

December 2020



# INSTRUCTION PLAN AND OVERVIEW

# **MHUSD INSTRUCTION PROGRAM PLAN AND OVERVIEW**

- 1. Status of Santa Clara County Public Health Order**
- 2. 3 Early Return In-person Programs - Overview**
- 3. Safety Protocols**
- 4. Facilities Changes**
- 5. In-Person Phases**
- 6. Phase-in Feature Advantages**
- 7. Phase-in Feature Disadvantages**

# STATUS OF SANTA CLARA COUNTY PUBLIC HEALTH ORDER

## Novel Coronavirus (COVID-19)

slow the spread • frene la propagación • 減緩傳播

hãy làm chậm sự lây nhiễm bệnh • ipabagal ang pagkalat

**Risk Reduction Order**



# SANTA CLARA COUNTY MOVES TO **PURPLE TIER** NOVEMBER 16

## WHY?

- Sudden, **rapid spike in COVID-19** case, significant increased hospitalizations
- Average of new cases per day has more than **doubled** since early October

## WHAT?

- Schools may not reopen fully for in-person instruction until the county has been in the Substantial (Red) Tier for two weeks. Local school and health officials [may decide to open elementary schools](#), and school officials [may decide to conduct in-person instruction](#) for a limited set of students in small cohorts.
- Note on exception: Schools that have already reopened if the county was in a less restrictive tier do not have to close. However, if a school had not already reopened for in-person instruction, it may not reopen until the county moves back to the Substantial (Red) Tier for 14 days or **elementary schools may apply for a waiver. (just verified with CPH and CDPH)**

## NEXT STEPS?

- Preventive for Districts to open schools during Purple Tier unless previously having students in programs in schools. Possible return to total Shelter in Place order from the County, State, or National Public Health Order (CDC)



# PURPLE TIER vs. SHELTER IN PLACE



The Purple Tier designation currently does not impact schools by definition. However, we will continue to watch and confer with the Public Health Department for advice on implementing our plan and if we have to make any changes

If Shelter in Place is ordered once again:



*jakub Porzycki | NurPhoto | Getty Images*

- We will continue to feed the students
- We have been through this before and demonstrated resilience Staff and students will work/learn from home
- There is hope and maybe relief with an expedited vaccine and possible widespread inoculation in spring of 2021. There is a broad-based effort to have educators on a priority list for getting the vaccine

Early Vaccine studies:


Pfizer = 90% Effective

Moderna = 94.5% Effective


## Global and national experience regarding school transmission

- Many countries have successfully re-opened schools with few school outbreaks
- Cases in schools will reflect community prevalence because teachers and students live in the community
  - More cases can be expected in schools when substantial community transmission exists
- Schools do not appear to be significant amplifiers of transmission
- Elementary schools are less likely to be associated with substantial transmission than middle and high schools
- Global data from schools continue to suggest that adult-to-adult transmission is more common than child-to-adult or child-to-child. Thus, prevention of transmission between staff is critical, like in other work environments.





## **Key Findings for Cases and Outbreak Investigations in K-12 Settings (K-12 Schools, Distancing Learning Programs, Before or Afterschool Programs, Youth Athletics, and other Youth Programs)**

- Most reports of cases in schools were for single cases only. Only a very small number of reports involved two or more cases.
  - Many reported cases from schools have been in staff-only settings (no in-person instruction or students on campus)
  - Some of the cases reported by schools involve non-instructional settings (i.e. athletics, before or afterschool care, etc)
  - Transmission between children has been rare, as has transmission from children to teachers
- 

# 3 EARLY RETURN IN PERSON PROGRAMS - OVERVIEW

## Connectivity Hubs



## Small Groups



## Pilot Program





# CONNECTIVITY HUBS

- Groups of students
- On campus to use internet to attend their classes virtually
- Similar to what they are doing at home
- Student interaction is with the teacher or with asynchronous instruction through their assigned computer
- Assigned to a specific location in a room at a school site
- Strict protocols as outlined by our Health & Safety Taskforce.
- Parent waiver required for student



# SMALL GROUPS SUPPORTS

- Initiated by the school principal
- Approved application and submitting for approval
- More than one student
- Instructional and/or social-emotional support
- Beyond their virtual or in-person class instruction schedule
- Special Day Classes may qualify as core class time
- Special Education classes require approval from Dr. O'Brien
- Invitation from the school and a parent commitment form is required for the student to participate in small group support



# PILOT PROGRAM

- Established at various schools
- Live instruction hybrid model
- Partial class receives instruction in the classroom
- Pilot model varies by teacher and school.
- Concurrently with in-class students, partial class receives instruction either at home or in another venue through their computer
- Educational technology is integrated for concurrent instruction
- Tech systems enables livestream instruction with distance learning students
- Keeps original core class intact



# SAFETY PROTOCOLS

- School walkthroughs using [MHUSD School Site Checklists](#) (created by District's Health & Safety Task Force) for Implementing Reopening During a Pandemic by Site Administration & District Nurse and COVID Designee Noel Weeks
- Each site submits the Site Safety Protocols to the County



# SAFETY PROTOCOLS



- CDC, county, district guidelines are implemented as guidelines and will be updated as needed
- Universal student and parent expectations and guidelines for site administration and teachers to engage with parents and students on zoom prior to attending in-person instruction
- Student/Parent COVID waiver



# COVID COORDINATION: DESIGNEES IN MHUSD

Noel Weeks, District School Nurse  
Kristin Stonehouse, HR Specialist



# WHY IS THERE A NEED FOR A COVID-19 DESIGNEE?

- Regular training & support provided to designees from the County
- Single point of contact in the District for Public Health
  - Ensures consistent messaging
  - Streamlined communication
- Improved response to symptomatic individuals, confirmed COVID-19 cases, and on-campus close-contacts

# COVID DESIGNEE ROLE & RESPONSIBILITIES

- Serves as the main point of contact for COVID-19 -related issues in the District and directs the District's response to all COVID-19 cases
- Act as the single point of contact with Public Health Dept for questions, case reporting, notification procedures, and follow up
- Identifies and reports cases and their close contacts to the Education Portal
- Follows appropriate flowchart actions for each COVID-19 scenario with guidance from Public Health
- Provides instructions to sites/programs for isolation or quarantine
- Provides appropriate forms/letters for employee and student/family communications
- Works with Site Administrators to track test results and monitor appropriate quarantine period for students and staff
- Notifies HR Administrator whenever a staff member needs to be quarantined or isolated
- Advises facilities staff on required cleaning protocols for identified areas
- Attends regular COVID-19 Designee Trainings meetings with Public Health Department and Santa Clara County Office of Education

# COVID DESIGNEE SCENARIOS



## SCENARIO 1

Individual exhibits one or more symptoms



## SCENARIO 3

Student or Staff member tests positive for COVID-19 in a cohort or non-cohort setting



## SCENARIO 2

Student or Staff identified as a close contact to a person who has tested positive for COVID-19



## SCENARIO 4

Routine COVID-19 Screening  
(No Symptoms,  
Not Close Contacts)

# FACILITIES CHANGES

- PPE District-wide: Face shields, face masks, hand sanitizer, gloves, disinfectant spray and paper towels, signage, temporal thermometers, barriers in reception areas
  - Site-specific budget for other PPE and instructional materials





# FACILITIES CHANGES



- Handwashing stations, switch from electric hand dryers to paper towels, HVAC filters upgraded to highest filter HVAC system can handle and increased frequency of filter replacement
- Performed a deep cleaning of all sites including playground equipment, cleaned carpets, pressure washed the exterior of buildings and concrete, and completed routine maintenance.

# RETURN PHASES - PROPOSED SCHEDULE

Discussed at Board Meeting 11/17/20

**Phase I:** Start between November 4<sup>th</sup> and November 9<sup>th</sup>

**Phase II:** Start between November 30<sup>th</sup> and December 14<sup>th</sup>

**Phase III:** Start between January 4<sup>th</sup> and January 16<sup>th</sup>

**Phase IV:** Start between January 19<sup>th</sup> and March 5<sup>th</sup>

**Phase V:** March 8<sup>th</sup> (Day starting 3rd academic trimester)

**Phase VI:** March 22<sup>nd</sup> (Day starting 4th academic quarter)

# PHASE-IN RETURN FEATURES



- Students/Staff return at their comfort level
- Allows for flexibility to adjust to waxing and waning of the virus spread
- Allows for individually structured classroom schedules to meet the unique circumstances of the buildings, class grade level, instructional program, health condition & circumstances of the teacher
- Aligns instructional technology equipment and support to escalate as in-person classes are added
- Provides for students to see and interact with one another in person, boosting academic and social-emotional development and improving mental well-being

# PHASE-IN RETURN ADVANTAGES

- Provides an option for personal choice without penalty for student academic opportunity or teacher job loss
- Dates may be adjusted, postponed or enhanced at a future time based on health orders, local conditions, student, parent, staff needs and availability
- Test driving the technology and various instructional models with less Pilot classes helps inform and grow the development of later classes



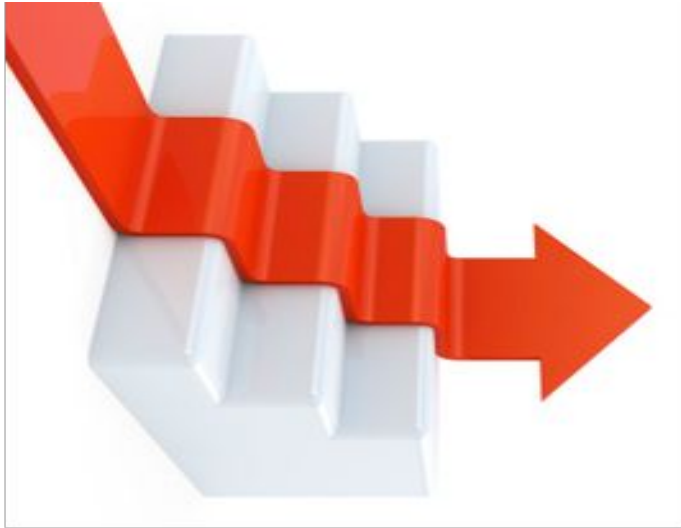
# PHASE-IN RETURN DISADVANTAGES



- Gathering generates higher risk than sheltering in place
- Differentiated instructional delivery creates an imbalance in access for those not able to or choosing not to opt in to in-person instruction
- Parents may have conflicting feelings/guilt for making either choice
- The split focus on students in class and on Zoom can be exhausting



# PHASE-IN RETURN DISADVANTAGES



- Students in a hybrid class but doing distance learning may feel left out
- Some teachers may have conflicting feelings about either choice or fear parent pressure to participate in the Pilot when they do not wish to do so
- Hybrid schedules for escalated numbers of classrooms in secondary programs would possibly create a need to redo the entire master schedule

# HOLIDAY TRAVEL ADVISORY FOR STAFF AND FAMILIES

- Nonessential travel, including holiday travel, is NOT recommended.
- Travel outside the Bay Area increases chance of becoming infected and spreading the virus to others after return.



- If traveling outside the Bay Area, self-quarantine is strongly recommended for 14 days after return.