

# SAFELY MOVING FORWARD

*RESILIENCE IS OUR STRENGTH*

## NYSED Re-Entry Plan



ENLARGED CITY SCHOOL DISTRICT OF MIDDLETOWN

***EDUCATE. ENGAGE. EMPOWER.***



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## Message from Superintendent Richard Del Moro

Dear Valued Members of the Middletown School Community,

Writing this letter today, I am immensely aware much uncertainty exists in all aspects related to this health pandemic, including the process of recovery as our families, district and community plans for the start of the new school year. Recovery will take time and should be approached with patience given the scope of processes, people, and places affected by COVID-19. I invite our entire school community to openly communicate about recovery, be responsive to the challenges they are facing and reach out to one another in support as we move forward. I am confident we will move forward successfully. I am re-inspired by the countless displays of interdependence exhibited during this period making our organization stronger together. We deeply appreciate the collaborative efforts of our Board of Education and the countless hours of planning our teams have put into this process in order to prepare different scenarios for re-entry. As the summer is winding down, we know you are eager to hear how our district will support our students, faculty, staff and entire school community as we prepare for the start of the 2020-2021 school year. While much remains uncertain, we hope the return plan we have outlined provides our school community with the principles, assumptions, and strategies which served as guideposts for our gradual return to in-person instruction on our school campuses.

**The health and safety of our valued students, educators, staff, and the surrounding community remain at the forefront of all of our planning considerations.** Middletown's plan to reopen our school campuses for in-person instruction will be grounded in the best available scientific and medical information and will adhere to guidance and constraints provided by federal (including Center for Disease Control), state (New York State Education Department (NYSED) and Department of Health (NYSDOH) and local government officials (Orange County Department of Health). Our plan is based on current knowledge, assumptions about what is possible, and actions we may need to take as a result of changing conditions. We recognize the plan is fluid and as the environment changes we may need to make quick pivots, possibly overnight, to meet changes in order to keep continuity of learning as well as the health and safety of our entire community intact.

**Our commitment to collaboration will inform every stage of our continued planning process.** We are dedicated to continuing to seek out ways to engage the school community through participation in virtual forums, frequent communication, and solicitation of feedback as varying components of our plan are put into action.

**We are planning for educators and staff to return to our campus locations beginning September 1. Educators will be on campus to provide instruction to all students in grades K-12 in a remote environment. Students will return in a phased and closely monitored way to our campus locations for in-person instruction beginning in October. While some students are being returned to campus locations, those not in buildings will remain in a remote instruction environment.** Making this decision now provides more certainty about the start of the school year and enables our educators to focus solely on preparing for high quality remote learning experiences. We know this decision impacts our students, families, and community, and we appreciate your understanding and flexibility as we respond to the implications of the COVID-19 pandemic.

**During our phasing in of students, educators and staff will continue to work from our campus locations to deliver high quality remote instruction to students.** We thank all of our educators and staff for their ability to move both academic and school operations to a remote environment this spring. The work done in the midst of the health pandemic was nothing short of Herculean. With knowledge gained during our experiences this spring, we have identified the conditions in which we believe instruction thrives:

- Delivery of remote instruction by our educators from our campus locations -- ensuring access to high-quality and varied resources, access to support staff as well as reliable internet with high bandwidth connection;
- Consistent synchronous (real-time) instruction with opportunities for acceleration;
- Compassionate approach to transition and adjustment;
- Responsive approach to supporting students with trauma;
- Quality connections with students and families through a combination of virtual touchpoints, phone conversations, and written communication;

**We realize the location and mode of our instructional delivery is different, and we heard from you through your feedback specific conditions where your child thrived. We are committed to serving our entire school community by providing a distinctive experience for students in grades K-12 centered on synchronous (real-time) instruction, rigorous academics, compassion, inclusivity, diversity, success, and care.** Hallmarks of the student experience -- including responsive teaching and learning, engaging experiences, and social and emotional health -- will continue to be available to students whether they are learning remotely or in-person on our campuses. Given the current science and health conditions, students will be fully remote as we begin Quarter 1 of the academic year. As a result, we are taking steps to provide additional resources and training for educators to support the success of our students.

**Our preparations for the start of the school year give special attention to the diverse needs of educators, staff, students and our community.** We understand individuals have varying needs for access and support, and our planning will take these needs into consideration. There will be continued opportunities for educators and our school community to ask questions and provide input through various channels of communication.

**Finally, we understand recovery is an evolving process, not a single milestone.** Our plan is based on current knowledge and key assumptions about what is possible regarding the health pandemic. We recognize our plan may evolve as circumstances change, and we will adapt accordingly ensuring continuity of learning for all.

We understand your review of this plan may leave you with more questions than assurances. Please know we are committed to continued, frequent communication as plans evolve and more information is available. In the meantime, if you have questions or input, please reach out to me.

**There is no power for change greater than a community working toward a shared goal and common purpose.**

Thank you for all you do to make Middletown a wonderful place to learn and grow.

With respect - stay safe,

*Richard Del Moro, Superintendent of Schools*

## Glossary of Key Terms

The following terms are used throughout this document:

**Asynchronous Learning** - Asynchronous learning means the students engage with the class content at a different time (and from a different location) from their educator (not real-time). The instructor provides students with a variety of class assignments/materials/resources and students move through assigned materials on a more flexible timeline with guidance from the educator. Examples might include readings or uploaded media/videos, online quizzes, discussion boards, presentations and more. The instructor sets guidelines, provides them with feedback, and assesses them as needed.

**Hybrid Learning** - Hybrid learning is an approach that combines traditional, in-person instruction with online instruction where students interact with the instructor, the material, and other students through both a physical classroom and an online platform. In a hybrid learning environment, students complete the majority of coursework remotely at home and come on campus for face-to-face learning sessions with their teacher a few times during the week. When off-campus learning remotely, students are engaged with individualized assignments, instructional resources, assessments, links to online content, and utilize a hub (i.e. Google classroom) for student-teacher interactions and student collaborations, video-recorded lectures/mini-lessons, articles, and collaborative experiences.

**Subcommittees** - Each key element of our plan was built out within a subcommittee. Each subcommittee made recommendations for guidance and action steps outlined in this plan. Subcommittees will also be responsible for carrying out or delegating tasks aligned to their area moving forward.

**Synchronous Learning** - Synchronous learning means the educator and the student(s) come together at the same time -- either face-to-face or remotely -- for real-time interaction. When students are remote, synchronous events are typically conducted using digital tools such as, but not limited to, Google Meets and Zoom -- tools such as these allow for live streaming of audio, video, and presentations, such as live classes or meetings, live conversations, simultaneous document editing, and more. Synchronous instruction enables students and teachers to engage in real-time communication, instruction, feedback and clarification.

### You may also see reference to the following abbreviations:

Enlarged City School District of Middletown (ECSDM)  
Building Condition Survey (BCS)  
Centers for Disease Control (CDC)  
Committee on Special Education (CSE)  
Department of Health (DOH)  
Individualized Education Program (IEP)  
Multilingual Learner (MLL)/English Language Learner (ELL)  
New York State Education Department (NYSED)  
Personal Protective Equipment (PPE)  
Social-emotional Learning (SEL)  
Students with Disabilities (SWD)

# Introduction

We believe our school district is the backbone of our community. As a result of the COVID-19 pandemic, there is an understanding that education today will be changed tremendously in unprecedented ways. It is incumbent upon educational leaders to take concrete steps to educate, engage and empower our school community to restore, reconstruct, and re-affirm the importance of education for all students. Now is the time for each and every one of us to show conviction and courage in the decisions we make, based upon historic changes not only in the state of New York, but across the nation.

Since our brick and mortar school buildings closed in March, the District planning teams have met multiple times each week to address issues related to the COVID-19 health pandemic. We have identified concerns, shared best practices, and made recommendations to provide the entire school community with wrap-around support. Now is the time to move forward and forge a path for re-entry into schools. The path forward must focus on creating environments which are safe for each and every member of our school community.

Our return planning guide provides clear guidance on processes and procedures across all seven of our schools to address health, safety, and well-being guideposts which serve as a road map for future instances of school closures. Re-entry into brick and mortar school buildings depends on science, including trends and key data points found in the guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#) as well as the Governor's metrics for reopening schools across the state.

The goal of this guidance document is to provide a plan for our school community to re-enter brick and mortar buildings at a time when the science on the health pandemic indicates it is safe to return as well as when all students and educators feel comfortable and safe to return. The best way to plan for this is to identify solutions where the district can phase in students and educators to our brick and mortar buildings. In addition, our plan outlines systems of supports to make the transition from a fully remote environment to in-person instruction. Each district across the state of New York has unique local circumstances making a return to in-person instruction an individual district decision. Our return plan identifies an approach where our unique challenges and opportunities are considered. Different systems require different solutions. There will be calendar considerations, scheduling models, and staffing needs at different levels. Ensuring the ongoing health and safety of each and every member of our school community is of paramount importance.

The areas outlined in this plan represent the myriad considerations we will address to re-enter schools safely and to sustain their safe operation. It is important to note our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. Inclusivity and the social-emotional needs of our students are key priorities and are also addressed within our plan.



This plan includes procedures that will be followed in the schools listed below:

School	BEDS Code	Principal Contact
Middletown High School	441000010009	Tracey Sorrentino - <a href="mailto:tracey.sorrentino@ecsdms.org">tracey.sorrentino@ecsdms.org</a>
Monhagen Middle	441000010014	Dominick Radogna - <a href="mailto:dominick.radogna@ecsdms.org">dominick.radogna@ecsdms.org</a>
Twin Towers Middle	441000010010	Camille Adoma - <a href="mailto:camille.adoma@ecsdms.org">camille.adoma@ecsdms.org</a>
Maple Hill Elementary	441000010015	Susanne Driscoll - <a href="mailto:susanne.driscoll@ecsdms.org">susanne.driscoll@ecsdms.org</a>
Presidential Park	441000010018	Susan Short - <a href="mailto:susan.short@ecsdms.org">susan.short@ecsdms.org</a>
William A. Carter	441000010006	Kathleen Jensen - <a href="mailto:kathleen.jensen@ecsdms.org">kathleen.jensen@ecsdms.org</a>
Maple Hill Annex at Truman Moon	441000010015	Susanne Driscoll - <a href="mailto:susanne.driscoll@ecsdms.org">susanne.driscoll@ecsdms.org</a>

**To be clear, the health and safety of our students, our staff, and their families is our top priority.** We have developed a plan which intends to ensure students and staff feel comfortable and safe returning to school campuses for the delivery of instruction. As previously stated, it is possible we may need to shift quickly between phases of learning throughout the year due to Executive Orders by the Governor or recommendations and guidance from our partnering agencies. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to return to school campuses for in-person instruction.

**The School Nurse Practitioner and Director of Safety and Security will serve as the district's COVID-19 Coordinators.** They will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the district is in compliance and following best practices outlined in the state and federal guidelines.

As with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from the state, Centers for Disease Control (CDC), and the New York State Education Department (NYSED) and in consideration of our valued students, their families, our educators, and our staff. We strongly believe the services described throughout this plan are in the best interests of our entire school community.



## Values and Guiding Principles - Educate. Engage. Empower.

The development of this plan was guided by and rooted in the following guiding principles:

### EDUCATE:

- **Safely Educate** - We safeguard the health, safety and well-being of students, faculty, staff and the surrounding community.
- **Academic Rigor** - We provide opportunities for all students to access rigorous academic experiences.
- **Educational Equity** - We strive to be an inclusive culture connecting innovative teaching and learning across disciplines to ensure current policies and practices do not result in disparate outcomes for traditionally marginalized student populations (students of color, living in poverty, receiving special education services, English Language Learner services, or homeless youth).

### ENGAGE:

- **Strong Communication** - We foster strong two-way communication with partners, such as families, educators, and staff through frequent communication in multiple languages, and solicitation of input as plans are developed throughout the year.
- **Partnerships** - We engage students, families, and community representatives as partners in decision making, and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.
- **Monitoring** - We developed our plan on current knowledge and key assumptions about what is possible. We recognize specific components of our plan will evolve as the environment changes, or as we are able to confirm our assumptions and adapt accordingly.

### EMPOWER:

- **Social and Emotional Wellbeing** - We factor into decision making the challenges to the physical safety, social-emotional wellbeing, and the mental health needs of our students caused by school closure. We will continue to work to create a distinctive experience centered on the success and wellbeing of our entire school community.
- **Supporting Diversity** - We welcome and inspire inquisitive minds from all backgrounds. We will give special attention to diversity, equity, and inclusion goals. The particular access and support required for one student or group may be different from others. All components of this plan will be reviewed through an inclusive lens.
- **Equitable Access** - We emphasize equity, access, and supports as we emerge from this historic health disruption to our educational system.

## Acknowledgements

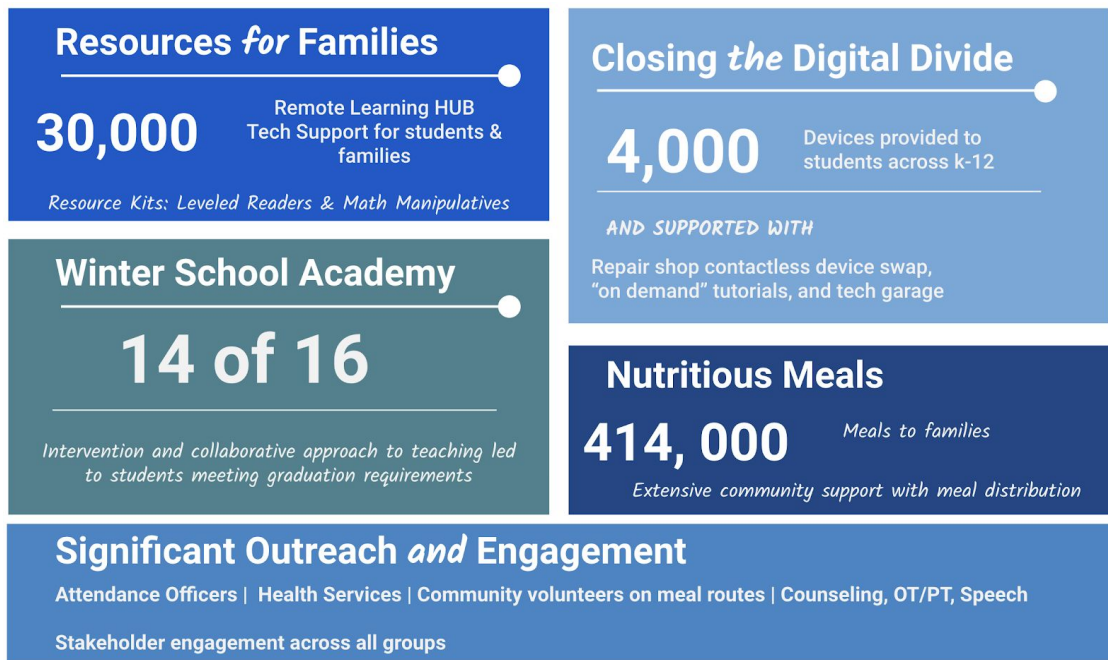
Superintendent Richard Del Moro convened representatives from various stakeholder groups across the district to consider how to plan for the 2020-2021 school year. He charged the Responsive Return Planning Workgroup with placing the health and safety of our students, educators, and families first, while prioritizing the social-emotional and academic needs of those students most disproportionately impacted by the health pandemic and resulting off-campus, remote school scenario. To help inform our return planning, the district engaged stakeholders, including administrators, faculty, staff, parents/guardians/caregivers of students, our local health department officials and health care providers, and employee unions and community groups. Engagement efforts included online surveys, virtual town halls, subcommittee meetings, Board of Education meetings, and one-on-one conversations. Committees provided meaningful input, purposeful recommendations, and a willingness to collaborate with a unified sense of purpose, supporting our entire school community.

The District Return Planning workgroup organized planning into the following committees:

- **Academics**
  - Instruction
  - Academic Operations
  
- **School Community Supports**
  - Social-Emotional Learning
  - ENL, Bilingual & World Languages
  - Special Education
  - Food and Nutrition Services
  
- **Operations**
  - Health, Safety & Security
  - Facilities
  - Transportation & Student mobility
  - Budget
  - Technology

Committees devoted countless hours to the creation of the plan and will continue to devote the time and energy necessary to see it come to life in the following weeks. The district is committed to supporting the work necessary to heal and forge a path forward toward re-entry. We will **educate, engage, and empower** our learning community. This planning guide and the resources contained within will support the regulated and complex work associated with preparing for the 2020-2021 school year responsibly, with compassion, and in alignment with public health science, and in a way where we can rigorously address student social-emotional needs as well as accelerate learning and close opportunity gaps.

## Highlighting Success: March - June 2020



During our period of remote learning our district is proud to have supported our community with:

### Resources for Families:

- 30,000 leveled readers and/or math manipulative kits provided to families
- Access to an online resource -- The Remote Learning HUB -- where students, families and educators could view on-demand tutorials, make appointment for tech support, gain access to information on digital content providers, engage with digital content to accelerate learning and access digital copies of the printed academic bundles provided to students in grades K-6.

### Winter School Academy:

- Intervention and collaborative approach to teaching and learning leading to 14 students who were at-risk of not meeting graduation requirements to meet/exceed requirements making them eligible to graduate in June 2020.

### Significant Outreach and Engagement:

- Stakeholder engagement across all groups utilizing support services, community volunteers, and educators.

### Closing the Digital Divide:

- All students K-12 with a district-provided device
- Contactless device swap and on-demand video tutorials

### Nutritious Meals:

- Provided 414,000 meals to students aged 18 and under within our community
- Extensive collaboration and community support with meal distribution

# Communication Plan

## Our Process and Strategies for Safely Moving Forward

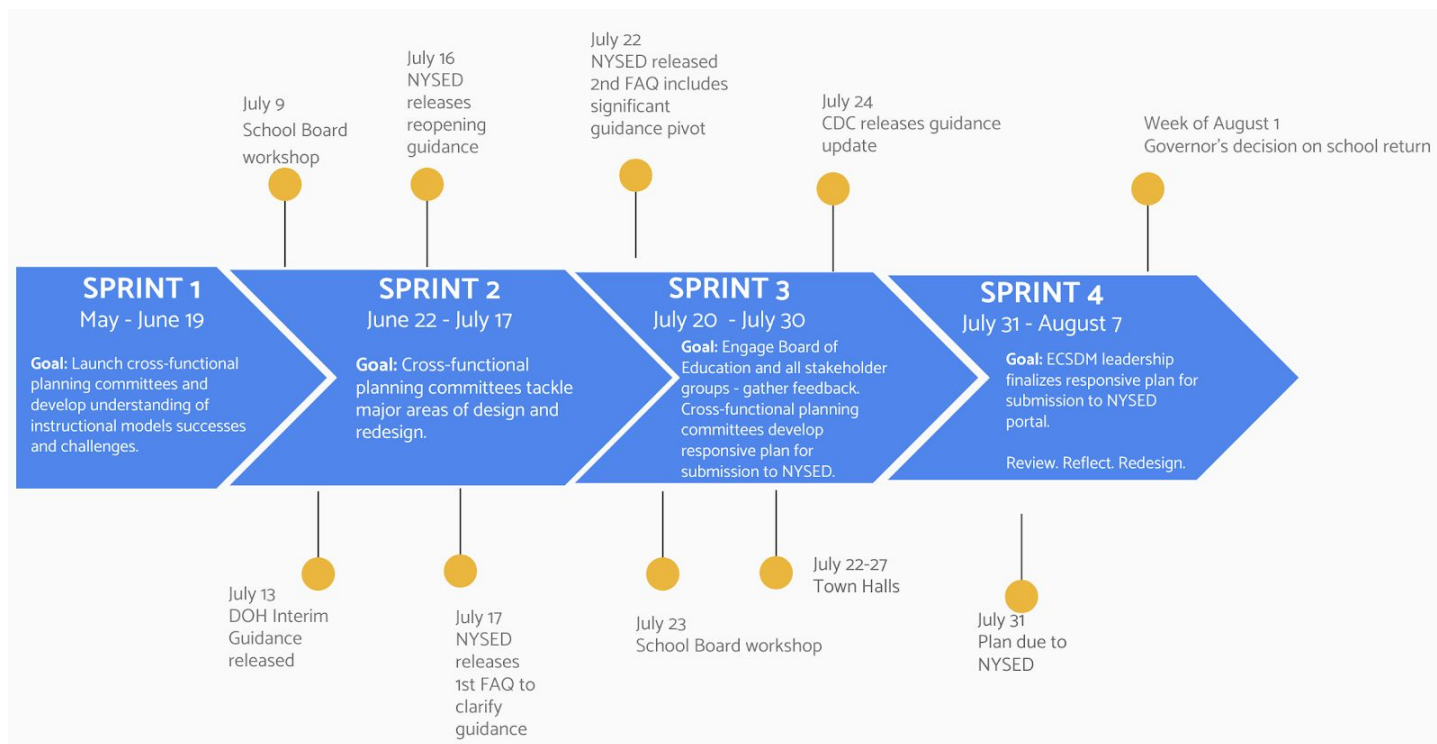
The district remains committed to communicating all elements of this reopening plan to students, parents guardians/caregivers of students, staff, visitors and our school community at-large. The plan is available to all stakeholders via the district website at <http://www.middletowncityschools.org/return> , and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for the 2020-2021 academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians/caregivers of students, visitors and education partners and vendors. The district will use existing communication modes including Board of Education meetings, our district website, Facebook, and more – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, and requirements related to school operations throughout the pandemic.

## Our Communication Goals

- Encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the required use of acceptable face coverings (i.e. a face mask covering the nose and mouth), when a social distance cannot be maintained. Our district is committed to slowing the spread of COVID-19. Although not required by the DOH and CDC we strongly encourage both social distancing and wearing of a face covering.
- Provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.
- Utilize a variety of platforms including email, telephone calls, text messaging, social media, district website postings and virtual town halls as needed to ensure messaging is clear, consistent and fully communicated.
- Communicate information to limited English proficient parents/caregivers in a language they can understand.
- Close the digital access gap by providing information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

## Timeline and Metrics for Return Planning Decisions



*Metrics to determine return to in-person instruction are dependent on a district/school being able to implement NYSDOH and NYSED guidance on social distancing practices (6 ft.) while in school facilities and on school grounds (inclusive of students, faculty, and staff).*

### Metrics to determine return consideration:

- Average daily infection rate of the virus is **5% or less**, using a 14-day average, schools in identified regions **can reopen their brick and mortar buildings for in-person instruction with social distancing**.

### Metrics to determine mandate closure:

- Average daily infection rate of the virus is **9% or higher**, using a 7-day average, after August 1, schools in identified regions **must close**.

*"We believe the real question to address is not if we will return to our campuses with students and teachers, but when and how we can reopen our campuses safely and responsibly putting the health and wellbeing of our entire school community at the forefront."*

*Richard Del Moro, Superintendent of Schools*

# Overview of our Return Plan

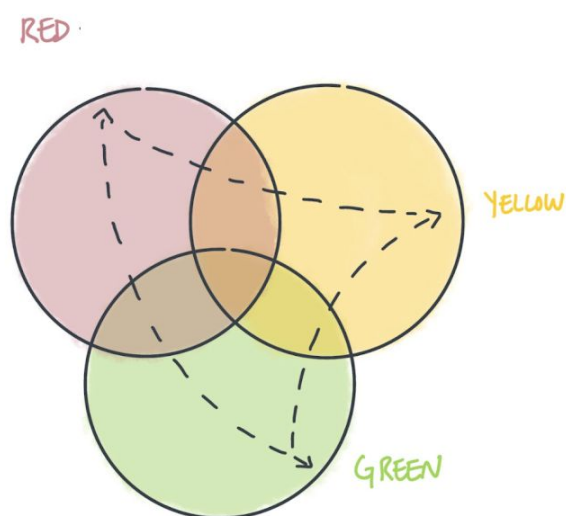
## Three Return to School Scenarios

In alignment with the New York State Education Department's guidance, we have developed our planning contemplating three return to school scenarios.

To prepare for the 2020-21 school year, we are:

- Developing three scenarios where the **health, safety and wellbeing** of all stakeholders is at the **forefront** of planning
- Establishing plans **recognizing** the need for **rapid transitions** between face-to-face and continuous remote learning, which may be required based on health authority decisions and/or district decisions.
- Reviewing the school calendar in order to **create** a more **flexible approach** with some thought on potential shifts to address emergency short term school closures and the need to transition learning environments at a rapid pace.
- **Building** a more **rigorous, responsive and sustainable** continuous **remote learning model** which will support academically rich learning in a remote environment.

Due to the high number of knowns and unknowns and continued uncertainty, there are countless realities the district can plan around for reopening and the operations of the School Year 2020-2021. Below we have simplified this uncertainty by highlighting three reopening concepts, ranging from onsite face-to-face school, to enhanced continuous off-campus remote learning. These are intended to orient our entire school community to different and equally important scenarios uncovering how this year will be different from a typical school year while identifying what may need to change to accommodate new needs.



### Green: Scenario 1

- **100% In-person:** On-campus, in-person learning with social distancing.

### Yellow: Scenario 2

- **Hybrid:** Limited number of students on-campus, in buildings at one time (phased in approach) and other students learning remotely off-campus, at home.

### Red: Scenario 3

- **100% Remote:** Extension of remote learning



## Scenario Elements and Subcommittee Actions

All scenarios for return planning include the elements outlined in the chart below. Within each element, subcommittees engaged regularly creating actions ensuring we meet the reopening goals outlined.

Academics	School Community Supports	Operations
<p><b>Goal:</b> We support students' deeper learning of important content and competencies.</p>	<p><b>Goal:</b> We value our entire school community and support the wellbeing of our stakeholders.</p>	<p><b>Goal:</b> We organize our people, time, and resources for a successful return.</p>
<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>• Prioritize synchronous, real-time instruction, in a remote learning environment</li> <li>• Addressing learning loss and opportunities for acceleration through curriculum review and refinement</li> <li>• Flexible instructional models to address all three scenarios</li> <li>• Curate resources to address variability of academic skills</li> <li>• Student engagement</li> <li>• Core and specials classes</li> <li>• Social distancing and extracurriculars/athletics</li> <li>• Explicit expectations for instruction in all scenarios</li> <li>• Explicit expectations for learning in a remote environment</li> <li>• Support and proactively communicate with families</li> <li>• Personalized approach to instructional practices in all scenarios</li> <li>• Development of responsive assessment plan to address learning loss and opportunities for acceleration</li> <li>• Place emphasis on the infusion of social-emotional learning within the instructional day for students K-12</li> <li>• Resource distribution to students for at-home learning (leveled readers, manipulatives, etc.)</li> </ul> <p><b>Academic Operations</b></p> <ul style="list-style-type: none"> <li>• Student Information System/Records</li> <li>• Master scheduling</li> <li>• Attendance and enrollment</li> <li>• Curriculum resources</li> <li>• Hiring, onboarding and reallocation</li> <li>• Professional development and mandatory trainings to meet regulations/guidance</li> <li>• Staff evaluation</li> <li>• Policy revision</li> </ul>	<p><b>Students with Disabilities (SWD)</b> <b>English Language Learner (ELL)</b> <b>Multilingual Learner (MLL)</b></p> <ul style="list-style-type: none"> <li>• Meeting IEP and 504 plan requirements for students</li> <li>• Meeting CRPart-154 educational needs of ELL/MLL students</li> <li>• Supporting students in a remote environment with instructional and program services</li> <li>• Addressing learning loss and addressing opportunities for acceleration</li> <li>• Modifying curriculum - identifying supports/scaffolds</li> <li>• Engagement and relationships with families - regular communication and face-to-face touch points (using a remote module if needed)</li> </ul> <p><b>Social-Emotional Learning (SEL)</b></p> <ul style="list-style-type: none"> <li>• Mental health supports</li> <li>• Family supports for learning and social emotional needs</li> <li>• Engagement and relationships with families - regular communication and face-to-face touch points (using a remote module if needed)</li> <li>• Curriculum enhancements to include self-awareness, self-management, social awareness, relationship skills and responsible decision making</li> <li>• Staff well-being and regular opportunities for self-care</li> <li>• Building and maintaining culture</li> </ul> <p><b>Food &amp; Nutrition Services</b></p> <ul style="list-style-type: none"> <li>• Nutrition needs of students'</li> <li>• Responsive meal distribution (time/location)</li> </ul>	<p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>• Sanitation of facilities</li> <li>• Space for social distancing</li> <li>• Modification of existing facilities</li> </ul> <p><b>Health, Safety and Security</b></p> <ul style="list-style-type: none"> <li>• Protecting Operations staff</li> <li>• Training for Safety</li> <li>• Health + safety procedures</li> <li>• Medical needs and considerations</li> </ul> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• Human capital resources, physical resources and budgeting</li> <li>• Staffing</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Technology support for educators, students and families</li> <li>• Access to remote learning tools (Zoom, Google classroom, etc.)</li> <li>• Equitable access to devices and high bandwidth connectivity</li> </ul> <p><b>Transportation</b></p> <ul style="list-style-type: none"> <li>• Student mobility and transportation</li> <li>• Transporting meals</li> <li>• Sanitization of vehicles</li> </ul>



## Stakeholder Engagement - One Plan, Many Voices

Our district set a path to meaningfully engage with key stakeholders and incorporate their input into our plan.

*"In the middle of challenge we sought opportunity to reach every student."*

*Pastor Williams, Board President*

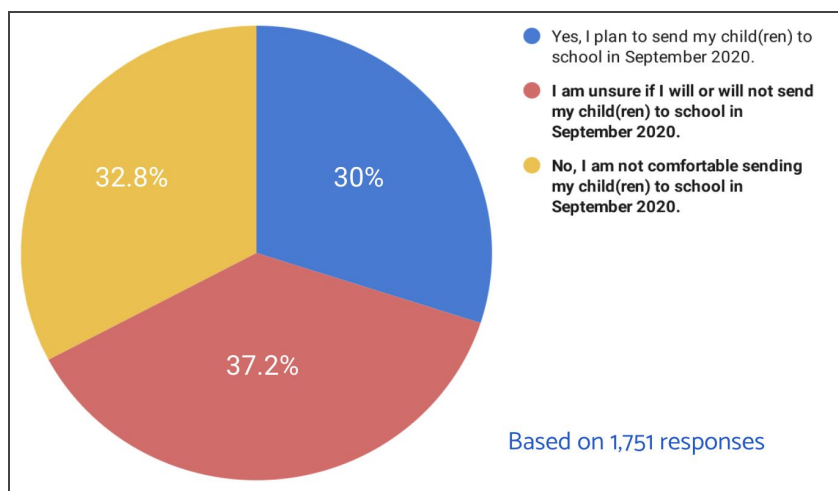
We are steadfast in our resolve to continue to regularly share progress with and elicit input from our community as our return plan is implemented. We are planning for rapid pivots and will continue to solicit input in how to serve our students in the safest way possible. Feedback enables our teams to virtually be in classrooms, homes and community locations; to see multiple perspectives, highlighting the diverse needs of our stakeholders; and to create a sense of

commitment to sustainably implement our plan with support.

Focus of Town Hall	Date/Time	# of Participants
Instructional Staff	July 22 - 12:00-1:00 PM	300
Community	July 22 - 6:00-7:00 PM	200
Non-Instructional Staff	July 24 - 3:45-4:45 PM	120
Students	July 27 - 4:00-5:00 PM	300

**Community Survey Question:** If our schools are permitted, under applicable guidance to have students in buildings in September 2020, will you be sending your child(ren) to school? Please note schools will follow applicable health and safety guidelines (i.e. face masks, cleaning protocols and social distancing).

\* Graph included below is from the July 2020 Community Survey



*\*Quotes included below selected based on the trends from the 620 participants in the Town Halls and over 2,000 responses to the surveys.*

*"My child really loved seeing their teacher online everyday. I don't want to send my child back yet, there is too much unknown. But, I do want more contact with the teacher on video. My child needs instruction, not just work assigned to her."*

*"My child is struggling. I want school to open it's the place where he learns best. I'm also scared and not sure I'm ready to send him back. I want to see what happens with the virus."*

*"I am personally ready to return to my classroom. I feel safe, I don't have anyone at home I'm worried about. I do worry if the kids will keep masks on and if the masks are good for them to wear for such a long day. How will they focus on instruction if they are uncomfortable?"*

*"I'm worried if we return to soon we will see more kids and teachers get sick."*

*"I miss my students so much, but I am very worried the stress of making sure they wear their mask all day and stay away from their peers will create a sterile classroom. I worry they won't feel safe."*

*"I would like a consistent schedule to make planning in my family easier. I'd also like more regular online teaching with the teacher as opposed to just getting work assigned."*

*"The safety of my family is my top concern. I don't want my child to bring the virus home. We live with an immunocompromised family member."*

*"My husband and I are frontline workers and we need our children to attend school in-person because we are a two parent working family. There is nobody home to support our children academically."*

*"I don't want the district to not see how serious this pandemic is. I have lost friends and family members. It's been a terrible time. I'm not ready to trust my child won't get the virus or bring it home. Being in school requires too much interaction. There are too many changes to get it or bring it home."*

## Phased Approach to our Safe Return

Our priority throughout our planning and as we move into school year 2020-2021 is to serve students with as much face-to-face time with their educators as possible, consistent with health, safety and well-being standards. Based on trends collected from key stakeholders in surveys and virtual town halls, work sessions with the Board of Education and each of our subcommittees, and the guidance released by the NYSED and the DOH requiring physical distancing requirements, we will be employing a phased approach to physically returning to our brick and mortar buildings this fall. A

**phased approach** means we will carefully consider current conditions and official health recommendations **before bringing back a small subset of our whole school population at a time.** Decisions on moving into and out of phases will be made by the Superintendent of Schools and will include consideration of the guidance and health conditions. We will deliver continuous high-quality instruction through a remote learning experience for all students. We have identified early learners and students with disabilities as a priority for a return to in-person services.






*"It is imperative students get as much face-to-face time with their educators as possible."*

*Richard Del Moro, Superintendent*





## Overview of Phases

We are currently planning on a six-phased approach, with each subsequent phase bringing a small subset of our population based on who research and CDC guidelines say benefit most from in-person instruction.

**NOTE:** In the event of increased risk of the spread of COVID-19 in our community, schools may delay moving to a phase or may return to a 100% remote learning model during any phase.


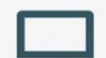

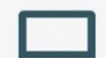
PHASE 0	PHASE 1		PHASE 2	
K-12	K & Special Programs*	1-12	K - 1 & Special Programs*	2-12
REMOTE MODEL 	HYBRID MODEL 	REMOTE MODEL 	HYBRID MODEL 	REMOTE MODEL 
All students <b>REMOTE LEARNING</b>	Students in K and Special Programs* will return to school for <b>HYBRID LEARNING</b> Partial in-person, Partial remote	All students Gr. 1-12 <b>REMOTE LEARNING</b>	Students in K - 1 and Special Programs* will return to school for <b>HYBRID LEARNING</b> Partial in-person, Partial remote	All students Gr. 2-12 <b>REMOTE LEARNING</b>



PHASE 3		PHASE 4	
K - 2 & Special Programs*	3-12	K - 3 & Special Programs*	4-12
HYBRID MODEL 	REMOTE MODEL 	HYBRID MODEL 	REMOTE MODEL 
Students in K - 2 and Special Programs* will return to school for <b>HYBRID LEARNING</b> Partial in-person, Partial remote	All students Gr. 3-12 <b>REMOTE LEARNING</b>	Students in K - 3 and Special Programs* will return to school for <b>HYBRID LEARNING</b> Partial in-person, Partial remote	All students Gr. 4-12 <b>REMOTE LEARNING</b>



**NOTE:** In the event of increased risk of the spread of COVID-19 in our community, schools may delay moving to a phase or may return to a 100% remote learning model during any phase.

PHASE 5		PHASE 6	
K - 4 & Special Programs*	5-12	K - 5 & Special Programs*	6-12
HYBRID MODEL 	REMOTE MODEL 	HYBRID MODEL 	REMOTE MODEL 
Students in K - 4 and Special Programs* will return to school for <b>HYBRID LEARNING</b> Partial in-person, Partial remote	All students Gr. 5-12 <b>REMOTE LEARNING</b>	Students in K - 5 and Special Programs* will return to school for <b>HYBRID LEARNING</b> Partial in-person, Partial remote	All students Gr. 6-12 <b>REMOTE LEARNING</b>

\*Please see details on phased approach on the following pages to learn more about special programs

## Outline for Phased Approach

### Phase 0

Week of:	Students - On Campus	Students - At Home Remote Learning
September 7-11 <b>9/7 - No School</b> September 14-18 September 21-25 Sept 28-Oct 2 <b>9/28 - No School</b>	No students on campus during the month of September	All students in grades K-12

### Phase 1

Week of:	Students - On Campus (every other day rotation )	Students - At Home Remote Learning										
October 5-9 October 12-16  10/12 - No School	<table><tr><th>Grade</th><th>Program</th></tr><tr><td>K</td><td>All students including SWD, ELL/MLL and 504</td></tr><tr><td>K-5</td><td>6:1+1 and 12:1+3 (42 students)</td></tr><tr><td>6-8</td><td>8:1+1 and 12:1+3 (24 students)</td></tr><tr><td>9-12</td><td>12:1+3 (15 students)</td></tr></table>	Grade	Program	K	All students including SWD, ELL/MLL and 504	K-5	6:1+1 and 12:1+3 (42 students)	6-8	8:1+1 and 12:1+3 (24 students)	9-12	12:1+3 (15 students)	Grades 1-12 <b>Exception:</b> prioritized high needs special education programs supporting significant cognitive deficits, multiple impairments and significant social-emotional needs will be on campus.
Grade	Program											
K	All students including SWD, ELL/MLL and 504											
K-5	6:1+1 and 12:1+3 (42 students)											
6-8	8:1+1 and 12:1+3 (24 students)											
9-12	12:1+3 (15 students)											

### Phase 2 (SEE UPDATES)

Week of:	Students - On Campus (every other day rotation )	Students - At Home Remote Learning																
October 19-23		Grades 2-12 <b>Exception:</b> prioritized high needs special education programs supporting significant cognitive deficits, multiple impairments and significant social-emotional needs will be on campus.																
	<table><tr><th>Grade/Phase</th><th>Program</th></tr><tr><td colspan="2">All of Phase 1 (see Phase 1 chart above)</td></tr><tr><td>1</td><td>All students including SWD, ELL/MLL and 504</td></tr><tr><td>K-8</td><td>12:1+2</td></tr><tr><td>K-5, 6-8, &amp; 9-12</td><td>12:1+1</td></tr><tr><td colspan="2">UPDATES to GRADES/PROGRAMS</td></tr><tr><td>2-6</td><td>Dual Language</td></tr><tr><td>2-12</td><td>BiLingual</td></tr></table>		Grade/Phase	Program	All of Phase 1 (see Phase 1 chart above)		1	All students including SWD, ELL/MLL and 504	K-8	12:1+2	K-5, 6-8, & 9-12	12:1+1	UPDATES to GRADES/PROGRAMS		2-6	Dual Language	2-12	BiLingual
	Grade/Phase		Program															
	All of Phase 1 (see Phase 1 chart above)																	
	1		All students including SWD, ELL/MLL and 504															
	K-8		12:1+2															
	K-5, 6-8, & 9-12		12:1+1															
	UPDATES to GRADES/PROGRAMS																	
	2-6		Dual Language															
2-12	BiLingual																	

## Phase 3

Week of:	Students - On Campus (every other day rotation )	Students - At Home Remote Learning												
October 26-30	<table><tr><th>Grade/ Phase</th><th>Program</th></tr><tr><td colspan="2">All of Phase 2 (see Phase 2 chart above)</td></tr><tr><td>2</td><td>All students including SWD, ELL/MLL and 504</td></tr><tr><td>3-5</td><td>15:1 (63 students)</td></tr><tr><td>6-8</td><td>15:1 (93 students)</td></tr><tr><td>9-12</td><td>15:1 (186 students)</td></tr></table>	Grade/ Phase	Program	All of Phase 2 (see Phase 2 chart above)		2	All students including SWD, ELL/MLL and 504	3-5	15:1 (63 students)	6-8	15:1 (93 students)	9-12	15:1 (186 students)	Grades 3-12 <b>Exception:</b> <i>prioritized high needs special education programs supporting significant cognitive deficits, multiple impairments and significant social-emotional needs will be on campus.</i>
Grade/ Phase	Program													
All of Phase 2 (see Phase 2 chart above)														
2	All students including SWD, ELL/MLL and 504													
3-5	15:1 (63 students)													
6-8	15:1 (93 students)													
9-12	15:1 (186 students)													

## Phase 4 (SEE UPDATES)

Week of:	Students - On Campus (every other day rotation )	Students - At Home Remote Learning														
November 2-6 November 9-13	<table><tr><th>Grade/ Phase</th><th>Program</th></tr><tr><td colspan="2">All of Phase 3 (see Phase 3 chart above)</td></tr><tr><td>3</td><td>All students including SWD, ELL/MLL and 504</td></tr><tr><td>6-12</td><td>Layered support services layered - counseling and intervention</td></tr></table> <p><b>WEEK of NOVEMBER 9</b></p> <table><tr><th colspan="2">UPDATES to GRADES/PROGRAMS</th></tr><tr><th>Grade/ Phase</th><th>Program</th></tr><tr><td>6</td><td>All students</td></tr></table>	Grade/ Phase	Program	All of Phase 3 (see Phase 3 chart above)		3	All students including SWD, ELL/MLL and 504	6-12	Layered support services layered - counseling and intervention	UPDATES to GRADES/PROGRAMS		Grade/ Phase	Program	6	All students	Grades 4-12
Grade/ Phase	Program															
All of Phase 3 (see Phase 3 chart above)																
3	All students including SWD, ELL/MLL and 504															
6-12	Layered support services layered - counseling and intervention															
UPDATES to GRADES/PROGRAMS																
Grade/ Phase	Program															
6	All students															

## Phase 5 (SEE UPDATES)

Week of:	Students - On Campus (every other day rotation )	Students - At Home Remote Learning																						
November 16-20 November 23-27	<table><tr><th>Grade/ Phase</th><th>Program</th></tr><tr><td colspan="2">All of Phase 4 (see Phase 4 chart above)</td></tr><tr><td>4</td><td>All students including SWD, ELL/MLL and 504</td></tr></table> <p><b>WEEK of NOVEMBER 16</b></p> <table><tr><th colspan="2">UPDATES to GRADES/PROGRAMS</th></tr><tr><th>Grade/ Phase</th><th>Program</th></tr><tr><td>7</td><td>All students</td></tr><tr><td>9</td><td>All students</td></tr></table> <p><b>WEEK of NOVEMBER 23</b></p> <table><tr><th colspan="2">UPDATES to GRADES/PROGRAMS</th></tr><tr><th>Grade/ Phase</th><th>Program</th></tr><tr><td>8</td><td>All students</td></tr><tr><td>10, 11, &amp; 12</td><td>All students</td></tr></table>	Grade/ Phase	Program	All of Phase 4 (see Phase 4 chart above)		4	All students including SWD, ELL/MLL and 504	UPDATES to GRADES/PROGRAMS		Grade/ Phase	Program	7	All students	9	All students	UPDATES to GRADES/PROGRAMS		Grade/ Phase	Program	8	All students	10, 11, & 12	All students	Grades 5-12
Grade/ Phase	Program																							
All of Phase 4 (see Phase 4 chart above)																								
4	All students including SWD, ELL/MLL and 504																							
UPDATES to GRADES/PROGRAMS																								
Grade/ Phase	Program																							
7	All students																							
9	All students																							
UPDATES to GRADES/PROGRAMS																								
Grade/ Phase	Program																							
8	All students																							
10, 11, & 12	All students																							

## Phase 6

Week of:	Students - On Campus (every other day rotation )	Students - At Home Remote Learning		
November 30-December 4		Grades 6-12		
	<table><tr><th>Grade/ Phase</th><th>Program</th></tr></table>		Grade/ Phase	Program
	Grade/ Phase		Program	
	All of Phase 5 (see Phase 5 chart above)			
<table><tr><td>5</td><td>All students including SWD, ELL/MLL and 504</td></tr></table>	5	All students including SWD, ELL/MLL and 504		
5	All students including SWD, ELL/MLL and 504			



## Moving between Phases

Equally as important as determining which groups of students will be in-person during each phase is determining how district leadership will determine if Middletown is ready to move from one phase to the next. Our number one priority is the safety of our students and staff, and each time we bring in a new group of students will bring with it increased needs for transportation, facilities and staffing.

We will know we are ready to begin to bring students back and move from phase to phase when:

- We are consistently implementing NYSDOH and NYSED guidance on physical distancing, hygiene, cleaning practices and other public health precautions, per formal assessment
- Data indicates we can meet staffing needs for this phase through full-time, part-time, substitute employees and contracted services
- Data indicates we have the personal protective equipment (PPE), face coverings, cleaning supplies and other resources needed to move to this phase
- Moving to this phase does not violate the New York State regulations about mask-wearing, physical distancing, or maximum facility capacity
- The current level of community transmission suggests it will be safe to do so

It is our sincere hope conditions will allow us to move to 100% on-campus, in-person learning for as many students as possible as quickly as possible. The district team will meet regularly to review the data above to determine if we need to move more slowly or more quickly through our phases. As seen in the charts above, it is our current plan the majority of students in grades 6-12 will remain in remote learning until at least December 4. There will be in-person services provided for counseling and intervention for grades 6-12 starting in Phase 4. For more information about the instruction provided to all students throughout the phases, **see page 21.**

## Teaching and Learning

### TEACHING & LEARNING IN MIDDLETOWN

#### What is remote learning?

Remote learning means students and educators are not physically together. Learning is still rigorous; students are immersed in vibrant academic experiences such as high-quality interactions with educators in virtual classrooms, small group work to facilitate acceleration of learning, and in some cases, physical materials will be distributed to homes in support of learning experiences. Remote learning this fall will be rigorous and highly structured with synchronous experiences each day.



#### Elementary (K-5)

Elementary students will have math and English language arts classes every day. Their social studies and science classes will alternate days and will include a focus on reading and interpreting text. Opportunities for collaboration and writing and reflecting on current social issues, including living in a diverse world will be woven throughout. In support of stress reduction, increased creativity, heightened cognitive function and the development of social skills, brain breaks are built in throughout the day. Social Emotional Learning continues to be a focus and each day educators will dedicate time within the instructional day to cultivate empathy, positive identity, relationship building, greater self-awareness and in support of positive decision making in students. Flexible time may involve students working on their own to investigate a concept further, demonstrate mastery or could include small group time with teacher. This block is also when Specials classes may take place.

#### Middle (6-8)

Middle school students will split their English, math, science, social studies, PE, pre-engineering, study hall, and Spanish classes between two days. Students will have four classes a day, always ending with a student support session. This time will provide students with additional academic and social emotional support to cultivate empathy, positive identity, relationship building, greater self-awareness and in support of positive decision making in students.



#### High (9-12)

High school studies will have nine classes split across two days, plus an academic support class. These nine classes will provide students with multiple opportunities to earn the credits they need to graduate. Possible classes include English, social studies, math, science, languages other than English, PE, health, arts, and electives. The academic support class will provide students with targeted support to ensure they are on track to pass their classes. Social Emotional Learning will be woven into the instructional day to cultivate empathy, positive identity, relationship building, greater self-awareness and in support of positive decision making in students.

#### What will in-person learning look like?

Once it is safe, we will phase in our return of students for on-campus, in-person instruction. To ensure health and safety are sustainable, face coverings will be worn at all times with the exception of when consuming meals. During meal consumption social distance will be mandatory. Teachers will rethink the ways in which they facilitate certain activities and electives to prioritize the safety of everyone.



At the heart of our plan is a need for effective, rigorous, and compassionate remote learning. We acknowledge this spring was challenging for all stakeholders because we were thrust overnight into a remote learning experience. However, we have taken a significant amount of time this summer to review our lessons learned, engage with stakeholders, prepare professional development for staff, and consider ways to support families and students with a start in remote learning this fall.

Our Elementary, Middle and Secondary level remote learning plans include opportunities for both synchronous (real-time) and asynchronous instruction as well as intervention and acceleration opportunities through small group support. Schedules will allow for ease of transition between in-person and remote learning. Within each model, we will assess learning gaps and address the ease of use regarding digital platform implementation.

Each of our curriculum scope and sequences is anchored in the New York State Learning Standards. Our scope and sequence documents are a comprehensive listing of the skills, strategies, and concepts students need to demonstrate proficiency in the content area. We curated curriculum teams, inclusive of administrators and teachers, to carefully review each curriculum document to identify areas for acceleration and remediation. In anticipation of moving into various models throughout the 2020-2021 school year we have collaboratively created strategies and curated resources to support in-person, remote or a hybrid model.

The majority of secondary level instructional minutes are spent on synchronous (real-time) learning wherein the teacher will interact each day with all of their students. Elementary schedules for remote learning include synchronous instructional time for core subjects every day as well as built-in small group time for teachers to meet with students in a 1:1 or small group format for instruction, intervention, acceleration and reteaching.

We provide all students with equal access to instruction in each scenario, as well as devices to use in all three scenarios. At the elementary level, small group time is built into the daily schedule to allow the teacher to tailor instruction to specific student needs including gap filling and 1:1 assessment and feedback. The secondary model also allows for student support within the model in several ways. The teachers will provide small group support within their daily instruction. In addition, students will have the opportunity to receive support with intervention and/or acceleration through scheduled sessions with teachers.

For information relating to teaching and learning in an Orange-Ulster BOCES (OUBOCES) special education and Career and Technical Education programs, please see the [OUBOCES website](#).

## SAMPLE Elementary School (K-5) Remote Learning Schedule

**Please note:** The schedule included below is for demonstration purposes only. Students may have subjects at alternate times contingent upon grade level and teacher.

Time	Schedule
8:00 - 8:15	<b>PreFuel:</b> Students eat breakfast - teacher hosts quick check-ins, takes attendance, and troubleshoots any technical issues
8:15 - 8:40	<b>Social Emotional Learning:</b> Teachers lead activities to build class culture and support individual student development of social emotional practices.
8:40 - 8:45	Transition
8:45 - 9:15	<b>English Language Arts Class</b>
9:15 - 9:25	Brain Break and Transition
9:25 - 9:55	<b>Math Class</b>
9:55 - 10:05	Brain Break and Transition
10:05 - 10:35	<b>Social Studies or Science Class</b>
10:35 - 11:20	Lunch
11:20 - 2:45	<b>Flexible time:</b> Students work independently, in groups or 1:1 with the teacher for acceleration or learning loss support, or with Specials teachers (art, music, library and PE).
2:45 - 3:30	<b>End of Instructional Day for Students</b> - feedback and check-out

*Remote Learning  
prioritizes high-quality  
regular synchronous  
(real-time) interactions  
with students.*

*Strengthening  
Social-Emotional  
Practices - 30  
minutes is carved out  
of each day for skills  
development*

*Literacy - reading,  
writing and word work  
Math - problem  
solving, number sense  
and fluency*



## SAMPLE Middle School (6-8) Remote Learning Schedule

Time	A1/B1 Day Schedule	B1/B2 Day Schedule
8:00 - 9:15	<b>Period 1</b>	<b>Period 5</b>
9:15 - 9:20	Transition	Transition
9:20 - 10:35	<b>Period 2</b>	<b>Period 6</b>
10:35 - 10:40	Transition	Transition
10:40 - 11:55	<b>Period 3</b>	<b>Period 7</b>
11:55 - 12:42	Lunch	Lunch
12:42 - 12:47	Transition	Transition
12:45 - 2:02	<b>Period 4</b>	<b>Period 8</b>
2:02 - 3:00	Student Support	Student Support

*Student Support includes both academic and social-emotional skills*

- additional intervention - opportunity gap
- small group acceleration
- health & well-being

*An A/B schedule will be followed. If Monday is an A1 day, the next school day is an A2 day.*

*Remote Learning prioritizes high-quality regular synchronous (real-time) interactions with students.*

*Sample Week:*

- MONDAY - A1
- TUESDAY - A2
- WEDNESDAY - B1
- THURSDAY - B2
- FRIDAY - A1

## SAMPLE High School (9-12) Remote Learning Schedule

Time	X/Y Day Schedule	X2/Y2 Day Schedule
8:00 - 8:50	<b>Period 1</b>	<b>Period 6</b>
8:50 - 9:00	Transition	Transition
9:00 - 9:50	<b>Period 2</b>	<b>Period 7</b>
9:50 - 10:00	Transition	Transition
10:00 - 10:50	<b>Period 3</b>	<b>Period 8</b>
10:50 - 11:00	Transition	Transition
11:00 - 11:50	<b>Period 4</b>	<b>Period 9</b>
11:50 - 12:00	Transition	Transition
12:00 - 12:50	<b>Period 5</b>	<b>Academic Support</b>
12:50 - 1:30	Lunch	Lunch

*Student Support includes both academic and social-emotional skills*

- additional intervention - opportunity gap
- small group acceleration
- health & well-being

*Students scheduled to earn credits needed to meet graduation requirements*

*Remote Learning prioritizes high-quality regular synchronous (real-time) interactions with students.*

*Sample Week:*  
Monday - X  
Tuesday - X2  
Wednesday - Y  
Thursday - Y2  
Friday - X

## Attendance and Chronic Absenteeism - Attend today, achieve tomorrow!

### Attendance and Attendance Reporting

Daily attendance reporting is a core requirement of each of the scenarios. We will communicate attendance policies and procedures with families and students at the start of the school year and will continue to communicate throughout the year to highlight the importance or make note of any changes and/or adjustments to expectations. Communication will include building level parent letters/newsletter, virtual touchpoints, home visits, robocalls, emails, text messaging, and social media. Teachers will record daily attendance in our student management system based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons. This year, more than ever we will support our students and families with being present, staying engaged and feeling supported. We will emphasize a strong, trusting relationship between students, families, teachers, and critical school staff will have a significant impact on the ability of students to achieve success. Establishing and maintaining regular communication with families and welcoming them as partners in our school community will create scenarios where students feel supported at home and in school.

### Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, we are committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote. We address chronic absenteeism using the following strategies and supports:

#### Nurture a culture of attendance

- Communicate clearly and compassionately to families and students the attendance policy and expectations for participating based on the model of instruction.
- Engage all stakeholders in a deeper understanding of the importance of attendance to the entire school community through collaborative conversations, [research](#), internal data review and community engagement.
- Utilize Infinite Campus (IC) to track daily attendance, tardies, and student engagement - utilization of the student information system encapsulates data in one central, secure location.
- Use attendance data points to quickly see the impacts on student academic performance.

#### Early Identification and Intervention

- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
- Establish intervention plans; parent phone calls, home visits, counseling, instructional modifications, engage community partners, etc.

#### Create a more positive school culture and a focus on engaging instruction

- Evaluate and address student engagement in learning
- Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
- Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

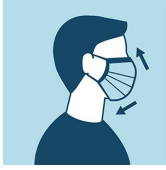


## Actions in Support of Academics

District	Schools
<ul style="list-style-type: none"> <li>● Design any needed shifts in how we plan, instruct and assess student learning</li> <li>● District should prioritize and enact multiple ways of engaging with families whose children have been furthest from educational opportunity. Think through ways to continue the conversation throughout the year to ensure students and family needs are being met in any learning environment.</li> <li>● Design instructional schedules for hybrid and remote learning scenarios.</li> <li>● Develop a plan for the launch of the school year including establishing protocols and routines, expectations for learning, and regular student connections with teachers</li> <li>● Utilize curriculum writing teams to conduct deep dive into scope and sequence to identify skill gaps from period of closure - how can we not only close learning gaps, but accelerate learning</li> <li>● Utilize curriculum writing teams to tackle areas of redesign within current scope and sequence documents to address learning loss. Highlight the need for rich print and visual resources which can be utilized in either an in-person or remote environment - embed social and emotional learning (SEL) and culturally responsive practices to support students both virtually and in person.</li> <li>● Utilize curriculum writing teams to highlight areas where curriculum needs adjustment to reflect the history and culture of students of all backgrounds</li> <li>● Considering modifications for the content of non-core classes to meet social distancing requirements</li> <li>● Determine how and which assessments will be used in a remote learning environment.</li> <li>● Consider potential implications to the teacher evaluation process (APPR) in all three scenarios.</li> <li>● Review grading practices</li> <li>● Review attendance policy - redesign needed components to meet requirements in NYSED guidance document</li> <li>● Plan for development and implementation of a remote learning toolbox for teachers, students and families.</li> <li>● Procure resources for take home kits to support at-home instruction</li> <li>● Develop resources to support student management (IC) backpack program</li> </ul>	<ul style="list-style-type: none"> <li>● Provide professional development and guidance for educators teaching in a remote environment: best practices for remote learning, shifts in schedules, curriculum updates</li> <li>● Rethink special schedules and guidelines for implementation of specials schedules</li> <li>● Create professional development opportunities surrounding scope and sequence modifications and implementation of assessment to determine learning loss</li> <li>● Plan for commonalities and in the use of foundational digital tools (ex. Google Classroom, Google Meet) to increase student engagement with academics</li> <li>● Plan for potential extracurriculars which can be done with social distancing to enhance/promote engagement and social emotional well-being</li> <li>● Plan for orientation of students and families to expectations for remote learning</li> <li>● Creating a grading document for Elementary, Middle and, High School (for teachers and families)</li> </ul>

# Operations

## Health and Safety



The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all district schools for the 2020-21 school year. Anyone with questions or concerns should contact our COVID-19 Coordinators Barbara Kura and Lenny Zapka at [covidinfo@ecsdsm.org](mailto:covidinfo@ecsdsm.org)

To ensure employees, students and visitors comply with requirements, we will:

- Post signage throughout each building to remind everyone to adhere to proper hygiene, social distancing rules, appropriate use of personal protective equipment (PPE), and cleaning/disinfecting protocols. In addition, we will use our main office lobby monitors and other visual mediums to loop critical information. Congregating in the lobby area will be discouraged.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
  - Website
  - Email
  - Social media
  - Print copy mailings
  - Voice and/or video messaging
  - Traditional media outlets
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries performed with appropriate PPE or through contactless means.
- If anyone who has contact with the facility or someone within the facility tests positive for COVID-19, the school district must immediately notify the Department of Health (DOH) at (845) 291-2330. We are required to cooperate with contact tracing efforts, including notification of potential contacts, such as students, parents/families workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

## Facility Entry

To ensure safe building entry and exit procedures, we will do the following:

- Where feasible, entry and egress in and out of all buildings will be limited to a single location for visitors. If applicable, multiple entry and egress points will be identified at each school campus to minimize cross traffic during student arrival and departure. Buildings are responsible for identifying entry and exit points and reviewing them with appropriate staff.
- A face covering must be worn by all individuals, students, staff, and visitors on school property when social distancing cannot be maintained. Our district is committed to slowing the spread of COVID-19. Although not required by the DOH and CDC we strongly encourage both social distancing and wearing of a face covering.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava or bandana and must completely cover the individual's mouth and nose.
- A plastic face shield alone is not an acceptable face covering. A mask under the face shield is also necessary.
- All individuals may choose to utilize their own face covering, however face coverings must be compliant with DOH guidance.
- We will provide daily face coverings for all students, staff and visitors on campus when needed.

## Daily Health Screening

To ensure all faculty, staff, and students comply with daily screening requirements, we will do the following:

- Prior to entering all Middletown Campus locations, staff and visitors must complete a medical screening questionnaire.
- Staff are required to complete a health screening prior to arriving on campus.
- Visitors will be required to complete the health screening prior to entering the building.
- All staff, students and visitors will be required to have their temperature taken prior to entering the building.
  - Staff are encouraged to monitor for temperatures and symptoms prior to arriving at work, however staff will be screened at arrival for temperatures.
  - Parents are encouraged to monitor for temperatures and symptoms prior to sending their student on a bus, however students will be screened at arrival for temperatures.
  - Visitors will have their temperatures taken upon arrival.
- For multiple visitors entering the building simultaneously, they will be required to stand at the marked out locations on the floor, maintaining social distance until they can be signed in and screened.
- Multiple lines and entrances will be coordinated, if needed to reduce crowding at building entrances and pick-up/drop off zones.
- Markings (whether in tape or otherwise) will be placed on the ground to indicate six (6) foot lengths to provide for greater social distancing for individuals while waiting for entry into the building.
- Only after all individuals have been accounted for, cleared through the medical screening and wearing proper face coverings, will access to the building be granted.
- Should a person fail the medical screening, access to the building must be denied. Please reference the Suspect or Confirmed COVID-19 Case section for guidance on protocols.

## Social Distancing

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone within our school facilities will practice social distancing expectations:

- All individuals on our premises must maintain social distancing. When social distancing cannot be maintained a face covering is required.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However in common areas, such as break rooms/lounges, hallways or bathrooms, the face covering must be worn. Our district is committed to slowing the spread of COVID-19. Although not required by the DOH and CDC we strongly encourage both social distancing and wearing of a face covering.
- Ensure six (6) foot distance, unless safety or core function of the work activity requires a shorter distance. Any time individuals are less than six (6) feet apart from one another, face coverings are required.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Social distance separation will be identified using tape or signs denoting six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as practicable and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent practicable.

## Personal Hygiene

Students, faculty and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools are encouraged to plan time in the school day schedule to allow for hand hygiene. To ensure all faculty, staff, and students comply with daily hygiene requirements, we will do the following:

- Hand hygiene includes:
  - Signage encouraging hand washing and correct techniques;
  - Access to training [videos](#) on appropriate hand washing;
  - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds);
  - Adequate facilities and supplies for hand washing including soap and water;
  - Use of paper towels or touch-free paper towel dispensers where feasible (hand dryers are not recommended as they can aerolize germs);
  - Extra time in the schedule to encourage frequent hand washing.
- Students and staff should wash hands as follows
  - Upon entering the building and classrooms;
  - After sharing objects or surfaces;
  - Before and after snacks and lunch;
  - After using the bathroom;
  - After helping a student with toileting;
  - After sneezing, wiping, or blowing nose or coughing into hands;
  - Anytime hands are visibly soiled;
  - When handwashing is not available use a hand sanitizer;
- Hand Sanitizer - When hand washing is not available students and staff may use hand sanitizer. Sanitizer is effective when it contains a minimum of 60% ethanol or 70% isopropyl alcohol. Sanitizers are flammable and students must be supervised when using these. Using hand sanitizers should include:
  - Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
  - Placement of sanitizer dispensers should be located near entrances and throughout common areas.

## Visitor and Vendor Practices

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings.

To ensure all faculty, staff, students, visitors and vendors comply with protective equipment requirements, anyone visiting Middletown facilities will do the following:

- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained. Our district is committed to slowing the spread of COVID-19. Although not required by the DOH and CDC we strongly encourage both social distancing and wearing of a face covering.
- All visitors check in at the designated location for temperature screening and to complete the COVID-19 health screening.
- Visitors must sign in with their identification to receive a visitor badge through our visitor management system. This will indicate to all other security locations the visitor has been screened.
- No visitor should enter a building unless given permission to access the building by the building principal or principal's designee. All meetings should be held outside or via virtual meetings when practicable.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.

## Training

Middletown will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person. Training materials are designed to be easy to understand and available in the appropriate language and literacy level for all workers. We will utilize videos to conduct the training where practicable.

Middletown will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Additional training will be provided in:

- Prevention of disease spreads by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.
- Avoiding the use of communal objects. If communal objects must be used, provide information on proper disinfection procedures between use. Examples of communal objects include, but are not limited to, other workers' phones, desks, offices, computers or other devices, other work tools and equipment.
- Provide employees and students with up-to-date [education](#) and training on COVID-19.
- Risk factors and protective behaviors (i.e., cough etiquette and care of PPE).
- [CDC considerations for schools](#)

Please see the appendix for additional information about training.

## Signs and Messages

Signs will be posted in highly visible locations (e.g., school entrances, restrooms) promoting everyday protective measures and describing how to stop the spread of germs (such as by properly washing hands and properly wearing a face covering).

To view some examples of sign we may use please refer to the images below as well as the linked examples:

[Example 1](#), [Example 2](#), [Example 3](#), [Example 4](#), [Example 5](#)





## Space Design, Capacities and Considerations

### General Office Area

- Office capacity will be reduced where practicable.
- Where practicable, offices and small spaces will be limited to one (1) individual at a time.
- Where practicable, additional protective barriers such as polycarbonate screens will be utilized to create a physical separation without hindrance to egress or airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided.
- Face coverings should be worn, when social distance is not practicable, in multiple use office settings.
- Additional breaks may be allotted to allow individuals time to leave the space to remove their face covering (mask). Specific determination of these conditions will be considered by the individual's direct supervisor.
- Where practicable, we will encourage the reduction of tasks requiring large amounts of people to be in one area (i.e. large meetings) unless social distance can be maintained.
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever practicable.
- If in-person meetings are essential, consider limiting meetings to 10 people or less depending on local, state, and federal guidelines and the ability to maintain social distance.

### Conference Rooms

- Use of conference rooms will be limited based on New York State guidance, only if virtual meetings are not practicable.
- If meetings are to occur in person, they will be conducted efficiently to avoid long periods of time where groups are congregating in-person.
- Social distancing among participants will be required, including the use of face coverings.
- Linger and socializing before and after meetings should be discouraged.

### Break Rooms and Lunch Rooms

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.
- Staff are advised to take their lunch and breaks in their private offices, classrooms, vehicles or outside if practicable.
- Staggered break schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together they must do such in a large space or outside, where at minimum 6ft. of separation can occur.
- Amenities handled with high contact frequency, such as water coolers, coffee makers, and bulk snacks will be replaced with alternatives where possible.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.

### Copier Rooms/Areas

- Congregating in copier rooms/areas is discouraged.
- Cleaning supplies will be provided at copier stations.
- Staff are encouraged to wipe down touch surfaces post and prior use.



## Elevators

- One person in an elevator at a time with the exception of instances where a student support is mandated.
- Personnel must wear acceptable face coverings when in common use areas.
- Elevators will be frequently disinfected.

## Restrooms

- All student and staff bathrooms, regardless of size will be limited to one person at a time.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Signage will be on entry indicating one person at a time.
- Automatic hand dryer use will be discontinued and replaced with touchless paper towel dispensers.
- Touchless water fixtures will be installed where practicable.

## Hallways/Stairwells

- Where feasible hallway traffic may be limited to single flow direction.
- Where single flow is not applicable, bi-direction traffic will be permitted.
- Directional flow will be identified by indications on the floor/stairs
- Adequate distancing will be obtained between all individuals by taped off lanes on the corridor floors/ stair treads.
- All individuals must also allow for adequate space between when traveling in the same direction.

## Classrooms

- Occupancy in each classroom will be specific and determined based upon the overall square footage of the space and ability to maintain social distance.
- Each student, teacher and support staff will receive not less than 6 ft. of separation from others.
- Additional considerations will be taken to account for space utilized for classrooms and teaching material.
- Overall class sizes will be reduced to accommodate all safety parameters.
- Students, teachers and support staff will be required to wear a proper face covering.
- Where possible students movement from space to space will be limited. Specialists and support staff will travel to the classroom to provide instruction/resources where practicable.
- Restrict items in the classroom to that of obvious use. Discontinue the use of shared resources such as pencils, crayons, scissors, calculators, etc.
  - Remove any unnecessary furniture.
  - Remove any soft surfaces that are difficult to disinfect such as:
    - Area Rugs
    - Soft fabric chairs

## Cafeteria and Areas for Lunch Service

- Social distance is required
- [Train](#) teachers on food allergies, including symptoms of allergic reactions to food.
- [Train](#) all non-food service staff on any meal service-related activities they will be responsible for.

## Health Offices/Nurse Stations

- All students and staff are required to wear appropriate face coverings.
  - N95 Respirator use for nurses should be limited to situations of suspected COVID-19
  - Nurses must receive proper training and fitment of N95 Respirators prior to use.
- Where applicable, nurse stations have been reconfigured to:
  - Maintain social distancing of no less than 6ft.
  - Create “sick” and “well” zones.
    - Students that receive daily medication should be treated separately from students presenting with symptoms of illness.
    - Nebulizer treatments should be conducted in a separate isolated space with adequate fresh air circulation.
  - Physical separation will be achieved by utilizing:
    - Individual exam rooms
    - Polycarbonate barriers
    - Retractable dividing curtain walls.
- Isolation Room/s
  - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.
  - A separate room will be utilized where applicable.
  - *Reference the Isolation Room/s section for additional information.*

## COVID-19 Health Services Isolation Rooms

- Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.
- Where excess space is not available. Nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum 6ft of separation.

## Security Vestibule/Reception areas

Security Stations will remain at all entrances of each building.

- Where a multi- entrance design is used, additional security posts will be instituted.
- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Polycarbonate barriers have been installed to protect all individuals.
- Floor demarcations have been installed to indicate where visitors shall stand to maintain social distance.
- Reception areas have had seating removed or adequately spaced to provide at minimum of 6ft of separation.
- Frequently touched materials such as magazines have been removed.

## Classroom Devices - Chromebooks

- The use of shared equipment will be limited where feasible.
- Cleaning and disinfection of device exterior and keyboard will be frequent
  - Keyboards should be wiped and disinfected before and after each use if shared.
  - Keyboard covers may be utilized to aid in the cleaning and disinfection process.
- Students should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched device surfaces (i.e. cover, charging unit).

## Library Spaces

- Remove all soft covered surfaces that cannot be properly cleaned and disinfected.
  - Bean bag chairs
  - Upholstered couches or chairs
  - Area rugs
- Reconfigure space to ensure social distancing.
  - Tables will be limited to one individual at a time where applicable.
    - Polycarbonate barriers may be installed to create a physical barrier.
  - Desks should be arranged so as to not face each other.
  - Small reading nook use should be discontinued unless:
    - limited to one person at a time.
    - Cleaned and disinfected routinely
- Borrowing of materials such as books may need to be discontinued if adequate disinfection cannot be achieved.
- Create directional traffic flow patterns between bookcases to ensure social distancing

## Engineering Controls

- Portable hand wash stations will be installed in the main entrances of each building.
- Alcohol based hand sanitizer will be available in each entry, all corridors, and each classroom.
- Bathrooms
  - Limited to one occupant at a time
  - Automatic hand dryer use will be discontinued
  - Touchless soap and paper towel dispensers will be in place where practicable
  - Touchless faucets are in place where practicable
    - Areas where old style fixtures exist- they will be replaced as applicable
  - Entry doors to gang bathrooms will be left open where applicable to reduce touch points
- Vestibules/Reception Areas
  - Polycarbonate barriers will be installed to provide protection for staff and individuals presenting
    - Barriers have been designed in accordance with New York State Fire Code
- Water Fountains
  - As required by New York State Code a potable water supply will be provided per 150 occupants, but not less than one source per floor.
  - To reduce cross contamination the bubbler/drink spout has been removed or disabled.
  - Automatic/touchless bottle filling equipment is installed in place of the drink spout.
  - Additional bottle filler stations will be installed where necessary.
  - Appliances will be routinely cleaned and disinfected as described in the Cleaning and Disinfection Section.
- Floor Demarcations
  - All entrances or areas of static wait have floor signage installed allotting for a minimum of six(6) feet of separation between all individuals
  - All corridor floors and stairway treading have been fitted with stripping to indicate directional traffic flow and social distancing.
- Corridor doors will all be affixed open using electromagnetic hold-open devices to minimize the need to touch doors where practicable.
- Temperature Screening Equipment
- Exterior Tenting and Corridors
- Medical Isolation Tents

## Ventilation

We will ensure we meet/exceed ventilation and fresh air requirements to all spaces by means of:

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air.
- Air handling systems have been inspected and currently meet/exceed the New York State Fresh Air requirements.
- Where applicable filters will be exchanged for higher rated filters ranging from 11-13.
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
  - Options for replacement and modification to existing systems will be explored.
- Fan motor speeds will be increased where applicable to ensure volume and flow of 15cfm minimum.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules for air handling systems will be every three months.

## Cleaning and Disinfection

Middletown will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including [“Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,”](#) , CDC [video resources related to COVID-19](#) and the [“STOP THE SPREAD”](#) poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include:

- WinCap biometric unit
- Bathrooms
- Radios for security and administration
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, phones, etc.)
- Breakrooms
- Cafeterias/kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on [proper hand](#) and [respiratory hygiene](#), and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The district will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which should be cleaned and disinfected between each individual's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

## KEEPING YOU SAFE HEALTH & SAFETY MEASURES



**1 MILLION**

**Face Masks on Campus**  
(N95 face masks & gowns  
available for school nursing staff)

**30,000**

**Pairs of Gloves on Campus**



**600**

**Sanitizer Dispensers Procured**

**100**

**Sanitizing Spray Machines for  
Interior Cleaning**



**3 MONTH CYCLE**

**Air filtration system changed every 3  
months. Air quality meets/exceeds  
NYS fresh air requirements.**

### BOTTLE REFILL STATIONS

**All buildings have water bottle refill  
stations with access to clean, filtered  
drinking water.**



**ONE-STEP NO-RINSE DUAL  
QUATERNARY DISINFECTANT**

**Used to clean all surfaces. Broad spectrum  
disinfectant - aids in the reduction of  
cross-contamination. Medical grade.**

## Suspect or Confirmed COVID Cases

- Emergency Response - Students and staff with symptoms of illness must be sent to the health office. A school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient
- Isolation - Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, face coverings (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other considerations include:
  - Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
  - Opening outside doors and windows to increase air circulation in the area
  - Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
  - Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
  - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
  - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Notification - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.



## Contact Tracing

Public Health Officials assume the task of contact tracing, once notified.

To ensure the school district and its employees comply with contact tracing and disinfection requirements,

Middletown will do the following:

- Have a plan for cleaning, disinfection, and notifying Public Health Officials, in the event of a positive case. In the case of a student or staff member testing positive for COVID-19, [CDC guidelines](#) will be followed regarding cleaning, disinfecting your building or facility if someone is sick and notifying responsible parties where the individual was present (i.e. bus, classroom, etc.).
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available.
- Consider temporarily turning off room fans and the central HVAC system and changing the filter on the system servicing the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

## Return to School/Work after Illness

We have established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, who screened positive for COVID-19 symptoms can return to campus in-person. This protocol includes:

1. Documentation from a health care provider following evaluation
2. Negative COVID-19 diagnostic test result
3. Symptom resolution, or if COVID-19 positive, release from isolation

The district will refer to DOH's ["Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure"](#) regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19.

The district requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

## Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process In Middletown could include:

- Having school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Establishing a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH. Establishing a decision-making tree at the district level.
- Developing a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implementing as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
  - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
  - Opening outside doors and windows to increase air circulation in the area.
  - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
  - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
  - In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
  - In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
  - Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools could be a regional decision.
  - 7 metrics - NYS Dashboard
    - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
    - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).
- Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and PPE are not available

## Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Any changes or additions will be designed by the District Architect and submitted to the NYSED Facilities planning for technical review and approval. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

We plan to meet the NYS Mandatory Assurances for Facilities as following:

- Visual Inspection will be by a team consisting of District Staff and a representative from Orange Ulster BOCES completed prior to 12/31/20. The Building Condition Survey (BCS) will be completed in 2023 as per the NYSED rotation. Lead-in-water testing will be completed by OU BOCES.
- Alcohol-based hand-rub dispensers have been ordered. Installation will be completed as soon as the dispensers are received.
- No new facilities for lease are anticipated.
- We will consult the OU BOCES Health/Safety/Risk Management to confirm any tents used adhere to regulations.
- Consult the District Architect to confirm the existing number of toilets and sinks meet the requirements.
- Consult the District Architect to confirm each building has one drinking fountain per one hundred occupants.
- Consult with Siemens Building Technologies and the District Architect/Engineer to form a written plan for building ventilation.
- All project submissions only dedicated to COVID-19 shall be labeled as such by the District Architect.
- Plastic separators shall conform to the written requirements of BCNYS and MPS S205-13b
- Cleaning protocols will be written by the Assistant Superintendent of Buildings and Grounds in concert with the District Wide Custodial Supervisor. This protocol will be an enhanced version of our current cleaning procedures to meet CDC guidelines.

## Emergency Response Protocols & Drills

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

## Emergency Response Protocols

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockdown
- Lockout

### Shelter-In-Place

This means the building is used to shelter students and staff. Students in hallways should return to their classrooms, or there may be instructions to move to a designated safe area. Move away from windows. Each school will identify a Shelter-in-Place location along with areas that cannot be used due to certain types of environmental hazards (i.e.: high winds, tornado, etc.).

Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place
- Use of face coverings throughout the event are suggested
- If 6 feet distance is not practicable, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event a person does not have one
- Listen for updates and respond accordingly

### Hold-In-Place

This means movement by students and staff should be limited while dealing with a short-term emergency. Students in hallways should return to their classrooms.

Hold-In-Place protocols will be the same the following changes:

- Provide 6 feet of space between students and staff during the Hold-In-Place
- Use of face coverings throughout the event are suggested
- If 6 feet distance is not practicable, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

### Evacuate

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

### Lockout

School buildings and grounds are secured if there could be an imminent concern outside of the school. Classroom instruction continues as normal. All exterior windows are to be locked and outdoor activities are canceled. There will be no changes to the district protocol with the exception of requiring a social distance of six (6) feet of space between students and staff in the area.

## Lockdown

School buildings and grounds are locked if there is a threat of violence in or near the school. All students from hallways or common areas should be taken into nearby classrooms, and doors should be locked. Students should be moved to a safe area in the classroom away from the door. There should be no communication through the door or room phone. Stay hidden until physically released by law enforcement or building administration.

During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past.

- Evaluate, in advance, if there is room to social distance without being in the line of sight
- Face coverings should be worn during the event at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

## Transportation

Middletown will conduct transportation activities consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able will be required to wear face coverings and social distanced on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

All buses used by district and contract carriers will be thoroughly disinfected, at minimum, once a day. High contact surfaces will be wiped down after the morning (AM) and afternoon (PM) runs.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Wheelchair school buses will configure wheelchair placement to ensure social distancing, where practicable.

Whether our school district is in session or closed, pupil transportation will be provided to in-session nonpublic, parochial, private, charter schools or students whose Individualized Education Plans (IEP) have placed them out of the district when those schools are scheduling in-person sessions.

All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

## Cleaning and Disinfecting School Transportation Vehicles

Refer to the cleaning standard operating procedures guidance for detailed information.

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of each day, every bus utilized for transportation services will be cleaned and disinfected thoroughly.
- *Daily Cleaning*
  - All trash removed
  - Floors swept and dust mopped
  - Walls and windows cleaned
- *High Touch Surfaces*
  - Bus seats and seat backs
  - Seat belts
  - Door handles, handrails
  - Driver operator area
- Cleaning and disinfecting products approved by the EPA will be used according to instructions.
- Eating and drinking will be prohibited on the bus
- Buses will be inspected to ensure cleaning/disinfecting protocols are followed on district owned and contracted buses
- All cleanings/inspections will be documented (via trackable log)

## School Transportation - Reported case of Covid -19 on a Transportation Vehicle

The District Transportation Supervisor will be notified, the district will then notify building administration and a plan will be implemented to contact parents of students on that bus. The bus will be taken out of service for 24 hours before the bus can be used again after a report of COVID-19. The bus will be disinfected following CDC guidelines.

## Students on Transportation Vehicles

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school;
- Students must wear a face covering on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;
- Students who do not have a face covering can NOT be denied transportation;
- Students who do not have face covering must be provided one by the district;
- Students with a disability which would prevent them from wearing a face covering will not be compelled to do so or denied transportation.
- Considerations are being made for additional staffing on buses, where practicable, to support appropriate use of PPE while on the bus.



### Training of School Transportation Staff (Office Personnel, Drivers, Mechanics, Aides)

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Bloodborne Pathogen (BBP)
- COVID-19 Awareness
  - New cleaning protocols (buses, transportation center)
  - Handwashing
  - Face covering (sizing, use, wear & care)
  - Personal health and hygiene
  - Special working conditions with face coverings (strenuous activity)

### Required Personal Protective Equipment (PPE) for Transportation Staff

- Disposable Gloves
- Face Covering/Mask
- Face Shield (if applicable)

### Transportation Communication

- Emphasize to parents/guardians/caregivers and students prior to re-entering schools for in-person instruction the district has thoroughly disinfected all buses and student transportation vehicles.
- Communicate with parents/guardians/caregivers and students, all transportation vehicles are included in the district's COVID-19 plans and the role students and families play in ensuring safety and minimizing infection while utilizing district transportation services.
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature. Elevated temperature is defined as a temperature of greater than 100.0°F.
- Communicate potential routing changes based on the scenarios in each of the phases

### School Transportation Routing

- Limit rotation of substitute drivers and aides where practicable
- Limit student movement between bus routes where practicable
  - Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare and/or custody arrangements)
  - If possible, mirror AM and PM routes, so bus riders are the same group each day

### Loading/Unloading and Pickup/Drop-off of Students

- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school
- Arrival and/or dismissal times may be staggered contingent upon building needs
- Adjustments will be made as needed by buildings:
  - For unloading and entry, and loading and departure
  - Route timing which will be affected by delayed loading/unloading processes
  - Arrival and departure activities shall be supervised to ensure social distancing
- Will add or modify bus routes to reduce load levels on buses, where practicable

### Transporting to BOCES

- We will ensure our students have transportation to meet the continuity of learning
- We will keep a log of attendees on the trip in both directions from the BOCES building. Upon request, schools may need to supply the log of passengers in addition to cleaning logs in the event BOCES must assist in contact tracing due to exposures either at the BOCES buildings, or during transportation

## Budget and Fiscal

In an effort to fully support students, staff and families and to be fiscally responsible, we are analyzing, appropriating and managing funds in alignment with reopening guidelines and district needs. Our budget committee is working closely with our other committees and stakeholder groups to ensure they have the physical and human resources to return to a rigorous and safe educational environment.

## Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. We are committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

1. Middletown recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. Respondents indicated that 98% have access to high-speed broadband. The district provides devices for all educators and students.
2. The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.). In the event students and/or teachers do not have access, the district will take the necessary steps to meet their needs where plausible.
3. Conduct and/or maintain an inventory of equipment and other assets.
  - a. Identify which students, families, and staff have district assets in their possession.
4. Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
5. Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a remote learning environment.
6. Arrange a “Helpdesk” system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases and what they can expect in terms of a return service call/virtual appointment. .

Middletown will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Google Meet) and asynchronous technologies (Google Classroom). In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students’ homes, etc. The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional supports.

## Staffing and Human Resources

### Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved Annual Professional Performance Review (APPR) plan. Middletown will consider whether our currently approved APPR plan may need to be revised in order to be consistent with our plans for re-opening under an in-person, remote or hybrid instructional model. School leaders will continue to attend annually required Lead Evaluator training.

### Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

### Student Teachers

Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in Middletown. If approved by the Superintendent of School for a placement in a classroom in Middletown, student teachers will follow all of the social distancing, face covering wearing, health status reporting, and other COVID-19 procedures that the teachers follow. Student teachers will serve under the supervision of our full time certified teachers only. At no time will a student teacher be used as a teacher of record.

### Vulnerable Populations

The unknown vulnerabilities of our faculty and staff will be handled on a case-by-case basis with support from our Human Resources department. Accommodations, where appropriate, will be provided when and where needed. Faculty and staff will be trained in vulnerabilities outlined in guidance provided by the State Education Department and are asked to notify their supervisor with questions and concerns.

Middletown acknowledges the following groups are at [increased risk for complications from COVID-19](#) and may need added or alternative provisions for social distancing.

Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
  - chronic lung disease or moderate to severe asthma;
  - serious heart conditions;
  - immunocompromised;
  - severe obesity (body mass index [BMI] of 30 or higher);
  - diabetes;
  - chronic kidney disease undergoing dialysis;
  - liver disease;
  - sickle cell anemia;
  - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

## Actions in Support of Operations

District	Schools
<ul style="list-style-type: none"> <li>• Provide all necessary PPE and cloth face coverings for students, staff and visitors</li> <li>• Develop and communicate a contact tracing procedure</li> <li>• Develop protocols for remote health screenings (ex app) and onsite temperature screenings</li> <li>• Ensure social distancing practices are followed</li> <li>• Communicate with and educate our community about staying safe and healthy</li> <li>• Ensure student contact data is updated</li> <li>• Establish collaboration time for the new Superintendent of Buildings and grounds, along with his team, to meet with the Building Principals and their teams, to provide feedback in the development of the updated sanitation plans</li> <li>• Further establish detailed logistics such as building bell times, program locations and bus routes/capacity</li> <li>• Finalize meal delivery timing in a remote scenario</li> <li>• Complete a cost analysis to determine areas we can create savings to apply to other areas</li> <li>• Review salaries, benefits, substitute costs, professional development, insurance costs, retirements, technology, additional transportation costs, and hot spots</li> <li>• Communicate new processes (ex: leave application, purchasing guidelines)</li> <li>• Continue paperless hiring and recruiting</li> <li>• Send out additional bids for services/products (ex: gowns, PPE)</li> <li>• Follow Federal and State guidelines regarding COVID-19 leave and travel advisories</li> <li>• Research more robust Employee Assistance Program</li> <li>• Train staff and substitutes for remote learning and possible open and close</li> <li>• Provide devices, internet, and technology support</li> <li>• Provide other physical materials needed for remote learning to staff and families</li> </ul>	<ul style="list-style-type: none"> <li>• Designate an isolation room with a separate bathroom for students and staff with symptoms. The isolation room should preferably be apart from the health office, have designated supervising staff, good ventilation (HEPA filter) and be close to the exit door</li> <li>• Determine personelle responsible for contact tracing, reviewing daily health screenings and enforcing face covering usage</li> <li>• Enforcing social distancing procedures to include no locker usage, staggered dismissal from classes, etc. Determine traffic flow in hallways and arrange for security near bathrooms</li> <li>• Designate a receiving area for deliveries in each building</li> <li>• Designate multiple entry points for student and staff entry to accommodate temperature screenings</li> <li>• Educate all students, faculty and staff on proper hand and respiratory hygiene as well as how to properly use face coverings</li> <li>• Develop mandatory building sanitization and public health process for all scenarios, in accordance with the CDC requirements</li> <li>• Create practices for social distancing and safe building occupancy (both inside and outside of classrooms) with specific standards for each building</li> <li>• Establish a plan for modifications of existing facilities for each building, including, isolation areas, cafeteria, directional signage and alternate use of large building spaces</li> <li>• Develop a process to clean for re-entry in September as well as the potential for any other point during the school year</li> <li>• Create spaces in each building to openly store materials for sanitizing as well as to make PPE available</li> <li>• Develop a process to regularly monitor air quality and temperature</li> <li>• Plan a potential schedule for regular building checks in the event of a school closure to to a COVID-19 related illness</li> <li>• Support policies for social distancing on the bus and for loading and unloading.</li> <li>• Revise bus schedules and school start/end times.</li> <li>• Work with the district to share and follow policies related to sick leave, FMLA, and COVID-19 related absences</li> <li>• Post signs related to proper hygiene, social distancing, face covering, etc</li> <li>• Support employee morale and mental health</li> </ul>

# School Community Supports

## Nutrition

Engaging stakeholders will be critical in the process of ensuring continuity of equity and access for student nutrition, and for successful transition of school nutrition program operations from current pandemic emergency feeding models to a model for re-entry schools. All schools will follow School Food Authority (SFA) policies when communicating about school meal services, eligibility, options and changes in operations. All meals provided during the public health emergency will be available at no cost to all children aged 18-and-under. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

We have identified our Food Service Supervisor, Debora Donleavy as the contact person to receive and respond to communications from families and to school staff. Families will be reminded in food service communications during the summer and periodically throughout the start of the school year they can submit a new application for free and reduced-price meals any time during the school year. Applications are available in each school building, on our website and through email or regular mail as needed. Phone in and in-person support to complete the application is available.

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

## Meals Onsite

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

## Meal Availability During the School Year

- Meals will continue to be available for school-aged students enrolled in the district.
- Schedule for meal pickup and delivery will be available on the district website as well as on social media.
- Community school sites will be available for curbside pickup.
- Bus routes will be reviewed regularly in order to develop the most inclusive delivery routes as possible.
- Predetermined routes will be developed to include specific arrangements for danger roads where walking and/or pick up is not practicable.

The district will engage the community and seek feedback through a district-created, Food and Nutrition, survey to identify meal distribution needs. The feedback gathered as a result of this survey will support the district team to work in concert with the Superintendent to finalize a meal service schedule for all three potential scenarios, in-person, hybrid, and remote.

The Food & Nutrition Services (FNS) team will meet other NYS Mandatory Assurances as follows:

- Write procedures to ensure accessibility to school meals to all students enrolled in the district, both virtual and in person. We will take note of barriers identified with past practice as well as included on survey responses.
- Update health and safety standard operating procedures to include items from within the DOH guidance. .
- Update students with allergies standard operating procedures to ensure compliance.
- Remove all share tables from dining rooms.
- Work with building principal to remove shared tables in classrooms that participate in PreFuel in the classroom.
- Update signage for standard operating procedures to include messaging for hand hygiene and "No Share" of food items.
- Collaborate with the Building & Grounds teams to establish role responsibility for cafeteria and lunch service spaces.
- Continue to use ammonia-based sanitizer.
- Conduct training sessions for all team members on:
  - Non-Congregate Feeding
  - Meal Service Time Flexibility
  - Bulk meals require both non-congregate and meal service time waivers
  - Parent/Guardian Meal Pick Up
  - Meal Pattern Flexibility
  - "Offer Versus Serve" Flexibility for Senior High Schools
- Utilize media outlets, electronic billboards, websites, community organizations, including, but limited to: Eat Smart NY, Hunger Solutions, Middletown Parks and Recreation to support messaging.
- Provide messaging to families in their preferred language.
- Collaborate at the building/facility level to evaluate and establish standards for meal service. In coordination with building administrators, meal service will be conducted as best fits the facility.

Please note the following response from *NYSED*:

- During the school year meals will be served under normal operating procedures. As of right now, meals will be claimed based on eligibility (free, reduced or paid). Meals will only be served to enrolled students and can be served to students learning remotely. Weekend meals will not be allowed.



## Special Education

The Middletown reopening plan provides a framework to ensure all students with disabilities continue to have available to them a free appropriate public education (FAPE) which emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our phase in plan is designed to meet FAPE requirements at all times. Our plan prepares our team to provide students with programs and services throughout each phase and enables our team to support students as we transition through various phases.

Phase 1	Phase 2	Phase 3	Phase 4
<ul style="list-style-type: none"> <li>● Out of District (OOD) students</li> <li>● Day Treatment students</li> <li>● 12:1+3 students (K-12)</li> <li>● 6:1+1 (K - 5, Annex) students</li> <li>● 8:1+1 (6 - 8) students</li> </ul>	<ul style="list-style-type: none"> <li>● 12:1+2 (K-8) students</li> <li>● 12:1+1 (K-12) students</li> </ul>	<ul style="list-style-type: none"> <li>● 15:1+1 (K-2) students</li> <li>● 15:1 (3-12) students</li> </ul>	<ul style="list-style-type: none"> <li>● Integrated Co-teaching (ICT) students are scheduled to returned with their general education peers</li> </ul>

Our plan includes the following supports for educators and students::

- Includes supports for students during synchronous and asynchronous learning
- A priority return for in-person services for high needs students and preschool students with disabilities whenever possible and consider contingency plans developed by the Committee on PreSchool Education (CPSE)/Committee Special Education (CSE) to address remote learning needs in the event of intermittent or extended school closures.
- Support, in the form of professional development and technical support services so teaching assistants' can shift quickly between remote learning, hybrid, and in-person services.
- Support in the form of professional development and technical support services for one-to-one aides preparing for a return to in-person services.
- Scheduled tele-therapy (physical therapy (PT), occupational therapy (OT), counseling, speech, and vision. Tele-therapy will only be utilized in a hybrid or fully remote learning environment.
- An expectation all campuses will implement the existing district process for progress monitoring data collection of goals for each individual student and goal.
- An expectation all campuses will implement the existing district system to ensure all Individual Education Plans (IEPs) are implemented, program modifications/ accommodations are tracked, and IEP goals are progress monitored and progress is communicated to parents/guardians.
- District-wide professional development/training for staff and shared resources to ensure fidelity of implementation of best practices.
- Utilizing a system to progress monitor remote participation and success rates to inform levels of individual support needed.
- Facilitation, by the Director and/or Instructional Leader(s), of 1:1 or small group teacher progress monitoring check-ins.
- Implementation of guidance documents, checklists, and training for staff, students and families for accommodations and program modifications provided virtually (tests read, etc).
- Translation services to communicate with families and support students as needed
- Scheduled time for the CSE to meet and make a determination if compensatory services are needed.

## English Language Learners/Multilingual Learners

The equitable education of English Language Learners/Multilingual Learners (ELLs/MLLs) is safeguarded by various civil rights laws and policies, as well as by the Every Student Succeeds Act (ESSA). New York State school systems are required to provide instructional assistance and services to enable ELL/MLL students to attain English proficiency, develop high levels of academic language, and achieve at high levels in academic subjects.

Using the New York State Identification Test for English Language Learners (NYSITELL), in-person testing and identification is actively occurring through a team of certified English as a New Language (ENL) teachers and will continue accordingly throughout the summer of 2020 and beyond. The district will continue to work in collaboration with our registration department to test incoming ELL/MLL students with the NYSITELL as they register. Testing appointments are made in adherence with all CDC and DOH parameters to ensure the health and safety of staff, family and students. This is being accomplished during the required amount of school days, as stipulated within the guidelines, after initial enrollment has occurred. Our procedures include all parts of the identification process within the ELL/MLL screening, identification, and placement guidelines.

We continue to use the NYSITELL to identify students who meet the criteria for ELL/MLL status upon registration within our district and the spring 2019 New York State English as a Second Language Achievement Test (NYSESLAT) to determine language service needs. All students who are identified as an ELL/MLL will receive services as outlined within the CR-Part 154 Units of Study. K-12 language instruction takes place within Bilingual and ENL programs as defined by NYSED and the Office of Bilingual Education & World Languages (OBEWL) in alignment with the Bilingual Common Core Initiative. This ensures quality instruction, support, and services according to each ELL/MLL student's language proficiency level. We believe that every teacher is a teacher of ELLs/MLLs and provide professional development regarding the Blueprint for ELL/MLL Success and the Culturally Responsive and Sustaining framework. We utilize progress monitoring tools to promote and measure ELL/MLL academic achievement and student gains toward earning the New York State Seal of Biliteracy (NYSSB) upon graduation.

## English Language Learners/Multilingual Learners Supports

In order to support for our ELL/MLL students we will continue to:

- Provide small group and individual services based on each student's needs.
- Facilitate collaboration and co-planning between content and language teachers.
- Use scaffolding instructional strategies.
- Focus on developing productive language skills such as speaking and writing.
- Schedule time to touch base with individual students when needed.

Our district has implemented various modes/methods of communication to ensure critical information is available and accessible in a parent's/ guardian's preferred language as follows:

- We utilize Language Line for document translation and telephone interpretation.
- Ensure 24/7 availability of Language Line for in-person, hybrid and remote scenarios where translation is required.
- Educators/staff have access to utilize this service from home, should a 100% remote scenario present again. A district tutorial has been created and utilized for accessibility purposes.

- We have contracted with Language Today, a face-to-face and/or telephone interpretation company, which supports our district with CSE, 504, disciplinary needs, or any other meeting that may require a more personal approach and/or in-person meeting.
- Regular communication is also supported through our district translator who is available to translate for educators and staff in communicating with students and families.
- All critical information (e.g. report cards, interim progress reports, district/ school letters, website posts, school messenger/robo-calls etc.) are translated and made available in a family's home language or preferred language.
- We have installed Jabber which enables staff to utilize their laptops/Chromebooks to make and receive telephone calls to/from families in any location (home, school, work) to ensure that communication is ongoing between school and home within all 3 scenarios. Jabber also has voicemail capabilities and is linked to office/school phone numbers to make communication easier for families since school/ district phone numbers remain the same.

## Social-Emotional Well-Being

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school. As a District, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students and staff practice empathy, create social bonds across distance and adapt to new learning experiences. Counselors, school based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to school counselors, social workers, school psychologists, student support counselors, crisis interventionists, and school-based health programs will be invaluable supports to our students and staff.

Transitions are important every year, and they will be even more important this upcoming school year as we return from continuous remote learning to a phased in approach to in-person instruction or an even longer period of remote learning. Schools will support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports.

The following considerations guided our planning to support social-emotional well-being:

Emotional reactions to coming out of quarantine which may include:

- Stress, anxiety, sadness, anger, guilt or frustration for a variety of different circumstances
- Fear and worry about your own health and the health of your loved ones
- Other emotional or mental health changes which may be difficult to manage

Making personal connections with students is key to supporting them mentally, emotionally and behaviorally. This plan places an emphasis identifying students who are in need and the support staff to provide needed services. Reviewing and then considering a potential refinement of certain aspects of the code of conduct might help to support improved emotional/behavioral wellness for our students during this unprecedented time. This plan also stresses the importance of including Social Emotional Learning (SEL) as a foundational concept for all students. SEL will be implemented into the existing district curriculum resources as prescribed by New York State Learning Standards.

This plan works to create consistent and clear communication pathways between the school, our families and

the community at large. Community voice is woven into this plan in the form of the feedback we received as a district through our surveys and virtual forums.

This plan sets forth actions to engage staff in ongoing professional development offering support in areas such as social-emotional learning, trauma informed responses, and responsive practices emphasizing equity, access and inclusivity. Additionally, we will provide support for our students and staff to encourage self care and an overall sense of well-being.

### Social-Emotional Well-Being Supports

In support of social-emotional well-being:

- Utilize the Student Support Referral to engage in a deep dive of individual students who may be struggling with academics and/or behavior
- Provide professional development to teachers and support staff K-12 to utilize, with fidelity social emotional learning resources (SEL) focused on social-emotional competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision-making):
  - Second Step Curriculum K-8
  - Research, review and select a grade 9-12 social-emotional learning (SEL) curriculum.
  - Implement a training protocol for SEL curriculum for all grades to enhance existing practices in grades K-5 and introduce practices in grades 6-12.
- Maintain a running list of helpful agencies, and online resources to assist with wellness and support for staff and faculty, including the Employee Assistance Program (EAP) program
- Provide professional development in:
  - How to recognize and support students dealing with anxiety, grief, and trauma
  - Understanding implicit bias and structural racism and how to navigate challenging conversations about race and racism

*Community and a sense of belonging are crucial for each and every one of us. We will continue to work collectively to build community within our schools whether instruction is in-person or remote.*

*Richard Del Moro, Superintendent*

## Actions for School Community Support

District	Schools
<ul style="list-style-type: none"> <li>• Create a system to track success rates for students with disabilities and ELLs to inform levels of individual support needed</li> <li>• Progress monitor implementation of 504 plans to ensure services, program modifications and accommodations</li> <li>• Implementation of guidance documents, checklists, and training for staff, students and families for accommodations and program modifications provided virtually (tests read, etc.)</li> <li>• Provide technical support for staff to ensure the use of Assistive Technology (AT)</li> <li>• Collaborate and develop a protocol for reviewing secondary student schedules for IEP</li> <li>• Implement supports for continuous communication between home and school for critical interactions as required under CR-Part 154 for ELLs/ MLLs.</li> <li>• Disseminate information to staff and families about CR-Part 154 ELL/MLL Parent Bill of Rights and protections.</li> <li>• Provide instruction in the modern languages of Spanish and French within the ECSDM WL/LOTE classes promote effective communication in a target language.</li> <li>• Identification and placement of ELL/MLL students will actively occur year round while following the Center for Disease Control (CDC) and New York State Department of Health (NYSDOH) guidelines.</li> <li>• Reconvene the Code of Conduct Committee to review and consider a potential refinement of specific aspects of the code of conduct.</li> <li>• Support use of assessment of lagging skills and unsolved problems, student support referrals, FBA protocol.</li> <li>• Investigate relationship Mapping (<a href="#">Harvard</a>) and Mentoring resource.</li> <li>• Collaborate on integration of SEL within core curriculum.</li> <li>• TSS Team development of “sprints” to address civic unrest and/or self-paced playlists for admin, teachers, support staff (TAs, Aides, Monitors, Security)</li> <li>• Purchase literature focused on diversity, cultural responsiveness and SEL for grades K-12 to support independent reading and classroom libraries.</li> <li>• Provide ongoing support around self-care</li> <li>• Survey families to identify meal distribution needs</li> <li>• Create and communicate a detailed schedule for meal service in all three scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitor remote participation and success rates to inform levels of individual support needed.</li> <li>• Facilitation, by the Director and/or Instructional Leader(s), of 1:1 or small group teacher progress monitoring check-ins.</li> <li>• Communicate with families and staff the COVID 504 guidance.</li> <li>• Scheduled tele-therapy (physical therapy (PT), occupational therapy (OT), counseling, speech, and vision. Tele-therapy will only be utilized in a hybrid or fully remote learning environment.</li> <li>• Implementation of guidance documents, checklists, and training for staff, students and families for accommodations and program modifications provided virtually (tests read, etc).</li> <li>• Provide support to teachers (i.e. direct instruction for platforms, videos, 1:1, and small groups)</li> <li>• Support CSE to convene for medically fragile students and assist in development of individual building level medical plans, if necessary.</li> <li>• Identify specialized PPE needs to service staff and students safely (i.e. clear face masks, face shields, social distancing floor decals, foot decals, disposable gowns)</li> <li>• Develop student-friendly remote learning expectations (example: <a href="#">ESY Remote Learning Expectations</a>)</li> <li>• Provide dates for parent training - share information and resources to families and staff</li> <li>• Communicate <a href="#">Survey Questions SWD &amp; SEL</a></li> <li>• Communicate with families in their preferred language through use of Language Line &amp; Language Today. Report card/ Interim progress report translations also made available.</li> <li>• Hold parent informational meetings around proficiency levels and meeting required CR Part 154 minutes. Meetings will take place at a cadence which meets guidelines.</li> <li>• Creation of k-12 building ELL/MLL CR- Part 154 service and support schedules</li> <li>• Provide professional development/training around the Blueprint for ELL/MLL success and the Culturally Responsive and Sustaining (CR-S) educational frameworks</li> <li>• Create of K-12 instructional schedules within a synchronous and asynchronous learning environment to support ELL/MLL language acquisition based upon the students most recently measured level of English language proficiency level.</li> <li>• Consider administration of a screening for students who may have lagging in skills and unsolved problems</li> <li>• Where practicable, utilize the <a href="#">Student Support Referral</a></li> <li>• Support CDEP (Comprehensive District Education Plan) in order to support students with counselling.</li> <li>• Send out a district-created survey to identify meal distribution needs</li> <li>• Determine where students will retrieve and consume meals in the building consistent with DOH and NYSED guidance</li> </ul>

# Appendix

## Training Resources

Required health practices must be implemented by all educators, faculty and staff. These practices are foundational to minimizing the risks of exposure to COVID-19 for students, staff, and families.

### Training for Screeners

Middletown will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be identified and then trained as a screener. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering and will practice social distancing. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of a student.

### Training topics for all staff:

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use <https://www.cdc.gov/handwashing/when-how-handwashing.html>
  - [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
  - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- Operating procedures (various by building)
  - Entrance into the building
  - Hallway traffic
  - Restroom use
  - Cleaning procedures
  - Sick child pick up
  - Staff who are sick or suspected to be sick<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Proper cleaning techniques
  - Cleaning and disinfecting<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes  
<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>  
[https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening\\_America\\_Guidance.pdf](https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf)



- Hazard Communication – Right-To-Know
  - Proper use of chemicals and Safety Data sheets
    - <https://www.osha.gov/dsg/hazcom/>
  - No chemicals from home
  - Transfer of hand sanitizer in smaller containers
  - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
    - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
  - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
  - Proper type, use, and size
  - Cleaning and sanitizing of the face covering (if applicable)
  - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
  - [Face coverings don/doff video](#)
  - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- Respirator Protection (N95 - required for identified employees per NYS)
  - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
  - Training provided for identified personnel only

<https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>