


MEMORANDUM

To: New Haven Board of Education
From: Phillip Penn, Chief Financial Officer 
Date: April 22, 2020
Re: Administration proposals regarding part-time pay

In a memo dated February 27, 2020 that was presented to the Finance & Operations Committee (see attached), the administration had put forward a handful of proposals designed to address systemic operational issues the district was facing. Specifically:


- We proposed increasing the daily rate paid to substitute teachers to address a very low fill rate, as we are not competitive with the rate offered by surrounding towns.
- We proposed changing the pay structure for bus monitors to an hourly rate with a guaranteed daily minimum, which would make us more competitive with the substitute rate offered by our transportation provider.
- We also proposed increasing the hourly pay rate for full-time paraprofessionals who covered the classroom for a full day when a substitute teacher was unavailable.

The estimated annual cost for these proposals is captured on the attached memo dated March 13, 2020.

However, it's important to note that these operational constraints no longer exist with schools closed as a result of the pandemic. Further, the leadership of the paraprofessionals union has since expressed that they would rather resolve the issue of differentiated pay through the collective bargaining process. Given these two factors, the administration is no longer recommending that part time pay rates be changed for the 2019-20 school year, but instead be implemented for the beginning of the 2020-21 school year. You will note that as part of the 2020-21 budget presentation being shared with the Board at the April 27 meeting, we have incorporated \$500,000 in anticipated part time pay increases for the items above.

We believe that this approach achieves an appropriate balance between the need to be fiscally responsible, and the need for equity in our part time wage structure.

MEMORANDUM

To: Board of Education
From: Phillip Penn, Chief Financial Officer 
Date: March 19, 2020
Re: Additional data regarding rates of pay for part time staff

There was a request made at the March 16 Finance & Operations subcommittee meeting for some additional information regarding the part time pay proposals that have circulated over the last several weeks.

1. Can you provide the total number of staff by class (substitutes, paras, bus monitors, part timers) who will be affected by the proposal, as well as the individual changes (for instance, a part time staff's weekly pay would change from \$\$\$\$ to \$\$\$\$). You may have to average in some classes like FT paras.

We have a pool of approximately 245 potential substitute teachers (\$75/day); we have on average 119 openings per day. We also have 149 part-time paraprofessionals (\$12.00/hr); 26 bus monitors (\$35.50 to \$63.50/day); 46 student workers (\$11.00/hr); 8 lunch aides (\$11/hr); 60 non-certified instructors (\$15.00/hr); and approximately 67 full-time paras that work additional hours (\$14.00/hr).

Nearly all of the part-time paraprofessionals work either 15 hours a week or 19.5 hours a week. Increasing their hourly pay to \$16.67 from \$12.00 would increase their weekly pay by \$70.05 or \$91.07, respectively. The lunch aides work between 7.5 and 13.75 hours per week; the students work 1.5 hours per week.

2. Did you factor in the savings realized by paras replacing substitutes (\$50 for paras as opposed to \$100 per substitute)? If not, can you?

Compared to our current practice, there is no savings from using paras to cover a class, since they're only used when a sub can't be found. Any differentiated pay generates additional cost:

Current Practice	Admin Proposal	Board Member Proposal
If no sub found, para covers the classroom. No differentiated pay. Additional cost: \$0	If no sub found, para covers the classroom. \$3/hr x 6.75 hours. Additional cost: \$20.25	If no sub found, para covers the classroom. Additional \$50/day Additional cost: \$50

3. Please provide the underlying calculations used to reach the conclusions you reported.

Administration Proposal	Annual Cost	Cost 4/1/2020 - 6/30/2020	Board Member Proposal	Annual Cost	Cost 4/1/2020 - 6/30/2020
Increase pay rate for substitute teachers to \$95 per day.	\$298,000	\$59,600	Increase pay rate for substitute teachers to \$100 per day.	\$373,000	\$74,600
Increase pay rate per hour by \$3 for paraprofessionals covering a classroom for a full day.	\$100,500	\$20,100	Increase pay rate by \$50 per day for paraprofessionals cover a classroom.	\$257,700	\$51,500
Change pay rate for bus monitors to \$12 per hour with a daily minimum of \$60.	\$22,000	\$4,400	Change pay rate for bus monitors to \$12 per hour with a daily minimum of \$65.	\$26,300	\$5,260
No administration proposal	<u>\$0</u>	<u>\$0</u>	Increase pay rate for part-time staff earning \$12.00 per hour to \$16.67 per hour, with a daily minimum of \$65.	<u>\$454,000</u>	<u>\$90,800</u>
Totals	\$420,500	\$84,100		\$1,111,000	\$222,160

From the memo of March 2, we know we attempt to fill an average of 119 vacancies a day, with a fill rate of 57%. Out of the 119 per day, 52 are filled and 67 are unfilled and must be covered by someone else in the building.

- Increasing the daily rate for subs to the top of the market should increase the fill rate substantially. An improvement to a 70% fill rate seemed reasonable.
- $119 \text{ absences} \times 70\% \text{ fill rate} \times 180 \text{ days} \times (\$95 \text{ new rate} - \$75 \text{ old rate}) = \$299,880$. We have approximately 20% of our school days left from April to June. $\$299,880 \times 20\% = \$59,976$.

If the fill rate increases to 70%, the unfilled rate drops to 30%. Building principals in the K-8 schools reported that paras cover the classroom approximately 80% of the time. Therefore, for the para differential pay:

- $119 \text{ absences} \times 30\% \text{ unfilled rate} \times 80\% \text{ para usage} \times 180 \text{ days} (\$3.00 \times 6.5 \text{ hours/day}) = \$100,246$. For the remainder of the school year, $\$100,246 \times 20\% = \$20,049$.

The same formula applied to a \$0/day differential yields:

- $119 \text{ absences} \times 30\% \text{ unfilled rate} \times 80\% \text{ para usage} \times 180 \text{ days} \times \$50/\text{day} = \$257,040$. For the remainder of the school year, $\$257,040 = \$51,408$.

Because the bus monitors are paid different rates on a daily basis, each pay tier had to be calculated separately. The basic formula structure is # of drivers x 180 days x pay differential per day. Using the actual staffing level from the March 6 payroll:

# Drivers	Current Rate	New Rate	# of Days	Total	# Drivers	Current Rate	New Rate	# of Days	Total
6.5	\$63.50	\$66.00	180	\$2,925	6.5	\$63.50	\$66.00	180	\$2,925
6.5	\$58.50	\$60.00	180	\$1,755	6.5	\$58.50	\$65.00	180	\$7,605
3.0	\$54.50	\$60.00	180	\$2,970	3.0	\$54.50	\$65.00	180	\$5,670
3.0	\$49.50	\$60.00	180	\$5,670	3.0	\$49.50	\$65.00	180	\$8,370
1.5	\$40.50	\$60.00	180	\$5,265	1.5	\$40.50	\$65.00	180	\$6,615
1.0	\$35.50	\$60.00	180	<u>\$4,410</u>	1.0	\$35.50	\$65.00	180	<u>\$5,310</u>
				\$22,995					\$36,495

Finally, from our March 6 payroll run, we paid out \$32,409 to employees earning \$12 per hour. The March 6 payroll covered five school days and reflected 2,701 hours worked, or \$6,482 and 540.2 hours per day. An increase from \$12.00 per hour to \$16.67 per hour yields the following increase in cost:

- $540.2 \text{ hours/day} \times 180 \text{ days} \times (\$16.67 \text{ new rate per hour} - \$12.00 \text{ old rate per hour}) = \$454,092$. For the remainder of the 2019-20 year the cost is $\$454,092 \times 20\% = \$90,818$.

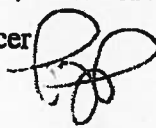
However, a \$65 per day minimum further increases that annual cost. During the same March 6 payroll period 149 part-time paraprofessionals worked. If each of the paraprofessionals received \$65 per day and worked in each payroll period, the annual cost would increase as follows:

- $(149 \text{ paras} \times \$65 \text{ per day} \times 180 \text{ days}) - (\$6,482 \times 180) = \$576,540$.

Additional attachments:

- February 27, 2020 memo
- March 2, 2020 memo
- Current rates of pay for part timers dated January 1, 2020
- March 9, 2020 Board member proposed resolutions
- March 13, 2020 memo

MEMORANDUM

To: Finance and Operations Committee, Board of Education
From: Phillip Penn, Chief Financial Officer 
Date: February 27, 2020
Re: Rates of pay

I'd like to propose a handful of fixes to some systemic issues we have around our pay rates.

Specifically, I would recommend moving our substitute teacher pay rate from the bottom of the market (\$75 per day) to near the top (either \$95 or \$100), to ensure we're competitive vs. surrounding towns and generating an acceptable talent pool (see comparison below).


I further think we should offer a pay differential of \$3/hour to any paraprofessional that covers a classroom for a full day. The current contract makes it fairly clear that paras are to be used to cover classrooms only on an emergency basis, and not more than one day a week. Given the poor fill rate we have with our substitute teachers, we are aware that several paras have covered classrooms on a more extended basis. This proposal would provide differentiated pay to the para taking on responsibilities beyond the scope of their normal role.

Lastly, I would recommend moving our bus monitors to \$12 per hour, with a guaranteed daily minimum of \$60 per day. The current structure is a flat daily rate ranging from \$35.50 to \$63.50, depending on the number of bus runs the employee covers. The minimum wage will move to \$12 later this year, and we have some concerns about how our per-day compensation structure is impacting some individuals. To be clear, the new rate will be earned from the time they leave the yard on a run to when they return. This would not cover commuting time on the shuttle buses. Currently, we are paying First Student for substitute bus monitors (10-15 subs per day at about \$30 an hour) because our own pay rates are out of synch with the market. Thus, we are likely to save money by increasing the pay to our internal staff.

I look forward to your thoughts.

District	Current Sub Rate Per Day
N. Branford	75
Guilford	89
Milford	90
Bethany	90
Madison	90
Stratford	90
Trumbull	100
Naugatuck	<u>100</u>
Avg.	90.5

MEMORANDUM

To: Finance and Operations Committee, Board of Education
From: Phillip Penn, Chief Financial Officer 
Date: March 2, 2020
Re: Additional data regarding rates of pay

Please see below answers to questions regarding the rate of pay proposals for tonight's meeting:

Substitutes

1. On average, how many do we use daily?

On average, we're able to fill 52 absences.

2. How many do we need daily?

On average there are 119 absences that need coverage.

	Fill				School
	Needed	Filled	Unfilled	Fill Rate	Days
September	1,492	816	675	45.2%	19
October	2,532	1,140	1,389	54.9%	21
November	2,322	943	1,374	59.2%	18
December	1,975	754	1,217	61.6%	15
January	2,502	1,028	1,465	58.6%	20
February	<u>1,977</u>	<u>830</u>	<u>1,143</u>	<u>57.8%</u>	<u>15</u>
	12,800	5,511	7,263	56.7%	108

Average # of absences: 119

Average # filled: 52

Average # unfilled: 67

3. How many hours per day do they work?

6.5 hours per day. At the current daily rate, the pay is \$11.54 per hour. At the proposed daily rate (\$95), that would move to \$14.62 per hour.

Paras

1. How many hours a day do the FT paras work?

Per the current contract, they work 6.5 hours a day.

2. How many paras are we having cover classrooms for a full day?

The elementary principals indicated that paras are asked to cover a classroom 80-90% of the time there's a teacher absence and no sub. Alternatively, it's a mix of teachers with extra prep periods, instructional coaches, Special Ed teachers, and the Principals themselves. With on average 67 unfilled absences per day, and assuming that two thirds of those are at the K-8 level, we're asking about 35 paras to cover a classroom per day.

What is the total additional costs for the recommendations?

- If the fill rate improved to 70% from the current level of 57%, the full-year impact of increasing the substitute pay rate would be about \$298,000. For April 1 through the remainder of the 2019-20 school year, it would be approximately \$59,600.
- With more available subs, the number of paras covering a classroom per day should drop by about 20%, to 28 per day. The cost of the pay differential would be \$100,500 per year, and \$20,100 from April 1 through the end of the 2019-20 school year.
- The impact of the change to the bus monitor pay structure is approximately \$22,000 per year, and \$4,400 from April through the end of the 2019-20 school year.

**RATE OF PAY for Part-Timers
Updated January 1, 2020**

Instructional Support- Certified Teacher: <ul style="list-style-type: none"> • Tutor • Pre-K instructional support • Any teacher under the NHFT contract that works beyond their day Must attach student attendance sheets with time sheets	Pay Code 700	\$32.00
Tutor - Not Certified BA or better : <ul style="list-style-type: none"> • Tutor • Pre-K instructional support Must attach student attendance sheets with time sheets	704	\$22.50
Non-Degreed Instructor: <ul style="list-style-type: none"> • Business Managers • Skilled Workers - Must have an attach an Associates Degree, 60 credits or a Business Certificate to receive this rate of pay. Student attendance sheet must be provided with timesheet. Must be teaching their own group of students. (except Business Manager) 	705	\$15.00
Full Time UNION Para Professionals Part Time hours Rate	716	\$14.50
Parents/Community Aide Dean – Non Instructional	720	\$12.00
PART TIME Clerical Non Union	725	\$11.00
FT Administrative Assistants - 884 – PT Rate can only work a maximum of 5 hours a week – one hour a day.	723	Varies
Student (presently in High school), Lunch Aide	730	\$11.00
SUMMER RATES	702 707	Certified Teacher - \$32.00 Non-Certified - \$17.50

Revised 1/1/2020

Pay Code	Hourly Rate	Annual Cost	Effect of \$1 Increase
705	\$15.00	\$603,000	\$40,200
716	\$14.50	\$227,000	\$15,655
720	\$12.00	\$1,166,700	\$97,225
725	\$11.00	\$30,300	\$2,755
730	\$11.00	<u>\$41,200</u>	<u>\$3,745</u>
		\$2,068,200	\$159,580

Resolutions FY 2020-2021

March 9, 2020

Resolution #1 raises for Part Time Instructional Staff

The NHPS CFO proposed “a handful of fixes to some systemic issues we have around our pay rates” to allow for better competition with surrounding towns for qualified staffers as well as general fairness to some of our lowest employees. The CFO proposed raising the pay rates for substitutes, paras and bus monitors. He also suggested changing the pay rates for paras and bus monitors.

Background Information

Minimum Wage	Living Wage – 1 Adult			
	0 Children	1 Child	2 Children	3 Children
\$11.00 on October 1, 2019	\$13.74	\$29.36	\$33.99	\$41.21
\$12.00 on September 1, 2020				
\$13.00 on August 1, 2021				
\$14.00 on July 1, 2022				
\$15.00 on June 1, 2023				

Substitute teachers

Currently, substitute teachers make \$75 per day. The current hourly rate at 6.5 hours is \$11.54.

Full time Paras

Currently, fulltime paras are being asked to cover classrooms when teachers are absent. The CFO has proposed that a pay differential of \$3 per hour should be given to paras who are asked to cover classrooms.

Bus Monitors

Currently, bus monitors are paid a flat daily rate of between \$35.50 to \$63.50 depending on the number of bus runs the employee covers. The CFO recommends that we move to a \$12 per hour wage with a guaranteed minimum of \$60 per day.

Part Time Paras and Parent Advocates


No recommendation from the CFO. Currently these workers earn \$12.00 an hour for 19.5 hours per week (the same rate for over 4 years) and are not represented by a union. The currently earn about \$46.80 per day.

Motion

1. **Substitute teachers - Increasing the substitute teacher pay rate from \$75 per day (the bottom of the market) to \$100 per day (the top of the market) [hourly rate of \$15.38]**
2. **Full Time Paras - add a \$3 per hour pay differential when a para is asked to cover a classroom.**
3. **Bus Monitors – change the pay structure to pay a minimum wage of \$12 per hour with guaranteed minimum of \$65 per pay**
4. **Part Time Paras and Parent Advocates – raise the minimum wage to \$16.66, with a guaranteed \$65 per day (the same as the bus monitors).**

**** It should be noted that in several years the minimum wage will be \$15.00 per hour, and most of these wages will have to rise each year for the next 4 years.**

MEMORANDUM

To: Finance and Operations Committee, Board of Education
 From: Phillip Penn, Chief Financial Officer 
 Date: March 13, 2020
 Re: Additional data regarding rates of pay per Board member proposal

The table below summarizes the difference in cost between the proposals as presented by management and as presented by one of the Board members at the March 9, 2020 BOE meeting:

Administration Proposal	Annual Cost	Cost 4/1/2020 - 6/30/2020	Board Member Proposal	Annual Cost	Cost 4/1/2020 - 6/30/2020
Increase pay rate for substitute teachers to \$95 per day.	\$298,000	\$59,600	Increase pay rate for substitute teachers to \$100 per day.	\$373,000	\$74,600
Increase pay rate per hour by \$3 for paraprofessionals covering a classroom for a full day.	\$100,500	\$20,100	Increase pay rate by \$50 per day for paraprofessionals cover a classroom.	\$257,700	\$51,500
Change pay rate for bus monitors to \$12 per hour with a daily minimum of \$60.	\$22,000	\$4,400	Change pay rate for bus monitors to \$12 per hour with a daily minimum of \$65.	\$26,300	\$5,260
No administration proposal	<u>\$0</u>	<u>\$0</u>	Increase pay rate for part-time staff earning \$12.00 per hour to \$16.67 per hour, with a daily minimum of \$65.	<u>\$454,000</u>	<u>\$90,800</u>
Totals	\$420,500	\$84,100		\$1,111,000	\$222,160



Learn.
Achieve.
Rise.

SY 2020-2024

STRATEGIC PLAN

New Haven Public Schools

www.NHPS.net





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WELCOME

A Letter from Mayor of New Haven, Superintendent of Schools and New Haven Board of Education Chair

Dear Learning Community,

Our plan is about shifting focus to our strengths and creating an organizational culture where staff and students are supported and encouraged, and where the community becomes a part of the fabric of schooling in supporting students. We want to do the right things well, so that we can become a school system that builds on the strengths of students and where all teachers make students excited about the present and the future.

The strategic plan consists of our newly coined mission and vision, values, and goals. At the center of the plan is our mission to ensure that students will graduate ready for college and career. This plan is our guide for achieving our vision to be a high performing urban school district where students have a desire to learn, our educators inspire, families engage, and the community restores trust in the system.

The launch of the 2020-2024 strategic plan provides an exciting new chapter for New Haven Public Schools, as we build upon the past, and project into the future.

We believe that this strategic plan is an important step of many we plan to do collaboratively, to move our school system forward. We have to work hard to make this happen. Becoming high performing is not by chance, but hard work—a strong system, strong schools, strong students, strong staff, and strong community partnership—requires our individual and collective efforts dedication, insistence, persistence, commitment, discipline and focus to build a caring culture of collaboration and trust. The success of the strategic plan is the responsibility of all of us. When we understand and carry out our respective roles and responsibilities, then our students can achieve their goals of graduating college, career, and life ready.

Sincerely,

Justin Elicker,
Mayor
City of New Haven

Dr. Iline P. Tracey,
Interim Superintendent
New Haven Public Schools

Ms. Yesinia Rivera,
Chair
New Haven Board of Education

Introduction

The New Haven Public Schools Learn-Achieve-Rise 2020 Strategic Plan is designed to drive the academic and social emotional growth of our students. The strategic plan is organized in support of clear, outlined goals and strategies. It was prepared by a dedicated team of educators, parents, and community stakeholders. The contents are built from best research-based practices as well as from an analysis of our school district; outlining areas of need.

The plan is designed to:

- Provide a strong academic foundation for all students
- Provide access to standards based, rigorous and relevant curriculum
- Emphasize equity and opportunity gaps
- Establish standards for parent and community engagement
- Improve organizational efficiencies
- Focus on the whole child

Please explore this document and our website NHPS.net to learn more about our 2020-2024 plan. We thank everyone who has contributed to this document. We received valuable insights upon which to build as well as areas to improve.



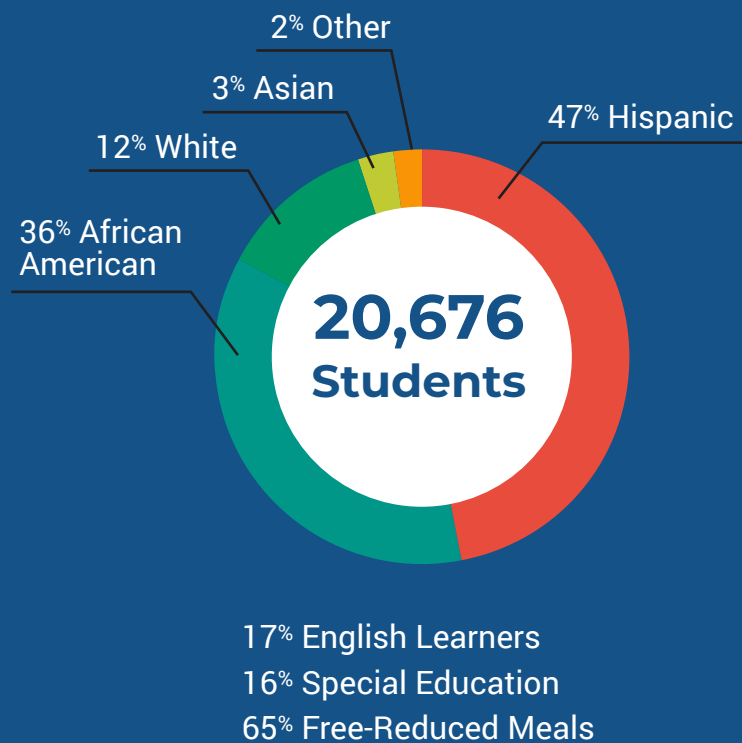
District Profile

Stats

New Haven by Numbers

- 31** Elementary/Middle Schools
- 10** High Schools
- 2214** Certified Staff
- 846** Non-Certified Staff

Demographics



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Core Values

We believe...

1 Equitable opportunities create the foundation necessary for every child to succeed

2 A culture of continuous improvement will ensure that all staff are learners and reflective practitioners

3 High expectations and standards are necessary to prepare students for college and career

4 Collaboration and partnerships with families and the New Haven community will enhance learning and achievement

NHPS Strategy Map

MISSION

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

VISION

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

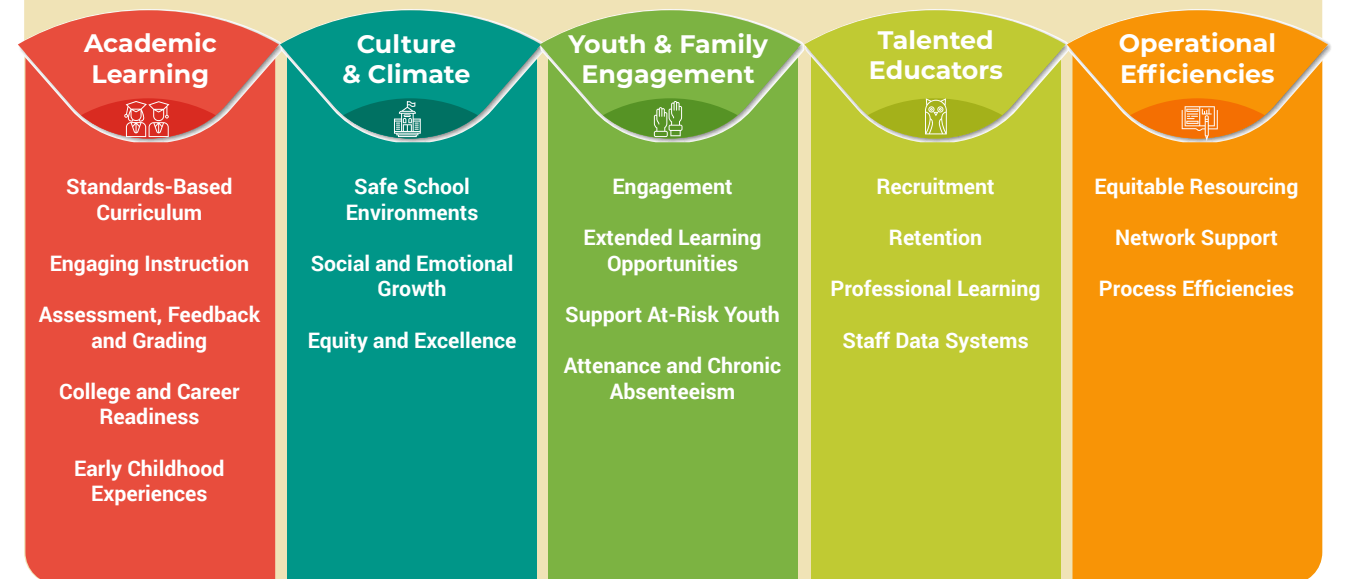
GOAL: OUTSTANDING STUDENT ACHIEVEMENT

EARLY CHILD DEVELOPMENT

SOCIAL/EMOTIONAL GROWTH

COLLEGE/CAREER READINESS

PRIORITY AREAS AND STRATEGIES



EMPHASIS ON THE WHOLE CHILD

PERFORMANCE MANAGEMENT SYSTEM OF ACCOUNTABILITY

Overarching Goals 2020 - 2024

Goal 1 Strong Foundation in the Fundamentals

1

If we assure that all students receive high quality early childhood experiences, focusing on appropriate Child Developmental Strategies, then all students will have the necessary skills to meet their personal growth targets.

By 2024 80% of Pre K-3 students with uninterrupted learning will meet or exceed grade level literacy and math benchmarks.

By 2024 100% of students will meet the growth expectations set from the DIBELS (K-3) or Reading Inventory (3-10).

By 2024 100% of elementary schools and 85% of all PreK-3 classrooms will have fully implemented play-based/inquiry-based learning.

Goal 2 High Achievement for all Learners

2

If we take the necessary steps to close the opportunity gaps among our high- needs groups then we will increase the graduation rate among our students.

By 2024 80% of students will demonstrate grade-level proficiency in literacy, math, and science.

By 2024 English Learners will achieve 80 percent of their Literacy and Oral growth targets on average on the LAS Links.

By 2024 the 6-year graduation rate for high-needs subgroups will increase to 85%.

By 2024 the gap between the high needs and non-high needs subgroups will decrease to less than 10 points in ELA, Math, and Science performance indices.

Goal 3 Development of the Whole Child

3

If we create positive school communities that focus on the needs of all stakeholders, then we will assure that the learning needs, social-emotional wellness, and physical wellness of the whole child are met.

By 2024 the number of students who are Chronically Absent from school will decrease to 10%.

By 2024 80% of PreK-8 students with 80+ school attendance (uninterrupted learning) will meet or exceed Social Emotional Learning grade level benchmarks.

By 2024 60% of Grades 4, 6, 8 and high school students will meet age-appropriate Physical Fitness benchmarks.

Goal 4 Preparation for College, Career and Life

4

If we take the necessary steps through our curriculum, district initiatives, and community partnerships to prepare students for college and career then NHPS students will graduate with the necessary skills they need to succeed in post secondary opportunities.

By 2024 90% of ninth grade students will be "on track" for graduation.

By 2024 the 4-year cohort graduation rate will increase to 85% and the 6-year cohort graduation rate will increase to 90%.

By 2024 85% of all Seniors will have presented a project OR portfolio measured with the NHPS 21st Century Competency rubrics.

Goal 5 Unwavering Commitment to Equity, Growth and Progress

5

If all district stakeholders participate in a cycle of continuous improvement with the focus on high expectations and the equitable distribution of resources then we will assure that all children will receive a quality education with a variety of experiences and outcomes.

By 2024 All schools will participate in a full implementation of a transparent budget process that reflects equitable distribution of resources.

Priority Areas Overview

Priority Areas for 2020-2024



1 Academic Learning

- 1.1 Standards-Based Curriculum:** Ensure that every subject area has standards-based, culturally-relevant, developmentally appropriate, engaging curriculum that integrates social-emotional and real-world skills. Publish learning expectations for each grade or level in every subject area.
- 1.2 Engaging Instruction:** Build teacher capacity to implement curriculum through the use of purposeful, meaningful and supportive instruction that integrates social-emotional needs with a focus on rigor and relevance to students.
- 1.3 Assessment, Feedback and Grading:** Utilize robust educational assessment and data systems for collection and disaggregation of data to improve instruction for all students. Build teacher capacity to monitor learning and provide regular, meaningful feedback to students. Implement clearly-defined grading practices.
- 1.4 College and Career Readiness:** Ensure that all students have access to learning opportunities that are specifically aligned to the skills needed for a range of future work and life experiences. Increase student enrollment and success in college-level courses. Support students in seamless transitions from middle school to high school and high school to life.
- 1.5 Early Childhood Experiences:** Develop and implement play-based/inquiry-based early childhood experiences that are developmentally appropriate and prepare students for future learning.



2 Culture & Climate

- 2.1 Safe School Environments:** Strengthen and sustain safe, engaging, responsive environments within each of our schools and all district departments.
- 2.2 Social and Emotional Growth:** Increase accessibility of social, emotional, and physical health resources for all families, staff, and other stakeholder groups.
- 2.3 Equity and Excellence:** Provide school experiences that are culturally responsive and promote equitable resources for all schools.



3 Youth & Family Engagement

- 3.1 Engagement:** Strengthen the Comer model and utilize the Connecticut Framework to align family and community engagement across the district.
- 3.2 Extended Learning Opportunities:** Provide students and families with increased access to extended learning opportunities through Saturday Academies, after-school programming, and mentoring.
- 3.3 Support At-Risk Youth:** Continue citywide and data-driven collaboration to identify and support the needs of our most at-risk and struggling students. Provide preventative and recuperative services for disengaged students.
- 3.4 Attendance and Chronic Absenteeism:** Increase the number of students arriving to school on-time, every day, and ready to learn.



4 Talented Educators

- 4.1 Recruitment:** Restructure and implement an efficient system and structure for recruiting and hiring diverse staff.
- 4.2 Retention:** Restructure, refine and implement an efficient professional learning and performance management system in order to retain high quality staff.
- 4.3 Professional Learning:** Offer individualized professional growth opportunities to support all staff.
- 4.4 Staff Data Systems:** Develop, refine and connect data systems to improve onboarding, professional learning and evaluation of all staff.



5 Operational Efficiencies

- 5.1 Equitable Resourcing:** Create and implement a transparent budget process that is equitable and site based to support the instructional core and premised on a balanced budget.
- 5.2 Network Support:** Continue, strengthen, and refine the School Support Network Model by adopting formal data cycles of inquiry and school reviews.
- 5.3 Process Efficiencies:** Enhance, streamline and optimize processes to improve efficiency, accountability and compliance.

Data Targets

NHPS Priority Targets	2019	2024
PreK		
Literacy Achievement	—	80%
Math Achievement		80%
Kindergarten		
Literacy Achievement	—	80%
Math Achievement		80%
Grade 1		
Literacy Achievement	—	80%
Math Achievement		80%
Grade 2		
Literacy Achievement	—	80%
Math Achievement		80%
Grade 3		
Literacy Achievement	—	80%
Math Achievement		80%
ELA Index		
All Students	—	80%
High Needs Students		80%
Math Index		
All Students	—	80%
High Needs Students		80%
Science Index		
All Students	—	80%
High Needs Students		80%
Play Based Learning		
All Schools %	—	100%
PreK-3 Classrooms %		85%
LAS®		
Literacy Growth	59%	80%
Oral Growth	48%	80%



NHPS Priority Targets	2019	2024
ELA Gap	16%	10%
Math Gap	15%	10%
Science Gap	13%	10%
Chronic Absenteeism	19%	10%
Physical Fitness Benchmarks	49%	60%
9th Grade On-Track	85%	90%
4-Year Graduation Rate	79%	85%
6-Year Graduation Rate		
All Students	88%	90%
High Needs Students	83%	85%
Senior Portfolio	—	85%



New Haven Public Schools

QR Code



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SY 2020-2024
STRATEGIC PLAN

New Haven Public Schools

www.NHPS.net

Gateway Center
54 Meadow Street
New Haven, CT 06519

T: 475-220-1000
F: 203-946-7300

www.NHPS.net

Master includes input of: *McArthur, Joyner, Holdson, Wilcox*

- Governance Committee
- Chief Financial Officers
- Supt of Schools
- Parents - *Sara Miller, JoAnn Wilcox*

P3323(a)

Master Copy

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 and special funds will be made in accordance with the following procurement standards.

Commented [PP1]: We currently allow the Superintendent to enter into agreements for up to \$20,000 with notice to the BOE. That practice doesn't seem to be captured anywhere in the proposed policy.

Make the change recommended here

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.

Financial (CFO)

Purchases will be reviewed by the Chief Procurement Officer (CPO), to prevent duplication and to ensure that costs are reasonable.

Commented [PP2]: We don't have a chief procurement officer.

insert Chief Financial Officer or designee

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, and 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, but written records of such efforts are not necessary. Small Purchases that cost between \$500 and ~~\$1,499.99~~ \$1,499.99-999.99 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. ~~For purchases of less than \$500, efforts will be made to get the lowest and best price, but written records of such efforts are not necessary.~~ Purchases of supplies, equipment and services that cost ~~\$1,500,000~~ \$1,500,000 to \$249,999 will require written estimates and publication of the opportunity will be listed on the New Haven Public School District website. 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 filed.

use "retained"

Commented [PP3]: Filed with whom? Better to say 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 ~~\$10,000~~ \$25,000, an Invitation for Bids (IFB) notice will generally be prepared. This notice will be published on the district website. NHPS

Commented [PP4]: State statute 7-148v sets the limit at \$25,000. Why are we proposing a limit that is substantially lower?

Use 25,000 and cite 7-148v

program officials may also solicit sealed bids from responsible prospective suppliers by sending them a copy of such notice.

P3323(b)

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 Procurement Officer (CPO) 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 CPO 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 the exception of certain professional services (principally engineering and legal 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 CPO will evaluate the responses and rank them by comparative qualifications. The highest scoring person or firm will be contacted and the CPO 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 CPO 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 ~~\$10,000~~ \$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 and Chair of the Finance Committee 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 utilization of 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.

We will keep this section as is.

Commented [PP5]: This seems very subjective and may be overly restrictive in excluding local small businesses.

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.

V. CODE OF CONDUCT

a) **Conflict of Interest:** No New Haven Board of Education member, employee, consultant, elected official, appointed official or designated agent of the New Haven Board of Education will take part or have an interest in the award of any procurement transaction if a conflict of interest, real or apparent, exists. A conflict of interest occurs when the official, employee or designated agent of the New Haven Board of Education, partners of such individuals, immediate family members, or an organization which employs or intends to employ any of the above has a financial or other interest in any of the competing firms.

No New Haven Board of Education member, employee or designated agent of the New Haven Board of Education may acquire a financial interest in, or benefit in any way from, any activity which uses any portion of district funding, nor shall they have any interest in any contract, subcontract or agreement for themselves or any family members, nor shall they ever occupy such funding-assisted unit. No appointed or elected member of the Board of Education or employee will attempt to unduly influence the selection of a vendor.

NOTE: These rules apply to all named parties and shall be effective for the period of service and for one year after leaving said position (or office, in the case of elected officials).

b) **Acceptance of Gratuities:** No New Haven Board of Education member, employee or designated agent of New Haven Public Schools shall solicit or accept gratuities, favors or anything of monetary value in excess of \$5 from contractors, potential contractors, subcontractors or potential subcontractors.

c) **Penalties:** Any New Haven Board of Education member, employee or designated agent of New Haven Board of Education who knowingly and deliberately violates the provisions of this code will be open to civil suit by New Haven Board of Education without the legal protection of New Haven Board of Education. Furthermore, such a violation of these procurement standards is grounds for dismissal by the New Haven Board of Education (if an employee) or such sanctions as available under the law (if an elected official). Any contractor or potential contractor who knowingly and deliberately violates the provisions of these

Reference this Code of Conduct with same in "Personnel" and Board Bylaws - Determine if we still need this here

Commented [PP6]: Vendors like to give away pens, post it notes, etc. with their logos on them. I don't think the intent of the policy is to restrict that.

procurement standards will be barred from future transactions with New Haven Board of Education.

P3323(g)

Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Professional Services Procurement Policy

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.

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 a 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.

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

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 there 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.

Professional Services Procurement Policy

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

Professional Services Procurement Policy

B. Management & Evaluation of Professional Services Contractors (continued)

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 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.

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

An administrative regulation to consider.

Instruction

Pandemic/Epidemic Emergencies

Introduction to Administrative Procedures for Pandemic Flu

A pandemic is a global disease outbreak. A pandemic occurs when a new virus emerges for which people have little or no immunity. The disease spreads easily person-to-person, causes various levels of illness, and can sweep across the country and around the world in a very short time. Although pandemic events are extremely rare, the global mobility of our population and that of other countries raises the possibility of such an event and the school district must plan accordingly.

In consultation with the Connecticut Department of Public Health (DPH), Health District officials and other medical advisors and area school administrators, the following administrative guidelines have been developed. These guidelines need to be reviewed regularly and modified as necessary as additional knowledge and understanding of a pandemic event is expanded.

To locate the appropriate contact for the district's local health department or health district, contact:

<https://portal.ct.gov/dph/Local-Health-Admin/LHA/Local-Health-Administration---Site-Map>.

The purpose of these administrative guidelines is to establish clear information and procedures that should be the core of a coordinated plan in order to plan for, respond to, mitigate, and recover from a possible pandemic event.

Exposure to a Pandemic-Causing Virus

The Centers for Disease Control (CDC) has stated that the coronavirus is most often spread when an infected person comes into close contact with another person, usually through coughing or sneezing of the infected person. It is also believed the coronavirus can be spread from an infected person not showing symptoms. CDC believes symptoms may appear from 2 to 14 days after exposure to the virus. Flu-like symptoms such as cough, fever and difficulty breathing are indicators of exposure. Such symptoms can range from mild to very severe. Therefore, the best prevention, because a vaccine is not available, is to minimize the chances for exposure.

Preventative Measures for Schools to Protect Students and Staff

The DPH recommends schools consider the following to prevent the spread of influenza and other respiratory viruses:

1. Adhere to existing school health protocols for any staff/student(s) presenting as ill or any staff/student(s) who may have been exposed to a contagious disease. Follow established exclusion recommendations for acute respiratory illness (patients should be fever free for 24 hours without fever reducing medications before returning to school.)
2. Wash hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer with at least 60% alcohol.

Instruction

Pandemic/Epidemic Emergencies

Preventative Measures for Schools to Protect Students and Staff (continued)

3. Provide adequate soap, paper towels and other cleaning supplies in bathrooms and other wash areas.
4. Avoid close contact with people who are sick and encourage families to keep ill students at home.
5. Remind students to cover their mouths and nose with a tissue or sleeve (not hands) when coughing or sneezing.
6. Have custodial staff clean and disinfect frequently touched objects and surfaces according to product directions and their facility's policy.
7. Strongly promote the annual flu shot for all students and staff.
8. Check the CDC website to determine whether students/staff should be permitted to travel on field trips to countries with a high incidence reported of a coronavirus outbreak.

The school district must stay informed, listen to public health messages and implement good public health practices to prevent the spread of respiratory viruses. The local health department should be contacted regarding questions about individuals who have recently traveled to countries with a high incidence of respiratory illnesses.

School District Emergency Response

In the event of a declared pandemic, a **four level system** shall be used with guidelines to provide interventions and activities in which the district shall engage. These activities involve areas such as communication with parents and students, field trips and other school activities, school closings or modified school schedules, school access and instructional issues. Although it is important that staff be trained in and employ these procedures, it must also be understood that the administration may need to make changes on a case by case basis as new information or events rapidly evolve.

It is important that all plans be coordinated and aligned as much as possible with neighboring school districts, appropriate emergency medical services, public health, mental health, law enforcement, fire department and emergency management representatives.

In terms of the difficult decision to close schools, two main reasons exist for this action:

1. In the event where an increase in school absenteeism is noted between either or both students and staff, reporting to the School Medical Advisor and the local health department shall be communicated by the school nurse on a regularly scheduled basis.
 - a. Such communication will be made by the school nurse when observed illnesses or absences for respiratory, gastrointestinal or vaccine preventable illnesses are deemed to be excessive.

Instruction

Pandemic/Epidemic Emergencies

School District Emergency Response (continued)

- b. Reporting shall include influenza-like illness with symptoms of fever greater than 100 degrees F, AND sore throat or cough to the local health department and School Medical Advisor weekly during an outbreak.
 - c. Depending on illness or exposure, social distancing measures may be instituted including school closures.
2. There could be levels of absenteeism among staff and/or students that make it difficult to achieve the education mission of the school. The decision to close on this basis is an individual district decision made in conjunction with the Board of Education, the School Medical Advisor and the local health department. District schools may be closed if absenteeism is in the range of 30% to 40%.
3. Schools could close specifically to slow the spread of influenza. Close contact among many persons in schools make them a center for respiratory disease transmission. If school closing for this purpose is to be effective, it should be done early in an epidemic before absenteeism rates climb very high and in concert with other schools and agencies and upon the advice of the Connecticut Department of Education and/or the Connecticut Department of Public Health.
4. In addition, to be effective, students and staff must stay apart from each other when they are not in school. A decision for school closing for this reason is usually made under advice or command from state agencies or the local health department. The length of school closing shall be made under guidance from these agencies and can vary from several days to several weeks. Superintendents in the neighboring districts will work together to make decisions on how each school's closing impacts the other schools, in terms of transportation, child care, instruction, and family issues.

As new issues develop, the incident coordination system would be implemented and would involve the Four Response Levels contained within the District's crisis management plan. Districts will rely heavily on the advice of the local health district which, in turn, would be in communication with the State Department of Health. In addition, as stated previously, every effort would be made to closely coordinate and align these interventions with the neighboring school districts and communication among the Superintendents would be frequent and ongoing.

Regulation approved:

cps 12/09
rev 2/20

Pandemic/Epidemic Emergencies

Administrative Procedures

For the School District, the following individuals would be involved (with back up staff as appropriate):

Incident Coordinator:	Superintendent
Building Operations:	Principals Nurses Other Staff Members
Planning/Information:	Health Director, Local Health District Officials, Designated Office Staff
Logistics:	Principals, Lead Teachers, Department Heads, Administrative Clerical Staff
Finance/Administration:	School Business Affairs Coordinator

Other Important Contacts:

Commissioner, Dept. of Public Health	_____, M.D. (telephone number)
State Police,	
_____ Police Department	Chief _____

Area Health District:
Director _____

District School Nursing Staff:
Lead School Nurse _____

School Medical Advisor:

Communications

Media communication would normally be handled through the Superintendent's office. The District would communicate to the public via its website, through press releases, written notices/factsheets, and the School Notification System.

Surveillance Protocols

During a pandemic, the Connecticut Department of Public Health will be monitoring hospital admissions, emergency department visits, deaths and, potentially, school and workplace absenteeism. The District will monitor student and staff absenteeism through its attendance module and report to the _____ Area Health District and the State, as appropriate.

In addition, when directed by the administration, the school secretaries will initiate procedures for screening calls to the school related to student absences (see form A). Based on the results of these questions, the information may be forwarded to the Lead School Nurse for additional questioning. Once initiated, this information will be collected daily and copies sent to the Superintendent.

Pandemic/Epidemic Emergencies

Administrative Procedures

PANDEMIC INFLUENZA RESPONSE LEVELS (FOUR):

LEVEL 1

LOW RISK – SITUATION:

First pandemic flu case reported in country. No reported cases in local community. School community (employees, students, parents) are encouraged to take temperature regularly as recommended by the school nurse. If temperature is 100°F or 37.7°C or greater, please stay home.

School hours will remain on regular schedule.

Communication: (All pandemic information from W.H.O., CDC/State/Superintendent only). Preventative information will be shared with parents and the school community through the website, fact sheets, newsletters, and the telephone alert system.

School Access: Access to school grounds per normal school policy.

Educational Delivery: Regular school programming. Daily homework provided by teachers for any student who stays at home and is healthy enough.

Co-curricular Program: All regularly scheduled activities allowed.

Community Gatherings/Events/Field Trips/Travel: Field trips allowed, as per normal school policy. (restrict field trips to countries with identified outbreak of coronavirus)

Personnel: Normal working conditions. All school employees returning from affected areas have their health monitored for 14 days.

Emergency Care: Contact physician if temperature is over 100°F or 37.7°C. Nurses implement steps to minimize potential influenza outbreak through education/information such as encouragement of handwashing. Nurse staff also stockpile personal protective supplies as appropriate, (e.g., masks, gloves, alcohol, hygienic soap, etc.)

School Provided Transportation: All bus routes run as usual.

School Operations/Cafeteria: Normal cleaning and maintenance. Continual disinfecting by cleaning personnel. Review food handling procedures with staff.

Pandemic/Epidemic Emergencies

Administrative Procedures

MODERATE RISK – SITUATION:

LEVEL 2

First pandemic flu/respiratory illness case reported in town, increasing number of cases reported in country. School community members (employees, students, parents) are strongly encouraged to take temperature daily. If temperature is 100°F or 37.7°C or greater, students or staff will be asked to stay home.

School hours will remain on regular schedule.

Communication: (All pandemic information from W.H.O., CDC/State/Superintendent only)

Periodic updates will be made by the Superintendent to the community on status of pandemic flu/respiratory illness in country and impact on school program. In-class instruction to insure students understand protocol and proper hygiene.

Communication with parents will encourage those that have students with a fever of 100°F or 37.7°C or greater to remain home until cleared by their physician or as per protocol from the local Health District officials, Department of Public Health or CDC.

Data Collection procedures by secretaries and nurses should be initiated at this level.

School Access: Visitors are welcome by appointment only. School community members with temperature over 100°F or 37.7°C, report to school health office. Any student or staff member with a cough (but no temperature) may be required to wear a medical mask. Nursing staff will assess this on a case by case basis.

Educational Delivery: Regular school program. Daily homework will be provided by email to students ill at home for more than 3 consecutive days and well enough to complete the work.

Co-curricular Program: All scheduled co-curricular programs allowed.

Community Gatherings/Events/Field Trips/Travel: All events will be reviewed. Events may be cancelled for risk exposure on a case by case basis.

Personnel: Normal working conditions. Staff are advised to stay home if symptomatic.

Emergency Care: School Nurse in concert with Area Health District will determine whether individual who has recovered from flu can return to school. If temperature is over 100°F or 37.7°C, individual must go home ASAP.

School Provided Transportation: All bus routes run as usual. Bus access may be denied for those with temperature over 100°F or 37.7°C.

School Operations/Cafeteria: All Food Service workers must wear gloves. Continual disinfecting throughout the day. Full disinfection every three days.

Pandemic/Epidemic Emergencies

Administrative Procedures

LEVEL 3

MEDIUM RISK – SITUATION:

Increased spread of pandemic flu/respiratory illness in town with transfers in public places. School community (employees, students, parents) are strongly encouraged to take temperature daily. If temperature is 100°F or 37.7°C or greater, students or staff **MUST** stay at home.

Communication:

(All pandemic information from W.H.O., CDC/State/Superintendent only) Regular updates to faculty and community by Superintendent through the School Notification System.

STRICT CARE TAKEN TO MAINTAIN CONFIDENTIALITY PROTOCOLS.

Daily classroom instruction to explain situation and to emphasize proper hygiene.

School Access: Visitors must report to nurse to assess temperature. Anyone with temperature 100°F or 37.7°C or greater will not be admitted.

Educational Delivery: School hours will remain on regular schedule but after school programming/activities will be canceled on a case by case basis in consultation with medical and health department officials. Work will be provided to students ill at home for more than 3 consecutive days via email. Instruction to parents via email for students to access lessons and assignment via computer.

Teachers healthy enough to do so will maintain weekly contact with students via email for academic reflection.

Co-curricular Program: Co-curricular programs are suspended on a case by case basis. Large gatherings are discouraged and may be canceled by the administration as necessary and in consultation with the health officials.

Community Gatherings/Events/Field Trips/Travel: All special events, field trips, travel, etc., discontinued on a case-by-case basis. Large faculty or staff gatherings discontinued without permission of administration. Field trips discontinued unless special permission provided by administration. Students and parents are advised to not congregate in large groups in outside community activities.

Personnel: All faculty and staff report to work after assessing temperature at home. Incident Command Team meets to determine how best to continue school operation.

Emergency Care: School Nurse determines if individual who has recovered from flu/respiratory illness can return to school. If temperature is 100°F or 37.7°C or greater, individual must go home.

Pandemic/Epidemic Emergencies

Administrative Procedures

School Provided Transportation: All bus routes run as usual. Bus access may be denied for those with temperature over 100°F or 37.7°C. Bus service may be discontinued at this level.

School Operations/Cafeteria: Some form of Food Services in place for staff and students who are attending school. Continual disinfecting throughout the day.

LEVEL 4

HIGH RISK – SITUATION:

Spread of pandemic flu/respiratory illness within the school community. Government directs the schools to close OR Superintendent closes school due to level of absenteeism and interruption of instruction.

Communication: (All pandemic information from W.H.O., CDC/State/Superintendent only) Daily updates by Superintendent through the School Messenger System.

Further communication via website.

School Access: No classes held on campus. School facility closed to all but essential personnel for indeterminate period of time. School quarantine, no visitors.

Educational Delivery: Students may access lessons and assignments via computer. Teachers healthy enough to do so will maintain weekly contact with students via email for academic reflection.

Co-curricular Program: School facility closed.

Community Gatherings/Events/Field Trips/Travel: School facility closed.

Personnel: Administration reviews process of school closure and academic support.

Emergency Care: School facility closed. Use hospitals for pandemic flu prevention and containment. Prepare for possible use of schools for vaccination procedures.

School Provided Transportation: School facility closed.

School Operations/Cafeteria: School facility closed. Necessary cleaning and maintenance.

POST PANDEMIC FLU EVENT PLAN:

- Determine criteria and timing for re-opening of school(s),
- Determine impact on school calendar and need for possible changes,
- Determine impact on student instruction and need for additional or compensatory instruction,
- Determine what steps necessary to ensure staff are in place and prepared for the return of students,
- Determine what kinds of mental health support may be necessary for students and staff.

Public Health Instructions During a Pandemic Flu

Throughout a pandemic flu, people may be asked or required to do things to help hold back the spread of the disease in our community.

Here are some examples of what public health officials may ask people to do:

STAY HOME

People who are sick should stay home. Children should not go to school if they are sick. Staying home will be absolutely necessary during a pandemic flu to limit the spread of the disease.

AVOID LARGE GROUPS

People – even those who are well – should stay away from gatherings of people such as sporting events, movies and festivals. During a pandemic flu these kinds of events could be cancelled because large gatherings of people help spread the flu virus.

Isolation and quarantine are public health actions used to contain the spread of a contagious disease. If asked, it will be important to follow isolation and/or quarantine instructions.

ISOLATION

Isolation is for people who are already ill. When someone is isolated, they are separated from people who are healthy. Having the sick person isolated (separated from others) can help to slow or stop the spread of disease. People who are isolated can be cared for in their homes, in hospitals, or other healthcare facilities. Isolation is usually voluntary, but local, state and federal government have the power to require the isolation of sick people to protect the public.

QUARANTINE

Quarantine is for people who have been exposed to the disease but are not sick. When someone is placed in quarantine, they are also separated from others. Even though the person is not sick at the moment, they were exposed to the disease and may still become infectious and then spread the disease to others. Quarantine can help to slow or stop this from happening. States generally have the power to enforce quarantines within their borders.

FACT SHEET: Stopping Germs at Home, Work and School

How Germs Spread: The main way that illnesses like colds and flu are spread is from person to person in respiratory droplets of coughs and sneezes. This is called "droplet spread." This can happen when droplets from a cough or sneeze of an infected person move through the air and are deposited on the mouth or nose of people nearby. Sometimes germs also can be spread when a person touches respiratory droplets from another person on a surface like a desk and then touches his or her own eyes, mouth or nose before washing their hands. We know that some viruses and bacteria can live 2 hours or longer on surfaces like cafeteria tables, doorknobs, and desks.

How to Stop the Spread of Germs: In a nutshell: take care to:

- Cover your mouth and nose.
- Clean your hands often.
- Remind your children to practice healthy habits, too.

Cover your mouth and nose when coughing or sneezing: Cough or sneeze into a tissue and then throw it away. Cover your cough or sneeze if you do not have a tissue. Then, clean your hands, and do so every time you cough or sneeze.

The "Happy Birthday" song helps keep your hands clean? Not exactly. Yet it is recommended that when you wash your hands – with soap and warm water – that you wash for 15 to 20 seconds. That's about the same time it takes to sing the "Happy Birthday" song twice!

Alcohol-based hand wipes and gel sanitizers work too: When soap and water are not available, alcohol-based disposable hand wipes or gel sanitizers may be used. You can find them in most supermarkets and drugstores. If using gel, rub your hands until the gel is dry. The gel doesn't need water to work; the alcohol in it kills the germs on your hands.

Germs and Children: Remind children to practice healthy habits too, because germs spread, especially at school.

The flu has caused high rates of absenteeism among students and staff in our country's 119,000 schools. Influenza is not the only respiratory infection of concern in schools – nearly 22 million school days are lost each year to the common cold alone. However, when children practice healthy habits, they miss fewer days of school.

More Facts, Figures, and How-Tos: CDC and its partner agencies and organizations offer a great deal of information about handwashing and other things you can do to stop the germs that cause flu, the common cold, and other illnesses.

_____ PUBLIC SCHOOLS
_____, Connecticut

ILLNESS REPORT

Date: _____

Student Name: _____ Grade: _____

Secretaries: Please ask the following questions when a parent/guardian calls into the school stating that their student will not be attending on a regularly-scheduled school day **DUE TO ILLNESS ONLY**. Please fill in and check the appropriate answers. Thank you.

1. Is your student ill? YES NO
Describe Symptoms:

2. Do they have a fever? YES NO
How high? _____

3) Contact Name _____

4) Telephone Number: _____

The Health Office Nurses may call you back to obtain more details. This is a precautionary measure our school is taking due to potential contagious diseases. Thank you.

(Please submit this form to the Health Office and include the daily absence list.)

PUBLIC SCHOOLS
_____, Connecticut

HEALTH OFFICE FOLLOW-UP REPORT

Date: _____ Time: _____

Contact Person: _____

Fever: YES NO Temperature: _____

Date of Onset: _____

Cough: YES NO

Vomiting/Diarrhea: YES NO

Sore Throat: YES NO

Body Aches/Chills: YES NO

Seen by MD or MD appointment: _____ Date: _____

Instructions to the Parent/Guardian by school nurse after gathering above information:

- 1) **If your child has both:** Fever (>100°F or 37.7°C) **and** a sore throat or cough, then you must keep your child home until they are fever free for 24 hours without medication. Your child may have the flu. Other symptoms can include runny nose, body aches, vomiting, and diarrhea.
- 2) **But if your child has:** Fever alone, **OR** vomiting or diarrhea, **OR** sore throat or new cough with no fever, then you must keep your child home until symptoms are gone for 24 hours.
- 3) Please remember to call into school every day your child will be absent. The local district will be monitoring for influenza-like illness in the school. This our effort to assure you that we have the health and safety of your children as our number one priority. Thank you for helping us to keep the school environment as healthy as possible for all students and staff.
- 4) Guidance on how long to keep a child with influenza-like symptoms home is subject to change. Our information is obtained from the Connecticut Flu Watch website <http://www.ct.gov/ctfluwatch>

Health Office Nurses: You may have to use the back of this form to follow-up with this child's daily absences and progress concerning health issues. Please remember to document date, time, contact person and pertinent information such as symptoms, underlying chronic diseases, and other family members who may become ill. All information is confidential according to CT State Laws and the Department Health and Education.

**IMMEDIATE
DISPOSITION** _____

SAMPLE PARENT LETTER #1: Prevention Letter

Use this letter to help prepare parents for pandemic flu – before there are verified pandemic coronavirus cases in the U.S.

Dear Parents,

This letter will help your family prepare for a flu pandemic that could make many people sick.

It is important to know that at this time, there is no pandemic flu of any kind in the United States.

Public health officials are worried the flu/respiratory illness virus may change so that it can infect people and spread easily from person-to-person. This would cause a worldwide flu outbreak, called a pandemic.

Public health officials want people to protect themselves against pandemic coronavirus. Here are some ways to protect your family:

- Keep children who are sick at home. Don't send them to school.
- Teach your children to wash hands a lot with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- People who are sick should stay home from work or school and avoid other people until they are better.

Enclosed with this letter is a checklist to help families get ready for a pandemic flu outbreak. This information can also help your family get ready for any kind of emergency.

If you have questions, please contact your School Nurse or healthcare provider. You can call the school (INSERT NUMBER)

You can get more information from _____:

The federal government website with information on planning for individuals and families:
<http://www.pandemicflu.gov>

American Red Cross
<http://www.redcross.org>

SAMPLE PARENT LETTER #2 FIRST CORONAVIRUS CASE: Use this letter to help prepare parents for pandemic flu after first coronavirus case is found in United States.

Dear Parents:

As expected, the coronavirus is now in the United States. It is important to know that, at this time, there are known human cases of coronavirus in the United States.

Health officials are worried that the coronavirus may change so that people can get sick from it. If that happened, it could spread from person-to-person. This would cause a worldwide respiratory illness outbreak, called a pandemic.

So even though there is no pandemic now, we want to remind you about some ways to protect your family from getting sick:

- Keep children who are sick at home. Don't send them to school.
- Teach your children to wash hands a lot with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- People who are sick should stay home from work or school and avoid other people until they are better.

Enclosed with this letter is a checklist to help families get ready for a pandemic respiratory outbreak. This information can also help your family get ready for any kind of emergency.

If you have questions, please contact your School Nurse or healthcare provider. You can call the school (INSERT NUMBER).

You can get more information from _____:

Visit online at _____ or call _____

The federal government website with information on planning for individuals and families:
<http://www..cdc.gov/coronavirus/2019-ncov/index.html>

SAMPLE LETTER TO PARENTS: Initial Pandemic Outbreak #3: Use this letter to let parents know schools are open.

Dear Parents:

This letter will give you information about a respiratory illness outbreak in our area. Every year, some people get sick with the flu during the fall and winter months. This year, there is a new virus that is making many people in our community sick. So many people are sick locally and in the United States that health officials call it a “pandemic flu”.

A lot of students and teachers in our school are sick with respiratory illness. We hope they will all get better quickly.

At this time, the county/state health department tells us that students who are not ill can safely come to school. The schools will remain open. We will keep you updated with any important information.

To keep the coronavirus from spreading to more people, we ask you to keep sick children home. Any children who are sick in school will be sent home.

Public health officials want you to protect yourself and your family against pandemic coronavirus. Here are some ways to stop the spread of germs and sickness:

- Keep children who are sick at home. Don't send them to school.
- Teach your children to wash hands a lot with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay away at least three feet away from people who are sick.
- People who are sick should stay home from work or school and stay away from other people until they are better.
- Stay away from shopping malls, movie theaters or other places where there are large groups of people.

We are also giving you some tips about how to care for your family if they are ill.

If you have questions, please contact your School Nurse or healthcare provider. You can call the school hotline (INSERT NUMBER). You can get more information from _____ . If the pandemic flu continues to spread and more students become ill, schools may close for days or weeks. The purpose of closing schools will be to keep children from getting sick. If schools are closed, children should stay at home. Begin planning now for childcare in your home. Recommendations may change during the course of a pandemic flu outbreak.

SAMPLE LETTER TO PARENTS #4 Expanded Outbreak: Use this letter to let parents know schools are open and urge ill children to stay home.

Dear Parents:

We wrote to you recently to tell you about a pandemic flu outbreak in our community. Here is some new information.

There are now even more students in our school who are ill with this coronavirus. Still the county/state health department tells us that students who are not ill can continue to attend school. The schools will remain open. We will keep you updated with any important information.

To keep the flu from spreading to more people, we ask you to keep sick children home. Any children who are sick in school will be sent home.

Public health officials want you to protect yourself and your family against pandemic flu. Here are some ways to stop the spread of germs and sickness and take care of your family:

- ✓ Keep children who are sick at home. Don't send them to school.
- ✓ If some of the people in your home are sick with the flu, keep them away from the people who are not sick.
- ✓ If some of the people in your home are sick with the flu and you cannot see a health provider, some things you can do to help them are:
 - Have them drink a lot of liquid (juice, water).
 - Keep the ill person as comfortable as possible. Rest is important.
 - For fever, sore throat and muscle aches, in adults, use ibuprofen (Motrin) or acetaminophen (Tylenol). Do not use aspirin with children or teenagers; it can cause Reye's syndrome, a life-threatening illness.
 - Keep tissues and a trash bag within reach of the sick person.
 - Be sure everyone in your home washes their hands frequently.
 - Contact a healthcare provider for further advice. If the ill person is having difficulty breathing or is getting worse, contact the healthcare provider right away.

Call the school hotline (INSERT NUMBER) or _____.

If the pandemic coronavirus continues to spread and more students become ill, schools may close for days or weeks. The purpose of closing schools will be to keep children from getting sick. If schools are closed, children should stay at home. Begin planning now for childcare in your home.

SAMPLE LETER TO PARENTS School Closure #5: Use this letter to inform parents schools are closed.

Dear Parents:

The Superintendent of Schools, upon consultation with appropriate District/State health officials, has ordered all schools in the District to close. This order is because of the pandemic coronavirus situation in our community/area. All schools are immediately closed until further notice and children should stay home. *(or specify which schools and for how long)*

Schools may be closed for days or even weeks to reduce contact among children and stop the spread of the flu. We know that many students and their families are very sick. We know this is a hard time for our community and our hearts go out to those who are ill.

Because the coronavirus is easily spread from person-to-person, it is not safe for large groups of people to gather. During this time, both children and adults should stay away from other people and groups as much as possible. They should not gather in other locations such as shopping malls, movie theaters or community centers.

We know that it may be hard to get a doctor's appointment, go to a clinic or even be seen in a hospital emergency room. Here are some tips for helping those who are sick with the flu:

- Have them drink a lot of liquid. (juice, water)
- Keep the sick person as comfortable as possible. Rest is important.
- For fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol). Do not use aspirin with children or teenagers; it can cause Reye's syndrome, a life-threatening illness.
- Keep tissues and a trash bag within reach of the sick person.
- Be sure everyone in your home washes their hands frequently.
- Keep the people who are sick with the flu away from the people who are not sick.

For more information, call your healthcare provider or _____.

We will contact you as soon as we have information about when school will reopen.

SAMPLE LETER TO PARENTS School Re-Opens #6: Use this letter to inform parents schools are re-opened.

Dear Parents:

Local/State health officials have declared the pandemic coronavirus is under control. Our school will open again on _____. At this time, students may safely return to class.

Even though school is opening, there are still some people who are sick from the coronavirus. Health officials say that pandemic flu outbreaks sometimes happen in waves. This means more people could become sick soon again. If more people get sick, schools may need to close again.

We will continue to give you any important information.

Because the flu can still be spread from person-to-person, please keep children who are sick at home. Don't send them to school.

We are looking forward to seeing your children again.

Tips for Parents on Coping with Pandemic Coronavirus

Plan for an extended stay at home during a pandemic.

- Ask your employer about how business will continue during a pandemic.
- Ask your employer if you can work from home during a pandemic.
- Plan for a possible reduction or loss of income, if you are unable to work or your place of employment is closed.
- Check with your employer or union about leave policies.
- Plan home learning activities and exercises. Have materials, such as books, on hand.
- Plan recreational activities that your children can do at home.

Items to have on hand for an extended stay at home:

Examples: Non-perishable foods, health and emergency supplies

<ul style="list-style-type: none"> • Ready to eat canned meats, fruits, vegetables, soups • Protein or fruit bars • Dry cereal or granola • Peanut butter and jelly • Dried fruit, nuts, trail mix • Crackers • Canned juices • Bottled water • Fluids with electrolytes, such as Pedialyte® • Canned or jarred baby food • Baby formula 	<ul style="list-style-type: none"> • Soap and water or alcohol based hand wash • Medicines for fever, such as acetaminophen (Tylenol) or ibuprofen (Motrin) • Thermometer • Vitamins • Prescribed medical supplies such as, glucose and blood pressure monitoring • Flashlight with extra batteries • Portable radio with extra batteries • Manual can opener • Pet food • Garbage bags • Tissues, toilet paper, disposable diapers
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If someone in your home develops flu/respiratory illness symptoms (fever, cough, muscle aches):

- Encourage plenty of fluids to drink.
- Keep the ill person as comfortable as possible. Rest is important.
- For adults with fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol).
- Do not use aspirin in children or teenagers; it can cause Reye's syndrome, a life threatening illness.
- Sponging with tepid (wrist-temperature) water lowers fever only during the period of sponging. Do not sponge with alcohol.
- Keep tissues and a trash bag for their disposal within reach of the patient.
- All members of the household should wash their hands frequently.
- Keep other family members and visitors away from the person who is ill.
- Contact a healthcare provider for further advice. If the ill person is having difficulty breathing or is getting worse, contact the healthcare provider right away.

For more information, call your healthcare provider or visit the Connecticut Department of Public Health website at <https://portal.ct.gov/DPH/Public-Health-Preparedness/Main-Page/2019-Novel-Coronavirus>

SAMPLE KEY MESSAGES FOR SCHOOL OFFICIALS – AN OUTBREAK

- We know this is an anxious time for our community and our hearts go out to those who are ill. We are working closely with local health officials to deal with the situation and will keep parents updated with any important information.
- At this time, under the guidance of the county health department, we believe students can safely attend classes and schools will remain open. Our thoughts are with all of our families and children who are affected.
- If pandemic coronavirus continues to spread and more students become ill, health officials may need to close schools for an extended period of time (for example, up to 6 weeks).
- The purpose of closing schools will be to decrease contact among children in order to decrease their risk of getting sick and to limit the spread of infection. If schools are closed, children should stay at home.
- We urge parents to plan now for the possibility of schools closing. Arrange day care, and home schooling.
- Parents can help protect their children and prevent the spread of pandemic flu as they would colds and other flu by taking the following precautions:
 - Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
 - Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.
 - Teach your children to stay away from people who are sick and stay home from work or school if you are sick.
- Recommendations may change during the course of a pandemic. We will make public announcements through the media and parents can call the school district's hotline at (INSERT HOTLINE).
- For more information on the pandemic and prevention, visit _____ or call the Health Emergency Information Line: _____.

Life Threatening (LTA) Allergy Management Checklist

#	DESCRIPTION	DONE	DATE
1	Principals ensure that all parents are notified and are aware about required parental responsibilities and procedures for students having life-threatening (LT) allergies (e.g through nurse/school letters, orientations, etc.). Principals will work with staff to develop and disseminate school-wide policies related to food provided in class celebrations, or school events to ensure the safety of students with LT food allergies.	<input type="checkbox"/>	
2	School leadership will ensure that cafeteria monitors are aware that students are not to share food and that share tables are not permitted. Principals ensure that teachers leave allergy information and plans for students in their classes for substitute teachers.	<input type="checkbox"/>	
3	Parents must communicate directly with the school nurse regarding their child's LT allergy preferably before child attends school to discuss needed documentation and to prepare a plan of care together for the student while at school.	<input type="checkbox"/>	
4	School leadership, school nurse and other designated staff will develop and disseminate to all staff a communication plan for student health emergencies and ensure staff are notified to complete the school nurses' field trip form per protocol for students needing medications for field trips.	<input type="checkbox"/>	
5	1. The School Nurse will:		
	a. Verify documentation of the LT allergy;	<input type="checkbox"/>	
	b. Develop an Individualized Health Care Plan (IHCP)/Emergency Action Plan (EAP) with the child's provider, parent and school staff;	<input type="checkbox"/>	
	c. Obtain medication orders from provider and medications from parent;	<input type="checkbox"/>	
	d. Enter medical alert and allergy alert in PowerSchool. The alert will include information on location of epi pen if prescribed/delivered to school	<input type="checkbox"/>	
	e. For LT food allergy, send notification immediately to Food Service staff and Food Service Director;	<input type="checkbox"/>	
	f. Alert teachers, leadership and relevant school staff of student's LT allergy and the IHCP;	<input type="checkbox"/>	
	g. School Nurse provides cafeteria staff and director with updated lists of students by lunch	<input type="checkbox"/>	
	h. Train administration, teachers and designated school staff working with students with LT allergies on signs/symptoms, IHCP/EAP, administration of epinephrine auto injector devices, and the required protocol and forms required for student field trips;	<input type="checkbox"/>	
	i. Provide annual training to school personnel, including cafeteria staff, in the recognition, prevention and treatment of LT allergies and the school communication plan for students having health emergencies;	<input type="checkbox"/>	
6	The Principal will initiate a 504 planning meeting for any student with a LT allergy (include parent, nurse, teachers and other relevant staff as needed);	<input type="checkbox"/>	
7	For Students Having Documented LT Food Allergies:		
	a. Develop a Process for cafeteria staff, lunch room supervisors, teachers, and other staff to identify students having a LT food allergy;	<input type="checkbox"/>	
	b. Leadership will have allergen free table available in lunchroom. Staff will be trained on Use of allergen free table.	<input type="checkbox"/>	
8	After school Programs/Events: <i>District task group will reconvene to prepare guidance on this.</i>		

New Haven Public Schools-Draft Policy**5141.25(a)****Students****Students With Specific Health Care Needs****Accommodating Students with Special Dietary Needs and Glycogen Storage Disease**

The purpose of this policy is to establish a safe environment for students with food allergies and to support parents regarding food allergy management. In accordance with applicable law, it is the policy of the Board of Education to provide all students, through necessary accommodations where required, the opportunity to participate fully in all school programs and activities.

The District will develop a Districtwide Food Allergy Management Plan to develop and implement guidelines for the care of students with food-allergies and glycogen storage disease. The Plan shall describe preventions, education, training, awareness, communication and emergency response guidelines. The management plan shall strike a balance between the health, social normalcy and safety needs of the individual student with life threatening food allergies and Glycogen Storage Disease and the education, health and safety needs of all students. The District Food Allergy Management Plan shall be the basis for the development of more specific procedural guidelines, including protocols, that will be implemented at the school level and provide for consistency across all schools within the district.

The goals for the Districtwide Management Plan will include:

1. To maintain the health and protect the safety of children who have life-threatening food allergies and glycogen storage disease in ways that are developmentally appropriate, promote self-advocacy and competence in self-care and provide appropriate educational opportunities.
2. To ensure that interventions and individual health care plans (IHCP) and Emergency Care Plan (ECP) for all students with life-threatening food allergies and glycogen storage disease are collaboratively developed and based on medically accurate information and evidence-based practices.
3. To define a formal process for identifying, managing, training and ensuring continuity of care for students with life-threatening food allergies and Glycogen Storage Disease across all transitions. (Pre-K - Grade 12)

It is the policy of the Board of Education to follow the guidelines developed and promulgated by the Connecticut Department of Public Health and Department of Education for students within the District with life-threatening food allergies and glycogen storage disease. Such guidelines include (1) education and training for school and other relevant personnel, on the management of students with life-threatening food allergies, including training related to the administration of medication with a cartridge injector to designated personnel, (2) procedures for responding to life-threatening allergic reactions to food, (3) a process for the development of individualized health care plans, food allergy action plans and emergency care plans for every students with a life-threatening food allergy (4) a process for the development of individualized health care and glycogen storage disease action plans for every student with glycogen storage disease and such plan shall include, but not be limited to, the provision of food or dietary supplements by the school nurse or by any school employee approved by the school nurse, to a student with glycogen storage disease provided such plan does not

**Students With Specific Health Care Needs
Accommodating Students with Special Dietary Needs and Glycogen Storage Disease (continued)**

prohibit a parent/guardian or a person they so designate, to provide food or dietary supplements on school grounds during the school day, (5) develop a communication plan for school personnel, families, students and relevant community partners.

It is the Board's expectation that specific building-based guidelines/actions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the Board's belief that education and open and informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children with life-threatening allergies and glycogen storage disease to assume more individual responsibility for maintaining their safety as they grow, it is the policy of the Board that guidelines shift as children advance through the primary grades and through secondary school.

An Individualized Health Care Plan (IHCP) and an Emergency Care Plan (ECP) shall be developed and implemented for students that are identified with food allergies and glycogen storage disease. In addition, the Board recognizes that students with documented life-threatening food allergies may be considered disabled and eligible for coverage under The Disabilities Act and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly-defined "504 Accommodation Plan" shall be developed and implemented for all such identified students if it has been properly demonstrated that the child's impairment is such that it substantially limits one or more major life activities, (i.e., the disability must significantly affect a major life function) and necessary accommodations must be made to ensure full participation of identified students in student activities. Such plan shall be signed by the appropriate staff, the parent/guardian of the student and the student's physician.

The District's plan for managing students with life-threatening food allergies shall be posted on the District's website (and/or on the website of each school within the District).

Students with Specific Health Care Needs

- (cf. 5141 - Student Health Services)
- (cf. 5141.21 - Administering Medication)
- (cf. 5141.23 - Students with Special Health Care Needs)
- (cf. 5141.3 - Health Assessments)
- (cf. 5145.4 - Nondiscrimination)

Legal Reference:

Connecticut General Statutes

- 10-15b Access of parent or guardian to student's records.
- 10-154a Professional communications between teacher or nurse and student.
- 10-207 Duties of medical advisors.
- 10-212a Administrations of medications in schools
- 10-212c Life threatening food allergies; Guidelines; district plans, as amended by P.A. 12-198)
- 10-212a(d) Administration of medications in schools by a paraprofessional.

10-220i Transportation of students carrying cartridge injectors

Students With Specific Health Care Needs

Accommodating Students with Special Dietary Needs and Glycogen Storage Disease (continued)

19a-900 Use of cartridge injectors by staff members of before or after school programs, day camp or day care facility.

Connecticut General Statutes (continued)

52-557b Good Samaritan Law. Immunity from liability for emergency medical assistance, first aid or medication by injection

The Regulations of Connecticut State Agencies section 10-212a through 10-212a-7, Administration of Medication by School Personnel.

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools, Connecticut State Department of Education (2006)

Federal Legislation

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 § 504; 34 C.F.R. § 104 et seq.)

Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §12101 et seq.; 29C.F.R. §1630 et seq.

The Family Education Rights and Privacy Act of 1974 (FERPA)

Land v. Baptist Medical Center, 164F3d423 (8th Cir. 1999)

The Individuals with Disabilities Education Act of 1976 (IDEA) (20 U.S.C. § 1400 et seq.); 34 C.F.R. § 300 et seq.

FCS Instruction783-2, Revision 2, Meal substitution for medical or other special dietary reasons.

P.A. 09-155 An Act Concerning the Use of Asthmatic Inhalers and Epinephrine Auto-Injectors While at School.

3-10-17

Policy adopted:



NEW HAVEN PUBLIC SCHOOLS

Minutes

New Haven Public Schools Head Start
Board of Education Subcommittee Meeting

Date: Thursday, March 19, 2020
Time: 5:00 p.m.
Location: Virtual meeting
Zoom-# 639 510 274

Attendees: Mary Derwin, Administrator Early Learning Department
Pamela Augustine-Jefferson, Director of Early Learning Programs
Monique Brunson, Principal Dr. Reginald Mayo Early Learning School
Matthew Wilcox, Board of Education member, Head Start Subcommittee Chairperson
Elizabeth Gaffney, Head Start Director

I. Announcements

The full Board of Education Meeting scheduled for Monday, March 23, 2020 will be held virtually

- Information for logging into meeting and public participation will be posted to NHPS website

The National Head Start Conference in Arizona at the end of March has been cancelled

II. Approval of Minutes

- Minutes from subcommittee meeting held on Thursday, February 20, 2020 were approved without any corrections
- Minutes will be posted to the website for public view

III. Policy Council Report

- The regular Policy Council meeting was not held in the month of March due to the coronavirus shutdown

IV. Coronavirus Shutdown Effects

- Faculty and staff are keeping in touch with students and families
- The Office of Head Start has announced programs are not required to make up missed time during shut down
- The Office of Head Start has announced the program may use their funding to pay all Head Start staff during the coronavirus shutdown period
- The Office of Head Start has announced programs may distribute manipulatives and books to Head Start families to support learning at home during the coronavirus shutdown period
- Students have been provided with two weeks of learning opportunities
- The program is utilizing the Ready Rosie and Classroom DOJO electronic platforms to stay connected with families as well as personal contact by teachers
- Efforts are being made to support academics, social emotional learning and routines for families with reasonable developmentally appropriate expectations for all through distance learning by March 30, 2020
- The NHPS Leadership Team is meeting virtually daily using Microsoft Teams
- Food distribution is proceeding, and the numbers demonstrate an increased use by families

V. Monthly Financial Statement

- The monthly financial statement was not available at the time of the meeting

- Concerns over ability to spend carryover budget of \$448,448 from grant #-01CH010905-02-00 due to shut down and processing challenges
- Uncertainty of program's Head Start Financial Officer's ability to work remotely
- Recommendation for Head Start Director to email Mr. Penn/Linda Hannans request for monthly financial report

VI. Active Supervision Incident, March 9, 2020

- Student at the Dr. Reginald Mayo Early Learning School was left in classroom unsupervised for approximately ten minutes when class transitioned to outdoor play area, student was discovered by another classroom teacher
- Reports detailing the event were made in accordance with District and Head Start requirements
- Parents, DCF, Superintendent, Head Start Director, NHPS Director of Early Learning and Head Start Region One Program Specialist were notified
- Staff was placed on administrative leave pending internal and DCF investigations in accordance with NHPS Head Start policy
- Evidence exists that program's active supervision protocols were breached, or count was inaccurate- active supervision monitoring is in place
- Head Start staff have been notified of this incident
- Staff input for ideas and recommendations for prevention of these events will be used
- Possibility of staff teaming and peer monitoring in addition to electronic tracking of daily/weekly/monthly active supervision monitoring
- The event will ultimately result in issuing of a deficiency or a non-compliance resulting in a corrective action plan/period- Head Start has not issued a finding as of yet
- Recommendation was made to retrain staff in all corrective actions policies and procedures when school reconvenes following shut down
- ECLKC modules on active supervision will be part of staff distance learning requirements during shutdown

VII. 2021-2021 Grant

- Administration at Regional Office has allowed for flexibility due to the coronavirus pandemic
- Grant can be uploaded to HSES prior to Finance and Operations, BOE and Policy Council approval and attestation
- The 2020/2021 Head Start grant is due April 1, 2020
- Must go through Finance and Operations- next meeting is April 6, 2020
- COLA application due May 15, 2020 for 2% increase

VIII. Enrollment

- Current enrollment is at 98%
- Files have been distributed that would bring us to 100% enrollment once school reconvenes
- T & TA are reviewing our Eligibility and Selection Criteria for registration and enrollment and will provide substantive feedback

IX. Non-Compliance Mental Health

- The mental health contract was approved at the finance and Operations meeting on March 16, 2020
- The contract with Clifford Beers will move to full BOE approval at the March 23, 2020 meeting

X. Focus Area One Monitoring Event

- Focus One Monitoring Event-opportunity for grantee to discuss the program design, management, and governance structure. Goal is to garner a clear understanding of the program's services to children and families. This is a phone/HSES review-no on-site visit. Contact has been made from Regional Office.
- Will occur in April of 2020
- Teams working on responses to questions using shared Google Docs
- Will hold remote meetings to establish shared understanding

Meeting adjourned at 5:38 p.m.

Next meeting to be held in April 23, 2020



NEW HAVEN PUBLIC SCHOOLS

Learning & Teaching Committee

April 22, 2020

Online

In attendance: Dr. Joyner (Chair of Committee), Mr. Conaway (Co-Chair of Committee), Mr. Matthew Wilcox (Board Member), Dr. Iline Tracey (Interim Superintendent), Dr. Paul Whyte, Keisha Hannans, Lynn Brantley, Kenneth Mathews, Dr. Richard Therrien, Typhanie Jackson, Dr. Michele Sherban, Pamela Augustine-Jefferson, Pedro Mendia, Carmen Rodriguez, Kermit Carolina, Erik Patchkofsky, Carolyn Ross-Lee, Tessa Gumbs-Johnson, Val-Jean Belton, Derek Stephenson, Jessica Haxhi

Dr. Joyner called the meeting to order at 4:30 p.m.

Dr. Joyner: Welcome and Introductions

1. Welcome, Introductions, and Announcements

- Dr. Joyner started by thanking Dr. Tracey, Central Office Staff, support staff at every level, principals, teachers, cafeteria workers, custodians, parents, and students for their hard work during this time. He also thanked Mayor Elicker, Maritza Bond, Tyisha Walker, Board of Education President Yesenia Diaz, Police Chief Reyes and Fire Chief Alston for their leadership. He also thanked Mr. Conaway for his meetings and assistance regarding this committee, as well as Dr. Richard Therrien and Ms. Typhanie Jackson.
- Dr. Joyner reviewed the protocols for the meeting.

2. Distance Learning: Overview of Status in the District by Subject Area

- Dr. Tracey expressed that she is pleased with the level of work that went into how quickly distance learning was put into place. There has been a focus on continuity of educational opportunity for students.
- English Language Arts: Ms. Brantley described the steps that ELA took. There are lead coaches for every grade that formed teams of coaches at their grade-level districtwide. They worked closely with Pedro Mendia (EL Department) to make sure resources were created in English and Spanish. They put together online resources for teachers and paper packets and meet every two weeks to plan ahead. They continue to get feedback from teachers in grade level meetings and adjust content accordingly. They worked with the companies Houghton-Mifflin-Harcourt (HMH) and Lexia to ensure continued reading interventions for students. Coaches are monitoring interventions.
- Mr. Conaway asked what next school year might be like, in terms of planning ahead.

- Ms. Brantley expressed that all staff need to be comfortable with distance learning and we need to make sure it is being done well. We will need to have structures and systems in place for us to seamlessly move to back to it, if necessary. She emphasized the need to address the “whole child” through social-emotional work and cross-content work.
- Ms. Hannans noted that when we return to school, we will need to focus on making connections with staff and students, doing team building and relationship-building, etc.
- Mathematics: Mr. Mathews described how the math department has lead coaches assigned to each level, and subcommittees for each course. They are offering optional weekly drop-in sessions to support teachers at different levels/courses. The math department is encouraging teachers to create their own instructional videos. He shared the “Math Department Distance Learning” drive where they have recommended learning objectives and a variety of learning activities posted for teachers to utilize with students each week.
- Dr. Joyner commented that it was an excellent resource for teachers to have so much content available.
- Science: Mr. Therrien shared the Science page of the NHPS Curriculum Site, noting how he has asked teachers to also encourage students to practice science away from the computer, such as observing nature and taking notes on changes they see, etc. He is trying to balance the onscreen learning with “real-science” offline in his guidance to teachers. He noted that all the subject areas (ELA, Social Studies, Math, World Languages, PhysEd, Arts, etc..) had similar web pages with distance learning resources aligned to standards and curriculum which had been ramped up several weeks before school had closed.
- Dr. Joyner complimented to Dr. Tracey and the staff for their foresight.
- World Languages: Ms. Haxhi described the support for world languages instruction through a teachers-only website, a variety of distance-learning resources specific to world language instruction, her online office hours and various mini-webinars they are offering.
- Districtwide Technology Support: Ms. Haxhi also explained the districtwide distance learning professional development being offered through a dedicated distance learning page on the NHPS Curriculum Site with curated videos and documents to assist teachers, created with the assistance of David Low from The Sound School. David Low and a group of volunteer NHPS teachers have also been staffing a daily online “help line” for teachers needing assistance with technology. She praised their volunteerism and willingness to help out.
- Physical Education and Health: Mr. Patchkosfky explained that they are asking students to do 120 minutes of movement per week; their biggest concern is student inactivity. They are offering standard fitness lessons that might take longer, plus shorter 10-minute options for them to do movement throughout the day, between classes.
- They have been working on NCAA requirements for students and that has now been handled. In case school does come back, they have created 6-,4-, and 2-week schedule possibilities for shortened league seasons with no play-offs. For the fall, they are looking at streaming options for games in case fans are not allowed.

- Dr. Tracey noted that there are still 2,000 students in the system who have not logged into any of the online learning platforms. They aren't sure if the students haven't logged in because they don't have computers. They have also identified about 500 students who are homeless.
- Dr. Joyner offered his condolences to Carmen Rodriguez for the loss of her mother.
- Early Childhood: Ms. Augustine-Jefferson explained the early childhood plan. Most of their teachers are using Class Dojo; some are using Google Classroom. All activities that parents and children do together. They establish a question of the day and do learning across the subject areas. They encourage teachers to record a morning message every day to keep the teacher-student connection. They are finding that families might also need emotional or physical/food support and recommending them to community services. 261 students have not been logging in regularly; they are reaching up to those families individually.
- Special Education: Ms. Jackson explained that her department is sending out a newsletter on a bi-weekly basis; it has links to teachers who are sharing their online learning lessons, scheduling ideas, social-emotional support and self-care activities. They also have a Google site where they have collated all of the relevant information for special education teachers. They have created modules for paraprofessionals for training from now until the end of the school year.
- English Learners: Pedro Mendia noted that the English Learners department has been collaborating with the other departments to ensure that they are providing access for ELs to the curriculum through the content areas. They worked with the ELA department to produce packets for students and are providing Mandarin, Pashto, Arabic supports for students who speak those languages. They are deploying "Imagine Learning" resources, including math, because it is available in multiple languages, especially for students in dual language programs. They have been communicating regularly with families, using the translation services we have available in the department.
- Mr. Mendia noted that the opportunity gap is even greater than we imagined; many families don't have access to the minimum technology required.
- Professional Learning: Ms. Gumbs-Johnson, new supervisors of professional learning, and David Low, Sound school teacher, have been doing 12 Google Meets trainings for special education social workers, speech and language staff. She has been working with the Wallace Foundation to talk about developing the Principal leadership-pipeline. She will be working with Youth, Family & Community Engagement to create learning opportunities for families.
- Dr. Joyner officially welcomed Ms. Gumbs-Johnson to the school district.
- Youth, Family, & Community Engagement: Mr. Carolina described how YFCE has been in touch with 1500 students. Sergio Rodriguez and Daniel Diaz have been working hard to assist families with food needs, technology equipment, etc. They have been working with the local area police departments to make "social distance" visits to houses for students who are engaged in highly at-risk behaviors.

- Dr. Tracey described the areas for which she will update the Board of Alders at their Education committee meeting later this evening: Support for Staff, Support for Families & Students, Community Support.

Distance Learning: Graduation Issues (Board guidance if needed)

Dr. Tracey had a phone call with the Commissioner of Education today. The decision whether to open school and have graduations will be a health-consideration. It is certain that there will be some type of graduation to recognize their accomplishments at some point, whether it be in the summer or fall. Dr. Tracey will also be having a Zoom meeting with the Student Council to field their ideas about what would be best. Dr. Whyte noted that each school is also having meetings with their seniors to discuss what types of celebrations they might want.

Distance Learning: Policy on Grading

- Dr. Tracey will bring the potential grading policy for quarter four to this Committee and to Governance. We looked at a guidance letter from the CSDE Commissioner of Education with options including pass/fail, pass/incomplete, and pass with distinction.
- Relevant components were shared as follows:

"As guidance, the CSDE identifies the following potential options for pass/fail grading policies:

- A. **Standard Pass/Fail:** *The traditional pass/fail standard, similar to what many colleges and graduate schools permit, as well as many high schools currently offer.*
 - B. **Pass/Incomplete:** *This standard would apply to students in grades 9, 10, and 11. Students who for whatever reason were not able to complete their online assignments would have a district-determined timeline to complete the work, or approved project, and receive either a Pass or Fail grade. This option supports (1) students who may not have had adequate access to technology tools during class cancellations, (2) students with IEPs in need of direct support, or who otherwise require additional resources to succeed, (3) EL students, (4) students who may need counseling or mental health services that they cannot receive at home, (5) students who are sick themselves, caring for a family member, or dealing with the trauma of loss as a result of the pandemic, and (6) disengaged students, who with a second chance opportunity and counseling could regain their agency and get a result of Pass (and credit).*
 - C. **Pass with Distinction:** *In some cases districts may want to recognize students who worked at a very high academic level during this extraordinary time of the coronavirus pandemic and celebrate their efforts with a designation of 'Pass with Distinction'.*
 - D. **Recommendations:** *Recommendations continue to serve as an important means of communicating information about students to colleges, universities, vocational programs and other post-secondary educational opportunities. Districts should use recommendations to supplement pass/fail protocols and share information concerning students' academic strengths and interests, personal qualities, role in the school community, extracurricular accomplishments, potential direction in the future, and other qualitative assessments of a student's potential contribution to the school or program at issue and society in the future.*
 - E. **Student Transcripts:** *Districts should modify student transcripts to provide adequate context about the disruption caused by COVID-19 and the resulting change in grading for the period after March 1, 2020. While Pass/Fail protocols may address learning and alleviate the associated pressures on students and their families, districts should continue to provide meaningful feedback to students to support student progress and foster academic growth.*
- Please note that in communication with the NCAA, the commitment was made that a Pass/Fail or Pass/Incomplete would not negatively impact our student athletes. "*
- The state is leaving the final decision to the Local Education Agencies. Mr. Conaway and Dr. Joyner said that they would look for and support the recommendation of Dr. Tracey.
 - Dr. Joyner noted that we can put students in flexible groups in the fall to try to catch students up as best as possible.

- Mr. Wilcox commented that some universities are giving an option to have pass/fail because some students are more concerned about their grades due to future plans. He suggested we take a look at options such as that.
- There was discussion about how to move forward with the grading policy decision for the fourth quarter. Dr. Joyner suggested that it might be a motion that was time-bound to this circumstance. Mr. Wilcox suggested spelling out the policy that could be modified or accepted. Mr. Conaway agreed with having a time-bound motion, but also a notion of hybrid to it.
- Ms. Jackson explained that CAFE had sent guidance that could be used.
- Mr. Wilcox suggested that there is time to create the specific policy, so we could not have to rush the full Board discussion until the policy is ready.
- The Committee asked the Superintendent to draft a policy that includes these ideas to bring to the Board.

Strategic Plan Update

- Ms. Jackson went through the current draft of the Strategic Plan document, noting that some items would still be added as well as outlining the recent changes that have been made.

Closure

- Dr. Joyner noted that Mr. Conaway and he would debrief the session to discuss how we can make improvements for the next meeting. Mr. Conaway thanked the staff and Dr. Tracey.
- **Mr. Conaway made a motion to adjourn the meeting at 5:45 PM. Mr. Wilcox seconded the motion.**

The next meeting is scheduled for May 20, 2020.

Respectfully submitted,
Jessica Haxhi

MEMORANDUM

To: New Haven Board of Education
From: Phillip Penn, Chief Financial Officer
Date: April 23, 2020
Re: Summary of emailed public comments for March 23 meeting

We've received approximately 20 emails to the District's Public Comment address, nearly all of which were received in advance of the March 23 meeting. The comments broke down along the following common themes (numbers in parenthesis reflect the number of occurrences; a single message may have covered multiple topics):

- Concerns regarding the use of Career High School as a regional Covid-19 homeless shelter (6).
- Questions regarding Chromebook distribution and online access (3).
- Questions regarding grading for the third and fourth quarter, including differentiation between students that were highly engaged and those that weren't (3).
- Questions regarding when a decision will be made to close schools for the whole year (3).
- Concerns regarding year-end activities for seniors (2).
- Questions regarding the SAT exam (2).
- A question regarding how our WiFi access survey was conducted.
- A question regarding Covid-19 testing of teachers and students before schools would reopen.
- A question regarding the retrieval of personal property, and the return of District property.
- A question regarding the continuation of Special Education services.
- A question regarding continued meal delivery.
- A question regarding continued payments to First Student so they in turn could pay their employees.
- There were also five responders who offered support, advice, and news of what other districts were doing in response to the pandemic.

The actual public comments follow. Some of the comments have been removed or redacted at the discretion of the BOE's attorney where the email contained information that would violate FERPA, HIPAA or both if it was disclosed publicly.



NEW HAVEN PUBLIC SCHOOLS

To: New Haven Board of Education

From: Dr. Iline Tracey, Interim Superintendent
Marquelle Middleton, Director of School Choice & Enrollment
Michele Bonanno, MSAP Coordinator

Date: April 23, 2020

We are writing to provide an initial update on the New Haven Public Schools placement (lottery) process. While the results of the placement process were originally planned to be released to all applicants on March 31, 2020 uncertain times and unexpected district and school closures prompted a 2-week delay for the release of all results. The NHPS administration and Office of School Choice & Enrollment successfully released all results via email to applying families. Staff have been working remotely to accommodate parents and families. Due to COVID-19 and the social distancing requirement as well the closure of all district offices, families have been provided with an extended deadline (May 15, 2020) to accept or decline their seat offer. Because of this we anticipate there may be less frequent movement from all waitlists due to the uncertain circumstances.

There were a total of 7,033 unique applicants applying to schools of choice across all grade levels. All applicants were permitted to select up to six school options they would like to attend for the 2020-2021 school year. 4,148 of all applicants were successfully placed on the day of the choice process. The following are initial updates and observations concerning the 2020 school choice placement process. In addition spreadsheet has been provided detailing the number of available seats by school, grade and market and the number of seats offered/assigned.

- 4,661 seats were made available via the recent school choice process. Available seats are defined as all seats deemed open after considering anticipated student retentions. No additional seats were withheld during the initial placement on April 14, 2020.
- Following the Board's decision with a vote in February 2020, all available seats at the entry grade level of each Interdistrict Magnet School were assigned as follows: 69% New Haven, 31% Suburban (entry grades are defined as PK, Kindergarten, Grade 9, and Grade 5 at Betsy Ross and Grade 6 at ESUMS). For all other grade levels seats were assigned to balance the grade level based on the current residency of all attending students in the school-grade combination.
 - This resulted in additional PK3 seat assignments for New Haven residents. So for example in an Interdistrict School with (1) PK3 classroom a total of (14) seats were assigned to New Haven residents and (6) were assigned to non-residents.
- In Grade 9, for all Interdistrict High Schools, seats were assigned in the same manner as above. In addition the Office of School Choice & Enrollment worked closely with school principals for all

Interdistrict Magnet Schools to make the maximum number of seats in available in their Grade 9 settings based on building capacity and approved school operation plans. For schools such as Hill Regional Career and Cooperative Arts & Humanities more seats were made available than in recent years for Grade 9

- Specifically for high-demand Interdistrict Magnet Schools including Davis Street, Mauro-Sheridan and Engineering & Science University Magnet there were a higher number of seats made available to New Haven students across several grade levels.
 - At Engineering & Science University Magnet, 70% of all Grade 6 seats were offered to New Haven resident students.
 - At Davis, a total of 85 seat offers were made and 77% of all seats assignments were for New Haven residents. This allowed an increased number of students residing within the attendance zone of the school to gain entry into this school. Similarly at Mauro-Sheridan a total of 86 seat offers were made and 75% of all seats were assigned to New Haven residents. This overall increase was due to the new 69/31 ratio at the entry grades as well as backfilling empty seats in Grade 1-8 with New Haven resident students to bring those grade level into balance with the previous ratio of 65/35.
- Rising Grade 9 New Haven resident students not selected to attend an Interdistrict Magnet High School, were assigned to their neighborhood comprehensive high school. Students were not placed in their non-neighborhood high school.
- To date we have a total of (195) Kindergartners who will be placed into a school with an available seat that is closest to their home. We anticipate that these seats will be assigned by July 1st as we would like to run at least one round of the waitlist to maximize parent opportunity to be placed into one of their choices.
- To support the demand for early childhood education in our district, The Office of School Choice & Enrollment has provided the contact information for all applying Pre-K families who were not offered a PK3 or PK4 seat to the Director of Early Childhood Education as of 04/17/2020.
- After May 15, 2020 all waitlists will be ran in sequential order.
- To date we have a total of (195) Kindergartners who will be placed into a school with an available seat that is closest to their home.

**NEW HAVEN PUBLIC SCHOOL
SCHOOL CHOICE 2020 SEAT ALLOCATON-OFFER REPORT**

Report Notes:

*All open seats are defined as any seat that is open after all reported projected retentions by grade level are accounted for.

** In all grades beyond the school's entry grade in Interdistrict schools, seat allocations were determined based on keeping grade levels balanced a the 65/35 ratio.

School Name	School ID	Market	P3	P4	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Total		
Achievement First Amistad High School Charter	2795113	Seats Available	-	-	-	-	-	-	-	-	-	-	-	27	12	0	0	39		
		Seats Placed	-	-	-	-	-	-	-	-	-	-	-	-	24	12	0	0	36	
Amistad Academy Elementary & Middle Charter	2795113	Seats Available	-	-	90	8	4	2	8	16	21	18	9	-	-	-	-	-	176	
		Seats Placed	-	-	90	8	4	2	8	16	21	18	9	-	-	-	-	-	176	
Augusta Lewis Troup School	931511	Seats Available	-	-	45	5	16	9	21	8	7	2	0	-	-	-	-	-	113	
		Seats Placed	-	-	13	3	2	2	0	4	1	2	0	-	-	-	-	-	27	
Barack H Obama Magnet University School		Seats Available	20	40	48	5	5	0	0	-	-	-	-	-	-	-	-	-	118	
		Seats Placed	20	40	48	5	5	0	0	-	-	-	-	-	-	-	-	-	-	118
Barnard Environmental Studies Interdistrict Magnet	930211	New Haven Seats	14	17	14	7	11	2	0	1	1	0	0	-	-	-	-	-	67	
		Suburban Seats	6	3	3	7	17	6	11	0	8	7	0	-	-	-	-	-	-	68
		% Seats Allocated- NH	70%	85%	82%	50%	39%	25%	0%	100%	11%	0%			-	-	-	-	-	
		% Seats Allocated - Suburban	30%	15%	18%	50%	61%	75%	100%	0%	89%	100%			-	-	-	-	-	
		Seats Offered/Placed - NH	14	17	14	7	11	2	0	1	1	0	0	0	-	-	-	-	-	67
Seats Offered/Placed - Sub	6	3	3	7	17	6	11	0	8	7	0	0	-	-	-	-	-	68		
Benjamin Jepson Multi-Age Interdistrict Magnet	931811	New Haven Seats	21	3	10	0	0	2	2	6	1	0	0	-	-	-	-	-	45	
		Suburban Seats	9	3	7	6	8	6	3	0	0	0	0	0	-	-	-	-	42	
		% Seats Allocated- NH	70%	50%	59%	0%	0%	25%	40%	100%	100%				-	-	-	-	-	
		% Seats Allocated - Suburban	30%	50%	41%	100%	100%	75%	60%	0%	0%				-	-	-	-	-	
		Seats Offered/Placed - NH	21	3	10	0	0	2	2	6	1	0	0	0	-	-	-	-	-	45
Seats Offered/Placed - Sub	9	3	7	6	8	6	3	0	0	0	0	0	-	-	-	-	-	42		
Betsy Ross Arts Interdistrict Magnet	935511	New Haven Seats	-	-	-	-	-	-	-	69	30	5	0	-	-	-	-	-	104	
		Suburban Seats	-	-	-	-	-	-	-	-	31	11	0	0	-	-	-	-	42	
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	69%	73%	100%			-	-	-	-	
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	31%	27%	0%			-	-	-	-	
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	43	30	5	0	-	-	-	-	-	78
Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	31	11	0	0	-	-	-	-	-	42		
Bishop Woods Executive Academy	934311	Seats Available	-	-	44	2	12	12	4	6	6	0	0	-	-	-	-	-	86	
		Seats Placed	-	-	44	2	8	8	4	6	3	0	0	-	-	-	-	-	75	
Booker T. Washington Academy Charter	2950113	Seats Available	-	-	56	0	0	0	0	0	0	0	-	-	-	-	-	-	56	
		Seats Placed	-	-	47	0	0	0	0	0	0	0	0	-	-	-	-	-	47	
Brennan-Rogers: The Art of Communication & Media Magnet	932111	Seats Available	20	0	39	16	26	18	19	17	17	6	0	-	-	-	-	-	178	
		Seats Placed	20	0	8	1	6	1	1	5	5	4	0	-	-	-	-	-	51	
Celentano Biotech Health & Medical Magnet	934811	Seats Available	20	2	21	13	13	2	3	4	12	2	0	-	-	-	-	-	92	
		Seats Placed	20	2	21	13	11	2	3	4	12	2	0	-	-	-	-	-	90	
Christopher Columbus Family Academy	934111	English	-	-	22	2	0	1	0	0	0	0	0	-	-	-	-	-	25	
		Spanish	-	-	22	3	0	1	0	0	0	0	0	0	-	-	-	-	26	
		Seats Placed	-	-	34	4	0	2	0	0	0	0	0	0	-	-	-	-	40	
		English	-	-	34	11	3	0	0	0	0	0	0	-	-	-	-	48		

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**NEW HAVEN PUBLIC SCHOOL
SCHOOL CHOICE 2020 SEAT ALLOCATON-OFFER REPORT**

School Name	School ID	Market	P3	P4	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Total
Clinton Avenue School	930611	Spanish	-	-	12	10	4	0	0	0	0	0	0	-	-	-	-	26
		Seats Placed	-	-	21	6	4	0	0	0	0	0	0	0	-	-	-	-
Common Ground Charter	2686113	Seats Available	-	-	-	-	-	-	-	-	-	-	-	21	2	0	0	23
		Seats Placed	-	-	-	-	-	-	-	-	-	-	-	21	2			23
Cooperative Arts & Humanities - Band (non-string)	936411	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	9	1	0	0	10
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	4	1	0	0	5
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	69%	50%			
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	31%	50%			
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	9	1	0	0	10
Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	4	1	0	0	5		
Cooperative Arts & Humanities - Dance	936411	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	17	1	0	0	18
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	8	1	0	0	9
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	68%	50%			
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	32%	50%			
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	17	1	0	0	18
Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	8	1	0	0	9		
Cooperative Arts & Humanities - Orch. Strings	936411	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	13	3	0	0	16
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	5	2	0	0	7
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	72%	60%			
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	28%	40%			
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	11	1			12
Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	3	0			3		
Cooperative Arts & Humanities - Percussion	936411	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	2	0	0	0	2
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	1	0	0	0	1
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	67%				
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	33%				
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	2				2
Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	1				1		
Cooperative Arts & Humanities - Theater	936411	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	24	1	0	0	25
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	11	1	0	0	12
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	69%	50%			
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	31%	50%			
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	24	1			25
Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	11	1			12		
Cooperative Arts & Humanities - Visual Arts	936411	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	24	1	0	0	25
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	11	1	0	0	12
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	69%	50%			
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	31%	50%			
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	24	1			25
Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	11	1			12		
Cooperative Arts & Humanities - Vocal	936411	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	11	1	0	0	12
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	5	1	0	0	6
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	69%	50%			
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	31%	50%			

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**NEW HAVEN PUBLIC SCHOOL
SCHOOL CHOICE 2020 SEAT ALLOCATON-OFFER REPORT**

School Name	School ID	Market	P3	P4	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Total	
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	11	1			12	
		Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	5	1			6	
Cooperative Arts & Humanities - Writing	936411	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	17	2	0	0	19	
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	8	2	0	0	10	
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	-	68%	50%			
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	-	32%	50%			
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	-	17	2			19
		Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	-	8	2			10
Davis Street Arts & Academics Interdistrict Magnet	930911	New Haven Seats	14	16	10	5	3	5	5	2	1	5	0	-	-	-	-	66	
		Suburban Seats	6	5	7	0	0	0	0	0	0	1	0	0	-	-	-	-	19
		% Seats Allocated- NH	70%	76%	59%	100%	100%	100%	100%	100%	50%	100%			-	-	-	-	
		% Seats Allocated - Suburban	30%	24%	41%	0%	0%	0%	0%	0%	50%	0%			-	-	-	-	
		Seats Offered/Placed - NH	14	16	10	5	3	5	5	2	1	5			-	-	-	-	66
		Seats Offered/Placed - Sub	6	5	7	0	0	0	0	0	1	0							19
East Rock Community Magnet	934611	Seats Available	-	-	46	0	2	3	10	9	10	6	0	-	-	-	-	86	
		Seats Placed	-	-	46	0	2	3	10	9	10	6	0	-	-	-	-	86	
Edgewood Magnet	931211	Seats Available	-	-	50	4	4	5	5	3	5	0	0	-	-	-	-	76	
		Seats Placed	-	-	50	4	4	5	5	3	5	0	0	-	-	-	-	76	
Elm City College Preparatory Charter	935121	Seat Available	-	-	65	10	6	7	6	16	7	13	7	-	-	-	-	137	
		Seats Placed	-	-	53	10	6	7	6	15	7	13	7	-	-	-	-	124	
Elm City Montessori Magnet	2910113	Seats Available	36	0	0	0	0	1	5	2	-	-	-	-	-	-	-	44	
		Seats Placed	36					1	5	2	-	-	-	-	-	-	-	44	
Engineering & Science University Interdistrict Magnet - High	931711	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	3	5	0	0	8	
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	-	2	1	0	0	3
		West Haven Seats	-	-	-	-	-	-	-	-	-	-	-	-	0	1	0	0	1
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	-	60%	71%			
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	-	40%	14%			
		% Seats Allocated - WH	-	-	-	-	-	-	-	-	-	-	-	-	0%	14%			
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	-	3	5	0	0	8
		Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	-	2	1	0	0	3
Seats Offered/Placed - WH	-	-	-	-	-	-	-	-	-	-	-	-	0	1	0	0	1		
Engineering & Science University Interdistrict Magnet - Middle	931711	New Haven Seats	-	-	-	-	-	-	-	-	60	4	2	-	-	-	-	66	
		Suburban Seats	-	-	-	-	-	-	-	-	10	1	1	-	-	-	-	12	
		West Haven Seats	-	-	-	-	-	-	-	-	16	1	1	-	-	-	-	18	
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	70%	67%	50%	-	-	-	-		
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	12%	17%	25%	-	-	-	-		
		% Seats Allocated - WH	-	-	-	-	-	-	-	-	19%	17%	25%						
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	60	4	2					66	
		Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	10	1	1					12	
Seats Offered/Placed - WH	-	-	-	-	-	-	-	-	16	1	1					18			
Fair Haven School	931611	Seats Available	-	-	65	15	16	5	0	0	0	0	0	-	-	-	-	101	
		Seats Placed	-	-	50	7	5	4	0	0	0	0	0	0	-	-	-	-	66
Harry A. Conte-West Hills Magnet: A School	933111	Seats Available	20	2	49	8	11	23	10	4	10	6	0	-	-	-	-	143	

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**NEW HAVEN PUBLIC SCHOOL
SCHOOL CHOICE 2020 SEAT ALLOCATON-OFFER REPORT**

School Name	School ID	Market	P3	P4	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Total	
of Exploration & Innovation		Seats Placed	20	2	35	8	9	7	10	4	10	6		-	-	-	-	111	
High School in the Community Academy for Law & Social Justice Interdistrict Magnet	936611	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	63	9	0	0	72	
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	-	27	8	0	0	35
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	-	70%	53%			
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	-	30%	47%			
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	-	63	9			72
		Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	-	27	8			35
Highville Charter School and Change Academy		Seats Available	0	0	0	0	0	0	0	0	0	0	0	0	4	2	1	7	
		Seats Placed													4	2	1	7	
Hill Central School	930711	Seats Available	-	-	24	0	1	8	8	2	0	0	0	-	-	-	-	43	
		Seats Placed	-	-	24	0	1	2	7	2	0	0	0	-	-	-	-	36	
Hill Regional Career Interdistrict Magnet	936311	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	114	9	0	0	123	
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	-	51	19	0	0	70
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	-	69%	32%			
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	-	31%	68%			
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	-	114	9	0	0	123
		Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	-	51	19	0	0	70
James Hillhouse Comprehensive High School	936211	Seats Available	-	-	-	-	-	-	-	-	-	-	-	250	10	19	41	320	
		Seats Placed	-	-	-	-	-	-	-	-	-	-	-	-	296	10	7	4	317
John C. Daniels School of International Communication Interdistrict Magnet	931311	New Haven - English Seats	14	1	5	2	4	0	2	0	0	0	0	-	-	-	-	28	
		New Haven - Spanish Seats	14	2	5	3	4	0	2	0	0	0	0	0	-	-	-	-	30
		Suburban - English Seats	6	0	0	1	0	1	1	0	0	0	0	0	-	-	-	-	9
		Suburban - Spanish Seats	6	1	1	1	0	1	0	0	0	0	0	0	-	-	-	-	10
		% Seats Allocated- NH	70%	75%	91%	71%	100%	0%	80%						-	-	-	-	
		% Seats Allocated - Suburban	29%	21%	8%	26%	0%	100%	17%						-	-	-	-	
		Seats Offered/Placed - NH English	14	1	5	2	4	0	2	0	0	0	0	0	-	-	-	-	28
		Seats Offered/Placed - NH Spanish	14	2	5	3	4	0	2	0	0	0	0	0	-	-	-	-	30
		Seats Offered/Placed - Sub English	6	0	0	1	0	1	1	0	0	0	0	0	-	-	-	-	9
Seats Offered/Placed - Sub Spanish	6	1	1	1	0	1	0	0	0	0	0	0	-	-	-	-	10		
John S. Martinez Magnet School	930811	Seats Available	-	-	38	7	5	0	0	0	0	0	0	-	-	-	-	50	
		Seats Placed	-	-	35	7	5	0	0	0	0	0	0	0	-	-	-	-	47
King/Robinson Interdistrict Magnet: An International Baccalaureate World School	933011	New Haven Seats	14	18	13	6	4	1	0	0	0	1	0	-	-	-	-	57	
		Suburban Seats	6	3	4	5	6	6	7	3	1	0	0	0	-	-	-	-	41
		% Seats Allocated- NH	70%	86%	76%	55%	40%	14%	0%	0%	0%	100%			-	-	-	-	
		% Seats Allocated - Suburban	30%	14%	24%	45%	60%	86%	100%	100%	100%	0%			-	-	-	-	
		Seats Offered/Placed - NH	14	18	13	6	4	1	0	0	0	0	1	0	-	-	-	-	57
		Seats Offered/Placed - Sub	6	3	4	5	6	6	7	3	1	0	0	0	-	-	-	-	41
L.W. Beecher Museum School of Arts & Sciences Interdistrict Magnet	930311	New Haven Seats	28	2	10	4	1	6	1	4	5	2	0	-	-	-	-	63	
		Suburban Seats	12	0	5	2	6	0	5	8	2	1	0	0	-	-	-	-	41
		% Seats Allocated- NH	70%	100%	67%	67%	14%	100%	17%	33%	71%	67%			-	-	-	-	
		% Seats Allocated - Suburban	30%	0%	33%	33%	86%	0%	83%	67%	29%	33%			-	-	-	-	
		Seats Offered/Placed - NH	28	2	10	4	1	6	1	4	5	2	0	0	-	-	-	-	63
		Seats Offered/Placed - Sub	12	0	5	2	6	0	5	8	2	1	0	0	-	-	-	-	41

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**NEW HAVEN PUBLIC SCHOOL
SCHOOL CHOICE 2020 SEAT ALLOCATON-OFFER REPORT**

School Name	School ID	Market	P3	P4	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Total		
Lincoln-Bassett Community School	932011	Seats Available	-	-	46	9	8	1	7	0	-	-	-	-	-	-	-	71		
		Seats Placed	-	-	9	0	1	1	2	1	-	-	-	-	-	-	-	-	14	
Mauro-Sheridan Science, Technology & Communications Interdistrict Magnet	931911	New Haven Seats	14	17	9	9	5	5	6	0	0	0	0	-	-	-	-	65		
		Suburban Seats	6	5	2	3	0	0	0	5	0	0	0	-	-	-	-	21		
		% Seats Allocated- NH	70%	77%	82%	75%	100%	100%	100%	0%				-	-	-	-			
		% Seats Allocated - Suburban	30%	23%	18%	25%	0%	0%	0%	100%				-	-	-	-			
		Seats Offered/Placed - NH	14	17	9	9	5	5	6	0	0	0	0	0	-	-	-	-	65	
Seats Offered/Placed - Sub	6	5	2	3	0	0	0	5	0	0	0	0	-	-	-	-	21			
Metropolitan Business Academy Interdistrict Magnet	936011	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	75	2	0	0	77		
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	34	4	0	0	38		
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	69%	33%					
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	31%	67%					
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	-	75	2	0	0	77	
Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	-	34	4	0	0	38			
Nathan Hale School	931411	Seats Available	-	-	49	16	5	5	6	2	5	3	0	-	-	-	-	91		
		Seats Placed	-	-	47	7	5	5	6	2	5	3	0	-	-	-	-	-	80	
New Haven Academy Interdistrict Magnet	937011	New Haven Seats	-	-	-	-	-	-	-	-	-	-	-	56	1	3	0	60		
		Suburban Seats	-	-	-	-	-	-	-	-	-	-	-	25	1	2	0	28		
		% Seats Allocated- NH	-	-	-	-	-	-	-	-	-	-	-	69%	50%					
		% Seats Allocated - Suburban	-	-	-	-	-	-	-	-	-	-	-	31%	50%					
		Seats Offered/Placed - NH	-	-	-	-	-	-	-	-	-	-	-	-	56	1	3	0	60	
Seats Offered/Placed - Sub	-	-	-	-	-	-	-	-	-	-	-	-	25	1	2	0	28			
Quinnipiac Real World Math STEM Magnet	933511	Seats Available	-	-	45	3	7	13	0	0	-	-	-	-	-	-	-	68		
		Seats Placed	-	-	13	3	4	10	0	0	-	-	-	-	-	-	-	-	30	
Roberto Clemente Leadership Academy	934211	Seats Available	-	-	45	19	10	10	10	10	3	1	0	-	-	-	-	108		
		Seats Placed	-	-	22	9	5	5	5	5	1	1	0	-	-	-	-	-	53	
Ross Woodward Classical Studies Interdistrict Magnet	931011	New Haven Seats	14	19	30	4	6	17	7	8	0	0	0	-	-	-	-	105		
		Suburban Seats	6	2	10	12	10	2	5	16	4	0	0	-	-	-	-	67		
		% Seats Allocated- NH	70%	90%	75%	25%	38%	89%	58%	33%	0%			-	-	-	-			
		% Seats Allocated - Suburban	30%	10%	25%	75%	63%	11%	42%	67%	100%			-	-	-	-			
		Seats Offered/Placed - NH	14	19	23	4	4	10	7	8	0	0	0	0	-	-	-	-	89	
Seats Offered/Placed - Sub	6	2	10	12	10	2	5	9	4	0	0	0	-	-	-	-	60			
Truman School	932911	Seats Available	-	-	22	4	0	0	0	0	0	0	0	-	-	-	-	26		
		Seats Placed	-	-	21	4									-	-	-	-	25	
West Rock Author's Academy Interdistrict Magnet	934911	New Haven Seats	-	14	24	7	0	0	0	-	-	-	-	-	-	-	-	45		
		Suburban Seats	-	6	9	3	0	0	0	-	-	-	-	-	-	-	-	-	18	
		% Seats Allocated- NH	-	70%	73%	70%				-	-	-	-	-	-	-	-	-		
		% Seats Allocated - Suburban	-	30%	27%	30%				-	-	-	-	-	-	-	-	-	-	
		Seats Offered/Placed - NH	-	14	12	4	0	0	0	-	-	-	-	-	-	-	-	-	30	
Seats Offered/Placed - Sub	-	6	9	3	0	0	0	-	-	-	-	-	-	-	-	-	18			
Wexler-Grant Community School	933211	Seats Available	-	-	35	8	16	15	17	2	7	1	0	-	-	-	-	101		
		Seats Placed	-	-	7	2	4	5	1	2	3	1	0	-	-	-	-	-	25	
William L. Green High School		Seats Available	-	-	-	-	-	-	-	-	-	-	-	280	0	0	0	280		

*All open seats are defined as any seat that is open after all reported projected retentions by grade level are accounted for.

**NEW HAVEN PUBLIC SCHOOL
SCHOOL CHOICE 2020 SEAT ALLOCATON-OFFER REPORT**

School Name	School ID	Market	P3	P4	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Total
William L. Cross High School		Seats Placed	-	-	-	-	-	-	-	-	-	-	-	384	0	0	0	384
Wintergreen Interdistrict Magnet	2440314	Seats Available	-	-	2	2	2	1	1	1	0	2	2	-	-	-	-	13
		Seats Placed	-	-	2	2	2	1	1	1	0	2	2	-	-	-	-	13
Worthington Hooker School	933811	Seats Available	-	-	51	6	2	3	6	2	9	6	0	-	-	-	-	85
		Seats Placed	-	-	51	6	2	3	6	2	9	6	0	-	-	-	-	85

*All open seats are defined as any seat that is open after all reported projected retentions by grade level are accounted for.