



NEW HAVEN PUBLIC SCHOOLS  
New Haven, Connecticut

**NEW HAVEN BOARD OF EDUCATION MEETING**

Monday, August 23, 2021

**INFORMATION ONLY**

1. Agreement with The Consultation Center, to provide clinical assessments, referrals and treatment to Adult Education students experiencing mental health issues, from August 10, 2021 to June 30, 2022, in an amount not to exceed \$10,000.00.  
**Funding Source:** State Adult Education Program                      **Acct. #2503-5014-56694-053**
2. Agreement with Dr. Brett Rayford, to provide screening, triage, referral and mental health services to Adult Education students, from August 10, 2021 to June 30, 2022, in an amount not to exceed \$10,000.00.  
**Funding Source:** State Adult Education Program                      **Acct. #2503-5014-56694-053**
3. Agreement with Connecticut Center for School Change to provide facilitation and support to the principal and staff of New Haven Adult Education in the development of an improvement plan, from August 10, 2021 to June 30, 2022, in an amount not to exceed \$10,000.00.  
**Funding Source:** State Adult Education Program                      **Acct. #2503-5014-56694-0053**
4. Agreement with 3Prime Web Solutions to provide maintenance and extension of the database system for SRBI for monitoring data on students in grades K-1, from September 14, 2021 to June 30, 2022, in an amount not to exceed \$14,600.00.  
**Funding Source:** Alliance Program    **Acct. #2547-6108-56694**

**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

**INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT    August 23, 2021**

**RETIREMENTS – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Katherine Monahan	Guidance Counselor Wilbur Cross High School <b>General Funds</b> <b>19042061-50115</b>	06/30/2021
Jason Schneider	Social Studies Grades 5-8 Wexler-Grant School <b>General Funds</b> <b>19041532-50115</b>	06/30/2021

**RESIGNATIONS – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Kayla Benedetti	Art Ross/Woodward Magnet School <b>Inter-District Funds</b> <b>27041049-50115</b>	06/30/2021
Kevin Bermudez	Foreign Language John S. Martinez School <b>General Funds</b> <b>19041708-50115</b>	06/30/2021
Katie Besemer	Grade 2 Mauro/Sheridan Magnet School <b>Inter-District Funds</b> <b>27041019-50115</b>	06/30/2021
Carmen Bauschke	Bilingual English Grades 5-8 Fair Haven School <b>Title 1 Schools</b> <b>25315256-16-50115</b>	06/30/2021
Sloane Buell	Integrated Language Arts Truman School <b>Title 1 Schools</b> <b>25315256-29-50115</b>	06/30/2021

**RESIGNATIONS – Teachers: (cont’d)**

Gina Daughenbaugh	Kindergarten Worthington Hooker School <b>General Funds</b> <b>19041038-50115</b>	06/30/2021
James DeMorro	School Psychologist Wilbur Cross High School <b>General Funds</b> <b>19049161-50115</b>	06/30/2021
Rachel Dufresne	Grade 3 Davis Street Magnet School <b>ESSER II Funds</b> <b>25526363-09-50115</b>	06/30/2021
Joanne Guerrier	Pre-K Dr. Reginald Mayo School <b>General Funds</b> <b>19041010-50115</b>	06/30/2021
Theresa Hidalgo	Bilingual Grade 4 John C. Daniels School <b>Inter-District Funds</b> <b>27041213-50115</b>	06/30/2021
Susan Horne	Art Grades K-8 Nathan Hale School <b>General funds</b> <b>19042114-50115</b>	06/30/2021
Rebecca Harmon	Special Education Nathan Hale School <b>General Funds</b> <b>19041014-50115</b>	06/30/2021
Rhonda Johnson	Read 180 Wexler-Grant School <b>General Funds</b> <b>19042032-50115</b>	06/30/2021
Jasmine Kehrhahn	English James Hillhouse High School <b>General Funds</b> <b>19041662-50115</b>	06/30/2021
Megan Kelly	School Psychologist Itinerant <b>IDEA Part B Entitlement</b> <b>25045034-98-50115</b>	06/30/2021

**RESIGNATIONS – Teachers: (cont’d)**

Jenna Malkin	Grade 4 Fair Haven School <b>General Funds</b> <b>19041016-50115</b>	06/30/2021
Melissa Manzione	Technology Education ESUMS <b>Inter-District Funds</b> <b>27042617-50115</b>	06/30/2021
Matthew McClain	Mathematics Grades 5-8 Wexler-Grant School <b>General Funds</b> <b>19041132-50115</b>	06/30/2021
Jacqueline McNeil	Grade 3 John C. Daniels School <b>Inter-District Funds</b> <b>27041213-50115</b>	06/30/2021
Christina Natale	Kindergarten Davis Street Magnet School <b>Inter-District Funds</b> <b>27041009-50115</b>	06/30/2021
Erika Scheer	Special Education Itinerant <b>General Funds</b> <b>19049098-50115</b>	06/30/2021
Emily Sheehy	Grade 7 Betsy Ross Magnet School <b>Inter-District Funds</b> <b>27041655-50115</b>	06/30/2021
Matthew Talucci	Integrated Language Arts Clinton Avenue School <b>General Funds</b> <b>19041306-50115</b>	06/30/2021
Elizabeth Tate	Special Education John S. Martinez Magnet School <b>General Funds</b> <b>19049008-50115</b>	06/30/2021
Kelleigh Thompson	Grade 2 Clemente Leadership Academy <b>General Funds</b> <b>19041042-50115</b>	06/30/2021

**RESIGNATIONS – Teachers: (cont’d)**

Alexandra Valdes-Roman	Physical Education Itinerant <b>General Funds</b> <b>19040398-50115</b>	06/30/2021
Rosheika Vaughan	Grade 1 Lincoln-Bassett School ESSER II Funds 2552	06/30/2021
Sally Yoga	Special Education East Rock Magnet School <b>General Funds</b> <b>19049046-50115</b>	06/30/2021
Gentiana Xhema	Pre-K Special Education Benjamin Jepson School <b>General Funds</b> <b>19049018-50115</b>	06/30/2021

**TRANSFERS – Teachers:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Effective Date</u></b>
Kathryn Alderman	Grade 2 Fair Haven School <b>ESSER II Funds</b> <b>25526363-16-50115</b>	Grade 1 Dual Language Fair Haven School <b>General Funds</b> <b>19041016-50115</b>	08/25/2021
Lawanda Caver	Grade 5 Clemente Leadership Academy <b>General Funds</b> <b>19041042-50115</b>	Grade 2 Clemente Leadership Academy <b>General Funds</b> <b>19041042-50115</b>	08/25/2021
Ryan Clough	Mathematics Grades 5-8 Mauro/Sheridan Magnet School <b>Inter-District Funds</b> <b>27041119-50115</b>	Math 180 Wexler/Grant School <b>Commissioners Network-</b> <b>Wexler/Grant</b> <b>25476293-32-50115</b>	08/25/2021
Cortnee Darga	Grade 1 Barack H. Obama Magnet School <b>ESSER II Funds</b> <b>25526363-28-50115</b>	Grade 4 Barack H. Obama Magnet School <b>General Funds</b> <b>19041028-50115</b>	08/25/2021
Lynn Kelly	Literacy Coach East Rock Magnet School <b>General Funds</b> <b>19042046-50115</b>	TESOL East Rock Magnet School <b>General Funds</b> <b>19041246-50115</b>	08/25/2021

**TRANSFERS – Teachers: (cont’d)**

Karen Lorde	Math 180 Celentano Magnet School <b>General Funds</b> <b>19041148-50115</b>	Administrative Intern Wexler/Grant School <b>General Funds</b> <b>19041032-50115</b>	08/25/2021
Jade Maddox	Biology Grades 7-8 King/Robinson Magnet School <b>Inter-District Funds</b> <b>27041430-50115</b>	Science Grades 7-8 King/Robinson Magnet School <b>Inter-District Funds</b> <b>27041430-50115</b>	08/25/2021
Joan Marie Meehan	Co-Teacher Clemente Leadership Academy <b>General Funds</b> <b>19049048-50115</b>	Read 180 Celentano Magnet School <b>General Funds</b> <b>19049048-50115</b>	08/25/2021
Zenobia Miller	Grade 6 Barnard Magnet School <b>Inter-District Funds</b> <b>27041002-50115</b>	Grade 2 Barack H. Obama Magnet School <b>General Funds</b> <b>19041028-50115</b>	08/25/2021
Katherine Paine	Grade 1 Worthington Hooker School <b>ESSER II Funds</b> <b>25526363-38-50115</b>	Grade 2 Worthington Hooker School <b>General Funds</b> <b>19041038-50115</b>	08/25/2021
Kimberlee Pappa	Grade 2 Wexler-Grant School <b>General Funds</b> <b>19041032-50115</b>	Read 180 Wexler-Grant School <b>General Funds</b> <b>19042032-50115</b>	08/25/2021
Michael Ruby	Grade 2 Barack H. Obama Magnet School <b>General Funds</b> <b>19041028-50115</b>	Special Education Clemente Leadership Academy <b>General Funds</b> <b>19049042-50115</b>	08/25/2021
Stephanie Smelser	Art Quinnipiac School <b>General Funds</b> <b>19042135-50115</b>	Art Grades K-8 Nathan Hale School <b>General Funds</b> <b>19042114-50115</b>	08/25/2021
Laura Tortora	Grade 2 Worthington Hooker School <b>General Funds</b> <b>19041038-50115</b>	Kindergarten Worthington Hooker School <b>General Funds</b> <b>19041028-50115</b>	08/25/2021

**TRANSFERS – Teachers: (cont’d)**

Michael Youngman	Physical Education L.W. Beecher Magnet School <b>General Funds</b> <b>19040300-50115</b>	Physical Education Hill Central School <b>General Funds</b> <b>19040300-50115</b>	08/25/2021
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**RETIREMENT – Paraprofessionals:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Lorraine Foley	Assistant Teacher Special Education James Hillhouse High School <b>General Funds</b> <b>19049062-50128</b>	06/30/2021

**RESIGNATION – Paraprofessionals:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Lakisha Atkins	Assistant Teacher Kindergarten Truman School <b>Title 1 Schools</b> <b>25315256-29-50128</b>	06/30/2021
Anaida Cabrera	Assistant Teacher Grade 1 Wexler-Grant School <b>General Funds</b> <b>19041032-50128</b>	06/30/2021
Megan Rea	Assistant Teacher Pre-K John C. Daniel School <b>Inter-District Funds</b> <b>27041013-50128</b>	06/30/2021
Kyle Taylor	Assistant Teacher Head Start Dr. Reginald Mayo School <b>Head Start PA 22 Basic</b> <b>25325279-81-50128</b>	06/30/2021
Syreeta Thorpe	Assistant Teacher Kindergarten L.W. Beecher School <b>Inter-District Funds</b> <b>27041003-50128</b>	06/30/2021
Nyasha Henry-Brown	Assistant Teacher Kindergarten Davis Street Magnet School <b>Inter-District Funds</b> <b>27041009-50128</b>	06/30/2021

**RETIREMENT – Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Maura Jimenez	School Security Officer Dr. Reginald Mayo School <b>General Funds</b> <b>19047381-50127</b>	08/27/2021

**RESIGNATION – Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Elisha Brown	Site Coordinator School Readiness Office <b>Family Resource Center</b> <b>25236344-442-50135</b>	08/24/2021
Arthur Edwards	Extended School Hours Program Coordinator Gateway Center <b>Extended School Hours</b> <b>25795326-00-50118</b>	08/24/2021
Joseph Franchi	School Security Officer Nathan Hale School <b>General Funds</b> <b>19047314-50127</b>	08/30/2021
Ashley Negron	Outreach Worker Gateway Center <b>Head Start PA 22 Basic</b> <b>25325279-443-50128</b>	08/26/2021

**RESCINDED Resignation - Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Grecia MarmoleJos	Site Coordinator Hill Central <b>Family Resource Center</b> <b>2523644-50134-0007</b>	08/24/2021

**TRANSFERS—Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Effective Date</u></b>
Maria Munson-Pinillos	Assistant Volleyball Coach Wilbur Cross High School <b>General Funds</b> <b>19040400-50117</b>	Head Volleyball Coach Wilbur Cross High School <b>General Funds</b> <b>19040400-50117</b>	08/25/2021



**CORRECTION/CHANGE ITEMS:**

The following items are previous Board Actions approved. The action items below represent all the necessary changes and/or corrections.

**CORRECTION IN DATES-Teachers:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>
Fidelma Keogh	08/25/2021-06/21/2021	08/25/2021-06/21/2022
Audrey Poklemba-Montesi	08/25/2021-06/21/2021	08/25/2021-06/21/2022
David Sylvester	09/01/2021-09/17/2021	09/24/2021-10/08/2021

**CORRECTION IN LOCATION-Teachers:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Effective Date</u></b>
Paige Korwek	Grade 6 Celentano Magnet School <b>General Funds</b> <b>19041048-50115</b>	Grade 4 Dual Language Fair Haven School <b>General Funds</b> <b>19041016-50115</b>	08/25/2021

**CORRECTION IN INFORMATION—Paraprofessionals:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Effective Date</u></b>
Naomi Carter	\$22,849 (Step 1, 0 Yrs. Exp.)	\$22,849 (Group 1, Step 1)	08/30/2021
Nashalee Diaz	\$24,342 (Step 2, 2 Yrs. Exp.)	\$24,342 (Group 1, Step 2)	08/30/2021
Michael Farricelli	\$22,849 (Step 1, 0 Yrs. Exp.)	\$22,849 (Group 1, Step 1)	08/30/2021
Selina Hobby	\$22,849 (Step 1, 0 Yrs. Exp.)	\$22,849 (Group 1, Step 1)	08/30/2021
Benazir Safi	\$24,342 (Step B, 0 Yrs. Exp.)	\$24,342 (Group 1, Step 2)	08/30/2021

**Dr. Iline Tracey, Ed.D.**  
**Superintendent of Schools**

To: Madame Superintendent, Sabbatical Committee and New Haven Board of Education, New Haven Public Schools

54 Meadow Street, New Haven, CT. 06519

Re: Sabbatical Leave Request

Date: 12/8/2020

Dear Madame Superintendent, Sabbatical Committee and New Haven Board of Education,

It is my honor to share with you that I have been awarded two Fulbright Distinguished Awards in Teaching (DAST).

The first award is the Fulbright DAST Short Term as an English Language Arts curriculum specialist to a developing school in India, the second is a Fulbright DAST Long Term to conduct a research project in Finland. I have chosen to pursue the Fulbright in Finland, and write to formally request the opportunity to take a six (6) month sabbatical leave to complete my Fulbright commencing in January 2022.

In 2018, I became the first NHPS teacher to win the Yale School of Management Lynn Hall Teacher Action Research Prize.<sup>1</sup> In my action research, I developed a unique methodology in teaching tier 2-3 vocabulary. I proved with statistical confidence that my methodology had a significant impact on raising my students' literacy skills. I seek to use the Fulbright DAST Long Term to evolve my action research. The Finnish educational system is a world leader in literacy. As a Fulbright scholar, I am provided the unique opportunity to hold residency within the Finnish educational system to examine the relationship between student reading achievement and how academic language is taught. During my fellowship, I will research the methods that Finnish teachers of English use while teaching academic vocabulary.

My Fulbright focus emphasizes the larger research that teaching practices must emphasize academic vocabulary instruction for students to better access content-area reading and writing, a foundational skill for all core curricular subjects. This is because the knowledge students have about a topic is based on the student understanding the vocabulary of that information. As a Fulbright scholar,

<sup>1</sup> <http://yaleeducationconference.com/past-conferences>

researching, observing other teachers, engaging in lessons, and collaborating with specialists at the University of Jyväskylä, Department of Education, is a once in a lifetime opportunity. As a resident fellow, I will critically reflect on furthering my action research I conducted as a part of my classroom practices.

Reading is crucial to students mastering knowledge and skills and prepares them to thrive in our current global economy. As an experienced, award-winning literacy teacher, I intend to use the opportunity afforded as a Fulbright Scholar to enhance my expertise as a literacy teacher. Post Fulbright, on both the building and district level, I will use my Fulbright experience to be an active participant in the conversation on how to close the educational gap.

Specifically, on the building level, I seek to build upon my research to develop methods and best teaching practices to improve students' reading proficiencies. I will apply what I learn as a participant in the Fulbright DAST Program to close the achievement gaps of students as a part of my school's five-year improvement plan. I will collaborate with colleagues and share with them the findings from my Fulbright experience and building more infrastructure for our school's literacy plan by designing and implementing an academic vocabulary school-wide curricular action plan covering various reading skills in core content areas. Not only will this enhance my school's goal of having a shared culture of learning, but will also support the mission of my school to prepare students to meet the demands of its STEM curriculum and help them prepare for success at the collegiate level. On the district level, I will collaborate with colleagues and share with them the findings from my Fulbright experience. I will use my Fulbright experience as the pathway to developing best practices that conceptually align with student growth model frameworks and confirms the fundamental goal of education that all students can succeed.

Winning two Fulbright awards in one academic year is incredibly rare. It is a testament to my love and dedication to the teaching profession in reverence to student achievement and as a proud 20 plus year veteran English Language Arts NHPS teacher. I hope to be able to accomplish this once in a lifetime professional opportunity I have been working towards since entering the teaching profession.

I am aware of the contractual requirements for a sabbatical leave set forth in the NHFT Teacher Contract and will return to New Haven Public Schools with a renewed sense of energy, sense of self-accomplishment, and indispensable research which will be available to my school and the NHPS

district. I am in contact with the Fulbright program regarding decisions about Covid-19 and will contact NHPS district of all updates or postponements. Currently, the Fulbright program recognizes the fluidity of the current health crisis but is confident that fellows can safely travel by August 2021.

I have enclosed further information regarding my Fulbright journey and am very much looking forward to taking the time off for this experience I have been working so hard to see come to fruition.

Sincerely,

Ms. Carolyn Streets, B.A., M.S.

7th Grade English Language Arts/Team Leader Engineering & Science University Magnet School

Fulbright Distinguished Awards in Teaching Fellow

Yale Teachers Institute Fellow

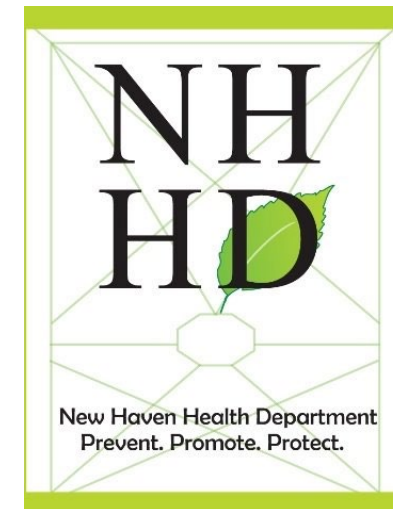
Harvard Research Grant Awardee

Fund for Teachers Fellow

[carolyn.streets@new-haven.k12.ct.us](mailto:carolyn.streets@new-haven.k12.ct.us)

# COVID19 SITUATIONAL UPDATE AND REOPENING EFFORTS

BOE MEETING  
8/23/2021



Maritza Bond , MPH  
Director of Health  
New Haven Health Department

# Covid-19 7-Day Statistics

## Nationwide:

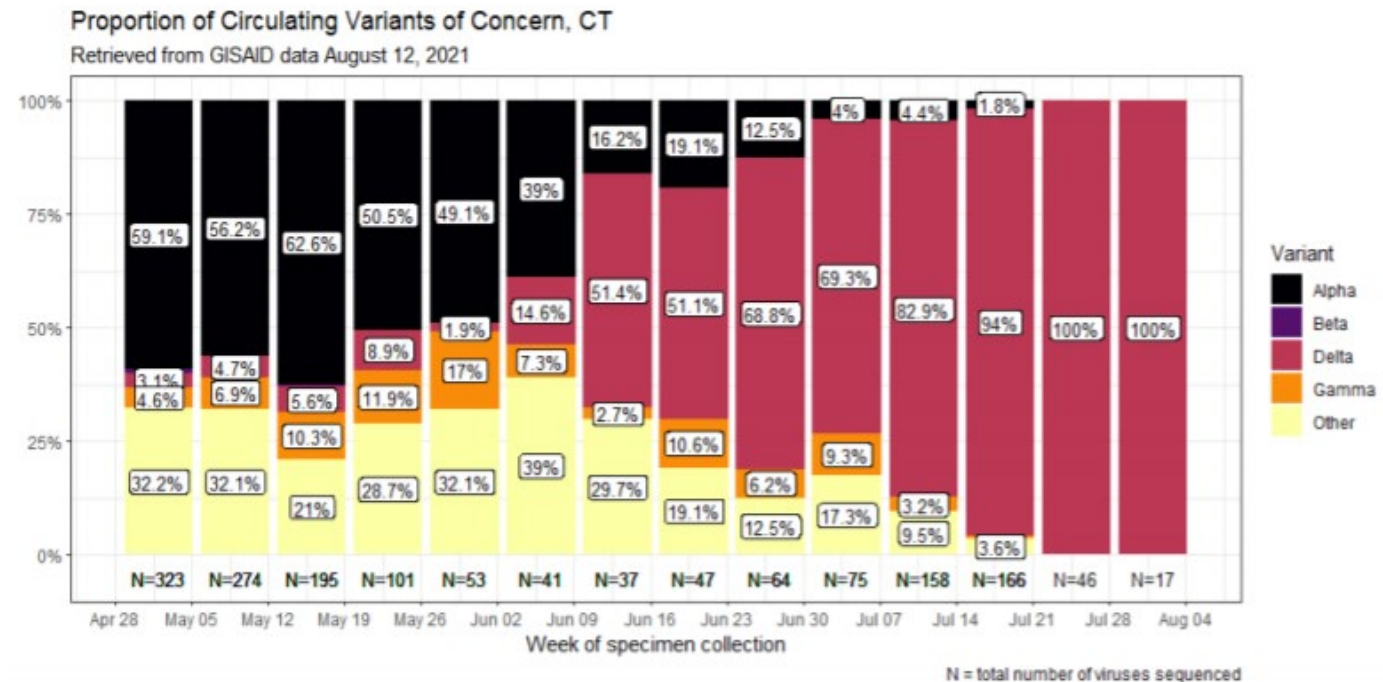
- 800,000+ new cases
- Delta accounts for **93% of all new cases**

## Statewide:

- 3,000+ new cases
- **Test positivity:** 3.52%

## City-wide:

- 180+ new cases
- **Test positivity:** 2.68%



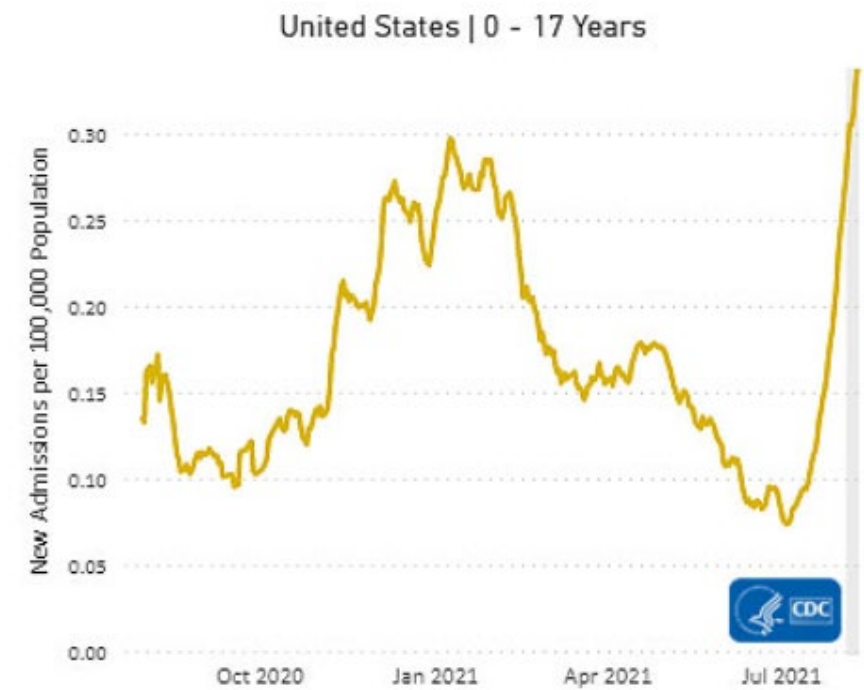
# Covid-19 Hospitalizations: New Haven, CT

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## Hospitalizations at YNHH

- **53 patients** currently hospitalized with Covid-19
- **16 patients** are fully vaccinated

Trends in New Hospital Admissions in Children  
Ages 0-17 Years



# Updated CDC Guidance for Fully Vaccinated Individuals

Updated information for fully vaccinated people as of July 27th, 2021

- Added a recommendation for fully vaccinated people to **wear a mask in public indoor settings** in areas of [substantial or high transmission](#).
- Added information that fully vaccinated people might choose to **wear a mask regardless of the level of transmission**, particularly if they are immunocompromised or at [increased risk for severe disease](#) from COVID-19, or if they have someone in their household who is immunocompromised, at increased risk of severe disease or not fully vaccinated.
- Added a recommendation for fully vaccinated people who have a known exposure to someone with suspected or confirmed **COVID-19 to be tested 3-5 days after exposure**, and to **wear a mask** in public indoor settings for 14 days or until they receive a negative test result.
- CDC recommends **universal indoor masking** for all teachers, staff, students, and visitors to schools, regardless of vaccination status



# HEALTH AND SAFETY MEASURES

- 
- Promoting vaccination
  - Consistent and correct mask use
  - Physical distancing and cohorting
  - Ventilation
  - Handwashing and respiratory etiquette
  - Staying home when sick and getting tested
  - Contact tracing in combination with isolation and quarantine
  - Cleaning and disinfecting

# HEALTH AND SAFETY: VACCINATION

- **Vaccination is the single best prevention strategy against Covid-19**
- NHPS provided over **100 vaccination clinics** and **5 different ways** for staff to be vaccinated through partnership of New Haven Health Department, Fair Haven Community Health Center, Cornell Scott Hill Health Center and Yale New Haven Health System.
- We are holding **vaccination clinics for students** now and well through the Summer in partnership with New Haven Health Department and Griffin Hospital
- We will be holding **school onsite vaccination clinics**- TBA
- For vaccination sites and other COVID-19 related information: [New Haven Covid Hub](#)



Photo :New Haven Independent 3/3/21

# HEALTH AND SAFETY: VACCINATION

CDC Toolkits and promotional materials for both educators and students linked [here](#)

## ABOUT COVID-19 VACCINES | COVID-19 |

*You can help stop the spread of COVID-19!*



- 1** COVID-19 vaccines are safe and effective.
- 2** The shots will help protect you from getting very sick, being hospitalized, or dying.
- 3** You may have some side effects after you are vaccinated, like a fever, chills, sore muscles, or feeling tired. This is normal and lasts only a few days.
- 4** Even after you get the vaccine, protect yourself and others:
  - ▶ Wear a mask
  - ▶ Stay at least 6 feet away from other people when possible
  - ▶ Wash your hands often



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



A safe and effective vaccine to prevent COVID-19 is now available for everyone 12 years and up. Get yours today! Learn more: [www.cdc.gov](https://www.cdc.gov)

# HEALTH AND SAFETY: UNIVERSAL MASKING

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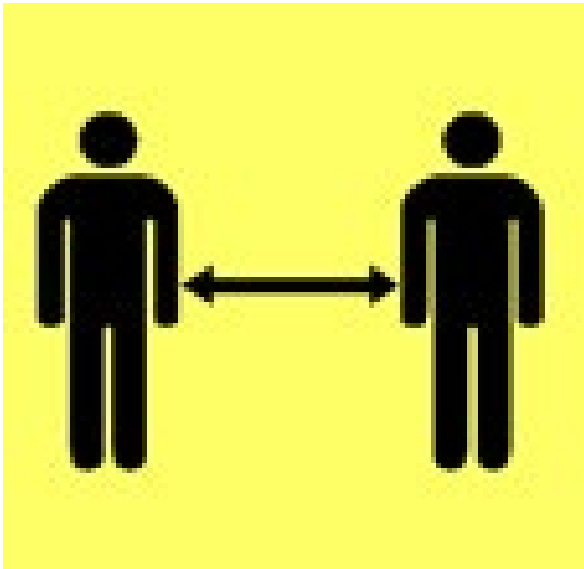


**Students and Staff must wear face coverings or masks that completely cover the nose and mouth while in the school building and on school bus,** with exceptions only for those students for whom it is not safe to do so due to medical conditions.

**“Mask Breaks”** will continue to be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.

# HEALTH AND SAFETY: PHYSICAL DISTANCING

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## Where feasible:

- Maximum distancing will be used
- Cohorts will be maintained
- Bathroom occupancy limitations

# HEALTH AND SAFETY: LIMITED ACCESS

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- Safety Precautions will **limit unnecessary entrance of parents, guardians and other visitors** into the building.
- NHPS will **continue to use video conferencing** to hold meetings for convenience of participants
- If an in-person meeting is necessary, the **visiting parties must wear a mask at all times** in NHPS buildings regardless of vaccination status

# HEALTH AND SAFETY: HAND WASHING

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Students must engage in **frequent hand washing** or sanitizing with an alcohol-based hand sanitizer upon arrival, before and after meals, after bathroom use, and after coughing or sneezing



# STAYING HOME WHEN SICK & GETTING TESTED

**DON'T FEEL WELL?  
STAY HOME WHEN YOU ARE SICK**

Tell your mom, dad, or caregiver before you come to school. Tell your teacher or an adult if you become sick at school.



cough



Shortness of breath  
or problem breathing



chills



sore throat



loss of taste  
or smell



muscle pain

**OTHER SYMPTOMS  
INCLUDE:**

fever, runny nose, diarrhea, feeling nauseous  
or vomiting, feeling tired, headache,  
and poor appetite

- Staying home when sick with **COVID-19** is essential to keep COVID-19 infections out of schools and prevent spread to others.
- Allow flexible, non-punitive, and supportive paid sick leave policies and practices that
  - **Encourage sick workers to stay home** without fear of retaliation, loss of pay, or loss of employment level and
  - Provide **excused absences** for students who are sick.



# NEW HAVEN PUBLIC SCHOOLS FACILITIES DEPARTMENT

## RETURN TO SCHOOL (FISCAL YEAR 2021-2022) COVID-19 CLEANING & DISINFECTION PLAN

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

### CHECKLIST INSTRUCTIONS:

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

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

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

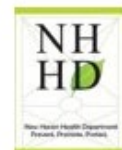
<https://b2b.hillyard.com/productdetail/index/grid/www/PD~HIL0081600>

### CLEANING STEPS:

- Apply eye protection and gloves
- Clean and wipe surface
- Disinfect with backpack sprayer utilizing "ready to use" Hillyard Q.T.® Plus 24 Arsenal" or Re-Juv-Nal® solution.
- Allow product to remain on surface for 10 minutes of contact time

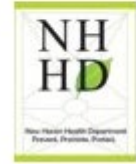
SCHOOL NAME: *James Hillhouse High School* WEEK ENDING: *June 2, 2020* SUPERVISOR: *John Doe* *J.D.*  
FIRST, LAST INITIAL

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



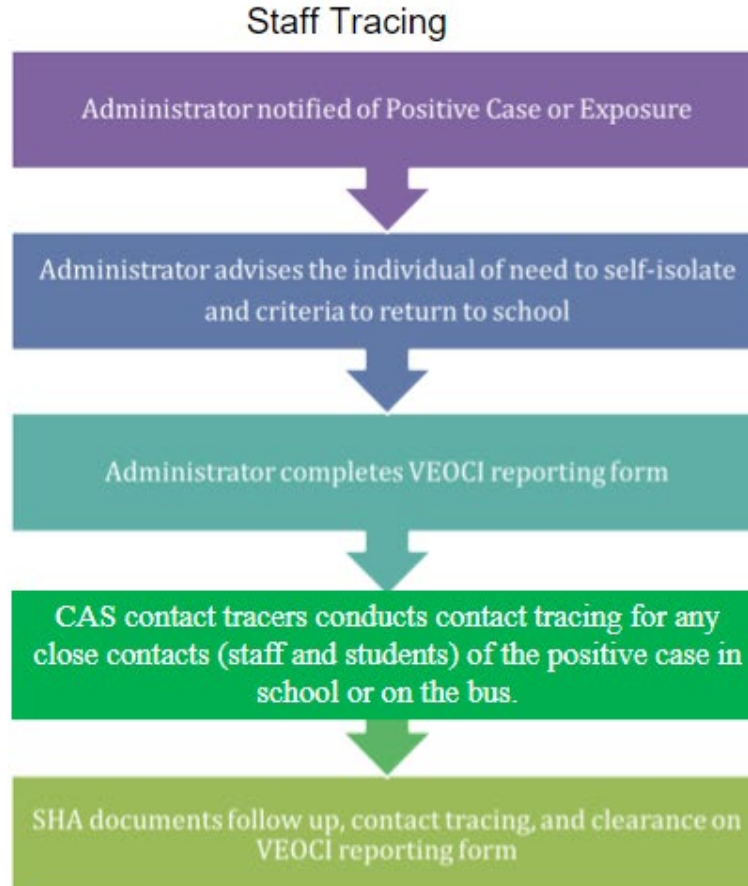
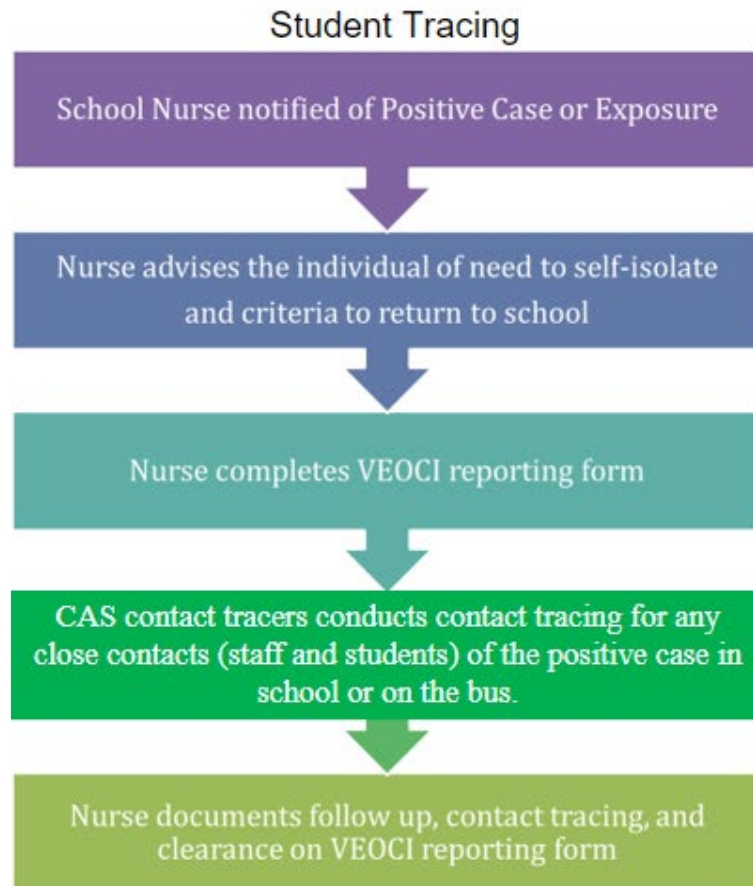


NEW HAVEN PUBLIC SCHOOLS



# CONTACT TRACING

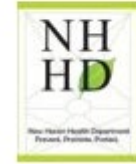
Updated: 8/9/21



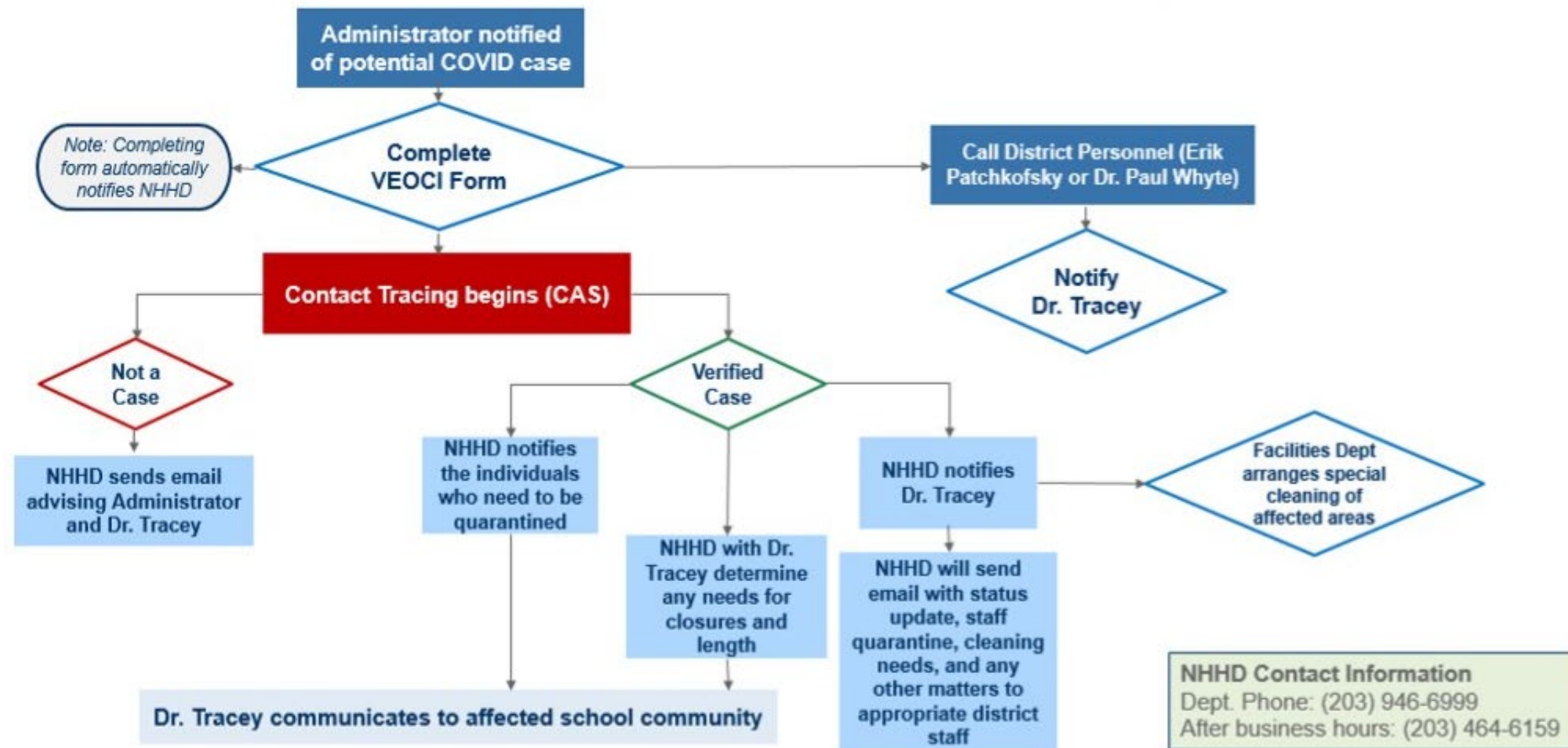
**NOTE:**  
*These steps should be followed for both vaccinated and unvaccinated persons*



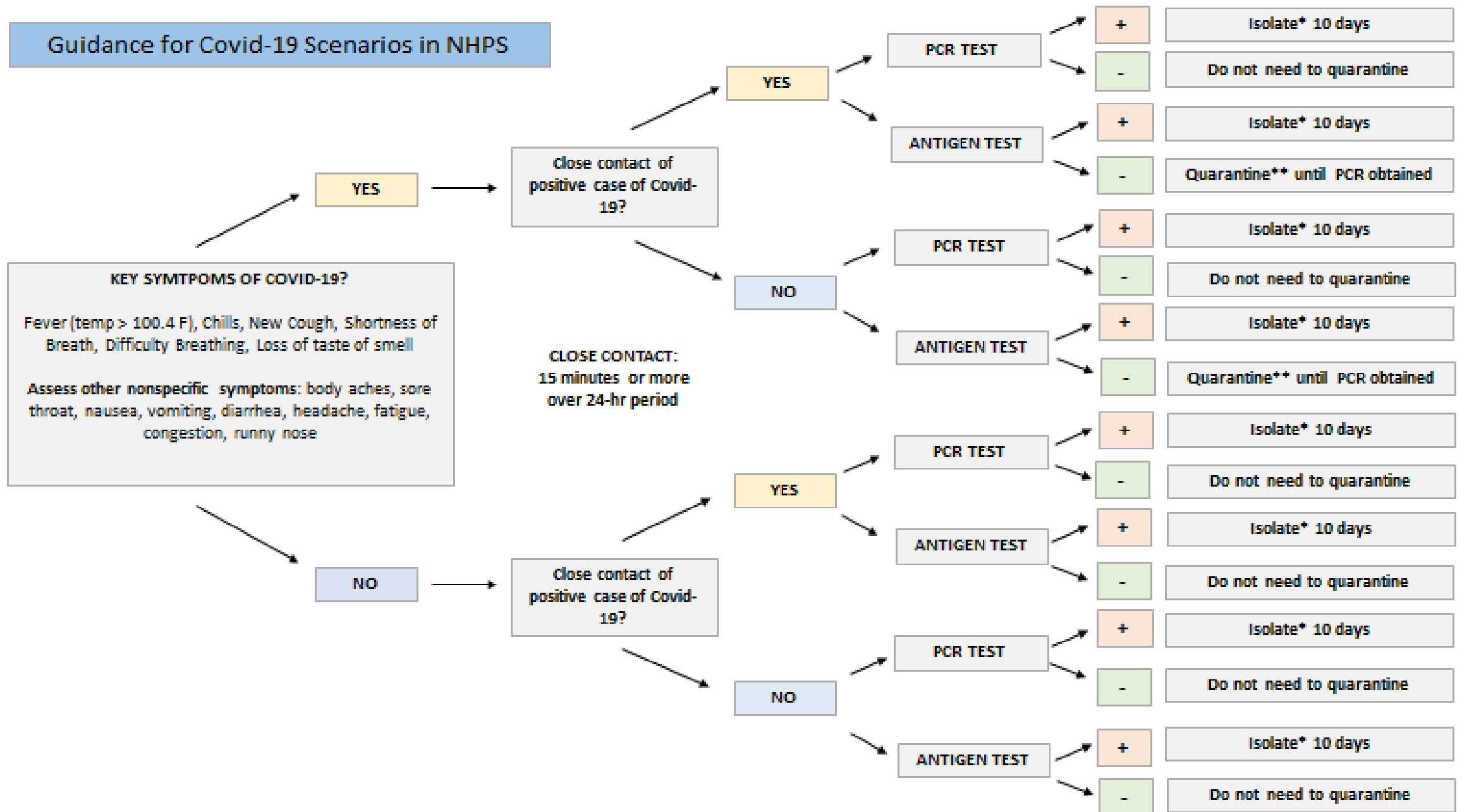
NEW HAVEN PUBLIC SCHOOLS



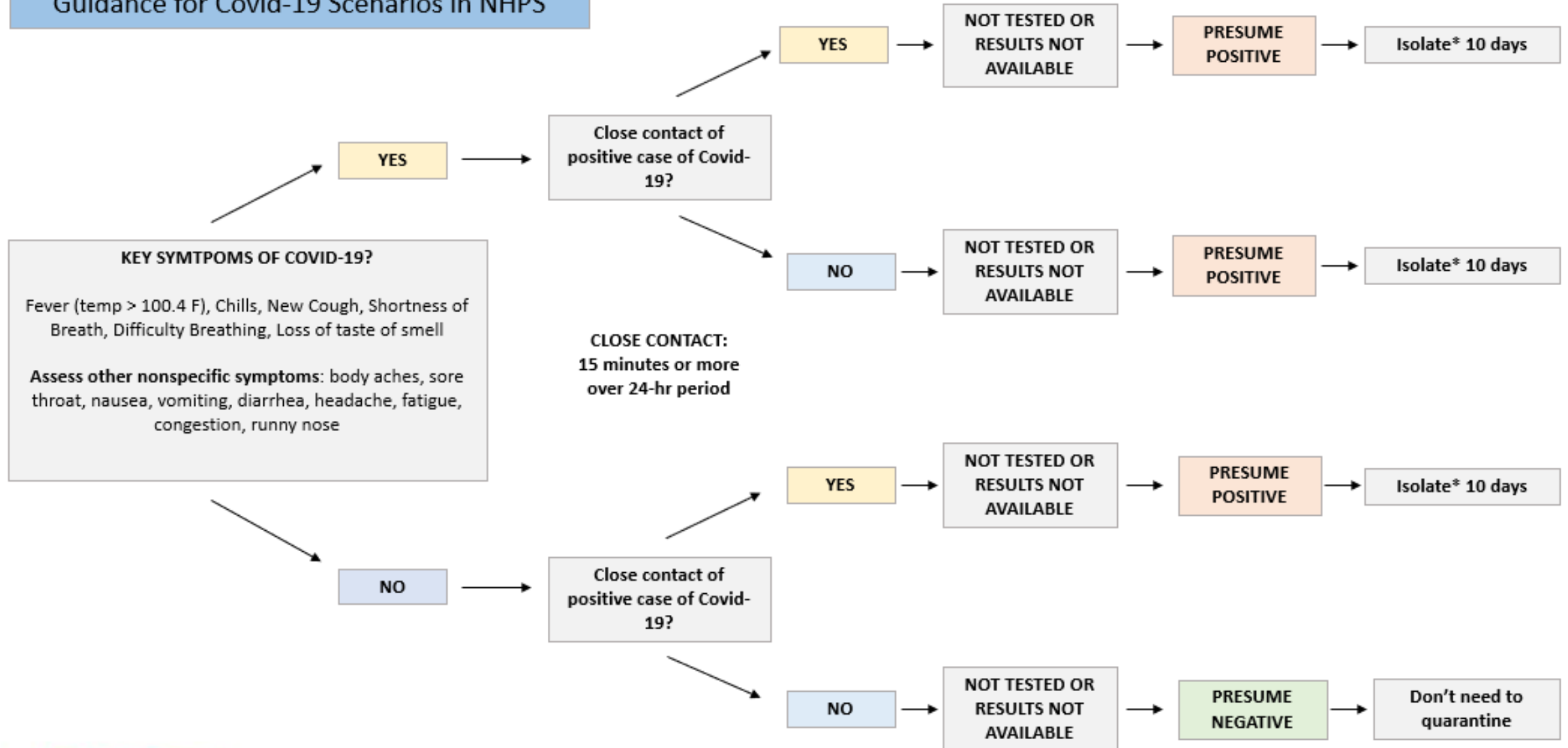
# STAFF REPORTING PROTOCOL



## Guidance for Covid-19 Scenarios in NHPS



## Guidance for Covid-19 Scenarios in NHPS





\*Isolate for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever (without fever-reducing medications) and improvement of other symptoms- both vaccinated and unvaccinated persons

\*\*If confirmatory PCR test is negative, individual does not need to quarantine. If confirmatory PCR test is positive, individual should isolate.

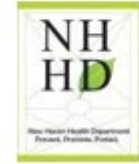
\*\*\*Fully vaccinated persons (14 days following second dose of mRNA vaccine) do NOT need to quarantine after contact with someone who had Covid-19 unless they have symptoms. They should get tested 3-5 days after their exposure, even if they don't have symptoms and wear a mask indoors in public for 14 days following exposure or until their test result is negative.

\*\*\*\*If school district policy permits exit from quarantine after

- a) 10 days if no symptoms. Continue to monitor symptoms days 11-14. If symptoms develop, isolate immediately and contact HCP; increase attentiveness to mitigating actions OR
- b) 7 days (with a documented negative test result taken no earlier than day 5). Continue to monitor symptoms days 8-14 and if symptoms develop, isolate immediately and contact HCP; increase attentiveness to mitigating actions



NEW HAVEN PUBLIC SCHOOLS



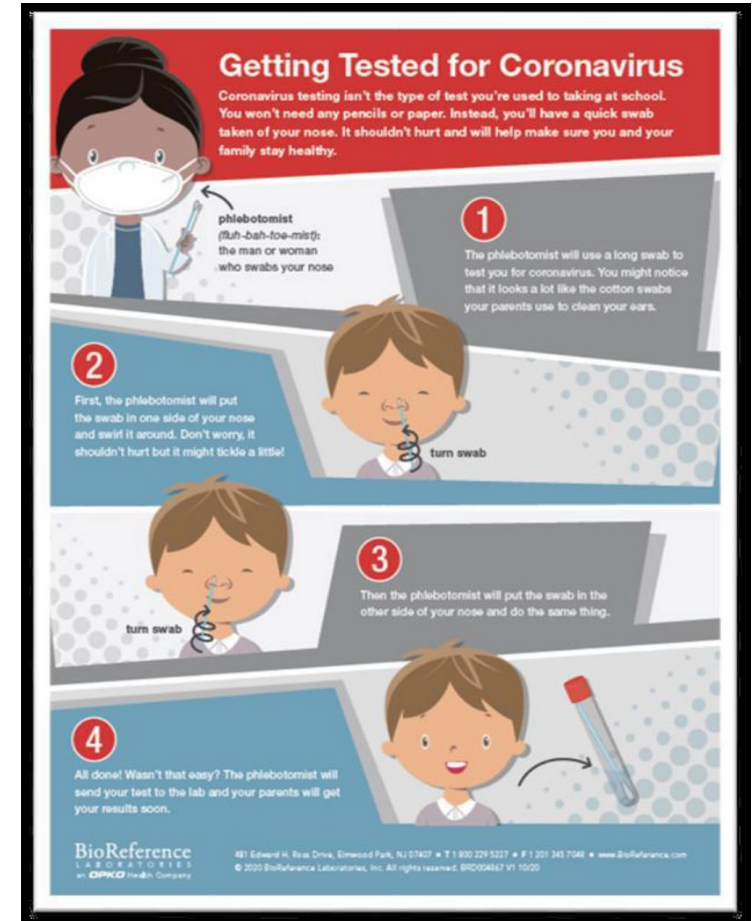
# HEALTH AND SAFETY: TESTING & SCREENING

## Diagnostic Testing Locations

- Linked [HERE](#)

## Weekly Screening

- Transition from ICATT testing program to ELC for expanded testing (flyers coming soon for parents)
- Weekly **asymptomatic testing** for the fall semester for **unvaccinated** K-12 students
- Using the lower nasal swab PCR
- Results in 24 hours to parents and health department
- We are currently working on expansion and planning for Fall 2021



# HEALTH AND SAFETY: BUS SAFETY

- Students will be required to wear a facemask.
- If a student does not have a mask, the bus driver will provide a mask to the student.
- Students should keep **6 feet apart** while waiting at the bus stop.
- If a student is accompanied by an attendant, they must comply with face mask and bus stop requirements.
- School bus drivers will wear masks, and enforce safety, boarding and alighting.
- Bus Disinfecting 2x per day
- Ventilation: Drivers will **keep windows open** unless safety dictates otherwise







**NEW HAVEN PUBLIC SCHOOLS**

August 23, 2021

Good Evening Board,

The Department of Finance shared the following:

Enclosed is the spreadsheet that shows just the part time folks that make the \$12.00 now \$13.00 per hour. The chart only represents those folks, the bulk which are paid on grants who are at will and do not belong to any union. We found that most were parents working part time.

While the initial list was large it included all types of folks working in the system unionized, clerks working overtime, teachers, curriculum writers, summer school prep etc. We narrowed the list down to only folks actually getting the \$12.00 per hour and then calculated the costs (code 720) as asked for \$13,00, \$13,50, \$14.00 and then \$15.00.

We also must mention that we pulled only the active staff that received a check on May/June of 2021. We will need at some point to clean the list up as some folks listed did not work, but have not been de activated. We will handle that task once we see who is coming back this year.

Note, too, that due to COVID 19 shutdown and not rehiring part time when schools reopened, gave us a smaller sample to work with.

This is just an idea of cost working with this number of folks. Normally, the number of workers in this category is much higher, and it is always a moving target depending on how many are hired by the schools and special education department.

Let us know if you have any questions.

Best,

Iline P. Tracey

Funding Source	Pay Code	# of Staff	Old Rate \$12.00 Sep. 1, 2020	New Rate \$13.00 Aug. 1, 2021	If Rate is \$13.50	If Rate is \$14.00	If Rate is \$15.00
Special Funds	720	91	915,642.00	991,945.50	1,067,829.75	1,068,249.00	1,144,552.50
General Funds	720	1	10,062.00	10,900.50	11,319.75	11,739.00	12,577.50
Interdistrict Funds	720	6	60,372.00	65,403.00	67,918.50	70,434.00	75,465.00
		98	\$ 986,076.00	\$ 1,068,249.00	\$ 1,147,068.00	\$ 1,150,422.00	\$ 1,232,595.00
Increase Impact							
Hourly Difference				\$ 82,173.00	\$ 78,819.00	\$ 82,173.00	\$ 164,346.00
				\$ 1.00	\$ 1.50	\$ 2.00	\$ 3.00

Code 720 represents part time non union only

## Effective Indoor Air Quality Program

- Effective Facilities Management Structure in place to inspect and reinspect IAQ program requirements.
- HVAC Equipment functioning at design requirements
  - ☐ Filter replacement and Inspection schedule that is documented
  - ☐ Exhaust fan inspection and maintenance program that is documented
  - ☐ Major System Maintenance program that is guided by manufacture recommendations for maintenance and proactive maintenance model.
- Green Cleaning Program
- Pest Management Program
- Test and track Radon levels
- Monthly IAQ inspection process with Facilities Leadership, School Principal and building managers
- All program documentation will be assessable on the District Web Site.



## Facilities Management Realignment

Mr. Joseph Barbarotta	Mr. Marvin Bivens	Mr. John Barbarotta
<b>Ms. Keisha Hannans</b>	<b>Dr. Paul Whyte</b>	<b>Ms. Viviana Conner</b>
Benjamin Jepson	Adult Education	Barnard
Besty Ross	COOP	Barack Obama
Bishop Woods	Nathan Hale	Beecher
Clinton Ave	High School in the Community	Brennan Rogers
Conte West Hills	Metropolitan Business Academy	Mauro Sheriden
East Rock	New Haven Academy	Truman
King-Robinson	Hill Regional Career	John C. Daniels
Columbus	Sound School	John S. Martinez
ESUMS	Wilbur Cross	Hill Central
Celetano	Ross-Woodward	Clemente
Fair Haven	Davis	Lincoln Bassett
Hillhouse High	Edgewood	Troup
Worthington Hooker	Elm City Montessori	Wexler Grant
Ms. Typhanie Jackson	Ms. Pamela Augustine-Jefferson	
Riverside	Dr. Mayo Center	

## HVAC Maintenance Program Development

### Filter Replacement and Inspection Program


- Documentation of Filter types, location, and sizes across the district
- MERV 8 Pre-Filters
- MERV 13 Filial Filters
- Filter replacement on 6 month staggered schedule
- Replacement performed by Custodial Engineers is documented.
- Facilities Leadership to Inspection and photograph for further assessment of program.

## HVAC Maintenance Program Development

### HVAC Equipment Maintenance Program

- Exhaust Fan inventories created in cooperation with HVAC vendors to develop internal inspection program
- HVAC Component inventory to further develop a proactive approach to maintenance
- More proactive approach to HVAC system will allow the district to reduce system downtime improving IAQ in school building.

**NEW HAVEN PUBLIC SCHOOLS  
INDOOR AIR QUALITY PROGRAM**

Indoor Air Quality Investigations										
<b>Phase I Interior</b> Building Walk Through Assessment										
Building/Location										
Building history and information										
<b>Date of construction:</b>			<b>Size of building:</b>							
<b>Type of construction:</b>			<b>Type of ventilation:</b>							
	<b>OK</b>	<b>NOT OK</b>	<b>NOTES</b>							
Air Quality (odors, stuffiness)										
Signs of occupants discomfort (e.g. heaters, fans)										
Thermal conditions (excessively warm/cold)										
Thermostat setting appropriate for season										
Exhaust fans working and clean										
Air plenums, grill, ducts(ducts connected ,no excessive dirt,odors,no evidence of pests)										
Supply and return air difusers.present,working,and clean(not blocked or dirty)										
Work area clean and meets housekeeping standards (e.g. minimal dust buildup,no overflowing trash)										
Evidence of pests,pets,stored food in desks, plants										
No moisture damage or visible mold growth										
Floors and carpet (wet,damaged,odors)										
Doors and windows (no leaks or gaps in weather stripping)										
Ceilings tiles (no stains, leaks)										
Drains clear and no standing water										
Chemicals, cleaning, and building material containers stored properly (not leaking, no odors)										
Recent changes in cleaning products										
New paint or other finishes, equipment, carpet or other materials in area										
<b>The following areas are clean, with no odors, leaks, condensation,moisture buildup on surfaces,visible mold</b>										
Storage rooms										
Stairwells(e.g. no evidence of smoking,spills, leaks)										
Mechanical and equipment rooms(no leaks or odors;all equipment functioning)										
Other areas:										
<b>List major thermal or contaminant sources in this space (e.g. outdoor sources,equipment,occupant</b>										
										





# FACT SHEET

Connecticut Department of Public Health  
Environmental & Occupational Health Assessment Program  
[Environmental Health Section](#)  
410 Capitol Avenue, MS # 11EOH, PO Box 340308  
Hartford, CT 06134-0308  
Telephone: (860) 509-7740 Fax: (860) 509-7785  
<http://www.ct.gov/dph/ieq>

Rev. 2018

## Indoor Air Quality Testing Should Not Be The First Move

Many times, office workers, homeowners, renters, teachers, parents, administrators and other school stakeholders want to have their building "tested" to assure themselves of "good indoor air quality". This is usually not the first move that responsible parties should make. Why do health professionals recommend caution and a great deal of thought before testing the air? There are a number of reasons.

### ♦ There Are No Standards

- There are no appropriate standards for indoor air quality (IAQ) in environments such as schools, office buildings, and residences [not including asbestos, lead, and radon].
- There are some industrial standards for permissible exposure limits for certain chemicals used in manufacturing and other work place settings, but these standards should not be used for children, sensitive populations such as pregnant women, the elderly, or people with certain illnesses. They should never be used in residential settings.
- There are no health-based standards for indoor levels of molds because there is great variability in both people's reaction to mold and in mold species themselves. There is no scientific support for designating a particular mold measurement as "safe" or "unhealthy."
- The most current ventilation guidelines for acceptable indoor air quality are just that - *guidelines*. They are not enforceable unless they are part of the building code. Newer buildings are generally designed according to newer ventilation guidelines, but older ones built to a building code in existence at the time of construction (especially pre-1989) may be outdated.

### ♦ The Lack Of Enforceable Standards Makes Interpretation A Tricky Business

*It is difficult to interpret the results of air testing. This can add to the confusion and create an air of mistrust between the stakeholders and the administration that ordered the testing.*

- ⇒ Testing as a first response does not usually lead to an answer or solution. Very often air testing is conducted as a knee-jerk reaction to a reported IAQ problem. Such testing done in the absence of a hypothesis or as part of a well-planned investigation usually produces data that raises more questions than it answers. It can raise expectations that a solution will follow, and subsequently raises suspicions if no answer is found.



- ⇒ Background Exposures – Most indoor pollutants (mold, particles, volatile chemicals) are present in all buildings at “background” levels. These contaminants are present in most buildings without causing adverse health effects. Testing indoor air will therefore always find something, usually background levels that have no significance with respect to reported health complaints.

**Therefore, DO NOT TEST IF:**

- ❑ **the results cannot be interpreted**
- ❑ **results will add no meaningful information**
- ❑ **just because someone wants it done**

♦ **What Is The First Step In Creating A Space With Good Indoor Environmental Quality? What Should You Do Before or Instead of Air Testing?**

- ⇒ Walk through the building using your eyes, nose, and common sense to identify potential problems.
- ⇒ Look at general cleanliness (or lack thereof) in each of the areas you inspect.
- ⇒ See if building services can substitute cleaning agents that have less of an odor (low VOCs – volatile organic compounds) than the stronger, odor-producing ones that may be in use.
- ⇒ In addition to bedrooms, bathrooms, classrooms, offices, gymnasiums, locker rooms, auditoriums, music rooms, industrial and fine arts rooms, etc, also look at maintenance areas such as janitor closets, mechanical rooms that house ventilation equipment, chemical storage closets in labs and in custodial areas, etc. Do not store chemicals near ventilation equipment.
- ⇒ Take note of where carpeting is used. How is it cleaned, and how often? Does it ever get wet from flooding, roof leaks, etc, and if so, how quickly is it dried out?
- ⇒ Walk around the outside of the building and look for potential pollution sources.
- ⇒ Look for locations of fresh air intakes and exhaust vents. Are they too close together, allowing exhaust air to be sucked back into the building via the intakes? Are the intakes located near dumpsters or where busses, trucks or cars idle?
- ⇒ Look at how the building is set on the land. Does the land slope downward towards the building, allowing rainwater to pool along the foundation? Is the building located on former swampland or landfill? Is there a high water table or underground stream under the building? Is landscaping too close to the building?

All of these things can have an impact on indoor environmental quality. Here are some additional things that should be done early on, before resorting to actually testing the air.

For schools, [EPA's Tools for Schools](#) program should be instituted as a preventative framework for identifying and addressing problems early before they become unmanageable. The [National Center for Healthy Housing](#) *Principles of Healthy Homes* provide a similar framework for residential properties.

- **Examine Building Usage**

Compare the hours that the building is actually used with any automatic timers that may be set to turn the mechanical ventilation systems on and off, and make adjustments as necessary. Those who schedule building usage for activities must be sure to communicate this to facilities management. Mechanical systems should be turned on early enough in the morning to let these systems attain full capacity by the time school or work begins.

- **Ask About Maintenance Service Contracts**

Schools and offices often have service contractors to take care of certain parts or all of the physical plant. This is especially true for the ventilation equipment. You can ask questions about how often filters are scheduled to be changed, and about what other components are included in an annual service contract (be sure to ask to see the maintenance log for proof of when this work was completed).

If your facility subcontracts out janitorial services, find out what is included in the contract. Ask about the cleaning agents they use and request them to use products with low VOCs.

- **Plan Minor Renovations During Off-Hours**

- Schedule minor jobs such as painting, floor re-surfacing, carpet installation, etc. during hours when school is not in use.
- Use low VOC paint, glues, polyurethane, and other building materials whenever possible. Limit the use of particleboard, pressed wood and plywood containing formaldehyde. If you do use these woods, make sure that they are “CARB II compliant” (low formaldehyde emissions).

- **Build Communication Into Large Renovation Projects**

- Before major renovation projects are scheduled, meet with office workers, principal, teacher representative, school nurse, facilities director and local health director in your town or district. Set up a plan for communicating relevant information to everyone who may be affected. This includes workers, parents and students.
- Plan to do as much work as possible during non-school or non-business hours.
- Isolate construction areas from non-construction areas using barrier techniques to minimize contamination in areas that will be used for normal school or office activities.

Much of the time, a building assessment should be performed to identify basic problem areas. Once these areas have been identified, you then may decide to call in the professionals. However, as a first cut, here are some things you can do yourself.

## • What You Can Do Yourself

- Implement [EPA's Tools for Schools Program](#) or the National Center for Healthy Housing's [Principles of Healthy Homes](#) .
- Develop proactive risk communication
- Do routine scheduled maintenance on building mechanical and plumbing systems, *especially on HVAC* (heating, ventilation and air conditioning) *equipment*
- Remove pollution sources
- Substitute odorous products with those containing low VOCs whenever possible
- Fix all leaks *promptly!*
- Remove and discard all porous materials damaged by water. This includes ceiling tiles, carpets, furnishings, cardboard, and even wallboard.
- Schedule repairs/renovations during off hours

## • When Is Indoor Environmental Testing Useful?

Once a problem has been identified, the solution may be thought of as a puzzle. There are many pieces, and air sampling for certain things may be one of them. There is no single magic box to sample all indoor contaminants. Part of the puzzle is in figuring out which (if any) contaminants may be contributing to the problem. This requires more information, which may be obtained by conducting a building walk through, taking a history of the physical plant and any past and present maintenance problems, history of building usage and land usage on the property and surrounding neighborhoods, review of architectural and mechanical blueprints, interviewing maintenance staff, and anything else that would add information about the physical structure of the building and activities that go on in and around the building.

It may also be useful to interview the building occupants. Ask for their help in identifying problem areas. Set up good lines of communication between management, staff, and parents. This is crucial and cannot be over emphasized! Ask the school or company nurse if she/he has observed or documented an increased incidence of health complaints. Are the complaints specific or more generalized in nature? It may be desirable to do a symptom survey if lots of people are affected. Your local health director can help coordinate these activities.

When all of the practical steps and investigations described above have been conducted, there *may* be a place for air testing for specific contaminants. Air testing may be used to confirm or refute a hypothesis or highly suspected source , such as one uncovered during the walk-through inspection.

Air testing is most useful when a specific contaminant or contamination source has already been identified as a likely culprit, and quantitative data are needed to:

- Document the degree or extent of the hazard, or
- Document different locations in a building where elevated levels or severe conditions exist.

Air testing may also be useful in a qualitative manner when trying to differentiate between several suspect chemicals or sources. Although air testing is sometimes useful in tracking down chemical sources, air testing for mold is an entirely different story. The many different mold species present in our everyday environment complicate matters when interpreting air test results for mold. Most of the time, you will find that molds normally found outdoors are also present indoors. This is because they are carried in on our clothing and shoes, and also enter building interiors via open windows, doors, and fresh air intakes.

**So, to review, indoor air testing may be useful when:**

- ❑ **It is part of an overall evaluation**
- ❑ **When the data is interpretable**
- ❑ **When the data has a descriptive component that helps to illustrate its place in the overall evaluation**
- ❑ ***NEVER alone***

After undertaking the steps described above, you may find it necessary to hire one or more professionals. Remember that varied problems may require more than one type of specialist. For example, you may need a ventilation engineer, or a moisture specialist, or an architect, or an industrial hygienist, or an environmental/ geology consultant. Here are some tips to follow when hiring a consultant.

- **When You Have To Call In A Consultant**

- Discuss the problem with your local health director, and enlist their help with risk communication to all of the stakeholders. He/she may also be able to help you select the right kind of consultant for the job at hand.
- Review the American Industrial Hygiene Association (AIHA) consumer brochure: [Guidelines for Selecting An Indoor Air Quality Consultant](#).
- Have a clear understanding of the problem, so that you can direct the consultant properly.
- Make sure the consultant explains the scope of the project up front - what they can and cannot do. Communicate this to all of the stakeholders so people will have a realistic expectation about the process.

For technical information concerning evaluation, testing or data interpretation, contact:

Marian L. Heyman, MPH  
CT Department of Public Health  
Tel: (860) 509-7740  
Email: [marian.heyman@ct.gov](mailto:marian.heyman@ct.gov)  
<http://www.ct.gov/dph/ieq>



# Ventilation Checklist

Name: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Unit Ventilator/AHU No: \_\_\_\_\_  
 Room or Area: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
 Signature: \_\_\_\_\_

## Instructions

1. Read the *IAQ Background* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of this checklist for **each** ventilation unit in your school, as well as a copy for future reference.
3. Complete the Checklist.
  - Check the “yes,” “no,” or “not applicable” box beside each item. (A “no” response requires further attention.)
  - Make comments in the “Notes” section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

## 1. OUTDOOR AIR INTAKES

- |   | Yes                      | No                       | N/A                      |
|---|--------------------------|--------------------------|--------------------------|
| 1a. Marked locations of all outdoor air intakes on a small floor plan (for example, a fire escape floor plan) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b. Ensured that the ventilation system was on and operating in “occupied” mode .....                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ACTIVITY 1: OBSTRUCTIONS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1c. Ensured that outdoor air intakes are clear of obstructions, debris, clogs, or covers .....                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d. Installed corrective devices as necessary (e.g., if snowdrifts or leaves frequently block an intake) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ACTIVITY 2: POLLUTANT SOURCES

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1e. Checked ground-level intakes for pollutant sources (dumpsters, loading docks, and bus-idling areas) .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f. Checked rooftop intakes for pollutant sources (plumbing vents; kitchen, toilet, or laboratory exhaust fans; puddles; and mist from air-conditioning cooling towers) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1g. Resolved any problems with pollutant sources located near outdoor air intakes (e.g., relocated dumpster or extended exhaust pipe) .....                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ACTIVITY 3: AIRFLOW

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1h. Obtained chemical smoke (or a small piece of tissue paper or light plastic) .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1i. Confirmed that outdoor air is entering the intake appropriately .....          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## 2. SYSTEM CLEANLINESS

### ACTIVITY 4: AIR FILTERS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 2a. Replaced filters per maintenance schedule .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b. Shut off ventilation system fans while replacing filters (prevents dirt from blowing downstream) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c. Vacuumed filter areas before installing new filters .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d. Confirmed proper fit of filters to prevent air from bypassing (flowing around) the air filter .....    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e. Confirmed proper installation of filters (correct direction for airflow) .....                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## 2. SYSTEM CLEANLINESS (continued)

### ACTIVITY 5: DRAIN PANS

- |   | Yes                      | No                       | N/A                      |
|---|--------------------------|--------------------------|--------------------------|
| 2f. Ensured that drain pans slant toward the drain (to prevent water from accumulating) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2g. Cleaned drain pans .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2h. Checked drain pans for mold and mildew .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ACTIVITY 6: COILS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 2i. Ensured that heating and cooling coils are clean ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

### ACTIVITY 7: AIR-HANDLING UNITS, UNIT VENTILATORS

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 2j. Ensured that the interior of air-handling unit(s) or unit ventilator (air-mixing chamber and fan blades) is clean ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2k. Ensured that ducts are clean .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ACTIVITY 8: MECHANICAL ROOMS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 2l. Checked mechanical room for unsanitary conditions, leaks, and spills .....                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2m. Ensured that mechanical rooms and air-mixing chambers are free of trash, chemical products, and supplies ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## 3. CONTROLS FOR OUTDOOR AIR SUPPLY

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3a. Ensured that air dampers are at least partially open (minimum position) .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b. Ensured that minimum position provides adequate outdoor air for occupants ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ACTIVITY 9: CONTROLS INFORMATION

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3c. Obtained and reviewed all design inside/outside temperature and humidity requirements, controls specifications, as-built mechanical drawings, and controls operations manuals (often uniquely designed) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

### ACTIVITY 10: CLOCKS, TIMERS, SWITCHES

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3d. Turned summer-winter switches to the correct position .....                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3e. Set time clocks appropriately .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3f. Ensured that settings fit the actual schedule of building use (including night/weekend use) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ACTIVITY 11: CONTROL COMPONENTS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3g. Ensured appropriate system pressure by testing line pressure at both the occupied (day) setting and the unoccupied (night) setting .....                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3h. Checked that the line dryer prevents moisture buildup .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3i. Replaced control system filters at the compressor inlet based on the compressor manufacturer's recommendation (for example, when you blow down the tank) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3j. Set the line pressure at each thermostat and damper actuator at the proper level (no leakage or obstructions) .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ACTIVITY 12: OUTDOOR AIR DAMPERS

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3k. Ensured that the outdoor air damper is visible for inspection .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3l. Ensured that the recirculating relief and/or exhaust dampers are visible for inspection .....                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3m. Ensured that air temperature in the indoor area(s) served by each outdoor air damper is within the normal operating range ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*NOTE: It is necessary to ensure that the damper is operating properly and within the normal range to continue.*





### 3. CONTROLS FOR OUTDOOR AIR SUPPLY (continued)

- |   | Yes                      | No                       | N/A                      |
|---|--------------------------|--------------------------|--------------------------|
| 3n. Checked that the outdoor air damper fully closes within a few minutes of shutting off appropriate air handler .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3o. Checked that the outdoor air damper opens (at least partially with no delay) when the air handler is turned on .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3p. If in heating mode, checked that the outdoor air damper goes to its minimum position (without completely closing) when the room thermostat is set to 85°F .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3q. If in cooling mode, checked that the outdoor air damper goes to its minimum position (without completely closing) when the room thermostat is set to 60°F and mixed air thermostat is set to 45°F ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3r. If the outdoor air damper does not move, confirmed the following items:   |                          |                          |                          |
| • The damper actuator links to the damper shaft, and any linkage set screws or bolts are tight .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Moving parts are free of impediments (e.g., rust, corrosion) .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Electrical wire or pneumatic tubing connects to the damper actuator .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The outside air thermostat(s) is functioning properly (e.g., in the right location, calibrated correctly) .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Proceed to Activities 13–16 if the damper seems to be operating properly.*

#### ACTIVITY 13: FREEZE STATS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3s. Disconnected power to controls (for automatic reset only) to test continuity across terminals .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| OR   |                          |                          |                          |
| 3t. Confirmed (if applicable) that depressing the manual reset button (usually red) trips the freeze stat (clicking sound indicates freeze stat was tripped) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3u. Assessed the feasibility of replacing all manual reset freeze-stats with automatic reset freeze-stats .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*NOTE: HVAC systems with water coils need protection from the cold. The freeze-stat may close the outdoor air damper and disconnect the supply air when tripped. The typical trip range is 35°F to 42°F.*

#### ACTIVITY 14: MIXED AIR THERMOSTATS

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3v. Ensured that the mixed air stat for heating mode is set no higher than 65°F .....                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3w. Ensured that the mixed air stat for cooling mode is set no lower than the room thermostat setting ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### ACTIVITY 15: ECONOMIZERS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3x. Confirmed proper economizer settings based on design specifications or local practices ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

*NOTE: The dry-bulb is typically set at 65°F or lower.*

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3y. Checked that sensor on the economizer is shielded from direct sunlight .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3z. Ensured that dampers operate properly (for outside air, return air, exhaust/relief air, and recirculated air), per the design specifications ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*NOTE: Economizers use varying amounts of cool outdoor air to assist with the cooling load of the room or rooms. There are two types of economizers, dry-bulb and enthalpy. Dry-bulb economizers vary the amount of outdoor air based on outdoor temperature, and enthalpy economizers vary the amount of outdoor air based on outdoor temperature and humidity level.*

### 3. CONTROLS FOR OUTDOOR AIR SUPPLY (continued)

#### ACTIVITY 16: FANS

- 3aa. Ensured that all fans (supply fans and associated return or relief fans) that move outside air indoors continuously operate during occupied hours (even when room thermostat is satisfied) ..... 

Yes	No	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*NOTE: If fan shuts off when the thermostat is satisfied, adjust control cycle as necessary to ensure sufficient outdoor air supply.*

### 4. AIR DISTRIBUTION

#### ACTIVITY 17: AIR DISTRIBUTION

- 4a. Ensured that supply and return air pathways in the existing ventilation system perform as required ..... 

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------
- 4b. Ensured that passive gravity relief ventilation systems and transfer grilles between rooms and corridors are functioning ..... 

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

*NOTE: If ventilation system is closed or blocked to meet current fire codes, consult with a professional engineer for remedies.*

- 4c. Made sure every occupied space has supply of outdoor air (mechanical system or operable windows) ..... 

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------
- 4d. Ensured that supply and return vents are open and unblocked ..... 

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

*NOTE: If outlets have been blocked intentionally to correct drafts or discomfort, investigate and correct the cause of the discomfort and reopen the vents.*

- 4e. Modified the HVAC system to supply outside air to areas without an outdoor air supply ..... 

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------
- 4f. Modified existing HVAC systems to incorporate any room or zone layout and population changes ..... 

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------
- 4g. Moved all barriers (for example, room dividers, large free-standing blackboards or displays, bookshelves) that could block movement of air in the room, especially those blocking air vents ..... 

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------
- 4h. Ensured that unit ventilators are quiet enough to accommodate classroom activities ..... 

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------
- 4i. Ensured that classrooms are free of uncomfortable drafts produced by air from supply terminals ..... 

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

#### ACTIVITY 18: PRESSURIZATION IN BUILDINGS

*NOTE: To prevent infiltration of outdoor pollutants, the ventilation system is designed to maintain positive pressurization in the building. Therefore, ensure that the system, including any exhaust fans, is operating on the "occupied" cycle when doing this activity.*

- 4j. Ensured that air flows out of the building (using chemical smoke) through windows, doors, or other cracks and holes in exterior wall (for example, floor joints, pipe openings) ..... 

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

### 5. EXHAUST SYSTEMS

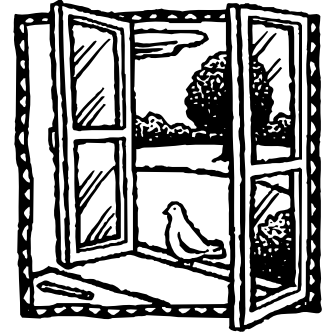
#### ACTIVITY 19: EXHAUST FAN OPERATION

- 5a. Checked (using chemical smoke) that air flows into exhaust fan grille(s) ..... 

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

*If fans are running but air is not flowing toward the exhaust intake, check for the following:*

- Inoperable dampers
- Obstructed, leaky, or disconnected ductwork
- Undersized or improperly installed fan
- Broken fan belt







## 5. EXHAUST SYSTEMS (continued)

### ACTIVITY 20: EXHAUST AIRFLOW

*NOTE: Prevent migration of indoor contaminants from areas such as bathrooms, kitchens, and labs by keeping them under negative pressure (as compared to surrounding spaces).*

- 5b. Checked (using chemical smoke) that air is drawn into the room from adjacent spaces ..... **Yes** **No** **N/A**  
☐ ☐ ☐

*Stand outside the room with the door slightly open while checking airflow high and low in the door opening (see “How to Measure Airflow”).*

- 5c. Ensured that air is flowing toward the exhaust intake ..... ☐ ☐ ☐

### ACTIVITY 21: EXHAUST DUCTWORK

- 5d. Checked that the exhaust ductwork downstream of the exhaust fan (which is under positive pressure) is sealed and in good condition..... ☐ ☐ ☐

## 6. QUANTITY OF OUTDOOR AIR

### ACTIVITY 22: OUTDOOR AIR MEASUREMENTS AND CALCULATIONS

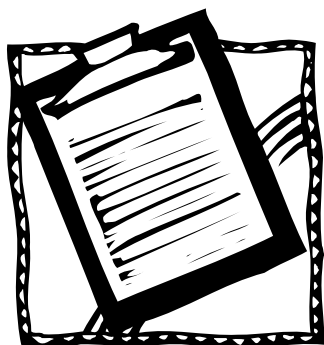
*NOTE: Refer to “How to Measure Airflow” for techniques.*

- 6a. Measured the quantity of outdoor air supplied (22a) to each ventilation unit ..... ☐ ☐ ☐
- 6b. Calculated the number of occupants served (22b) by the ventilation unit under consideration..... ☐ ☐ ☐
- 6c. Divided outdoor air supply (22a) by the number of occupants (22b) to determine the existing quantity of outdoor air supply per person (22c) ..... ☐ ☐ ☐

### ACTIVITY 23: ACCEPTABLE LEVELS OF OUTDOOR AIR QUANTITIES

- 6d. Compared the existing outdoor air per person (22c) to the recommended levels in Table 1 ..... ☐ ☐ ☐
- 6e. Corrected problems with ventilation units that supplied inadequate quantities of outdoor air to ensure that outdoor air quantities (22c) meet the recommended levels in Table 1 ..... ☐ ☐ ☐

## NOTES



# Walkthrough Inspection Checklist

Name: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Room or Area: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
 Signature: \_\_\_\_\_

## Instructions

1. Read the *IAQ Background* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
  - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
  - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

## 1. GROUND LEVEL

	Yes	No	N/A
1a. Ensured that ventilation units operate properly .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Ensured there are no obstructions blocking air intakes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Checked for nests and droppings near outdoor air intakes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Determined that dumpsters are located away from doors, windows, and outdoor air intakes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Checked potential sources of air contaminants near the building (chimneys, stacks, industrial plants, exhaust from nearby buildings) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Ensured that vehicles avoid idling near outdoor air intakes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g. Minimized pesticide application .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1h. Ensured that there is proper drainage away from the building (including roof downspouts) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1i. Ensured that sprinklers spray away from the building and outdoor air intakes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1j. Ensured that walk-off mats are used at exterior entrances and that they are cleaned regularly .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. ROOF

*While on the roof, consider inspecting the HVAC units (use the Ventilation Checklist).*

2a. Ensured that the roof is in good condition .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Checked for evidence of water ponding .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Checked that ventilation units operate properly (air flows in) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Ensured that exhaust fans operate properly (air flows out) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Ensured that air intakes remain open, even at minimum setting .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f. Checked for nests and droppings near outdoor air intakes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2g. Ensured that air from plumbing stacks and exhaust outlets flows away from outdoor air intakes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. ATTIC

3a. Checked for evidence of roof and plumbing leaks .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Checked for birds and animal nests .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4. GENERAL CONSIDERATIONS

4a. Ensured that temperature and humidity are maintained within acceptable ranges .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Ensured that no obstructions exist in supply and exhaust vents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Checked for odors .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d. Checked for signs of mold and mildew growth .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4. GENERAL CONSIDERATIONS (continued)

	Yes	No	N/A
4e. Checked for signs of water damage .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. Checked for evidence of pests and obvious food sources .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4g. Noted and reviewed all concerns from school occupants .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 5. BATHROOMS AND GENERAL PLUMBING

5a. Ensured that bathrooms and restrooms have operating exhaust fans .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b. Ensured proper drain trap maintenance:			
Water is poured down floor drains once per week (approx. 1 quart of water) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water is poured into sinks at least once per week (about 2 cups of water) ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toilets are flushed at least once per week .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 6. MAINTENANCE SUPPLIES

6a. Ensured that chemicals are used only with adequate ventilation and when building is unoccupied .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6b. Ensured that vents in chemical and trash storage areas are operating properly .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6c. Ensured that portable fuel containers are properly closed .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6d. Ensured that power equipment, like snowblowers and lawn mowers, have been serviced and maintained according to manufacturers' guidelines .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 7. COMBUSTION APPLIANCES

7a. Checked for combustion gas and fuel odors .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7b. Ensured that combustion appliances have flues or exhaust hoods .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7c. Checked for leaks, disconnections, and deterioration .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7d. Ensured there is no soot on inside or outside of flue components .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 8. OTHER

8a. Checked for peeling and flaking paint (if the building was built before 1980, this could be a lead hazard) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8b. Determined date of last radon test .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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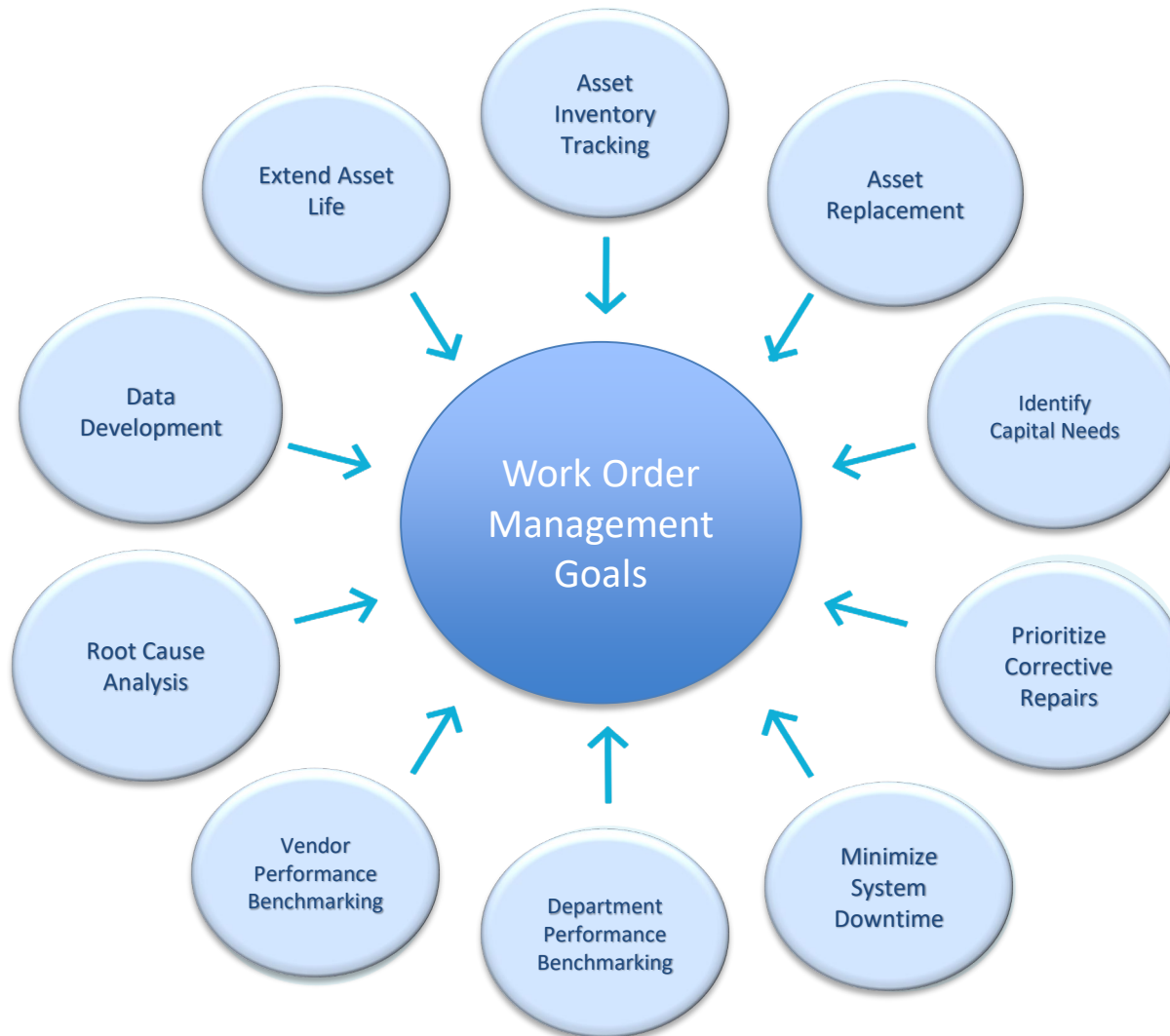
#### NOTES

## Facilities Management Structure Changes In Process

- Work-load distributed among the three members of Facilities leadership.
- Align school assignments of Facilities Leadership with Assistant Superintendents.
- Custodial Engineer positions are in process with district Human Resources.
- Building Managers and Trades Staff to sign off on completed work orders.
- Monthly School inspections of schools with school leadership, building managers, Facility Management Leader have begun. Issues communicated back to the COO office.
  - Outstanding Work Order
  - Status of School Projects
  - Monthly Review / Inspection for Indoor Air Quality

## Facilities Management Structure Changes In Process

- COO and Facilities Team is working with School Dude IT to have notification of Work Orders status changes report back to principal and school building manager of each school real time.
- Developing process with School Dude IT to allow for anyone with access to a district computer to place a Work Request.
- Developing process to work with principals to clearly identify a project from a corrective maintenance work order.
- Develop capital replacement plan for major building systems.



## Work Orders

### Preventative / Planned Maintenance

- Inventories of building systems & equipment
- Tasks developed from equipment manufacture specifications
- Inspection & Testing Scheduled on reoccurring frequency
- Identify Corrective Maintenance Needs
- Corrective Work Order generated

### Corrective Maintenance / Brake Fix

- Maintenance Issue identified
- Determine Work Order is a Project
- Work Order Placed
- Vendor or Internal Resources Determined
- Prioritize Resources / IAQ / Safety
- Determine if Vendor account is Funded
- Determine if Vendor contract is in place
- Evaluate when work can be performed.
- Close Work Order
- Follow-up with school leadership

Quality Control and Work Order Audit Process  
In Development



New Haven Public Schools																	
Radon Testing																	
School	Address	type	no kids	own/lease	floor plan	pre 2003	test date	retest date	tester	rooms tested	rooms retested	rooms >4.0	mitigate installed	post mitigate test	test due <sup>+</sup>	Enviromed cans est	
Beecher School	100 Jewell Street	K-5		own	x		January, 2008		NHHD	64		0			January, 2013	January, 2018	8
Benjamin Jepson School	15 Lexington Avenue	K-8		own	x		January, 2008		NHHD	54		0			January, 2013	January, 2018	7
Celentano Museum Academy	400 Canner Street	K-8		own			January, 2008		NHHD	43		0			January, 2013	January, 2018	6
Clinton Avenue School	293 Clinton Avenue	K-8		own	x		January, 2008		NHHD	52		0			January, 2013	January, 2018	7
Early Childhood Learning Center	495 Blake Street	early-head start		own			January, 2008		NHHD	22		0			January, 2013	January, 2018	4
Fair Haven Middle School (K-8)	164 Grand Avenue	K-8		own	x		January, 2008		NHHD	54		0			January, 2013	January, 2018	7
Ross/Woodward School	185 Barnes Avenue	K-6		own	x		January, 2008		NHHD	59		0			January, 2013	January, 2018	8
Sound School	60 South Water Street	HS		own	x		January, 2008		NHHD	82		0			January, 2013	January, 2018	10
Truman School	114 Truman Street	K-8		own	x		January, 2008		NHHD	48		0			January, 2013	January, 2018	7
W. Hooker Elementary School (K-2)	180 Canner Street	K-2		own	x		January, 2008		NHHD	11		0			January, 2013	January, 2018	3
Barnard Magnet School	170 Derby Avenue	K-8		own	x		January, 2008	2/08 & 3/11	NHHD/TRC	44	2	1*	N/A	<4.0 TRC 3/11	February, 2013	February, 2018	7
John Daniels School	569 Congress Avenue	K-8		own	x		January, 2008	2/08 & 3/11	NHHD/TRC	43	1	1**	N/A	<4.0 TRC 3/11	February, 2013	February, 2018	7
John Martinez School	100 James Street	K-8		own	x		January, 2008	6/08 & 3/11	NHHD/TRC	53	11	2***	NHHD - post 3/11	1 > 4.0 TRC 3/11	February, 2013	February, 2018	9
King Robinson Middle School (PK-8)	150 Fournier Street	PreK-8		own	x		January, 2008	February, 2008	NHHD	39	2	0			February, 2013	February, 2018	6
Job Corps Early Childhood Program	455 Wintergreen Avenue	early-head start		own			early, 2008		NHHD	8		0			March, 2013	March, 2018	3
Coop Arts & Humanities HS	177 College Street	HS		own	x		March, 2009		Emed	13		0			March, 2014	March, 2019	
Bishop Woods	1481 Quinnipiac Avenue	K-8		own	x		February, 2010		DTC	27		0			February, 2015	February, 2020	
Troup Magnet (Augusta Lewis Troup)	259 Edgewood Avenue	K-8		own	x		February, 2010		DTC	20		0			February, 2015	February, 2020	
Columbus Family Academy	255 Blatchley Avenue	K-8		own	x		2010-2011		Emed						2015-2016	February, 2020	
Mauro/Sheridan Magnet	191 Fountain Street	K-8		own	x		2010-2011		Eagle						2015-2016	February, 2020	
Metropolitan Business School	113 Water Street	HS		own	x		2010-2011		GEI						2015-2016	February, 2020	
Roberto Clemente Leadership Acad	360 Columbus Avenue	K-8		own			2010-2011		DTC						2015-2016	February, 2020	
W. Hooker Middle School (3-8)	691 Whitney Avenue	3-8		own	x		2010-2011		Emed						2015-2016	February, 2020	
Clarence Rogers	199 Wilmot Road	K-8		own	x		February, 2011		TRC	46		0			February, 2016	February, 2021	
Conte West Hills Magnet School	511 Chapel Street	K-8		own	x		February, 2011		TRC	41		0			February, 2016	February, 2021	
Fieldhouse @ Hillhouse (NH Athletic Ctr)	480 Sherman Parkway	other		own	x		February, 2011		TRC	w/JHHS		0			February, 2016	February, 2021	
Hill Regional Career High School	140 Legion Avenue	HS		own	x		February, 2011		TRC	40		0			February, 2016	February, 2021	
James Hillhouse High School	480 Sherman Avenue	HS		own	x		February, 2011		TRC	94		0			February, 2016	February, 2021	
Katherine Brennan	200 Wilmot Road	1-7		own	x		February, 2011		TRC	47		0			February, 2016	February, 2021	
Nathan Hale School	480 Townsend Avenue	K-8		own	x		February, 2011		TRC	32		0			February, 2016	February, 2021	
Wexler/Grant School	55 Foote Street	K-8		own	x		February, 2011		TRC	61		0			February, 2016	February, 2021	
Wilbur Cross High School	181 Mitchell Drive	HS		own	x		February, 2011		TRC	93		0			February, 2016	February, 2021	
Parish Hall @ Betsy Ross	150 Kimberly Avenue	other		own			March, 2011		TRC	3		0			March, 2016	February, 2021	
Davis Street	Davis Street	PK-8		own			2011-2012		BL						2016-2017	February, 2021	
East Rock	133 Nash Street	PK-8		own			2011-2012		Payne						2016-2017	February, 2021	
Hill Central	140 Dewitt Street	PK-8		own	x		2011-2012		DTC						2016-2017	February, 2021	
Domus Academy	560 Ella Grasso Blvd	other		lease	x	x	January, 2012		TRC	23		0			January, 2017	January, 2022	
East Rock Magnet (Leeder Hill Facility)	130B Leeder Hill, Hamden	K-8		lease	x	x	January, 2012		TRC	60		0			January, 2017	January, 2022	
Engineering & Science Magnet (St Stanis)	804 State Street	K-8		lease	x	x	January, 2012	February, 2012	TRC	10	1	1+			January, 2014	January, 2022	
Hyde Leadership Academy	306 Circular Avenue, Hamden	HS		lease	x	x	January, 2012		TRC	11		0			January, 2017	January, 2022	
Microsociety	311 Valley Street	K-8		own	x	x	January, 2012		TRC	39		0			January, 2017	January, 2022	
New Haven Academy	444-448 Orange Street	K-8		own	x	x	January, 2012	February, 2012	TRC	11	1	0			January, 2017	January, 2022	
Quinnipiac Swing-Hill Central Music (K-2)	375 Quinnipiac Avenue	swing space		own		x	January, 2012		TRC	7		0			January, 2017	January, 2022	
Riverside Education Academy	560 Ella Grasso Blvd	HS		lease			January, 2012		TRC	47		0			January, 2017	January, 2022	
Adult & Continuing Education Center	560 Ella Grasso Blvd	other		lease	x	x	February, 2012		TRC	37		0			February, 2017	February, 2022	
Betsy Ross Arts Magnet School	150 Kimberly Avenue	5-8		own	x	x	February, 2012		TRC	42		0			February, 2017	February, 2022	
Dwight Early Childhood Program	1324 Chapel Street	early-head start		lease	x	x	February, 2012		TRC	5		0			February, 2017	February, 2022	
Edgewood Magnet School	737 Edgewood Avenue	K-8		own	x	x	February, 2012		TRC	25		0			February, 2017	February, 2022	
Helene Grant Early Childhood Program	185 Goffe Street	early-head start		own	x	x	February, 2012		TRC	29		0			February, 2017	February, 2022	
High School in the Community	175 Water Street	HS		own	x	x	February, 2012	March, 2012	TRC	22	1	0			February, 2017	February, 2022	
Lincoln Bassett School	130 Bassett Street	K-6		own	x	x	February, 2012		TRC	33		0			February, 2017	February, 2022	
New Horizons	103 Hallock Street	K-8		own	x	x	February, 2012		TRC	28		0			February, 2017	February, 2022	
Polly McCabe Center	21 Wooster Place	K-8		own	x	x	February, 2012		TRC	10		0			February, 2017	February, 2022	
Strong School	130 Orchard Street	K-8		own		x	February, 2012		TRC	24		0			February, 2017	February, 2022	
Zigler Head Start	81 Olive Street	early-head start		lease	x	x	February, 2012		TRC	14		0			February, 2017	February, 2022	
School	Address	type	no kids	own/lease	floor plan	pre 2003	test date	retest date	tester	rooms tested	rooms retested	rooms >4.0	mitigate installed	post mitigate test	Llast tested	Test Due	TRC cans est
Lexington Swing-Hill Central Music (3-8)	460 Lexington Avenue	swing space		own	x	x	January, 2012	March, 2012	TRC	17	3	2++			January, 2014		
ESUMS HS	TBD	HS		own			TBD		TBD						TBD		
ACES Education Center of the Arts	55 Audubon Street						December, 2006		F&O	15		0			December, 2011		
ACES Little Theatre	1 Lincoln Street						December, 2006		F&O	4		0			December, 2011		
Davis Street Magnet School	69 Grand Ave	K-5		own	x	x	moved out feb 2011										
Central Kitchen Facility	131 Barnes Avenue	other	x	own	x												20
Offices & Warehouse - Ferry Street	654 Ferry Street	other	x	own	x												27
Social Development/Storage Facility	80 Hamilton Avenue	other	x	lease		x											assume 30
* Room 110, ** Room 026, ***Rooms 107 & 109 (only Room 109 - TRC 3/11), + Gym, ++Office 2 & Custodial Office																	
TRC can est incl 15% dup/blank																	
+ Retesting required by CTDPH in 10% of rooms every 5 years, plus in all rooms previously found >4.0 every 2.5 years																	

### **Green Cleaning Program**

Public Act #09-81 effective on or before July 1, 2011, each local and regional Board of Education shall implement a Green Cleaning Program for the cleaning and maintenance of school buildings and facilities in its district. No person shall use a cleaning product inside a school unless such cleaning product meets guidelines or environmental standards set by a national or international environmental certification program approved by the Department of Administrative Services, in consultation with the Commissioner of Environmental Protection. Such cleaning product shall, to the maximum extent possible, minimize the potential harmful impact on human health and the environment. Our program has expanded to incorporate the use of green cleaning micro- fiber cloths as well as the use of green cleaning equipment that is operated with batteries thus saving electricity while using significantly less water and cleaning product. On or before October 1, 2010 and annually thereafter, **each local and regional Board of Education shall provide the staff of each school, and upon request, the parents and guardians of each child enrolled in each school, with a written statement of the school district's Green Cleaning Program.** Such notice shall include

1. The types and names of environmentally preferable cleaning products being applied in schools
2. The location of the application of such cleaning products in the school buildings and facilities
3. The schedule of when such cleaning products are applied in the school buildings and facilities
4. The statement, "no parent, guardian, teacher or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect"
5. The name of the school administrator or designee who may be contacted for further information

Such notice shall be provided to the parents or guardians of any child who transfers to a school during the school year and to staff hired during the school year. Each local or regional Board of Education shall make such notice, as well as the report submitted to the Department of Education pursuant to subsection (a) of section 10-220 of the general statutes, as amended by this act, available on its web site and the web site of each school under such Board's jurisdiction. If no such web site exists, the Board shall make such notice otherwise publicly available.

**For more information on Green Cleaning, visit the following web sites:**

CT Department of Public Health	<a href="http://www.ct.gov/dph/ieq">www.ct.gov/dph/ieq</a>
CT School Green Cleaning Product Laws	<a href="http://www.cga.ct.gov">www.cga.ct.gov</a>
INFORM Cleaning for Health	<a href="http://informinc.org">http://informinc.org</a>
CT Foundation of Environmentally Safe Schools	<a href="http://www.pollutionfreeschools.org">www.pollutionfreeschools.org</a>
Best Cleaning Practices Guidance for Infection Control	<a href="http://www.ct.gov/ctfluwatch/lib/ctfluwatch/h1n1/72209/cleaning_schools.pdf">www.ct.gov/ctfluwatch/lib/ctfluwatch/h1n1/72209/cleaning_schools.pdf</a>

### **All required information, including S.D.S. information, is available at each school in the Green Cleaning Manual located in the custodial room**

The State of Connecticut is requiring that each local and regional Board of Education implement a Green Cleaning Program for all school buildings and facilities in its district. New Haven Public Schools is committed to the implementation of this law by providing the staff and, upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district's Green Cleaning Program as well as making it available on its web site annually. The policy will also be distributed to new staff hired during the school year and to parents or guardians of students transferring in during the school year.

1. Green Cleaning Program means the procurement and proper use of environmentally preferable cleaning products as defined by the Department of Administrative Services (DAS) for all state owned buildings, schools and facilities. DAS currently requires that environmentally preferable cleaning products be independently certified by one of two third party certified organizations: **Green Seal or Eco Logo**.
2. By July 1, 2011 and thereafter no person shall use a cleaning product in a public school unless it meets the DAS standard.
3. The types of cleaning products covered in this legislation include: general purpose, bathroom, and glass cleaners, floor strippers and finishes, hand cleaners and soaps. The preferred green cleaning products used by this school district are listed on attachment "A".
4. Disinfectants, disinfectant cleaners, sanitizers or antimicrobial products regulated by the federal insecticide, fungicide and rodenticide act are not covered by this law.
5. The following statement will be part of this school districts' program as stated in the new law:

**"NO PARENT, GUARDIAN, TEACHER OR STAFF MEMBER MAY BRING INTO THE SCHOOL FACILITY ANY CONSUMER PRODUCT WHICH IS INTENDED TO CLEAN, DEODORIZE, SANITIZE OR DISINFECT"**

The implementation of this program requires the support and cooperation of everyone including administrators, faculty, staff, parents, guardians and facilities staff. Any questions concerning the program can be directed to the Custodial Supervisor at: **203-691-3923**

# STATE OF CONNECTICUT

## DEPARTMENT OF PUBLIC HEALTH

Deidre S. Gifford, MD, MPH  
Acting Commissioner



Ned Lamont  
Governor  
Susan Bysiewicz  
Lt. Governor

### ***Guidance for the Cleaning and Disinfection of Schools during the COVID-19 Pandemic***

Consistent and proper cleaning and disinfection of surfaces inside school buildings is just one part of a system of procedures that will safeguard the health and safety of students, teachers, and school staff during the COVID-19 pandemic. Other important components of this system include physical distancing, face coverings, and efficient identification and isolation of sick students and staff. While contaminated surfaces are not thought to be a very effective mode of transmission for the virus that causes COVID-19 (especially when compared to direct face-to-face transmission of respiratory droplets), there is still believed to be some risk of transferring virus from one individual to another this way, so careful attention to proper cleaning and disinfection schedules and procedures can reduce the viable virus load in indoor spaces like schools. In addition, having in place enhanced protocols for the cleaning and disinfection of surfaces within each school, and the visible implementation of those procedures, will help to alleviate some of the fear that students, parents, teachers, and staff may be feeling about re-entering the school building this fall.

This guidance provides a framework for cleaning and disinfection practices that will allow schools to plan appropriately for fall reopening, including scheduling of cleaning tasks, equipment/product procurement, necessary staffing levels, procedural training, securing personal protective equipment (PPE), and the process of closing, cleaning, and reopening schools in the event of an outbreak. Links to additional sources of information are provided at the end of this guidance.

#### **Before School Opens:**

1. Perform routine cleaning. Any areas in school buildings that have been unoccupied for seven (7) or more days need only routine cleaning, not disinfection. The virus that causes COVID-19 cannot survive outside of the body for long periods and after seven (7) days, it is unlikely that any viable virus will have survived on any type of surface, even under ideal conditions.
2. Develop a Plan. Using the checklist below as a guide, develop a cleaning and disinfecting plan for your school buildings that identifies what areas need cleaning, what areas need cleaning and disinfection, a schedule for cleaning and disinfection, what cleaning and disinfection products are

needed, what personal protective equipment (PPE) is needed, and the person responsible for the cleaning and disinfection.

### **After School Opens:**

#### **1. Identify which areas need only cleaning and which need cleaning, followed by disinfection.**

- Areas needing only routine cleaning include:
  - Outdoor areas such as benches, tables, railings, and playground equipment. Do not spray disinfectants on these surfaces, as it is a waste of disinfection products, unnecessarily exposes children using equipment to disinfectants, and is not shown to provide any additional protection above routine cleaning alone. Cleaning of wooden surfaces outdoors is not recommended.
  - Areas or items located indoors that are not touched or used frequently, such as floors, walls, windows, carpeting, light fixtures, and air vents.
- Areas needing cleaning, followed by disinfection include:
  - “High-touch areas”, which refers to hard surfaces indoors that are routinely touched by different individuals. Examples may include (but not limited to) desks and chairs, doorknobs, countertops, bathroom surfaces, copiers/scanners/fax machines, computer equipment, shared laptops, Chromebooks, or tablets, physical education equipment, locker rooms (benches, showers, and toileting areas), shared break room appliances, hand rails, door knobs, and light switches.
  - Any soft or porous materials that are shared by many individuals (such as blankets, towels, oven mitts, jerseys, etc.) need to be laundered frequently to properly disinfect them. Porous materials are not as easy to disinfect as hard surfaces, so it is recommended that porous surfaces that may be contacted by many different individuals throughout the school day but are not easily laundered (such as upholstered chairs, soft balls and other soft physical education items, etc.) be removed from shared use areas or programs.

#### **2. Develop schedules for cleaning and disinfection**

- Daily
  - Routine cleaning of all areas of the school used during that day.
  - Cleaning and disinfection of “high-touch” areas that you have targeted in your plan.

- Twice Daily

- Plan to clean and disinfect bathroom surfaces twice per day, especially during times of full occupancy in the school and in high-traffic bathrooms that are in areas where they are more commonly used.

### 3. Identify and procure appropriate cleaning and disinfection products for your facilities.

- Cleaning Products:

- Detergent products (soap) and water are effective for surface cleaning and are very effective at removing the virus that causes COVID-19 from surfaces.
- Instead of soap and water, commercially prepared cleaning products may also be used.
- All cleaning products purchased by schools must comply with the [Connecticut School Green Cleaning Law](#).
- Consult the Connecticut Department of Administrative Services [Environmentally Preferred Purchasing Program](#) for cleaning products that comply with the Green Cleaning Law.

- Disinfection Products:

- Select products listed on the [Environmental Protection Agency's List N](#). These products are approved for use against the virus that causes COVID-19.
- If you use an EPA List N Product stating that it is both a cleaner *and* disinfectant, you must use the product twice. First, use the product to clean the surface. Let air dry then use product again, allowing it to remain on the surface for the contact time stated on the label.
- Most products are for use on hard surfaces but there are a limited number of products approved for use on soft and porous surfaces.
- Be sure to double-check products being sold that claim that they are on the EPA List N. EPA recently disseminated a [Compliance Advisory](#) related to fraudulent claims by product sellers about their ability to kill the virus that causes COVID-19.
- To reduce the risk of asthma attacks triggered by disinfecting, aim to select disinfectant products from the EPA List N with “asthma-safer” ingredients (hydrogen peroxide, citric acid, or lactic acid), whenever possible.
- Avoid products that can trigger asthma attacks, such as those containing sodium hypochlorite (bleach), quaternary ammonium compounds (quats), or peroxyacetic (peracetic) acid, whenever possible.



- The Connecticut Department of Public Health recently released a circular letter (#2020-48) strongly advising against the use “Foggers” or tank sprayers for disinfection in schools. They are potentially dangerous to the custodial staff responsible for disinfecting areas and surfaces, as well as the other occupants of the building. Spraying or fogging of disinfectants in large quantities in school settings may lead to increased adverse respiratory and dermal issues for students and staff, unnecessarily wastes disinfectant products, negatively impacts school budgets, and does not replace the need for regular manual cleaning.

4. Train staff about how to use cleaning and disinfection products safely.

- Opening windows and/or ensuring ventilation system fans are running during cleaning and disinfecting will reduce exposure to the chemicals in these products.
- Custodial or other staff performing cleaning and disinfecting activities must receive appropriate training on how to properly use, store, label, transfer, and dilute (if appropriate) the specific products being used at each facility.
- Cleaning staff must be equipped with proper personal protective equipment (PPE), including gloves, eye protection, respiratory protection, and other protective equipment, as required by the product manufacturer. See the product label and SDS (Safety Data Sheet) for each product used for specific PPE recommendations.
- Follow the manufacturer’s instructions about how to apply disinfectant products, including dilution instructions (if product is not “ready to use”).
- In order to be effective at killing viruses, the disinfectant must be left on the surface for the amount of time stated on the label (also known as the “contact time”).
- Allow disinfected surfaces to air dry. Do not use fans or other mechanical means to shorten product drying times.
- If custodial or other staff who will be assigned cleaning and disinfecting tasks has asthma or other underlying respiratory problems, they should be given safety data sheets for the products that the school intends to use and receive medical clearance from their health provider before using any industrial or commercially-available cleaning or disinfection products.

**Additional resources:**

- Centers for Disease Control and Prevention, Cleaning and Disinfecting Your Facility:  
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>



- Connecticut Green Cleaning Law: [https://www.cga.ct.gov/current/pub/chap\\_170.htm#sec\\_10-231g](https://www.cga.ct.gov/current/pub/chap_170.htm#sec_10-231g)
- Connecticut Department of Administrative Services, Environmentally Preferred Purchasing Program: <https://portal.ct.gov/DAS/Procurement/Contracting/DAS-Procurement-Environmentally-Preferable-Purchasing-EPP-Program-Information>
- Environmental Protection Agency, List N: <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Environmental Protection Agency, Compliance Advisory for fraudulent products: <https://www.epa.gov/compliance/compliance-advisory-what-you-need-know-regarding-products-making-claims-kill-coronavirus>
- University of Washington, Safer Cleaning, Sanitizing and Disinfecting Strategies to Reduce and Prevent COVID-19 Transmission: [https://osha.washington.edu/sites/default/files/documents/FactSheet\\_Cleaning\\_Final\\_UWDEO\\_HS\\_0.pdf](https://osha.washington.edu/sites/default/files/documents/FactSheet_Cleaning_Final_UWDEO_HS_0.pdf)
- CT Department of Public Health Environmental Health and Drinking Water Branch information about COVID-19: <https://portal.ct.gov/DPH/Environmental-Health/COVID-19>



Phone: (860) 509-7740 • Fax: (860) 509-7785  
 Telecommunications Relay Service 7-1-1  
 410 Capitol Avenue, P.O. Box 340308  
 Hartford, Connecticut 06134-0308  
[www.ct.gov/dph](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*



# **Integrated Pest Management Plan Rodent Control**

**July 1, 2020**

**New Haven Public Schools  
375 Quinnipiac Avenue  
New Haven, CT**

## **Rodents to be Controlled**

For the purposes of this program, rodent control refers to commensal rodents such as the Norway rat, Roof rat, House mouse, Deer mouse and White Footed mouse. Squirrels, Chipmunks, Woodchucks, Muskrats and other non-commensal rodents and similar species are specifically excluded.

## **General**

The New Haven Public Schools will be inspected by a certified PCO from Connecticut Pest Elimination for the purpose of identifying potential problem areas that may be contributing to rodent infestation within the facility, making recommendations for corrective measures that should be implemented and developing a comprehensive integrated pest management (IPM) plan. The IPM plan will utilize all methods of rodent control which may include structural maintenance, sanitation, monitoring for rodent populations, mechanical and biological control and the judicious use of pesticides. These methods will help to eliminate food, moisture and harborage for rodents, making their survival more difficult. Pesticides will not be applied on a routine basis; however, they may be used as a tool to maintain rodent populations at or below an acceptable level. The selection of pesticides that may be used will be based on a pre-determined hierarchy which will utilize least toxic products as first choice. Proper implementation of this program will reduce the volume, toxicity and frequency of pesticide applications, thereby reducing the risk of potential exposure of building occupants who may be sensitive to their use.

The PCO and a member of the New Haven Public Schools (facilities employee at each school) shall meet to discuss areas that have been problematic or sensitive. (i.e., operating rooms, prisons or areas where there is a history of high pest pressure) Areas that are sensitive to pesticide use will also be discussed. (i.e., daycare areas, elderly residence, work area of sensitive employees, etc.)

Once these areas have been identified, the PCO and COR will discuss various rodent control options and determine the speed of control necessary as well as threshold/action levels based on population and species.

## **Recommendations**

A certified PCO from Connecticut Pest Elimination will submit recommendations for corrective measures in writing to The New Haven Public Schools prior to the application of any pesticides. They are responsible for scheduling and coordinating structural maintenance of the facility and will act on the recommendations as soon as possible. The New Haven Public Schools will report in writing which recommendations will not be followed and state the reasons if no action is to be taken as required by RCSA Sec.22a-66l-1(c). Otherwise, all IPM methods that are recommended will be followed.

Pest control services will be supervised by a certified PCO from Connecticut Pest Elimination (Business #B-1031) and performed by a PCO of Connecticut Pest Elimination, Inc. & B-1031. The IPM program will begin on March 25, 2021 with 1 x visit per month or as needed depending upon pest pressure. Service calls will be scheduled on see attached schedule breakdown per school and will include a visual inspection of potential problem areas and all monitoring devices, application of pesticides where pest populations exceed their threshold level. Records will be completed at the conclusion of each service call and will include written recommendations of corrective measures that need to be made by building maintenance personnel. A member of the custodial staff should be available to allow the pest control technician to access areas that may be locked.

### **Records**

The pest control technician will indicate pest problem areas and provide written recommendations for structural, sanitary or procedural modifications on "Pest Control Service Record and Pest Inspection Report" forms or substantially similar substitute. These forms will be kept in a file that will be maintained on-site at each school as well online in our online portal. A member of the New Haven Public Schools (facilities employee at each school) will act as a liaison between the pest control company and department supervisor(s) and will be responsible for notifying the appropriate personnel of corrective actions that are needed (i.e., sanitation).

The pest control technician at the beginning of each service call will review Pest sighting report logs. The log will be maintained on-site at each school and will serve as a tool to facilitate communication between all personnel and the pest control technician. All rodent sightings should be reported in the logs and should include specific information as to the location and type of rodent, if known. Whenever possible, a sample (animal or fecal) will be provided to the pest control technician for identification purposes.

### **Monitoring**

Service call/monitoring inspections will be limited to kitchens, cafeteria, Boiler rooms, basements, teacher's lounges, home economics, main office, concession stands and any other food preparation area or special designated areas and the perimeter of the building unless activity or sightings in other areas have been reported in the pest sighting log.

Glueboards will be used for the duration of the IPM program to monitor pest populations and activity within the facility. They will be placed in areas where rodent activity has been identified or is likely to occur. The dates of installation and servicing will be indicated on each monitor and the pest control technician will create diagrams or maps indicating their placement. The diagrams will be maintained as part of the pest control companies service record. Visual inspections of the glueboards and bait stations will help the pest control technician to identify specific areas of infestation, if any, and assess the need for further action. The glueboards and bait stations will be placed as follows; (Kitchen & Dish Room, Kitchen Storage, Cafeteria (Under the vending machine), Employee Lounge, Men's Locker Room, Women's Locker Room, Custodial Closets, Main Office, Classrooms as needed and the Boiler Room).

### **Rodents**

In addition to structural damage, mice and rats are known to spread organisms such as Salmonella bacteria, eggs of the tapeworm, Hantavirus and Leptospirosis, to name a few. They reproduce an average of 4-8 times per year. They can reproduce more often when conditions are favorable. Litters average 4-12 young. Rodents, particularly Deer Mice, will

hoard food. This is an important fact to consider if baits will be utilized for their control. Pelleted, seed or loose meal bait will only be used for outdoor applications and placed in a manner to limit the risk of exposure to unprotected persons and non- target animals. Bait blocks will be anchored properly to prevent mice from carrying bait off to another location.

### **Norway Rats**

Norway rats are much larger than mice, usually brown with scattered black. Their tails are shorter than the head and body. They will build a nest of soft materials in and around lower floors of buildings and foundations in burrows, crawlspaces and underneath/behind stationary objects. Rats will range an average of 100-175 feet from their nesting area. They may range farther if food is limited. They are omnivorous, preferring food with a high carbohydrate and protein content. They need water on a daily basis in order to survive. Norway rats will prey upon mice; therefore, they are usually not found living in the same area of a building.

### **House Mice**

House mice are small, light brown to light gray in color with smooth fur. Their tails are longer than their head and body. Mice will nest in walls, ceiling voids, cabinets, drawers, appliances, furniture etc. They usually nest close by to their food source, with an average range of 10-35 feet. They do not need water on a daily basis. House mice are omnivorous; however, they prefer seeds and grains.

### **Deer Mice**

Deer mice, known vectors of hantavirus, will also enter houses, garages and other structures particularly as cold weather approaches. They are a reddish brown with a white chest and white feet. Their nests are usually underground; however, they will construct nests above ground in areas similar to the House mouse. Deer mice normally breed during spring and fall; however, they will breed more frequently under favorable conditions. They prefer to feed on nuts, seeds, berries and insects.

### **Hantavirus**

*Building maintenance and custodial staff should always take appropriate precautions to protect themselves against hantavirus. Documented cases of hantavirus have occurred mostly in the Southwestern United States; however, two cases have been documented in the Northeast, one in New York and one in Rhode Island. Infected rodents shed virus in saliva, urine and feces. Hantavirus can be transmitted to humans through inhalation of rodent excretions when disturbed, directly introduced into broken skin, introduced onto the conjunctivae, or, possibly ingested through consumption of contaminated food or water. Hantavirus has also been transmitted through rodent bites.*

*Areas of rodent infestation should be cleaned according to recommendations made in appendix A - Clean-up of Rodent Contaminated Areas.*

**\*\*Refer to Appendix A for Hantavirus Risk Reduction Recommendations.**

### **Prevention**

In an effort to prevent and eliminate rodent populations, it is important that conditions favorable to their survival be reduced as much as possible or eliminated.

- Action should be taken to mouse proof the facility by plugging holes in the foundation and walls. Steel wool can be used as a temporary patch while waiting for permanent repair to be done. *(Attention should be given to utility tunnels and areas where sewers and drains enter a building.)*
- Water runoff should be directed away from the building. Drains should be screened with hardware cloth to prevent rodent access and kept free of debris to reduce puddling of water.
- Weatherstripping on doors should be repaired or replaced to reduce gaps to less than 1/4". Exterior doors should have automatic closing mechanisms installed and remain closed at all times. Loading dock areas should be clean, free of debris and doors should remain closed as much as possible.
- Trees, shrubs, vines and brush should be trimmed away from the building at least 12-18" to allow access for the pest control technician to monitor and place traps and bait stations if necessary. Grass should be mowed and trimmed.
- Dumpsters should be in good condition with all doors closed and drain holes capped. They should be located away from the building on a paved surface. Trash should be contained.
- Storage areas should be managed using a first in first out program. Inventory should be elevated on pallets or shelving that is 12" or more away from any wall.
- Areas where rodent feces are found should be identified in the pest-sighting log. Taking proper precautions to protect against hantavirus infection as described in Appendix A, the area should be disinfected and vacuumed with a HEPA filter vacuum cleaner. This will help the pest control technician to determine if the infestation is ongoing by whether or not new feces are found after the area has been cleaned.

### **Control Methods**

Glue boards will be used to trap and monitor for rodent populations within the building. Non-toxic baits and/or non-toxic tracking powder may also be utilized to monitor for rodent activity. Multiple catch traps and/or snap traps may be used if there is evidence of increased infestation. If used, they will be placed in areas where they cannot be tampered with.

If populations cannot be suppressed otherwise, **First Strike Soft Bait or EZ Soft Bait** will be placed in tamper proof rodent bait stations. The bait stations will be placed only in areas where they are not accessible to children, pets, wildlife or domestic animals.

If bait stations are used, they will be attached or anchored to discourage disturbance by non-authorized personnel. Each station will be labeled with the name and address of the pest control company and the dates of installation and servicing will be indicated. The pest control technician will create diagrams or maps indicating the placement of bait stations, which will be maintained as part of the pest control companies' service record.

The pest control technician will fill burrows that are located around the perimeter of the building. Re-treatment will be performed as burrows reappear.

## **Pesticide Plan**

Pesticides may be applied if rodent populations exceed an acceptable level. Priority is given to those pesticides having the lowest toxicity, taking into consideration the method and frequency of application and the risk of exposure to building occupants. Pesticides selected for possible use are as follows;

**First Choice** *(Products having the lowest toxicity and/or least risk of exposure based on the formulation, method and frequency of application.)*

Rodenticide (Outdoor use only)

Rodenticide (Outdoor use only)

a) EZ Block

b) Final All Weather Blox

**Second Choice** *(Products having moderate toxicity and/or risk of exposure based on the formulation, method and frequency of application.)*

Rodenticide (Interior use only)

a) First strike soft bait

b) EZ Soft Bait

**Third Choice** *(Products having moderate to high toxicity and/or risk of exposure based on the formulation, method and frequency of application.)*

Use of any third choice pesticide product requires written approval of COR prior to application

Rodenticide (Interior Use)

a) a) N/A – We use nothing stronger than what is listed above.

(Outdoor Use) a) a) N/A – We use nothing stronger than what is listed above.

An appraisal of this IPM program will be conducted as needed by a member of the New Haven Public Schools. A determination will be made as to the effectiveness of the program and revisions will be made to correct potential problems. Revisions may include re-implementation of IPM methods already utilized and/or implementation of IPM techniques, which have not been utilized.

## **Appendix A**

### **Hantavirus Risk Reduction Recommendations**

**Adapted From**  
**Morbidity and Mortality Weekly Report**  
Recommendations and Reports  
July 30, 1993, Volume 42, Number RR-11

#### **Clean-up of Rodent Contaminated Areas**

- Persons involved in the clean-up should wear rubber or plastic gloves
- Spray dead rodents, rodent nests, droppings, or foods or other items that have been tainted by rodents with a general-purpose household disinfectant. Soak the material thoroughly, and place in a plastic bag or vacuum with a HEPA filter vacuum cleaner. When clean-up is complete (or when the bag is full), seal the bag, then place it into a second plastic bag and seal. Dispose of the bagged material by burying in a 2-to 3-foot deep hole or by burning. If these alternatives are not feasible, contact the local or state health department concerning their appropriate disposal methods.
- After the above items have been removed, mop floors with a solution of water, detergent, and disinfectant. Spray dirt floors with a disinfectant solution. A second mopping or spraying of floors with a general-purpose household disinfectant is optional. Carpets can be effectively disinfected with household disinfectants or by commercial grade steam cleaning or shampooing. To avoid generating potentially infectious aerosols, do not vacuum or sweep dry surfaces before mopping.
- Disinfect countertops, cabinets, drawers, and other durable surfaces by washing them with a solution of detergent, water, and disinfectant, followed by an optional wiping down with a general-purpose household disinfectant.
- Rugs and upholstered furniture should be steam cleaned or shampooed. If rodents have nested inside furniture and the nests are not accessible for decontamination, the furniture should be removed and burned.
- Launder potentially contaminated bedding and clothing with hot water and detergent. (Use rubber or plastic gloves when handling the dirty laundry. Before removing the gloves, wash gloved hands in a general household disinfectant and then in soap and water. A hypochlorite solution prepared by mixing 3 tablespoons of household bleach in 1 gallon of water may be used in place of a commercial disinfectant. When using the chlorine solution, avoid spilling the mixture on clothing or other items that may be damaged. Thoroughly wash hands with soap and water after removing the gloves.

#### **Precautions for Workers in Affected Areas Who are Regularly Exposed to Rodents**

- A baseline serum sample, preferably drawn at the time of employment, should be available for all persons whose occupations involve frequent rodent contact. The serum sample should be stored at -20C.



- Workers in potentially high-risk settings should be informed about the symptoms of the disease and be given detailed guidance on prevention measures.
- Workers who develop febrile or respiratory illness within 45 days of the last potential exposure should immediately seek medical attention and inform the attending physician of the potential occupational risk of hantavirus infection. The physician should contact local authorities promptly if hantavirus associated illness is suspected. A blood sample should be obtained and forwarded with the baseline serum through the state health department to the Centers for Disease Control for hantavirus antibody testing.
- Workers should wear a half-face air-purifying (or negative pressure) respirator or a PAPR equipped with HEPA filters when removing rodents from traps or handling rodents in an affected area. Respirators (including positive pressure types) are not considered protective if facial hair interferes with the face seal, since proper fit cannot be assured. Respirator use practices should be in accord with a comprehensive user program and should be supervised by a knowledgeable person.
- Workers should wear rubber or plastic gloves when handling rodents or traps containing rodents. Glove should be washed and disinfected before removing them as described above.
- Traps contaminated by rodent urine or feces or in which a rodent was captured should be disinfected with a commercial disinfectant or bleach solution. Dispose of dead rodents as described above.

04/06/99  
Rev. 03/10/05  
DEP/PMD

# 6172

## Instruction

### Alternative Education Programs

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing **equitable** educational options for all students within available financial constraints. It is recognized there will be students in the District whose needs and interests are best served by participation in an alternative education program.

"Alternative education" means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students.

The Board may provide alternative education to students in accordance with the guidelines established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education.

In providing alternative education to students, the Board may use space in an existing school or establish a new school. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education, to provide alternative education pursuant to C.G.S. [10-158a](#).

~~Such an arrangement may include the establishment of a committee to supervise the program, with committee membership determined by cooperating boards. Such committee shall have the power, in accordance with the terms of the agreement, to (1) apply for, receive directly and expend on behalf of the school districts which have designated the committee an agent for such purpose any state or federal grants which may be allocated to school districts for specified programs, the supervision of which has been delegated to such committee, provided such grants are payable before implementation of any such program or are to reimburse the committee for transportation provided to a school operated by a cooperative arrangement; (2) receive and disburse funds appropriated to the use of such committee by the cooperating school districts, the state or the United States, or given to the committee by individuals or private corporations; (3) hold title to real or personal property in trust, or as otherwise agreed to by the parties, for the appointing boards; (4) employ personnel; (5) enter into contracts; and (6) otherwise provide the specified programs, services and activities. Teachers employed by any such committee shall be~~

~~subject to the provisions of the general statutes applicable to teachers employed by the board of education of any town or regional school district.~~

A list of alternative programs will be approved by the Board annually. The Superintendent may provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. There shall be an annual evaluation of alternative education programs.

The Board, as required, will post on its website information about any alternative education offered, including purpose, location, contact information, staff directory and enrollment criteria. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to environment, structure and pedagogy. Such programs might include, but are not limited to, a separate school, telepresence, virtual learning options, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities and supervised independent study.

Students, upon parent request, may be placed in an alternative education program within available financial resources if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards.

#### **Alternative language to consider:**

~~It shall be the responsibility of the Superintendent of Schools to identify alternative program opportunities to be made available to students at risk, to recommend such alternative programs to the Board for approval, and to familiarize students and parents/guardians with the availability of such alternative programs. The Superintendent shall, through cooperative efforts with other districts, schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the Board.~~

(cf. 6172.11 - Relations with Charter Schools)

(cf. 6172.12 - Magnet Schools)

(cf. 6172.41 - Title I Program)

(cf. [6172.6](#) - Virtual/Online Courses)

Legal Reference Connecticut General Statutes

[10-4p\(b\)](#) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

[10-15](#) Towns to maintain schools.

[10-16](#) Length of school year.

[10-158a](#) Cooperative arrangements among towns. School building projects. Student transportation.

[10-220](#) Duties of boards of education (as amended by PA 15-133)

[10-223h\(c\)](#) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)

PA 15-133 An Act Concerning Alternative Education

Policy adopted:

## Students

### Transgender and Gender Non-Conforming Youth

#### Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

#### Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

"Transgender" describes people whose gender identity, expression or behavior is different from those typically associated with an assigned sex at birth.

"Gender expression" refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

"Gender non-conforming" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

"Cisgender" refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

"Gender Fluid" may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

"Gender Minority" is an umbrella term referring to individuals not identifying as cisgender.

"Gender Transition" is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing to use different pronouns, clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver's license, Social Security record) to reflect one's gender identity.

"Bullying" means an act that is direct or indirect and severe, persistent or pervasive which:

a. causes physical or emotional harm to an individual, b. places an individual in reasonable fear of physical or emotional harm, or c. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

"Harassment" means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates. Harrassment also includes, but is not limited to, the bullying of and/or retaliation against transgender and gender non-conforming students by District staff, parents/guardians, visitors and/or other students.

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"Deadname" (noun) is the name a transgender or gender non-conforming person was given at birth and no longer uses after having changed their name as part of their transition.

"Deadname" (verb) to speak of or address someone by their deadname.

"Misgender" to refer to someone (especially a transgender or gender non-conforming person) using a word, especially a pronoun or form of address, that does not correctly reflect the gender with which they identify.

## Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

## Official Records

~~The District is required to maintain a mandatory permanent student record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.~~

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~~Note: A review of Connecticut statutes and regulations and other legal resources has not provided a legal basis requiring a court order prior to changing a student's official record to reflect a change in legal name or legal gender. It is a common practice to require documentation to change a student's legal name or gender pursuant to a court order or through amendment of state or federally issued identification. However, Under FERPA\*, a school must consider the request of a minor student's education records that is inaccurate, misleading, or in violation of the student's privacy rights. Consider, therefore, the following language as an alternative to the above. \*(Family Educational Rights and Privacy Act)~~

The District recognizes, under the Family Educational Rights and Privacy Act (FERPA), that a student has the right to request a permanent student record ("official record") and/or the school to change their his/her name and gender on such student's "official record" and/or school

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records if the student or parent/guardian, if such a student is under 18 years of age, believe the records are incorrect, misleading, or violate a student's privacy. (In general, The District and all NHPS schools should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records, e.g. an address or phone number change-). Upon such a request, the District and NHPS schools should correct student education records to accurately reflect the student's chosen name, and gender identity, and chosen pronouns regardless of whether the student has completed a legal name or gender change.

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A review of Connecticut statutes and regulations and other legal resources has not provided a legal basis requiring a court order prior to changing a student's official record to reflect a change in legal name or legal gender. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

#### Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, nor is parental/guardian permission required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity, i.e. misgendering, intentionally and/or repeatedly using a student's deadname, intentionally and/or repeatedly using a student's incorrect pronouns, refusing to allow a student to share their name or pronouns with others, or refusing to allow the student to correct others for using a name or pronoun that doesn't correspond to the student's identity) is a violation of this policy.

#### Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

#### Student Information Systems

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

#### Restroom Accessibility



Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

#### Locker Room Accessibility

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).

Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

#### Physical Education Classes & Intramural Sports

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

#### Interscholastic Competitive Sports Teams

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

#### Dress Codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

#### Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including

investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or

gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

#### Transferring a Student to Another School (Opportunity Transfers)

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

#### Professional Development

The Board of Education directs the Superintendent to provide for the training of ALL District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for ALL students, Pre-K - Grade 12.

(cf. 0521 - Nondiscrimination) (cf. 4131 - Staff Development) (cf. 5114 - Suspension and Expulsion/Due Process) (cf. 5131 - Conduct) (cf. 5131.21 - Violent and Aggressive Behavior) (cf. 5131.8 - Out-of-School Misconduct) (cf. 5131.912 - Aggressive Behavior) (cf. 5131.913 - Cyberbullying) (cf. 5131.91 - Hazing) (cf. 5144 - Discipline/Punishment) (cf. 5145.4 - Nondiscrimination) (cf. 5145.5 - Sexual Harassment) (cf. 5145.51 - Peer Sexual Harassment) (cf. 5145.52 - Harassment) (cf. 5145.6 - Student Grievance Procedure) (cf. 6121 - Nondiscrimination) (cf. 6121.1 - Equal Educational Opportunity)

#### Legal Reference: Connecticut General Statutes

1-1n "Gender identity or expression" defined.

10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include "sexual orientation" and PA 11-55 to include "gender identity or expression")

10-222g Prevention and intervention strategy re bullying and teen dating violence as amended by PA 19-166.

46a-51 Definitions.

46a-58(a) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty.

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**Commented [1]:** Being an educator, my opinion on this is that is non-negotiable.

**Commented [2]:** I agree.

**Commented [3]:** Honestly, I believe all of this is non-negotiable. What do students have to say about this document? How could it be improved to be even more effective?

**Commented [4]:** I think we should move forward with all of it, honestly.

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46a-60 Discriminatory employment practices prohibited Federal Law.

46a-64(a)(1)(2) Discriminatory public accommodations practices prohibited. Penalty.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681(a).

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

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

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998).

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

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

Federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g

"Guidance on Civil Rights Protections and Supports for Transgender Students," Connecticut State Department of Education, June 2017

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)



NEW HAVEN PUBLIC SCHOOLS



Accommodating Students with Special Dietary Needs  
New Haven Board of Education Meeting  
*August 23, 2021*



NEW HAVEN PUBLIC SCHOOLS

# Policy

Guidance provided by Connecticut Department of Health and State Department of Education includes the following:

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



NEW HAVEN PUBLIC SCHOOLS

# **NHPS Management Guidelines**

1. Provides guidance for practical implication for policy
2. Highlights roles and responsibilities for all stakeholders
3. Outlines communication plan for life threatening allergies

**Policy update includes an annual review of NHPS Food allergy Management Plan**



NEW HAVEN PUBLIC SCHOOLS

# Policy Implementation-Areas of Opportunity

1. Create district monitoring system to strengthen policy implementation
2. Increase training across all relevant school personnel
3. Strengthen communication across school community



NEW HAVEN PUBLIC SCHOOLS

# District Monitoring

1. Development of district Food allergy team to meet bimonthly for coordination
2. Identification of school based food allergy representative
3. Quarterly Meetings between district team and school based representatives
4. Implementation of Life threatening allergy checklist
5. Further develop lunchroom guidelines(personal identifier)





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# Communication

1. Creation of parent/guardian guidance document to include in parent/guardian handbook and website
2. Ensure key alerts developed within student information system
3. Oversight from nursing supervisory staff to ensure nursing staff communicate with all necessary staff (**food service**, transportation, bus driver, substitute teacher, afterschool provider, parents of classmates)
4. Increase use of signage within physical environment
5. Creation of website portal highlighting food ingredients



NEW HAVEN PUBLIC SCHOOLS

# Professional Development

1. Professional Development schedule for joint nursing and food service staff professional development
2. Quarterly training school based food allergy representative
3. Development of training and curriculum for parents and students-**in progress**
4. Scaffold current implementation plan by roles and responsibilities



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## Next Steps

1. Further discussion regarding personal identifier for lunchroom procedures-gathering
2. Development of feedback document regarding implementation for parents

## 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	<u>For Students Having Documented LT Food Allergies:</u>		
	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

**Thomas Lamb**  
*Chief Operating Officer*

Tel: 475-220-1590  
[Thomas.Lamb@new-haven.k12.ct.us](mailto:Thomas.Lamb@new-haven.k12.ct.us)

### **MEMORANDUM**

**To:** Finance & Operations Committee

**From:** Thomas Lamb, COO

**Date:** 8/17/2021

**Re:** MOU with City of New Haven Corporation Counsel

I respectfully submit to the Operations and Finance Committee and to the New Haven Board of Education for the approval of the Memorandum of Understanding between the City of New Haven Corporation Counsel. The MOU allots for the Board of Education to contribute \$30,000 or 36% of the salary of Attorney Elias Alexiades in return for his services to the Department of Education.

An analysis of time spent on BOE matters by Assistant Corporation Counsel Attorney Elias Alexiades was conducted in coordination with the Corporation Counsel Office and with the Chief Operating Officer Office of the Board of Education. Time spent on BOE matters was found to be approximately 90% of Attorney Alexiades time on Board of Education matters. This equates to approximately 1,630 hours on an annual basis. Attendance at BOE meetings and committees alone over the last twelve months has been in excess of 142 hours. Put into a table for review are what costs would be if these hours were utilities by the district law firms that we have current agreements with. Rates below are as per these agreements. This information it is clear that there remains significant benefit to our continued relationship with the Corporation Council Office.

Legal Firm		Hours	Rate / Hour	Total Cost
<b>Corporation Counsel</b>				
Total CC Hours		1630	\$18.40	30,000.00
Hours for only BOE meeting and Committees		142	\$18.40	2,612.80
<b>Shipman &amp; Goodwin</b>				
Total CC Hours	Blended Rate	1630	\$350.00	570,500.00
Hours for only BOE meeting and Committees	Blended Rate	142	\$350.00	49,700.00

<b>Berchem Moses PC</b>				
Total CC Hours	Senior Partners	1630	\$295.00	480,850.00
Hours for only BOE meeting and Committees	Senior Partners	142	\$295.00	41,890.00
Total CC Hours	Junior Partners	1630	\$275.00	448,250.00
Hours for only BOE meeting and Committees	Junior Partners	142	\$275.00	39,050.00
<b>W. Martyn Philpot, Jr. LLC - Expulsions &amp; Gen Legal</b>				
Total CC Hours	All Blended Rate	1630	\$250.00	407,500.00
Hours for only BOE meeting and Committees	All Blended Rate	142	\$250.00	35,500.00

Tasks have historically included by have not been limited to;

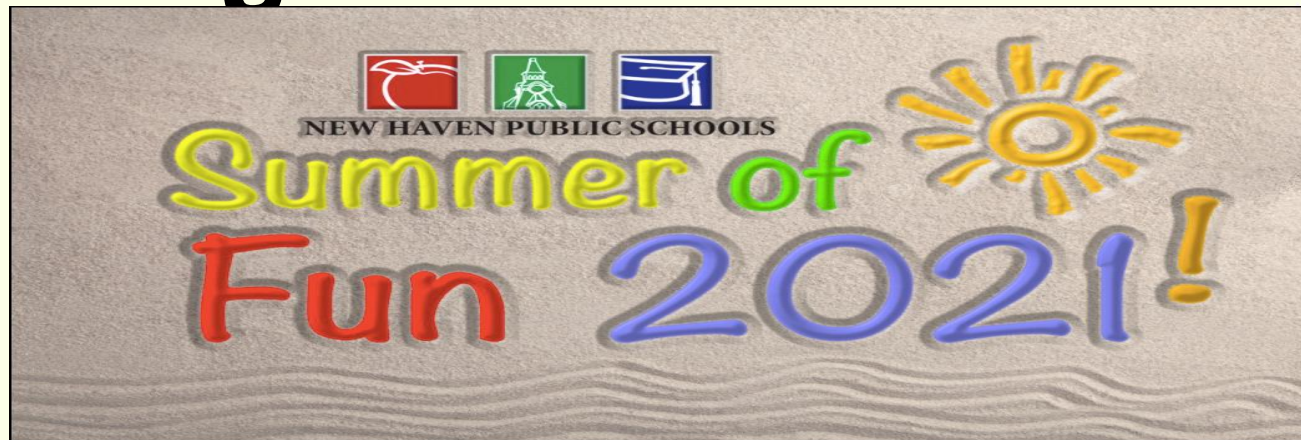
- Contract work, including drafting agreements and amendments with outside vendors, negotiation of pandemic-related modifications, and interpretation of terms as issues arise
- Attendance at all BOE meetings
- Attendance at all F&O Committee meetings
- Attendance at Citywide School Building and Stewardship Committee meetings as requested
- Attendance at other BOE and related committee meetings as needed
- Pandemic response consultations, including review of executive orders and application of orders to BOE activities
- Attendance at labor and employment staff meetings
- Representation of BOE at state administrative hearings (FOIC, Department of Education)
- Representation of BOE in connection with federal and state investigations
- Responding to subpoenas and related court appearances, including criminal investigations, civil subpoenas, and administrative subpoenas
- Responses to FOIA requests, including review and acknowledgement of requests, evaluation of exemptions, and review of records prior to disclosure
- HR and labor relations consultations
- Meeting preparation, including review of agendas for FOIA compliance
- Consultation with outside counsel regarding pending matters
- Day-to-day engagement with BOE staff
- Coordination with other City departments regarding BOE matters

Thank you for your consideration in this matter.



NEW HAVEN PUBLIC SCHOOLS

# Supporting Students and Families



**ATTEND. CONNECT. ENGAGE.**  
**A.C.E. FOR LEARNING**  
Call for Support @ 475-220-1734  
NHPS OFFICE OF YOUTH, FAMILY & COMMUNITY ENGAGEMENT





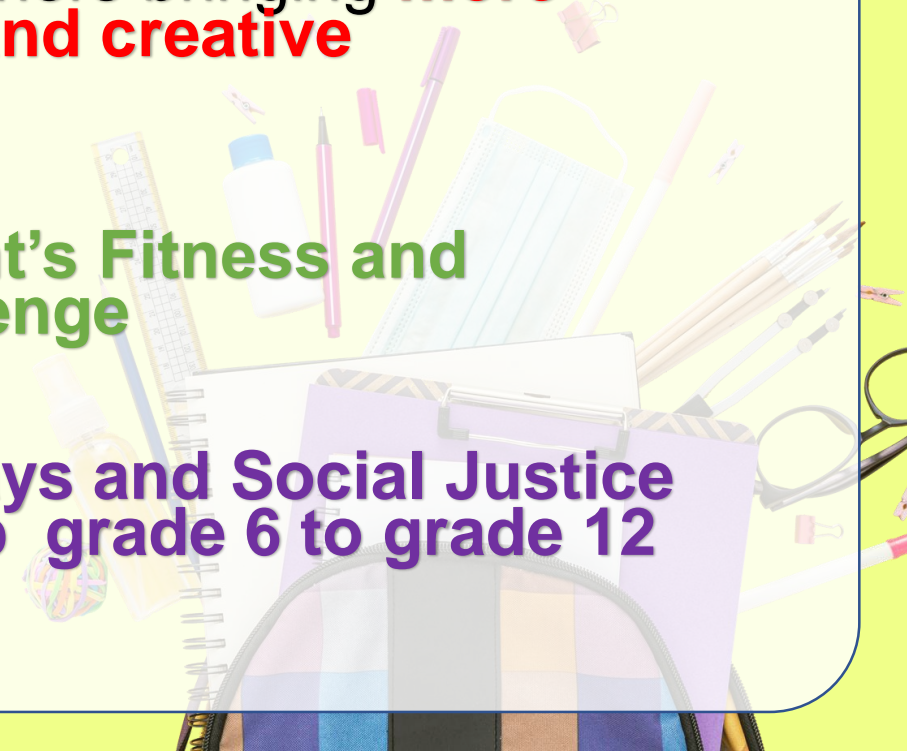


NEW HAVEN PUBLIC SCHOOLS

# Summer of Fun 2021!



- Expanding collaborations with community partners bringing **more theme based and creative programming**
- Superintendent's Fitness and Learning Challenge
- Career Pathways and Social Justice Summer Camp grade 6 to grade 12





NEW HAVEN PUBLIC SCHOOLS

# Summer of Fun 2021!



In NHPS buildings:

- Number of students programs proposed serving = 4000
- Community Partners = 15



# *Summer Weekends Extravaganza*







## Support and Connect our most at risk students chronically absent

- NHPS, in collaboration with Governor Lamont's "Learner Engagement Attendance Program"
- ACES is the fiduciary for \$1.2 million to reduce chronic absenteeism



Expand our door to door outreach by linking in trusted community partners to assist now, through-out the summer, and early Fall.. An expansion of WoW Wexler

The United Way will serve as NHPS's primary community-based partner to engage and coordinate all participating partners. The United Way stepped up early to assist us.

ICE THE BEEF and other respected and trusted grassroots door-to-door organization, will provide "boots-on-the ground" activities to help reach students and families.

UNH Youth Justice Institute will provide community/relationship building and restorative framework training in engaging families.

Veoci will serve as the data collection platform that tracks quantitative and qualitative data on results, including student attendance and the specific supports implemented to assist students and families.

# Thank You





**City of New Haven**  
**(on behalf of the New Haven Public Schools)**

**And**

**AFSCME Council 4. Local 3144**  
**(On behalf of Linda Hannans)**

**Re: Temporary Acting Assignment to Chief Financial Officer**

The New Haven Public Schools for the City of New Haven (The City) has determined the need to immediately and temporarily fill the vacant position of the Chief Financial Officer (CFO) by a Local 3144, AFSCME Council (Union) bargaining unit member due to an unfilled vacancy. The CFO is a key strategic leader within the Superintendent's Cabinet required to manage and administer the financial and business affairs of the New Haven Public Schools in such a way as to maintain the integrity of District finances and maximize financial and related resources in a manner that promotes the highest level of educational experience and equity for the students of New Haven Public Schools. Reporting directly to the Superintendent of Schools, the Acting CFO will be responsible for all financial management activities and will provide counsel and advice to the senior management staff and the Board on all financial matters. This acting position will oversee and implement financial policies and plans for NHPS and will provide overall management and direction for the accounting, budgeting, and grant management functions. This acting position is necessary in order to ensure the continued management of the financial operations and staff for the NHPS system. Therefore, the City of New Haven and 3144 Union hereby agree and stipulate the following:

1. The City shall temporarily assign Linda Hannans (Employee), Central Office Business Officer, as the acting CFO for up to a six month period commencing the date this MOU is fully executed or until the vacancy is filled, whichever comes first. NHPS Human Resources has reviewed Ms. Hannans qualifications and finds that she meets the minimum job requirements for CFO with the NHPS.
2. This assignment as reference in no. 1 of this Agreement is considered to be temporary as an emergency appointment and may be terminated at any time by the appointing authority or Ms. Hannans; such action shall not be subject to review or appeal. Upon termination of this Agreement, the Employee shall return to her previous position and salary (pre-appointment to the Acting CFO) of Central Office Business Officer as a member of the 3144 Union.
4. At all times in which the above referenced employee is working in the position of Acting CFO her current salary of \$107,031.00 shall be increased to \$185,000.00. Such earnings shall be included in pension calculations for the year earned, but will not otherwise impact the Employee's pension benefits as set forth in the 3144 collective bargaining agreement.

5. It is explicitly understood by both parties that this is considered a temporary assignment and that such assignment shall not be considered or implied as giving any other 3144 employee, now and in the future, any right to claim such assignment and its corresponding pay as an obligatory benefit or as a newly created classification under the current and/or any successor 3144 Collective Bargaining Agreement.

6. After the completion of this temporary assignment, any prior practices or benefits relative to the manner in which the assignment has been compensated for in the past, including overtime, holidays, sick time and any other contractual entitlements, shall hereinafter, now and in the future, become null and void, in their entirety, and shall no longer have any force or effect, directly or implied, on either party. Any future acting assignment shall be individually negotiated separate and apart on an as-needed basis and shall not be bound by any prior practice or benefit whatsoever. It is understood that this specific provision shall not apply to any acting assignment currently in effect on the execution date of this Stipulation.

7. This Memorandum of Understanding represents a mutually complete, final and binding resolution, in its entirety, of any and all issues relating to this instant matter and shall act as a complete and total bar from any further proceedings, pending or implied, in any other forum; provided the terms set forth herein are met. Any extensions of this agreement must be mutually agreed to in writing.

8. It is further agreed that nothing contained herein shall set any precedent nor shall it constitute any form of a past practice on either party due to the unique circumstances as described above.

9. The parties acknowledge that this agreement cannot be executed without prior approval by the Board of Education.

For the City of New Haven

For the Union

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Date: