Provide the board of education or applicable governing entity **approval of this Operations Plan** (e.g., resolution(s), record of votes, minutes reflecting approval) in the appendix and reference the page number(s).

Start typing here…

12. CLOSING

In closing, Biotechnology, Research and Zoological Studies Interdistrict Magnet High School is a Non-Sheff interdistrict magnet school that has been in existence since the 2013-2014 academic year. Located on the Fairchild Wheeler Interdistrict Magnet Campus in Bridgeport, Connecticut, Biotech Research offers students from Bridgeport, seven surrounding districts, and students that attend here as a school of choice a rigorous thematic based education in the biotechnology, pharmaceutical sciences and zoological sciences.

Biotechnology Research strives to reduce minority group isolation and increase diversity within our school. Biotechnology Research has set goals that includes relevant cultural pedagogy and incorporate social emotional learning objectives, increase career/college readiness opportunities as well as improve community involvement. These goals are on tract and attainable by 2025.

While COVID-19 has had an impact on our operation we have adapted to ensure optimal delivery of instruction while promoting a positive culture and learning environment until we are able to return to normal, in-person education.

13. APPENDICES

Modify the table below to include, in apathetical order, the list of appendices referenced in the operations plan and include the corresponding page number(s).

Connecticut State Department of Education

Interdistrict Magnet School

Operations Plan

Template version 2019.1

[City of Bridgeport Board of Education]
[Information Technology and Software Engineering Interdistrict Magnet High School]

Date submitted to the CSDE: Click or tap here to enter text.

Version: Click or tap here to enter text.

Letter of Intent

The letter of intent provides an overview of the school's mission, vision, theme, academic rigor, goals, and adherence to Connecticut statutory requirements. It is recommended that this letter be prepared by the school's Superintendent/RESC Director.

School Information, Planning Committee and Contributing Members

Instructions: Provide the required information in the tables.

School Name and Address
Information Technology and Software Engineering Interdistrict Magnet High School
840 Old Town Rd
Bridgeport, CT 06606

Superintendent /RESC Director/College Magnet Operator	
Name:	Michael Testani
Job Title:	Acting Superintendent
Phone Number:	(203) 275-1001
Email Address	
Mailing Address:	45 Lyon Terrace, Bridgeport, CT 06604

District Contact Information	
Name:	Victor Black
Job Title:	Executive Director of High Schools and Magnet schools
Phone Number:	(203) 275-1035
Email Address	
Mailing Address:	45 Lyon Terrace, Bridgeport, CT 06604

Primary Contact Person	
Name:	Beth Furnari
Job Title:	Principal
Phone Number:	(203) 275-3373
Email Address	
Mailing Address:	840 Old Town Rd, Bridgeport CT, 06606

Secondary Contact Person	
Name:	
Job Title:	
Phone Number:	
Email Address	
Mailing Address:	

Planning Committee Members		
Name	**Job Title**	**Location**

Contributing Members		
Name	**Job Title**	**~~Location~~Email Address**
Ioanna Badera, Ph.D.	Professor	ibadera@bridgeport.edu
Allen Cook, Ph.D.	Professor	acook@bridgeport.edu
Greg Golda, Ph.D	Professor	goldag@sacredheart.edu
Bob McCloud, Ph.D	Professor	Mccloudr@sacredheart.edu
Ruba Deeb, Ph.D.	Professor	rubadeeb@bridgeport.edu
Jani Pallis	Professor	jpallis@bridgeport.edu

Formatted: Default Paragraph Font, Font: (Default) +Body (Times New Roman), 11 pt, Font color: Accent 1

[Information Technology and Software Engineering Interdistrict Magnet High School] Table of Contents

This page has been purposely left blank.

1. SCHOOL'S DESIGN

1.1 School Description

Provide a description of the school that includes:

A. The districts, regions, and communities the school will serve.
B. The school's theme(s) and how it will offer unique, high-quality, educational opportunities that will attract a diverse ethnic, social economic, and geographic student population.
C. The school's grade configuration.
D. The program status (full-time or part-time) of the school.

Resources:

- Connecticut General Statute (C.G.S.) Sec. 10-264*l*. Grants for the operation of interdistrict magnet school programs. Transportation. Enrollment of students; notice. Special education. Financial audits. Tuition.

How to search Connecticut State Statutes: Click on this Connecticut General Assembly Statues Search hyperlink, type in the Section Number (e.g., 10-264l), then click **Search.**

In Connecticut, residents from different racial, ethnic and socioeconomic backgrounds live near each other, not with each other. Connecticut's three largest cities, Bridgeport, Hartford and New Haven are similar in many ways. They have populations of about 125,000 to 145,000, high rates of poverty, large black and Hispanic populations and are surrounded by affluent, predominantly white suburbs. Connecticut residents, regardless of race or socioeconomic status, are keenly aware that the great differences between their cities and suburbs have shaped their schools. Connecticut's cities have the vast majority of the state's low performing, high poverty schools. Their students are mainly black and Hispanic. Connecticut's suburbs have the vast majority of the state's high performing schools, few low performing schools and serve mainly white and middle-class families.

The disparities between Connecticut's city and suburban schools were addressed by the Connecticut's Supreme Court's 1996 *Sheff v. O'Neill* decision. Guided by the court, the state legislature passed laws enabling students to transfer across district lines in an effort to reduce racial isolation. A key feature of the legislation was supporting magnet school construction. Under the legislation, the state pays 95% of the costs of building the new magnet schools. It also pays 100% of the costs of transporting students to interdistrict magnets. However, there was and is, no money for supplies, equipment, professional development or curriculum development. Those funds have to come from elsewhere.

Hartford and New Haven have created large networks of magnet schools each having more than 15 magnet schools. The Hartford region has an additional 8 schools that are open to Hartford students. In both districts, magnets are among the top achieving schools. In both districts, minority group isolation has been significantly reduced for thousands of students who now have the opportunity to attend diverse, high performing schools.

Prior to the 2013-2014 academic year, Bridgeport had one interdistrict magnet school. A second interdistrict magnet school serves Bridgeport students and is managed by Cooperative Educational Services, a Regional Service Center. Bridgeport has not developed magnet schools in the same way that Hartford and New Haven have, even though the state would have paid for new school buildings and transportation. Unfortunately, lack of effective action was not confined to the area of school choice.

Under No Child Left Behind (NCLB), the Bridgeport School District was identified as "in need of improvement" for 9 consecutive years because of low test scores and high dropout rates. For example, for the 2010-11 school year, 23 of 34 Bridgeport schools, serving 15,849 students, were identified as in need of improvement. Sixteen (16) of these schools were low performing for at least 7 years. Twenty-one (21) were low performing for at least 4 years.

Consistently low student achievement and high budget deficits created frustration that finally resulted in unprecedented action. In 2012-2013, the Bridgeport school district served 20,196 students in 34 highly minority group isolated schools. The vast majority of those schools are low performing. District enrollment is 39% black, 49% Hispanic, 3% Asian and 9% white. Therefore, to remedy the low student achievement and the segregation of its high school students, three interdistrict magnet schools were created and would be located on the newly constructed Fairchild Wheeler Complex. One of these schools is Information Technology and Software Engineering Interdistrict Magnet High School.

[INFORMATION TECHNOLOGY AND SOFTWARE ENGINEERING INTERDISTRICT MAGNET HIGH SCHOOL]

The basic mission of the Fairchild Wheeler Interdistrict Magnet Campus is to reduce minority group isolation of public-school students in the region while offering a unique and very high-quality science and technology-laden curriculum. The school is a campus-like environment in that students are exposed to state-of-the-art technology and work extensively with innovative software applications and scientific/media instrumentation in their research. Each student will take four years of mathematics and at the end of their senior year may have earned dual enrollment credit in Calculus I, Calculus II or Statistics in partnership with the University of Connecticut.

The curriculum that the students at Information Technology and Software Engineering Interdistrict Magnet School was developed in partnership with the University of Bridgeport's School of Engineering, Education and Arts and Sciences professors and Sacred Heart University. Some of these courses are Introduction to Java, Robotic and Bionics, Digital Design, Computer Science Principles, Advanced Multimedia Production and Apps Development. The courses that are part of the different pathways of Information Technology and Software Engineering offer a rigorous curriculum based on undergraduate and graduate degrees that challenges students to attain specific knowledge and depth in each course. General course requirements specific to state and district graduation requirements such as math and English do not offer the traditional curriculum as in other high schools. All general courses infuse the theme of software engineering, hardware engineering and media production into the taught curriculum.

Additionally, the campus consists of three small, thematically based high schools that provide students with positive and supported opportunities for personal and intellectual growth. Students are allowed to choose classes for their own pathway for learning. While they are enrolled in ITSE, students can take classes across the campus in the other two thematic high schools that they feel will meet their own pathway for learning. All students are exposed to a rigorous semester-based curriculum. Students that feel they are able to take on additional challenge may sign up for honors via a contract with their teacher, parent and administrator. This additional work goes above and beyond the rigor of the regular class. All course curriculum focuses on Project Based Learning where student learning is based on a finished product and or application of skill learned within each course. The semester-based schedule prepares students for post-secondary education exposing them to a learning environment similar to college life based on course completion in a fall and spring semester. The instruction and learning improvements have been demonstrated with an 80-point growth in the total SAT score from the spring 2016 through the spring 2019 state testing dates. Science scores have shown increased performance over the district average score on the last CAPT science administration and the 2019 NGSS state administration (district 42.1% while ITSE 46.1% meeting goal).

The philosophy of the Fairchild Wheeler Campus is based on the belief that all students' benefit from learning and living with diversity and that irrespective of gender, family origin, ethnicity, or socioeconomic status, all students are capable of achieving social graces, emotional contentment, and academic excellence. Information Technology and Software Engineering is a Magnet Schools of America nationally certified magnet school and the last four years has been a recipient of the Magnet Schools Merit awards.

Information Technology and Software Engineering Interdistrict Magnet High School opened for the 2013-2014 academic year. Initially, ITSE opened for freshmen and sophomores and added subsequent grades in the 2014-2015 and 2015-2016 academic year where it had its first graduating class. Currently ITSE is a 9-12 grade high school with a maximum capacity of 500 full time students. The partnership districts it serves as submitted in the grant application are the host district, Bridgeport, and seven surrounding districts; Easton/Redding, Fairfield, Monroe, Milford, Shelton, Stratford, and Trumbull. C.G.S. Sec. 10-264l(a)(E)(iii)(I) states 75% of students that attend ITSE are from Bridgeport with the remaining 25% from the participating/non-participating surrounding districts. Students who do not live within the participating districts are able to attend under a "choice school" if there are seats available when relevant district waitlists have been exhausted.

The Information Technology and Software Engineering Interdistrict Magnet High School's focus is using software and hardware development to solve problems related to the global ecosystem. The three main pathways for learning are Software Engineering, Hardware Engineering and Media production. The STEM curriculum includes at least two science classes each year, focusing mainly on biology and chemistry (inorganic and organic) as well as conceptual physics and geophysical science.

1.2 Vision Statement

Provide the school's vision statement. The vision statement should be in alignment with the school's mission for creating and sustaining culturally relevant and responsive classrooms, positive relationships between educators, families, and the community, and include a global picture of what your school can be and will be in the future. (suggestion: A global picture of your superlative school.)

The Information Technology and Software Engineering High School is an institution that fosters an inclusive campus culture that embraces diversity, civility and multiculturalism, will prepare its graduates to solve problems and apply new technologies within an interconnected and evolving global environment.

1.3 Mission Statement

Provide the school's mission statement that includes:

A. The school's core purpose, primary objectives related to the school theme, evidence of high-quality curriculum, social diversity, and success for all students. The mission statement should answer the following questions: What the school does? Who does the school serve? How does the school serve them?

The mission of The Information Technology and Software Engineering High School is to build an academic community whose members have diverse cultures, backgrounds and life experiences and educate those students in ways that lead to fulfilling careers and to create a culture for passionate investigators to develop solutions for the global community

1.4 Goals and Objectives

Provide a description of the school's goals and objectives that is inclusive of:

A. High expectations for all students, staff, and families.
B. The District and/or School Strategic Plan or District and/or School Improvement Plan in the appendix and reference the page number(s).

The core beliefs for the Information Technology and Software Engineering Interdistrict Magnet High School are:

- Our environment values and models character, academics and relationships
- Work to consistently safeguard the safety, dignity and well-being of all its members
- A static curriculum is a dying curriculum. Revision and development with field experts ensures that the education we provide is current and thematic based.
- Provide our teachers with high quality, discrete magnet professional development.
- Diverse backgrounds and ideas are crucial to academic excellence
- All children have the potential to achieve if provided with individualized instruction.
- College and career are by-products of our school and children must have experiences with both
- There is learning in failure

The goals for the Information Technology and Software Engineering Interdistrict Magnet High School are:

- Create and implement an interdisciplinary, standards embedded, magnet-themed, project-based, horizontally and vertically aligned curriculum that emphasizes on social/emotional, cognitive, cultural and physical development.
- Processes and a plan to recruit and retain highly qualified educators who are compatible with district/school priorities and vision of success for all students.
- Ensure all students are prepared to be career/college ready by the end of their secondary academic career as measured by college acceptances, graduation percentages, career opportunities etc.
- Establish systems to promote clear and consistent communication with stakeholders to nurture, partnerships with families and stakeholders to support student success.

School Priority	School Goal
Create and implement an interdisciplinary, standards embedded, magnet-themed, project-based, horizontally and vertically aligned curriculum that emphasizes on social/emotional, cognitive, cultural and physical development	Ensure Learning and Development standards are integrated into daily lesson plans and translate into developmentally appropriate instructional approaches for students. This will be achieved through increasing the walkthroughs from an average of 1 weekly/bi-weekly in 2020 to 3 weekly/biweekly by 2025 to ensure that curriculum and suggestions from the walkthrough are implemented with fidelity.
	Increase the number of units of study from 0% in 2020 to 100% by 2025 that include PBL (meet Gold Standard) and SEL objectives.
	Increase the teacher percentage scoring in subdomains 3B and 3C (CCT 2017) scored at the proficient level or above to 95% by 2025.
	Increase the percentage of students' sense of belonging from 35% to 55% as measured by the Panorama student SEL survey
	Increase the percentage of students who will perform at grade level benchmarks in science, evidenced reading and writing, and math on -NGSS- assessment: from 54.5% in 2020 to 70% by 2025 in science; On the SAT assessment: from 55.4% in 2020 to 75% by 2025 in evidenced based reading and writing; and from 51.9% in 2020 to 65% by 2025 in math. Note: there will be no gap outliers between non-high needs and high needs student groups in all assessment categories.
	Increase the percentage of student meeting the physical fitness index as measured on the CT State accountability from 49.5% in 2020 to 70% in 2025
Processes and a plan to recruit and retain **diverse,** highly qualified educators who are compatible with district/school priorities and vision of success for all students	Increase the quality of instruction through hiring appropriately certified staff.
	Interview qualified candidates for posted vacancies within two weeks of initial posting.
	Individualized support plans for all teachers who do not meet district/school end of year proficiency guidelines according to the vision of student success.
Ensure all students are prepared to be career/college ready by the end of their secondary academic career as measured by college acceptances, graduation percentages, students entering the military, students entering/leaving with certificate programs etc.	Ensure senior students are prepared to enter into college or career with developmentally appropriate academic and behavioral foundation. -NGSS- assessment: from 54.5% in 2020 to 70% by 2025 in science; On the SAT assessment: from 55.4% in 2020 to 75% by 2025 in evidenced based reading and writing; and from 51.9% in 2020 to 65% by 2025 in math. Note: there will be no gap outliers between non-high needs and high needs student groups in all assessment categories.
	Increase the number of college acceptances from 95% in 2020 to 98% by 2025.

	Increase the percentage of students who graduate in 4 years from 96.3% in 2019 to 98% by 2025.
Establish systems to promote clear and consistent communication with stakeholders to nurture, partnerships with families and stakeholders to support student success. Utilize newsletters, emails, social media, and phone calls to inform stakeholders of the school's successes, programs, activities, and/or needs.	Increase the percentage of parent positive responses regarding consistent and timely feedback from 72.5% in 2019 to 85% in 2025 as measured by the parent feedback survey administered in the Spring of 2025.
Nurture partnerships with families: we will increase parent involvement by increasing the number of parent activities, phone calls, trainings, outreach, and meetings throughout the school year.	Increase the percentage of parent engagement from 3% in 2020 to show an increase to achieve 15% parent engagement by 2025 as evidenced in PTSO/SGC meeting participation, back to school night and report card participation.

Commented [WM1]: Evidence by PTSO/SGC meeting, back to school nights, report card conferences, etc.?

Commented [MK2R1]: YES!

ITSE is focused on better preparation of students for career and college readiness. To attain our goals, ITSE focuses on four pillars; Student Achievement, Curriculum and Instruction, Recruitment and Retention, and Parent, Family and Community Engagement.

ITSE continually strives to show student achievement in English language arts, mathematics, and sciences by reviewing relevant data and revising curriculum and instruction to ensure students are engaged in relevant, interesting interactive curriculum. Our goal is to have all courses that have curriculum that are Project-Based, interdisciplinary, thematically aligned, standards embedded, relevant, accessible horizontally and vertically aligned and culturally responsive. This is accomplished through curriculum audits, creation of new curriculum that reinforce our thematic pathways, collaboration with our university partnerships to ensure that the curriculum is standards aligned as well as preparing our students for success at the post-secondary level.
The use of Wednesday and Friday Professional Learning Community (PLC) time allows teachers to collaborate on their lessons and projects. This collaboration leads to curriculum and instruction that is engaging and interesting, thus promoting better student outcomes.

The use of the MTSS block is essential to differentiate and provide individualized support for students in English language arts and mathematics based on benchmark data (PSAT 8/9, PSAT10, PSAT and SAT). Bi-weekly analysis of student progress will lead to student improvement of skills and application as well as improved assessment scores.

Preparation of students for career and college readiness is measured by the school's graduation rate, the percentage of students that are enrolled in two-year or four-year colleges as well as those entering the military. Historically, our graduation rate as measured by the State has consistently been over 90%. Other indicators of college preparedness is the addition of AP World History for all sophomores, AP US History, AP Computer Science Principles and AP psychology where students can take the AP test for college credit. Data of the number of students taking the AP test and those attaining a score of 4 or 5 for possible AP credit are used to indicate student preparedness and the need for curriculum revision to increase passing percentages. The addition of dual enrollment courses through Housatonic Community College and UCONN that are thematically-aligned increases dual enrollment opportunities for our students as well as bolsters Biotech's three pathways.

Recruitment and retention not only apply to students but to faculty as well. ITSE's goal is to recruit and retain highly-qualified, culturally sensitive and committed staff. This is accomplished through leveraging our university and community partnerships in order to attract a diverse, highly-qualified staff to share in our passion of success for all. Providing current staff with relevant professional development and opportunities to grow and develop their instructional strategies and implement new relevant material in their curriculum incorporates them into the ITSE family. Exit interviews of staff that are leaving also provides important information related to staff retention.

Last, is community communication and involvement. The Fairchild Wheeler Campus PTSO is working to improve community involvement with administration. This past year prior to COVID – 19, PTSO meeting, also known as Family

Fun Nights, provided multiple opportunities for parents and students to engage with each other. These events were also held in conjunction with recruitment open houses so that perspective students and parents could experience the community atmosphere the campus has above academics. Regular communication of events and accomplishments have been inconsistent at this time and we are looking to improve on this type of communication with quarterly or monthly newsletters that focus on school life and events, not just academic achievements. These newsletters will be posted and archived on our website for all to view.

2. STUDENT ENROLLMENT AND COMPOSITION

2.1 Sending Towns Demographics

Provide the sending towns demographics and include:

A. Table 1. Sending Towns Demographics including the school year and source of the data.

Table 1. Sending Town Demographics				
Resident Town	**District Reference Group (DRG)**	**Total Student Enrollment** (PK – 12)	**Free/Reduced-Priced Meals Eligibility Percent** (PK – 12)	**Reduced-Isolation Percent** (PK – 12)

2.2 Student Enrollment

Provide the following information about student enrollment that includes:

A. The student enrollment process/policy for incoming and returning students, as well as the process/policy for students that move while enrolled at the school.

Students apply for the school they are interested in during the lottery process. Any student that does not apply during the lottery period are placed at the end of the waiting list for the respective town they reside in after the lottery has ran for the upcoming academic year. Available student seats by grade and town are determined prior to the lottery date and entered as parameters into the lottery system. The selections from the blind lottery are double-checked to ensure there are no errors (i.e. sibling not accepted based on sibling policy). After errors are checked and fixed, parents receive notice via email that they have been awarded a seat or are on the waiting list for the upcoming academic year. Students can then accept or decline their seat and students on the waiting list will move up as they fill the required seats.

Once students register at ITSE, they are enrolled in the school until or unless one of the following happens

1. The parent/student makes the decision to withdraw from the school.
2. The family moves to another town that is not a partnership district. In this case the student retains their seat and would be able to attend as a "choice school". However, if the student attends as a "choice student" then transportation is not provided under the grant and parents must provide transportation for their child. The family may also choose to withdraw from the school.
3. The child graduates from Biotechnology, Research & Zoological Sciences

Students who do not reside in the partnership district and apply to attend the school may attend as school of choice if there are open seats after waiting lists in suburban districts are exhausted and the school's enrollment is less than 500 students. When students are accepted under "choice school" their families are made aware that transportation will not be provided as the town they live in is not a participating district as outlined in the original grant application.

B. Complete **Table 2 Student Enrollment by Grade Level, Residency and School Year**

Table 2. Student Enrollment – Grade 9			
Residency	2017-18 SY	2018-19 SY	2019-20 SY
Ansonia	0	2	0

Formatted: Font: Not Bold

Formatted: Normal, Indent: Left: 0.25", No bullets or numbering

Formatted: Font: Bold

Bridgeport	95	102	70
Easton	2	0	2
Fairfield	2	1	2
Milford	4	6	0
Monroe	3	2	1
Naugatuck	0	0	1
Oxford	0	2	0
Shelton	10	3	4
Stratford	7	14	10
Trumbull	6	10	6
Total:	**129**	**142**	**96**

Table 2. Student Enrollment – Grade 10			
Residency	2017-18 SY	2018-19 SY	2019-20 SY
Ansonia	0	1	1
Bridgeport	97	102	75
Derby	1	0	0
Easton	3	1	0
Fairfield	3	2	1
Milford	4	5	7
Monroe	2	1	1
Newtown	1	0	0
Norwalk	1	0	1
Oxford	0	0	2
Shelton	14	8	3
Stratford	5	9	12
Trumbull	4	4	8
Total:	**125**	**133**	**111**

Table 2. Student Enrollment – Grade 11			
Residency	2017-18 SY	2018-19 SY	2019-20 SY
Bridgeport	65	73	74
Easton	2	2	1
Fairfield	3	3	1
Milford	2	1	3
Monroe	4	2	1
Shelton	9	4	9
Stratford	9	6	6
Trumbull	3	2	4
Total:	97	94	99

Table 2. Student Enrollment – Grade 12			
Residency	2017-18 SY	2018-19 SY	2019-20 SY

Bridgeport	76	72	70
Derby	1	0	0
East Haven	0	1	0
Easton	0	1	2
Fairfield	8	2	3
Milford	5	2	1
Monroe	1	2	2
Norwalk	0	1	1
Oxford	0	1	0
Shelton	7	9	4
Stratford	12	10	7
Trumbull	7	4	2
Total:	**117**	**105**	93

Resources:

- C.G.S. Sec. 10-264*l*(a)(E)(iii)(I) restrict the number of students that may enroll in a school from a participating district to 75 percent of the total school.
- **Sheff RESC Operators** C.G.S. Sec. 10-264*l*(c)(3)(D)(ii) enroll a minimum of 50 percent of the incoming students from Hartford.

3. MARKETING AND STUDENT RECRUITMENT

3.1 Marketing

Describe the school's marketing plan and include:

A. The timeline and strategies used to attract, enroll and retain racially, ethnically, economically and linguistically diverse students, (e.g., printed materials, radio ads, television ads, detail media ads, etc.).
B. Attach the school's marketing plan in the appendix section (section 13) and reference the appropriate letter.

For the past two years, ITSE has received $10,000.00 discretionary funds to pay for recruitment costs and improving on technology infrastructure. Since students receive school laptops to use in their classrooms and have the ability to take them home to complete assignments, aging computers have to be replaced. As a result, $7,000.00 has been used the past two years for marketing and recruitment. These funds have been used to purchase lawn signs that advertise our school during the application window, as well as the dates of our open houses. The majority of these signs are placed with families of current suburban students as we need to increase our suburban applicants.

Other advertising endeavors have included publishing ads in the local papers through Hearst Media, advertising on the electronic billboards along I-95 Stratford to Fairfield corridor and signage at InSports. These ads have also been added to their online sites as well. During the 2019-2020 recruitment period, parents who came to our open houses were surveyed to determine where they heard about us. The majority of those responses were by word of mouth. Additional responses indicated that parents heard about the school through recruitment sessions at their child's middle school or our open houses. The Hearst Media publications were at the lower end of the spectrum. As a result, changes to the marketing plan were made. Current students' parents were asked to complete a survey to determine where they get their news and what radio station they listen to the most. Based on the survey results, the marketing plan was modified to run 30 second radio commercials for over 4 weeks during the holiday shopping season to promote our campus. A 15-second commercial is on television during Channel 12 News to be shown at the beginning and end of their commercial breaks for the similar time period as the radio announcements. Lastly, a 15-second commercial spot will also be shown prior to movie preview at two local theaters. With the release of *Frozen II* and the upcoming release of *Star Wars, The Rise of Skywalker*, these commercials are intended to hit the demographics of middle school children prior to the close of our application process on January 10, 2020.

During the recruitment period, students, staff and parents attended local library events to promote the school in the surrounding towns. Students and teachers have also presented activities on Saturdays to promote coding with children while at the same time promoting the three schools on campus at these events.

Additional marketing events that are occurring during the holiday season are gift wrapping tables at two local malls. On Saturday December 7, 2019 (11am – 2am) and Thursday December 12, 2019 (4:30pm – 8:30pm) students, staff, and parents provided free gift wrapping of holiday items at the Trumbull Square Mall and the Milford Post Mall respectively to promote our campus and increase possible applications for high school students.

The cost of these advertisements and supplies far exceeds the $10,000.00 discretionary funds our school receives from the district. As a result, the three interdistrict magnet schools have combined their funds to maximize their effectiveness. The budget located in the appendices reflects the campus expenditures strictly related to ITSE's expenditures.

3.2 Student Recruitment

Describe the school's student recruitment outreach process and include:

A. The methods used to recruit students that meet the Connecticut General Statutes and Connecticut State Department of Education (CSDE) requirements and standards.
B. Complete Table 3. Marketing and Student Recruitment

The main recruiting period starts in September of each year. The campus magnet recruiter schedules meetings and informational sessions at public and private middle schools and 8th grade classes within our sending districts and Bridgeport. The informational sessions and meetings occur during September through December of each year. A minimum of three open houses are held from October through January when the on-line application is open. Administration meets with the recruiter to review online applications and determine other strategies that may need to be implemented to increase applications in certain districts prior to the close of the application process. During the 2019-2020 academic year, these Open Houses were held in conjunction with our School Governance Council (SGC)/Parent Teacher Student Organization (PTSO) meeting nights. The collaborative events allowed for perspective students and parents to meet current students and parents as well as experiences the lively atmosphere of the SGC/PTSO "Family Fun Nights" during the months of October, November, and December.

As mentioned in section 3.1, two holiday gift wrapping events as well as weekend and evening events held at libraries in the surrounding districts were used to promote the campus and applying on-line prior to the January 10, 2020 deadline.

Table 3. Marketing and Student Recruitment

Activity	Month or Period of Time
Marketing/Recruitment Period: Presentations given, broadcasts booked, and printed materials disseminated	September, 2019 – January 10, 2020
Application (when it opens and closes)	October 15, 2019 – January 10, 2020
Lottery Selection	End of January, 2020 Blind - computerized
Acceptance confirmation received from parents	January 25, 2020
Waiting list notification (if applicable)	January 25, 2020
New student and parent orientation sessions, pre-testing, remediation sessions	Last week of June after graduation

Table 3. Marketing and Student Recruitment	
Activity	**Month or Period of Time**

4. ADMISSIONS PROCESS AND CRITERIA

4.1 Student Application Process

Describe the school's student application process and include:

A. The type of application (on-line and/or paper).
   - On-line Application: indicate the software used and provide a copy of the student application in the appendix (for on-line applications, create screen-shots of each page if a "print-friendly" version is not available) and reference the page number(s).
   - Paper Application: provide a copy of the student application in the appendix and reference the page number(s).

B. The on-time application process.

C. The late applications process (if applicable).

The application process is an on-line process using the SmartChoice lottery structure software. All written and electronic advertisements regarding the application process direct parents and students to apply online at our website **(www.fairchildwheeler.org).** The link to the online application is also on the Bridgeport Board of Education website as well **(www.bridgeportedu.net)**. During the on-line application window, students and parents can apply for entry into one of the three or all three Fairchild Wheeler Campus schools, listing the top choice first. All applications must be complete by 11:59 p.m. on the date of the application deadline (January 10, 2020 for the 2020-2021 academic year). All applications completed after that deadline will not be part of the lottery process. These applications are manually entered into the lottery system after it has ran and are placed at the end of each districts wait list in order of date received.

4.2 Placement Procedures

Describe the school's/district's student placement procedures and include:

A. The process to select students through an application and/or placement process.

B. The process for notifying students that are accepted.

C. The process for documenting declined offers.

D. Table 4. Placement Priorities (if applicable).

E. Waitlist – (if applicable) the timeframe for maintaining the waitlist and the method used to determine placement of students on the waitlist.

All applications entered into the SmartChoice system are checked for completion and those that are siblings of current students or are currently enrolled in our direct feeder school (Discovery Interdistrict Magnet School) are marked as accepted. Based on current enrollment after anticipated graduation for June of each year, lottery cut points are set for each participating district. Once all has been completed, the lottery is run by the software system and students are offered a seat or placed on the waiting list for their sending district until the lottery is complete for all applications. Errors are checked and once completed parents/students are notified of their location in the lottery. Parents and students are emailed directly from the SmartChoice system of their outcome from the lottery and those offered a seat receive a follow-up phone call as well. Students offered a seat have 10 days with some receiving situational extensions to determine if they will accept or decline the seat.

Students may decline a seat a few different ways:

- They can log into their SmartChoice account and decline the seat.
- An email may be sent to the Magnet Recruiter stating that the seat is declined.
- If there has been no response from the parent/student regarding acceptance or declining, multiple attempts to reach the parent are made and documented in SmartChoice and if there is still no response, the Magnet Recruiter will mark the seat as declined due to no response after multiple attempts to contact were tried.

As students decline seats, those on the waiting list for the corresponding districts move to the accepted section, are notified of the change in their application status via email and a following phone call and have the same time to accept or decline their seat. All information regarding student acceptance, declines, or extension of determination are documented in the SmartChoice system according to the date of the email or voice correspondence. As seats change going into the summer, students receive five days after notification of being removed from the waitlist and offered a seat to decide.

Since students can apply to all three schools at the Fairchild Wheeler Campus, it is possible for a student to get into one school and be placed on the waiting list for the other two schools. If a student accepts a seat in one of the three schools, their status in the other two schools is marked as declined or removed from the waiting list to allow other students to move up in the lottery system.

Placement Priority	Provide the placement priority separately, e.g., • pathway school (by choice) • Currently enrolled sibling • applicant sibling (if sibling already accepted by the lottery) • School of choice if there are suburban seats available based on the grade applying for.
Grade Level(s)	Grade level placement based on current percentage make-up and Placement Priority as listed above
Grade Capacity	Approximately 125 students/grade level
Rationale	According to C.G.S. Sec. 10-264l(a)(E)(iii)(I) the percentage for residing district must not exceed 75%**.** As classes promote, students may leave at their own choice for many different reasons. As a result, keeping those upper grades close to the 75%/25% ratio will prevent major fluctuations in the needed percentages for the incoming freshmen class.

Table 4. Placement Priorities

Placement Priority	Grade Level (s)	Grade Capacity	Rationale

4.3 Student Registration Process

Provide a brief description of the school's/district's student registration process that include:

A. The communications, residency verification, and the collection of student records with sending districts.

Student's come to the school to register by appointment. Appointment times are during the school day and there are two additional evening registration dates to accommodate those parents that cannot make it during the day. All registration appointments are confirmed and entered into the SmartChoice software. Parents that miss their scheduled appointment are contacted to reschedule their registration. All attempts to contact the parent until the registration is rescheduled is recorded in the SmartChoice software.

Prior to their appointment, a registration packet (see Appendix) is sent via email to the parents so that it can be completed prior to arrival and expedite the process on site. The packet includes the following:

- Bridgeport Public Schools Registration Packet
- Bridgeport Media Release Form
- Information required for identification and residency verification
  - Copy of child's birth certificate or passport
  - Parent's driver's license or passport for name and picture identification

  - Two proofs of residency that may include: mortgage/rent agreement with two months prior cancelled checks or other proof of payment, a notarized letter from the homeowner if the parents are not on the mortgage/rent agreement document, and two bills from utilities such as water, electric, or gas.
- Current report card from their school.
- A copy of their IEP/504 (if they have one).
- A signed release of records for students who are not coming from a Bridgeport Public School. Once school records are received, they are reviewed by support staff, school counselor and administrator to obtain an understanding of each student and their specific needs. Any meetings that need to be held are discussed, scheduled with sending districts, (if applicable) and parents/guardians to ensure the environment and learning plan put in place will lead the individual students to the best learning outcome possible.

Commented [MK3]: When the school receives information, what does the school do to asses new students (if anything) for trauma, academic ability, behavior concerns, or address EL, SPED, and GEN ED needs?

Commented [MW4]: With Bridgeport students we can review all and meet with relevant staff to discuss what to put in place prior to students attending school. Parent meetings with children present to discuss what we can do to support their learning. As for suburban students, we initially see IEP, EL, 504 files and make sure that all students receive proper supports for education.

Commented [MW5]: Added more to the last bullet

4.4 Foreign Students (if applicable)

Provide a description of the school's foreign student program that includes the:

A. Purpose of the program.
B. Name of the placement agency.
C. Partner school(s) and location(s).
D. Enrollment process (e.g., grade levels and/or ages; application process, tuition and fees).
E. Number of students expected to enroll each academic year.
F. Length of stay (i.e. course time, school year, etc.).
G. Student academic criteria (including proof of English language proficiency).
H. Services provided by a foreign students housing agency.

Not Applicable

5. ACADEMIC PROGRAM STRUCTURE

5.1 Program Accreditation

Describe the status of the program's accreditation, including timelines of the school's accreditation process (if applicable) and a copy of the accreditation(s) in the appendix for:

A. **Early Childhood Programs (PK-3 and/or PK-4) Accreditation:** National Association for the Education of Young Children (NAEYC).
B. **Grade K- 12 Programs Accreditation**: New England Associated of Schools and Colleges (NEASC).

Resources:

- C.G.S. Sec. 10-16rr Preschool program accreditation
- C.G.S. Sec. 10-239j Disclosure of NEASC accreditation reports

As required for all Connecticut Public High Schools, Information Technology and Software Engineering Interdistrict Magnet High School is currently in the process of initial NEASC accreditation. Administration and Central Office personnel have had multiple conversations over the years since the school's opening regarding accreditation. While ITSE is in its seventh year of operation, there were recommended delays for the beginning of the accreditation process until 2020. Changes in NEASC's accreditation process and standards changed for schools to be visited after 2019. This information as well as ITSE entering its initial accreditation has delayed the process until the spring of 2020.

For initial NEASC accreditation, a school must complete an initial application to be considered for acceptance. This initial application will be submitted to NEASC during January/February 2020. During this period, NEASC commission will meet to review all applications and approve or deny the application. Based on initial conversations with NEASC, our application will, more than likely, be approved. After application approval, a three-person team from NEASC will visits the school for a candidacy visit, meets with administration and teachers, provides initial feedback based on the application, and the school will begin their self-reflection in the Fall of 2020. ITSE will become one of the schools in the 2023 NEASC cohort.

A collaborative conference will occur in the ~~s~~pring of 2021. This entails a two-day visit from a NEASC committee during which they will provide the school information that will need to be entered into the school improvement plan as well as commendations, recommendations, and priority areas that need to be part of our school improvement plan. ITSE creates their school improvement plan and implements it in preparation for the Decennial visit in 2023.

In addition to the NEASC accreditation, ITSE is an accredited magnet school through the Magnet Schools of America. ITSE completed this accreditation process and achieved certified national magnet school status in 2018 that needs to be renewed every five years.

5.2 Culturally Relevant Pedagogy and Educational Philosophy

Commented [MK6]: I think this was omitted accidentally.

Commented [MW7]: Unfortunately, not. I submitted to you with the SSP section still needing to be completed as the deadline was March 14th. I have updated these two sections.

Provide a description the school's culturally relevant pedagogy and educational philosophy and include:

A. How teachers' capacity are developed so they are able to guide student development academically, socially, and personally.
B. What teachers do to engage students in rigorous curriculum and learning
C. How students are empowered to identify and dismantle social inequality
D. Long-term academic achievement for students that meets students where they are academically while encouraging students' personal connection to the lesson
E. How lessons are grounded in sociopolitical issues that regularly engage students and teachers in discussions that foster a continuous commitment to develop cultural competence and behaviors that support appropriate, fair, and effective interactions with individuals from different backgrounds

Resources:

- CSDE Resource Guide for New Administrators

Within ITSE, multicultural curriculum, differentiated instruction, cooperative learning, personalized learning, scientific research-based academic and social/emotional interventions, heterogeneous classes, and professional development help to prevent re-segregation within the school, counter stereotypes and other biases, and facilitate positive interaction among diverse groups of students. To ensure that these strategies are fully implemented we hold ourselves to a standard that ensures all students are taught in heterogeneous classes, are exposed to the magnet program for the same number of hours per week, and are instructed by teachers who receive the same amount of professional development.

The school principal works closely with guidance counselors to ensure that all non-AP/ECE classrooms are heterogeneously grouped based upon race or socioeconomic status limiting the potential for any form of segregation to exist with the school walls and offering all of our students an equitable educational experience, promoting academic success, college and career readiness, and a pathway to a bright future. Freshmen scheduling is the first step. All freshmen sections are balanced with a 70/30 ratio of Bridgeport/suburban students. Students that have an IEP or 504 are not placed in the same sections and are balanced according to their individualized needs.

ITSE students learn through Project Based experiences. Studies indicate that when students work together on project teams, they learn to collaborate, communicate, and resolve conflicts. Cooperative learning, the bedrock our school, assists in character development, supports the social and emotional development of students and prepares them for success in the modern workplace. The socialization that occurs within the school walls due to project based and collaborative learning extends beyond the walls and hours of the academic institutions. Project Based Learning Units that focus around the core/NGSS standards while incorporating the theme of the three pathways, promote collaboration among student groups to complete their project as well as a competitive spirit within the class to produce the best outcome possible.

University and community partnerships have helped to enhance opportunities for our students to learn from and collaborate with others. Each March, University of Bridgeport invites three students and their teachers to present their research at the UB "Faculty Research Day". Students from select high schools are able to present their findings and answer questions from UB faculty and students and are judged along with poster presentations from graduate students and faculty.

Former ITSE students return during their winter break and hold informational sessions with our current juniors and seniors to answer any questions they have about college life. These returning graduates share the lessons learned while attending ITSE that made them successful and where they could have made better choices so that they would have been more successful.

To respond with cultural competence to the needs of students from different cultural backgrounds, our staff underwent cultural sensitivity and cultural competency professional development provided by Dr. William A. Howe, the program manager for culturally responsive education, multicultural education, bullying & harassment, gender equity, and civil rights at the Connecticut State Department of Education. Dr. Howe focused the professional development on eight main objectives:

1. Gaining an understanding of culturally responsive education and its implementation.
2. Enhancing understanding of how culturally responsive education can increase student achievement.
3. Learning the characteristics of culturally competent teachers and schools.
4. Learning how to engage families.
5. Acquiring cultural competence skills.
6. Learning how to prepare students for a diverse world and workplace.
7. Completing a self-analysis of personal biases.
8. Learning how to develop multicultural lessons

Additional professional opportunities that staff will participate in during the 2020-2021 academic year. Teachers will be trained on anti-racist social and emotional learning. This training will present instructional support/strategies/resources to be proved to classrooms, all grade levels, as well as teach racial equality in different learning environments (in person/virtual). Another professional development opportunity will be racial equity training. This professional development will be ongoing throughout the academic year to develop strategies and resources to be utilized within the class. Culturally responsive teaching and learning is the third professional development opportunity to improve the curriculum, resources and instruction while focusing on racial equality in African-American Studies, Perspectives on Race and Latin-American Studies courses.

The skill sets that our students are learning during the day are extended into after school activities where students can apply their skill set in an informal collaborative session. Through themed aligned clubs such as Animal Care, Eco Club, Science and Society of Woman Engineers, etc. students are allowed the opportunity to take risks, have fun, collaborate and build relationships in an unstructured, truly hands-on workshop environment.

Additionally, after school activates that promote comradery and academics also occur during the after-school hours. Students have the opportunity to be selected to the National Honor Society and Student Council. Both memberships require community service hours. As such, it is built in that students tutor and mentor students. During the school day, students identified as needing interventions or tutoring will participate in peer-tutoring. This service beyond self to another student fosters collaboration, community and unity among the many.

Our school also has clubs and activities that promote sensitivity to others. The Gay Straight Alliance, The Peer Mentor Committee, The Give Back Club all promote relationships among students as they work together to plan for peace and tolerance. Additional activities such as food and clothing drives, multicultural events for students and their families, dances, field days, STEAM competitions, fundraisers, intramural sports and Relay for Life events all promote socialization among all groups of students in the school as they work together to provide for those less fortunate and in need. The activities have helped to break down barriers, eliminate stereotypes and promote tolerance, respect and acceptance, a life-long education that will forever impact the lives of our students and those that they encounter

During the summer months our students have the opportunity to be engaged in extended learning opportunities that promote skill building, relationship building and collaboration. STEM Camp and Apprenticeship both provide opportunities for staff to collaborate with students and students collaborate with students in problem-solving tasks where students get a chance to display their engineering awareness and skills while building a tolerant and respectful of diverse learners.

Our vision in one that creates a culture of success for all students. It is the integration and balance of diverse groups that will elicit positive results for all students involved. Students that come to ITSE come from all socioeconomic backgrounds and geographic locations. We promote their uniqueness but maintain that we are one "family" that has a common goal; the positive trajectory to career and college readiness. This is accomplished through magnet integrated curriculum that also focuses on different cultural backgrounds of our students. Using the Buck Institute's Project Based Learning standards, each unit of study is assessed to meet the "gold standard" by including, the students' ability to incorporate their own background and culture and have a say in the overall production of their final product as they answer the overarching question of the unit. The CCT Rubric for Effective Teaching (2017) promotes in domains 1-3 student curiosity of the world at large, a positive learning community and active learning where the classroom is student focused and not teacher focused. Review of units of study, and informal and formal observations of classrooms include the aspect of exposing students to different cultures, viewpoints and positive debate that is based on facts and the content of the classroom. Informal and formal walkthroughs ensure that teachers are given high quality feedback for improved practice.

The program offers opportunities, resources, and relationships with diverse peer groups from different cultures and backgrounds and places students on a trajectory to college and career. Our students believe they have a purpose, they plan for their future early on, they set goals and they understand the connection between their education and their future, producing engaged and excited learners. Classes are heterogeneously grouped and students are not separated from honors sections (with exception to ECE dual enrollment courses). As a result, units of study and lesson plans are developed to encompass all levels of learners and provide a rigorous content for all to actively engage in. Lessons and materials are modified to meet a student's individual needs. The faculty is their own great resource due to its own diversity, educational experience and background. Classroom data based on observations from informal and formal walkthroughs provide the administrators with information needed to manage teacher evaluations and provide teachers with specific evidence for professional improvement. Coaches, administrators, and district lead staff will utilize PLCs and other staff professional development opportunities to develop, review and assess colleague units of study provides additional support for teachers in improving the curriculum and standards they are delivering to students. This collegial atmosphere promotes a thought-provoking discussion and the development of a more student-centered classroom.

All students at our school learn sensitivity, acceptance and understanding. The socioeconomic and racial compositions of our schools is a benefit to all of our students. Students that stay in their districts are sheltered from the different cultures and backgrounds of students in the different districts as they have little diversity in their population (based on 2013 district demographics) However, the students that attend ITSE are exposed to different cultures and people that they would not see in their district high schools. The scheduled intermingling of students in their classes, with the support of their teachers, leads to removal of social barriers that may exist. Lessons that look at different cultures, acceptance and sensitivity towards others where students have a voice regarding their learning, creates a strong community among all students. Each will be better educated than students who do not attend balanced institutions. Their discrete magnet STEM, PBL, personally responsive, education is one that is enhanced by each other's experiences and differences. Our students are far better prepared for the future and leave us with a confidence that they are integral to the betterment of our community and society at large.

Commented [MK8]: This is a good space to describe how walkthroughs and observations are used to support cultural competency? Are there opportunities for students to engage in multicultural learning/activities? Is the curriculum meaningful to students? Is it sometimes modified to ensure that it is integrated and student centered? I know this is hard to do 100% of the time but is it done at least 25%? And how do you know? How do you plan to increase it over the next 5 years?

Commented [WM9]: This may be answered above in the green text.

Commented [MK10]: This is a good start but I believe you should discuss more. How are teachers supported beyond their training to create equitable classrooms? How are all students empowered? Describe what the school does to ensure fairness and inclusion? How are plans created to assess and address equity? What systems are in place to support students who fall behind?

5.3 Curriculum, Subject Matter Content, and Instruction

Provide a description and a sample of the special high-quality curriculum and instructional practices to the school's applicable grade levels/grade groups (e.g., Prekindergarten; Kindergarten to 5; 6 to 8; and 9 to 12) that includes:

A. The school's unique content focus (theme) that is infused throughout the curriculum to advance the rigor and relevance of the academic program at each grade level.
B. Student Learning Goals/Objectives.
C. Model units and lessons and standards aligned with classroom materials.
D. The utilization of the Early Indication Tool (EIT).
E. Teachers' instructional practice standards and indicators.
F. Collaborative teaching practices (e.g., TEAM, coaches, mentors, etc.).

G. A copy of the Program of Studies (POS), curriculum, and/or additional detailed information in the appendix and reference the page number(s).

Resources:

- CSDE Resource Guide for New Administrators
- Connecticut Core Standards
- The Student Learning Goals/Objectives Process

ITSE has three Pathways for Learning that our students may focus on throughout their high school career; Software Engineering, Hardware Engineering and Media Production. Students that enter as freshmen are exposed to two magnet classes and six additional classes that have the themes infused throughout their curriculum. Math for ITSE is an application-based math class that focuses on mathematical applications used in coding and hardware development. Introduction to Java is the second STEM based class freshmen take. This course is the students first real exposure to computer language and its use in application and website development. These two magnet courses, as well as the thematically infused curriculum, allows students to have a better choice of their own pathway as they plan for courses in subsequent years.

As students move forward in their high school career, they have more choice and flexibility in the courses they can take each year and are not restricted to only one of the three aforementioned pathways (themes). Students also have the ability to choose AP/ECE courses as well as honors courses throughout all four years. All courses run at a high academic rigor and are heterogeneously grouped by ability, socioeconomic/demographic area, and student choice. For the first two weeks of the school year, students may change classes to meet their pathway for learning. Students are responsible for any missed work in the course that they are entering. After one month (two additional weeks after class changes end), students that choose to take a course at a higher level of rigor may sign up for honors. Students, parents, teacher, and the principal all sign a contract that places students into an honors section. Once placed in the honors section, students agree to complete all of the course requirements set by the teacher. During the rest of the semester, the teacher and honors student will meet at least three times to monitor progress and provide feedback for the student to continue their honors study.

To ensure all students are learning at their optimal level, multiple analytical data is taken into consideration and reviewed during PLC meetings on Mondays by teachers. This data includes attendance, behavior, academics, etc. Students that are struggling with their attendance, behavior and/or academics in two or more classes are referred to MTSS. Students that are referred to the MTSS process are placed on tier II after initial interventions (student conference, parent contact via email and phone call, classroom accommodations, consultations with support staff, log entries in PowerSchool for parent contact and concerns/issues, special attendance register entries filled out) have been attempted with the degree of success not resulting in change. The MTSS referral form includes academic information including district assessment data, attendance, disciplinary and educational history. The referral form also includes the student's areas of strengths and additional reports may be attached to the referral packet so that the MTSS team can get a holistic view of the student.

Tier II interventions may include peer tutoring from National Honors Society students, mentoring from volunteer teachers, MAACS, or Sacred Heart University social work interns. Additional parent conferences may be held with the student and MTSS team to create a SMART goal related to the student's academic, behavioral and/or attendance concern at ITSE. The student's interventions (Tier I and II that are in place) are monitored and data is collected by teachers who then meet biweekly with the MTSS team to discuss progress or lack thereof on these interventions. Additional interventions may be suggested prior to raising the student to Tier III. Tier III interventions include a more individualized education plan for the student to succeed. A student may be referred for initial testing if not previously done under IDEA. Outside agencies (Child Guidance for example) may be recommended as an additional support for the student.

Parents/guardians are informed of a student's progress and are invited to attend MTSS meetings with the MTSS team members. To date, the EdSight EIT system has not been utilized for MTSS interventions. However, similar data such as attendance going back to elementary school, academics, behavioral information, grade level benchmarks, IEP/504 referrals or plans, etc., are utilized in student referrals to the MTSS process.

Teachers' instructional practice strategies and standards align with the CT Rubric for Effective Teaching (2017). Teachers create 1 Student Learning Objective (SLO) with 3 indicators of academic growth and development (IAGDs) that focus around 1. Student achievement in ELA or mathematics, 2. Student learning in their specific content and 3. Parent communication. The IAGDs focus on achievement for all students no matter what level. Lesson planning and classroom observations (drop-ins, informal and formal) ensure that all students are engaged in the class and have equal opportunity to learn the material at hand. Grouping strategies, project selection and variation, and student choice are important in student assessment as increased buy-in leads to better projects and outcomes from students.

In addition to meeting these standards, ITSE has also adopted the Buck Institute's Project Based Learning Model. Each course is approximately eighteen to twenty weeks in length. Therefore, teachers create four, four to five-week units of study that focuses on a challenging problem or question. These units of study are designed in such a way to include student voice and choice, authenticity, reflection, critique (feedback from peers included) and revision, and a public product where students demonstrate the knowledge they have learned within each unit. By incorporating these seven standards in their unit design, students are able to provide unique projects that challenge their ability and critical thinking while meeting the unit goals and objectives. ITSE is working towards 100% of units of study to meet this model of instruction and assessing student learning. ELL and resource is available to assist in lesson development and project creation to meet the specialized needs of individual students.

While we have TEAM for beginning teachers where mentors are assigned to new teachers to work on best practices as well as Teach For America teachers that receive support from the staff as well as TFA support mentors, the majority of teacher collaboration happens in our Professional Learning Communities. PLCs occur three times a week (Monday, Wednesday and Friday) where teachers across campus and of different subject areas meet to discuss their instruction and assessment of their students, collaborate on interdisciplinary projects and lessons, and revise lessons and units of study as new material and innovative thinking changes how the standards are taught.

5.4 Assessments

5.4.1 Provide a description of the school's assessments and include:

A. The process for measuring and monitoring the academic growth and achievement for all students through the use of assessments.
B. The types and frequency of assessments that include the school's theme or concentrations if applicable.

Teachers are consistently assessing students within their classes. Along with the traditional assessments, quizzes, tests, homework, etc. teachers use project-based units and student presentations or a final product to determine if students fully understand the Core/NGSS/Magnet standards related to that course and grade level.

Students are initially given a Common Formative Assessment to determine prior knowledge on the content that will be covered in the class. Based on the data from this assessment, classes are adjusted to ensure that students will learn all concepts and practices necessary to satisfactorily pass this class. Problems on "traditional" assessments and projects are modified so that they are thematically based. For example, questions related to data analysis using quadratic or polynomial functions will be centered on data that is related to one of the three pathways for learning. Reading of fiction may include titles such as Digital Fortress, Feed, IRobot, etc. where robotics, programming and data structures, and social/community adaptation to the increased use of technology are the themes of the literature. Humanities courses also assess students' ability to read for information and cite textual evidence in written responses. This concept is imperative for all students as it is necessary for the PSAT/SAT as well as for our Capstone process during their junior/senior year.

From 2014 – 2018, students were tested using the STAR assessment for all four grades. Starting in the 2018-2019 academic year, the district moved to IReady benchmark testing and focused on the ninth and tenth grade. For the 2019-2020 academic year, the campus has moved to using pre-released PSAT 8/9 and PSAT 10 to monitor student progress for college readiness. Answers for the PSAT 8/9 and PSAT 10 are recorded on paper answer sheets that are created using the ZipGrade app. Teachers use their ZipGrade app with a phone or IPAD that has a camera and scans answer sheets and compares them to the correct answers. Analyzed answer sheets are stored in a Microsoft Excel workbook with each answer sheet being one row for each student. Data analysis of these tests is used to modify teaching and learning to improve student performance on these tests as they are grade leveled and prepare students for the PSAT/NMSQT and SAT during their junior year.

5.4.2 Complete the following tables:

A. Table 7. CSDE Mandated Summative Assessment, **modify** the CSDE Assessments to include the assessments that apply to the grade levels of this school.

Table 7. CSDE Mandated Summative Assessment		
Content Area(s)	**Summative Assessment**	**Grade Level(s)**
English Language Arts (ELA) and Mathematics		
	Connecticut SAT School Day	11
Science	Next Generation Science Standards Standard Assessment	5, 8, and 11
English Language Proficiency	LAS Links (For English Learners only)	K-12
Physical Fitness	Connecticut Physical Fitness Assessment	High School

[1] Designed for a small percentage of students with significant cognitive disabilities

Resources:

- CSDE Resource Guide for New Administrators

5.5 Classroom Structure

Describe the school's classroom structure and include:

A. Table 8. Classroom Structure

Since ITSE's inception, the ultimate goal is to have 125 students per grade level with an average of 25 students per class. During our first year of operation, we brought in approximately 150 freshmen and 100 sophomores giving the school a population of 250 students. Each subsequent year, approximately 125 students are brought into the school's incoming freshmen class to have grade levels approximately 125 students and a maximum of 500 students when ITSE achieved four grade levels during the 2015-2016 academic year. Each class section is to have approximately 25 students per class. Based on actual numbers, the freshmen class may have up to 150 students admitted to meet the 500-student max for the school. Students self-deselect due to many reasons and the class sizes have averaged around 115 per grade level or 460 students for the school.

By teacher contract, class sizes can reach a maximum of 29 students/class with up to 35 students/class for physical education classes. Class sizes also vary based on student course choices and open sections on scheduling. In addition to course choices from ITSE, students may also take magnet courses at either of the two interdistrict magnet courses on campus.

B. Samples of class schedules for ALL grade levels in the appendix and include the appendix page number here.

Table 8. Classroom Structure					
Grade level	Projected student to teacher ratio	Average student to teacher ratio per class	Teachers contract student to teacher ratio	Number of homerooms	Total number of students per grade
9	25:1	**Varies based on student course choice**	**29:1**	0	**125**
10	**25:1**	**Varies based on student course choice**	**29:1**	0	**125**

Table 8. Classroom Structure					
Grade level	Projected student to teacher ratio	Average student to teacher ratio per class	Teachers contract student to teacher ratio	Number of homerooms	Total number of students per grade
11	**25:1**	**Varies based on student course choice**	**29:1**	0	**125**
12	**25:1**	**Varies based on student course choice**	**29:1**	0	**125**

5.6 Grade Level Promotion/Graduation Requirements

5.6.1 Grade Level Promotion Requirements (Grades PreK -8)

Describe the school's grade level promotion requirements and include:

A. The requirements for grade promotion.
B. The intervention/assistance available for students/families for grade level promotion (e.g., parent/teacher conferences, school counselor meetings, after-school tutor, homework help, small group instruction, one-to-one instruction, Read 180, Wilson's, etc.)

Not applicable as ITSE is a comprehensive high school (Grades 9-12)

5.6.2 High School Graduation Requirements (Grades 9-12)

Describe the school's grade promotion and graduation requirements for the applicable grades and include:

A. Table 9. Grade Level Promotion.
B. Table 10. Graduation Requirements.
C. The intervention/assistance available for students/families for grade level promotion (e.g., credit recovery, summer school).

Resources:

- C.G.S. Sec. 10-221a. High school graduation requirements.

Students graduating prior to 2023 require 22.5 credits of which students must take four years of English, three years of history including 1 credit in US history, and 0.5 credits civics, three mathematics including Algebra I and Geometry, three credits in science including conceptual physics and biology, one credit in art and PE and 0.5 credits in health. Due to the state's change in graduation requirements for the 2023 class, student must have 25 credits, nine in humanities, nine in STEM, one PE, one health, and a year in world languages.

Commencing with the class of 2023, students require the following credits to promote to the next grade. This information is also seen in the Bridgeport Public Schools Program of Studies (page 11)

- Grade 9 to 10 - 6 credits are required
- Grade 10 to 11 – 12.5 credits are required
- Grade 11- 12 – 19 credits are required.

Students that do not meet these requirements have the ability to retake courses within the same year as ITSE is a semester-based school. Students can also take one course in summer school as well. Other interventions are parent/student plans that are agreed upon during the summer (freshmen to sophomore mainly), MTSS interventions, peer tutoring, Sacred Heart University social work interns that work with students in tier II in the MTSS process, and after school volunteer tutors. Sacred Heart social work majors in their junior/senior year must complete a certain number of hours working with students in an educational support capacity. As a result of their proximity and partnership with our campus, approximately twelve SHU students work with our tier II students and help them deal with anxiety and organizational issues to help them get on track with their academics. If any issues that require proper contact with social work services, ITSE students are referred to proper support staff that are trained to deal with these issues.

Our schedule allows for 32 possible credits towards graduation during the four years in high school. ITSE does not have a web-based credit recovery option. Summer school is an option to obtain credit for one class that a student did not pass during the school year if it is offered. As a result of these interventions and course offerings, ITSE has averaged a 90+% graduation rate for each class.

Table 9. Grade Level Promotion (Grades PreK)

Grade Level	Promotion Requirements (e.g., completion of content)	Credit Requirements (if applicable)
10		6.0 credits
11		12.5 credits
12		19.0 credits

Table 10. Graduation Requirements (Grades 9-12)
Commencing with the class graduating in **2023**, and for each graduating class thereafter, a student must complete a minimum of 25 credits (including not fewer than the CSDE minimum credits provided in this table) to graduate.

Table 10. Graduation Requirements

Class of 2022 and Before	Graduation requirements for the class of 2022 and before	Class of 2023 and After	Graduation requirements for the class of 2023 and after
Total Credits/Courses Needed for Graduation	22.5 Credits - /Courses	Total Credits/Courses Needed for Graduation	25 Credits - /Courses
English	4 Credits	Humanities (Including Civics and the Arts)	9 Credits
Science Elective Biology	2 Credits 1 Credit	Science, Technology, Engineering & Math (STEM)	9 Credits
Math Elective Algebra Geometry	1 Credit 1 Credit 1 Credit	Physical Education and Wellness	1 Credit
Social Studies Elective Civics US History	1.5 Credits - 0.5 Credit 1 Credit	Health and Safety Education (Section 10-16b)	1 Credit
Vocational Education/Visual Arts/Performing Arts	1 Credit	World Languages	1 Credit
Physical Education	1 Credit	Mastery-Based Diploma	1 Credit
Health	0.5 Credit	Electives	3 Credits
Electives	6 Credits		
World Language	1 Credit		

6. STUDENT SUPPORTS

6.1 English Learners (EL)

Describe the school's EL programs and services that includes:

A. Access for EL students to general education and culturally responsive programs.
B. The EL policy/plan in the appendix and reference the page number(s).

Resources:
- CSDE English Learners Guidance

- State Board of Education Position Statement on the Education of Students on the Education of Students Who Are English Language Learners, 2010
- CSDE Resource Guide for New Administrators

All students that enter and are accepted into the lottery are able to attend Information Technology. Students that are English Learners are able to attend all classes and receive EL support based on their Las Links testing scores. An English Language Learner teacher is on campus every Wednesday, providing additional support for students. All classes take into consideration that students come from different cultures. Teachers prepare lessons and projects that encompass different cultural backgrounds as well as give students the flexibility to incorporate their culture and backgrounds into their learning. Attached in the appendix please find the district's English Learner Handbook.

6.2 Education of Students with Exceptionalities

Describe the school's education of students with exceptionalities practice and include:

A. A high-quality, comprehensive, culturally responsive and equitable education program.
B. The Individual Education Plan (IEP) and Planning and Placement Team (PPT) process, (e.g., district/school staff responsibilities and timelines, timely communications and meetings with the sending district).
C. The school's policy serving the needs of special education students (Individuals with Disabilities Education Act (IDEA) of 2004) in the appendix and reference the page number(s).

Resources:

- Connecticut State Board of Education Position Statement on the Education of Students with Exceptionalities, 2012
- CSDE Special Education
- CSDE Special Education Planning and Placement Team (PPT) and Individualized Education Program (IEP) Forms
- CSDE Resource Guide for New Administrators

All students at ITSE receive a highly rigorous thematic education in all classes. Our classes are designed to be culturally responsive and provide equitable access for all students. Students that have an IEP attend at least six courses over the year with their peers. Modifications to their classwork and grading is followed as prescribed in the student's IEP. Students are able to have one, eighty-minute resource period daily per semester where they work on their goals and objectives for the year as well as organization and course work they may have in the other three classes. Students that do not need to have the eighty-minute resource period each semester or at all, may have a push in/pull out model with their case manager. The campus of three schools shares 4.5 resource teachers. Each school has one dedicated resource teacher with the other 1.5 teachers' case load spread across the campus. Each resource teacher's caseload is evaluated each year to ensure equitable balance.

All students attending ITSE are considered Bridgeport Public School students. However, PPT and 504 meetings are grouped into two sections**:** Bridgeport residents and non-Bridgeport residents. All PPT meetings involve the student, parent/guardian, case manager, regular education teacher, administrator, school counselor and other relevant support staff based on the student's needs. Out of district students require the PPT/504 meetings to be set up by the sending district. These districts schedule the meeting and send representatives dealing with specialized instruction to participate in the IEP/504 meeting. Each district's procedures are the same for different types of PPT meetings (initial referral, annual, triennial, etc.) but the person who chairs them may differ. ITSE always has the principal or assistant principal sitting in and overseeing PPT and/or 504 meeting.

6.3 Social and Emotional Learning (SEL)

Provide a description of SEL systemic and evidence-based practices (EBP) that are used throughout the entire school to address social and emotional learning for all students that includes:

A. Integration or alignment with academia, student supports, discipline, Career and Technical Education (CTE), and chronic absence.
B. The evidence-based SEL programs, (e.g. Responsive Classroom, Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3, K-12 Mindsets and Behaviors and CT's 36 Student Standards for school counseling).
C. A cross-sector collaboration (school, family, business and industry, community).

Resources:
- CSDE Comprehensive School Counseling and College/Career and Citizen-Ready

The social and emotional wellbeing of ITSE students is paramount. To ensure our students feel safe to learn at our school we work to ensure school safety as well as strive and promote student equality no matter their race, creed, religion, gender, socioeconomic status, etc. As previously stated, our staff have received training for Dr. Howe on culturally responsive education and receive refresher professional development annually. The district has also adopted the RULER program for student social emotional awareness. This program was created by Dr. Marc Bracket, Director of the Yale Center for Emotional Intelligence. Teachers utilize different aspects of the RULER program within their classes to help students realize where they are currently emotionally and the best way to identify and implement strategies to move to a better state emotionally.

During the Friday MTSS time, staff meet with their classes and focus on SEL using restorative circles, community building activities and peer collaboration/socialization activities. In addition, after school clubs such as the GSA, culture and kindness clubs allow all students to meet and discuss issues they are encountering and develop ways to promote a healthy outlook on life, community and culture. One of the activities that students have worked on to promote equality and social emotional awareness is Kindness Day. Kindness Day is a celebration of all individuals and acceptance of everyone. Outside community groups are invited to participate as well as student groups on the campus. Table stations are set up inside our gymnasium and a schedule of classes across the campus allows all staff and students to interact with the presenters in the gymnasium during our kindness day celebration.

Another activity that has occurred on campus are the Tree of Thanks, where students write messages of what they are thankful for. These messages are placed on the Tree of Thanks around Thanksgiving and is posted in our commons area for all students and staff to read and reflect upon. A door decorating competition between the classes focused on anti-bullying statements while incorporating the fall theme in the door's decoration.

Our school counselors, social worker, school psychologist and our school-based health clinic are always available and are checking with students to see how they are doing socially and emotionally to ensure their success. Any and all concerns are handled according to outlined protocols and may include involving outside agencies when needed.

6.4 Student Success Plans (SSP) (Grades 6-12)

Provide a description of the SSP process. The SSP should be electronic and portable following the student from school to school and district to district. It should include:

A. The types of activities, such as student portfolios, experiences outside the classroom, dual/concurrent credit.
B. A sample SSP in the appendix that includes three components: (1) Academic Development, Career Development, and Social, Emotional and Physical Development; (2) Sequential Courses; and (3) Theme (student's concentration).

Resources:
- CSDE Student Success Plans (SSP) Guidance
- CSDE Resource Guide for New Administrators

For grades six through twelve, Bridgeport Public Schools leverage Naviance for Student Success Plans. The scope and sequence for grades nine through 12 include creating SMART goals; academic, social, and career, exploring their own

strengths, create a resume, personality and career inventories, college search and application completion, and graduation planning and readiness. These goals are at different grades and have activity benchmarks prior to the end of the academic year. These goals align with the SSP guidelines meeting the student's academic skills, social-emotional learning and college knowledge.

6.5 College and Career Readiness

6.5.1 College Courses/Credit (Grades 9 to 12)

Describe the school's college courses/credit program and include:

A. College Career Pathways (CCP)
B. Early College Experience (ECE).
C. Complete Table 11. College Courses/Credits Partnerships.
D. Attach the early college experience course descriptions in the appendix.
E. The agreements, contracts, and/or letters of memorandum of understanding/agreement that defines the collaboration, relationship, services, responsibilities and fee arrangements in the appendix.

ITSE has partnered with University of Connecticut and Housatonic Community College to offer dual enrollment ECE courses. Our teachers on campus are certified by UCONN and HCC as adjunct professors. Our teachers teach an approved college curriculum/syllabus, thematically aligned to our school. Students entering into as early as their sophomore year, may sign up for ECE courses and must meet specific pre-requisites as well as obtain teacher recommendation(s) to enroll in ECE courses. To obtain college credit, students must complete all school and college requirements for the course and have a C average or higher. The multitude of college credit opportunities may allow a student to leave ITSE with a high school diploma and entering their second semester of their undergraduate sophomore year. The ECE course descriptions, grade levels that can take these courses and prerequisites for each course are found in the Bridgeport Public Schools program of studies pages 175-182.

In addition to ECE offerings, students can take AP courses such as World Cultures, US History Computer Science Principles and psychology. All teachers attended AP seminars at Taft High School in Watertown, CT and are AP certified as seen by College Board. Since our schedule structure is semester-based block, teachers offer after school prep session to assist students from each semester in preparation for the May testing dates for these courses as well as additional AP course offerings available across the campus. Students are first exposed to the rigor of AP/ECE dual enrollment courses as sophomores. All sophomores are placed in AP World History to experience the rigor of college level material and work. Students may take ECE Stats or ECE Environmental Science as a sophomore based on their math and science ability as well as teacher recommendation and parent consent. Students that have taken ECE courses are also eligible to take the AP test in that subject matter as well. With the exception of AP Computer Application Principles, AP courses have recently been an addition to ITSE, with more students taking the AP World History and exam this year.

College Courses/Credits Partnerships Table Guidance	
Higher Education Institution:	Provide the name of the accredited Higher Education Institution
Location of Instruction and Instructor	Provide the location(s) that the student(s) will receive their instruction
Program/Course	Provide the name of the program or course.
Grade Level(s)	Specify the grade level(s) in which a student is eligible to enroll in the program or course
Semester(s) and Credit(s)	1. Provide the program/course availability to the student, e.g., summer, fall, spring, winter. 2. Provide the amount of credit(s) that would be earned after the completion of the program/course.
Prerequisite(s)	Indicate the high school or college-level prerequisite(s) for this program or course.

Table 11. College Courses/Credits Partnerships

Higher Education Institution	Location of Instruction	Program/Course	Grade Level(s)	Semester(s) and Credit(s)	Prerequisite(s)
UCONN	Onsite	ECE English1011	12	Fall/Spring (4)	Teacher recommendation
UCONN	Onsite	ECE English 1010	11	Fall/Spring (4)	Teacher recommendation
UCONN	Onsite	HIST 1202	11	Fall/Spring (4)	Teacher recommendation
UCONN	Onsite	BIO1107	10,11,12	Fall	Teacher recommendation
UCONN	Onsite	BIO1108	10,11,12	Spring	Teacher recommendation
UCONN	Onsite	Chem127	11, 12	Fall	Teacher recommendation
UCONN	Onsite	Chem128	11,12	Spring	Successful completion of Chem 1127
UCONN	Onsite	Math1131Q Calculus I	10, 11, 12	Fall	Precalculus and teacher recommendation
UCONN	Onsite	Math1132Q Calculus II	10, 11, 12	Spring	Successful completion of Math 1131Q
UCONN	Onsite	Physics 1201	11,12	Fall	Teacher recommendation
UCONN	Onsite	Physics 1202	11,12	Spring	Teacher recommendation
UCONN	Onsite	Physics w/calculus 1401	11,12	Fall	Teacher recommendation
UCONN	Onsite	Physics w/calculus II 1402	11/12	Spring	Teacher recommendation
UCONN	Onsite	AMST1201 Intro to American Studies	12	Fall/Spring	Teacher recommendation
UB	Onsite	ADSN105 – Drawing	12	Spring	Teacher recommendation
UCONN	Onsite	SPAN3177 Comp & Read for Span Speak	11, 12	Fall/Spring	Teacher recommendation
UCONN	Onsite	SPAN3178 Intermediate Spanish Comp	11,12	Fall	Teacher recommendation
UCONN	Onsite	SPAN3179 Spanish Conversation	11,12	Spring	Teacher recommendation
UCONN	Onsite	CHIN1114 Intermediate Chinese	12	Spring	Teacher recommendation

6.5.2 Career and Technical Education (CTE) (Grades 9 to 12)

Describe the school's CTE program and include:

A. Goals and expectations of the program
B. Complete Table 12. CTE Programs
C. The program descriptions in the appendix.

Currently at ITSE there are no CTE programs/courses available.

Organization/Company	Provide the name of the organization or company.
Location	Provide the location of the organization or company.
Program Name and Description	Provide the name of the program and a brief description.
Grade Level(s)	Include the grade level(s) that the program is available to students.
Time & Frequency	Provide when and how often the program is available to the student, e.g., during the school day, after school hours, weekend, summer
Prerequisite(s)	Indicate the high school prerequisite(s) for this program.

Table 12. CTE programs

Organization/Company	Location	Program Name and Description	Grade Level(s)	Time & Frequency	Prerequisite(s)
N/A					

Resources**:**
- CSDE CTE Guidance
- CSDE Resource Guide for New Administrators

7. SCHOOL CULTURE AND CLIMATE

7.1 School-Family-Community Engagement

Describe the school's school-family-community engagement program and include:

A. The school-family-community engagement program goals and objectives.
B. The strategies that promote and encourage a comprehensive approach to school-family-community partnerships locally and outside of the school district.
C. Family-community activities and outreach (PTO/PTA, FRC, Community Partners)
D. A copy of the School, Family, and Student Compact Family and Student Handbook in the appendix and reference the page number(s).

Resources:
- CSDE School-Family-Community Engagement Guidance
- CSDE Resource Guide for New Administrators

ITSE has an active School Governance Council (SGC) and Parent Teacher Student Organization (PTSO). The three schools on the Fairchild Wheeler campus combine their SGCs and PTSOs to optimize available funds for all students as well as run campus community events. This allows all families and students to engage in creating a positive school climate and culture for the campus especially since some families have multiple students on campus but different schools. One of the foundational pillars we believe that is necessary for success, is parent and community involvement. To that end, we have cultivated relationships with parents, community and corporate partners. Our School Governance Council made up of students, staff, parents, teachers, administrators and community members are charged with assisting in making programmatic and operational changes, grounded in the magnet theme, to foster the success of the school. Committee efforts have afforded our students with the opportunity to receive college credit in our magnet electives with our partner university and collaborate with grad students and professors to help build magnet curriculum. The committee also communicates with leaders of ITSE corporations who share their experiences in the work-force and participate in community and college events where our students can highlight the skill set learned. The university of Bridgeport professors continuously support the magnet curriculum and teachers and provide new and exciting suggestions for implementation. University of Bridgeport students volunteer in our classrooms throughout the year to work side-by-side with our students in magnet aligned activities.

7.2 Safe School Climate

Describe the school's safe school climate and include:

A. A brief description of the school's safe school climate plan and how it is distributed to school staff, students and families. This description must include the school's support to homeless students and their families.
B. The methods that the school uses to create and maintain a positive culture/climate (emotionally, physically, and intellectually safe, respectful, and culturally responsive) learning environment for student achievement as well as high expectations for adult and student conduct.
C. A copy of the Safe School Climate Plan, that includes bullying, cyberbullying, and Title IX polices in the appendix.

Resources:
- CSDE Resource Guide for New Administrators

ITSE promotes an environment for all students to learn. For this to happen, students must feel safe physically and emotionally to learn. There are two plans that cover the safe school climate; the school safety plan and the Bridgeport Board of Education Student Code of Conduct handbook.

The school's safety plan is updated annually in conjunction with Homeland Security. Once the plan is completed and reviewed it is uploaded to VEOCI where all school safety plans are stored electronically. Hard copies of the safety plan are kept in the main office as well as each administrator's office where staff are free to review the plan. Each plan consists of evacuation/shelter – in – place actions, teacher/student accountability processes and information, and emergency protocols from administration/security roles until emergency services arrive and assume command.

The safety procedures are reviewed each year at the first faculty meeting where any changes and concerns are brought up. A safety committee that consists of custodial, teachers, security and administration continually review processes and procedures and will meet monthly to discuss any modifications needed. These safety procedures/actions are shared with students during the first week of school and with parents via the school's information system "School Messenger" during the first week of school. In the event of an emergency, central office is informed per protocol and a message is drafted and sent to parents regarding the reason of the emergency and outcome that is sent at the earliest possible time.

The Bridgeport Public Schools Student Code of Conduct outlines bullying, cyberbullying and Title IX policies and the protocol that is followed for each occurrence. This information is shared with students during the first week in the aforementioned assembly as well as shared with parents via "School Messenger".

7.3 Student Attendance

Describe the school's student attendance policy and include:

A. A brief description of the student attendance policy.
B. Strategies to improve and/or maintain student attendance (e.g. forming district and school attendance teams, analyzing student data, identifying trends and factors that contribute to chronic absence, and implementing a multi-tiered approach to reducing chronic absence that might include outreach and partnership with families, action plans written and shared with students and families, Functional Behavior Assessments and Attendance Behavior Intervention Plans).
C. The school's attendance policy in the appendix and reference the page number(s).

Resources:
- CSDE Resource Guide for New Administrators

ITSE adheres to the Bridgeport Board of Education's Attendance Policy as outlined in the student's Code of Conduct Reference Manual (pages 13-16). The attendance policy is in alignment with CGS 10-220 in definitions of absences and chronic absenteeism. Absences that are not excused by a written note (nine possible notes from parents must be received within 10 school days of absence, a doctor notes, etc.) are considered unexcused. Schools follow a specific protocol based on certain numbers of accrued unexcused absences. For example, when a student obtains four unexcused absences, a note is sent home (mail or email), parents are contacted and a parent meeting is set up. All dates, person making the contact, and any notes are entered into the "Attendance Support Register" in PowerSchool for each student. Reports are generated from central office on a daily and/or weekly basis that provide information to the school MTSS/attendance team as well as

the district data team. These district reports inform the schools regarding where students are with regards to chronic absenteeism, unexcused absences**,** as well as the information logged into the special attendance register. Data is reviewed by administration and the MTSS/attendance team at the school level to address issues related to increased unexcused absences for individual students as well as students that are considered chronically absent (an individual student missing 10% of the days that school has been in session). Principals receive a report that lists students that are between 7% and 9% chronically absent. Parents of these students are contacted and informed that their child is close to being considered chronically absent and what can be done to ensure their child is not chronically absent by the end of the school year.

Students that have a high number of absences are reviewed by the MTSS team and based on their information, may be referred to Tier I interventions. Tier II interventions include a home visit request, check-in/check-out with their counselor on a weekly basis, a daily monitoring system for individual students and may also include an attendance contract. Parent conferences are held with the MTSS team to determine what steps can be done to improve student attendance. Tier III interventions include continuing tier II interventions and at 15 unexcused absences, a referral to a ppt. In a small number of cases parents are informed that DCF may be contacted if the parent/guarding needs assistance to ensure their child is attending school.

7.4 Student Support, Intervention and Discipline

Describe the school's student support, intervention, and discipline strategies for all students (in-district and out-of-district) that includes:

A. A description of student support, intervention, and discipline strategies.
B. Evidenced Based Practices (EBP) and Multiple Tier Systems of Support (MTSS) for delivering universal supports.
C. Alternative Education Programs that provides non-traditional education settings that addresses social, emotional, behavioral and academic needs.
D. Positive Behavior Interventions and Supports (PBIS) framework that provides EBP and intervention practices that uses a MTSS for the academic, social, emotional and behavioral competence, balanced and restorative practices, teacher-to-student intervention, etc.
E. A copy of the School's/District's Discipline Policy in the appendix and reference the page number(s).

Resources:

- CSDE Related Resources for Student Support, Intervention, and Discipline
- CSDE Resource Guide for New Administrators

All students at ITSE receive the necessary supports and interventions no matter what district they come from. Students with special needs may have additional modifications based on their individual education plan. The goal of Bridgeport Public Schools is to provide a positive educational environment for every student. The Student Code of Conduct is designed to safeguard the rights of students as well as ensure a safe and secure educational environment for all students. As such, it is the goal of the district and ITSE to limit the number of out of school suspensions and expulsions so that students are in school where their learning will be optimized.

The Student Code of Conduct outlines policies and procedures for attendance, disciplinary issues, bullying, hazing, student/staff sexual harassment and Network/Internet/E-mail use policy. In addition to these policies and procedures, there is information regarding the student's rights and responsibilities, procedural safeguards and appeals process.

Disciplinary infractions vary in severity from minor classroom disruptions to those that may result in an out of school suspension and subsequent referral for expulsion. Minor classroom infractions are handled by the teacher as outlined by their classroom contract. Parents are contact regarding these infractions and reparations are made and/or a disciplinary consequence such as an after-school detention may be assigned. All parent contacts are logged into PowerSchool.

Disciplinary infractions that happen outside the classroom, or are of an escalated nature are referred to administration. The student's conduct is investigated using student/staff reports, conferences with the student and review of any video information to determine the actual events around the infraction. In most minor infractions, administration will look towards restorative justice or student mediations to discuss misunderstandings between individuals mainly due to rumors and negative social media posts.

Repetitive and more severe infractions are dealt with according to the Student Code of Conduct. The Student Code of Conduct separates infractions into three types of disciplinary offences. In each category the Type of offense and possible consequences are explained and listed. Consequences range from restorative justice and/or warning to recommendation of expulsion depending on the severity of the offense. If a parent and/or student disagree with the offense and consequence they may follow the outlined appeals process as referenced in the Student Code of Conduct.

Students that have an IEP or 504 and have been suspended will have a manifestation ppt prior to the tenth day of suspension. The purpose of the manifestation ppt is to determine if the student's infraction that has resulted in the suspension(s) is a manifestation of their disability. If the determination is such, necessary modifications or interventions are developed and put in place to prevent this behavior in the future. Students that do not have an IEP or 504 and are exhibiting continual behavioral issues, a Childfind ppt is held to determine if the student's behavior may be a result of an unidentified learning disability and their frustration at trying to learn. Unlike the manifestation ppt, a Childfind ppt does not need to be held every time a student is suspended for 10 days if a previous Childfind ppt does not determine the child requires testing for eligibility due to the review of records (academic, attendance, and behavior).

Procedures for bullying, hazing and sexual harassment claims and their subsequent investigations are also outlined in the Student Code of Conduct. Each school has at least one Title IX officer that assists in the investigation of sexual harassment.

Parents and students are provided information where to find the Student Code of Conduct (abbreviated versions in multiple languages) and their subsequent links. Parents receive this information as part of the welcome letter sent out prior to each school year. During an assembly at the beginning of the school year, students are also shown how to access the Student Code of Conduct while key points are highlighted. At the end of the assembly, students are given the acknowledgement of receipt of the Student Code of Conduct (Appendix F of the Code of Conduct) and must sign and date it and return it to the school after their parent/guardian has signed it as well.

8. ORGANIZATIONAL STRUCTURE & TALENT MANAGEMENT

8.1 School Governance and Management

Describe the school governance and management structure(s) and include:

A. The school governance and management structure and responsibilities (e.g., grade configuration change, partnership agreements, curriculum change, budget, building lease agreements, student growth and achievement and school improvement) and the involvement of teachers, parents, and students in the governance of the school.
B. The District/Central Office Staff Organizational Chart, including job titles, chain of command, and governance board in the structure of the chart.
C. The School Staff Organizational Chart, including job titles and chain of command.

The school governance and management structure is similar to all Connecticut School Districts. The superintendent of schools oversees the management of staff personnel and has individuals at the central office level that report to him and oversee certain schools in the district. ITSE is overseen by the Executive Director of High Schools and Magnet Schools with the principal reporting directly to the Executive Director. The District/Central Office Staff Organizational Chart of 2019-2020 in included in the appendix.

The principal oversees the operations, curriculum, and school improvement plans of the school. Approximately 30 Teachers, 2.67 school counselors, 0.33 social worker, 0.33 school psychologist are evaluated by the principal and the shared assistant principal (.33) according to the CT teacher evaluation plan (revised 2017). The principal, in conjunction with their leadership team, works with the school's community partners, PTSO and SGC to develop, review and revise curriculum that incorporates the magnet theme within all courses, solicit scholarship and internship opportunities and enhance the educational programs for all of our students.

8.2 Partnerships

Describe the school's collaborative partnerships or relationships (e.g., business/community organization, school district, international schools, international student programs, and institutions of higher education) and include:

A. Table 13. School Partnerships.

B. Partnership agreements (e.g., agreements, contracts, and/or letters of memorandum of understanding/agreement that defines the collaboration, relationship, services, responsibilities and fee arrangements) in the appendix.

Bridgeport Public Schools has multiple partnerships that benefit ITSE that include the local Regional Educational Service Center (RESC) (Cooperative Educational Services or CES), Housatonic Community College, UConn, and others.

ITSE's partners, Sacred Heart University (Professor Greg Golda and Professor Bob McCloud in particular) and The University of Bridgeport Professor Ruba Deeb and Professor Jani Pallis in particular), have been instrumental in the development of the magnet courses. The curriculum development occurs between an ITSE teacher and a university professor. Over time the professor teaches the teacher the skills necessary to co-author and deliver the content effectively. The named professor then serves as a mentor throughout the year.

Partnerships with SHU and UB have enhanced opportunities for our students beyond curriculum and professional development. ITSE students have the opportunity to work with graduate students who are majoring in Technology. The graduates speak to our students on course content, experiences and lessons learned and have also participated in co-teaching some of the discrete magnet courses. These partnerships have also led to the development of dual-credit courses where students can receive up to 42 college credits while in high school.

Additionally, collaboration continues with our partners in that, since the inception of the school, university partners work in close collaboration as curriculum advisors and mentors and solicit opportunities for students to engage in STEM based activities. These partnerships have provided supports in teacher mentoring and curriculum development, the incorporation of CODE.ORG and Girls who Code, and apprenticeship opportunities such as with Peralta Designs, and Kubtec.

Partnership Type	Indicate the partnership type, e.g., • Local Education Agencies (LEAs), Regional Education Service Centers (RESCs), Higher Education Institutions • International Schools • Community Groups • Business/Industry
Name and Location	Include the name and location of the LEA, RESCs, higher education institutions, community groups, business/industry, and international schools.
Purpose	Briefly describe the purpose of the partnership
Anticipated outcome	Indicate the anticipated outcomes

Table 13. School Partnerships

Partnership Type	Name	Location	Purpose	Outcomes
Higher Education	University of Bridgeport	Bridgeport, CT	Provide PD, curriculum development, dual enrollment opportunities for students	Unique courses that are magnet themed, partnership to allow students/staff to utilize equipment on both sites
Higher Education	Sacred Heart University	Fairfield, CT	Provide PD, curriculum development, dual enrollment opportunities for students	Unique courses that are magnet themed, partnership to allow students/staff to utilize equipment on both sites

8.3 Professional Capital

Describe the school/district staff recruitment plan and include:

A. The methods for recruiting and retaining high-quality and diverse administrators, teachers, pupil support services staff. Include in the appendix the school/district recruitment plan and examples of job postings and reference the page number(s).
B. A description of the human resource policies governing the following: hiring (include background checks/fingerprinting), discipline, dismissal, salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages. Include a copy of the police(s) in the appendix and reference page number(s).
C. Describe how the school will implement current Connecticut guidelines for educator evaluation.
D. Complete Table 14. Full Time Equivalent (FTE) Staffing (by concentration/job description) and total the hours on the last line of the table. Include all school staff (e.g., administrators, support teachers, office support, certified teachers, para-professionals, custodians, school nurse, library-media specialist)

The district hiring process for certified staff is included in the appendix. For certified staff, human resources act on a recommendation to hire from the school principal. Human Resources performs their own vetting and follows hiring procedures as outlined by the Bridgeport Public Schools Series 4000 policy. This policy, also found in the appendix, is also available online at The Bridgeport Board of Education website under the Board of Education tab and policies (https://www.bridgeportedu.net/domain/1779). The district follows all state general statues surrounding hiring processes including CGS 10-151, 10-153, 10-1554, 31-126 the American with Disabilities Act and the Family Medical Leave Act.

All candidates must be fingerprinted by the Bridgeport Police Department prior to hiring. However, due to COVID-19 and the closure of offices, teachers are given a contract with the stipulation that they must be fingerprinted at the earliest possible date based on state guidelines during the epidemic.

The Human Resources department follows all guidelines related to discipline, dismissal, salaries, and fringe benefits as they are outlined in the Bridgeport Education Association (BEA) contract and the Bridgeport Council of Administrators and Supervisors (BCAS) contract.

Table 14. Full Time Equivalent (FTE) Staffing	
Staff Position/Job Title	**FTE**
Principal	1.0
Assistant Principal	.33
Administrative Assistant	1.0
School Counselor grades 11-12	1.0
School Counselor grade 10	.33
School Counselor grade 9	.33
Social Worker	.33
School Psychologist	.33
Teaching Staff	28.33
Magnet Recruiter (Teacher on Special Assignment)	.33
School Nurse	.33
Total	

Resources:

- Educator Evaluation
- Connecticut's Guidelines for Educator Evaluation
- CSDE Resource Guide for New Administrators
- Educator Evaluation Plans – Public School Districts, Charters and RESCs

8.4 Talent Management - Highly Qualified Staff

Describe the process the school/district uses to ensure all staff is highly qualified in accordance with Connecticut General Statutes that includes:

A. The description of the school/district hiring process to ensure staff that is hired hold appropriate Connecticut certification, permits (Durational Shortage Area Permit (DSAP), Coaching, etc.), and/or authorizations (substitute authorization and/or temporary minor assignment authorization, etc.).
B. The description of the school/district process to ensure that employed staff maintains appropriate Connecticut certification, permits (Durational Shortage Area Permit (DSAP), Coaching, etc.), and/or authorizations (substitute authorization and/or temporary minor assignment authorization, etc.).

Resources:

- CSDE Resource Guide for New Administrators
- CSDE - About Connecticut Educator Certification
- C.G.S. Sec. 10-145 provides the types of employees (e.g., teacher, supervisor, administrator, special service staff member or school superintendent) that must possess an appropriate state certificate to be employed.
- C.G.S. Sec. 10-145d provides the types of certification requirements for subject area endorsements.
- C.G.S. Sec. 10-149 provides the qualifications for athletic coaches of intramural and interscholastic athletics.

The district hiring procedures are in the appendix. At the school level, once a position is vacant, the principal/assistant principal fills out a "Request to Post" form. This form lists the desired position (certification) and the vacant position that is to be filled. Once approved by central office, the position is posted online and through other sources such as CTREAP.net. Applicants are directed to apply online through the district's Applitrack portal. Applicants are reviewed by the building administration. All applicants have their resumes, as well as their current certification status, reviewed. New graduates or individuals that are seeking DSAP in shortage certification areas must provide proof that they are in the process of obtaining certification. If the applicant meets the desired criteria, they are granted an interview.

From the interviewed pool of candidates, those that are considered for hire perform a demo lesson and have their references checked by administration. If the demo lesson and reference checks are positive, the administration informs the candidate that a "Request to Hire" will be filed with human resources if they are still interested. Once that form is filled out and submitted, human resources will contact the candidate and follow the rest of the hiring procedures as outlined in the attached document. Due to COVID-19 causing school closures, demo lessons have not been requested. Human Resources is also limited with the ability to obtain fingerprinting of prospective hires. At this time, candidates are hired with the stipulation that when fingerprinting is available, they must make an appointment as soon as possible.

Bridgeport Public Schools provides new hires with professional development and a mentor through the TEAM module platform. Mentors are TEAM certified and are assigned by the school administrator.

Human resources department follows the local teachers (BEA) and administrators (BCAS) contract when hiring staff to posted positions. Salary at the time of hiring is based on prior experience in a previously held position(s) related to that of which they are being hired to.

Bridgeport Public Schools human resources department provides the required professional development for its new staff placing them with a TEAM mentor, preferably in their content area, ensures that they complete the TEAM program, if required, and is continually reviewing teacher certification and expiration. Teachers that are within a few months of an expiring license are informed by letter from human resources that their certification is about to lapse and outlines steps necessary to complete renewal of their certification. Teachers that have a DSAP certification are monitored to ensure that they are following the requirements necessary to become fully certified. Staff that do not have certification or have let their lapsed are informed of such and are able to continue teaching under the substitute contracted service until their certification is reinstated. These positions may be posted by the respective school principals to obtain a certified staff member for each teaching position they are allocated.

8.5 Professional Development and Learning

Describe the school/district professional development and learning plan and best practices and include:

A. The professional learning available for administrators, teachers and school staff to foster and promote positive teacher-student relationships and a positive school culture for students' academic and social success. Include program models that assists teachers and educators to transition to new standards.
B. The curriculum/theme-based professional development and learning that is provided to administrators, teachers and staff, and identify goals.
C. Complete Table 15. Professional Development and Learning.

There are multiple opportunities for staff and students to participate in that fosters and promotes positive teacher-student relationships and a positive school culture for student academic and social success. For the past four years, Bridgeport Public Schools has collaborated with Dr. Mark Brackett from the Yale University Center for Emotional Intelligence and the implementation of Dr. Brackett's Ruler program. This program is an evidence-based approach for integrating social and emotional learning into schools. The Ruler program develops emotional intelligence in students from preschool to high school and in all adults involved in their education. Multiple sessions for students and adults have been offered, including a one-day session for adults that teaches the five skills and four anchor tools to the Ruler Approach (The charter (classroom, school, district level), The Mood Meter, The Meta-Moment and The Blueprint).

In addition to Dr. Brackett's program, additional professional development opportunities for adults and students are also available. These include restorative practices, conferences and circles, School Climate Basic Training for High School Students, and ACEs\Resilience Trauma-Informed Training. The restorative practices promote positive student and adult interactions, how to make reparations for minor negative interactions instead of implementing progressive discipline. Restorative practices result in a positive outcome in almost all cases where there is no repetition of the initial event.

Adverse Childhood Experiences are events where children may be too young to remember may result in negative physical and emotional effects on the child's ability to learn and behave in a productive manner. (ACEs) ACEs\Resilience Trauma-Informed Training makes educators aware of this information and provide practical school-based remedies in order to mitigate the impact of toxic stress to allow for successful child cognitive and emotional development. Adults and high school students are given access to this professional development so that they are aware of possible challenges they have/are facing and ways to deal with them and be successful and productive.

In addition to social/emotional professional development opportunities, administrators and teachers have received or are in the process of receiving professional development surrounding the gold standard of Project Based Learning. Staff at the Fairchild Wheeler Campus have received training from the Buck Institute regarding Project Based Learning since August 2014. This professional development utilizes the backward unit development, surrounding an essential question as first mentioned by Wiggins and McTighe's "Understanding by Design". This professional development provides teachers a way to create units of study, which are thematically aligned, focused around a major project that answers an essential question.

During July 2019, three administrators attended a PBL workshop in Columbus, Ohio that focused on creating a district improvement plan focusing on k-12 project-based instruction. The information from this workshop and previously attended professional development workshops led to the development of the district's professional development focusing on PBL called "The Instructional Core". This presentation focused on informing school administrators and a small group of teaching staff across the district on the essentials of Project Based Learning and successful unit development.

Administrator professional development focused on unit plan review to ensure teachers are creating units that meet the "Gold Standard" of unit development. Through teaching strategies and small group activities, the seven essential design elements must be present to ensure a well-developed unit; Challenging Problem or Question, Sustained Inquiry, Authenticity, Student Voice and Choice, Reflection, Critique and Revision, and Public Product. This professional development was modified for the teaching audience and presented to staff during November 2019. This professional development plan was to be provided to the Fairchild Wheeler Staff throughout the 2019-2020 academic year. However, due to COVID-19, only part of the professional development was provided prior to the school closing in March. Once school resumes in September, all staff will receive this professional development and apply its information during PLCs to improve their current units of study and implementation within the classroom and/or distance learning. The documentation for the "Instructional Core" professional development is included in the appendix.

Table 15. Professional Development and Learning				
Date or Period of Time	**Name of Training**	**Participants**	**Description**	**Magnet Component (if applicable)**
October 2019-December 2019	Instructional Core	Administrators	PBL unit review and the seven essential elements of unit development	Application of unit material to the Magnet/Pathway Themes
November 2019	Instructional Core	Teachers	How to create PBL units utilizing the seven essential elements	Application of unit material to the Magnet/Pathway Themes
December 2019 – ongoing	Instructional Core	Fairchild Wheeler Campus teachers	How to create PBL units utilizing the seven essential elements	Application of unit material to the Magnet/Pathway Themes

Resources:
- CSDE Professional Learning Guidance
- CSDE Resource Guide for New Administrators

9. SCHOOL FACILITY AND OPERATIONS

9.1 Budget and Finance

Describe the school's fiscal structure, including management of budgets and funding and the fiscal accountability controls and policies that will be utilized to monitor and maintain the school's fiscal health and viability that includes:

A. Complete the Operations Plan Magnet Operating Budget and include it in the appendix and reference the page number(s).
B. The annually projected transportation costs (separate the costs for in-district and out-of-district students).
C. Describe the Pre-K tuition (RESCs only) collection process that includes the parent/guardian notification and include a copy in the appendix of the school/district policy and reference the page number(s).
D. Describe K-12 Tuition (if applicable) process, that includes residency verification, timely communications with sending districts, and the collection process.
E. If applicable, complete Table 16. Tuition Rate

ITSE receives an allocation, in accordance with the district's Allocation Model. This allocation consists of positions, based on equitable formulas (administrators, teachers, clericals etc.) to staff the schools for both general and special education; an operating allocation, $20/student based on the projected register; a parent involvement allocation, $7/student (Priority grant); and a supplemental allocation of $10,000/school to use primarily for recruitment and technology renewal. The district also commits other resources, as required, to assist the school in maintaining an enhanced infrastructure for delivery of educational services (e.g., replacement of interactive boards in classrooms). Beyond the direct school allocations, the district maintains the buildings in proper condition through payments for utilities, maintenance, repairs and custodial operations; staffs security personnel at the campus; and provides nursing services. In addition, the district funds substitute teachers for occasional absence, substitute teachers for long-term absences and substitute paraprofessionals in cases of long-term absence of special education paraprofessionals.

Annually, the district creates a comprehensive financial plan, comprised of the operating budget, Alliance ECS grant and multiple grant fund sources, which is designed to support school operations in a structurally balanced framework. Each magnet high school receives a State magnet grant, $3,060/student for in-district students and $7,227/student for suburban students. All funds in the magnet grants are expended solely for services at the three magnet high schools. In addition to the State magnet resources, the district applies resources from the following fund sources to support the school allocations:

- State Magnet Grant

- Operating Budget
- Alliance ECS Grant
- Priority Grant
- Magnet Tuition [$3,000/student] *
    - Note: Four districts have not paid magnet tuition since the start in 2017-18, pending resolution of pending litigation.
- Other grants, as applicable

Each grant is managed by the Grants Office in strict adherence to district financial policies, under the auspices of the Chief Financial Officer, within the Finance Department of the district. The financial policies, as part of the district's fiscal management system, include clearly defined operating procedures and practices to ensure fiscal responsibility, integrity, budgetary balance and proper approvals.

- **Non-Personnel Services**: All orders for non-personnel items (supplies and services) are submitted electronically and enter into a workflow, consisting of electronic approval by the school principal, followed by approval in the Finance/Business Office and processing by a Business Office staff member. Multiple controls are in effect to achieve strict adherence to procurement regulations, as stipulated in the City procurement ordinance and district Fiscal Management Guide.
- **Personnel:** Employment of personnel in allocated positions is strictly regulated, through imposition of an electronic process encompassing position control, internal controls and an approval workflow. A request to fill a vacant allocated position, submitted electronically on the designated form, will not be approved at step one by the CFO, unless the position is verified by the CFO as vacant in the position control system. No one is placed on payroll without the approval of the CFO on the electronic form completed by the HR Office, on the basis of verification in the position control system.

A systematic fiscal reporting structure is in place in the interest of fiscal transparency. Within the Business and Grants Offices, the accounting team monitors the status of allocations, encumbrances, expenditures and balances for district-managed and school-managed accounts. The individual schools are responsible for monitoring the balances in the operating and parent involvement budgets by checking MUNIS regularly. In addition, the district issues quarterly district reports to the Superintendent and all schools on the status of the parent involvement allocation (for high schools, from the Priority grant). The CFO posts bimonthly comprehensive Financial Condition Reports to the BPS website, which include a report on the status of all grants and the forecast for the operating budget.

In summary, a strong financial management system exists, which serves to maintain the fiscal health and viability of each school.

B. Annual Projected Transportation Costs: In-district = $716,000; Out of District = $600,000.

C. Not Applicable (applies to RESCs only)

D. By May 15th each year, BPS issues a Superintendent's letter to sending districts, in accordance with state requirements, which advises the sending district of the projected number of enrolled students in each magnet school (as of May 1st) for the new school year, the tuition rate, and the projected amount to be billed in the new school year. The Business Office issues the letters, maintains a tracking report, records the incoming checks from the sending districts as received, and deposits the checks in the operating budget, as a credit to the teacher lines in the operating budget associated with FCW campus teachers.

Table 16. Tuition Rate	
Type of Tuition	**Tuition Rate (per pupil)**
Pre-K	Not applicable
K-12	$3,000.00

Resources:
Non-Sheff Operators

- C.G.S. Sec. 10-264l(k)(2)(B) PreK Tuition Grant; C.G.S. Sec. 10-264l(m)(2) K to Grade 12 Tuition

Sheff Operators

- C.G.S. Sec. 10-264l(k)(2)(C) Prekindergarten Tuition Grant

RESC Operators

- C.G.S. Sec. 10-264l(c)(3) PreK Tuition Grant; C.G.S. Sec. 10-264l(b) K to Grade 12 Tuition

9.2 School Building and Facilities

Provide the school's building and facility information that includes:

A. The status of the building (select one):

☒ Owned (city) ☐ Lease (Short-Term) ☐ Lease (Long-Term) ☐ Other (Specify)

B. The lease and supporting documentation and agreements in the appendix and reference the page number(s). (if applicable)
C. A list and description of outside organization(s) that use the school building and/or facilities.
D. A list of the program(s) that have permanent use of the building that is not associated with the school's interdistrict magnet program (e.g., early education, alternative education programs, athletic programs, community meetings).

The Fairchild Wheeler Campus was constructed by the City of Bridgeport via a CT grant for new school construction of an interdistrict magnet school. The building is owed by the City where the percentage owed to the state for its construction are part of the city budget that will be paid over a set number of years. ITSE as well as the two other interdistrict magnet high schools are the only programs that utilize the building. All afterschool clubs and activities are available to Campus students only. Outside organizations that request the use of the Fairchild Wheeler Campus must apply for a permit through the City of Bridgeport. Prior to its approval, the principals and the Superintendent's office are informed of the dates and organization requesting use of the building and confirms there are no conflicts with the campus operations and afterschool meetings/programs that may occur. If there are no conflicts, the outside organizations are allowed to use the building as outlined in the permit.

9.3 School Construction or Renovations (if applicable)

Describe the school's construction/renovation project that includes:

A. The responsible parties of the project (e.g., The Department of Administrative Services (DAS) Office of School Construction Grants & Review (OSCG&R), board of education, city council, district staff).
B. The funding source(s) for the project (e.g., local, State of Connecticut)
C. The construction/revocation plans (e.g., school design drawings, timelines, and DAS/OSCG&R documents (e.g., ED-049).

Resources:

- DAS/OSCG&R Guidance

Does not apply to ITSE

9.4 Technology Infrastructure

Provide a description of the school's technology infrastructure that includes:

A. Technology resources, including, but not limited hardware, technology available to teachers for everyday classroom use and servers/network/bandwidth.
B. The system(s) in place to ensure data security.

Resources:

- Technology Infrastructure Guidance
- CSDE Resource Guide for New Administrators

The Fairchild Wheeler campus has the following end user compute technology available:

- All teachers and students have access to a personally assigned Windows 10 (Staff) or Windows 10S (Student) laptop
- Some students elect to bring their own devices to campus for usage which is at their discretion
- The Campus offer special purpose software through Virtual Desktop Computing (VDI) for all students requiring that access
- All classrooms have access to either an interactive board/projector or an interactive display
- The Campus has several specialized areas with special purpose end user compute to enhance and provide for the needs of specialized curriculum

The Fairchild Wheeler campus has the following networking connectivity:

- Each classroom has a dedicated WIFI Access point, with other Access points in key areas.
- Each classroom has access to at least 7 gigabit ethernet ports that connect to one of our IDF closets.
- Each floor's network closet (IDF) has a dual 10-gigabit uplink to our Main Data Feed (MDF)
- We have a VMware server cluster on-site to provide VDI access to students who need access to highly-demanding applications.

The Fairchild Wheeler Campus has the following data security practices in place:

- All wireless district devices are isolated in a different network from any guest devices
- All non-District owned devices are placed outside of our internal network infrastructure and is monitored as external entities
- All district owned devices have an endpoint protection suite (Antivirus) installed on them
- All files, data, and student information are securely stored in either Microsoft Office 365 or in PowerSchool, all data being transmitted to either of these places is secured with HTTPS over either TLS/SSL.
- All internet traffic is filtered through a series of CIPA compliant filters

9.5 Days and Hours of Operation

Describe the school's days and hours of operation that includes:

A. The bell times (Start and End Times).
B. Before school and/or after school programs.
C. The total number of days of school for students and faculty.
D. The school calendar in the appendix and reference the page number(s).

ITSE school day starts at 7:55am and end at 2:10pm. Students take four classes each day in a 4x4 block design that represents the college semester setup. Periods 1, 2 and 4 are 80 minutes in length with the third period being 2 hours in length to accommodate four twenty-five-minute lunch waves and passing times between lunches. Besides the full day schedule, there are three additional schedules; a single session (1/2 day) schedule, 90-minute delay schedule and a 2-hour delay schedule. These schedules are in the appendix.

Students have the ability to stay after for additional support provided by their teachers as well as participate in extracurricular activities such as clubs, intramural sports, student council, National Honors Society and class meetings. There are no before school or after school programs on campus. Students that participate in CIAC sports are eligible to participate at their sending school in their sending district.

During the 2019-2020 academic school year there were 182 scheduled days for students with four (186) additional days for staff. These four additional days provided professional development opportunities for all staff. The 2020-2021 approved academic calendar allows for the same scheduled days as the previous year for students and staff. Both calendars are in the appendix.

9.6 Student Programs, Activities, and Events

Describe the school's student programs that are offered before, during, and after school hours and include:

A. Before and/or after school day enrichment programs.
B. Extracurricular Activities (e.g., student clubs, student organizations, sports, etc.).
C. The cost of the programs/activities (e.g., fees, pay to play, etc.).
D. Events (e.g., plays, musicals, science fairs, etc.).
E. Agreements with other towns/districts/schools regarding sports, clubs, or organizational activities.
F. Types of communications and information available to families regarding opportunities for sports, clubs, or other organizational activities.

ITSE staff offer after school hours Monday, Tuesday, Thursday and Friday of each week where students can meet with teachers for additional help or tutoring. These hours usually range from 2:15pm to 3:30pm. In addition to academic support options after school, students are able to join and participate in many free clubs and intramural sports on campus. Students from all three schools co-mingle and participate equally in any club or intramural sports they decide to join. If a group of students wish to start a club that is not currently present on campus, then the student can create a new club after following a set of guidelines:

1. Find a staff member that would be willing to be an advisor for the proposed club.
2. Submit a description of the club, advisor, day(s) of the week and time they will meet and overall goal to the administration for approval.

If approved, students may create flyers that can be posted throughout the campus to promote the club and the club is placed on the list of clubs the campus offers for all students.

Some of these clubs promote the artistic talents of our students. Drama club works to present at least one play to the students as well as one showing after school for families to attend. Ticket sales are used to fund club expenses and materials they may need for their next production.

As part of our community outreach the campus hold an annual "STEAM Expo" that promotes STEM and the arts. This event occurs in January and science/engineering projects are on display for parents and the community to see. Projects that meet the State Science Fair criteria are judged by community members that have science/engineering backgrounds from universities, local companies and other school districts not affiliated with our school. Student projects that are scored and the top four from each grade and school move on to the district science fair and possibly the state science fair.

As an interdistrict magnet school, ITSE does not offer CIAC athletics/activities for our students. We do not want to limit our students to opportunities to participate in any athletics of their choice so we do not offer sports. Since our school population comes from many diverse communities. As a result, the varsity athletic opportunities vary throughout these districts. As outlined in the CIAC 2019-2020 handbook (pg. 36) on student eligibility, "STUDENT-ATHLETES PARTICIPATING AT ANY STATE AUTHORIZED PUBLIC SCHOOL OF CHOICE OR ANY STATE AUTHORIZED CHARTER, MAGNET, REGIONAL COOPERATIVE, INTER-DISTRICT SATELLITE SCHOOL STUDENTS: Eligibility to participate in interscholastic athletics at the sending school or school from which he/she would normally matriculate is extended to any student when the school does not offer any interscholastic athletic program." Therefore, all ITSE students interested in participating in sports may do so at their sending district's high school. One caveat to the above statement is that the sending school principal may deny a student from participating in a sport. To date, ITSE students were not prevented in participating in a sport by another high school principal. We hope this trend continues.

9.7 School Safety and Security

Describe the processes in the place for the safety and security of the school that includes:

A. The process of updating/implementation of school safety plans.

Resources:

- CSDE School Safety and Security Guidance

- CSDE Resource Guide for New Administrators

The school's safety plan is updated annually in conjunction with Homeland Security. Once the plan is completed and reviewed it is uploaded to VEOCI where all school safety plans are stored electronically. Hard copies of the safety plan are kept in the main office as well as each administrator's office where staff are free to review the plan. Each plan consists of evacuation/shelter – in – place actions, teacher/student accountability processes and information, and emergency protocols from administration/security roles until emergency services arrive and assume command.

The safety procedures are reviewed each year at the first faculty meeting where any changes and concerns are brought up. A safety committee that consists of custodial, teachers, security and administration continually review processes and procedures and will meet monthly to discuss any modifications needed. These safety procedures/actions are shared with students during the first week of school and with parents via the school's information system "School Messenger" during the first week of school. In the event of an emergency, central office is informed per protocol and a message is drafted and sent to parents regarding the reason of the emergency and outcome that is sent at the earliest possible time.

9.8 Transportation

Describe the student transportation plan for all students and include:

A. The transportation plan for students who are not in an agreed upon transportation zone.
B. The transportation accommodations for Special Education and Section 504 students to and from the school, resident and non-resident, as well as for students for extended-day and/or extended-year programs.
C. The method used to notify the parents/guardians annually of the transportation information, including changes as they occur during the school year.
D. Complete Table 17. Towns/District that transport the students on buses.
E. Complete Table 18. Towns/District that do not transport students on buses.

As an interdistrict magnet school, ITSE has a transportation plan for 100% of students that live in the initial districts that are part of the initial application; Bridgeport, Easton/Reading, Fairfield, Milford, Monroe, Shelton, Stratford, and Trumbull. The Bridgeport Board of Education Transportation Department schedules the bus routes for Bridgeport students and their bus information is uploaded into PowerSchool with the bus number pick up time and location of the stop. These students also receive a letter from the transportation department with this information included.

Students in surrounding districts that are provided transportation have their bus routes created by the contracted bus company. After all incoming students are registered in PowerSchool, the campus administrative assistant sends student lists and their addresses sorted by town to the bus company. The list includes graduated seniors that may need their bus stop removed from the route as well as newly registered students that may need a stop added to the route. Once routes have been completed, administrators are informed and send a message to parents informing them that the bus routes are posted on the Fairchild Wheeler Campus website as well as in PowerSchool. The list posted on the website list the stops and times for each bus, suburban and Bridgeport. No student names are listed on these lists.

During the first few weeks of school, the campus administrative assistant receives phone calls and emails from concerned parents about the local bus stop and the possible safety issues due to its location. These parents send written concerns along with a possible correction to the campus administrative assistant and they are forwarded to the bus company. The bus company reviews the route as well as the new suggested bus stop and will modify the route if necessary or possible.

Students that attend ITSE and live in another town are not directly provided transportation. During recruitment parents and students are informed that transportation outside the aforementioned districts is not provided but students can attend the school as a school of choice. They will need to provide transportation to the Fairchild Wheeler Campus. If a student lives near a community where transportation is provided and a local bus stop, they may request in writing if they can drop off and pick up their student from that local bus stop (i.e. Derby resident utilizing a Shelton bus stop). This information is shared with the bus company and if the bus is not at safe capacity, they will add the student to the pick-up/drop off list.

Students that need special transportation as covered under IDEA/ADA are provided transportation as indicated in their IEP/504. Since this transportation is indicated in the student's IEP/504, sending districts are responsible for these costs as outlined in CGS 10-264l.

Table 17. Towns/District that transport the students on buses

Town/District	Type(s) of bus stop (e.g., neighborhood, central, transfer,)	Average time students are on the bus	Notes or special agreements
Bridgeport	Neighborhood	20 minutes	
Easton/Reading	Central	35 minutes	
Fairfield	Central (am) Neighborhood (pm)	30 minutes	
Milford	Neighborhood	Max 1.25 hour-min 10 minutes	
Monroe	Central (am) Neighborhood (pm)	25 minutes	
Shelton	Neighborhood	Max 1.5 hour-min 20 minutes	
Stratford	Neighborhood	Max 1 hr. – min 20 minutes	
Trumbull	Central (am) Neighborhood (pm)	20 minutes	To catch Trumbull busses for neighborhood stops, busses leave the Fairchild Wheeler Campus at exactly 2:10pm on regular session days.

10. PROGRAM EFFECTIVENESS

10.1 Evaluation and Data Analysis

Describe the school/district's systematic method(s) for collecting, analyzing, and using information and data to evaluate the following:

A. The effectiveness of the school's/district's projects, policies and programs.
B. The school/district's methods used to measure and analysis student growth and achievement; quantitative and qualitative measures.

Resources:
- CSDE's Next Generation Accountable System
- EdSight—CSDE's public data portal

ITSE uses multiple sources for collecting, analyzing and using data to inform on school effectiveness and areas of student growth, achievement and areas of improvement. Standardized tests such as PSAT, SAT and the Science Performance Index informs the school on where we are performing in ELA, mathematics and science standards. Our goal is for all students to meet the college readiness benchmark for each category. Reviewing the reports from CollegeBoard and the Next Generation Accountability index provides ITSE holistic data on our performance compared to the district, state, and national level. Additional reports from CollegeBoard and EdSight allow for data analysis on an individual basis as well as on specific strands in each of the three categories. The Next Generation Accountability Index has shown that there are no performance outliers between high needs and non-high needs students for ELA, Mathematics, nor NGSS assessments.

Since the PSAT and SAT are used by the state for the accountability index, ITSE had implemented the use of the released versions of the PSAT 8/9, PSAT 10 and PSAT as benchmarking tools for our freshmen, sophomores, and juniors. These benchmarks expose students to this type of test and prepares them for the actual PSAT and SAT. In addition, ITSE is able to analyze this data and break it into specific strands. Data may be grouped by specific classes as well as looked at individually to provide individualized improvement plans.

The Next Generation Accountability Index is also used to track year-to-year data regarding graduation rates, chronic absenteeism, on-track to graduation as well as preparation for CCR and postsecondary entrance. These metrics inform us

of the strengths and improvements necessary in our program to ensure students are in class learning, being rigorously challenged and are career and college ready when they leave our school.

11. BOARD APPROVAL AND COMMUNITY SUPPORT

11.1 Evidence of Approval and Support

Describe the school's approval and support and include:

A. A description of the local and community support.
B. Provide current evidence of support (e.g., letters of endorsement from educators, parents, students, business, community members and/or institutional leaders) in the appendix.
C. Provide the board of education or applicable governing entity **approval of this Operations Plan** (e.g., resolution(s), record of votes, minutes reflecting approval) in the appendix and reference the page number(s).

Start typing here…

12. CLOSING

In closing, Information Technology and Software Engineering High School is a Non-Sheff interdistrict magnet school that has been in existence since the 2013-2014 academic year. Located on the Fairchild Wheeler Interdistrict Magnet Campus in Bridgeport, Connecticut, ITSE offers students from Bridgeport, seven surrounding districts, and students that attend here as a school of choice a rigorous thematic based education in the Software Engineering, Hardware Engineering and Media Production

ITSE strives to reduce minority group isolation and increase diversity within our school. ITSE has set goals that includes relevant cultural pedagogy and incorporate social emotional learning objectives, increase career/college readiness opportunities as well as improve community involvement. These goals are on track and are attainable by 2025.

While COVID-19 has had an impact on our operation we have adapted to ensure optimal delivery of instruction while promoting a positive culture and learning environment until we are able to return to normal, in-person education.

13. APPENDICES

Modify the table below to include, in apathetical order, the list of appendices referenced in the operations plan and include the corresponding page number(s).

City of Bridgeport, Connecticut
THOMAS E. CARROLL NUTRITION CENTER
BOARD OF EDUCATION—FOOD AND NUTRITION SERVICES

113 Federal Street, Bridgeport, Connecticut 06606-5225 ♦ Telephone 203 275-1200 & 203 275-1201
Fax: Office 203 337-0165 & 203 337-0096 ♦ Shipping 203 337-0164 ♦ Kitchen Office 203 337-0147

John M. Gerrity — Director
Nichola Hall, MBA— Assistant Director
E-mail: Nutrition@bridgeportedu.net

March 15, 2021

Dear Board of Education Members,

Food & Nutrition Services is requesting the addition of **Healthy Food Certification (HFC)** to the March 18, 2021 Board of Education, Students and Families Committee meeting and to the March 22, 2021 regular Board Meeting agendas for discussion and possible action of **(HFC)** approval for School Year 2021-2022.

At the March 22, 2021 regular board meeting we are requesting **three separate votes** for the following items:

1. **Vote to adopt the healthy food option under HFC** – *The board of must vote "yes" or "no" on whether to implement the healthy food option of C.G.S. Section 10-215f, i.e., follow the Connecticut Nutrition Standards for all foods sold to students separately from reimbursable meals. The board motion and final board-approved meeting minutes must include the following specific criteria for the healthy food option required by C.G.S. Section 10-215f:*

   The motion language for the healthy food option and board approved minutes must be stated and include the exact language below**:**

   Motion language for healthy food option:
   "Pursuant to Connecticut General Statutes Section 10-215f, the Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education will comply with the Connecticut Nutrition Standards during the period of July 1, 2021, through June 30, 2022. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups."

2. **Vote for food exemptions:** To allow food exemptions to the healthy food option under HFC (if the district votes to implement the healthy food option). If the board of education votes "yes" for the healthy food option, the board of education must also vote on whether to allow food exemptions. (Note: If the board of education votes "no" for the healthy food option, a vote on

whether to allow food exemptions is not required.) The board motion and board-approved meeting minutes must include the following specific criteria for the food exemptions required by C.G.S. Section 10-215f:

> The board motion and board-approved meeting minutes must include the following specific criteria for the food exemptions required by C.G.S. Section 10-215f:
>
> ***Motion language for food exemptions:***
> ***"The Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met:***
> ***1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend;***
> ***2) the sale is at the location of the event; and***
> ***3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held, and must be the same place as the food sales."***

3. **Vote for beverage exemptions**: The beverage requirements of C.G.S. Section 10-221q apply to all public schools, regardless of whether the district certifies for the healthy food option of HFC under C.G.S. Section 10-215f.

> The Motion language for beverage exemptions must be stated and include the specific language as follows**:**
>
> **Motion language for beverage exemptions:**
> ***"The Board of Education will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met:***
> ***1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend;***
> ***2) the sale is at the location of the event; and***
> ***3) the beverages are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held, and must be the same place as the beverage sales."***

4. **Option to combine food and beverage exemptions:** Instead of two separate food and beverage motions, the district may choose to combine food and beverage exemptions in one motion by using the language below.

   Motion language for combined food and beverage exemptions: "The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met:
   1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend;
   2) the sale is at the location of the event; and
   3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held."

BRIDGEPORT PUBLIC SCHOOLS STAFF MOVEMENTS
As of March 17, 2021

I. PROBATIONARY HIRES

	NAME	SCHOOL	POSITION		EFFECTIVE
1.	NOKWARE KNIGHT	HOOKER	TUTOR/INTERVENTIONIS		03/03/2021
2.	ANA-MARIE KALAFATIS	READ	4TH GRADE		03/08/2021
3.	MARGUERITE LAZARO	HOOKER	INTERVENTIONIST		03/15/2021
4.	GRACE AWODELE	COLUMBUS	SPED		03/22/2021
5.	DONNA WARGO	WALTERSVILLE	INTERVENTIONIST		03/29/2021
6.	PAUL RONGA	CENTRAL	FOOTBALL COACH		TBD

II. RETIREMENTS

	NAME	SCHOOL	POSITION	YEARS of SERVICE	EFFECTIVE
1.	JANICE BLEVINS	BASSICK	ENGLISH	30	06/30/2021
2.	DONALD BRELSFORD	HALLEN	MUSIC	15	06/30/2021
3.	MIGDALIA DIAZ	COLUMBUS	PRE-K	30	06/30/2021
4.	STEVEN JAMES	BASSICK	ENGLISH	14	06/30/2021
5.	MARY STEVENS	BLC	SPED	16	06/30/2021
6.	CHRISTINE TAYLOR	BMA	ENGLISH	19	06/30/2021

III. SEPARATIONS

	NAME	SCHOOL	POSITION	EFFECTIVE	REASON
	N/A	N/A	N/A	N/A	N/A