



**NEW HAVEN PUBLIC SCHOOLS**

**Road Map to Reopening  
New Haven Public Schools in  
2020-2021**

***#NewHavenStrong***

*Dr. Iline Tracey, Superintendent of Schools*

June 26, 2020

# Reopening Task Force (Tiger Team) 2020

The Reopening Task Force, Tiger Team, is a cross section of stakeholders who have worked to develop guidance for reopening New Haven Public Schools in the 2020-2021 school year. The team includes Parents, Administrators, Teachers, Paraprofessionals, Labor Leaders, City Departments and Community Partners. The Reopening Task Force (Tiger Team) worked in sub-groups: Governance, Facilities & Operations, Instruction, Technology and Wellness. A list of the team members are below for each of the sub-groups.

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# Message from the Superintendent

Dear Learning Community,

Thank you for your resilience in these unusual times. In April of this year, New Haven Public Schools formed a task force, the Tiger Team, consisting of a diverse group of stakeholders to plan the reopening of schools under what may be the new normal. This Road Map to Reopening reflects our collective responsibility to meet the needs of all students and is the product of the Tiger Team's use of current health information, changing state guidance and the desire to advance equitable learning conditions for all our students. Student and staff safety continue to be a primary focus as we move forward. This plan covers four overarching areas: Wellness, Instruction, Operations, and Technology. Within each area, we address our strategies for reopening. School will look different as we redesign our learning environment.

We recently received information that districts should expect school to be in session every day for all students with health and safety restrictions in place. However, we have been tasked to create alternative plans for hybrid and remote learning if there is another outbreak. We are committed to opening under the safest conditions possible and will continue to work with state and local entities to ensure a safe learning environment. Please provide feedback on this evolving plan, through the link on the [nhps.net](http://nhps.net).

In service,

Dr. Iline Tracey



# Wellness

## Overview

In response to unforeseen events over the last months during COVID 19, these guidelines will be used as a means to support students' social and emotional needs. As we prepare to reopen schools we must put the social well being of our students as our highest priority. High levels of stress, trauma, loss, deep disappointment, and uncertainty will be running high. We must first support students and adults as they address the physical, cognitive, language, social, ethical, and psychological needs as they adjust to the new normal. These guidelines are intended to be utilized through multiple platforms, keeping in mind the needs of our students, parents/guardians, and educators. NHPS will engage with and implement four interconnected approaches to support Social Emotional Learning and Wellness:

1. Classroom Agreements
2. Explicitly and Consistently Teaching Routines, Procedures & Expectations
3. The Three Signature Practices
4. Explicit Instruction of Social Skills

## Methods and Approaches

### *Culture and Climate*

Each school and classroom will create environments that provide opportunities for building relationships that are positive, supportive, and restorative for all students. Schools will need to incorporate school community building into their reopening plans. Examples of community building activities can be found [here](#).

In order to support building relationships that are positive, supportive and restorative communication is key. Schools will need to either create and/or update signage and matrixes to include language and concrete examples of new norms and expectations. All educators will be expected to implement the following Social Emotional Learning & Wellness strategies and approaches and these approaches should considered and addressed in school's reopening plans:

### Classroom Agreements

Each teacher develops Classroom Agreements with students. This process is also known as Classroom Norms. Classroom teachers and students together should create and decide on the norms that will guide their interactions for the school year. In order to develop

Classroom Agreements, questions like ‘what do we need from each other in order to feel comfortable with each other in this space?’ can be used.

Educators will work with each set of students they see to create a common language to express how they feel and what they want to set forth as goals for their classroom community. [Here](#) is a sample of how to set up classroom agreements.

### Explicitly and Consistently Teaching Expectations, Routines and Procedures

Explicitly and consistently teaching expectations, routines and procedures across all classes PreK-12 is critical. Students will need to know, understand and be able to follow expectations, routines and procedures and will need time to learn and/or relearn routines and procedures. In order to explicitly and consistently teach expectations, routines and procedures modeling, guiding and practicing will be needed. When putting norms and routines in place, educators need to discuss and reflect with students on why they are important to individuals as well as group members. In addition to the routines, students will need to be explicitly taught when and how to ask for help in addition to identifying at least one trusted adult in the building they can work with.

To support teaching expectations, routines and procedures the following will be used by all educators:

- Affective Language to support students with reminders for protocols like wearing a face mask, [here](#) are samples of affective language
- Use Restorative Circles, [here](#) are sample questions
- Build, deepen and extend student relationships by spending time building a meaningful relationship and connecting with each student. Here are considerations and suggestions for ways to focus on students depending how a school is structured:
  - Middle School and/or High School: focus particularly on their homeroom or advisory students
  - Elementary and/or Middle School: focus on their classroom or cohort of students
- Develop a structure and process within each classroom that provides a relatively quiet but supervised area in which students can calm down or take time to reflect and regroup (i.e. “Cool Down Corner” from Responsive Classroom, “Comer Corner” from 6 Developmental Pathways)

Other Considerations:

- Allow each student a special check-in time once a week if they need it
- For anyone who was absent for extended time - acknowledge the absence with a welcome back and ask if there is anything that the student wants to share or needs from the group upon their return.

## *Academic Integration: The Three Signature Practices*

Each classroom teacher will need to intentionally plan to integrate and align Social Emotional Learning skills into their academic standards and curricula. This includes opportunities for students to build intrapersonal and interpersonal skills to support their own academic success. The *Three Signature Practices* will be used across all schools and classrooms to support the integration and alignment of Social Emotional Learning Skills: Welcoming, Brain Breaks and Optimistic Closure. Each school will need to incorporate and address how the *Three Signature Practices* will be utilized in and across grade levels and classes.

### Welcoming

Routines and ritual openings establish safety and predictability, support contribution by all voices, set norms for respectful listening, allow students to connect with one another and create a sense of belonging.<sup>1</sup> Prioritize spending time in extended morning meetings or circles to ensure each student has the opportunity to share their hopes, fears, questions and other thoughts regarding their experiences and emotions related to missing and returning to school. [Here](#) are some examples of welcoming routines and [here](#) are topics and ideas for Restorative Circles related to Social Distancing. Here are considerations and suggestions for when the “Welcoming” can take place:

- For Elementary and/or Middle School: during class time or built into schedule as a separate time
- For Middle/ High School: during homeroom, advisory or other block of time dependent upon each school's individual structure

### Brain Breaks

Brain Breaks are important to integrate throughout the lesson and the student’s day. Engaging practices are brain-compatible strategies that can foster: relationships, cultural humility and responsiveness, empowerment, and collaboration. They intentionally build student SEL skills.<sup>2</sup> Brain Breaks use self awareness and self management as common language. Using a variety of teaching strategies to engage all students is also a way to incorporate Brain Breaks in lessons and throughout the day. [Here](#) are some examples of Brain Breaks.

### Optimistic Closure

An Optimistic Closure allows students to end the class or their day by reflecting on, and then name something that helps them leave on an optimistic note. This provides positive closure,

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<sup>1</sup> Taken From: CASEL. (2019). *SEL 3 Signature Practices Playbook: A Tool That Support Systemic SEL*. [https://schoolguide.casel.org/uploads/2018/12/CASEL\\_SEL-3-Signature-Practices-Playbook-V3.pdf](https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf)

<sup>2</sup> Taken From: CASEL. (2019). *SEL 3 Signature Practices Playbook: A Tool That Support Systemic SEL*. [https://schoolguide.casel.org/uploads/2018/12/CASEL\\_SEL-3-Signature-Practices-Playbook-V3.pdf](https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf)

reinforces learning, can connect school to home and create a moment of looking forward to returning tomorrow.<sup>3</sup> It will also allow students to be reminded to be as flexible as possible if things are to change quickly. [Here](#) are some examples of Optimistic Closures.

### *Explicit Instruction*

Educators will need to build in time to teach explicit social skills on topics related to pandemic concerns such as: coping, dealing with disappointment, topics that arise from morning circles, restorative practices, celebrating success, how and when to ask for help, setting goals, self care and more. Schools will need to develop as part of their plan time for explicit instruction based on using a multi tiered system approach. [Here](#) are samples of explicit programs.

## **Connection to Instruction**

There should be a strong focus on Social Emotional Learning of students and Culturally Responsive Practices going into the 2020-2021 School Year. Social workers, Psychologists, School Counselors and mental health providers will visit classrooms on the first days of school and help to support SEL lessons focused on adjustment to the changes of the new school year.

Project Based Learning and Play Based Learning will be an integral part of connecting Social Emotional Learning and Wellness with Instruction. The Instruction section will go more into detail for Project Based Learning, Play Based Learning and adjustments in the scope and sequence of curriculums and courses. It is important during Project Based Learning and Play Based Learning to build in time for students to have conversations with each other and gives educators an opportunity to let students know that listening to and respecting others' concerns and having others hear your personal thoughts helps to make people feel that they matter. As teachers plan units, they will need to plan for strategies to use that will allow students opportunities to socialize and connect. Additionally, the classroom environment and spaces will need to be student centered and reflect student learning and student activities.

## **Role of School Community Members**

This section is intended to provide additional guidance specific for district leadership, school leaders, and teachers as it relates to the social-emotional well being of staff, families, and students. It includes suggestions for keeping the lines of communication open, focuses on wellness checks for all and the inclusion of celebrations.

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<sup>3</sup> Taken From: CASEL. (2019). *SEL 3 Signature Practices Playbook: A Tool That Support Systemic SEL*. [https://schoolguide.casel.org/uploads/2018/12/CASEL\\_SEL-3-Signature-Practices-Playbook-V3.pdf](https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf)

## *District Leaders*

- Identify communication channels and venues that target all stakeholder members of the community; map how and to whom information is transmitted and provide an expected timeline.
- Share a framework of recommendations for schoolwide community communications options in order to communicate health and wellness initiatives
- Pre-determine how to respond to situations that may arise and what situations require communication protocols for specific situations and let staff, students, and parents know in a language that they understand. Have preventive methods in place. Create a document that provides the teacher with input on how to respond in a calm and restorative approach. Each building should have a team in place to support with situations that may arise.
- Develop a survey to assess staff readiness for fall re-entry regarding the following:
  - Mental health
  - Self-awareness
  - Self-help strategies
- Create a way to ensure all 44 schools have a plan in place to evaluate staff mental health readiness.
- Expand and prioritize a district-wide implementation plan for Social-Emotional Learning: including Whole Child Framework (Comer Model, 6 pathways), CASEL Framework, and Restorative Practices.
- Review protocols, procedures, and resources (Employee Assistance Program) for supporting staff in distress according to Human Resource practices
- District decision for a theme based on resilience: #NewHavenStrong

## *School Leaders*

- Share what the NHPS guidelines for back-to-school protocols are as they apply to families & students in a language that they understand
  - Provide parents with expectations for social distancing while waiting to enter the building and upon entry to allow ample time for students to be prepared and aware of protocols
  - Communicate clear and consistent health and safety guidelines and mental health support resources via all channels to parents, guardians, and community partners.
- Communicate via staff meetings & training what the NHPS guidelines for back-to-school protocols are as they apply to staff members and the school site
- Make available resources and wrap around services for families and students
- Communicate via staff meetings & trainings wrap around services, resources, protocols and how to refer or communicate with students and families in need
- Develop and implement a multi-tiered framework to address the needs of students, including developing/implement a robust SSST framework

- Develop and implement virtual orientations, back to school nights, family events and a way to virtually accept and introduce students new to the school that align with new information on reopening plans.
  - Have community-building activities to re-establish family-school connections.
- Develop and implement a structure to collect, identify, prioritize and address student and family concerns. Check in with emotionally vulnerable students as they return to school to assess their level of functioning.
- Assess current practices in family and community engagement within the school and make adjustments as needed
- Provide translations for key communication in multiple languages and use Voiance Translation services; as well as BlackBoard, to communicate directly with families
- Clearly and regularly communicate information, as well as provide venues for questions to be addressed.
- Celebrate staff, parents, and students
- Utilize a school-wide crisis team to implement pandemic protocols and processes for parent notifications.
- When developing school plans, build in time and structures to support and monitor staff wellness
- Continue to strengthen climate and culture through leveraging human capital (SEL ambassador, paraprofessionals, SSST, etc.)
- Create videos to welcome students back to their school, including virtual tours of the buildings and classrooms, and provide information about the new school year as it pertains to your school
- Review protocols, procedures, and resources (Employee Assistance Program) for supporting staff in distress according to Human Resource practices
- Provide technology training to new students and families.

### *Teachers*

- Communicate with parents and students to identify those who are struggling and assess family needs, concerns, preferences and priorities using their existing and/or new platforms such as phone calls, emails, Google Classroom, Remind 101, Class Dojo and PowerSchool
- Send letters created by the teacher to introduce themselves
- Connect parents, families with resources and wrap around services when needed
- Provide translations for key communication in multiple languages and use Voiance Translation services to communicate directly with families
- Participate in restorative circles with other teachers and staff within schools and across the district
- When collaborating or meeting with other staff, build time in to support each other's wellness

- Explicitly and repeatedly teach students, Grades PreK-12, on school-wide protocols related to COVID-19 as part of their lessons

## Communication

A professional district video to show all teachers, students, staff, parents at or right before re-entry to help all NHPS stakeholders understand the back-to-school plan, including new focus on health and wellness as well as academics will be created. Communication between administrators and families ( in a language they understand) should include:

- Public health guidelines for back-to-school protocols.
- Distribution of the resources of self-care support guidelines.
- Information from Wellness Family Council and how it can support families.
- The plan for a multi-tiered framework/approach to address the needs of students and staff.
- A plan for a virtual transition, i.e. parent nights for students transferring to new schools.
- A plan for virtual tours and introduction to new teachers for 2020-2021 academic year.
- Organization of family events to maintain family-school connections before the opening of school; ongoing as new guidelines are in place.  
Plan for fall orientation with district guidelines.
- Grief support resources for parents and guardians.
- Distribute a list of self-care support guidelines and resources available in the community and online to families, including wellness groups, circles, warm lines, check-ins, and grief support
- Utilize a range of various school to parent communication platforms such as:
  - SPMT
  - PTO
  - Parent Link (BlackBoard)
  - Remind
  - School Website
  - Class Dojo
  - School Social Media
  - Email
  - Naviance
  - PowerSchool
  - Google Classroom

# Operations

## Overview

The “Rules for Operating Summer Schools during COVID 19,”<sup>4</sup> issued by the State of Connecticut has been used to develop the following guidance in addition to information from Connecticut Association of Boards of Education (CABE) and the Center for Disease Control (CDC). These guidelines are based on the assumption that New Haven Public Schools is planning to employ a hybrid model of both in person and online learning for the Fall Semester of 2020. We are planning for all students to have regular in-person instruction with reduced occupancy on a daily basis to adhere to state health guidelines.

School leaders are to do a thorough inventory of their unique approach, features, physical plant, operating procedures, and staffing to plan for reopening their buildings in ways that are consistent with state guidelines and NHPS principles in the following key areas:

- Entry to School
- Movement within the School Building
- Safe Classroom Set-up
- Main Office Suite
- Food Service
- Administration of Special Programs and Activities
- Maintenance of the Health Suite

## Guidelines for Buildings

The following gives an overview of standard guidelines inclusive of social distancing, hygiene, face coverings and screenings that must be followed across the district in all buildings and premises within New Haven Public Schools.

### *Social Distancing*

- Each building will have a reduced occupancy to allow for social distancing protocols
- Increase the space between desks. Rearrange student desks to maximize the space between students. Maintain at least six feet between student desks
- Appropriate social distancing strategies should be implemented allowing for at least six feet of physical distance between individuals
- Class Size: Group size in every classroom should be limited to no more than one teacher and ten additional individuals

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<sup>4</sup> Reopen Connecticut (2020, May 20). Rules for Operating Summer Schools During COVID19. *State of Connecticut, Governor Ned Lamont.*



- Recommended ratio for students with specialized learning needs is 5:1, but no greater than 7:1. – Both children and additional support professionals should be counted towards the 10:1
- Encourage staff to work in consistent teams to minimize cross-contamination of student groups.
- There should be limited use of shared spaces and no sharing of materials. If shared materials are unavoidable, cleaning protocols will be followed (cubbies, lockers, table items, computers, etc.).
- Prioritize keeping the same group of adults and students together each day when possible.
- Conduct training for adults virtually or ensure that [social-distancing](#), in accordance with the Center for Disease Control (CDC), is maintained during training.

## *Hygiene*

- Teach and reinforce [hand-washing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
  - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
  - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Hand Sanitizing Stations at the school entrances and staff will monitor hand sanitizing and use of masks as students/staff enter the building
- Sanitizing Stations and/or soap/water available in classrooms and regular hand sanitizing breaks are integrated into the school day, and for specific circumstances (e.g. after sharing any items, touching face, before/after bathroom use, etc.)
- Schools will be cleaned/disinfected per state guidelines, especially high touch areas, bathrooms classrooms and buses.

## *Face Coverings*

- All students and school personnel must always use a face mask while on school property.
- Cloth face coverings should not be placed on:
  - Children younger than 2 years old
  - Anyone who has trouble breathing or is unconscious
  - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.
- Parents will be asked to provide cloth masks daily for their children and staff will be asked to provide their own cloth masks daily, however, schools will provide a mask for any student or staff member needing one. Bus drivers will also have a supply on their buses to provide students without masks.

## *Signs and Messages*

- Post signs in highly visible locations (e.g., school entrances, restrooms) in multiple languages that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering)
- Broadcast regular announcements on reducing the spread of COVID-19 on PA systems.
- Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families in a language they understand (such as on school websites, in emails, and on school social media accounts).

## *Health Screening*

- All parents/guardians should screen students daily for any observable illness, including cough or respiratory distress, and to confirm temperature below 100 degrees Fahrenheit.
- All staff should self-screen for any observable illness, including cough or respiratory distress and to confirm temperature below 100 degrees Fahrenheit.
- Testing for COVID-19 must be available for staff or students if there is a suspected case of COVID.
- In addition to the health office, schools must identify an isolation room for holding students who exhibit symptoms consistent with COVID-19, until a parent or guardian arrives. Students must never be left unattended in an isolation room. Further protocols for when and how to use the isolation room will be given based on state guidelines.

## *Back-Up Staffing Plan*

- Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.

## *School Nurse's Office or School Based Health Centers*

The School Nurse's Office and/or The School Based Health Center (SBHC) suites will be designed based on space to reduce the spread of infectious illness, protect the staff/students, and minimize exposure to illness with the following strategies:

- Isolation rooms will be created for students with suspected COVID-19 symptoms to wait for parent- staff would be needed to stay with the student until they are picked up;
- Separate waiting room for students with non-COVID-19 related visits need to be created;
- Protocols and signage must be developed to manage student traffic flow to and from clinics/school nurse office and to reduce close contact of students;
- Develop strategies to minimize the number of minor visits to the Nurse's Office or SBHC, including the provision of teacher 1<sup>st</sup> aid kits;
- Medical grade Personal Protective Equipment (PPE) will be provided to frontline health and dental providers

Protocols for increased cleaning/sanitizing needs of the Nurse's Office, SBHC suites and documentation of frequency entered into cleaning logs. The health staff will monitor and track

health related student absences for potential exposures. If a parent is picking up a sick student, the nurse can meet the parent at the main entrance door to minimize student exposure to the rest of school/staff.

### *Entry*

- There must be a designated entry into the building and a specified exit
- Create a plan for entry for walkers/drop offs that allows for social distancing both before and during entry into the building
- All students and staff will wash hands or use hand sanitizer upon entry
- Other than parents or guardians dropping off children, no visitors will be permitted to enter the building unless they have school related business (i.e. the mail man or shipments)
- Parent-Staff meetings should be conducted by phone or other electronic means

### *Movement within the School Building*

- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one way routes” in hallways).
- Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and [clean and disinfect](#) between use.

### *Safe Classroom Set-up and Spaces*

- 1 teacher for every 10 people (this includes paras, students, 1:1 supports etc). This group size assumes that the classroom (or other instructional area) is large enough to allow for six-foot social distancing between individuals. If this is not the case, the ratio must be lower.
- Desks in rows facing the same direction six feet apart to reduce the transmission caused from virus-containing droplets.
- No communal meeting places within the classroom including large tables intended to seat multiple students at one time.
- No carpet areas intended for group meeting times.
- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

### *Main Office Suite*

- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one way routes” in hallways).
- Limit physical entry into the main office suite by creating protocols that reduce entry through the use of technology, runners for delivery etc.

### *Food Service*

- Serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.
- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of children with food allergies.

### *Administration of Special Programs and Activities*

- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
- Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.

## *Health Suite*

- Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse). All school staff and families should know who this person is and how to contact them.
- The Health Suite must have a designated “Isolation Room” for any student or staff member showing symptoms related to Covid-19. No child should be left unattended in this room. Any person monitoring this room must be provided with the appropriate PPE including a gown, N95 mask, Face Shield, gloves, and sanitizing supplies. This room must be designated only for this use and disinfected frequently.

## *Student and Staff Accommodations for Health Needs*

To ensure the health and safety of students, options may include providing remote based instruction, small group instruction if in school. If students require physical attention, then staffing, training, appropriate space and supplies for addressing health needs should be considered, such as private and clean space, increased PPE and special training for paraprofessionals/or nursing staff. Options for accommodating staff members with special health needs will be addressed through Human Resources in collaboration with the Unions.

## **Cleaning Guidelines**

### *Overview*

Cleaning and disinfecting are part of a broad approach to preventing infectious diseases in schools. Infectious diseases are generally spread through harmful microorganisms or environmental pathogens, such as viruses, bacteria, fungi, etc., via direct person-to-person contact with an infected individual or by touching objects contaminated by infected individuals, such as doorknobs, elevator buttons, handrails and other frequently touched surfaces. These germs are then transmitted from the hands to the nose, mouth or eyes.

Effective cleaning and disinfecting of environmental surfaces, including “high touch” or frequently touched surfaces, significantly decreases the number of environmental pathogens on those surfaces, which in turn, reduces the risk of transmission and infection. These “frequency areas” and items known or likely to be contaminated should be disinfected at least daily. Exactly how long the virus that causes COVID-19 lives on hard surfaces is unknown at this time, but other Coronaviruses live up to several days on such surfaces. Therefore, we recommend taking protective measures when cleaning and disinfecting surfaces.

## *Cleaning versus Disinfecting*

- Cleaning removes germs, dirt and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.
- Disinfecting kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not clean dirty surfaces. By killing germs on a surface after cleaning, it lowers the risk of spreading infection.
- Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.
- Cleaning and disinfection of frequently touched surfaces will be the main focus of building services personnel during a pandemic. The Centers for Disease Control and Prevention (CDC) recommends cleaning frequently touched surfaces and commonly shared items at least daily and when visibly soiled.

## *Best Cleaning and Disinfecting Practices*

### Frequently Touched Surfaces

Follow your school's standard procedures for routine cleaning and disinfecting. Typically, this means daily sanitizing of surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones and toys. Some schools may also require disinfecting these items every day. Standard procedures often call for disinfecting specific areas of the school, like restrooms.

Immediately clean surfaces and objects that are visibly soiled. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

### Routine Cleaning & Disinfecting Practices

Most viruses are relatively fragile, so standard cleaning and disinfecting practices are sufficient to remove or kill them. Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers and fumigating, are not necessary or recommended. These processes can irritate eyes, noses, throats and skin; aggravate asthma; and cause other serious side effects.

### Correctly Cleaning & Disinfecting

Always follow label directions on cleaning products and disinfectants. Wash surfaces with a general household cleaner to remove germs. Rinse with water and follow with an Environmental Protection Agency-registered disinfectant to kill germs.

If a surface is not visibly dirty, you can clean it with an EPA-registered product that both cleans (removes germs) and disinfects (kills germs) instead. Be sure to read the label directions carefully, as there may be a separate procedure for using the product as a cleaner or as a disinfectant. Disinfection usually requires the product to remain on the surface for a certain period of time (e.g., letting it stand for three to five minutes).

Use disinfecting wipes on electronic items that are touched often, such as phones and computers. Pay close attention to the directions for using disinfecting wipes. It may be necessary to use more than one wipe to keep the surface wet for the stated length of contact time. Make sure that the electronics can withstand the use of liquids for cleaning and disinfecting.

When an EPA-registered disinfectant is called for, be sure to follow the label directions on the disinfectant for dwell time—the amount of time necessary for the disinfectant to reside on the surfaces. Also make sure the surface remains wet during the dwell time to properly disinfect and kill the germs.

### Use Products Safely

Pay close attention to hazard warnings and directions on product labels. Cleaning products and disinfectants often call for the use of gloves or eye protection. For example, gloves should always be worn to protect your hands when working with bleach solutions.

Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

“Dwell time,” or the time the disinfectant or bleach solution remains on a surface prior to wiping or rinsing, is critical to how well it kills germs and viruses. Be sure to know the dwell time for any cleaning & disinfecting agents that you are using.

Custodial staff, teachers and others who use cleaners and disinfectants must be trained to read and understand all instruction labels and understand safe and appropriate use. This might require that instructional materials and training be provided in other languages. Safety data sheets (SDS) should be obtained from the supplier or manufacturer prior to use of any new product. Proper personal protective equipment (PPE) should be used as needed, to include eye and skin protection. The manufacturer’s instructions and SDS are good places to find PPE recommendations.

### Properly Handling Waste

Follow your school's standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately after use. Avoid touching used tissues and other waste when emptying wastebaskets. Wash your hands with soap and water after emptying wastebaskets and touching used tissues and similar waste.

### Other Considerations

- Do not clean with dry dusting or sweeping because this may create aerosols. Use damp cleaning methods.
- Change mop heads, rags, and similar items and disinfectant solutions frequently during the decontamination procedure. Consider disposable cleaning items. Work from areas of light contamination to areas of heavier contamination.
- Use a double-bucket method (one bucket for cleaning solution, one for rinsing)
- Clean, disinfect and dry equipment used for cleaning after each use
- Wash hands thoroughly after each work session

## **Items to Disinfect During a Pandemic**

The following items need to be specifically disinfected during a pandemic:

### Restrooms/Bathrooms

- Door knobs or handles
- Light switches and cover plates
- Paper towel dispenser knobs or handles
- Faucet handles
- Toilet and urinal flush levers
- Toilet and urinal partitions, doors (including knobs, levers, or slides)
- Other items identified locally

### Lunchroom/Cafeteria

- Refrigerator door handles
- Microwave/warmer door handles
- Tabletops
- Door knobs or handles
- Light switches and cover plates
- Vending machine buttons
- Drinking Fountain (if in use)
- Other items identified locally



### Locker Rooms

- Door knobs or handles
- Light switch covers
- Other items identified locally

### Classroom and Office Spaces

- Doorknobs and handles
- Light switches and cover plates
- Telephones/intercoms
- Other commonly touched items (keyboards, touch screens, copiers, mouse)

### Other Locations

- Elevator call and operating buttons
- Stairway handrails, doorknob, switches
- Hallway door knobs, handles, drinking fountain faucets (if in use)
- Vehicles' steering wheels, door handles, shift knobs, dash controls

## **Deep Cleaning Protocols: Unoccupied Spaces**

Personal Protective Equipment will be supplied (face masks, gloves, hand soap, paper towels, disinfectant wipes and proper trash cans) and required while Social Distancing is practiced at all times while in the school. [Checklists](#) will be utilized as each phase is completed so that we have a paper trail of all work and who performed the work Teachers and Staff to remove, bag and label all personal items from classrooms for pickup including but not limited to teaching aids, books, lesson plans as well as all items from desks, cubbies and lockers.

- Teachers and staff remove all items from walls and discard as appropriate (posters, signs, pictures, artwork etc.) Teachers place all trash outside their classrooms in the hallways for custodial disposal
- Custodial Staff will remove all furniture (desks, chairs, tables, stands, anything not permanently attached) to the hallway where it will be thoroughly cleaned
- Custodial staff will start at the ceiling replacing and cleaning ceiling tiles, lights lens and HVAC vents, fire strobes, horns and sprinklers heads
- Additional custodial staff will clean the walls and glass.
- Custodial staff will strip all floors and apply multiple coats of wax
- The cleaned furniture will be re-entered into the classroom allowing for social distancing requirements

- The same protocol will be used in all rooms, hallways and stairwells throughout the building and the restrooms will utilize kiviak steam machines on all surfaces.
- After the entire room is reset a complete and thorough defogging of the entire room from ceiling to floor with an emphasis on all frequent touch points will be completed Only after all of this work is completed will the room will be sealed off until the start of the school year
- On a nightly basis, soap, paper towels and toilet paper will be replenished

## **Disinfecting Protocols: Occupied Spaces**

At this point the CDC recommends using “Spray or Wipe” disinfectants for regular cleaning of “frequently touched objects & surfaces” a.k.a. “common touch point surfaces.”

New Haven Public Schools custodial staff will provide the following services to help prevent the spread of COVID-19 Virus:

- Spray and Wipe: Application of disinfectant using spray bottle & microfiber cloths
- Large area sanitation will take place using “backpack sprayers” to apply disinfecting product
- Restrooms cleaned on an hourly basis
- Soap dispensers and towel holders filled hourly and hand sanitizers will be checked.
- Common touch points spray and wipe continuously during the day as per checklist
- Breakfast and lunch in the classrooms teachers to assist with proper trash disposal
- Pre-K toys and play equipment to be disinfected periodically throughout the day and each night
- All water fountains will be shut off and bagged except for gym fountains where the fountains will be cleaned on schedule with the restrooms.
- Leave classroom and bathroom doors open to mitigate high touch point exposure
- Students leave desktops clear at the end of day to promote the cleaning and disinfecting process.
- Staff to utilize disinfecting wipes to periodically wipe surfaces and equipment in the nurses and administrative offices.
- Hand sanitizers to be placed in all rooms
- Signage throughout the school reminding everyone to physically distance themselves and to wash hands
- Staff to utilize disinfectant wipes to periodically wipe surfaces and equipment in the nurses and administrative office

## Guidelines for Transportation

The following guidance has been developed using the “Rules for Operating Summer Schools during COVID 19,” issued by the State of Connecticut and other materials issued by the CDC, to develop this Transportation Plan.

We have made a number of assumptions regarding the status of social distancing and the NHPS education delivery model in developing this Plan. A material deviation from those assumptions would likely necessitate a major revision to this Transportation Plan as well.

### *Key Assumptions*

- New Haven Public Schools is planning to employ a hybrid model of both in person and distance learning for the Fall Semester of 2020. We are planning for all students to have regular in-person instruction
- There will be reduced occupancy on a daily basis to adhere to state health guidelines
- Special Education students at all levels will receive instruction and ancillary services and will receive transportation if specified in their IEPs
- Buses will be permitted to operate with one child per seat (two per row), which will allow buses to operate at approximately 50% capacity
- All Parents or Families must pre-screen students before bringing or sending students to their bus stop
- Anyone with a known fever or other COVID-like symptoms should remain home
- Prior to the beginning of the school year, NHPS staff and the transportation provider will review routes to determine where it will not be possible to maintain social distancing and adjust capacity or routes accordingly.

### *Requests of the Community*

- Where possible, we would request that parents walk or drive their children to school, which would reduce the number of students in a confined space on the buses.
- We would require parents provide a face covering for their children to wear while on the bus and while in the school building. Additional face coverings will be stockpiled to ensure face coverings in the event a student does not have their face covering on a particular day.

### *Face Coverings*

- All drivers, students and other school personnel must always use a face mask while riding the bus, with the following exceptions:
  - Anyone who has trouble breathing or is unconscious.
  - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.
- Face masks will be available on the buses for any student or staff member who does not have one.

### *Bus Entry and Exit*

- Bus riders should practice social distancing while waiting for and boarding the bus.
- Students should depart the bus one at a time to maintain social distancing – students should not stand and congregate in the aisle once the bus has stopped.

### *Sanitizing of Buses*

- Seats and high-contact surfaces will be cleaned according to CDC guidelines between the morning and afternoon runs.
- Intensive cleaning and disinfection will be performed at the end of each day, including the use of electrostatic or other large-area cleaning equipment.
- If a student or other bus rider tests positive for COVID-19, the bus will be immediately removed from service until a detailed sanitization can take place.

### *Data Collection and Ongoing Reviews*

- The District's transportation provider and NHPS will keep updated records of scheduled bus riders to assist with contact tracing, if needed.
- On no less than a weekly basis, the COO, Director of Transportation and the transportation provider will meet to review operational issues as they arise, including the potential need to add bus capacity or alter routes to maintain proper social distancing.
- Changes will be communicated to the Superintendent for distribution to the Board of Education, if needed.
  - Concurrent plans will be developed for the resumption of normal transportation activities once social distancing guidelines are lifted. Minimum 30-days lead time necessary when the "Go-Live" Order is given to implement.
  - Develop Communications and distribution of the routing plan for return to full capacity.

### *Questions to be Answered by future State Guidance*

- Will 50% Capacity Be Permitted? Current summer school guidance limits capacity to 25% (one student per row)?
  - 25% Capacity cannot be achieved without significant increase in bus fleet size and significant increase transportation costs.
- Does First Student have additional bus capacity to increase fleet size if necessary?
- Who will provide fogging disinfection equipment?
- Are additional bus monitors needed?

# Curriculum, Instruction and Assessment

## Overview

This Instruction & Assessment section aims to provide guidance for curriculum, instruction and assessment for schools to develop their school-based plans in the 2020-2021 school year. It outlines two instructional models to be used under the assumption that either students will return to school in the fall on a reduced occupancy plan or learning needs to continue online. It takes into consideration Social Emotional Learning and Wellness and provides guidance in terms of organization of time as well as considerations for students with disabilities and English Learners. When using this guidance, consideration for engaging students, particularly at risk or disengaged youth, should be taken into account.

## Social Emotional Learning

This guidance document connects the importance of Social Emotional Learning and Wellness to the classroom and the impact it will have on the scope and sequence of curriculum, instruction and assessment. For more information on Social Emotional Learning and Wellness, refer to the Health and Wellness section in this Roadmap to Reopening document.

## Instruction

There are two Instructional Models to consider, depending on how New Haven Public Schools approaches opening in the fall and operates throughout the school year, depending on state and local guidance. The first Instructional Model is based on a partial reopening. The Instructional Model used in this case would be the Hybrid Instructional Model. The second Instructional Model is based either on a continued shut down or a need to shut down after reopening at some point during the school year. The Online Learning Instructional Model would be used in this case.

## Assessment

The shift to hybrid learning will also require shifts in evaluation and assessment. The assessment of students' progress will need to include not only students' skills and content knowledge and proficiency, but also in their social-emotional skills as well as their ability to learn with technology and their individual learning styles. Thus, the first objective is to make sure that next year's teachers start with an idea of who their students are in terms of their ability to engage with hybrid learning, their ability to access/analyze information, their individual needs, as well as their knowledge. Teachers will need to continue to constantly monitor student progress, regularly examine student learning products and give actionable feedback. This overall shift will lead to a greater reliance of performance-based assessments that allow students to demonstrate a broad range of proficiency across different content, 21st century and social emotional skills.

## Connection to Social Emotional Learning

### *Overview*

There should be a strong focus on Social Emotional Learning of students and Culturally Responsive Practices going into the 2020-2021 School Year. The Social Emotional Learning section under Health and Wellness will provide specific guidance but keep in mind students will need instruction and support with the utilization of coping skills, emotional management, problem solving strategies and sharing resources.

Teachers can:

- Develop relationships with students through informal conversations
- Be available to discuss needs
- Encourage, positive-talk, praise, relaying their ability to meet expectations
- Provide time for social interactions
- Develop plans to support and/or re-engage disengaged youth

### *Connection with Instruction*

The content that would be covered in an average year will need to be adjusted to address the needs of students, incorporating both Social Emotional Learning and Culturally Responsive Practices. Curriculum, instruction and assessment should incorporate Project Based Learning and/or Play Based Learning. Guidance for the adjusted scope and sequence of content and instruction and resources to support Project Based Learning and/or Play Based Learning, will be provided by Curriculum Supervisors for each content area and/or grade level. Student-Centered Lessons should be implemented by using what is known about students to choose content and:

- Meeting students where they are and making the lessons accessible for all
- Providing activities that are aligned with student interest (menus)
- Intentionally create opportunities for academic integration of SEL topics into content area
- Providing motivation for students to complete work based on relationships with them<sup>5</sup>

### *Connection with Assessment*

Teachers will be given support and tools to assess student wellness during the return to school in the fall. While the Wellness Committee will collect information about student needs on a district level for longer term planning, the role of classroom teachers and building leaders will be to assess student social and emotional needs during the first thirty days to ensure students' ability to access learning in the longer term.

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<sup>5</sup> From: Mahood, R. [@DrRMahood]. (2020, May 11).

During Professional Learning time, teachers will use a rubric aligned to the Social and Emotional Learning Standards to assess their own lessons and units to ensure students' wellness is at the center of student work during the first thirty days and beyond.

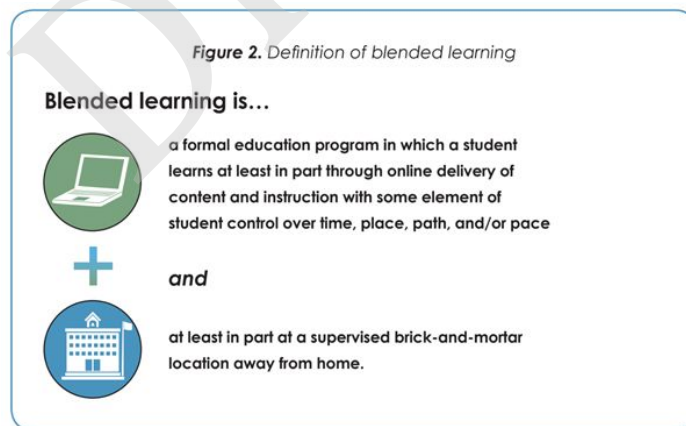
## Instructional Models & Curriculum

### Overview

Due to this global pandemic, students all across the country will experience gaps in learning. To address those gaps in content, Curriculum Supervisors will provide an adjusted scope and sequence for content areas and/or grade levels as guidance to schools. Because of these gaps, teachers will need to address content that was supposed to be taught in the prior grade level or course. At the beginning of the year, teachers will need to explicitly teach students how to access and use the different technologies available at their school in addition to digital citizenship. Schools will need to identify and define the technology being utilized at their site and ensure teachers know and understand how to best use the technology. Central Office support may be utilized as needed. Curriculum Supervisors will provide guidance regarding which critical elements and structures are needed within lessons and units in addition to resources and support for Project Based Learning and/or Play Based Learning.

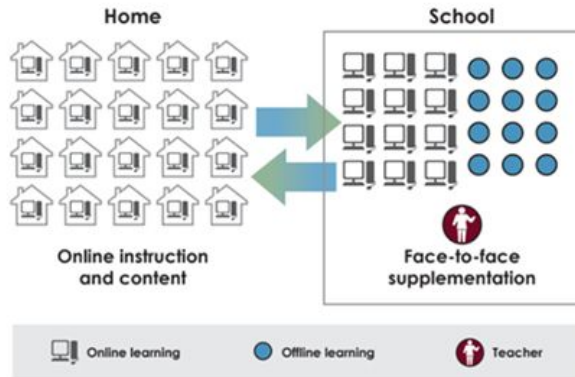
### Instructional Model: Hybrid Learning

New Haven Public Schools is following an *Enriched-Virtual Model* from Blended Learning, a student-centered methodology to create a unique Hybrid Learning Program. Below are figures for the definition of Blended Learning and the *Enriched-Virtual Model* according to Staker & Horn (2012).<sup>6</sup>



<sup>6</sup> From: Horn, S. & Staker, H. (2012). Classifying K-12 Blended Learning.

Figure 12. Enriched-Virtual model, Albuquerque eCADEMY



In an Enriched-Virtual Model of instruction, students divide their time between physically attending classes in school and learning remotely utilizing an online learning platform. In the Enriched Virtual Model students do not attend school every day but rather attend school on a scheduled basis while continuing the majority of learning virtually. Both aspects of learning are key components in this model. The face-to-face instructional time in school allows for collaboration and socialization that students do not get in a virtual setting. Additionally, it allows students greater success when practicing skills independently during asynchronous learning activities.<sup>7</sup>

For New Haven Public Schools’ Instructional Model of Hybrid Learning, students will engage in a combination of ways during the academic year, which aligns with the above model from Blended Learning. Based on the following parameters each school will develop a plan that best meets their school community’s needs. The plan will incorporate the below elements of the Hybrid Learning model outlined below and provide structures and processes that are consistent across all grades, courses and/or content areas. At each school students will be engaged in the following during Hybrid Learning:

Face-to-Face Learning

Students will attend the school site to engage in new learning and collaborative experiences that cannot be provided through Google Classroom or other platforms. The following are some examples of Face-to-Face Learning:

What It Is...	What It Is Not...
<ul style="list-style-type: none"> <li>• Small group interactions</li> <li>• Teacher-led small group</li> </ul>	<ul style="list-style-type: none"> <li>• Reliance on independent work as the main use of time</li> </ul>

<sup>7</sup> From: Horn, S. & Staker, H. (2012). Classifying K-12 Blended Learning.



<p>instruction</p> <ul style="list-style-type: none"> <li>● Peer and teacher conferencing, feedback &amp; coaching</li> <li>● Interactive play-based activities</li> <li>● Project-based learning activities</li> <li>● Collaborative discussions based on asynchronous learning</li> <li>● Science experiments</li> <li>● Opportunity for explicit modeling &amp; guided practice</li> </ul>	<ul style="list-style-type: none"> <li>● Silent work</li> <li>● Worksheets</li> </ul>
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### Synchronous Learning

Students engage virtually from home in real time. Students will log in to a Google Meets class that is live streamed during the Face-to Face Learning time sessions and/or support sessions. When creating school plans, educators should consider the following tips for designing synchronous learning:<sup>8</sup>

#### **1. Set the tone.**

The key to effective synchronous learning is creating the ideal learning environment. Since learners are going to be participating in a real time discussion or online presentation, you need to have their full attention to the extent possible; this means encouraging and helping students and families to find a space away from distractions and helping them to build a schedule so they can participate in the entire synchronous learning time. Make students and families aware of expectations and helpful tips in advance so that they know how to prepare for the event.

#### **2. Don't overload learners with text.**

Only include text for the key takeaways of the online presentation. Don't overload their mental processes by writing out your script word for word on the screen, or giving them text passages for each story that you share. The only exception to this rule is, of course, when you have hearing impaired learners in your audience. If this is the case, then you may want to consider adding optional subtitles that can be turned on or off during the event.

#### **3. Create a schedule.**

Unlike asynchronous learning, synchronous learning courses typically stick to a schedule. Record your online events so that absent learners can still get the information they need at a later time and engage in their learning. Before you begin an online learning experience it is important to use feedback to figure out the best

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<sup>8</sup> Tips taken and adapted from: From: Pappas, C. (2015, October 9). *Synchronous versus Asynchronous Learning: Can You Tell the Difference?*

days and times for your learners, so that you can create a schedule that works for as many people as possible within the teacher work day.. Also, keep students' and families' lives in mind when creating the deadlines for online assignments and online assessments.

What It Is...	What It Is Not...
<ul style="list-style-type: none"> <li>● Modeling &amp; Guided Practice</li> <li>● Participants and teacher can interact with each other in real time</li> <li>● It supports the asynchronous learning activity</li> <li>● Conducted using Google Meets (or other)</li> <li>● Real time feedback &amp; coaching</li> <li>● Face to Face Learning Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Watching a video</li> <li>● Reliance on independent work as the main use of time</li> <li>● Completing a Google Classroom assignment</li> </ul>

### Asynchronous Learning

Students are provided assignments to support their learning on the days in which they do not report to school that could include paper, pencil, online learning or a combination. Asynchronous learning directly aligns and supports the face-to-face interaction and/or the synchronous learning. Students will engage in independent, asynchronous learning using Google Classroom as the main platform for learning at their own pace, time, and place. Students will have access to all materials, including recorded videos of the face-to-face learning sessions and pre-recorded mini lessons no more than 15 minutes in length in each of their Google Classrooms for each of their lessons as applicable. When creating school plans, educators should consider the following tips for designing asynchronous learning<sup>9</sup> :

#### **1. Variety is key.**

Integrating a wide range of online and offline activities and exercises not only avoids dreaded learner boredom, but it also caters to a broad range of learning preferences and styles. It is essential to include a good mix of learning materials into your asynchronous learning strategy. Bear in mind that self-guided learners are more likely to disengage from the Online Learning experience if the online course fails to grab and hold their interest.

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<sup>9</sup> Tips taken from: From: Pappas, C. (2015, October 9). *Synchronous versus Asynchronous Learning: Can You Tell the Difference?*

## 2. Develop a solid support structure.

One of the downfalls of asynchronous learning is that it lacks face-to-face instruction. As such, a solid support system needs to be in place to assist those who need additional help with the subject matter, or even help with navigating the Google Classroom. If they encounter a glitch or cannot log in to the technology, they should always have a way to get in touch with someone who can offer assistance.

## 3. Create a collaborative online community.

Self-guided learners who are participating in asynchronous learning experiences run the risk of feeling isolated. They are not engaging in real-time discussions on a regular basis. Thus, they are not able to collaborate with their peers and benefit from their experience as often. To alleviate this, consider building an online community, such as a forum or blog, where learners can meet and share their ideas, concerns, and questions. You might even want to think about developing online exercises that require learners to team up, via web-based project management platforms, to complete the online assignment or solve a common challenge.

## 4. Make it easily digestible.

Your asynchronous learners are probably going to be accessing learning materials on-the-go. Therefore, you need to make the modules bite-sized, so that they can get the info they need as quickly as possible. This also gives them the ability to pause once they've completed a module and then pick up where they left off at a later time. Digestible learning materials help to avoid cognitive overload, as well, which is always a plus. Be sure to include a course map that allows learners to track their progress and quickly view which module is up next. The asynchronous assignments and practice opportunities should be directly aligned with and support the synchronous and face to face instruction. The activities should be differentiated based on the student's needs as well.

What It Is...	What It Is Not...
<ul style="list-style-type: none"><li>• Independent work completed on own time</li><li>• Watching a pre-recorded mini-lesson</li><li>• Completing assignments on Google Classroom</li><li>• Activities on the computer (i.e. completing a Google Form)</li><li>• Activities off the computer (i.e. play, reading books, drawing, paper &amp; pencil, doing something outside)</li></ul>	<ul style="list-style-type: none"><li>• Collaborative in real time</li><li>• Receiving real-time feedback and coaching</li></ul>

## *Instructional Model: Online Learning*

In the event the CSDE and other state and/or local officials determine that face-to-face instruction at the school site(s) is not possible, all learning will take place online. New Haven Public Schools' students will engage in two different ways of learning during the academic year if Online Learning is needed. Based on the following parameters each school will develop a plan that best meets their school community's needs. The plan will incorporate each aspect of the Online Learning model and provide structures and processes that are consistent across all grades, courses and or content areas. At each school students will be engaged in a *combination* of synchronous learning and asynchronous learning as Online Learning is a combination of both, not either or. Below is the guidance for each type of learning:

### Synchronous Learning

Students will engage virtually from home in real time. Students will log in to a Google Meets class that is live streamed during the Face-to Face Learning time sessions and/or support sessions. For a description of what synchronous learning is and is not and tips for developing a synchronous learning strategy, see page 31 and 32.

### Asynchronous Learning

Students engage in independent learning using Google Classroom as the main platform for learning at their own pace, time, and place. Students will have access to all materials, including recorded videos of the face-to-face learning sessions and/or pre-recorded mini lessons done by the classroom teacher in each of their Google Classrooms for each of their posted lessons. Pre-recorded mini lessons should be no more than 15 minutes in length. For a description of what asynchronous learning is and is not, see page 31 and 32.

Considerations should be made for what technology students have available to them with the different learning activities (for example: printers,

## *Organization of Time*

Schools should consider how they organize student time and how students engage in the different streams of work (face to face, synchronous and asynchronous) for both Instructional Models (Hybrid Learning and and Online Learning). Schools will develop guidance for their school community that incorporates plans for organizing time for the models. In the guidance, schools will provide information on how parents and families can best organize their child's time at home and provide structures and routines in a language that they can understand. The guidance will need to take into account a balance of asynchronous, synchronous and support blocks in addition to developmentally appropriate screen time for students outlined in the next section.

### Guidance for Balancing Instructional Time

Hybrid Learning and Online Learning requires a balance of asynchronous learning opportunities, synchronous learning and blocks of support time for social emotional learning and instruction. Schools should use the following guidance to develop schedules and plans:

- 3 asynchronous learning opportunities for every 2 synchronous learning opportunities
- No more than 4 synchronous content specific/instructional periods on a given day
- At least 2 synchronous periods per week that offers SEL & Wellness support (i.e. Advisory, Morning Meeting, Circles, etc.)
- At least 1 synchronous period per week that offers optional Instructional support for students (i.e. Virtual Office Hours, Instructional Support Blocks, etc.)

### Guidance on Screen Time

Distance Learning and asynchronous learning opportunities do not always have to be done on a screen (computer, phone, smart device). Schools should consider ways students are engaging in their learning using the following screen time guidance<sup>10</sup>:

- Ages 3-5 (Pre-School & Kindergarten): 1 hour per day
- Ages 6-10 (Elementary): 1.5 hours per day
- Ages 11-13 (Middle School): 2 hours per day
- Ages 14+ (High School): 2.5 - 3 hours per day

## **Assessment**

### *Overview*

The shift to distance learning in Spring 2020 provides both opportunities and challenges in terms of assessing and evaluating student learning progress in a manner that is both fair and equitable. One realization is that there needs to be an honest evaluation of each student's skills, not only in content knowledge, but also in how they approach learning with technology, their particular learning needs and styles, as well as their social/emotional well-being. Thus, the first objective is to make sure that next year's teachers start with an idea of who their students are in terms of their ability to engage with hybrid learning, their ability to access/analyze information, their individual needs, as well as their knowledge. This follows the order of operations on student wellness, learning then followed by assessment. In this way, teachers will be able to start Fall 2020 with a more comprehensive picture and design a roadmap for curriculum and instruction.

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<sup>10</sup> Adapted From: Eye Promise. (2019, May 8). Screen Time Guidelines by Age.

Because it is likely that students will be engaging with instruction in a variety of different formats and in different settings, assessment will need to be approached in a holistic manner. Continuous monitoring of learning will become even more important, with teachers assessing skills and giving actionable feedback in a regular and deliberate manner. A shift will be needed in terms of ongoing student assessment, leading to a greater reliance on performance based assessments that enable students to work asynchronously and produce a learning product that demonstrates a variety of skills in different ways, depending on their own situation and needs. We as a district believe that we should emphasize the student's overall learning. The evaluation of students' 21st century skills, their social emotional skills, and those skills that cut across content areas will continue to be developed through these types of performance-based assessments. Examples of these evaluations can be found [here](#).

### *Transitioning from Spring 2019 to Fall 2020*

The following evaluations are in addition to information that normally follows students from grade to grade including: course/subject grades, primary grades skills rubrics, standardized tests, and district diagnostic tests and assessments available. Examples of these evaluations include: Letter ID, Phonemic Segmentation Fluency (PSF), Concepts About Print (CA), Oral Reading Fluency (ORF), Benchmark Assessment System (BAS) , Math Inventory, Smarter Balanced Assessment, Fact Fluency, Language Assessment Scales (LAS Links), Reading Inventory, content quarterly assessments, pertinent bilingual assessments, and CT Physical Fitness Assessment.

#### Grades PreK - 7

Teachers and teams in this grade band will pass on evaluations of students, including content skills, SEL skills as they normally would and, additionally, include feedback on student distance learning (i.e.: how do they access/analyze, learning style, individual needs, home learning info, language needs, special education, etc.) Currently, survey results show that 27/28 schools have this structure in place. Additionally, the Special Education Transitional PPT Meetings are in place.

#### Grade 8

Grade 8 teachers will give information and include data for each of their students and input it into SchoolNet to support information sharing for the transition from eighth grade to ninth The following questions are in Schoolnet for use by 8th grade teachers:

- What is the most efficient way to contact the student and/or family?
- What is the primary language? Contact Method/Language
- What supports worked best for this student during distance learning? What motivated them to engage? Supports/Motivation
- What other comments could help next year's teacher understand this student's needs?
- Optional Comments

- Distance Learning Communication Frequency during a typical month
- The student independently engaged with distance learning tasks . . .
- Student work/other evaluations

Additionally, the Special Education Transitional PPT Meetings are in place.

### Grades 9-12

Highschool teachers will provide feedback on student distance learning using a spreadsheet provided by the Assessment sub-group with guiding questions similar to the Grade 8 questions in SchoolNet. The information should be organized in a way that does not duplicate efforts across schools and makes it easily accessible for teachers in the upcoming school year. When sharing and completing the spreadsheet highschools should consider:

- best practices already established in this area
- convening a small group in the fall to continue to share these strategies as we move forward
- how to adapt the [spreadsheet template](#) as needed
- How to collect and adapt [student feedback form](#) as needed
- Questions for teachers and for student input (see example)

### *Summer 2020 Student Focus Groups*

To support summer planning and the transition from summer to fall, NHPS will conduct virtual focus groups with a diverse group of high school students. In addition, these focus groups will help us to more deeply understand how students have experienced their time away from school. We will ask students how they have experienced at-home learning and how their connection to their peers and their school community has held up. Sample questions from TNTP found [here](#).

### *Fall 2020 Wellness Evaluations*

Teachers will be given support and tools to assess student wellness during the return to school in the fall. While the Wellness Committee will collect information about student needs on a district level for longer term planning, the role of classroom teachers and building leaders will be to assess student social and emotional needs during the first thirty days to ensure students' ability to access learning in the longer term. During Professional Learning time, teachers will use a rubric aligned to the Social and Emotional Learning Standards to assess their own lessons and units to ensure students' wellness is at the center of student work during the first thirty day and beyond.

### *Assessment Tools and Feedback*

Schools will use developmentally appropriate assessment tools for the start of the school year that align with both SEL standards and content standards. Schools will avoid starting the year with a battery of testing, and implement more traditional diagnostic assessment tools after the first thirty days.

In the event of hybrid learning, classroom teachers will assess student wellness, access to tech tools, school supplies, general learning skills, and work space as part of the initial reentry plan. Classroom teachers will have access to a bank of content and grade level specific performance based assessments for the first thirty days that consider and honor the whole child, including students' lived experiences of growth and struggle throughout the shutdown and the summer. These assessments are designed to assess content and grade level specific academic skills, students' experiences with distance learning, and students' interdisciplinary skills.

Teachers will provide ongoing feedback on students' performance based assessments, both to enhance communication, teacher-student relationships and provide specific guidance to students about their strengths and areas of growth. Teachers should carefully look at student work collaboratively to help assess individual students' foundational skills. In the first days of hybrid learning in the fall, these assessments and students' responses to actionable feedback can form the basis of the teacher's picture of each student's learning abilities and needs. As the first thirty day period ends, classroom teachers can begin to implement more traditional diagnostic assessment tools and use student performance data to continue to plan and adjust instruction. See diagnostic tools organized by grade level bands below.

#### Diagnostic Tools (K-3)

Diagnostic Tools to be used will be developed by Curriculum Supervisors and their teams and communicated to educators per state guidelines.

#### Diagnostic Tools (4-8)

Diagnostic Tools to be used will be developed by Curriculum Supervisors and their teams and communicated to educators per state guidelines.

#### Diagnostic Tools (9-12)

Diagnostic Tools to be used will be developed by Curriculum Supervisors and their teams and communicated to educators per state guidelines.

### *Citywide Journal Project*

As school communities seek to build community, process current events, and engage in dialogue about the issues and realities of COVID-19, the extended shutdown, and distance learning, as well as recent protest and policy changes related to racial justice and police brutality, NHPS will initiate and invite school communities to participate in a Citywide Journal Project. In the event of ongoing distance learning or a second shutdown, students will have the opportunity to journal on paper or online in response to open-ended prompts that will promote critical analysis, discussion, and writing fluency.



## *Long Term Hybrid Learning Assessment Shifts*

Curriculum supervisors will modify the scope and sequence of each of the curricula in order to “prioritize the most critical prerequisite skills and content knowledge for each subject area and grade level” (TNTP, 2020). With these critical priorities established, teachers will rely on an ongoing cycle of formative assessment and feedback to determine students’ evolving needs and support their ongoing learning. With these critical priorities established, students will engage with and reflect on summative performance based assessments that align with interdisciplinary standards, SEL standards, and content/grade level standards. In the event of online learning, student created portfolios of work can help students organize, reflect on, and self-assess their mastery of interdisciplinary standards, SEL standards, and content/grade level standards

The Curriculum Supervisors will work collaboratively with the Assessment subgroup of the Reopening Tiger Team and teachers to collect examples of both formative and summative assessments. These assessments, as well as relevant rubrics, will be revised and aligned as well as organized by grade level and content area, and shared across the district. When school level teams collaborate to review student work with these rubrics, not only will they identify trends in student strengths and areas of growth, but improved equity in grading will also result.

Below are key shifts that will be integrated into all educators’ practice going into the 2020-2021 school year:

- Student assessment and evaluation is part of a continuous cycle of personalized learning based on student needs.
- Students engage with and create portfolios
- Students engage with project based learning/performance based assessments that align with interdisciplinary standards (skill based)
- Students demonstrate mastery of 21st Century skills and SEL standards by choosing projects to complete, with scaffolded teacher support that matches skill standards.
- Teachers provide scaffolded formative feedback throughout learning tasks
- Teachers use protocols to review student work
- Teachers utilizing skill-based rubrics providing for better equity in grading

## *Grading*

The Instruction subgroup of the Reopening Tiger Team will take the time to reexamine grading policies for 2020-2021. If needed, any new recommendations will be made and referred to the Board of Education’s Teaching and Learning Committee for any policy decisions district wide. Additionally, reexamining grading policies for 2020-2021 may require rethinking the information that gets passed on to parents and students, including conferences, communications and report cards.

## Roles of School Community Members<sup>11</sup>

This section is intended to provide additional guidance specific for district leadership, school leaders, and teachers as it relates to curriculum, instruction, assessment and connection to Social Emotional Learning.

### *District and School Leaders*

- Develop plan for school regarding online learning to provide structure and processes that are consistent across all grades, courses and or content areas
- Ensure sufficient professional development opportunities for educators to help them navigate through changes
- Understand that race, socioeconomic status, ability, language, and other social forces exacerbate inequities in terms of access to resources, opportunities, power, culturally responsive instruction, and education
- Master all of the items under “teacher” and know how to support teachers in doing those things
- Support families in crisis
- Utilize knowledge of and relationships in the school community so they can amplify and leverage resources and supports
- Work to identify their own biases and assumptions regarding online learning and identify how these may impact the learning experiences of students
- Support opportunities for teacher collaboration to build cohesion among grade levels and schools and to maximize the collective brainpower of the teaching staff

### *Teachers*

- Continuously work to communicate with and build relationships with families from different racial, cultural, linguistic, ability, and class backgrounds in a language they understand
- Establish regular communication, utilizing translation services as needed
- Learn to teach students online by engaging in PD provided by district and school
- Learn to navigate multiple digital platforms outlined in district policy
- Utilize project-based learning activities or play based learning activities
- Develop digital synchronous and asynchronous protocols & classroom routines encouraging student discourse/group work (Google Meets, etc.)
- Develop lessons based on student needs, differentiating content when appropriate
- Utilize a continuous cycle of reflection/assessment

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<sup>11</sup> Adapted From: Kirkland, D. (n.d.) *Guidance on Culturally Responsive-Sustaining Remote Education Centering Equity, Access and Educational Justice.*

- Seek feedback and student input regarding routines to meet student need
- Identify their own biases and assumptions regarding distance learning and identify how these may impact the learning experiences of students
- Know how to ensure maximum student participation
- Lesson plan effectively with others which provides scope and space for online activities, remote participation and/or face-to-face opportunities
- Integrate arts, culture and creativity in lessons
- Utilize techniques for student-centered, independent learning
- Adjust remote lessons plans to meet the different needs of students
- Request help when needed, logging questions, best practices, and other insights that come up in the process of remote teaching (i.e., reflective practice)

### *Paraprofessionals and Support Staff*

- Support specific students requiring additional instructional or social emotional supports as identified by general education teachers, special education teachers and/or student support teams
- Meet with small groups and individual students during face to face instruction time and support their learning needs
- Request help when needed, logging questions, best practices, and other insights that come up in the process of remote teaching
- Learn to support students online by engaging in PD provided by district and school

### *Students*

- Need to feel safe and supported
- Provide contact information for at least one trusted adult in their school (or a partner community organization) who can support them
- Know how to recognize when they need help and know about available resources and/or a contact person for resources (mental and emotional support, free technology and internet, food pantries, etc.) as applicable and developmentally appropriate
- Understand that they are the greatest fountain of knowledge during these times of online connection; that building upon their current ability to interact, communicate and learn through web-based platforms is critical
- Engage in meaningful experiences and conversations with peers and educators around culturally relevant academic content and materials
- Be challenged in ways that match high expectations and rigor with high quality instruction and learning support
- Learn to access and navigate multiple on-line platforms

## *Families*

- Create a space for students to be actively involved in remote classrooms due to the changing dynamic
- Know how to access to free technology, free internet, and free tech support when things break down
- Be open to learning and working with teachers to learn how to navigate multiple online learning platforms
- Review and take advantage of crisis supports such as food pantries, rent/mortgage/utility assistance, unemployment, etc. when necessary
- Understand that they have the most influence for shaping their child's education (i.e. stay on top of school, remain informed, make demands in service of your child(ren)'s education, etc.)

DRAFT

# Considerations for Sub-Groups

## Overview

We are collectively responsible for meeting the needs of all students, including the distinctive needs of students of varying socio-economic backgrounds, students with disabilities, and English learners. We are obliged to find ways to serve all students, even during times of disruption when remote learning requires students to connect from home.

As educators, we need to be aware that race, ability, class, language, gender, and other systems of identity influence learning, access to learning, and how we think about education. We also need to be aware that power can easily translate to online environments (for example, consider: do boys and young men take up more space than girls and young women; does instruction privilege abled persons in ways that it does not privilege otherly abled persons).<sup>12</sup>

## Special Education

### *Overview*

Students with disabilities need increased opportunities for live interaction between and among students and teachers. This interaction is crucial, particularly for direct instruction, guided practice, and in order to maintain student engagement.

### *Considerations*

Listed below are other supports/considerations for Student with disabilities during Online Learning:

- Ongoing communication and support for families to maintain engagement (ie: technology support, etc)
- Continued communication with general education teachers regarding strengths/weaknesses and modifications needed
- A consistent schedule that provides opportunities to practice new learning across multiple content areas over the course of the week
- Utilization of special education paraprofessionals to support specific students requiring additional instructional or social emotional supports
- Build in sensory breaks (movement breaks)
- Interactive live platform with teachers

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<sup>12</sup> Adapted from: Kirkland, D. (n.d.) *Guidance on Culturally Responsive-Sustaining Remote Education Centering Equity, Access and Educational Justice*.

- Modified work with additional supports (see table below)
- Informal progress monitoring to ensure that identified goals and objectives are being met

<b>Modifications, Accommodations &amp; Software</b>	
Area of Focus	Notes
Educational Software	Literacy <ul style="list-style-type: none"> <li>• Lexia</li> <li>• RAZ kids</li> <li>• LearningAlly(audio books)</li> <li>• Abcya</li> <li>• Edmark Online</li> </ul> Math <ul style="list-style-type: none"> <li>• Symphony Math</li> <li>• IXL</li> <li>• Abcya</li> <li>• Touch Math PDFs</li> </ul>
Instructional Modifications	<ul style="list-style-type: none"> <li>• Access to modified google classroom lessons (based on planning between general education/special education)</li> <li>• Consideration of amount of work provided</li> <li>• Building scaffolds that provide a bridge between in-person and in-home school experience</li> <li>• Presentation of materials above and beyond google classroom</li> <li>• Individualized lessons based on student IEP</li> <li>• Lessons provided inclusive of tech and no tech(many students with IEPs cannot access online google suite/Classroom dojo)</li> </ul>
Instructional Accommodations	<ul style="list-style-type: none"> <li>• Access to materials needed to complete work assignments</li> <li>• Extra time provided for work completion</li> <li>• Live interactive classroom for explicit instruction</li> </ul>

## English Learners

### *Language & Cultural Needs*

English Learners (EL) and their families may be feeling particularly isolated due to language and cultural barriers during these trying times. Students who speak underrepresented languages will need extra support in accessing information in a hybrid distance learning model. Special consideration must be given to English proficiency level, cultural background, prior education, native language, and literacy level of students and families. If face-to-face or synchronous teaching and learning is not possible, a phone call is the most powerful tool as ELs and their families may require extra support to navigate technology and distance learning platforms. A simple phone call using [Google Voice](#) can be so helpful and reassuring. For all students, receiving feedback and staying connected with their teacher is critical. Use [Voiance](#) Translation Service to communicate with families who do not speak English fluently.

### *Responsibilities*

The following guidance gives an outline for responsibilities and expectations in regards to supporting and instructing English Learners for general education teachers, specialized teachers and tutors.

#### General Education Classroom Teachers

Classroom Teachers provide Tier 1 Instruction for ELs and adhere to content area guidelines. The school's ESL teacher can support classroom teachers and Special Education teachers as a 'co-teacher' to Google classrooms. Classroom teachers and Special Education teachers should add ESL teachers as co-teachers so that they can access any resources and materials that need to be modified. Additionally, classroom teachers should take into consideration and plan for the following:

- **Language Proficiency.** The needs of ELs are very varied and their English language proficiency and prior schooling must be considered when assigning work. The ESL teacher can assist with modifying assignments and providing scaffolds as needed for all ELs. (In particular newcomers, level 1 & 2 students, and dually-identified students)
- **Keep things simple and clear.** Do not overwhelm students and their families (especially newcomers and K-3 students) with multiple sites, platforms, and unrealistic expectations. Less is more!
- **Language Development.** Provide opportunities to develop the four language domains (reading, listening, speaking, writing) as this is critical for ELs.

### ESL Teachers

ESL Teachers should have their own Google Classroom to provide students with ESL instruction. They should also actively collaborate with regular classroom teachers and Special Education teachers and be added as co-teachers to Google Classrooms so that they can access any resources and materials that need to be modified. During face-to-face classes, the ESL Teachers frontload vocabulary and build background knowledge that will be essential to completing work remotely. Additionally, ESL Teachers differentiate lessons to meet each student's individual English language development needs and support General Education and Special Education teachers as needed.

### Biliteracy Teachers

Biliteracy Teachers will follow their current model of instruction and continue to follow the district curriculum and expectations for the biliteracy classroom. Biliteracy Teachers are to require the same amount of screen time for their students as the General Education Teacher, not more. Biliteracy Teachers are to continue to teach content areas in the language of instruction that was used in the classroom (i.e.: If Math instruction was in English, provide math lessons in English or if Writing instruction was in Spanish, provide writing instruction in Spanish). Additionally, Biliteracy Teachers should provide students with daily learning opportunities in their second language.

### ESL Tutors

ESL Tutors continue to collaborate with their ELs' classroom teachers. ESL Tutors assist with making sure ELs have technology and are able to access the platforms their teachers are using. ESL Tutors also provide modified work for ELs during face-to-face learning, differentiating lessons to meet each student's individual English language development needs

### *Resources for English Learners*

We are in the process of gathering information from ESOL, bilingual teachers and instructional coaches, as to which are the most important resources to include during blended learning.

<b>Resource Name</b>	<b>Description</b>
On Our Way to English	Leveled Libraries, chants, interactive vocabulary practice



Imagine Learning Language and Literacy	Adaptive learning program for literacy and language development for K-8. Additional support available in 15 languages
Imagine Español	Adaptive learning program for Spanish literacy and language development for K-3.
Imagine Math	Math skill program for grades K-8. Provides bilingual support.
Tumblebooks	A variety of books with audio support (available in English and Spanish)
Reading A-Z	Leveled Readers, Science, ELL, Spanish titles available
Audible <a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a>	Collections for children and teens are FREE until schools are back in session. Audiobooks available for preschool to high-schoolers. Titles are available in a variety of languages.
Common Lit	A collection of passages on various topics and on a variety of levels. Also available in Spanish.
BlackBoard's ParentLink <a href="https://newhaven.parentlink.net/main/login">https://newhaven.parentlink.net/main/login</a>	This system allows us to communicate with parents and students in over 100+ languages. It sends text messages, voice, and emails.
Flipgrid	Flipgrid is a free, simple way to foster discussions on classroom topics. Can be used at school or at home to stay connected and share learning experiences. K-12
Socrative	An app that allows you to monitor and evaluate learning in an engaging way.
International Children's Library	A collection of short stories in a variety of languages

BrainPop EL	Online learning platform in which students can work independently of teachers can assign specific lessons at specific levels
Moby Max	An adaptive learning platform that addresses a variety of content areas (Reading, Phonics, Writing, Social Studies, Science, Grammar etc. )

## Disengaged Youth

### *Overview*

A thoughtful and comprehensive approach is necessary to address the needs of students at risk of disengagement and reduce the number of students who are not adequately engaged in learning. As NHPS embarks on the reopening of schools following the COVID-19 closure, the district will address and respond to concerns about how to bring back and engage all of our students. During the 2018-2019 academic year nearly 20% of students were chronically absent from school and therefore at high risk for disengagement. NHPS will engage in three interconnected approaches to reducing disengagement.

1. **Awareness of Engagement:** Ensure that all Teachers and School Leaders are aware of what Engagement looks like in the Classroom and are using common language in assessing engagement.
2. **Family Engagement:** Ensure that Families are engaged and empowered in Student Learning
3. **Strong and Positive School Climate:** Ensure a climate that addresses the needs of the whole child and provides Restorative Practices including Social Emotional Supports

### *Approach 1: Awareness of Engagement*

NHPS educators can help to address disengaged youth by understanding what engagement looks like within the classroom and by responding to student needs. The Schlechty Model for reducing “unengaged” is a valuable framework and tool.

Whether students are attending school online or on the ground, NHPS can support teachers in reducing disengagement by utilizing, along with other tools, the Schlechty Engagement Indicators. Teachers can consistently assess whether students are at risk for disengagement, have a common language around student engagement, and adjust their instructional approaches to assure student learning.

It is incumbent upon all educators to help students achieve a maximum level of engagement based upon Schlechty's Indicators of Student Engagement.

### Engagement Indicators<sup>13</sup>

- The student is attentive to the task because he or she finds personal meaning and value in the task; the student sees the task as responding to motives and values he or she brings to the work.
- The student persists with the task even when he or she experiences difficulty and does not compromise personal standards for completion of the task even though he or she might be able to negotiate a lower standard if he or she wanted to.
- The student volunteers resources under his or her control—time, effort, and attention—which is to say that the student is committed to the work and places moral value on its completion.

### Risk factors that impact Engagement

School based staff will work to support students who may be at risk for becoming disengaged and utilize school based systems to support students, including staff from the Office of Youth Family and Community Engagement. Some risk factors of which schools should be aware include the following:

- Family and community factors, struggling economically, parental unemployment and/or low educational attainment, homelessness, transience or living in out-of-home care, undocumented refugee background, family breakdown/relationship issues and domestic violence.
- Personal factors such as physical or mental health issues, disability, behavioral issues, offending behavior and/or contact with police or justice system, substance misuse or dependency, pregnancy or parenting, caring responsibilities, and learning difficulties.
- School-related factors such as negative relationships with teachers or peers, unsupportive school culture, limited subject options and lack of student participation in decision making.

Staff may contact the Office of Youth Family and Community Engagement for training and support in dealing with risk factors for students becoming disengaged.

### *Approach 2: Family Engagement*

Along with student engagement, the importance of family engagement in student learning is well documented. The primary predictor of student success is the extent to which families encourage

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<sup>13</sup> Adapted From: Schlechty, P. (2011). *Engaging Students: The Next Level of Working on the Work*. Jossey-Bass.

learning at home and involve themselves in their child's education.<sup>14</sup> We know from our own experience and from research that when schools focus on parent engagement they often achieve dramatic positive student outcomes. When parents are involved in their children's education motivation, behavior, and grades improve throughout the school

NHPS has adopted the CSDE model for family engagement as a mechanism to reduce students at risk for disengagement and has trained school and district administrators and staff on the framework. In addition, NHPS has adopted the CSDE definition of Engagement as a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career and the office of Youth Family and Community Engagement (YFCE) supports schools in implementing this model YFCE will continue to support schools

The frame requires schools to employ the following practices:<sup>15</sup>

- Build collaborative, trusting relationships focused on learning. For example: Offer getting-to-know-you meetings in smaller, informal settings. Make relationship-building home visits. Co-design with families a pre-school-elementary school transition program.
- Listen to what families say about their children's interests and challenges. For example: Pay attention to different cultural perspectives and use families' ideas to create programming, tailor instruction, improve discipline practices, design professional development, and recruit early learning providers, school leaders and staff.
- Model high-quality learning practices. For example: Share how families can engage children in interactive play, reading, and hands-on math activities that promote problem solving. Invite families to visit the after-school program, meet staff, and join the activities. Host "classroom visits" for families to see firsthand what their kids are doing in class and how the classroom is set up for learning.
- Share information frequently with families about how their children are doing. For example: Talk about the skills that will help children upon their transition to kindergarten and discuss children's progress with families regularly. Explain your school or program's high achievement goals and ask families about their ideas to help their kids reach them.
- Talk with students about how they want teachers and families to support their learning. For example: Include students' ideas in Title I school-parent compacts, personal learning plans, and requests for professional learning. Respond to what students say about social and emotional issues. In middle and high school, set up an advisory system, so that all students have someone who knows them well and who can be their advocate in the school and the primary contact for their families.

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<sup>14</sup> Adapted From: National PTA. (2000). Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. *National Education Service*.

<sup>15</sup> Adapted From: CSDE. (2018). *Full, Equal and Equitable Partnerships*.

<https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families>

- Co-develop cultural competence among staff and families. For example: Build students' home cultures into programming and curriculum. Invite families and early learning providers/teachers/ community learning program staff to share their cultural and family traditions. Showcase the diversity in your early learning setting, school, or after-school program.
- Support parents to become effective leaders and advocates for children. For example: Collaborate with initiatives that develop parents' knowledge and skills to become civic leaders and problem-solvers. Provide information about how the education system works, from early childhood to higher education, and how to advocate for their children's needs and opportunities within that system.

### *Approach 3: Implementing School Climate and Restorative Practices*

NHPS is in the process of adopting a new Code of Conduct that strengthens school climates and incorporates Restorative Practices in addressing student behavior issues.

While it is critical to engage families, make classes engaging, culturally relevant and welcoming, disengaged students also need additional emotional and restorative supports. To address those needs schools must plan to delegate staff and space to address the needs of the disengaged students and to identify those obstacles which contribute to the students' disengagement and identify and offer support.

Currently, students who do not come to school are contacted and supported by school attendance teams, Dropout Prevention Specialists who make home visits when students are chronically absent or becoming chronically absent. NHPS also uses a Student, Staff, Support Team (SSST) model to help identify student needs and find solutions.

During this time of health, economic, and racial strife, students who are disengaged will need additional support. YFCE will work to implement the following additional actions to help our most vulnerable youth transition back to school in the fall:

1. Identify and train staff (Restorative Specialists) who are available to check in with and address the needs of disengaged youth who come to school before, during and after school. Students can be referred to these staff members when they
  - a. are tardy
  - b. return to school after an absence
  - c. classroom teacher feels the student needs additional support to productively engage with the class socially or academically
2. Identify spaces where the (Restorative Specialists) can meet with students individually to have a private conversation or in groups as needed. Larger schools with large numbers of disengaged youth will need to find multiple spaces. These spaces should be designed to promote positive affect. This includes:

- a. Comfortable seating
  - b. Calming décor (Wall hangings, artwork, plants etc)
  - c. Quiet spaces to de-stress
  - d. Manipulatives such as stress balls or other tactile objects that are easily disinfected.
3. Make effective use of community partners such as
    - a. Clifford Beers and their Care Coordinators to help with family needs that may contribute to the obstacles facing disengaged youth.
    - b. Alive and the trauma therapists who work with student both individually and collectively
    - c. Seek out interns and tutors from area colleges to work with disengaged youth
    - d. Strengthen Mentoring supports via the Governor's Partnership
  4. Addressing Chronic Absenteeism. YFCE will continue to lead the District Attendance Team and Conduct Peer Learning Networks of Principals and Attendance Team members to:
    - a. Ensure that attendance teams are set up at each school with the right people with skills, resources and authority to to implement strategies
    - b. Ensure strong data Analysis the data and assure intensive Tier 1 school-wide strategies –invest intensively in tier 1.
    - c. Ensure ongoing review of reasons for absences and engage families and students to develop good understanding and get their perspectives about what makes it challenging for them to attend school every day.
    - d. Determine and continuously review supports for students and their impact on student attendance

# Technology

## Overview

Current technology policies were gathered, reviewed by stakeholders, and revised based on feedback in order to create guidance documents that will guide our path to reopening schools in the Fall 2020 semester. This guidance supports staff and students returning to school in the fall and supports proactive planning in the event New Haven Public Schools needs to employ either a hybrid model of both in person and online learning or continued online learning. With either model utilized, hybrid or online, the district will create a technology plan that prioritizes the following:

- a 1:1 ratio for all students/staff with technology
- use of approved educational platforms, software, and programs that support instruction & curriculum
- technology training and professional development for all stakeholders

## Acceptable Use Policy

The NHPS Board of Education finalized the [Acceptable Use Policy](#) in the Spring of 2020. The Acceptable Use Policy covers educational purposes, unacceptable uses of network, netiquette, internet safety, failure to follow and warranties/indemnification. It also includes the Code of Conduct for Internet and Other Computer Network Access and allows Consent for Participation in Distance Learning so that students may have their video on.

## Roles of School Community Members

The roles of school community members as it relates to technology is broad. Outlined below are the roles of a range of school community members, but it is important to note that all school community members are expected to take care of all equipment and be in compliance with the policies set forth by the Board of Education.

### *District Leadership*

- Develop infrastructure to support technology needs of district
  - Cybersecurity information map
  - Inventory and asset control
  - Plan for maintenance/fixture of devices
- Create portfolio of telecommunication options
  - Internet/Wifi
  - Video Conferencing
  - G Suite

- Develop, share, monitor, and review technology policy including Acceptable Use Policy
- Develop infrastructure to support learning for all stakeholders with differentiated technology needs at the following levels:
  - Central office
  - School based: principal, teacher, staff, & students
  - Community based: Parents/Guardians & community partners
- Develop Ed Tech Subcommittee
  - Research Software, Applications that support NHPS curriculum regarding:
    - Tools available within the software to support special populations
    - What considerations need to be looked at within the context of Online Learning
    - Privacy/Pricing
  - Build & distribute a list of tech-related tools that are approved for use
- Create survey to gauge technology needs across district to ensure all stakeholders are included & inform next steps
- Allocate funding to support technology needs for sustainability
- Create timeline and calendar to align implementation plan and training

### *School Leader*

- Determine technology inventory and asset control utilizing district guidelines
- Establish processes, procedures, and systems for device management at school level
- Establish school technology lead at each building
- Communicate acceptable usage policy to students & staff
- Utilize professional development to meet needs of students, staff, and families

### *Teachers*

- Share acceptable usage policy with students
- Utilize school wide technology protocols regarding maintenance
- Utilize professional learning opportunities to engage learners

### *Students*

- Adhere to technology policy & acceptable usage policy
- Utilize school wide technology protocols
- Communicate issues and needs regarding technology issues

### *Parent/Guardian & Community Members*

- Adhere to technology policy & acceptable usage policy
- Utilize district wide technology protocols
- Communicate issues and needs regarding technology issues



## District Approved Resources

### *Google Classroom*

The main platform to be used for the academic school year is Google Classroom. Schools will create a plan with their school community to determine how Google Classrooms are structured and organized across grade levels and content areas to provide consistency. Google Classroom is an integral part of the academic year. It is not in addition to or in lieu of, but rather, an extension of the classroom and larger school community.

### *Google Drive*

The main platform for using documents that integrate with Google Classroom and the G-Suite apps. The primary apps used in Google Drive are Google Docs, Google Sheets, Google Forms and Google Slides. There are a range of other apps available within the NHPS Google Drive.

### *Google Meets*

The main platform for live instruction, support sessions and meeting with students is Google Meets. Educators will need to have a laptop, Chromebook or other device in their classroom available in order to live stream and record face-to-face sessions or videos used in asynchronous learning opportunities. Google is working towards developing break out room functions and more control over who is speaking. [Click here](#) for a walkthrough of Google Meets.

### *Google Voice*

Google Voice is a telephone service that provides call forwarding and voicemail services, voice and text messaging, as well as U.S. and international call. Google Voice provides a U.S. telephone number, chosen by the user from available numbers in selected area codes, free of charge to each user account. Calls to this number are forwarded to telephone numbers that each user must configure in the account web portal. [Click here](#) for a walkthrough of Google Voice.

### *Google Groups*

Groups such as project teams, departments, or classmates can communicate and collaborate using Google Groups. If you want to invite a group to an event, or share documents with a group, you can send a single email to everyone in the group. You can also create an online forum to discuss a popular technology or answer questions about a topic. [Click here](#) for a walkthrough of Google Groups.

## *Google Chat*

Whether in a 1:1 chat or a dedicated group workspace, Google Chat makes it easy to collaborate with your team in an organized way. Share and discuss Google Docs, Sheets, and Slides all in one place. [Click here](#) for a walkthrough of Google Chat.

## **Other Websites and Tools to Support All Learners**

### [Voiance Translation Services](#)

Voiance's interpretation service is available wherever there is a telephone connection. Dial Voiance's toll-free access number, enter account information, your school's pin and follow the voice prompts to request a language for interpretation. Phone interpretation is a three-way phone conversation with a human interpreter. The interpreter facilitates meaning-for-meaning communication between a limited-English proficient person and your English-speaking staff. For the toll-free number, account information and your school's pin [click here](#).

### [Flip Grid](#)

Flip grid is a web-based server that offers a virtual meeting place for classrooms, schools, departments, and larger learning communities. Flipgrid offers learners a place to reflect, discuss, and showcase what is being learned together.

### [Screencastify](#)

Screencastify allows teachers to easily record, edit, and share their screen for use in videotaped lessons. These lessons can then be utilized by students at their own pace.

### [Pear Deck](#)

Pear Deck offers teachers another way to present lesson content. Presentations using Pear Deck automatically enable videos, animations, and GIFs. Another advantage offered through Pear Deck is the instructor's ability to quickly see what each individual thinks on the Teacher Dashboard provided. Students can answer questions in real time allowing the teacher to modify lessons to meet student needs, reteaching when necessary. Students access Pear Deck on any device with a web browser.

### [Voki](#)

Voki is a fun tool that students can use for homework, classwork or projects. Customize their appearance and what they say, and share with others! Click for a [Voki Tutorial](#).

### [Infographic](#)

Infographics (a clipped compound of "information" and "graphics") are graphic visual representations of information, data or knowledge intended to present information quickly and clearly. Additionally, [Canva](#) can be used to build infographics, here is a [Canva Tutorial](#).

### [Socrative](#)

Socrative allows teachers to give formative and summative assessments digitally rather than the typical paper-pen method. They can type their open-ended responses and were excited to send me the results of their quiz. Click for a [Socrative Tutorial](#).

### [Thinglink](#)

ThingLink's image interaction technology helps students become fluent in using digital media to express themselves and demonstrate their learning. With ThingLink, teachers and students can easily create interactive infographics, maps, drawings, and engaging 360 documentaries in a classroom setting, at home, or on field trips. Click for a [Thinglink Tutorial](#).

### [TedEd](#)

TedEd is a digital resource that allows users to create lessons based on previously created videos. Participants and create thought questions, discussion questions, enrichment activities, and takeaways. Click for a [TedEd Tutorial](#).

### [Quizlet](#)

My students enjoyed using Quizlet as a vocabulary and spelling refresher when there were gaps in between connected lessons. They were proud to be able to get instant results and to share them with me. Click for a [Quizlet Tutorial](#).

### [Chrome Extensions](#)

In this blog post we will take a look at over 30 Chrome web extensions that can assist students in five main categories:

- Text to Speech
- Readability
- Reading Comprehension
- Focus
- Navigation

### [Remind.com](#)

Remind.com is a tool that enables teachers to send notices to students and families regarding academic and non-academic subjects. This can be a 1 way communication tool that students and parents cannot reply to if you choose. Click for a [Remind Tutorial](#).

### [Kahoot!](#)

Kahoot! for schools helps teachers collaborate, save time and create even more engaging games. Put your creative minds together with other teachers and make learning awesome as a team! Click for a [Kahoot Tutorial](#).

# Professional Development

## Overview

Hybrid learning and Online Learning is new and all staff will require training on how to deliver instruction in a hybrid or online environment. Through professional learning opportunities including online pedagogy, educators will be able to translate their high-quality teaching practices to the virtual environment. Professional learning will be provided to educators on designing equitable, student-centered instruction that utilizes Project Based Learning and Play Based Learning in a regular, hybrid and/or online classroom environment.

Coaches, mentors and evaluators will also require professional learning on coaching and mentoring in a hybrid learning or online learning environment. Administrators will need professional learning on observing, providing feedback, coaching and leading staff in a hybrid learning or online learning environment, including transition to either environment if needed.

## Educator Institutes

Professional learning opportunities will be designed for educators to collaborate in a Summer Learning Institute. NHPS is currently working to develop institutes for teachers in addition to School Leaders. Those teachers who take part in the Summer Institutes will support teachers in their own schools starting in the fall.

## Teacher Teaming Structures

School Leaders will build structures within their schools that provide opportunities for teachers to collaborate in at least two of the ways below. Opportunities for teacher collaboration should be teacher facilitated and use [protocols](#) to guide those conversations. Protocols offer structured processes to support focused and productive conversations, build collective understanding, and drive school improvement.<sup>16</sup> Thoughtful use of these protocols is an integral part of building resilient Communities of Practice. Here are some overall topics of teacher teams to include in teacher team structures with the use of protocols:

- Content/Grade Level Teams to plan and reflect on lessons and units
- Vertical Teams to plan and reflect on lessons and units
- Department Teams to address curriculum, instruction and assessment
- Teams to discuss and address student work, student progress and strategies to implement

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<sup>16</sup> Adapted From: School Reform Initiative. (n.d.) *Protocols*. <https://www.schoolreforminitiative.org/protocols/>

## Considerations for Professional Development

As NHPS plans for reopening and preparing for different models of instruction, the following training and workshop needs are being taken into consideration for planning at the district level and should be taken into account to the extent possible as schools develop plans for the upcoming school year:

### *Social Emotional Learning*

- Restorative Circles & Restorative Practices
- 3 Signature Practices
- Social-emotionally responsive approaches and structures using the whole child framework
- Explicit SEL Programs
- Trauma Informed Practices
- Training in student and staff reactions to stress and imposed isolation/change

### *Instruction & Assessment*

- Hybrid Learning
- Project Based Learning & Play Based Learning
- Feedback & Formative Assessment
- Training on specific tools, platforms and strategies to support students with disabilities and English Learners in the context of Hybrid Learning and Online Learning

### *Operations & Safety*

- New procedures, expectations and routines
- Safety Protocols
- DCF Mandated Reporter Training

### *Technology*

- The G-Suite
- NEAT Assistive Technology
- Voiance Translation Services

# Glossary of Terms

**Asynchronous Learning:** Learning that does not happen simultaneously in real time with others. Students engage in learning and complete work at their own time, pace and place.

**Blended Learning:** a student-centered methodology designed to provide students control of time, place, path, and/or pace through the purposeful alignment of traditional teaching practices and technology-enabled learning opportunities.

**Enriched Virtual Model:** A model in which students divide their time between physically attending classes in school and learning online. Students engage in the majority of learning online and do not attend the physical school building every day but rather attend school on a scheduled basis.

**Face-to-Face:** Learning that occurs in real time in a physical environment, not online, and interactions are typically collaborative in nature.

**Hybrid Learning:** A method of teaching remotely using online learning and in person at the same time.

**Synchronous Learning:** Learning that happens in real time on an online platform by engaging with an instructor and peers.

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