



NEW HAVEN PUBLIC SCHOOLS



# New Haven Public Schools Reopening Plan

Dr. Iline Tracey, Superintendent  
July 21, 2020

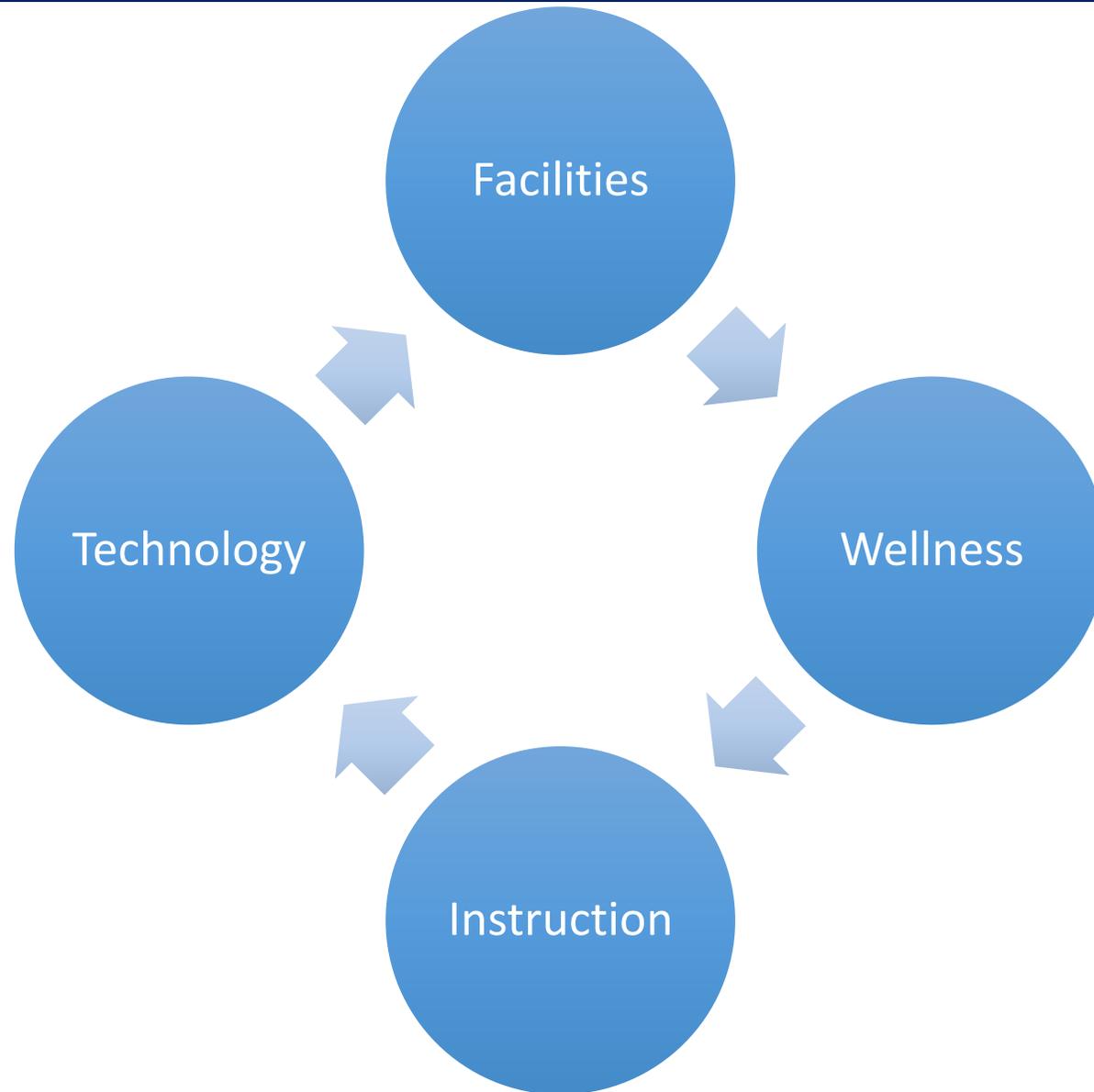
# Agenda



NEW HAVEN PUBLIC SCHOOLS

Topic	Presenter
Overview of the Work	Dr. Iline Tracey
Operations	Attorney Michael Pinto
Health	Dr. Jennifer Vazquez and Ms. Sue Peters
Cleaning the Building	Mr. Joseph Barbaratta
Transportation	Mr. Paul DeMaio
Arrival	Dr. Paul Whyte
Classroom Spacing	Dr. Paul Whyte and Mr. Joseph Barbaratta
Food Service	Atty. Michael Pinto and Ms. Gail Sharry
Meal Distribution	Atty. Michael Pinto and Ms. Gail Sharry
Dismissal	Dr. Paul Whyte
Social Emotional Supports	Ms. Monica Abott and Ms. Johanna Samberg-Champion
Instructional Models	Mrs. Keisha Redd-Hannans
Professional Learning	Mrs. Keisha Redd-Hannans and Ms. Tessa Gumbs-Johnson
Distance Learning	Ms. Ivelise Velazquez
Special Education	Ms. Typhanie Jackson
English Learners	Mr. Pedro Mendia
Disengaged Youth	Ms. Gemma Joseph-Lumpkin
Afterschool Programs	Ms. Gemma Joseph-Lumpkin
Athletics	Mr. Erik Patchkofsky
Funding Reopening	Mr. Phillip Penn
Community Support	Dr. Iline Tracey

# Overview of the Work



# Operations



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# ReOPEN 2020 Operations

Atty. Michael Pinto – Chief Operating Officer

*Safe • Clean • Adaptive*



- Ensure Student and Staff Safety
- Provide a clean and safe learning environment
- Adapt in real time as conditions require

## Essential Covid-19 Safety

- Masks are mandatory for all students and staff to reduce virus transmission
- Social Distancing will be maximized to ensure safety
- Proper Handwashing technique will be taught and reinforced

## Covid-19 Safety Enhancements

- Enhanced Face Shields for teachers
- Plexiglass and Plastic Barriers in high interaction Areas – including reception desks and food serving lines
- Hand Sanitizer will be distributed throughout each building
- Uniform Signage Across the District in multiple languages





- Enhanced Cleaning/Disinfection Protocol and Schedule
- Encourage staff to work in consistent teams to minimize cross-contamination of student groups
- Limit the use of shared spaces, with no sharing of materials

# Maximizing Building Flexibility



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- Utilize detailed floor plans of each building to identify additional learning spaces
- Reallocate common area cafeteria, gymnasium, and outdoor spaces to classroom use where needed
- Faculty and staff will receive training prior to school opening on new protocols
- We will emphasize *clear and concise* communication with families to clearly identify expectations and enhance safety

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**TOGETHER  
NEW HAVEN**

**Please wear a cloth face covering.  
Por favor use una cubierta de tela para la cara.**

**6 ft  
6 pies**

**Mantenga una distancia de  
6 pies cuando sea posible.  
Maintain a distance of 6 feet  
whenever possible.**

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

Health

# Health Subcommittee Recommendations for Reopening Schools

Goal: To present health focused recommendations, protocols and resources to facilitate the planning and preparation for reopening schools safely and to reduce the spread of infectious illness.

New Haven Health Department and the Board of Education will monitor trends and determine response level

***LEVEL 1- No Community Transmission= No reported cases in the community***

***LEVEL 2- Moderate Community Transmission=Multiple cases in the community***

***\*We are in LEVEL 2***

***LEVEL 3- Substantial Transmission-Increased spread in towns and public places-Extended School dismissals would be considered***

## Highlights: Planning

1. Gather information from parents re: preference for learning format (virtual, in-person, hybrid) and transportation needs;
2. Plans to monitor and track exposure/suspected cases of COVID-19 amongst students/staff
3. Provide written protocols for a Containment plan for staff and students
4. Identify a separate isolation room in every building;

# Health Recommendations



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- Visitors will not be allowed in schools unless school business requires them to be there (e.g. deliveries, parent picking up child) Parent-staff meetings should be conducted by phone or other electronic means;
- Alcohol based hand sanitizer will be supplied to all classrooms. Students will practice handwashing regularly through the day as “handwashing breaks” and when required (before/after eating, sharing any materials, before/, or returning from any location in the school);
- Keep each student’s belongings separated from others and in individually labeled containers, cubies or spaces-avoid sharing materials
- Alcohol based hand sanitizer stations will be placed at school entrances with supervision as students/staff enter the building. All students/staff must apply sanitizer to hands when they enter building;

- 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 smallest 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

- Number of chairs in waiting areas to be decreased to allow for physical distance of 6 feet. Remove chairs not in use.
- Provide signage on cough etiquette, mask use, hand hygiene, etc.;
- Create a dedicated parking spot for parents picking up sick children;
- Plexiglass window to be installed in reception area at office manager desk for greeting students and families;
- Provide signage asking students to wait in designated areas;
- Student temperature screen at entrance of health suite
- SBHCs will share the ability to “see” students not in school due to pandemic or illness via telehealth visit (encourage allowing families to keep chromebooks at home to facilitate telehealth)

- Students requiring special physical care from paras or health staff will be provided with adequate privacy and PPE for procedures. Staff providing care and the students will be provided with appropriate PPE, as indicated (masks, shields, gowns)
- *\*Additional staff may be needed to provide care*
- Students with special healthcare needs will receive regular health monitoring and be provided with appropriate PPE
- **Students/staff with high risk** (medical issues, immune suppressed) N95 masks (not with one way valve) or surgical mask with face shield  
**Staff providing personal care to students-** Cloth/Disposable mask and face shield

- All students, teachers, staff, and visitors (over the age of 2 years) must wear cloth face covering while in school, on the bus, and during all school activities per State law.
- Parents will be asked to provide a clean cloth mask for their child daily. Any child who needs a mask will be provided a disposable mask either before entering the bus or school. \* *State working on list of specific medical reasons that would allow students/staff not to wear masks. In these cases, provide face shields if applicable.*
- **Mask Recommendations:**
  - Student/staff-low risk factors**-Cloth or \*non medical disposable masks (\*can be worn for several days with proper storage)
  - Students/staff with high risk** (medical issues, immune suppressed) N95 masks (not with one way valve) or surgical mask with face shield
  - Health Professionals-SBHC staff /nurses:** ASTM level 3, N95, surgical
- Monitor mask use on entry to bus and school

- School Staff will make a screening call to parents of absent student –any “YES” responses –information will be sent to school nurse for follow up
- School Nurse will follow up with parents of students with symptoms of COVID-19
- School Nurse/NHHD to coordinate contact tracing for positive cases in student/staff;
- Students sent home or absent with COVID symptoms must be cleared by school nurse before returning to school;
- Educate parents on screening tools/decision trees/guidance for keeping kids home;

## Procedures for response to case of COVID-19

1. Isolation
2. Containment
3. Contact Tracing

## Planning moving forward

1. Education
2. Prevention
3. Response

# Cleaning of Buildings

## Cleaning

*Cleaning removes germs, dirt and impurities from surface or objects.*

- The Centers for Disease Control and Prevention(CDC) recommends cleaning “frequently touched” surfaces and commonly shared items **at least daily** and when visibly soiled
- Custodial staff will be properly re-trained on the proper cleaning protocol.
- Gloves, masks and eye protection will be used appropriately
- Checklists will be used to verify who performed the cleaning and when it was completed.
- The forms will be held in a file at the school and a copy will be filed at the facilities department office.

## Disinfecting

*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 key 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.

## Fall 2020 *Daily* Cleaning & Disinfection Program

- Restrooms cleaned at 9AM, 11AM, 1PM and after dismissals (unoccupied time)
- Soap dispensers and towels filled according to restroom cleanings.
- Common touch points spray/wipe continuously as per checklist
- Meals in classrooms teachers to assist with proper trash disposal
- Pre-K toys & play equipment disinfected throughout the day and each night
- Water fountains shut off and bagged
- Classroom & bathroom doors remain open
- Students leave desktops clear at the end of day
- Staff to utilize disinfecting wipes to periodically
- Hand sanitizers to be placed in all rooms
- Signage throughout the school reminding everyone to physically distance & hand wash

# CLEANING & DISINFECTION CHECKLIST



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## NEW HAVEN PUBLIC SCHOOLS FACILITIES DEPARTMENT COVID-19 DEEP CLEANING & DISINFECTION PROTOCOL FOR COMMON TOUCH POINT SURFACES

This checklist is to be used to deep clean and disinfect all common touch point surfaces, or for an entire facility.

### CHECKLIST INSTRUCTIONS:

1. Cleaning staff are required to initial the appropriate box for areas that they have sanitized.
2. Checklists must be copied and filed on-site then submitted by Building Managers to Supervisors weekly.
3. Supervisors are required to approve each form by printing and initialing the top right of each form.
4. Supervisors will provide a copy of each form to Environmental Health & Safety Trainer & Coordinator (E.H.S.). The E.H.S will then file electronic and hard copies.
5. See sample of completed form (Fig. 1)

**Products used: Hillyard Q.T<sup>®</sup> Plus 24 Arsenal or Hillyard Re-Juv-Nal<sup>®</sup> (EPA Reg # 1839-169-1658) . These are CDC approved products for the treatment of surfaces contaminated by the COVID-19 virus. See links below for SDS sheets.**

<https://b2b.hillyard.com/productdetail/index/grid/www/PD~HIL0082400>

<https://b2b.hillyard.com/productdetail/index/grid/www/PD~HIL0081600>

### CLEANING STEPS:

1. Apply eye protection and gloves
2. Clean and wipe surface
3. Disinfect with backpack sprayer utilizing "ready to use" Hillyard Q.T<sup>®</sup> Plus 24 Arsenal" or Re-Juv-Nal<sup>®</sup>solution.
4. Allow product to remain on surface for 10 minutes of contact time|
5. Dispose of Supplies in Designated Container

SCHOOL NAME: James Hillhouse High School      WEEK ENDING June 2, 2020      SUPERVISOR John Doe J.D.

GYM	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY			SATURDAY			SUNDAY		
	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD
Switches/Plates	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Bleachers	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
All Athletic Equipment	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
All Locker Room Areas	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Mats	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Apparatus	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
KITCHEN/CAFETERIA	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD
Appliances / Utensils	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Sinks/ Faucets	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Counters	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Switches/Plates	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Tables / Prep Tables	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Seats	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
LIBRARY	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD
Computers/ Mouse	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Counters	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Switches/Plates	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Tables	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Seats	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
AUDITORIUM	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD
Seats	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Microphone / Podium	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.
Handles	J.M.	J.M.	D.F.	B.L.	B.L.	D.F.	J.M.	J.M.	D.F.	J.M.	J.M.	M.O.	J.M.	J.M.	D.F.	E.S.	E.S.	D.F.	J.M.	J.M.	D.F.

Fig. 1

Transportation

# PPE expectations and requirements

## Student expectation / PPE

- Students will be required to have face coverings on at all times while on the school bus.
- Caregivers should provide face coverings for students before boarding the school bus.
- District will supply First Student with a supply of masks for each bus to distribute in the event a student mask is not being available.



## Driver requirements / PPE

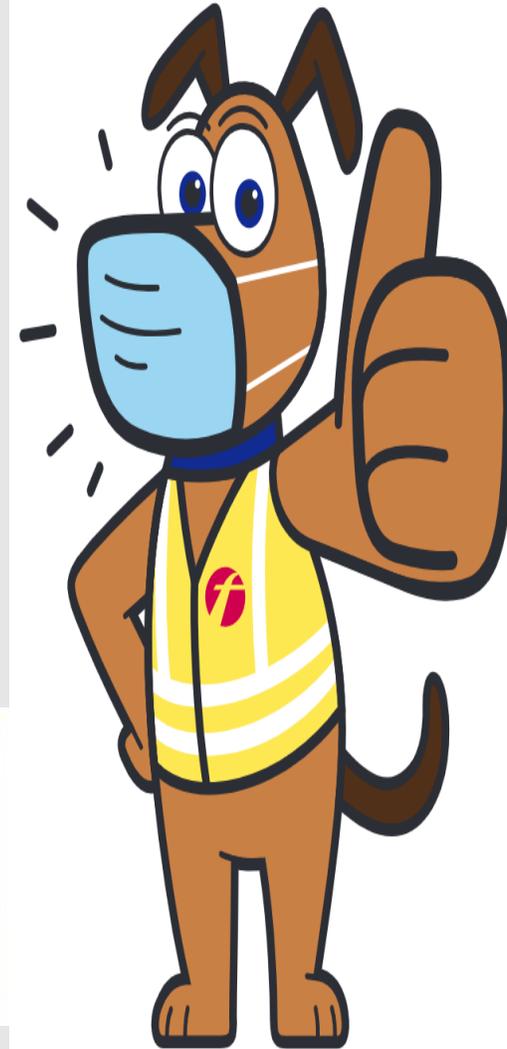
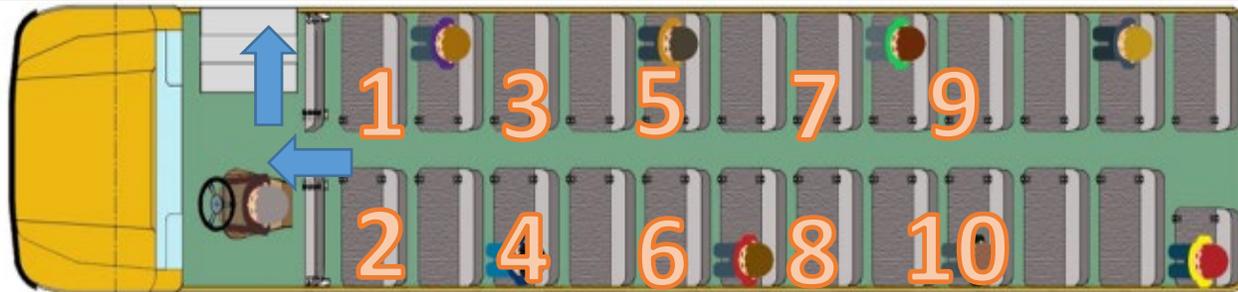
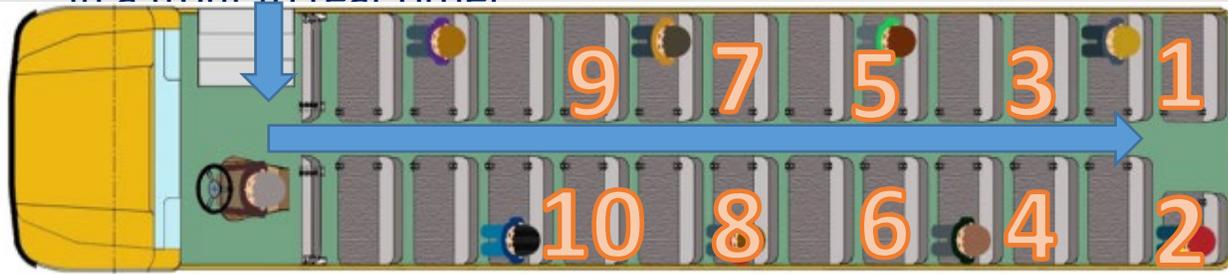
- School bus drivers will wear a mask while students loading and unloading the vehicle.
- School bus drivers will observe and enforce social distancing guidelines as directed.
- Drivers will enforce all loading, unloading, and other safety practices as directed and guidelines change.



# Social Distancing on the School Bus

## Social Distancing Load/Unload

- Bus operates at full capacity under low transmission guidelines.
- Ridership would be decreased under moderate transmission guidelines.
- Students will load the bus in a rear to front order and unload in a front to rear order



# Signage and Student Guidance

- Signage will be placed on school bus to remind riders of requirements while riding the school bus as well as guidance for minimizing the risk of spreading infection.



**HELP TO PROTECT OTHERS**

**WHILE ON THE BUS**

**COVER YOUR COUGH & SNEEZE**  
Cover your mouth and nose with a tissue or your sleeve when coughing or sneezing.

**DISCARD USED TISSUES**  
Ask your bus driver to show you where the waste basket is.

**WASH OR SANITIZE YOUR HANDS**  
After a cough or sneeze, wash your hands or use hand sanitizer for 20 seconds.

**TOGETHER WE CAN HELP STOP THE SPREAD & STAY HEALTHY**

First Student  
Caring for students today, tomorrow, together.  
FIGHT CORONA VIRUS (COVID-19)

Think Safe, Act Safe, Be Safe.  
© FirstGroup America 2020



**PLEASE PRACTICE SOCIAL DISTANCING**

**WHILE ON OUR BUS**

**MAINTAIN A 6' DISTANCE FROM OTHERS**

**TOGETHER WE CAN HELP STOP THE SPREAD & STAY HEALTHY**

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**PLEASE WEAR YOUR FACE COVER**

**WHILE ON OUR BUS**

**PLEASE REMEMBER TO WEAR YOUR MASK**

**TOGETHER WE CAN HELP STOP THE SPREAD & STAY HEALTHY**

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# School Bus Disinfection recommendation

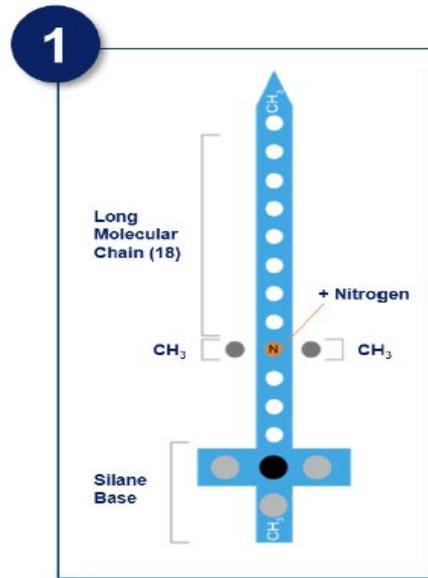
First Student has researched and is recommending a student and bus safe product effective at disinfecting surfaces common to school buses called ZOONO-Z71.

## **Zoono Z71™ Microbe Shield Surface Monthly Disinfectant**

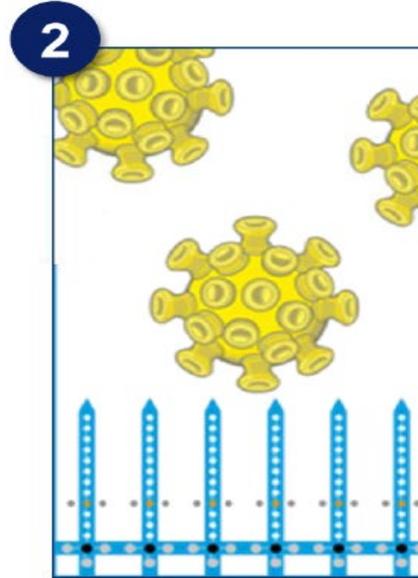
- Bonds to most surfaces, including those found in our vehicles (metal/glass/vinyl/plastic/fabric)
- Disinfects immediately and ensures buses remain virus-free for 30 days
- Traditional disinfectants only kill current viruses and have no residual effect
- Creates microscopic spikes that kill all pathogens that land on the surface, essentially forming an antimicrobial shield
- Destroys viruses mechanically which eliminates the need for harsh chemicals
- Provides error-free usage with sprayer application. No dilution or mixing necessary
- EPA-Registered (List A -Antimicrobials)

# School Bus Disinfection recommendation

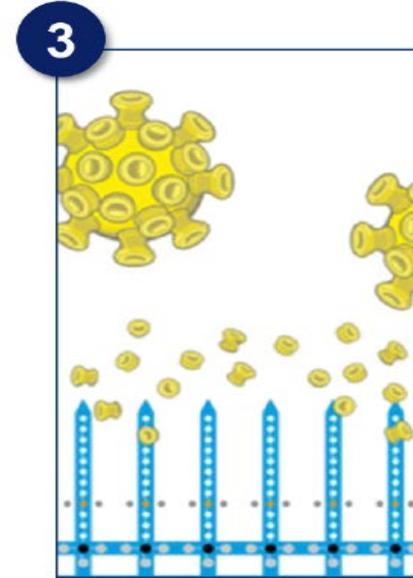
## How ZOONO Z71™ Works



Zono-Z71 leaves behind a mono-molecular layer that permanently bonds to the surface. These antimicrobial molecules bond to the surface, forming a barrier of positively charged microscopic pins.



This antimicrobial protective layer goes beyond waiting for viruses to land. They are positively charged to attract negatively charged viruses, like COVID-19, pulling them towards the pins to be killed



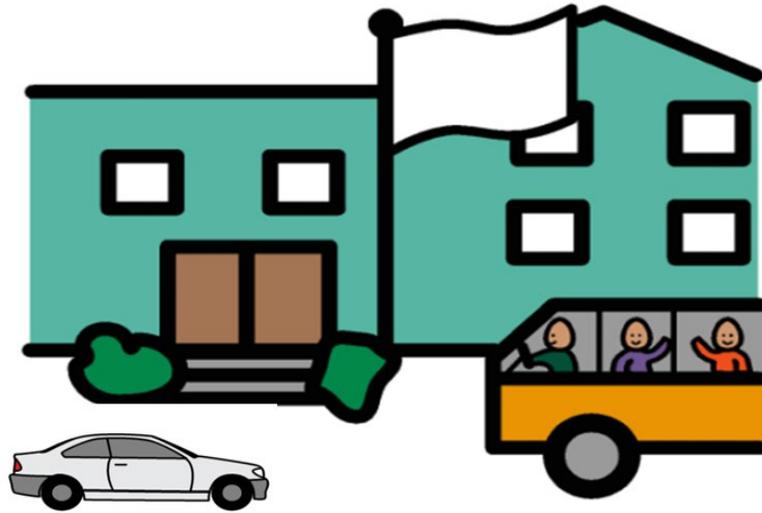
The Zono molecule does not diminish in strength in relation to the number of pathogens killed so it is capable of functioning again and again – with only a single application.

# School Bus Disinfection Protocol

## Why ZOOONO Z71™?

	<b>Zoono Z71™</b>	<b>Other Disinfectants</b>
<b>How it Works</b>	Physical Disruption	Dehydration or Chemical Poison
<b>Method</b>	Attracts, Pierces, Kills Pathogens	Dehydration or Chemical Infiltration
<b>Durability</b>	Proven Effective for Longer Periods	Short-Term Efficacy – Only Minutes
<b>Toxicity</b>	Similar to Vitamin C	Usually Highly Toxic
<b>Ease of Handling</b>	Ready to Use/Easy to Use	Requires Mixing/Most Contain Poisons
<b>Mutation/Superbugs</b>	Resistance Impossible/ No Mutation	Promotes Development of Superbugs
<b>Environment</b>	Safe to Use/ No Environmental Issues	Not Good for the Environment
<b>Proof of Efficacy</b>	100+ Test Results from Labs Around the World	Usually Not Available/ Not Published

Arrival



Arriving at school

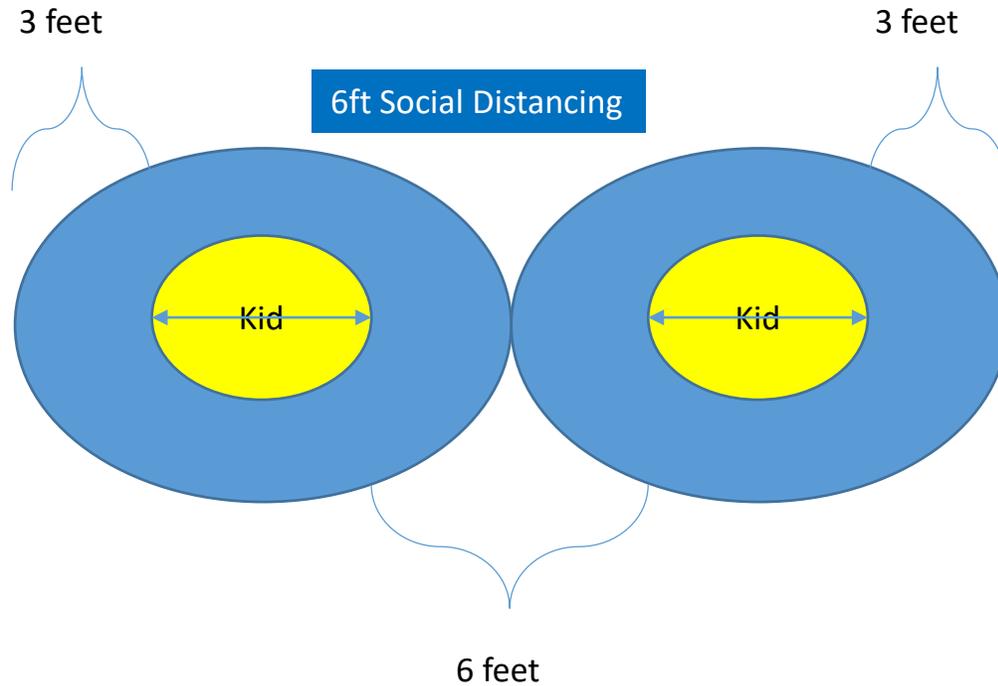
	<p><b>Stay home if you feel ill.</b> Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.</p>
	<p><b>Morning health check by parents required.</b> In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below <b>100.0 degrees</b> Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials.</p>
	<p><b>Limited Entry</b> Arrival procedures will limit unnecessary entrance of parents and guardians into the building.</p>
	<p><b>Face coverings or masks required.</b> Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.</p>
	<p><b>Social distancing required.</b> Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school.</p>
	<p><b>Sharing of school</b> <b>Frequent hand washing or hand sanitizing expected.</b> Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p>

# Classroom Spacing

# CLASSROOM SPACING



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	@6 ft	@ 3ft
Diameter of kid	1.5	1.5
Additional distance	3.0	1.5
x2 (in all directions)	6.0	3.0
Total diameter	7.5	4.5
Radius	3.8	2.3
Radius squared	14.1	5.1
x 3.14159	44.2	15.9

If you use a common footprint across all classrooms for the teacher space – say 75 ft<sup>2</sup> – you can then deduct that from the total room area of the classroom and divide by the above to get the number of students that will fit.

# Meal Distribution

## Breakfast Meals for students attending school

Pre K - 8

- Breakfast in Classrooms as practiced in past, Food Service staff dropped off to classrooms
- Breakfast Grab and Go in Hallways as practiced in past, Food service distributed
- Students who normally would eat in Café – Grab and Go in Hallways

High Schools

- Grab and Go in Hallways

## Lunch Meals for students attending school

Pre K – 8

- Lunch in classrooms as practiced in past for PreK and K, some schools had School Staff pick up meals from kitchen that were on a cart in insulated bags, Food service staff delivered to classrooms where time was allowed
- Grab and Go Lunch Meal from café serving lines, students come to kitchen serving line to pick up meal that is boxed to eat in the cafeteria maintaining social distancing guidelines or take back to the classroom
- Students would have social distancing markers on floor to guide them through serving line
- A clear vinyl Flame retardant barrier will be in place between food service staff and students
- No point of service pinpads to be used, food staff will use a manual tally for accountability

## High Schools

- Grab and Go Lunch Meal from café serving lines, students come to kitchen serving line to pick up meal that is boxed to eat in the cafeteria maintaining social distancing guidelines or take back to the classroom or other space
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\*Curbside Pickup Meals will be available for students not attending school

Principal and Food Service will designate a location for student/parent pick up of meals

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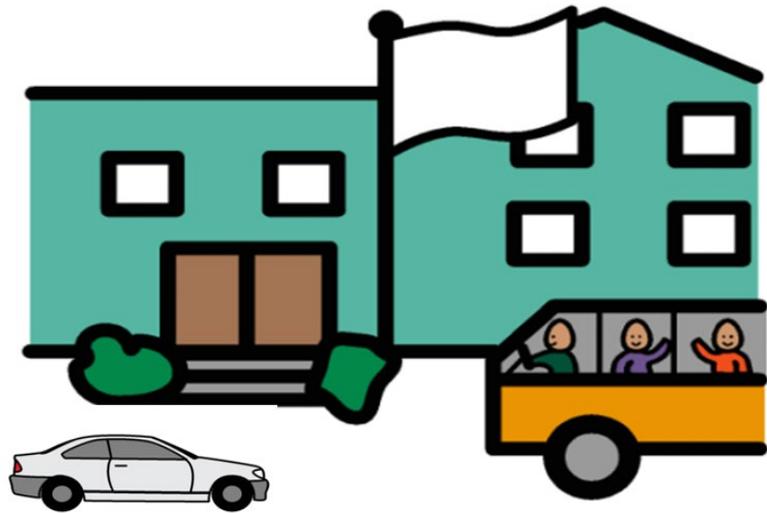
**Schools Closed  
Only No Contact Pick-Up**

“Grab & Go Meals Distribution”

We anticipate a similar program as  
used during the spring/summer  
2020 shutdown period

(Days, Times, Sites To Be  
Determined)

Dismissal



Dismissal routines have to be flexible.

	<p><b>School Principals will develop their dismissal plan to best suit their building</b></p>
	<p><b>Limited Entry for Parents</b> Dismissal procedures will limit unnecessary entrance of parents and guardians into the building.</p>

# Social Emotional Supports

As we prepare to reopen schools we must put the social well being of our students as our highest priority. We must first support the physical, cognitive, language, social, ethical, and psychological needs of our students and adults as they adjust to the new normal. This work will be carried out through multiple platforms, keeping in mind the needs of our students, parents/guardians, and educators. Schools will be provided with varying activities to address the social emotional well being of our school community. At the center of the work will be relationship building and community oriented activities recognizing that there will be varying needs amongst students, staff, and families.

Goal: To reestablish a sense of community and build on climate and culture if each school.

- School community builders: [Examples of School and Staff Community Building Activities](#)
- Consider use of PA system to continue school wide celebrations from individual classrooms
- Outreach to parents: postcards, phone calls, teacher welcome on the web page--pictures and videos (meet-the-teacher opportunities).
- Updating existing signage/matrix to include/update language and concrete examples of new norms.
- Continue Wellness Wednesdays activities for students
- Create feelings of safety and inclusion--provide students with opportunities to ask questions.
- Discuss the school theme--discussions on resilience.
- Build-in, dedicated morning meeting/homeroom time into class schedules to allow for ongoing circles/conversations/SEL activities.
- Greetings as students enter the building during the first days of schools

Goal: To provide guidelines in order to support the psychological and emotional well-being of our students create a sense of belonging and normalcy as we return back to school.

- Have a plan in place for greetings outdoors before entering and indoor as entering.
- Morning meeting/restorative time ([Circle Information](#)).
- Education about pandemic (facts only and developmentally appropriate)
- Time for students to socialize and connect to others
- Scheduled mask breaks throughout the day
- Relationship building activities
- Access to building counseling staff to address daily concerns
- Partnerships with community agencies where appropriate to address individual needs of students
- Tiered , individualized support for students to address the varying social emotional needs of students(daily checks, social stories, monitoring, connection to outside agencies)

Goal: To assess the well being of staff and provide resources and support regarding SEL

- Wellness checks for staff
- Web Based informational sessions prior to school starting for educators
- Develop a plan to provide support for adult behaviors looking for signs of stress and anxiety.
- Provide resources related to protocols of safety, samples of agreements, welcoming activities, brain breaks, optimistic closure, and norms

Goal: To provide guidelines between the district and school communications with parents, guardians, and community partners regarding physical and emotional wellness during the transition back to school.

Communication between administrators and families should:

- Provide parents with expectations for social distancing while waiting to enter the building and upon entry.
- Communicate clear and consistent health and safety guidelines and mental health support resources via all channels to parents, guardians, and community partners.
- Have community-building activities to re-establish family-school connections.
- Provide a list of school and district resources including:

Thermometer Distribution

[https://www.newhavenct.gov/gov/depts/health/thermometer\\_distribution.htm?fbclid=IwAR17r9DoPWotE\\_1FWLy-shUDC89Nj6EMhw2RpR4-YEa5\\_0fTPK62UK6AcmA](https://www.newhavenct.gov/gov/depts/health/thermometer_distribution.htm?fbclid=IwAR17r9DoPWotE_1FWLy-shUDC89Nj6EMhw2RpR4-YEa5_0fTPK62UK6AcmA)

CLIFFOR BEERS WARMLINE

<https://www.cliffordbeers.org/reach-out-new-haven>

CT TEMPORARY RENTAL HOUSING ASSISTANCE

<https://files.constantcontact.com/79121f78701/6fe36234-dbbb-4ff5-8235-e77c8556ea53.pdf>

# Instructional Models

# Fall 2020 Instructional Models



New Haven Public Schools have created three instructional models per the request of the State Department of Education. The implemented model will be adjusted based upon health indicators and guidance from health officials. Parents will be able to select the option that works best for their child and family in Model A and Model B.

<p style="text-align: center;"><b>Low Risk</b></p> <p><b>Model A: Schools are fully open and operating under traditional instructional delivery.</b></p>	<p style="text-align: center;"><b>Moderate Risk</b></p> <p><b>Model B: Schools will open fully, but operate under a hybrid rotation of instructional delivery to include traditional classroom teaching and remote instruction.</b></p>	<p style="text-align: center;"><b>High Risk</b></p> <p><b>Model C: Schools will be completely shut down and all students will engage in remote learning.</b></p>
<p><b>Option 1</b> Students will return to the classroom five days a week to receive traditional face-to-face learning in the classroom five days a week. Controlled movement will be in place by cohorts where possible,</p> <p>Social distancing protocols will be strictly enforced and students will be required to wear masks.</p> <p><b>Option 2</b> Students will receive remote learning full-time through their assigned school at home. Instructional delivery will include such strategies as live, virtual instruction, interactive videos and independent work. Certified teachers will teach in the remote learning program and instruction will be delivered through the utilization of the Google Suite platform, which includes Google Meets and Google Classroom. Students will be expected to log in daily for attendance and complete assignments by the expected dates.</p>	<p><b>Option 1</b> Students in Pre-K – grade 3 will physically attend school four days a week. The students will be split into two groups to reduce class size with each group receiving instruction in the classroom and in another area of the school four days a week. The fifth day of the week all students will be engaged in remote learning. Teachers will receive one planning day a week to accommodate this design.</p> <p>Students in grades 4 – 12 will physically attend school two days a week and will be split into two groups to reduce class size. Each group will spend two days in a classroom receiving face-to-face instruction and three days engaged in remote learning. Teachers will receive one planning day a week to accommodate this design.</p> <p>Social distancing protocols will be strictly enforced and students will be required to wear masks.</p> <p><b>Option 2</b> Students will receive remote learning full-time through their assigned school at home. Instructional delivery will include such strategies as live, virtual instruction, interactive videos and independent work. Certified teachers will teach in the remote learning program and instruction will be delivered through the utilization of the Google Suite platform, which includes Google Meets and Google Classroom. Students will be expected to log in daily for attendance and complete assignments by the expected dates.</p>	<p>Students will receive remote learning full-time through their assigned school at home. Instructional delivery will include such strategies as live, virtual instruction, interactive videos and independent work. Certified teachers will teach in the remote learning program and instruction will be delivered through the utilization of the Google Suite platform, which includes Google Meets and Google Classroom. Students will be expected to log in daily for attendance and complete assignments by the expected dates.</p>

Parents will have the option to change the method of instructional delivery at the start of each marking period.

- **Priorities**

- Ensure student and staff safety
- Advance academic growth for all students

- **Instruction**

- Grades PreK-3 Monday – Thursday in-person instruction
  - Distance learning activities on Fridays
- Grades 4-12 hybrid instruction
  - Using A/A and B/B schedules with distance learning activities on Fridays

- Teachers will utilize Fridays for planning and professional development

- Other grades will be phased into in-person instruction based on space, staffing and resources

# Professional Learning

# Professional Learning: June 2020



NEW HAVEN PUBLIC SCHOOLS

	<b>Monday, June 8th</b> <u><a href="#">Session Descriptions</a></u>	<b>Tuesday, June 9th</b> <u><a href="#">Session Descriptions</a></u>	<b>Wednesday, June 10th</b> <u><a href="#">Session Descriptions</a></u>	<b>Thursday, June 11th</b> <u><a href="#">Session Descriptions</a></u>	<b>Friday, June 12th</b> <u><a href="#">Session Descriptions</a></u>
1:00 Google Meets	<a href="#">Google Meets Basics</a> with Charles Pickett	<a href="#">Google Meets Basics</a> with Dave Low	<a href="#">Google Meets Basics</a> with Dave Weinreb	<a href="#">Google Meets Basics</a> with Alejandra Corona	<a href="#">Google Meets Basics</a> with Dave Low
1:00 English Learners		<a href="#">Google Classroom Supports for English Learners</a> with Fran Cajaraville			
1:00 Google Classroom			<a href="#">Google Classroom Basics for Grades PreK-3</a> with Alejandra Corona	<a href="#">Google Classroom Basics for Grades PreK-3</a> with Neslin Iyilikci	
1:00 Screencastify	<a href="#">Getting Started with Screencastify (Beginner)</a> with Dave Low	<a href="#">Getting Started with Screencastify (Beginner)</a> with Jessica Haxhi	<a href="#">Getting Started with Screencastify (Beginner)</a> with Odalis Mercado	<a href="#">Getting Started with Screencastify (Beginner)</a> with Jessica Haxhi	<a href="#">Getting Started with Screencastify (Beginner)</a> with Jessica Haxhi
2:00 Google Meets	<a href="#">Google Meets Basics</a> with Charles Pickett	<a href="#">Google Meets Basics</a> with Tessa Gumbs-Johnson	<a href="#">Google Meets Basics</a> with Tessa Gumbs-Johnson	<a href="#">Google Meets Basics</a> with Tessa Gumbs-Johnson	<a href="#">Google Meets Basics</a> with Tessa Gumbs-Johnson
2:00 Google Classroom (Beginner)	<a href="#">Google Classroom Basics for Grades 4-12</a> with Kathleen Rooney	<a href="#">Google Classroom Basics for Grades 4-12</a> with Fran Cajaraville	<a href="#">Google Classroom Basics for Grades 4-12</a> with Jillian Vazquez	<a href="#">Google Classroom Basics for Grades 4-12</a> with Fran Cajaraville	<a href="#">Google Classroom Basics for Grades 4-12</a> with Jillian Vazquez
2:00 Google Classroom & English Learners			<a href="#">Google Classroom Intermediate Tips and Tricks</a> with Jim Carlson	<a href="#">Google Classroom Supports for English Learners</a> with Dave Weinreb or <a href="#">Google Classroom Intermediate Tips and Tricks</a> with Paul Jones	
2:00 Screencastify	<a href="#">Using Screencastify to Post, Edit Videos, and Submit (Intermediate)</a> with Dave Low	<a href="#">Using Screencastify to Post, Edit Videos, and Submit (Intermediate)</a> with Dave Low	<a href="#">Using Screencastify to Post, Edit Videos, and Submit (Intermediate)</a> with Dave Low	<a href="#">Using Screencastify to Post, Edit Videos, and Submit (Intermediate)</a> with Dave Low	<a href="#">Using Screencastify to Post, Edit Videos, and Submit (Intermediate)</a> with Dave Low
2:00 Wellness	<a href="#">Meditation, Breathwork and Yoga</a> with Saskia Bergmans Smith	<a href="#">Defining Self-Care for yourSELF</a> with Crexia Cipriano	<a href="#">Safe Space for LGBTQ Teachers and/or Advocating for LGBTQ Youth</a> with City of New Haven LGBTQ Youth Task Force, Dave Weinreb	<a href="#">Learn to Practice Mindfulness Wellness to Cope with COVID-19</a> with Christine Dombrowski or <a href="#">Zumba</a> with Ivette Altieri	<a href="#">Conversations about Race</a> for all NHPS Educators

# Professional Learning: June 2020



NEW HAVEN PUBLIC SCHOOLS

	<b>Monday, June 15th</b> <i>Session Descriptions</i>	<b>Tuesday, June 16th</b> <i>Session Descriptions</i>	<b>Wednesday, June 17th</b> <i>Session Descriptions</i>	<b>Thursday, June 18th</b> <i>Session Descriptions</i>	<b>Friday, June 19th</b> <i>Session Descriptions</i>
<b>Early Childhood</b>	<b>Early Childhood Teachers, Paras, and Administrators, see the pink chart on page 5</b>		<b>Early Childhood Teachers, Paras, and Administrators, see the pink chart on page 5</b>		<b>Early Childhood Teachers, Paras, and Administrators, see the pink chart on page 5</b>
<b>1:00 SEL Topics</b>	<b>Effective Questioning for Morning Routines</b> with Cameo Thorne & Monica Abbott	<b>Introduction to SEL: 5 Social-Emotional Learning Standards Overview with 3 Signature Practices</b> with Monica Abbott & Mary Sullivan	<b>Effective Questioning for Morning Routines</b> with Cameo Thorne & Monica Abbott	<b>Explicit SEL teaching using the 2nd Step Program</b> with Sandy Jolon & Jessica Perez Vega	<b>Introduction to Social-Emotional Learning Framework &amp; Self Care for Educators</b> with Alison Onofrio
<b>1:00 Elementary Content - ELA K-5</b>	<b>CT Reading Model A Look at Dibels 8 (New Version)</b>	<b>CT Reading Model A Look at Dibels 8 (New Version)</b>	<b>CT Reading Model A Look at Dibels 8 (New Version)</b>	<b>CT Reading Model A Look at Dibels 8 (New Version)</b>	<b>CT Reading Model A Look at Dibels 8 (New Version)</b>
<b>1:00 Math K-8 and ELA</b>	<b>iReady Math in a Distance Learning Environment for Beginners, Grades K-8</b> with Lisa Cataruzza (Curriculum Associates)	<b>Teaching Foundations Using Google Slides</b> with Mary Healy & Brittney Figaro	<b>Teaching Foundations Using Google Slides</b> with Mary Healy & Brittney Figaro		
<b>1:00 Science and Math Tech Topics</b> <i>*see also 2-hour sessions below</i>	<b>Using Digital Resources to Differentiate for Diverse Learners (6-12)</b> with Noelle Shipley  _____ or _____  <b>Math Forum on Google Classroom</b> with Kathleen Rooney		<b>Mystery Science with Padlet for Grade 4-6</b> with Kattie Leonffu & Richard Therrien		<b>Performance Based Assessments Aligned to NGSS with Hybrid learning</b> with Richard Therrien
<b>1:00 English Learners</b>	<b>Key Considerations for Non-Negotiables for ELs during Distance Learning</b> w/Kasia Kwolek & Cristina Ryan	<b>Resources to Support Differentiation for ELs During Distance Learning</b> w/Kasia Kwolek & CristinaRyan	<b>How to use CELP Standards and Portfolios to Assess ELs during Hybrid Learning</b>	<b>Math Practices and EL Students, Part 1 Grades 6-12</b> with Susan Budde	

## ***Summer Institute for Leaders: Leveraging LINCspring for Next Generation PD***

July 8 & Aug 3	July 9 & Aug 4	July 10 & Aug 5
9:00-10:15: Session 1 Intro to LINCspring	9:00-10:15: Session 3 Leveraging LINCspring for PD & PLCs	9:00-10:15: Session 5 Blended Learning Look-fors
10:30-11:45: Session 2 Creating Your LINCspring Implementation Plan	10:30-11:45: Session 4 Coaching and Supporting Teachers through LINCspring	10:30-11:45: Session 6 Creating Original Content in LINCspring: A Guide to Cycle Writing

## ***Summer Institute for Teachers: Delivering High-Quality Blended Learning***

July 20 & 27	July 21 & 28	July 22 & 29	July 23 & 30	July 24 & 31
9:00-10:15: Session 1 Understanding the Why & the What of Blended Learning	9:00-10:15: Session 3 Creating Agreements & Accountability Structures for Hybrid Learning	9:00-10:15: Session 5 Leveraging Flipped Learning & Face to Face Instruction	9:00-10:15: Session 7 Creating Community in the Digital Classroom	9:00-10:15: Session 9 Personalizing Units to Address Learning Gaps
10:30-11:45: Session 2 Building 21C Student Mindset for Agency & Engagement	10:30-11:45: Session 4 Creating Self- Paced Units of Study	10:30-11:45: Session 6 Key Strategies for Digital Collaboration	10:30-11:45: Session 8 Empowering Student Engagement through the PAACC	10:30-11:45: Session 10 Exploring Formative Assessment Tools



Leaders	Description
LINCspring	All central office leaders, school leaders, teachers, and paraprofessionals will have access to over 150 hours of virtual professional development through LINCspring, which includes access to LINCspring Essentials, Remote Learning and Google Classroom Libraries.
Teachers	Peer to peer training will occur throughout the year as teachers collaborate in professional learning communities and present exemplary practices to teachers across the district.
Curriculum Supervisors	Curriculum Supervisors will provide on-going support through workshop facilitation and curriculum revisions to all teachers in the district.

# Distance Learning

## Our Goals

NHPS's Distance Learning platform will be ***engaging, responsive*** and ***instructionally sound*** to ensure students continue to learn and grow their interests.

Every student, whether enrolled in-person or learning remotely, will have access to online resources curated by teachers on a wide range of ***engaging*** topics over time.

Every student, will have access to Google Classroom, where they will link to synchronous and asynchronous learning activities with teachers and classmates.

Teachers will convene whole groups and small groups online to differentiate ***content and instruction*** in order to ***respond*** to where students are on the continuum of learning for each subject area, given the time away from school in the spring.

## Design Elements

- Using LINCspring.com every teacher will be trained to use **one platform**, Google Classroom and Google Suite Apps, to delivery instruction.
- In June, teachers attended two weeks of distance learning technology workshops presented by amazing volunteer teacher, supervisors and community members.
- In July and August, NHPS administrators and leaders are attending PD via LINCspring to design sophisticated online lessons that merge video, whiteboards, flipped curriculum, online reading and more, so that students engage with content in varying and differentiated ways.
- Teachers will use readily available assessment data to determine where students are and using holistic, performance based assessments to instruct.
- Students and teachers will use live video to discuss, research and create new ideas.
- Students and teachers will share documents online in shared portfolios that will capture student's growth over time and can be shared with parents.
- Screen limits will be observed according to grade levels.
- Help desks will be established to ensure assistance with both synchronous and asynchronous technology.



**G Suite Essentials**

- Gmail**: Google mail is Gmail under your school domain.
- Drive**: Google Drive allows you to store files and create Google Apps.
- Apps**: Apps chooser is located in upper right of Gmail and Drive.

Access Google Drive through the Apps chooser or <http://drive.google.com>

**Google Apps**: In Google Drive create cloud based text documents, spreadsheets, presentations, drawings and forms.- Blue Share Button**: By default your documents are private. Click on the blue share button to change sharing permissions. Share with specific people or give generic viewing permissions.
- No Save Button**: Your Google Apps save automatically.
- Concurrent Editing**: By sharing documents with collaborators you are able to type on the same document at the same time.

**Google Classroom**: Share Google Documents with students using Google Classroom. Students are able to submit digital work through Google Classroom.

Access Google Classroom through the Apps chooser or <http://classroom.google.com>

- Forms**: Find Forms under the NEW button and more options. Forms allow you to collect information and that data goes into a Google Sheets spreadsheet.
- Folders**: Sharing a folder shares everything in the folder.
- Search**: Find documents easily by using the search box in Drive.
- Comments**: Give feedback by selecting a section of text. Right click to choose comment. This inserts a note on the side. Comments do not print.

Google Classroom automatically creates folders in Drive to share with your students.

Created by Google Certified Innovator Alice Keeler

## Teacher and Parent Design Elements

- Support from Curriculum Supervisors and Instructional Coaches.
- **Distance Learning Frameworks** document will clarify expectations for synchronous versus asynchronous modes of instruction by grade level and content.
- **Re-entry units** emphasizing safety, social emotional learning and community.
- **Parent communication** regarding student learning and areas of growth using Google Classroom.
- Teaching and Learning Webinars for parents on how to support your child succeed in distance learning.
- **Webinars on transition** in and out of distance learning.



**G Suite Essentials**

**Gmail**  
Google mail is Gmail under your school domain.

**Drive**  
Google Drive allows you to store files and create Google Apps

**Apps**  
Apps chooser is located in upper right of Gmail and Drive

Access Google Drive through the Apps chooser or <http://drive.google.com>

**Google Apps**  
In Google Drive create cloud based text documents, spreadsheets, presentations, drawings and forms.

**Share** **Blue Share Button**  
By default your documents are private. Click on the blue share button to change sharing permissions. Share with specific people or give generic viewing permissions.

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Created by Google Certified Innovator Alice Keeler

# Special Education

- Services provided in accordance with the student's individualized educational plan(IEP)
- Decisions made based on feedback from families and NHPS professionals
- Provide continuum of services in conjunction with the IEP to address the academic, social/emotional/behavioral, and vocational needs of students
- Planning designed for in person, hybrid , or virtual experience
- Adherence to special education laws and provisions

- Ongoing communication between general education and special education to ensure implementation of IEP/goals and objectives
- Consistent, predictable schedule providing opportunities for students to learn skills and concepts
- Assessment of student need upon return to determine alignment to goals and objectives
- Progress monitoring to address learning needs and make adjustments as needed
- Service delivery adjustments may be made in an effort to maintain the health and safety of students and staff
- Feedback from families and staff on service delivery-what is working?

- Address the needs of students ages three to 21 with skills ranging from mild learning disabilities to significant intellectual delays (resource, self-contained, vocational)
- Learning for many students with disabilities will resemble general education peers with modifications and accommodations as outlined by IEP( wearing masks, social distancing in resource rooms, classrooms, blended learning experiences within the context of the academic day, to the extent possible-limiting number of cross interactions amongst students)
- Services within self contained classroom setting will continue to provide specialist support-(behavioral analysts, physical therapists, et cetera) -utilizing additional staffing in order to maintain social distancing
- In areas where students require more assistance and physical contact-social distancing may not be possible; requiring more routine health checks with nursing and additional PPE

- Keep each student's belongings separated from others and individually labeled containers, cubies or spaces-avoid sharing materials
- More frequent cleaning of sensory areas-providing individual sensory kits where possible
- Transparent face masks for staff and students for populations requiring more visual cuing (speech and hearing impairments, preschool)
- Students explicitly taught changes in routine practices through social stories, visual cues, and other developmentally appropriate strategies
- Frequent consultation with medical providers for students with special health care needs

- Toileting procedures inclusive of protection against COVID
- In some cases, some students with disabilities will not be able to wear masks ; requiring additional staff training and PPE
- Limiting number of visitors in buildings-continuation of virtual PPT meetings when there is agreement with families
- Consideration and consultation with specialists for classroom visitation(OT, PT, speech, et. Cetera)
- Providing desk shields for related services spaces where social distancing is not an option(speech, social work, school psychology, school counseling) for protection for students and staff
- Utilization of additional staffing to provide sufficient social distancing

- Provision of strategies, assignments, materials, projects, and packets based on general education curriculum providing modifications and accommodations
- Live interactive platform for explicit instruction
- Pre-recorded mini lessons or related services videos
- Individualized lessons; provided remotely or delivered to home
- YouTube videos or other streaming efforts
- Continuation of google classroom, class dojo where appropriate
- Teleconferencing with parents to assist with continued learning opportunities

# English Learners

**English learners will be provided with a standards based instructional program that addresses their linguistic, academic, and social emotional needs in order to access grade level curriculum.**

**The following supports/considerations must be taken into account:**

- **Close collaboration between general education, TESOL and bilingual teachers to determine individual students needs**
- **Linguistic and Academic Profile: The needs of ELs are very varied and their English language proficiency and prior schooling must be considered at all times**
- **Language Development in the four domains. Provide daily opportunities to develop speaking, listening, reading, and writing**
- **Assignment modifications, adaptations and targeted scaffolds to access grade level content**
- **Ongoing communication with families (in a language they understand) to ensure engagement and access to the grade level curriculum and technology resources**
- **Integration of social emotional learning in lessons**
- **Use of portfolio assessments that include authentic samples of student's work**
- **Supplemental language development platforms**

Task/Objective	Action Steps	Intended outcomes/Evidence
<p>Provide ELs their supplemental instruction program in addition to their general education program of mainstream, grade-level, and content-area instruction</p>	<p>Notify schools of the current list of ELs and provide instructors to meet their needs</p>	<p>ELs will continue to receive the language instructional services, such as bilingual education, ESL, Sheltered Instruction, and others</p>
<p>Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs</p>	<p>Review yearly opening schools protocols to ensure that we can maintain a high-level of programming that is mandated while maintaining social distancing</p>	<p>Students will receive required bilingual education services</p>
<p>Establish systems for ongoing collaboration between bilingual and TESOL teachers</p>	<p>Review systems and protocols that foster collaboration between bilingual and TESOL teachers and make adjustments when necessary</p>	<p>Teachers will have a better understanding of a student's proficiency level and the needs of students</p>
<p>Develop and maintain ongoing communication with families of ELs regarding remote learning and returning to their school</p>	<p>Develop a communication plan for families</p>	<p>Students will be reacclimated with the learning environment with reduced anxiety</p>

# Disengaged Youth

- 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.

- NHPS will work to assure a Transition Plan for students at risk of disengagement including identification of students who are at-risk of disengagement, homeless students, students in foster care, undocumented students, students with history of exclusion from class and school--contributing to chronic absenteeism
- Implement New Code of conduct, strengthen School Climate and Restorative Practices; Implement Care Coordination to intensively support families to help our most vulnerable youth transition back to school in the fall:
- Re-imagined utilization of disciplinary and youth support staff,--ISS, student retention workers, drop-out prevention workers to shift and incorporate restorative practices;

- Deepen Community Partnerships to assure effective supports outside of School including care coordination, service referrals and provide help with family needs that may contribute to the obstacles facing disengaged youth.
- Work with schools to help create welcoming and calming spaces and opportunities within schools to mitigate the stresses that at-risk students may be bringing into the schools. Within these spaces staff (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 support in locating multiple or adequate size spaces designed to promote positive affect.

# After School Programs

- NHPS is implementing Afterschool Programming for students that will maintain proper social distancing in-person and remote learning options will be available
- NHPS is establishing regular meetings with afterschool providers, families, school leaders and students to assure that students and family needs are front and center of programming

Athletics

*This document has been developed with guidance from the Ct State Department of Education, the Connecticut Interscholastic Athletic Conference ( CIAC ) , the National Federation of High Schools ( NFHS), input from the Southern Connecticut Conference ( SCC) member schools, and the New Haven Public Schools Athletic Department*

This plan is to help you understand the procedures that are in place to allow athletes, coaches, officials, and fans to safely return to Connecticut high school athletic play. Many of the procedures are based off of the document released by the CIAC [“The CT Interscholastic Conference Resocialization of Interscholastic Athletics and Activities Programs Guidelines](#) to help guide school districts in the return to interscholastic activities.

## **Registration**

Every athlete participating in a sport must register for that sport prior to the season start up. An athlete cannot participate in a sport unless the registration is complete and their physical is up to date.

## **Student Athlete Physicals**

Due to the uncertainty and difficulty of scheduling a physical, the CIAC, in consultation with the Medical Society, has extended the policy for student physicals from a 13 month validation to 15 month. The student athlete physical must be valid throughout the entire athletic season. If the extension of two additional months does not cover the entire season, that child will be required to receive an updated physical from their physician or medical walk in clinic.

## **Health**

As with any illness, student athletes are not allowed to report to practices or contests until cleared by a physician if any of the following symptoms appear:

If the student athlete or any individual in their household has tested positive for COVID-19; is experiencing symptoms of COVID-19; or has experienced symptoms of COVID-19 in the preceding 14 days, including, but not limited to, fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and/or diarrhea, or if the student athlete or any individual in their household has recently had close contact with a person infected with COVID-19.

## **Start Dates**

The CIAC currently lists the following start dates for fall sports :

**Football - August 17**

**All other fall sports - August 27**

The CIAC will inform us on any changes or revisions to start dates. We will inform parents should any revisions occur.

## **Face Coverings**

The face covering is intended to reduce the risk of spreading the virus. Face coverings should be worn by coaches, officials, game personnel, and spectators. Athletes should also wear a face covering with the following exceptions recommended by the CIAC, in collaboration with the Connecticut State Medical Society, Sports Medicine Committee:

1. Cloth or disposable face coverings should be worn throughout each phase when not engaging in vigorous activity (on field practice or games, running, swimming), such as when sitting on the bench, during chalk talk, interacting with an athletic trainer, etc.
2. Medical grade face coverings are not necessary. Cloth or disposable face coverings are acceptable.
3. Plastic shields covering the entire face (or attached to a helmet) must be approved for use by the NFHS (2020 NFHS Football Rule 1-5-3c(4)). It must be clear and have no tint.
4. Coaches, officials and other contest personnel should always wear cloth face coverings.

## **Personal Items**

Every participant must supply their own Personal protective mask. Every participant will be required to supply their own personal water bottle. The water bottle must have their name on it. Only the owner may handle the water bottle (no manager, etc).

Team water bottles will not be available and student athletes cannot share their water bottle. The water bottle may be refilled by a water jug supplied by the coach. Student athletes cannot refill the water jug. Each personal water bottle must be brought home every night to be cleaned and refilled. It is the responsibility of the student athlete to take all personal sport equipment, including school issued equipment, home every day.

## **Sport Schedules**

The current fall sport schedules can be found at the CIAC web site [http://ciacsports.com/site/?page\\_id=105](http://ciacsports.com/site/?page_id=105).

Or on Arbiter Live [-https://www.arbiterlive.com/Teams?entityId=4072](https://www.arbiterlive.com/Teams?entityId=4072)

The CIAC has discussed the possibility of allowing leagues to adjust schedules to reduce travel time (regionalizing schedules). Should any changes take place they will be updated on the above sites.

## **Transportation**

The New Haven Athletics department will continue to offer transportation to and from away contests with the following modifications prescribed by the State Department of Education for transportation:

1. All student athletes, coaches, and team personnel will be required to wear a face covering while riding on school provided transportation.
2. People travelling on the bus will fill the bus from the rear to the front. Those on the bus must remain in the same seat the entire trip.
3. Only one student athlete per seat.

The CIAC will work with school districts and leagues to consider options that would reduce transportation costs. Options may include, but are not limited to, regional play, reduced game scheduled, weekend jamborees, sub-varsity jamborees, parent transportation, etc.



## **Locker room use**

Student athletes are not allowed to store equipment, shower, or congregate in locker rooms. Students can use a locker room to change into sport gear in monitored groups which will allow proper social distancing. . Masks must be worn while changing. All personal items must be carried out once the student has changed. Student- Athletes cannot return to the locker room at the conclusion of the practice/ contest.

Funding  
Reopening

- Current estimate of all COVID-related costs to reopening is \$13.9 million.
- Estimate includes worst-case spending items – example, \$1.6 million for rental of portable classrooms if social distancing can't be achieved in the building.
- ESSERF Grant (CARES Act) will pay for roughly \$8.4 million of the expenses, after required allocation to non-public schools.
- Balance, if needed, will require funding from FEMA, additional State aid or the General Fund.
- Grant use was prioritized around immediate needs to open (EH&S) and ability to shift to online learning on short notice.

- Items in the grant (Abstract on district website in Finance & Operations 7/20 meeting materials):
  - Academic items, including temporary staff, EL software and professional development \$1.4 million.
  - PPE, building modifications, extra cleaning supplies \$1.1 million.
  - Technology items to complete 1:1 device initiative, upgrade teacher/classroom tech and be able to have robust distance learning \$5.5 million.
  - Student SEL supports, K-2 individual supplies, items supporting disengaged youth \$0.3 million.
  - Miscellaneous, such as payroll taxes and WC premiums, less than \$100K.

- Items not in the grant we may have to spend:
  - Rental of temporary classroom space, \$1.6 million.
  - Furniture moving costs, table/chair rental \$0.4 million.
  - Desktop barriers and other classroom modifications \$0.6 million.
  - Other student supports, including \$800K of professional development, \$1.4 million.
  - Increased custodial hours, additional air filters, transportation for sick students and prior expenditures \$1.4 million.

- Other items to consider:
  - Federal guidance is to exhaust CARES Act funds before accessing FEMA funds; nevertheless, will be seeking reimbursement for costs incurred after March 13.
  - The major disaster declaration is set to end July 31.
  - FEMA only pays for 75% in a major disaster and 50% in other disasters; balance gets absorbed locally.
  - There may be additional State funds available because of the CARES holdback and the amount allocated to governors.
  - Will continue to prioritize student and staff safety in spending.

# Community Support

**Families play a critical role in supporting the new culture of health and safety that each of our schools will establish.** Most importantly, families can help mitigate the transmission of COVID-19 in our schools by doing the following:

- checking their children daily for any COVID-19 symptoms and keeping them home from school if they are sick or have had close contact with a person diagnosed with COVID-19
- supporting the use of face coverings or masks in school and on the bus, arranging alternate transportation whenever possible, communicating concerns with teachers and school leaders
- continuing to follow state guidance on health and safety outside of school.