



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION MEETING

Tuesday, October 13, 2020

INFORMATION ONLY

The Superintendent approved the following items:

A. Agreements:

1. **The Superintendent Approved** an Agreement with Slither and Swim Pets, Inc. to provide materials and supplies for care of school animals and habitats, from October 12, 2020 to June 30, 2021, in an amount not to exceed \$4,000.00.
Funding Source: Interdistrict Magnet Program **Acct. #270-433-19-56697**
2. **The Superintendent Approved** an Agreement with Elm Shakespeare Co., to provide an afterschool theater program for students at Mauro Sheridan Interdistrict Magnet School, from October 12, 2020 to June 30, 2021 in an amount not to exceed \$4,000.00.
Funding Source: Interdistrict Magnet Program **Acct. #270-433-19-56697**

B. Purchase Order:

1. **The Superintendent Approved** a Purchase Order with Capitol Region Education Council (CREC) to provide up to nine hours of professional development in the area of Anti-Racist Education for staff at Lincoln Basset School from October 30, 2020 to June 18, 2021 in an amount not to exceed \$2,250.00.
Funding Source: SIG Lincoln Bassett Carryover Program **Acct. #2531-6299-56694-0020**



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION MEETING

October 13, 2020

AUTHORIZED SIGNATURE RESOLUTION

“BE IT RESOLVED, that Yesenia Rivera, President of the New Haven Board of Education, and in her absence, Matthew Wilcox, Vice President, are authorized to make, execute, and approve on behalf of this school district any and all contracts or amendments thereof with agencies of the federal government and State of Connecticut including, but not limited to, the Department of Public Health, Children and Families, Environmental Protection, Social Services, Connecticut Commission on the Arts, Connecticut Commission on Culture and Tourism, and Higher Education which includes Southern Connecticut State University and Gateway Community College.



TO: Dr. Iline Tracey

FROM: Thomas Mooney

Cc: Natalia Sieira Millan

RE: Board Authority to Require COVID Testing of Students and Staff

DATE: October 2, 2020

On Wednesday evening, you conveyed a question from the Board about whether it can mandate general testing of students and/or staff for COVID, *i.e.* testing all students and staff irrespective of symptoms or exposure. In posing the question, you mentioned that you and some Board members recall that I said that such testing is not permissible. I do not recall making that specific statement in discussion with the Board members, but that statement is generally true, and I may well have answered a question to that effect.

In reviewing this matter further, I can confirm that the Board of Education does not have the legal authority to mandate testing of students as a condition of attending the New Haven Public Schools. However, as to staff members, the situation is more complicated. Any mandated testing is subject to the requirements of the Americans with Disabilities Act. The EEOC has provided guidance on ADA obligations, and the Board may only require that an employee be tested for COVID when there is a business necessity to do so. Generally, there will not be a business necessity to test asymptomatic employees as a precautionary matter. However, upon close review of the latest EEOC guidance, which in turn relies on guidance from the Centers for Disease Control and Prevention (CDC), there are limited circumstances in which the Board may mandate such testing. However, the determination of whether the preconditions that would authorize such testing are present is a question for the public health authorities, as outlined below. Finally, if the Board decides to go ahead with such testing, it will be obligated to negotiate with the various unions over the impact of such a testing program on their unit members.

A. Students

Students who are reside in New Haven, are of school age, and have not graduated from high school have the legal right to attend the New Haven Public Schools except in limited circumstances as set forth in statute. For example, Conn.

Gen. Stat. § 10-204a provides that students must have certain immunizations at certain ages before being permitted to attend school, and Conn. Gen. Stat. § 10-206 provides that students who have not obtained required health assessments may be excluded from school. Similarly, Conn. Gen. Stat. § 10-233d authorizes the Board of Education to exclude students from attending their assigned schools for up to one year after an expulsion for misconduct, and Conn. Gen. Stat. § 10-186 permits a board of education to exclude students who have enrolled but do not live within the school district. However, except in such circumstances when there is express statutory authority to exclude students from school, eligible students have the right to attend school, and boards of education do not have the right to impose other conditions on a student's right to attend school.

Applying these legal principles to the question of COVID testing, it is clear that the Board of Education could recommend that students be tested on some periodic basis, and the Board of Education could provide funding for such testing. However, the Board of Education does not have the legal right to enforce a requirement for COVID testing by excluding students who do not participate in whatever COVID testing the Board may wish to provide.

By contrast, when a student shows symptoms of a communicable disease, such as COVID, the district may exclude that student from school. Conn. Gen. Stat. § 10-210 provides in relevant part, "When any child shows symptoms of any communicable disease, notice shall also be given to the director of health or board of health and such child shall be excluded from attendance at such school and not permitted to return without a permit from the town, city or borough director of health." However, there is no provision in the statutes authorizing a board of education to impose any required tests, such as COVID testing, as a precondition for attending school.

B. Employees

1. Authority to require general testing of Board employees

Testing employees for COVID is similarly subject to limitations, but testing may be required under certain circumstances. Under the Americans with Disabilities Act, employers may only require medical testing of employees when there is a "business necessity: "The ADA requires that any mandatory medical test of employees be "job related and consistent with business necessity." See "What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws," Equal Employment Opportunity Commission (EEOC) (September 8, 2020), found here: <https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws>.

Applying this standard to the current circumstances of the COVID-19 pandemic, the EEOC has determined that "[t]esting administered by employers consistent with current CDC guidance will meet the ADA's 'business necessity' standard." It is

therefore necessary to review the guidance on this subject from the Centers for Disease Control and Prevention (CDC) to determine the Board’s authority to mandate testing of employees.

The CDC has issued guidance on this point. “SARS-CoV-2 Testing Strategy: Considerations for Non-Healthcare Workplaces,” CDC (July 22, 2020), found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/testing-non-healthcare-workplaces.html>. Within that guidance, the CDC sets forth the specific recommendations that apply to general testing (as opposed to requiring testing when there has been a specific exposure or when an employee has symptoms consistent with COVID). That specific guidance is titled “Testing asymptomatic individuals without known or suspected exposure to SARS-CoV-2 for early identification in special settings” (found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/testing-non-healthcare-workplaces.html#testing-3>), and that guidance provides:

Viral testing of workers without symptoms may be useful to detect COVID-19 early and stop transmission quickly, particularly in areas with moderate to substantial community transmission. When communities experience moderate to substantial transmission, workplace settings for which these approaches may be considered include:

- Workplaces where physical distancing is difficult and workers are in close contact (within 6 feet for 15 minutes or more) with co-workers or the public
- Workplaces in remote settings where medical evaluation or treatment may be delayed
- Workplaces where continuity of operations is a high priority (e.g., critical infrastructure sectors)
- Workplaces providing congregate housing for employees (e.g. fishing vessels, offshore oil platforms, farmworker housing or wildland firefighter camps)

This guidance thus states that general testing of employees, including those who are asymptomatic, may be authorized if two conditions are met.

First, such testing is authorized when “communities experience moderate to substantial transmission.” I must defer to the Public Health Director or other public health authorities on whether this standard is met. The CDC guidance we found describes the levels of transmission as set out in the chart below. *See* “Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission” (CDC, May, 27, 2020, found at <https://www.cdc.gov/coronavirus/2019-ncov/community/community-mitigation.html>).

Level of Community Transmission	Community characteristics and description	Level of mitigation
Substantial, uncontrolled transmission	Large scale, uncontrolled community transmission, including communal settings (e.g., schools, workplaces)	Shelter in place
Substantial, controlled transmission	Large scale, controlled community transmission, including communal settings (e.g., schools, workplaces)	Significant mitigation
Minimal to moderate community transmission	Sustained transmission with high likelihood or confirmed exposure within communal settings and potential for rapid increase in cases	Moderate mitigation
No to minimal community transmission	Evidence of isolated cases or limited community transmission, case investigations underway; no evidence of exposure in large communal setting	Low mitigation

We must defer to the Director of Public Health on interpreting these standards and determining where New Haven is along this continuum at present and in the future.

Second, the circumstances must conform to one or more of the situations set out in the bulleted list above, and the first bullet and the third bullet of the listed situations may apply here. Whether the first bullet applies depends upon the mitigation strategies that are or can be in place with in-person learning and whether “physical distancing is difficult and workers are in close contact (within 6 feet for 15 minutes or more) with co-workers or the public.”

As to the third bullet, the CDC cites the Department of Homeland Security, Cybersecurity and Infrastructure Security Agency (CISA), listing of sixteen sectors that should be considered “critical infrastructure.” Education was not initially on the list.

See “Identifying Critical Infrastructure During COVID-19,” found at <https://www.cisa.gov/identifying-critical-infrastructure-during-covid-19#>. However, by memorandum dated August 18, 2020, the CISA included education as part of the critical infrastructure. See Advisory Memorandum on Ensuring Essential Critical Infrastructure Workers’ Ability to Work During the COVID-10 Response, found at [https://www.cisa.gov/sites/default/files/publications/Version 4.0 CISA Guidance on Essential Critical Infrastructure Workers FINAL%20AUG%2018v2 0.pdf](https://www.cisa.gov/sites/default/files/publications/Version%204.0%20CISA%20Guidance%20on%20Essential%20Critical%20Infrastructure%20Workers%20FINAL%20AUG%202018v2%200.pdf)

In sum, in response to the Board’s question, these are the factors that may authorize general testing of staff. Whether the current situation conforms to those factor appears to me to be a question of professional judgment for the Director of Public Health.

2. Labor Relations Issues

In addition to the question of whether general testing is authorized, there are labor relations implications of requiring such testing. A Board decision to require general testing of asymptomatic employees would be a change in working conditions. Any such changes in working conditions would typically require notice to the affected unions and an opportunity to negotiate. In my view, the scope of the negotiations would be over the impact of the decision, not the decision itself, because addressing health and safety concerns is a management right (and obligation).

I understand from our conversation that there have been some informal discussions with the New Haven Federation of Teachers, and that the NHFT is generally supportive of the idea. Presumably, the NHFT is supportive of such testing only if the Board pays for such testing. However, if the Board decides to move forward, a more formal agreement resolving all impact issues is advisable.

In addition, the Board will have the same obligation to negotiate with the other unions over the impact of a directive to members of their respective bargaining units that they be tested for COVID on some periodic basis. Should the Board decide to go forward with a testing program for employees, it should reach out to all the affected unions to resolve impact issues, either through informal discussion or formal negotiations.

We hope that this information is helpful to you. Please let us know if you or the Board members would like to discuss these issues further, and whether and how we can be of assistance in any related negotiations if the Board goes forward with such testing.

Draft of Policy 7551-September 8 version

Naming and Renaming Facilities

The naming and renaming of school buildings, major portions of buildings, or school grounds is the responsibility of the Board of Education. In fulfilling this responsibility, the Board will make every effort to respect community preferences. Nominated names should be clearly identifying, widely known, and recognized.

When naming or renaming buildings, major portions of buildings, or school grounds, the Board shall formally identify the need for a naming process for the identified school locations, as well as criteria it wishes to be considered in the process.

When naming or renaming a school building, major portions of school buildings, or school grounds the Board shall establish a committee of the following:

- Superintendent
- Principal
- 2 teachers
- 2 paraprofessionals
- 2 professionals represented from food service, security or clerical
- 2 parents
- alderperson
- 2 students
- board member appointees(2 appointees per board member)

Opportunities for public input must be made available prior to the committee's recommendation to the board. Such opportunities for public input must be publicly announced in local media outlets and on the district website at least eight weeks prior to final decision. The process of renaming should take no more than eight weeks.

The committee shall propose a list of names to the school board of not more than two names for Board consideration. Additionally, in the rare occurrence of renaming a building, major portions of school buildings, or school grounds, a fiscal impact statement will be presented by the Superintendent or designee when the committee makes its name recommendation to the board which will include all associated costs and a timeline for implementation of the new name.

If a major portion of a school building or school grounds (media center, auditorium gymnasium, field, etc.) is proposed to be named after an individual, that person shall have attained local or national prominence via significant contributions in any field of endeavor. Such contributions or the significance of their place in history shall be clearly established beyond the generation of the contribution. Further, the individual for whom a portion of a school building or school grounds is to be named must be shown to have broad-based, long-term impact to the school district community. Groups offering names to adorn our buildings and spaces should provide the evidence necessary to assure the public that the individuals they recommend have made

significant contributions in American life and have practiced the ideals espoused in our Constitution and humanitarian traditions.

Collections of works, memorials, or other major gifts to the school district may be acknowledged and named by individual schools, subject to the district's policy and procedures for accepting donations. Prior to accepting such donations and naming, a financial plan for maintenance and upkeep must be identified and presented to the school Board.

The Board retains the right to make final determination in the naming and renaming of buildings, major portions of school buildings, or school grounds. This policy notwithstanding, it is the intent of the Board that naming of portions of the building and school grounds occur infrequently and on a limited based.

Policy adopted:

Personnel – Certified/Noncertified

Virtual Learning Opportunities – Acceptable Use of Recordings

The Board of Education (“the Board”) recognizes that, due to concerns related to the COVID-19 pandemic, some students will participate in remote learning instead of attending classes in person. Board-approved technologies such as Google Classroom may be used to enable remote learners to participate in lessons “in real time.” The Board recognizes, however, that some remote learners and other students may at times be unable to participate in lessons “in real time” due to illnesses, medical appointments, or other reasons. As such, the Board intends to permit teachers to record lessons using Google Classroom or other Board-approved technologies and enable remote learners and other students to access those recordings at their convenience, while preserving the privacy and confidentiality rights of all students. It is imperative, therefore, that teachers make recorded lessons available to students in compliance with the Family Educational Rights and Privacy Act (“FERPA”) and other applicable Board policies.

FERPA generally prohibits the disclosure of a student’s education records, or personally identifiable information (“PII”) in such records, to a third party without the written consent of the student’s parent. FERPA, therefore, generally prohibits teachers from disclosing one student’s education records to other students or parents.

Education records are those records that are:

- 1) directly related to a student; and
- 2) maintained by an education agency or institution, or by a party acting for the agency or institution.

Education records may be recorded *in any manner*, including but not limited to computer media, video or audio tape.

PII includes, but is not limited to, a student’s name, personal identifier (i.e. student identification number), address, date of birth, or other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

A recording of a whole-class lesson is generally not considered an education record for a specific student, because the recording is not directly related to the student. When teachers record lessons using Google Classroom or other Board-approved technologies, however, they shall focus the camera(s) solely on themselves so as to prevent or minimize the audio and video recording of students in the classroom. The teacher may share the recording with remote learners and other students who were unable to participate in the lesson *as long as no PII was disclosed during the lesson*. However, if a teacher or student discloses a student’s PII during a

lesson, the teacher shall request *prior written consent* from the parent of the student whose PII was disclosed before sharing the recording.

Teachers shall only share lesson recordings with students enrolled in the specific classes for which lessons were provided, and shall only share recordings using Board-approved technologies such as Google Classroom. Teachers shall not post lesson recordings on any social media platform or otherwise make recordings available to the public. Finally, teachers shall not use lesson recordings for *any purpose* other than those which are intended, such as instruction for specific students enrolled in specific classes.

Teachers who improperly record or share lessons may be subject to discipline in accordance with applicable Board policies. Teachers are encouraged to contact their building administrators with questions or concerns relating to student privacy and confidentiality.

Legal References:

- Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, 34 C.F.R. Part 99 (“FERPA”)*
- Student Data Privacy Act, Conn. Gen. Stats. §§ 10-234aa-ee*
- Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices (PTAC 2014)*
- Frequently Asked Questions on Photos and Videos Under FERPA (FPCO 2018)*
- FERPA and Virtual Learning (SPPO 2020)*
- FERPA and Privacy Considerations During the COVID-19 Pandemic (CSDE 2020)*

Policy References:

- 4118.4 (Rights, Responsibilities and Duties)*
- 4118.5 (Acceptable Computer Network Use)*
- 5125 (Student Education Records)*

Drafts – 11/13/2017, 12/11/2017, 1/11/2018, 2/2/2018

Revised – 9 March 2018, 6/26/2020 Draft

New Haven Public Schools' Policy for Race & Equity – Page 1

Purpose

New Haven Public Schools (NHPS) students deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes. Through addressing racial equity, we affect the larger idea of diversity (Singleton).

This policy confronts the institutional racism that results in predictably lower academic achievement for students of color than for their white peers. Continuously working to eliminate our district's institutional racism will increase achievement, including on-time graduation, for all students, while narrowing the gaps between the highest- and lowest-performing students.

NHPS acknowledges that complex societal and historical factors contribute to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, NHPS must address and overcome this inequity, institutional racism and bias, providing all students with the support and opportunity to succeed.

Definitions

For the purposes of this policy the following terms shall have these meanings:

- A. "Educational equity" means (1) raising the achievement of ALL students, (2) narrowing the gaps between the lowest and highest performing students, and (3) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (e.g. academic achievement, discipline, graduation rates). (Singleton)
- B. "Institutional racism" refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates than their white counterparts, in the criminal justice system, and within many employment sectors in which day-to-day operations, as well as hiring and firing practices can significantly disadvantage workers of color (Aspen Institute).
- C. "District staff" includes all employees, consultants, contractors, and vendors of New Haven Public Schools.
- D. "District partners" includes students, their families, and community partners of New Haven Public Schools.
- E. "Diversity" includes characteristics of persons including, but not limited to race, culture, color, Creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran's status, and any other protected class in conformance with federal, state, and local laws.
- F. "District Equity Leadership Team" or DELT is a panel committee of district members and partners who are tasked with developing a Race and Equity Policy for New Haven Public School District and ensuring its implementation and progress monitoring.
- G. "District Equity Leadership Team Advisory Group" or DELT-Advisory is composed of members from various stakeholder groups in New Haven Public School District (e.g. Board of Education,

Drafts – 11/13/2017, 12/11/2017, 1/11/2018, 2/2/2018
Revised – 9 March 2018, 6/26/2020 Draft

New Haven Public Schools’ Policy for Race & Equity – Page 2

Central Office, Administrators, Teachers, Staff, Students, Parents, Community, Clergy) and is tasked with reviewing the policies and actions of the DELT prior to and during implementation, in order to provide feedback to the DELT.

General Statement of Policy

1. ELIMINATE SYSTEMIC DISPARITIES

To interrupt systems and behaviors that perpetuate inequities, NHPS will:

- A. Invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;
- B. Develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the presence and role of racism; and
- C. Eliminate practices resulting in predictable differences in success (e.g. academic, discipline, attendance, standardized test scores, college enrollment) for any student racial group compared to peers.

2. ENSURE SYSTEMIC EQUITY

NHPS will implement and lead from a system-wide racial equity plan that stands on four critical pillars: Students at the Center; Culturally Relevant Leading, Teaching & Learning; Equitable Alignment of Resources, Systems & Structures; and Family & Community Engagement.

- A. **Students at the Center** – We will align all district priorities and resources to achieve equitable outcomes for all students by:
 1. Intentionally seeking and including students’ multiple racial perspectives in the development and implementation of culturally appropriate and relevant curriculum, instruction, and assessment; and
 2. Ensuring a positive and academically rigorous school environment that engages all students.
- B. **Culturally Relevant Leading, Teaching & Learning** – We will ensure that racial equity guides all employee actions and leads to improved academic results for a racially and ethnically diverse and changing student population by:
 1. Attracting, recruiting, employing, supporting, retaining, promoting, and continuously developing a workforce of racially conscious and culturally proficient administrative, instructional and support personnel;
 2. Collaborating as teachers and administrators to ensure culturally proficient instructional practices, and culturally relevant curriculum and assessments;
 3. Eliminating practices that lead to the over- or under-representation of any student racial group (e.g. Advanced Placement courses); and
- C. **Equitable Alignment of Resources, Systems & Structures** – We will ensure that racial equity guides the alignment and allocation of resources, systems, and structures across

Drafts – 11/13/2017, 12/11/2017, 1/11/2018, 2/2/2018

Revised – 9 March 2018, 6/26/2020 Draft

New Haven Public Schools’ Policy for Race & Equity – Page 3

the district by:

1. Modeling racial equity in business practices;
2. Replacing inequitable operational practices with systems that support implementation of this policy; and
3. Focusing accountability systems and metrics on racially equitable results.

D. Family & Community Engagement – We will develop and implement equitable practices for and with our students, their families, and our community by:

1. Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and
2. Inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

3. IMPLEMENTATION AND MONITORING

The Board directs the Superintendent and the District Equity Leadership Team to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measurable academic improvements for NHPS students. The Superintendent shall regularly report progress on the plan and outcomes.

LEGAL REFERENCES

U.S. Const. amend XIV, § 1 (Equal Protection) 20 U.S.C. § 1703 (Equal Educational Opportunity) 42 U.S.C. § 2000c et seq. (Desegregation) 42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964) 42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964) 25 U.S.C. § 452 et seq. (Johnson-O’Malley Act)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")

10-153 Discrimination on account of marital status.

17a-101 Protection of children from abuse.

Connecticut State Board of Education "Position Statement on Culturally Responsive Education," adopted May 4, 2011

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. 29 CFR 604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq. 34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (as) 62. Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

Drafts – 11/13/2017, 12/11/2017, 1/11/2018, 2/2/2018

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New Haven Public Schools' Policy for Race & Equity – Page 4

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38 U.S.C. 54212

Title II of the Genetic Information Nondiscrimination Act of 2008

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Hollowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Sources

Singleton, Glenn. *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. 2nd Ed., Corwin, 2014.

Saint Paul Public Schools. Racial Equity Policy (101.00). Saint Paul, MN. 2008.

CABE Policy Services. Equity and Diversity Policy Sample (0523). Wethersfield, CT. 2015.



District Equity Leadership Team
Governance Committee
Racial Equity Policy Presentation
October 5, 2020

PART ONE

PRESENTERS:
DISTRICT EQUITY LEADERSHIP
TEAM (DELT)

The goal of the District Racial Equity Leadership Team, or DELT, is to lead and facilitate change in actions and policies to ensure racial equity for all students in New Haven Public Schools. The Team will accomplish this work through collaboration with internal and external groups, district leadership, and developing an action plan to implement change.

District Equity Leadership Team History

- Since 2017-18 NHPS has had a District Equity Leadership Team.
- Evolving membership of Central Office Staff, Building Leadership, Board Members and Community Members.
- Why? To confront issues of equity and establish a plan that allows the district to systematically dismantle barriers that keep students from achieving at the highest levels. DELT emphasizes four pillars and has four subcommittees:
 - Students at the Center
 - Culturally Relevant Leading, Teaching and Learning
 - Equitable Alignment of Resources, Systems and Structures
 - Family & Community Engagement

Educational Equity Opportunities

NHPS Strategic Plan 2020-24

- **Equity and Excellence:** Provide school experiences that are culturally relevant and promote equitable resources for all schools.
 - Increase access and opportunity for students of color into AP, TAG , and other college-level courses.
 - Provide culturally responsive pedagogy that enables students to reflect upon their cultures, identities and experiences.
 - Utilize the District Equity Leadership Team (DELT) to strengthen the system-wide racial equity plan.
 - Establish and Implement race and equity policy.

PART TWO

POLICY DEFINITIONS



Educational Equity

- (1) Raising the achievement of ALL students
- (2) Narrowing the gaps between the lowest and highest performing students, and
- (3) Eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (e.g. academic achievement, discipline, graduation rates). (Singleton)

Institutional Racism

Refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates than their white counterparts, in the criminal justice system, and within many employment sectors in which day-to-day operations, as well as hiring and firing practices can significantly disadvantage workers of color (Aspen Institute).

District Staff Expected to Engage

Includes all employees, consultants, contractors, and vendors of New Haven Public Schools.

District Partners Expected to Engage

Includes students, their families, and community partners of New Haven Public Schools.

Diversity

Includes characteristics of persons including, but not limited to race, culture, color, Creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran's status, and any other protected class in conformance with federal, state, and local laws.

District Equity Leadership Team

- DELT is a panel committee of district members and partners who are tasked with developing a Race and Equity Policy for New Haven Public School District and ensuring its implementation and progress monitoring.

District Equity Leadership Team Advisory Group

DELT-Advisory is composed of members from various stakeholder groups in New Haven Public School District (e.g. Board of Education, Central Office, Administrators, Teachers, Staff, Students, Parents, Community, Clergy) and is tasked with reviewing the policies and actions of the DELT prior to and during implementation, in order to provide feedback to the DELT.

PART THREE

POLICY GENERAL PURPOSE



ELIMINATE SYSTEMATIC DISPARITIES

To interrupt systems and behaviors that perpetuate inequities, NHPS will:

- Invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;
- Develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the presence and role of racism; and
- Eliminate practices resulting in predictable differences in success (e.g. academic, discipline, attendance, standardized test scores, college enrollment) for any student racial group compared to peers.

ENSURE SYSTEMIC EQUITY

NHPS will implement and lead from a system-wide racial equity plan that stands on four critical pillars:

- Students at the Center
- Culturally Relevant Leading, Teaching & Learning
- Equitable Alignment of Resources, Systems & Structures
- Family & Community Engagement.

Pillar 1: Students at the Center

We will align all district priorities and resources to achieve equitable outcomes for all students by:

- Intentionally seeking and including students' multiple racial perspectives in the development and implementation of culturally appropriate and relevant curriculum, instruction, and assessment; and
- Ensuring a positive and academically rigorous school environment that engages all students.

Pillar 2: Culturally Relevant Leading, Teaching & Learning

We will ensure that racial equity guides all employee actions and leads to improved academic results for a racially and ethnically diverse and changing student population by:

- Attracting, recruiting, employing, supporting, retaining, promoting, and continuously developing a workforce of racially conscious and culturally proficient administrative, instructional and support personnel;

Pillar 2 : Culturally Relevant Leading, Teaching & Learning (Cont.)

- Collaborating as teachers and administrators to ensure culturally proficient instructional practices, and culturally relevant curriculum and assessments;
- Eliminating practices that lead to the over- or under-representation of any student racial group (e.g. Advanced Placement courses); and

Pillar 3: Equitable Alignment of Resources, Systems & Structures

We will ensure that racial equity guides the alignment and allocation of resources, systems, and structures across the district by:

- Modeling racial equity in business practices;
- Replacing inequitable operational practices with systems that support implementation of this policy; and
- Focusing accountability systems and metrics on racially equitable results.

Pillar 4: Family & Community Engagement

We will develop and implement equitable practices for and with our students, their families, and our community by:

- Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and
- Inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

IMPLEMENTATION AND MONITORING

[in the policy] The Board directs the Superintendent and the District Equity Leadership Team to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measurable academic improvements for NHPS students. The Superintendent shall regularly report progress on the plan and outcomes.

LEGAL REFERENCES

- U.S. Const. amend XIV, § 1 (Equal Protection) 20 U.S.C. § 1703 (Equal Educational Opportunity) 42 U.S.C. § 2000c et seq. (Desegregation) 42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964) 42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964) 25 U.S.C. § 452 et seq. (Johnson-O'Malley Act)

Connecticut General Statutes

- 46a-60 Discriminatory employment practices prohibited.
- 10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")
- 10-153 Discrimination on account of marital status.
- 17a-101 Protection of children from abuse.
- Connecticut State Board of Education "Position Statement on Culturally Responsive Education," adopted May 4, 2011
- Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. 29 CFR 604.11, EEOC Guidelines on Sex Discrimination.
- Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq. 34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Connecticut General Statutes cont.

- Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (as) 62. Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
- 20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)
- *Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986)
- *Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998)
- *Gebbs v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998)
- *Davis v. Monro County Board of Education*, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

Connecticut General Statutes cont.

- The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38 U.S.C. S4212
- Title II of the Genetic Information Nondiscrimination Act of 2008
- The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008
- Public Law 111-256
- *Meacham v. Knolls Atomic Power Laboratory* 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)
- *Federal Express Corporation v. Hollowecki* 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)
- *Kentucky Retirement Systems v. EEOC* 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)
- *Sprint/United Management Co. v. Mendelsohn* 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Sources

- Singleton, Glenn. *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. 2nd Ed., Corwin, 2014.
- Saint Paul Public Schools. Racial Equity Policy (101.00). Saint Paul, MN. 2008.
- CAFE Policy Services. Equity and Diversity Policy Sample (0523). Wethersfield, CT. 2015.



For Immediate Release: Wednesday, October 14, 2020

Elm City Communities/HANH Contact: Maza Rey, mazrey@elmcitycommunities.org, c: (203) 927-8180

New Haven Public Schools: Keisha Redd-Hannans, keisha.hannans@new-haven.k12.ct.us, w: (475)220-1017

National Press Contact: Alex Edwards, edwards@tcf.org, 810-986-0880

Elm City Communities/Housing Authority of New Haven and New Haven Public Schools Selected as Inaugural Member of The Bridges Collaborative, A Nationwide Initiative to Advance Diversity, Equity, & Inclusion in Education

The first-of-its-kind collaboration connects 55 school and housing groups from 21 states, covering 3.5 million children; Represents the most significant grassroots effort focused on school integration in decades

[New Haven, CT] — Elm City Communities/Housing Authority of New Haven (ECC/HANH) and New Haven Public Schools (NHPS) announced today the selection to join the inaugural cohort of [The Bridges Collaborative](#), a first-of-its kind grassroots initiative to advance racial and socioeconomic integration and equity in America's schools. The Bridges Collaborative, which officially launches this week, is coordinated by The Century Foundation (TCF), a national think tank that has helped steer the conversation on school integration for decades.

The collaborative is unique in the world of K-12 education for its size, diversity, and mission. ECC/HANH and NHPS are joining 53 other organizations—including 27 school districts, 17 charter schools, and 11 housing organizations—which together represent more than 3.5 million children nationwide. Together, the collaborative spans more than 20 states and includes representatives from three of the five largest school districts in the country, along with other organizations of varying size, geographies, and student demographics. Other members of the cohort from the State of Connecticut include Capitol Region Education Council (CREC), Elm City Montessori, Hamden School District, and Hartford School District.

Currently, ECC/HANH serves 5,406 residents under the age of 18, many of whom attend New Haven Public Schools, but also include those in early childhood programs, regional magnet and local charter

schools, and all young adults working towards a GED certificate. As a HUD-designated Moving to Work (MTW) agency, ECC/HANH was able to create ECC Believes!—an educational, “cradle to career” initiative designed to assist students in achieving academic excellence, to support parents as they engage in their children’s education, and to help avail postsecondary opportunities to ECC’s young people (HANH 2014). This new partnership with The Bridges Collaborative aligns with the agency's push for all students to achieve academic success and to provide instrumental resources and supports for all residents to fulfill their goals.

"Often, people see housing and public education as separate and unrelated entities—but this is not the case. Our agency has always recognized the intersectionality and fought to desegregate both to create equitable opportunities and outcomes," said ECC/HANH President Karen DuBois-Walton. "Joining this innovative collaborative with NHPS and other districts/agencies in Connecticut could very well be the beginning of a bridge that will connect and create a statewide impact that catalyzes the change that has been needed for far too long."

NHPS district has over 20,000 students in its 44 schools and the largest magnet program in Connecticut. 7,365 students attend 20 different magnet schools with nearly 3,000 of those students coming from suburban towns. This also makes NHPS the district with the highest suburban enrollment within the state. NHPS district joining the collaborative alongside ECC/HANH will create a comprehensive cover from having both the education and housing side represented in this endeavor.

NHPS seeks to gain practical insight into collaborative efforts and leverage best practices around school integration, student diversity, and community perception of our schools. "We believe this collaborative will benefit our district as we pursue equitable outcomes for all students in our district; and work to eliminate multiple barriers of access to high quality schools and learning opportunities while reducing racial isolation fueled by neighborhood housing opportunities and school zoning," said Assistant Superintendent Keisha Redd-Hannans.

This unprecedented effort comes at a pivotal moment for the cause of school integration. Research has repeatedly [demonstrated the myriad positive benefits](#) for students who attend diverse and integrated schools, including higher test scores, higher graduation rates, and a host of positive social and civic outcomes. Despite the clear benefits, however, progress on integration has been extremely limited in recent decades—although those [trends are beginning to change](#), especially with growing awareness on the disparate impacts of COVID-19 on students and schools.

Over the next two years, the collaborative will serve as a hub for practitioners from across the country, providing school and housing leaders the opportunity to learn from one another, build grassroots momentum, and develop successful approaches for integration. The initiative is led by [Stefan Louis Lallinger](#), who most recently served as a Special Assistant to the Chancellor of the New York City Department of Education and is a former school principal in New Orleans. Lallinger’s grandfather, Louis Redding, was a lawyer who argued the landmark school desegregation case, *Brown v. Board of Education*, before the Supreme Court in 1954.

“Never before has there been an organization like the Bridges Collaborative. The sheer breadth and depth of knowledge and experience represented by the 55 groups in this cohort sends a clear message: we will deliver the high-quality, integrated school experience that the next generation deserves,” said **Stefan Lallinger, Director of the Bridges Collaborative at TCF**. “COVID-19 and the racial reckoning we’re experiencing underscore that the fight for racial and economic justice is far from over. To have any shot at winning that fight, we must first tackle the rampant inequities and segregation in our nation’s education system. That’s exactly what the Bridges Collaborative was built for.”

For more background, see the following resources:

- [Bridges Collaborative Information Packet](#)
- [Bridges Collaborative FAQ](#)

A full list of the inaugural members of the Bridges Collaborative is below.

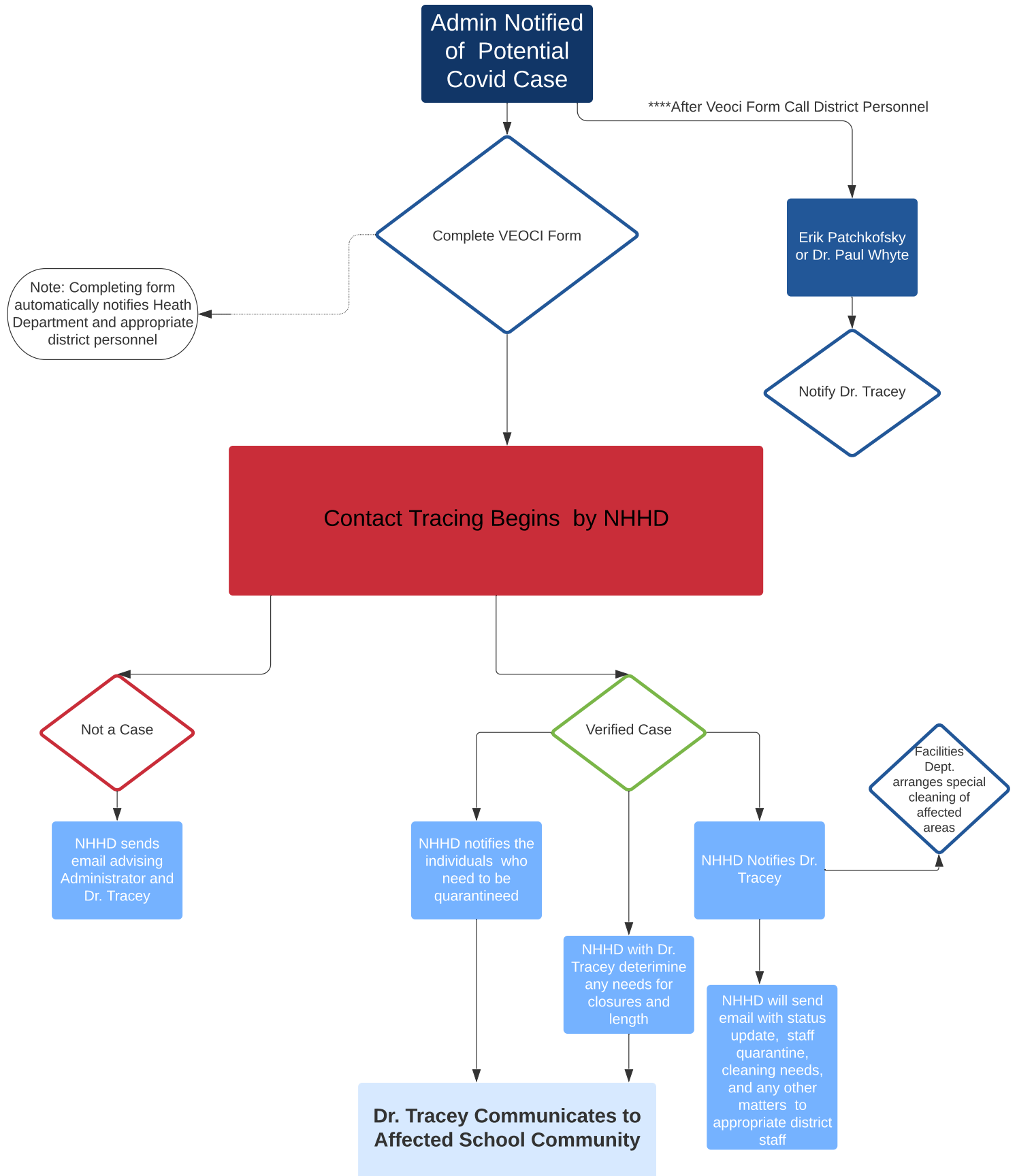
Inaugural Members of Bridges Collaborative (55 total)

###

About Elm City Communities/Housing Authority of the City of New Haven (ECC/HANH): We, at Elm City Communities, believe public housing is the foundation from which the American Dream will survive and thrive for generations to come. Our vision is a New Haven where every resident has a safe and decent home that they can afford and opportunities to fulfill their goals. Since becoming a HUD-designated Moving To Work (MTW) agency in 2000, Elm City Communities has become an incubator of innovation and an economic engine in New Haven, Connecticut. As a result, Elm City Communities has increased affordable housing choice, provided an array of self-sufficiency programs, created across the board cost savings measures, and spurred millions of dollars of indirect economic activity through redevelopment projects and job creation. Through the development and operation of affordable communities of choice and by providing opportunities for greater self-sufficiency in New Haven, we offer a lifeline to the American Dream.

NHPS Staff Reporting Protocol

As of October 9, 2020



School Staff Protocols

NHPS PRINCIPALS & STAFF

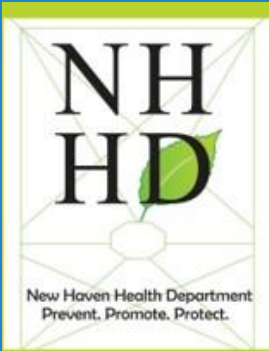
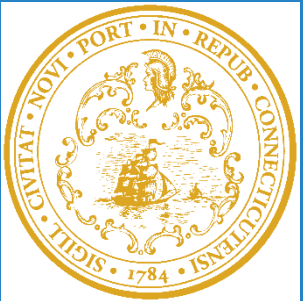
SEPTEMBER 30, 2020

PRESENTED BY MARITZA BOND, MPH

DIRECTOR OF HEALTH

JENNIFER VAZQUEZ

DIRECTOR OF PUBLIC HEALTH NURSING



Disclaimer

The information in this presentation is current as of September 30, 2020, unless otherwise noted, and subject to change.

Goals

- I. Learn COVID mitigation strategies in schools**
- II. Understand COVID case investigation and contact tracing in schools**
- III. Know the chain-of-command and communication protocol**
- IV. Know the roles of everyone involved to address/mitigate COVID-19**



DEFINITIONS

Case

An individual who tests positive for COVID-19

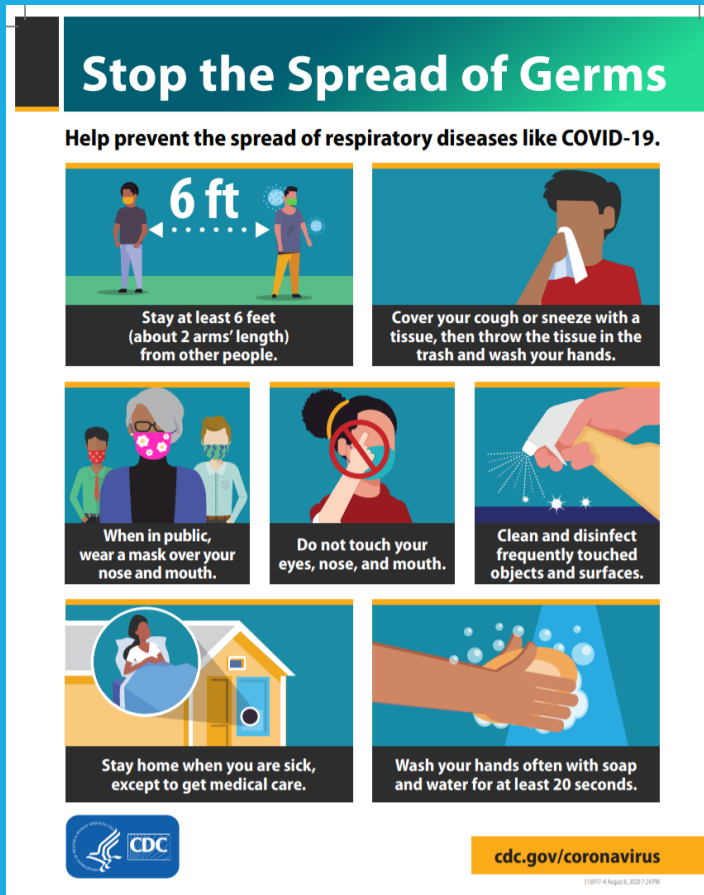
Contact

An individual who has been exposed to someone confirmed to be a case of COVID-19

Mitigation Strategies in Schools

Health Protocols

- Screening tool for families
- Control of flow of student/staff traffic to Nurses' office
- Strict attendance monitoring
- School nurse clearance following illness
- Rapid Assessment/Isolation of Symptomatic Students
- Recommendations to Parents
- Contact tracing/Case Investigation





NEW HAVEN PUBLIC SCHOOLS

Daily Home Screening for Students

Parents:
Please complete this short checklist each morning.
Please call your school nurse or
the COVID-19 Hotline at 203-946-4949 for questions or concerns

SECTION 1: Symptoms

Please check your child for these symptoms:

- Temperature 100.4 degrees or higher;
- Sore throat;
- **New** uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in cough from baseline);
- Diarrhea, vomiting, or abdominal pain;
- New onset of severe headache
- New loss of sense of taste or smell

OR

SECTION 2: Close Contact/Potential Exposure

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with a confirmed case of COVID-19; OR
- Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to SARS-CoV-2; OR
- Traveled to a state/territory/country on the travel advisory list (please see <https://portal.ct.gov/ct/coronavirus/travel> for the most up to date list of affected areas); OR
- Live in areas of high community transmission while the school remains open



- Child must remain at home, do not report to school
- Call School Office to Report Absence, please share what symptoms your child has
- Call your Pediatrician. If no Pediatrician, call the school nurse for guidance

- Child should report to school
- Don't forget your mask!



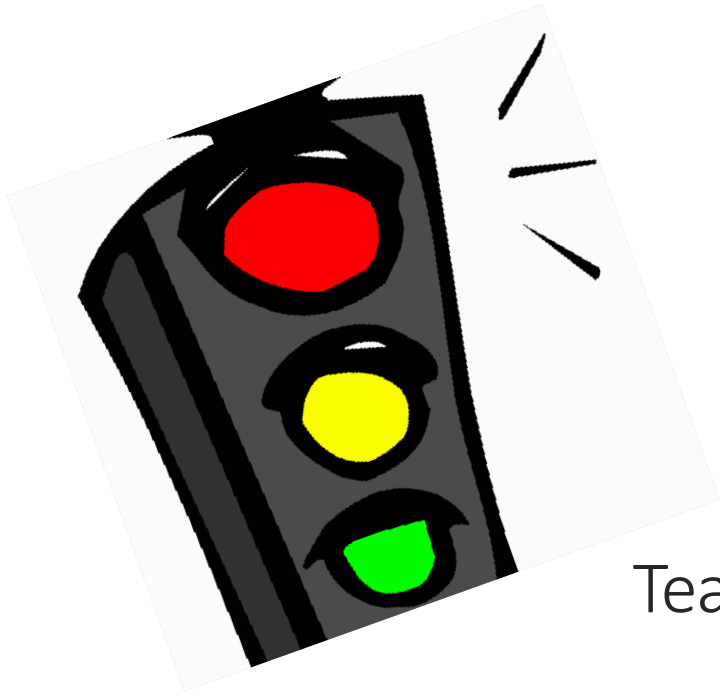
NEW HAVEN PUBLIC SCHOOLS

Return to School Following Illness

A student can return to school following illness if:

- The student is fever free for AT LEAST 24 hours without any fever reducing medication; AND
 - Any symptoms that student had have completely resolved; AND
 - The student has a note from a medical provider stating that the child is cleared to return to school; OR
 - The child has a document showing a negative COVID-19 test.
-
- Students **MUST** report to the school nurse upon return to school for clearance.
 - No student will be allowed to enter school following an absence until cleared by the school nurse.

Screening Tool for Families



TRAFFIC FLOW CONTROLS

Teachers to call prior to sending students

Limited waiting areas

Teachers to handle minor issues

Request routing AM meds be given at home when possible

Log of every person entering nursing office

Temp check upon entry to nursing office

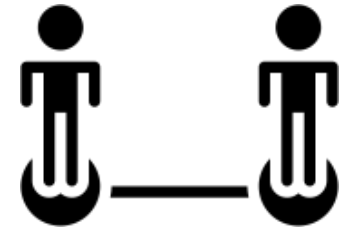
MITIGATION STRATEGIES



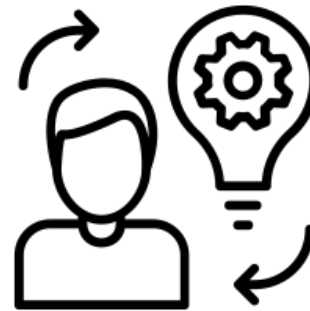
Face coverings/
ventilation



Disinfection



Social
Distancing



Process
Changes



Cohorting

Attendance Tracking/Clearance

- Parents report absence and symptoms
- If no parent call, school staff calls to verify absence and symptoms
- Parents notified of procedure to return to school
- School nurse receives report of absences and symptoms
- Follow up calls to families
- Recommendations for testing/PCP care
- Follow up/contact tracing as appropriate
- Review of case when student returns to school



Rapid Assessment/Isolation

- Teacher/Staff calls to alert nurse
- Nurse dons PPE as appropriate
- Child escorted to isolation area
- Temp upon arrival
- Assessment of symptoms
- Isolation
- Parent notification/follow up
- Dismissal
- Return to school in accordance with protocol



Staff Clearance



**DEPARTMENT OF
HUMAN RESOURCES**
54 Meadow Street, 2nd Floor
New Haven, Connecticut 06519
Phone 475-220-1000
Fax 203-946-8805

To: All School Based Staff (Administrators, Teachers, Paraprofessionals and Support Staff)
From: Department of Human Resources
Re: Reopening of Schools Protocol
Date: July 20, 2020

The following lays out the protocols applicable to all school-based staff as we reopen New Haven Public Schools during the COVID-19 crisis.

Procedures for Reporting to Work

Unless a Department/Union (or subdivision thereof) negotiates a different protocol, the following shall apply to determine whether a BOE/school employee may safely report to the worksite on each scheduled day of work.

- 1) Staff shall take their temperature in the morning prior to coming in to work. If a fever greater than 100 degrees is detected, employee shall immediately inform their supervisor and the designated "school health response leader" (SHRL) in their school (e.g. school nurse).
- 2) Staff will call their medical provider as soon as possible for medical evaluation and guidance.
- 3) Staff shall self-evaluate using the questions below and assess whether or not they have, or have had any of the following within the last 14 days:

<i>Either of these:</i>	<i>Or at least two of these symptoms:</i>	
Shortness of breath or difficulty breathing	Fever	Repeated shaking with chills
Cough	Chills	Muscle pain
	Headache	Sore throat
	New loss of taste or smell	

If staff member answers "yes" to any of the questions above, he or she must call their supervisor and the "school health response leader" and tell them "I did not answer NO to all of the questions this morning before work."

Staff will follow the protocols for isolation and return-to-work outlined in the NHPS Containment plan. The SHRL will confidentially monitor staff absences at each school related to Covid symptoms and share aggregate data with the New Haven Health Department to assess community transmission levels and to implement contact-tracing efforts.

If a staff member should feel unwell or have one of the symptoms listed above during the workday, they need to notify the direct supervisor/principal immediately, and then contact their health care provider.

If a staff member is aware of having contact with an individual who tested positive for COVID-19 in the last 14 days, they must inform their supervisor (household contact or outside of their home).

Social Distancing/Safety Precautions to Follow During the Workday

Staff are expected to practice proper social distancing. New Haven Public Schools adopts all the general safety precautions from the City Policy as applicable.

Cleaning/Disinfecting Procedures for the Workspace

New Haven Public Schools adopts the protocols enumerated in the City Policy regarding cleaning and disinfecting the work environment. The common areas within schools, offices and buildings, for which employees are responsible for cleaning before and after use, include the breakrooms, conference rooms, common workspaces and copy machines.

The following protocols are specific to promoting and maintaining appropriate social distancing.

Physical Changes:

Staff may notice physical changes to schools, offices and buildings to better align with regulations from State and Federal agencies. This could include the installation of plexi-glass, rearrangement of desks and workplaces, the removal of furniture and other physical elements implemented to keep you safe. In classrooms, desks will be spaced apart to allow for social distancing. In other shared spaces such as cafeterias, hallways, school nurse/SBHC suites, bathrooms, auditoriums and/or gyms, floor markings and signs indicating expectations for distancing, proper hygiene and masks will be present. Staff are expected to review, supervise and reinforce these expectations with students per school protocols to help mitigate the spread of any infectious illness.

Hand sanitizer will be provided to classrooms and throughout the buildings. Staff and students are encouraged to practice proper hygiene etiquette and frequent handwashing with soap/water, and if unavailable, with hand sanitizer throughout the day.

School Nurse/SBHC visits: If a student requests to see the school nurse or SBHC staff, teachers must call the health suite and speak with the nurse/staff before sending students, unless it is an emergency. The school nurse and administration will provide protocols and training for managing students with suspected respiratory illness.

Break Room/Teachers' Lounge/Restroom Procedures

- Breakroom must be limited to one person at a time; extra chairs will be removed.
- Doors to breakroom will remain open; if more than one door, doors will be designated as one-way only, and will be marked "exit" and "enter".

- Employees should stagger breaks/prep times, not congregate in the breakroom and shall not share food or utensils.
- All refrigerators will be closed for communal use.
- Water cooler, where applicable, must be cleaned after each touch.
- Microwave & toaster oven, if allowed to remain, must be cleaned after each touch.
- Employees will clean table, chair, and all surface areas after use, with awareness of staff who may be sensitive or allergic to cleansers and disinfectants.
- Staff must use restroom designated for staff members only. The use of restrooms in the school clinics are prohibited.

Procedures for Non-Employees or other Visitors

- In-person meetings should be avoided as much as possible.
- At the end of meetings with outside individuals, staff member must then clean and disinfect the area used, following the protocol outlined earlier.
- Staff members are to use a shared Outlook calendar with their building-based staff, when scheduling appointments for visitors to prevent appointments from overlapping.
- Visitors are urged to bring their own writing utensils when it is necessary for the visitor to sign-in or complete forms. We will continue to provide inexpensive pens, to be collected after use in a marked bin and cleaned periodically by the main office and/or support staff.
- Visitors /parents will be required to wear masks upon entering the building, and respond to screening questions before entering the building to determine whether the person have or has been potentially exposed to COVID-19.
- New Haven Public Schools will continue to follow state and local guidelines regarding the size of allowed gatherings, and as such, meetings may be required to be held virtually.
- New Haven Public Schools will continue to follow state and local guidelines regarding workplace travel.
- Virtual platforms are available to staff members for meetings as needed.

Procedures for Receiving Mail

- A designated bin inside the main office where incoming mail to be placed.
- Individual opening the mail should place mail in appropriate staff member's mailbox, rather than distributing mail throughout the building.
- After handling incoming mail, staff member should wash hands with soap and water for at least 20 seconds or use a hand sanitizer with at least 60% alcohol.

Work Schedules

- For those employees required to report to schools full or part time, in order to maintain proper social distancing, flexible or staggered hours to cover hours of operation may be considered to prevent too many individuals being in the workplace or office at the same time. For example, an employee may work a combination of working remotely and reporting to work, working from remotely half days, or alternating with other staff members the days of the week in which they physically report to the office.

As you return to your offices and workspaces, it is important that I remind you of the reasonable safety protocols you are expected to follow. With the understanding that it is unreasonable to expect that there will

be no risk in returning to your offices and workspaces, your collective behaviors not only further ensure your safety and well-being, but also ensure the safety and well-being of others working in your building.

The expectations for you upon your return to work are as follows:

- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Put distance between yourself and others (which is at least 6 feet).
- Cover your coughs and sneezes. Please sneeze into a tissue or the bend of your elbow.
- Cover your nose and mouth with a mask or face covering.
- The State of Connecticut requires each employee to wear a mask or other cloth material that covers his or her mouth and nose while in the workplace, except to the extent an employee is using break time to eat or drink.
- You can remove your masks in settings where you are working alone in segregated spaces such as cubicles with walls or private offices. You are, however, required to wear masks or face coverings from the time you enter the building until the time you arrive at your office/class or workstation and any time you are leaving your workstation and moving around common areas (i.e. hallways, stairwells, or going to the restroom).
- If you are ill/sick, do not report to work. This is especially important if your illness has symptoms that are associated with contraction of COVID-19. According to the CDC, the symptoms include fever or chills, cough, shortness of breath, fatigue, muscle or body aches, new loss of taste and smell, sore throat, stuffy or runny nose, nausea, vomiting, or diarrhea. The CDC also stipulates that this list may not include all possible symptoms.
- If applicable, not more than one person should be in an elevator at a time.
- If you need Lysol spray or another disinfect to help clean surfaces you may be touching on a regular basis (light switches, desks, keyboards, office phones, doorknobs) please contact the building custodian.

Avenues to Report Concerns

Safety is everyone's concern and priority—we are all in this together! In addition to the customary ways of calling attention to observed problems, such as speaking to one's supervisor or union representative, there are special mechanisms being set up specifically for the implementation and continued evolution and improvement related to returning to work during this COVID-19 crisis.

The State has established a 211 hotline to report violations.

Please continue to practice - to the extent possible - the guidelines issued by the CDC. Your safety and well-being are important.

DON'T PANIC



Make a plan



Have templates ready



Know who to call



Take care of
immediate health
needs

Case Reporting

<https://veoci.com/veoci/p/form/zvdzgrb4qu7f>

Erik Patchofsky
203-848-0425

COVID-19 ABSENCES

Step 1: Confirm the diagnosis

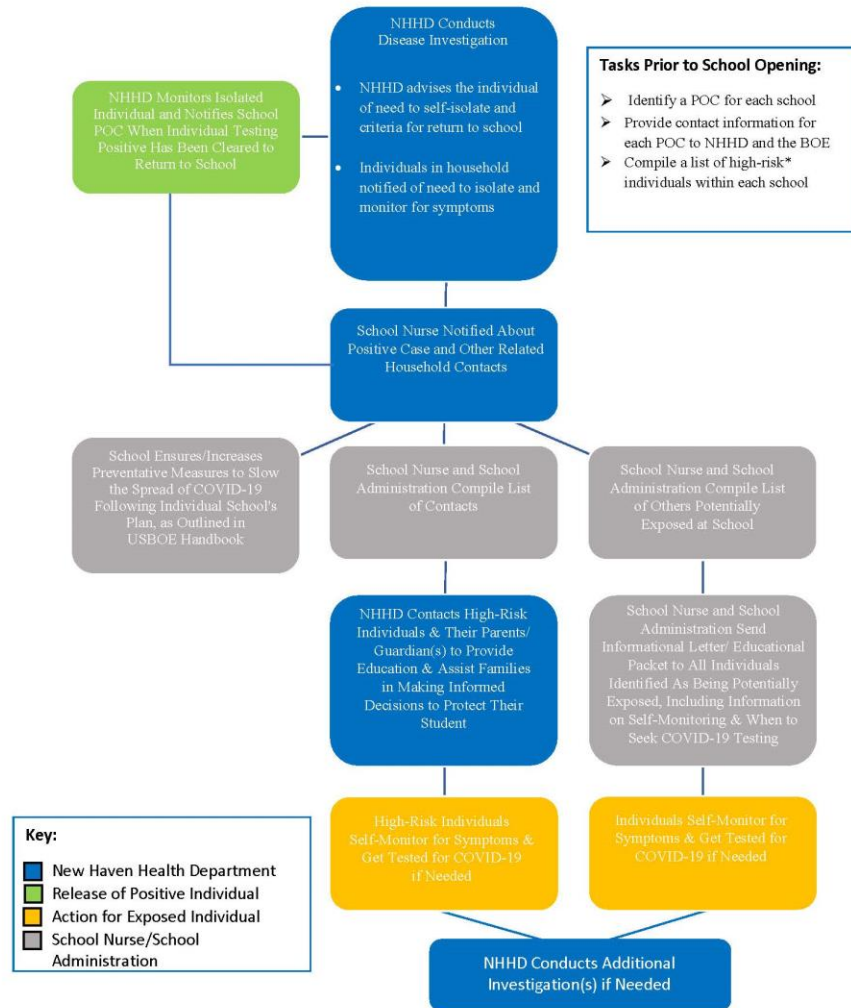
Collect the following information:

- Name
- Date of Birth
- Date of symptom onset
- Was lab testing done?
 - If yes, where?
 - Can the parent send you a copy of a lab result? Who is the ordering provider?
 - Date of specimen collection
- Last date in school

Step 2: School Nurse/Administrator will notify NHHD



Case Investigation and Contact Tracing in Schools (K-12) 2020-2021

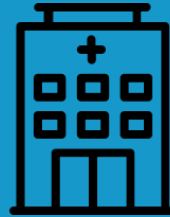


*See "High-Risk Individuals Defined" Handout

QUARANTINE

Anyone with a known contact to a case.

May be identified in many ways:



Anyone who is asked to quarantine cannot go to school and should stay home for 14 days after their last known exposure. They should stay away from others and use a separate bedroom/bathroom if possible.



IDENTIFYING EXPOSED INDIVIDUALS

What specific exposures occurred on the days an individual was in school while infectious?

Were these exposures confined to limited spaces? (e.g. a single class room, bus, etc.)

Were control measures in place to mitigate exposure in these settings?

Is it feasible to identify exposed individuals or are wider exclusions needed to review transmission?

COMMUNICATION

LHD

School Nurse or Administrator will notify NHHD ASAP

School

Follow chain-of-command in your school

Parents

Send out messaging to parents/staff

Public

Be prepared to deal with media inquiries

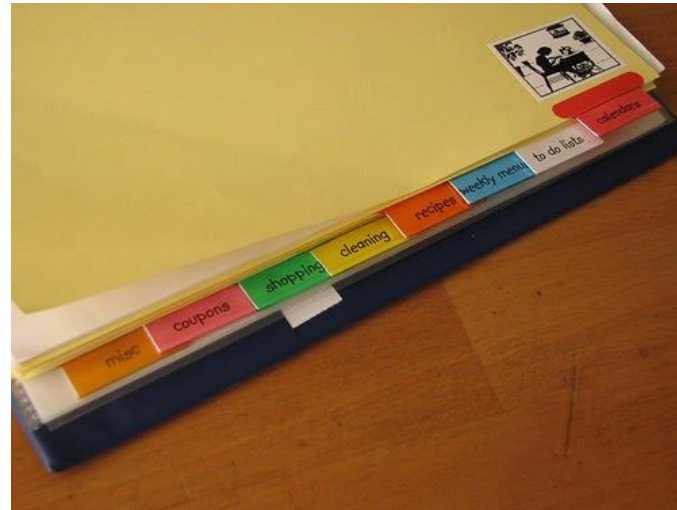
SHOULD WE SHUT DOWN?

School closures may occur on a case-by-case basis, in consultation with your local health department

- Less restrictive interventions such as excluding close contacts or classrooms is preferred, when feasible
- Widespread community transmission may prompt statewide or local closure advisories
- Indication of widespread transmission in a school may require school closure to control localized outbreaks
- Need time to assess appropriate public health control measures
- Large number of cases/contacts in a school make in-person learning infeasible



Virtual COVID-19 Binder



COVID-19 Resources

Protocol: Attendance Tracking



CITY OF NEW HAVEN
 COMMUNITY SERVICES ADMINISTRATION
 DEPARTMENT OF HEALTH
 54 Meadow Street, 9th Floor • New Haven, Connecticut 06519
 Phone 203-946-6999 • Fax 203-946-7234



MARITZA BOND MPH
 DIRECTOR OF HEALTH

Protocol Name:	Attendance Tracking and Contact Tracing	Number:	PHN 0003-2020
Applies to:	All NHPS Staff, Public Health Nurses		
Contact Person:	Jennifer Vazquez, Director of Public Health Nursing		
Effective Date:	July 1, 2020	Last Reviewed:	July 1, 2020
Authorized By:	Maritza Bond, Director of Health	Executed By:	Board of Health, Board of Education

Objective:

In light of COVID-19, it will be imperative that student attendance is carefully tracked and reported to the School Nurse.

Attendance Tracking:

- Attendance will be taken daily.
- Parents are asked to follow attendance protocols by calling the school to notify them of their child's absence and symptoms present.
- Parents and staff members should be aware of travel advisories in place and requirements for self isolation upon return from any affected areas.

Contact Tracing:

There are three components of exposure – intensity, frequency, and duration. In general, more intense, more frequent, and/or longer duration exposures have the potential to cause more harm. In the case of COVID-19, the risk of illness can be reduced through interventions that reduce any or all of these three characteristics: What factors determine risk? While exposure is largely a function of intensity, frequency, and duration, risk is determined by many additional factors. Most importantly, personal risk is dependent on individual susceptibility. For example, this may be a function of age, gender, pre-existing conditions, or genetics. For these reasons, two people with the same exposure may have very different risk. Discussions of risk can also be

subjective, in that they depend on personal risk tolerance. Last, risk is a function of factors outside of the individual, including the local healthcare capacity, the efficacy of available treatments, and the extent of spread in the underlying community. Two people with the same exposure may have very different risk. Intensity of exposure to SARS-CoV-2 may be minimized by physical distancing because the amount of SARS-CoV-2 in the environment around an infectious person is highest closest to the infectious person. Additionally, infectious people following respiratory etiquette (i.e., cover nose/ mouth when coughing or sneezing) and wearing masks reduces exposure intensity to people nearby. Frequency of exposure to SARS-CoV-2 may be minimized by reducing how often someone is in close contact with individuals outside the home who may be infectious. Duration of exposure to SARS-CoV-2 may be minimized by spending less overall time inside in close contact with others.

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

- If any individual in the school community (student or staff), tests positive for COVID-19, the school nurse, in collaboration with school administrators, will collaborate with the New Haven Health Department to conduct contact tracing and to determine the quarantining of individuals as necessary.
- Contact tracing will be documented in the ContaCT contact tracing system used by the New Haven Health Department.
- Families and staff will be notified of positive cases in the school community while protecting the identity of any impacted individual.
- The New Haven Health Department and Superintendent of Schools will collaborate on any necessary school closures.
- Connecticut Department of Public Health criteria for determining temporary or prolonged school closures will be followed.

The following guidelines will be enacted as needed following discussion of the case with the New Haven Health Department.

- If a student or teacher tests positive** for COVID-19 the entire class cohort should be quarantined for 14 days.
- The students and teacher in the same cohort should be monitored under the guidance of the school nurse for COVID-19 symptoms over the 14 day period.
 - The classroom and associated common areas shall be cleaned and disinfected in accordance with the most current CDC guidelines relating to COVID-19 affected areas.
 - For contact tracing purposes a 48-hour lookback prior to the onset of symptoms will be utilized to identify potential close contacts.
 - All students on the bus, as well as the bus driver, may need to be quarantined.

If a household contact of a student or teacher is a laboratory confirmed COVID-19 case, that particular student or teacher should be removed from the class for a minimum of 14 days.

- The remaining students should be monitored under the guidance of the school nurse for COVID-19 related symptoms over that time period.
- The classroom and associated common areas shall be cleaned and disinfected in accordance with the most current CDC guidelines relating to COVID-19 affected areas.
- For contact tracing purposes a 48-hour lookback prior to the onset of symptoms will be utilized to identify potential close contacts.

A driver on a bus tests positive for COVID-19, who must be quarantined from that bus?

- All students who ride this bus with this driver would be quarantined.

A student or teacher with a laboratory confirmed case of COVID-19 can return to school under the following conditions:

- The person has had NO fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers) AND other symptoms have improved (for example, when your cough or shortness of breath have improved) AND at least 10 days have passed since symptoms first appeared).

Other scenarios are also possible. It is important the school nurse, school administrators, NHPS Central Office staff and New Haven Health Department staff work together to identify potential or confirmed cases and follow recommended actions in response.

School Health Medical Advisor


Date

Student Absence Reporting


Student Illnesses and Absences

Student Name REQUIRED


Date of Birth REQUIRED


School Name REQUIRED

Absence Date REQUIRED

Absence reason REQUIRED

SUBMIT

<https://veoci.com/v/p/form/nfpfj5wgredd>

Protocols: Isolation Room



CITY OF NEW HAVEN
 COMMUNITY SERVICES ADMINISTRATION
 DEPARTMENT OF HEALTH
 54 Meadow Street, 9th Floor • New Haven, Connecticut 06519
 Phone 203-946-6999 • Fax 203-946-7234



MARITZA BOND, MPH
 DIRECTOR OF HEALTH

Protocol Name:	COVID-19 Recognition, Isolation, Dismissal and Follow up of students and staff in schools with Influenza Like Illness or Symptoms of COVID-19		Number:	PHN 0001-2020
	Protocol for Identification and Management of Influenza Like Illness and Mitigation of Risk			
Applies to:	All NHPS Staff, Public Health Nurses			
Contact Person:	Jennifer Vazquez, Director of Public Health Nursing			
Effective Date:	July 1, 2020	Last Reviewed:	August 11, 2020	
Authorized By:	Maritza Bond, Director of Health	Executed By:	Board of Health, Board of Education	

Definition

Influenza like illnesses can include many illnesses including influenza, pandemic influenza, and/or COVID-19 among others. COVID-19 is a respiratory illness spread by person to person contact through respiratory droplets. Symptoms appear 2-14 days after exposure to the virus. Symptoms of COVID-19 may include any of the following: cough, shortness of breath/difficulty breathing, fever/chills, repeated shaking with chills, muscle/body aches, headache, sore throat, and new loss of taste or smell.

To control transmission of the virus, it will be important to emphasize that any staff, students or visitors who exhibit any of these symptoms will not be permitted to enter any school building. Face masks or cloth face coverings must be worn at all times to protect others from respiratory droplets. Hand hygiene is another important tool in protecting the school community from COVID-19.

Identification of Suspected COVID-19 or influenza like illness

Prior to sending any child who appears to have potential symptoms of COVID-19 or an influenza like illness to the School Nurse, Teachers or Administrators will call the School Nurse. The Teacher/Administrator will advise the School Nurse of the signs/symptoms that the student is exhibiting/reporting. An adult staff member will accompany the student to School Nurse's office.

The School Nurse will conduct a temperature check and assessment of the student. If a student reports and/or exhibits any of the following signs/symptoms, the student will immediately be isolated: difficulty

breathing/shortness of breath, new loss of taste/smell, cough, muscle/body aches, headache, sore throat, fever/chills, or repeated shaking with chills.

School Nurses will perform hand hygiene and will don PPE prior to entering the Isolation Room. This PPE will include gown, gloves and mask. Upon exiting the room, the School Nurse will doff PPE and dispose of it at the entrance of the Isolation Room. Hand Hygiene will be immediately performed.

Parent/guardian will be immediately notified of request for immediate pick up of the student. Student will remain in the isolation room until parent arrives. Student belongings will be brought to the isolation room in preparation for dismissal. Upon parent arrival, the School Nurse or adult staff member will escort the student to the door. Parents will not be permitted to enter the school building.

The School Nurse will make recommendations based on student history, assessment and presentation for testing and/or home isolation. The School Nurse will ask the parent to call with status update on testing/pediatrician diagnosis.

Students dismissed for symptoms of COVID-19/influenza like illness will be allowed to return to school with a note from a medical provider stating that the student has a diagnosis other than COVID-19 or a negative COVID-19 test result. If no medical provider documentation is available, the student will be excluded from school per the CT State Department of Education Addendum 5.

Following dismissal of a student from the Isolation Room, the School Nurse will close off the Isolation Room for cleaning/disinfecting. Custodians will be called for immediate cleaning/disinfection. Custodians must wear full PPE when cleaning the Isolation Room.

Contact tracing will be conducted as appropriate with School Administrators, the School Nurse, and the New Haven Health Department.

Protocol: Return to School



CITY OF NEW HAVEN
 COMMUNITY SERVICES ADMINISTRATION
 DEPARTMENT OF HEALTH
 54 Meadow Street, 9TH Floor • New Haven, Connecticut 06519
 Phone 203-946-6999 • Fax 203-946-7234



Protocol Name:	COVID-19 Recognition, Isolation, Dismissal and Follow up of students and staff in schools with Influenza Life Illness or Symptoms of COVID-19		Number:	PHN 0001-2020
	Protocol for Identification and Management of Influenza Life Illness and Mitigation of Risk			
Applies to:	All NHPS Staff, Public Health Nurses			
Contact Person:	Jennifer Vazquez, Director of Public Health Nursing			
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Contact tracing will be conducted as appropriate with School Administrators, the School Nurse, and the New Haven Health Department.

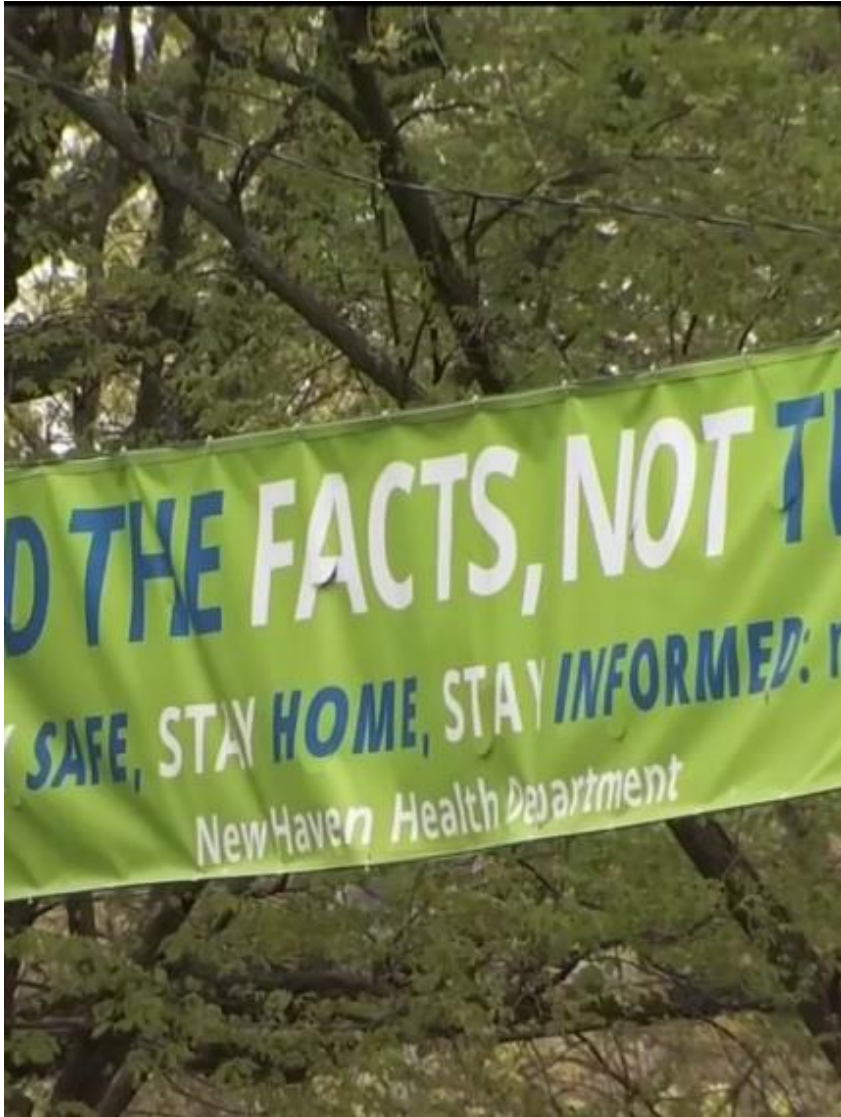
Event	Location of Event	Testing Result	Isolation/Quarantine Isolation – when you are experiencing symptoms or have a confirmed diagnosis of COVID-19 Quarantine – when you have been exposed but you are not experiencing symptoms
Individual has COVID-19 symptoms¹ but has NOT had close contact² to a person diagnosed with COVID-19	<p>If at home: stay home, notify the school immediately (do not wait until the beginning of the next school day), and get tested.</p> <p>If at school: students should remain masked, adhere to strict physical distancing, be assessed by the school nurse or school medical advisor (if available), stay in the isolation room (with adult supervision), until picked up to go home, consult a healthcare provider, and get tested. If symptoms arise on the bus, students should remain masked and follow the remaining measures listed above upon arrival to school. They must not be sent home on the bus.</p> <p>If at school: staff members should remain masked, adhere to strict physical distancing, immediately contact leadership (per district protocols), go home, consult a healthcare provider, and get tested.</p> <p>If a staff or student is ill enough to require transport to a healthcare facility, notify EMS that COVID-19 is a concern.</p>	Individual tests ³ negative	Return to school once there are no symptoms for 24 hours .
		Individual tests positive	<p>Remain home (except to get medical care), monitor symptoms, notify the school immediately, notify personal close contacts, assist the school in contact tracing efforts⁴, and answer phone calls from public health officials/ contact tracing staff.</p> <p>Stay in self-isolation⁵ for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever⁶ (without fever-reducing medications) and with improvement in other COVID-19 symptoms.</p>
		Individual is not tested	<p>Stay in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other symptoms.</p> <p>Can return to school earlier if obtains note from healthcare provider with alternate diagnosis.</p>

Event	Location of Event	Testing Result	Isolation/Quarantine Isolation – when you are experiencing symptoms or have a confirmed diagnosis of COVID-19 Quarantine – when you have been exposed but you are not experiencing symptoms
Individual has COVID-19 symptoms¹ AND had close contact² to a person diagnosed with COVID-19	<p>If at home: stay home, notify the school immediately (do not wait until the beginning of the next school day), and get tested.</p> <p>If at school: students should remain masked, adhere to strict physical distancing, be assessed by the school nurse or school medical advisor (if available), stay in the isolation room (with adult supervision), until picked up to go home, consult a healthcare provider, and get tested. If symptoms arise on the bus, students should remain masked and follow the remaining measures listed above upon arrival to school. They must not be sent home on the bus.</p> <p>If at school: staff members should remain masked, adhere to strict physical distancing, immediately contact leadership (per district protocols), go home, consult a healthcare provider, and get tested.</p> <p>If a staff or student is ill enough to require transport to a healthcare facility, notify EMS that COVID-19 is a concern.</p>	Individual tests negative	Stay in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other symptoms.
		Individual tests positive	<p>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist public health and the school in contact tracing efforts.</p> <p>Stay in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other symptoms.</p>
		Individual is not tested	Stay in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other symptoms.

Event	Location of Event	Testing Result	Isolation/Quarantine Isolation – when you are experiencing symptoms or have a confirmed diagnosis of COVID-19 Quarantine – when you have been exposed but you are not experiencing symptoms
Individual does not have COVID-19 symptoms BUT had close contact² to someone diagnosed with COVID-19	<p>If at home: stay home, notify the school immediately (do not wait until the beginning of the next school day), and get tested.</p> <p>If at school: students should remain masked, adhere to strict physical distancing, be assessed by the school nurse or school medical advisor (if available), be picked up to go home, consult a health care provider, and get tested. Students who do not have symptoms may remain in the health room until they are picked up, they do not have to be sent to the isolation room. They must not be sent home on the bus.</p> <p>If at school: staff members should remain masked, adhere to strict physical distancing, immediately contact leadership (per district protocols), go home, consult a healthcare provider, and get tested.</p>	Individual tests negative	Remain home in self-quarantine ⁷ for 14 days from last exposure to the person diagnosed with COVID-19.
		Individual tests positive	<p>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist public health and the school in contact tracing efforts.</p> <p>Stay home until 10 days have passed since date of the positive COVID-19 test.</p>
		Individual is not tested	Remain home in self-quarantine for 14 days from last exposure to the person diagnosed with COVID-19.

School Health Medical Advisor _____

Date _____



Summary

- New Haven Public Schools and New Haven Health Dept will work together to address COVID-19 case investigation and contact tracing
- Mitigation strategies will be applied consistently in tandem with developing guidelines and continuing evaluations of COVID activity
- Everyone must do their due diligence and part to help address COVID-19 promptly and to prevent exposures: parents, children, and staff/employees
- **Stay up-to-date** on CDC guidelines and state/local guidance/resources:
 - <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>
 - <https://portal.ct.gov/Coronavirus>
 - <https://covid19.newhavenct.gov>

COVID-19 OFFICE HOURS

The New Haven Health Department/Bureau of Nursing
Will host weekly COVID-19 Office Hours

Fridays 3:00pm-4:00pm

Join us on Zoom to share your questions or concerns!

Join Zoom Meeting

Phone one-tap:	US: +13017158592 or +13126266799
Meeting URL:	https://newhavenct.zoom.us/j/93274662060?pwd=Qjd1ZkU0RUUpBMjBUY1NmVFB1VEJ3QT09&from=msft
Meeting ID:	932 7466 2060
Password:	6McE43\$?

Resources

- CT DPH “Contact Tracing: Recommendations for K-12” Presentation
- CDC: <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>
- CT DPH: <https://portal.ct.gov/Coronavirus>
- City of New Haven COVID-19 Webpage: <https://covid19.newhavenct.gov>

QUESTIONS???

New Haven Health Department

Jennifer Vazquez, DNP

Director of Public Health Nursing

jvazquez@newhavenct.gov

Transitioning to the Hybrid Model

*Hybrid Model
Ivelise Velazquez,
Assistant Superintendent
of Curriculum and Instruction
October 13, 2020*



Please check [NHPS Hybrid Model Defined](#) on the district website.

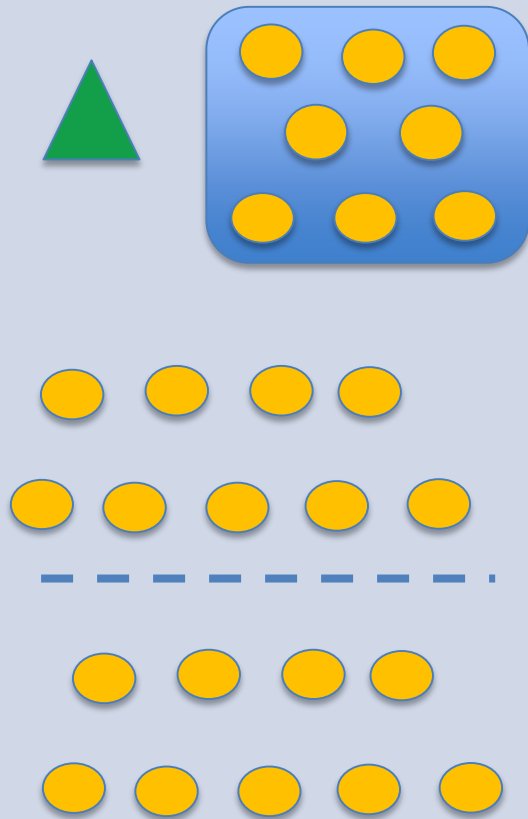
- Students in preschool – 3rd grade attend 4 days a week in person and one day remotely.
- Students in 4th grade to 12 grade attend 2 days in person and three days remotely.
- Families may still opt for the full remote option and join peers for live instruction via devices.
- All attend remotely on Wednesday which is a deep cleaning day.

Hybrid Model in Pictures



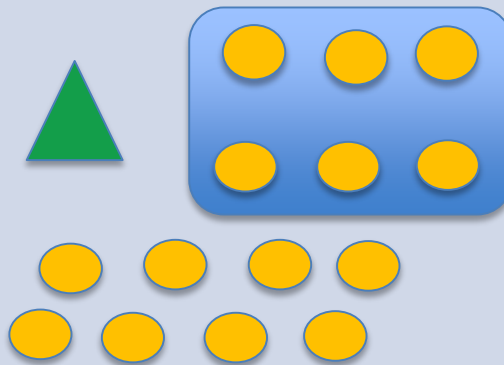
NEW HAVEN PUBLIC SCHOOLS

Preschool– 3rd Grade

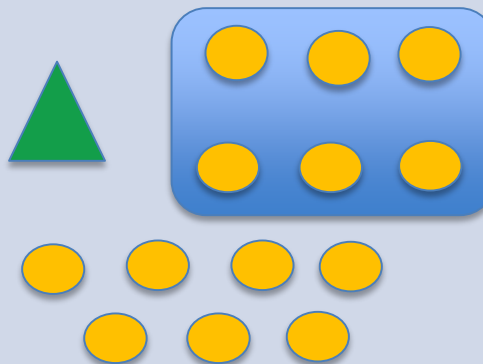


Intermediate Grades

Group A: Mon/Tues



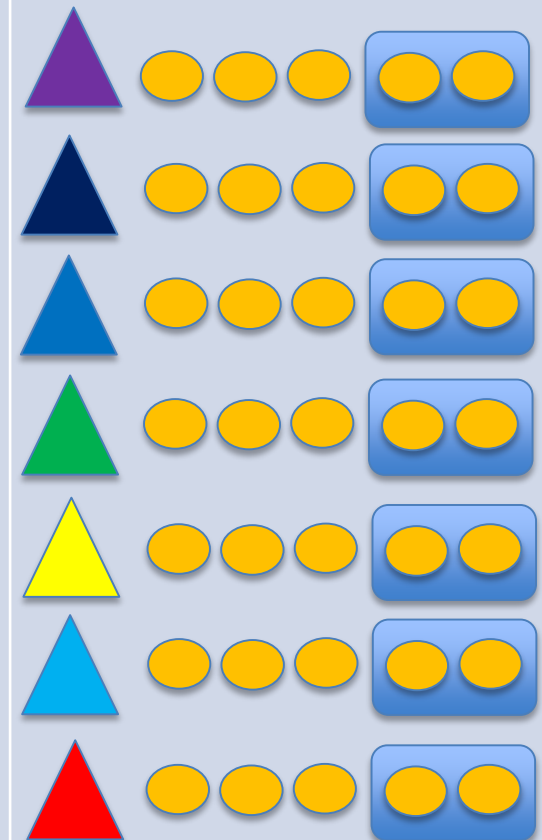
Group B: Thurs/Friday



Middle & High School

Group A: Mon/Tues

Group B: Thurs/Friday



Sample Block of Instruction



NEW HAVEN PUBLIC SCHOOLS

Preschool – 3rd Grade

Together	In-Person	Remote
Read Aloud 20 min	Book Discussion 20 min	Journal/Draw Response 20 min
	Journal/Draw Response 20 min	Book Discussion 20 min
Phonics 20 min	Guided Practice 10 min	Online Phonics 10 min
	Online Phonics 10 min	Guided Practice 10 min
Just Right Reading Groups 60 min	Meet With Teacher & Independent Reading	Independent Reading & Meet With Teacher

Intermediate – High School

Together	In-Person	Remote
Do Now or Mini Lesson 15		
	Small Group Lessons 30 min	Independent Assignments 30 min
	Independent Assignments 30 min	Small Group Lessons 30 min
Closing 5 min		

Teacher plans for lessons in shorter segments of time with small groups and rotates to students across a weeks time.

Strengths and Challenges



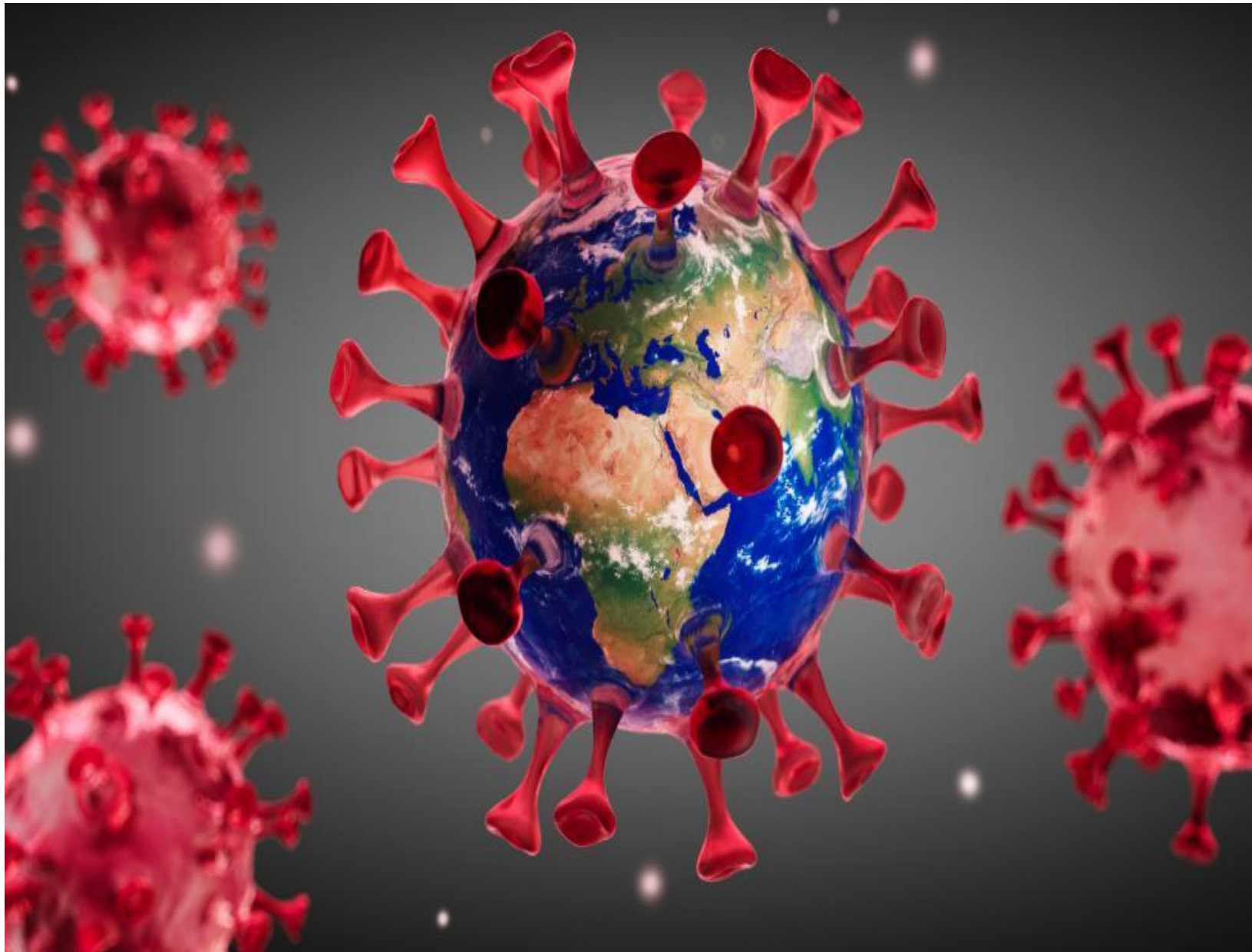
NEW HAVEN PUBLIC SCHOOLS

- Strength: Students, whether in person or remote, will receive four days of instruction.
- Challenge: In-person instruction will require a transition to ensure safety and a two week period where students will receive 2 days of “live” instruction and 3 days of assignments.
- Strength: Students have access to their teachers all day rather than half day or a shortened day, on instructional days.
- Challenge: To the extent possible, students and families opting to remain fully remote must attend all day as well.
- Strength: Wednesdays provides a day for deep cleaning and a time for teachers to have more planning/collaboration.

New Haven Schools Ventilation Evaluations**SCHEDULE**

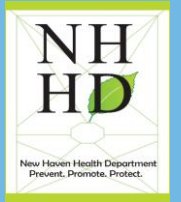
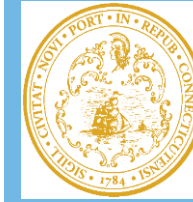
School	Site Visit	Preliminary Findings*
Clarence Rogers Magnet School (3-8)	9/25/20	10/13/20
Katherine Brennan Magnet School (PreK-2)	9/25/20	10/13/20
James Hillhouse High School	9/25/20	10/13/20
Clemente Leadership Academy (K-8)	9/29/20	10/13/20
Hill Regional Career High School	9/29/20	10/13/20
John C. Daniels Magnet School (PreK-8)	9/29/20	10/13/20
Hill Central Music Academy (PreK-8)	9/29/20	10/13/20
Betsy Ross Arts Magnet School (5-8)	10/1/20	10/13/20
Truman School (PreK-11)	10/1/20	10/13/20
Riverside Academy	10/1/20	10/13/20
Sound School	10/1/20	10/13/20
Beecher Magnet School (PreK-8)	10/13/20	10/15/20
Troup School (PreK-8)	10/13/20	10/15/20
Davis Street Magnet School (PreK-8)	10/13/20	10/15/20
Celentano Magnet School (PreK-8)	10/13/20	10/15/20
Bishop Woods Executive Academy (K-8)	10/13/20	10/15/20
Quinnipiac Magnet School (K-4)	10/13/20	10/15/20
Coop Arts & Humanities High School	10/15/20	10/19/20
Metropolitan Business Academy	10/15/20	10/19/20
Engineering & Science University Magnet School (6-8)	10/15/20	10/19/20
Engineering & Science University Magnet School (9-12)	10/15/20	10/19/20
Barnard Magnet School (PreK-8)	10/20/20	10/22/20
Edgewood Magnet School (K-8)	10/20/20	10/22/20
Mauro/Sheridan Magnet School (PreK-8)	10/20/20	10/22/20
West Rock STREAM Academy (PreK-4)	10/20/20	10/22/20
King/Robinson Magnet School (PreK-8)	10/20/20	10/22/20
Lincoln-Bassett School (PreK-6)	10/20/20	10/22/20
Wexler/Grant School (PreK-8)	10/22/20	10/26/20
W. Hooker School (3-8)	10/22/20	10/26/20
W. Hooker Elementary School (K-2)	10/22/20	10/26/20
East Rock Magnet School (PreK-8)	10/22/20	10/26/20
New Haven Academy	10/27/20	10/29/20
High School In the Community	10/27/20	10/29/20
Conte West Hills Magnet School (PreK-8)	10/27/20	10/29/20
John S. Martinez Magnet School (PreK-8)	10/27/20	10/29/20
Columbus Family Academy (PreK-8)	10/27/20	10/29/20
Clinton Avenue School (K-11)	10/27/20	10/29/20
Fair Haven School (PreK-8)	10/29/20	11/2/20
Ross Woodward Magnet School (PreK-8)	10/29/20	11/2/20
Elm City Montessori School (PreK-1)	10/29/20	11/2/20
Jepson Magnet School (PreK-8)	10/29/20	11/2/20
Nathan Hale School (PreK-8)	10/29/20	11/2/20
Strong Magnet School (K-4)	10/29/20	11/2/20
Wilbur Cross High School	9/18, 9/23	10/13/20

*Detailed report will be submitted at a later date.



COVID-19 UPDATE

NHPS



Presented by
The New Haven Health Department



DISCLOSURE

This information is accurate as of October 9, 2020
and is subject to change



OVERVIEW

The NHHD presents this update in an effort to safely reopen schools including:

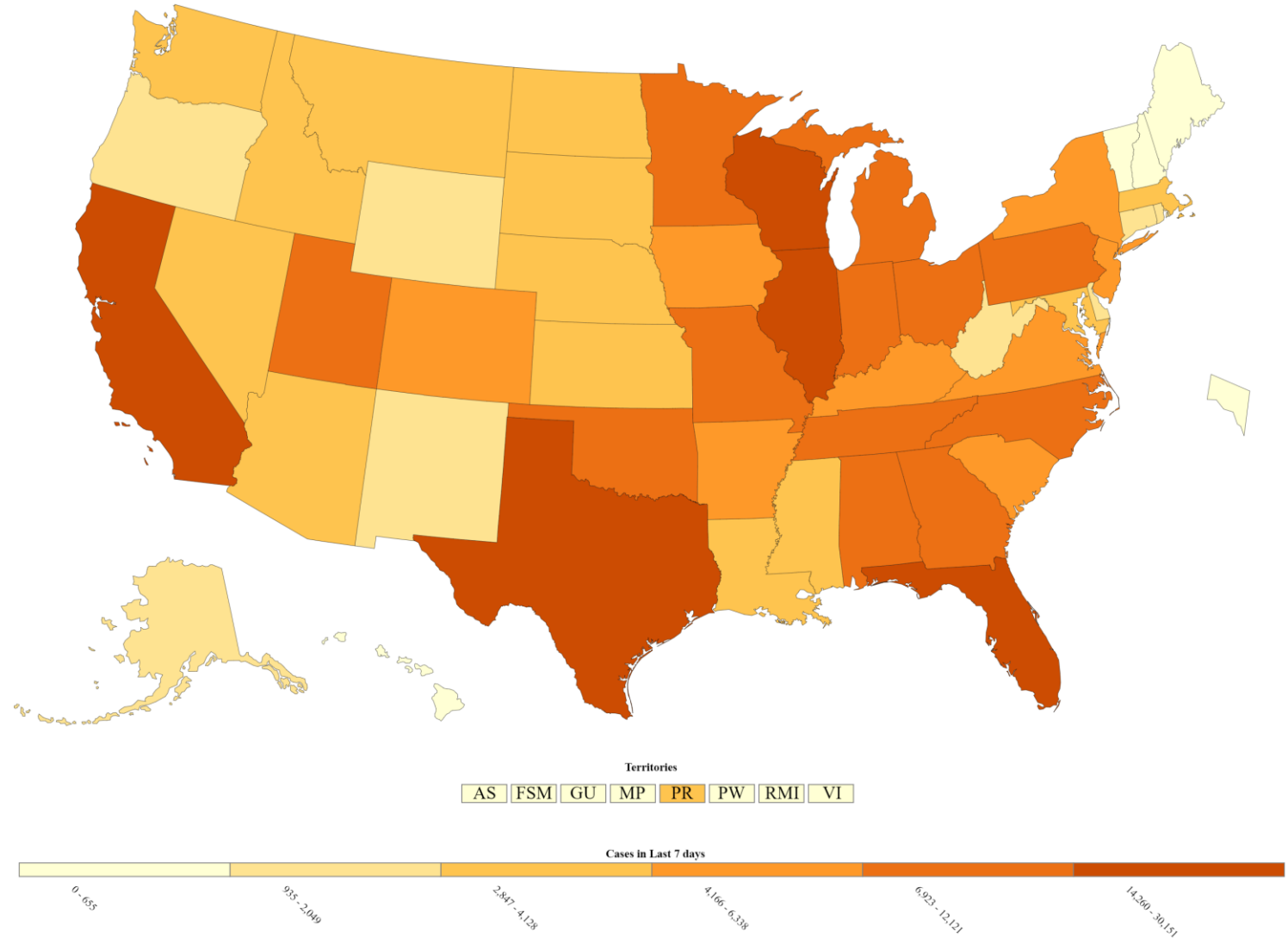
- Updated data metrics
- School building inspections
- Testing calendar for New Haven Public Schools
- Contact tracing in schools

COVID-19 IN UNITED STATES (LAST 7 DAYS) (CDC)

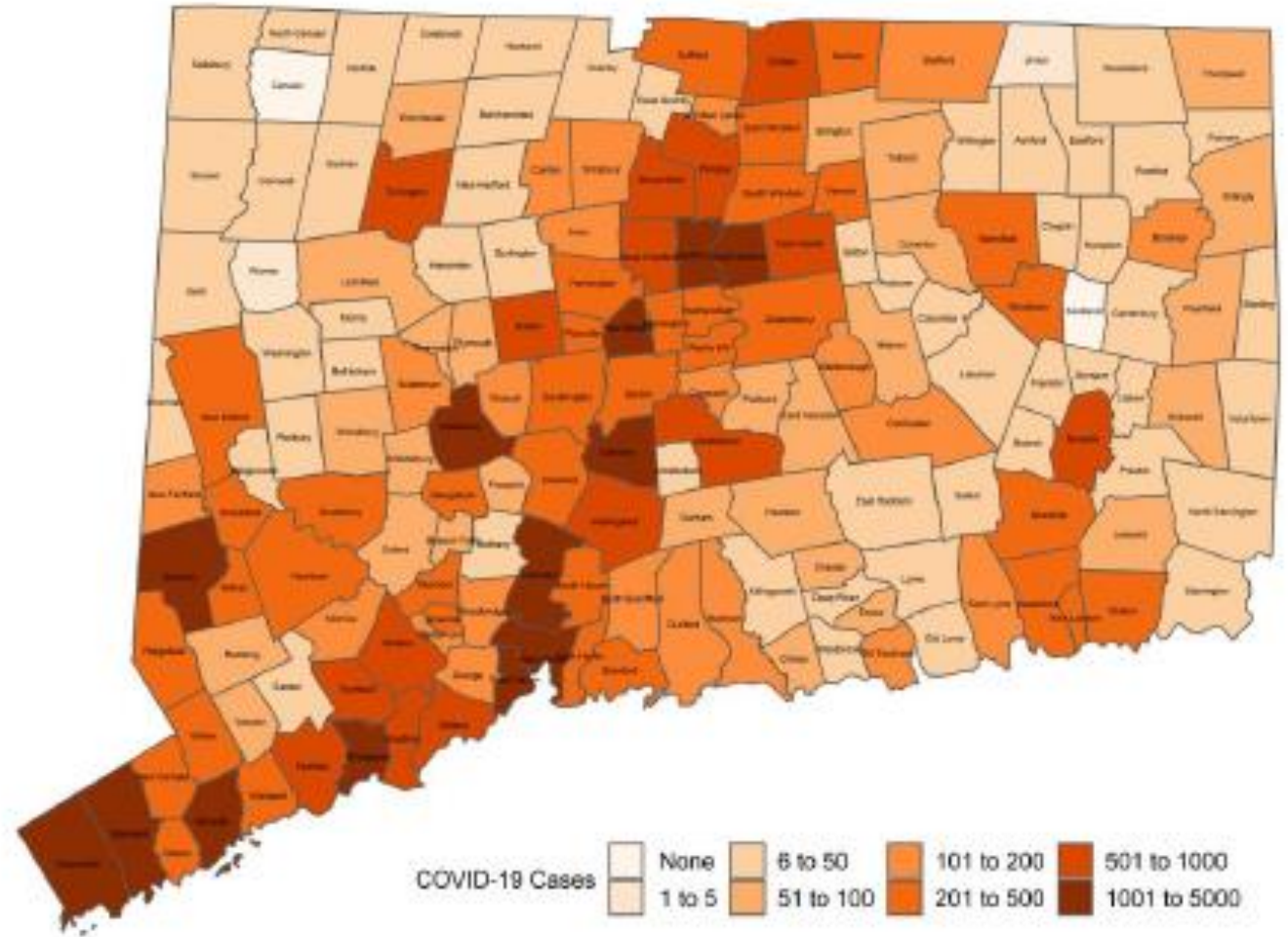
TOTAL CASES
7,475,262
+38,984 New Cases

TOTAL DEATHS
210,232
+672 New Deaths

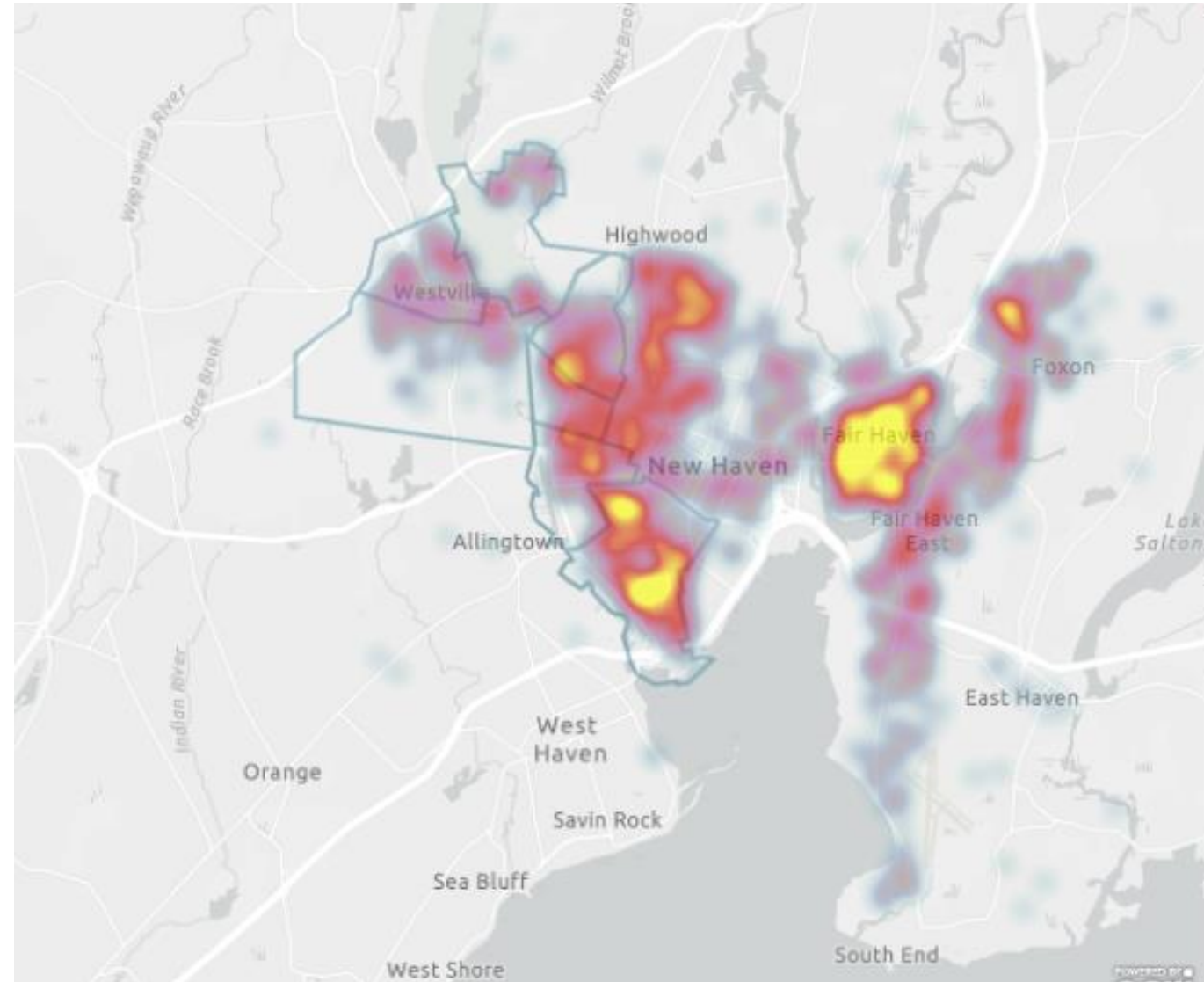
TOTAL CASES IN LAST 7 DAYS
307,191



CUMULATIVE COVID-19 CASES IN CT (CT DPH)



CITY OF NEW HAVEN CASE ACTIVITY (CUMULATIVE CASES)



TESTING PARTNERS

All testing partners in New Haven will support this effort

Murphy Medical Associates

Yale New Haven Hospital (Mobile RV Testing)

Fair Haven Community Health Center

Cornell Scott Hill Health Center



EXISTING COMMUNITY TESTING AVAILABILITY

Agency	ADDRESS	Day/Time	Neighborhood
Murphy Medical Associates	New Haven Green	Wed 8am-4pm	Downtown
Murphy Medical Associates	1319 Chapel Street	Monday 12-5 Thursday 12-5	Dwight
Cornell Scott Hill	226 Dixwell Avenue	8:30-4:30 M-F	Dixwell
Cornell Scott Hill	428 Columbus Avenue	10am-1pm M-F	Hill
Yale Mobile RV New Haven Green	New Haven Green	Various Days	Downtown
Yale Mobile RV Bishops Woods	185 Barnes Avenue, New Haven	Various Days 9am-3:30pm	Quinnipiac Meadows
Yale Mobile RV Whalley Avenue (Walgreens Parking Lot)	1471 Whalley Avenue, New Haven	Various Days 8am-6pm	Amity
Fair Haven Community Health Center	374 Grand Avenue, New Haven	9am-4:30pm	Fair Haven



TEST SITE CALENDAR FOR NHPS

OTHER IMPORTANT INFORMATION

- Voluntary testing.
- Results 24-48 hours.
- Testing regardless of insurance status.
- Families can test at school their student attends or neighborhood school.
- Estimated 3-4 weeks to complete all schools.
- 1 week lead time to plan and provide messaging.



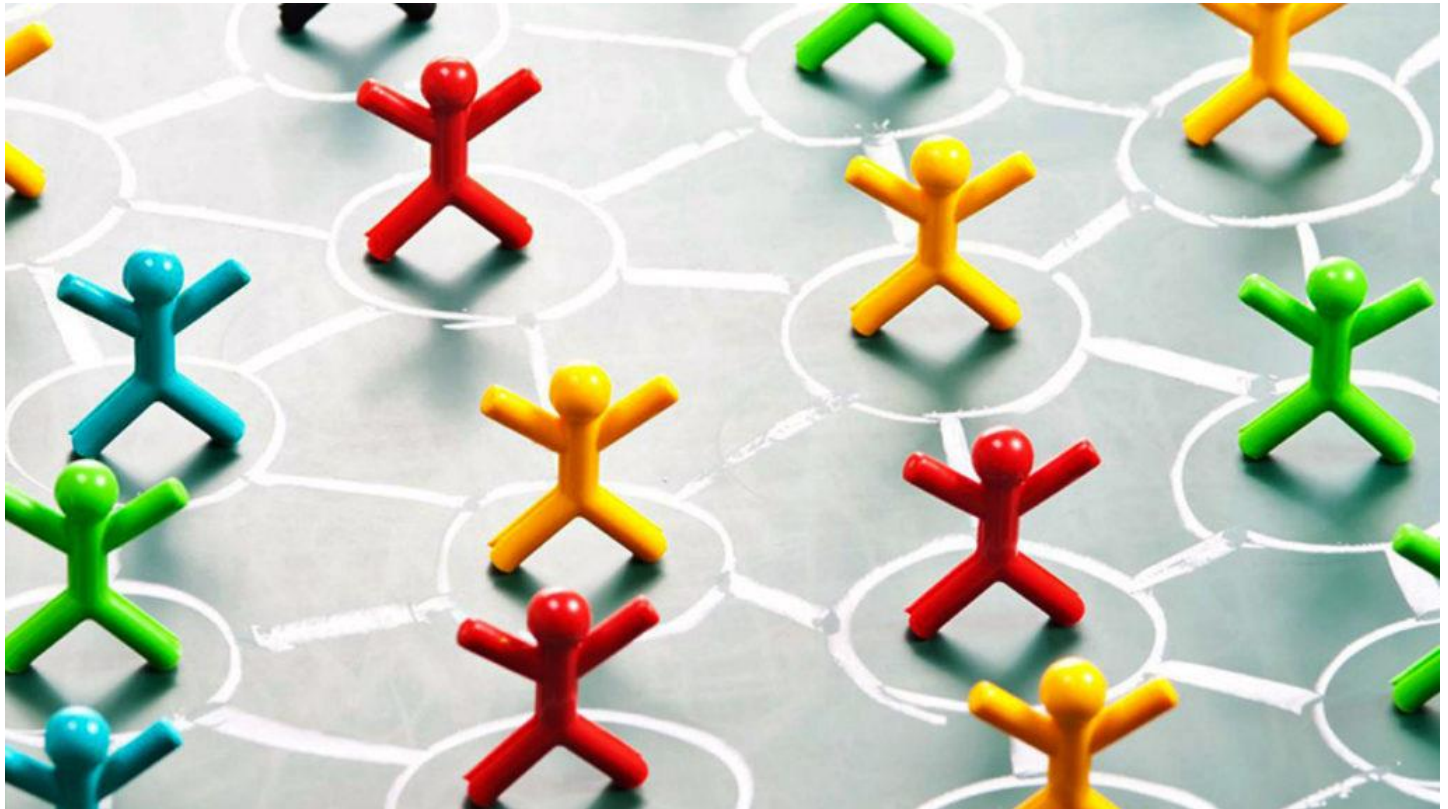


SCHOOL BUILDING INSPECTIONS

- Fuss & O'Neil providing ventilation inspections
- New Haven Health Department in collaboration with COVID-19 Task Force visited each school (Building Department, Fire Marshall, Environmental Health, Nursing, Mechanical/Plumbing Inspectors, State Representatives, NHPS)

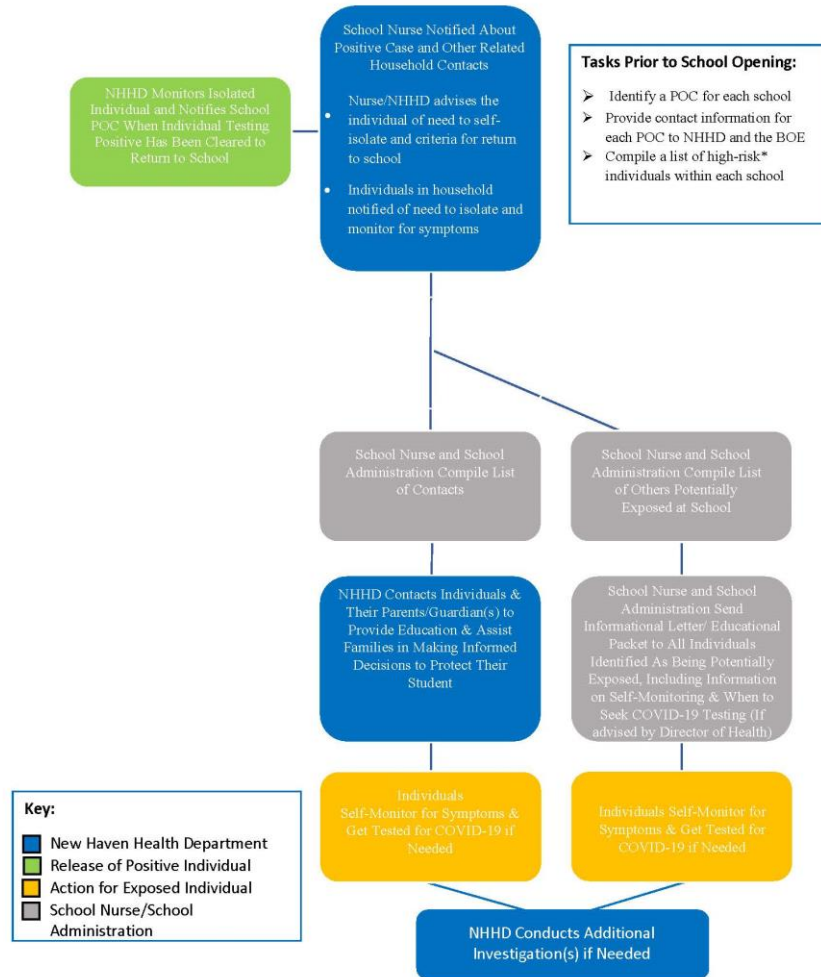
CONTACT TRACING IN SCHOOLS

- Protocols in place for student and staff case/exposure reporting
- Electronic reporting notifies multiple departments/contacts simultaneously
- NHHD follows up with individual for fact finding and contact tracing as appropriate
- NHPS Designee tracks employees for return to work

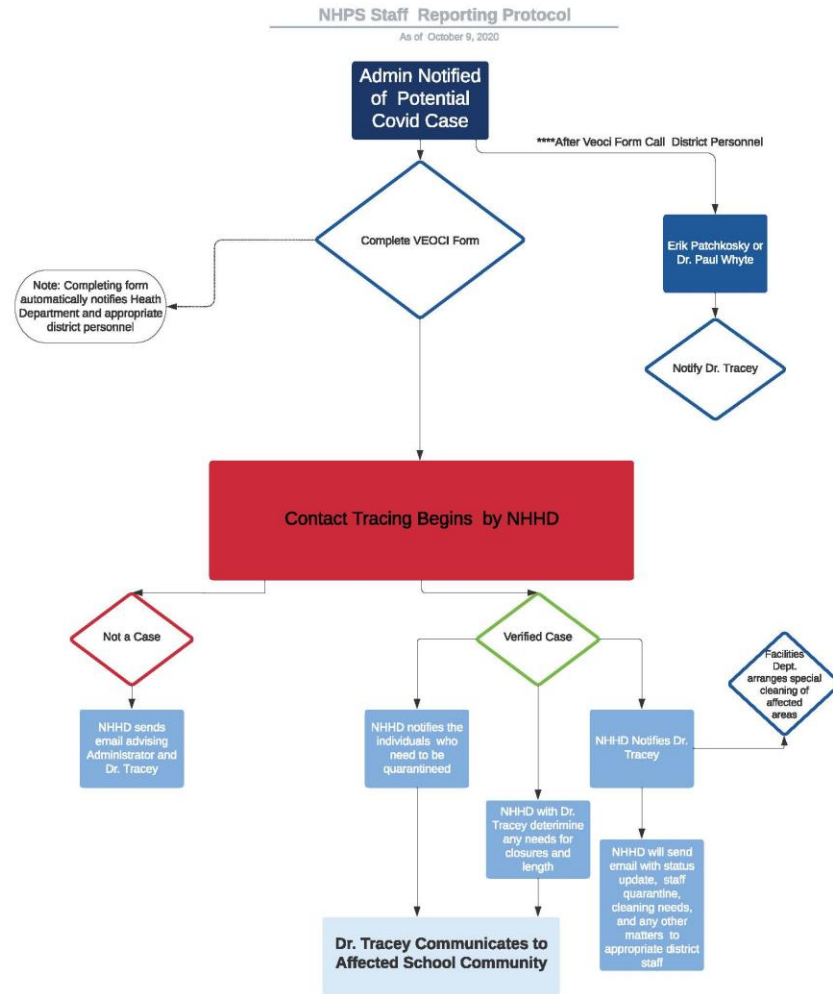


STUDENT REPORTING AND CONTACT TRACING

Case Investigation and Contact Tracing in Schools (K-12) 2020-2021



STAFF REPORTING AND CONTACT TRACING





SUMMARY

To ensure the safe reopening of schools, NHHD has taken the following actions:

- Development of protocols for reporting of cases
- Contact tracing procedures
- Inspection of school buildings
- Schedule of COVID-19 testing