Update on the Reopening of Newburgh Enlarged City School District

Dr. Roberto Padilla, Superintendent of Schools  Tuesday, July 21, 2020
Elements of the District’s Reopening Plan

1. NECSD COVID-19 Response and Planning for the 20/21 School Year
2. A Comprehensive, Informed Approach
3. Reopening Our School Buildings
4. Proposed Instructional Models
5. Support for Our School Community
6. Communications
7. Final Preparations
NECSD COVID-19 Response and Planning for the 20/21 School Year

2020-2021
Response to COVID-19 (March - June)

The weekend Food Backpack Program distributed food to families in need at the old Sacred Heart school- 550 scholars per week from April- June. Volunteers from different departments and schools served the program each week.

March 26- Mass Food Distribution - This was a collaboration between the Homeless Liaison, Equity and Access, Health Services and various schools. 12,777 pounds of food were distributed to our families.

Hygiene Products were distributed at Food Backpack Program between April and June, on average 300 scholars were served per week- This was a collaboration with Homeless Liaison, FACE, Registration, Health Services.

$21,500+ secured by the district from local businesses to help community families in need

1070+ Professional development courses offered (April-June)

8,627 devices distributed

700+ home visits conducted

104,962+ school meals distributed

81 staff & faculty newly Google Certified

1200+ calls to district families for outreach and support
March 1
Governor Cuomo announces first confirmed cases of COVID-19 in New York and directs the NYSDOH to declare a public health emergency.

March 5
District distributes hygiene guidelines.

March 13
Orange County Executive Steve Neuhaus Orders all Orange County schools to close.

March 16
Governor Cuomo signs an executive order to close all NY Schools for 14 days starting Wednesday, March 18th.

March 17
District meal distribution program begins.

March 20
Governor Cuomo also signed an executive order “New York State on PAUSE.” Distribution of additional Chromebooks & Hotspots.

March 27
Governor Cuomo announces an extended closure for all Pre-K-12 schools in New York State until Wednesday, April 15th.
April 2
Governor Cuomo announced that school buildings will remain closed until April 29th, 2020.

April 3
The Governor’s newest executive order (200.11), required the cancellation of Spring recess, scheduled for April 6-10.

April 3
District distributes distance learning guidelines.

April 7
Governor Cuomo signs an executive order “New York State on PAUSE.”

April 9
District distributes community outreach guide and hotline.

April 15
NYS Board of Regents released guidance on Regents exams. June 2020 Regents exams are officially cancelled.

April 23
Superintendent and senior staff hold virtual town hall for the community.

May 1
Governor Cuomo announced that all school buildings in NYS will remain closed for the remainder of the 2019-2020 school year.

May 4
District hosts AP Exam town hall.

May 15
District releases draft budget to BOE.

May 22
District Opens ThoughtExchange Survey #1.
June 6
Advisory Committees begin meeting.

June 10
Operation Reopen Teaching & Learning Advisory begins.

June 15
Community approves School Budget and elects new board members.

June 26
Last day of school.

June 29/30
NFA Seniors Graduate and Walk Across Academy Field.

July 1
Chromebook distribution for ESYP K-2 begins.

July 6
District opens ThoughtExchange survey #2 for community input.
District sends survey to faculty & staff

July 7
District summer meals program begins.

July 8
Governor Cuomo sets deadline for state as first week of August for school reopening guidance.

July 13
NYSDOE Releases Guidelines for reopening schools.

July 17
District sends two question survey to families.
THANK YOU!

11,458
SECTION TWO

A Comprehensive, Informed Approach

2020-2021
Guiding Documents

- Centers for Disease Control and Prevention Guidelines for Schools
- New York Recovery Plan
- NYSDOE Reopening of Schools Guidance

A Comprehensive, Informed Approach

Newburgh Enlarged City School District

K-12 Schools and Childcare Programs
FAQs for Administrators, Teachers, and Parents

Administrators

**WHAT SHOULD WE DO IF A CHILD, STUDENT, OR STAFF MEMBER HAS RECENTLY TRAVELED TO AN AREA WITH COVID-19 OR HAS A FAMILY MEMBER WHO HAS TRAVELED TO AN AREA WITH COVID-19?**

Review updated CDC information for travel, including FAQs for travel, and consult with state and local health officials. Health officials may use CDC’s Interactive US Guidance for Risk Assessment and Public Health Management of Persons with Potential Coronavirus Disease 2019 (COVID-19) Exposure, Geographic Risk, and Contact of Laboratory-confirmed Cases to make recommendations. Individuals returning from travel to areas with community spread of COVID-19 must follow guidance they have received from health officials.

Planning and Responding to COVID-19

**WHAT SHOULD I CONSIDER AS I PLAN AND PREPARE FOR COVID-19?**

Administrators should always reinforce healthy practices among their staff and students, as well as prepare for a potential case of COVID-19; regardless of the current level of community transmission.

As you create and update your preparedness plans, work with your local health officials to determine the most appropriate plan and actions for your school or program. Together, you will need to consider your local community situation—whether you have local transmission in your community, and if so, the level of transmission (none, minimal, mild, moderate, substantial).

CDC has created overall guidance, as well as guidance tailored for transmission level in your area to help childcare programs, schools, and their partners understand how to help prevent COVID-19 and quickly when a case is identified. The guidance includes information about the following:

1. How to prepare if you have no community spread of COVID-19.
2. How to prepare if you have minimal to moderate community spread in your community.
3. How to prepare if you have substantial community spread in your community.
4. What to do if a person with COVID-19 has entered your school.

See CDC’s full Interim Guidance for more details:

cdc.gov/coronavirus

How should my school prepare when there is limited or no community transmission in our area?

Work with your local health officials to determine a set of strategies appropriate for your community’s situation. Continue using the preparedness strategies implemented for no community transmission, and consider the following social distancing strategies:

- Cancel field trips, assemblies, and other large gatherings.
- Cancel or modify classes where students are likely to be in very close contact.
- Increase the space between desks to at least 6 feet.
- stagger arrival and/or dismissal times.
- Reduce congestion in the school hall.

Limit nonessential visitors.

Limit bringing in students from other schools for special programs (e.g., music, robotics, academic clubs).

Teach staff, students, and their families to maintain a safe distance (6 feet) from each other in the school.

What should I do when there is substantial community transmission?

If local health officials have determined there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for childcare programs or schools. Those strategies are expected to extend across multiple programs, schools, or school districts within the community.

You may need to consider extended school dismissals (e.g., dismissals for longer than 2 weeks). This longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community. During extended school dismissals, also cancel extracurricular group activities, school-based after-school programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events). Remember to implement strategies to ensure the continuity of education, as well as meal programs and other essential services for students.

Should my school screen students for COVID-19?

Schools and childcare programs are not expected to screen children, students, or staff to identify cases of COVID-19. If a community or more specifically, a school has cases of COVID-19, local health officials will help identify those individuals and follow up on next steps.

What resources does CDC have available to share with staff, students, and parents?

Share resources with the school community to help them understand COVID-19 and steps they can take to protect themselves:

- CDC’s Health Communication Resources:
- CDC information onigra and COVID-19:
Guiding Documents
- Centers for Disease Control and Prevention Guidelines for Schools
- New York’s Recovery Plan
- NYSDOE Reopening of Schools Guidance
A Comprehensive, Informed Approach

Guiding Documents
- Centers for Disease Control and Prevention Guidelines for Schools
- New York’s Recovery Plan
- NYSDOE Reopening of Schools Guidance

Introduction to the Guidance

The 2020-2021 school year will be our time to recover, rebuild, and renew the spirit of New York’s schools.

Working together, educators, students, parents and communities will continue to address this challenge with resiliency, tenacity, and grit.

This document is intended to provide guidance to local educational agencies (LEAs) as they plan to reopen their schools – whether instruction occurs in person, remotely, or in some combination of the two.

New York is a large and diverse state – so there will be no “one size fits all” model for reopening our schools.
## Guiding Documents

- Centers for Disease Control and Prevention Guidelines for Schools
- New York’s Recovery Plan
- **NYSDOE Reopening of Schools Guidance**

## Guidance and Portal Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday, July 15th</strong></td>
<td>Dissemination</td>
<td>Guidance will be ready for dissemination on Wednesday, July 15, 2020.</td>
</tr>
<tr>
<td><strong>Friday, July 17th</strong></td>
<td>Portal Opening</td>
<td>The School Reopening Plan Portal will open on Friday, July 17, 2020.</td>
</tr>
<tr>
<td><strong>Friday, July 31st</strong></td>
<td>Submission Deadline</td>
<td>School Reopening Plans must be submitted to the Portal by Friday, July 31, 2020.</td>
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</table>
Stakeholder Surveys

Surveys were designed and deployed for families, faculty and staff to learn more about their perceptions of COVID-19, as well as their preferences for school/work attendance, transportation needs, potential barriers to working in either a physical or virtual environment, and proficiency with various learning platforms.

ThoughtExchange
Participants: 3,410
Thoughts: 4,508
Ratings: 122,283

General Surveys
Staff & Faculty: 1,528
Families: 6,307

3,410 PARTICIPANTS

7,835 RESPONDENTS
ThoughtExchange Survey Everyone (Spring)

Exchange details

**Q1** What have you discovered as some strengths during distance learning & what are some opportunities for improvement?

- 975 Participants
- 1,552 Thoughts
- 34,484 Ratings
ThoughtExchange Survey  Families Only

Exchange details

Q1  Parents: Currently, the NECSD Operation Reopen Task Force is examining and planning for multiple possible scenarios, which may include virtual and in-person school experiences. What are your thoughts, questions, and concerns we should be considering for a hybrid model - alternating virtual/in-person?

- 2,432 Participants
- 2,956 Thoughts
- 87,799 Ratings
When thinking about teaching and learning options that we may be able to utilize in opening schools next fall, please place these five options in rank order. (% Number calculated)
General Survey Faculty & Staff

If you are provided an option for an assignment for next year, which of the following would you prefer?

1,466 responses

- 37% in person assignment
- 34.5% hybrid assignment
- 28.4% 100% virtual assignment
If school buildings reopen, please select the answer that most closely relates to your child for transportation // Si los edificios escolares se vuelven a abrir, seleccione la opción que mejor se corresponda con el transporte de su hijo:

1,459 responses

- 60.9%: My child(ren) will be taking the school bus both to and from school // Mis hijos tomarán el autobús escolar hacia y desde la escuela
- 30.2%: My child(ren) will be taking the school bus either to or from school, but not both // Mis hijos tomarán el autobús escolar hacia o desde la escuela, pero no ambos
- 9%: I will find my own transportation to school for my child(ren). They will not be riding the school bus. // Encontraré mi propio transporte para que mi hijo(ren) vaya a la escuela.
If you are provided an option for your child(ren) to learn for next year, which of the following would you prefer? // Si se le ofrece una opción para que s...o año, ¿cuál de las siguientes opciones preferiría?

1,459 responses

- 48.7% 100% In person learning (with NECSD following state and local guidelines for health and safety) // 100% de aprendi...
- 26% Hybrid learning - My scholar attends school a few days a week and learns remotely other days of the week // Apr...
- 18.4% Hybrid learning - My scholar attends school every other week and learns re...
- 6.9% 100% Virtual learning // Aprendizaje 100% virtual
General Survey Middle School Families

If school buildings reopen, please select the answer that most closely relates to your child for transportation. Si los edificios escolares se vuelven accesibles, ¿cuál de las siguientes opciones mejor se relaciona con el transporte de tu hijo?

822 responses

- 67.5%: My child(ren) will be taking the school bus both to and from school. Mis hijos tomarán el autobús escolar hacia y desde la escuela.

- 23.1%: My child(ren) will be taking the school bus either to or from school, but not both. Mis hijos tomarán el autobús escolar hacia o desde la escuela, pero...

- 9.4%: I will find my own transportation to school for my child(ren). They will not be riding the school bus. Encontraré mi...
General Survey Middle School Families

If you are provided an option for your child(ren) to learn for next year, which of the following would you prefer? // Si se le ofrece una opción para que s...o año, ¿cuál de las siguientes opciones preferiría?

822 responses

- 52.1% In person learning (with NECSD following state and local guidelines for health and safety) // 100% de aprendi...
- 21.9% Hybrid learning - My scholar attends school a few days a week and learns remotely other days of the week // Apr…
- 18.5% Hybrid learning - My scholar attends school every other week and learns re...
- 100% Virtual learning // Aprendizaje 100% virtual
General Survey High School Families

If school buildings reopen, please select the answer that most closely relates to your child for transportation // Si los edificios escolares se vuelvan abrir...que más se relacione con su hijo para el transporte:

4,026 responses

- My child(ren) will be taking the school bus both to and from school // Mis hijos tomarán el autobús escolar hacia y desde...

- My child(ren) will be taking the school bus either to or from school, but not both // Mis hijos tomarán el autobús e...

- I will find my own transportation to school for my child(ren). My child(ren)...

- I will find my own transportation to school for my child(ren). They will not...
If you are provided an option for your child(ren) to learn for next year, which of the following would you prefer? // Si se le ofrece una opción para que s...o año, ¿cuál de las siguientes opciones preferiría? 

4,026 responses

- 100% In person learning (with NECSD following state and local guidelines for health and safety) // 100% de aprendizaje presencial
- Hybrid learning - My scholar attends school a few days a week and learns remotely other days of the week // Aprendizaje híbrido - Mi estudiante asiste a la escuela unos días a la semana y aprende de manera remota los otros días de la semana
- Hybrid learning - My scholar attends school every other week and learns remotely the other weeks // Aprendizaje híbrido - Mi estudiante asiste a la escuela cada dos semanas y aprende de manera remota las otras semanas
- 100% Virtual learning // Aprendizaje virtual 100%
Four Guiding Principles for Reopening Schools

1. Ensure the safety and wellness of scholars, faculty and staff
2. Deliver high-quality instruction to students, regardless of delivery model
3. Be open to changing policies that don’t work
4. Plan for progress, not perfection
SECTION THREE

Reopening our School Buildings

2020-2021
Student & Staff Experience

Teaching & Learning

Social Emotional Learning

Exceptional Learners

Transportation

Facilities

Food Services

Health & Wellness

ELLs

Security & Safety
Reopening Schools

- Daily Health Screening
- Distanced Workstations
- Reduced Classroom Seating
- Avoided Sharing of Equipment
- Virtual Meetings
- Sanitation Stations
- PPE / Increased Sanitization
Minimizing Congestion

- Designate one-way directions for hallways, exterior paths
- Assign entry and exit doors, and stagger students’ arrival and departure times

Newburgh Enlarged City School District

Reopening Schools
Following Some Simple Steps…
Posters, flyers and graphics with simple and effective measures to prevent the spread of COVID-19 illustrate and remind us of ways to stay safe and healthy.
Newburgh Enlarged City School District

## District Preparation Health & Safety

*In stock across the district for quick accessibility. Meets or exceeds required standards.*

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>General masks on reserve (N95 &amp; Gowns only for School Nurses)</td>
<td>360,000</td>
<td></td>
</tr>
<tr>
<td>Pairs gloves on reserve</td>
<td>45,000</td>
<td></td>
</tr>
<tr>
<td>Sanitizer Dispensers 400+ Refills (more on order)</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Disinfecting machines (Supply for 12 months)</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>HEPA Filters for Air Filtration with 3-month changes</td>
<td>18 Months</td>
<td></td>
</tr>
<tr>
<td>Tissue boxes (more on order)</td>
<td>1000+</td>
<td></td>
</tr>
</tbody>
</table>
NECSD will implement the following health and safety practices across all schools and offices:

**Health Questionnaire**
Health questionnaire for staff/students

**Temperature Screening**
Upon entrance into Newburgh Schools, everyone will have their temperature checked on a daily basis.

**Limited Access**
Access to schools will be limited to students and staff as much as possible.

**Face Coverings**
Face coverings will be required and provided as needed to staff and students.

**Hand Sanitizer**
Hand sanitizer will be provided, with hand sanitizing stations at building entrances, and in classrooms and shared spaces.

**Hand-Washing**
Hand-washing will be encouraged throughout the day and required before and after meals.

**Food Services**
Encouraged bringing lunch, enforce hand washing, disinfect surfaces, no sharing food, review of food allergy plans.

**Physical Distancing**
There will be increased spacing in the building and in classrooms with fewer students in spaces. Classroom layouts and arrival and dismissal processes will be modified to maintain physical distancing.

**Training**
Students and staff will receive training on COVID-19 prevention practices, including social distancing and face covering use. Signage and ongoing communication will supplement and reinforce training.

**Transportation**
NECSD will limit capacity of passengers on all general education buses, in accordance with current public health guidelines.

**No Supply Sharing**
NECSD will increase ordering of all school supplies to eliminate sharing, particularly at the elementary level.

**NECSD Issued Devices**
NECSD will continue to provide Chromebooks and other devices to students as needs are identified.

**Cleaning**
Frequent cleaning of all NECSD schools, facilities and buses.
Newburgh Enlarged City School District

Classroom Environment

✔ Manage class size to maximize social distancing.
✔ Require face coverings for students and staff.
✔ Explore installation of physical transparent barriers where appropriate.
✔ Cohort students to minimize exposure and allow for contact tracing.
✔ Create in-classroom meal service options to reduce exposure.
✔ Designate handwashing breaks throughout the school day.
✔ Remove non-essential shared items from the classroom.
✔ Creatively repurpose alternate spaces (cafeterias, gyms, media centers, courtyards) for instructional use.
✔ Encourage use of digital resources for instruction.

NYSDOH GUIDANCE

• schools must develop plans to maximize social distancing whenever possible.
• requires students and staff to wear face coverings (or PPE based on job functions), per DOH guidance.
• schools must instruct students and staff in proper hand and respiratory hygiene and provide necessary supplies.
• schools must instruct staff to recognize signs and symptoms of illness in students and staff, and health screenings per DOH guidance.
• requires persons with signs and symptoms of COVID-19 to be isolated until they can be sent home.
• reviews cleaning and disinfecting procedures for the school in accordance with CDC recommendations.
Newburgh Enlarged City School District

**Bus Transportation Considerations**

- ✔ Require face coverings for students and staff on the bus.
- ✔ Create bus route models to accommodate reduced occupancy.
- ✔ Intensify cleaning protocols for transportation.
- ✔ Increase the number of bus stops to facilitate social distancing.
- ✔ Evaluate options for screening and requirement of face coverings.
- ✔ Install barrier to prioritize health and safety of school bus drivers.
- ✔ Re-evaluate availability options for courtesy bussing.
- ✔ Recruit additional drivers to support reduced occupancy per bus.
- ✔ Encourage social distancing at pick-up/drop-off points.
Transportation Layouts

**WITHOUT MASKS**
1 student every other row, alternating sides

**WITH MASKS**
1 student per seat, alternating left and right positions

<table>
<thead>
<tr>
<th>Normal capacity</th>
<th>Socially distanced capacity (no masks)</th>
<th>Capacity (with masks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>7</td>
<td>28</td>
</tr>
</tbody>
</table>

SOURCE: National Council on School Facilities and Cooperative Strategies

Operation Reopen
Adapting Student Meal Service

✔ Minimize crowds by deploying alternative meal service options.
✔ Provide Grab-and-Go Meals to be eaten in the classroom.
✔ Design classroom delivery models for younger students.
✔ Use signage and other social distancing strategies in cafeteria.
✔ Adjust lunch service options to utilize alternative space for meal consumption (i.e. cafeteria service line, meal delivery to classroom or use of outdoor space.)
✔ Adopt cashless, touchless point-of-sale transactions for cafeteria service line.
✔ Stagger meal schedules to limit students in the cafeteria at one time.
✔ Maximize social distancing as much as possible during mealtimes.
Before/After-School Care, Extracurricular Activities and Athletics

- Implement a phased approach for participation in activities and athletic programs.
- Monitor and follow guidance from New York State School Athletic Association.
- Conduct extracurricular activities virtually when possible.
- Establish sanitization procedures for shared equipment.
- Evaluate before/after school program models to accommodate reduced adult/child ratio, which may include adjustment of operational hours.
Proposed Instructional Models

2020-2021
Instructional Models

Prepare for multiple scenarios in parallel:
Prepare to transition students and faculty/staff between scenarios, with guidance from health care experts, of remote learning, blended learning, and/or alternating or parallel waves of each.

• Preserving in-school instruction whenever possible;
• Providing a distance learning option;
• Addressing students’ academic, emotional and social needs;
• Minimizing health risks while at school; and
• Pivoting with agility to distance learning in the event of a subsequent school closure.

Gauging the Reopening of Schools

STUDENT EXPERIENCE
INCLUDES ACADEMIC, EMOTIONAL & SOCIAL EXPERIENCE

POTENTIAL HEALTH RISKS
INCLUDES THE POTENTIAL SPREAD OF COVID-19

PIVOT BETWEEN PHASES
AGILITY TO GO TO DISTANCE LEARNING AND BACK TO IN PERSON
Hybrid Models

✔ Students will attend school in person some days, virtual other days.

✔ Establish online daily attendance structure.

✔ Students attend school online during regular school hours and follow a standard school schedule.

✔ Teachers will use a blended model approach.

✔ Teachers meet with students daily utilizing web conferencing technology.

✔ Increase synchronous structure.

✔ Increase tele-work/tele-therapy sessions and services.

✔ Schools will employ physical distancing measures meeting established thresholds where possible.

✔ Class sizes will be reduced.

✔ Schools will have to account for specialized classroom space needs for students with disabilities.

✔ ELLs, Exceptional Learners, and Primary students will be prioritized.
## Hybrid 1: Alternate-Day (AB/AB) Schedule for In-Person Learning.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday*</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>In School</td>
<td>Remote</td>
<td>Additional In-Person Learning for Priority Students</td>
<td>In School</td>
<td>Remote</td>
</tr>
<tr>
<td>Group B</td>
<td>Remote</td>
<td>In School</td>
<td>Additional In-Person Learning for Priority Students</td>
<td>Remote</td>
<td>In School</td>
</tr>
</tbody>
</table>

* Additional In-Person Learning for Priority Students.

### ADVANTAGES
- Students have live interaction each week
- Opportunity for ENL students to be in an English speaking class
- Flipped learning opportunity
- Scheduling and planning
- Group the kids and schedule them together
- Pair teachers to support the kids (address burnout)
- Able to keep in touch with kids
- Monitor progress face to face
- Maybe keep them together for two days and create separate group the last two days
- Allow teachers to team teach and one stays home the other is onsite all the time.
- Younger students - a nice balance of screen time

### DISADVANTAGES
- How does a teacher plan for both types of sessions?
- If sick student loses face to face option
- Snow day - some student away from teacher for a period of time - Consider all snow days become virtual learning days
- Older students provide daycare for siblings
- Great need for creative scheduling and lesson planning
- Lack of consistent engagement
- Parental support on off days, who supervises the kids?
- We need to keep the kids together by cohort for tracing
- Hard to monitor online learning at same time delivering face to face
- Food service - difficult in and out of school
- Every other day difficult to build relationships
- Teacher preparation and lesson planning - Time for both models
- Capacity of technology supports
- Difficult with students that need routines
- How do I know who is A and who is B and as an admin how do I follow up with it?
- How fit in annual requirements of instruction?
- Need time to chunk the standards
- What about students who are on medical home instruction?
- Teacher assignments could be complicated
## Hybrid 2: Full-Week Rotating (AAAA/BBBB) Schedule for In-Person Learning

**ADVANTAGES**

- Students will get teacher time.
- Benefit to consistency of days in the model.
- You get a block of time with the teacher which may make planning easier.
- Maybe having live links for students to log in during the teacher teaching.
- We can get more time with students. You can accomplish more.
- Student-to-teacher ratio will be smaller.
- Selection of courses that would solely be virtual. Courses that would allow students not to be in physical location.
- May help some students that need social-emotional time.
- Gives time to your SEL teams to make connections with smaller groups of students. Can do more in-person counseling.
- Makes Planning for daycare easier

**DISADVANTAGES**

- Increased need for daycare
- Daycare system/will alternate arrangements be made?
- Scheduling concerns
- Financial hardships
- Lab requirements-kids need to be in the classroom.
- Additional need for faculty/staff?
- How would families be able to meet the hardship to the on/off scheduling.
- May be confusing for parents-which week does the student come to school?
- Potential lack of engagement for off week

### Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday*</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group A</td>
<td>In School</td>
<td>In School</td>
<td>**</td>
<td>In School</td>
<td>In School</td>
</tr>
<tr>
<td>Group B</td>
<td>Remote</td>
<td>Remote</td>
<td>**</td>
<td>Remote</td>
<td>Remote</td>
</tr>
<tr>
<td>WEEK 2</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Group A</td>
<td>Remote</td>
<td>Remote</td>
<td>**</td>
<td>Remote</td>
<td>Remote</td>
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<tr>
<td>Group B</td>
<td>In School</td>
<td>In School</td>
<td>**</td>
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*Additional In-Person Learning for Priority Students.*

### Sessions

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<tr>
<th></th>
<th>In School</th>
<th>E-learning</th>
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</thead>
<tbody>
<tr>
<td>WEEK 1</td>
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<tr>
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<td>4</td>
</tr>
<tr>
<td>WEEK 2</td>
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</tbody>
</table>

**Models**

- Hybrid Models
- Distance Learning

**Operation Reopen**

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42
Hybrid 3: 2-Day Block (AA/BB) Schedule for In-Person Learning

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday*</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>In School</td>
<td>In School</td>
<td>Additional In-Person Learning for Priority Students</td>
<td>Remote</td>
<td>Remote</td>
</tr>
<tr>
<td>Group B</td>
<td>Remote</td>
<td>Remote</td>
<td>Additional In-Person Learning for Priority Students</td>
<td>In School</td>
<td>In School</td>
</tr>
</tbody>
</table>

* Additional In-Person Learning for Priority Students.

ADVANTAGES

- Able to provide some support to scholars who may not have that academic support system at home or the capacity to do virtual learning at home.
- Greater partnerships with community organizations to support academic
- HS advantage of having Evening School in place. Students who have a crowded schedule during the week, could we bring them in at night to host those classes in the evening.
- Have people who are happy at least a few days a week.
- Older students who were able to do remote working, but may have tuned out.
- Elementary students didn’t do so well, but parents would help support or often tune out themselves.
- Ability for the teachers to work with a group of students. Provides consistency and academic intervention services.
- Ability to interact as a group for SEL and/or general socialization.
- Students who need the help are often least able to advocate for themselves. This will provide for touch points each week to monitor progress and adjustment to online learning.

DISADVANTAGES

- If attendance is not mandatory, this will be difficult to assess. (How will attendance be taken and/or accounted for?)
- Must provide opportunities to complete work with a set deadline.
- How do we support teachers, so they are engaged in live teaching in the building and managing providing virtual learning.
- Childcare will be a struggle on any at-home days.
Remote: 100% Virtual Learning

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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</thead>
<tbody>
<tr>
<td>Group A</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
</tr>
<tr>
<td>Group B</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
</tr>
</tbody>
</table>

**WEEK 1**

### ADVANTAGES

- Consistency: Student experience will be uninterrupted should schools close suddenly due to COVID-19 outbreak.
- Most flexible model
- Prioritize certain grades
- Eliminates classroom exposure to COVID-19
- Students can accelerate their learning.
- Building digital capacity

### DISADVANTAGES

- Impact on some CTE
- SEL social isolation
- New students/Kindergarten/New Teachers
- Impact on some CTE
- All kids need F2F
- SEL social isolation
- Student supervision and support is not as robust
- High need for parental involvement, especially in lower grades
- Difficult for many students with special needs (Pre-K to grade 12) or English Language Learners
- All students need a mobile device and connectivity
Support for Our School Community

2020-2021
Professional Development & Training

Training modules regarding health and safety precautions will be developed per DOH and SED guidelines.

✔ Implicit Bias Training.
✔ Responding to COVID-Related Employee Concerns.
✔ Student Health Protocols for Screening, Transitions and Social Distancing.
✔ Teacher, Student, and Family Training for All Implemented Health & Safety Protocols.
✔ Teacher, Student, and Family Training for All Implemented Teaching & Learning Protocols.
✔ Supporting Student and Employee Mental Health.

✔ Effective Family Communications Strategies for Schools.
✔ Building an Equity-Centered Social-Emotional Learning Program.
✔ Strategies to Support Social-Emotional Learning.
✔ Trauma-Informed Pre-K Classrooms.
✔ Training on Grading and Attendance.
SECTION SIX

Communications

2020-2021
Communications

Multiple means of communication with families, employees, and community stakeholders in English, Spanish, and Haitian-Creole.

These include:
✓ Automated voice, and email messaging to families and employees
✓ Social media posts on various platforms
✓ Published editorials/handbooks
✓ Media news coverage
✓ Designated hotline/email
✓ Dedicated webpage on district website
SECTION SEVEN

Final Preparations

2020-2021
Newburgh Enlarged City School District

**Key Dates Ahead (July)**

- **JULY 20**
  - Advisory Meeting

- **JULY 21**
  - BOE Meeting Presentation

- **JULY 23**
  - Task Force Review

- **JULY 24**
  - Google Meets/ Faculty & Staff
  - Streaming Online/Facebook Presentation for Families

- **JULY 27**
  - Principal Review

- **JULY 28**
  - Report to BOE

- **JULY 30**
  - Task Force Review

- **JULY 31**
  - Submission to SED
Unknowns & Variables

Metrics that Governor Andrew Cuomo plans to use to determine whether school buildings may reopen as well as the regional conditions that will require students to stay at home.

- Average daily infection rate of the novel coronavirus is 5% or less, schools in that region can reopen

- Average daily infection rate of the novel coronavirus is 9% or higher, schools in that region must close

(The opening calculation generally will be based on 14 days of data and the closure decision will be based on seven days of data.)

- Parent choice.

- Medically compromised students and teachers.

- Monitoring opening of schools in August nationally.