

Education
APPENDIX

SURVEY RESPONSES
ADDITIONAL SUGGESTIONS
BACKGROUND MATERIALS
- Letters and Emails

SURVEY RESPONSES

How does this topic area impact you?

- I am a teacher in New Haven Public Schools.
- Children are our future. Seeing they reach good literacy by 3-4th grades by "learning to read" WITH GOOD COMPREHENSION (not guessing by context about word meanings) ... then they are set up to LEARN by reading. School libraries are losing staff ... and books ... and I heard ESUMS was built with NO LIBRARY. Digital learning does NOT replace books and social contact in the learning experience.
- My daughter is a teacher
- I have attended the NHPS System and now work in it. Also , I have lived in New Haven my entire life and I am disgusted by how little improvement the NHPS system has made over the last 20 to 25 years. We need honest conversations and agendas not favors and greed to guide and direct our education system. Far too many excellent individuals leave our system instead of wasting their valuable time and energy trying to help this one.
- I'm a mother with a special needs child that attends the New Haven Public school.
- I work in youth after-school programming in the city for high school students and I am concerned about how we provide a variety of wraparound services, social-emotional development and skill development to those students (regardless of their academic achievement). I also care about the ways that New Haven holds Yale University accountable to supporting educational and employment opportunities to New Haven residents.
- I am an early childhood educator in New Haven and my daughters attend NHPS.
- I have been a teacher in this district since 2001.
- Crucial to our city, our children, and all New Haveners
- I work in public education.
- As a New Haven teacher the impact is high.
- I work for the New Haven BOE
- I teach yoga & mindfulness in a few schools and I have a child in 3rd grade.
- 51 years at the Yale Child Study Center developing and implementing a model that infuses child development and public health principle into education programs struggling in large part because they focus on curriculum, instruction and assessment, and not child development and public health. Children are in a process of development. When they develop well, they can learn well. Yet many adults responsible for promoting it are not prepared to do so--parents, teachers, others. As a result, a school and community culture needed to support development can't grow and be sustained.
- Our students often don't stay in the same school. They may attend k, 1st, 2nd in one school, 3rd, 4th, 5th in another, and 6th, 7th, 8th in another. NH schools do not have identical, corresponding or connected curriculum and programs across the district. The

reading and math programs vary from school to school, which puts our students at a disadvantage.

- I am a retired educator.
- I've been an educator in New Haven for 15 years. I love New Haven as a city, it's like a mini New York. It's diverse, unique and extremely eclectic in so many ways. I am so disheartened and worried about the direction our children's education is going. Our board of Ed is very disjointed and we are not working together effectively to help our children. Class sizes are too large, there isn't enough support staff to actually impact our students positively. More and more staff are being hit and physically assaulted daily including in the lower grades pre-K to 4. We aren't able to get and keep substitutes. School supplies and textbooks are in short supply.
- I am a teacher in New Haven CT
- I am employed by the Board of Education and I am curious about the direction of this organization.
- I'm a committed and dedicated educator in NHPS.
- I am a teacher in the New Haven school system.
- I am a teacher at East Rock Community and Cultural Studies Magnet School.
- I am a 7th and 8th grade Special Education Teacher in New Haven.
- I am a teacher.
- Student levels of education are not up to national standards.
- Employment area
- As a teacher I see school culture and morale deeply affected by the lack of substitute teachers.
- Lifelong educator, principal, teacher, K-8, EdD.
- I'm an educator.
- Although I do not have school age children, I believe that a good education is needed by all and can impact other development.
- Teaching
- New Haven Schools are so bad that if I have children I will move in search of a better school district.
- As a teacher, I care about the direction education is going in New Haven.
- I'm an employee who works with New Haven children
- My community is comprised in part by teachers in the New Haven schools, and my friends and the children of my friends attend New Haven schools.
- I have a child currently in preschool that will be attending public schools in New Haven.
- It's my profession.
- I am an educator (outside New Haven) and I have 3 children attending NHPS
- I am an educator at NHPS.

- I have worked for New Haven Public Schools for 20 years. Climate is a major issue. Learning is negatively affected by classroom behaviors.
- It does not directly impact me. I have observed students in the schools while working as a school nurse at NHPS for 13 years.
- As someone who works with the young people of New Haven, I have an experience that makes me suitable to answer many of the district needs.
- I have been teaching for 8 years at Quinnipiac.
- I am a city resident and a teacher at Wilbur Cross High School
- I am a resident and a NHPS teacher for 14 years. I have much to say on several areas that impact me as a resident and City employee, and would be happy to share. I have serious concerns with HR and the filling and moving of positions
- NHPS employee
- NHPS DOES NOT RECYCLE!!!! It shows that New Haven doesn't care about climate change. Some schools have shredding services, most do not. Some schools have RECYCLING BINS, most do not. 183 Goffe Street does not recycle- anything- not paper, not plastic- and goes through more paper than a rainforest. It is sad that everything goes in the garbage.
- The lack of nursing staff in schools is impacting BOTH teachers and paraprofessionals. Teachers are being asked, not only to teach 27 children, but to manage their physical health simultaneously. Teachers are being asked to monitor allergic reactions, administer daily medication, administer anaphylactic medicine in emergency situations in a TIMELY manner, etc. When students get sick in their classrooms, they sometimes have nowhere to go if there is no nurse in that day. Kids are asked to remain sick in the classroom and lay their heads down, or wait in the main office. Additionally, paras are being asked to change children's diapers. Paraprofessionals are not trained in physical health, are not CNA's, and are not qualified to monitor that area of children. A paraprofessional could not tell you if a rash upon changing a diaper is irregular or not, nor flag a health concern the way that a CNA could. All educators need the time to focus on education.
- I am currently a tutor with NHPS working my way toward CT certification as an English teacher (7-12)
- As a NHPS K-12 graduate, and now employee, I am disappointed and disturbed by what I have seen going on in NHPS since I began working as a paraprofessional 4 years ago. Teachers are subject to abuse from students and parents with no resolve. There is a complete lack of enthusiasm and passion as I have seen amazing teachers become disgruntled and burnt out, either leaving the district or retiring earlier than they had intended. I see passionate students fizzle out as attention has to be put on difficulties in the student body and school. I see all school staff overworked and frustrated. Paraprofessionals such as myself are expected to substitute for absent and vacant

positions. This creates an unsafe and unaccountable environment in both the classes we are covering, as well as the classes we are assigned to. I hope to see some major changes in NHPS with the new Elicker administration.

- I am a profession, who works for NHPS. I am very worried about our lack of resources and the cuts that have been made across the district. It makes it very difficult for us to be productive in the area that many of us are so passionate about. I have a great love for children, teaching and learning. I have been here for years and feel sad that I am thinking about applying to other districts at the end of this year.
- I work in the district and my children attend schools in the district.
- We need help with our Spanish population
- I teach at one of the magnet high schools in New Haven and am intimately familiar with the dysfunction, waste, and incompetence that are pervasive in NHPS.
- This district is made up of haves and have-nots. White, Asian, and "desirable" Black and Hispanic students go to the cream of the crop schools that get all the resources and funding. The "undesirable" POC get the dregs. Visit our high-performing schools versus our low-performing schools and try to tell me segregation is over with.
- I am a HS teacher for NHPS and only just moved out of New Haven, where I lived by Wilbur Cross for 13 years.
- I am an English teacher at High School in the Community and advocate for New Haven area teenagers.
- I am a teacher in New Haven
- I have two school-aged children attending public schools.
- CHILDREN
- I am a school teacher for the NHPS
- Building an educated and skilled workforce
- I am a teacher.
- I am a teacher
- I am a teacher in New Haven.
- I work in this field
- I work in the NHPS and have been an educator for 25+ years. I also have children in the school system.
- I am a NHPS certified teacher and my children attend a NHPS.
- I teach at Wilbur Cross High School
- I am a Teacher for NHPS.
- I work there
- I am a career educator.
- Not only am I a NHPS employee, I also have children that attend NHPS
- I am a teacher in New Haven
- I have young children and wonder if I should stay in New Haven

- UNDERPAID PARAPROFESSIONALS
- I am a teacher at Lincoln Bassett.
- I teach in New Haven
- I am a teacher with NHPS.
- I am a Kindergarten Teacher in New Haven.
- I am an educator & a parent
- I am a teacher in a magnet school. I am also a suburban parent with a child in the magnet system.
- I am a teacher.
- I have been an employee at NHPS for about 13 years now. I have worked in a K-8, Central Office and now at a high school. I have come to understand, especially with my almost 5 years at Central Office, the incredible impacts that the city and Board of Ed have on our schools even if it takes time for it to reach everyone.
- I am a paraprofessional
- I am a teacher.
- I am currently a teacher in the city and I am invested in working with students as well as the community to create and strengthen the dynamics.
- I work in education in New Haven
- I work for New Haven Public Schools.
- I'm a teacher
- I'm a teacher in New Haven and have been for the past 4 years.
- I am a teacher in New Haven.
- I am a professional educator for the City
- I am a PPT chairperson and the support our children need is above what we are able to provide now. Some schools have more support than others.
- I've worked for NHPS for 37 years and my daughter is a graduate of both Betsy Ross and Wilbur Cross High School.
- I'm a teacher
- I am a teacher in New Haven and my children attend Edgewood.
- I am employed with the NHBOE as a teacher
- I am an educator and parent
- I teach in NHPS
- We need more after school programs
- I have a child in the NHPS
- I have a child in the NHPS system.
- It impacts I and others in the quality of life for our future. Our children are our future.
- I am an education policy maker and resident with family in the schools.

- As the parent of a New Haven Promise Scholar, I hope the program is maintained and expanded to schools such as Holberton that provide an in depth software engineering program for learners who do best in an educational system that is project based.
- I am a paraprofessional at W. Hooker School and would like to discuss the importance of a paraprofessional/instructional assistant in the classroom.
- I am an employee of New Haven Public Schools.
- Education impacts everyone. Children need and deserve a comprehensive, supportive, current, and an empowering education.
- Education affects all of us! Our community benefits when our children are provided quality education. They are our future.
- Outside of New Haven

What are some suggestions you have for this administration related to this topic area?

- The need for more special education teachers. I see more and more aids which is great, but I need trained teachers to really understand the need of each child. In my child's annual PPT I have to hear that my child may struggle in certain areas such as math, yet the school can only offer a few hours a week in this area due to low teacher coverage.
- I would suggest building a coalition of youth-serving organizations and institutions that include youth, teacher representatives from each school, staff from after-school programs, social service providers, school counselors, public health professionals and professors of education from local universities. The goal of this coalition would be to establish a network of expertise that we can define the quality and variety of opportunity that New Haven must provide through programs and services to all youth in the city. This coalition would only be most successful with the support of a dedicated facilitator, consideration of different identities that are in the space, and the goal of having actionable items that participating parties will advocate for in their respective organizations. I also suggest more legitimate involvement of youth and youth workers' voices in the decision making of the Board of Education. This includes making student BOE members into legitimate voting members, including BOE spots for leaders from the out-of-school program space, and finding creative ways to update NHPS students on the decisions made by BOE so they are always kept aware without confusion. Lastly, there is an increasing concern amongst youth in New Haven about climate change, immigration, racial injustice, spatial injustice (housing and public space) and policing. The city has the capacity to bring youth, educators, organizers, academics and decision makers together to build out a curriculum, programming and a larger culture of civic action around these topics
- Invest in education from birth to college. Including public schools, centers, family child care educators.

- Reach out to those who left or are thinking about it. The brain drain is costing our City every year.
- More equitable funding and opportunities for schools. Bring schools up to safety codes (post-Sandy Hook). Professional development that addresses the needs of the schools (seems to be repetitive and geared toward newcomers, not veterans). Put policies in place that address the behavior of students, teachers and parents (not the DCF referral idea, but a practical system that rehabilitates relationships). Properly train teachers with restorative practices. Add paras back to grade 2 (I currently have 26 students 5 are SPED kids (2 of them are autistic) and 2 being tested and no support in the class. 7 SPED and 19 typical and only one me.
- Make high speed Internet available to all for free. Too many families can't afford it and students have to struggle to keep up -- in addition to dealing with other disadvantages.
- Stop all charter school funding. Billionaires and corporatists have enough. Properly fund public ed, lower class sizes, stop mindless data collection and return local control.
- My suggestion is to be more inclusive in the decision making so that your NHPS teachers feel that they are true partners in the education of the children they serve. Another recommendation will be creation of non instructional programs at the elementary level or all levels that will allow children to develop skills (social and physical) that can be transferred into the classroom. What I meant is that there is too much instruction that is creating and fomenting stress and mental health concern/issues and students are not given the opportunity to find ways or avenues to distress.
- Increase social workers to assist students who are dealing with many economic issues as well as severe emotional issues.
- I am interested in having money spent on resources across all the schools, transparency on where funds are spent, basically supporting what the NH advocates group is advocating for. I would like to help be part of big changes in our public school system. I've been in many schools and I see the same problems throughout (no subs, paras being taken out to sub classes, lack of tutors, not enough help with challenging students, etc). Maybe even look to a change in the food being served across the city and consider getting a different program in serving healthier food.
- Find a way to infuse child development principles into all aspects of the education enterprise
- Increased funding for our students' educational and social success
- Create enrichment learning programs ... even as a "pilot" in one or more schools to get ALL 3-4th grade students on grade level in reading comprehension ... then writing ... then math, including word problems. In the next decade this will make a HUGE difference in both college-bound and workforce readiness.
- Money spend wisely. I see how much of her own money my daughter has to spend to teach a lesson successfully.

- We need reading, math etc. programs and curriculum across the board, to be identical across the district. This would save a ton of money as well as benefit our students. Instead of spending money on different programs for different schools, you would only have one program to purchase from for the district. Instead of training teachers in multiple programs, you'd only have one program to train everyone in. When students move from school to school it wouldn't affect them negatively bc they weren't familiar with math and/or reading programs. Students could simply continue learning from where they left off, regardless of which school in NH they attended.
- 1. Regarding Special Education: use CT SERC's free IEP Rubric and IEP Rubric Webinar to conduct an analysis of IEPs and train staff on best practices (<https://ctserc.org/component/k2/item/93-iep-rubric>) 2. Identify and address policies that lead to the school-to-prison pipeline for students with disabilities. 3. Restore school librarians 4. Fix the school "lottery" so that parents have greater choice 5. Appoint parents to the Board of Ed 6. Improve the relationships of schools to their surrounding neighbors.
- We need more paraprofessionals in all grades, trained paras can take and assist with small group instruction. Paras are the least costly and can help greatly improve scores if assisting small group and intervention programs. We need screening testing for children entering pre-k and especially kindergarten. ECAT needs to be expanded and increase the amount of early childhood special education teachers. Look at the data and research and you will see that when early intervention and special education services are given in the early years, at the beginning of children's educational careers. There is a vastly higher rate of success and termination of these services in the upper graders. We should be flooding our lower grade children with extra services and help, so that once they are in 3rd or 4th grade, they no longer NEED services. Instead NH waits until 3rd or 4th grade to grant services. By then the child's achievement and academic gap is so large, the chance of closing that gap and exiting services is extremely low. That child will then be getting services for the rest of their educational career. Since the state is on us about out of school suspension rates, we need in school suspension rooms and teachers, reflection rooms and spaces. Without effective consequences violent and abusive behavior towards staff and peers is escalating. Teachers are afraid and fearfully of getting hurt and injured. We didn't get college degrees to come to work and get assaulted, nothing in our training or education has prepared us for this and it's scary.
- Please allow administrative jobs to become race-blind. In the past, administrative jobs have been given to candidates who fit the demographic rather than who is the best qualified for the job. Nepotism has been a big issue as well. I just want a fair chance.
- I would suggest a different selection process for the superintendent. I think board members should have some level of experience with the field of education.

- Find out what teachers need to make their work effective, especially through parent engagement.
- We need more substitutes! Special ed. teachers, paras, coaches, and other staff are often pulled from their normal (and necessary) duties to cover as substitutes in classes they are often not even familiar with.
- I would suggest looking into substitute teachers for the New Haven Public Schools. We are seriously lacking in this area. Classroom special area teachers as well as paraprofessionals are often pulled from their jobs to substitute, leaving their positions empty. I believe New Haven is one of the lower paying districts for substitutes so maybe looking into an increase to match other neighboring districts might help.
- **PRIORITY NEED****1. Our schools need substitute teachers. Every day teachers and paras are being pulled to cover classes that require substitutes. These people already have jobs from which they are being pulled. 2. I think that (since we all represent the educational system in New Haven) people in Central Office should be required to substitute in a classroom once a marking period. It would save the district money and it would open their eyes to what is REALLY going on in the classrooms. They need to see what it's like on the frontlines if they are going to be making decisions about what teachers should be doing.
- We need more staff to meet the needs of our students!
- Higher salaries for teachers and stakeholders. ie., custodians, paraprofessionals, food service and support staff.
- I would really like to see the following: 1) a board that is respectful of each other and school personnel, that does not get buried in red tape and 2) additional funding for schools with equity regarding budgets for each school
- Pay for what is required - substitute teachers are not paid for the bachelor's degree required
- I would love to work together to find ways to link the business community with students who speak other languages, both heritage/native languages and the languages they are learning in our schools.
- Substitute teachers need to be paid a daily rate which is competitive with other local school districts.
- Teacher/staff preference for magnet school lottery- so that teachers kids can more easily attend the school they work in
- Get some stability in the principals in the schools. Seems as if they are switched around too much.
- Seek to right-size the staff with the demographic represented across the district and in schools.

- First, ethically I believe that the Mayor should not sit on the Board of Education and certainly not be an officer of it. The Board needs to be independent and present initiatives, budgets to the Mayor and the mayor's staff.
- Engage students in public service and government projects
- 1. More teachers and administrators of color. 2. An effort should be made to get local staff, not people who live in the suburbs. Create incentives for them to move to New Haven or hire them from a local pool of applicants. 3. Suburban students are allowed to attend NH schools, but I'm not sure if the opposite is true or possible for most NH families.
- Look to make sure the administrators and educational leaders are transparent, communicate, and develop consistency across the board when it comes to teacher and student support.
- More health education. Right now students receive minimal education on vital topics such as social emotional health, drug prevention, sexual health, nutrition, amongst others. Students in 7th and 8th grade have about 15 health lessons from a certified health educator. The lower grades receive even fewer, at less than 8 lessons a year. We don't have to teach about vaping or e-cigarettes which is considered an epidemic amongst top level professionals in the health field.
- A majority (if not the entirety) of the board of education should have no formal or informal ties to the mayor's office. Fully fund the school system before it is too late (you have only a few years, if not months, to act. This is urgent!) We do not want a slew of private charter schools that cannot keep staff or facilities open with any reliability. Public schools are here, they must remain open, and they need to be fully staffed, without substitutes teaching for an entire semester because the school cannot afford a full-time teacher of a given class.
- Please work with the Early Childhood Education Council to make improvements to the application process for preschools and the school lottery. The process of applying for subsidizing funds (school readiness, headstart) is extremely difficult to understand and navigate given information currently published online. For families with young children and limited resources I imagine this is extremely challenging. There should be a single online application process with updated information. Magnet school offices should have more accessible and informed staff. During busy times it is almost impossible to get someone on the phone. Busy parents should not have to visit in person to have a question answered!
- More transparency from "The Board". Whose interests are they concerned about, teachers students? Not clear. Why are teachers asked to give more, do more, have greater responsibilities for their students' emotional and social well-being with less guidance counselor support and mediocre pay. Why are teachers paid slightly above poverty level?

- Bring back full time librarians in every school, and have a full time nurse in every school. There also needs to be an examination and overhaul of special education in NHPS. The schools do not have the training or manpower to service many of the special education students with significant needs. This results in underserving some children and outplacing others at a very high cost.
- The magnet schools do not seem to be operating on the lottery system because there are students being admitted into magnet schools that were behavioral problems in other "charter" schools. Also budgetary concerns since we do not have money for any supplies.
- Teachers need more supports like restorative spaces for students to de-escalate and regain their focus. The individuals who staff these rooms need intensive training to support the students who come there. Teachers also need more training in restorative practices to build relationships between students and staff in order to have a healthy community.
- 1. The required college prep curriculum does not suit many students and causes them to lose interest and sometimes drop out. 2. Many high school students do not show respect for their school.
- 1. Spanish classes available at all k-8 schools, especially those that don't have large EL populations but have large numbers of Latinx families-- we should be thinking about how we can create a bilingual city as our kids grow up, and provide more opportunities for language learning at a younger age for families that may not be able to get their students into a dual language program. Even towns like Bethany are providing a Spanish specials class at their elementary school as a matter of course. 2. More opportunities for teacher voice in BOE decisions, particularly around programming and professional development. 3. A true rollout of restorative practices in all our schools (time and resources allocated, real follow-up, and some measure of accountability for schools to do this with fidelity). There are pockets of effective practice right now, but we have a long way to go to call ourselves a restorative school district. 4. Create a pipeline with effective mentoring for our talented bilingual high school juniors/seniors to study bilingual education at Gateway and/or Southern. This mentorship would need to follow them through their graduation, enrollment, BA, myriad testing and certification requirements, their first year of teaching in NHPS, and beyond--possibly hiring them as bilingual paraprofessionals while they are in college. With the proper supports, we could build a lot of local capacity and address both our bilingual educator shortage and the need for more teachers of color in our school system.
- I would look into changing the time frame for bus usage with the high school students. Providing them with a universal bus card that gains them access to transportation needs and also to help address the budget needs. Also, looking into making an affordable and balanced budget based on the needs of the schools and on district metrics. Also looking into ways to increase the wage earning of substitute teachers and paraprofessionals to a more meaningful, live able earning.

- Attendance Issues, Parent Support & Involvement, Teacher Resources, Class Size
- Wilbur Cross High School is in serious disrepair. Windows do not properly shut. HVAC pipes are moldy and exposed. Some are hidden behind equally moldy ceiling tiles. Lights are out. There are leaks in classrooms, including mine, where condensation builds up while the AC is running, and then pours onto students. Bathroom sinks are broken; toilet seats are missing; bathrooms are frequently without toilet paper or soap. Much of the furniture -- teacher desks, student desk, tables, bookcases -- are very old, broken, or teacher-supplied. Water fountains are broken. Security cameras do not function in the A wing stairwell, and heating and cooling are inconsistent at best. The track is so bad that we can't host meets. Our football field is in terrible shape. The locker rooms are equally as bad. Our students deserve better. Our staff deserves better. We are the largest school in the city.
- Not sure this is the forum I wish to share
- Bonus pay incentive for high-need areas; seek state funding for stipends if necessary. We cannot fill STEM and ELL positions because the best candidates can get more money from other districts. Math, science and ESL classes are understaffed at alarming rates. I, myself, am considering a move. Other towns pay 10,000 to 15,000 more for the same service time / degree.
- Provide ALL NEW HAVEN PUBLIC SCHOOLS OFFICES with recycling services. At least for the paper. It is an abuse to the planet, and New Haven is contributing. Provide all NHPS buildings shredding services, ASSURING that shredding service is recycling that paper.
- Every public school in the city of New Haven should have a nurse of SOME kind, in their building present every day when children are present. Having a nurse present 2 days a week at a school is inexcusable. There are ways to save money, but still have a nursing provider throughout the week. A nurse does not have to be a degree* nurse (such as an LPN or RN), but could even be a CNA; who is then supervised by a district-wide RN or MSN. The CNA could be present to treat wounds, monitor liquids, call parents- so that a teacher or para can focus on education! Some type of nursing professional should be made available to children at all times; it would be better than none. There are some* schools with community health clinics located in them, but the vast majority do not have this. There are other schools that have Clinics offering services for Dental care, Eye Care, etc.; but then at the same time do not have a full-time nurse present in their school buildings every day? Perceptually, there seems to be a mismanagement, or at least a lack of coordination, of the health services (primarily preventable and basic) being placed in schools. Who manages this? Is it the public schools, or the Health department? Why does it make sense to have dental services in school, when some schools do not even have a full time nurse present throughout the week? Wouldn't a school nurse come first? Especially, when the lack of vaccine compliance in the school buildings is considered.

With more schools not meeting the vaccine standards, you would imagine that you would want some type of health professional to track any symptoms in the school children might be experiencing.

- (1) There needs to be more cohesiveness between the school board and the individual schools. Events over the past 2 years or so have left much distrust, and an us vs. them attitude. We need to work together to heal.
- I think the number one priority needs to be to fill vacant spots and increase substitute pay to entice people to actually want to do it. The few subs are subject to abuse and a pitiful salary, sending them to other neighboring higher paying districts. I think another major tool that would follow through in to the school day is after school programs and extracurricular programs. Many schools offer few to no programs to keep our students safe and supported after school hours. I think if we give students an environment to feel safe and supported we would see a huge boost in morale among students, which in turn would transfer over to the teachers.
- Looking into the schools, their needs and their resources to address these needs
- Schools need to be fully staffed with teachers, sped staff, librarians, and nurses. And all schools should be implementing a play based, interest based curriculum.
- We need more help at James Hillhouse HS
- Greater transparency and accountability, followed by replacing the people who are not qualified or capable of doing the work with people who are both.
- Better oversight and more transparency for the schools.
- Board of Ed: reconsider how appointments are made and how elections are done.
Districting: needs to be redrawn fairly
Financing: needs to be reconsidered for equity
Employment: we need more staff! Every school needs a full-time counselor, a full-time nurse, a full-time librarian, at the least!
- To begin, we need to have some real (i.e. difficult) conversations about social promotion, intrinsic bias in school discipline, clear pathways for students who are not college-bound, and ways to support successful reading cultures throughout New Haven schools and communities.
- I teach in a great school in New Haven. The problem is that administration's hands are tied. Like many schools we have kids who are problems that ruin the education process. It's a daily thing. It happens in the hallways, classrooms, lunch rooms etc. It negatively affects the students who want to learn. More time is spent on the problems than is spent on teaching. There needs to be a better solution in place to address these students. If not, the scores will continue to decline for many students.
- I believe the needs of our Latino students aren't adequately being met by NHPS. One way that might help is to hire more Latinos And Spanish speakers to leadership positions in the district. Latino leaders at the central office were marginalized and forced out

during the last Superintendent's tenure. There are too few Latino principals even before and almost none that have any facility in Spanish.

- We should implement play based nature, and environmental philosophies in our district.
- Curriculum, test scores
- Increase the budget to hire more teachers. Lowering class sizes is imperative. I can't possibly get 27 kids the attention they need everyday. As a 6th grade teacher, I have a range of high school level readers down to 1st grade.
- Teachers should be paid more for all the work they do. We put our hearts and souls into teaching in some of the most challenging classrooms. We do not have the support from admin or the resources needed to help the children who need it the most. We are exhausted by the end of the day, discouraged from taking time off when we need to, and constantly short staffed. Something has to be done if our goal really is to do the best for our children.
- Truancy issues that are not taken care of - students who are able to graduate w/o even being in school. The blanket of "trauma" covering up a student in a cloak of a make believe world whereby they miss classes to hang out with social workers all day and rarely accomplish their academic goals. How are we preparing students for their future work and trades? I am very afraid for the future! Students are not prepared in many cases to assimilate. Can we please reintroduce rigor and grit? May we please teach and stop having teachers act like clinicians and behaviorists? May teachers get needed support from administrators who "look the other way" when the building is destroyed by students vandalizing and there are rare consequences and suspensions as a result. Separating ourselves from restorative practices which often times make matters worse! This may be great at the elementary level but in high school it is not the best. Begin to hire administrators who are smart - tired of those who get their jobs b/c of other reasons but many teachers who are certified (092) are head and shoulders smarter and more effective for the leadership in schools. Butnothing happens! Same old dogged eared beat up plans which are redundant, repetitive, regurgitating what past administrators have done - rare with fresh thinking and clear goals for all stakeholders. Wake up New Haven! Where is the curriculum?? Why are we dumbing down the world? Very afraid for the future.
- End the fraud, waste, and abuse that continues to clog progress. Specifically, the curriculum supervisors do virtually nothing and get paid Administrator's salary. This role would easily be successfully done by a small group of volunteers. I would imagine it could be done with a small stipend.
- The strength of the NHPS has been its system of choice; parents, students and educators have long valued the ability to choose the school that best fits each child and family. Equity does mean that every family has equal access to a high quality education; it does not mean that all schools should be exactly the same. Furthermore, teachers are at their

best when they are supported, led, and trained to be problem-solvers, critical thinkers and intellectuals, not when they are handed material and told to follow it in lock step.

- Teachers are being asked to do way too much without extra pay. Meanwhile, teachers are getting basically bullied all day, everyday and there is no support from the BOE. Also, I think the quality of the education should be looked at. All children should be taught the same things across the district. My oldest daughter did not feel that she was prepared enough for college. She attended ESUMS.
- The building needs some attention. This year has been particularly bad, as we have seen flooded classrooms, significant water leaks from the ceilings, raw sewage coming up from the water fountains, and more. Many rooms are not fully lit, and are missing ceiling tiles. Our heating/ac systems are inconsistent (i.e. AC instead of heat in November).
- Have a budget that supports NHPS employees in their professional development or certifications, just as other organizations do. Figure out how NHPS can get enough willing Substitute Teachers. A school should feel confident they can get a Substitute Teacher, when the position needs to be filled.
- Repair things when they are requested. I have been waiting several years for 1/3 of my light ballasts to be replaced in two classrooms.
- Review of organizational structure. Review of curriculum implementation. Review and standardized building maintenance and purchasing for equipment, lighting, furniture etc. Develop a plan for infrastructure throughout all city owned buildings as well as the schools.
- Our children need recreation centers and jobs or things/places for them to go to keep them off the streets
- Stay out of education
- Schools all need smaller class sizes and more support services such as climate specialists in all buildings and at least one consistent social worker per building.
- Why is there not Neighborhood preference at Conte West Hills school?
- PAY THE PARAS MORE MONEY.... WE ARE LIVING IN POVERTY, YET WORKING FOR BOE.....STOP PAYING EVERYONE ELSE AND PAY THE PARAS A SALARY THAT THEY CAN LIVE ON AND RESPECT THEM AS WELL.
- Getting the educational level of New Haven students to even approach that of their suburban peers is paramount. There are many dedicated educators in New Haven that are capable of doing that. However, we need a lot of help. One thing that would help immensely is to reduce class sizes. Not by a token amount, but seriously. By say 25%.
- Listen to the teachers in the classroom!!! Hear what they have to say. We want what is best for the kids and New Haven and are often prevented from providing them that.
- Please do not cut funding to our schools. Our children deserve the very best- that is why my fiancé and I chose to move to New Haven and work in New Haven. We believe in this city and it starts with our students.

- The new administration should look into and consider the positive impact that universal preschool would have on its residence and school scores in the long run. With support and assistance from the Mayor, NHPS can implement universal PreK into its buildings, allowing parents to ensure their child is on track with the rest of their peers in other districts, save money on child care, and in turn move away from the poverty line without the stress of paying for childcare. Universal PreK will boost New Haven students by allowing them to learn fundamental social skills, emotional regulation and basic academics prior to kindergarten. This will better equip students for the rigors of kindergarten and its very demanding curriculum. Students would also have better social and emotional regulation skills, preventing fights, suspensions and peer arguments that disrupt classrooms daily.
- Change the leadership teams of certain schools & work closely with the board to ensure higher qualified teachers & administrators. (Stop nepotism). Please let's put "kids first" not just in words but actions as well.
- WE NEED HELP! We are understaffed in urgent areas - social workers, guidance, nurses, etc.
- Walk into each school and see what it looks like. So many schools are run down, it is a disgrace.
- Really, truly listen. Take your time to listen and observe a full school year cycle and engage with EVERYONE, not just the directors or Assistant Superintendents or popping into some classrooms with teachers. Try to come to and follow around the clerks in our HR, the Assistant Principals at our high schools, the parent liaisons at the K-8, the school secretaries and anyone you wouldn't normally think of. They have a story to tell and will give you an understanding of the systems and structures that are in play more than just conducting focus groups or general meetings. While it may seem or feel like you are losing time it will actually pay off in the end because you will have so much more knowledge and understanding of the systems, structures and people than you would otherwise. You can then translate that into a viable action plan that will work for everyone.
- Bring back essential positions. More social workers, interventionists, and support staff for us. We're seeing more and more students come in with weak social and emotional skills. Our curriculum isn't slowing down to allow kids to be kids, but instead continues to grow in grit and rigidity. I teach kindergarten and my 26 beautiful, full of potential kids have little to no opportunity to play. We've set standards for students that have them "behind" already at age 5.
- I find that one of the ways to increase educational outcomes is to create vocational pipelines in the school that support both career and college readiness equally. There should be a method to meet students that may not want to be college bound but can seek competitive employment. Furthermore, it is important to understand the whole child in

the learning process and not purely focus on academics. The issues such as affordable housing, food and access to resources affects the child's ability to function well in the school setting.

- Clean house!!! Get rid of all the incompetent admin and people who get paid big bucks to do NOTHING!!! Put it back into the teachers who bust their butts for these kids! Most importantly, make New Haven competitive. Having the lowest salaries for teachers and being one of the worst places to work (physical and emotional abuse of teachers) gives New Haven slim pickings!! Paying teachers what they deserve (or at least competitive with the better districts) will make it more enticing for teachers to want to work here, which in turn will give us better teachers!!
- I know there is a budget deficit, but New Haven really needs to find a way for school counselors and librarians to work at one location. It is such a disservice to the students of New Haven to not have full-time people in those positions. In addition, other support staff is needed in the schools. The teachers have no support! Maybe higher positions at NHPS need to be evaluated to see if the positions are truly necessary (cut the fat, as they say). I feel outside consultants will be a thing of the past. I sure hope so; that definitely seemed to be part of the problem.
- Parenting skills training should be mandatory. Childcare and health topics education should be mandatory. Birth to 3, pre-k should be free and mandatory. Kids come to school at age 5 or 6 and some barely know their name. The parents don't know the importance of talking to their children and keeping them safe from environmental issues like lead, smoking, etc.
- Fully fund our schools with full time guidance counselors and library media specialists, which were cut.
- Downtown being full of people with educational experience. Feels like a lot of choices that affect us and our students directly are made by people who have never been in a classroom. People who don't have experience with having 27 kids in 1 classroom and trying to meet all their needs. Finding teachers and administrators who are committed to our kids, not a paycheck. Finally have some real consequences for these kids in our schools. They need to know actions have consequences and you can't just do whatever you want. Especially at the detriment of other students' education.
- There is a rule that cell phone use is not allowed in schools, either by students or teachers. However, teachers and administrators are constantly on their phones making personal calls, while in class, walking down halls, etc. If teachers are unavailable to students, how can we educate them? Stop into any school in our system, and you will see what I mean.
- Reallocate funding back to the schools that serve our most vulnerable citizens. Teachers should not have to pay for paper and pencils out of their pockets. Also, if a child is admitted to a magnet school and does not adhere to the guidelines and focus of that

magnet school, they should forfeit their spot for someone who would value that option. Too many kids abuse the spot that could be filled with someone who genuinely would benefit from being in their place.

- They need to look at equity of resources.
- The Mayor should not be the head of the Board of Education and should not use her/his influence when selecting a Superintendent. Schools should be adequately funded and staffed. Retention of hard-working professionals should be a priority. Discipline should make a comeback in schools,
- More mental health support for young children
- The most important issue at this point is providing resources for teachers dealing with behavioral issues. At my school, teachers are only able to teach about 60 percent of the time because they are managing severe behaviors the rest of the time. Severe meaning violent and unsafe in other ways. Also, my third grader comes home most days complaining about the behaviors in her class. Something needs to be done. We need more possible placements for students-ICT classes and 12:1 classes. It should not be gen ed or ACES.
- Please give all stakeholders a seat at the table. We have had great success in the past with committees and working groups with representatives stakeholders.
- School Administration in NH is the root of the educational problems in many cases. They are taken out of their schools for too many meetings and are left without an idea of what is really going on in their schools. This decreases school climate and causes issues with both staff and students.
- School funding, resources and social emotional learning needs to be a priority
- Fire ineffective administration
- Need more before school programs and after school programs also
- Ensuring money is going to classrooms and students! Also, finding funds to do more hands on learning and trips. Ensuring our curriculum is up to par and competitive with our neighboring towns and Cities.
- The no child left behind policy and the dismantling of Special Ed classrooms in all schools is hurting our children. We have kids in classrooms that have learning/behavioral issues that make it almost impossible for the class to get through lessons without interruption. My child comes home everyday with stories about what happened in class that make him frustrated. Children with special needs and higher emotional/behavioral needs should be with teachers that have been fully trained to deal with their needs and how to deal with outbursts and behavioral issues. Children shouldn't be throwing chairs, desks, overly disruptive on a daily basis without any repercussion by the BOE and the school Admins. Children have been taken away in ambulances, police have been called for students and it's really ridiculous to think that children are learning at full capacity when these types of incidents occur daily. Also bring back daily PE for students, bring

coding for kids, bring back robotics and get our kids at the same level as suburban schools on all levels. If there is going to be early dismissal, have the call go out at least 24-48 hours before, not the day of or the evening of. If my child is absent, I should receive a call by 10 am on the day of his absence, not 5 pm that evening. Hire more teachers that resemble our children and pay them well! Teachers shouldn't have to work a full school day and then have another part time job because their pay isn't sufficient, and then have to cover much of their supply cost as well. Parents are pushed to use the Class Dojo app to communicate with teachers, however not all teachers are on the app. Require all teachers to use the app, as parents are pushed to use this as a form of communication. It really does help open the lines of communication.

- Join forces with city seed and other organization to help children eat local healthy foods that are nutritious to the brain and help them not get sick while supporting local organizations
- Revamp how the Board of Education operates.
- Mayor should go after corruption. Support Afterschool programs. Remove politics from system. Try to change school board leadership.
- Look into different systems of education to evaluate their long term outcomes in terms of providing jobs and contributing to economic growth. Or develop ways to help kids who are not traditional learners to find the best fit after high school.
- To be able to sit down with you as Mayor and discuss this important role of the paraprofessional.
- Clarify the process by which BOE members are selected. Adopt the NHPSA guidelines for board member selection. Initiate the new superintendent search, prioritizing finding someone with expertise in English Language Learners. Targeted recruitment/hiring of teachers of color.
- MASH has been without a full time librarian for two years. This is unconscionable, and send the wrong message to parents and children.
- Ditch the magnet school program. Seriously look into the cost of reverting. to neighborhood schools. New Haven should be educating New Haven children. We have too many schools, and the kids have no sense of community spirit when they are placed in a school far from their neighborhood.
- If it is possible to evaluate the potential of the Strong School anew, I would like to suggest that a collaborative development model be given consideration. Such a model is not prevalent here, but I know that it works elsewhere.

What is currently being done well that the new administration should encourage and/or strengthen?

- Education funding transparency.

- Trying to provide parents a way to be involved in their children's education even if this one have not been successful!
- There are some great community resources available for students and families, and a great deal of dedicated teachers and staff.
- I can't answer for all the New Haven schools but the one my daughter teaches at is a disaster. Listening to some of the parents talking I would not let my child go there.
- I'm sorry to say I can't think of anything.
- I like the incentive programs for homeowners. I will be applying for funding from the EERap program. I love the Parks and Recreation departments and their programs.
- When this school year started, there were some issues with the bus transportation. I have to say that they did an awesome job making sure our special needs children continue to have Door to Door services.
- I think the work of the youth services department with Youth@Work is helpful in providing workforce development opportunities. I hope the same support can be given around opportunities in the arts and creative careers as well as careers in engineering and technology.
- Programs for youth, New Haven Promise, etc.
- Our School has two new excellent administrators.
- Be present in the schools supporting teachers, students, and administrators.
- Community input is essential. Also, hear information from the frontlines not just the people in charge to find out what is really happening.
- We have begun implementing the "CT State Seal of Biliteracy" program in NHPS (Cross, Hillhouse, Sound). Students receive a Seal on their diploma and notation on their transcripts that they are proficient in English and one other language. As we roll this out to more high schools this year, we would love to collaborate with the business community to celebrate bilingualism and give students opportunities to use their language skills in authentic contexts (shadowing, PT jobs, volunteering, etc.).
- I do not know
- Good tutoring programs.
- The conversation has started, but this is it!
- The layoffs of part-time reading and ESL teachers were an abomination. These experts helped children one-on-one or small groups to master reading and English. Please reinstate.
- Community outreach
- Not sure what's being done well. It sounds like the whole system is a mess.
- Continue to search for an identity for New Haven Public schools and continue to improve on the new web site making it user-friendly.
- More cohesiveness with education departments to make sure we are covering necessary issues, such as vaping, bullying, sexual harassment, and other vital topics

- Not much of which I'm aware. Keep our diversity. Keep our queer voices and non white voices in the class room. Get more. Pay them.
- The lottery system is a worthy step toward integration but the process is still extremely complicated and opaque.
- Talking about education. It would be great if the talking would turn into action.
- Community events - Artwalk, Arts & Ideas, St. Patrick's Day parade...
- Making downtown attractive for visitors.
- People are working very hard, putting in long hours often in stressful circumstances. Staff need to be respected for those sacrifices and those sacrifices need to be remembered when the staff have needs or when mistakes are made which are often the result of a demanding workload.
- Taking bullying seriously.
- I hope you will continue to empower Edith Johnson at Wilbur Cross to do what she believes is best and dedicate resources to our school, particularly for our immigrant student population. This year we made up for some of the staffing/budget losses from 2 years ago, but we are still missing some of the wraparound supports and bilingual supports we had.
- Unknown at this time.
- Our maintenance team works very hard with a skeleton staff and small budget. It needs more manpower, purchasing power, and support.
- As a resident I feel public works are strong and efficient
- We all are liking X and she should just be grandfathered into her role- politics aside. Politics should not even interfere with superintendent position.
- X reaching out to the leadership and teachers at the school level to rebuild trust. The perception that central office is an isolated separate unit from the schools needs to be changed to one of cooperation and support.
- I am so excited about the administration's push for play based learning in education. It is heartbreaking to see children, yet babies, constantly subjected to testing and closed minded learning strategies. We need to encourage a fun and explorative learning environment.
- We have started with play based at a couple schools and with the babies, but it needs to be everyone PreK- grade 4
- Mr. Mayor you need to visit our school
- Not a damn clue.
- The magnet program should not be scrapped, though we should look at the lottery and how seats are determined by numbers for things like inclusion (SpEd, race, and household income).
- Conversations about Cultural Competency have just begun, but I am grateful that we are having them. As a community there is a great deal of healing that needs to be done. Much

talent has left the district. I encourage you to find ways to work with the NHPS community to bolster our culture and climate for those who remain while also strategically planning to bring new talent in.

- I support the commitment to keeping New Haven a Sanctuary City. I also support the pressure the City has put on Yale to be a more active financial contributor to the city. I think they could do more to hire residents of New Haven and increase their “voluntary tax.”
- We started the implementation and it is a pilot program. we need committees and the City and board of education to work collectively on this new initiative.
- Not certain
- I like that X is approachable and kind. I like to read in the NH Register the strides she is attempting and I hope and pray she gets the support she needs to implement her and her teams ideas.
- New Haven feels cleaner and safer to me than it was when I was a kid. I'm from New Haven, lived there as an adult, however I do not live there now.
- School-based professional development and school-based hiring are both critical to maintaining both areas (strong school choice and strong work among building professionals). Curriculum supervision in the district should be aimed at providing resources and rigorous intellectual training, not at choosing a package of curriculum and overseeing compliance with it. Building leaders should be encouraged to identify their building's areas of needs and seek appropriate support from central office for those areas, rather than complying with one-size-fits-all solutions.
- I am not sure. My focus has been and will be in education.
- New NHPS website
- Teaching and administration and custodians at largest high school.
- Conversations and planning for future education needs for all students.
- Our superintendent has the best outlook on education for our students and is highly respected in our communities. She should stay!
- Hope is around again!!
- I am very impressed with your openness to speak with public. Please do not stop that. It is good for our community to feel connected to our leadership.
- I don't have any insights into anything positive currently being done by New Haven administration.
- Not much positive is happening in our school system.
- Keep X at the top - she knows the district well and has the confidence of our teachers. Other than that, nothing is working and we are in a state of crisis.
- Keep listening. Keep asking questions. Keep reaching out and have the people on your staff, transition team and others keep reaching out both formally and informally.

- The current educational structures in place are not ones that are bad but can use strengthening. The use of wraparound services is an area that is good but can continue to be built upon. This is also true about the CSA department at City Hall. It is good and can really be a place to bring together the school and community in a meaningful way.
- It's nice to see X as interim - she works hard and knows a lot - she wasn't promoted because she won a popularity contest- but because she deserved it!! Now let's get rid of those who don't work hard and promote from within those that work hard!
- Keeping X as superintendent.
- X is an exceptional superintendent. She has the educational experience previously mentioned and know what it's like to be a teacher in New Haven.
- The staff are starting to feel valued and appreciated for the work they do.
- The teachers are working very hard to keep the Titanic from hitting the iceberg; value them more. They are in the trenches.
- Need lots of support for early childhood education
- The school system is in a dark place right now.
- Bring up people from within the departments. They know the system , what works and what needs work.
- No problems
- I think nothing has been done. A lot of \$ is and has been going to foods that are not nutritious and that no school administrator would eat, so why feed it to our future generation?
- Our superintendent is smart and honest.
- Mastery based learning, restorative justice, ECA, students being able to take classes for college credit while in high school.
- I am excited about the Mayor's dedication to the children in or school system and how it will get even so much better.
- Social emotional learning, restorative circles, LGBTQ youth advocacy.
- Our city is rich with resources in arts and sciences. These and other resources should be utilized in schools.
- We have excellent teachers. Let's keep them in New Haven.

Is there a way in which you'd like to help or contribute? Or do you have any other comments, questions, or concerns?

- I would work on a committee
- We were at the fired teacher protest outside Meadow Street.
- Would love to help in any capacity that would involve the use of resources to create programs that will allow children to grow socially, emotionally, and physically that does not include more instruction beyond the one that is provided inside the school system.
- I am here to listen and help when the time is right. I am curious to see where I can fit in.

- No, but I would like to be helpful
- If there could be time after school when teachers could attend community meetings, or at different schools, it would be easier to provide feedback and work together to come up with solutions for our schools.
- Meeting on Sunday? Possibly. In the past I trained tutors who consistently improved grade level accomplishments by more than 1 grade in 12-15 hours of tutoring. I used a specific phonics based reading program designed for 1:1 or very small groups. We delivered mostly 2 well matched students with 1 tutor. I have statistics of these results, student success stories and survey responses from parents (in Spanish or English).
- Maybe have the new superintendent actually meet with a few teachers from each school and get their perspective on problems in the schools without them feeling afraid of retaliation. Too many people hiring friends and relatives, how do you stand a chance to even get a job in the first place. If a problem comes up you know the friend or relative of adm will always be right. You might not believe it happens, but it does.
- At the moment no. But, as I learn more about your idea and direction I may.
- Thank you for your efforts to build community engagement.
- I would like to help and contribute to a plan that will launch our city into implementing the best goals to improve our cities moral and safety.
- I'd be happy to contribute in any way that I can be helpful, especially around issues of education and multilingualism.
- No, I'd just like to attend
- I will be vigilant and keep track of the data.
- I would like to be on the Board of Trustees of the New Haven Public Library. I have an MLS in Library Science.
- Focus on HS student leaders and followers to increase participation in City Hall public hearings and political events.
- I have a background in education, but I'm not currently working in this field. I could contribute to discussions on curriculum development, etc.
- I feel that every department should have an opportunity to contribute suggestions and information that will improve teacher relations and student learning.
- Please identify issues within the schools and follow up with people to make sure they're being addressed.
- I appreciate your approach to transparency and taking input through modern channels. This is just the beginning of what democracy can be with a pervasive internet and smart devices. One day I hope to see a world of referendums passed by carefully secured universal suffrage. Until then, I'll take what I can get.
- I have offered to volunteer for the Early Education Council.
- I am taking a wait and see approach. Although I am very happy with our Mayor-Elect.

- Having more surveys like this are helpful. To parents that are not able to attend a meeting but yet, can still have a voice to be heard.
- If there are continuing committees or ways to share my voice and be part of city initiatives to improve education, community engagement, and human services, I would like to learn more and stay in the loop. I also hope that this administration ultimately works towards building a stronger net of mutual support and services that start with young people and extend to their families over these next few years.
- Either more information by email or mail to residents to keep everyone informed.
- City employees who own property in New Haven and who live in those properties should be given a tax break. As a city resident who works for the city (often long hours without any benefit of overtime, unlike cops and firemen), I would be motivated to stay here if I received some kind of break. My car taxes and property taxes are very high. A tax break, or even simply a free parking decal that I can use at all times in downtown New Haven, would be a nice benefit of living and working here. I spend an awful lot of money to live and raise my family in the city for which I work. I already owned my home before working here, so I did not qualify for a homebuyer program. An employee-resident perk would be a nice nod to current resident-employees, and it might be an incentive for more community residents to serve New Haven in City jobs.
- I would be happy to volunteer for committees, boards, or to be a part of data gathering. I have a strong environmental background and am interested in getting involved with civics programs related to environment, water, land use etc.
- At this point, the Office of the Mayor and the Office of the Superintendent of Schools both need to restore public confidence in their roles.
- I have to say that I am so excited to see what this mayoral transition brings. I hope I find a newfound love for the schools and city that has raised me, despite feeling utterly overwhelmed and ready to run for the hills. I hope to see policy that brings all the people of New Haven together with equal opportunities for education.
- I think all stakeholders should be part of the planning process, not just "friends" of leadership out of site of those of us in the trenches. There needs to be more transparency and a better way for the "foot soldiers" to express concerns without fear of retaliation. In the age of computers, there is too much duplication of work, costing the city money, which is then put on the backs of schools to lose staff, supplies etc. This is unacceptable. Drill and kill doesn't work as proven by 2+ decades of the "latest and greatest intervention" without the gains we should expect.
- We need more support staff
- I would love to volunteer for any project that holds the students and staff of NHPS more accountable for their performance. My colleagues and I have many ideas/suggestions, but currently we serve under leadership that is more interested in saving face and superficial measures of progress than working toward real improvements.

- PLEASE contact the SPMT (School Planning and Management Team) at each school! Working with each school's SPMT should be the default mode.
- Any way I can. I am very interested in participating in discussions about opportunities for New Haven students after graduation, our current status with social promotions, and our efforts to create a city-wide culture of learning that will strengthen our kids' agency in effecting positive changes in our community.
- I don't know what needs there are, but I am glad to participate when called upon. I have in the past been active in advocating for NHPS students and families.
- I would love for you and your team to visit Barnard Environmental Magnet School.
- I would like to see what the future holds. Whenever there is a presentation at BOE meetings from schools, the teachers are usually handpicked by administration to pontificate on the ideas they think are working and, in reality, many of the new ideas introduced are merely dogma and not clearly actually being adopted by most staff members. Thank you for offering a voice for others! For too long I feel like I have been suffocated and have not had a place to make a stand w/o being reprimanded or scolded by the administration. Tired of their blindness!!! Wake up.
- I do help. I'm looking forward to New Haven being a strong city, with less negativity than it has in the past few years.
- I am unavailable on 12/8 but would be happy to try to contribute in any way that I can. I am excited for the opportunities that changes in leadership present.
- I plan to continue to have conversations and will work to continue educating New Haven students and families.
- I would love to work on any new education initiatives for NHPS
- As a teacher and a suburban parent that sends their child to New Haven schools I'd love to participate in an education advisory board.
- I'm not sure how I can help. If there is anything I can do to help push New Haven Public Schools forward or support in a big way the staff and/or students I will do it. I'm just not sure how to do it in a balanced manner.
- I would not mind being involved in the educational and community conversations as this is something that I am already doing.
- Thank you for providing this survey. I feel asking for feedback is a step in the right direction for the city of New Haven.
- I can't go to the meeting because I'm in school until 3:45.
- Teachers, including myself would be willing to share what happens on the daily in a public school.
- Welcome Mayor to our schools in New Haven to see the great work being done! Would love to chat with admins etc and express our needs to help the students we serve.
- More programs for our New Haven Students

- There are some departments within the City that seem to be forgotten about. While other departments get yearly pay increases, and even retro-pay in contract negotiations, some departments (essential to the city) are always left behind. Work is constantly thrown into the department without increased compensation. I've been with the City for 5 years and have gotten 1 pay increase, while others have seen many. I know that there are unions and they negotiate with the city, but if there's enough money to put poinsettias in every corner of City Hall and the PD, and all of the other wasteful spending every year, there's got to be more money in the budget to provide raises for the employees that are the backbone of the city. Thanks!
- I would like to be on a task force to consider how to improve the education for our students in New Haven.
- I have exceptional experiences at international and national levels of education.
- I would like to offer my suggestions regarding paraprofessionals in our school system

ADDITIONAL SUGGESTIONS

- A systemic problem arts organizations have is access to the schools - to solicit internships, to work collaboratively with the schools, to integrate for example curriculum and plays and other artistic productions happening.
- NH Promise to include community college
- **Implement Restorative Practices and Anti-bias training** - in a comprehensive and long term way. If the people in our schools do not know how to be with each other in positive and non-violent community and communication, then Black and Brown children, and children with learning challenges will continue to suffer harm in our schools and throughout their lives. Every year or two NHPS tries a different behavior management program, or focuses more resources on PBIS - rewards based systems which do not get at the culture change and learning that needs to happen for adults and children to transform how our schools function and build community. This must change, and the change must be long term, not just for a few years to see results. We also need leaders of color from within our district and beyond to help lead these trainings with a focus on more classroom and school based coaching so the skills get put into practice.
- **Focus on emotionally responsive school practices** as part of fully implementing restorative practices and training.
- **Bring play back** to pre-k through 2nd grade (and beyond). It works, period.
- **Enforce recess policy.**
- **Explore spreading the mastery grading system** used at New Haven Academy across all schools.
- **Change how science projects happen** so that they do not discriminate against students who do not have support at home. Have classes do one or two projects on a theme so that the teachers can support students in class in learning and putting together their project. This project is often 1/3 of a student's grade, and seriously privileges students with support at home.
- **Examine homework and what is truly necessary for students.** Make sure that homework is possible for students to do who do not have adult support at home (or computers) - so we don't reinforce and grow the racial and class divides in learning and grades.
- **Make the process for identifying students' learning and behavioral challenges much shorter, and the process to getting help much faster** to help avoid fights, injury and other major challenges in our schools.
- **Pay substitute teachers more money** including an hour before class starts so that that they can prep for the day. We need more and better subs, and will not get them if we don't pay for them. Also we must come up with a better plan for long term subs. Students cannot go without a teacher for 6+ months.

- **Update curriculums to reflect racial and cultural diversity** of our society and world.
- **Support teacher training** at SCSU and other colleges focused on recruiting and training NH residents and teachers of color to be hired in NHPS.
- **Support parent engagement in all aspects of schools**, not just fundraising and event planning. Whether through the Comer model or other model, enable parents to collaborate with schools in more meaningful ways. Respect parents.
- **Make financial equity in schools central to practices:**
 - Request that all PTAs and PTOs provide financial support to create equity as a top priority, such as:
 - Make sure that all field trip permission slips have a place for families to request financial help from school, as well as for other families to offer additional money to cover those that don't have.
 - If there are opportunities for things like band and school plays, offer financial aid front and center so that students don't self select in learning opportunities based on money.
- **Snow days:** We live in New England. It snows. Winter is cold. There are school districts across the northeast that get tons more snow than we do, with children and teachers traveling long distances and do not close school with every drop of snow. The current decision making protocols about school closures puts the burden and expense of dealing with snow on parents and caregivers, rather than on the city and state to make the roads safer for school buses. Canceling after school care with 2 or 3 hours notice can be a huge problem for parents who do not have cars or flexible jobs. The same goes for all the snow days, and closures for cold weather or ice.
- From Wilbur Cross Baseball team:
 - We have a safety concerns that have been ignored for way to long.
 - We have found needles on the floor of the baseball park. I worry for the safety of my players. Also my players have to walk through the woods to get to practices and games and not a safe area.
 - I've asked for help with putting up a fence and got nowhere. Many times last year during a game we would have people just walk in the field while there's a game. We have asked for a fence to close up the field that way fortracks don't damage the field. I have them help clean up the field and fix any hole that was made the day before. I do this so my players don't get hurt. Our other concern is lights.
- As a NHPS employee, I have a great deal of concern about the enormous amount of food waste in the schools. In a city with both a high poverty level and a huge deficit, this should not be. Large amounts of food are thrown away in the kitchen before it even makes it to the cafeteria. If a bag of celery is purchased and only a small amount is needed, the rest is discarded. If fruit doesn't look "perfect" the staff throw it out before it even makes it to the students for fear that the kids won't take it. Students throw away

food that they are forced to take. For example, if they want a juice box but it's packaged with a sandwich that they don't want, they take the juice and throw away the sandwich. I do my best in my school to take the fruit that is slated to be thrown away and hand it out to students and staff. However, this ends up being done on the sly because the "policy" is to simply discard it. I realize there are health laws surrounding this but it would appear that, often, the orders being placed are too large, so this is the end result. Additionally, I have been informed that the produce contract is with a company from Rhode Island. I am sure there are many companies and farms in CT that would be happy to have that contract. With Justin's background I hope this issue will be addressed. I would be happy to talk to anyone about this, as it is very upsetting and disturbing to me. I am told that this occurs district-wide.

- Project Youth Court, New Haven, allows students in the New Haven area to exercise their law interest, take on courtroom roles, and learn first hand the judicial system, empathy and care. An added bonus, the students take on real cases of their peers, and are involved in community service through restorative justice. As students eagerly began the new school year (fall 2019), PYC closed its doors due to a lack of funding and support from the parties involved - New Haven Board of Education, New Haven Police Department, and the City of New Haven. It is a program that requires a small amount, however, has a big impact. With the support and structure in place, PYC can be a program of restorative justice for minor level offenses by first time offenders who can use some guidance and direction, and used to support a positive change in the New Haven school system.

BACKGROUND MATERIALS

LETTERS AND EMAILS

As a member of the education team at Integrated Refugee and Immigrant Services, I have spent a lot of time thinking about how we can build on our city's strengths to better serve our newly-arrived neighbors (not just refugees, but immigrants of all categories). I have visited comparable cities to see what they are doing and have been impressed with the range of possibilities - everything from stand-alone newcomer schools to classroom-based strategies. Although New Haven is full of incredible educators and administrators who care deeply about newly-arrived students, I've often thought that we need to be more deliberate in how we provide education and services to this slice of our population.

I have some fairly pie-in-the-sky long-term ideas about this (even the plan below does not address the vital question of high school-aged newcomers), but much could be done in the short term to address this situation as well. I'd love to hear your thoughts about the rationale and proposal below, and would welcome the opportunity to help build an equitable system that would benefit not only recently-arrived neighbors but all of our city's students.

NHPS newcomer proposal

Rationale: New Haven welcomes a steady stream of immigrant families from around the world. The children in these families - many of whom arrive as refugees or asylum-seekers, or come from countries with high levels of violence and poverty, have particular needs associated with language acquisition, trauma, displacement, and integration. Newcomer centers help ease this transition and prepare newly-arrived students for 'mainstream' classrooms; they also ease the pressure felt by teachers who, while happy to welcome newcomers to their classrooms, often struggle to meet their needs. Teachers report not having the time, expertise, and/or materials necessary to adequately differentiate instruction, particularly when students speak little to no English; parents report that they feel their children are not learning English quickly enough, and their overwhelming preference is for the newcomer center at Fair Haven, which is often full.

What is the current situation?

Currently, New Haven has two newcomer classrooms at Fair Haven School (they once had three classrooms, but this was reduced to two in 2017). One classroom includes students from grades K-3, and the other includes students from grades 4-8. Both classrooms include both a lead teacher and an assistant teacher; currently, both assistant teachers are professionals who arrived in New Haven as refugees themselves and have vital language and intercultural skills and a deep

understanding of where students are coming from. The lead and assistant teachers work closely with IRIS.

Proposal:

Go back to having three full classrooms of newcomer students at Fair Haven.

Open a three-classroom newcomer program at Barnard Environmental Magnet School or King-Robinson Inter-District Magnet School.

Why these two schools?

Newly arrived families are concentrated around the Edgewood Park neighborhood, close to both schools.

Barnard already hosts about 40 Afghan students, and other English Language Learners on top of that; they are currently being underserved (one full-time ESL teacher assisted by a part-time ESL teacher who splits his time between Barnard and Clemente).

The new principal at Barnard, Robert McCain, is invested in welcoming new families and has recently applied for a sizable grant to do just this, in conjunction with IRIS.

A newcomer program at King-Robinson would fit into the school's global international baccalaureate model.

In the future, consider building on the strength of these newcomer centers toward an integrated K-12 program for newly-arrived students.

I ask you to take the lead in opposing the increasing influence of the LGBTQ lobby in the school system and its recruitment of young and impressionable lives. That we constantly see reports of gender confusion being promulgated among the young is alarming. We see boys self-identifying as girls and entering and dominating girls sporting events. We see reports of boys being allowed to use girls' restrooms and locker rooms. We see reports of gender transition efforts being instituted in public schools in various American communities. We see the sad case of a Texas mother attempting to chemically castrate her 7-year-old son and transition him to a girl. We see reports of teachers being disciplined and even fired for using politically incorrect pronouns when addressing students.

The LGBTQ lobby has become mob like in its tactics, and I ask you as our new mayor to take a cold hard look at this phenomenon and push back against it.

I'm old enough to have seen the results of such trendy yet destructive movements. I've seen it in the Hugh Hefner Playboy Philosophy resulting in many family breakups. I've seen it with the Dr.

Timothy Leary program of "Turn on, tune in, drop out" with mind altering drugs. I've seen the destructive results of such 'scholarly' lifestyle advice in my own family. The 'just another alternative lifestyle' agenda of the LGBQ has blossomed into a very destructive and divisive force that need not be in our public schools, and I implore you as our new mayor to carefully examine the impact and take a stand in defense of our future generations.

I know that what I have said is not in sync with the values of the current generation of Democratic Party leadership, but in a city that has had an almost unbroken 100 year run of single party rule, it might be time to take a cold hard look at alternatives.

I would like to recommend a high-quality Pre-K education. Research generally shows that when pre-K programs are strong, students show lasting academic benefits.

Investing in quality pre-K will provide short-term and lasting benefits for the City of New Haven.

Long-Term Benefits Include:

- Lower rates of crime and teen pregnancy
- Higher lifetime earnings
- Cognitive and social emotional gains made in Pre-K are associated with improved health in adulthood.

For Children: Quality pre-K nurtures growing minds during critical years of development. It ensures that all children arrive to Kindergarten ready to learn. Quality pre-K is also linked to better health outcomes, increased graduation rates, and higher earning potential.

For Families: Cost should not prevent a parent's ability to choose quality pre-K for their child. This program makes quality learning opportunities for three- and four-year-olds more convenient and affordable for families.

For Schools: Quality pre-K reduces grade repetition and the need for special education services. This provides a significant cost savings to K-12 schools, where many children arrive at kindergarten unprepared and struggle to catch up..

For New Haven: This investment strengthens neighborhood-based pre-K providers, most of which are minority and women-owned businesses. It will also create at least 500 new jobs in the early childhood education field.

HOW TO FUND IT? (raising property taxes is not an option)

- Yale Community Investment Program
 - Partnership with Philanthropists, Foundations and Nonprofits operating in this space (All Our Kin is a great example)
 - Creative Revenue Streams (often controversial, but worth the risk). A great example is the Philadelphia's universal pre-K program, funded by a tax on sugary drinks.
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There have been many suggestions, over the past few years, that some students are not college material or who don't want to go to college. The response to this conclusion is that the city should develop a viable trade school option for High Schoolers who don't see college in their future. While this is not a suggestion which I'm firmly committed to, I would like to offer this "Friendly Amendment" to a suggestion that seems to have too much steam to be stopped.

While the idea has been around for quite some time, I've heard little in the way of how the specifics will play out for prospective Trade School Students. My concern, however, is that these students will be allowed to focus less and less on traditional College Bound subjects and will focus almost exclusively on the topics that will lead to a Certification in their chosen trades. This approach, I believe, will ultimately be wrong for these students.

Every student, with or without a College Preparatory curriculum, will need a strong foundation in the Traditional High School subjects. Whether a student is going to college or not, they will still need to learn how to read analytically, write with proficiency, speak clearly, and perform basic math. We live in the information age, and all students coming out of High School need to learn how to navigate it.

We need to give serious consideration to the fact that 17 and 18-year-old students might not be fully capable of making life decisions. So, those who opt-out of college-bound courses should at least have enough familiarity with basic High School subjects, in case they decide later to attend college after all. Without proficiency in basic traditional High School subjects, these students will struggle even in Community College, where many of them will begin their journey to a four-year college degree and are more likely to drop out, without the aforementioned High School skills.

A Trade School curriculum should not pigeon hole our students but should set them up for success in whatever aspect of learning they ultimately decided to pursue immediately after High School or even a few years later.

The biggest challenge facing our city and its government in regards to education is one of identity, of story and focus. There seems to be no coherent story of New Haven in regards to its schools that the district or city is actively and thoughtfully crafting. No strong narrative based on a vision and strategic plan that we push in front of the public, with their blessing and input, and then collectively hold them and our institutions responsible for focusing on and achieving. The sense of what our schools and school system are accomplishing is not driven by those who are engaged in the work and the story of our city and our city's schools is not being told by those who know best what is happening within them.

In a simple practical matter, we have no communications team nor plan for a 300 million dollar organization that employs almost 3,000 people.

In a larger impact sense, we have a system that can be seem to be often driven by what the latest issues the Independent is chasing or what three people in a row talked about at a Monday BOE meeting public comment period. We could be a city defined by its schools, both K12 and University, a city that sees its schools not only as innovative levers for social mobility and economic advancement. But as the laboratories for democracy that our society so desperately needs. Imperfect as they are, the magnet programs are the strongest hope for integrated schools we have. As challenged as they are, our schools produce miracles small and large daily.

We need a story crafted about this city and its schools and we need to be telling it every day. That story needs to be linked to strategic objectives that our Board and district leadership agrees to stay focused on, that the mayor and administration agrees to push forward through times tough and lean, and that we build our leadership and initiatives around.

We've got so much great talent here in this system already, and the building blocks are so close to being in place. We need a coherent story crafted and told beyond the largely negative, bombastic and often only partially true ones that are dominating the public media sphere. We are so much better than what many are led to believe.