Monrovia Unified School District

Return to School Plan
July 9, 2020

COVID-19 + the MUSD Response Timeline

March 13
MUSD dismisses all students from schools

March 16
MUSD holds emergency PD and issues chromebooks to students

March 17
Distance Learning begins in MUSD

Promotions & Graduations

Task Force Convenes

MARCH 2020　　　　　　　　　　　　**MAY 2020**　　　　**JUNE 2020**

March 11
Device Survey

May 18
Feedback Survey

July 3
Planning Survey

1,500 Chromebooks
185,728 Meals

Communication
ParentSquare
Newsletters
Office Hours
Tech Support

| MUSD Response | MUSD Input | MUSD Support |

Monrovia Unified School District
"World-Class Schools For World-Class Students"

Return to School Task Force: Elementary

- ➤ Dr. Sue Kaiser, Assistant Superintendent, Educational Services, Facilitator
- ➤ Courtney Glass, Director of Educational Services and parent
- ➤ Calvin McKendrick, Assistant Principal, Canyon Oaks High & Mountain Park
- ➤ Dr. Greg Gero, Principal, Plymouth Elementary
- ➤ Tom McFadden, Director of Canyon Early Learning Center and Village
- ➤ Katrina Cuasay, RN, BSN, District Nurse
- ➤ Alex Lara, Custodian, Plymouth Elementary
- ➤ Cecilia Bonilla, Special Education Instructional Assistant, Mayflower
- ➤ Dana Elliott, Teacher, Wild Rose School of Creative Arts
- ➤ Teri Espinosa, Teacher, Wild Rose School of Creative Arts
- ➤ Jennifer Maljian, Instructional Specialist and parent
- ➤ Connie Wu, Assistant Superintendent, Business Services
- ➤ Patrick Garcia, Director of Performing Arts
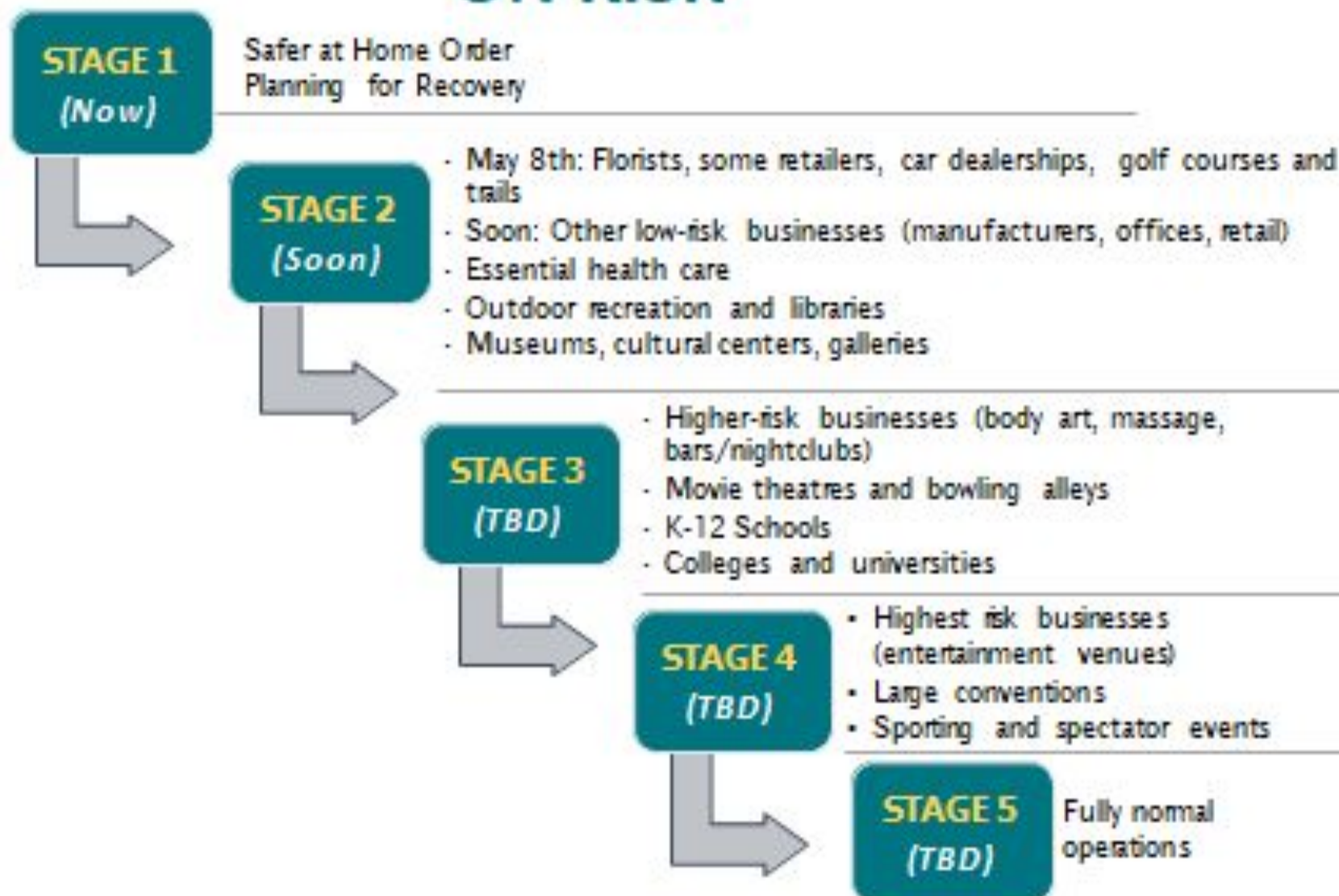- ➤ Jill Plaza, Administrative Secretary, Educational Services

Return to School Task Force: Secondary

- ➤ Dr. Darvin Jackson, Assistant Superintendent, Human Resources, Facilitator and parent
- ➤ Dr. Catherine Real, Director of College, Counseling, and Careers
- ➤ Flint Fertig, Principal Alternative Programs
- ➤ Alicia Escobar, Food Services, Monrovia High School
- ➤ Rueben Vargas, Head Custodian, Santa Fe Computer Science Magnet School
- ➤ Lori Schlageter, Special Education Instructional Aide, Monrovia High School and grandparent
- ➤ Bob Drew, Teacher, Clifton Middle School
- ➤ Anne Battle, Teacher, Monrovia High
- ➤ Chad Miller, Instructional Specialist
- ➤ Jennifer Johnson, Director of Special Education
- ➤ Charles Poovakan, Director of Technology and parent

FIVE-STAGE REOPENING PROCESS BASED ON RISK

STAGE 1 *(Now)*

Safer at Home Order
Planning for Recovery

STAGE 2 *(Soon)*

- May 8th: Florists, some retailers, car dealerships, golf courses and trails
- Soon: Other low-risk businesses (manufacturers, offices, retail)
- Essential health care
- Outdoor recreation and libraries
- Museums, cultural centers, galleries

STAGE 3 *(TBD)*

- Higher-risk businesses (body art, massage, bars/nightclubs)
- Movie theatres and bowling alleys
- K-12 Schools
- Colleges and universities

STAGE 4 *(TBD)*

- Highest risk businesses (entertainment venues)
- Large conventions
- Sporting and spectator events

STAGE 5 *(TBD)*

Fully normal operations

Premise

The American Academy of Pediatrics strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school.

According to Harvard, School of Public Health, scientific evidence indicates that risks to students and staff can be kept low if schools adhere to strict control measures and dynamically respond to potential outbreaks.

AB77 Section 43501: A local educational agency shall offer in-person instruction to the greatest extent possible.

Return to School Task Force Convened

➢ Purpose: Examine models and begin to shape the model for Monrovia Unified School District

➢ Two planning groups: Elementary and Secondary

○ District Administrators, Aides, Custodians, Principals, Teachers

○ Determine our internal capacity

○ Purpose of recommending viable instructional model

MUSD Elementary & Secondary Task Force

Purpose

The Task Force's objective is to develop a framework for opening schools based on current assumptions and conditions for the 2020-21 school year in the midst of the COVID-19 pandemic.

Process

➢ Comprised of key district, site, and department personnel

➢ Stay current with local and national policies and guidance

➢ Engage professional associations and community partners

➢ Use accordion process to inform and seek input

➢ Use adaptive problem solving due to the continuously changing environment of the COVID-19 pandemic

Aligning Vision and Goals

➢ All students and staff have a right to a safe and supportive learning environment that fosters positive connections.

➢ Increase student achievement.

➢ Provide a positive learning environment.

➢ Inspire students to engage in meaningful learning in a safe and nurturing environment.

➢ All decisions should focus on what is best for students.

Priorities and Concerns

➤ Priorities

- ○ Provide families with consistency so that schedules align

- ○ Regular, in-person instructional contact with teacher

- ○ Structure for students

- ○ Planning time for school staff

- ○ Intervention, extension opportunities for students

- ○ Solicit topics requested from staff and parents

- ○ Provide students with additional support

Priorities and Concerns

➢ Concerns

  ○ Childcare

  ○ Transportation

  ○ Cleaning and disinfecting schedule

  ○ Food Services

  ○ Social-emotional needs

  ○ Top priority health and safety, confidence and trust with families, students and staff

Organizational Infrastructure

➢ Established Supports for Students
  ○ Continuity of Services: Special Education, Counseling, English Learners, Food Services

➢ Established Supports for Teachers

  ○ Wellness Mondays

  ○ Office Hours

  ○ Professional Development

  ○ Newsletter

  ○ Technology Hotline

➢ Established Supports for Parents

  ○ Office Hours

  ○ Newsletter

  ○ CareSolace

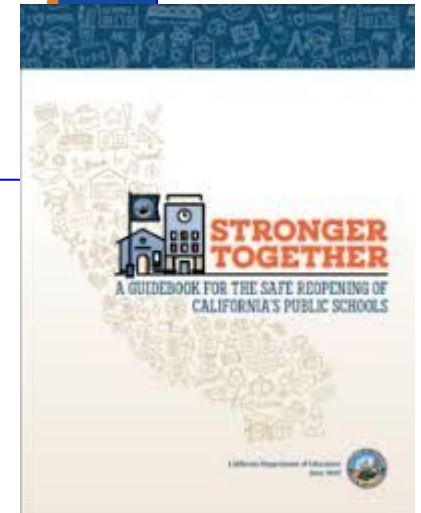 ○ MUSD Strong

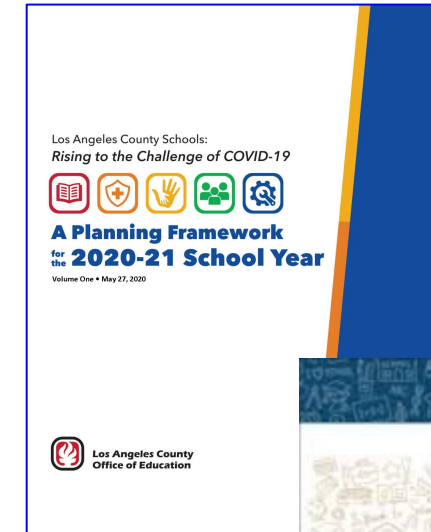 ○ Technology Hotline

Survey Results
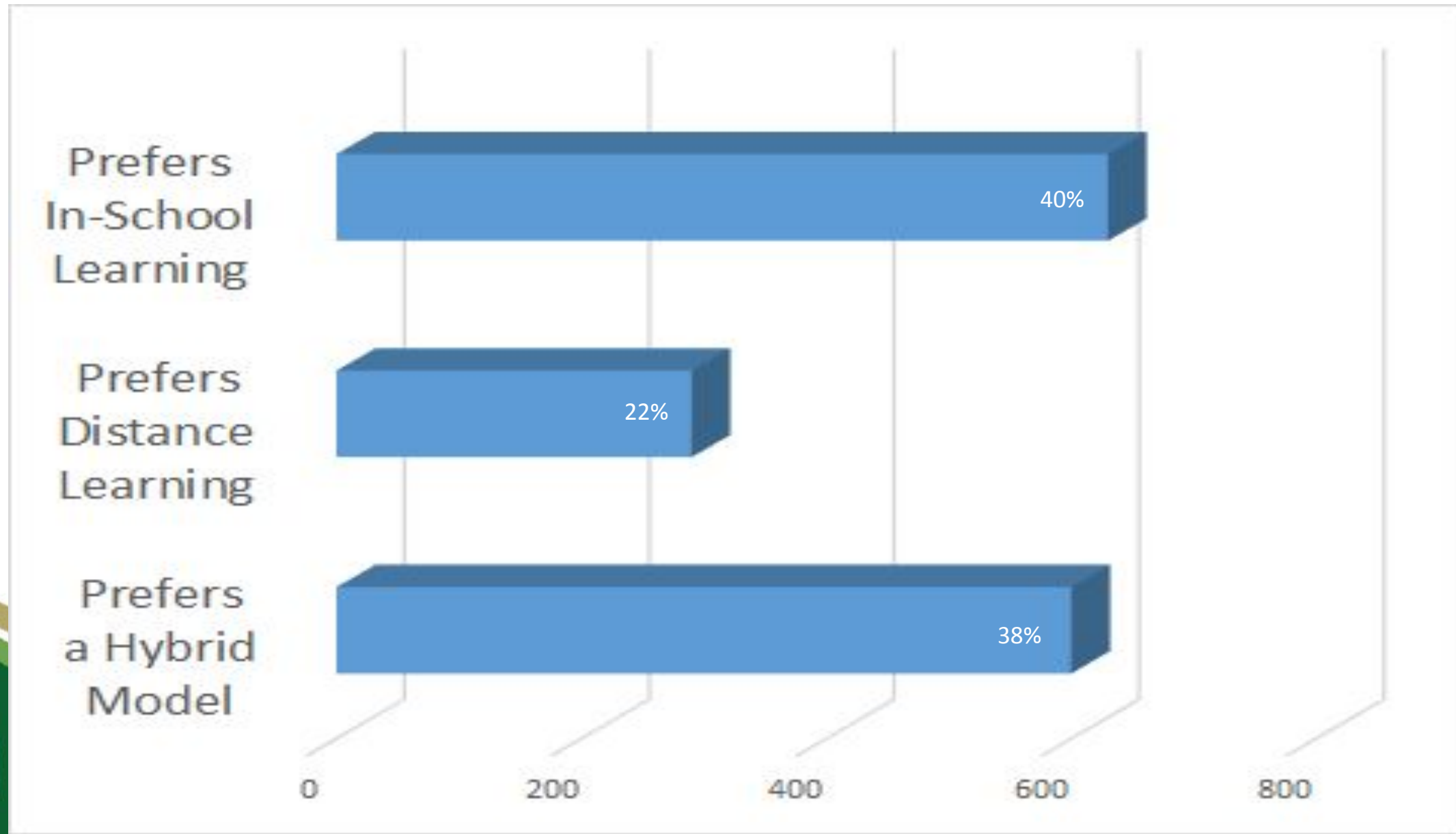
Return to School Considerations

➢ Frameworks and Guidance
   ○ CA Dept. of Education (CDE)
   ○ CA Dept. of Public Health (CADPH)
   ○ L.A. County Office of Education (LACOE)
   ○ L.A. County Dept. of Public Health (LADPH)
   ○ American Association of Pediatrics (AAP)
   ○ California Interscholastic Federation (CIF)
   ○ Centers for Disease Control (CDC)
   ○ Occupational Safety and Health Administration (OSHA)
➢ Surveys
   ○ Parents
   ○ Students
   ○ Staff

Los Angeles County Schools:
Rising to the Challenge of COVID-19

A Planning Framework
for the **2020-21 School Year**

Volume One • May 27, 2020

Los Angeles County
Office of Education

STRONGER TOGETHER
A GUIDEBOOK FOR THE SAFE REOPENING OF
CALIFORNIA'S PUBLIC SCHOOLS

SCHOOLS FOR HEALTH

Risk Reduction Strategies for Reopening Schools

June, 2020

COVID-19

HARVARD T.H. CHAN SCHOOL OF PUBLIC HEALTH

HEALTHY BUILDINGS FOR HEALTH | forhealth.org

HEALTHY CLASSROOMS
- Wear masks
- Wash hands frequently
- Maximize physical distancing to protect individuals
- Maximize group distancing to slow transmission chains
- Disinfect objects between users

HEALTHY BUILDINGS
- Increase outdoor air ventilation
- Filter indoor air
- Supplement with portable air cleaners
- Verify ventilation and filtration performance
- Consider advanced air quality techniques
- Use plexiglass as physical barrier
- Install no-contact infrastructure
- Keep surfaces clean
- Focus on bathroom hygiene

HEALTHY ACTIVITIES
- Provide recess
- Modify physical education
- Reimagine music and theater classes
- Continue sports with enhanced controls
- Add structure to free time

HEALTHY SCHEDULES
- Manage transition times and locations
- Make lunchtime safer
- Rethink transportation
- Modify attendance

HEALTHY POLICIES
- Establish and reinforce a culture of health, safety, and shared responsibility
- Form a COVID-19 response team and plan
- Prioritize staying home when sick
- Promote viral testing and antibody testing
- Establish plans for when there is a case
- Support remote learning options
- De-densify school buildings
- Protect high-risk students and staff

Return to School Considerations

➢ Face Coverings
- ○ Students wear face masks as much as possible, especially when in hallways, bathrooms, or in proximity to students from other classes
- ○ Provide opportunities during the day when students and staff can remove masks without risk of transmission
- ○ Allow teachers to wear transparent face shields when teaching at the front of the room and face masks when working more closely with students

➢ Hand Cleaning and Sanitizing
- ○ Students and staff wash hands frequently - immediately before leaving home, leaving the classroom, eating, touching shared objects, touching one's face, and leaving school
- ○ Students and staff use hand sanitizer when washing hands is not possible
- ○ Provide students with their own separate supplies when possible

Return to School Considerations

➢ Physical Distancing
  ○ Maintain at least 6 ft. physical distancing between all individuals
  ○ Keep class groups as distinct and separate as possible
  ○ Create lesson plans that limit student contact
➢ Healthy Classrooms
  ○ Ensure classrooms are well-ventilated
  ○ Create clear and consistent protocols for cleaning and disinfecting classrooms
➢ Safe Campuses
  ○ Plexiglass shields at entryways
  ○ One-way corridors and stairs
  ○ Limit visitors and volunteers
  ○ Implement screening protocols before entry

Return to School Considerations

➢ Healthy Policies
- ○ Establish protocols for campus Health Offices
- ○ Provide training for practices that promote health and safety (handwashing, use of face masks, etc…)
- ○ Create clear protocols for addressing illnesses at school
- ○ Establish two Health Offices at each campus
- ○ Develop plans to maintain the safety of students and staff with underlying health conditions
- ○ Clearly communicate and implement immunization requirements

Understanding the Needs of Our Employees

➢ Develop policies and procedures that maintain the health and safety of all employees

➢ Establish resources to address social and emotional needs

➢ Create consistent opportunities for employees to share job-related concerns

➢ Provide training to ensure employees can successfully implement policies and procedures

➢ Provide time for employees to plan and prepare

Develop Instructional Plans for Different Levels and Student Groups

- ➢ General Education, TK – 12
  - ○ Elementary Schools, Middle Schools, High Schools
- ➢ Early Learning and Adult Education
- ➢ Students with Special Needs
- ➢ Visual and Performing Arts, Career Technical Education, Athletics, Leadership
- ➢ Intervention and Extension

Instructional Delivery Models

➢ Traditional: 100% of students in school, everyday.

➢ Hybrid: 40-50% of students in school at any given time, remaining instruction through distance learning.

➢ Distance Learning: 100% distance learning, 100% of the time; completely online instruction/homeschool.

➢ Independent Study: Short-term (learning packets) or long-term through Mountain Park School; 80% distance learning with 20% on-site check in. Students may return to their home school.

Capacity of Each Instructional Model

	On Campus Instruction	Social Distancing	On Campus Capacity
Traditional	Yes	No	100%
Hybrid	Yes	Yes	50%
Independent Study	20%	Yes	N/A
Distance Learning	No	Yes	N/A

Proposed Elementary Return to School Plan

ELEMENTARY	Monday		Tuesday		Wednesday		Thursday		Friday	
Grades TK-5	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon
	Distance Learning Teacher Work Day		Group A In Class	Group A Distance Learning	Group A In Class	Group A Distance Learning	Group A In Class	Group A Distance Learning	Group A In Class	Group A Distance Learning
	Distance Learning Teacher Work Day		Group B Distance Learning	Group B In Class	Group B Distance Learning	Group B In Class	Group B Distance Learning	Group B In Class	Group B Distance Learning	Group B In Class

Elementary Schedule Analysis

Advantages

➢ Personal, physical interaction 4/5 days each week with teacher

➢ Limits daily extended mask wear

➢ Grab and Go lunch option

➢ Daily childcare more feasible for site personnel

➢ Provision of services

Challenges

➢ Cleaning and disinfecting schedule between shifts

➢ Transportation

➢ Instruction and activities during school day*

Proposed Secondary Return to School Plan

SECONDARY	Monday		Tuesday		Wednesday		Thursday		Friday	
Grades 6-12	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon
Group A	Distance Learning Teacher Work Day		Group A Periods 1-3	Group A Periods 4-6	Group A Distance Learning	Group A Distance Learning	Group A Periods 1-3	Group A Periods 4-6	Group A Distance Learning	Group A Distance Learning
Group B	Distance Learning Teacher Work Day		Group B Distance Learning	Group B Distance Learning	Group B Periods 1-3	Group B Periods 4-6	Group B Distance Learning	Group B Distance Learning	Group B Periods 1-3	Group B Periods 4-6

Secondary Schedule Analysis

Advantages

➢ In-class instruction twice weekly

➢ Provision of services

➢ Consistent schedule

➢ Buses cleaned morning/evening

➢ Able to replicate schedule for special populations

➢ Ability to host Zero period consistently

Challenges

➢ Cleaning and disinfecting schedule

➢ Supervision

➢ Lunch

➢ Extended mask wear

Instructional Considerations: Specialized Programs

➢ Dual Immersion Programs: Mandarin and Spanish

➢ Coding Programs

➢ Career Technical Education (CTE)

➢ Early College

➢ Visual and Performing Arts

➢ Athletics

➢ Special Education

➢ English Learners

Instructional Considerations: Special Education

➢ Individualized service options
➢ Meeting the needs of students with mild to moderate and moderate severe disabilities

➢ Triennial, Annual, Initial Individualized Education Program (IEP)

➢ Increase in IEP meetings to meet the needs of students

➢ Accommodations and modifications for distance learning

➢ Related services

➢ Inclusive classrooms

➢ Parent support meetings

Instructional Considerations: English Learners (EL)

➢ Instructional delivery models effective for language acquisition

➢ Monitoring progress

➢ State assessment and EL Reclassification

➢ Expanded learning opportunities

➢ Interventions

Instructional Considerations: Student Wellness

➢ Counselors

➢ School Psychologists

➢ Mental health services and supports for students and their families

➢ Identification of local resources

➢ Consideration for special populations (foster and homeless)

➢ Remote services developed for continuity of service
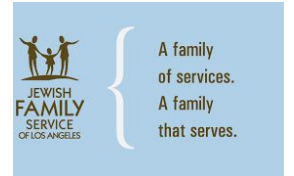
Protocols: What Happens When...

➢ Decisions will be made on a case-by-case basis depending on the facts and with consultation with health experts.

➢ If there is a positive case in a classroom, and the students are in a cohort that does not intermix with others, public health may advise that the students in that cohort classroom who have been exposed are advised to home quarantine. This essentially closes the classroom because all students/staff are on home quarantine.

➢ Whole school closure would be when there are no cohorts, a student/staff member tests positive and students intermix throughout the day. Public health may advise there were many students exposed and therefore should be on quarantine.

Senate Bills (SB) 98 and SB 77 (sec. 43501)

➢ Districts shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent.

➢ Monitor and support mental health, social/emotional well-being of students and staff.

➢ Provide meals for eligible students participating both in-person and distance learning.

➢ Offer professional development and resources to support distance learning.

➢ Provide parents with regular pupil progress and establish outreach protocols for re-engagement

➢ Provide continuity of Services to students with special needs, English learners, foster youth, and homeless youth

➢ Maintain instructional days - length of the school year

➢ Maintain instructional minutes minimum day requirement

NEXT STEPS

➢ Survey results and follow-up
  ○ Transportation
  ○ Childcare
➢ Set schedules
➢ Food Services
➢ Professional Development
➢ What will the expectations be around masks?
➢ What will be the screening procedures upon entry daily?

Questions or Comments

E-Mail: superintendent@monroviaschools.net