Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Professional Services Procurement Policy

Statement of Purpose

All professional service procurements made by the New Haven Public Schools (NHPS) involving the expenditure of general, capital, and special funds in excess of $25,000 will be made in accordance with the following procurement standards.

All procurement transactions for professional services, regardless of method or dollar value, will maximize open and free competition consistent with the standards of American Bar Association Model Code for Professional Procurement, CT Statute Title 4a, and Chapter 58. New Haven Public School officials shall not engage in procurement practices that may be considered arbitrary or restrictive.

Purchases will be reviewed by the Chief Financial Officer (CFO) or designee, to prevent duplication and to ensure that costs are reasonable.

I. METHODS FOR PROCUREMENT

Procurement for professional services shall be made using one of the following methods: (1) small purchase procedures, (2) competitive sealed bids, (3) competitive negotiations, (4) non-competitive negotiation, (5) sole source methods or (6) State approved contractors, and shall be made in accordance with procedures set forth in this policy, relevant City of New Haven Purchasing regulations.

a) For **purchases of less than $500**, efforts will be made to get the lowest and best price, written records of such efforts are necessary in the form of receipts. **Small Purchases** that cost between **$500 and $4,999.99** will require a **Quick Bid Form**, with three over-the-telephone quotations of rate, price, etc. A memorandum will be prepared setting forth the date calls were made, parties contacted, and prices obtained. Purchases of supplies, equipment and services that cost $**5,000 to $24,999** will require written estimates. The appropriate program official will solicit written responses from *at least three vendors*, and if no such responses are available, a statement explaining the procurement will be prepared and retained.

b) **Competitive Sealed Bids:** Bidding will be employed when detailed specifications for the goods or services to be procured can be prepared and the primary basis for award is cost. When the cost of a contract, lease or other agreement for materials, supplies, equipment or contractual services, other than those personal or professional, exceeds **$25,000,** an Invitation for Bids (IFB) notice will generally be prepared consistent with C.G.S. 7-148(v). This notice will be published on the district website. NHPS program officials may also solicit sealed bids from responsible prospective suppliers by sending them a copy of such notice.

Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Professional Services Procurement Policy (continued)

b) Competitive Sealed Bids (continued):

The Invitation to Bid, (IFB) will include a complete, accurate and realistic specification and description of the goods or services to be procured, the bid deposit, payment bond and bond performance required (if applicable), the location where bid forms and specifications may be secured, the time and place for opening bids, and whether the bid award will be made on the basis of the lowest price or the lowest evaluated price. If the lowest evaluated price is used, the measurable criteria to be used must be stated in the IFB. The IFB and website notice must also contain language which calls to the attention of bidders all applicable requirements which must be complied with such as APPROPRIATE CITY, STATE, AND FEDERAL STATUTES, the Civil Rights Act and the Davis-Bacon Act.

All bidders must provide a list of principal owners and executive staff, as well as, the percentage of city residents, women and minority staff.

Sealed bids will be opened in public at the time and place stated in the IFBs. The bids will be tabulated by the Chief Financial Officer (CFO) at the time of the bid opening. The results of the tabulation and the bid procurements will be examined for accuracy and completeness by the appropriate project manager who will make recommendations to the New Haven Public School District. In addition, the CFO shall determine that all firms are responsive and responsible. The New Haven Board of Education will make the decision as to whom the contract shall be awarded in a majority vote. After New Haven Board of Education makes a bid award, a contract will be prepared for execution by the successful bidder.

The New Haven Board of Education may cancel an Invitation for Bid or reject all bids if it is determined that such is in the best interests of the school district. Bidders will be notified in writing of such cancellation or rejection. The New Haven Board of Education may allow a vendor to withdraw a bid if requested at any time prior to the bid opening. Bids received after the time set for bid opening shall be returned to the vendor unopened.

c) Competitive Negotiations

The New Haven Board of Education will use competitive negotiations, regardless of contract amount, upon a written determination that:

- Specifications cannot be made specific enough to permit the award of a bid on the basis of either the lowest bid or the lowest evaluated bid price (in other words, bidding is not feasible).
- The services to be procured are professional in nature.

Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Professional Services Procurement Policy (continued)

With respect to professional services, competitive negotiations will proceed as follows:

1) Proposals will be posted on the NHPS website; additionally, a **Request for Proposal and Qualifications** (RFPQ) may be prepared and mailed to qualified vendors. The website posting must be published at least seven (7) days and not more than twenty-one (21) days before the date for receipt of the proposals.

The RFPQ will describe services needed, identify the factors to be considered in the evaluation of proposals and the relative weights assigned to each selection factor, and identify the qualifications required of the vendor. The RFPQ will call attention to the same regulations discussed in the bidding process. Requests for proposals will always include cost as a selection factor. In addition, all bidders must provide a list of principal owners and executive staff, as well as, the percentage of city residents, women and minority staff.

Award must be made to the bidder whose proposal is determined in writing by the New Haven Board of Education to be the most advantageous to the school district. Evaluations must be based on the factors set forth in the Request for Proposal and Qualifications and a written evaluation of each response prepared. The review committee may contact the firms regarding their proposals for the purpose of clarification and record in writing the nature of the clarification. If it is determined that no acceptable proposal has been submitted, all proposals may be rejected. New proposals may be solicited on the same or revised terms or the procurement may be abandoned.

For the procurement of certain professional services, an alternative to RFPQs may be used. The New Haven Board of Education will publish a Request for Qualifications (RFQ) document with the RFP. RFQ's are handled in a similar method to RFP's with the exception that cost is not a factor in the initial evaluation. The CFO will evaluate the responses and rank them by comparative qualifications. The highest scoring person or firm will be contacted and the CFO with appropriate staff will negotiate cost. If the vendor is unable to negotiate a satisfactory cost arrangement, the second highest scoring person or firm will be invited to negotiate. The CFO and the relevant project manager will maintain a written record of all such negotiations.

2) **Noncompetitive Negotiations**

Noncompetitive negotiations may be used for professional service procurements in excess of $25,000 when bidding or competitive negotiations are not feasible. The NHPS may purchase services through non-competitive negotiations when it is determined in writing by the Superintendent or his or her designee that competitive negotiation or bidding is not feasible and that:

Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Professional Services Procurement Policy (continued)

2) Noncompetitive Negotiations (continued)

a) An emergency exists which will cause public harm as a result of the delay caused by following competitive purchasing procedures, or,

b) The product or service can be obtained only from one source, or,

c) The contract is for the purchase of perishable items purchased on a weekly or more frequent basis, or,

d) Only one satisfactory proposal is received through RFP or RFQ, or,

e) The state has authorized the particular type of noncompetitive negotiation (for example, the procurement of services by an Area Development District), through a purchasing consortium or through an existing state contract available to municipalities.

Procurement by noncompetitive negotiation requires the strictest attention to the observation of impartiality toward all suppliers. The New Haven Board of Education must approve all procurements by non-competitive negotiation when only one supplier is involved or only one bid or response to an RFP/RFQ is received.

3) Bids will be accepted only from those contractors who have a proven record of ability to successfully complete the scope of work being bid. References will be requested along with the contractor's bid proposal. Any contractors submitting a bid must produce (along with his/her bid documents) written proof of liability insurance and worker's compensation coverage. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance and financial and technical resources in awarding contracts.

4) Upon submission of a bid, the contractor will present a bid guarantee equivalent to 5 percent of the amount of the contractor's submitted bid. Unsuccessful bidders will have their bid guarantee returned to them with the notice which advises them they are an unsuccessful bidder. The successful bidder will post (at the signing of the contract and notice to proceed) a performance bond equal to 100 percent of the contract amount, along with a payment bond equivalent to 100 percent of the contract amount.

II. PROFESSIONAL SERVICE AGREEMENTS AND CONTRACTS

Generally, all procurement for professional services in excess of $200 will be memorialized and supported by a written Contract or Agreement. Where it is not feasible or is impractical to prepare a Contract or Agreement, a written finding to this effect will be prepared and some form of documentation regarding the transaction will also be prepared.

Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Professional Services Procurement Policy (continued)

II. PROFESSIONAL SERVICE AGREEMENTS AND CONTRACTS (continued)

The contractual provisions required by the Standards for Professional Services agreements will be included in all contracts.

All contracts will contain language that allows the New Haven Board of Education the opportunity to cancel any contract for cause. Said cause shall include (but not be limited to) demonstrated lack of ability to perform the work specified, unwillingness to complete the work in a timely fashion, cancellation of liability insurance or worker's compensation, failure to pay suppliers or workers, unsafe working conditions caused by the contractor, failure to comply with Davis-Bacon wage laws (where applicable), failure to keep accurate and timely records of the job, or failure to make those records available to the New Haven Board of Education (on request) or any other documented matter which could cause a hardship for the New Haven Board of Education if a claim should arise or the work not be completed on schedule at the specified cost.

All professional service Agreements will contain the Board of Education approved Student Data Privacy Agreement as required by State and Federal regulations.

III. DOCUMENTATION

All source documents supporting any given transaction (receipts, purchase orders, invoices, RFP/RFQ data and bid materials) will be retained and filed in an appropriate manner. Where feasible, source documents pertinent to each individual procurement shall be separately filed and maintained. Where it is not feasible to maintain individual procurement files, source documents will be filed and maintained in a reasonable manner (examples include chronologically, by vendor, by type of procurement, etc.). Whatever form of documentation and filing is employed, the purpose of this section is to ensure that a clear and consistent audit trail is established. At a minimum, source document data must be sufficient to establish the basis for selection, basis for cost, (including the issue of reasonableness of cost), rationale for method of procurement and selection of contract type, and basis for payment.

IV. LOCALLY OWNED, MINORITY OWNED, FEMALE OWNED AND SMALL BUSINESSES

All necessary affirmative steps will be taken and documented to solicit participation of locally owned, minority-owned, female-owned and small businesses. The New Haven Board of Education will solicit proposals from minority- or women-owned businesses that provide the goods or services that are being sought. All bidders must provide a list of principal owners and executive staff, as well as, the percentage of city residents, women and minority staff.

Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Professional Services Procurement Policy (continued)

IV. LOCALLY OWNED, MINORITY OWNED, FEMALE OWNED AND SMALL BUSINESSES (continued)

Where possible and feasible, delivery schedules will be established, and work will be subdivided to maximize participation by small businesses or minority- or women-owned businesses. Subdivided components will be bid as a separate contract. Where feasible, evaluation criteria will include a factor with an appropriate weight for these firms. A list of locally owned, minority-owned, female-owned and small businesses and also minority businesses located within the trade region shall be maintained and used when issuing IFBs, RFPs and RFQs. This list shall also be consulted when making small purchases.

Legal Reference: Connecticut General Statutes

7-148v Requirements for competitive bidding

P.A. 13-71 An Act Concerning Requirements for Competitive Bidding for the Award of Contracts or Purchase of Property by Municipalities June 2017 Special Session PA 17-2, Section 16

Policy adopted:

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Professional Services Procurement Policy

Glossary

Agreement: a duly executed and legally binding contract**.**

American Bar Association Model Procurement Code: The 2000 American Bar Association Model Procurement Code for State and Local Governments provides: (1) the statutory principles and policy guidance for managing and controlling the procurement of supplies, services, and construction for public purposes; (2) administrative and judicial remedies for the resolution of controversies relating to public contracts; and (3) a set of ethical standards governing public and private participants in the procurement process. The Code was approved by the policymaking body of the American Bar Association, its House of Delegates, on July 11, 2000, and represents official ABA policy in this area of the law. It represents a three-year effort to update the text of the 1979 Code to fit the circumstances of state and local procurement at the beginning of the new century.

Competitively Bid: Formal Public Bid – Publicly advertise the scope, specifications and terms and conditions of the proposed Agreement or Contract, as well as, the criteria by which the bids will be evaluated.

Competitive Negotiations: Method used as an alternative to competitive bidding in which an RFP/Q is only sent to qualified contractors whose bid falls within a pre-determined competitive range.

Invitation for Bids, (IFB): A publicly advertised call to contractors to submit a proposal or project for a specific service.

Independent Consultant Agreement: Agreement to obtain consulting services or programmatic services by an individual with highly specialized expertise for defined Scope of Work.

Integrity: Synonymous with honesty, trustworthiness, truth-telling, reliability,

Non-Competitive Negotiations: Used for professional service procurements in excess of $10,000 when bidding or competitive negotiations are not feasible

Professional Services Agreement: Agreement for purchase of services that are highly specialized and of a technical nature where the supplier performing services has a professional license, is licensed by a regulatory body, and/or is able to obtain professional errors and omissions insurance.

Program Official: A New Haven School employee that is responsible for the administration of one or more of the school district's programs.

Request for Proposal/Qualifications, (RFP/Q): A solicitation that details the need for service, Scope of Service, and the required qualifications, terms and conditions.

Sealed Bids: Contents of bids are sealed to prevent review of contents prior to the deadline for

submission of responses.

Sole Source: A designation provided by the City of New Haven when **t**here are no options but one contractor with the ability to provide the service. If the contractor meets the criteria, the City will issue a Sole Source letter. The Sole Source letter must be obtained prior to submission of an Agreement or Contract.

Quick Bid: The City of New provides the form to document quotes for small dollar amounts. This form is accompanied with the Agreement or Contract.

A. Management and Evaluation of Professional Services Contractors

I. Student Programs and Interventions:

Vendors working directly with students must show that they have produced achievement or behavioral outcomes with the students identified in the Professional Services Agreement. Such outcomes will include one or more of the following:

- Improved criterion reference achievement, standardized test scores and other measures of academic achievement.
- Archival evidence of student work
- Improved attendance
- Improved pro-social conduct in school
- Improved effort in assigned tasks within the classroom and school

II. Professional Development for Staff and Parents:

Vendors working directly with staff and parents must show evidence they can and have produced improvements in the knowledge and skills of the staff or parents identified in the Professional Services Agreement. Evidence would include:

- Authored publications
- Training designs
- Impact assessments with districts similar to the New Haven Public Schools

III. Product Development Agreements: Vendors must provide a portfolio of evidence that they can produce quality work in agreements to produce reliable products, such as, website development, customized computer programs, data base development, and other products necessary for the operation and efficiency of the school district.

All vendors must include program impact or product quality indicator instrumentation with bid submissions.

IV. Program Evaluation Typology:

1. Single group time series design with baseline data
2. Comparative group time series with baseline data
3. Subject perceptions of program intervention
4. Archival products of evidence of knowledge and skill acquisition
5. Clinical evaluation of subject performance
6. Time series evaluation of progression of participant application of knowledge and skill acquisition.
7. Independent evaluation of program impact by recognized experts in the field.

Professional Services Procurement Policy

Management and Evaluation of Professional Services Contractors (Continued)

V. Program Selection and Oversight Structure:

The Grant Program Manager will be responsible for the following:

- Justification of need for the proposed service
- Supporting staff in program selection using the Request for Proposal/Request for Qualifications (RFP/RFQ) Process
- Program Monitoring
- Meeting with stakeholders at three intervals for formative and summative assessment of program implementation
- Providing assurances that vendors have complied with the standards and expectations of the contract award

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NEW HAVEN PUBLIC SCHOOLS

COVID-19 Resources for Custodians and Others

Cleaning Tips

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What We Know

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

Effective cleaning and disinfecting of environmental surfaces, including "high touch" or frequently touched surfaces, significantly decreases the number of environmental pathogens on those surfaces, which in turn, reduces the risk of transmission and infection. These "frequency areas" and items known or likely to be contaminated should be disinfected at least daily.

Exactly how long the virus that causes COVID-19 lives on hard surfaces is unknown at this time, but other corona viruses live up to several days on such surfaces. Therefore, we recommend taking protective measures when cleaning and disinfecting surfaces.

THE DIFFERENCE

Between Cleaning and Disinfecting

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

Best Cleaning and Disinfecting Practices

CLEAN AND DISINFECT DURFACES AND OBJECTS THAT ARE TOUCHED OFTEN.

- Follow your school's standard procedures for routine cleaning and disinfecting. Typically, this means daily sanitizing of surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones and toys. Some schools may also require disinfecting these items every day. Standard procedures often call for disinfecting specific areas of the school, like restrooms.
- Immediately clean surfaces and objects that are visibly soiled. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

KEEP ROUTINE CLEANING AND DISINFECTING PRACTICES IN PLACE.

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

CLEAN AND DISINFECT CORRECTLY.

- Always follow label directions on cleaning products and disinfectants. Wash surfaces with a general household cleaner to remove germs. Rinse with water and follow with an Environmental Protection Agency-registered disinfectant to kill germs.
- If a surface is not visibly dirty, you can clean it with an EPA-registered product that both cleans (removes germs) and disinfects (kills germs) instead. Be sure to read the label directions carefully, as there may be a separate procedure for using the product as a cleaner or as a disinfectant. Disinfection usually requires the product to remain on the surface for a certain period of time (e.g., letting it stand for three to five minutes).
- Use disinfecting wipes on electronic items that are touched often, such as phones and computers. Pay close attention to the directions for using disinfecting wipes. It may be necessary to use more than one wipe to keep the surface wet for the stated length of contact time. Make sure that the electronics can withstand the use of liquids for cleaning and disinfecting.
- When an EPA-registered disinfectant is called for, be sure to follow the label directions on the disinfectant for dwell time—the amount of time necessary for the disinfectant to reside on the surfaces. Also make sure the surface remains wet during the dwell time to properly disinfect and kill the germs.

USE PRODUCTS SAFELY.

- Pay close attention to hazard warnings and directions on product labels. Cleaning products and disinfectants often call for the use of gloves or eye protection. For example, gloves should always be worn to protect your hands when working with bleach solutions.
- Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

DWELL TIME

What is it, and why it is so important?

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

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

HANDLE WASTE PROPERLY.

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

OTHER GENERAL DISINFECTION/CLEANING CONSIDERATIONS

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

ITEMS THAT NEED TO BE SPECIFICALLY DISINFECTED DURING A PANDEMIC

1. **Restrooms/Bathrooms:**
    a. Doorknobs or handles
    b. Light switches and cover plates
    c. Paper towel dispenser knobs or handles
    d. Faucet handles
    e. Toilet and urinal flush levers
    f. Toilet and urinal partitions, doors (including knobs, levers, or slides)
    g. Other items identified locally
2. **Lunchroom/Cafeteria:**
    a. Refrigerator door handles
    b. Microwave/warmer door handles
    c. Tabletops
    d. Doorknobs or handles
    e. Light switches and cover plates
    f. Vending machine buttons
    g. Drinking Fountain (if in use)
    h. Other items identified locally
3. **Locker room:**
    a. Doorknobs or handles
    b. Light switch covers
    c. Other items identified locally
4. **Classroom and office spaces:**
    a. Doorknobs and handles
    b. Light switches and cover plates
    c. Telephones/intercoms
    d. Other commonly touched items (keyboards, touch screens, copiers, mouse)
5. **Other locations:**
    a. Elevator call and operating buttons
    b. Stairway handrails, doorknob, switches
    c. Hallway doorknobs, handles, drinking fountain faucets (if in use)
    d. Vehicles' steering wheels, door handles, shift knobs, dash controls

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NEW HAVEN PUBLIC SCHOOLS

Covid-19 Deep Cleaning Protocols

(For Unoccupied Spaces)

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

- Teachers and staff to remove all items from walls and discard as appropriate (posters, signs, pictures, artwork etc.) Teachers to place all trash outside their classrooms in the hallways for custodial disposal.
- Custodial Staff will remove all furniture (desks, chairs, tables, stands, anything not permanently attached) to the hallway where it will be thoroughly cleaned.
- Custodial staff will start at the ceiling replacing and cleaning ceiling tiles, lights lens and HVAC vents, fire strobes, horns and sprinklers heads.
- Additional custodial staff will clean the walls and glass.
- Custodial staff will strip all floors and apply multiple coats of wax
- The cleaned furniture will be re-entered into the classroom allowing for social distancing requirements.
- The same protocol will be used in all rooms, hallways and stairwells throughout the building and the restrooms will utilize kiviak steam machines on all surfaces.
- After the entire room is reset a complete and thorough defogging of the entire room from ceiling to floor with an emphasis on all frequent touch points will be completed Only after all of this work is completed will the room will be sealed off until the start of the school year.

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NEW HAVEN PUBLIC SCHOOLS

Covid-19 Disinfecting Protocols

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

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

- Spray and Wipe: Application of disinfectant using spray bottle & microfiber cloths.
- ULV (ultra-low volume) Cold Fogging: Special equipment that transforms disinfectant liquids into an ultra-fine fog using large volumes of air at low pressures to effectively coat surfaces.
- Electrostatic Dissipation Cold Fogging: Same as ULV fogging with an added electrical charge that better attracts the chemical to surfaces.

Covid-19 Disinfecting Protocols

(For Occupied Spaces)

- Restrooms cleaned on an hourly basis
- Common Touch points spray and wipe continuously during the day as per checklist
- Breakfast and lunch in the classrooms teachers to assist with proper trash disposal
- Pre-K toys and play equipment to be disinfected periodically throughout the day
- All water fountains will be shut off and bagged
- Staff to utilize disinfectant wipes to periodically wipe surfaces and equipment in the nurses and administrative office

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SCHOOL NAME _____ WEEK ENDING _____

NEW HAVEN PUBLIC SCHOOLS FACILITIES DEPARTMENT
COVID-19 Deep Cleaning & Disinfection Protocol
For Common Touch Point Surfaces

This checklist is to be used to deep clean and disinfect all common touch point surfaces, or for an entire facility.
Product used: Hillyard Q.T® Plus 24 Arsenal. This are CDC approved products for the treatment of surfaces contaminated by the COVID-19 virus.

Cleaning Steps:

1. Apply eye protection and gloves
2. Clean and wipe surface
3. Disinfect with backpack sprayer utilizing "ready to use" Hillyard Q.T® Plus 24 Arsenal" or ReJuv solution.
4. Allow product to remain on surface for 10 minutes of contact time
5. Dispose of Supplies In Designated Container

CLASSROOMS **After Breakfast, Lunch and End of Day**	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY			SATURDAY			SUNDAY		
	9AM	11AM	1PM	9AM	11AM	1PM	9AM	11AM	1PM	9AM	11AM	1PM	9AM	11AM	1PM	9AM	11AM	1PM	9AM	11AM	1PM
Entry Door Handles, Pulls & Push																					
Chair Hand Rests/Rails																					
Tabletops, Desktops & Sides/Edges																					
Light Switches																					
Stair And Mezzanine Railings																					
Handicapped Chair Lifts And Rails																					
File Cabinets, Storage Cabinet																					
Equipment Buttons/Handles																					
Phones And Handles																					
Computer, Keyboard, Mouse																					
ALL Equipment Handles, Buttons,																					
All Seats																					
Countertops																					
Faucets																					
Sinks																					
Towel Dispensers																					
Trash Can Lids																					

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NEW HAVEN PUBLIC SCHOOLS

SCHOOL NAME _____ WEEK ENDING _____

RESTROOMS	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY			SATURDAY			SUNDAY		
	9AM	11AM	EOD	9AM	11AM	EOD	9AM	11AM	EOD	9AM	11AM	EOD	9AM	11AM	EOD	9AM	11AM	EOD	9AM	11AM	EOD
Dispensers																					
Sinks																					
Faucets																					
Toilets & Urinals																					

HALLWAYS	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD
Elevators																					
Wall Panel/Buttons																					
Control Panel/Buttons																					
Lockers																					
Water Fountains																					
ALL Handles/Plates																					
Sanitizing Dispensers																					
Vending Machines &																					

GYM	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD
Switches/Plates																					
Bleachers																					
Equipment & Mats																					

LOUNGE	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD
Appliances/Utensils																					
Counters																					
Switches/Plates																					
Tables/Counters																					
Seats																					

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NEW HAVEN PUBLIC SCHOOLS

SCHOOL NAME _____ WEEK ENDING _____

KITCHEN/CAFETERIA	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY			SATURDAY			SUNDAY		
	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD
Appliances / Utensils																					
Sinks/ Faucets																					
Counters																					
Switches/Plates																					
Tables / Prep Tables																					
Seats																					

LIBRARY	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD
Computers/ Mouse																					
Counters																					
Switches/Plates																					
Tables																					
Seats																					

AUDITORIUM	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD	Early	Mid	EOD
Seats																					
Microphone / Podium																					
Handles																					
Switches/ Plates																					

DRAFT

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH

Renée D. Coleman-Mitchell, MPH
Commissioner

Ned Lamont
Governor

Susan Bysiewicz
Lt. Governor

ENVIRONMENTAL HEALTH AND DRINKING WATER BRANCH

EHS Circular Letter #2020-48

TO: Directors of Health
Chief Sanitarians

FROM: Lori J. Mathieu, Branch Chief 2020

DATE: June 15, 2020

SUBJECT: Reopening Schools and Disinfectant Fogging

The purpose of this Circular Letter is to provide information to directors of health and chief sanitarians about the use of nontraditional cleaning techniques, such as disinfectant "fogging" in schools. In an effort to release information in real time, the Department of Public Health (DPH) is providing its recommendation against this form of disinfecting now, ahead of the school cleaning/disinfecting guidance that will be released next week. DPH recommends sharing this information with your town's Department of Education.

As local school districts consider contracting with cleaning companies for school reopening in the fall and are considering entering into contracts for enhanced cleaning including disinfectant "fogging", it is important to communicate that DPH strongly advises against disinfectant fogging/spraying and other non-traditional cleaning techniques in schools. Disinfectant products are not benign and many are known to be respiratory sensitizers and asthmagens. The spraying or fogging of disinfectants in large quantities in school settings may lead to increased adverse respiratory and dermal issues for students and staff and does not replace the need for regular manual cleaning techniques, in turn potentially adding a significant and unnecessary cost to school budgets.

Should you have any questions or require additional information, please do not hesitate to contact the DPH Environmental and Occupational Health Assessment Program at (860) 509-7740.

c: Heather Aaron, MPH, LNHA, Deputy Commissioner, DPH
Brian Toal, Acting Section Chief, Environmental Health Section, DPH

Connecticut Department of Public Health

Phone: (860) 509-7334 • Fax: (860) 509-7295
Telecommunications Relay Service 7-1-1
410 Capitol Avenue, P.O. Box 340308
Hartford, Connecticut 06134-0308
www.ct.gov/dph
Affirmative Action/Equal Opportunity Employer

Board of Education Meeting
2020-2021 Proposed Budget

Dr. Iline Tracey, Superintendent
Phillip Penn, Chief Financial Officer
June 22, 2020

2020-21 Budget

NEW HAVEN PUBLIC SCHOOLS

2020-2021 Request	$199,019,490
- BOA approved	$189,218,697
Difference	$9,800,793
+ Non-Alliance new spend	$148,000
+ Part-time pay (est.)	$551,900
Total mitigation needed	$10,500,723

Proposed New Spending (not included in $10.8MM increase)

NEW HAVEN PUBLIC SCHOOLS

To Alliance Grant:

Item	Amount	Rationale
2.5 FTE EL support	141,508	Growing number of EL learners as a percentage of District total; compliance
6.0 FTE Health teachers	339,618	New State curriculum mandates; compliance
Professional grant writer	90,000	Pursue additional revenue streams available to NHPS, but not accessed
Facilities Plan	80,000	As requires by State law, prepare a long-term facilities plan that includes review of building infrastructure replacement
Director of Facilities & Maintenance	95,000	Professional staff member to prioritize capital expenditures, repairs and maintenance and develop and implement preventative maintenance program
Total	746,126	

To General Fund?:

Item	Amount	Rationale
Track painting	18,000	Painting of the track in the field house
Data conversion	30,000	Data conversion costs associated with the consolidation of multiple platforms
HVAC contract increase	50,000	Significant increase in HVAC repair costs in past three years as building systems age; provides additional on-call support (was $150K)
Building maintenance	50,000	Buildings aging; need to increase funds for ongoing repairs and maintenance (painting, lighting, flooring) that cannot be bonded (was $300K)
Total	148,000	

Part-Time Increases

NEW HAVEN PUBLIC SCHOOLS

Paras – classroom coverage	$231,900
Substitute teachers to $95/day	$298,000
Bus monitors to $12/hour, min of $60	$22,000
Total	$551,900

Known Opportunities

NEW HAVEN PUBLIC SCHOOLS

Transportation carry-forward	$1,800,000
Maximize use of known grant increases	$3,100,000
Total	$4,900,000
Total mitigation	$10,500,723
Less: known items	($4,900,000)
Remaining mitigation	$5,600,723

Strategies for Mitigating the Increase

NEW HAVEN PUBLIC SCHOOLS

- Shrink staffing levels through attrition
  - 30 certified positions at average departing salary of $62,338. Can be a combination of resignations, retirements and non-renewals. ($1.8 million)
- Transportation
  - Bell time changes: 20 buses at $437.57/day x 180 days, plus fuel savings, offset by contractual adjustment to remaining buses. ($1.3 million)
- More aggressively manage turnover and hiring
  - Target to save $3,000 per hire, 50 hires. ($290K already achieved)

Strategies for Mitigating the Increase

NEW HAVEN PUBLIC SCHOOLS

- Negotiate furlough day(s)
  - Teacher, Administrator and Management furlough days 2 x $530K per day ($1.1MM General Fund only).
- Shift a portion of the instructional coaches back to the classroom to fill vacancies
  - 30 positions (out of 66) at $62,338 each ($1.9MM)
- Shrink administrative staff
  - Reduce up to 3 AP positions ($420K)
  - Reduce up to four Central Office positions ($650K)
- Identify new grant revenue opportunities
  - $250K, conditional on new grant writer

Strategies for Mitigating the Increase

NEW HAVEN PUBLIC SCHOOLS

- 5% reduction in non-staff discretionary spending
  - Departments and schools submitted by 6/10/2020. ($200K)
- Reduce general fund part-time positions
  - We spend $2.1 million annually. (10% reduction is $210K)
- Eliminate before and after-school childcare for pre-K
  - Currently have a low retention rate to K level. ($410K)
- Exit lease for 8th floor at 54 Water Street
  - Move staff to other parts of building, schools, work from home arrangement. ($90K)
- Retirement incentive for certified staff
  - Exact amount TBD. (Prior analysis was > $1MM)

Summary of Strategies

NEW HAVEN PUBLIC SCHOOLS

Total savings across all strategies is $9.3 million.

NEW HAVEN PUBLIC SCHOOLS

MONTHLY FINANCIAL REPORT
through May 31, 2020 (FY 2019-20)

New Haven Board of Education
Meeting
June 22, 2020

Updated Deficit Forecast

NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2019-2020

Education Operating Fund Forecast (General Fund)

Monthly Financial Report *(Unaudited)* as of June 8, 2020

	FY 2020 Local Appropriation	*YTD Actuals*	*Encumbrances*	Available	Additional Projected	Full-Year Expenditure Forecast	Full Year Variance
Salaries							
Teacher Full-Time	$ 73,656,678	*$ 67,866,810*	*-*	$ 5,789,868	$ 12,230,578	$ 80,097,388	$ (6,440,710)
Admin & Management Full-Time	15,006,025	*16,015,096*		(1,009,071)	2,011,758	18,026,854	(3,020,829)
Paraprofessionals	3,444,881	*3,497,110*	*-*	(52,229)	413,836	3,910,946	(466,065)
Support Staff Full-Time	12,855,676	*10,437,704*		2,417,972	783,363	11,221,067	1,634,609
Part Time & Seasonal	3,508,453	*2,124,071*	*-*	1,384,382	138,522	2,262,594	1,245,859
Substitutes	1,650,000	*1,398,241*	*-*	251,759	141,676	1,539,917	110,083
Overtime, Benefits, Other	3,620,000	*1,893,158*	*6,610*	1,720,232	1,588,489	3,488,257	131,743
Total Salaries and Benefits	**$ 113,741,713**	***$ 103,232,190***	***$ 6,610***	**$ 10,502,912**	**$ 17,308,222**	**$ 120,547,023**	**$ (6,805,310)**
Supplies and Services							
Instructional Supplies	$ 3,238,523	*$ 2,210,814*	*$ 308,588*	$ 719,121	$ -	$ 2,519,402	$ 719,121
Tuition *(Includes Tag Tuition)*	19,302,634	*10,756,115*	*8,705,347*	(158,829)	-	19,461,463	(158,829)
Utilities	10,782,200	*6,909,600*	*2,947,295*	925,305	(1,412,757)	8,444,138	2,338,062
Transportation	25,318,038	*16,947,908*	*10,042,149*	(1,672,019)	(3,665,200)	23,324,857	1,993,181
Maintenance, Property, Custodial	2,817,535	*1,669,587*	*601,816*	546,132	0	2,271,404	546,131
Other Contractual Services	13,018,054	*11,963,627*	*1,594,128*	(539,701)	(439,370)	13,118,385	(100,331)
Total Supplies and Services	**$ 74,476,984**	***$ 50,457,652***	***$ 24,199,323***	**$ (179,990)**	**$ (5,517,327)**	**$ 69,139,647**	**$ 5,337,337**
General Fund Totals	**$ 188,218,697**	***$ 153,689,842***	***$ 24,205,933***	**$ 10,322,922**	**$ 11,790,896**	**$ 189,686,670**	**$ (1,467,973)**

NEW HAVEN PUBLIC SCHOOLS

	2019/20 Approved Budget	Projection 4/9/2020 Full-Year Expenditure Forecast	Full Year Variance	Projection 5/6/2020 Full-Year Expenditure Forecast	Full Year Variance	Projection 6/8/2020 Full-Year Expenditure Forecast	Full Year Variance	Difference
Salaries (through 06/5/2020 Payroll)								
Teacher Full-Time	$ 73,656,678	$ 79,854,065	$ (6,197,387)	$ 79,970,102	$ (6,313,424)	$ 80,097,388	$ (6,440,710)	$ (127,286)
Admin & Management Full-Time	15,006,025	18,172,351	(3,166,326)	18,172,832	(3,166,807)	18,026,854	(3,020,829)	145,978
Paraprofessionals	3,444,881	4,112,204	(667,323)	4,099,471	(654,590)	3,910,946	(466,065)	188,525
Support Staff Full-Time	12,855,676	11,205,293	1,650,383	11,166,284	1,689,392	11,221,067	1,634,609	(54,782)
Part Time & Seasonal	3,508,453	2,128,112	1,380,341	2,218,020	1,290,433	2,262,594	1,245,859	(44,574)
Substitutes	1,650,000	1,290,000	360,000	1,382,614	267,386	1,539,917	110,083	(157,303)
Overtime, Benefits, Other	3,620,000	3,467,676	152,324	3,483,742	136,258	3,488,257	131,743	(4,515)
Total Salaries and Benefits	**$ 113,741,713**	**$120,229,701**	**$ (6,487,988)**	**$ 120,493,066**	**$(6,751,353)**	**$ 120,547,023**	**$ (6,805,310)**	**$ (53,957)**
Supplies and Services								
Instructional Supplies	$ 3,238,523	$ 2,540,678	$ 697,845	$ 2,542,850	$ 695,673	$ 2,519,402	$ 719,121	$ 23,449
Tuition (includes Tag Tuition)*	19,302,634	19,165,553	137,081	19,065,553	237,081	19,461,463	(158,829)	(395,909)
Utilities	10,782,200	9,268,694	1,513,506	8,780,766	2,001,434	8,444,138	2,338,062	336,628
Transportation	25,318,038	24,557,861	760,177	24,557,309	760,729	23,324,857	1,993,181	1,232,452
Maintenance, Property, Custodial	2,817,535	2,222,605	594,930	2,230,237	587,298	2,271,404	546,131	(41,167)
Other Contractual Services	13,018,054	13,138,823	(120,769)	13,142,123	(124,069)	13,118,385	(100,331)	23,739
Total Supplies and Services	**$ 74,476,984**	**$ 70,894,214**	**$ 3,582,770**	**$ 70,318,839**	**$ 4,158,145**	**$ 69,139,647**	**$ 5,337,337**	**$ 1,179,192**
General Fund Totals	**$ 188,218,697**	**$ 191,123,915**	**$ (2,905,218)**	**$ 190,811,905**	**$(2,593,208)**	**$ 189,686,670**	**$ (1,467,973)**	**$ 1,125,235**

Overall, the projected deficit dropped by $1.1 million versus the prior month. Key drivers of the change included:

- More favorable view of utilities for the full year, largely driven by the school shutdown.
- Assumed credit to transportation costs from ongoing negotiations with providers.
- Slight deterioration in payroll lines as several certified staff returned from leave and part-time payroll estimates for the full year were revised.
- Less favorable estimate of tuition costs based on revised accruals.

Remainder of fiscal year will be focused on close-out; still a possibility of reducing deficit under $1 million:

- Final utility bills.
- Close-out of open POs with remaining funds.
- No new POs for the General Fund unless it's an emergency need.
- True-up of anticipated revenue.

May Fiscal Results

- Total expenditures through 5/31/20 are $200.6 million.
- General Fund expenditures incurred through 5/31/20 are $149.6 million or 79.4% of the adopted budget.
- Grant expenditures incurred through 5/31/20 are $51.0 million or 63.8% of the expected grant revenue.

NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2019-2020
Expenditures (Unaudited) as of May 31, 2020

General Funds	FY2020 Adopted Budget	YTD Actuals	*YTD %*	Encumbrances	Available
Salaries					
Teacher Full-Time	$73,656,678	($68,155,769)	*92.53%*	$0	$5,500,909
Admin & Management Full-Time	15,006,025	(15,991,608)	*106.57%*	0	(985,583)
Paraprofessionals	3,444,881	(3,497,110)	*101.52%*	0	(52,229)
Support Staff Full-Time	12,855,676	(10,281,593)	*79.98%*	0	2,574,083
Part Time & Seasonal	3,514,453	(2,027,196)	*57.68%*	0	1,487,257
Substitutes	1,650,000	(1,398,241)	*84.74%*	0	251,759
Overtime, Benefits, Other	3,645,000	(2,437,101)	*66.86%*	(22,139)	1,185,760
Total Salaries and Benefits	**$113,772,713**	**($103,788,619)**	***91.22%***	**($22,139)**	**$9,961,955**
Supplies and Services					
Instructional Supplies	$3,292,966	($2,175,472)	*66.06%*	($372,728)	$744,766
Tuition	19,302,634	(10,087,851)	*52.26%*	(9,376,500)	(161,718)
Utilities	10,821,200	(6,905,482)	*63.81%*	(3,753,301)	162,417
Transportation	25,369,866	(13,375,397)	*52.72%*	(13,074,383)	(1,079,914)
Maintenance, Property, Custodial	2,797,385	(1,558,702)	*55.72%*	(652,747)	585,935
Other Contractual Services	12,861,933	(11,693,478)	*90.92%*	(1,797,814)	(629,359)
Total Supplies and Services	**$74,445,984**	**($45,796,384)**	***61.52%***	**($29,027,474)**	**($377,873)**
General Fund Totals	**$188,218,697**	**($149,585,002)**	***79.47%***	**($29,049,613)**	**$9,584,082**

Special Funds	Budget	YTD Actuals	Encumbrances	Available
Full Time Salaries	$32,686,990	$24,435,965	$0	$8,251,025
Employee Benefits	8,688,288	5,382,280	0	3,306,008
Part Time Personnel	7,407,043	5,160,225	0	2,246,818
Travel/Mileage	292,629	120,506	8,988	163,136
Equipment/Technology	4,681,999	1,902,016	1,535,426	1,244,557
Materials/Supplies	3,918,023	1,497,399	647,750	1,772,874
Purchased Property Services	388,708	387,784	0	924
Other Professional/Technical	11,776,052	4,962,115	4,773,318	2,041,619
Transportation/Field Trips	631,539	54,978	298,137	278,424
Other Purchased Services	7,598,007	5,863,020	1,586,276	148,711
Parent Activities	157,123	52,462	10,346	94,315
Fixed Costs	1,704,995	1,182,834	0	522,161
Fees/Misc Expenses	5,000	5,000	0	0
Grand Total	$79,936,396	$51,006,584	$8,860,241	$20,070,572

General Fund Details

NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2019-2020
Education Operating Fund Forecast (General Fund)
Monthly Financial Report (*Unaudited*) as of May 31, 2020

	FY2020 Adopted Budget	YTD Actuals	*YTD %*	Encumbrances	Available
Salaries					
Teacher Full-Time	$73,656,678	($68,155,769)	*92.53%*	$0	$5,500,909
Admin & Management Full-Time	15,006,025	(15,991,608)	*106.57%*	0	(985,583)
Paraprofessionals	3,444,881	(3,497,110)	*101.52%*	0	(52,229)
Support Staff Full-Time	12,855,676	(10,281,593)	*79.98%*	0	2,574,083
Part Time & Seasonal	3,514,453	(2,027,196)	*57.68%*	0	1,487,257
Substitutes	1,650,000	(1,398,241)	*84.74%*	0	251,759
Overtime, Benefits, Other	3,645,000	(2,437,101)	*66.86%*	(22,139)	1,185,760
Total Salaries and Benefits	**$113,772,713**	**($103,788,619)**	***91.22%***	**($22,139)**	**$9,961,955**
Supplies and Services					
Instructional Supplies	$3,292,966	($2,175,472)	*66.06%*	($372,728)	$744,766
Tuition	19,302,634	(10,087,851)	*52.26%*	(9,376,500)	(161,718)
Utilities	10,821,200	(6,905,482)	*63.81%*	(3,753,301)	162,417
Transportation	25,369,866	(13,375,397)	*52.72%*	(13,074,383)	(1,079,914)
Maintenance, Property, Custodial	2,797,385	(1,558,702)	*55.72%*	(652,747)	585,935
Other Contractual Services	12,861,933	(11,693,478)	*90.92%*	(1,797,814)	(629,359)
Total Supplies and Services	**$74,445,984**	**($45,796,384)**	***61.52%***	**($29,027,474)**	**($377,873)**
General Fund Totals	**$188,218,697**	**($149,585,002)**	***79.47%***	**($29,049,613)**	**$9,584,082**

NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2019-2020
Education Operating Fund Forecast (General Fund)
Monthly Financial Report (*Unaudited*) - May 31, 2020

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Teachers Full-Time	Teachers	**$73,656,678**	**$68,155,769**	**$9,443,528**	**$0**	**$5,500,909**	**92.53**
Admin & Management Full-Time	Salaries	1,659,518	1,142,693	147,020	0	516,825	68.86
	Directors Salaries	1,076,964	864,838	108,291	0	212,126	80.30
	Supervisor	2,362,550	2,078,065	274,339	0	284,485	87.96
	Department Heads/Principals/Aps	8,061,146	10,518,735	1,416,052	0	(2,457,589)	130.49
	Management	1,845,847	1,387,277	162,157	0	458,570	75.16
	Sub-Total	**$15,006,025**	**$15,991,608**	**$2,107,859**	**$0**	**($985,583)**	**106.57**
Paraprofessionals	ParaProfessionals	3,444,881	3,497,110	573,784	0	(52,229)	101.52
Support Staff Full-Time	Wages Temporary	485,951	504,691	75,958	-	(18,740)	103.86
	Custodians	5,696,207	4,229,201	437,119	0	1,467,006	74.25
	Building Repairs	775,326	700,705	80,790	0	74,621	90.38
	Clerical	3,160,352	2,528,395	347,194	0	631,957	80.00
	Security	2,635,464	2,224,150	242,671	0	411,314	84.39
	Truck Drivers	102,376	94,451	10,051	0	7,925	92.26
	Sub-Total	**$12,855,676**	**$10,281,593**	**$1,193,783**	**$0**	**$2,574,083**	**79.98**
Part Time & Seasonal	Coaches	650,000	323,791	0	0	326,209	49.81
	Other Personnel	125,000	81,294	7,799	0	43,706	0.00
	Part-Time Payroll	2,140,533	1,458,220	154,720	0	682,313	68.12
	Seasonal	498,920	120,469	0	0	378,451	24.15
	Teachers Stipend	100,000	43,422	0	0	56,579	43.42
	Tutors	0	0	0	0	0	
	Sub-Total	**$3,514,453**	**$2,027,196**	**$162,519**	**$0**	**$1,487,257**	**57.68**
Substitutes	Substitutes	**$ 1,650,000**	**$ 1,398,241**	**$ 245,290**	**$ -**	**$ 251,759**	**$ 85**
Overtime, Benefits, Other	Overtime	585,000	430,194	17,954	0	154,806	73.54
	Longevity	275,000	237,205	0	0	37,795	86.26
	Custodial Overtime	625,000	712,658	20,996	0	(87,658)	114.03
	Retirement	1,700,000	374,641	31,852	11,548	1,313,811	22.72
	Employment Comp	435,000	127,459	0	0	307,541	29.30
	Professional Meetings*	25,000	7,207	(965)	10,590	7,203	71.19
	Sub-Total	**$3,645,000**	**$2,437,101**	**$69,836**	**$22,139**	**$1,185,760**	**67.47**
	Salaries Sub-Total	**$113,772,713**	**$103,788,619**	**$13,796,598**	**$22,139**	**$9,961,955**	**91.24**

NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2019-2020
Education Operating Fund Forecast (General Fund)
Monthly Financial Report (*Unaudited*) - May 31, 2020

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Instructional Supplies	Equipment	233,358	91,408	3,609	33,375	108,575	53.47
	Computer Equipment	100,611	9,775	38	1,126	89,710	10.83
	Furniture	57,810	8,330	0	0	49,480	14.41
	Materials & Supplies Intruction	0	(90)	0	0	90	
	Materials & Supplies Admin.	0	0	0	0	0	
	Testing Materials	62,600	35,126	0	37,652	(10,179)	116.26
	Education Supplies Inventory	463,745	355,995	5,969	6,287	101,463	78.12
	General/Office Supplies	1,250,413	837,031	6,790	261,752	151,631	87.87
	Textbooks	403,629	352,884	4,583	1,725	49,020	87.86
	Library Books	160,000	115,967	0	322	43,711	72.68
	Periodicals	2,000	0	0	0	2,000	0.00
	Registrations, Dues & Subscrip.	130,000	124,475	0	3,070	2,455	98.11
	Student Activities	154,700	59,460	0	1,065	94,175	39.12
	Graduation	28,100	2,928	739	12,727	12,445	55.71
	Emergency Medical	203,000	175,845	0	13,627	13,527	93.34
	Printing & Binding	30,000	0	0	0	30,000	0.00
	Parent Activities	0	0	0	0	0	
	Sub-Total	**$3,292,966**	**$2,175,472**	**$21,728**	**$372,728**	**$744,766**	**77.38**
Tuition	Tuition	19,302,634	10,087,851	(453,202)	9,376,500	(161,718)	100.84
Utilities	Natural Gas	1,846,500	1,397,039	286,949	0	449,461	75.66
	Electricity	7,809,500	4,490,724	262,058	399,411	2,919,366	62.62
	Heating Fuels	10,000	0	0	3,204,982	(3,194,982)	
	Water	234,760	296,019	0	28,981	(90,240)	138.44
	Telephone	650,000	359,627	28,079	106,765	183,608	71.75
	Telecommunications/Internet	60,000	52,776	4,488	8,500	(1,276)	102.13
	Sewer Usage	175,440	267,410	62,072	4,662	(96,632)	155.08
	Gas & Oil	35,000	41,888	3,111	0	(6,888)	119.68
	Sub-Total	**$10,821,200**	**$6,905,482**	**$646,758**	**$3,753,301**	**$162,417**	**98.50**

NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2019-2020
Education Operating Fund Forecast (General Fund)
Monthly Financial Report (*Unaudited*) - May 31, 2020

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Transportation	Milage	635,200	342,713	5,350	175,559	116,928	81.59
	Business Travel	4,000	7,039	0	1,301	(4,340)	208.51
	Transportation	13,814,537	8,048,986	42,158	6,167,176	(401,626)	102.91
	Special Education Transportation	4,998,927	2,209,546	(42,158)	2,854,889	(65,508)	101.31
	Transportation Techincal Schools	442,480	163,791	0	311,438	(32,749)	107.40
	Transit Bus Passes	227,375	(21,026)	0	219,375	29,026	87.23
	Field Trips	147,347	14,839	0	42,278	90,230	38.76
	InterDistrict Transportation	1,300,000	262,218	0	2,562,508	(1,524,726)	217.29
	Outplacment Transportation	3,500,000	2,190,556	0	640,369	669,076	80.88
	Field Trips (Non-Public)	300,000	156,735	0	99,490	43,775	85.41
	Sub-Total	**$25,369,866**	**$13,375,397**	**$5,350**	**$13,074,383**	**($1,079,914)**	**104.26**
Maintenance, Property, Custodial	School Security	20,000	1,155	0	0	18,845	5.78
	Building & Grounds Maint. Supp.	100,000	96,638	2,440	37,677	(34,315)	134.32
	Custodial Supplies	488,000	449,876	91,121	124	38,000	92.21
	Light Bulbs	30,000	22,105	0	9,197	(1,302)	104.34
	Uniforms	18,100	537	0	24,962	(7,399)	140.88
	Moving Expenses	50,000	23,662	939	26,338	0	100.00
	Cleaning	26,000	18,335	0	1,665	6,000	76.92
	Repairs & Maintenance	87,680	53,375	580	4,077	30,227	65.53
	Building Maintenance	575,000	362,798	8,181	186,867	25,335	95.59
	Rental	589,605	102,418	9,447	9,447	477,740	18.97
	Rental of Equipment	8,000	874	0	9,830	(2,704)	133.80
	Maintenance Agreement Services	725,000	378,938	25,918	307,361	38,701	94.66
	Vehicle Repairs	80,000	47,991	1,907	35,202	(3,192)	103.99
	Sub-Total	**$2,797,385**	**$1,558,702**	**$140,533**	**$652,747**	**$585,935**	**79.05**
Other Contractual Services	Other Contractual Services *	3,212,009	3,105,966	33,383	568,507	(331,972)	114.40
	**** Special Education***	1,007,340	777,209	0	157,155	72,976	92.76
	****Facilities***	6,621,084	6,300,092	130,491	592,788	(402,287)	104.11
	****IT***	1,000,000	699,224	0	300,124	652	99.93
	Legal Services	400,000	262,795	0	153,637	(16,432)	104.11
	Other Purchased Services	14,000	12,455	275	10,400	(8,855)	163.25
	Postage & Freight	157,500	135,738	95	15,204	6,558	95.84
	Claims	450,000	400,000	0	0	50,000	88.89
	Sub-Total	**$12,861,933**	**$11,693,478**	**$164,244**	**$1,797,814**	**($629,359)**	**104.89**
	Supplies & Services Sub-Total	**$74,445,984**	**$45,796,384**	**$525,411**	**$29,027,474**	**($377,873)**	**100.51**
	Combined Total	**$188,218,697**	**$149,585,002**	**$14,322,009**	**$29,049,613**	**$9,584,082**	94.91

**** Breakout of Other Contractual Services by Department***

Grant Funding Details

- Grant's fiscal year denotes the funding cycle that eligible expenses can be reimbursed.
- "Award" (*preliminary and final*) timing is not in sync with the fiscal year requiring reimbursement for expenses previously incurred.
- Amount of funding available from each specific grant may vary throughout the year based on enrollment or availability of funding from grantor.

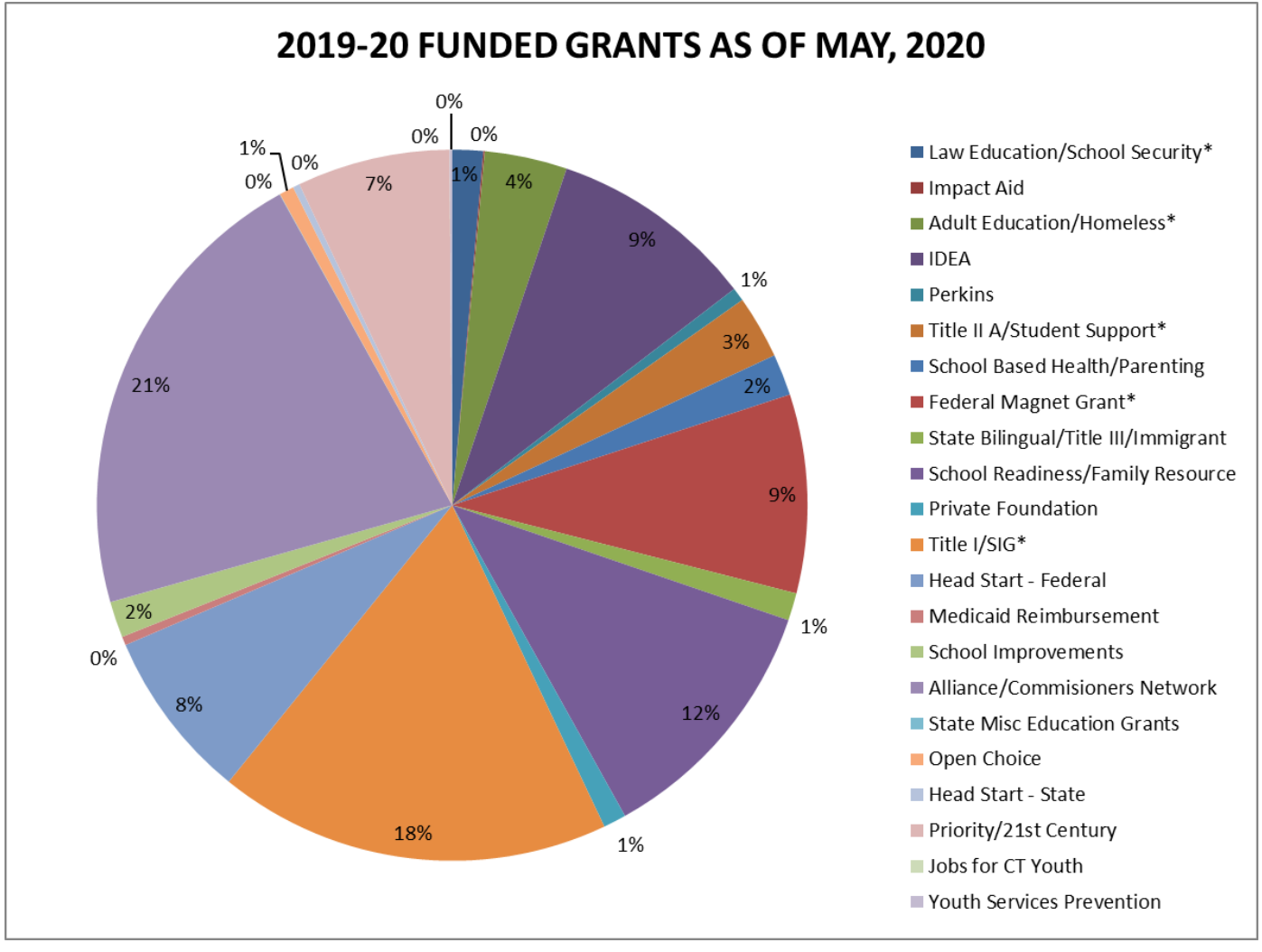
NEW HAVEN PUBLIC SCHO

FY2019-2020
Grant Sources (Revenues)

Common Titles	FY2018/19 Funding	FY2019/20 Funding	YOY $ Change	YOY % Change
Law Education/School Security*	$1,117,660	$1,117,660	$0	0.0%
Impact Aid	94,308	$55,778	($38,530)	-40.9%
Adult Education/Homeless*	3,023,494	$2,997,918	($25,576)	-0.8%
IDEA	6,879,237	$7,492,744	$613,507	8.9%
Perkins	483,007	$489,882	$6,875	1.4%
Title II A/Student Support*	2,092,360	$2,296,085	$203,725	9.7%
School Based Health/Parenting	1,441,322	$1,506,622	$65,300	4.5%
Federal Magnet Grant*	10,279,646	$7,217,112	($3,062,534)	-29.8%
State Bilingual/Title III/Immigrant	1,047,764	$1,001,111	($46,653)	-4.5%
School Readiness/Family Resource	9,612,172	$9,330,927	($281,245)	-2.9%
Private Foundation	993,164	$830,779	($162,385)	-16.4%
Title I/SIG*	15,616,564	$14,284,218	($1,332,346)	-8.5%
Head Start - Federal	7,384,040	$6,192,036	($1,192,004)	-16.1%
Medicaid Reimbursement	429,154	$313,413	($115,741)	-27.0%
School Improvements	1,797,806	$1,314,407	($483,399)	-26.9%
Alliance/Commisioners Network	15,584,201	$17,043,041	$1,458,840	9.4%
State Misc Education Grants	0	$16,009	$16,009	100.0%
Open Choice	620,390	$529,992	($90,398)	-14.6%
Head Start - State	385,428	$248,792	($136,636)	-35.5%
Priority/21st Century	5,689,136	$5,561,485	($127,651)	-2.2%
Jobs for CT Youth	58,200	$6,385	($51,815)	-89.0%
Youth Services Prevention	0	$90,000	$90,000	100.0%
	$84,629,053	**$79,936,396**	**($4,692,657)**	**-5.5%**

*grant crosses fiscal year

NEW HAVEN PUBLIC SCHOOLS

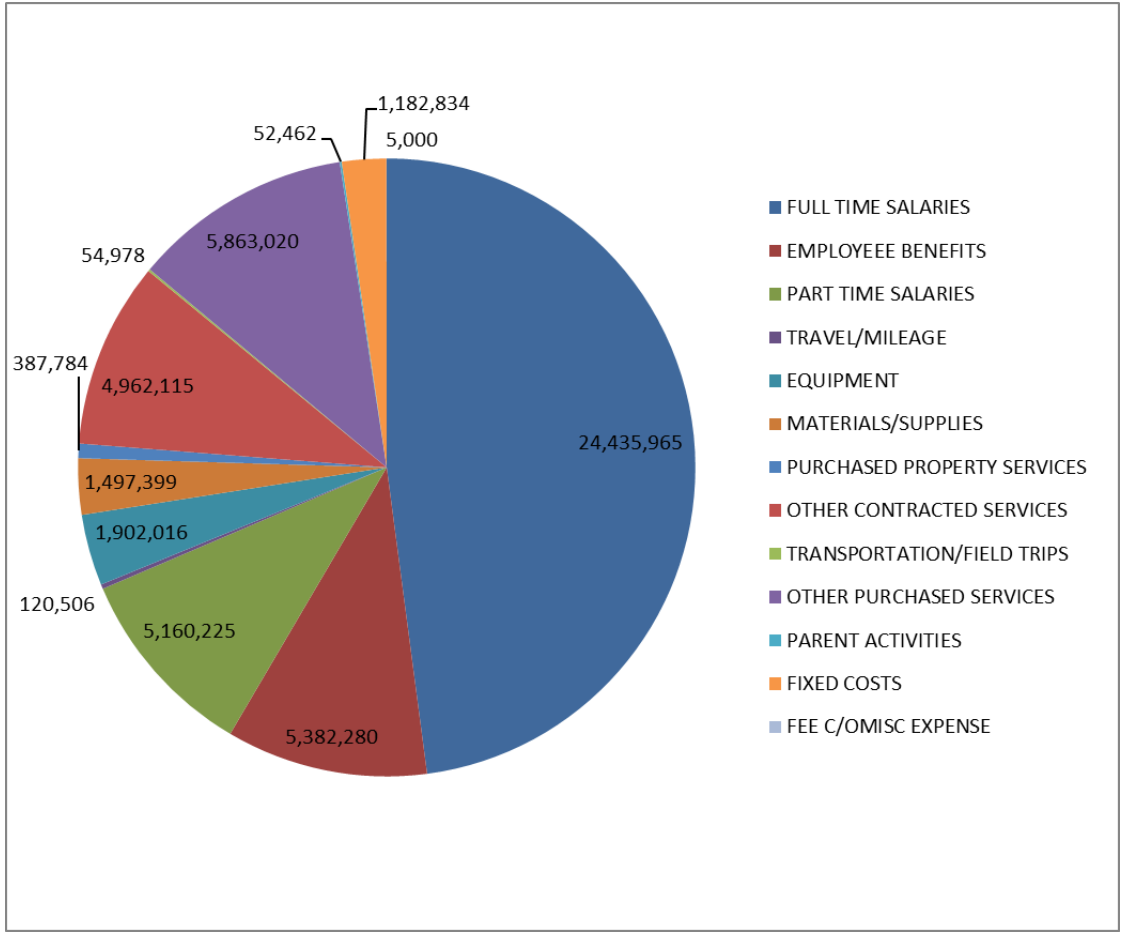


Fiscal Year 2019-20
Grant Funds (Special Funds) Expenditures through 5/31/2020

	Budget	YTD Actuals	Encumbrances	Available
Full Time Salaries	$32,686,990	$24,435,965	$0	$8,251,025
Employee Benefits	8,688,288	5,382,280	0	3,306,008
Part Time Personnel	7,407,043	5,160,225	0	2,246,818
Travel/Mileage	292,629	120,506	8,988	163,136
Equipment/Technology	4,681,999	1,902,016	1,535,426	1,244,557
Materials/Supplies	3,918,023	1,497,399	647,750	1,772,874
Purchased Property Services	388,708	387,784	0	924
Other Professional/Technical	11,776,052	4,962,115	4,773,318	2,041,619
Transportation/Field Trips	631,539	54,978	298,137	278,424
Other Purchased Services	7,598,007	5,863,020	1,586,276	148,711
Parent Activities	157,123	52,462	10,346	94,315
Fixed Costs	1,704,995	1,182,834	0	522,161
Fees/Misc Expenses	5,000	5,000	0	0
Grand Total	$79,936,396	$51,006,584	$8,860,241	$20,070,572

NEW HAVEN PUBLIC SCHOOLS

2019-20 GRANT FUNDED EXPENDITURES BY CATEGORY AS OF MAY 31, 2020



New Haven Public Schools Guidance for Instruction and Assessment (Draft 6-17-20)

This guidance document has been created to give direction and guidance to the district and schools as we move into the 2020-2021 School Year at New Haven Public Schools. The following people were involved in the compiling and writing of this guidance document:

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Instruction & Assessment Guidance for the 2020-2021 School Year

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Overview Reference Sheet

This Instruction & Assessment section aims to provide guidance for curriculum, instruction and assessment for schools to develop their school-based plans in the 2020-2021 school year. It takes into consideration Social Emotional Learning and Wellness and provides guidance in terms of organization of time as well as considerations for students in students with disabilities and English Learners. When using this guidance, consideration for engaging students, particularly at risk or disengaged youth, should be taken into account.

Social Emotional Learning

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

Instruction

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

Assessment

(Add overview when ready).

Social Emotional Learning

Scope & Sequence

There should be a strong focus on Social Emotional Learning of students and Culturally Responsive Practices going into the 2020-2021 School Year. The Social Emotional Learning Team will provide specific guidance but keep in mind students will need instruction and support with the following:

- Utilization of coping skills, emotional management, problem solving strategies and sharing resources

Teachers can:

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

Connection with Instruction

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

- Meeting students where they are and making the lessons accessible for all.
- Providing activities that are aligned with student interest (menus)
- Providing motivation for students to complete work based on relationships with them[1]

Connection with Assessment

(Will be inserted by Assessment team when ready)

[1] From: Mahood, R. [@DrRMahood]. (2020, May 11).

Curriculum & Instruction

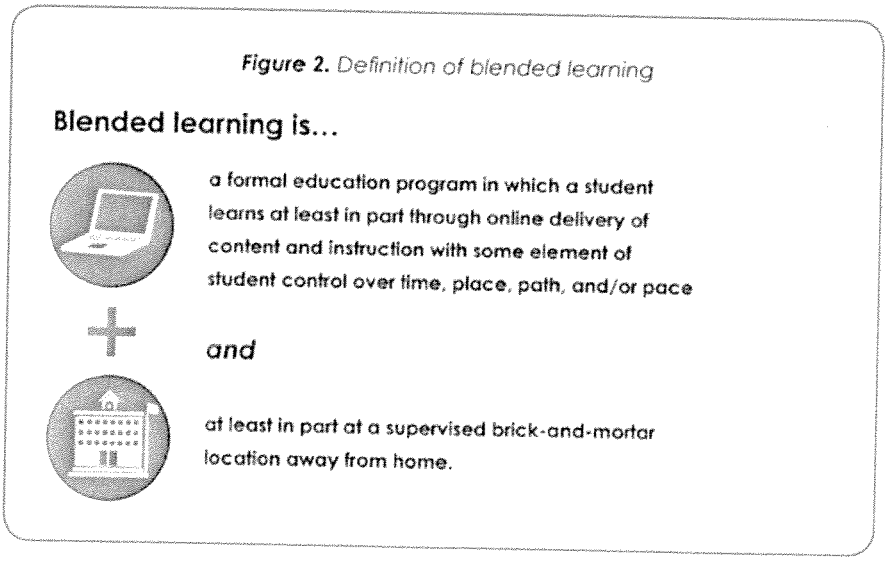
Scope & Sequence

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

Instructional Model: Hybrid Learning

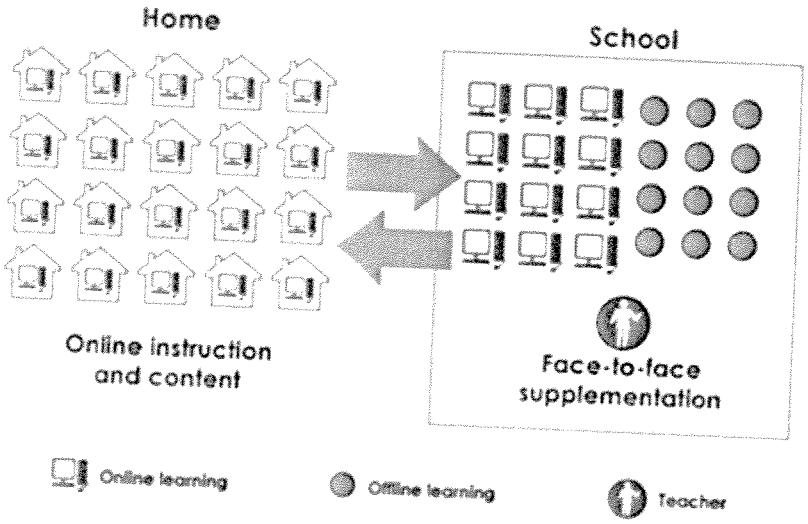
New Haven Public Schools is following an *Enriched-Virtual Model* from Blended Learning, a student-centered methodology to create a unique Hybrid Learning Program. Below are figures for the definition of Blended Learning and the *Enriched-Virtual Model* according to Staker & Horn (2012).[2]

Figure 2. *Definition of blended learning*



[2] From: Horn, S. & Staker, H. (2012). Classifying K-12 Blended Learning.

Figure 12. Enriched-Virtual model, Albuquerque eCADEMY



In an Enriched-Virtual Model of instruction, students divide their time between physically attending classes in school and learning remotely utilizing an online learning platform. In the Enriched Virtual Model students do not attend school every day but rather attend school on a scheduled basis while continuing the majority of learning virtually. Both aspects of learning are key components in this model. The face-to-face instructional time in school allows for collaboration and socialization that students do not get in a virtual setting. Additionally, it allows students greater success when practicing skills independently during asynchronous learning activities.[3]

For New Haven Public Schools' Instructional Model of Hybrid Learning, students will engage in a combination of ways during the academic year, which aligns with the above model from Blended Learning. Based on the following parameters, each school will develop a plan that best meets their school community's needs. At each school students will be engaged in the following:

Face-to-Face Learning

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

What It Is...	What It Is Not...
• Small group interactions • Teacher-led small group instruction • Peer and teacher conferencing, feedback & coaching	• Reliance on independent work as the main use of time • Silent work • Worksheets

[3] From: Horn, S. & Staker, H. (2012). Classifying K-12 Blended Learning.

• Interactive play-based activities • Project-based learning activities • Collaborative discussions based on asynchronous learning • Science experiments • Opportunity for explicit modeling & guided practice	

Synchronous Learning

Students engage virtually from home in real time. Students will log in to a Google Meets class that is live streamed during the Face-to Face Learning time sessions and/or support sessions. When creating school plans, educators should consider the following tips for designing synchronous learning:[4]

1. **Set the tone.**

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

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

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

3. **Create a schedule.**

   Unlike asynchronous learning, synchronous learning courses typically stick to a schedule. Record your online events so that absent learners can still get the information they need at a later time and engage in their learning. Before you begin an online learning experience it is important to use feedback to figure out the best days and times for your learners, so that you can create a schedule that works for as many people as possible within the teacher work day.. Also, keep students' and families' lives in mind when creating the deadlines for online assignments and online assessments.

[4] Tips taken and adapted from: From: Pappas, C. (2015, October 9). *Synchronous versus Asynchronous Learning: Can You Tell the Difference?*

What It Is...	What It Is Not...
• Modeling & Guided Practice • Participants and teacher can interact with each other in real time • It supports the asynchronous learning activity • Conducted using Google Meets (or other) • Real time feedback & coaching • Face to Face Learning Opportunities	• Watching a video • Reliance on independent work as the main use of time • Completing a Google Classroom assignment

Asynchronous Learning

Students are provided assignments to support their learning on the days in which they do not report to school that could include paper, pencil, online learning or a combination. Asynchronous learning directly aligns and supports the face-to-face interaction and/or the synchronous learning. Students will engage in independent, asynchronous learning using Google Classroom as the main platform for learning at their own pace, time, and place. Students will have access to all materials, including recorded videos of the face-to-face learning sessions and pre-recorded mini lessons no more than 15 minutes in length in each of their Google Classrooms for each of their lessons as applicable. When creating school plans, educators should consider the following tips for designing asynchronous learning[5]:

1. **Variety is key.**

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

2. **Develop a solid support structure.**

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

[5] Tips taken from: From: Pappas, C. (2015, October 9). *Synchronous versus Asynchronous Learning: Can You Tell the Difference?*

3. Create a collaborative online community.

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

4. Make it easily digestible.

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

What It Is...	What It Is Not...
• Independent work completed on own time • Watching a pre-recorded mini-lesson • Completing assignments on Google Classroom • Activities on the computer (i.e. completing a Google Form) • Activities off the computer (i.e. play, reading books, drawing, paper & pencil, doing something outside)	• Collaborative in real time • Receiving real-time feedback and coaching

Instructional Model: Online Learning

In the event the CSDE and other state and/or local officials determine that face-to-face instruction at the school site is not possible, all learning will take place online. New Haven Public Schools' students will engage in two different ways of learning during the academic year if Online Learning is needed. Based on the following parameters each school will develop a plan that best meets their

school community's needs. The plan will incorporate each aspect of the Online Learning model and provide structures and processes that are consistent across all grades, courses and or content areas. At each school students will be engaged in a *combination* of synchronous learning and asynchronous learning. Online Learning is a combination of both, not either or. Below is the guidance for each type of learning:

Synchronous Learning

Students will engage virtually from home in real time. Students will log in to a Google Meets class that is live streamed during the Face-to Face Learning time sessions and/or support sessions. For a description of what synchronous learning is and is not and tips for developing a synchronous learning strategy, see page 8 and 9.

Asynchronous Learning

Students engage in independent learning using Google Classroom as the main platform for learning at their own pace, time, and place. Students will have access to all materials, including recorded videos of the face-to-face learning sessions and pre-recorded mini lessons - no more than 15 minutes in length - in each of their Google Classrooms for each of their lessons as applicable. For a description of what asynchronous learning is and is not, see page 9 and 10. Considerations should be made for what technology students have available to them with the different learning activities (for example: printers,

Considerations for Sub-Groups

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

As educators, we need to be aware that race, ability, class, language, gender, and other systems of identity influence learning, access to learning, and how we think about education. We also need to be aware that power can easily translate to online environments (for example, consider: do boys and young men take up more space than girls and young women; does instruction privilege abled persons in ways that it does not privilege otherly abled persons).[6]

[6] Adapted from: Kirkland, D. (n.d.) *Guidance on Culturally Responsive-Sustaining Remote Education Centering Equity, Access and Educational Justice.*

Special Education

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

Supports and Considerations

Listed below are other supports/considerations for Student with disabilities during distance learning:

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

Modifications, Accommodations & Software

Considerations for Students with Disabilities for Hybrid Learning	
Area of Focus	**Notes**
Educational Software	Literacy • Lexia • RAZ kids • LearningAlly(audio books) • Abcya • Edmark Online Math • Symphony Math • IXL • Abcya • Touch Math PDFs
Instructional Modifications	• Access to modified google classroom lessons (based on planning between general education/special education) • Consideration of amount of work provided • Building scaffolds that provide a bridge between in-person and in-home school

	experience • Presentation of materials above and beyond google classroom • Individualized lessons based on student IEP • Lessons provided inclusive of tech and no tech(many students with IEPs cannot access online google suite/Classroom dojo)
Instructional Accommodations	• Access to materials needed to complete work assignments • Extra time provided for work completion • Live interactive classroom for explicit instruction
Staff Training	• Continued training Google Suite (Classroom, Meets, Screencastify, Flipgrid) • Training from NEAT Assistive Technology

English Learners

Language & Cultural Needs

This is a scary time for everyone especially English Learners and their families who may be feeling particularly isolated due to language and cultural barriers. Students who speak underrepresented languages may need extra support in accessing information. Consideration must be given to English proficiency level, cultural background, prior education, native language, and literacy level of students and families. A phone call is a powerful tool. ELs and their families may require extra support to navigate technology and distance learning platforms. A simple phone call using Google Voice can be so helpful and reassuring. For all students, receiving feedback and staying connected with their teacher is critical. Use Voiance Translation Service to communicate with families who do not speak English fluently.

Responsibilities

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

- **Language Proficiency.** The needs of ELs are very varied and their English language proficiency and prior schooling must be considered when assigning work. The ESL teacher can assist with modifying assignments and providing scaffolds as needed for all ELs. (In particular newcomers, level 1 & 2 students, and dually-identified students)

- **Keep things simple and clear.** Do not overwhelm students and their families (especially newcomers and K-3 students) with multiple sites, platforms, and unrealistic expectations. **Less is more!**
- **Language Development:** Provide opportunities to develop the four language domains (reading, listening, speaking, writing) as this is critical for ELs.

ESL Teachers

ESL Teachers:

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

Biliteracy Teachers:

- Should continue to follow their current model of instruction.
- Should continue to follow the district curriculum/expectations. Do not require bilingual and dual language students to spend more time online than what is expected of the general education students.
- Should continue to teach content areas in the language of instruction that was used in your classroom (Ex. If you were teaching Math in English, provide math lessons in English or if you were teaching Writing in Spanish, provide writing instruction in Spanish).
- Should provide students with daily learning opportunities in their second language.

ESL Tutors:

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

Staff Training Needs:

- Training on preferred platforms such as Google Classroom, Google Meets, Flipgrid, etc that work to support ELs
- Training on how to effectively teach using blended learning, particularly for ELs
- Training on providing meaningful feedback remotely for ELs
- Training on digital tools that promote speaking and interaction to support EL language acquisition and understanding

Resources for English Learners

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

Resource Name	Description
On Our Way to English	Leveled Libraries, chants, interactive vocabulary practice
Imagine Learning Language and Literacy	Adaptive learning program for literacy and language development for K-8. Additional support available in 15 languages
Imagine Español	Adaptive learning program for Spanish literacy and language development for K-3.
Imagine Math	Math skill program for grades K-8. Provides bilingual support.
Tumblebooks	A variety of books with audio support (available in English and Spanish)
Reading A-Z	Leveled Readers, Science, ELL, Spanish titles available
Audible https://stories.audible.com/start-listen	Collections for children and teens are FREE until schools are back in session. Audiobooks available for preschool to high-schoolers. Titles are available in a variety of languages.
Common Lit	A collection of passages on various topics and on a variety of levels. Also available in Spanish.
BlackBoard's ParentLink https://newhaven.parentlink.net/main/login	This system allows us to communicate with parents and students in over 100+ languages. It sends text messages, voice, and emails.

Flipgrid	Flipgrid is a free, simple way to foster discussions on classroom topics. Can be used at school or at home to stay connected and share learning experiences. K-12
Socrative	An app that allows you to monitor and evaluate learning in an engaging way.
International Children's Library	A collection of short stories in a variety of languages
BrainPop EL	Online learning platform in which students can work independently of teachers can assign specific lessons at specific levels
Moby Max	An adaptive learning platform that addresses a variety of content areas (Reading, Phonics, Writing, Social Studies, Science, Grammar etc.)

Organization of Time

Considerations

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

- 3 asynchronous learning opportunities for every 2 synchronous learning opportunities
- No more than 4 synchronous content specific/instructional periods on a given day
- At least 2 synchronous periods per week that offers support protocols/models/blocks of time for SEL Support (i.e. Advisory, Morning Meeting, etc.)
- At least 1 period per week for a student optional support period protocols/models/blocks of time for Instruction (i.e. Instructional Support, Office Hours)

Guidance on Screen Time

Distance Learning and asynchronous learning opportunities do not always have to be done on a screen (computer, phone, smart device). Schools should consider ways students are engaging in their learning using the following screen time guidance[7]:

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

Roles of School Community Members[8]

Teachers

- Continuously work to communicate with and build relationships with families from different racial, cultural, linguistic, ability, and class backgrounds.
- Establish regular communication, utilizing translation services as needed,
- Learn to teach students online by engaging in PD provided by district and school
- Learn to navigate multiple digital platforms outlined in district policy
- Utilize project-based learning activities or play based learning activities
- Develop digital synchronous and asynchronous protocols & classroom routines encouraging student discourse/group work (Google Meets, etc.)
- Develop lessons based on student needs, differentiating content when appropriate
- Utilize a continuous cycle of reflection/assessment
- Seek feedback and student input regarding routines to meet student need
- Identify their own biases and assumptions regarding distance learning and identify how these may impact the learning experiences of students
- Know how to ensure maximum student participation
- Lesson plan effectively with others which provides scope and space for online activities, remote participation and/or face-to-face opportunities
- Integrate arts, culture and creativity in lessons
- Utilize techniques for student-centered, independent learning
- Adjust remote lessons plans to meet the different needs of students
- Request help when needed, logging questions, best practices, and other insights that come up in the process of remote teaching (i.e., reflective practice)

District/School Leaders

- Develop plan for school regarding online learning to provide structure and processes that are consistent across all grades, courses and or content areas

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[7] Adapted From: Eye Promise. (2019, May 8). Screen Time Guidelines by Age.

[8] Adapted From: Kirkland, D. (n.d.) *Guidance on Culturally Responsive-Sustaining Remote Education Centering Equity, Access and Educational Justice.*

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

Paraprofessionals and Support Staff

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

Students

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

Families

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

District Approved Resources

The G-Suite

Google Classroom

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

Google Drive

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

Google Meets

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

Google Voice

Google Voice is a telephone service that provides call forwarding and voicemail services, voice and text messaging, as well as U.S. and international call. Google Voice provides a U.S. telephone number, chosen by the user from available numbers in selected area codes, free of charge to each user account. Calls to

this number are forwarded to telephone numbers that each user must configure in the account web portal. Click here for a walkthrough of Google Voice.

Google Groups

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

Google Chat

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

Other Websites and Tools to Support All Learners

Voiance Translation Services

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

Flip Grid

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

Screencastify

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

Pear Deck

Pear Deck offers teachers another way to present lesson content. Presentations using Pear Deck automatically enable videos, animations, and GIFs. Another advantage offered through Pear Deck is the instructor's ability to quickly see what each individual thinks on the Teacher Dashboard provided. Students can answer questions in real time allowing the teacher to modify lessons to

meet student needs, reteaching when necessary. Students access Pear Deck on any device with a web browser.

Voki

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

Infographic

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

Socrative

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

Thinglink

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

TedEd

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

Quizlet

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

Chrome Extensions

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

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

Remind.com

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

Kahoot!

Kahoot! for schools is our new solution that helps teachers collaborate, save time and create even more engaging games. Put your creative minds together with other teachers and make learning awesome as a team! Click for a Kahoot Tutorial.

Assessment

Scope and Sequence

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

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

Student Evaluation from Spring to Fall

These evaluations are in addition to information that normally follows students from grade to grade including: course/subject grades, primary grades skills rubrics, standardized tests, and district diagnostic tests and assessments available.. Examples include: LI, PSF, CAP, ORF, BAS, Math

Inventory, SBA, Fact Fluency, LAS Links, Reading Inventory, content quarterly assessments, CT Physical Fitness Assessment.

Grades Pre K to 7

Elementary teams pass on evaluations of students, including content skills, SEL skills, and distance learning information. (how do they access/analyze, learning style, individual needs, home learning info, language needs, special education, etc..) Survey results show that 27/28 schools have this in place, principals to share with each other. Spec Ed Transitional PPT Meetings are also used.

Grades 8 to 9 (MS teams summarize in schoolnet)

SchoolNet distance learning survey to support information sharing for the 8th-9th grade transition. The following questions are now in Schoolnet for use by 8th grade teachers (as well as for hs if needed):

- What is the most efficient way to contact the student and/or family? What is the primary language? Contact Method/Language
- What supports worked best for this student during distance learning? What motivated them to engage? Supports/Motivation
- What other comments could help next year's teacher understand this student's needs?
- Optional Comments
- Distance Learning Communication Frequency during a typical month
- The student independently engaged with distance learning tasks . . .
- STUDENT WORK/OTHER EVALUATIONS

Grades 9-12 (HS teachers use eval spreadsheet as model)

Spreadsheet for high school grade level teams to organize and share information about students from this year to next year

- High schools have best practices already established in this area; consider convening a small group in the fall to continue to share these strategies as we move forward
- Draft of spreadsheet (to be individualized by and for each high school as needed): LINK
- Draft of student feedback portion (to be individualized by and for each high school as needed): LINK
- Questions for teachers and for student input (see example)

The most efficient way to contact the student and/or family is:	Student's primary language is...	During a typical month of distance learning, the student generally communicated with teachers...	The student independently engaged with distance learning tasks...	Student strengths (before and/or during distance learning)	What supports worked best for this student during distance learning? What motivated them to engage?	Optional: What other comments could help next year's teachers understand this student's needs?

Summer 2020 Student Focus Groups

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

Initial Fall 2020 Evaluations

Wellness

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

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

Developmentally Appropriate Assessment Tools and Feedback

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

In the event of hybrid learning, classroom teachers will assess student wellness, access to tech tools, school supplies, general learning skills, and work space as part of the initial reentry plan.

Classroom teachers will have access to a bank of content and grade level specific performance based assessments for the first thirty days that consider and honor the whole child including students' lived experiences of growth and struggle throughout the shutdown and the summer. These assessments are designed to assess content and grade level specific academic skills, students' experiences with distance learning, and students' interdisciplinary skills.

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

Diagnostic Tools (K-3)

TBD

Diagnostic Tools (4-8)

TBD

Diagnostic Tools (9-12)
TBD

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

Long Term Hybrid Learning Assessment Shifts

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

The Instruction Assessment Subcommittee will work with Curriculum Supervisors and teachers to collect examples of both formative and summative assessments. We will continue to revise and align these assessments, as well as relevant rubrics, organize them by grade level and content area, and share them across the district. When school level teams collaborate to review student work with these rubrics, not only will they identify trends in student strengths and areas of growth, but improved equity in grading will also result.
Key Shifts:

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

Notes/Next Steps being Considered:

Fully implement 21st Cent Skills (Includes hybrid learning, technology skills, creativity, problem solving, etc...)/ Social Emotional/Wellness/Content Skills

Committee will work with CurriculumSupervisors and teachers to collect examples and continue to revise/align and share across the district.

Committee will help determine which schools/grades/subjects are using, identify district criteria (cross disciplinary and content) and rubrics.

Committee will consult with admins/teachers to provide professional development on skills based learning and pilot with schools/teachers, implement across district

GRADING

The group will also take the time to reexamine grading policies for 2020-2021, based on the structure of hybrid learning. This may require rethinking the information that gets passed on to parents and students, including conferences, communications, report cards.

Acceptable Use Policies

(Insert here)

Professional Development

Scope and Sequence

Hybrid learning is new and all staff will require training on how to deliver instruction in a hybrid environment. Through professional learning opportunities including online pedagogy, educators will be able to transform their high-quality teaching practices to the virtual environment. Professional learning will be provided to educators on designing equitable, student-centered instruction that successfully transforms to distance, hybrid, and project-based teaching.

Mentors and coaches will also require professional learning on mentoring/coaching in a hybrid environment. Administrators will need professional learning on assisting, observing, providing feedback, and leading staff in a hybrid environment.

Professional Learning Communities

Professional learning opportunities will be designed for educators to collaborate in professional learning communities in a Summer Learning Institute and within schools.

Teacher Teams

Principals will build in opportunities for teachers to collaborate in at least two of the following ways. Opportunities for teacher collaboration should be teacher facilitated and whenever use protocols to guide those conversations. Here are some overall topics of teacher teams:

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

Glossary of Terms

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

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

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

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

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

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

Project Based Assessment
Performance Based Assessment
Portfolio Assessment
Mastery Learning
Content Mastery Learning Rubrics
Cross Disciplinary Rubrics
21st Century Rubrics

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