

Message from the Superintendent



Reopening schools during COVID-19 is not an obligation the Marysville Joint Unified School District (MJUSD) takes lightly. Our first commitment is to the students and families we serve as it is our priority to keep them safe. The reopening plan aligns with recommendations from the Center for Disease Control (CDC), California Department of Public Health (CDPH), Yuba County Health and Human Services Department (HHSD), the California Department of Education's (CDE) Stronger Together guidebook, as well as considerations from our families and our staff.

This plan outlines major considerations the district is addressing to reopen schools safely and to sustain their reopening. The safety of both our learners and our staff was paramount in the design. I wish we had a crystal ball to tell us what the right answer for the fall is going to be. In light of the rapidly changing pandemic, the document is fluid and will morph as necessary based on guidance from local, state, and national health professionals. The plan will be updated strategically depending on the status of COVID-19 spread throughout our community in the coming weeks and months. It is impossible to predict what the spread may be like in our community, but we have created an educational plan that includes parent choice in determining what educational model is right for your child as soon as health conditions allow.

The plan is a result of thousands of parent survey responses; hundreds of public comment cards; input from teachers via surveys, meetings, and written responses; multiple sessions with principals and directors; and presentations to our Board of Trustees. The collective conversations, correspondence, and collaboration contributed to the design of the comprehensive plan to determine the overall pulse for returning to school in August.

Our intent has always been to bring students back to school full-time, as we believe the most ideal educational experience for the vast majority of our students is to be in front of a teacher. However, we would never jeopardize the safety and health of students and staff. As you move through the plan you will see we have designed learning models that allow parents to have a choice through online, blended, and seat time models.

An extraordinary amount of information gathering, soul searching, and thoughtful analyzing has occurred, and we will continue to do so to make sure the right decisions for our students, staff, and community. We appreciate your partnership and understanding as we navigate these uncharted waters together.

Sincerely,

Gary Cena
Superintendent

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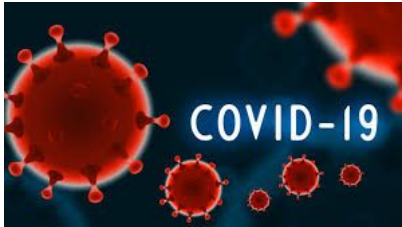
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Child Development Program Notations

The MJUSD Child Development Program operates licensed preschool and childcare settings throughout the district which requires additional compliance from the Community Care Licensing Board in addition to recommendations from the CDC, Yuba County HHSD, and CDE. Any additional measures and/or requirements for the Child Development Program are highlighted in gray boxes throughout the Reopening Schools Plan.



COVID-19 Orders from our local Bi-County Public Health Officer

Dr. Luu, Bi-County Public Health Officer, has issued a collection of orders and recommendations to guide Yuba-Sutter's response to COVID-19. [Current Yuba County Health Officer Orders](#) can be found here.

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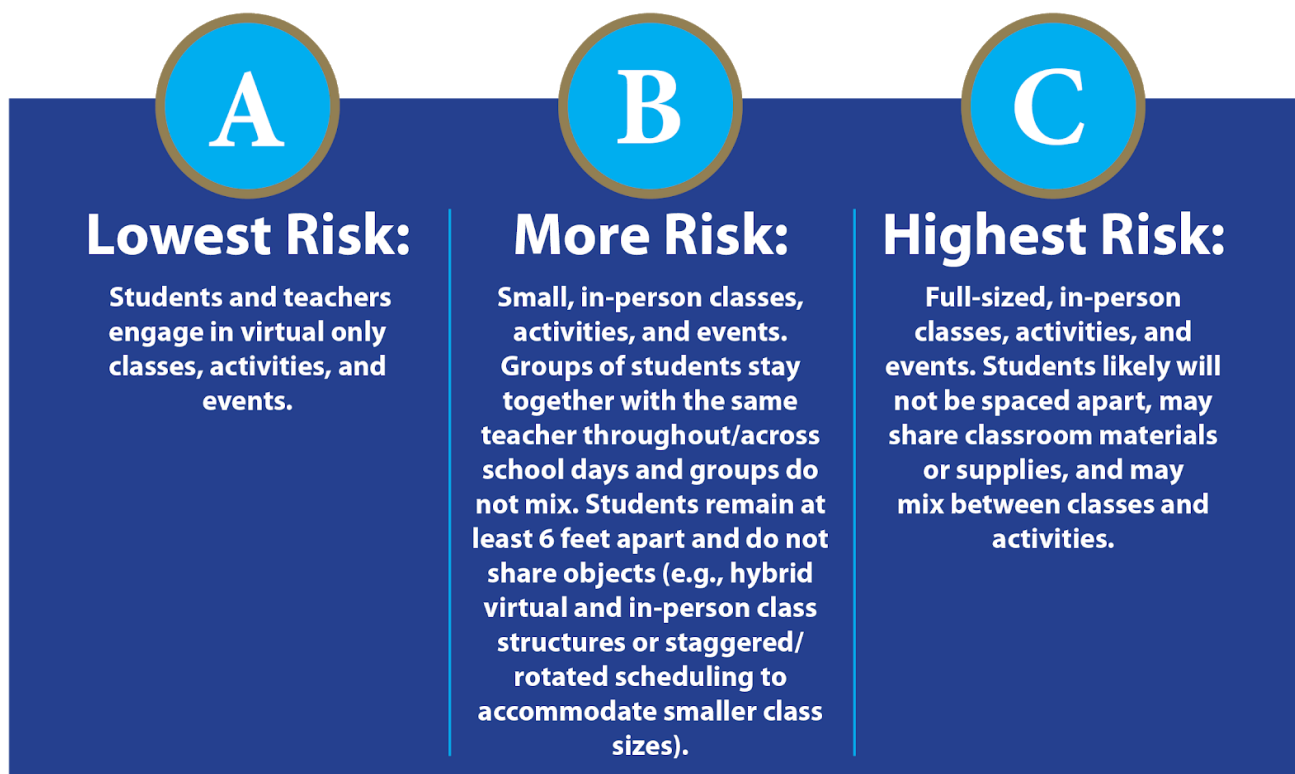
Guiding Principles to Keep In Mind

We are in this together. The responsibility to help slow the spread of COVID-19 belongs to us all. COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices such as [handwashing](#), wearing facial coverings, and [staying home when sick](#) combined with environmental [cleaning and disinfection](#) are all ways to slow the spread.

The more contacts a student or staff member has and the longer the interaction, the higher the risk of COVID-19 spread. Fortunately, there are a number of actions schools can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities:

- **Social Distancing**
- **Facial Coverings**
- **Hand Washing**
- **Stay Home when Appropriate**
- **Cleaning and Disinfecting**

The risk of COVID-19 spread increases in school settings as follows:



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Promoting Behaviors that Reduce Spread

The MJUSD is implementing several strategies to encourage behaviors that reduce the spread of COVID-19.

- Stay Home When Appropriate
 - Staff and families will be educated about when they/their child(ren) must [stay home](#) and when they can return to school.
 - Staff and students who are sick or who have recently had [close contact](#) (less than 6 feet for 15 minutes or more) with a person with COVID-19 must stay home.
 - [Staff and students must stay home](#) if they have tested positive for or are showing COVID-19 [symptoms](#).
 - People with COVID-19 have had a wide range of symptoms reported ranging from mild symptoms to severe illness.
 - Symptoms may appear 2–14 days after exposure to the virus. People with these symptoms may have COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Staff and students who have recently had [close contact](#) (less than 6 feet for 15 minutes or more) with a person with COVID-19 must also [stay home and monitor their health](#). Click here to see the CDC guidance for what to do [if they have been sick with COVID-19](#).
 - Encourage staff and students to go to local Yuba Sutter testing sites if sick: https://www.yuba.org/coronavirus/Screening_Testing.php
 - See Attachment 1
 - School administrators and families will work together to develop a plan if you are required to stay home.
 - A note from your primary doctor will be required in order to return to the school or work setting.
- Hand Hygiene and Respiratory Etiquette
 - Enable students and staff to regularly wash their hands at staggered intervals.
 - Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used for staff and older children who can safely use hand sanitizer.

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- Children under age 9 should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
 - All children and staff engage in hand hygiene at the following times:
Arrival to the facility and after breaks; before and after preparing food or drinks; before and after eating or handling food; before and after administering medication; after using the toilet or helping a child use the bathroom; after coming in contact with bodily fluid; after playing outdoors or in sand; and after handling garbage.
 - After assisting children with handwashing, staff will wash their hands.
 - Educational handwashing [posters](#) will be hung near sinks.
 - Encourage students and staff to [cough and sneeze](#) into a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
 - If you don't have a tissue, cough or sneeze into your elbow, not your hands.
 - Avoid touching your face (eyes, nose, and mouth).
- Facial Coverings
 - [Facial coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms.
 - Students and staff are to use face coverings. Face coverings are most essential in settings where physical distancing cannot easily be maintained, in transit and within common areas such as hallways, bathrooms, offices, or other settings where space may be insufficient.
 - CDPH facial covering guidelines for students:

Age	Facial 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 2 years old and 2nd grade if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.
- A cloth facial covering or face shield should be removed for meals, snacks, or outdoor recreation, or when it needs to be replaced. When a cloth facial 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 facial covering under CDPH guidelines and refuse to wear one provided by the school.
 - Schools will provide a facial covering to students who inadvertently fail to bring a facial covering to school to prevent unnecessary exclusions. Schools will offer alternative educational opportunities for students who are excluded from campus.

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- All staff will use facial coverings or face shields when 6 feet distance cannot be maintained, in transit and within common areas such as hallways, bathrooms, and offices.
- In limited situations where a facial coverings cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth facial covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- Staff, while in direct contact with the public (e.g., front office distributing food, medicine, or Chromebooks), should use gloves, good hand hygiene, and facial coverings.
- Students and staff should be frequently reminded not to touch the facial covering and to wash their hands frequently.
- Teach and reinforce the use of facial coverings. Facial coverings may be challenging for students (especially younger students) to wear in settings such as school.
- Information will be provided to staff, students, and students' families on the proper use, removal, and washing of facial coverings.
 - Facial coverings should not be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the face-covering without assistance
 - [Yuba Sutter Facial Covering Guidance](#)
 - [Yuba Sutter Facial Covering Poster](#)
 - [Yuba Sutter FAQ's on Facial Coverings-English](#)
 - [Yuba Sutter FAQ's on Facial Coverings-Spanish](#)
 - [Yuba Sutter FAQ's on Facial Coverings-Punjabi](#)

Maintaining Healthy Environments

- Cleaning and Disinfection
 - Reduce the risk of exposure to COVID-19 by [cleaning and disinfecting](#).
 - High cleanliness standards must be maintained.
 - Cleaning and disinfecting areas used by students and staff with a special focus on frequently touched surfaces within the school and on school buses at least daily or between use as much as possible.
 - Staff will have access to sanitation materials.
 - Frequently touched surfaces in the school include, but are not limited to: door handles, light switches, sink handles, bathroom surfaces, tables, student desks, and chairs.
 - Child Development staff will sanitize the sink and toilet handles before and after each child's use. Child Development staff will teach children to use a tissue when using the handle to flush the toilet.
 - Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, and games) should be limited when possible or cleaned between use.

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- Playground equipment use shall comply with the Yuba and Sutter Schools & Community Sports Programs guidance from Yuba County Public Health Officer.
 - See Attachment 2
- Follow a schedule for increased routine cleaning and disinfection.
- Ensure safe and correct use and storage of cleaning and disinfection products including storing district provided products securely away from children. Use products that meet [EPA disinfection criteria](#).
- Shared Objects
 - Discourage the sharing of items that are difficult to clean or disinfect.
 - Keep each child's belongings separated from others.
 - Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (e.g., assign each student their own art supplies, and equipment) or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use.
 - Avoid sharing electronic devices, toys, and other games or learning aids.
 - Toys that cannot be cleaned and sanitized should not be used.
 - Do not share toys with other groups of children unless they are washed and sanitized before being moved from one group to the other.
 - Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.
 - Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, sanitize with an Environmental Protection Agency registered disinfectant, rinse again, and air dry.
 - Machine washable cloth toys will be used by one individual at a time or will not be used at all. These toys will be laundered before being used by another child.
 - Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for "soiled toys". Keep the dish pan and water out of the children's reach. Washing with soapy water is the ideal method for cleaning, prior to sanitizing. Try to have enough toys so that the toys can be rotated between cleanings.
 - Children will not bring items from home. For everyone's protection, no blankets, stuffed animals, backpacks, or toys.
- Ventilation
 - Ensure ventilation systems operate properly and increase the circulation of outdoor air as much as possible (e.g., opening and unsealing windows and doors). Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling or triggering asthma symptoms) to children using the facility. Clear brush that obstructs ventilation areas.
- Water Systems
 - Drinking fountains should be cleaned and sanitized frequently. Students and staff are encouraged to bring their own water to minimize use and touching of water fountains.

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- **Modified Layouts**
 - Space seating/desks at least 6 feet apart when feasible.
 - Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart.
- **Physical Barriers and Guides**
 - Physical barriers may be installed in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
 - Visual guides, such as tape on floors or sidewalks and signs on walls, will help ensure that students and staff remain at least 6 feet apart.
- **Communal Spaces**
 - Communal use of shared spaces, such as cafeterias with shared tables, must be staggered, and [cleaned and disinfected](#) between uses.

Nutrition Services

The MJUSD will continue to provide breakfast and lunch at no cost under the Community Eligibility Provision (CEP) and meal applications will not be required.

- **Safety Measures and Staff Protocol**
 - Staff will wear a face shield in addition to a facial covering where a table-top shield is not possible.
 - Employees will wear a facial covering or face shield at all times.
 - Employees are trained and must follow FDA Food Code and Department Standard Operating Procedure for handwashing.
 - Employees must wear disposable gloves when handling food during preparation and serving tasks.
 - Food service employees must follow the district's safety protocol for checking into the site upon arrival. In addition, food service employees will be excluded from work if experiencing vomiting and/or diarrhea.
 - Start and break times will be staggered to prevent close contact.
- **Sanitizing**
 - Food service operations have robust cleaning and sanitizing procedures already in place for food contact surfaces. These procedures are revised to address the protocol for the increased frequency of sanitizing food contact surfaces. The food service cleaning and sanitizing process includes 5 steps: scrape, wash, rinse, sanitize, and air dry. The contact time for the chemical sanitizer quaternary ammonium is 60 seconds.
- **Menu**
 - Wrapped/package items – housemade items will be placed in a container at serving time. Fruits and vegetables will be a mix of wrapped in house and purchased pre-portioned.
 - Menu will be available online and on Nutrition Services social media.

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- Distance Learning Curbside Meal Service
 - Meals will be available for pickup daily at all school locations except for McKenney Intermediate School. Check MJUSD website for current serving times.
 - Multiple meals will be provided and the menu will be available online and on Nutrition Services social media.
 - Meals will be provided to MJUSD enrolled students only and can be picked up at any MJUSD school except McKenney Intermediate.
 - Must have MJUSD issued **PUNCH CARD** in order to receive meals.
 - Students do not have to be in the car.
- In-person Learning Meal Service
 - Plexi-glass shields for serving areas will be installed.
 - Elementary breakfast will only be served when students arrive on campus.
 - Secondary breakfast will be served when students arrive on campus and at the nutrition break.
 - Elementary lunch will accommodate a staggered schedule to serve one class at a time in the cafeteria.
 - Intermediate and high schools lunch will have staggered release times to accommodate social distance requirements and reduce line wait time.
 - High schools will open a limited number of serving lines to accommodate social distance requirements.
 - Signs for social distancing will be posted in the serving areas.
 - Elementary schools will only use the biometrics finger scanner when paired with disinfectant. Meal count will be determined by using a clicker when the biometrics finger scanner cannot be used.
 - Secondary schools will not use a clicker due to multiple lines of service format. Students will need to self-identify at the point-of-sale computer by using an ID badge printed with a barcode to scan. Technology can facilitate ID cards; the Aeries student ID number will be used since that is the account number also used by Nutrition Services (the PIN is separate and will not be printed on the ID card).
- Blended and Distance Learning Meal Equity Protocols
 - In a blended instructional delivery schedule, meals for the non-attendance days will be served at dismissal.
 - Parents will need to pre-order meals via online Google Forms available on the MJUSD website for students who are enrolled in distance learning. There will be designated schools available for the parent to select which location to pick up meals.
 - Pick up locations: Edgewater Elementary, Kynoch Elementary, Lindhurst High, Foothill Intermediate, and Yuba Feather Elementary
 - Pick up day and time: Monday afternoon
 - Implement USDA waiver for parent (or designee) pick up without student in attendance.

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Transportation

The following procedures were developed from the Yuba County Health Order and the CDE Stronger Together guidelines. They require six feet social distancing between each student on the bus. Under these guidelines, the capacity is extremely limited and there will only be enough capacity to transport our legally mandated population. Therefore parents will need to plan for alternate transportation.

- **Loading/Unloading Zones and Bus Stops**
 - Students will wear face coverings at all times while accessing transportation services.
 - Students will stand in line at least six feet from each other facing traffic.
 - Students will remain six feet from each other while loading and load in an orderly fashion.
- **Bus Seating Procedures**
 - Students will have assigned seats.
 - Students will sit one to a seat, every other seat, staggered on the opposite side of the bus.
 - Seats not to be used will be identified with signs.
 - Certain buses will have bus monitors. Bus monitors are a requirement of certain student's Individualized Education Plans (IEP). The bus monitors will follow the same seating procedures as the students.
 - Students must remain seated at all times.
 - Each morning route will be designed so that students will be able to seat from back-to-front without having to pass each other.
 - Upon arriving at school, the students will unload from front-to-back.
 - In the afternoon route, the bus will load back-to-front.
 - The afternoon route will be designed so that the students will be able to unload from front-to-back.
- **Bus Drivers Responsibilities**
 - Drivers and bus monitors are required to wear the proper personal protective equipment (PPE) which are approved masks and gloves.
 - Students' temperatures must be taken before boarding the bus on the morning route.
 - The driver will be provided with a touchless thermometer.
 - As the student is boarding and in the stairwell of the bus, the driver, or the bus monitor will take the student's temperature.
 - If the student's temperature is 100.4 or greater, the student will be released back to the parent/guardian if that student's parent/guardian is at the bus stop.
 - The driver will call the student's name into dispatch to record the student did not ride that day.
 - If a student gets sick on the bus, the driver is to contact dispatch immediately. Further instructions will be provided by dispatch.
 - The driver is responsible to clean and sanitize the bus after every route both morning and afternoon as described in the following cleaning and sanitizing procedures.

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- **Bus Cleaning and Sanitizing Procedures**
 - Step 1: The driver puts on proper PPE which are approved masks and gloves.
 - Step 2: Open windows and doors of the bus prior to beginning to clean and sanitize.
 - Step 3: Spray disinfectant on all contact surfaces starting from the back of the bus and moving toward the front. Let the disinfectant sit on the surface for 3 minutes (according to manufacturer's recommendation). Move on to step 4 during the disinfection period.
 - Step 4: Sweep and mop floors as needed.
 - Step 5: After allowing the disinfectant to remain on the surface for 3 minutes, wipe the surfaces until clean. Start from the back of the bus and work toward the front.
 - Step 6: Wipe clean all heat and air condition vents.
 - Step 7: Remove all trash from the bus.

Maintaining Healthy Operations

Schools will implement several strategies to maintain healthy operations.

- Protections for children at [higher risk of severe illness](#) from COVID-19
 - Review existing Health Care Plans to identify students who may need additional accommodations. School nurses will contact families for potentially unknown concerns that may need accommodations and/or identify additional preparations for classroom and non-classroom environments as needed.
 - Any new Health Care Plans will be generated by a school nurse.
 - Groups that might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others such as direct support providers and family members
 - Individuals who have trouble understanding information or practicing preventive measures such as hand washing and physical distancing
 - Individuals who may not be able to communicate symptoms of illness
 - Students at higher risk of severe illness will be provided options that limit their exposure risk including distance learning.
 - In order to protect the privacy of people at higher risk of severe illness, information regarding underlying medical conditions will remain confidential, consistent with applicable law.
- Regulatory Awareness
 - MJUSD will remain aware of local and state regulatory agency policies related to group gatherings to determine when and if events can be held.
 - [Yuba-Sutter Health Order last updated May 4, 2020.](#)
 - [California Department of Public Health Industry Guidance for Schools August 3, 2020.](#)

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- Gatherings, Visitors, and Field Trips
 - Pursue virtual group events, gatherings, or meetings if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
 - Limit any nonessential visitors, volunteers, and activities involving external groups or organizations– especially with individuals who are not from the local geographic area (e.g., community, town, city, and county).
 - Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights.
 - Follow California Interscholastic Federation (CIF) and public health guidelines to convene sports activities in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and communities.
 - CIF released youth sports guidance on August 3, 2020.
<http://www.oesnews.com/california-public-health-officials-release-guidance-on-youth-sports-and-elementary-school-waivers/>
- Identifying Student Groups (Cohorts/Pods) and Keeping Groups Together
 - A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.
 - Through the current blended model, MJUSD is ensuring that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children and as much as possible for older children).
 - Child Development will adhere to the [teacher:child ratio](#) and group size of 1:10 for prevention, containment, and mitigation measures.
 - All groups should be stable, meaning the same children and staff should be grouped together whenever possible. Siblings should be grouped together whenever possible to reduce further risk of exposure for the family.
- Implementing Social Distancing Inside and Outside the Classroom
 - Arrival and Departure
 - Minimize contact at school between students, staff, families, and the community at the beginning and end of the school day.
 - Stagger arrival and drop off times and locations as consistently as practicable as to minimize scheduling challenges for families.
 - 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.
 - Use plexi glass or clear screens to avoid exposure.
 - One central entry point has been designated at each setting for universal entry [system screening/temperature check](#) and visual wellness check.
 - Child Development staff will stagger pick-up and drop-off times and/or have staff come outside the facility to pick up the children as they arrive.
 - The plan for curbside drop-off and pick-up limits direct contact between parents and staff members and adheres to social distancing.
 - Child Development staff will sign children in and out to minimize the transfer of germs between parents and staff.

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- Children will not bring items from home. For everyone's protection, no blankets, stuffed animals, backpacks, or toys. Parents will provide a change of clothes in a disposable labeled bag. Staff will send home any soiled clothing in the bag and parents will provide clean clothes in a labeled disposable bag the following day.
- Classroom Space
 - Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teachers or staff with each group to the greatest extent practicable.
 - Minimize the movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
 - Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as six feet between desks, partitions between desks, markings on classroom floors to promote distancing, or arranging desks in a way that minimizes face-to-face contact.
 - Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
 - Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
 - Implement procedures for turning in assignments to minimize contact.
 - Plan for social distancing during Fire and Intruder drills.
 - Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted.
 - Activities that involve singing must only take place outdoors.
 - Consider using privacy boards or clear screens to increase and enforce separation between staff and students.
- Non-Classroom Space
 - Limit nonessential visitors, volunteers, and activities involving other groups at the same time.
 - Limit communal activities where practicable. Alternatively, stagger use, properly space occupants, and disinfect in between uses.
 - Consider the use of non-classroom space for instruction, including regular use of outdoor space, weather permitting (e.g., consider part-day instruction outside).
 - Minimize congregate movement through hallways as much as practicable (e.g., establish more ways to enter and exit a campus and stagger passing times when necessary or when students cannot stay in one room).
 - Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable.
 - Avoid sharing of foods and utensils and buffet or family-style meals.
 - Consider holding recess activities in separated areas designated by class.

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- Limit the mixing of children such as holding recess activities in separate areas designated by class and stagger recess times.
- Implement strategies to model and reinforce social and physical distancing and movement.
 - Use carpet squares, mats, or other visuals for spacing.
 - Model social distancing when interacting with children, families, and staff.
 - Role play what social distancing looks like by demonstrating the recommended distance.
 - Give frequent verbal reminders to children.
 - Create and develop a scripted story around social distancing, as well as hand washing, proper etiquette for sneezes, coughs, etc.
 - Send home a tip sheet for parents and caregivers to also learn about social distancing.
- School Site Designated COVID-19 Point of Contact
 - The administrator and a designated staff person will be responsible for responding to COVID-19 concerns. All families and school staff should know who this person is and how to contact them.
 - MJUSD [Point of Contact List](#)

Physical Education and Youth Sports

Consistent with the July 20, 2020 announcement of the California Interscholastic Federation, CDPH released guidance on August 3, 2020 for all youth sports programs – including school-based, club, and recreational programs – to support a safe environment for players, coaches and trainers, families, spectators, event/program/facility managers, workers, and volunteers.

- The risk of transmitting the COVID-19 virus depends on several factors germane to sports, including:
 - Number of people in a location
 - Type of location (indoor versus outdoor)
 - Distance between people
 - Length of time at a location
 - Physical contact between people
 - Touching of shared objects
 - Use of facial coverings
 - Mixing of people from locations with different levels of community transmission
- As general guidance, smaller groups are safer than larger; outdoor locations are safer than indoor; sports that can ensure distance of six feet or more are safer than close contact; and shorter duration is safer than longer. Leagues, coaches, parents, and athletes need to consider all these factors as they plan to return to play.

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- Outdoor and indoor sporting events, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted at this time. For example, tournaments, events, or competitions, regardless of whether teams are from the same school or from different schools, counties, or states are not permitted at this time.
- Youth sports and physical education are permitted only when the following can be maintained: (1) physical distancing of at least six feet; and (2) a stable cohort, such as a class, that limits the risks of transmission (see CDC Guidance on Schools and Cohorting). Activities should take place outside to the maximum extent practicable.
- For sports that cannot be conducted with sufficient distancing or cohorting, only physical conditioning and training is permitted and ONLY where physical distancing can be maintained. Conditioning and training should focus on individual skill building (e.g., running drills and body weight resistance training) and should take place outside, where practicable. Indoor physical conditioning and training is allowed only in counties where gyms and fitness centers are allowed to operate indoors.
- Avoid equipment sharing, and if unavoidable, clean and disinfect shared equipment between use by different people to reduce the risk of COVID-19 spread.
- Consistent with guidance for gyms and fitness facilities, cloth face coverings must be worn during indoor physical conditioning and training or physical education classes (except when showering). Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings. Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering. Players should take a break from exercise if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet and sticks to the player's face and obstructs breathing. Masks that restrict airflow under heavy exertion (such as N-95 masks) are not advised for exercise.
- Youth sports programs and schools should provide information to parents or guardians regarding this and related guidance, along with the safety measures that will be in place in these settings with which parents or guardians must comply.
- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted.
 - See [California Public Health Officials Release Guidance on Youth Sports](#).

Recognize Signs and Symptoms

- Students—Entering Campuses
 - Parents are expected to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit and observe for symptoms) and keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
 - MJUSD staff will engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers to ensure temperature is below 100.4 degrees Fahrenheit.

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- All students must wash or sanitize hands as they enter campuses and buses.
- Provide supervised, sufficient points of access to avoid larger gatherings.
- Use plexiglass or clear screens when practicable.
- If a student is symptomatic while entering campus or during the school day:
 - Students who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through which others do not enter or pass.
 - If more than one student is in an isolation area, ensure physical distancing.
 - Students or staff exhibiting symptoms will be required to immediately wear a facial covering and wait in an isolation area until they can be transported home or to a healthcare facility.
 - Students will remain in an isolation area with continued supervision and care until picked up by an authorized adult.
 - Follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related.
- Advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation.
- Symptoms Consistent with COVID-19
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Staff—Entering Campuses
 - Perform a daily self-check before coming to work.
 - Do not come to work if you are feeling sick or if you have a temperature at or above 100.4 degrees.
 - Affirm that you have been without fever for 24 hours without the use of fever reducing medication.
 - Affirm that you have not had symptoms of respiratory illness such as cough, shortness of breath, or runny nose within the past 24 hours.
 - If you do not pass the self-check, STAY HOME - DO NOT COME TO WORK.

Check In/Out Process

All staff must use the main entrance closest to their workstation and complete the check in/out process the first time entering each day and the last time leaving each day. Leaving for a break or during lunch does not require check in/out each time.

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- Check In/Out Protocols
 - Use QR Code/[MJUSD Contact Tracing Check-in/Out Form](#) to check in when you arrive and check out when you exit.
 - Wash hands and or use hand sanitizer upon arrival and throughout the day.
 - Wipe down/disinfect your work space frequently.
 - Daily [system screening/temperature check](#) and visual wellness check will be conducted for all students at time of arrival. A designated Child Development staff member will be just outside the classroom to take the child's temperature using a no-touch thermometer and will conduct a visual wellness check and ask health questions when concerned. Child Development staff will wear a face shield and gloves as well as adhere to social distancing (maintaining a distance of 6 feet from parents/guardians) during the system screening/temperature check and visual wellness check.

Use of Facilities

- In accordance with the CDE's Stronger Together Guidance for Reopening Schools, MJUSD facilities must have limited access from all non-essential visitors, therefore; Use of Facility Permits are currently suspended.

Support Coping and Resilience

- Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
- Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
- Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
- Resources for teachers to guide conversations about COVID-19 with students.
 - Yuba.Org resource - [Coping with Stress During Infectious Disease Outbreaks](#)
 - Consider posting signages for the national distress hotline: 1-800-985-5990 or text TalkWithUsto 66746
- Programs/resources for staff available through MJUSD health insurance plans.
 - CVT PPO and EPO members can access telehealth through MDLIVE by calling (888) 632-2738, register at www.mdlive.com/cvt, or through the MDLIVE App. CVT Kaiser Permanente members cannot access MDLIVE, but can access after-hours medical advice by calling (888) 576-6225.
 - CVT members can enhance their well-being with CredibleMind, <https://cvt.crediblemind.com>.
 - Employee Assistance Program (EAP) offers confidential support for work and life through Achieve Solutions, <http://achievesolutions.net/cvt>, (877)397-1032.
 - AccordantCare Program provides personal support from nurses who specialize in complex health conditions - anytime day or night by calling 800-948-2497.

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- ConsumerMedical is a trusted partner in finding evidence-based mental health resources. CVT members call 888-361-3944 or www.myconsumermedical.com and enter company code CVT.

Instructional Programs

Principles of 2020–2021 Instructional Program Models

For the 2020–2021 school year, the Marysville Joint Unified School District will provide in-person instruction to the extent possible while keeping our students and staff safe in accordance with federal, state, and local guidelines. We strive to provide parents and students a range of instructional program options that will equitably meet the needs of all families during this unprecedented emergency.

The instructional programs presented below are based on the following guiding principles:

- MJUSD will provide in-person instruction to the extent possible while keeping students and staff safe.
- Students learn best with daily direct teacher contact.
- MJUSD planning is built around the desire to bring students back to campus five days a week as soon possible while respecting current health and safety guidelines and the needs of our families.
- Relationships are a critical component of education. Our students need to be connected to their schools and their teachers no matter which educational phase we are in throughout the year.
- Distance learning will be part of all solutions for the 2020–2021 school year, and our plan must have the flexibility to transition between instructional models without continual restructuring.
- Regardless of the phase of instruction we are in, parents will, to the extent allowed by law, have the opportunity to select distance learning for their child.

Three Phases of Instruction

During the 2020–2021 school year, we anticipate the need for three phases of instruction. The phases are designed to work in conjunction with each other in a seamless fashion.

- **Full-Time Distance Learning**– no time on campus, online or paper-based learning. As allowable, teachers may call students in for specialized instruction.
- **Blended Learning**– students attend in-person classes at school two days/week and participate in three days of distance learning. The student population at each site, K–12, will be divided into two cohorts (A & B) in order to allow for social distancing through smaller class sizes and have daily interaction with their teachers.
- **Full time in-person**– four full days at school with possible adjustments based on continuing health and safety guidelines. Monday will remain distance learning for the 2020–2021 school year.

Transitioning Between Phases

MJUSD strives to return to traditional schooling as soon as safe to do so. Below is a list of possible changes that would trigger moving between phases.

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- **Phase 1 (Distance Learning)** is triggered when cases in the Yuba–Sutter area increase or the district receives a directive from CDE, Governor’s Office, or local public health agency. (See Considerations for Partial or Total Closures under Preparing for When Someone Gets Sick.)
- **Phase 2 (Blended Learning)** is triggered when County Health officials deem it safe for students to return to school and Yuba–Sutter counties are off the State watch list for 14 days with an additional 10 days of stability.
- **Phase 3: (Traditional)** allows students to return to school full time as social distancing requirements are lifted.

Parents Opt Out of Phase Program (2020–2021)

We understand that family risk and comfort factors vary. Parents are able to opt for a decreased risk program throughout 2020–2021.

- Parents may opt for full-time distance learning when the district is in phase 2 or phase 3.
- Parents who opt to switch their child to full-time distance learning may initially indicate so during AERIES re-enrollment. To switch to an out of phase mode of instruction during the year, parents should submit their request for distance learning to the school of residence. Any further questions can be addressed to Jolie Critchfield, Director of Attendance and Discipline, jcritchfield@mjusd.com.
- Once the school year has started, changes will only be made at quarter/semester (secondary) or trimester (elementary) unless exigent circumstances exist.
- Requests for changes into blended learning may be limited based on space. Distance learning requests will be honored at this time. Distance learning is subject to the same work and attendance accountability standards.
- The Director of Attendance and Discipline will be notified by site administrators as soon as possible regarding requests. The Director and site administrator will collaboratively come to a decision regarding granting requests to move into the blended program. If the request is approved, parents/students/teachers will be notified at least one week before the transition is to occur.
- When in blended learning (phase 2), considerations will be made, when possible, to schedule siblings in the same cohort districtwide to assist families in planning.

Accountability

Regardless of the learning modality, students will be held accountable academically and with attendance. MJUSD will make all efforts to assure students remain engaged, connected, and advancing academically.

Attendance

- Attendance will be taken daily, either in person or virtually/electronically.
- Accountability for attendance will occur through a combination of factors: live teacher check ins, time value of assignments monitored through online platforms, phone or virtual conversations between teacher and student.

Academic

- Academic accountability will occur as it did pre-pandemic through teacher maintained assignments, assessments, discussions, participation, effort, etc.

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- Parents and students can track their students' progress through the online portal at <https://sis.mjUSD.com/Portal/LoginParent.aspx>, as well as through the teacher's Google Classroom.
- Academic Honesty & Integrity Policy

Assessments

- MJUSD will use a variety of assessments to monitor all students in all of the instructional phases.
- Initial screening and diagnostic assessments for grades K–8 and struggling students in high school will be assessed at least three times a year in Reading and Mathematics (Renaissance Learning – STAR 360).
- Formative assessments and progress monitoring will take place and provide actionable information about students' learning relative to the specific goal of the lesson.
- MJUSD is providing access to programs like Go Guardian to assist in monitoring assessments.
- Unless CDE directs otherwise, all state assessments will be administered this school year. MJUSD will work on administering the assessments while following all applicable health and safety guidelines.

Curriculum and Chromebooks

MJUSD has a 1:1 ratio for Chromebooks for students. However, internet connectivity or access may be a challenge in some locations particularly the foothill communities. Currently, we have 750 active hotspots for distribution to cover our anticipated need. We will continue to work with our internet and data providers to find ways to bridge those gaps that may still exist. As we move forward, students will be offered both digital and print options in locations where internet is not available.

For the core subjects (English Language Arts, Mathematics, 3–Course Model Science, and History Social Science), MJUSD has online access, as well as print materials, for all students. These programs will be available on an easy platform (Clever) for students to navigate. Our technology team will be available to help support the needs of families with Chromebooks and accessibility to the programs. MJUSD uses Clever, a single sign on, to negate the need for multiple passwords for students.

Each classroom will have a Google page and site where all assignments and lessons will reside. This will serve as a launch point to the online curriculum programs as well. Parents will be able to engage, monitor, and support their student(s). With Google Sites and Aeries Communication, parents and teachers can have regular communication no matter what phase of instruction we are in. This platform will be used to promote a seamless transition between instructional models in the event it becomes necessary.

Special Programs

MJUSD will ensure students with disabilities, and other special populations, are fully integrated into every aspect of preparation and participation in the MJUSD 2020–2021 Pandemic Plan. The needs of all students will be addressed and decisions made by the Individual Education Plan (IEP) and 504 teams will benefit all students, staff, and families.

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Specifically, regarding planning for students who are medically fragile and/or immune compromised, MJUSD will build in flexibility to keep students connected and included in the class and school community regardless of the amount of physical time they are able to attend school. MJUSD will ensure the ability to quickly pivot to virtual class attendance in order to retain regular connections to teachers and parents in the event a student is unable to physically attend school.

In order to ensure a Free and Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, MJUSD will work with each family and student to determine how to meet each student's individual educational needs within the context of any instructional model required by the COVID-19 emergency. MJUSD will use the IEP process to plan for the traditional school year and will include an emergency circumstances plan to address the potential for immediate or future school site closures.

English Learners

MJUSD continues its goal that English Learners (EL) acquire fluent English proficiency as rapidly and effectively as possible. Our EL students will need to be monitored closely to ensure they are making growth and achieving the same grade-level academic standards expected of all students. With that in mind, the following resources are available to all ELs during all instructional models:

- K-6 students will have access digitally to the EL designated resources in Wonders to support English Language Development (ELD) time.
- Students in grades 7-12 will access iLit digitally for designated ELD time.

MJUSD also has a district-level ELD Teacher on Special Assignment who will also be available to support teachers in monitoring the progress of our EL students during all phases of instructional models. This will include activities such as the following:

- Reviewing English Language Proficiency Assessment for California (ELPAC) data.
- Reviewing grades and progress towards standards.
- Provide professional development to teachers in supporting the needs of EL students.

MJUSD will strive to continue to ensure meaningful communication with parents of ELs in a language they understand and to adequately notify parents about any program, service, or activity that is shared with all parents.

Initial and Summative ELPAC will be administered to each student requiring an assessment. Initial ELPAC is administered throughout the school year and Summative ELPAC is administered between February 1 - May 3. Arrangements will be made for in-person testing when it is required.

Instructional Models

Distance Learning

Distance learning will be very different from what we experienced in the spring. Teacher availability and accountability of students will be similar to pre-pandemic times. Parents can expect their student to:

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- Be engaged in schoolwork for at least 4-8 hours a day, dependent on grade level.
- Have access to their teacher and relevant school staff daily from 8-3 pm. Secondary students' class times will follow the standard master schedule provided by your student's school.
- Have a Chromebook provided and resources to support them in working with their student.
- Please contact bwilliams@mjusd.com with internet connectivity gaps issues.

Academic Minutes

Minimum academic minutes are the same as when we are physically in school.

- Grade K – 180 academic minutes daily
- Grades 1-3 – 230 academic minutes daily
- Grades 4-12 – 240 academic minutes daily
- Students will not be online with their teacher for all of these minutes. Students will have daily live interactions with their teacher via virtual meets (Google, Zoom) as well as possible additional remediation time online with the teacher and recorded lessons. The schedule of online meetings will be sent to you by your student's school. The remainder of the minutes will be measured for accountability through online programs and the instructional value of assignments provided. Students should expect all of their courses to be offered through distance learning including electives and PE.
- Secondary students with multiple subjects will have an established class schedule of times where they will be in class, as in a standard day for all subjects.
- Students will need to maintain a standard wake/sleep schedule. Below is a recommended schedule for students while at home.

Sample Schedule for Elementary Families at Home

Times	Monday through Friday
7:30-8:00	Breakfast and Social Emotional Learning Check In with student
8:00-8:15	Parents assure student is connected and logged in
8:15-10:30	Academic Time
10:30- 11:30	PE/Recess - student to be physically active (activities provided)
11:30-12:30	Academic Time (online)
12:30-1:15	Lunch
1:15 – 3:00	Individual Academic Time
After 3:00 pm	Outdoor Activity

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Parent Technology

- Parent resources will be provided on the MJUSD website to support access to online programs. The resources will include recorded videos and how-to manuals. Support from school staff as well as technology staff will be available.
- Parents will meet with their student's teacher or school staff for an explanation and walk through on how to access required materials and programs. All programs have been moved to one Clever login system to simplify parent's ability to assist students. Parents should expect to use:
 - AERIES – to monitor grades and attendance
 - Google Sites/Classroom – to monitor student assignments
 - Clever – access to online curriculums and resources

Student Technology

- Chromebook checkout will begin in conjunction with the start of school. More information about Chromebook distribution for students that have not yet checked out a Chromebook will come from your student's school.
- Students will be provided with an ID used to login. Printed instructions for how to login to each system will also be available.

Family Appointments

Appointments with teachers should be conducted virtually, if this is not possible, the number of attendees will be limited.

Certificated Staff

Two full days (12 hours) of professional development will be available from August 1st -7th to compliment the two professional development days provided in June. Training offerings will consist of: Clever, Go Guardian, distance teaching pedagogy, recording lessons, live broadcasting, report card, and curriculum training. The remaining 12 professional development hours will be frontloaded with weekly after hours training available in areas requested by staff. Some areas will include: working with Special Education students, EL, and at-risk populations through distance learning. Sign-ups will occur via Google Sheet.

Seamless Transition

The bell schedules for student learning are the same under distance and blended learning models. This is done to facilitate family planning and building quality student study routines while minimizing disruption between instructional models.

Blended Learning Model

Elementary Blended

- Each Monday shall be for collaboration, prep for the upcoming week, distance learning check in with students, office hours, IEPs, and any other business that improves instruction at the school.
- Breakfast will be served when students arrive on campus in a grab-and-go style, students will then proceed to teacher designated locations where teachers can then begin social emotional learning (SEL) check in.
- Lunch will be served to take home at the end of the academic day.

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- Appointments with teachers (i.e., during office hours) should be conducted virtually-if not possible, a limited number of attendees will be allowed.
- Enrichment activities/ extracurricular activities will be available-any meetings/gatherings should be held virtually if feasible or must be conducted in small groups with social distancing.

Sample Elementary Distance Learning Schedule

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-12:30	Distance Learning (K finish at 11:30)	Distance Learning	Distance Learning	Distance Learning	Distance Learning
12:30 -1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-3:00	Teacher Preparation/Collaboration (1-3M)	Distance Learning	Distance Learning	Distance Learning	Distance Learning
2:00-3:00	Teacher Preparation				

Elementary Blended Bell Schedule

Students will attend in-person school two days a week with a possible one day conversion time between distance and blended or hybrid learning to build on-site health protocols. Students would attend school in one of two cohorts (Cohort A & B). Cohort A will attend school on Tuesday and Wednesday and Cohort B Thursday and Friday. Below is an example, exact times will be determined in rough congruence at the sites based on specific need.

Elementary TK-K

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	30 min SEL check in, Roll Intervention/ Support/ Office hours 90 min PLC collaboration	SEL check in, Roll	SEL check in, Roll	SEL check in, Roll	SEL check in, Roll
8:30 -10:00 am		Academic instructional time	Academic instructional time	Academic instructional time	Academic instructional time
Break 10:00 - 10:10		Break	Break	Break	Break
10:10 - 11:45		Academic instructional time	Academic instructional time	Academic instructional time	Academic instructional time
11:45 - 12:15		Lunch	Lunch	Lunch	Lunch
12:15-2:00		Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment
2:00-3:00	Teacher Preparation				

* Academic minutes from check in and assigned work to meet or exceed minimum instructional minutes Monday - Friday.

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Elementary Grades 1-3

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	30 min SEL check in, Roll	SEL check in, Roll	SEL check in, Roll	SEL check in, Roll	SEL check in, Roll
8:30-10:10 am		Academic instructional time	Academic instructional time	Academic instructional time	Academic instructional time
Break 10:10 – 10:20		Break	Break	Break	Break
10:20 –12:20	Intervention/ Support/ Office hours	Academic instructional time	Academic instructional time	Academic instructional time	Academic instructional time
12:20-12:50	90 min	Lunch	Lunch	Lunch	Lunch
12:50-2:00	PLC collaboration	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment
2:00-3:00	Teacher Preparation				

* Academic minutes from check in and assigned work to meet or exceed minimum instructional minutes Monday – Friday.

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Elementary Grades 4-6

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	30 min SEL check in, Roll	SEL check in, Roll	SEL check in, Roll	SEL check in, Roll	SEL check in, Roll
8:30-10:20 am		Academic instructional time	Academic instructional time	Academic instructional time	Academic instructional time
Break 10:20 - 10:30		Break	Break	Break	Break
10:30 -12:30		Academic instructional time	Academic instructional time	Academic instructional time	Academic instructional time
12:30-1:00	90 min	Lunch	Lunch	Lunch	Lunch
1:00-2:00	PLC collaboration	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment
2:00-3:00	Teacher Preparation				

* Academic minutes from check in and assigned work to meet or exceed minimum instructional minutes Monday - Friday.

Elementary Full-Time In-Person

- Students return to full-time in-person instruction four days a week for 2020-2021.
- Monday would remain Distance Learning for 2020-2021.
- Health and safety guidelines will still be maintained as appropriate (i.e., cleaning/disinfecting, frequent handwashing, etc.)
- Bell schedules would revert to standard bell schedules Tuesday -Thursday

Secondary Distance Learning

Secondary distance learning will be similar to the elementary, but with a coordinated master schedule of times for each of the individual six-eight classes students take. Several other differences are:

- Career Technical Education (CTE) hands-on performance courses may schedule appointments with individual or small groups of students (during scheduled class period, during office hours, or on Mondays).
- Sports/Athletics-the district and school sites will follow current CIF guidelines and local health officer guidance.
- College and career advising/services/information/guidance/assistance will be available and provided.

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Secondary Blended

- Will consist of two cohorts, Cohort A and Cohort B.
- Cohort A shall be in class Tuesday and Wednesday; Cohort B shall be in class Thursday and Friday.
- Two cohorts allow for consistency district-wide; this will help families stay together in the same cohort and will aid in continuity of learning & instruction.
- Breakfast will be served as students arrive and during break in a Grab-and Go style.
- Lunch will be served when students are released in a “Grab and Go” style.

Middle School Distance Learning Schedule

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
	Cohort A & B	Cohort A	Cohort A	Cohort B	Cohort B
8:00 - 8:59	Distance Learning	Period 1	Period 5	Period 1	Period 5
9:07 – 10:06	85 Min	Period 2	Period 6	Period 2	Period 6
Break 10:06 – 10:16	PLC time				
10:24 – 11:23	40 Min	Period 3	Period 7	Period 3	Period 7
11:31 – 12:30	Teacher	Period 4	Period 8	Period 4	Period 8
Lunch 12:30 – 1:00	Prep time				
1:00 – 3:00		Distance Learning	Distance Learning	Distance Learning	Distance Learning
1:00-1:15	Brief	DL 5	DL 1	DL 5	DL 1
1:15 - 1:30	Live	DL 6	DL 2	DL 6	DL 2
1:30 - 1:45	Check in	DL 7	DL 3	DL 7	DL 3
1:45 – 2:00	Period 1-8	DL 8	DL 4	DL 8	DL 4
2:00 – 3:00	Teacher Preparation				

* Academic minutes from check in and assigned work to meet or exceed minimum instructional minutes Monday – Friday.

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Middle School

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
	30 min	Cohort A	Cohort A	Cohort B	Cohort B
8:00 - 8:59	SEL check in, Roll	Period 1	Period 5	Period 1	Period 5
9:07 - 10:06	Intervention/ Support/ Office hours	Period 2	Period 6	Period 2	Period 6
Break 10:06 - 10:16					
10:24 - 11:23		Period 3	Period 7	Period 3	Period 7
11:31 - 12:30		Period 4	Period 8	Period 4	Period 8
Lunch 12:30 - 1:00		Lunch	Lunch	Lunch	Lunch
1:00 - 2:00	90 min PLC collaboration	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment
2:00 - 3:00	Teacher Preparation				

* Academic minutes from check in and assigned work to meet or exceed minimum instructional minutes Monday - Friday.

Below is a base structure for priority in reaching out to students that shall be used in lieu of the school site developing its own internal structure to assure access to students without a student being requested to be with two teachers at the same time.

	Tuesday	Wednesday	Thursday	Friday
1:00-1:15	Period 5	Period 1	Period 5	Period 1
1:15 - 1:30	Period 6	Period 2	Period 6	Period 2
1:30 - 1:45	Period 7	Period 3	Period 7	Period 3
1:45 - 2:00	Period 8	Period 4	Period 8	Period 4

* Academic minutes from check in and assigned work to meet or exceed minimum instructional minutes Monday - Friday.

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High School

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
	30 min	Cohort A	Cohort A	Cohort B	Cohort B
8:00-9:18	SEL check in, Roll	Period 1	Period 4	Period 1	Period 4
9:26-10:44	Intervention/ Support/ Office hours	Period 2	Period 5	Period 2	Period 5
10:44 – 10:54		Break	Break	Break	Break
11:02 -12:20		Period 3	Period 6	Period 3	Period 6
12:20 – 12:55		Lunch	Lunch	Lunch	Lunch
1:00 – 2:00 pm	90 min PLC collaboration	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment	Academic Intervention/ Support / Enrichment
2:00 – 3:00	Teacher Preparation				

* Academic minutes from check in and assigned work to meet or exceed minimum instructional minutes Monday – Friday.

Below is a base structure for priority in reaching out to students that shall be used in lieu of the school site developing its own internal structure to assure access to students without a student being requested to be with two teachers at the same time.

1:00-1:20		Period 4th	Period 1st	Period 4th	Period 1st
1:20 – 1:40		Period 5th	Period 2nd	Period 5th	Period 2nd
1:40 – 2:00		Period 6th	Period 3rd	Period 6th	Period 3rd

* Academic minutes from check in and assigned work to meet or exceed minimum instructional minutes Monday – Friday.

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Preparing for When Someone Gets Sick

Schools will implement several strategies to prepare for when someone gets sick.

- Advise families of sick students and staff of the home isolation criteria.
 - Sick students and staff members should not return until they have met CDC's [criteria to discontinue home isolation](#).
- You can be with others after
 - 3 days with no fever and
 - [Symptoms](#) improved and
 - 10 days have passed since symptoms first appeared
- Isolate those who are sick
 - Make sure families and staff know that children and staff should not come to school and they should notify school officials (e.g., the designated COVID-19 point of contact) if they become sick with COVID-19 symptoms, test positive for COVID-19, or have been [exposed](#), (less than 6 feet for more than 15 minutes) to someone with COVID-19 symptoms or a confirmed or suspected case.
 - Immediately separate staff and [children](#) with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick.
 - School staff should identify an isolation room or area to separate anyone who has COVID-19 symptoms.
 - If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.
- Clean and Disinfect
 - Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#).
 - Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.
- [Yuba and Sutter County List of the local testing sites for COVID-19](#).
 - See Attachment 1

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When Someone Has COVID–19

	Student or Staff with:	Action	Communication
1	COVID–19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom screening per CA School Sector Specific Guidelines	Send home Recommend testing (If positive, see #3. If negative, see #4) School/classroom remain open	No Action needed
2	Close contact (less than 6 feet for more than 15 minutes) with a confirmed COVID– 19 case	Send home Quarantine for 14 days from last exposure Recommend testing (but will not shorten 14–day quarantine) School/classroom remain open	Consider school community notification of a known contact
3	Confirmed COVID–19 case infection	Notify the local public health department Isolate case and exclude from school for 10 days from symptom onset or test date Identify contacts (less than 6 feet for more than 15 minutes), quarantine and exclude exposed contacts (likely entire cohort for 14 days after the last date the case was present at school while infectious) Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14– day quarantine) Disinfection and cleaning of classroom and primary spaces where case spent significant time School remains open	School community notification of a known case
4	Tests negative after symptoms	May return to school 3 days after symptoms resolve School/classroom remain open	Consider school community notification if prior awareness of testing

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Considerations for Partial or Total Closures

- Schools should revert to distance learning when multiple cohorts have cases or 5 percent of students and staff test positive within a 14-day period.
- The District should revert to distance learning when 25 percent or more of its schools have been physically closed due to COVID-19 within 14-days.
- Closure decisions should be made in consultation with the Bi-County Health Officer but the final decision to close a school or district will be the decision of the district.
- After 14 days of closure, districts may return to in-person instruction with the approval of the Bi-County Health Officer.

Toolkit for MJUSD Administrators

- Resources
 - California Department of Education Stronger Together reopening schools guide-<https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>
 - [Signs and Resources to promote health during COVID-19](#)
 - [Sample Cleaning Schedules and EPE process-Marin County Office of Education](#)
 - Resource for determining supplies needed at the site - [Essential Protective Equipment Calculator](#)
 - Hygiene supplies will be available through the MJUSD Warehouse Stores requisition process. Step-by-step instructions can be found [here](#).
 - [CDC FAQ's for teachers, parents, and administrators](#).
- Communication Systems
 - Consistent with applicable law and privacy policies, create a system for staff and families to self report to the school if they or their student have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations](#).
 - See When Someone Has COVID-19 flowchart in the Preparing for When Someone Gets Sick section above and other applicable federal and state laws and regulations relating to privacy and confidentiality such as the Family Educational Rights and Privacy Act (FERPA).
 - Create a system to notify staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).
- Back-Up Staffing Plan
 - Monitor absenteeism of students and employees, cross-train staff and create a roster of trained back-up staff.
- Staff Training
 - All MJUSD professional development training and staff meetings or gatherings will be conducted virtually or [social distancing](#) of at least 6 feet between people will be maintained. Limit group size to the extent possible.

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- Each staff member is required to complete the COVID-19 safety training available through Keenan SafeSchool Training. The two courses required are Coronavirus: Cleaning and Disinfection Your Workplace and Coronavirus: Reopening Your Organization.
 - <https://mjuds-keenansafeschools.com/login>
- Adequate Supplies
 - Support [healthy hygiene](#) behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, and facial coverings (as feasible).
- Signs and Messages
 - Post COVID-19 informational posters in highly visible locations (e.g., school entrances, restrooms)
 - [CDC Signs](#)
 - [Protect Yourself and Others](#)
 - [Stop the Spread of Germs](#)
 - [Proper Handwashing](#)
 - [Face Covering Tips](#)
 - Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems.
 - Include messages (e.g., [videos](#)) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (e.g., school websites, in emails, and on school [social media accounts](#)).
 - Find free CDC print and digital resources on CDC's [communications resources](#) main page.

Toolkit for MJUSD Teachers

Children may worry about themselves, their family, and friends getting ill with COVID-19. Parents, family members, school staff, and other trusted adults can play an important role in helping children make sense of what they hear in a way that is honest, accurate, and minimizes anxiety or fear.

- Tips for talking to children
 - Remain calm. Remember that children will react to both what you say and how you say it. They will pick up cues from the conversations you have with them and with others.
 - [Reassure children](#) that they are safe. Let them know it is okay if they feel upset. Share with them how you deal with your own stress so that they can learn how to cope with you.
 - Make yourself available to listen and to talk. Let children know they can come to you when they have questions.
 - Avoid language that might blame others and [lead to stigma](#).

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- Pay attention to what children see or hear on television, radio, or online. Consider reducing the amount of screen time focused on COVID-19. Too much information on one topic can lead to anxiety.
- [Provide information that is truthful and appropriate](#) for the age and developmental level of the child. Talk to children about how some stories on COVID-19 on the Internet and social media may be based on rumors and inaccurate information. Children may misinterpret what they hear and can be frightened about something they do not understand.
- [Teach children everyday actions](#) to reduce the spread of germs. Remind children to wash their hands frequently and stay away from people who are coughing or sneezing or sick. Also, remind them to cough or sneeze into a tissue or their elbow, then throw the tissue into the trash.
- If school is open, discuss any new actions that may be taken at school to help [protect children and school staff](#).
- Facts about COVID-19 to discuss with children
 - Try to keep information simple and remind them that health is working hard to keep everyone safe and healthy.
- What is COVID-19?
 - COVID-19 is the short name for “coronavirus disease 2019.” It is a new virus. Scientists and doctors are still learning about it.
 - Recently, this virus has made a lot of people sick. Scientists and doctors are trying to learn more so they can help people who get sick.
 - Doctors and health experts are working hard to help people stay healthy.
- What can I do so that I don’t get COVID-19?
 - [You can practice healthy habits](#) at home, school, and play to help protect against the spread of COVID-19.
- What happens if you get sick with COVID-19?
 - COVID-19 can look different to different people. For many people, being sick with COVID-19 would be a little bit like having the flu. People can get a fever, cough, or have a hard time taking deep breaths. Most people who have gotten COVID-19 have not gotten very sick. Only a small group of people who get it have had more serious problems.
 - If you do get sick, it doesn’t mean you have COVID-19. People can get sick from all kinds of germs. What’s important to remember is that if you do get sick, the adults at home will help get you any help that you need.
- [CDC FAQ’s for teachers, parents, and administrators](#)

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Attachment 1– Local Test Sites

Information about Screening/Testing Sites in Yuba Sutter

The OptumServe no-cost testing site for COVID-19 testing is now open
Online registration can be done at <https://LHI.care/covidtesting>

- Phone registration (only for those without Internet access): (888) 634-1123
 - Testing will be by appointment only.
 - If the person being tested has insurance, the insurance company will be billed. For uninsured individuals, the testing costs will be covered by the state.
 - Test result turnaround time is typically 48–72 hours (2–3 days).
 - Those tested will be given a card they can use to check for results later. Those who test positive for COVID-19 will be contacted by a nurse.
 - There are two OptumServe testing sites:
 - Sutter County Veterans Hall, 1425 Veterans Memorial Circle in Yuba City.
 - Wheatland Community Center, 101 C Street, Wheatland.

Other COVID-19 screening and testing locations*

- Peach Tree, if you're in Yuba County - Ampla, if you're in Sutter County

**We know that by posting these locations many may feel compelled to show up for testing even without a recommendation from a doctor. Please do not do this as it is not safe for staff. Contact Peach Tree Health or Ampla Health after discussion with your doctor.*

Peach Tree Health

Corner of 5th and H streets at Marysville Immediate Care.

Screening and testing Monday – Friday, 8 a.m. – 5 p.m./Saturday and Sunday, 8 a.m.–3 p.m.

*Please call 749-3242 ahead of time so nurses can expect you.

Ampla Health Lindhurst Medical & Xpress Care

4941 Olivehurst Avenue, Olivehurst, CA

(530) 743-4611

Medical Hours

Mon–Fri 8am–6pm

Xpress Care Hours

Mon–Sat 9 am–7 pm

Sun & Holidays 9am–4pm

Closed for Lunch 12pm–12:30pm

Ampla Health Richland Medical

334 Samuel Street. Yuba City, CA

(530) 674-9200

Mon & Thurs 8am–7pm

Tues, Wed & Fri 8am–5pm

Closed for Lunch 1pm–2pm

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Ampla Health Yuba City Medical & Xpress Care

1000 Sutter Street, Yuba City, CA

(530) 673-9420

Medical Hours

Mon-Fri 7am-5pm

Xpress Care Hours

Mon-Sat 9 am-7pm

Sun & Holidays

9am-4pm

Closed for lunch 12pm-1pm

Ampla Health Yuba City Pediatrics

932 Market Street, Yuba City, CA

(530) 671-8820

Mon-Fri 7:30am-5:30pm

(530) 671-8820

Mon-Fri 7:30am-5:30pm

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Attachment 2– Yuba & Sutter Schools & Community Sports Programs



To: Yuba and Sutter Schools & Sports Programs
Date: May 11th, 2020
From: Yuba Sutter Bi-County Public Health Officer, Dr. Phuong Luu

Dear Coaches,

As we continue to navigate this COVID-19 public health pandemic, we must also consider the totality of health in our community. While the risk of viral transmission is very much present in our community, other factors such as physical, mental and behavioral health additionally impact the wellbeing of our students and athletes. Therefore, as sports programs begin to reopen no-contact conditioning practices, the following guidance should be followed:

- Both athletes and coaches will be screened upon arrival to each conditioning practice to ensure they are asymptomatic prior to being allowed to participate.
- Adequate access to hand sanitizers and thorough cleaning of any commonly used surfaces is required.
- Groups shall be 10 or less, including coaching staff.
- Once a group of 10 or less is established, there will be no exchanging of players from one group to another creating a consistent pod structure.
- During the conditioning period the players and coaches shall maintain physical distancing of 6 feet or greater at all times.
- Groups shall be either time staggered or separated significantly on the fields to prevent co-mingling of pods.
- Gear should not be shared between pods and adequately disinfected after each conditioning practice.
- Staff will have plans in place to make sure athletes are not allowed to gather prior to and after the conditioning practice.

Thank you for your cooperation and collaboration during these extraordinary time. May you have a safe and healthy sports season.

Phuong Luu, MD, MHS, FACP
Bi-County Health Officer
Yuba County and Sutter County