

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Manteca Unified School District	Clark Burke Superintendent	cburke@musd.net (209) 825-3200

General Information

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

Manteca Unified School District (MUSD) first notified its community of the Novel Coronavirus (COVID-19) and accompanying Center for Disease Control (CDC) recommendations on February 6, 2020. Per the CDC message on Feb 25, communication was sent to site administration and then to all families/community about preventative measures being taken in the classrooms. MUSD attempted to implement health guidelines. Continuing information was shared via a webpage with daily updates, resources, and key points beginning on Feb. 26, 2020. The community became increasingly more concerned as nation- and world-wide information came to light about the novel Coronavirus. MUSD remained fully operational until the San Joaquin County Public Health Services update on March 12, 2020 declared a public health emergency. On March 13, MUSD announced a decision to dismiss school beginning after its scheduled spring break, during which time custodial and grounds staffs continued to implement enhanced sanitation procedures. On March 17, the California Department of Education (CDE) released new COVID-19 guidance for K-12 schools. Shelter in place orders were issued in California, except for those who were considered essential workers/services. Great concern over children and food insecurity was answered with "Grab and Go" meal service at nearly every district school location. Individual student devices were sent home with students to launch home learning in the spring. After informing parents of the suspension of on-campus schooling, the home-learning supports website page was shared to the public. On March 26, an emergency meeting of the Board of Trustees was held where it was unanimously approved to transition students to a distance learning model through May 15, 2020. While San Joaquin County was rather low in percentage of positive cases, hospitalizations and COVID-related deaths early in the record-keeping, numbers and cases continued to rise per the official counts published by the state. As of this writing, San Joaquin County, and Manteca Unified, are included on the state's "watch list". From surveys to local newspaper opinion pages to public comments at school board meetings it was apparent that people were passionate on all sides of issues pertaining to schools and the pandemic. Great concern for public health was voiced as well as a strong desire for students to have "in-person" school experiences. Economic hardship was evidenced in the community and the school district's budgets. After a decision on July 14th, 2020 by the Board of Trustees to follow the San Joaquin County Office of Education decision recommending distance learning for the start of the 2020-2021 school year, Nutrition Services continued to provide meal service to students in all regions of the district, but transportation for all but special education students was eliminated. As the framework for reopening in person learning in

California was released, MUSD continued to make adjustments to its Return to School plan, offering, as one of its education options, a 100% online academy.

Manteca Unified School District's plan for returning to school attempts to balance the academic programming, current allowable health conditions, safety, socio-emotional well-being, childcare, and resources available within the guidelines and recommendations issued, while acknowledging the uncertainty and fear associated with any efforts to start the 2020-21 school year. We must support and educate our students, staff, and families as best we can during a global pandemic and a national crisis.

Stakeholder Engagement

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

Five community surveys were sent: April 16, April 20, May 15, Aug 20, and Aug 21 to gauge parent feeling about general well-being, online learning, educational options moving forward and specific questions about ceremonies and events. These surveys were advertised on the district website, electronic publisher, autodial caller system, sent in English and Spanish, and mobile wi-fi hotspots were made available to areas without internet access. The results of surveys, along with input from union groups, teachers who were part of the ACCESS committee, union negotiations, comments on MUSD's webpage and Facebook pages were considered during the development of the Return to School plan (attached at the end of this document and available @ <https://www.mantecausd.net/returntoschool>). Stakeholder input is ongoing; public hearings/virtual open sessions in each region are scheduled as we inch nearer to the possibility of returning students to campus; representative teacher groups meet to give input on ways to bring students back on campus in small cohorts; district advisory committees seek input at periodic meetings.

As each MUSD student has a working device, electronic communication was the main mode of transmitting, requesting and receiving information. Areas with limited wi-fi access were provided with mobile hotspots to allow for communication. Notices were posted on Facebook or information was made available to the local newspaper to notify parents and community of surveys or other means of giving input. For district meetings (DELAC and DACSFP), individual phone calls were made to members to ensure accessibility and provide information. MUSD specifically reaches out to our non-English speaking audiences in Spanish. Families self-identify their language preference in Blackboard (our communication platform), and communication is sent to them in Spanish. In addition, materials are offered in English and Spanish such as flyers, presentations, question and answer documents.

This year MUSD forged a relationship with Univision to share District stories, get out messaging and notifications. Prior to final approval, the plan was presented in a public hearing for parents, staff and school board in which comments were made and received, was reviewed by and received input from District Advisory Council and District English Learner Advisory Committee. That information, along with newest public health guidelines and negotiation updates led to the finalization of the learning plan.

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

During the current pandemic, COVID-19, the Manteca USD School Board meetings are held in accordance with the Governor's Executive Order N-29-20. Members of the public may submit public comments for any non agenda, agenda item and/or public hearings via email to: musdchoolboard@musd.net (no more than 250 words). Submitted comments will be read into the minutes for that meeting or hearing. Public has access to listen to the published agenda via MS Teams Live event for that meeting. Additionally, the audio recording for the meetings are available on the website – Board audio.

District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) Meetings were held over Zoom, where parents and site members had the opportunity to hear, speak and participate in the meetings. Voting was conducted for several essential items, and elections did take place. At sites, School Site Council meetings and other public meetings were held either via TEAMS (Microsoft) or Zoom (Google) platforms which allowed for individual participation. In all cases, it was confirmed that the public had a method of sharing thoughts or opinions, and those ideas were considered in conjunction with others and in correlation with the numerous guiding documents provided by state and local authorities. Presentation/discussions regarding small cohorts on Sept 9 and 10, 2020 included close captioning in Spanish, in person interpretation, and allowed for real time write in questions and answers.

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

Impacts of school closures and re-openings were a constant topic in both certificated and classified union discussions. Feedback was provided to plan development from unions as a result of negotiations held on:

MEA- Aug 21, Aug 10, July 28, July 16, July 3, June 17, May 28, May 22, May 1, April 21, March 31, March 24, and March 18. Union representation maintained support for abiding by local mandates, and required precautionary and preventative safety measures be implemented for the protection of staff, students and community.

Union negotiations are confidential, but the members of the committees were able to take feedback to those working on the Return to School Plan. The dates that meetings were held were:

CSEA 50 - March 20, April 1, April 19, May 13, June 8, June 19, July 27, August 3, August 17, 2020

CSEA 864- March 20, April 2, April 14, July 29, August 24, Sept 1, 2020

Special Education Director met with the following stakeholder groups to clarify expectations and discuss desired student outcomes through Distance Learning:

Site Administration (7/1, 9:00-10:00; 7/15, 9:00-10:00; 7/20, 9:00-10:00; 7/22, 9:00-10:00; 7/31, 8:30-9:30)

RSP Teachers (7/31, 11:30-12:30)

SDC Teachers (8/5, 8:00-9:30)

Speech Therapists (8/5, 2:00-3:00)

Psychologists (8/5, 1:00-2:00)

Program Specialists (7/22, 11:00-3:30; 7/30, 2:30-3:30)

APE teachers (8/4, 1:00-2:00)

Occupational Therapists (7/30, 12:30-1:30)

Behavior Specialists (7/27, 2:00-3:30; 8/17, 12:30-2:00)

ERMHS (Educationally Related Mental Health Service) providers (8/21, 1:00-2:00)

Consulted with Private School parents to ensure continuation of services (8/13, 6:00-6:30)

DACSFP - Sept 8, 2020

DELAC - July 31, Sept 8, 2020 - a focus on emotional support when students return and notifying parents of the supports available; additional programs to support students.

All parent input seemed to focus on two specific issues: the safety of returning to school campuses, so that input helped to clarify and shore up the cleaning protocols and guidance associated with returning to schools, and the desire to have their students back on campus with teachers who are trained to deliver academic instruction. Their input led to schedules and timelines and requested supports.

Public meetings held on Sept 9 and 10 regarding how to bring back students in small cohorts as allowed by current regulations.

A public hearing was held on Tuesday, September 15, 2020 to solicit public input and recommendations. Selected staff at MUSD met after the public hearing (Fri, 9/18 and Mon, 9/21) to review the plan and comments. Updates were made to reflect most current guidelines and results from negotiations that had recently been completed.

In total, the feedback from the various groups led to a plan with multiple phases, goals to address specific academic and social/emotional needs, specific requirements for sanitization, and recommendations for safety for all groups.

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

Because the recommendations, guidance and requirements for public schools to respond to COVID-19 were wide-ranging, ever-changing and extremely complex, MUSD relied heavily on a core group of staff to interpret instructions and create and modify learning plans designed to meet all of the local, state and federal necessities and restraints. That being said, formal and informal stakeholder input contributed greatly to the formation the Return to School plan which can be found on the district website at <https://www.mantecausd.net/domain/756> or at the end of this document.

Surveys that were sent home digitally indicated a desire for fully on-line options, which led to the formation of our first Online Academy (DLP-6, DLP-7).

District English Learner Advisory Committee meetings held on July 31 and Sept 8, 2020 brought forth information which included the prioritizing of groups for return in small cohorts. (IPI-1, DLP-1, DLP-12, PLL-5)

District Advisory Committee for State and Federal Programs was consulted. This committee is being dissolved to create a more representative Parent Advisory Committee which more fully represents the diverse voices which are all part of MUSD.

District Admin Group: (PLL-1, PLL-2, PLL-3)

Teachers' Union - safety measures, concerns, working conditions. (IPI-3, IPI-4, IPI-7, DLP-9, DLP-13, DLP-15)

Site strategic plans and individual site input - (DLP-2, DLP-3, DLP-4, DLP-10, DLP-13)

Site administrative representatives- schedules, logistic operations, determination of needs (personal protective equipment, etc.). (IPI-2, IPI-5)

7/20/2020-Teacher/ admin group - the delivery platform adopted as the Learning Management System

6/4, 6/5, 6/9, 6/24 -Stakeholder input specifically for special education issues included teachers, union representatives, program specialists and administrators. Input was given and influenced the following topics: length of live sessions, safety concerns (sanitization to face coverings), access to teachers, number of students per room/teacher, percentage of live vs online instruction, learning/service delivery model, learning center period, how to count teaching minutes, using paraprofessionals, small group instruction, direct supervision assessments, and use of Response to Intervention strategies.

Board of Education input led to the development of the A/B day at the high school level, and schedule for the elementary schools.

Continuity of Learning

In-Person Instructional Offerings

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

Physical distancing, sometimes referred to as social distancing is an effective way to limit spread of contagion, by simply keeping people separated. As noted in the guidance from the AAP, “There is a conflict between optimal academic and social/emotional learning in schools and strict adherence to current physical distancing guidelines. The CDC recommends schools “space seating/desks at least six feet apart when feasible. In many school settings, six feet between students is not feasible without limiting the number of students.” When six feet of distance is not feasible, three feet and a mask is highly recommended.

MUSD employees, students, parents, and visitors should practice staying approximately 3-6 feet away from others and eliminating contact with others when feasible.

This plan is subject to change, and updates will be made based on the latest information provided by education officials and other applicable federal, state, and local agencies as well as negotiations. More complete information is included in the Return to School plan located at the end of this document and also available on the district website.

ARRIVAL AND DEPARTURE

Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable such as parents remaining in their vehicles or at designated gate areas.

Minimize contact at school between students, staff, families, and the community at the beginning and end of each school day. This area has been strengthened by asking students to perform a self-screening test prior to arriving at school each day. In addition, students may receive a temperature reading upon campus/classroom entry by their teacher or designee using a touchless thermometer.

CLASSROOM SPACE

Classrooms will consider the following strategies as a thoughtful safeguard when in shared spaces including sanitizing wipes in each classroom in case teachers/staff are required to assist with a student's device, materials, or supplies.

NON-CLASSROOM SPACE

Schools will consider the following strategies as a thoughtful safeguard when in shared spaces:

Serve meals in classrooms or outdoors instead of cafeterias or multipurpose rooms where practicable.

Minimize congregate movement through hallways as much as practicable.

Consider holding recess in separated areas at staggered times designated by class.

Ad-hoc Interactions/Gatherings – Non-essential/informal meetups and visiting should be avoided.

There will not be rallies and, assemblies or other large events until the County Health Officer deems it safe.

Identify a health/isolation/isolation room for students who are not feeling well to minimize contact with others until they can be transported home or to a healthcare facility.

Conduct essential staff meetings, professional development training and education, and other activities involving staff with physical distancing and PPE measures in place, or virtually where physical distancing is a challenge.

PERSONAL WORKSPACE/CLASSROOM

All teachers and students are asked not to visit another classroom outside of their team or grade level (as part of reopening phases 2 and 3). Employees are encouraged to disinfect their own personal workspace (teacher desk, phone, etc.) throughout the day, giving special attention to commonly touched surfaces. Cleaning sprays and wipes are also available to clean and disinfect frequently touched objects and surfaces such as telephones and keyboards.

Considerations for Partial or Total Closure

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the San Joaquin Public Health Officer.

Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when there are at least 5 percent of the total number of teachers/student/staff within a 14-day period.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

The District will close all schools if 25% or more of schools have closed to due to COVID-19 within 14 days of each other, and in consultation with local public health department.

If a partial, total school closure, or District closure is warranted, families will be contacted via email and/or phone and a swift transition to Phase 1: Off-Campus Learning will occur for the school(s) affected. The email and/or phone call will disclose as much information as possible relating to the events. MUSD will maintain confidentiality as required under HIPAA and FERPA and state law related to privacy of educational records.

Each grade span has different needs. Below are the recommendations for grades 1-3 and high school. A complete grade span list is found on the MUSD website <https://www.mantecausd.net/returntoschool>

Elementary Grades 1-3

Children in 1st – 2nd grades are strongly encouraged to wear face coverings. Children in 3rd grade are required to wear face coverings per the California Public Health Department, unless exempt.

Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and

teacher/paraprofessionals with each group, to the greatest extent possible.

Minimize the movement of students as much as practicable.

Maximize space between seating and desks. Distance teacher and staff desks at least six feet away from student desks.

Student desks should be placed 3 to 6 feet apart when feasible.

Consider redesigning activities for independent participation or smaller groups and rearranging furniture and place spaces to maintain separation.

Keep each child's belongings separated and in individually labeled storage containers, cubbies, zip lock bags or areas while in school.

Ensure belongings are taken home each day to be cleaned.

Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit 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.

Utilize outdoor spaces when possible.

Implement procedures for turning in assignments to minimize contact

Secondary Grades 9-12

High school students are required to wear face coverings per the California Public Health Department.

Teachers should maintain 6 feet from students when possible and if not disruptive to educational process.

Particular avoidance of close physical proximity in cases of increased exhalation (singing exercise); these activities are safest outdoors and spread out.

Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher/paraprofessionals with each group, to the greatest extent possible.

Minimize the movement of students as much as practicable. Students will change classes 3x daily.

Maximize space between seating and desks. Distance teacher and staff desks at least three to six feet away from student desks.

Consider redesigning activities for independent participation or smaller groups and rearranging furniture to maintain separation.

Keep each student's belongings separated. Ensure belongings are taken home each day to be cleaned.

Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses.

Avoid sharing electronic devices/books and other games or learning aids as much as practicable.

Implement procedures for turning in assignments to minimize contact.

Utilize outdoor spaces when possible.

Teachers rotate instead of students when feasible.

Eliminate use of lockers.

FACILITY MODIFICATIONS

School sites and the district office are equipped with multiple hand-sanitizing stations and portable hand washing stations. Hand sanitizer dispensers are installed in each classroom and office space.

Drinking fountains are being converted into hand washing stations or water bottle filling stations.

Water bottle filling stations will be available as students are encouraged to use reusable water bottles. The District is working to secure reusable water bottles for all students and staff based on availability.

There will be signage throughout campus that indicate traffic direction, cleaned facilities, social distancing footprints, etc. and easy-to-

understand illustrations that empower students to be careful, cautious, and respectful of one another.

Office spaces will have plastic screening as a safety precaution at reception windows or countertops as necessary to protect both the employee and campus visitor.

Temperature check kiosks will be installed in the (5) comprehensive high schools. Temperature measuring devices will be available in every classroom.

On August 25, 2020, the governor of California issued a press release with updated reopening guidance which allowed schools to operate small cohorts of students in person. Recognizing the need that at-risk groups have to return to on-campus education, MUSD has begun to address the challenges associated with this option and explore various methods of safely returning students to campus. Led by the Workplace Infection Prevention Team (WIP), specific protocols are instituted, monitoring of symptomatic individuals and contact tracing occur. To bring students back safely, small group cohorts are utilized. In this case, students with disabilities, English learners, students experiencing homelessness, foster youth, and those without internet capability were prioritized to be the first to return to campus. These groups have cohort data available in a realtime student database called DataDesign. Along with students returning to sites, Bilingual Paraprofessional services and support will be needed. Supplemental support from additional teachers to implement intervention programs and services will be employed. Ongoing, comprehensive professional development, as determined by teacher need, or requested through surveys will be made available as much as possible.

MUSD will continue with the implementation and use of MAP growth assessment as a diagnostic tool and indicator of students who are not meeting grade level standards, or who are at most at risk of learning loss. These students will be prioritized for returning to campus, small cohort groups, additional support and service as allowable and available. The MAP growth assessment is a constant throughout the phases of distance to on-campus learning, and will assist teachers in identifying student needs. The additional need of diverse collections of books, targeted to topic or high interest, low readability will be purchased to encourage and enable reading for pleasure and to increase proficiency. As we continue to focus on individual student need, MUSD works to identify and respond to the changing needs of students experiencing the COVID-19 pandemic.

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

Description	Total Funds	Contributing
IPI 1 - Bilingual Paraprofessionals services	1,185,098	Yes
IPI 2 - 20 Support teachers - to recoup learning loss with a focus/prioritization on unduplicated pupils	1,500,000	Yes
IPI 3 - Deep cleaning and disinfection; handwashing stations; signage; installation of hand sanitizer dispensers, hand sanitizing stations; water bottle filling stations; plastic screening; temperature check kiosks at 5 comprehensive high schools; temperature measuring devices/kiosks, contact tracing	4,736,500	No

Description	Total Funds	Contributing
IPI 4 - Intervention, support time, weekly collaboration time - Negotiated	25,824,000	Yes
IPI 5 - WIP Team	70,256	No
IPI 6 - Data Design - Cohort Grouping	111,500	Yes
IPI 7 - Global Professional Development	500,000	No
IPI 8 - Supplemental Library Target Collections	500,000	Yes
IPI 9 - MAP Growth Assessments	231,565	No
IPI 10 - Transportation	1,700,000	No
IPI 11 - Supervision/intervention	2,100,000	No

Distance Learning Program

Continuity of Instruction

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

Manteca Unified School District's plan for returning to school attempts to balance the academic programming, current allowable health conditions, safety, socio-emotional well-being, childcare, and resources available within the guidelines and recommendations issued, while acknowledging the uncertainty and fear associated with any efforts to start the 2020-21 school year. We must support and educate our students, staff, and families as best we can during a global pandemic and a national crisis.

On July 14, 2020, the Board of Trustees authorized a plan with multiple models for learning based on current COVID-19 pandemic conditions. The plan is designed for, and most likely will, change and evolve throughout the course of the year. The three phases of the plan include 100% off campus learning, blended learning hybrid (50% on campus and 50% off campus learning), and full day modified on-campus. Review of the conditions is on-going and routinely will increase or decrease physical attendance throughout the year based on allowable conditions. We understand this is a frustrating and alarming time for all. We continue to advocate for our students to allow them the best opportunity for academic success.

In all phases of the plan, the same curriculum is utilized in all core subjects, providing both continuity and a standards-based focus. MUSD is implementing the Measure of Academic Progress (MAP) assessment, a measurable student growth diagnostic and progress monitoring tool. All MUSD K-9 teachers will utilize the new tool to measure student growth and progress. Teachers will administer the MAP diagnostic reading and math assessment to their students. The MAP will be a tool to identify the individual needs of each child to achieve mastery of grade level standards. MAP will provide a lexile score for students which can be used for language reclassification purposes and to determine reading proficiency.

Throughout each phase of the Return to School Plan, the District will provide regular trainings with staff virtually and in-person to enforce the plan and its measures. Educational videos, graphics, and other documents will be shared with school sites, students, and families to encourage safe behavior and practices. Information regarding the Return to School Plan will be regularly included in the District's social media outlets, email newsletters, and website updates. Live sessions will also be held with the community to further educate students, families, and staff on the District's Return to School Plan.

Access to Devices and Connectivity

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

MUSD has been a 1-1 device district since 2014. Upon entering distance learning, each student (grades K-12) was issued a device to have at home which allows him/her to participate in the learning opportunities provided by the base curriculum, the supplemental resources and the synchronous instruction provided by MUSD staff. Part of the engagement monitoring at each site includes checking in with each student who is not connecting remotely to the live instruction or submitting assignments. Vice Principals work with students and/or families to identify barriers, manage unique circumstances and connectivity issues. The district, through its Child Welfare and Attendance Office and Informational Technology Department, support the Vice Principals in providing connectivity resources or tools to enable all students to connect and participate in their learning.

Site Instructional Support Specialists help teachers and students with technological or device issues. Students with unresolvable connectivity issues were provided devices with built in wi-fi at district expense.

Pupil Participation and Progress

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

An engagement application in the district's student information system is utilized where each teacher documents minutes of asynchronous and synchronous activity/participation as well as asynchronous and synchronous minutes offered. In addition the attendance/engagement of each pupil is tracked noting what students are completing and not completing. The two items together add up to the mandated number of required instructional minutes per grade level.

This information is available and explained in greater detail at the end of this document in the Re-engagement participation plan.

Distance Learning Professional Development

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

Based on teacher surveys from distance learning in Spring 2020, the department of professional learning utilized data to plan what was needed for phase 1 of the 2020-21 school year. All trainings end with a survey for staff to share feedback and identify what the need is for future professional development. In addition, the professional learning team offers direct support to teachers throughout the week. Based on the support needed, on-going professional development opportunities are created. Professional development (PD) is most often provided to teaching staff through Teachers on Special Assignment (TOSA)s.

MUSD has provided staff with a selection of leveled trainings to support our Phase 1 distance learning program. From July 23rd to date, staff were offered over 160 trainings on a variety of topics. These professional learning opportunities focus on utilizing our base curricula with emphasis on digital components that best support students with distance learning best practices. In addition, staff continues to be provided training on the district wide Microsoft Teams Learning Management System (LMS). These trainings focus on best practices for communication with teachers and students, as well as the live teaching platform. A variety of trainings include how to take attendance, track student engagement, assign student work, grading, collaboration tools, and more. The LEA also has created a webpage as the central hub for all professional learning trainings being offered and resources for staff to access to support teacher planning for distance learning.

Staff Roles and Responsibilities

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

Certificated Staff Roles and Responsibilities:

MUSD has adopted a three-phase learning model for student instruction. Phase 1 consists of Distance Learning: students learn and complete school work from home, teachers provide direct instruction from their classrooms. A newly available phase we are calling 1.5 allows

for bringing back small cohort groups to campus. Student participation on campus is prioritized by risk of learning loss and is voluntary. Phase 2 consists of a hybrid learning model: half of a teacher's student caseload reports on Mondays and Thursdays, the other half of the caseload reports on Tuesdays and Fridays; the students who do not report to the site on any particular day engage in distance learning at home; live instruction is provided to all students at a specified time during the instructional day; tracking cameras are considered to be purchased to enable teachers to instruct both groups.

Wednesdays are reserved for remediation, additional support, student meetings and staff professional development. Phase 3 consists of full onsite learning with all required safety protocols in place: all students and teachers report to the school site for instruction during this phase. This Phase 3 learning model was developed through District negotiations on the following dates: May 22, May 28, June 17, July 16, July 28, August 10, and August 21, 2020. Teachers provided feedback regarding staff and student needs in order to come to an agreement on this model. Tracking cameras are considered to be purchased to enable teachers to instruct both groups.

Classified Staff Roles and Responsibilities:

While operating in Phase 1 of the three-phase learning model, only remote instruction is being provided to students. This results in an impact to various groups of classified employees. Campus Monitors and School Site Assistants have taken on various roles and duties as determined necessary at their school site. These duties include, but are not limited to sanitization, greeting visitors, performing temperature checks, completing inventory, checking rooms/restrooms, phone calls to parents and library organization. Paraprofessionals now provide remote assistance and instruction to students. Bus Operators have also taken on various roles and duties including but not limited to organization and pick-up/delivery of supplies/materials/hardware, transportation of student lunches, assisting in moving/setting up rooms and offices, detailing of transportation fleet and site beautification. While operating in Phase 2 of the three-phase learning model, classified staff roles listed above shift once again. Campus Monitor and School Site Assistants will assist in sanitization and student supervision as it pertains to safety protocols (i.e. Social distancing, PPE). Paraprofessionals will be able to provide in person assistance and instruction to smaller groups of students as they report to sites. Bus Operators will transport only our special education population. While operating in Phase 3 of the three-phase learning model, classified staff will continue to perform modified duties as assigned in Phase 2. Classified unit member provided feedback and collaborated with the District to reach an agreement on modified duties for these classifications on the following dates: May 6, May 13, June 8, June 19, July 7, July 21, July 27, July 29, August 3, August 17, and August 24, 2020.

Supports for Pupils with Unique Needs

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

As students with unique needs have... well, unique needs, the discussions and decisions about how to assist those with exceptional needs were made through individual meetings. The following is a list of supports provided during distance learning to students with disabilities:

- APE Teachers and OT taking equipment to families
- Addition of consult time for teachers and parents written into IEPs for Online Academy RSP students
- All preschool Special Education students provided devices so they can receive services
- Paraprofessionals provided devices to assist students and teachers with assignments and/or behavior

- Facilitated virtual 1:1 assistance for students with those services in their IEPs
- SDC and RSP teachers to deliver virtual Back to School or Open House presentations for students and families
- Resumption of special education assessments to determine present levels and progress toward goals
- Administration of the MAP assessment for all RSP and SDC:M/M to determine progress toward grade level standards and develop individual learning paths to address learning loss and identified skill gaps
- Program specialists are meeting with teachers, students, and parents to address access issues for Special Education students including no/limited internet access
- Implementation of base and supplemental curriculums to facilitate access for all student to grade level standards
- Monitor student participation (both synchronous and asynchronous) to ensure daily face to face interaction between students and teachers
- Continue to provide Mental Health support virtually for students and families with those services in their IEPs
- Continue to meet with parents/general education teachers/special education teachers/administration as part of the stakeholder group for the Comprehensive Coordinated Early Intervening Service (CCEIS) plan (8/18, 3:15-5:00; and recurring weekly)

Foster student will still be able to stay at their school of origin. MUSD liaison works with county case workers to determine how that translates into virtual learning. Students will be supported to ensure the court ordered documents are made available to the social workers.

With students experiencing homelessness we continue to identify students without access to wi-fi and assist them in obtaining hotspots when needed. School supplies, necessary clothing, or other required items are provided as needed. MUSD case-manager works on outreach and ensures students are enrolled in their school of origin or school of residence.

English learners have continued access to the core curriculum and supplemental resources tailored for EL needs. High School English Language Development classes uses Study Sync as base curriculum, with an ELD component. The core curriculum of StudySync offers an Access Path to support English learners at their appropriate proficiency level of Emerging, Expanding, or Bridging. The Designated ELD Core Curriculum aligns with the general education curriculum to provide support while instructing the ELD Standards.

Each student has access to online curriculum and journals. ELD 1 and 2 level student also have access to the supplemental programs of Rosetta Stone and Read 180 to help them access the English language. High schools have built pathways for ELD students to organize supplementary programs and classes to better meet the needs of students. Teachers will also give assessments in Illuminate to monitor progress in Study Sync. Teachers have access to KDS formative assessments which have been aligned to their Study Sync curriculum. During online learning the delivery model is Teams, where teachers will use asynchronous and synchronous instruction to ensure that student receive instruction daily 20 minutes at the beginning of the class and 20 minutes at the end of class, minimum. A 40 minutes support period at the end of the school day will be used for teachers to meet via Teams in small groups to support learners.

To increase engagement and provide a STEM focus, monthly STEM activities are available to English learners through ELD 1 and 2 courses at the high schools, and delivered to shelters via our liaison for students experiencing homelessness.

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

Description	Total Funds	Contributing
DLP 1 - Improved services for English learners include the hiring of two Teachers on Special Assignment (TOSA) who will support teachers and include training on best practices for English learners across the curriculum, and especially in the area of Language Arts.	210,000	Yes
DLP 2 - Training for Special Education (SPED) and Bilingual Paraprofessionals to access TEAMS and work remotely with students was provided and will continue.	5,000	No
DLP 3 - Continued professional learning on strategies for working with English learners.	50,000	Yes
DLP 4 - Liaisons work with foster students and students/families experiencing homelessness/community assistant/family outreach	50,000	Yes
DLP 5 - Meals/supplies are delivered to sites and families by staff whose job duties have shifted due to pandemic closures.	95,531	No
DLP 6 - An Online Academy was created to allow for uninterrupted learning for those families who chose a completely virtual environment.	2,500,000	No
DLP 7 - Curriculum was purchased and training was provided to make possible an option which did not include returning to campuses.	722,412	No
DLP 8 - Providing digital device/peripherals and access for teachers, students, SPED, TK, VCC Counselors, Bilingual Paraprofessionals, tracking cameras for phase 2	3,548,339	No
DLP 9 - Personal Protective Equipment (PPE)	1,000,000	No

Description	Total Funds	Contributing
DLP 10 - Initial distance learning student supplies	400,000	No
DLP 11 - SORA - digital library resources for all students	1,000,000	Yes
DLP 12 - Supplemental Intervention/Supports: Moby Max, Typing Agent, Khan Academy, Aleks, Reading Plus Lexia, iRead, Rosetta Stone, and Foundations	218,450	Yes
DLP 13 - Support for small cohort groups returning to campus (intervention, supervision, transportation)	N/A	No
DLP 14 - Paraprofessionals for combo classes as required	93,600	No
DLP 15 - Global Professional Development (Funding is included in IPI 7 above)	N/A	
DLP 16 - Substitutes (TEAMS access Training, release time collaboration, devices)	40,946	No

Pupil Learning Loss

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

A guiding goal for MUSD was to implement a system which does not wait until the end of the year to assess whether a student has, or has not, met the grade level/subject standards of that particular grade level. MAP Growth Assessment was purchased, and teachers were trained to administer this assessment, which will be given three times/year at the elementary level, and twice each term during ninth grade at

the high school which measures progress in English language arts, math and reading. At the elementary level, goal setting conferences are conducted twice each year to help teachers review the results with students and their families, and set goals for improvement toward meeting state standards. Exact testing windows are available at the school sites. In addition, ExactPath is an individual, adjustable learning plan focusing on Math, ELA and Reading, and provides differentiated instruction and alerts when students are struggling or need additional instructional support.

Pupil Learning Loss Strategies

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

MUSD seeks to address learning loss for each student who has been impacted by school closures and societal changes. The MAP assessment assists in identifying individual needs. This is the point where the strategies will diverge - and each student, whether he be English Learner, low income, foster, experiencing homelessness, or have exceptional needs will be addressed in a systematic way, with the strategies being individualized. MUSD does not assign all English learners or other at-risk groups the same strategy to address learning loss any more than you would assign the same prescription for all students who wear glasses. Additional funds which are available through state and federal grants will support the strategies. Some of those strategies may be small group support, paraprofessional intervention with translating or explaining, assignment to an intervention program such as iRead, Foundations, Rosetta Stone, etc. If needed, materials may be supplied or technological support provided.

For student experiencing homelessness, MUSD has over 60 students enrolled who are partnered with GECAC, are being bussed to Lincoln Elementary where they are able to connect their devices to reliable Wi-Fi, complete their assignments with the assistance and under the supervision of GECAC staff. Homeless and EL students are also offered STEM opportunities and participate in monthly activities.

At this time we are identifying through school sites which students will be invited to come on campus for small cohorts. Foster and students experiencing homelessness are one of the priorities. Once the attendees are determined, we will provide transportation for these students if needed. We will reach out to families to determine what, if any, barriers they might have in attending. Those barriers might include clothing, transportation or school supplies. We have also been reaching out to families to assist with obtaining Wi-Fi hotspots, if needed. The nurses conduct vision and hearing screening on all those who qualify to participate to ensure we have current health information and to assist with resources for medical follow up, if needed.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

We expect to see each student make progress along his/her learning path at a rate which will be identified on the MAP growth assessment. This allows for individual progress to be monitored, and adjustments to be made throughout the year if the growth trajectory is not achieved. Ultimately, once the state assessments are restored, progress toward the standard met level in both Language Arts and Math is expected.

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

Description	Total Funds	Contributing
PLL 1 - MAP growth assessment - tool for identifying individual need (Funding is included in IPI 9 above)	N/A	
PLL 2 - ExactPath - differentiated instructional pathway	295,000	No
PLL 3 - Administrative Professional Learning/ Brandon Doubek, David La Rose/Strategic Plan/NISL	171,000	No
PLL 4 - STEM activities	57,000	Yes
PLL 5 - Devices/hot spots (Funding is included in DLP 8 above)	N/A	
PLL 6 - Clothing/supplies/transportation for homeless students	80,000	Yes
PLL 7 - Teacher Induction program to increase capacity for instruction, and for identifying and addressing student need	260,000	Yes
PLL 8 - 20 support teachers to assist with small group and recoup learning loss (Funding is included in IPI 2 above)	N/A	
PLL 9 - Implement a system for addressing student need (i.e Multi-Tiered System of Support, Positive Behavior Interventions and Supports)	25,000	Yes

Description	Total Funds	Contributing
PLL 10 - Personnel (i.e. PD, TOSA, Migrant)	260,000	Yes

Mental Health and Social and Emotional Well-Being

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

MUSD provides counseling services at each school to assist with mental health, and social/emotional well-being. Contracts with Valley Community Counseling give sites access to counselors and therapists (as needed) to assist students and their families. Some sites supplement the counseling hours with site-based funds. During the COVID-19 shutdown, each VCC counselor was provided with the technological resources to reach out remotely to students currently on caseloads, or referred to them by teachers, staff or community, to support those experiencing trauma or other impacts of COVID-19. During the daily check-ins with teachers, MUSD staff monitor for social/emotional needs, and refer as appropriate. Each site has also created a COST (Coordination of Services Team) which, under the direction of the director of Child Welfare and Attendance, is a learning support umbrella structure that brings together all support service providers at a school site. The purpose of the COST is to enhance prevention and intervention efforts contributing to student success for the at-promise youth at the site. This team focuses on referred students and coordinates respective programs and services to promote student success. The goals of the COST include linking students with site/community resources, developing and coordinating school-wide programs reflective of student needs, inclusive of Reengagement plans for distance learning pupils, Social Emotional Learning support, and Family Connectedness. MUSD also purchased BASE SEL curriculum for grades 6-12 which will support students. Staff will be trained in the curriculum use. A web resource is being created to provide quick-links or resources for students, families and teachers to support social/emotional well-being.

Pupil and Family Engagement and Outreach

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

MUSD has developed a system for reaching out to pupils and families who are not participating in distance learning. Site staff assist in ascertaining needs and resolving barriers. Please see the forms attached at the end of this document (Async v Sync guide, Reference for Teachers - Classroom engagement in Q, and Reengagement participation plan) for reference, specifically page 6 of the re-engagement plan. MUSD plans on partnering with a family outreach company to assist/support each site with community engagement and relations. We are also creating a Parent Advisory Committee which is representative of the diversity of our district to help review and advise the district on matters pertaining to our budget and funding, and assist in the planning of operational, learning, and business plans. Positive Behavior and Intervention Supports (PBIS) training and implementation is occurring at a majority of MUSD's sites.

MUSD utilizes bilingual paraprofessionals, translators/interpreters and translating services, website options which allow for multiple language choices, and adheres to the state mandates of sending all communications to families in languages that are spoken by 15% of the population. We work through liaisons (migrant, homeless, etc.) to reach groups who historically have not had their voices heard. As each individual is monitored for engagement and attainment of educational standards, when a student is not meeting compulsory education requirements, there is a process to reach out to that student/family, and to intervene on their behalf. Page 5 and 6 of the re-engagement plan found at the end of this document outline the purpose, process, and responsibilities. Tiered interventions are put into place on an individual basis.

As the most recent guidance from the state allows for small cohorts to return to campus to receive in-person instruction, MUSD has prioritized groups identified as having greater risk of learning loss to serve first. Arrangements are being made, safety procedures confirmed, and community input received. Outreach occurs via auto-dial phone messages and via electronic measures in English and Spanish.

School Nutrition

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

The Manteca Unified Nutrition Education Department is currently offering drive thru meal service daily from 11:00am-12:30pm under the National School Lunch Program. Breakfast and Lunch are provided in a “grab and go” style at all school locations. Manteca Unified enrolled students can pick up meals at any location. Nutrition Education is utilizing the Solana point of sale system to avoid overtly identifying students who qualify for free or reduced priced meals. Students will identify themselves using their student ID number to the person operating the point of sale system and the meal will be recorded under the appropriate meal status. Manteca Unified School District is operating under Provision 2 or Community Eligibility, depending on each school's qualifications.

Provision 2 allows Manteca Unified to feed students by meal status and not collect funds from paid students. Schools that are operating under Provision 2 will continue to collect free and reduced meal applications. Schools that are operating Community Eligibility Provision will provide meals at no cost. Students enrolled in the Online Academy can pick up meals at any location and meals will be claimed at the appropriate meal status. Upon students return to campus, Nutrition Education staff will deliver Breakfast and Lunch to the classroom. Meals will be individually bagged with all appropriate meal components. Nutrition Education staff will provide a roster to each classroom. The roster will be void of any meal benefit identifiers. The roster will be marked at the time each student receives their meal and returned to the Nutrition Education staff. Nutrition Education staff will enter the meal counts into the point of sale system.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	BASE SEL - a 6-12 social/emotional curriculum	72,625	Yes
Pupil Engagement and Outreach	Nicole Anderson - Equity Consultant- focus on closing the achievement gaps and equitable decision making	300,000	Yes
Distance Learning Program (Continuity of Instruction)	Tracking Cameras for TK-12 for continuity of learning-allows for phase 2 to have both in person and distance learning groups simultaneously	1,200,000	Yes
Pupil Engagement and Outreach	Interpretation	10,000	Yes
Mental Health and Social and Emotional Well-Being	Counseling: Valley Community Counseling, other	1,879,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.85%	\$35,197,170

Required Descriptions

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

Most recent data show a significant need in mathematics, as well as English language arts in terms of academics prior to COVID-19 causing school closures. MUSD's baseline results of the inaugural MAP tests demonstrate a need in early literacy and numeracy amongst our youngest students, as well as all students, and anecdotal information identifies social/emotional needs as significant due to the changes in societal social practices and trauma experienced by families and communities due to economic hardship, closures of work/business/schools and social opportunities. Some remote areas have experienced greater learning loss due to lack of access to consistent Wi-Fi, or lack of available support in the home environment. Increased or improved services for English learners include the hiring of Teachers on Special Assignment who will support teachers and include training on best practices for English learners across the curriculum. Bilingual Paraprofessionals will receive additional training on how to navigate through the remote/on-line environment and how to support English learners specifically with the ELA curriculum. A cadre of support teachers and/or substitutes are being hired to support sites, make small group instruction more accessible to English learners, specifically during a newly defined universal design time, where individual needs are addressed. If Wi-Fi is an issue, staff will be paid to allow students on campus and access the school's Wi-Fi to participate more fully in core instruction and support. A diagnostic tool (MAP) is being implemented to assist teachers in pinpointing standards which students have already mastered, and those which they are ready to learn, allowing the instruction to be tailored to language needs. English learners as well as students experiencing homelessness are the target of STEM activities which are funded and provided to students in high school ELD classes and delivered to the groups located in shelters to encourage experience and enjoy science, technology, engineering, arts and math. Programs such as Foundations and iRead are being implemented in some schools, with a focus on unduplicated pupils. Summer school and extended year opportunities are afforded first to unduplicated groups. Teacher induction continues to focus on the needs of English learners and low income students as well as the needs of other unduplicated and historically underperforming student groups. Continued, on-going professional development with noted experts and trainers for both administrators and

teachers is continuing, understanding that improving teacher practice and efficacy increases the outcomes of unduplicated and all students. CTE programs, though somewhat modified, continue to expand, increase and improve their resources and access, and include industry certifications, better preparing foster, low income, and English learners as well as all students for future employment in industry. Increased professional development opportunities through online classes, trainings, and work groups are available. Digital access was made a priority with radiant core phones, wireless hot spots and vans equipped to allow Wi-Fi access are made available to families or communities, helping to lessen the digital divide. Positive behavior programs aim to address the needs presented by students in unduplicated groups and are supported at high needs schools. Valley Community Counseling is available at all district campuses, and technological resources were provided to allow for distance support of unduplicated students, and during the transition back to on-campus learning. Tracking cameras will be purchased to allow for phase 2 hybrid teaching which requires concurrent distance and in-person teaching/learning, making greater instruction available to unduplicated students.

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

Many programs and instructional methodologies that have proven effective in improving the outcomes for the targeted student groups have been demonstrated to benefit all students. Because of the high percentage of unduplicated students at MUSD, and because populations of students not part of the unduplicated subgroup counts are also in need of initiatives, partnerships and programs to improve student achievement, MUSD is continuing a comprehensive, systematic reform designed to upgrade the entire educational program. Examples of need outside the unduplicated populations include African American students, Hispanic students, Students with Disabilities. We believe that the actions enumerated in this plan, in total, will lead to increased outcomes for our unduplicated pupils, as well as all pupils. With that in mind, the support teachers will be allocated on an equity basis, with sites with higher concentrations of low income, foster or English learner students receiving greater support. TOSAs prioritize their time and support the unduplicated pupils at our most impacted sites. Federal title funds, which assist in providing intervention/tutoring and counseling are allocated to sites using greater per pupil allocations to sites with higher percentages of low income students and/or English learners. Resources provided take into account percentages of unduplicated students, and those needs are addressed first. The equity work will focus on systemwide decision-making and closing achievement gaps, benefitting unduplicated students. Increased technology is available for all students and helps to close the digital divide and benefits unduplicated students.

Quick Help Guide on Asynchronous and Synchronous Instruction

The purpose is to assist teachers on how to verify daily participation and record attendance: listed below are examples of Asynchronous and Synchronous Instruction. Teachers daily would need to ensure that a student demonstrates asynchronous and synchronous instruction for the student to be marked Present "P" for both: Attendance and Participation. This procedure will need to be conducted and verified daily by the teacher.

Asynchronous Instruction	Synchronous Instruction
<p><u>Definition</u></p> <ul style="list-style-type: none"> Teachers provide materials, assessments, and assignments that can be accessed at any time at home by the student Students are then given a specific time span to complete the assignments/projects by the specified time frame. <p><u>Why?</u></p> <ul style="list-style-type: none"> Students have more time to reflect because the teacher does not expect immediate response <p><u>How? /Examples:</u></p> <ul style="list-style-type: none"> Messages posted on student chats within Teams Pre-recorded video lessons Students expected to reflect on topic and log in a journal. Students can critically access their peer's ideas through a discussion forum Communication via email 	<p><u>Definition</u></p> <ul style="list-style-type: none"> Student and teacher are online at the same time Interactive lessons and presentations occur during a specific time span Students must be online at designated times to receive "participation/attendance" credit <p><u>Why?</u></p> <ul style="list-style-type: none"> Students become more committed and motivated because a quick response is expected. <p><u>How? /Examples:</u></p> <ul style="list-style-type: none"> Educational video conferencing Chat based online discussions with students and lectures Any real time interactions with students: instant messaging that allows students and teachers to ask and answer questions immediately is synchronous Student interacting with other students during the lesson online Advised to work in groups and IM each other for support and get to know each other, exchange ideas with one another, and planning tasks

Online Instruction

Student Participation and Engagement Guide

Purpose: Work together to ensure students are participating and engaged in online learning and supported by site and District administrative staff.

Goal: Every student is able to access and be successful during online learning.

New Laws: New mandated budget trailer bills AB 77 and SB 98 enact specific mandates to demonstrate student engagement and participation in online learning including:

- Daily live interaction
- Minimum daily instructional minutes
- Ensuring emerging students (in need) are served
- Prevention of non-participation/disengagement
- Documenting a Re-engagement Plan for students not participating
- Documenting weekly engagement records and daily attendance through participation
- Documenting accountability plans

Process:

How do we ensure and document the above?

- Daily documentation of participation and attendance
- Weekly documentation of engagement
- Re-engagement tiered plan for students not participating (Non-attendance for 3 days of instructional sessions or have not completed 60% of the week's assignments)

What is Daily Participation?

Online / Distance Learning (Phase 1 & 2)	In Class (Phase 2 & 3)
<ul style="list-style-type: none"> Teacher verifies that the student has met their satisfied requirement for participation Evidence of participation in online activities Completion of regular assignments Contacts between teachers and pupils or parents and guardians <p><u>Required Weekly Engagement Record</u></p> <ul style="list-style-type: none"> Verifying daily participation Tracking assignments Synchronous instruction <ul style="list-style-type: none"> Student and teacher online at the same time Discussions and presentations occur at a specific time span All students must be online at designated times to participate Asynchronous instruction <ul style="list-style-type: none"> Teachers provide materials, tests, and assignments that can be accessed at any time Students given a time frame to complete tasks and must connect at least once or twice a week Students free to contribute when they choose 	<ul style="list-style-type: none"> Completing required classwork Physical attendance in class Participating in class discussions <p><u>Required Average Instructional Minutes</u></p> <ul style="list-style-type: none"> 180 instructional minutes in Kindergarten 230 instructional minutes in grades 1 to 3, inclusive 240 instructional minutes in grades 4 to 12, inclusive 180 instructional minutes for pupils enrolled in a continuation high school

Q Gradebook Modules under development to make documentation and tracking easier

- **Class Engagement:**

- Teachers will be able to use the Class Engagement application to track daily engagement, for each student, all in one screen.

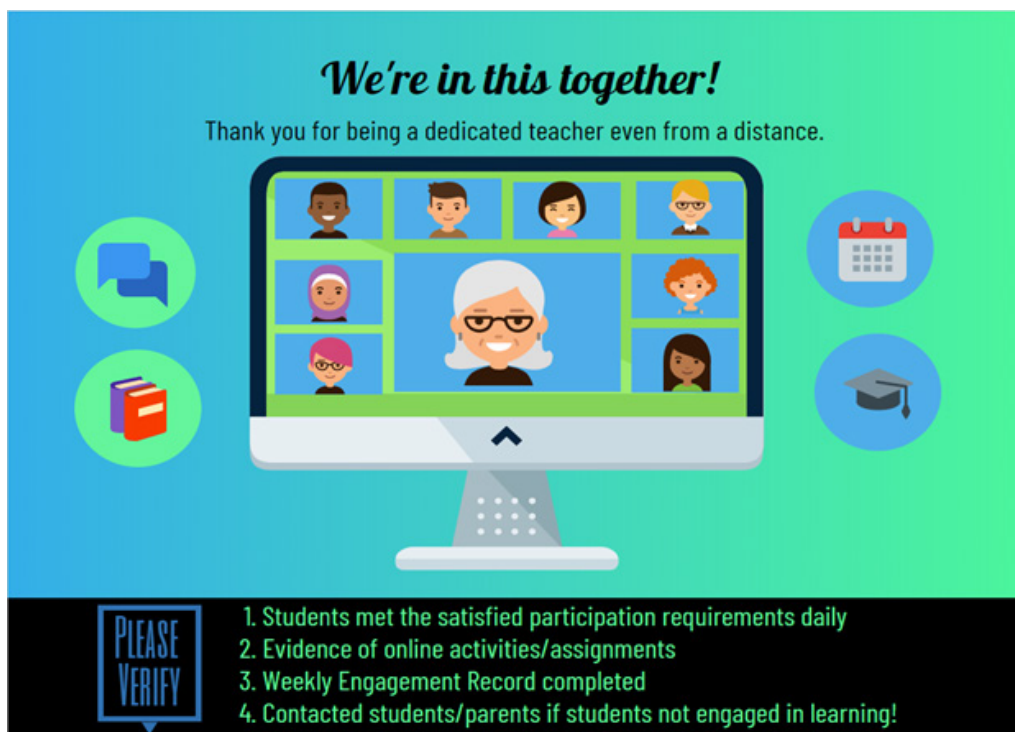
- **Student Engagement:**

- The class engagement records will be stored in this app. Site administration will be able to view the daily records by student all in one place.

- **Attendance Groups:**

- Upon transition to Phase 2 Hybrid learning models, it will be important for teachers and administration to be able to know who is supposed to be in class, and who is in distance learning each day. This will allow students to be assigned to different groups for different days. These groupings will be visible in class applications (class attendance) to inform teachers who is expected in residence and who is remotely learning. Your site will be able to control which students are in which group.


Weekly Engagement Log: [Fillable Teacher Weekly Engagement Log](#)




Class Engagement in Q

Menu Favorites Class Maintenance MassEntry PreEnrollment Student Utility Reports Home									
Clarkson High School - T 301 19/20									
Class Engagement									
Crs-Sect Course Title Term Period Teacher Room Track Day Max Enrl									
ME06-1 Elem Algebra C S2 01 AndrusTeacherForTesting, RobertaTeacherForTesting 406 T S 35 26									
Engagements for Monday, 7/20/2020 [Reset] [Submit] Updates Pending									
#	Student (ID)	N/N	Grd	Type: Engagement	With	Method	Outcome	Notes	
1	Aaron, Henry (1028326)	Hammer	9	Academic: Classwork	Student	In Person	Attempted But Not Complete		
2	Ababazir, Rudrick, Bonnie D (1028771)		9	Academic: Homework Assistance	Student	Video Conference	Has Completed and Submitted	Doing well	
3	Abbott, Kevin L (1023389)		11	Wellness Check: Internet Access Check	Student	Email	Yes		
4	Abell, Amy N (1021275)	Emmie	12	Wellness Check: Food Check	Student	Telephone	In Need of Food		
5	Acosta, Stacey (1024737)		11		Student				
6	Bunker, Cameron W (10249286)	Sweetness	11		Student				

Student Engagement in Q

Menu	Favorites	Class	MassEntry	Student	Utility	Reports	Home
Student Engagement							
	Student Name	Nickname	Local ID	State ID	Gender	Birth Date	Grade Track
	Gary Aaroni		1030047	6943004436	Male	2/18/2008	7 T 202, T 301, G 202
Student 3 of 2353 Include Active							
<div> <div>Date: 07/20/2020</div> <div>Staff: Daniels, Jack (1020184)</div> <div>Engagement Type: Instructional</div> <div>Engagement: Instruction</div> <div>Course: (EA72) Reading Skills</div> <div>Outcome: Complete</div> <div>Method: In Person</div> <div>With: Student</div> <div>Notes: Gary is advancing in his reading skills</div> </div>							

Student Engagement continued in Q

Menu Favorites Class MassEntry Student Utility Reports Home														
Student Engagement														
Clarkson's High School - T 301 19/20														
	Student Name	Nickname	Local ID	State ID	Gender	Birth Date	Grade	Track	Entry	Status	Exit	Current School	Advisor	Course
	Gary Aaroni		1030047	6943004436	Male	2/18/2008	7	T 202, T 301, G 202	9/10/2019	P			Reeves, Rob	Reeves
Student 3 of 2353 Include Active														
Add Edit Delete														
Date	Staff	Type	Engagement	Course	Internet Access - Has Internet									
07/20/2020	Robertson, Randy (radman)	Internet Access	Has Internet		Date: 07/20/2020									
07/20/2020	Wolf, Stephanie (1019821)	Wellness	Food/Supplies		Staff: Robertson, Randy (radman)									
07/20/2020	Daniels, Jack (1020184)	Instructional	Instruction	EA72 - Reading Skills	Entered By: Solutions, Aequitas (sa)									
					Outcome: Complete									
					Method: Phone									
					With: Bunken, Maggie (contact)									
					Notes: Has dial up internet access									
Record last changed 7/20/2020 10:19:02 AM by Solutions, Aequitas														

Vice Principal Responsibility

Design a Re-engagement Plan based on feedback from Teacher to re-engage students that are not participating for 3 days or more or not completing 60% of the work during the week.

Teacher Requirements

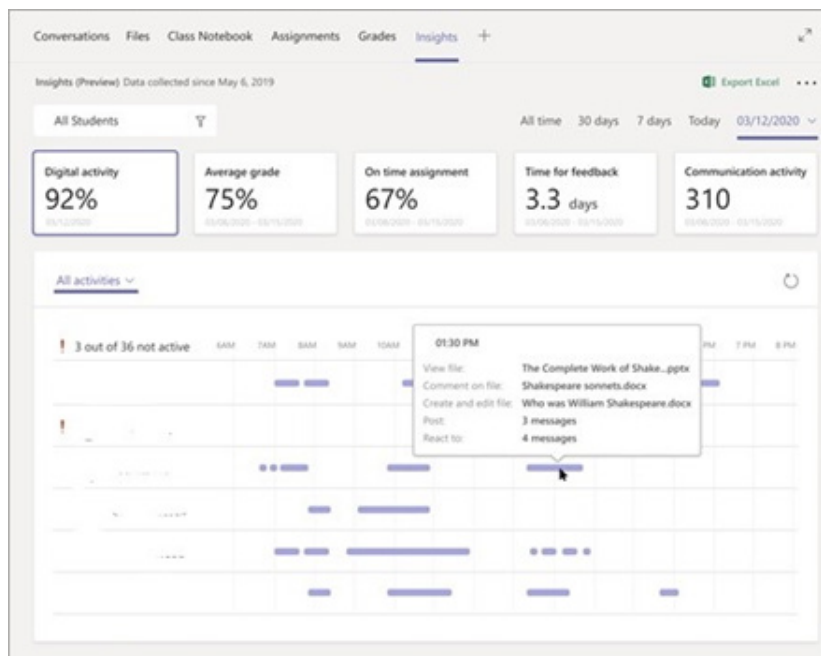
To ensure student success during online learning:

- Log participation in “Q” daily. Codes to use will be: Online Learning Absent (OLA) or Present (P).
- Communicate with student daily and document into Weekly Engagement logs
- Verify and document Daily participation, tracking assignments, Synchronous/ Asynchronous instruction daily

Universal Prevention

- Supports participation for ALL students
- VP’s will work on ensuring ALL students have access to internet, devices, and other supports
- Ensure students/parents are aware of the participation requirements for Distance Learning

Class Insights (an application to enhance MS Teams LMS) provides a snapshot for participation which may be used by teachers:



Tiered Re-engagement Plan for Student Learning (ALL SCHOOLS): “It takes a village to raise a child.” To assist with at-promise students that are having concerns with participating online or completing 60% of the week’s work.

Tier 1: Targeted Prevention

Teacher:

- Emails/calls parent provide notes into the weekly participation log.
- Contacts Vice Principal for students not engaged in learning for 3 days or not completing 60% of the week’s work.

Attendance Clerk:

- Generate the Re-engagement letters (RL) at appropriate steps: (formula will be generated into “Q” 3 days (RL1); 6 days (RL2); 9+ days (RL3).
- Provide list of students not participating to the vice-principal.

Vice-Principal:

- Informs the VCC counselor of students to reach out to.
- Contacts the students/parents on students not participating for reasons and provides supports to assist as needed.
- Documents into “Q” under Visit tab.

Tier 2: Intensive, Individualized Prevention

Teacher:

- Continue to monitor and track students not participating and track in the weekly engagement logs as required.
- Continue to send list of students not participating for 3 days or not completing 60% of the week’s work to vice-principal.

Attendance Clerk:

- Generate the appropriate Re-engagement letters for students not participating.
- Provide list of students not participating to the Vice Principal.

Vice-Principal:

- Vice Principal to take lead in Coordination of Services Team (COST) meeting on each student on list (COST process/protocol training will be held on Aug. 5th) to set up plan to get students re-engaged in learning.

Tier 3: Further Intensive, Individualized Prevention

Teacher:

- Continue to monitor and track students not participating and track in the weekly engagement logs as required.
- Continue to send list of students not participating for 3 days or not completing 60% of the week’s work to Vice Principal.

Attendance Clerk:

- Generate the appropriate Re-engagement letters for students not participating.
- Provide list of students not participating to the Vice Principal.

Vice-Principal:

- Vice Principal will continue to hold Coordination of Services Team (COST) meetings weekly with team on each student on list as part of the re-engagement plan.



Classroom Engagement in “Q”

Quick Reference Sheet for Teachers

Engagement Type:

Academic <ul style="list-style-type: none"> How the student is engaged academically 	Wellness Check <ul style="list-style-type: none"> Emotional and Physical wellbeing of student during online instruction If it is determined that a CPS report needs to be initiated, please ensure that the CPS formal process is followed: notification, reporting, and official documenting
---	--

Student Engagement Type:

Accessibility Check: Device/Internet: Does the student have any issues with their device or internet access?
Assignment Assistance: Is the student completing the required assignments for class? (e.g. independent work, group work)
Mental Health Check: Are there any mental health needs that may need to be addressed for student? (e.g. stress, depression, family issues)
Physical Health Check: Are there any physical concerns from student that needs attention? (e.g. sick, injured)
Intervention/Support: Does the student need further support during the scheduled support times?
One-to-one assessment: Will help guide instruction and assessment as needed. (Sp. Ed)
Teams Participant: Did the student participate in the following? <ul style="list-style-type: none"> Live check-in or content sessions with teacher Breakout sessions with peers Completed assigned work in Teams Completed assigned work on CALVERT (Online Academy only)



Outcomes: When a student is engaged in any Type of Engagement listed, then use one of the outcome options.

Accessibility Check: Devices/Internet: OK	Accessibility Check: In Need of Assistance
Mental Health Check: All is Well	Mental Health: In Need of Assistance
Physical Check: All is Well	Physical Check: In Need of Assistance
Synchronous Instruction Met	Asy/Syn (Both): Attended and Participated
Asynchronous Instruction Met	Did not participate
Assignment Progressing Fine	Assignment Needs Assistance

Notes:

Teacher should document brief notes on students as needed. If a student is marked as Needs Assistance, reach out to Vice Principal. Vice Principal can implement additional student supports through COST.

Methods:

Telephone
In-Person
Email
Teams Conference / Chat



MANTECA UNIFIED SCHOOL DISTRICT

RETURN TO SCHOOL PLAN

2020-2021 SCHOOL YEAR

Back to school may look different. Learn how our schools plan to reopen with thoughtful safeguards in place to minimize risk.

*This plan is subject to change and updates will be made based on latest information provided by the officials and other applicable federal, state, and local agencies as well as negotiations.

Our Vision

Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

Our Mission

Through smart action and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

Website: www.mantecausd.net/returntoschool

Table of Contents



Page 4

A Letter from the Superintendent

Page 5

Workplace Illness Prevention Command Team

Page 6

2020-2021 Phase Learning Models for Return to School

Page 13

General Measures

Page 17

Employee and Student Safeguards

Page 27

On Campus and In the Classroom



District Targets



Grade Level Standards

Every student works to achieve mastery of grade level standards in all subjects.



Safety

Every student feels safe in the school environment inclusive of design, security and climate.



Emerging Students

Every student is supported within a multi-tiered system to realize their individual success.



/proudtobemusd



mantecausd.net



/musd

A Message from the Superintendent

Message from Superintendent Dr. Clark Burke

At the September 15, 2020 Board meeting, our Board Trustees for the Manteca Unified School District discussed the existing return to school plan, provided direction for specialized small student cohorts on campus, and directed administration to apply for the instructional waiver from the San Joaquin County Public Health Services.

Schools have sent invitations home for additional supports and supervision for identified students to participate in small student cohorts. Students with accessibility barriers, students experiencing homelessness, English language learners, and students needing specialized services are the priority as specified in the guidelines. Principals developed a process and procedure for cohort assignment, ensuring all mitigation plans for the prevention of the spread of COVID-19, and continually refine any necessary procedures. School site mitigation plans can be found in our online return to school plan: www.mantecausd.net/returntoschool.

On July 17, 2020, Governor Gavin Newsom announced that if a county has been on the monitoring list within the prior 14 days, a school must conduct distance learning only until the county has been off the monitoring list for at least 14 days. Therefore, full in-person all day instruction for students TK-12 is not permitted in San Joaquin County at this time. In counties on the monitoring list, CDPH guidance allows a district superintendent to apply for a waiver from the local health officer to open an elementary school for in-person instruction. This waiver is applicable only for grades TK-6. Based on Board directive, MUSD will proceed with the application process for the TK-6 waiver from the San Joaquin County Public Health.

The implementation by grade level, should the waiver process be approved by both agencies and the Board of Education, will be slow and intentional with a phased approach testing our efforts and capacity for student return. This will allow for refinement of all procedures between student groups. Initially, perhaps it may be TK-3 students return followed later by 4-6 grade. A slow, methodical approach will allow for turning the system at a pace with safety at the forefront.

We understand these are challenging times for our families, students, and staff. We know the most effective teaching and learning occurs in-person. We need to see our students as much as our students need to see their friends, welcoming office staff greeting them, the custodial crew and yard supervisors safely caring for them, to eat lunch provided with a smile from our nutrition education staff, to see our nurses, psychologists, counselors ready to receive them, as well as teachers, paraprofessionals, vice principals, assistant principals, principals providing learning and teaching in rich in-person environments. We miss our students. We will return with intention and safety. Thank you for your continued support as we continue with the process of returning to school in-person.

In service of our children,



Dr. Clark Burke, Superintendent









Introduction

The best ways to limit the spread of SARS-CoV-2 (COVID-19) is to practice physical/social distancing, wash our hands frequently and thoroughly for 20 seconds, avoid touching our face, conduct daily self-symptom checks, and stay home when we are ill. As Manteca Unified School District begins to reopen our offices and schools to staff and public in Phases 1, 2, and 3, it is essential we do our part to prevent the spread of COVID-19. We have created this plan to aid in navigating the phases in the reestablishment of our schools where employees, students, and families feel safe and we are mindful of social obligations to reduce the spread of COVID-19 conditions upon returning to the District. The guidelines referenced in this plan are based on guidance from the Centers for Disease Control and Prevention (CDC), California Dept. of Public Health (CDPH), California Dept. of Education (CDE), American Academy of Pediatrics (AAP) and local officials such as San Joaquin County Public Health Services (SJPHS) and San Joaquin County Office of Education (SJCOE). This plan is subject to change and updates will be made based on latest information provided by the officials and other applicable federal, state, and local agencies as well as negotiations.

Guiding Principles

To ensure the continued well-being of our employees and that every student works to achieve grade level standards, feels safe, and supported to realize individual success, the following guiding principles have been put in place:

-  EMPLOYEE AND STUDENT SAFETY MEASURES
-  HEALTH GUIDELINES
-  STUDENTS WORKING TO ACHIEVE GRADE LEVEL STANDARDS
-  SUPPORT FOR FAMILIES

Workplace Infection Prevention Team (WIP)



The District has formed a specialized incident command team with key individuals who meet twice daily to debrief on all suspected and presumed COVID-19 cases to initiate internal protocols and devise District mitigation efforts and procedures based on current conditions.

This team is the driving team behind our 2020-2021 Return to School plan using current guidance and directives of many local, state, and national resources.

The command team includes a key representative from Risk Management, Human Resources, Health Services, Child Welfare and Attendance, and Operations Department beside the Community Outreach team as part of the Superintendent's Office; with each key individual having an identified back-up representative if needed.

Contact the WIP team at WIP@musd.net or call Health Services at (209) 858-0782

Resources

Referenced Documents and Links

The MUSD Workplace Infection Prevention command team is the driving team behind our 2020-2021 Return to School plan using all current guidance, expertise, and directives of local, state, and national officials. We encourage staff, families, and our community to review the following resources in full detail.



Center for Disease Control (CDC)

- [Operating Schools during COVID-19](#)
- [Indicators for School Decision-Making](#)
- [Preparing for a Safe Return to School](#)
- [Cleaning, Disinfection, and Hand Hygiene in Schools](#)
- [Protecting School Staff](#)
- [Masks in Schools](#)

California Department of Public Health

- [COVID-19 Industry Guidance: Schools and School-Based Programs](#)
- [Guidance Related to Cohorts](#)

California Department of Education (CDE)

- [Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

San Joaquin County Public Health Services (SJCPHS)

- [School Waiver Information](#)
- [Order of the SJCPHS Health Officer - August 31, 2020](#)
- [School Waiver Application](#)

San Joaquin County Office of Education (SJCOE)

- [Health and Safety Updates](#)
- [2020-2021 School Year Planning](#)



Surveys

Manteca Unified School District must adhere to guidelines and directives set forth by the CDC, CDPH, SJCPHS. On June 7, 2020, the California Department of Public Health (CDPH) placed San Joaquin County on its monitoring list. July 17, 2020, Governor Gavin Newsom announced that if a county has been on the monitoring list within the prior 14 days, a school must conduct distance learning only, until the county has been off the monitoring list for at least 14 days. Therefore, full in-person all day instruction for students TK-12 is not permitted in San Joaquin County at this time.

However, in June of 2020 the District had some flexibility on how our schools may look and deliver instruction, based on the local status of COVID-19, local guidance from the SJPHS, staff feedback, and feedback from parents and guardians. The 2020-2021 phased learning models decided by our Board of Education at the June 16, 2020 Board meeting, strongly took into consideration the feedback of staff and parents/guardians.

MUSD staff were invited to participate in an online survey from June 11 through June 16. MUSD parents and guardians were invited to participate in a similar online survey from June 11 through June 16. The parent/guardian survey was available in English and Spanish. Respondents represented all schools, grade levels, and departments.

In their respective surveys, staff and parents/guardians were asked to identify their preference as it relates to student learning models for the 2020-2021 school year based on four options:

Learning Model A:

Full time, in-person, without implementation of any recommended health guidelines and a liability waiver.

Learning Model B:

Full time, in-person, with all reasonably accommodated wellness practices and safeguards such as masks and hand sanitizer with full class sizes (this will not allow for recommended social distancing).

Learning Model C:

AM/PM blended learning models maintaining small class sizes and maximizing social distancing while following reasonable CDC, CDPH, and SJCPHS guidelines with optional opportunities for childcare and learning supports.

These models are NOT the same as the spring crisis distance learning response. When students are not on-site, they will be engaged in project-based learning or unit work supporting in-class instruction, as an example

Learning Model D:

100% online learning for all students.

This model is NOT the same as the spring crisis distance learning response.

Parent Survey Results

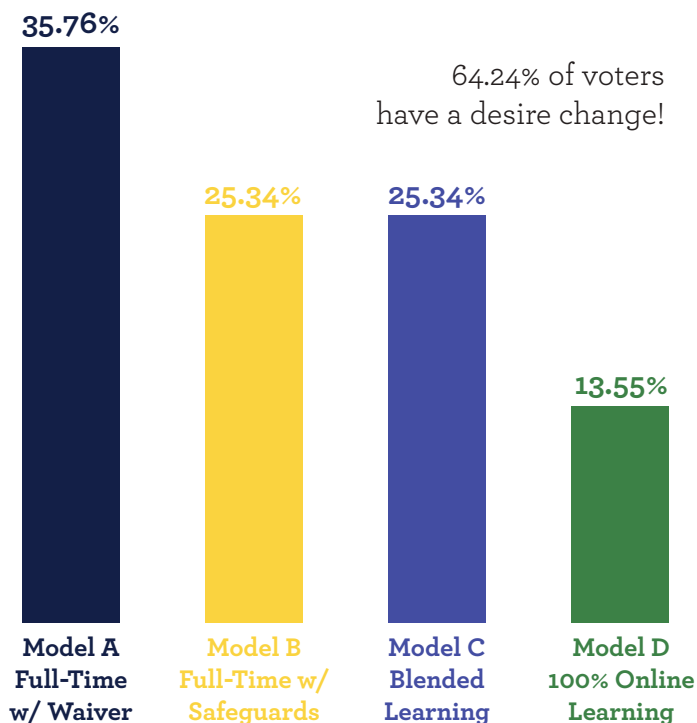
6680 Total Responses

2.39K voted for Learning Model A

1.69K voted for Learning Model B

1.69K voted for Learning Model C

0.91K voted for Learning Model D



Staff Survey Results

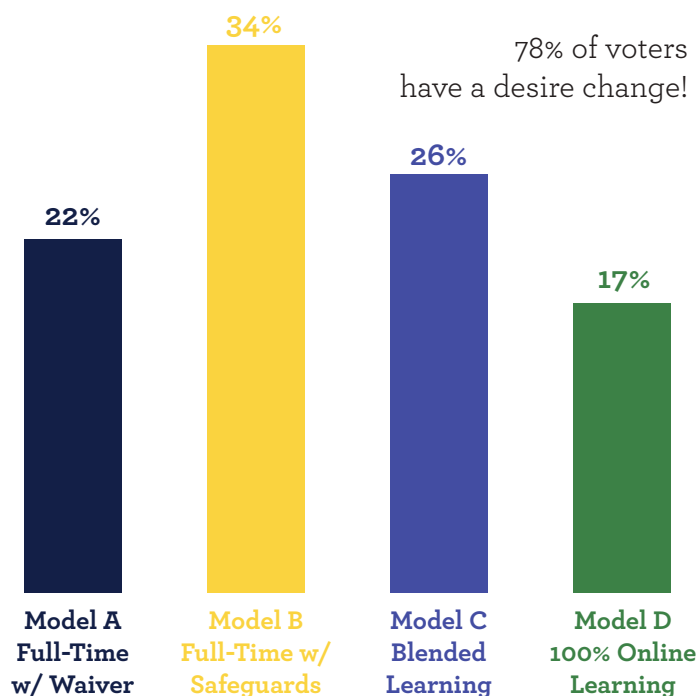
1414 Total Responses

311 voted for Learning Model A

481 voted for Learning Model B

368 voted for Learning Model C

254 voted for Learning Model D



Analysis

The parent/guardian survey yielded a slight preference toward learning model A, while the staff survey demonstrated a slight preference toward learning model C.

When considering the survey results at large, 64.24% of parents/guardians expressed a desire to change the learning model by selecting model B, C, and D, while 78% of internal staff expressed the same desire.

While the Board of Education recognizes many strong outlying opinions regarding how to return to school, the Board has placed a significant emphasis on the comprehensive results of the survey to guide their decisions. Student and staff safety is our first priority.

2020-2021 Learning Models

At the July 13, 2020 Board meeting, the MUSD Board of Trustees authorized a plan to offer students different learning models to be phased based on allowable conditions of public health, including the development of a fully online K-12 school to offer families the option to learn from home.

As current conditions allow and San Joaquin County Public Health Services authorizes, the local governing Board will review new orders and Administration will implement a learning model meeting federal, state and local directives.

Manteca Unified School District has developed four learning models for Return to School consisting of three phased models based on the most current health conditions in San Joaquin County and one learning model option despite the current condition allowances. The 2020-21 fall semester resumed on Thursday, August 6, 2020.



On July 17, 2020, Governor Gavin Newsom announced that if a county has been on the monitoring list within the prior 14 days, a school must conduct distance learning only, until the county has been off the monitoring list for at least 14 days. In counties on the monitoring list, CDPH guidance allows a district superintendent to apply for a waiver from the local health officer to open an elementary school for in-person instruction. This waiver is applicable only for grades TK-6. MUSD will proceed with the application process for the TK-6 waiver from the San Joaquin County Public Health Services based on Board directive.

PHASE 1- Off-Campus Learning 100% - Off-Campus learning is aligned to current base programming and ensures seamless transition from in person to virtual learning as needed.

- Students learn from home (no in-person)
- Teachers and students connect virtually
- Combination of live instruction, assignments and recorded lessons
- Phase 1.5 - Small cohorts for specialized, in-person services, see [page 10](#).



PHASE 2- Blended Learning - Hybrid 50% off campus and 50% on campus

Blended learning models maintaining small class sizes maximizing social distancing following reasonable CDC, CDPH, and SJCPHS guidelines with optional opportunities for childcare and learning supports through Give Every Child a Chance, City of Manteca Kid Zone, City of Lathrop Parks and Recreation, etc.

- Part day on-site resident learning (180 minutes a day high school, 240 minutes a day K-8)

- with AM/PM schedule OR alternating days
- Small on-site resident class sizes (12-17)
- Redefined roles for on-site administrative and support staff to maximize student tiered intervention supports

Actual schedules will be released by the school site at a later date.



PHASE 3- On-Campus Learning - Full-time, modified on-campus programming

- Inclusive of all reasonable wellness practices and safeguards
- Full day with certificated teacher
- Teacher preparation and collaboration time daily

Actual schedules will be released by the school site at a later date.



OPTION- New 100% online school, Manteca Unified School District Online Academy for K-12 public school at home (Board Approved based on conditions in June 2020)

With a robust, standards-based curriculum at every grade level, students take core classes in math, science, English language arts, and social studies. Additionally, electives meeting A-G requirements are offered to high school students. The OA has a unique modular student learning platform designed for an online (at home) learning environment and requires a yearlong commitment from a family. This is for students who feel online learning meets their needs.

- | | |
|---------------------------------------|--|
| ➤ Personalized Learning | ➤ A supportive school community |
| ➤ MUSD Certificated Teachers | ➤ Live instruction and teacher led with support from caring adults at home |
| ➤ Engaging and interactive curriculum | |

***Each learning model offers meal services to all students, technology support when needed, resources for emotional and social support, and extra/co-curricular activities available through school of enrollment.**

PHASE 1

Off-Campus Learning

Off-Campus Learning is aligned to current base programming and ensures seamless transition from in person to virtual learning as needed.

PHASE 2

Blended Learning

Blended Learning models maintain small class sizes, maximize social distancing following reasonable CDC, CDPH, and SJPHS guidelines, and provide optional opportunities for childcare and learning supports.

PHASE 3

On-Campus Learning

On-Campus Learning welcomes students back to campus full-time will regular class sizes including all reasonable wellness practices and safeguards.

Optional: MUSD Online Academy

New 100% online school, Manteca Unified School District Online Academy for K-12 public school at home. The OA has a unique modular student learning platform designed for an online (at home) learning environment and requires a year-long commitment from a family. This is for students who feel online learning meets their needs.



Phase 1.5 - Small Cohorts

New California Department of Public Health Guidelines allow for specialized, in-person service.

[New CDPH guidelines released on August 25th, 2020](#) allow for necessary in-person support for small student cohorts needing specialized and targeted services. At the September 15th Board meeting, the Board of Education approved MUSD schools to implement this option for targeted and specialized student groups needing in-person support.

A cohort is a stable group of no more than 14 children or youth and no more than two supervising adults (or a configuration of no more than 16 individuals total in the cohort) in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting. The goal of these cohorts is to provide specialized and targeted services for identified students with needs.

The intent is NOT for in-person instruction for all students, but to establish parameters for providing specialized and targeted services for identified students with needs. This new guidance is only a component of Phase 1; NOT Phase 2.

A careful analysis of academic proficiency data was performed and specific students have been identified and invited to participate in a small specialized cohort to receive in-person instruction. Invitations for program participation is based on need.

Prior to receiving any students on campus, school sites must create and submit a mitigation plan to the Senior Director. Administration is responsible for creating a mitigation plan with approval from the Senior Director.

Mitigation plans must include the following:

- Student protocol for health checks
- Health isolation room plan for supervision
- Checklist to show each room and space on campus has what is needed to receive students.
- PPE provided to staff and students
- Maps to include:
 - Locations of hand sanitizer and hand washing stations, which are placed outside of classrooms and in shared spaces
 - Directional routing for students and staff
 - Entry and exit routes for student

Nutrition Education Department Update for Phase 1.5

Nutrition Education will deliver breakfast and lunch to the classrooms. Breakfast will be delivered for consumption during the first 15 minutes of school and lunch will be delivered during the designated meal period. In some cases, students will be on campus for designated support periods. Students can pick up their meals at any time during the 11:00am-12:30pm meal service period from the walk up/drive through location for consumption at home.

General Measures

Visitor Restrictions

MUSD will not allow normal visitation to our campuses or office buildings until further notice. Only MUSD staff will be allowed on a regular basis and according to their established work schedule. We will limit nonessential visitors, volunteers and activities involving groups at the same time as recommended by CDC and CDPH.

The safety of our staff and students remains the District's primary concern. To help prevent the spread of the virus and reduce the risk of exposure to our staff and students, visitors from the public must have their temperature checked by the front desk attendant upon their arrival at the reception desk. If a temperature indicates a fever of 100.4 or above, the visitor will be denied access and asked to leave immediately. If the visitor has a safe temperature, they will complete a required self-screening form for further information.

Members of the public are required to wear face coverings in MUSD office buildings.



District Office and School Offices Are Now Open

Patrons entering the school and district office buildings will be required to observe all social distancing guidelines, complete a self-screening form, wear a face covering, and sign-in on a contact tracing form disclosing the date of the visit, name, and best contact information.



Travel Restrictions

MUSD will discontinue student extracurricular travel until such time as the State of California and local health officials move on the State Roadmap allowing leisure travel. Staff travel to conferences and workshops until further notice will need pre-approval by administration.



Facilities Cleaning



The safety of our students and employees is our priority. Upon reopening, our schools will have been completely cleaned and disinfected and we will continue to adhere to all necessary safety precautions. In addition to the deep clean of the office and school before employees and students return, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc. to protect employees and reduce the risk of spread of infection. We will require employees, in partnership with our custodial teams, to maintain this safety standard by continuously cleaning and disinfecting based on the frequency stated below. [CDC's Toolkit on Cleaning and Hygiene in Classrooms](#)

The goal is to establish a sanitary baseline for all students and employees before the site opens to students. The site will be 100% disinfected prior to returning to school.

Custodial staff will be cleaning and sanitizing high touch points daily, at minimum, as was implemented during the initial concern of the virus. High touch points include door handles, light switches, sink handle/faucets, bathroom surfaces, tables, student desks, chairs.

Operations department will ensure only EPA "N" label-approved sanitizing products are used. MUSD will exclude any sodium hypochlorite (bleach) based product as these are asthma inducing.



Category	Area	Frequency
Workspaces	Classrooms, Offices	Daily at minimum, cleaned at the end of each day
District Owned Appliances	Refrigerators, Microwaves, Coffee Machines	Daily (Personal appliances should be taken home)
Electronic Equipment	Copier Machine, shared computer, TV's, Telephones, Keyboards	Employees should clean these items as part of their workspace at the end of each day, or between use
Classroom Supplies	Manipulatives, various supplies	Items will be sanitized between uses if sharing is required
General Used Objects	Handles, Light switches, sinks, restrooms	Twice daily. Once during the day and once in the evening
Buses	Bus Seats, Handles/railing, belts, window controls	Bus drivers will clean at the end of each day
Common Areas	Cafeteria, Library, Conference rooms, Gyms, Common Areas	At the end of each day/use, between groups as deemed essential

Deep Cleaning and Disinfection Protocol

Extensive cleaning is triggered when an active employee or student has been identified with a confirmed or assessed likely case of COVID-19. After a 24-hour vacancy, disinfecting of the area will begin as per public health guidelines. While the scope of disinfecting will be based on the circumstance surrounding the extent the individual has been in specific areas of the campus, [the area will be shut down until the comprehensive disinfection](#) of all common and surrounding surfaces is completed.



Staff Training and Family Education

Throughout each phase of the Return to School Plan, the District will provide regular trainings with staff virtually and in-person to enforce the plan and its measures. Every MUSD staff member is required to take the Keenan SafeSchools Training annually. This year's training included a section on COVID-19 awareness and illness prevention. The Health Services Department held one hour safety trainings on August 3rd and 4th for each of our 28 school sites. Additionally, the Health Services Department held a District-wide virtual training on September 4th.

Educational videos, graphics, and other documents will be shared with school sites, students, and families to encourage safe behavior and practices. Information regarding the Return to School Plan will be regularly included in the District's social media outlets, email newsletters, and website updates. Live sessions will also be held with the community to further educate students, families, and staff on the District's Return to School Plan.



Technology Safety Protocols

Technology support staff will make every attempt to resolve technology related issues remotely. In the event that a student or staff mobile device requires in-person technology support for software or hardware issues, a loaner device will be issued and the technician will place the device in a 72 hour hold before handling the device with the proper personal protective equipment. In some cases, the technology support staff may opt to sanitize the device and resolve the issue while using personal protective equipment.

Additionally, the District has stopped on-site vendor repairs for mobile devices that are covered under warranty. In these cases, technology support staff will ship the damaged units to the vendor for repairs.



The District has placed protective sleeves for devices K-3 as an added safety measure. Devices will be sent home daily in the event the student is unable to return to the classroom due to COVID-19. Devices will need to be checked in upon start of school year. More detailed information will be available from the school site.



Signage

Signage has been placed throughout campus that indicate traffic direction, cleaned facilities, social distancing footprints and graphics for healthy hygiene habits in easy-to-understand illustrations that empower students to be careful, cautious, and respectful of each another.





Student Transportation / Bus Driver Protocols

According to the CA Dept. of Education guidebook for safe reopening of public schools, “in order to practice physical distancing on a school bus, the seating capacity must be reduced. Determine maximum capacity of students for each vehicle while meeting 6-foot physical distancing objectives.”

At the July 21, 2020 Board of Education meeting, our board made a decision regarding transportation services for our general population of students (BP 3540). Within the given climate and conditions due to COVID-19, our transportation team is not able to mitigate for the safety of all students while riding on a school bus. Therefore, **transportation services will not be available during the 2020-21 school year** for general education students.


We are attempting to reach out to our partner agencies in the community to provide other resources to our families as an option. Student safety remains our number one priority.

MUSD will continue to provide transportation services to students identified through an Individualized Education Plan (IEP) and/or McKinney-Vento Homeless Assistance Act or other legally required transportation services. For more detail, see our [updated Transportation Policy](#).

Physical Distancing on School Buses

Determine maximum capacity of students for each vehicle while meeting physical distancing objectives.

- Create a plan for seating based on maximum capacity determined above. MUSD will seat one student to a bench per row on both sides of the bus.



Mark or block seats that must be left vacant (if any).

- Observe physical distancing when getting on/off the bus.
- Bus driver will perform visual symptom screenings and ensure distancing guidelines are followed.
- Prevent students from walking past each other by taking the following measures:
 - Seat students from the rear of the bus forward.
 - Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
- Staff should wear cloth face coverings.
- Students (2 years old to 2nd grade) should be encouraged to use cloth face coverings and avoid touching their faces. All other students (Grade 3-12) must wear a mask unless exempt.
- Siblings will be encouraged to sit together while meeting the needs of all students traveling.
- Daily log of student ridership will be documented in the event a student tests positive to allow for contact tracing.

Vehicle Cleaning



Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who exhibits symptoms of COVID-19. Should a bus rider or driver test positive for COVID-19, the bus will initially sit idle for 24 hours followed by deep cleaning. Drivers will be provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces throughout the day.

Sanitation logs will be turned in to the Transportation Director after the drivers completes their last route. All surfaces must be cleaned with a disinfectant solution. Bus drivers are required to wear cloth masks at all times. The driver's temperature must be checked and documented before the start of each route.

Facility Modifications



- School sites and the district office are equipped with multiple hand-sanitizing stations and portable hand washing stations. Hand sanitizer dispensers are installed in each classroom and office space.
- Drinking fountains are being converted into hand washing stations or water bottle filling stations.
- Water bottle filling stations will be available as students are encouraged to use reusable water bottles. The District is working to secure reusable water bottles for all students and staff based on availability.
- There is signage throughout campus that indicate traffic direction, cleaned facilities, social distancing footprints, etc. in easy-to-understand illustrations that empower students to be careful, cautious, and respectful of one another.
- Signage is also posted to encourage students and staff to observe all safety practices including social distancing, washing hands, using hand sanitizer, etc. The District will continuously communicate and encourage proper safety practices through email, social media platforms, and website.
- Office spaces have plastic screening as a safety precaution at reception windows and countertops as necessary to protect both the employee and campus visitor.
- Temperature check kiosks will be installed in the five (5) comprehensive high schools. Touchless thermometers are available in every classroom and office.

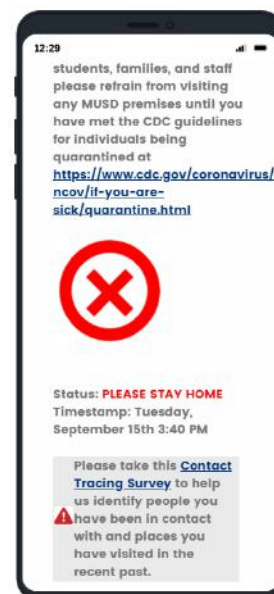
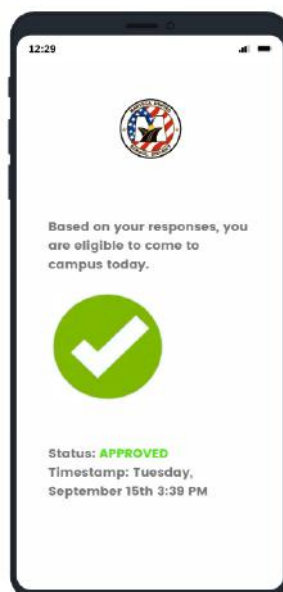


Employee and Student Safeguards

Employee and Student Screening and Protocols

As directed by the [WIP command team](#) and as required by California Department of Public Health, to help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees and students, employees are required to complete a daily self-screening survey before reporting to campus. The survey is fully online and asks questions related to COVID-19 exposure, signs, and symptoms. Based on the employee's survey results, he/she will either be directed to remain home or be approved to come to campus. If the results direct an employee to remain home, he/she will be asked to complete a contact tracing survey to help identify close contacts and recently visited locations.

- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New Loss of taste or smell
- Diarrhea
- Nausea or vomiting
- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Known close contact with a person who is lab confirmed to have COVID-19



[MUSD Human Resources FAQ](#)

Students are asked to participate in the same online self-screening survey before arriving to school each day. In addition, students may receive a temperature reading upon campus/classroom entry by their teacher or designee using a touchless thermometer.

Each preventative measure taken helps to mitigate the spread of COVID-19 in our schools and community. The online self-screening survey is just one tool used to implement seamless safeguards in MUSD to keep illness at home, minimize the number of exposures, and reduce the number of students requiring temperature screening upon arrival.

Health Protocols

If you are experiencing symptoms of COVID—19 and/or may have had contact with a person with COVID-19, call your health care provider before seeking medical care so that appropriate precautions can be taken.



Please do the following:

- Quarantine yourself in a specific room away from others in your home.
- Contact the following (in order of priority), let them know you have been exposed to COVID-19, then follow their instructions.
 - Your healthcare provider
 - MUSD's Health Services department (Health Services will then inform [WIP](#))
 - Your supervisor
- Your supervisor will work with HR to determine appropriate next steps. (Please see page 22 for full tracing procedures.)

US Equal Employment Opportunity Commission

- If an employee becomes ill at work or if another person is exhibiting symptoms of COVID-19 at work, they may be asked to leave work and go home or to the nearest health center.
- Employees returning to work from an approved medical leave should contact Human Resources. You may be asked to submit a healthcare provider's note before returning to work.
- If you have been diagnosed with COVID-19, you may return to work when **all** criteria are met:



At least 1 days (24 hours) have passed since recovery (no fever without the use of fever-reducing medications); and

You have improved in respiratory symptoms (cough, shortness of breath, etc.); and

At least 10 days have passed since symptoms first occurred. Or, if asymptomatic, 10 days since your positive test result. If you are tested again, you may return to campus or be around others when no symptoms are present and have tested negative on two consecutive respiratory specimens collected at least 24 hours apart.

- If you have symptoms that could be COVID-19 and do not get evaluated by a medical professional or tested for COVID-19, it is assumed that you have COVID-19 and may not return to work until the above criteria listed above have been met.

Testing of Students and Staff

The availability and validity of rapidly testing asymptomatic individuals is in question by CDPH. San Joaquin County Public Health Services has committed to assisting schools in the event of an outbreak for a single school site. An outbreak is three or more positive cases from unique households.

Testing locations vary by city, however a current site available in Manteca is Modern Urgent Care for rapid testing. They are located at 1630 W Yosemite Avenue Suite 1, Manteca, CA 95337 and can be contacted at (209) 629-8771. Additionally, your health care provider may issue orders for antigen or PCR (polymerase chain reaction) testing.

Personal Protective Equipment (PPE)

In order to minimize exposure to COVID-19, PPE will be provided to mitigate the possibility of certain exposures. At this time, the California Dept. of Public Health requires that face coverings be worn in most settings outside the home. The primary role of cloth face coverings is to reduce the release of infectious particles into the air when someone speaks, coughs, or sneezes, including someone who has COV-19 but is asymptomatic. Cloth face coverings are not a substitute for physical distancing, washing hands, and staying home when ill, but they may be helpful when combined with these primary interventions. Being respectful and considerate of others within our organization includes wearing a face covering when appropriate. The District will provide trainings, videos, signage, and graphics to staff and students showing proper use of PPE, and other safety measures.

Measures of PPE can include, and each employee or student will be initially supplied with:

Masks: Face masks are an important part of protection, as well as personal hygiene, social distancing, and frequent cleaning efforts. [CDC's Guidelines on Wearing Masks at School](#)

- Employee: The District will provide four (4) masks per employee to start the year and two (2) additional masks and one reusable water bottle will be provided soon.
- Student: The District will provide two (2) cloth masks per student.
- In addition, all employees will receive a one-time allotment of up to \$50 to purchase PPE of their choice from Amazon.com.
- Teachers will be provided with two (2) face shields to start the year.





Gloves: Touching your face with contaminated hands, whether gloved or not, poses a significant risk of infection. Wearing gloves does not diminish the need to wash your hands. Please remember to wash your hands properly as it is the number-one defense against any virus. Additionally, the proper removal of gloves reduces the risk of being exposed to contamination.

Please note that social distancing should still be practiced even with the use of gloves and masks. Training will be provided to staff and students in proper care and use of all PPE.

In addition to using PPE, good hygiene practices are to:

- Wash your hands often with soap and water for at least 20 seconds. Use hand sanitizer with at least 60% alcohol if soap and water are not available.
- Avoid touching your eyes, nose, and mouth
- Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow



MUSD EMPLOYEES ARE REQUIRED TO WEAR FACE COVERINGS WHEN:



- Interacting in-person with any member of the public
- Working in any space visited by the public, regardless whether anyone from the public is present at the time
- Working in any space where food is prepared or packaged for sale or distribution to others
- Working in or walking through common areas, such as hallways, stairways, elevators, restrooms, and parking facilities
- In any room or enclosed area where other people are present when unable to physically distance
- While outdoors in public spaces when maintaining a physical distance of 6 feet from others is not feasible

Having certain medical conditions accompanied by a doctor's note and other circumstances may exempt individuals from wearing a face covering. The full list of exemptions is at www.mantecausd.net/cdphexemptions. If one of these exemptions applies to you, please discuss it with your supervisor. Other mitigated measures may be necessary for employees unable to wear face masks.

MUSD employees who feel ill while at work must immediately put on a face covering, communicate that they are feeling ill with their supervisor, and go home.

If you do not have a face covering, please speak with your supervisor. Whether employees use a face covering from home or one provided by the MUSD, they are required to follow the Centers for Disease Control and Prevention tips for safe face covering use.

MUSD STUDENTS AND PPE:

Per the California Department of Public Health COVID-19 guidance for schools, all staff and students in 3rd grade and above will be required to wear a mask or face covering. Students in 2nd grade and below are strongly encouraged to wear a face covering.

Staff and students 3rd grade and above are required to wear a cloth face covering.



Age	Face Covering Requirement
Under 2 years old	No
2 years old - 2nd Grade	Strongly encouraged
3rd Grade - High School	Yes, unless exempt*

*“Face coverings are strongly encouraged for young children between two years old and second grade, if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.”

- “Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.”
- “A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student’s name and date) until it needs to be put on again.”
- “In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Schools should develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions. Schools should offer alternative educational opportunities for students who are excluded from campus.”

Presenting Symptoms While on Campus

If an employee or student becomes ill on campus/district, they will immediately report to the school's dedicated health/isolation room and an incident/case form will be completed by a school nurse or designee. School office staff will phone Health Services to request a school nurse to report to site as soon as possible.

Once the employee or student arrives at the health/isolation room, staff will immediately provide them with a mask and gloves. Staff will explain that this is to help protect other employees and students and prevent the spread of a potential virus.

- The nurse/staff member must complete the Suspected COVID-19 Incident/Case Form and either direct the symptomatic individual to leave work or call a parent/family member to transport them home. The nurse/staff member will determine if emergency services should be called based on symptoms.
- The nurse or designee and others attending to the symptomatic person, will wear personal protective equipment (PPE) while working with the person displaying symptoms.
- The nurse and campus/district supervisor must identify persons who may have come in close contact with the individual displaying symptoms. Unless required by the local health authority, confidentiality will be maintained as directed by State/Federal HIPAA and FERPA compliance laws.
- The school nurse or designee will assess the risk of exposure to COVID-19 and advise individuals identified as a close contact (any individual within 6 feet for at least 15 minutes) that they may have been in contact with an individual that has been diagnosed with or is likely to have COVID-19 and should follow current guidelines per order of the San Joaquin County Public Health Officer.



Following CA Public Health Department guidelines, the contaminated area(s)

- Area will sit idle for 24 hours prior to deep cleaning. Appropriate PPE equipment shall be utilized by cleaning staff.



Guidance for Known Exposure

While we all hope to avoid exposure to illness from COVID-19, we need to be prepared for that possibility. If you or someone you have been in contact with has been exposed to the virus, our first concern is for your health and safety and those around you. In this rapidly changing situation, healthcare providers should have the most up-to-date information from the CDC.

REPORTED CASE OF COVID-19 WITHIN SCHOOLS/OFFICES:

If a confirmed case of COVID-19 has been self-reported from an individual within a school/district office community, the District's internal Health Services Department must be notified immediately. The department will work to identify any close contacts (any individual within 6 feet of an infected person for at least 15 minutes) of the confirmed/likely case and assess the risk of exposure. A notice will be sent via email or phone informing close contacts of the known exposure. The notice will disclose as much information as possible relating to the best indicated date and location of exposure. **MUSD will maintain confidentiality as required under HIPAA and FERPA and state law related to privacy of educational records.**



Close contacts of the confirmed individual will be instructed to home quarantine for 14 days post exposure, per the [SJCPHS Home Quarantine Instructions for Close Contacts to COVID-19](#).

If you determine you have symptoms or a fever, contact your primary care physician, the Health Services Department, and the HR Department. If you are diagnosed with or likely to have COVID-19 you must continue isolating at home.

As per [Public Health Emergency Quarantine Order](#) Dated July 1, 2020 under the Authority of the California Health and Safety Code Sections 101040, 101085, and 120175, the San Joaquin County Public Health Officer orders:

- All Household members, intimate partners, caregivers of a person with COVID-19, and individuals who have had close contact to a person with COVID-19 must quarantine themselves. These persons are required to follow all instruction in this Order and the San Joaquin County Public Health Services guidance documents reference in this order.



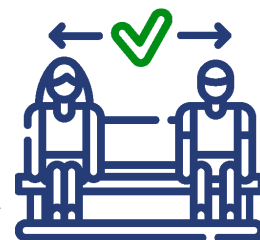
If there is an identified cluster, three or more individuals from different households, MUSD will notify San Joaquin County Health Services as advised.

On Campus and in the Classroom



Physical distancing, sometimes referred to as social distancing is an effective way to limit spread of contagion by simply keeping people separated. As noted in the guidance from the AAP, “There is a conflict between optimal academic and social/emotional learning in schools and strict adherence to current physical distancing guidelines.” The CDC recommends schools “space seating/desks at least 6 feet apart when feasible. In many school settings, 6 feet between students is not feasible without limiting the number of students.” When 6 feet of distance is not feasible, 3 feet and a mask is highly recommended.

MUSD employees, students, parents, and visitors should practice staying approximately 3-6 feet away from others and eliminating contact with others when feasible.



Arrival and Departure

- MUSD has designated routes for entry and exit, using as many entrances as feasible, as well as other protocols which limit direct contact with others as much as practicable, e.g. parents remaining in their vehicles or at designated gate areas.
- Minimize contact at school between students, staff, families, and the community at the beginning and end of each school day.
- Students are asked to perform a self-screening test prior to arriving at school each day. In addition, students may receive a temperature reading upon campus/classroom entry by their teacher or designee using a touchless thermometer.

What is Physical Distancing?

Social Distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home. To practice social distancing:

- Stay at least 6 feet from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings

Classroom Space

Classrooms will consider the following strategies as thoughtful safeguards when in shared spaces, and will include sanitizing wipes in each classroom in case teachers/staff need to provide assistance with a student's device, materials, or supplies.



Preschool (PS)

- Cohort classes will minimize crossover among children and adults within the school.
- Students will either attend AM or PM cohort classes.
- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teachers with each group, to the greatest extent possible.
- Minimize the movement of students as much as practicable.
- Consider redesigning activities for smaller groups and rearranging furniture and place spaces to maintain separation between groups.
- Keep each child's belongings separated and in individually labeled storage containers, cubbies, or areas. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit 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.
- Implement procedures for bringing in items to minimize contact.

Transitional Kindergarten/Kindergarten (TK/K)

- Cohort classes will minimize crossover among children and adults within the school.

- Students will either attend AM or PM cohort classes.
- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher/paraprofessionals with each group, to the greatest extent possible.
- Minimize the movement of students as much as practicable.
- Maximize space between seating and desks. Distance teacher and staff desks at least six feet away from student desks or tables as practicable.
- Consider redesigning activities for independent participation or smaller groups and rearranging furniture and place spaces to maintain separation.
- Keep each child's belongings separated and in individually labeled storage containers, cubbies, or areas. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit 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.
- Implement procedures for turning in assignments to minimize contact.



Elementary Grades 1-3

- Children in grades 1st – 2nd are strongly encouraged to wear face coverings. Children in 3rd grade are required to wear face coverings per the California Public Health Department unless exempt.
- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher/paraprofessionals with each group, to the greatest extent possible.
- Minimize the movement of students as much as practicable.
- Maximize space between seating and desks. Distance teacher and staff desks at least six feet away from student desks.

- Student desks should be placed 3 to 6 feet apart when feasible.
- Consider redesigning activities for independent participation or smaller groups and rearranging furniture and place spaces to maintain separation.
- Keep each child's belongings separated and in individually labeled storage containers, cubbies, zip lock bags or areas while in school. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit 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.
- Utilize outdoor spaces when possible.
- Implement procedures for turning in assignments to minimize contact.

Elementary Grades 4-6

- Children in grades 4th – 6th are required to wear face coverings per the California Public Health Department unless exempt.
- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher/paraprofessionals with each group, to the greatest extent possible.
- Minimize the movement of students as much as practicable.
- Maximize space between seating and desks. Distance teacher and staff desks at least six feet away from student desks.
- Student desks should be placed 3 to 6 feet apart when feasible.
- Consider redesigning activities for independent participation or smaller groups and rearranging furniture and spaces to maintain separation.
- Keep each child's belongings separated and in individually labeled storage containers, cubbies, zip lock bags or areas while in school. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment,

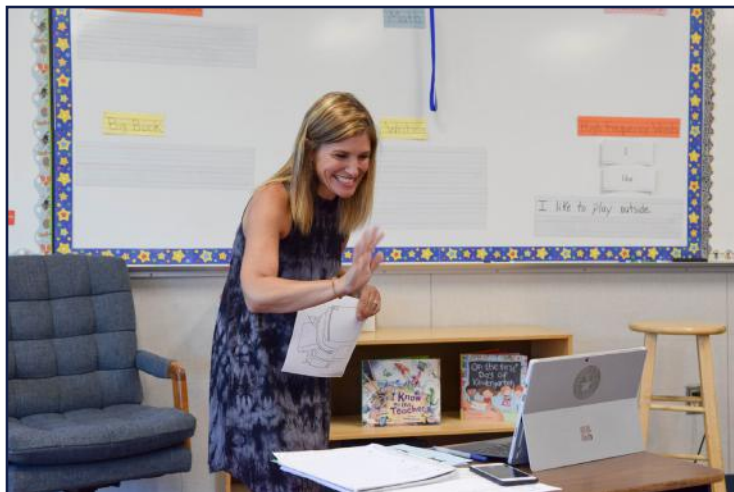


etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.

- Avoid sharing electronic devices, clothing, toys, books, and other games or learning aids as much as practicable.
- Utilize outdoor spaces when possible.
- Implement procedures for turning in assignments to minimize contact.

Middle Grades 7-8

- Children in grades 7th – 8th are required to wear face coverings per the California Public Health Department unless exempt.
- Avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are safest outdoors and spread out.
- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher/paraprofessionals with each group, to the greatest extent possible.
- Minimize the movement of students as much as practicable.
- Maximize space between seating and desks. Distance teacher and staff desks at least three to six feet away from student desks.
- Consider redesigning activities for independent participation or smaller groups and rearranging furniture to maintain separation.
- Keep each child's belongings separated and in individually labeled storage containers or zip lock bags while in school. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.



- Avoid sharing electronic devices/books and other games or learning aids as much as practicable.
- Implement procedures for turning in assignments to minimize contact.
- Utilize outdoor spaces when possible.
- Teachers rotate instead of students when feasible.
- Eliminate use of lockers.

Secondary Grades 9-12

- High school students are required to wear face coverings per the California Public Health Department unless exempt.
- Teachers should maintain 6 feet from students when possible and if not disruptive to educational process.
- Particular avoidance of close physical proximity in cases of increased exhalation (singing exercise); these activities are safest outdoors and spread out.
- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher/paraprofessionals with each group, to the greatest extent possible.
- Minimize the movement of students as much as practicable. Students will change classes 3x daily.
- Maximize space between seating and desks. Distance teacher and staff desks at least three to six feet away from student desks.
- Consider redesigning activities for independent participation or smaller groups and rearranging furniture to maintain separation.
- Keep each student's belongings separated. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment,



etc.) to the extent practicable or limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses.

- Avoid sharing electronic devices/books and other games or learning aids as much as practicable.
- Implement procedures for turning in assignments to minimize contact.
- Utilize outdoor spaces when possible.
- Teachers rotate instead of students when feasible.
- Eliminate use of lockers.

Special Education

- During Phase 1, Special Education (SPED) students will participate in off-campus learning.
- In Phase 1.5, students receiving special education services based on their individualized education program (IEP) may be invited to participate in on-campus instruction as deemed appropriate based on student needs.
- In Phases 2 and 3, students receiving special education services based on their individualized education program (IEP) will receive in person instruction as deemed appropriate based on student needs.



*Decorative photo only. Does not display proper safety guidelines.

Non-Classroom Space

Schools will consider the following strategies as thoughtful safeguards when in shared spaces:

- Serve meals in classrooms or outdoors instead of cafeterias or multipurpose rooms where practicable.
- Minimize congregate movement through hallways as much as practicable.
- Consider holding recess in separated areas at staggered times designated by class.
- Ad-hoc Interactions/Gatherings – Non-essential/informal meetups and visiting should be avoided.
- There will not be rallies, assemblies or other large events until the County Health Officer deems it safe.
- Identify a health/isolation/isolation room for students who are not feeling well to minimize contact with others until they can be transported home or to a healthcare facility.
- Holding essential onsite meetings will be necessary, as such physical distancing should be implemented and PPE must be worn.

Meal Periods and Services

In **Phase 1: Off-Campus Learning**, our Nutrition Education team will make meals available for students in Drive Through, Grab and Go services.

In **Phase 1.5: Small Cohorts**, Nutrition Education will deliver breakfast and lunch to the classrooms. Breakfast will be delivered for consumption during the first 15 minutes of school and lunch will be delivered during the designated meal period. In some cases, students will be on campus for designated support periods. Students can pick up their meals at any time during the 11:00am-12:30pm meal service period from the walk up/drive through location for consumption at home.

In **Phase 2: Blended Learning and Phase 3: On-Campus Learning**, students may bring their own meals or be served individually plated meals by our Nutrition Education team. MUSD Nutrition will continue to use disposable food service items and adhere to their unique cleaning, disinfecting, and sanitizing protocols as it relates to food services, with supplemental precautions in place with respect to COVID-19. Students will remain in their cohort to allow for eating in the classroom on a bell schedule and outdoor spaces will be utilized when possible.

Students will need to wash hands or use hand sanitizer before and after eating.

For more information about our Nutrition Education program including meal services, please visit: www.musdnutrition.net



Personal Workspace / Classroom

All teachers and students are asked not to visit another classroom outside of their team or grade level (as part of reopening Phases 2 and 3). Employees are encouraged to disinfect their own personal workspace (teacher desk, phone, etc.) throughout the day, giving special attention to commonly touched surfaces. Cleaning sprays and wipes are also available to clean and disinfect frequently touched objects and surfaces such as telephones and keyboards.



Shared Workspace

Employees are encouraged to disinfect their own workspace multiple times throughout the day, giving special attention to commonly touched surfaces. MUSD has alcohol-based hand sanitizers throughout the workplace and in common areas. Cleaning sprays and wipes are also available to clean and disinfect frequently touched objects and surfaces such as telephones and keyboards. The MUSD custodial teams as part of the Facilities/Operations Dept. will clean all workspaces at their designated cleaning time.

Please note that proper equipment such as acceptable disinfectant and PPE should be used when cleaning individual workspaces.



There will be limited access to certain workspaces to reduce exposure to risks and ensure employee safety. Workspace usage is as follows:

- Capacity- MUSD will be monitoring the number of employees in the offices while the risk of infection exists.
- Conference Rooms- Certain conference rooms/meeting spaces may be closed until further notice. Signage indicating closure/capacity limits will be placed on conference room doors. All meetings are encouraged to use Microsoft Teams as a virtual option even for employees in the office or school.
- Breakrooms or Teacher Lounge/Multipurpose Room-These spaces could be closed or altered until further notice. However, the use of appliances (microwave, refrigerator, etc.) will be permitted.



Sports and Extracurricular Activities

SPORTS

Based on Guidance and Considerations for Summer Practice and Conditioning from the National Federation of State High Schools Association Guidelines (NFHS). These are national guidelines that may or may not correspond with state regulations. State regulations will take a priority on what can or cannot be done. Not all states are using the same criteria, and what is allowable during specific phases will vary from state to state, or even within county to county. Please note that there will be “gating” (opening) criteria to establish Phase 1 and additional criteria must be met to advance from one phase to the next. These criteria will be determined by state and/or local governments and must be strictly followed. Source: <https://www.nfhs.org/>



NFHS recommends the following (but are subject to change with state and local guidelines):

- State, local or school district guidelines for cloth face coverings should be strictly followed.
- Cloth face coverings should be considered acceptable. There is no need to require or recommend “medical grade” masks for athletic activity.
- Any student who prefers to wear a cloth face covering during a contest should be allowed to do so.
- In the absence of guidelines to the contrary, we recommend the use of cloth face masks during Phase 2 lined below. Exceptions are swimming, distance running or other aerobic activity sports.
- Cloth face coverings may continue to be used during Phase 3 when not engaging in vigorous activity, such as sitting on the bench during contests, in the locker room and in the athletic training room.
- Plastic shields covering the entire face (or attached to a helmet) shall not be allowed during contests. Their use during practices increases the risk of unintended injury to the person wearing the shield or teammates.
- Coaches, officials, and other contest personnel may wear cloth face coverings at all times during Phases 2 through 3.

PRE-WORKOUT SCREENING

- All coaches and participants will do a self-assessment for signs/symptoms of COVID-19 prior to reporting to the activity each day.
- Head Coach will confirm that the participant has done their self-assessment and document on the Athlete/Coach Monitoring Form daily. Monitoring Form will be stored so that there is a record of everyone present in case a student develops COVID-19. Forms will be submitted by the Head Coach to the Athletic Director at the end of each week.
- Any person testing positive or exhibiting symptoms will not be allowed to take part in workouts and should contact his or her primary care provider or other appropriate health-care professional.
- Vulnerable individuals should not oversee or participate in any workouts.
- Anyone who has been exposed to someone with COVID-19 in the past 14 days, has COVID-19 symptoms, or who is not feeling well should not go to a school site.


Higher Risk: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants. Examples: Wrestling, football, competitive cheer, dance – NFHS

Moderate Risk: Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants. Examples: Basketball, volleyball*, baseball*, softball*, soccer, water polo, gymnastics* (if equipment can't be sufficiently cleaned between competitors), tennis*, swimming relays, pole vault*, high jump*, long jump*, 7 on 7 football –NFHS

*Could potentially be considered “Lower Risk” with appropriate cleaning of equipment and use of masks by participants *Could fall to a lower risk if they don't share equipment or if they clean appropriately * List of sports above are subject to change in level of risk



*Decorative photo only. Does not display proper safety guidelines.



Lower Risk: Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors. Examples: Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, sideline cheer, cross country running (with staggered starts) – NFHS Cross Country, Tennis, Golf, Track, Swimming, Sideline Cheer with no contact

PHASE TWO

- Outdoor practices only.
- No Locker Room use.
- No direct or indirect physical contact between athletes.
- Coaches must maintain social distancing.
- Continue infectious disease prevention measures such as frequent handwashing, avoiding touching face, etc.
- Each student is responsible for their own hydration.
- No spectators or parent attendance allowed.
- Participants should limit their participation to only one sport/activity.
- It is preferable for all participants to bring their own game/practice ball and not share game/practice balls during the activity. If a ball must be shared (e.g., a football), it must not be shared between groups and must be disinfected after each training session.
- Vulnerable individuals should continue to shelter in place.
- Physical distancing will be followed where practical and possible.
- Groupings must not be in groups greater than 12 including coach.
- Gyms and common areas where student-athletes and staff are likely to congregate and interact shall remain closed.
- Team activities are limited to conditioning and skill-based only.
- Hand sanitizer must be made readily available at the training site.
- Face coverings that cover the nose and mouth are required for coaches/instructors.
- NO CONGREGATING, ATHLETES ARE TO LEAVE CAMPUS ONCE CONDITIONING IS OVER.



PHASE THREE

- Activities with minimal direct contact can resume.
- Continue infection prevention measures such as frequent handwashing, avoiding touching face, etc.
- Gradually increase practice sizes at first.
- No sharing water or personal equipment.
- Athletic equipment is sharable within identified groups but must be sanitized before next group use.
- NO LOCKER ROOM USE.
- Vulnerable student-athletes, coaches and athletics personnel can resume in- person interactions, but should practice physical distancing, minimizing exposure to settings where such distancing is not practical.
- Gyms and common areas where student athletes and staff are likely to congregate and interact can reopen if appropriate sanitation protocols are implemented, but even low-risk populations should consider minimizing time spent in crowded environments.
- NO CONGREGATING, ATHLETES ARE TO LEAVE CAMPUS ONCE CONDITIONING IS OVER.

WEIGHTROOM USE

- Weight equipment should be wiped down thoroughly before and after an individual's use of equipment.
- Resistance training should be emphasized as body weight, weight machines, and free weights and do not require a spotter.
- Free weight exercises that require a spotter cannot be conducted while honoring physical distancing norms.
- Safety measures in all forms must be strictly enforced in the weight room.
- Weight rooms should follow physical distancing guidelines and adhere to CDPH Guidance for Fitness Related Organizations.



PHASE FOUR

- Vulnerable student-athletes, coaches and athletics personnel can resume in-person interactions.
- Gyms and common areas where student-athletes and staff are likely to congregate and interact can reopen if appropriate sanitation protocols are implemented.
- Competition and travel may resume according to CIF guidelines.
- Limitations on spectators at competitions according to CIF and District guidelines.
- Continue infectious disease prevention measures such as frequent handwashing, avoiding touching your face, etc.
- No sharing water or equipment. Activities with full direct contact can resume.



*Decorative photo only. Does not display proper safety guidelines.

EXTRACURRICULARS

Extracurriculars are outside of the curricular day or program of courses. Extracurriculars will be implemented as the Roadmap to Reopen California allows.



Triggers for Partial or Total School Closure

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the San Joaquin Public Health Officer.

Individual school closure may be appropriate when there are **multiple cases in multiple cohorts** at a school or when there are **at least 5 percent** of the total number of teachers/student/staff within a 14-day period.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

The District will close all schools if **25% or more** of schools have closed to due to COVID-19 within 14 days of each other, and in consultation with local public health department.

If a partial, total school closure, or District closure is warranted, families will be contacted via email and/or phone and a swift transition to Phase 1: Off-Campus Learning will occur for the school(s) affected. The email and/or phone call will disclose as much information as possible relating to the events. **MUSD will maintain confidentiality as required under HIPAA and FERPA and state law related to privacy of educational records.**

For further information, please visit [California's Guiding Document for the Safe Reopening of Schools](#).

For more information about MUSD's Return to School Plan, contact the WIP team at WIP@musd.net or call Health Services at (209) 858-0782.

*This plan is subject to change and updates will be made based on latest information provided by the officials and other applicable federal, state, and local agencies as well as negotiations.



Return to School Plan 2020-2021

Revisions

September 15, 2020: Updated to include information on Small Cohorts, family and staff trainings, and board revision on transportation services

September 22, 2020: Updated to include information on waiver; added information about new online self-screening and contact tracing procedure