

Section 1: Board Capacity and Governance Structure

New Beginnings Family Academy (NBFA) is a Pre-K through 6th grade public charter school in Bridgeport, Connecticut. It is governed by a Board of Directors, which may have between five and 24 members. Job descriptions for Officers are made available to every member during onboarding and are posted on NBFA's website.¹

Eight directors - four people of color; five female; and two multilingual - bring a range of legal, financial, entrepreneurial, education and development experience, on which NBFA's senior leaders draw, as needed. For example, the attorney on the board provides pro-bono reviews of contracts, including a recently signed construction project for a new Early Learning Center (ELC) that will allow NBFA to expand seats in its early childhood program. Two educators, a NBFA teacher and a school social worker from the Bridgeport Public Schools (BPS), offer advice on instructional matters including at-risk students on Individualized Education Plans or 504s. A NBFA parent also serves on the board, promoting the school and lending her voice on behalf of fellow caregivers. For instance, she has mentored students, distributed enrollment fliers at her place of business, a Bridgeport social service agency, and fielded parent questions around school closing and reopening due to the pandemic.

The Board's function is policy making, advising and evaluating. Its principal responsibility is fulfilment of NBFA's mission and oversight of its operations. Directors act on behalf of NBFA's constituents and collectively establish a clear organizational mission, form the strategic plan to

¹ Board job descriptions are available in Appendix A or at https://www.nbfacademy.org/apps/pages/index.jsp?uREC_ID=1256574&type=d&pREC_ID=1479497

accomplish the mission, oversee and evaluate the plan's success, hire a competent head and provide adequate supervision and support to that individual.

The following committee structure helps the Board accomplish its functions: Governance, Development, Finance, Academic Excellence. Members will consider establishing an Ad Hoc Task Force of the Governance Committee to help complete a Succession Plan.

The Board holds an annual retreat and six meetings a year, at which Directors engage in thoughtful dialogue. Each year, at the Annual Meeting, Board members review the Board Policies and Procedures Manual², with an emphasis on Article VII, covering Conflicts of Interest³ and will resume collecting a completed Conflict of Interest Form from each member.

Directors serve a term of three (3) years and may not serve more than two consecutive terms. When the term expires, an individual may be re-elected as a Director for an additional two one-year terms. At the end of the term limit, an individual may be re-elected as a Director after at least one year off the Board. When a vacancy arises on the Board, if membership is below 12, or if skill gaps are identified, the Governance Committee works to identify possible candidates. The goal is to replace an outgoing Director with a candidate whose skill set is similar to ensure the Board has the knowledge base it needs to support NBFA's operational, financial, legal and instructional functions. When a candidate is identified, at least two Governance Committee members meet with the prospect. The Governance chair forwards a biography of the candidates to the Board at least one week prior to the meeting. At the meeting, the Board discusses the merits of the candidate and decides whether a vote is appropriate. The position is filled by a

² NBFA's Board Policies and Procedures Manual can be found in Appendix B or at <https://4.files.edl.io/00c2/07/11/24/173335-3a623302-ea98-498f-af63-83fec588d7a1.pdf>

³ NBFA's Conflict of Interest Policy can be found in the Policies and Procedures Manual or at <https://4.files.edl.io/00c2/07/11/24/173335-3a623302-ea98-498f-af63-83fec588d7a1.pdf>

majority vote of the Directors. Each person elected in the middle of the school year serves a full-term beginning July 1 of the current school year.

Board officers, which consist of a Chair, Vice Chair, Secretary and Treasurer, may be elected to serve up to six consecutive one-year terms in a given office, except for the Chair, who may be elected for up to four consecutive one-year terms. Based on the school's needs, the Chair may be elected to serve additional consecutive one-year terms. The Chair presides at each Board meeting. In the Chair's absence, the Vice Chair leads. The Secretary keeps, or causes to be kept, minutes of the Board; ensures all Open Meeting notices are posted in accordance with the law; and is custodian of the corporate records. The Secretary maintains a record of the names and addresses of all NBFA Directors and performs other duties assigned by the Board or by the Chair. The Treasurer supervises the receipt and custody of NBFA's funds; causes correct and complete books and records of accounts to be kept, including full and accurate accounts of receipts and disbursements in books belonging to NBFA. Any officer of the Corporation may be removed at any time, with or without cause, by resolution adopted by the affirmative vote of two-thirds of all Directors then in office. Any officer's resignation shall be in writing and effective immediately upon receipt by the Board of Directors.

All checks or demands for money and notes of NBFA are signed by one or more officers and/or designee. The Board adopts an annual budget in accordance with regular voting procedures.

At the first meeting of the year, Board members annually participate in a three-part Training Mini-Module - Acting Strategically; Raising and Using Resources; and Annual Board Training for New and Returning Charter School Board Members⁴ - made available to members of the

⁴ NBFA's Annual Board Training Series is available at https://ctcharters.mn.co/search?term=board%20training&filters=&sort=relevance&sort_order=desc

Connecticut Charter Schools Association. They also undergo background checks and annual sex offender screenings by the Department of Children and Families.

NBFA's governing council, The New Beginnings Family Alliance, went dormant during the pandemic but will be revived during the 2024-25 academic year. In the temporary absence of the Alliance, NBFA's classroom parents play a more prominent role at the school. Working closely with NBFA's Family and Community Engagement (FACE) Coordinator and teachers, classroom parents liaise between the school and home community, support enrollment efforts, serve on the hiring committee, and support school wide events.

School leadership receives ongoing professional development, internally and externally, including opportunities such as annual attendance at the National Charter Schools Conference, yearly Emotionally Responsive Practice coaching in the school's approach from Bank Street College of Education in New York as well as leadership Professional Learning Communities (e.g., book studies, teacher-evaluation calibration, the Development of Mathematical Reasoning web series, etc.). The annual budget includes funds for ongoing professional development and training. Training for Governing Council members includes budgeting, finance and advocacy offerings.

Section 2: School Leadership and Management

NBFA's Chief Executive Officer (CEO) is empowered by the eight-member Board to manage the current single site district on its urban campus in Bridgeport, Connecticut's largest and poorest city. The CEO reports directly to the governance board, which sets policy and works closely with leadership to establish annual academic, social emotional and financial goals. The CEO is responsible for overseeing the management of all aspects of NBFA: academics, climate and culture, operations, compliance with state and federal laws and regulations pertinent to school operations, relations with the parent community, development, keeping the Board promptly and

adequately informed of school operations and coordinating relations with government officials. The CEO has autonomy to make decisions to achieve NBFA's mission to provide students with a meaningful, high-quality education through experience-based learning that helps develop essential social, emotional and critical-thinking skills. The CEO draws on the board's executive, financial, entrepreneurial, legal and development experience, as needed, to lead a team of approximately 90 professionals on a mission to end the cycle of generational poverty by equipping children with the critical thinking, problem-solving and social skills needed for future success. The CEO supervises the district's Chief Finance and Operating Officer, responsible for finances, operations, building maintenance, purchasing, technology, human resources, food services, record keeping and compliance with state and federal regulations; the Chief Academic Officer, the district's instructional leader who oversees the design of curricula and programs whose efficacy is measured and adjusted by the use of reliable data and their assessment; and the Chief Development and Communications Officer, responsible for fund development and external communications. Other leadership team positions include the Data, Assessment and Research Administrator, responsible for maintaining data integrity standards critical to the ongoing efficient operations and instructional core of NBFA; the Family and Community Engagement Officer, who works with leaders to ensure implementation of NBFA's whole child model, parent and community outreach and advocacy, and new family recruitment; as well as the Principal and Assistant Principal, whom work in tandem to support teaching and learning. The Principal and Data Administrator report to the CAO. The Assistant Principal reports directly to the principal. A Principal-designee assumes responsibilities in the absence of both Principal and Assistant Principal. There is a written job description for each position.⁵

⁵ Leader job descriptions are available in Appendix C.

The board annually reviews the CEO's performance against goals in a 360-degree process, starting with a self-evaluation that is shared with individual members. The Governance Chair interviews the CEO's direct reports, and their feedback becomes part of the review. The Board and Governance chairs meet with the CEO and set new professional goals for the upcoming year. Other administrators set goals, self-evaluate and are reviewed by their immediate supervisor annually. In compliance with state mandates, certified administrators follow NBFA's board-approved Teacher Evaluation Plan, which involves goal-setting, self-evaluation, and observations or reviews of practice. New leaders are informally reviewed after their first 90 days.

When the CEO faced a health challenge during the first half of the 2023-2024 academic year, NBFA's distributive leadership model ensured that the Chief Finance and Operations Officer served as the CEO-designee, liaising with the NBFA Board of Directors and assuming responsibility for daily executive functions, while the Chief Academic Officer maintained the instructional model in compliance with state and federal education laws.

NBFA's short-term succession plan involves cultivating an existing leader familiar with the district's mission, vision, model and values to assume the helm on an interim basis. The district's ongoing long-term succession planning initially involves the Board of Directors' naming an interim leader, establishing a Search Committee chaired by Governance, and launching a search for a permanent leader. Several current administrators are qualified to assume the interim role.

The city's demand for early childhood seats and NBFA's inability to accommodate them all in the existing school building prompted leaders to seek NBFA Board approval to petition the State Department of Education (SDE) to amend its charter. With an eye on the formative years and a proven track record of meeting the academic and social emotional needs of students, especially those in Pre-K through 6th grade in alignment with its Emotionally Responsive Practice (ERP)

model, NBFA leaders convinced its own Board and later the SDE and State Board of Education (SBE) to allow NBFA to phase out its secondary grades (7th and 8th) and open a new ELC with measurable outcomes to serve more Pre-K and Kindergarten students. Approved unanimously by the SBE in October 2021, the amended charter gave NBFA leaders the go-ahead to work with families to seamlessly transition their outgoing 6th, 7th and 8th graders to other schools while moving forward on designing and implementing a new facility on its campus.

The \$5,002,600 construction project will result in a 14,060 sq. foot, two-story ELC directly adjacent to the existing school, which is currently maxed out of first floor classrooms required for Pre-K, K and 1st graders, per Fire Code. Slated to open in fall 2025, the ELC will serve as a feeder for NBFA's existing elementary school and eventually allow for expansion in that building, as well.

The planning for this large-scale project has required leaders to draw on previous experience dating back to 2005 when NBFA purchased a roughly 47,844-sq. foot, turn-of-the-century factory and had it refurbished into its existing school building. More recently, leaders planned and managed transformation of the 3,000-sq. foot annex, used as the former middle school, into an indoor exercise space for children. This saved NBFA thousands in bus rental fees as students were previously transported to a nearby after school center for PE classes.

A lack of available parking spaces is an ongoing operational challenge for NBFA, which owns three parcels on a tight corner in a residential neighborhood. To mitigate safety risks and inconvenience to families dropping off and picking up students after the ELC opens, NBFA contracted a professional engineer to conduct a traffic study and devise a traffic plan.⁶ The plan staggers the arrival and departure time for the pre-K and K-6 students to fully use the available spaces on Garden Street and Couse Street for drop-off and pick-up. Proposed signing changes prioritize the

⁶ NBFA's Traffic Plan is available in the Appendix D.

pre-K loading and ensure that spaces along the frontages of the 170 Garden Street site are reserved for pre-K uses during loading time. Five new signs will ensure that pre-K loading activities (7:35 AM-9:00 AM and 2:20 PM-2:45 PM) can be adequately accommodated. Outside the specified time, curb spaces can be used for the loading of K-6 students and by others.

NBFA's existing Pre-K through Grade 6 principal will oversee the ELC. An Assistant Principal/Pre-K position, not yet filled, has been added to the district organizational chart. Stationed in the ELC, this new hire will work closely with the principal to support developmentally appropriate teaching and learning to benefit NBFA's youngest students and their families. The ELC Assistant Principal will hold a Connecticut Intermediate Administrator/Supervisor endorsement, have early childhood experience, and a proven track record of supporting staff and collaborating with families. The job description for this position⁷ will be posted and distributed in winter 2025. As a member of the leadership team, the Assistant Principal/Pre-K will work closely with the elementary AP to ensure vertical alignment and cohesion between both buildings.

Section 3 – Student Demand and Community/Local/Family Support

NBFA will increase student learning and developmental outcomes through its evidence-based, trauma-informed center for early learners, ages three and four. Reaching children earlier in the critical foundational years and fostering age-appropriate, social-emotional and academic growth will better position students for success in elementary school and beyond.

The need for NBFA's evidence-based ELC has never been greater and mirrors the state and region's gap in pre-school slots. Connecticut has lost about 15% of its preschool slots since the pandemic. From 2020 to 2021, slots dropped from 64,789 to 54,537, a decline of more than

⁷ The ELC Assistant Principal's job description can be found in Appendix C.

10,000, as childcare centers closed permanently, according to a May 2021 report by Connecticut Voices for Children.⁸ Also, a new Connecticut law requiring children to turn five on or before September 1 of the school year to enroll in kindergarten goes into effect in fall 2024. This law is expected to result in a significant demand for public and private preschool spaces.

The ongoing teacher shortage has led to fewer children receiving early education in childcare centers. The Alliance for Community Empowerment, the leading childcare provider in Bridgeport, Conn. reported that 18 of 63 classrooms closed in July 2022 due to teacher vacancies.⁹ The inaccessibility of preschool slots has also resulted in overcrowded classrooms in traditional district schools. Class sizes for Pre-K in nearby traditional district schools average 24 with no paraprofessionals, according to a November 2021 Connecticut Post article.¹⁰

Perhaps the strongest evidence of student demand and community need comes from survey results and NBFA's own application pool. In 2022, NBFA administered an Early Childhood Facility Planning Survey.¹¹ Participants responded to 10 prompts, answering questions around indoor and outdoor classrooms, storage spaces and cubbies. At the start of the admission window in April, NBFA received 228 applications from families interested in enrolling their child in the 2024-25 school year. Of that number, 121 were for seats in Pre-K, where there were only approximately 60 open slots. As of July 10, 83 students remain on the Pre-K waitlist for the 2024-2025 school year because NBFA's existing space only accommodates four Pre-K classrooms. The opening of the ELC in 2025 will provide four new classrooms and about 80 additional seats to

⁸ The State of Early Childhood During the Covid Pandemic, May 2021. Available at:

<https://ctvoices.org/publication/the-state-of-early-childhood-during-the-covid-19-pandemic-2/>

⁹ Teacher shortages leading to fewer children in childcare in Connecticut, July 2022. Available at

<https://www.ctpublic.org/news/2022-07-15/teacher-shortages-at-child-care-centers-leading-to-fewer-children-in-child-care>

¹⁰ For Bridgeport Schools, federal pre-K bill would still fall short. Available at:

<https://www.ctpost.com/news/article/For-Bridgeport-schools-federal-pre-K-bill-would-16603429.php>

¹¹ The Early Childhood Facility Planning Survey is available at

<https://www.nbfacademy.org/apps/form/form.NEWBFA.sYbykCM.1UI>

Bridgeport preschoolers whose families seek a high-quality, public, play-based educational environment for their children. Featuring a gross motor room and new outdoor play space, the facility will be optimal for children learning and achieving their developmental milestones through free and guided play. This will ensure a solid foundation for a successful transition to kindergarten. Low-cost extended day programming will keep the children of working families in enrichment activities through the workday. NBFA follows the state Office of Early Childhood's fee schedule to ensure that the Extended Day Program is available to those who need it.

Parents seek out NBFA for its ERP model, which they learn about through word-of-mouth from former and current families and NBFA's strong social media presence. ERP confronts children's stressors daily through research and evidence-based mental health strategies, the most prevalent of which is the use of stuffed teddy bears. The bears serve as transitional objects for students acclimating to their first or a new external learning environment; comfort objects for children of all ages having a hard time at school; and symbolic objects for youngsters who need support forming an attachment bond with someone familiar. Bear power transcends into academics, as well, easing children's learning anxieties by serving as instructional buddies across all content areas. Another ERP strategy includes reflective technique through books, art, music, journaling, curriculum and verbal exchanges. These various strategies allow adults to be a good mirror for children's feelings, concerns and issues in an empathic way (e.g. "I can see that you ..." or "Sometimes it's hard when ..."). A deep understanding of children's developmental milestones, ages 0 to 12, is also a key strategy that allows adults to recognize when children bring unresolved "stages" to the classroom so that the teacher can address them in a developmentally appropriate, empathic way (e.g. time and space in a cozy corner).

The ELC will be staffed with eight teachers, four new to NBFA, who hold an integrated early childhood/special education certification from the Connecticut State Department of Education and who will receive training and ongoing professional development in emotionally responsive techniques and strategies through Bank Street College of Education's Office of Emotionally Responsive Practice. Since 2016, NBFA has had a professional development relationship with Bank Street, nationally recognized leaders in emotionally responsive practice, a whole-child, student-centered teaching model steeped in child development and project-based learning. The goals of the ERP approach are to: (a) deeply understand the plight of NBFA's vulnerable students; (b) weave trauma-informed, preventative mental health strategies throughout the school day to enable all students to learn optimally; c) make learning come alive and be more relevant to students; d) facilitate learning in a way that is affirming and respectful of the diverse needs and styles of each student.

The ELC's eight classrooms, four of which will be used by students from the existing program, will each house a maximum of 20 students and a paraprofessional to ensure small class sizes and the state's 10:1 ratio. For Pre-K floaters, one of whom will be new to NBFA, will be assigned to handle lunch and biology breaks and give students an additional adult with whom they can form critical attachment bonds necessary for academic and social emotional growth. The adult relationships will help inoculate children against a 23.2% poverty rate in Bridgeport compared to the state's 9.8%¹² and give NBFA's 13% multilingual learners a fair chance to attain full academic proficiency in three years.

¹² Available at: <https://www.statista.com/statistics/205443/poverty-rate-in-connecticut/>

NBFA's target population is Bridgeport families with children in Pre-K, ages three and four. It will double its Pre-K enrollment, from 76 current students in 4 classrooms to about 160 students in eight classrooms beginning in the fall of 2025.

NBFA's student demographics, including its Pre-K, mirror that of their peers attending Head Start and traditional public preschools in Bridgeport. NBFA's student body is 98% Black and Hispanic. More than 13% are multilingual learners and 12% receive special education services. As a Title 1 school, NBFA qualifies for the federal Community Eligibility Provision (CEP) that provides all students with free or reduced-price lunch, although 80% are eligible because their family income is below the federal poverty threshold. In addition to their low socio-economic status, the majority of NBFA students are considered high-needs because they receive special education services, are on a 504 plan, or are multilingual learners.

Unlike the traditional public schools in Bridgeport, NBFA is a school of choice whose diverse student body comes through a blind lottery. Families select NBFA because they have a keen sense of their child's unique needs and/or interests and are looking for an emotionally responsive environment that respects students' individualized learning styles. A random number generator is employed each April to select incoming students across all grades. This system is fair and ensures access and equity for all, including those on an individualized education plan, 504 or multilingual. NBFA has followed the district's recent growth in multilingual learners, including students whose first language is Spanish, French Creole and Portuguese. This has changed how NBFA engages and accommodates English learners and their families. All materials are distributed to existing families (e.g. school event materials, newsletters, emails) or prospective families (e.g. enrollment fliers) in English and Spanish, the primary languages. The school's state report card¹³ is posted on the

¹³ A link to NBFA's State Report Card is available at https://www.nbfacademy.org/apps/pages/index.jsp?uREC_ID=1256606&type=d&pREC_ID=1745004

website as a resource to new and returning families. Two-sided, multilingual enrollment correspondences are strategically distributed in high-traffic locations (e.g. public libraries, after school centers, bodegas, bank branches and supermarkets) and posted to NBFA’s website, which is translatable in over 100 languages. Some videos feature non-English speaking families using their native tongue, which is then translated in English via captions. Captions are used strategically to accommodate families with diverse learning styles.

NBFA intentionally endeavors to attract and hire staff of color and those who speak Spanish, French Creole and Portuguese. These efforts have resulted in NBFA having the 11th most diverse staff among Connecticut’s 169 public school districts. This high level of diversity enables staff to communicate with families from various backgrounds in their heart language and helps foster a strong home-school connection.

NBFA works to maintain its racially and socio-economically diverse student body through its board approved Enrollment Policy, which limits applications to residents of Bridgeport, the state’s most populous urban center. NBFA’s enrollment policy and procedures, including information on the annual lottery and sibling admissions, are available on its website¹⁴. NBFA holds enrollment and school events during non-standard working hours (e.g. early evening tours, weekend Open Houses, after-school parent meetings). Additionally, NBFA takes deliberate steps to reach and communicate with its target audience by attending community events and maintaining a social media presence on Facebook, Twitter and Instagram. School staff and students attended two recent community fairs– 100 Girls Leading and Latin Unity Day – to engage families about NBFA.

NBFA’s ERP model works best with successful family and community partnerships. This past academic year, NBFA created the Family and Community Engagement (FACE) Coordinator

¹⁴ NBFA’s Enrollment Policies and Procedures can be found in Appendix E or at <https://4.files.edl.io/be75/05/15/24/134003-dbad65b3-95cd-4322-b81c-2050c2668c0d.pdf>

position responsible for working with leaders to ensure implementation of NBFA's whole child model, parent and community outreach and advocacy, and new family recruitment. The FACE Coordinator liaises with a consultant with the ERP office at Bank Street to ensure model is implemented with fidelity. The FACE Coordinator collaborates with NBFA's Enrollment Coordinator and Communications Officer to create a robust new student applicant pool aligned with NBFA's plan for strategic growth.

NBFA has historically had strong partnerships with families and has seen recent growth in regular communications, thanks to collaborative efforts between the FACE Coordinator, other leaders and teachers. For example, NBFA has worked diligently with families to help improve attendance rates, a district and national concern since the global pandemic. Staff members have regular communication with families to help troubleshoot and solve attendance obstacles. Staff have increased communication with select families and worked to build positive and trusting relationships with families whose children are chronically absent through in-person "home" visits that occur wherever the caregiver feels most comfortable (e.g. public library, local coffee shop or their home). Of the families contending with barriers to getting their children to school regularly, attendance improved by 14% on average.

Staff, family and community partners have regular input in school governance and operations. A NBFA parent, current teacher and educator from the Bridgeport Board of Education serve on NBFA's Board. Teachers and parents also serve on the NBFA Alliance, the school's governing council, which works with leadership to ensure continuous school improvement. While dormant during the pandemic, the Alliance will resume during the 2024 2025 academic year.

To promote collaboration and engagement at the classroom level, each teacher selects a Classroom Parent who coordinates parent volunteers for field trips, class parties, and in-class

activities; distributes important announcements; recruits other family members for school events; and may join the NBFA Alliance.

Families have several other opportunities to support their children's education including chaperoning trips; volunteering at book fairs; posting on NBFA's Family Facebook page; becoming a Lunchroom Buddy; joining the NBFA Board; or becoming a mentor. This year, all families were invited to participate in an Attendance Questionnaire and Family Involvement Survey.¹⁵

NBFA maintains key partnerships that continuously enhance the quality of student programming including the Bridgeport Area Non-Profit Collaborative; Shehan Community Center; Wakeman Boys and Girls Club; McGivney Community Center; Hispanic Chamber of Commerce; and the Maritime Aquarium at Norwalk. Specifically, NBFA provides resources for Saturday Academy, an academic enrichment partnership with the Shehan Center. NBFA also provides an annual Emotionally Responsive Training to afterschool program staff to share strategies to support the emotional wellbeing of students and ensure continuity in behavior management.

For the past two years, the Maritime Aquarium at Norwalk has worked with NBFA to enhance STEM education and experiences. In addition, NBFA partners with the Bridgeport Transportation Department to bus students to and from school daily. Although this arrangement is written into Connecticut statute, the relationship with host district leaders has afforded NBFA the opportunity to rent buses for field trips to enhance students' educational experiences.

NBFA's comprehensive approach to teaching and learning buffers the effects of poverty and other stressors on children and their teachers. NBFA fervently believes that every child deserves a

¹⁵ 2024-2025 surveys can be accessed at <https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&token=7edb3fab00864010a53e0f54f297e651&id=jLc5463n-0WUXFg43xFKJsl6UEtafd5AkrpdPFhvBdFUQjdHTkhaQ01QM0Q3UkFEMEHGskFEU0xPTi4u> and https://docs.google.com/forms/d/1gmxJKR6ukKcti4l_GMJya6c7lLtAVE9Ik6-dEmbhUBI/edit#responses

"school that heals" where bold strategies are embedded to strengthen relationships, enable children to self-regulate more quickly, and keep challenging students who might otherwise have been issued a suspension in school learning. Through the lens of emotionally responsive practice, NBFA accomplishes this by: A) intentionally teaching Social-Emotional Learning (SEL) skills, especially during morning meetings; B) integrating comfort bears into each classroom to help students reduce stress and communicate emotions; C) emphasizing peer-to-peer and adult-to-peer relationships so students feel safe and connected to their school; D) keeping student-adult ratios low by employing full-time instructional assistants in Pre-K through 1st grade; E) employing the ERP Behavior/PBIS Framework¹⁶ for discipline and behavior management; and F) implementing differentiated, data-informed, small group learning into the school day in each instructional tier to ensure positive effects on student outcomes.

NBFA's ERP Behavior/PBIS framework focuses on logical consequences and restorative circles rather than punishment. This encourages discourse, helps children develop empathy, and guides them in making the connection between cause and effect. When this model was adopted in 2015, NBFA reported 196 suspensions in a 180-day school year. Since then, NBFA's suspensions have consistently been among the lowest in the state. In 2022-2023, the most recent data available, 3.2% of NBFA students were suspended compared to the 7.0% state average and the 7.4% host district average. Arming students with strategies to mitigate stressors, keeps them in school learning.

The Bridgeport Board of Education partners with NBFA in two distinct ways. First, the district provides free bussing to and from school daily for students who live at least a mile from NBFA.

Secondly, the district serves as NBFA's Local Educational Agency (LEA) and partners with NBFA to

¹⁶ NBFA's Emotionally Responsive Practice Behavior/PBIS Framework can be found in Appendix F or at <https://4.files.edl.io/df6c/07/11/24/161337-e6fa06c7-3c65-4244-8a7a-c6f19ab57691.pdf>

ensure that all students with a learning disability are supported through an individualized education plan and/or 504 plan. One of NBFA's administrative assistants liaises with the district's transportation department and schedules PPT meetings between district, service providers, NBFA staff and families to make pupils receive a free and appropriate education.

Section 4 – Instructional Practices, Student Academic Achievement

NBFA's mission is to provide students with a meaningful, high-quality education through experience-based learning that helps them develop essential social, emotional, and critical-thinking skills. This gives all children the necessary foundation to achieve their full potential at every stage of life. Emotionally Responsive Practice (ERP) is a core practice that underpins everything at NBFA. This student-centered approach weaves well-child strategies into every classroom while encouraging experience-based learning and inspiring children to make sense of the world around them through hands-on activities both inside and outside the classroom. ERP is a relationship-based approach grounded in a deep understanding of child development and acknowledgment of the role that students' life experiences play in their ability to learn.

For grades K-5, NBFA uses the DESSA to support wellbeing. The DESSA Aperture portal provides a way to analyze SEL data and provides teachers and leaders with instructional tools to support students in developing specific SEL competencies. To expand this work in the Pre-K setting, NBFA plans to purchase the Devereux Early Childhood Assessment (DECA) to support teachers in teaching critical social and emotional skills throughout the day. The DECA is also comprehensive in that it focuses on the child, the caregivers, and the environment. Like DESSA, the DECA provides both a strengths-based assessment with accompanying tools to support teachers.

NBFA has three core beliefs: 1) Children need adult partners to master foundational developmental milestones for social and emotional well-being and learning; 2) Strong and

supportive relationships with adults at school equip children to regain balance and create greater receptivity to learning; and 3) Children whose teachers are warm and empathic are more likely to develop positive peer relationships.

NBFA's mission and ERP approach influences the selection of core instructional resources and the delivery of curriculum and instruction with the goal of improving outcomes for students. NBFA considers three main factors when selecting core resources and materials: 1) The alignment of the resource to the school's mission; 2) The overall quality of the resource, including its alignment to CSDE's adopted standards for the content area in both instruction and assessment (see efficacy studies and Ed Reports reviews in footnotes 19 and 20) and how the resource supports building educators' capacity; and 3) How the resource provides or enhances opportunities to support social-emotional learning and emotionally responsive practices.

NBFA utilizes a play-based approach in its preschool classrooms. Students have opportunities to engage in both free and guided play. Play-based learning supports the development of academic and social skills. For example, during free play students in a block center manipulate shapes to build structures. As students play, they develop their oral language skills and important academic concepts are reinforced (e.g., shape, size, balance). NBFA uses CT DOTS as a tool to monitor the growth and development of students at the preschool level.

NBFA has selected core resources that rank "meets expectations" for alignment to the standards and usability, the highest rating by Ed Reports. An independent nonprofit, Ed Reports evaluates instructional materials to ensure they are aligned with standards and meet specific criteria for usability, such as consistency with recognized effective practices. NBFA ensures that materials not reviewed by Ed Reports are aligned with the state adopted standards for that content.

NBFA has selected HMH Into Reading as the primary resource for English Language Arts because it is well aligned with the school’s mission and has been externally reviewed to ensure it is of high quality. HMH Into Reading provides many opportunities for students in all grades to engage in experienced-based learning. For example, in kindergarten, students identify areas in which they can make a difference (e.g. holding a book drive), engage in research to develop a plan to make a difference, and then work toward implementing their plan.

Additionally, HMH Into Reading is well aligned with NBFA’s ERP approach as it weaves a focus on the whole child by embedding the core competencies of social-emotional learning (SEL) developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) throughout the resource. Each unit of study emphasizes one of the core competencies. For example, second grade’s module 3 on relationship skills gives students opportunities to discuss the meaning of cooperation and identify what it “looks like” as they collaborate on projects. Students also discuss strategies for resolving conflicts, which are fully aligned with NBFA’s restorative practices disciplinary model. Lastly, HMH Into Reading’s Structured Literacy Pathway is grounded in the Science of Reading. The scope and sequence for teaching foundational skills is well paced and explicit. Students at every grade level are provided with instruction in small groups. While this is important for all students, it is especially critical for a school that serves about 80% high-needs students that qualify for free and reduced priced lunch, receive special education (SPED) services through an individualized education plan (IEP) or are English Language Learners.

HMH Into Reading received high scores for each criterion – text quality, knowledge building, and usability - in its Ed Reports Review.¹⁷ In addition, HMH Into Reading is one of Connecticut’s

¹⁷ Ed Reports Review is available at <https://edreports.org/reports/overview/into-reading-2020>

Approved Curriculum Models¹⁸ or Programs and was developed in alignment with the recognized HMH Into Reading Research Base¹⁹ for effective reading instruction. Further, HMH Into Reading includes multiple assessment opportunities to support teachers in determining if a student is progressing toward academic standards. Reporting tools available in the HMH Into Reading platform enable teachers and leaders to routinely monitor students' progress toward specific standards. This makes it easier to use the data from weekly and module assessments or inventories to inform the upcoming whole-group lessons and to plan for small group instruction. Teachers can modify HMH Into Reading assessments to meet the needs of specific students.

As the core resource, HMH helps ensure literacy instruction is grounded in the Science of Reading in all five major components of literacy (Phonemic Awareness, Fluency, Vocabulary, Phonics, and Comprehension). For example, foundational skills are taught through structured literacy with interleaved practice. Daily lessons incorporate phonemic awareness activities (e.g., segmenting and blending) connected with phonics skills. Initial instruction with phonics patterns is direct and explicit. There are clear vocabulary routines at each grade (e.g., Say the word, Explain the meaning with child-friendly definitions, discuss examples and non-examples). Comprehension is supported through specific strategy instruction, discourse, and written response.

In addition to supporting best practices for math education, both Bridges Mathematics (used in grades PreK-5) and Open Up Resources (Grade 6) align with NBFA's mission as they provide multiple opportunities for students to engage with mathematics in meaningful ways. Bridges was developed to support inquiry-based instruction, is student-centered, and is focused on

¹⁸ Connecticut's Approved Curriculum Models are available at <https://portal.ct.gov/sde/academic-office/center-for-literacy-research-and-reading-success/connecticut-approved-k-3-reading-curricula-programs>

¹⁹ The HMH Into Reading Research Base is available at <https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/documents/HMH-Into-Reading-Research-Evidence-Base-November-2023.pdf>

developing mathematical reasoning. Lessons are designed around investigations scaffolded to enable students to achieve the standards and engage in critical thinking.

Across all grades, many of the practice opportunities occur as students play games, which is important as play-based learning supports social-emotional learning and healthy relationships. In Pre-K, in addition to being play-based, Bridges organizes the instruction into engaging monthly themes (e.g., robots, pumpkins, snowflakes) that support students in developing positive math identities. The scope and sequence of instruction is based on developmental learning progressions to promote the development of counting and cardinality, patterning, measurement, geometry, and the ability to compose and decompose shapes and numbers. Assessment in pre-K and early kindergarten is largely based on structured teacher observation and conversation that occurs when students are engaged in play. Young students are prompted to explain their thinking in various ways (e.g., point, manipulatives, response to questions).

Data from the Bridges and Open Up Resources assessments are loaded into Forefront, NBFA's data warehouse for mathematics. Like HMH's Into Reading platform, Forefront's reporting suite enables teachers and leaders to routinely monitor students' progress toward specific standards. Data from the assessments is used to inform the upcoming whole-group lessons and to plan for small group instruction. Forefront also aggregates the data from NBFA's universal screening tool, the Universal Screener for Number Sense with ongoing curriculum-based measures, providing a fuller picture of class and student performance.

Pre-K science is focused on building background knowledge in all areas (i.e., life, earth, physical) and is delivered with the themes of Bridges. For example, in December, the theme is snowflakes. Students learn about weather and how it affects them .

NBFA's core science resource for grades K-5 is Sci-21, a product of the Board of Cooperative Educational Services (BOCES). Each topic is fully aligned with the disciplinary core ideas, science and engineering practices, and cross-cutting concepts found in the New York State Science Learning Standards²⁰, which are aligned with the Next Generation Science Standards (NGSS).

In keeping with the mission of providing all children the necessary foundation to achieve their full potential, NBFA uses data to monitor growth, inform instruction in the classroom and determine intervention support. Intervention support begins with analyzing the benchmark screeners (DIBELS 8, USNS, DESSA mini). Follow-up assessments are administered, if needed. For example, if a student performs poorly on the Nonsense Word Fluency Subtest on DIBELS, teachers might administer the CORE Phonics survey to determine a starting point for intervention. Progress is tracked using multiple indicators including curriculum-based measures and formative assessments provided by the screener. This helps ensure students are growing and closing gaps.

Every NBFA teacher had an opportunity to review and opine on the selection of core resources, which helped attain buy-in, led to implementation fidelity, and ensured that the resources match NBFA's mission and focuses on the academic, social and emotional well-being of every student.

Section 5 – Financial Management, Monitoring

Public charter schools receive roughly \$3,000 less in per pupil funding from the SDE than traditional district schools. Despite this funding disparity, NBFA is embarking on its 22nd academic year and an expansion project because finances are managed through tight internal controls, and strategic planning and strong fundraising efforts allow for the maintenance of a healthy cash flow balance. NBFA has a line of credit available to cover expenses, but has not tapped into it in 21 years. Operating expenses rise primarily due to annual increases in salaries and benefits. Salaries

²⁰ Information on the New York State Science Learning Standards is available at Csde.ct.gov

increase by no more than 3% in the low inflation environment in which NBFA operates. The benefit costs are offset by an increase in the employees' medical and dental coverage contribution percentages. Health insurance cost increases are controlled by establishing a base level of coverage that NBFA provides. Employees pay for any benefit above the base level coverage. Other expense increases are kept at a minimum and monitored closely. NBFA consistently monitors cash balances weekly. NBFA's financials are audited annually. NBFA has repeatedly produced a positive audit.

NBFA is led by an entrepreneur who attained a Master of Business Administration degree and managed a small business and non-profit before joining NBFA and pursuing a Master of Science in Education. Thus, NBFA's budgetary decisions are made from a business lens. In 2022, NBFA sought and received permission to phase out its secondary grades (7th and 8th grades) to focus resources on the foundational years by enrolling more pre-school students and opening its new Early Learning Center. In fall 2025, NBFA will open the ELC with measurable outcomes on one of three parcels owned by the NBFA Board of Directors. Ownership of the school, its parking lot and the parcel on which the ELC will be built were mortgaged by the school's founder, a Southport businessman, in 2005 and transferred to the school in 2018.

The \$5,002,006, construction contract for the Early Learning Center, designed by Gill and Gill Architects of Norwalk, was signed in June 2024. To date, more than \$4,000,000 of the project costs have been raised privately. If this grant application is successful, the funds will be used primarily to staff and furnish four of the eight new classrooms, as well as 50% of the in- and outdoor play spaces for NBFA's youngest learners beginning in August 2025.

NBFA has formed a committee to help develop a universal design plan for the new facility. Committee members include a representative from CES, the state's RESC, who serves as

facilitator; NBFA's CEO, CAO, Pre-K-6 Principal, two teachers, a nurse and a retired early childhood educator from Charter Oak State College's Early Childhood Education department. NBFA's construction firm, Montagno Construction of Norwalk, Conn., is currently securing city permits. About a month behind the established timeline, contractors believe they will be able to redeem the lost time so that the building can open at the start of the 2025-2026 academic year.

Section 6 – Grant Project Goals

PROJECT GOAL 1: By addressing gaps in instructional knowledge and practice, NBFA's ELA performance index will increase from 59.3 in 2018-19 to 68.0 in 2024-25 and will improve the Average Percentage of Target Achieved for ELA from 62.8% in 2018-19 to 79.8% in 2024-25.

PROJECT GOAL 2: By addressing gaps in instructional knowledge and practice, NBFA's Math Performance Index will increase from 51.1 in 2018-19 to 64.4 in 2024-25 and will improve the Average Percentage of Target Achieved for Math from 72.5% in 2018-19 to 76% in 2024-25.

PROJECT GOAL 3: By educating parents on attendance regulations and expectations, NBFA will reduce preschool chronic absenteeism by 15%, from 54% in 2024 to 39% in 2026-27.

PROJECT GOAL 4: By the beginning of the 2006-2027 school year, 60% of NBFA students who attended its preschool program will score at or above benchmark on the beginning-of-year Dynamic Indicators of Early Literacy Skills (DIBELS) composite score.

PROJECT GOAL 5: By the beginning of the 2026-2027 academic year, 80% percent of NBFA's pre-school students will attain a score of typical or strength in social emotional competency scores, as measured by the DECA.

Each trackable and time-bound goal aligns with NBFA's overall *mission to provide students a meaningful, high-quality education through experience-based learning that helps develop*

essential social, emotional and critical-thinking skills. This gives all children a foundation to achieve their full potential at every stage of life. While the academic and attendance goals are whole school, their success relies heavily upon the district's long-term ability to build a culture of learning and attendance among the school's youngest learners. For Project Goals 3 and 4, NBFA expects preschoolers to demonstrate kindergarten readiness and high social emotional competency a year after the opening of the ELC in fall 2025.

Section 7 – Priority Points

The Bridgeport Board of Education serves as NBFA's Local Educational Agency (LEA) and partners with NBFA to ensure all students with a learning disability get the support they need through an individualized education plan and/or 504 plan. The BBOE also provides bussing to get students to school daily. While these services are critical to the success of NBFA's mission, the partnership extends beyond the district's statutory obligation to provide transportation and special education services.

As an example of how this ongoing collaboration has stewarded a deeper partnership, NBFA's CEO partnered with Bridgeport's Social Emotional Learning Coordinator at the 2018 Grantmakers for Education Conference in San Diego, California. At a session called "Embracing Social and Emotional Learning to Support the Whole Learner," the two collaborated to share how administrators, educators, and community partners in Bridgeport, Conn., where one in three children live in poverty, are changing the narrative for their students by embracing and integrating culturally responsive social and emotional strategies to support a diverse student body's academic, social, and emotional needs.

More recently, NBFA's CEO and the district's Superintendent collaborated to alter the charter school's bell schedule to provide NBFA students with 15 additional instructional minutes daily. Several years in the making, this change was accomplished on the strength of both leaders' working relationship at the time.

APPENDIX A – BOARD JOB DESCRIPTIONS

NBFA Board Chair

The NBFA Board Chair oversees the board's work and facilitates at least six board meetings and one Annual Retreat annually. Primarily responsible for working with and supervising the CEO, the Chair ensures the school is running smoothly and keeps the board informed.

Primary duties of the Board Chair:

- Recommends members for committees and appoints committee chairs
- Works with the CEO to prepare board meeting agendas
- Participates in new board member orientations
- Leads the CEO's annual performance evaluation
- Assists in recruiting qualified new board member candidates
- Serves as NBFA spokesperson as needed
- Leads in the annual board member self-evaluation process

Vice-Chair

The NBFA Vice-Chair has the same duties and responsibilities as all other board members, including the duty of loyalty, the duty of obedience, and duty of care. In the chair's absence, the vice-chair serves as leader to the board.

Primary duties of the Vice Chair:

- Runs board meetings as requested and in the board president's absence
- Serves as a spokesperson for NBFA, as needed
- Assists with board president duties
- Completes special duties as requested

Secretary

The NBFA Board Secretary works with the Recording Secretary, on staff, to ensure compliance with public meeting laws. Board Secretary responsibilities:

- Ensures board meetings are scheduled and properly posted in accordance with state public meeting laws
- Assists in board member orientation
- Takes attendance at board meetings
- Ensures accurate meeting minutes are taken and approved
- Maintains board records

- Ensures secure storage of official board documents and contracts
- Tracks board member terms
- Monitors legal compliance

Treasurer

The NBFA Board Treasurer must have experience in financial accounting. The treasurer ensures that board members have access to financial reports in a timely manner. The treasurer works primarily with NBFA's Chief Financial Officer and Chief Executive Officer to:

- Manage the budget
- Take the lead in the annual audit
- Answer questions about the audit
- Chair the Finance Committee and ensure notes are recorded
- Ensure the financial reports are continually updated

At-Large Members

NBFA's at-large board members have equal responsibility for the board's actions and decisions. At-large board members are expected to fulfill the following duties:

- Attend all board meetings
- Engage in board meetings actively
- Serve on at least one committee
- Donate to the board annually

APPENDIX B – NBFA BOARD POLICIES AND PROCEDURES MANUAL

NEW BEGINNINGS FAMILY ACADEMY, INC.
BOARD POLICIES AND PROCEDURES MANUAL
updated August 29, 2022

ARTICLE I

NAME AND PURPOSES

1.1 **Name.** The name of the corporation shall be NEW BEGINNINGS FAMILY ACADEMY, INC. (the "Corporation").

1.2 **Purpose.** The Corporation is organized and shall be operated exclusively for religious, charitable, scientific, literary or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including the following:

(A) to initiate, develop, operate, and maintain a Pre-K through 8th grade charter school in Bridgeport, Connecticut as provided by State of Connecticut Public Act 96-214, such school to be known as New Beginnings Family Academy ("NBFA");

(B) to contribute to the advancement of education generally and to initiate, develop, operate and maintain educational programs for students enrolled in NBFA, including the delivery and holding of lectures, exhibitions, classes, field trips, and conferences and the publication and dissemination of educational materials;

(C) to acquire, improve, hold and lease any real or personal property useful to the accomplishment of the purposes of this Corporation;

(D) to receive and accept public and private gifts, trusts, donations, grants, loans and other sources of funding to promote the purposes of this Corporation; and generally to do and perform such other acts and to exercise such other powers as may be authorized or permitted under the laws of the State of Connecticut to promote and attain the purposes set forth herein; and

(E) to engage, subject to the foregoing limitations and those set forth in the Certificate of Incorporation of the Corporation, in any lawful act or activity for which a corporation may be organized under the Connecticut Revised Nonstock Corporation Act.

1.3 Membership. The Corporation shall not have members.

ARTICLE II

DIRECTORS

2.1 **Powers and Duties.** The Board of Directors (the “Board”) shall control the affairs of the Corporation, and shall have and may exercise all powers of the Corporation, subject to the provisions of these bylaws, the Corporation’s certificate of incorporation and the laws of the State of Connecticut. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

2.2 **Roles and Responsibilities and Standard of Care.**

(A) **Roles and Responsibilities.**

The Board has the principal responsibility for fulfillment of the Corporation's mission and for overseeing its operations. Directors are trustees who act on behalf of the Corporation’s constituents. As a group they are in charge of establishing a clear

organizational mission, forming the strategic plan to accomplish the mission, overseeing and evaluating the plan's success, hiring a competent head of NBFA and providing adequate supervision and support to that individual.

Directors have a duty of loyalty to the organization. The duty of loyalty is a standard of faithfulness that requires directors to exercise their powers in the best interests of the Corporation and not in the directors' own interest or the interest of another person or organization. This duty to act in the best interests of the Corporation is not reduced if the Director is appointed to the Board because of the Director's position with another constituency.

Furthermore, Directors should deal in confidence with all information involving the corporation until there has been a general disclosure of the information. By practicing discretion and accepting decisions made on a majority basis, board unity and confidence will be promoted.

The Board accomplishes its functions through regular meetings and by establishing a committee structure that is appropriate to the size of the organization and the Board. Ideally, directors arrive at meetings prepared and ready to engage in thoughtful dialogue, and there is a group process which generates and uses the best thinking of its members.

Each year, at the Annual Meeting, all Board members shall review and sign the Board of Directors Commitment Form (copy attached).

(B) **Standard of Care.** A Director shall perform all duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make a reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

(a) one or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;

(b) legal counsel, independent accountants or other persons as to matters that

the Director believes to be within such person's professional or expert competence; or

(c) a committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

2.3 Number and Composition. The number of Directors shall consist of not fewer than five (5) nor more than twenty-four (24). The number of Directors shall be the number fixed by resolution of the Board from time to time, or, in the absence thereof, shall be the number of Directors then in office.

2.4 Terms of Office. All Directors shall serve for a term of three (3) years. Directors may not serve more than two (2) consecutive terms. Upon attainment of the term limit, an individual may be re-elected as a Director for an additional two (2) one (1) year terms. At the end of the term limit, an individual may be re-elected as a Director after at least one year during which he or she is not a Director.

2.5 Election of Directors.

(A) When the number of directors of the Board reaches 15 or more, the recommended process should be as follows

At each Annual Meeting of the Board, the Directors then in office shall elect Directors to the Board by the affirmative vote of a majority of all Directors then in office. The President of the Board, in consultation with the Governance Committee shall prepare a slate for election at the Annual Meeting which slate shall be distributed to each Director by the Secretary or secretary-designate in person or by means of electronic equipment including email or facsimile at least ten (10) days prior to the Annual Meeting. Any two (2) Directors may make additional nominations by submitting such nomination(s) in writing to the Secretary or designate at least five (5) days prior to the Annual Meeting. The Secretary or designate shall promptly give written or oral notice of any such additional nominations to each Director and shall give notice in any event at least five (5) days prior to the annual meeting. No additional nominations may be made at the Annual Meeting (see section 2.10).

(B) When the number of Directors of the Board is below 12, new Directors can be added to the Board at any time during the year following the process outlined below (Process to Fill Board Vacancies in section C)

(C) Process to Fill Board Vacancies (and Middle of the School year Appointments). To the extent a vacancy arises on the Board of Directors or if the Board membership is below 12 members and a new member is being considered, and unless otherwise determined by the Board, the following process is recommended by the Board

- The Governance Committee identifies or has been made aware of a possible candidate to the Board
 - A candidate will have a relationship with the school and has a passion to see the school succeed.
- At least two members of the Governance Committee shall meet with the candidate
- The Governance Committee or designee will forward a biography of the candidates to the Board at least one week prior to the Board meeting
- The Board shall discuss the merits of the candidates joining the Board and the Board will decide whether a vote for the candidate is appropriate
- This Director's position (or vacancy) shall be filled by a majority vote of the Directors (remaining Directors in the case of a vacancy). Each person so elected in the middle of the school year shall serve a full term beginning with July 1 of the current school year (meaning in actuality the Director's term will be somewhat less than the full three years).

2.6 Compensation. No Director shall receive compensation for services rendered to the Corporation in such capacity, but Directors shall be entitled to reimbursement for reasonable and necessary expenses actually incurred in connection with the performance of their duties in the manner and to the extent that the Board shall determine, consistent with the requirements of section 33-1092 of the Connecticut General Statutes. Notwithstanding the foregoing, the Corporation shall provide no reimbursement for expenses nor compensation other than those reasonable and necessary in furthering the Corporation's purposes. Directors may receive reasonable compensation for services performed in other capacities for or on behalf of the Corporation pursuant to authorization by the Board, subject, however, to Article VIII of these Bylaws and to sections 33-1127 through 33-1130 of the Connecticut General Statutes.

2.7 **Resignations.** The resignation of any Director shall be in writing and shall be effective immediately upon receipt by the President of the Board, if no time is specified, or at such later time as the resigning Director may specify and the Corporation shall accept.

2.8 **Removal of Directors.** The Board at a meeting duly noticed and held may remove any Director with or without cause, upon the vote of two-thirds of the Directors present and voting, provided that the notice of such meeting shall include notice of the proposed removal and be given at least ten (10) days prior to the meeting. The Director sought to be removed shall have no right to vote with respect to any such action.

2.9 **Vacancies.** Any vacancy in the Board may be filled by the affirmative vote of a majority of all remaining Directors at a duly called meeting of the Board. A Director elected to fill a vacancy shall serve for the unexpired term of his/her predecessor and until such Director's successor is elected and qualified.

2.10 **Annual Meeting.** The Annual Meeting of the Board shall be held in June of each year at such time and place as the President may designate, unless otherwise specifically directed by the President. The purpose of the Annual Meeting shall be to elect Directors, to elect officers to one-year terms for the ensuing year, to receive reports from NBFA's Chief Executive Officer, officers, agents, and committees, and to transact such other business relating to the affairs of the Corporation as may properly come before the meeting. Notice of the Annual Meeting shall be in writing and shall be mailed, or sent via electronic transmission, to all Directors at least five (5) days before the annual meeting.

2.11 **Regular and Special Meetings.** Regular meetings of the Board may be held at such times and places as, in the opinion of the President, the interests of the Corporation shall require, without notice of purpose of the meeting (with the exception that unless it is stated in a written notice of the meeting, no bylaw may be brought up for amendment, adoption, or repeal). Special meetings of the Board shall be held whenever called by the President or by the Secretary upon the written request of at least three (3) of the members of the Board.

2.12 **Notice.** At least five (5) days' written, oral or electronic notice shall be given to each director of any regular or special meetings of the Board stating the time, place and in the case of special meetings, the purpose, of the meeting. No business other than that stated by the notice of special meeting may be conducted.

2.13 **Participation in Meetings.** A Director may participate in a meeting through the use of any means of communication enabling all directors participating in the meeting to hear one another: (e.g., telephone speakerphone), and such participation in a meeting shall constitute presence in person at such meeting. A written waiver signed at any time by a director entitled to notice shall be the equivalent to the giving of notice, and the waiver shall be filed with the minutes or corporate records of the corporation. The attendance of any Director at a meeting without protesting the lack of proper notice at the beginning of the meeting shall be deemed to be a waiver by such director of notice of the meeting. In order to vote at a meeting a Director must participate in such meeting and may not vote by proxy.

2.14 **Quorum.** A majority of the Directors then in office shall constitute a quorum for the transaction of business.

2.15 **Actions by Board of Directors.** The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the presence of or act of a greater number of Directors is specifically required by these bylaws, the Corporation's Certificate of Incorporation, or the Connecticut General Statutes. If a quorum shall not be present at any meeting of Directors, a majority of the directors present at such meeting may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present. Directors may participate and vote in Board meetings held by telephone conference.

2.16 **Minutes.** The Secretary shall record, or cause to be recorded, the minutes of each meeting of the Board of Directors and upon adoption by the Board shall retain such minutes with the permanent records of the Corporation. Draft minutes of each Board meeting shall be

sent to each Director in a timely manner. Approved minutes shall be posted on the NBFA website within a week of the approval vote, as required by Connecticut statute.

ARTICLE III
COMMITTEES OF THE BOARD

3.1 **Creation of Committees.** The Board may designate, at any meeting of the Corporation, one (1) or more Directors to constitute standing or ad hoc committees of the Board. Each committee shall select from among its number a Chairman. Each committee and appointment of Directors to it shall be approved by either a majority or all the Directors in office when the action was taken or the number of Directors required by the Certificate of Incorporation or bylaws, whichever is greater. In addition to the foregoing committees, the Board or the President may appoint one or more Directors and/or one or more other persons, not Directors and with no voting authority, to serve as one or more advisory committees, but which shall have no power to exercise any power of the Board.

3.2 **Powers.** A committee shall have such functions and may exercise such power of the Board as may be delegated lawfully and as provided in the resolution or resolutions creating such committee or committees; provided, however that the creation of such committee or committees shall not operate to relieve the Board, any individual director, or the officers of any responsibility imposed on such persons by law. Notwithstanding any provision of this article or these bylaws to the contrary, no committee shall have any power to:

- (A) fill vacancies on the Board or any of its committees;
- (B) amend the Certificate of Incorporation;
- (C) adopt, amend, or repeal the bylaws;
- (D) amend or repeal any resolution of the Board;
- (E) approve a plan of merger; approve a sale, lease, exchange or other disposition of all, or substantially all, of the property of the Corporation; or
- (F) approve a proposal to dissolve the Corporation.

3.3 **Vacancies.** Vacancies on committees shall be filled by the Board.

3.4 **Current Committees.** Board members will sit on (at least) one of the following committees: Governance, Development, Finance, Academic Excellence.

3.5 **Meetings.** All committee meetings shall be held in compliance with Connecticut and any other applicable laws.

3.6 **Minutes.** Each committee shall keep regular minutes of its proceedings and report the same to the Board, and such minutes shall be retained with the permanent records of the Corporation.

ARTICLE IV OFFICERS

4.1 **Officers, Appointment, Term and Vacancies.** The officers of the Corporation shall be elected by the Board and shall consist of a President, Vice President, Secretary, Treasurer and such other officers, as the Board may from time to time deem necessary. Any two (2) or more offices may be held by the same person, except for the offices of President and Secretary. Officers shall be elected at the Annual Meeting of the Board and each such elected officer shall hold office for term of one (1) year or until his or her successor has been elected and qualified. Officers may be elected to serve up to six (6) consecutive one-year terms in a given office, except for the President, who may be elected for up to four (4) consecutive one-year terms. Based on the needs of the school, the President may be elected to serve additional consecutive one-year terms, at the discretion of the Board of Directors. Length of service as an officer is subject to the overall term limits described in §2.4 of these Bylaws. Vacancies may be filled or new offices may be established and filled at a duly-called meeting of the Board of Directors by the affirmative vote of a majority of the Directors.

4.2 **President.** The President shall preside at each meeting of the Board and shall have such powers and duties as usually pertain to the office of President and shall perform such other duties as may from time to time be assigned to him or her, or specifically required to be performed by him or her, by these bylaws, by the Board of Directors or by law.

4.3 **Vice President.** It shall be the duty of the Vice President, in the absence of the President, to perform the President's duties. The Vice President shall also perform such other duties as may be assigned to him/her, or specifically required to be performed by him/her, by these bylaws, by the Board, or by the President.

4.4 **Secretary. Corresponding Secretary.** The Secretary shall keep, or cause to be kept, minutes of the proceedings of the Board, shall give, or cause to be given, all notices in accordance with the provisions of these bylaws or as required by law; and shall be custodian of the corporate records. The Secretary shall be responsible for maintaining at the principal office of the Corporation a record of the names and addresses of all the Directors, and in general shall perform such other duties as may from time to time be assigned to him or her by the Board or by the President, or specifically required to be performed by these Bylaws or by law. If separately appointed, the Corresponding Secretary, working with the Board Secretary, shall keep minutes of the proceedings of the Board, shall give all notices in accordance with the provisions of these bylaws or as required by law; and shall be custodian of the corporate records. The Corresponding Secretary shall be responsible for maintaining at the principal office of the Corporation, a record of the names and addresses of all Directors and in general shall perform such duties as the Board of Directors or its Secretary may from time to time assign to the Corresponding Secretary.

4.5 **Treasurer.** The Treasurer shall supervise the receipt and custody of the Corporation's funds; cause to be kept correct and complete books and records of account, including full and accurate accounts of receipts and disbursements in books belonging to the Corporation; and perform such other duties as may be assigned to him or her, or specifically required to be performed by him or her, by the Board of Directors or by the President.

4.6 **Removal.** Any officer of the Corporation may be removed at any time, with or without cause, by resolution adopted by the affirmative vote of two-thirds (2/3) of all of the Directors then in office. Such vote shall take place at a meeting conducted in accordance with Article II of these Bylaws.

4.7 **Resignations.** The resignation of any officer shall be in writing and shall be effective immediately upon receipt by the Board of Directors, if no time is specified, or at such later time as the resigning Director may specify and the Corporation shall accept.

ARTICLE V

FINANCIAL MATTERS

5.1 **Checks.** All checks or demands for money and notes of the Corporation shall be signed by one or more officers and/or such other persons as designated by resolution of the Board.

5.2 **Annual Budget.** The Board shall adopt an annual budget each year. Adoption shall take place in accordance with the Board's regular voting procedures.

ARTICLE VI

INDEMNIFICATION

6.1 The Corporation shall indemnify Directors, officers, employees and agents of the Corporation to the maximum extent permitted by law, including, without limitation, sections 33-1116 through 33-1125 of the Connecticut General Statutes. The Corporation may procure insurance providing greater indemnification to such persons as well as to volunteers, and may share the premium cost with any Director, officer, employee or agent on such basis as may be agreed upon. Notwithstanding the foregoing, if at any time the Corporation is a private foundation, the Corporation shall not indemnify such individuals, procure such insurance or share such premium cost to the extent so doing would constitute an act of self-dealing as defined in section 4941(d) of the Internal Revenue Code of 1986, as it may be amended, or corresponding provisions of any later federal tax laws (the "Code").

ARTICLE VII

CONFLICTING INTERESTS

7.1 Conflicting Interests. A potential conflict of interest exists when the Corporation is considering a transaction in which:

(A) the Director or officer or a “related person” is a party to the transaction or has a beneficial financial interest in or is so closely linked to the transaction that the interest would reasonably be expected to exert an influence on the Director or officer’s judgment if (s)he were called upon to vote on the transaction; or

(B) any of the following persons is either a party to the transaction or has a beneficial financial interest in or is so closely linked to the transaction that the interest could reasonably be expected to exert an influence on the Director or officer’s judgment if (s)he were called upon to vote on the transaction: (i) an entity, other than the corporation, of which the Director is a director, general partner, agent or employee; (ii) a person who controls one or more of the entities specified in (B) (i), or an entity that is controlled by or under common control of an entity specified in (B) (i); or (iii) an individual who is a general partner, principal or employer of the director or officer.

(C) a Director, officer or “related person” benefits financially or personally from actions of the Board.

7.2 Related Person. Related Person of a Director or officer means:

(A) the spouse or the “in-laws” thereof, or a child, grandchild, sibling or parent of the Director or officer, or the spouse of any thereof, or an individual having the same home as a director, or a trust or estate of which an individual specified in this subparagraph is a substantial beneficiary, or

(B) a trust, estate, incompetent, conservatee, or minor of which the Director or officer is a fiduciary,

(C) an entity (other than the one controlled by the corporation, controlled by the Director or any other person listed above,

(D) a domestic or foreign (i) business or nonprofit corporation (other than the corporation controlled by this corporation) of which the Director is a director, (ii)unincorporated entity of which with the director is a member of the governing body or is a general partner, or (iii) individual, trust, or estate of which the director is a trustee, guardian, personal representative, or like fiduciary, or

(E) a person or entity that is controlled by an employee of the director.

7.3 Excess Benefit Transactions. No director or officer of the Corporation may engage in any excess benefit transaction as defined in section 4958 of the Internal Revenue Code.

7.4 Approving Transactions. No transaction involving a conflicting interest shall be approved except as permitted by section 33-1128, 33-1129 or 33-1130 of the Connecticut General Statutes.

7.5 Disclosure Requirements. At the time of their appointment, each Director or officer of the Corporation may be asked to complete a disclosure statement identifying all related parties of the director or officer who have a conflicting interest with respect to any transaction between such person and the Corporation. These statements will be kept on file at the Corporation's office, and copies may be distributed to all Directors for their reference. These statements will be updated annually and any additions or other changes shall be made by the Director or officer in writing as they occur.

ARTICLE VIII

GENERAL PROVISIONS

8.1 Execution of Instruments. Except as provided by resolution of the Board, all instruments or documents approved by the board of directors shall be executed on behalf of the Corporation by any one of the following: the President, the Secretary or the Treasurer.

8.2 **Principal Office.** The principal office of the Corporation shall be located at the principal location of NBFA in the State of Connecticut. The Corporation may have other offices within or without the State of Connecticut as the as the Board may from time to time determine.

8.3 **Fiscal Year.** The fiscal year of the Corporation shall end on June 30 unless otherwise fixed by action of the Board.

ARTICLE IX AMENDMENTS

9.1 These bylaws may be repealed or amended by the affirmative vote of two-thirds (2/3) of the directors who are present at any meeting of the Board at which a quorum is present, provided that written notice of such meeting has been provided at least seven (7) days preceding the meeting and such notice sets forth the general nature of the proposed action.

9.2 At any meeting at which notice has been given that amendment or repeal is to be acted upon, resolutions modifying such proposed amendments or repeal may be made and adopted at such meeting without further notice. Notice of any such modification shall be subsequently given to all directors then in office.

9.3 Any amendment of the provisions of these bylaws that conflicts with any provision of the Certificate of Incorporation shall be null and void.

APPENDIX C – LEADER JOB DESCRIPTIONS

Title: Chief Executive Officer ("CEO")

Reports to: NBFA Board of Directors

Classification: Full-time/Exempt/12-month

Summary: The CEO must be committed to and advocate for NBFA’s mission to provide students a meaningful, high-quality education through experience-based learning that helps develop essential social, emotional and critical-thinking skills. This gives all children a foundation to achieve their full potential at every stage of life.

The CEO will be responsible for overseeing the management of all aspects of NBFA: academics, climate and culture, operations, compliance with state and federal laws and regulations pertinent to school operations, relations with the parent community, development, keeping the Board promptly and adequately informed of school operations and coordinating relations with government officials.

Principal Accountabilities:

1. Ensure continuous improvement of student outcomes with a short term goal of exceeding Bridgeport district scores on state standardized exams and a long-term goal of proficiency or better for the majority of NBFA students
2. Ensure school operations are well-managed, consistent with the mission
3. Maintain a positive school culture, consistent with the mission
4. Maintain a cohesive and effective administrative team capable of efficiently accomplishing the goals defined herein or otherwise established by the Board
5. Ensure teachers have increased roles and responsibilities in contributing to the success of NBFA
6. Maintain a collegial and respectful working relationship with NBFA's stakeholders
7. Attend to administrative matters including:
 - a. Presentations to the Board.
 - b. Supervising, developing and evaluating administrative subordinates, teachers and other staff members in conformity with Connecticut law and Board-approved procedures, and making recommendations to the Board regarding their reassignment, separation, non-renewal or termination
 - c. Authorizing all extra-curricular and off-site activities involving students, administrators or teachers
 - d. Developing an annual school calendar to be approved by the Board
 - e. Developing an annual budget for Board approval no later than June 30th
 - f. Operating within the parameters of the overall budget, having authority to make financial commitments not exceeding \$5,000 individually or \$50,000 in aggregate for instructional, curricular and/or assessment purposes
 - g. Complying with all state and federal laws and regulations applicable to Connecticut charter schools

Certification, Knowledge and Skills: The CEO must demonstrate qualities of leadership, establishing and maintaining high standards of performance for all school personnel. The Leader should set a tone of

collegiality and model this behavior, be able to deal openly yet firmly with subordinates, have good communications skills (oral and written) and a friendly and polite manner when dealing with students and parents. He or she should have experience in the charter community and a demonstrated record of success in leading a school community.

Direct Reports: Chief Operating and Financial Officer, Chief Academic Officer, Chief Development and Communications Officer, Family and Community Engagement Coordinator, line to the Data, Assessment and Research Administrator, and Executive Assistant/Enrollment.

Title: Chief Financial and Operating Officer (CFOO)

Reports to: Chief Executive Officer

Classification: Full-time/Exempt/12-month

Summary: The Chief Financial and Operating Officer must be committed to and advocate for NBFA's mission to provide its students a meaningful, high quality education through experience-based learning that helps develop essential social, emotional and critical-thinking skills. The Chief Financial and Operating Officer is responsible for finances, operations, building maintenance, purchasing, technology, human resources, food services, record keeping and compliance with state and federal regulations.

Finance Accountabilities

- Ensure a clean and successful audit
- Maintain accurate books of account in accordance with CT standards
- Submit timely annual budgets, monthly financial statements and other financial reports or analyses
- Prepare and present timely financials in advance of Finance Committee and Board meetings
- Manage bank and auditor relations
- Handle accounts payables in a timely manner to protect the school's credit rating
- Review insurance coverage and recommend changes to the CEO

Operations Accountabilities

- Manage the school building, equipment, and safety
- Oversee purchasing of all materials, supplies and services; prepare RFPs
- Oversee management of school cafeteria: purchasing goods and services; ensuring compliance with state food requirements; billing and collection
- Oversee maintenance of school's computer, email and Internet systems
- File state reports accurately and on time
- Comply with state and federal laws and regulations applicable to CT charter schools

Human Resources Accountabilities

- Oversee HR functions including, but not limited to, background checks, new employee orientation, benefit programs
- Oversee salary payments, withholdings, and contributions to Teachers' Retirement Fund
- Ensure integrity of the Employee Manual
- Ensure compliance with employment laws and regulations

Certification, Knowledge and Skills: The Chief Operating Officer must:

1. Be a certified public accountant or have equivalent background/experience in accounting and finance
2. Be honest and trustworthy, with the highest standards of professional ethics
3. Communicate effectively, both orally and in writing, with various NBFA stakeholders
4. Demonstrate strong leadership and decision-making skills, coupled with committed attention to detail.

Direct Reports: Food Service, Human Resource Manager, Facilities, IT

Compensation: Commensurate with experience

Title: Chief Academic Officer (CAO)
Reports to: NBFA's Chief Executive Officer (CEO)
Classification: Staff/Full-time/Exempt/12-month

Summary: The CAO, as leader of the district's instructional team, must be committed to and advocate for NBFA's mission to provide students a meaningful, high-quality education through experience-based learning that helps develop essential social, emotional and critical-thinking skills. This gives all children a foundation to achieve their full potential at every stage of life. The CAO, in consultation with the CEO, will oversee the design of curricula and programs the efficacy of which will be measured and adjusted by the use of reliable data and their assessment. Assessment data, in addition to measuring student progress, will be relied upon for evaluating the performance of teachers and administrators.

Principal Accountabilities:

1. Improve the academic performance of students by designing curricula appropriate to each grade, intended to achieve consistent student improvement as measured by formal and informal assessments, standardized testing and other anecdotal means approved by the NBFA Board of Directors (Board).
2. Ensure that administrators and teachers use student performance data to inform lesson planning and the design of interactive learning experiences for children in all grades.

3. Design data-informed strategic interventions for students throughout the regular school year, after school and summer programming.
4. Ensure appropriate educational and behavioral plans for students with exceptionalities.
5. Authorize mission-aligned, extra-curricular and off-site activities for students, teachers and parents.
6. Supervise, develop and evaluate principals, teachers, coaches and other direct reports in conformity with CT laws and Board approved procedures; make recommendations to the CEO regarding hires, professional development, reassignment, separation, non-renewal and termination.
7. Support the development of knowledge-sharing opportunities amongst department heads.
8. Support the CEO with respect to projects intended to advance NBFA's overall mission and vision.

Certification, Knowledge and Skills: The CAO must:

1. Maintain an O92 certification from the State of Connecticut
2. Have a proven track record of raising academic performance in urban public schools
3. Demonstrate strong analytical and technical skills to manage data-informed instruction
4. Model and require a high standard of performance and collegiality for all instructional personnel
5. Possess a firm but fair management style for all reports
6. Be at ease with oral and written communications and presentations.
7. Fluent in Spanish, French Creole and Portuguese preferred

Direct reports: All instructional staff

Compensation: Commensurate with comparable positions in Bridgeport and experience

Title: Chief Development and Communications Officer

Reports to: NBFA's Chief Executive Officer (CEO)

Classification: Staff/Full-time/Exempt/12-month

Summary: The Chief Development and Communications Officer must be committed to and advocate for NBFA's mission to provide students a meaningful, high quality education through experience-based learning that helps develop essential social, emotional and critical-thinking skills.

Reporting directly to the Chief Executive Officer, the CDCO will have the following Direct Reports: Grant Writer, Development Associate and Communications Coordinator. The Chief Development Officer will be primarily responsible for:

- Fund development
- External communications

Principal Accountabilities:

1. Fund Development
 - Work with school leaders to develop annual fundraising goals
 - Implement and execute effective long-term, strategic development plan for goal attainment
 - Work with the Board and the Board Development Committee to develop major gift opportunities
 - Secure corporate and foundation grant support for specific programs and services

- Plan and execute special events
 - Oversee grants management including progress monitoring, grant requests and deadlines, gift reporting, donor acknowledgements and the upkeep of accurate donor records
 - Increase NBFA’s volunteer base and create meaningful opportunities in collaboration with academic leaders
2. External Communications
- Implement and execute effective marketing and public relations plan
 - Ensure timely preparation and distribution of all direct mail marketing pieces

Salary Range: Commensurate with experience

Title: Elementary School Principal (Pre-K through 6th grade)

Reports to: NBFA’s Chief Executive Officer (CEO)/District Head

Classification: Full-time/Exempt/12-month

Summary: The Elementary School Principal must be committed to and advocate for NBFA’s mission to provide students a meaningful, high quality education through experience-based learning that helps develop essential social, emotional and critical-thinking skills. The leader of NBFA’s Elementary School will oversee the design and delivery of curricula and programs designed to equip students to be creative, collaborative, deep thinkers and problem solvers with strong social, emotional and intellectual competency. Principal Accountabilities include:

Curriculum, Instruction and Assessment

- Support the facilitation of progressive pedagogy: meaningful, student-driven instruction that supports children in identifying their interests while mastering key skills
- Maintain a safe and nurturing learning environment aligned with emotionally responsive practices
- Ensure the implementation of standards-based instruction with measurable outcomes
- Analyze student performance data to make decisions around curriculum/instructional shortfalls, student interventions and teacher professional development.
- Develop measurable corrective action plans with SMART goals to mitigate deficits noted by data and/or observations
- Analyze and administer all formative, summative and standardized assessments

Special Education

- Serve as primary liaison between the Bridgeport Board of Education’s (“BBOE”) Pupil Personnel Department and NBFA
- Work collaboratively with BBOE to ensure compliance with Individualized Education Plans for NBFA students with special needs
- Oversee the development and execution of appropriate instructional goals, teaching strategies and assessments for all NBFA students with exceptionalities
- Ensure integration of special and general education curricula

- Verify special education student data reporting through Bridgeport’s performance management databases (IEP direct, etc.)

Supervision

- Lead, support and develop a high-functioning team of educators passionate about student success
- Develop professional development plans to address individual teachers’ needs
- Evaluate teachers and other direct reports in conformity with CT laws and board policy
- Create, manage, and evaluate operational processes, protocols and procedures to ensure school-wide efficiencies
- Make recommendations to the CEO regarding professional development, hiring, reassignment, separation, non-renewal and termination
- Support the CEO with respect to projects intended to advance NBFA’s overall mission and vision.

Certification, Knowledge and Skills

The Elementary School Principal must:

1. Maintain an O92 certification from the State of Connecticut
2. Have a proven track record of raising academic performance in urban public schools
3. Demonstrate strong analytical and technical skills to manage data-driven instruction
4. Model and require a high standard of professionalism for all instructional personnel
5. Be at ease with oral and written communications

Direct Reports: All Elementary School personnel (Pre-K through 6th grade)

Title: Assistant Principal
Reports to: Principal
Classification: Full-time/Exempt/12-month

Summary: The Assistant Principal must be committed to and advocate for NBFA’s mission to provide students with meaningful, high-quality education through experience-based learning that helps develop essential social, emotional and critical-thinking skills. The Assistant Principal will partner with the principal and collaborate with other leaders to equip students to be creative deep thinkers and problem solvers with strong social, emotional and intellectual competency.

Primary Responsibilities

- General administration of the school, with guidance from the principal:
 - Supports instructional systems and structures (e.g., schedules, instructional program design-tiered intervention models, teacher support, etc.) and enforces school policies to ensure a positive school climate
 - Supports the school’s leadership team in monitoring the implementation of the school improvement plan

- Coordinates professional development offerings for certified and non-certified staff members
 - Supports teachers to provide rigorous high-quality instruction on grade-level standards including monitoring pacing and assessment
 - Conducts observations and evaluations on certified and non-certified staff, as assigned
 - Supports the coordination, implementation and monitoring of the academic/behavioral SRBI framework through collaboration with the principal
 - Supervises and monitors compliance of the delivery of services (Specialized instruction, 504 Plans, ML)
 - Supports professional learning communities including grade level planning meetings, data teams, leadership team meetings, etc.,
 - Communicates with families of the instructional program, student progress and school/district policies
- Contributes to school committees, staff meetings, and other staff efforts
 - Participates in the hiring process and in the assignment and supervision of certified staff in conformity with Connecticut law and district policies staff members
 - Handles daily coverage needs (e.g. assigns teachers/IAs to special duties/tasks)
 - Ensures a safe and orderly environment by directing, monitoring and supporting staff supervision in common areas such as the playground, hallways, and the cafeteria
 - Collaborates with the principal to monitor student conduct, and enforce disciplinary measures when needed and by school/state guidance and law

Other

- Serves as liaison between the After School program coordinators and NBFA
- Works with the principal to manage the transitions of matriculated students from NBFA to other schools of choice at the end of 6th grade
- Serves as Principal in the Principal's absence
- Completes additional assignments, -as assigned

Certification, Knowledge and Skills

The Assistant Principal must:

1. Be committed to the district's vision and core values
2. Demonstrate ability to focus on and support student outcomes
3. Demonstrate knowledge of and commitment to learning about the standards for all contents (e.g., CCSS, NGSS, NCAS, etc.)
4. Demonstrate ability to coach and support staff members in all domains of effective teaching
5. Model and require a high standard of performance from all instructional personnel
6. Model personal professional development and be committed to continuous learning
7. Demonstrate knowledge and understanding of social-emotional learning strategies to support the development of the whole-child
8. Promote a positive school culture with both staff and students
9. Be a results-oriented thought partner
10. Maintain an O92 certification from the State of Connecticut
11. Have 5-7 years' teaching and/or leadership experience in urban public schools
12. Demonstrate strong analytical and technological skills

13. Candidates fluent in oral and written Spanish, French Creole or Portuguese encouraged to apply

Direct Reports

Teachers, Instructional Assistants, Extended Day staff

Title: Assistant Principal, Early Learning Center

Reports to: Principal

Classification: Full-time/Exempt/12-month

Summary: The Early Learning Center (ELC) Assistant Principal must be committed to and advocate for NBFA's mission to provide students with meaningful, high-quality education through experience-based learning that helps develop essential social, emotional and critical-thinking skills. The Assistant Principal will partner with the principal and collaborate with other leaders to equip students to be creative deep thinkers and problem solvers with strong social, emotional and intellectual competency.

Primary Responsibilities

- General administration of the school, with guidance from the principal:
 - Supports instructional systems and structures (e.g., schedules, instructional program design-tiered intervention models, teacher support, etc.,) and enforce school policies to ensure a positive school climate.
 - Supports the school's leadership team in monitoring the implementation of the ELC instructional and assessment framework.
 - Work with the principal to identify and coordinate professional development offerings for certified and non-certified staff members.
 - Supports teachers to provide developmentally appropriate play-based instruction in alignment with State guidelines.
 - Conducts observations and evaluations on certified and not certified staff as assigned.
 - Works with the principal to support students' academic and SEL growth through the coordination, implementation and monitoring of a Multi-tiered System of Supports.
 - Supervises and monitors compliance of the delivery of services [Specialized instruction, 504 Plans]
 - Supports professional learning communities including grade level planning meetings, data teams, child-study teams, etc.,.
 - Communicates with families of the instructional program, student progress and school/district policies.
 - Work with the leadership team to secure and maintain NAEYC Accreditation for all Early Learning Program classrooms
- Develops and maintains good working relationship with program staff, building principal, parents and students

- Participates in the hiring process and in the assignment and supervision of certified staff in conformity with Connecticut law and district policies staff members.
- Handles daily coverage needs (e.g. assigns teachers/IAs to special duties/tasks)
- Collaborates with the principal to actively engage with local/regional or stakeholders to advance the vision, mission and goals of the ELC.
- Oversee the ELC Extended Day Program.

Other

- Complete additional assignments, -as assigned by the principal.

Certification, Knowledge and Skills

The ELC Assistant Principal must:

1. Be committed to the district's vision and core values.
2. Demonstrate ability to focus on and support student outcomes.
3. Demonstrate knowledge of and commitment to learning about the Connecticut Early Learning and Development Standards (CT ELDS).
4. Demonstrate ability to coach and support new staff members in all domains of effective teaching and play-based learning.
5. Model and require a high standard of performance from all instructional personnel.
6. Model personal professional development and be committed to continuous learning.
7. Demonstrate knowledge and understanding of social-emotional learning strategies to support the development of the whole-child.
8. Demonstrate the ability to promote a positive school culture with both staff and students.
9. Be a results-oriented thought partner.
10. Maintain an O92 certification from the State of Connecticut.
11. Have 5-7 years’ Early Childhood Education teaching and/or leadership experience in urban public schools.
12. Demonstrate strong analytical and technological skills.

Direct Reports

Teachers, Instructional Assistants, Extended Day staff

Title: Data, Assessment and Research Administrator

Supervisor: Chief Academic Officer with a line to the CEO

Classification: Other Administrative/Full-Time/Exempt/Salaried

Summary: The Data, Assessment and Research Administrator must be committed to and advocate for NBFA’s mission to provide students a meaningful, high-quality education through experience-based learning that helps develop essential social, emotional and critical-thinking skills. The Data, Assessment and Research Administrator is responsible for maintaining data integrity standards critical to the ongoing efficient operations and instructional core of New Beginnings Family Academy.

Principal Accountabilities

1. Test Administration and Data Analysis

- Support teachers and leaders in the administration of all district and state assessments
- Support teachers and leaders in analyzing, tracking and responding to data trends to advance the school's mission while improving teaching and learning
- Create and maintain effective systems for collecting and using data to make informed decisions
- Share relevant data with the Development & Communications department

2. Special Populations

- Maintain accurate records for all special education and multilingual learners to enhance data-driven instruction
- Provide support to teachers and leaders on the CT-SEDS platform
- Maintain a log of all IEPs to accurately track students' hours
- Ensure the maintenance and upkeep of all IEP files
- Liaise with the Bridgeport Board of Education, as needed

3. Power School

- Enter, track and report all student data on NBFA's student information system (attendance, grading, health, behavior, student notes, etc.)
- Generate and disseminate relevant PS reports to appropriate staff on a regular basis (e.g. attendance, grading, report cards, health, behavior, student notes, etc.)
- Use data analysis to make recommendations for changes to planning, instruction and assessment; implement action steps as needed
- Use data analysis to make recommended action steps toward school-wide goals; implement action steps as needed
- Enter new and exit withdrawn students in PowerSchool and PSIS
- Liaise between PowerSchool representatives and NBFA, as needed

4. State (PSIS) and Federal Reporting

- Prepare timely and accurate reports in PSIS to comply with the State Department of Education
- Ensure an accurate and timely Summer Roll-Up
- Prepare biannual federal civil rights report

5. Other

- Collaborate with other department heads on data-driven projects
- Any related projects deemed necessary by the CAO or Director to further NBFA's mission
- Serve as back-up for staff attendance taking in the absence of the HR Manager and Finance Associate

Certification, Knowledge and Skills: The Data, Assessment and Research Administrator must:

1. Possess an 092 certificate from CSDE
2. Have three to five years' school administrator experience
3. Possess strong data and technology skills
4. Be an excellent listener and quick thinker
5. Have solid communication skills, both oral and written
6. Possess a keen eye for details, the ability to multi-task and a can-do attitude
7. Thrive in a fast-paced environment and work well collaboratively or independently
8. Be a trustworthy individual who can maintain student/family confidentiality

9. Be proficient in Microsoft Office suite and PowerSchool
 10. Candidates fluent in oral and written Spanish, French Creole or Portuguese encouraged to apply
-

Title: Family and Community Engagement Officer

Supervisor: Chief Executive Officer

Classification: Other Administrative/Full-Time/Exempt/Salaried

Summary: The Family and Community Engagement (FACE) Coordinator is responsible for working with leaders to ensure implementation of NBFA's whole child model, parent and community outreach and advocacy, and new family recruitment. The Family and Community Engagement Coordinator liaises with the Office of Emotionally Responsive Practice at Bank Street College of Education to ensure NBFA's whole child model is administered with fidelity. The FACE Coordinator develops and maintains critical community partnerships to further the school's mission and boost favorable name recognition. The FACE Coordinator collaborates with NBFA's Enrollment Coordinator and Communications Officer to create a robust new student applicant pool aligned with NBFA's plan for strategic growth. The FACE Coordinator reports to the Director/CEO with a line to the Chief Academic Officer.

Principal Responsibilities:

WHOLE CHILD MODEL

- **Builds teacher capacity** in NBFA's emotionally responsive practice (ERP) through ongoing training and coaching in the district's social emotional learning (SEL) programs including, but not limited to Caring Schools Community, Responsive Classroom and Restorative Justice
- **Increases parent engagement and buy-in** of NBFA's emotionally responsive model through ongoing communication, social emotional learning workshops, events and special projects
- **Assesses growth** in teacher/parent SEL and ERP competencies using district measures

PARENT AND COMMUNITY ENGAGEMENT

- Maintains a warm, welcoming school environment for parents and guests, aligned with NBFA's mission and values
- Works with leaders to develop vision and strategy for parent and community involvement. Develops systems and procedures for cultivating, stewarding and managing volunteers. Liaises with school staff and faculty to identify various volunteer opportunities for parents and community partners
- Works with the Data Administrator to conduct parent satisfaction surveys to solicit critical feedback and gauge their level of engagement
- Attracts and helps retain prospective and newly accepted families through strategic interactions to keep them engaged, excited and informed about the school

- Increases NBFA’s recognition and visibility through participation in various community events, including some nights and weekends, throughout the calendar year

ORGANIZATIONAL ALIGNMENT

- Demonstrates knowledge of, and support for, New Beginnings Family Academy’s mission, core values, standards, competencies, and code of conduct outlined in the Employee Handbook
- Actively participates in the school community – attending school events, performances, assemblies, and extracurricular activities
- Assists with other parent and community-related projects to advance the mission of the school, as needed

OTHER

- Serve as Principal-designee in the absence of the school principals
- Other projects to advance the mission of NBFA

Certification, Knowledge and Skills:

- ✦ Proven relationship building skills with exceptional ability to collaborate within and across teams
- ✦ Demonstrated ability to handle multiple projects concurrently
- ✦ Proficient computer and technological skills
- ✦ Professional orientation – appearance, communication, organization, and attitude
- ✦ Project management experience with administrators
- ✦ Experience working with students and families from historically underserved communities
- ✦ Master’s degree or equivalent experience required
- ✦ **Candidates fluent in oral and written Spanish, French Creole and Portuguese preferred**

Benefits:

- ✦ Friendly work environment
- ✦ Health coverage includes medical and dental (generous portion of premium paid by NBFA)
- ✦ Life, AD & D, Long-Term and Short-Term Disability Insurance
- ✦ NBFA offers a 403(b) Retirement Plan
- ✦ Ten (10)+ paid holidays
- ✦ Vacation / Sick Leave / Personal Time

Classification:

Full-Time, 11 months, salaried

Compensation: Salary commensurate with experience.

APPENDIX D – NBFA’S TRAFFIC PLAN



KWH Enterprise, LLC
277 Reservoir Avenue, Suite 1101
Meriden, CT 06451
Phone: (203) 807-5482
Cell: (203) 606-3525
Fax: (203) 440-0788
kermit.hua@kwhenterprise.com

January 2, 2024

Mrs. Ronelle P. Swagerty, M.B.A., M.S.Ed.
Director/Chief Executive Officer
New Beginnings Family Academy, Inc.
184 Garden Street
Bridgeport, CT 06605

Reference: 170 and 184 Garden Street, Bridgeport, Connecticut

Dear Mrs. Swagerty:

Thank you for asking me to review the traffic plan for the proposed new building for pre-K students at 170 Garden Street in Bridgeport and to recommending signing improvements on the adjacent streets.

Existing Conditions

I visited the site during the morning drop-off hours on Thursday, December 7, 2023. Most of the morning drop-off activities started after 7:10 AM. The first school bus arrived before 7:15 AM, and by 7:26 AM, all school buses had left.

The majority of the parent drop-offs were on Garden Street near the school entrance. After the last school bus exited Couse Street, some parents parked on Couse Street and walked with their children to the school entrance.

Several school staff in safety vests were posted on Garden Street between the Couse Street and the Railroad Avenue intersections. In addition to the post-mounted parking signs, the school staff also placed movable signs on Garden Street: a "SCHOOL BUS PARKING ONLY" sign facing east on Garden Street east of the Couse Street intersection, a "NO DOUBLE PARKING" sign facing east on Garden Street west of the Couse Street intersection, and two "PARKING FOR PRE-K FAMILIES ONLY" signs facing east on Garden Street in front of the existing school building east of the Railroad Avenue intersection. Orange safety cones were placed on Garden Street where pedestrians frequently crossed the street: west of the Couse Street intersection and at the Railroad Avenue intersection.

By 7:45 AM, the drop-off activities mostly finished with the exception of late arrivals.

Other than the south side of Garden Street in front of the existing school, most of the on-street parking spaces on Garden Street in the area were occupied by other vehicles, and parents were not able to use these spaces for drop-offs.

Reference: 170 and 184 Garden Street, Bridgeport, Connecticut

Proposed Conditions

The new building at the 170 Gardn Street site will be dedicated to up to 160 pre-K students. The school’s traffic plan was designed to stagger the arrival and departure time for the pre-K and K-6 students and fully use the available spaces on Garden Street and Couse Street for the drop-offs and pick-ups. I agree with the school’s traffic plan.

Signing changes were proposed for the 170 Garden Street site. The goal is to prioritize the pre-K loading and to ensure that the spaces along the frontages of the 170 Garden Street site are reserved for the pre-K uses during the loading time.

A new sign shown in Figure 1 is proposed along the frontages of the 170 Garden Street site on both Garden Street and Couse Street. A total of five new signs are proposed: three on Garden Street and two on Couse Street. The time on the sign (7:30 AM-9:00 AM and 2:00 PM-3:00 PM) will ensure that the pre-K loading activities (7:35 AM-9:00 AM and 2:20 PM-2:45 PM) can be adequately accommodated. Outside the specified time, these curb spaces can be used for the loading of K-6 students and by others.

The existing and proposed school-related signs are shown in Figure 2. The three existing signs on the east side of Couse Street (sign B, “NO PARKING, DURING SCHOOL HOURS, 7AM TO 5 PM”) are not clear whether parking for the school drop-offs and pick-ups is allowed. These three signs will be removed, and two new signs (sign A) will be installed on two existing sign posts (see Figure 2).

Figure 1 Proposed Sign

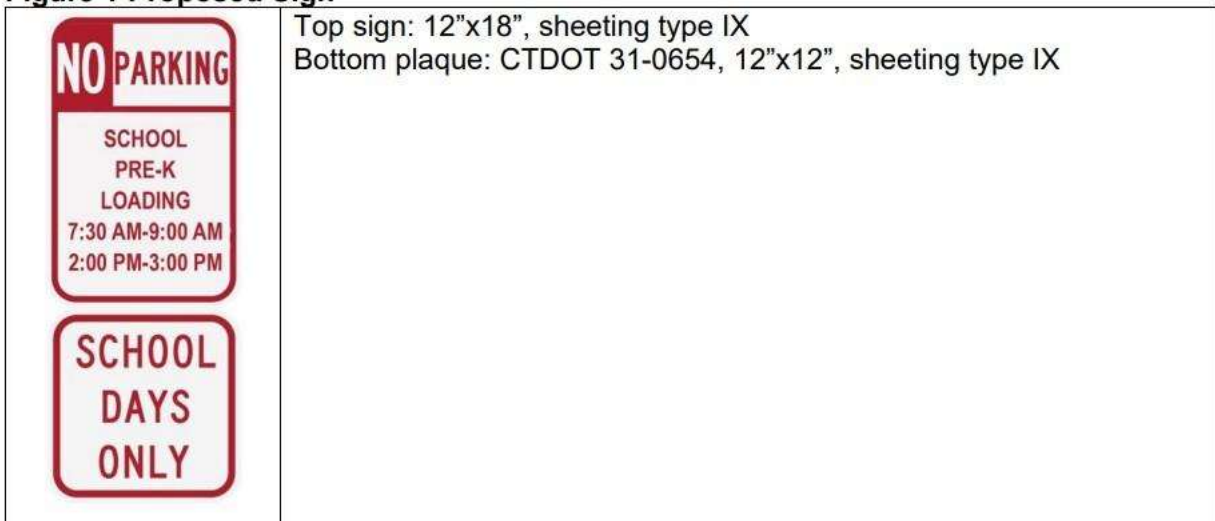
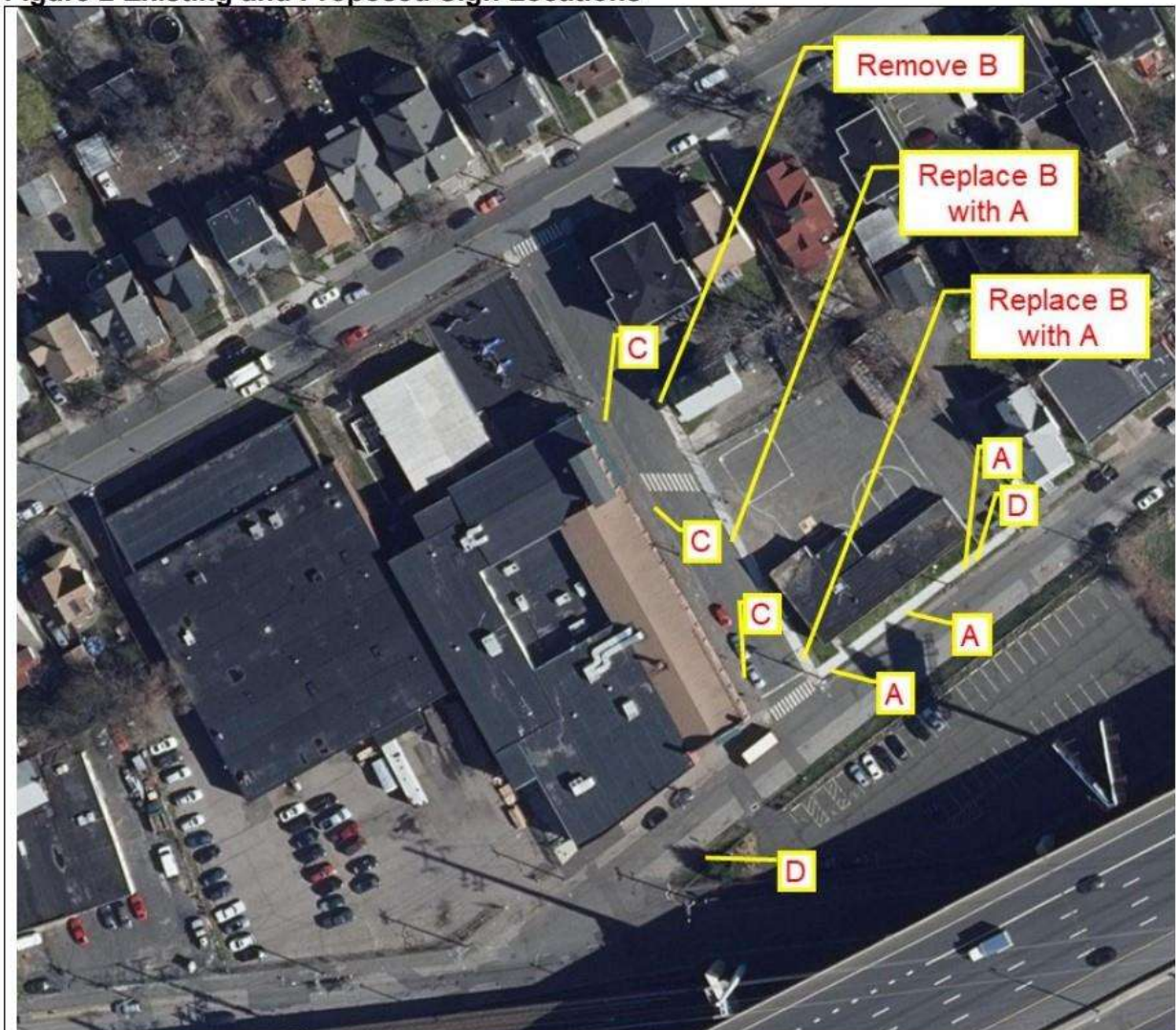


Figure 2 Existing and Proposed Sign Locations



Legend

A: Proposed sign, "NO PARKING, SCHOOL PRE-K LOADING, 7:30 AM-9:00 AM, 2:00 PM-3:00 PM" and "SCHOOL DAYS ONLY"

B: Existing sign, "NO PARKING, DURING SCHOOL HOURS, 7AM TO 5 PM"

C: Existing signs, "NO PARKING, SCHOOL BUS LOADING, 7:00 AM-8:15 AM, 3:30 PM-5:00 PM" and "IDLING OF VEHICLES IS PROHIBITED, 3 MINUTE LIMIT PER CT DEEP REGULATION 22a-174-18"

D: Existing signs, "SCHOOL SPEED LIMIT 20" and "7:15 AM TO 5:00 PM"



Page 4 of 4

Reference: 170 and 184 Garden Street, Bridgeport, Connecticut

I appreciate the opportunity to prepare this letter. Should you have any questions or need additional information, please feel free to contact me.

Sincerely,

KWH Enterprise, LLC

Kermit Hua

Kermit Hua, PE, PTOE
Principal

kermit.hua@kwhenterprise.com
Cell: (203) 606-3525



Kermit Hua

APPENDIX E – NBFA’S ENROLLMENT POLICIES AND PROCEDURES

NBFA Enrollment Policy

General Issues

New Beginnings Family Academy is authorized by the Connecticut State Board of Education to enroll up to 499 students per year. Nothing stated herein requires New Beginnings Family Academy (“NBFA”) to accept more students per grade (in any grade) than the school, in its sole discretion, considers appropriate or more students in the school as a whole (all grades together) than the State of Connecticut is willing to fund at the per-pupil rate applicable to NBFA.

As applied herein, the term “sibling” shall mean a natural, legally adopted or foster child belonging to the same family and residing permanently at the same address as an existing or prospective student of NBFA. Sibling status must be proved by relevant legal document(s) or court order.

Lottery and Sibling Policy

1. NBFA will announce an annual lottery for admittance of students in grades Pre-K - 6 on or about January 1st at which time a deadline will be established for the receipt of applications. This deadline will be no later than April 30th.
2. NBFA will have one unified lottery for students who reside in Bridgeport.
3. Each child for whom an application is received will be assigned a computer generated number in advance of the lottery. Applicant files will be retained in the main office and serve as the basis for computer records. These records, double checked against the original applications, will serve as the data base for the lottery.
4. NBFA is to apply a headcount guideline of approximately 60 students per grade (no more than 20 per class).
5. This number shall be reduced by the number of applicants representing siblings of children already enrolled at NBFA and the number of retained students not advancing to the next grade. The remaining number shall then constitute the number of applicants who will be accepted by lottery.
6. The lottery, carried out by random number generator with two NBFA witnesses, will be organized in such a way that the first applicants treated will be those for Pre-Kindergarten, followed by those for Kindergarten, 1st grade, 2nd grade, etc. This process shall produce:
 - a. With respect to Pre-Kindergarten:
 - i. The students accepted in conformity with point 4 above, and
 - ii. The Pre-Kindergarten waitlist based on the order in which the applicant names/numbers were drawn; and

- b. With respect to all higher grades, the waitlists for those grades also based on the order in which the applicant names/numbers were drawn.
7. Following this, NBFA will next determine:
 - a. Whether there are any same-age siblings (e.g. twins) of accepted Pre-Kindergarteners, and whether there is room available in Pre-Kindergarten and the school to permit these siblings to be enrolled, and
 - b. Whether there are any older siblings of accepted Pre-Kindergarteners (whether on a waitlist or not) and whether there is room in the respective grades and the school to permit these siblings to be enrolled.
8. Once these determinations having been made, NBFA will notify parents/guardians of accepted Pre-Kindergarteners of the offer to enroll their child or children, respectively. This notice will be both oral and in writing and specify a deadline of **3 business days** for parents/guardians to accept and submit all necessary paperwork. This deadline being missed, the offer will be considered null and void.
9. In the event that NBFA determines that additional children may be admitted to the Pre-Kindergarten class, NBFA will select the first child on the Pre-Kindergarten waitlist and make the same determinations as noted in point 7, following which notice will be made to the parents/guardians as described in point 8. The process shall be repeated with respect to the second child on the Pre-Kindergarten waitlist (followed by the third child, etc.) until the Pre-Kindergarten class shall be considered filled and the impact of siblings taken into account.
10. With the Pre-Kindergarten class determined as described above, a similar—but not identical procedure—will be followed for the higher grades once the number of open slots for each grade has been determined. This determination of open slots will be based on:
 - a. The number of students considered appropriate by NBFA for the grade in question
 - b. An estimate of the number of students expected to advance from the lower grade, and
 - c. The number of students already in the grade who may be retained.
11. The process of admitting Kindergarten to 6th grade students to NBFA will begin with an examination of the first child on the waitlist of the lowest grade for which an open slot may be available. The application from this child shall be examined to determine:
 - a. Whether there are any same-age siblings (e.g. twins) of this child, and whether there is room available in grade in question and the school to permit these siblings to be enrolled, and

- b. Whether there are any younger or older siblings of this child (whether on a waitlist or not) and whether there is room in the respective grades and the school to permit these siblings to be enrolled.
12. These determinations having been made, NBFA will notify parents/guardians of the accepted child of the offer to enroll their child or children, respectively. This notice will be both oral and in writing and specify a deadline of 3 business days for parents/guardians to accept. This deadline being missed, the offer will be considered null and void.
13. As a next step, NBFA will determine to what extent offers accepted by parents/guardians impact the initial estimate of open slots for other grades.
14. This determination having been made, NBFA will examine the first child on the waitlist of the next higher grade for which an open slot may be available. The application from this child shall be examined to determine:
 - a. Whether there are any same-age siblings (e.g. twins) of this child, and whether there is room available in grade in question and the school to permit these siblings to be enrolled, and
 - b. Whether there are any younger or older siblings of this child (whether on a waitlist or not) and whether there is room in the respective grades and the school to permit these siblings to be enrolled.
15. The procedure described in points 11-14 shall be repeated until all children listed first on the waitlist of grades –K-6 for which open slots existed have been accepted or the class/school limits are reached, whichever comes first.
16. In the event that open slots still exist, NBFA will begin anew, examining the second child on the waitlist of the lowest grade for which an open slot may be available, again repeating the procedure described in points 11 – 14.
17. The procedure shall be repeated with children listed third, fourth, fifth, etc. until such time as all classes and the school shall have reached their respective limits.
18. Until January 1st of the year following the creation of the NBFA waitlists, accepted students who leave the school unexpectedly may be replaced following the same procedure described above; thereafter, interested parents/guardians will have to await the announcement of the lottery for the subsequent year.

APPENDIX F – EMOTIONALLY RESPONSIVE PRACTICE/PBIS FRAMEWORK

NBFA’s DISCIPLINE POLICY AND PROCEDURES

CLIMATE AND CULTURE

NBFA uses emotional responsive techniques/strategies, restorative practices, Positive Behavioral Intervention and Supports and the Caring School Community curriculum to provide evidenced-based Tiered behavioral/SEL support to **ALL** students.

Emotionally Responsive Practices teaches adults at school to be a **“good mirror”** for the children in their care. This means that at school, adults use language, literacy and curriculum to **reflect children accurately, and in a positive light**. While most schools emphasize the importance of children being kind and empathic to one another, it is developmentally difficult for children to do that until they experience empathy from attached adults. Very often, the children who seem to have the least empathy for peers also have very little empathy for themselves. These children may identify with adults or older siblings in their lives who have been unable to show empathy for them when they are in pain or have caused them pain.

NBFA’s adopted Emotionally Responsive Practices

Developmental Milestones: At NBFA, we use knowledge about children’s developmental milestones (the motor, cognitive, and social skills that most children achieve by certain ages) to inform our teaching practice. We also understand that development and experience work together, and that every child is unique. When children bring unresolved developmental stages into the classroom, teachers may serve as attachment partners for delayed milestones.

Inviting & Containing: Inviting techniques encourage self-expression and containing techniques include ensuring clear, consistent classroom practices. These strategies inform the way we set up classrooms’ physical environments, curriculum, routines, procedures, and daily interactions. Inviting techniques, when combined with reflective listening, are especially helpful in stimulating communication around difficult issues and establishing a safe environment.

Story Gathering: As part of our emotionally responsive practices, we need to know where children come from, developmentally and historically. Student learning is informed by their past experiences. The knowledge obtained during story gathering with families will become a tool used to inform instructional strategies that will best support every student’s individual needs. This is a process that all teachers at NBFA engage in throughout the year. The most intense story gathering phase takes place in September, when teachers are first getting familiar with students and their backgrounds. As the year progresses, staff members continue working

with each student and adding to his/her story. Story gathering enhances teachers' ability to facilitate student development. It helps teachers assess children who display confusing behaviors in different ways.

Reflective Techniques: Reflective Techniques help children improve communication and develop empathy by mirroring the feelings, concerns, and experiences of others in a way that makes them feel understood. Reflective language can be used in social interaction, books, drawings, photos, songs, and throughout the curriculum to enhance children's sense of social and emotional cause and effect.

Community Service

Each grade level is encouraged to complete one ongoing community service project for the year. These should not be a one-time event (e.g., "a can drive"). The purpose is to teach our students problem solving, collaboration and empathy, as well as experiencing pride in doing something for the school or our community. Some community service projects examples are: running a school garden, adopting an area around school for ongoing clean up, school wide- recycling program, adopting a younger class for monthly activities, adopting a shelter, etc. ...

Mentoring

Teachers reserve the right to identify students who may benefit from a mentor. Please refer such students to the SRBI process as only those in the process will be assigned a mentor. Mentees from prior years will be re-evaluated on a case-by-case basis.

Tier I Emotionally Responsive Classroom Management Practices

Part of a good classroom management system includes a way to get the attention of students. When it is time for students to stop, focus, and be ready to listen and learn, an attention-getter should be in a teacher's bag of management tricks. Attention-getters should do the job quickly and efficiently. These attention-getters can be both non-verbal and verbal.

Non-verbal

- Teacher silently raises one hand in the air with the two center fingers pinching the thumb. The pointer and pinky will point up like ears. This is NBFA's Quiet Bear Sign. Students should mimic teacher until the entire class is silent and giving the quiet signal.
- Use a bell, timer, or doorbell. When students hear the audio signal, they stop to listen.
- Find an item, like a hat or glasses, to put on when you need students to focus on you.
- Use a quiet instrument, such as a triangle, wind chime, drum, or sound block.
- Flick the lights off and on until students are ready to learn.
- Create a paddle with a stop sign on it. Hold it up when you need the attention of students.

- Play a song, or part of a song. When the song is over, students must be quiet and focused.
- Teacher raises hand in the air while silently counting down with fingers. When no fingers are left, the class should be ready to learn.
- Wave a flag, or wand, in the air for all students to see. Students must be silent and listening by the time you lower the flag.

Call and Response

- Teacher says: "Class, class." Students say: "Yes, yes."
- Teacher: "Let's Go Bears!" Students reply by clapping: clap, clap, clap, clap, clap.
- Teacher says, "Flat Tire!" Students say: "ssshhhhhhhh." Put a limit on how long the "ssshhh" should be.
- Teacher says: "Bring it back, Bring it back" Students say: "I'm back, I'm back."
- Teacher says: "Hocus Pocus!" Students say: "Everybody Focus!"
- Teacher says: "Alright, stop!" Students say: "Collaborate and listen."
- Teacher says: "Macaroni and cheese." Students say: "Everybody freeze!"
- Teacher says: "All set." Students say: "You bet!"

Find at least one attention-getter with which you are comfortable or create your own. Practice your intended attention-getter with your students often to get desired results. As students fail to respond to the usual attention-getter, switch it up!

Even the best run classes will face challenges. Having a "one size fits all" progression of consequences is not an emotionally responsive practice. When dealing with negative behaviors, adults will assess the situation and select the most appropriate action for the behavior. Teachers and Staff are expected to utilize emotionally responsive practices, logical consequences, and restorative circles to manage students' behavior. It is each adult's responsibility to supervise the assigned consequence and to notify parents of such. Examples of Tier 1 ERP strategies and techniques to negative behavior include:

Redirect student

- Re-teach expectation
- Be a good mirror
- Validate feelings
- Use reflective listening/language
- Offer an opportunity for self-expression (e.g., journaling, art, physical coping tools such as stress balls, Velcro strips)

- Use transitional object (e.g., Teddy bear)
- Offer a psychological home base (e.g., teacher chair, picture from home)
- Use positive self-talk (e.g., “I can handle this,” “I am in control of my emotions,” etc.)
- Hold common ground meeting to identify issues and address them
- Offer bibliotherapy session (use literature to prompt discussion and problem-solve the issue)
- Provide self-regulation strategies (e.g., direct students to classroom SEL visuals such as feelings chart, deep breathing, backward counting, one walk around the hallway, physical activity, etc.)
- Use reflection sheet & short-term goal setting
- Invite student to supervise space break/Cozy Corner
- Change seat
- Issue logical consequence (see chart)
- Hold teacher-student restorative conference
- Have student(s) describe incident
- Discuss the impact of the conflict/behavior
- Collaboratively determine how the harm can be repaired

Restorative Practices

Restorative Practices (RP) is an approach that focuses on restoring relationships and repairing harm rather than administering punitive consequences. It consists of informal conversations, circles, and formal, structured conferences. NBFA staff are expected to be familiar with and use Restorative Practices daily when interacting with students, parents, and other staff members. There will be ongoing professional support in this area and 2 staff members designated as Restorative Coordinators- RCs (formerly called Climate Specialists) to assist staff with circles and restorative meetings.

SEL Curriculum

NBFA implements Caring School Community, a comprehensive, research-based social and emotional learning (SEL) curriculum, that builds school-wide community, develops students’ social skills and SEL competencies, to promote positive behavior. Caring School Community promotes positive behavior through direct teaching of responsibility, empathy, and cooperation, creating settings where students feel heard, known, and cared for. Students will become intrinsically motivated to contribute productively to a community they feel invested in, and where they know they matter.

PBIS

Emotionally Responsive Practice (ERP), as a pathway to social, emotional, and academic learning, is embedded within NBFA's PBIS framework. PBIS methods are research-based and have been proven to greatly reduce behavior problems. One of the key elements is to focus on prevention. It is based on the idea that when students are taught clearly defined behavior expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

The key components of an effective school-wide PBIS system involve:

- **Clearly defining and teaching a set of emotionally responsive behavioral expectations:** At NBFA, all adults will teach students the core ERP principles of Empathy, Responsibility and Pride through the implementation ERP Poster and supporting resources and the Caring School Community Curriculum.
- **Consistently acknowledging and rewarding appropriate behavior:** Students, as a community, will be consistently acknowledged and rewarded by all staff for demonstrating the ERP core principles and appropriate behavior by earning Bear Bucks.
- **Constructively and discreetly addressing challenging behavior:** Teachers and Staff will implement the above Tier I emotional responsive techniques/strategies and restorative circle or conference to constructively provide support to students exhibiting behaviors not conducive to the learning environment.
- **Effectively using behavioral data and assessing progress:** NBFA teachers will log behavioral incidents on their grade level behavior tracker. This data will be used to inform individualized student interventions, select, monitor and evaluate outcomes, practices, and systems across all three tiers

Clearly Define and Teach Emotionally Responsive Behavioral Expectations

New Beginnings
STARTS PROGRESS
Working together for
brighter futures

EMOTIONALLY RESPONSIVE BEHAVIOR EXPECTATIONS

EMPATHY

Empathy is the ability to understand the feelings of others. When we show empathy, we recognize that others have different perspectives and emotions than our own.

"Empathy is about two people - two people meeting, getting to know each other and tuning into what the other person is thinking and feeling."
- Simon Baron-Cohen



In the CLASSROOM we show empathy when we:

- Offer support and try to understand others' feelings with an open mind and an open heart. For example: "What I hear you saying is..."
- Think about how our actions affect the learning of others
- Show interest in different cultures, other families and others' interests
- Respectfully disagree without putting others down
- Actively listen while waiting for our turn to talk

In the CAFETERIA we show empathy when we:

- Offer compliments versus criticism
- Seek permission before we take
- Wait patiently until it is our turn
- Appreciate and show gratitude towards the people who prepare, provide and serve our food.

In the HALLWAYS we show empathy when we:

- Keep a safe distance from others
- Hold the door for others
- Be mindful of others' learning
- Help someone who is lost

In the BATHROOM we show empathy when we:

- Remember "to flush is a must"
- Respect others' privacy
- Conserve water

At ARRIVAL & DISMISSAL we show empathy when we:

- Greet others by name
- Make eye contact
- Demonstrate patience
- Move safely
- Use a soft voice
- Wait our turn
- Respect the space of others

At RECESS we show empathy when we:

- Help someone up when they fall down
- Give everyone a chance to play
- Share the toys and recess equipment
- Wait our turn



RESPONSIBILITY

Responsibility means completing the task at hand to the best of our ability and making good decisions even when no one is looking. When we are responsible, we accept the positive or negative consequences of our actions.

"I'm not perfect; I make mistakes all the time. All I can do is to try my best to learn from my mistakes, take responsibility for them, and do a better job tomorrow."
- Lana, The Wrestler

In the CLASSROOM we show responsibility when we:

- Own our actions/mistakes
- Keep hands, feet and objects to ourself
- Reflect on our work and make improvements where necessary
- Push through difficult and challenging tasks with a growth mindset. i.e. "Try 3 Before Me"
- Keep our work space clean and tidy and use classroom materials appropriately and safely
- Be a positive role model by working to meet classroom expectations

In the CAFETERIA we show responsibility when we:

- Use our best manners and clean up after ourselves
- Line up as directed while using soft voices
- Keep our body in our seat and feet on the floor
- Respond to the quiet signal from adults
- Go directly to our destination upon arrival
- Realize our purpose in the cafeteria is to eat and fuel the cells in our body
- Use walking feet to and from our table
- Use our own utensils & keep food to ourself

In the HALLWAYS we show responsibility when we:

- Use walking feet, face forward and keep hands to ourself
- Follow hallway traffic signs and go directly to our destination
- Enter and exit the building quietly and calmly during safety drills
- Use a soft voice during transitions
- Take care of school property while walking
- Go directly to and from our destination
- Use polite greetings with staff and fellow students

In the BATHROOM we show responsibility when we:

- Remember the phrase: "Treat me well, keep the clean and I won't tell anyone what I have seen"
- Wash our hands before we leave
- Report any broken or vandalized areas in the bathroom.

On the BUS we show responsibility when we:

- Keep our whole body in our seat
- Refrain from distracting the bus driver
- Keep hands, feet and objects to ourself
- Use a soft voice
- Refrain from eating and drinking on the bus
- Enter and exit the bus quietly and calmly
- Leave our seat neat and tidy
- Refrain from throwing objects out the window

At RECESS we show responsibility when we:

- Stay in the playground area & within the backstop
- Refrain from talking to strangers and keep our distance from the fence
- Avoid rough play, be aware of others around us and keep our hands to ourself
- Use equipment safely and correctly and play games appropriate for school
- Avoid picking up objects while outside and report unsafe behaviors to school staff

At ARRIVAL & DISMISSAL we show responsibility when we:

- Wait patiently to be acknowledged
- Comply with adult directions promptly
- Pack up ALL our personal belongings
- Keep our backpack on our body
- Use walking feet to our destination quietly and safely
- Maintain appropriate social distancing

PRIDE

Pride is appreciating and having high regard for ourself, our classmates, our work, our school and our community.

"I love what I do, I take great pride in what I do. And I can't do something halfway, three-quarters, nine-tenths. If I'm going to do something, I go all the way."
- Tom Cruise



In the CLASSROOM we show pride when we:

- Work together to keep our classroom neat and organized
- Actively participate in class using our best effort and sharing our thinking and ideas
- Take academic risks
- Ask questions and are curious
- Set and pursue goals
- Express feelings appropriately
- Persists and problem solve through challenging tasks
- Learn and grow from our mistakes

In the HALLWAYS we show pride when we:

- Throw away trash
- Admire bulletin boards with our eyes only and take care of school property
- Return lost items to the office
- Use friendly and polite greetings
- Compliment ourself and others for making good hallway choices

On the BUS we show pride when we:

- Keep our belongings in our backpack
- Make others feel welcome and safe
- Stay in our own personal space
- Maintain calm bodies in our seats
- Use positive language to peers and bus drivers

At RECESS we show pride when we:

- Take care of equipment for the next class
- Display good sportsmanship and regulate our emotions
- Use kind and appropriate language
- Be a positive role model for others
- Respond positively to conflicts that arise

In the CAFETERIA we show pride when we:

- Keep food on our tray and in our mouth
- Keep our eating area neat and clean
- Make healthy food choices
- Use good table manners

In the BATHROOM we show pride when we:

- Make sure each stall is neat for the next person (i.e., be neat and wipe the seat)
- Practice good hygiene by washing and drying our hands
- Wait patiently for our turn to use the facilities
- Respect the privacy of others

At ARRIVAL & DISMISSAL we show pride when we:

- Are patient when waiting for adults to help us
- Enter and exit the building calmly with a soft voice
- Are an active listener during announcements

Acknowledge, Reward and Celebrate Desired Behaviors

Catch students showing “ERP”



Bear Bucks Program

One component to implementing PBIS at NBFA is with our Bear Bucks program. Our Bear Bucks program provides a common language for all faculty to recognize students for exhibiting the ERP Positive Behavior Expectations. It sets school wide expectations for behavior and safety.


Each month, students, as part of a classroom community, will earn “Bear Bucks” for exhibiting “ERP” behavior.

Bear Bucks Procedure


- Bear Bucks will be earned by students, as part of a classroom community, and presented to the class by the faculty member who has observed the behavior consistent with ERP Positive Behavior Expectations as described in the matrix.
 - Classroom teachers must set a monthly Bear Bucks goal with students.
 - Classroom teachers will choose 3 Big Event options from the “Big Events Bank” that students will vote on that correspond with the number of bear bucks earned.
 - “Big Events” should occur on Fridays
 - “Big Events” should not exceed 60 minutes
 - “Big Events” must be communicated in advance to administration and Barker and be mutually agreed upon
 - Each classroom must have a visual representation to display the number of bear bucks earned and the monthly goal.

- During closing circle on Fridays, teachers will provide “ERP” behavior expectations feedback and discuss the number of Bear Bucks earned in comparison to the classroom goal.
- Bear Bucks can be presented by the classroom teacher at any point during the day. Other staff members who wish to present bear bucks to classrooms must provide prior notice to the teacher before visiting the classroom.
- Bear Bucks are deposited into a specially decorated whole class container or posted on the bulletin board (Depending on how you store the bear bucks, it will dictate how you utilize your bulletin board).
- Bear Bucks are kept for one month
- Bear Bucks will be used in each class for a monthly whole class, non-tangible “Big Event”
 - Bear Bucks will be counted on the last school day of the month
 - Enter the total number of Bear Bucks into the Google Sheet on the last school day of the month (link is on the important link document).
 - Based on the number of Bear Bucks, students will vote on the whole class reward (“Big Events” ideas are on the Bear Buck Big Event Bank) (link is on the important link document)
 - Enter the event onto the spreadsheet on or before the deadline.
- Bear Bucks are **NEVER** to be taken away once earned.
- Any staff member can hand out Bear Bucks to classes engaging in “ERP” behavior.
- Ensure **ALL** students have the opportunity to contribute to earning Bear Bucks.
- Explain the Bear Bucks to students. Teach them which behaviors will result in earning Bear Bucks. Give examples of these behaviors, role play and model these behaviors to make students understand the expectations.
- All staff members including bus drivers, cafeteria workers, nurses, specialists, and office staff must have Bear Bucks.
- When a faculty member other than the classroom teacher observes a positive behavior, they must visit the classroom and address the whole class.
- Use this **SAMPLE** script when presenting a Bear Buck i.e. “Today during arrival, I noticed a member of our class showing empathy when they escorted a lost student to their classroom!” Congratulations on earning your class a Bear Buck! "Please **note that the student’s name was not revealed.**
- It is critical that every classroom, including specials, stick to these guidelines so that we are all on the same page. Variations by classroom detract from the success and purpose of school-wide PBIS.
- All staff will be provided bear bucks and a hard copy sheet to use to make copies.

How to Show E.R.P!

	Classroom	Hallways	Cafeteria	Bus	Bathroom	Recess	Arrival & Dismissal
 <p>Empathy</p> <p>We show empathy by...</p> <p>Empathy is the ability to understand the feelings of others. When we show empathy, we recognize that others have different perspectives and emotions than our own.</p> <p><i>“Empathy is about two people – two people</i></p>	<p>Offering support & trying to understand others’ feelings with an open mind and an open heart “What I hear you saying”</p> <p>Thinking about how our actions affect the learning of others</p> <p>Showing interest in different cultures, other families, and others’ interests</p> <p>Respectfully disagreeing without putting others down</p> <p>Actively listening while</p>	<p>Keeping a safe distance from others.</p> <p>Holding the door for others</p> <p>Recognizing others are learning</p> <p>Helping someone who is lost</p>	<p>Offering compliments versus criticism</p> <p>Seeking permission before you take</p> <p>Waiting patiently until it is our turn</p> <p>Appreciating and showing gratitude towards the people who prepare, provide and serve our food.</p>	<p>Greeting the bus driver</p> <p>Using a soft voice</p> <p>Sharing our seat</p> <p>Moving safely on and off the bus</p> <p>Waiting for our turn</p> <p>Following directives of bus driver</p>	<p>Remembering “to flush is a must”</p> <p>Respecting others privacy</p> <p>Conserving water</p>	<p>Helping someone up when they fall down</p> <p>Giving everyone a chance to play</p> <p>Sharing the toys and recess equipment</p> <p>Waiting our turn</p>	<p>Greeting others by name</p> <p>Making eye contact</p> <p>Demonstrating patience</p> <p>Moving safely.</p> <p>Using a soft voice</p> <p>Waiting your turn</p> <p>Respecting the space of others</p>

<i>meeting, getting to know each other, and tuning into what the other person is thinking and feeling,” - Simon Baron-Cohen</i>	waiting for our turn to talk						
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 <p>Responsibility</p> <p>We show responsibility by ...</p> <p>Responsibility means completing the task at hand to the best of your ability and making good decisions even when no one is looking. When we are responsible, we accept the positive or negative consequences of our actions.</p> <p><i>"I'm not perfect; I make mistakes all the time. All I can do is to try my</i></p>	<p>Owning our actions/mistakes</p> <p>Keeping hands, feet, and objects to ourself</p> <p>Reflecting on our work and making improvements where necessary</p> <p>Pushing through difficult & challenging tasks with a growth-mindset. i.e., "Try 3, then Me"</p> <p>Keeping our workspace clean and tidy and using classroom materials appropriately and safely</p> <p>Being a positive role model by working to meet classroom</p>	<p>Using walking feet, facing forward, and keeping hands to ourself</p> <p>Following hallway traffic signs and going directly to our destination</p> <p>Using a soft voice during transitions</p> <p>Entering and exiting the building quietly and calmly during safety drills</p> <p>Taking care of school property while walking in the hallways</p> <p>Going directly to and from our destination</p> <p>Using polite</p>	<p>Using our best manners and cleaning up after ourself</p> <p>Lining up as directed while using soft voices</p> <p>Keeping our body in our seat, feet on the floor</p> <p>Responding to the quiet signal from adults (silent coyote signal)</p> <p>Going directly to our destination upon arrival</p> <p>Realizing my purpose in the cafeteria is to eat and fuel the cells in my body</p> <p>Using walking feet to and</p>	<p>Keeping our whole body in (assigned) seat</p> <p><i>Refraining</i> from distracting the bus driver</p> <p>keeping hands, feet, objects to ourself and using a soft voice</p> <p><i>Refraining</i> from eating and drinking on the bus</p> <p>Entering and exiting the bus quietly and calmly</p> <p>Leaving our seat neat and tidy</p> <p><i>Refraining</i> from throwing objects out the window</p>	<p>Remembering the phrase "Treat me well, keep me clean and I'll not tell anyone, what I have seen"</p> <p>Washing your hands before you leave</p> <p>Reporting any broken or vandalized areas in the bathroom</p>	<p>Staying in the playground area & within the blacktop</p> <p><i>Refraining</i> from talking to strangers and keeping our distance from the fences</p> <p>Avoiding rough play, being aware of others around you and keeping our hands to ourself</p> <p>Using equipment safely and correctly and playing school appropriate games</p> <p>Avoiding picking up objects while outside and reporting unsafe behaviors</p>	<p>Patiently waiting to be acknowledged</p> <p>Complying with the adult directives promptly</p> <p>Being mindful of packing up ALL our personal belongings</p> <p>Keeping our backpack on our body</p> <p>Using walking feet to our destination quietly and safely</p> <p>Maintaining appropriate social distancing</p>
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<p><i>best to learn from my mistakes, take responsibility for them, and do a better job tomorrow.”</i> - Lana, the wrestler</p>	<p>expectations</p>	<p>greetings with staff and fellow students</p>	<p>from our table Using our own utensils and keeping our food to ourself</p>			<p>to school staff. Lining up quickly and quietly</p>	
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 <p>Pride</p> <p>We take pride in...</p> <p>Pride is appreciating and having high regard for our classmates, our work, our school, and our community.</p> <p><i>"I love what I do. I take great pride in what I do. And I can't do something halfway, three-quarters, nine-tenths. If</i></p>	<p>Working together to keep our classroom neat and organized</p> <p>Being an active participant in class using our best effort and sharing our thinking and ideas</p> <p>Taking academic risks</p> <p>Asking questions and being curious</p> <p>Setting and pursuing goals</p> <p>Expressing feelings appropriately</p> <p><i>Persevering</i> and problem solving</p>	<p>Throwing away trash seen in the hallway</p> <p>Admiring bulletin boards with your eyes only and taking care of school property</p> <p>Listening to re-direction</p> <p>Returning lost items to the office</p> <p>Using friendly and polite greetings</p> <p>Complimenting myself and others for making good hallway choices</p>	<p>Keeping food on our tray and in our mouth</p> <p>Keeping our eating area neat and clean</p> <p>Making healthy food choices</p> <p>Using <i>good table manners</i></p>	<p>Keeping our belongings in our backpack</p> <p>Making others feel welcome and safe</p> <p>Staying in our own personal space</p> <p>Maintaining calm bodies in our seats</p> <p>Using positive language with peers and bus drivers</p>	<p>Making sure each stall is neat for the next person (i.e.) be neat and wipe the seat)</p> <p>Practicing good hygiene by washing <u>and</u> drying our hands</p> <p>Waiting patiently for our turn to use the facilities</p> <p>Respecting the privacy of others</p>	<p>Taking care of equipment for the next class</p> <p>Displaying good sportsmanship and regulating our emotions</p> <p>Using kind and appropriate language</p> <p>Being a positive role model for others</p> <p>Responding positively to <i>conflicts</i> that arise</p>	<p>Being patient when waiting for adults to help us</p> <p>Entering and exiting the building calmly with a soft voice</p> <p>Being an active listener during announcements</p>
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<p><i>I'm going to do something, I go all the way."</i></p> <p>-Tom Cruise</p> <p>Read more at https://www.brainyquote.com/topics/pride-quotes</p>	<p>through challenging tasks, learning, and growing from our mistakes</p>						
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Restorative Practices

Interventions for Challenging Behavior

NBFA Values and Mindset

Use the “In Schools That Heal ...”

As our students strive to meet the expectations identified within the ERP Behavioral Expectations Matrix, we understand that young people will make mistakes, and it is the school’s role to support their academic as well as their social-emotional growth. When young people make mistakes, we create opportunities for them to take responsibility for their actions and correct their mistakes. We are committed to engaging in the kind of discipline rooted in learning and teaches appropriate conduct consistent with our school values.

When disruptive behaviors occur, we address them in a restorative manner focused on needs, accountability, addressing the root causes, and assigning logical consequences. When someone in our school community is harmed, we are committed to bringing all those affected together to collaboratively address needs and responsibilities, and create a plan to repair the harm.

We understand that at times some of our students often experience conditions in their homes and communities that are stressful or traumatizing and may impact their behavior at school. Our staff will work to connect every student to services and caring adults to ensure that such students are supported in every way possible.

At New Beginnings Family Academy, we manage behaviors through:

Emotionally Responsive Practice

Emotionally Responsive Practice, or ERP, is the DNA of New Beginnings Family Academy. This relationship-based, trauma-informed approach to teaching and learning provides an essential bridge that every student needs to meet his or her social, emotional and academic goals.

Responsive Classroom

Responsive Classroom offers research- and evidence-based practices designed to create joyful, safe, engaging classroom and school communities.

Restorative Practices

The central hypothesis of restorative practice is that human beings are happier, more cooperative, productive, and more likely to make positive changes in their behavior when those

in positions of authority do things *with* them, rather than *to* them. The aim of this approach is to develop community and manage conflict by repairing harm and restoring relationships.

Below is the NBFA Tier 1 Behavioral Flow Chart. This chart documents and provides guidance on how to respond to specific behaviors. The chart outlines teacher managed behaviors and Restorative Justice Coordinator (“RC”) managed behaviors. The chart also provides specific interventions that must be implemented before RC support is provided. Please review this chart carefully and follow the protocol before calling for the support of the RC. All teacher managed behaviors must be documented in the Tier 1 Behavior Tracker Google Form. This data is important when evaluating the student for a higher level of behavior intervention through our SRBI program.

TIER 1 BEHAVIORAL FLOW CHART
TEACHER EXPECTATIONS
<ul style="list-style-type: none">• Develop warm, nurturing, mutually respectful relationships with students• Establish and maintain consistent routines and structures• Use the Caring School Community resource to build social emotional learning (SEL) competency and set classroom climate• Develop respectful, transparent relationships with parents/guardians (e.g. Verbally acknowledge and respect the “Mama Rule.”)• Consistently enforce <u>every</u> NBFA rule and policy (e.g. hallway passes, cell phones, walking in halls, low voices in cafeteria, etc.)• Maintain regular communication with parents, reporting both glows and areas of growth (e.g. Dojo, Remind, web pages, email, calls, letters)• Explicitly teach children what they need to feel safe in their body• Establish and maintain warm and inviting Cozy Corners (e.g. bean bags, feelings chart, pillows, sensory toys)• Focus on the student’s assets. What’s <u>right</u> with the student? What <u>positive attributes</u> does the student have?• Redirect students• Re-teach expectations• Use positive self-talk to prepare <u>yourself</u> (e.g. “I can handle this.” “I am in control of my emotions.”)

- Employ Emotionally Responsive Practice (ERP) techniques and Responsive Classroom strategies.

<p style="text-align: center;"><u>EMOTIONALLY RESPONSIVE PRACTICE</u> <u>TECHNIQUES</u></p> <p style="text-align: center;"><i>FORM CRITICAL ATTACHMENT BONDS AND FOSTER STRENGTH-BASED RELATIONSHIPS AND MUTUAL RESPECT</i></p>	<p style="text-align: center;"><u>RESPONSIVE CLASSROOM STRATEGIES</u></p> <p style="text-align: center;"><i>ENGAGE CHILDREN ACADEMICALLY AND INTRINSICALLY MOTIVATE THEM TO DEVELOP SELF-CONTROL AND SELF-REGULATION</i></p>
<ul style="list-style-type: none"> ➤ Be a good mirror by validating the student’s feelings. (Ex: “I can see that you’re upset and I’m sorry about that.” “I know it must hurt to have been pushed.” “Not being chosen to play can be very upsetting.”) ➤ Use reflective technique through language, books, drawings, photos, songs and curriculum by mirroring the concerns and experiences of children in empathic ways so that they feel understood. For example: <ul style="list-style-type: none"> ○ Listening/language - “What I hear you saying is ... and I understand your thinking.” “I can see that you’re very angry at Johnny. He must have really done something to hurt you.” ➤ Employ Teddy Bears as transitional, comfort or symbolic objects to promote a sense of security in the child while decreasing anxiety. ➤ Offer a psychological home base (e.g., teacher chair, picture from home) ➤ Hold common ground meeting to identify issues and address them. ➤ Promote self-soothing through self-expression through journaling, art, and the use of physical coping tools including stress balls, Velcro strips 	<ul style="list-style-type: none"> ➤ Conduct daily morning meetings to build community and promote belonging ➤ Involve students in creating classroom expectations (I.e. “Use your inside voice.” “Hands and feet to yourselves.”) ➤ Revisit classroom expectations and procedures daily to refresh and remind students ➤ Organize the classroom space to support engaged learners ➤ Develop fun, relevant, child-centered lessons that keep students engaged and leave NO room for shenanigans ➤ Give students choices in their learning (e.g. allow children to use the strategy that works for them or select the center/activity they want to work in) ➤ Intentionally teach what it looks like to speak and listen in your classroom ➤ Model and practice positive behaviors ➤ Use “do” language vs. “don’ts” (e.g. “Do walk quietly down the hall” versus “Don’t run in the halls.”) ➤ Issue logical vs. punitive consequences <ul style="list-style-type: none"> ○ 1. You break it, you fix it. ○ 2. Loss of related privilege (e.g. student waves scissors)

<ul style="list-style-type: none"> ➤ Pick an appropriate book and hold a bibliotherapy session to address the issue during a read-aloud and discussion; make books for the children; or invite children to make books ➤ Provide self-regulation strategies (e.g., direct students to classroom SEL visuals such as feelings chart, deep breathing, backward counting, one walk around the hallway, etc.) ➤ Invite student to the Cozy Corner (or some other supervised area in the classroom) ➤ Change the child's seat ➤ Hold teacher-student restorative conference ▪ Ask these restorative justice questions to the OFFENDER to respond to challenging behavior: <ul style="list-style-type: none"> ○ What happened? ○ What were you thinking at the time? What have you thought about since? ○ Who has been affected by what you've done? In what way? ○ What do you think you need to do to make things right? ▪ Ask these restorative justice questions to the VICTIM to help those harmed by someone else's actions: <ul style="list-style-type: none"> ○ What did you think when you realized what had happened? ○ What impact has this incident had on you and others? ○ What has been the hardest thing for you? ○ What do you think needs to happen to make things right? ▪ Use reflection sheet & short-term goal setting <p>https://smartclassroommanagement.c</p>	<p>around, student loses privilege of using scissor.)</p> <ul style="list-style-type: none"> ○ 3. Take a break (Ex: in the cozy corner or some other supervised area in the room).
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om/2015/04/18/why-you-should-never-use-reflection-forms/)

- Apologize to the student, if appropriate
- Graciously accept the student’s apology, if s/he is ready to give it and you are ready to receive it. DO NOT FORCE A STUDENT TO APOLOGIZE.

TEACHER MANAGED BEHAVIORS

Inappropriate language

- Name Calling/Unkind Language with peers or adults
- Making fun of peers
- Negative racial terms used culturally or playfully

Physical Contact (reaction)

- Wrestling/horse play with another student
- Pushing/shoving/ kicking

Non-compliance

- Not completing work
- Not following directions

Observable behavior

- Running in the hallway/cafeteria
- Inappropriate bathroom behavior
- Misuse of bathroom resources (e.g. paper towels, toilet tissue, soap dispensers, water faucets, stalls)
- Throwing food/objects
- Possession of non-threatening items from home (e.g. toys, nerf balls, water guns)

RESTORATIVE JUSTICE COORDINATOR (“RC”) MANAGED BEHAVIORS

Abusive Language

- Obscene swear words
- Negative racial terms used to inflict harm

Physical Aggression/Fighting

- Kicking, hitting, pushing, shoving with intent to harm
- Damage of school property

Safety

- Leaving the classroom or building without permission
- Possession of weapons/dangerous Items (metal nail file, knife, lighters, novelty toy gun or other weapons)
- Throwing furniture
- Running around the classroom after repeated teacher redirection

Threat or Intimidation

- Verbal threats or aggression against another person, face-to-face or online

<ul style="list-style-type: none"> • Repeated, inappropriate exposure or touching of body parts (PK and K only) <p>Minor Disruptions</p> <ul style="list-style-type: none"> • Fidgeting • Distracting other students • Persistent chatting <p>Property Misuse</p> <ul style="list-style-type: none"> • Leaning back in chair • Technology violation • Mishandling of Chromebooks • Touching or taking others' belongings <p>Stealing</p> <ul style="list-style-type: none"> • Items of little or no value 	<p>Observable behavior</p> <ul style="list-style-type: none"> • Deliberately urinating on the floor /smearing feces • Repeated, inappropriate exposure or touching of body parts (1st – 6th grade) <p>Disruptive</p> <ul style="list-style-type: none"> • Preventing instruction from taking place • Excessive noise level that prevents instruction <p>Theft</p> <ul style="list-style-type: none"> • Items of high value
<hr/> <p style="text-align: center;">TEACHER REMINDERS</p> <p>DO NOT CALL THE RCs FOR TEACHER MANAGED BEHAVIORS</p> <p>RECORD NOTABLE AND/OR ONGOING BEHAVIORS IN STUDENT NOTES DAILY</p> <p>MAKE SURE TO CALL THE PARENT TO PARTNER ON ANY/ALL OF THE ABOVE BY END OF DAY</p> <p>INFORM THE PARENT OF THE INCIDENT EVEN IF THE CHILD IS REFERRED TO THE RC</p> <ul style="list-style-type: none"> • <i>This is not an exhaustive list.</i> 	<hr/> <p style="text-align: center;">RC REMINDERS</p> <p>DO NOT CALL THE PRINCIPALS FOR RC MANAGED BEHAVIORS</p> <p>RECORD ALL CALLS IN STUDENT NOTES DAILY</p> <p>NOTIFY THE PRINCIPAL OF ANY BEHAVIORS THAT MAY REQUIRE FURTHER INVESTIGATION OR INVOLVEMENT OF EXTERNAL SERVICES</p> <ul style="list-style-type: none"> • <i>This is not an exhaustive list.</i>

TEACHER PROTOCOL FOR INVOLVING RC

- Call the Main Office at ext. 100 or 101. Clearly state why a RC is needed. (Ex: Please send a RC. Johnny is angry and has flipped over a table.) The Main office will dispatch an available RC for RC managed behaviors only.
- If the main office does not answer, contact **your principal**
- If RC successful deescalates child in or near the classroom, teacher praises student and welcomes him/her back to the learning community
- If a consequence is warranted, the RC and teacher collaborate on recommending a logical one that repairs the harm in a meaningful way while promoting empathy, responsibility and pride
- Teacher **follows up with the** class to re-establish community norms and expectations (i.e., “We don’t put our hands on each other at NBFA.”)
- **Teacher** contacts parent about the incident **by the end of the school day**

RC PROTOCOLS

- RC uses strategies to deescalate children in or near their classroom with the goal of classroom reentry within 5 minutes, with 5-minute intervals.
 - Deep belly breathing
 - Calm tone
 - Soft touch on shoulder (sensory)
 - Quick walk and talk together
- If child is too escalated to return to class, RC escorts child to the Ocean room for further strategies. Ocean Room interventions should last no longer than 15 minutes.
 - Reflection Sheet
 - Deep breathing
 - Review feelings chart to develop emotional language
 - Set goals for reentry into the classroom
- If multiple students were in an altercation, verbal or physical, RC to escort them to the Ocean Room for a **Restorative Circle**.
 - Ask these restorative justice questions to the OFFENDER to respond to challenging behavior:
 - What happened?
 - What were you thinking at the time? What have you thought about since?
 - Who has been affected by what you’ve done? In what way?

- Teacher records the incident in Student Notes ASAP – but no later than end of day. All incidents **MUST** be recorded on the day that they occur.

REVOKING RECESS FROM STUDENTS IS STRICTLY PROHIBITED!

Time taken from a child's recess absolutely must be given back within the same day without any loss of instruction.

- What do you think you need to do to make things right?
- Ask these restorative justice questions to the VICTIM to help those harmed by someone else's actions:
 - What did you think when you realized what had happened?
 - What impact has this incident had on you and others?
 - What has been the hardest thing for you?
 - What do you think needs to happen to make things right?
- Every effort should be made to facilitate restorative circles within 20 minutes and then students are to be ESCORTED back to the room by the RC or given a pass to return to class, if appropriate.
- If a consequence is warranted, the RC and teacher discuss and decide, with the students' own recommendation.
- RC shares a detailed account of what happened based on their investigation and the teacher's perspective and makes a logical consequence recommendation to the **Principal** immediately after the restoration, if needed. This account may be emailed to the Principal unless the issue is critical or timely enough (e.g. sexual impropriety, use of weapon, suicidal

	<p>ideation) and it needs to be shared verbally.</p> <ul style="list-style-type: none">• Principal approves or denies and makes a different decision for the logical consequence.• For physical altercations, the RC and principal should discuss and decide next steps based on the response to the restorative circle along with other factors.• Principal determines if the child should see a School Counselor• Principal contacts parent about incident by the end of the day
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OTHER NOTES:

Data Coordinator to capture daily notes and filter them into usable data that can be tracked for trends.

If behavior continues and data supports, refer student for tiered behavior intervention

Discipline Referral Process/Immediate Intervention

Tracking incidents of challenging behavior is important data to analyze when determining the successfulness of PBIS and the Caring School Community curriculum. Teacher managed behaviors (determined by the behavior flow chart) will be recorded on the google doc link provided to all teaching staff. RC managed behaviors (determined by the behavior flow chart) will also be recorded using the Google Form. If immediate intervention is needed, the incident must be logged by the end of the school day.

Referral Process for Tier 2 Social/Emotional & Behavior Support

When students are consistently unable to meet expectations identified within The ERP Positive Behavior Expectations Matrix and are not responding to Tier 1 interventions, the teacher must refer the student for Tier 2 social emotional & behavior support. Social emotional & behavior support will be delivered by the School Counselor.

Questions to Consider:

1. **Does the student have a known diagnosis?**
 - a. Yes →→→ Refer for 504
 - b. No →→→ Refer for Tier 2 support
2. **Does the child have a known disability?**
 - a. Yes →→→ Refer for Progress Review via the PPT process
 - b. No →→→ Refer for Tier 2 support
3. **Has the child been identified as “in need of SEL support” via a standardized measure? (e.g. DESSA, ACES, etc.)**
 - a. Yes →→→ Refer for Tier 2
 - b. No →→→ Continue to monitor

Initiating the Behavioral SRBI Process

- The teacher must refer the student for Tiered social emotional & behavioral support.
- Referral process for Tiered Social/Emotional & Behavioral Support begins when students are not consistently unable to meet expectations identified within the ERP Positive Behavior Expectations Matrix despite receiving Tier 1 interventions for **at least six weeks.**
- Evidence of Tier 1 interventions implementation is documented in the Grade Level Behavior Tracker Google Form for **at least six weeks.** This behavior data must be

recorded prior to referral. This data will be used to inform the next steps (i.e., Tier 2/Tier 3 support).

Steps for Referral to Behavioral Tiered Intervention

- Record behavior data into Grade Level Behavior Tracker Google Form for **at least six weeks.**
- For students not responding positively to Tier 1 strategies and interventions, complete the SRBI Referral for Social Emotional/Behavioral Support in the DISTRICT TEAMS in the Important Links folder.
- Prepare all academic and behavioral data collected via the tracker and the DESSA Mini and be ready to present it during the next Behavioral SRBI meeting.
 - This referral will be discussed at the grade level SRBI meeting
 - In response to the referral and prior to the SRBI meeting, the SC/SW will complete a classroom observation and schedule the SRBI meeting.
- Be prepared to discuss all Tier I strategies and interventions implemented in the classroom to support the student during the SRBI meeting.
- SC/SW will summarize and share all logged behavioral incidents from the Behavior Tracker and the information on the SRBI referral form with the SRBI members in advance of the meeting.
- The SRBI Team will determine next steps:
 - Continue with Tier 1 strategies.
 - Move the student to Tier 2 with a behavior intervention plan.
 - Move the student to Tier 3 with a behavior intervention plan.
- A Behavior Intervention Plan (BIP) will be created and implemented if the student is moving to Tier 2 and/or Tier 3 support.
- SC/SW will provide Tier 2 and Tier 3 intervention and frequent progress monitoring:
 - SW/SC will continue to review the behavioral tracker data weekly for Tier 2 and tier 3 students to assess the student's responsiveness to tiered support. Hence, teachers are required to continue to log behavioral incidents on the tracker for Tier 2 and Tier 3 students.
 - SW/SC will conduct monthly classroom observations to monitor implementation of the BIP that includes providing the teacher with feedback.