

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic has had a dramatic impact on Middletown Unified School District and the community it serves. Beginning March 13, 2020, the district had to move to a distance learning platform to meet the educational needs of its students. Teachers had to quickly work to create packets and set up virtual classrooms, with little to no training, to deliver instruction. The district had to move quickly to survey parents who were in need of technology for internet access their students to use to connect to their teacher(s). The district had to quickly prepare devices and order hotspots to provide to families. As a district, we also had to make sure we were still providing meals to students in the district. During this time the district served thousands of meals to students within the district.

Since the end of the 19-20 school year, MUSD has met with both certificated and classified units to prepare for the 2020-21 school year. Meetings included planning for distance learning and providing a robust and rigorous program for our students that was different from what we were doing in the spring. It also included implementing safety procedures to keep students and staff members safe once students are able to return to in-person instruction. During this time MUSD has also had to purchase additional laptops and hotspots to ensure each student would be able to connect to their teacher during distance learning. MUSD purchased an additional 300 laptops and 100 hotspots to ensure all students in grades k-12 had a device and all students with limited or no access to the internet had a hotspot.

The health and safety of our students, staff and families are of the utmost importance. As Covid-19 continues to change our collective landscape, our schools will work together to leverage resources, share best practices, and advocate for regulatory flexibility, including state and federal waivers to enable us to provide the best possible programs for all students. MUSD is fully committed to working together to prepare for the 2020-2021 school year.

MUSD also had to make an investment in cleaning supplies and safety equipment. To ensure custodians could properly sanitize classrooms and offices, new equipment and cleaning solutions had to be purchased, new cleaning procedures had to be implemented, additional hours had to be added to custodian schedules to allow for more in-depth cleaning and additional custodians had to be hired to help cover cleaning after school hours.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

MUSD surveyed its stakeholders about distance learning from this past spring and what distance learning could look like in the upcoming school year (2020-21). MUSD was also able to receive input from certificated and classified employees to discuss what the 2020-21 school year would look like if we were to come back in person, in a hybrid model, or in distance learning. Input was given as to what processes and procedures would need to be in place for each model, what supplies would be needed for staff, students and families in each model, technology needs for students and staff and contingency plans based on ever-changing circumstances.

[A description of the options provided for remote participation in public meetings and public hearings.]

MUSD Board meetings are broadcast via technology. Anyone can join the meeting and submit questions to the Board of Trustees or district administration. Participants may also call into the meeting as well. The public hearing for our Learning Continuity and Attendance Plan was on September 9th, 2020.

[A summary of the feedback provided by specific stakeholder groups.]

Many stakeholders expressed safety concerns of themselves and/or their children and those concerns were all addressed by the District through negotiations with both bargaining units as well as plans for students when we return to a face to face model. In addition, many parents as well as staff had concerns about learning loss and gaps in students progress due to a transition to Distance Learning. This data will be used to plan for a differentiated approach to meet the needs of the students and address possible learning gaps. In addition to safety concerns, parents also addressed the need for improved communication in light of Distance learning.

Based on the feedback from our parents and families, the majority stated they wanted their students to return to school sites for instruction for the 2020-21 school year. They felt that their students learned best at school and with their peers, especially those on an IEP. Feedback from teachers included concerns about students being effectively engaged with distance learning, having safety measures in place including sanitizing procedures, social distancing, wearing masks and small group instruction during in-person instruction. Prior to March 2020, a low percentage of teachers had experience with teaching in a blended or online setting. Concerns from stakeholders included the following, but not limited to: students remaining in a distance learning model while parents had to work; students being able to connect with their teachers due to lack of technology or internet access; students not being able to attend daily instruction because they were in a daycare setting and students not being safe if and when we return to in-person instruction.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

As a result of stakeholder input, MUSD had to quickly adjust its plan to make sure there were several options for parents to choose from when school resumes. Students will meet with their teacher on a daily basis for live instruction and then would be assigned work to do from the teacher. All students will have access to their teachers for additional support and help during the day via set office hours. MUSD purchased additional laptops for a 1-to-1 device plan for all K-12 grade students. Additional hotspots were also purchased to assist families who needed internet access as well.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Middletown USD will be in a distance learning model until leadership team is in agreement that all safety/instructional issues can be met. Once we are able to return to in-person instruction we will begin in a hybrid model of in-person instruction. A hybrid model allows us to meet the academic and social emotional needs of our students while maintaining a safe social distance to keep students and staff safe. A hybrid model allows us to take advantage of blending in-person and technology based instruction to provide the needed support for all students. Students will be split into 2 groups, by household, and will attend in-person two

days a week and remotely the rest of the week. Teachers will provide "Office Hours" for all students who need additional support every day of the week. Teachers will have the ability to provide live instruction and recorded lessons that can be viewed again later, paused to allow students to work or viewed at a slower rate to allow for greater student understanding. Friday's will be used to allow students to continue to work on their school work, teachers to hold small group and/or one-one-one intervention time to support EL learners, students with disabilities, foster youth and students experiencing homelessness.

Hybrid Schedule:

#### Grades 9-12

Students in grades 9-12 at the high school will attend school two days per week. When students are not at school they may be able to log into a live feed of the classroom. Students will then have live instruction every day as a result. Fridays will be reserved for teachers to hold office hours, work with small groups or individual students who need additional support and assistance, collaboration with other teachers and additional training on blended learning or other necessary topics.

#### Grades 6-8

Students in grade 6-8 at the middle school will attend two days per week. When students are not at school they may be able to log into a live feed of the classroom. Students will then have live instruction every day as a result. Fridays will be reserved for teachers to hold office hours, work with small groups or individual students who need additional support and assistance, collaboration with other teachers and additional training on blended learning or other necessary topics

#### Grades K-6

Students in grades TK-8 who attend elementary schools in the district will attend school two days per week. Students will be assigned work to do on days they are not attending the sites. Teachers will be available in the afternoons to provide small group and/or 1-on-1 assistance to students. Fridays will be reserved for teachers to hold office hours, work with small groups or individual students who need additional support and assistance, collaboration with other teachers and additional training on blended learning or other necessary topics.

Students in special programs or who require additional support may be provided with opportunities to attend in-person instruction more than the two days if health and safety circumstances allow. These will include special education, homeless, foster youth, EL, low-income, 504 Plan students.

#### Foster Youth

- Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs.
- Establish policy and data infrastructure necessary to support and monitor educational progress
- we will continue to provide information and support to our at risk families. We are building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed.

#### Special Education

- Providing additional support to pupils with assistance from our instructional aides to supplement teacher instruction
- Closely following IEPs and Implementing supports in virtual format.
- Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances
- Students will continue to have access to supports and services listed in their IEPs (as close as we can). They will have access to

general education teachers, SPED teachers and support staff. SPED teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

#### Homeless

- Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance
- Providing technology and school materials/resources to ensure pupil is able to actively engage in distance learning model
- Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support
- we will continue to provide information and support to our at risk families. We are building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed.

#### English Language Learners

- Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards via a virtual platform
- Frequent communication with parents/guardians to gather information about appropriate strategies
- supports, including SDAIE strategies will be embedded into the regular curriculum. Those needing additional support may be offered small groups or 1:1 instruction by their teacher as needed.

#### All students:

- We will continue our SST processes as normal for identifying and supporting at risk students. Aides will be utilized to support guided reading and guided math lessons as well as provide small group differentiated support under the direction of the classroom teacher.

One day a week students needing additional support or enrichment may also be assigned work specific to their needs. After hours tutoring will also be available to students who are identified as significantly at risk. Tutors will also be made available through our partnership with LCOE who may need more support.

Students in our LTIS program will meet frequently, per our master agreement, with their assigned teacher(s).

#### HEALTH AND SAFETY OF STUDENTS & STAFF

##### Hand Hygiene

To prevent the spread of respiratory infections from one person to the next, frequent hand washing will be implemented.

Hand hygiene procedures include the use of alcohol-based hand rubs and hand washing with soap and water. Washing hands with soap and water is one of the most effective ways to prevent the spread of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer (containing at least 60% ethanol alcohol).

Properly hand wash with soap and water by:

- Wet hands first with water.
- Apply soap to hands.
- Rub hands vigorously for at least 20 seconds, covering all surfaces of hands and fingers.
- Rinse hands with water and dry thoroughly with paper towel.
- Use paper towel to turn off water faucet.

Alcohol-based hand rub is an ideal method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids),

and may not remove harmful chemicals from hands like pesticides and heavy metals, in which case soap and water should be used. Hand hygiene stations should be strategically placed to ensure easy access.

Using Alcohol-based Hand Rub (follow manufacturer's directions):

- Dispense the recommended volume of product.
- Apply product to the palm of one hand, and
- Rub hands together, covering all surfaces of hands and fingers until they are dry (no rinsing is required). This should take around 20 seconds.

Hand washing facilities will be maintained to provide adequate supply of hand washing soap and paper towels.

Coughing and Sneezing Etiquette

Covering coughs and sneezes and keeping hands clean can help prevent the spread of serious respiratory illnesses.

To help stop the spread of germs:

- Cover mouth and nose with a tissue when coughing or sneezing.
- Throw used tissues in the trash.
- If a tissue is not available, cough or sneeze into the elbow – not in hands.
- Immediately wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean hands with a hand sanitizer that contains at least 60% ethanol alcohol.

Avoid Close Contact – Distancing

Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is 4-6 feet. To help prevent the spread of respiratory disease, employees should avoid close contact with people outside their household or those who are sick within their household.

Each site will have a plan in place to ensure social distancing at their location. The plan will include, but is not limited to the following:

- Increasing physical space between employees by modifying the workspace.
- Avoiding shared work spaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible. If they must be shared, following the Cleaning and Disinfecting the Building and Facility Guidelines to clean and disinfect shared workspaces and work items before and after use.
- Increasing physical space between employees and public by offering drive-through service or physical barriers such as partitions.
- Using signs, tape marks, or other visual cues on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
- Close or limit access to common areas where employees are likely to congregate and interact.
- Delivering services and holding meetings remotely by phone, video, or Internet.
- Limiting any unnecessary travel with passenger(s) from one site to another in work vehicles and personal employee vehicles.
- Eliminating all non-essential and non-related services, such as entertainment activities.
- Using videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, holding meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.

Employees will also be asked to practice social distancing outdoors including, but not limited to the following:

- When working in sports fields, playgrounds, assembly areas, and/or other outdoor areas.

- Before starting the work shift.
- After the work shift.
- Coming and going from vehicles.
- Entering, working, and exiting physical buildings or other structures.
- During breaks and lunch periods.

#### Cloth Face Coverings

Unless otherwise directed by your supervisor, all employees should cover their mouth and nose with a cloth face cover when around others and follow any state, county, or local mandates/ guidelines.

- You could spread COVID-19 to others even if you do not feel sick.
- Everyone should wear a cloth face cover.

o Cloth face coverings should not be placed on anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

- The cloth face cover is meant to protect other people in case you are infected.
- Do NOT use a face mask meant for a healthcare worker.

Continue to keep at least 6 feet between yourself and others when feasible. The cloth face cover is not considered personal protective equipment. It is not a substitute for social distancing but when used in conjunction, it may help prevent infected persons without symptoms from unknowingly spreading the disease.

#### If an Employee is Sick

Employees will be asked to monitor their health each day and are asked to notify their supervisor before their scheduled shift and prior to arriving at the site, if they have been exposed to someone with COVID-19 or they have a temperature of 100.4 or more, tiredness, chills, shortness of breath, difficulty breathing, nausea, vomiting, diarrhea, sore throat, loss of taste or smell, cough, or muscle pain.

If an employee is not feeling well and is exhibiting symptoms that may be attributed to COVID 19, such as acute respiratory symptoms or a fever Middletown Unified School District will:

- Immediately send employees with acute respiratory illness symptoms home or to medical care as soon as possible.
- Actively encourage sick employees to stay home.
- If an employee goes home because they are sick, follow the cleaning and disinfecting the building and facility guidelines to disinfect the area/room/office where the person worked, the tools and equipment they used prior to use by others.

Employees who are well but who have a sick family member at home with COVID 19 should notify their supervisor and follow CDC-recommended precautions.

- Ensure employees who are out sick with fever or acute respiratory symptoms do not return to work until both of the following occur:
  - o At least 3 full days pass with no fever (without the use of fever-reducing medications) and improvement in respiratory symptoms.
  - o At least 10 full days pass since symptoms first appeared.
- Ensure employees who return to work following an illness promptly report any recurrence of symptoms.

#### Personal Protective Equipment

While engineering and administrative controls are considered more effective in minimizing exposure to COVID-19, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies. Examples of PPE include: gloves, goggles, face shields, face masks, and respiratory protection, when appropriate. During an

outbreak of an infectious disease, such as COVID 19, recommendations for PPE specific to occupations or job tasks may change depending on geographic location, updated risk assessments for workers, and information on PPE effectiveness in preventing the spread of COVID-19. The District will conduct a hazard assessment to determine if hazards are present in the workplace that necessitate the use of PPE. If the District identifies COVID-19 as a workplace hazard, it will select and provide exposed employees with properly fitting PPE that will effectively protect employees. The District will stress hand hygiene before and after handling all PPE.

#### Washing Facilities

Notify your supervisor if any washing facilities do not have an adequate supply of suitable cleansing agents, water, and single-use towels or blowers.

#### Cleaning and Disinfecting

Middletown Unified School District will establish routine schedules to clean and disinfect common surfaces and objects in the workplace. This includes, but is not limited to, classroom technology devices, containers, counters, tables, desks, chairs, benches, door handles, knobs, drinking fountains, refrigerators, vending machines, portable restroom and bathroom surfaces, automobiles and buses – inside and out, and trash cans. The process of disinfecting includes providing disinfecting products that are EPA approved for use against the virus that causes COVID-19 and following the manufacturer's instructions for all cleaning and disinfection products (e.g., safety requirements, PPE, concentration, contact time). Corona viruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection. Disinfectants kill germs on surfaces after cleaning, that can further lower the risk of spreading infection. Employees will need to follow the District's approved disinfecting products and procedures when using disinfectants.

Disinfecting procedures include:

- Some surfaces only need to be cleaned with soap and water. For example, surfaces and objects that are not frequently touched should be cleaned and do not require additional disinfection.
- Clean and disinfect frequently touched surfaces daily and shared work spaces and work items before and after use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Store all disinfectants out of the reach of children.
- Do not overuse or stockpile disinfectants or other supplies.
- Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.
- Areas unoccupied for 7 or more days need only routine cleaning.
- Outdoor areas generally require normal routine cleaning and do not require disinfection.

#### Electronics

For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines:

- Consider putting a wipeable cover on electronics.
- Follow manufacturer's instructions for cleaning and disinfecting.
- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

Cleaning and Disinfecting Building or Facility if Someone is Sick:

- Close off areas used by the sick person.
- Open outside doors and windows to increase air circulation in the area.

- o Wait 24 hours before you clean or disinfect.
- o If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the sick person, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, and remote controls.
- Always wash immediately after removing gloves and after contact with a sick person.
- If more than 7 days since the sick person visited or used the facility, additional cleaning and disinfection is not necessary.
- Continue routine cleaning and disinfection

**Employee Training**

Middletown Unified School District will provide regular training for employees on the following topics:

- What is COVID-19 and how is it spread.
- Signs and symptoms of COVID-19.
- When to seek medical attention if not feeling well.
- Prevention of the spread of COVID-19 if you are sick.
- Physical and social distancing guidelines.
- Importance of washing hands with soap and water or use of hand sanitizer if soap and water are not readily available.
- Reminders and methods to avoid touching eyes, nose, and mouth.
- Coughing and sneezing etiquette.
- Safely using cleansers and disinfectants.

**Compliance**

This addendum will be reviewed regularly and according to federal, state, and local requirements. These guidelines and written addendum are subject to change as information is received and the situation evolves. In addition to the safety procedures outlined in this Addendum, Middletown Unified School District will adhere to the health and safety provisions of the Covid-19 Memorandum of Understandings (MOUs) with MTA and CSEA.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
As the District transitions to in person instruction, it will continue to implement the recommendations of the CDC and local health officials. The District will provide personal protective equipment (PPE) for all students and staff to ensure their safety. The school facilities will require additional sanitation and custodial services to minimize exposure to students and staff.	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Having just come out of distance learning from the spring, we have learned a great deal about providing high quality instruction to our students. All students K-12 will have a technology device to log into online classroom instruction and if there are any hard copy materials needed/requested, the school sites are prepared to deliver those materials to our students and their families. MUSD's model of instruction will include, but is not limited to: daily live instruction, recorded teacher lessons, videos, audio recordings, online learning platforms like Google Classroom. Teachers will be able to use Google Meets to deliver instruction and interact with their students on a daily basis. For those families that need it, we will provide print materials as requested.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

MUSD will be implementing a 1:1 technology initiative for all students in the 2020-21 school year. All students in grades K-12 will be given a device to use at home or in class once we return to in-person instruction. MUSD will also be able to provide "hotspots" to families and staff who have no or limited connectivity. Students, families and staff that need technology support will be able to email the district to get their technology questions answered.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers will meet daily with students for synchronous instruction and support. During this time teachers will assign work and give assessments, and teacher created tests, that will be graded to monitor progress and assess learning. Daily attendance will be taken in our SIS program, Infinite Campus, during synchronous instruction and will be monitored through the work that students complete as well and tracked in a weekly engagement log. Student participation will occur through Google Classroom, Google Meets, emails and phone calls. Time value work and daily live instruction will be provided by each teacher to include at least 180 minutes for TK-K, 230 minutes for 1st & 2nd grade and 240 minutes for grades 3-12. All work and instructional minutes will be verified by the classroom teacher and approved by site administrators.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Before the start of the 2020-21 school year, teachers and Classified staff were given the opportunity to participate in professional development focusing on Google Classroom, Google Meet and other training through a collaborative efforts between MTA CSEA, LCOE and Principals. These sessions were planned accordingly in alignment to a brief needs survey that was given to teachers before the end of the 2019-20 school year in regards to needs for training related to Distance Learning. Additional professional development opportunities have been scheduled for the rest of the semester. The majority of these sessions will focus on Google Meet and features that will be implemented over the next couple of months to provide "live instruction". Another focus area was to provide teachers with the opportunity to attend sessions to prepare them for the Google Certified Educator Level 1 exam, thus increasing their personal proficiency on the basic operation of Google Enterprise Suite and related tools.

MUSD has established a tech support line for its teachers and staff. Teachers and staff would email: [support@Middletownusd.org](mailto:support@Middletownusd.org) with their questions/needs and our tech team would answer or help with their problem.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

All staff will have new roles and responsibilities during the upcoming school year. Teachers will have an option to work from home if they provide a legitimate reason to the District for approval. All other staff will work from their classrooms. Teacher will provide both synchronous and asynchronous lessons for students to access at home. Teachers will need to complete a weekly engagement log and a daily attendance log.

All staff will need to adhere to district imposed health and safety protocols while working at school sites which will include: wearing masks at all times, social distancing, proper and frequent hand-washing and/or using hand sanitizer, sanitizing work stations, and daily temperature checks.

CSEA staff required to wear appropriate PPE for COVID-19 disinfection and deep cleaning, assist in temperature screening of staff and students, once they return to campus, encouraged to engage in passive screening prior to leaving home. Due to the COVID-19 pandemic and the unprecedented nature of current conditions, some CSEA bargaining members may be asked to perform duties not currently contained within their current job description. Examples include but are not limited to:

- supporting disinfecting and cleanliness standards
- screening visitors, staff and students prior to entering campus
- screening and monitoring students on buses
- monitoring students on campus
- supporting social distancing measures
- assisting with student meal distribution
- providing on campus child supervision for children of essential staff

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

During distance learning, teachers will have “office hours” each day to meet with individual students and small groups to provide additional support for pupils with unique needs. Distance learning plans will be created through the IEP process for students. Special education teachers, along with their instructional aides, will be meeting with students on a daily basis in an effort to prevent learning loss.

- hotspots and devices if need
- flexibility with scheduling live instruction with teachers

### Foster Youth

- Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs.
- Establish policy and data infrastructure necessary to support and monitor educational progress
- we will continue to provide information and support to our at risk families. We will be building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed.

### Special Education

- Providing additional support to pupils with assistance from our instructional aides to supplement teacher instruction
- Closely following IEPs and Implementing supports in virtual format.
- Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances
- Students will continue to have access to supports and services listed in their IEPs (as close as we can). They will have access to general education teachers, SPED teachers and support staff. SPED teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

### Homeless

- Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance
- Providing technology and school materials/resources to ensure pupil is able to actively engage in distance learning model
- Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support
- we will continue to provide information and support to our at risk families. We will be building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

### English Language Learners

- Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards via a virtual platform

- Frequent communication with parents/guardians to gather information about appropriate strategies
- supports, including SDAIE strategies will be embedded into the regular curriculum.

All students:

- We will continue our SST processes as normal for identifying and supporting at risk students. Aides will be utilized to support guided reading and guided math lessons as well as provide small group differentiated support under the direction of the classroom teacher.

Beyond our regular course of instruction, we will be providing additional educational support services within the school day as identified by specific classroom teachers. We will also be providing skill and knowledge based support specifically for Math and Language Arts and Reading using Exact Path. One day a week students needing additional support or enrichment may also be assigned work specific to their needs. After hours tutoring will also be available to students who are identified as significantly at risk. Tutors will also be made available through our partnership with LCOE, and to any students who may need more support.

**Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Chromebooks will be purchased to ensure all students k-12 have access to a device to connect with teachers and complete assignments and giving equal access to all.	\$	YES
110 connectivity hotspots will be purchased to ensure families have access to the internet	\$ 40,000	YES

**Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the beginning of the 2020-21 school year, teachers will administer assessments to measure student achievement. The data from those assessments will be used to help create interventions for those students and develop plans for intervention. Students will also have access the support materials provided in the district adopted ELA curriculum. We will continue to implement our SST program to give extra supports to students based on qualifications and as needed.

**Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

During distance learning, teachers will have “office hours” each day to meet with individual students and small groups to provide additional support for pupils with unique needs. Distance learning plans will be created through the IEP process for students. Special education

teachers, along with their instructional aides, will be meeting with students on a daily basis in an effort to prevent learning loss.

- Access to RTI pull-out based on qualifications
- hotspots and devices if need
- flexibility with scheduling live instruction with teachers

#### Foster Youth

- Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs.
- Establish policy and data infrastructure necessary to support and monitor educational progress
- we will continue to provide information and support to our at risk families. We are building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed.

#### Special Education

- Providing additional support to pupils with assistance from our instructional aides to supplement teacher instruction
- Closely following IEPs and Implementing supports in virtual format.
- Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances
- Students will continue to have access to supports and services listed in their IEPs (as close as we can). They will have access to general education teachers, SPED teachers and support staff. SPED teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

#### Homeless

- Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance
- Providing technology and school materials/resources to ensure pupil is able to actively engage in distance learning model
- Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support
- we will continue to provide information and support to our at risk families. We are building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our sites continue to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

#### English Language Learners

- Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards via a virtual platform
- Frequent communication with parents/guardians to gather information about appropriate strategies
- supports, including SDAIE strategies will be embedded into the regular curriculum. Those needing additional support will be offered small groups or 1:1 instruction by their teacher as needed.

#### All students:

- We will continue our SST processes as normal for identifying and supporting at risk students. We will screen all 2nd-6th graders for our reading intervention program and enroll qualifying students into the program as a support. Title 1 aides will be utilized to support guided reading and guided math lessons as well as provide small group differentiated support under the direction of the classroom teacher.

Beyond our regular course of instruction, we will be providing additional educational support services within the school day as identified by specific classroom teachers. One day a week students needing additional support or enrichment may also be assigned work specific to their needs. After hours tutoring will also be available to students who are identified as significantly at risk. Tutors will also be made available through our local partnership with LCOE who may need more support.

**Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Middletown USD will be using site and web-based assessments, MUSD teachers and staff will administer assessments on a regular basis to assess the effectiveness of the learning loss strategies. Formative and summative assessments given regularly will also give teachers the data they need to inform their instruction and give additional support to students as needed.

**Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

**Mental Health and Social and Emotional Well-Being**

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Teachers and staff will be provided with training on social emotional learning and addressing the needs of students during both in-person and distance learning. Site administrators will also received this training. During the course of the year, teachers will be responsible for providing daily live instruction including social emotional wellness lessons for students using the Second Step curriculum. Teachers will also be available for one-on-one and small group support as needed. School counselors will be available to meet with students on an ongoing basis. MUSD is also looking to partner with Care Solace. Care Solace is a counseling referral service that will allow us to refer students, teachers, parents and adults who are experiencing mental or physical health issues to the necessary counseling services in a timely manner.

# Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

During this unprecedented time, MUSD has engaged in many forms of communication with its community members which have included: social media posts, automated and live phone calls to parents/families, automated emails and the district website.

## Tiered Reengagement Strategies

MUSD is committed to ensure that students are engaged in learning on a daily basis and will make every effort to contact families whose students are not meeting the required attendance policies.

Tier 1: School site staff will contact students and families through phone calls and emails

Tier 2: If a student fails to engage in live instruction or school work and there is no communication for one week, site administrators may notify the Child Welfare and Attendance staff to send a notification letter to the parent and contact local law enforcement for a well-being check

Tier 3: If a student fails to engage in live instruction or school work for and there is no communication two weeks, site administrators may notify the Child Welfare and Attendance staff to send a second notification by USPS and email followed by a phone call home as well and contact local law enforcement for a well-being check

Tier 4: If a student fails to engage in live instruction or school work for and there is no communication after three weeks, site administrators may notify the Child Welfare and Attendance staff and call local law enforcement to conduct a family well-being check. SARB meetings will reconvene once MUSD is able to return to in-person instruction

# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

MUSD CNS Department will continue to provide breakfast and lunches for all students in MUSD, including eligible free or reduced-price students, during normal school operating hours, Monday-Friday. Students must be enrolled in an MUSD school/program to receive a meal. The following school sites will be delivering meals:

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
	Supplies and equipment to ensure students have their own supplies.	30,000	YES
	Purchase Infinite Campus Program: Campus Learning to help students, teachers and parents track participation and engagement of students.	7,000	YES

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

In Middletown USD, we have implemented the above mentioned programs and services based on the academic and/or socio-emotional needs of all our students. Based on multiple measures, (CAASPP scores, Reading Lexile Growth, Suspension Rates, Expulsion Rates, Attendance Rates, Graduation rates, dropout rates, employee/community surveys, etc), our students have benefited greatly from these services and programs. When identifying the needs of our unduplicated count, we have found that school wide and district wide implementation strategies have met or exceeded the educational and/or socio-emotional needs of all of our students. Middletown Unified School District's unduplicated pupil count percentage is 52%. The following actions and services are principally directed toward students in our unduplicated count. All actions listed have a direct impact on our unduplicated count students. The vast majority of these actions are highly concentrated on our highest unduplicated count schools. We believe the action steps outlined below are a big reason why our students have achieved success.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Counselors are available at each school site to support the academic and social emotional health of students through classroom lessons, small group interactions and one-on-one counseling sessions.

Increased support for the academic and social emotional needs of students

Increased support for EL Learners in acquiring English and supporting foster and homeless youth to help close gaps in their learning

Curriculum to support students who need additional assistance and EL Learners

Technology support to assist in the deployment and monitoring of devices distributed to students to ensure connectivity and support for them to access their learning

Additional staff to provide parents with additional educational and social emotional experience for their children.