



### **Mission Statement:**

The mission of August Boeger Middle School is to provide our students with a safe learning environment that promotes academic success through social emotional learning, critical thinking, and problem solving. We strive to build strong relationships and create responsible, productive students in a global society.

The August Boeger Middle School Reopening Plan was adapted from the MPESD adopted plan below:

**Last Updated July 28, 2020**

**Approved by the MPESD Board on July 30, 2020**

### **School Reopening Committee**

Mount Pleasant Elementary School District

3434 Marten Ave.

San Jose, CA 9514

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# August Boeger Middle School

## INTRODUCTION: What Families Can Expect When Schools Reopen

As the Mt. Pleasant Elementary School District (MPESD) moves forward with the reopening of schools, the district will plan for (3) three possible scenarios and three instructional program models listed in Figure 1 below:

### Three Instructional Programs

- All Distance Learning
- Hybrid: Blended model with some In-School and Some Distance Learning
- All in School Learning

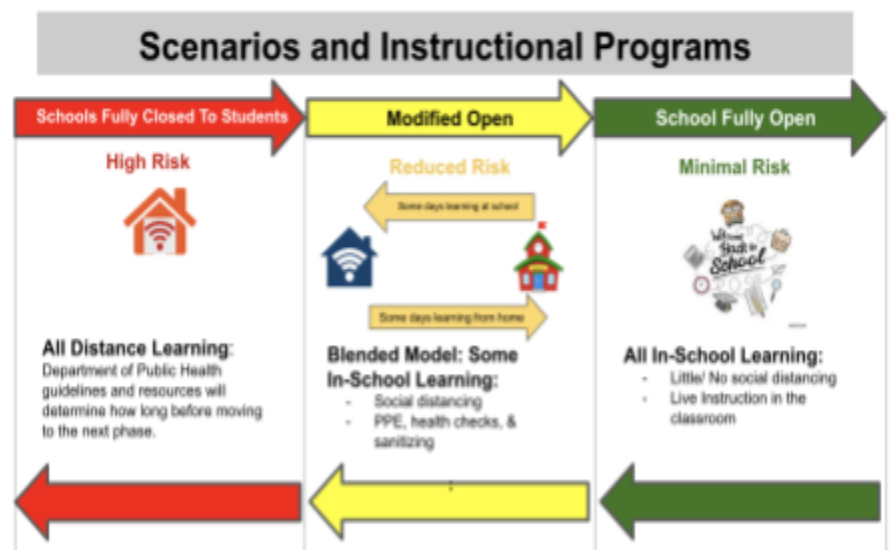


Figure 1: Scenarios and Instructional Programs to respond to the changing conditions of COVID 19

However, based on the most recent guidance from California Governor Gavin Newsom on July 18, 2020, the schools in Mt. Pleasant Elementary School District will open with All Distance Learning. The MPESD will develop a Phase-In approach to move students to a Hybrid model when it is deemed safe to do so in conjunction with our Guiding Principles and State/County guidance. To comply with

Section 43502 of SB 98 that requires LEAs to offer in-person instruction during the 2020-2021 school year, the District will implement a Phase-In model to provide in-person instructions when conditions are safe, see Figure 2.

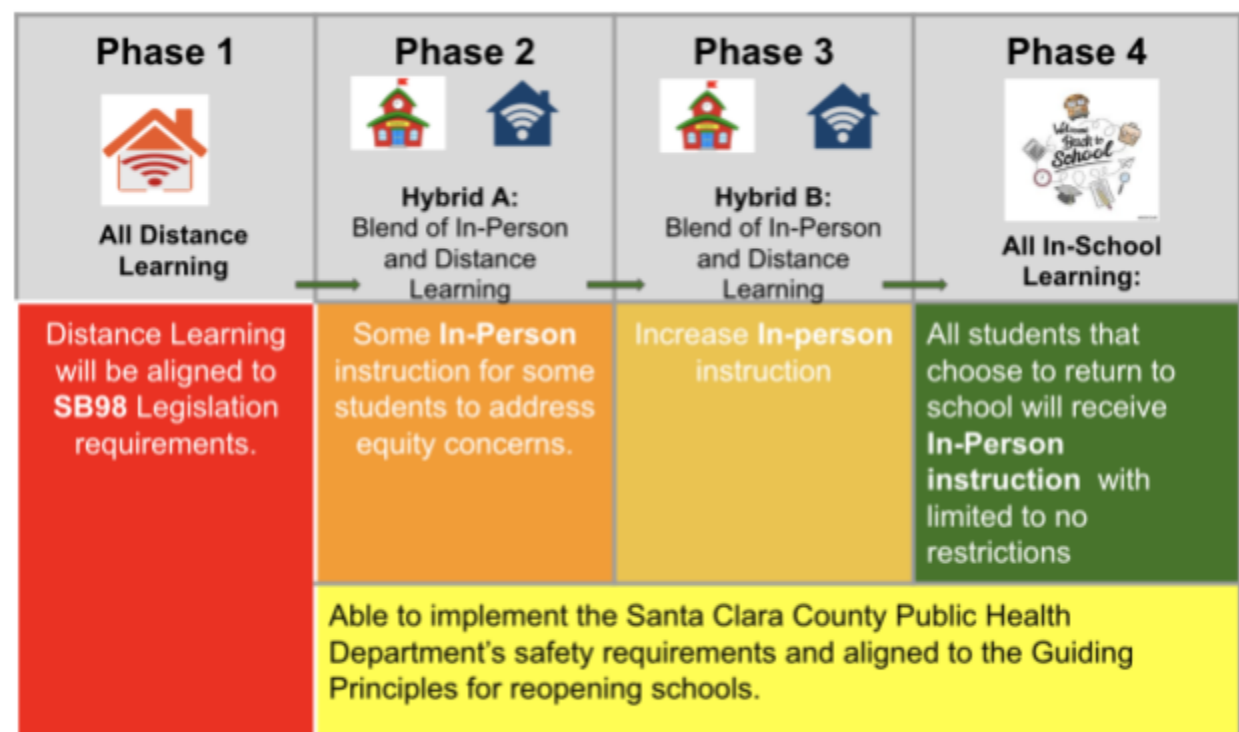


Figure 2: Phase-In model to provide In-Person Instruction

It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address equity concerns and learning loss. In Phase 2 and 3, students who are more at risk for learning loss such as:

- ☐ Special Education Students
- ☐ Homeless students
- ☐ Foster Youth,
- ☐ Preschool, Transitional Kindergarten, and Kindergarten students

- ❑ English Learners
- ❑ Students with significant learning gaps

The aforementioned above will be strongly considered to participate in a Hybrid model. While students' academic success is the focus, we also believe that emphasis on the social-emotional needs of our students should be a priority.

Quality instruction and a commitment to equity for ALL students continue to be the key to the success of educational programs. Some examples may include smaller class sizes where students attend classes for a portion of the week and/or reduced hours per day to maintain physical distancing requirements. Schedules may change throughout the year.

Although we are opening the 2020-21 school year with All Distance learning, there is the possibility of moving to implementing a Hybrid model, with a blend of some in-person instruction and some distance learning pending on the guidance provided by the Santa Clara Public Health Department and our Guiding Principles. If the District moves to providing a Hybrid model, or All In-School Learning, parents will continue to have an option to participate in an ALL Distance program through an election/waiver process. Requests to remain in ALL Distance learning for students with IEPs will be discussed in an IEP Team meeting. Also, since guidance continues to change, it is important to note that schools could fluctuate plans moving from different scenarios and instructional programs to best

meet direction/guidance from state and local authorities. As the school year evolves, families may be able to request to change to alternate models using the waiver process at scheduled points in time, and the changes may be granted as space is available. We remain committed to serving students to the greatest extent possible while still honoring guidelines from state and local health agencies.<sup>1</sup>

Schools will work with students and families to ensure equity and access to quality instruction. Accommodations for students with disabilities, students with diverse learning needs, students who are medically fragile and English learners will be made as needed.

As COVID-19 continues to evolve, our District has remained committed to serving our students in the safest way possible while still ensuring learning takes place. We have spent months working with the Santa Clara County Office of Education, the Santa Clara Public Health Department and neighboring districts, and following guidance from state and local public health agencies in order to develop a comprehensive plan that provides for a timely, safe opening of schools. This document is subject to change as the MPESD responds to changing health concerns, state, and local guidelines to maintain students, teachers, and families safe, and financial capabilities to implement the required safety measures identified in such guidelines. Ever changing conditions requires

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<sup>1</sup> [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB77](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB77)

flexibility in order to provide for the best possible options for our students and community when conditions change.

There cannot be a one-size-fits-all approach to reopening schools as each student and family situation is unique and highly personal. The District created a task force consisting of over 50 members including staff (certificated and classified), administrators, and parents. Recommendations are based on the most updated information, as we seek to create contingency plans for reopening schools based on the guiding principles, current planning considerations, and assumptions set forth in this document. These plans are subject to change as public health guidelines are updated.

We sincerely thank our task force members who contributed to the development of this plan.

## GUIDING PRINCIPLES

**Quality Instruction** – Whether distance learning or in person, quality instruction continues to be the cornerstone to the success of educational programs.

❑ **Protect the Safety and Health of Students, Staff, and Families -**

Implement the Health Department's requirements provided on their guidelines for reopening schools.

❑ **Adopt a Whole School Wellness Approach** – Adopt a whole school wellness approach to ensure student and adult success in school, work, and community by supporting their physical, emotional, and social needs.

❑ **Eliminate Opportunity Gaps: Commit to Equity, Address Learning Loss, and Accelerate Achievement -** All students must have opportunities to achieve academic success that are accessible, personalized, culturally relevant, and responsive.

❑ **Engage Stakeholders: Partner With Students, Families, Community, and Labor Groups** – Engage with students, families, community partners, and labor groups to build collective impact and support public health.

❑ **Ensure Fiscal Stewardship Aligned to Students' Needs** – Adopt continuous improvement practices and use evidence to guide decision making.



## SECTION 1: HEALTH AND SAFETY

While our goal is always the education and learning for our students, we maintain a priority focus on health and safety as we know that students who are not healthy cannot learn. The following health and safety guidance has been recommended by the Santa Clara County Public Health for the reopening of schools based on current information and will be updated as the situation changes.

### HEALTH SCREENINGS

MPESD will follow the Santa Clara County Public Health Department's requirements for health screenings. Health screenings refer to symptom screening, temperature screening, or a combination of both.

#### **Requirements**

- Post signs at all entrances instructing students, staff, and visitors not to enter campus if they have any COVID-19 symptoms.
  - COVID-19 symptoms include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea/vomiting, or diarrhea.
  - Screening posters will be added at every school entry and school and district offices.
  - All students and staff should be screened for symptoms daily. Staff and students' parents or guardians can

conduct symptom screening at-home, prior to arrival.

- Temperature screening of students and staff is not required. If temperature screening is performed, contactless thermometers should be used.
- Contact thermometers should only be used when a fever is suspected and if appropriate PPE can be used (facemask, eye protection, and disposable gloves).
- Students or staff with any identified COVID-19 symptoms and/or a temperature of 100.0 or higher must be sent home immediately until testing and/or medical evaluation has been conducted.
- Communicate screening requirements to all staff and families. Provide periodic reminders throughout the school year.

These are the recommended health screening questions for students and staff. A person who answers “yes” to any one of these questions should not be allowed to enter the school facility.

- Within the last (10) days, have you been diagnosed with COVID-19 or had a test confirming you have the virus?
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? For clarification ask, “Have you or someone in your household come in contact with someone who was tested

positive?) If needed, communicate that close contact is less than 6 feet for 15 minutes or more.

- Have you had one or more of these symptoms today or within the past 3 days? Are these symptoms new or not explained by another reason?
  - Fever (100.4° or higher),
  - New or worsening cough,
  - New or worsening shortness of breath or respiratory illness,
  - Chills,
  - Night sweats,
  - Sore throat,
  - Muscle/ body aches,
  - Sudden loss of taste or smell,
  - Headache,
  - Confusion,
  - Vomiting
  - Diarrhea

## **ARRIVING AT SCHOOL**

In order to maintain a safe environment and minimize infection rates of the coronavirus, the following changes may be noticeable to students, staff and families upon entry to school sites. We will minimize the close contact between students, staff and families and

the broader community at arrival/departure through the following methods.

- Designate routes for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
- Staff, parents, and students will be required to follow physical distancing of six feet or more.
- Instruct drivers to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
- There will be hand sanitizer stations at campus entrances. All classrooms will be supplied with hand sanitizer and handwashing stations.
- Require adults entering campus for in-person pick-up or drop-off to wear a face covering and keep 6 feet apart.
- Parents and visitors will have limited access to the campus. (See “Visitors of Campus”)
- As much as possible, visits to the school office need to be scheduled ahead of time. The number of people inside the office will be limited to one person or two members of the same family.
- It is likely that arrival and dismissal times may be staggered to decrease crowding at entry and exit points

- Provide supervision to disperse student gatherings during school arrival and departure

## **SAFETY PRECAUTIONS THROUGHOUT THE DAY**

Schools will follow disinfection guidelines developed by the Santa Clara County Public Health agency for school campuses including classrooms, workspaces, outdoor spaces, and playgrounds.

- Physical barriers may be installed where physical distancing is not possible.
- All students and staff will be encouraged to wash/clean their hands regularly.
- Handwashing stations with soap and/or hand sanitizer will be made available in classrooms.
- Schools will limit sharing of supplies between students and disinfect between uses if sharing is unavoidable.

## **OTHER SAFETY CONSIDERATIONS**

- All adults must wear a cloth face covering at all times, except while eating or drinking or when a staff is using a protective shield that doesn't require the use of a mask. According to Guidelines, face shields are not recommended as a replacement for face coverings given concerns over their ability to minimize droplet spread to others. Teachers may consider using face shields with an appropriate seal (cloth

covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations: during phonological instruction to enable students to see the teacher's mouth and in settings where a cloth face covering poses a barrier to communicating with a student who is hearing impaired or a student with a disability.

- All students (transitional kindergarten through 12th grade) are required to wear cloth face coverings:
  - while arriving and departing from school campus;
  - in any area outside of the classroom (except when eating, drinking, or engaging in physical activity);
  - while waiting for or riding on a school bus.
- Although the SCPHD encourages Elementary school students to wear a cloth face covering within their stable classroom cohort, the Mount Pleasant Elementary School District will require Elementary students with some exceptions to wearing a face covering within their stable cohorts.
- Middle school students must use cloth face coverings when in the classroom even if they are in a stable classroom cohort.
- Face coverings must be appropriate in nature and are subject to review by the school administration regarding logos or affiliations deemed inappropriate or negatively impacting the safety of the school/culture or others.

- Students excluded from face covering requirements include:  
(1) anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance and (2) students with special needs who are unable to tolerate a face covering.
- Face Covering Expectations: (TBD based on guidance and direction provided by SCPHD and SCCOE)
- Staff are prohibited from eating or gathering in any indoor spaces, such as break rooms, copy rooms, or offices.

## **PHYSICAL DISTANCING ON CAMPUS**

Physical distancing will help limit the spread of the virus.

- Communicate and train all staff and families regarding physical distancing requirements and recommendations.
- Post signage reminding students and staff about physical distancing in prominent locations throughout each school campus.
- Mark spaces 6 feet apart for adults waiting to drop off or pick up students on foot, by bicycle, or other means of active transportation.
- Teacher and staff desks in elementary will be at least six feet away from students to minimize adult-to-child disease transmission.
- Students desks will be spaced at least six feet apart in

elementary and middle school classrooms.

- There will be assigned, stable seating arrangements for students to ensure that close contacts within classrooms are minimized and easily identifiable.
- Students will be maintained in smaller groupings of students in cohorts during the school day and, where possible, cohorts will not mix throughout the day.
- Breakfast and lunch will be delivered to students' classrooms to reduce physical interaction between students and staff.
- Hallways and corridors may be designated as one way traffic areas. There will be signage to help with the flow movement.
- Large gatherings such as assemblies and dances will not be held until further guidance indicates it is safe to do so.
- Staff will develop plans for inclement weather while we are still impacted by the coronavirus pandemic.

## **VISITORS ON CAMPUS**

**In order to ensure student and staff safety, visitors and volunteers on campus will be limited at this time.**

- All visitors on campus must wear a face covering at all times.
- Visitors will follow the same self-screening process as students and staff.



- Outside organizations utilizing outdoor school facilities will only be allowed on campus outside of school hours and must ensure they will follow all required health and safety measures.

During physical distancing, school campuses will not be open for visits or observations based on the County Guidance.

- In order to follow the Guidance, no one except the classroom cohort (teacher & students) will be permitted in the classroom.
- Parents will be advised to drop off and pick up students at drop off location.
- Only staff and students may remain on campus during the school day.
- Parents will be able to volunteer online but not on campus.
- Visits to the school's front office need to be scheduled ahead of time as much as possible.
- The number of people inside the office will be limited to one person or two members of the same family.
- Those waiting to enter office will need to practice physical distancing and remain on six feet markers provided.

### **PROCEDURES FOR AN ILL PERSON ON CAMPUS**

Require that parents/guardians and staff notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19. Upon receiving notification that staff or

a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, take actions as required below.

- Any students or staff exhibiting one or more COVID 19 symptoms should immediately be required to wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
- Students will remain under the supervision and care of an adult while waiting to be picked up by an authorized adult.
- Close off areas used by any sick person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation as recommended by the Santa Clara County Public Health Department.
- For elementary schools and other settings in which stable classroom cohorts have been maintained: All students and staff should be instructed to get COVID-19 testing and remain quarantined at home for 14 days.
- For middle schools/junior high schools, and any settings in which stable classroom cohorts have NOT been maintained: Utilize class seating rosters and consultation with teachers/staff to identify close contacts to the confirmed COVID-19 case in all

classrooms and on-campus activities. A close contact is someone who has been within six feet of the case for a prolonged period of time (at least 10-15 minutes) regardless of face covering use. Close contacts should be sent home immediately and instructed to quarantine at home for 14 days from the last exposure and instructed to get COVID-19 testing.

- Those who test positive should not return until they have met County of Santa Clara criteria to discontinue home isolation.

**Table 1:** Steps to Take in Response to Confirmed or Suspected COVID 19 Cases and Close Contacts (Table Below Provided by SCCOE Revised September 21, 2020).

Scenario	Immediate Actions	Communication
<u>Scenario 1:</u> A student or staff member either exhibits COVID-19 symptoms or has a temperature of 100.00 or above.	<ul style="list-style-type: none"> <li>• Student/staff sent home</li> <li>• School administration notified</li> <li>• Student/staff instructed to get tested</li> <li>• Classroom remains open</li> </ul>	No action is needed
<u>Scenario 2:</u> A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19	<ul style="list-style-type: none"> <li>• Student/staff sent home</li> <li>• School administration notified</li> <li>• Student/staff instructed to get tested around day 7 after exposure to case</li> <li>• Student/staff instructed to quarantine, even if they test negative, for a full 14 days after date of last exposure to COVID-19 case</li> <li>• Classroom remains open</li> <li>• If student/staff tests positive during quarantine, see Scenario 3 below</li> </ul>	<p><i>Template Letters:</i></p> <p>Letter to Student/Staff Member who is a Close Contact of a COVID-19 Case</p> <p>AND</p> <p>Letter to Cohort Members (in Cohort Settings)</p>
<u>Scenario 3:</u> A student or staff member tests positive for COVID-19.	<ul style="list-style-type: none"> <li>• Student/staff sent home if not already quarantined</li> <li>• School administration notified</li> <li>• Public Health Department notified</li> <li>• Student/staff instructed to isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND improvement in symptoms (If never symptomatic, isolate for 10 days after date of positive test.)</li> <li>• School-based close contacts identified and instructed to test &amp; quarantine for 14 days <ul style="list-style-type: none"> <li>○ In stable classroom cohorts: entire cohort.</li> <li>○ In other settings: use seating chart, consult with teacher/staff</li> </ul> </li> <li>• In cohort settings, classroom closes.</li> </ul>	<p><i>Template Letters:</i></p> <p><u>For Cohort Settings</u></p> <p>Letter to the Student/Staff Member Who is a COVID-19 Case</p> <p>AND</p> <p>Letter to Cohort Members</p> <p><u>For Non-Cohort Settings</u></p> <p>Letter to the Student/Staff Member Who is a COVID-19 Case</p> <p>AND</p> <p>Letter to Close Contacts</p>

		AND
		Letter to All Other Community Members

**Table 2. Steps to Take in Response to NEGATIVE Test Result and Return to In-Person School/Work**

Scenario	Immediate Actions	Communication
A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic)	<ul style="list-style-type: none"> <li>Student/staff may return to school 24 hours after resolution of fever and improvement in other symptoms</li> </ul>	Student family/staff to bring evidence of negative COVID-19 test or medical note if testing not performed
A student or staff member tests negative after Scenario 2 (close contact)	<ul style="list-style-type: none"> <li>Student/staff must remain in quarantine for a full 14 days after date of last exposure to COVID-19 case</li> <li>If a close contact continues to be exposed to a case during their isolation (e.g. household member), quarantine ends 14 days after the case's isolation period ends.</li> </ul>	No action is needed
A student or staff member tests negative after routine screening	<ul style="list-style-type: none"> <li>Can return to school/work immediately</li> </ul>	No action is needed

## Mental Health SERVICES

MPESD is committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly. Supports in this area may include:

- Creating materials for families and students regarding “what to expect when school returns” to prepare students for expected behavior regarding physical distancing, masks and other safety protocols.
- Sharing of instructional materials for teachers to follow regarding “expected school behaviors” during a school re-orientation period to encourage the use of safety protocols
- Sharing of trauma informed social emotional supports for students returning to in-person instructional models
- Ongoing outreach and support for families who are experiencing trauma impacting their child's participation in the school setting due to COVID-19 induced barriers.
- Use of site Student Success Teams to encourage early intervention for students.
- Increasing awareness and referrals to county and city agencies that support mental health needs for students and adults and Child and Family Services.
- Facilitation of ongoing social-emotional learning and social groups for students who continue solely in a distance learning model.

- Ongoing access to counselors and other support providers for students who continue solely in a distance learning model.

## HEALTH EDUCATION

In order to prepare students to return to school, training including videos and visual supports will be offered which may include:

- Trauma informed practices
- Maintaining confidentiality in distance platforms
- Effective handwashing, nose-blowing and physical distance protocols
- Correct use of face coverings
- Maintaining healthy relationships through distance platforms
- Mandated reporting

## FACILITIES - SAFETY AND SANITATION

At least daily and more frequently if feasible, clean and disinfect frequently touched hard surfaces (e.g., tables, desks, chairs, door handles, light switches, phones, copy/fax machines, bathroom surfaces (toilets, countertops, faucets), drinking fountains, and playground equipment) and shared objects (toys, games, art supplies, books) pursuant to CDC guidance.

Some type of a countertop barrier will be placed at the entrance counter(s) where interaction with the public will take place where 6 feet distance may not be available.



Per guidance from the state and local level, high touch surfaces, need disinfecting at least daily. These include door handles, handrails, drinking fountains, sink handles, restrooms, playground equipment, toys, art supplies, and shared instructional materials. Per guidance from the state and local level, shared surfaces need disinfecting between uses. .

Should we have a confirmed COVID-19 case, District Standard Level III Cleaning Procedure would be followed.

The Heating Ventilation Air Conditioning (HVAC) Systems throughout the District are designed to allow fresh outside air to be circulated in the classrooms instead of stagnant air. Air Filters are changed 3-4 times per year depending on the school site or building.



## **SECTION 2: SCHOOL OPERATIONS**

In order to ensure our students have adequate access to a well-run, safe campus that offers an instructional program and activities beyond the classroom, we have implemented the following guidelines for our sites. These are subject to change as guidance from public health agencies evolve.

### **ENROLLMENT AND ATTENDANCE**

As our students return to school in the fall, regardless of the model they are participating in, it is vital that we have an accurate count of our students to ensure our facilities and staff are ready to serve their needs. It is also critical that as the year progresses, that students participate in instruction daily in order to continue to learn and thrive. In order to facilitate these processes, the following guidelines will be in place:

Families with new students will continue to enroll at their schools with the exception of preschool and TK students, these students will enroll at the district.

The majority of students who will be participating in MPESD school programs will be assigned to the blended/hybrid model if social distancing requirements are in place. Families who elect to enroll their children in only the distance learning model will notify the school site and complete necessary forms. More information will be

available in the next few weeks. Staff will be calling families to verify blended/hybrid or distance learning models.

As the choice will determine facilities and staffing availability, **the decision to enroll only in distance learning will be stable for one trimester** or until further guidance is given from the Santa Clara Health Department. If a family needs to switch to a hybrid model due to hardships at some point during the school year, there will be an appeal process that will be considered when change requests are made. These requests may be granted at the end of the trimester or when space is available.

### **BREAKFAST AND LUNCH PROGRAMS**

Meal service may include pre- packaged menu items, individually wrapped utensils and condiments. The District will continue to accommodate dietary restrictions following our established policies. Meal service will include drop off meals, to classroom, and meal pick- up for students not on site. Buffet carts will be suspended. For families that are enrolled in full time distance learning, curbside pick-up of meals will be available. Funding for the food program is dependent on Federal and state allocations; changes in funding may impact the meal distributions; the district will keep the families informed.

## **EXTRACURRICULAR AND STUDENT ACTIVITIES**

No extracurricular activities will take place on campus while there are physical distance requirements by the Santa Clara County Health Department. MPESD will work together to design virtual experiences for our students and families to engage in spirit weeks or other events to promote a positive school culture and connection to school.

## **PARENT GROUPS AND ADVISORY COMMITTEES**

Small parent advisory groups may meet on campus only if they follow physical distance and face covering guidelines from the county health department. Virtual meetings via Google Hangout or Zoom are recommended. Custodial cleaning needs to be considered. It is encouraged that all committees and groups include a digital platform to ensure equitable access from all key stakeholders.

## **FACILITY USE**

MPESD recognizes that our facilities are public and we have enjoyed long standing relationships with many community and civic organizations for activities on our campuses. Facilities that are used by students and staff may not be available for joint usage at this time. Facilities for community events may be available through

MPESD Facility Use Agreement processes and fee structure. Activities that are unable to meet the health department guidelines may not be allowed but we will make every effort that facilities are available if possible.

### SECTION 3; TECHNOLOGY, TEACHING AND LEARNING

In order to maintain physical distancing, instructional and co-curricular activities that require students to congregate will be limited and modified as guidelines change. Below are a couple of examples of how a blended/hybrid model may look like.

Over the course of the pandemic, most schools will likely face physical closure at some point due to COVID-19. The Legislature and Governor Newsom enacted a budget that provided \$5.3 billion in additional funding to support learning, and set requirements to ensure schools provide rigorous and grade-appropriate instruction. Under newly enacted state law, school districts are required to provide:

- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

The full guidance from the California Department of Public Health can be found here: <https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

## Examples of HYBRID SCHEDULES

*Note: Schedules will be modified for weeks including a holiday so that each cohort receives the same amount of in-person instructional minutes. Bell Schedules will also be assessed to maximize access and adhere to safety measures of the school sites.*

### EXAMPLE 1

**Key: OC - On Campus & DL - Distance Learning**

Grade	Monday	Tuesday	Wednesday	Thursday	Friday
<b>TK-5th</b>	8:30-12:00 Last Name A-L (OC) 1:15 -2:15 Last Name M-Z (DL)	8:30-12:00 Last Name A-L (OC) 1:15 -2:15 Last Name M-Z (DL)	<b>Deep Cleaning</b> Additional targeted services for students <ul style="list-style-type: none"> <li>Daily Check in with all students</li> <li>Office Hours</li> <li>Small Groups</li> <li>Parent and IEP meetings</li> </ul>	8:30-12:00 Last Name M-Z (OC) 1:15 -2:15 Last Name A-L (DL)	8:30-12:00 Last Name M-Z (OC) 1:15 -2:15 Last Name A-L (DL)
<b>6th - 8th</b>	Cohort A-Onsite  Cohort B and C Distance Learning and Daily contact with teachers	Cohort A -Onsite  Cohort B and C Distance Learning and Daily contact with teachers	Teacher Preparation <ul style="list-style-type: none"> <li>Communicating with parents</li> </ul>	Cohort B-Onsite  Cohort C and A Distance Learning and Daily Contact with teachers	Cohort B-Onsite  Cohort C and A Distance Learning and Daily Contact with teachers

### EXAMPLE 2

**Key: OC - On Campus & DL - Distance Learning**

Grade	Monday	Tuesday	Wednesday	Thursday	Friday
<b>TK-5th</b>	8:30-12:00 Last Name A-L (OC) 1:15 -2:15 Last Name M-Z (DL)	8:30-12:00 Last Name A-L (OC) 1:15 -2:15 Last Name M-Z (DL)	8:30-12:00 Last Name A-L (OC) 1:15 -2:15 Last Name M-Z (DL)	8:30-12:00 Last Name A-L (OC) 1:15 -2:15 Last Name M-Z (DL)	<b>Deep Cleaning</b> Additional targeted services for students  Daily Contact with Students  Office Hours  Small Groups
<b>6th - 8th</b>	Cohort A  Cohort B & C (DL)-	Cohort A  Cohort B & C (DL)-	Cohort A  Cohort B & C (DL)-  Daily Contact	Cohort A  Cohort B & C (DL)-  Daily Contact	Parent and IEP meetings  Teacher Preparation <ul style="list-style-type: none"> <li>Communicating with parents</li> </ul>

	Daily Contact	Daily Contact			FLEX/PREP/PLANNING
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Note: For Middle School, there may be three possible cohorts; one cohort having onsite instruction for a week and two cohorts on distance learning with daily face-to-face contact from the teacher.

Classes will be divided into smaller cohorts/ student groups with each cohort attending part of the week and completing work provided by the teacher for the remainder of the days of the week. Middle School will be onsite less often than Elementary students; to maintain physical distances requirements, students may be divided into three cohorts. In the two examples above, students would be onsite in the morning, be dismissed from the school site with lunch and would have assignments under distance learning in the afternoon. Students not on site would complete distance learning assignments and would meet with the teacher during the afternoon. Each student/ class would have daily scheduled contact with the teacher. Staggered arrival and dismissal times are to be considered by sites. Stable cohorts may be grouped by last name or other methods to align student schedules by household. Schedules will be modified for weeks including a Holiday so that each cohort receives the same amount of in-person instruction.

Individually wrapped meals for each eligible student will be provided. Breakfast and lunch will be brought to the classroom; students will take lunch home at the end of the onsite instruction.

## SPECIAL EDUCATION

Most students will be served in the blended/hybrid model but some high-needs students may be offered a 3 or 4 day program. Families may also elect a distance learning model. Related services will primarily be provided through online tele-therapy on the days the student is not on site. Devices will be provided upon request to assist students in accessing services in a distance learning model if required to provide a free and appropriate public education. For students with more intensive needs, services will be provided onsite in small group settings using physical distancing where possible.

IEP teams will identify precautions/exceptions necessary for working with students with significant support needs or students who are medically fragile or who may be unable to comply with physical distancing requirements due to disability.

### **IEP Meetings: All IEP Meetings will be held virtually**

- Based on the model of return selected by the parents, the IEP team should determine if an amendment is needed to alter / change service delivery of specialized academic instruction or related services; as well as; adjustments to any IEP goals.
- Priority (within 30 school days) will be given to scheduling IEP meetings for parents who chose to delay annual / triennial meetings until school resumed from the spring semester.



- Maintain timely IEPs for those students whose annual / triannual IEPs are due in the Fall 2020 semester.

**Specialized Academic Instruction (SAI) will be:**

- Provided on days or times when the student is not on site receiving in person instruction. IEP adjustments may be considered to weigh harmful effects and educational benefits of services.
- SAI will be provided online to support IEP Goals or classroom instruction
- Provide guidance for Instructional Assistants on what they can do with students in an online format (small group breakout sessions, etc.).

**Related Services will be:**

- Provided primarily in online format to maintain stable cohorts.
- For any group held onsite, cleaning supplies will be provided for sanitization of materials and furniture between small group or individual sessions.
- Teletherapy may be provided for those students whose students whose medical needs determine they are physically unable to attend in person sessions.

**Accommodations and Modifications may include:**

- Resources available online to review materials before or after instruction
- Access to paper/pencil (workbooks, worksheet, etc.) for those students who cannot access information on a technology device.
- Prioritize scheduling so core content areas can be taught in the least restrictive environment based on the students' needs
- Consideration of staggered start and end times to accommodate reduced traffic during passing periods.
- Accommodations and modifications outlined in student IEPs.

### **Physical Distancing and Person Protective Equipment (PPE)**

- Staff will have access to clear face shields and other PPE based on county health guidelines for staff and protocol for the following student groups:
  - Students who are not able to comply with published state and county health measures (mask refusal, inability to social distance).
  - Students that require medical and health procedures
  - Students that requires assistance in using the restroom / diapering
  - Students who may become a danger to self or others
- Staff providing special education and related services and rotating for a portion of the day must maintain at least 6 feet of distance from everyone else in the cohort.

## **Moderate- Severe Special Education Program**

- All staff members who work with students in the Mod-Severe program (special education, related service and paraprofessionals) utilize face shields so students can read lips and have access to facial expressions.
- For general education classrooms and physical distancing guidelines account appropriate staffing of push in support in the environment.
- For those students, due to disability who are unable to benefit from instruction through Distance Learning, where necessary, the district will ensure access to appropriate materials: (workbooks, worksheet, etc.)

## **Special Education Transportation**

Transportation is provided to a small number of students in Special Education based on the student's IEP. We anticipate that our capacity per school bus will be reduced by up to 75%. Due to this, and the increased difficulty in maintaining physical distancing and safety precautions on a school bus, we encourage families to seek other options for transportation to school although we will have buses available for a limited number of students. Students who do ride the bus will be required to wear face protection, and stay in cohort groupings per county health guidelines.

We highly encourage families to complete the self-screening questions prior to leaving for school. In addition, the bus driver may use a no-touch thermometer to screen students who exhibit symptoms of respiratory illness upon boarding the bus. Students who develop respiratory illness symptoms while at school will require alternate means of transport home, in keeping with current MPESD policy.

### **STUDENTS WITH 504 PLANS**

504 teams may develop updated plans that identify precautions/exceptions are necessary for working with students with significant support needs or students who are medically fragile or who may be unable to comply with physical distancing requirements due to disability.

- Based on the Section 504 Team evaluation, if a student needs a device to assist with learning services in a distance learning model, it will be provided.
- For students that meet the eligibility requirements under Section 504, a 504 Accommodation Plan will be developed and/or updated by the school site of attendance.
- For students who already have a Section 504 Accommodation Plan, a site administrator will work with the student and family to determine when the annual meeting will be scheduled.

- Any Section 504 Plan that was delayed due to parent request or not completed due to school closure should be completed as soon as practicable.

## ENGLISH LANGUAGE LEARNERS

The District remains committed to ensuring our English Learners achieve the same rigorous grade-level academic standards as their peers and to do this, they must receive a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to their proficiency level. Regardless of the educational option placement (online, hybrid or in-person), English learners will continue to receive designated ELD instruction based on proficiency level. Teachers will provide multiple opportunities for students to practice language using structures that promote peer interaction.

At the elementary levels, students must receive at least 30 minutes of designated ELD designated ELD instruction a day. The district will provide training to help teachers comply with this expectation, the goal will be to develop English learners proficiency in English and support their access to grade level standards.

## FOSTER YOUTH

**Foster Youth Services through MPESD will continue to provide:**

- Immediate enrollment of foster youth

- Timely transfer of school records
- Delivery of dedicated support services such as tutoring and school-based emotional counseling
- Foster youth will have priority access to devices, technology and resources for internet connections.
- For Foster Youth enrolled in a hybrid program, additional support may be provided on non-attendance days (counseling, academic support, etc.) to limit the amount of time pulled out of instruction while in attendance.

For further information / support please contact:

Laurie Breton Director Student Support Services, Foster Youth Liaison at [lbreton@mpesd.org](mailto:lbreton@mpesd.org) or 408 223-3740.

## HOMELESS YOUTH

Services for students with unstable housing, identified as homeless under McKinney-Vento will have access to services that will enable them to continue to learn and develop social-emotional skills needed for success. Some services that may be provided include:

- Priority access to device and resources for internet connections.
- For those homeless youth who are not able to have reliable technology or access to print, the district will ensure access to paper/pencil (workbooks, worksheet, etc.)

- For homeless youth enrolled in a hybrid program, additional support may be provided on non-attendance days (counseling, academic support, etc.) to limit the amount of time pulled out of instruction while in attendance.

For further information / support please contact:

Laurie Breton Director Student Support Services, Homeless Liaison at [lbreton@mpesd.org](mailto:lbreton@mpesd.org) or 408 223-3740, Fax 408 223-3742

## **STANDARDS, CURRICULUM AND INSTRUCTION**

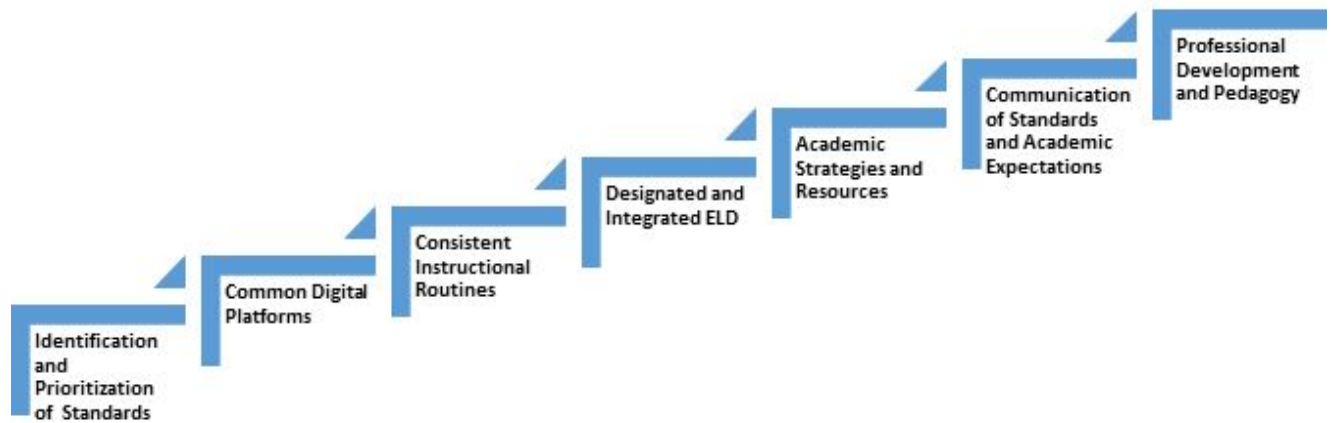
District and site instructional teams will collaborate to discuss and develop lessons and assessments based on grade level priority standards. Analyzing data and identifying shifts in instruction and strategies will address learning gaps, support and enrich new learning, and extend instruction.

Instruction will be provided through a blended/hybrid model of in-person and online instruction or online only model that best fits the needs of students and families, based on space available due to physical distancing limitations.

### **Building Blocks for High Quality and Rigorous Instruction**

Regardless of the educational option (online or in-person), consistent platforms, schedules, instructional strategies, routines, tools and

resources will be provided to prevent confusion and frustration for staff, students, and families.



## DIFFERENTIATED INSTRUCTION ACROSS ALL ENVIRONMENTS

All students will receive quality instruction across each model. In order to support learning a variety of different instructional strategies will be employed. Teachers will continue to differentiate instruction for students based on student readiness, interest, or learning profile by the content, process, products and the learning environment. This may include the following differentiation strategies:

- Content - what the student needs to learn or how the student will get access to the information.
- Process - activities in which the student engages in order to make sense of or master the content.



- Products - culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit.
- Learning environment - the way the classroom works and feels.

Teachers may also employ universal design to meet the unique characteristics of all learner's in their classrooms by:

Providing Multiple Means of Engagement:

- Providing students with choices and autonomy.
- Ensuring learning is relevant to a student's needs, interests and wants.
- Creating an inclusive classroom in which every student engages with the material, the teachers and the other students.

Providing Multiple Means of Representation:

- Considering options for how printed text, pictures or charts are displayed.
- Providing support to students who need support engaging with texts and/or auditory learning?

Providing Multiple Means of Action and Expression:

- Allowing for flexibility with timing and pacing of instruction.

- Utilizing methods aside from paper and pencil tasks for students to demonstrate what they know and what they have learned.
- Providing student access to technologies that enable them to engage.

## **ASSESSMENT AND GRADING**

Daily attendance and participation in both in-class instruction and distance learning will be required. Teachers will use priority standards to build lessons and support content delivery. Formative assessments will be used to help students identify their strengths, weaknesses, and target areas that need support. Online and/or pencil paper quizzes, projects, tests and exams will be used for summative and grading purposes. Teachers will provide regular feedback on student progress in all educational settings. Feedback and/or grades will be provided to students and families at the end of each trimester regardless of the educational setting (full distance learning, blended/hybrid, or in-person.)



## **INFORMATION REGARDING SPECIFIC COURSES**

To minimize the number of students interacting, physical distancing will need to be maintained in all classes and courses. Schools will work with students and families to ensure accommodations are made and alternative options will be considered. English Language

Arts, Social Science, Math, and Science will be prioritized for onsite instruction and teachers will be encouraged to teach these subjects in an integrated manner.

Some courses will need modifications on how the course will be taught if physical distancing is not feasible or when there is an increased risk for spreading the virus. Courses may be modified as below:

- All instrumental music, chorus, or other performing arts instructors will provide instruction via online, due to the County Health Requirements and the increased risk for spreading the virus. High quality, content-valid assessments can be conducted virtually, allowing music teachers to provide instruction in state standards, regardless of how instruction is delivered this school year. Schools may have smaller ensembles and host virtual concerts.
- Physical Education classes and all Middle School electives will be taught through distance learning.

## TECHNOLOGY

Any student enrolled without access to an appropriate device will be able to check out a device. Outreach will be made to families to survey their technology and WIFI needs. Information about free and reduced cost internet services will be shared with families through email, social media, texts, newsletters, and calls home. Utilizing

technology, teachers will provide daily instruction for students who are in distance learning in a synchronous (real-time) for part of the day. Teachers may also provide asynchronous (recorded) fashion to guide students during distance learning. The District will explore various software licenses and methods for teachers to share resources that enhance instruction and support.

The District will provide access to a “Help Desk” where families and students can call or email for assistance and receive support in multiple languages. Parent training and how-to's videos will be provided to better support students with full distance and blended/hybrid learning options.

## **SPORTS AND EXTRACURRICULAR ACTIVITIES**

Further guidance is expected from the County Health Department regarding organized sport activities. However, camps and athletic conditioning is now allowed following county health guidelines, which include daily wellness checks, physical distancing, and limiting groups to stable cohorts. The restrictions on contact activities may be some of the last to be lifted because of the high-risk nature.

## **FIELD TRIPS**

Field trips are not currently recommended. MPESD does not anticipate student field trips during the 2020-2021 school year given

health and safety requirements. MPESD does encourage the inclusion of virtual field trips when applicable to a learning goal.

### **ASSEMBLIES, DANCES, AND RALLIES**

Due to physical distance guidelines from the county health department, these activities are not recommended at this time. While we realize many of these changes will be difficult for students and families, please note that these restrictions are temporary and we will continue to monitor public health guidance in order to open up more opportunities for students. We will work together with our students and families to keep our children safe as we transition to our new approach to educating students.

## **ATTENDING TO THE SOCIAL EMOTIONAL WELL-BEING OF OUR STUDENTS WILL BE A TOP PRIORITY AS THEY RETURN TO SCHOOL**

As schools open, students and staff may experience fear and anxiety due to COVID, the systemic inequalities it has exposed, and the stress about returning to school. MPESD is committed to supporting students' social emotional wellness and offering resources to ensure their transition back to school is smooth prior to fully engaging in academics.



Supports include calls home by a teacher, Family Case Manager or counselor to connect and engage, holding regular “drop in” office hours for students and families, to reach out to families, and offering multi-level supports to address the emotional impact of physical distancing.

Schools recognize that not all families have the same access to resources; therefore, a range of strategies will be employed to connect with all MPESD families. PBL (Project Based Learning) units and Social Emotional lessons created using the Positive Behavioral Intervention and Support (PBIS) Framework will be used to increase student belonging and engagement and setting up classroom expectations and routines which is essential to learning success. Sites will receive opportunities to access professional development and support to understand and implement Culturally Relevant and

Trauma Informed Counseling practices to ensure all students are seen, heard and validated. In addition, schools will offer support to students to overcome stress and anxiety and incorporate trauma informed practices into online and classroom instruction. Visuals in classrooms and common areas will be used to encourage proper safety behavior making it a positive part of daily routines, such as how keeping the masks on and not touching our friends is a helping skill and a way to be respectful of others.

### **Counseling Resources and Supports**

Strong school to home communication and relationships are essential to students re-entering school in the Fall. School Counselors and other mental health staff will provide regular check-ins and screenings for student mental wellness, in person and virtually, building relationships and developing social emotional learning (SEL) recommendations that will include self-awareness, self-control, and interpersonal skills that are vital for success in school, work, and life. Resources and guidance for teaching staff in order to create safe, culturally responsive school environments in both the hybrid and full-distance learning models will be provided. Counseling Resources will be shared with families and will be posted on the district webpage and updated regularly to support staff and families. For family resources see Appendix A.

## Section 2: Distance Learning

# Plan for School Reopening





## Overview

The following goals are intended to guide the district's practices as we support teachers, parents, and students through distance learning. These goals were recommended by the California Collaborative for Educational Excellence. These goals are:

1. Connecting families with school
2. Practice basic skills - technology skills necessary to have access to online learning
3. Introduce new approaches and learnings

District staff will work collaboratively with multiple stakeholders to use these goals and the requirements of Senate Bill 98 (SB 98); Education Code sections 43500 through 43504 to develop the Distance Learning Plan. SB 98 adds Education Code section 43503, which expressly states that distance learning is allowed in either of the following circumstances:

- "On a local educational agency or schoolwide level **as a result of an order or guidance** from a state public health officer or a local public health officer."
- For students who are: (1) "medically fragile"; or (2) "would be put at risk"; or (3) self-quarantining.

Because of the increase in coronavirus infections, on July 17, Governor Gavin Newsom announced that schools located in counties on the state's monitoring list must begin the school year with distance learning; Santa Clara County is one of 32 counties on the state's monitoring list. Therefore Mount Pleasant Elementary School District will begin the school year with All Distance learning.

## Connect Families with Schools

Creating a sense of connection through consistent routines, school practices, and rituals that can foster a sense of connection and regular contact between teachers and students will be essential while in ALL Distance learning.

- **Before** school work starts, the district will schedule virtual “How To” training for parents. Small groups of in-person support of no more than five people at a time will be scheduled for parents that need additional support. All health requirement guidelines will be followed.
- **Before and After school work starts**, every family receives written and verbal information on what to expect once school work starts. Expectations for distance learning will be shared with families.
- **Once distance learning starts**, teachers and school administrators identify students and families that need additional support. The site administrators, teachers, school and district staff will work together to provide the appropriate supports for the identified students.

**Success Criteria for Connecting Families with Schools:** Creating a sense of connection through consistent routines, school practices, and rituals that can foster a sense of connection and regular contact between teachers and students. SB 98 places a strong emphasis on teacher-student engagement in distance learning by requiring:

- **daily live interaction** with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b).)
- districts to “document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.” Daily participation is defined to include: (1) evidence of participation in online activities (including completing assignments and assessments) or (2) contact between the LEA and the pupil or parent/guardian. Students not engaged in daily participation must be marked absent.

SB 98 also requires districts to provide academic and other supports designed to address the needs of pupils who are performing below grade level and who are not engaged with distance learning at least 60% of the week. The district will take the following actions to support student engagement during distance learning:

- Identified high-needs students will receive at least one weekly check-in by school or district staff. High-needs students are usually students who:
  - have high absenteeism - students not engaged for at least 60% of the week as defined by SB 98.
  - Homeless, or Foster Youth students
  - students who are more than a year behind in reading, target grades are first through third grade
  - Some Special Education students and English learners may also be identified as high-needs students.

The District will take the following actions to support High-Needs students:

- High-Needs students may be the first to participate in a hybrid model as conditions improve and the district is able to implement the Phased-In approach to providing in-person learning. In a hybrid model, students will receive a blend of some in-person instruction at school for part of the week and some distance learning.
- Counseling services will continue during distance learning for students that need counseling services. Counselors will report student contacts on a bi-weekly basis to Director of Student Services
  - Counselors and school site administrators will work with Family Case Managers to refer students who may need support to access counseling or other services to address emotional and physical needs.
- Students with the lowest levels of engagement will be targeted to participate in the MPAS -ASES After School Program. MPAS staff will support students to complete school assignments by providing tutoring and technology support to students or parents to increase their participation in distance learning as they would during after school programming.

### **Supporting Students Emotional Needs**

Site administrators will support teachers at the beginning of the school year to work collaboratively with colleagues to develop lessons to connect and build positive relationships with their students and for students to build positive relationships with their peers. The focus will be to get to know the students, letting them know they are valued, welcomed, and respected. Provide students the opportunity to share their feelings, concerns, and wonderings. Work with students to build a classroom culture that is empathetic, respectful, and caring for others.

- School administrators will work with their staff to identify social activities to safely engage with students and families to bring school spirit online.

### Expectations for Distance Learning:

The district will communicate the expectations for distance learning to families orally and in writing. The district and school sites will establish cultural norms that convey that school is still happening but in a different way. SB 98 requires:

- **Daily live interaction** with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b).) Instruction should be “aligned to grade level standards that are provided at a level of quality and intellectual challenge equivalent to in-person instruction.” (Ed. Code § 43500)
- **Attendance will be taken daily.** SB 98 requires districts to “document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.” Daily participation is defined to include: (1) evidence of participation in online activities (including completing assignments and assessments) or (2) contact between the LEA and the pupil or parent/guardian. Students not engaged in daily participation must be marked absent.
- The district will ensure that a weekly engagement record is completed for each pupil documenting students participation in distance learning or hybrid model. The district will track students in-person participation as well as virtual participation for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Students that do not participate in-person instruction or distance learning will be marked absent.

- The district will provide daily notification to parents or guardians of absences.
- Schools will be contacting students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. The school administration will work together with families to determine the student's needs, including connection with health and social services as necessary. When feasible and safe to do so, transition the student to receive in-person instruction following the district's Phased-In approach.

### Access to Online Learning:

SB 98 requires districts to provide access for all students to the internet and technology devices adequate to participate in the educational program and complete assigned work. The district will take the following actions to support and provide access to distance learning:

- The district will provide a technology device and internet access to students that need it.
  - K-2 iPads
  - 3-8 Chromebooks
  - Hotspots for internet access
- Parent Training to assist parents to become familiar with the platform that schools will be using to provide instruction during distance learning. Training will be provided virtually and in person following the safety guidelines from the Santa Clara County Public Health Department. In Person training will be scheduled and will be limited to 3 to 5 people at a time. Training will be provided in August, September, and as needed.

## Teaching Basic Skills:

Teachers will teach students the basic skills necessary to work more independently when doing distance and online learning: If school was to resume with in-person instruction at the school sites, teachers will continue to use the online platforms and resources as a way to teach students the different components of the platform or applications that they would be using if they were in distance learning. As a way to provide greater access and improve instruction during distance learning, teachers would make sure that students:

- Know how to get online and log in
- Would have enough practice working independently both online and paper and pencil.
- practice using the applications that will be available to them to use remotely such as:
  - ❑ Benchmark
  - ❑ EPIC
  - ❑ Zearn
  - ❑ CPM
  - ❑ Happy Numbers
  - ❑ Newsela
  - ❑ Mystery Science
  - ❑ Studies Weekly
  - ❑ Other applications that have been vetted and are part of Clever

## Instructional Minutes:

For the 2020-21 school year, according to SB 98 the minimum school day for students is as follows:

- 180 instructional minutes in kindergarten.
- 230 instructional minutes in grades 1 to 3, inclusive.

- 240 instructional minutes in grades 4-12, inclusive.

These instructional minutes can be a combination of live instruction and distance learning.

## Distance Learning for Special Populations

### Special Education

If the District is in Full Distance Learning all Special Education and Related Services will be provided virtually. Students attending special education programs, preschool through second grade with intensive needs and students enrolled in moderate to severe programs will be among the first to return to in-person instruction in the phase-in of on-site instruction or hybrid model. The intent is to provide services appropriate to meet a student's Individual Education Plan (IEP) Goals. Devices will be provided upon request to assist students in accessing services in a distance learning model if required to provide a free and appropriate public education.

Broad description of Special Education and Related Services delivery during Distance Learning .

### **Specialized Academic Instruction**

- Pull out Specialized Academic Instruction (SAI) - To the maximum extent possible, the Education Specialist will schedule students requiring pull-out SAI services outside of core instruction (English Language Arts/Math) in order to meet student's IEP Goals.



- In order to keep students as required in the same stable cohort, all related services provided outside the general education classroom will be provided on-line.
- SAI support within the classroom - the Education Specialist will be listed as a co-teacher and will attend class meetings in order to support instruction. The Education Specialist will schedule to meet with students weekly to provide needed individual supports to meet IEP goals.
- Students enrolled in SAI classes will receive SAI according to the school schedule of instruction and be enrolled in mainstream classes according to IEP services.

### **Mainstreaming**

- Middle school students will be enrolled in a six period schedule based on his or her IEP.
- Elementary students enrolled in SAI classes will also be enrolled in an online general class for mainstreaming access.
- Students will be enrolled/participate in the same online general education classroom that they will participate in when in-person instruction resumes.
- In compliance with the restrictions for stable cohorts, mainstream time will occur on-line.

## **Related Services**

- Related Services such as Speech Therapy, Occupational Therapy, Adapted P.E., Counseling, etc will be provided through online teletherapy, using the District accepted online format.
- Services will be provided as written in the IEP to the extent practicable in order to meet each student's IEP goals.
- Related service providers will be listed as co-teachers and will coordinate with the classroom teacher to schedule students and assignments in the classroom. No transportation services will be provided during Distance Learning.
- The provision of other specialized services such as Vision services and individual behavioral services will be done on a case by case basis to assist in meeting the students IEP goals appropriate to the distance learning format.

As schools are able to re-open using a phase in approach, special education providers will continue to follow the Guidance documents in regards to safety procedures and stable cohorts for provision of services. Parents may elect to remain on Distance Learning, even if in-person services are available, through the IEP process.

**Student Confidentiality during Virtual Lessons:**

Parents whose children are participating in small group special Education services will be asked to sign a Confidentiality statement ensuring the confidentiality of all students in the group.

**IEP Meetings**

- IEP meetings will be held online with all participants attending virtually
- Parents will be provided with a written document describing how to access and participate in an online IEP meeting.
- Parents can request a draft of the IEP prior to the meeting.
- For those parents not wanting to participate virtually, a phone in option will also be available to allow for full participation until such time that holding in-person meetings is safe.
- In accordance with SB98, as each student's IEP comes up for annual review, a statement regarding services to be provided during an emergency, such as school closure or quarantine, will be added to the IEP. This statement will be added at the next regularly scheduled IEP meeting.

**Special Education Assessments-**

- To the extent possible special education assessments will occur through virtual means.
- Assessment timelines will be tolled (stopped), until in-person assessments may resume.

- In order for assessment results to be valid, assessment instruments must be used in the manner prescribed and standardized, in most cases, some portion of the assessment will still be conducted in-person.
- Student's requiring in-person assessments will be scheduled individually with the parent.
- A centralized location for assessment may be used. All safety procedures indicated in the County Guidance will be adhered to. When team assessment is needed, examiners will maintain physical distancing within the space during the assessment.
- Assessments may be conducted outdoors.
- A parent or guardian may request in writing to delay any in-person assessment with the understanding that any eligibility or services offered is on a diagnostic basis based on the information obtained and that further assessment may be required to establish further eligibility and appropriate services.

**Accommodations and Modifications may include:**

- Resources available online to review materials before or after instruction
- Access to paper/pencil (workbooks, worksheet, etc.) for those students who cannot access information on a technology device.
- Prioritize scheduling so core content areas can be taught in the least restrictive environment based on the students' needs

- Consideration of staggered start and end times to accommodate reduced traffic during passing periods.
- Accommodations and modifications outlined in student IEPs.

## **STUDENTS WITH 504 PLANS**

As 504 Plans are updated any accommodation necessary for distance learning will be added to the 504 Plan.

- A parent/guardian may contact the school Principal to request a Section 504 evaluation or Section 504 Plan meeting.
- Based on the Section 504 Team evaluation, if a student needs a device to assist with learning services in a distance learning model, it will be provided.
- For students that meet the eligibility requirements under Section 504, a 504 Accommodation Plan will be developed and/or updated by the school site of attendance.
- For students who already have a Section 504 Accommodation Plan, a site administrator will work with the student and family to determine when the annual meeting will be scheduled.
- Any Section 504 Plan that was delayed due to parent request or not completed due to school closure should be completed virtually as soon as practicable.

## ENGLISH LANGUAGE LEARNERS

The District remains committed to ensuring our English Learners achieve the same rigorous grade-level academic standards as their peers and to do this, they must receive a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to their proficiency level. English learners will continue to receive designated ELD instruction based on proficiency level. Teachers will provide multiple opportunities for students to practice language using structures that promote peer interaction.

At the elementary levels, students must receive at least 30 minutes of designated ELD instruction a day. The district will provide training to help teachers comply with this expectation, the goal will be to develop English learners proficiency in English and support their access to grade level standards. Assessments of language proficiency will be conducted in accordance with State Guidelines.

## FOSTER YOUTH

**Foster Youth Services through MPESD will continue to provide:**

- Immediate enrollment of foster youth
- Timely transfer of school records
- Delivery of dedicated support services such as tutoring and school-provided emotional counseling

- Foster youth will have priority access to devices, technology and resources for internet connections.
- For Foster Youth additional supports may be provided (counseling, academic support, etc.) to support identified needs.

For further information / support please contact:

Laurie Breton Director Student Support Services, Foster Youth Liaison at [lbreton@mpesd.org](mailto:lbreton@mpesd.org) or 408 223-3740, fax 408 223-3742

## HOMELESS YOUTH

Services for students with unstable housing, identified as homeless under McKinney-Vento will have access to services that will enable them to continue to learn and develop social-emotional skills needed for success. Some services that may be provided include:

- Priority access to device and resources for internet connections.
- For those homeless youth who are not able to have reliable technology or access to print, the district will ensure access to paper/pencil (workbooks, worksheet, etc.)
- For homeless youth enrolled, additional support may be provided on non-attendance days (counseling, academic support, etc.).

- Homeless youth will be assigned to a Family Case Manager to help coordinate any needed referrals and services.

For further information / support please contact:

Laurie Breton Director Student Support Services, Homeless Liaison at [lbreton@mpesd.org](mailto:lbreton@mpesd.org) or 408 223-3740, Fax 408 223-3742

## **Santa Clara COUNTY PUBLIC HEALTH GUIDANCE**

This guidance is in accordance with current health orders from the California Department of Public Health (CDPH) and Santa Clara County Health Department (SCCHD) as of June 30, 2020. It is important to note that there will undoubtedly be continued community spread of COVID-19 well into the fall. The goal is to have practical recommendations in place to minimize risk while still allowing for in-class learning to resume.

The District should seek guidance from the Santa Clara County Health Department to address unique circumstances. Responses will be modified by CDPH and SCCHD based on new guidance. The District will continue to work closely with the Santa Clara County Office of Education who continue to work closely with the Santa Clara County Health Department and County Districts regarding the reopening of schools.

[COVID Prepared- Reopening Santa Clara County K-12 Schools](#)

This document also contains valuable information, resources and recommendations regarding the safe reopening of schools.



## APPENDICES

### Appendix A: Family Resources

MPESD maintains a large number of resources for our parents on our district webpage on a variety of department pages. Links to some of these resources can be found here:

Resources

**Local community information for services can be found here:**

#### **Crisis/Suicide Hotline**

24-hour crisis line. Services include suicide prevention, crisis counseling, youth violence prevention and referrals.

### WEBSITES FOR TEENS

[www.selfesteem.org](http://www.selfesteem.org)

[www.bodypositive.com](http://www.bodypositive.com)

[www.kidshealth.org](http://www.kidshealth.org)

[www.depressedteens.com](http://www.depressedteens.com)

[www.teengrowth.com](http://www.teengrowth.com)

[www.something-fisy.com](http://www.something-fisy.com) A site whose goal is to continuously educate the world on eating disorders and to encourage every sufferer to wards recovery. This site has tons of information about eating disorders, including stories from real girls and women, as well as a chat room.

[www.eatingdisorderinfo.org](http://www.eatingdisorderinfo.org) Run by The Alliance for Eating Disorders Awareness, this site allows children and young adults the opportunity to learn about eating disorders and the positive effects of a healthy body image, as well

as give information about the warning signs, dangers, and consequences of anorexia, bulimia, and other related disorders.

### **HOTLINES FOR TEENS**

Girls and Boys Town National Hotline	800-448-3000
National Youth Crisis "Hopeline"	800-442-4673
American Foundation for Suicide Prevention	888-333-2377
National STD Hotline	800-227-8922
Addiction Care Options Hotline	888-243-3869
Rape, Abuse, Incest National Network (RAINN)	800-656-4673
National Association of Anorexia & Associated Disorders	847-831-3438

## Appendix B: Frequently Asked Questions COVID-19 and Santa Clara County Schools

- Updated June 30, 2020 –

### Screening, Testing, Symptom Check to be used for on-site Instruction

#### **Recommended Health Screening for Students and Staff**

Ask these questions. A person who answers “Yes” to any one of these questions must not be allowed to enter the school facility.

**1. Within the last 14 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?**

Yes – STAY HOME and seek medical care.

**2. Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more.**

Yes – STAY HOME and seek medical care and testing.

**3. Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?**

- |   |                          |
|---|--------------------------|
| • Fever                                 | • Muscle/body aches      |
| • Cough                                 | • Loss of taste or smell |
| • Shortness of breath/trouble breathing | • Headache               |
| • Chills                                | • Confusion              |
| • Night sweats                          | • Vomiting               |
| • Sore throat                           | • Diarrhea               |

Yes – STAY HOME and seek medical care and testing.

### **If someone develops symptoms at school that could be COVID-19, what needs to happen?**

- Students who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through

which others do not enter or pass. If more than one student is in an isolation area, ensure physical distancing.

- Any students or staff exhibiting symptoms should immediately don a face covering and wait in an isolation area until they can be transported home or to a healthcare facility.
- Isolated students should receive continued supervision and care until picked up by an authorized adult.
- There is no need for others who had contact with the sick person to quarantine themselves while waiting for results of the test.

**If a student or teacher tests positive, with or without symptoms, will we need to close a class or an entire school?**

Not necessarily. Next steps are determined on a case-by-case basis.

- Santa Clara Public Health Department's (SCPHD) will conduct contact tracing to determine who, if anyone, may have had close contact with the person who tested positive and will provide guidance to the school, including whether a school or class closure is recommended.
- Whenever a positive case is confirmed on campus, the school should perform a thorough cleaning of areas where the person spent time, especially high-contact surfaces.

**What qualifies as a “close contact” with a person who has COVID-19?**

- A person is considered to have had close contact if they were within six feet of someone who tested positive for COVID-19 for at least 15 minutes.
- During the contact tracing process, SCPHD will work with the person who tested positive to determine who, if anyone, had close contact, and will communicate directly with them.

**Should schools take attendance for both students AND staff?**

Yes, all schools and school facilities should have a process in place for attendance collection of everyone present, every day. This is critical if the need for contact tracing arises.

**Will students and adults entering campuses be screened for symptoms?**

Schools will follow the symptom screening procedures required in the SCPHD Guidance for staff and students. Temperature screening at school is optional.

**Is the process for testing children different from adults?**

The process for testing children is the same as it is for adults. Community testing is available for both children and adults. Talk to your healthcare provider, or call 1-844-421-0804 to make a fast, convenient appointment at no cost to you at a county testing site.

**When should I consider getting a COVID-19 test for myself or my child?**

SCPHD recommends a COVID-19 test for anyone who believes they may need one, whether or not they have symptoms. People who have symptoms of illness are encouraged to get tested. Visit [coronavirus.cchealth.org/get-tested](https://coronavirus.cchealth.org/get-tested) to learn more about testing in Santa Clara County.

**Personal Protective Equipment:**

**Will students and adults wear face coverings?**

Teachers and staff

- o All adults must wear a cloth face covering at all times while on campus, except while eating or drinking.
- o Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.

## Students

- o All students (transitional kindergarten through 12th grade) are required to wear cloth face coverings:
  - while arriving and departing from school campus;
  - in any area outside of the classroom (except when eating, drinking, or engaging in physical activity);<sup>1</sup>
  - while waiting for or riding on a school bus.
- o Elementary school students should be encouraged, but are not required, to wear a cloth face covering within their stable classroom cohort.
- o Middle school/junior high school must use cloth face coverings when in the classroom even if they are in a stable classroom cohort.
- o Students excluded from face covering requirements include: (1) anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance and (2) students with special needs who are unable to tolerate a face covering.

## **What Personal Protective Equipment (PPE) is needed (e.g., face coverings, thermometers) for each campus?**

- Schools will provide face coverings if needed well as other appropriate PPE such as gloves and shields as required.
- Schools should have a non-contact temporal or external thermometer to detect fever in students or staff who become ill after arriving at school. Handwashing stations with soap and/or fragrance-free, 60% ethyl alcohol hand sanitizer should be made available in classrooms and other areas

where staff/students are likely to be present. Any student under the age of 9 should be supervised when using hand sanitizer.

**What supplies should be included in every classroom and general area (e.g., office, cafeteria, bathroom) for use by students and employees?**

All sinks should have soap. Handwashing stations with soap and/or hand sanitizer should be available in all classrooms and other commonly used areas. Classrooms should have a supply of face coverings for use.

**Are gloves recommended for students and adults?**

Gloves are not recommended for use by students or staff, except those conducting duties such as cleaning, first aid, or food service.

**Will the state provide personal protective equipment (PPE) to all schools and school districts?**

The state has provided PPE to local schools and districts.

**Physical Distancing:**

**What are the physical distancing protocols (distance, number permitted in a group) in multiple settings: in classroom, hallways, common outdoor spaces?**

- Where practicable, physical distancing of at least six feet should be maintained between students within a classroom or instructional area; at least six feet should be maintained between adults and students.
- Depending on grade level, physical space, and class sizes, schools could consider the following strategies, where possible and appropriate:
  - Minimize contact at school between students, staff, families and the community at the beginning and end of the school day
  - Keep each child's belongings separated and in individually labeled storage containers, cubbies or areas

- Ensure adequate supplies to minimize the sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit the use of supplies and equipment to one group of children at a time and clean and disinfect between uses
- Avoid sharing electronic devices, clothing, toys, books, and other games or learning aids as much as practicable

**What is the recommended number of students in a class based on student age and room size?**

The number of students per classroom will depend on room size and furniture configuration. Schools will likely need to assess their physical spaces and determine capacity accordingly.

**Do schools need to close or limit access to common outdoor spaces?**

- Common outdoor spaces may present less risk of transmission than indoor spaces, assuming students and adults maintain physical distancing. Schools may consider staggering recesses and/or outdoor time so that smaller groups are using shared spaces at one time.
- When using outdoor spaces, cohorts should be maintained whenever possible. Contact sports and activities that encourage close contact should be avoided.

**What are the recommendations on how to configure the campus to include a space to isolate people who become ill at school? Are there possible campus configurations to designate an ‘area’ or safe place where students can wait to be picked up, if they are showing signs of COVID-19?**

When feasible, identify a “sick room” through which others do not regularly pass where symptomatic individuals can remain until they are able to go home.



**If more than one student is sick at school, can they isolate in the same area until they are picked up?**

Ideally the school nurse or other adult should separate them as much as possible.

**Are all adults and adult volunteers (parents) excluded from campus?**

Not necessarily. Schools should decide based on what makes sense at the site, observing prevention principles such as maintaining cohort groups, physical distancing and hygiene.

**Will students and staff be allowed to bring backpacks and personal items to and from school?**

Yes. While items transferred back and forth between environments do have some potential to introduce viruses, there is little evidence that transmission of COVID-19 from fomites (objects or materials) is a significant risk. To the extent practicable, schools could provide options or solutions like allowing students to keep materials at home or leveraging distance learning resources as much as possible.

**School Schedules and Cohort Groups:**

**Should we consider starting the school year earlier or later than our Board adopted calendar?**

It is encouraged that school calendars be informed by engaging with stakeholders and bargaining units. When to start school is a local decision. Starting the school year later is not recommended. It is unlikely that the benefits of starting later will be realized considering COVID-19 will continue to be in our community and some measures for physical distancing will be required. Students

have likely experienced learning loss during this time and extending the summer will likely continue to add to this.

**What is the recommended number of students in a class based on student age and room size?**

The number of students per classroom will depend on room size and furniture configuration. Schools will likely need to assess their physical spaces and determine capacity accordingly.

**What is meant by stable cohorts?**

Stable cohorts represent a group of students and staff members staying together through the course of a day to eliminate or limit the mixing of students and staff in classes or congregate settings. Stable cohorts restrict the ability of a virus to spread beyond the cohort and allow for quicker more efficient tracing in the event a student or staff member contracts a virus. Consideration should be given to not only how stable cohorts can be maintained in the classroom but also the ability to keep these students together at lunch or during break times.

**Are all grade levels not allowed to mix cohorts? What about middle and high school?**

To the extent practicable, cohorts should be maintained. This may require out-of-the box thinking like rotating instructors rather than classes, staggering schedules, or shifting rooms around to limit the distances students may have to travel between rooms. Face coverings and other safety measures become more important when cohorts mix. Those measures include wearing face coverings, physical distancing, and rigorous handwashing. Avoid congregate settings.

**Should schools stagger arrival and pick up times?**

Staggered arrivals can aid in a school's ability to maintain physical distancing. If administering temperature checks this could support the completion of these checks in a timely manner.

### **Reopening and Course Offerings:**

#### **What sports and extracurricular activities can be offered?**

Currently no contact activities are permitted, including sports or other extracurricular activities that involve the potential of person-to-person physical contact. These may be some of the last restrictions to be lifted because of the high-risk nature. No electives or extracurricular activities in which physical distancing (at least six feet) and face covering use cannot be maintained at all times are allowed. Aerosol generating activities, including in-person choir, band, and vocal cheerleading activities (cheers and chants) due to increased risk of disease transmission are allowed . As the school year grows closer, the California Department of Public Health, California Department of Education, and/or California Interscholastic Federation may provide specific guidance on athletics.

## Reporting/Health Protocols/Communication:

### What is the protocol for handling students or staff exhibiting symptoms?

Scenario	Immediate Actions	Communication
<u>Scenario 1:</u> A student or staff member either exhibits COVID-19 symptoms, answers "yes" to a health screening question, or has a temperature of 100.00 or above.	<ul style="list-style-type: none"> <li>Student/staff sent home</li> <li>Student/staff instructed to get tested</li> </ul>	No action is needed
<u>Scenario 2:</u> A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19	<ul style="list-style-type: none"> <li>Student/staff sent home</li> <li>Student/staff instructed to get tested</li> <li>Student/staff instructed to quarantine, even if they test negative, for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) COVID-19 positive household member completes their isolation</li> <li>If student/staff test positive, see Scenario 3 below</li> <li>School administration notified</li> </ul>	<p><i>For the Involved Student Family or Staff Member:</i> Template Letter: Household Member or Close Contact With COVID-19 Case</p>
<u>Scenario 3:</u> A student or staff member tests positive for COVID-19.	<ul style="list-style-type: none"> <li>Student/staff sent home if not already quarantined</li> <li>Student/staff instructed to isolate for 14 days after symptom onset OR 7 days after resolution of symptoms, whichever is longer. (If never symptomatic, isolate for 14 days after positive test.)</li> <li>School-based close contacts identified and instructed to test &amp; quarantine for 14 days <ul style="list-style-type: none"> <li>In stable elementary classroom cohorts: entire cohort</li> <li>In other settings: use seating chart, consult with teacher/staff</li> </ul> </li> <li>School administration notified</li> <li>Public Health Department notified</li> </ul>	<p><i>For Positive Case Student Family/Staff:</i> Template Letter: COVID-19 Case</p> <p><i>For Student Families and Staff Members Identified as Close Contacts:</i> Template Letter: Household Member or Close Contact With COVID-19 Case</p> <p><i>For All Other Student Families and Staff Members:</i> Template Letter: COVID-19 Case in Our Community</p>

**What are the expected reporting procedures with Santa Clara County Health Health Department? What are the procedures for referring, tracing, and isolating students and staff with symptoms or diagnosis?**

CCHS has procedures in place for investigating communicable disease cases. CCHS staff will conduct contact tracing using classroom rosters and information obtained from school personnel through interviews and in coordination with school officials.

**What are the communication guidelines when a positive case is confirmed?**

Communication recommendations will vary depending on the specific circumstances of a case in a school community. At a minimum, the affected cohort will need to be notified. Media is handled in coordination between the school public information officer and the CCHS public information officer.

**Will staff or students, diagnosed with COVID-19 need a document to return to school?**

No. But someone who has been diagnosed with COVID-19 should isolate at home for at least 10 days, plus three days after symptoms subside.

**If a parent is diagnosed with COVID-19 will their student need to self-quarantine prior to returning to school**

If a student or staff has a household member that tests positive for COVID-19, the student will be ordered to quarantine at home until 14 days have elapsed since all household members are no longer considered infectious. CCHS may issue an order with explicit [instructions on quarantine](#) and details on its expiration. If needed, CCHS will provide clearance letters at the end of isolation/quarantine.

## **Health Education:**

### **What are the recommended health education topics schools should provide?**

Schools should consider educating students on the importance of healthy hygiene practices, understanding and monitoring for symptoms of COVID-19, physical distancing, and mental health/sources of support.

## **Facilities - Safety and Sanitation Considerations:**

### **What supplies should be included in every classroom and general area (e.g., office, cafeteria, bathroom) for use by students and employees?**

All sinks should have soap. Handwashing stations with soap and/or fragrance-free 60% ethyl alcohol hand sanitizer should be made available in classrooms. Face coverings will be encouraged at all times while indoors.

### **What are the guidelines for cleaning and sanitation?**

Schools will follow disinfection guidelines for classrooms, offices, and outdoor spaces that include the following:

- Consider suspending or modifying the use of site resources that necessitate sharing or touching items
- Staff should clean and disinfect frequently high-touched surfaces within the school and on school buses at least daily and, as practicable, frequently throughout the day
- Buses should be thoroughly cleaned and disinfected daily, and after transporting any individual who is exhibiting symptoms of COVID-19
- Limit the use of shared playground equipment
- Limit the sharing of objects and equipment, such as toys, games, and art supplies, to the extent practicable. But where allowed, clean and disinfect between uses
- Establish a cleaning and disinfecting schedule

- Ensure proper ventilation during cleaning and disinfecting

**Where might physical barriers need to be installed at school sites and district offices to ensure student and employee safety?**

- Schools may want to consider installing clear plexiglass barriers at front counters where physical distancing is not possible, similar to how many retailers have done so at check-out counters. Staff workstations should be arranged so that staff can physically distance.