

TO: Matt Wilcox, Chair BOE Finance & Operations Committee  
Yensenia Rivera, President BOE

FROM: Atty. Michael J. Pinto, Chief Operating Officer, NHPS

DATE: May 21, 2020

**RE: Shipman & Goodwin Change Order; Shipman Billing**

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At the Finance & Operations Meeting of May 18, 2020, Committee Chair Matt Wilcox asked for a written Memorandum to supplement the oral presentation by Chief Operating Officer Michael Pinto explaining the cost overruns in the Shipman & Goodwin litigation contract, which necessitated the change order increasing the increase in the contract amount.

The initial contract amount was for an amount not to exceed \$50,000.00; a change order in the amount of \$20,000.00 was approved by the Finance & Operations Committee and the full Board of Education. The increase was necessitated by additional expenses not anticipated when the initial contract was executed. In particular there were two months which saw significantly higher than usual billing, July 2019, and October 2019:

1. July 2019.

Shipman & Goodwin billing for the month totaled \$12,831.00. The higher than average billing for the month was due to matters which led to three significant FOIA requests and resulted in two complaints to the FOI Commission. Specifically the underlying investigations, requested by the former Superintendent in those matters and expenses associated with them accrued costs of \$7,858.75.

2. October 2019

Shipman & Goodwin billing for the month totaled \$20,670.00. The significantly higher billing for the month was directly related to costs associated with Labor Relations investigations matters which were assigned to outside counsel because of a staff shortage in the Board of Education Human Resources Department. Of the total \$15,990.00 is attributable to two significant personnel investigations matters. Staff anticipates this to have been a unique situation caused by the staff shortage in the HR Department coincident with the investigations. The return of HR staff to full strength and greater coordination between the Board of Education Labor Relations investigator and the City of New Haven Labor Relations Department will mitigate the likelihood of similar issues in the future.

A breakdown of Shipman & Goodwin billing by month for FY2019-2020 follows:

**Shipman & Goodwin -  
Breakdown of FY 2020 Litigation and Investigation Expenditures**

	<b>Directly FOIA Related</b>	<b>Other Matters</b>	<b>Total Billing</b>
<b>Jul-19</b>	\$260	\$12,571	\$12,831
<b>Aug-19</b>	\$1,170	\$4,453	\$5,623
<b>Sep-19</b>	\$0	\$6,435	\$6,435
<b>Oct-19</b>	\$618	\$20,053	\$20,670
<b>Nov-19</b>	\$0	\$6,370	\$6,370
<b>Dec-19</b>	\$1,690	\$975	\$2,665
<b>Jan-20</b>	\$33	\$1,821	\$1,853
<b>Feb-20</b>	\$65	\$8,158	\$8,223
<b>Mar-20</b>	<u>\$0</u>	<u>\$5,233</u>	<u>\$5,233</u>
	<b>\$3,835</b>	<b>\$66,068</b>	<b>\$69,903</b>

## MEMORANDUM

To: New Haven Board of Education  
From: Phillip Penn, Chief Financial Officer  
Date: May 21, 2020  
Re: Negotiations with First Student



Attorney Pinto, Attorney Alexiades and I recently held another round of negotiations with First Student. As an outcome of that discussion, First Student has increased its concession to just over \$1.5 million, or about \$325,000 higher than their initial offer. The concession reflects about a 19% decrease compared with the expected billings from First Student for the April to June period.

At this stage we are drafting a change order to our existing agreement that will be reviewed first by the Finance & Operations Committee and then by the full BOE. It will then be approved by the City of New Haven.

As part of the change order, First Student will attest that:

- All drivers have been 'made whole' with respect to their wages.
- To the extent that the company receives any relief from the Federal government as a result of the pandemic, a further reduction will be made to the amount that the New Haven Public Schools is invoiced.
- Similarly, if First Student receives any reduction to its liability insurance premium, a further reduction will be made to the amount the New Haven Public Schools is invoiced.
- They will deliver summary payroll information from their third party payroll company to ensure employees are continuing to be paid.

Finally, it's important to note that the change order will only pertain to the 2019-20 school year. If buses are still not being utilized for some part of the 2020-21 school year, an additional change order will need to be negotiated.

## MEMORANDUM

To: New Haven Board of Education  
From: Phillip Penn, Chief Financial Officer  
Date: May 20, 2020  
Re: Summary of ESSERF (CARES Act)



The Elementary and Secondary School Emergency Relief Fund (ESSERF) is a portion of the CARES Act designed to provide local school districts, colleges and universities with funds to respond to the COVID-19 pandemic.

New Haven Public Schools has been allocated \$8,506,997 million in the fund, a small portion of which (roughly \$70,000) we are required to set aside for the non-public schools in New Haven. Although the grant funds were calculated using the same methodology as Title I, they are not equivalent to Title I. A key difference is that the use of ESSERF is restricted to pandemic response. The initial guidance we have received has indicated that there are four targeted areas for the funds:

- Ensuring access to technology and connectivity for distance learning
- Ensuring accessibility to high-quality curriculum for all learners, including those with disabilities
- Addressing student learning gaps and safely reopening schools
- Providing social and emotional support to students and staff as they transition back to school

As of the date of this memo, the Connecticut State Department of Education (CSDE) has not released an application for the funds. However, once the application has been released, CSDE has indicated that applications will go through a 'streamlined' review process.

Funds can be spent through September 30, 2021. Said another way, the funds can be spent in parts of the three different fiscal years (2019-20, 2020-21 and 2021-22).

As an executive team, we have discussed a 1:1 technology initiative for the District, with a concurrent effort to improve connectivity in underserved homes and neighborhoods, as our top priority. We have also discussed the need for professional development for our teachers in distance learning; PPE to protect students and staff; and specialized equipment to efficiently clean and sanitize the schools. Because of the unknowns associated with the pandemic, such as the potential for a second wave, we would recommend reserving a portion of the grant for future use, rather than spending the entire grant immediately.

Once CSDE has issued the grant application, we will bring an Abstract with our recommended spending through the normal Finance & Operations and full Board of Education approval process.

## General Procurement Policy Notes

Policies are supposed to provide guidance, be definitive and eliminate confusion. This policy proposal in some places has the opposite effect. Additionally, they should dovetail with or replace current policies. Again, this proposal deviates significantly from both city and state governmental policies, and in some places are in direct conflict with some of our own policies.

***Policy development, in some instances are designed to deviate from existing policies as we learn more about what does and does not work in an organization. We met with the chief purchasing officer in our policy development to insure synergy between the city and board of education. He did not express that our policies were in conflict with the city's policies.***

For example, current policy 3320, Purchasing procedures, lays out purchasing procedures, including centralizing procurement under the COO, whereas the new section proposes the CFO is responsible. Another example is the conflicts between 3324.1 Contracts and the new policy 3323 (d) and (e) Contracts. Section 3340 authorizes the Superintendent to enter into projects and contracts for less than \$10,000. This proposal allows for \$20,000. Also, current policy 3313.1 outlining the bid process and approvals conflict with this proposal. These are just a few of the of many conflicts not just in our own policies but city and state policies..

***Our current CFO has broad experiences and a body of work that would suggest that he would be ultimately responsible, with the superintendent, and working in concert with the COO to manage the procurement process, Procurement practices are about the responsible and ethical use of the public's money. CFO are responsible for managing the purchases of goods and services in an organization. The staff that manages and monitor procurement report to our CFO. The COO has largely been responsible for managing the facilities of our district.***

### Statement of Purpose

All professional service [**define professional service, see below**] procurements made by the New Haven Public Schools (NHPS) involving the expenditure of **general, special, and capital funds** in excess of \$20,000 will be made in accordance with the following procurement standards. All procurement transactions for professional services, regardless of method or dollar value, will maximize open and free competition consistent with the standards of American Bar Association Model Code for Professional Procurement [**does anyone know what this means?**]

### ***Professional Services***

**The work done by the American Bar Association (ABA) is the gold standards for procurement practices in public organizations at state, local, and federal levels. Most well-run organizations used gold standards to guide policy development and practice. Another organization is the Government Finance Officers Association (GFOA). We consulted**

CT Statute Title 4a, and Chapter 58 [**refers to Executive Depts in state government**]. New Haven Public School officials shall not engage in procurement practices that may be considered arbitrary or restrictive. Purchases will be reviewed by the Chief Financial Officer (CFO) or the *superintendent's* designee, to prevent duplication and to ensure that costs are reasonable.

**I. METHODS FOR PROCUREMENT [this section conflicts with the statement of purpose \$20,000 limit]**

Procurement for professional services shall be made using one of the following methods: (1) small purchase procedures, (2) competitive sealed bids, (3) competitive negotiations, (4) non-competitive negotiation, (5) sole source methods or (6) State approved contractors, and shall be made in accordance with procedures set forth in this policy, relevant City of New Haven Purchasing regulations. a) For purchases of less than \$500, efforts will be made to get the lowest and best price, *and* written records of such efforts are (***we eliminated "not"***) necessary. Small Purchases that cost between \$500 and \$4,999.99 will require a Quick Bid Form, with three over the telephone quotations ***documented in writing as to*** rate, price, etc. A memorandum will be prepared setting forth the date calls were made, parties contacted and prices obtained. Purchases of supplies, equipment and services that cost \$5,000 to \$24,999 will require written estimates. The appropriate ***New Haven Public School's program official*** will solicit written responses from at least three vendors, and if no such responses are available, a statement explaining the procurement will be prepared and retained. b) Competitive Sealed Bids: Bidding will be employed when detailed specifications for the goods or services to be procured can be prepared and the primary basis for award is cost. When the cost of a contract, lease or other agreement for materials, supplies, equipment or contractual services, other than those personal or professional, exceeds \$25,000, an Invitation for Bids (IFB) notice will generally be prepared consistent with C.G.S. 7-148(v) [**incorrect citation, this section of state statute does not discuss the preparation of bids and also refers to municipal organizations**]. This notice will be published on the district website. NHPS program officials may also solicit sealed bids from responsible prospective suppliers by sending them a copy of such notice.

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. **[will this be used to evaluate bids? Why are we requesting this info?**

**This IS used to evaluate bids because of our desire to increase the bidding opportunities for residents, women, and minorities.**

Sealed bids will be opened in public at the time and place stated in the IFBs. The bids will be tabulated by the at the time of the bid opening. The results of the tabulation and the bid procurements **[who will tabulate?] (CFO and appropriate staff)** will be examined for accuracy and completeness by the appropriate project manager **[who is the appropriate manager?] The appropriate project manager is the designee assigned by the CFO** who will make recommendations to the New Haven Public School District. In addition, the CFO shall determine that all firms are responsive and responsible **[what is the definition of this term “responsible”]** definition 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.

**[Define professional services] See Glossary**

The NHPS will require competitive negotiations for the procurement of **all** professional services. **See glossary.**

*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 RFPs may be used. The New Haven Board of Education will publish a Request for Qualifications (RFQ) document with the RFP. RFQ's are handled in a similar method to RFP's with the exception that cost is not a factor in the initial evaluation. **The CFO** will evaluate the responses and rank them by comparative qualifications. The highest scoring person or firm will be contacted and the **CFO** with appropriate staff will negotiate cost. If the vendor is unable to negotiate a satisfactory cost arrangement, the second highest scoring person or firm will be invited to negotiate. The **CFO** and the relevant project manager will maintain a written record of all such negotiations. 2) Noncompetitive Negotiations Noncompetitive negotiations may be used for professional service procurements in excess of **\$10,000 [different than the \$10,000 in the glossary]** 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 **We eliminated Finance Chair here** that competitive negotiation or bidding is not feasible:

2) Noncompetitive Negotiations (continued) a) An emergency exists which will cause public harm as a result of the delay caused by following competitive purchasing procedures, or, b) The product or service can be obtained only from one source, or, c) The contract is for the purchase of perishable items purchased on a weekly or more frequent basis, or, d) Only one satisfactory proposal is received through RFP or RFQ, or, e) The state has authorized the particular type of noncompetitive negotiation (for example, the procurement of services by an Area Development District), through a purchasing consortium or through an existing state contract available to municipalities. Procurement by noncompetitive negotiation requires the strictest attention to the observation of impartiality toward all suppliers. The New Haven Board of Education must approve all procurements by non-competitive negotiation when only one supplier is involved or only one bid or response to an RFP/RFQ is received. 3) Bids will be accepted only from those contractors who have a proven record of ability to successfully complete the scope of work being bid. References will be requested along with the contractor's bid proposal. Any contractors submitting a bid must produce (along with his/her bid documents) written proof of liability insurance and worker's compensation coverage. Consideration will be given to such matters as contractor integrity [**how is integrity defined? See Glossary**], 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

[why???] of the amount of the contractor's submitted bid, ***unless a waiver is granted at the discretion of the CFO and Superintendent. ( District staff should develop waiver eligibility standards to cover professional services vendors that should be exempt from this section of the policy)*** 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.

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 **[what are the city, state and federal rules related to storage of records?]**

***See state guidelines for Board of Education financial record storage***

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.

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 **[who will develop and maintain the list?] *The City of New Haven maintains this list, although NPHS has used vendors designated as sole source providers not on the list shall*** be maintained and used when issuing IFBs, RFPs and RFQs. This list shall also be consulted when making small purchases.

Legal Reference:

Connecticut General Statutes 7-148v Requirements for competitive bidding

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

**[These are the same citations]**

## Glossary

Agreement: a duly executed and legally binding contract.

### **American Bar Association Procurement Code for Local and State Government:**

The majority of state and local jurisdictions do not have in place a suitable process for public purchasing, which can result in problems ranging from mistakes to allegations of fraud and criminal misconduct. Revising current public procurement processes to include the recognized best practices in the **2000 Model Procurement Code** can bring immediate improvement to public contract administration. This update of the Regulations and the reprint of the Model Procurement Code bring the 1979 edition of the Code and 1980 edition of the Regulations to the forefront of leadership in good procurement practices. The Year 2000 Revisions update includes:

- Provisions for electronic communications;
- Opportunities for cooperative purchasing among state and local governments;
- Flexible procurement methods, and
- Design build, design build operate, and design build finance operate contracting.

This is a clear and concise procurement process that can be tailored and adapted for state and local use to meet the needs of the community and its agencies that spend public funds for construction, information technology equipment, and other goods and services.

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.

### ***Integrity: authenticity, honesty***

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 ***Professional Services: services that a certified or otherwise qualified professional provides to an organization. In the case of***

***schools, it might be a doctor, psychologist, social worker, psychiatrist, curriculum expert, physical therapist, teacher, artist, legal expert, or author. Professional service providers should have a body of work, certification, or license that would document their professionalism.***

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.

Appendix A. Management and Evaluation of Professional Services Contractors I. Student Programs and Interventions: Vendors working directly with students must show that they have produced achievement or behavioral outcomes with the students identified in the Professional Services Agreement. Such outcomes will include one or more of the following: • Improved criterion reference achievement, standardized test scores and other measures of academic achievement. • Archival evidence of student work • Improved attendance • Improved pro-social conduct in school • Improved effort in assigned tasks within the classroom and school II. Professional Development for Staff and Parents: Vendors working directly with staff and parents must show evidence they can and have produced improvements in the knowledge and skills of the staff or parents identified in the Professional Services Agreement. Evidence would include:

- Authored publications
- Training designs
- Impact assessments with districts similar to the New Haven Public Schools III. Product Development Agreements: Vendors must provide a portfolio of evidence that they can produce quality work in agreements to produce 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. 3323 Appendix (continued)  
Professional Services Procurement Policy Management and Evaluation of Professional Services  
Contractors (Continued)

V. Program Selection and Oversight Structure: The Grant Program Manager **[who is this?]** 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



## NEW HAVEN PUBLIC SCHOOLS

### Learning & Teaching Committee

May 20, 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-Landa, Carmen Rodriguez, Erik Patchkofsky, Tessa Gumbs-Johnson, Jessica Haxhi Kristina Denegre, Joan Robinson, Mandy Bonz, Kyle Miller, Kelly Inga, Lori Beutel, Sheryl Coe, Jessica Atnes, Margaret Hughes, Karen Lorde, Patricia Abdur-Rahman, Rosa Velasquez, Mindy Schwartzman, Erin Salzano, Courtney Sutherland, Lisa Pietrosimone, Kristina Polaski, Brenna Roberts, Kate Liphart, Melanie Rodriguez, Holly Smith, Monica Abbott, Shanequa Sturgis-Nash, Rocio Barahona, Kathy Blodgett, Beth Hicks, Erin Connolly (National Geographic Learning), David Svedlow (National Geographic Learning), Brian Zahn

There were a total of 60 participants online, including school personnel and math coaches. Note that all names may not have been captured here.

**Dr. Joyner called the meeting to order at 4:32 p.m.**

#### 1. Welcome and Introductions

Dr. Joyner welcomed everyone and thanked everyone for attending, especially the math coaches and teachers.

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

- Ms. Hannans described the “Road Map Back to School” Teams that are already meeting and planning for the 2020-21 school year. The teams include administrators, central office personnel, school leaders, teachers, paraprofessionals, custodians. There are five teams: Wellness, Operations, Instruction, Technology, and Governance. We are anticipating a non-traditional start to the 2020-21 school year. The Instruction Team is specifically to work on hybrid learning, assessment and professional development. They are working on a survey to go home to families soon about possible varied schedules and start times.
- Erik P. described decisions currently being considered by Athletics for the fall. There may be a modified or shortened season. It might be that teams would play less games in only towns that are close by, in order to reduce the amount of time on busses, etc. Students in athletics would potentially be clustered in terms of which days they would attend school. Dr. Joyner expressed his concerns about how athletics will be difficult to run safely in the absence of comprehensive testing. Mr. Patchkofsky noted that NHPS will follow any guidelines put out by the State of Connecticut and/or Connecticut Department of Education.

### 3. International Trips Update

- Ms. Haxhi presented the International Trips Update as delineated in the materials attached for this meeting. The members of the committee concurred with her recommendations of moratorium on approval of international trips for SY 2020-21 for now, with these exceptions:
  - Allow the three re-scheduled trips to stay on-track for travel in April 2021 and revisit decision in January 2021 (Wilbur Cross to Costa Rica, Hill Regional Career to Costa Rica, and The Sound School to Greece/Italy).
  - Re-consider possible summer 2021 travel for student groups in January 2021, with possible trip approvals in February 2021.

It was mentioned that the Board of Education may be adopting an updated pandemic policy that would also influence decisions on field trips.

### 4. Functional Behavior: Role in s

- Dr. Joyner expressed concerns about student behavior and how it affects their learning.
- Dr. Joyner and Mr. Conaway are working on a tool that will help teachers to help, support, and facilitate student behavioral challenges.
- They reviewed the document attached to the materials for this meeting called “Functional Behavior Assessment.” Mr. Conaway mentioned how the return to school would have to include a focus on social-emotional wellness of students.
- Dr. Joyner summarized that student behavior has been a challenge in many schools. Every student in the class has different needs, dispositions, etc. In studies in which he has been involved, the biggest area of concern for teachers was student attention and cooperation. He described how government programs often attach funding to academic achievement. He mentioned a number of studies and programs related to students’ behavioral and cognitive development.
- Dr. Joyner expressed that New Haven needs to focus on providing the resources that teachers need to be effective, with a school environment safe and orderly, so that teachers can teach effectively. He noted the need to help and support students who are struggling as well.
- Dr. Joyner commented that the school district needs to have a common glossary and understanding of terms related to students such as “whole child” or “anger management issues.”
- Dr. Joyner and Mr. Conaway will continue to provide reading resources, as well as meet with Dr. Tracey and a task or committee to address student behavior.
- Ms. Hannans noted that Ms. Jackson, Ms. Samberg-Champion and others have been working on the social-emotional component of the Strategic Plan. She suggested that an update be provided at a later date on that section of the Plan, perhaps for the June Teaching and Learning.
- Dr. Joyner noted that an assessment of the current reality is where this work should begin. They would like to see systemic application of initiatives across the district. He requested that the team working social-emotional learning should contact him after the meeting.
- Mr. Conaway reminded that the challenges of distance learning will also have to be taken into account.

### 5. Math Curriculum

- *Please see PowerPoint included in the materials for this meeting.*

- Mr. Mathews described the process that was undertaken to choose a new math program (text and ancillary materials) due to the fact that the current edition of *Math in Focus* will be out of print soon.
- There were 6 “finalist” programs that his committee evaluated based on a variety of points such as their alignment of instruction to the text, ease of student use, readability, cultural responsiveness, using technology while teaching, etc. Overall rankings were also considered.
- They piloted *Big Ideas*, *Eureka Math*, *Ready Math*, and *Math in Focus* (current text, new edition) throughout the district this year and surveyed teachers on similar points to those mentioned above. Dr. Tracey has also asked that Mr. Mathews survey teachers again as to whether they would like a change or keep the current *Math in Focus* text. Most teachers expressed that they did not like *Math in Focus* and would like to adopt a different text.
- The two programs that were top choices among the committee and those who piloted are *Eureka Math* and *Big Ideas*.
- *Big Ideas* offers a 6 year time frame for approximately \$1.2 million. Please see attached PowerPoint, slide #22 for pricing details.
- *Eureka’s* program is for 2 years and is approximately \$1.9 million.
- Mr. Mathews shared some research about each of the programs on slides #23-24.
- He outlined the “pros” and “cons” for *Eureka* math and the “pros” and “cons” for *Big Ideas*. Please see slides #25-29.
- Mr. Conaway noted that *Big Ideas* is a clear teacher preference and the price difference in 2-years versus 6-years is important. He also noted that the technology piece and alignment to Common Core is essential.
- Dr. Joyner expressed that he supports the tool that teachers and math coaches believe is best for teachers and the students.
- Ms. Hannans noted that it would be best to hear from the teachers who have engaged in the work and utilized the texts.
- Dr. Joyner noted that cost must be considered. He asked Dr. Tracey to mediate the process and bring the decision either to this board meeting or another.
- Educators from Clinton Avenue School and Hill Central discussed their experiences with the texts.
- Christine Burgos from Hill Central expressed that she likes how *Big Ideas* connects to music and fluency. It helps to connect to parents by having a telephone app. It worked well for parents of English learners and students liked the puppets, etc.
- Margaret Hughes from Clinton Avenue noted that students surpassed their targets for state assessments using *Eureka*. They noticed that students were better able to talk about their “math thinking” and the level to which it encouraged oral descriptions of math thinking was supportive for English Learners. Teachers became more confident in their understanding of concepts and skills in Common Core math as well.
- Beth Hick, the math coach at Hill Central co-taught using *Big Ideas* for two weeks. Students were engaged in the lesson. Every lesson is very user-friendly and includes real-world “dig ins.” Each chapter contains an overview for teachers about what conceptions students might have about each concept. It also has many resources; almost more than teachers can use.
- Dr. Joyner noted that the decision should be grounded in a cost-benefit analysis for the school district, guided by what most teachers feel is the best choice and any research available on the efficacy of the program. It also has to consider English Learners, our budget situation, and additional resources beyond the textbook itself.
- Mr. Conaway reminded that student user-friendly(ness) should also be a key consideration.

- Dr. Therrien invited participants to share comments and experiences with the two texts via email to be forwarded to the Superintendent and the Board members.
- Dr. Joyner asked Dr. Tracey to make a recommendation in consultation with Mr. Mathews and the math department team.
- Mr. Conaway thanked everyone who assisted with the presentation, the Committee, and the pilot.

## **6. Policy Discussion: 6000 Series of Board Policies**

- The 6000 Series is all of the policies related to instruction. Mr. Therrien noted that the Board may need to make a specific decision on the Homework Policy as the policy provided by the Connecticut Association of Boards of Education (CABE) has two options which also include a time-per-day suggestion.
- Ms. Jackson described the process that the Governance Committee is using to look at Board of Education Policies, many of which are outdated.
- The Governance Committee recommends that the Board approve all of the 6000 series model policies that the Connecticut Association of Boards of Education (CABE) has provided first so that everything has updated regulatory language. Then, groups of five to six policies at a time could be presented to Committee to be revised if necessary.
- Dr. Joyner commented that he would like to expertise of teachers, principals, support staff. In accordance with Dr. Tracey's contract, she recommends policy to the Board. Dr. Joyner would like Dr. Tracey's policy priorities.
- Mr. Conaway said that any outdated policies should be updated and that the Board should follow what Dr. Tracey and her team recommend.
- Mr. Wilcox also noted that CABE has multiple versions of certain policies. Each policy would have to be looked at to determine which policy would apply to New Haven as a large district and ensure that the policies that are recommended are ready to be implemented immediately.
- Mr. Conaway concurred that there should be a priority of policies to approve.
- Dr. Joyner recommended that Dr. Tracey submit a list of policies to approve, prioritized, with timelines.
- In terms of process, Dr. Joyner asked that when policies are being considered, the stakeholders who are using or would be affected by the policy be consulted.
- Dr. Tracey reminded that many policies are from 1995 and that the curriculum audit also mentioned that many of the NHPS policies are old.
- Mr. Wilcox noted that while Teaching & Learning should consider many of the policies, any policy should go through the Governance Committee. He also mentioned the fact that any policy that will be approved may need a plan for how it is going to be rolled out and clear.
- Dr. Joyner will work with Dr. Tracey and Mr. Conaway on a checklist for policy adoption and roll-out. Ms. Jackson will be receiving an electronic copy of the 6000 series and will work with Teaching and Learning staff for adoption.

## **7. The Future of Teaching & Learning and Inclusion of Building Staff**

- Dr. Joyner said that he and Mr. Conaway are interested in making sure that teachers and building staff have a greater voice in matters of teaching and learning.
- Dr. Therrien had approached the teachers' union (NHFT) and the administrators' union (SAA) to ask if they could appoint a representative to attend the Committee.
- Dr. Joyner mentioned that all stakeholders should have representation.

- Dr. Tracey reminded that Supervisors are 12-month employees, so they are able to attend this (evening) meeting, but other staff might not have the time.
- Dr. Joyner asked for a meeting with Mr. Conaway, Dr. Tracey and Mr. Wilcox (if available) to discuss the potential for changes to ensure more staff voice in decisions.
- **Mr. Conaway made a motion to adjourn the meeting at 6:10 PM. Mr. Wilcox seconded the motion.**

**The next meeting is scheduled for June 17,2020.**

Respectfully submitted,  
Jessica Haxhi & Richard Therrien