

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The Mattole Unified School District is located in Humboldt County California, in the northern coastal mountains and valleys of the Mattole River Watershed. The District is a small enrollment, rural school district the area of which includes the unincorporated communities of Petrolia and Honeydew, located near one of the largest wilderness areas and longest undeveloped coastlines in the United States. The District provides education for students in grades TK through Twelve. It currently operates three traditional school sites - two elementary schools (Mattole Elementary School and Honeydew Elementary School) serving grades TK-8 and one high school (Mattole Triple Junction High School) serving grades 9-12.

On March 16, 2020, the the Mattole Unified School District closed all of its schools to on-site learning due to the COVID-19 pandemic. All schools in the district remained closed to in-person instruction for the remainder of the 2019-2020 school year.

California Senate Bill 98 (education trailer bill) removes the requirement for the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and establishes the Learning Continuity and Attendance Plan. This plan seeks to address funding stability for schools while providing information at the LEA level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. It is intended to balance the needs of all stakeholders, including educators, parents, students, and community members, while streamlining meaningful stakeholder engagement.

The Learning Continuity and Attendance Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it combines (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year.

The Learning Continuity and Attendance Plan adoption deadline of September 30, 2020 is intended to ensure that the district plan is completed in the beginning of the 2020–21 school year. Additionally, the continuing timeline is intended to allow for communication of decisions that will guide how instruction will occur and possibly change throughout the 2020–21 school year.

The impacts of the COVID-19 pandemic have informed the development of our Learning Continuity and Attendance Plan. Mattole Unified School District's plan is adaptable, enabling personnel to respond to changing conditions and guidelines without compromising a quality education for our students. Because the pandemic has impacted families differently, our plan also allows for family choice whenever possible and includes support services available to all students and families. In spite of the difficult circumstances caused by the pandemic, the Mattole Unified School District remains committed to serving our students by providing a high quality, equitable instructional program and by continuing our very best efforts to meet the needs of all students.

As a district, we will continue to work with the Humboldt County Department of Public Health, the Humboldt County Office of Education, and our Board of Supervisors to provide support to our community and our students, based on our local conditions and by using the following guidance criteria:

- 1) We will ensure the safety of all students and staff following state and local safety measures;
- 2) We will maximize student engagement and student academic growth;
- 3) We will provide support for the social-emotional needs of all students;
- 4) We will provide supports for staff and parents
- 5) We will assure operational and financial viability in these unprecedented times.

Stakeholder Engagement

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

Throughout the 2019-20 school year the Mattole Unified School District engaged stakeholders in a variety of manners. As our district responded to the COVID-19 pandemic this engagement continued. Although circumstances surrounding the pandemic have impacted school operations, and programs and services have been adapted to fit within the context of our current operating conditions, the stakeholder input gathered during pre-COVID conditions remains relevant and has been an important component in the development of our district's Learning Continuity and Attendance Plan.

Feedback gathered before the onset of COVID-19 was considered in conjunction with input collected after the Coronavirus outbreak to develop a comprehensive plan relevant to current conditions, while still providing continuity for our students and community. Efforts to solicit stakeholder feedback include a variety of surveys, student and parent interviews, outreach efforts with specific emphasis on families with

students with special needs, who speak languages other than English and/or who are not engaging in internet-based communications, planning committee discussions with staff, parents, students, and community members, presentations to the Board of Trustees and stakeholders, and online public emails and on-line postings.

The Mattole Unified School District highly values stakeholder voice. Input received during engagements has been used to inform and design this Learning Continuity and Attendance Plan which details how we will act on what we have seen and heard from all stakeholders. Our current stakeholder efforts, which will be on-going, will be conducted with students, families, and community members. Data collected will be used to help inform and refine when needed the actions and details of our Learning Continuity and Attendance Plan. Stakeholder engagement will be an ongoing focus this year to ensure timely response to student, staff, and family needs.

The initial draft plan will be presented for public comment at the Board of Trustees meeting scheduled for September 10, 2020. The final draft plan adoption meeting of the Board of Trustees is scheduled for September 11, 2020.

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

Stakeholders are provided with the option for remote participation in all regular, special and emergency Mattole USD Board of Trustees meetings, including public hearings. They may join the meetings via Zoom. Per Governor Newsom's Executive Order N-29-20 and in accordance with Mattole Unified School District's board policies, all meetings subject to the Brown Act are held remotely with agendas, minutes, and documents posted digitally.

Announcements for the Learning Continuity and Attendance Plan Public Hearing were posted per requirements. These announcements provided the public with information on how to attend the hearing remotely and how to provide comments remotely. The public hearing and adoption meetings were live with open access to any and all members of the public.

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

The feedback we received from stakeholders centered on five key areas:

1. Connectivity & Learning Environment: Prime concerns were lack of/poor connectivity to the Internet and the home learning environment distractions during distance learning in the spring. Poor to no connectivity is a major challenge for some families due to only having one local internet provider (Frontier) in the community which only exists for students who live along the major roads in the district. Adequate learning space, appropriate seating, workspace, and lighting were not always available or had to be shared. Parents of younger students expressed concerns about the length of virtual instructional screen time daily. Other concerns expressed include anxiety and depression due to COVID-19 related illness that were exacerbated by the physical isolation of students from their classmates and teachers. Students experienced an increase in family obligations such as care-taking of younger siblings. While some students tended to struggle more when parents were away from the home resulting in a less structured environment, other students reported experiencing over saturation of family members as a result of multi-generational or extended families residing in their homes. Challenges compounded by financial stress in some families were also

noted that had made the home learning environment stressful. All of these challenges resulted in difficulty finding a productive environment in which to engage in distance learning.

2. Learning Loss and Academic Progress: Stakeholders are concerned about the learning loss experienced by students during the three months of emergency distance learning in spring 2020. Parents and students felt that some staff needed to be more consistent in their expectations of students. Some students experienced difficulty accessing the Internet and using online instructional platforms. On the survey given at the end of the school year related to distance learning, parents, students, and some teachers, expressed concerns about the quality of education that students received, due to diminished rigor and lack of differentiation for different student ability levels.

3. Health and Safety: Stakeholders are concerned about each others' health and safety. Stakeholders expressed a desire for the district to acknowledge and address health and safety concerns, to establish clear protocols and communicate them to all stakeholders, and to provide training on safety protocols for students, staff, and parents. Some parents have asked for full time virtual learning option so that their children can stay in distance learning all year. Some parents indicated that they do not want their children to come back on campus until this whole pandemic has ended. Other families who are struggling to meet employment demands want their children come to school in person five days a week for full days as soon as possible.

4. Academic Engagement: Teachers, parents and students want consistent grading to occur. Parents felt that some teachers were inconsistent in their messaging and expectations of students. Teachers felt that some students did not display enough effort. Some students were able to work independently. However, many struggled with motivation, resilience, and other factors that prevented their meaningful engagement unless supervised by a parent/guardian or contacted by a staff member regularly. Students who struggled in an in-person learning environment tended to struggle more in a distance learning environment.

5. Social-emotional Wellbeing: Survey responses complimented the district staff who made efforts to provide frequent, meaningful, and timely connections with students. Many parents responded that their children and family members were experiencing increased anxiety, worry and depression.

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

Stakeholder engagement and input strongly influenced the development of the Learning Continuity and Attendance Plan.

The following aspects and actions were specifically influenced by stakeholder input:

1) In-Person Instructional Offerings:

Most families would prefer to have their students enrolled in an in-person or hybrid learning model for the 2020-21 school year.

Actions Related to In-Person or Hybrid Instructional Offerings:

Administrator, teachers, and staff have developed and implemented safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members. District leadership has met regularly every Monday throughout the summer via Zoom with staff to discuss these new roles and responsibilities as a result of COVID-19. These weekly meetings will continue throughout the school year. A detailed MOU with the bargaining unit for the 2020-21 school year has been approved by the board of trustees.

2) Distance Learning (DL) Program:

Families will have learning model options including the virtual learning model option for the entire 2020-21 school year if desired. The virtual learning model includes multiple daily virtual classroom sessions in combination with independent work. Student assignments will be graded in the virtual learning model.

3) Distance Learning Program - Access to Devices and Connectivity:

Chromebooks are available to every student in the district. Families who do not have internet access will be provided with an internet hot spot.

4) Distance Learning Program - Pupil Participation and Progress:

Students will engage in multiple synchronous and asynchronous learning sessions each school day.

5) Distance Learning Program - Support for Pupils with Unique Needs:

Students needing additional support are provided with multiple Tier II instructional blocks/small group tutoring opportunities each week.

6) Distance Learning Program - Action for supplemental online programs:

Teachers and students will be provided with supplemental programs and resources to support virtual classroom instruction.

Continuity of Learning

In-Person Instructional Offerings

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

When In-Person Instruction is offered on school sites the following protocols will be in place to ensure the safety of students and staff on school campuses including:

- Daily health screening and temperature checks
- Use of face masks/shields and other personal protective equipment as appropriate
- Physical distancing
- Outdoor instruction as much as possible
- “Grab and Go” packaged meal services

- Frequent hand washing
- Hand sanitizer used at every room entrance
- Regular cleaning and sanitizing of all high-touch services and common areas

A Site-Specific School Protection Plan has been developed by the superintendent and approved by the MUSD Board of Trustees at its August 13th meeting. The SSSPP has been distributed to all staff, and families of students at Mattole USD

Students will experience a well-rounded curriculum in all core subject areas including English language arts, mathematics, science, history/social studies, physical education, and some elective course. In-person and small group instructional blocks of time will be dedicated to meeting the needs of students who have not yet met academic standards, have experienced learning loss as a result of school closures, or are a designated English learner. During these small group sessions teachers will target specific student needs, use a variety of instructional strategies to accelerate learning for students, and provide designated English language development instruction.

Specific student academic needs will be determined through a systematic cycle of assessments that include diagnostic assessments in both English language arts and mathematics administered at the beginning of the school year and throughout the year to monitor student progress and inform instruction for teachers.

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

Description	Total Funds	Contributing
COVID Funding	\$48,983	Yes

Distance Learning Program

Continuity of Instruction

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

In the Virtual Learning Model students learn at home in a structured virtual format. Teachers utilize a variety of instructional strategies including scheduled, interactive, whole-class, and small group instruction in addition to 1:1 tutoring and independent work. Multiple virtual classroom sessions are held throughout each school day. Full access to synchronous and asynchronous curriculum includes lessons that meet California State Standards for each grade level in core English language arts, mathematics, science, history/social studies, physical

education, health, arts and elective courses for all students. Instruction is provided through the use of district adopted curriculum, materials and supplemental programs. Students earn grades on assignments and report cards/transcripts as they would in the traditional in-person school setting.

In the Independent Study option, students complete a minimum of a day's worth of assignments each day as certified by an assigned teacher. Frequent check-ins take place as students and families regularly meet virtually with a teacher to discuss progress, and review submitted assignments and California grade-level standards mastery.

Access to Devices and Connectivity

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

All district students have access to Chromebooks to use at home during distance learning that are checked-out to students for the school year. Orders have been placed for wireless mouse devices and headphones to use with Chromebooks and laptops. Students have 24 hour access to on-site Wifi available in the school parking areas . Hotspots will be provided to students who do not have Internet access at home but are able to receive Internet service via local cellular carriers.

Pupil Participation and Progress

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

The district will document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. Daily participation for attendance purposes may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. Parents will receive regular progress reports for their students along with report cards/transcripts each trimester/semester. Elementary parent conferences will be held at the end of each trimester. The district will ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. A pupil who does not participate daily shall be deemed absent by the local educational agency. Students who have experienced learning loss will be identified and supported.

Tiered re-engagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60% of the instructional days in a school week will be implemented. Actions in this Learning Continuity and Attendance Plan will consider the academic, cultural, and social-emotional needs of students as support strategies are developed and implemented. These actions will increase or improve services for unduplicated pupils.

Distance Learning Professional Development

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

The Mattole Unified School District has a robust wireless infrastructure at each of its school sites with sufficient wireless access points. The district provides technology devices for all teachers.

Google Apps for Education (GAPE) is the primary suite of tools used by our educators for the virtual classroom. This suite includes:

- Google Drive
- Google Classroom Learning Management System
- Google Meet
- Google Sheets, Docs, and Slides
- Jamboard
- Google Sites

Other resources used to support the virtual learning environment include:

- Zoom video and audio conferencing
- EdPuzzle
- Typing Club
- Membean Vocabulary Development Software
- Renaissance Learning (Accelerated Reader, and STAR Reading and Math Assessments)
- APEX Learning
- Kahn Academy
- Big Ideas Math curriculum (Online)
- Applied Mathematics curriculum (Online)

Staff Roles and Responsibilities

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

New responsibilities for the administrator in the distance learning program mode include:

- Preparing school campuses for social distancing and safety procedures.
- Facilitating staff training on social distancing and safety procedures.
- Monitoring personnel to ensure adherence to social distancing and safety procedures.
- Complex classroom assignment procedures factoring in family preference.
- Coordination of remote learning systems.
- Ensuring equitable access to at-home technology.
- Daily family outreach to determine and address barriers to student engagement in the virtual classroom.
- Daily family outreach to determine and address student social and emotional needs.

- Conducting meetings with colleagues, staff, families and community members through video conferencing platforms.

New responsibilities for teachers in the virtual classroom environment include:

- Using online platforms and programs not previously used.
- Ensuring instructional plans are appropriate for a virtual environment.
- Communicating daily schedules to families in specific detail while limiting changes that could cause confusion.
- Communicating access procedures for instruction and resources to parents and students.
- Engaging and motivating students in a virtual environment to determine and address student social and emotional needs.
- Advance planning with support personnel given that synchronous planning and communication is not always possible
- Posting all assignments and providing feedback on progress
- Conducting meetings with colleagues and families through video conferencing platforms

Supports for Pupils with Unique Needs

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

To meet the needs of pupils with unique needs including English learners, students with exceptional needs served across the full continuum of placements, foster youth, low-income students, and those experiencing homelessness in the Mattole Unified School District the following supports and services are available:

- Family outreach with personalized support
- Virtual tier II small group academic support or tutoring sessions
- Social services assistance
- In-person assessments and learning support, as necessary (following all distancing and PPE use protocols)

Family Outreach:

Protocols to ensure ongoing family outreach with personalized support have been developed. Classroom teachers, special education case carriers, and the district administrator contact families to determine students' needs and ascertain if there are any barriers to student participation in the virtual learning or home school environments. Each week teachers collect data on student participation in distance learning. Teachers note students who do not complete assignments and/or do not attend virtual, interactive lessons. Teachers, case carriers, and the district administrator personally email and call the families of these students to determine barriers to student engagement. Ongoing personalized support is provided to families to reduce or eliminate identified barriers. This includes, but is not limited to, motivational discussions with students, providing any needed supplies including technology equipment, and off-line supplemental curricular materials.

Virtual Tier II individual/small group support and tutoring sessions:

To meet the individualized academic needs of students, virtual Tier II small group and/or individual support in the areas of English language arts and math is provided by all classroom teachers with some additional support offered through instructional aides. English learners also receive designated English language development instruction and accommodations facilitated by teachers and instructional aides. Additionally, special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP) or 504 Plans to the extent practicable.

Social Services Assistance:

To address additional needs for foster youth, students experiencing homelessness, and others in need of assistance, support services such as referrals and information about access to shelter; free or reduced-cost health care, vision services, food, clothing, and shoes are provided or referred by our district staff and through our community services liaisons such as the Mattole Valley Resource Center. School supplies and backpacks are also provided to families at no-cost.

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

Description	Total Funds	Contributing
COVID Funding	\$48,983	Yes

Pupil Learning Loss

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

Diagnostic assessments will be administered to all students at the start of the 2020-21 school year to measure learning status and evaluate student academic needs in English language arts, English language development, and mathematics. Assessment measures will include:

- Ongoing formative and interim assessments to measure student progress and identify learning gaps
- Team data analysis meetings to identify necessary interventions for students requiring targeted academic support
- Maintenance and review of Student Attendance and Engagement Logs
- Review and grading of assigned classwork
- Review and grading of paper work packets distributed to students as needed
- Review and grading of teacher-assigned synchronous and asynchronous activities

Pupil Learning Loss Strategies

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

A range of actions and strategies are in place to address learning loss and accelerate learning progress of students.

Learning loss mitigation will include:

Individual student and small group instructional support, tutoring and interventions:

Classroom teachers and instructional aides (under the supervision of credentialed teachers) will provide individual and small group instruction. Support will target specific student needs as determined by a systematic cycle of assessments in order to accelerate learning progress and ensure equitable access to grade level standards achievement .

In the Virtual and Hybrid Learning Models tier II individual and small group support in the areas of English language arts and math is provided by all classroom teachers with some additional support offered through instructional aides. In the Hybrid Learning Model some tier II instructional blocks take place in-person and some take place virtually. In the Virtual Learning Model all instruction takes place virtually. Additionally, special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP) to the extent practicable.

Additional strategies used during individual and small group sessions to address learning loss and accelerate learning progress include but are not limited to:

- Early systematic assistance in one or many areas of student learning.
- Increased use of peer discussion.
- Spaced practice over time.
- Directed self-verbalization and self-questioning.
- Increased use of visual input.
- Breaking information down into smaller units.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the Implemented Pupil Learning Loss Strategies will be measured by:

1) Comparing growth made through the Renaissance STAR Reading, STAR Math and STAR Early Literacy assessments at the following time periods: End of 1st Trimester 19/20 School Year, End of 2nd Trimester 19/20 School Year; Benchmark Beginning of 1st Trimester 20/21 School Year, End of 1st Trimester 20/21 School Year, End of 2nd Trimester 20/21 School Year and End of 3rd Trimester 20/21 School Year (Other supplemental assessment measures may be used to compare and validate student learning loss and progress embedded in our supplemental software for Reading & Math)

2) Monitoring of daily attendance and engagement through School Pathways; tracked by attendance support staff

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

Description	Total Funds	Contributing
COVID Funding	\$48,983	Yes

Mental Health and Social and Emotional Well-Being

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

The district will monitor and support the mental health and social and emotional wellbeing of students and staff. We will develop a counseling referral process through an aligned system of counseling supports. The mental health and social and emotional wellbeing of the student population will be monitored continuously, utilizing teacher to student check-in questions. The Eel River Valley 'Humboldt Bridges' Mental Health support team will be available for students referred to them for counseling by district staff. In addition, a local MFT is available for counseling of any students with Covered California. A district part-time SEL/MH coordinator will be employed and available for personalized well-being check-ins with our students.

General and COVID-19 related Mental Health and SEL topics such as: pupil anxiety, personal depression, fatigue, and effects of trauma on individuals and families will be topics of discussion during weekly staff meetings throughout the year.

We recognize that staff will be in need of additional care, not only for the change in the work environment but also because we understand the impact of secondary trauma. The administration will be checking in regularly with staff members, in group settings and individually. These check-ins will provide opportunities for staff to discuss their experiences. Based on these check-ins, the administration will share mental health resources and supports accessible through our community partners.

Pupil and Family Engagement and Outreach

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

Student attendance and participation in distance learning activities will be monitored daily. This includes:

- Participation in online activities and lessons
- Completion/engagement with activities and assignments
- Completion/engagement with assessments (tests, quizzes etc.)
- Student and/or parent contact with the teacher and administrator

Teachers will make contact with students and parents of students who are not participating/engaging in distance learning activities. The teacher will provide the family with encouragement and assistance to help them engage with the distance learning program. This includes:

- Providing encouragement for the parent and/or student
- Identifying barriers that may be preventing the student from attending/participating
- Reviewing/explaining assignments and lessons to be completed to receive credit for attendance
- Providing assistance to the student/parent as to how/where assignments will be posted and how students can submitted
- Establishing a system of communication with the parent/student to keep the student engaged
- Troubleshooting minor hardware/software issues
- Submitting help requests to the administrator on behalf of the student for issues that cannot be readily resolved by the teacher

For students who continue to have challenges with attendance, engagement, and/or participation, the administrator will coordinate services for students/families that are designed to identify and reduce or eliminate barriers to attendance, engagement, and/or participation.

The district will continue to regularly use the Mattole Unified School District web-site, weekly newsletters and mass emails to keep families up-to-date on developments related to COVID-19, school opening, distance learning, and other school information throughout the 2020-2021 school year.

School Nutrition

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

Child nutrition personnel involved in nutritious meal preparation and distribution will follow strict safety protocols and will wear required PPE at all times such as facial coverings and sterile gloves. Social distance will be maintained during distribution of meals in order to access them in a contact-free manner. Families will be appropriately charged for each meal received either at the free, reduced, or full-priced rate.

If the district schools reopen to in-person, on-site instruction the system above will remain in place for students who have opted to continue distance learning. For students attending school in-person, grab-and-go meals will be prepared and available daily for students.

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

Section	Description	Total Funds	Contributing
	COVID Funding	\$48,983	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.32%	\$25,456

Required Descriptions

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

Mattole Unified School District's unduplicated count is 30.07%%. The following key actions are principally directed and specifically designed to increase and improve services to English learners, Low-Income, Foster Youth by supporting access to high quality core instruction and specialized support services.

Communication:

The need for frequent, meaningful, reliable, and supportive communication with families is more important than ever during the COVID-19 pandemic and related school closures. Families of unduplicated pupils may experience greater communication obstacles such as lack of or poor cell phone and internet connectivity/reception and language barriers. The district will maintain all available technology and in-person systems for parent communication, especially with unduplicated families to the highest degree possible. Parents, students, and community members will have communication resources that provide access to information, promote safety, and facilitate communication with schools and the district. Providing the families of unduplicated pupils with frequent personal outreach by staff liaisons will help to bridge communication so that these students can and will remain engaged and productive throughout the school year.

Transportation:

Students who live 1 mile or more from school will be provided with transportation to and from school. To meet social distancing needs, the numbers of students riding the bus may need to be reduced. The needs of unduplicated pupils are considered first, and these students will receive priority for transportation. The COVID-19 pandemic has caused hardship for the families of unduplicated pupils that create barriers to school attendance. Lack of transportation is one of these barriers. Providing these students with transportation to/from school ameliorates this barrier.

Health and Wellness:

Unduplicated pupils COVID-19 related needs for health and wellness as well as social and emotional supports go well beyond what all students need. Unduplicated pupils may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning including distance learning. These barriers may include inconsistent school attendance and inconsistent participation in distance learning activities. Direct supports for students, from professionals within and outside of the district, will be coordinated so that students in need receive timely and effective programs and support that is principally directed toward unduplicated pupils. This will ensure that lack of resources and language barriers do not impeded learning, attendance, engagement and participation for these students.

Additional Instructional Support:

In response to the COVID-19 pandemic, unduplicated students experiencing learning loss will be provided with additional instructional support including instruction that may occur after school hours. This additional support may be provided to unduplicated students one-on-one or in small group settings. This instruction may be provided via distance learning methods or through in-person meetings when the district is able to be in a hybrid or full in-person, on site mode. Small group and individual face-to-face instruction may also be provided for unduplicated students while the district is in full distance learning mode, if necessary. Providing students experiencing learning loss with additional instructional time ameliorates some of the effects of the lost instructional time these students have experienced.

Materials Supports:

In order to access a standards aligned instructional program in a way that is equitable, unduplicated pupils have needs for instructional materials supports that go well beyond what all students need. These students may not have access to books, periodicals, or standards aligned digital content/media at the same levels as more affluent students. The district library can provide unduplicated pupils with increased access to books, periodicals, and electronic educational media. By providing increased library services to unduplicated pupils, they have increased access to reading when schools and public libraries may be closed. School libraries will be open during specified hours and by appointment and will be supported with staff, books, periodicals, and technology. Library materials will be available for checkout to students in distance and in-person learning.

Unduplicated pupils, may not have access to school supplies such as paper, pencils, notebooks, graph paper, supplies for science experiments and art projects, desks, chairs and other materials necessary to fully participate in a broad educational program. Increasing the amount (quantity) of these types of supplies and materials available at school sites ameliorates a barrier to a broad educational program that exists for unduplicated pupils. Outreach to families of unduplicated students will be ongoing to determine the need for such supplies and materials. Arrangements will be made for pickup at school sites and/or delivery to student homes as needed.

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

The district wide and school wide services provided in the Learning Continuity and Attendance Plan are principally directed toward unduplicated pupils.. Mattole USD has considered the needs, conditions, and circumstances of its unduplicated pupils as a result of COVID-19 in developing and funding these actions. These students, who are English learners, students from low-income families, foster and/or homeless youth, face barriers to learning brought on by the COVID- 19 pandemic that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the Learning Continuity and Attendance Plan, unduplicated pupils have greater needs for these services, and therefore, will receive them at a proportion that is greater than what all students receive.

The district wide and school wide services discussed above, along with the actions and services that are limited to Unduplicated student groups provide a proportional increase or improvement in services for Unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above. Taken together, the actions and services detailed above meet the district's minimum Percentage to Increase or Improve Services for unduplicated pupils.

Purpose of this Document

The purpose of this document is to provide each school site and/or district office with clear guidance for reopening in a manner that provides a safer and cleaner environment for students, school staff and any essential visitors. This COVID-19 School Site-Specific Protection Plan (SSPP) is based on the template Site-Specific Protection Plan provided by Humboldt County Office of Education and Humboldt County Public Health. They are also informed by the American Academy of Pediatrics “COVID-19 Planning Considerations: Guidance for School Re-entry.” It incorporates past and current Humboldt County Public Health Orders and requirements, in addition to updated guidance from the Centers for Disease Control & Prevention, the California Department of Public Health and the California Department of Education. It has been modified to meet specific guidance and requirements for schools and school offices and is intended to ensure schools and school/district offices have well developed and thorough plans in place and remain in compliance.

Description of a COVID-19 School Site-Specific Protection Plan (SSPP)

The (SSPP) template below combines state-level guidance published in the California State Resilience Road map and local Humboldt County public health policies. The State of California requires all schools to:

1. Perform a detailed risk assessment (school site walkthrough) and implement a school site-specific protection plan (SSPP)
2. Train employees on how to limit the spread of COVID-19, including how to screen themselves for symptoms and stay home if they have them
3. Implement individual control measures and screenings
4. Implement disinfecting protocols
5. Implement physical distancing guidelines

Additionally, this SSPP should be incorporated into the Comprehensive School Safety Plan.

As the COVID-19 public health crisis continues to evolve and new Public Health Orders are issued both at the State and local levels, amendments to individual schools’ SSPPs may be needed in order to incorporate new requirements. The HCOE website will post and disseminate [updated information and tools for you to use in developing any needed amendments.](#)

Guidance for Developing Your School’s COVID-19 School Site-Specific Protection Plan (SSPP)

1. Perform a risk assessment and school site walkthrough of your campus and office spaces and use the protocols, guidance and best practices detailed in the [Public Health Guided Return to Site-Based Classroom Instruction](#) as a guide for conducting your assessment.
2. Use the template below to create your own SSPP by filling in the required details, based on your individual school site/school or district office, to mitigate the transmission of COVID-19, along with the accompanying guidance from Humboldt County Public Health.
3. To assist you in your process, Humboldt County Public Health will provide a nurse liaison to area schools for technical assistance should questions emerge as school plans are developed. You should post the plan on your web site and/or at your school or office at a visible location, near the entrance where students, staff and visitors can easily review it without touching the document.
4. Signage also needs to be posted at each public entrance of each site to inform all students, staff and visitors that they should:
 - Avoid entering or using the facility if you have COVID-19 symptoms;
 - Maintain a minimum six-foot distance from one another;
 - Sneeze and cough into a cloth or tissue or, if not available, into one’s elbow;
 - Wear face coverings, as appropriate; and
 - Do not shake hands or engage in any unnecessary physical contact.

Templates for signs can be downloaded for use from the CDC at <https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc&Audience=Schools>

Tools for Developing Your School Site-Specific Protection Plan

1. COVID-19 School Site-Specific Protection Plan (SSPP) Template

The Humboldt County Office of Education is providing this template that can be used by any school or district in Humboldt to create their own School Site-Specific Protection Plan (SSPP). It contains all of the standard content already written for you to re-open your school or school office and prompts you to “fill in the blank” where unique information is required in order to complete your SSPP. The template has been reviewed and is supported by Humboldt County’s Public Health Officer.

2. School Specific Best Practices

The HCOE is monitoring updated guidance from the Center for Disease Control, the California Department of Public Health, the California Department of Education, and Humboldt County Public Health to support and promote emerging best practices to share with the school community in Humboldt. These best practices are based on alignment with local, State and federal guidelines in coordination with the county’s Public Health Officer. There is a section in the Template document that instructs you to cut/paste best practices right into your SSPP.

School or District Site Name	
Mattole Unified School District	
Facility Address	
29289 Chambers Rd., Petrolia, CA 95558	
This COVID-19 School Site-Specific Protection Plan (SSPP) was most recently updated on:	
August 11, 2020	
The person(s) responsible for implementation of this Plan is:	
Name: Karen Ashmore	Title: Superintendent
I, certify that all staff and parents have been provided a copy of this SSPP and that staff will receive training as required and described in this SSPP.	
Signature:	Date:

Specific Control Measures and Screenings

1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.
2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings and access to essential protective equipment. **Describe below:**

Unless exempted, all staff, students and visitors will be required to wear a mask while at school. Extra/replacement adult and child-size masks will be made available in all classrooms and offices. Hand sanitizer will be available to use upon entering the campus and upon entering classrooms and office buildings. Sinks, soap and warm water will be fully functional and available for frequent hand washing. Essential protective equipment such as N95 masks, gloves and face shields will be available and required to be used by any personnel caring for sick individuals.

3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols. **Describe below:**

All staff will receive training on Covid-19 health/safety practices online via Keenan Safe Schools. Classroom teachers will instruct students on proper safety protocols. All schools will follow local, state and federal health and safety guidelines.

4. A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to Public Health and participate in the school's COVID-19 Task Force. **The name of this person is:**

Karen Ashmore

5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces. Schools are directed to use EPA-approved disinfectants for COVID-19.

6. Health screening for each student is conducted daily prior to leaving home and includes symptoms and, history of exposure and temperature screening. In the classroom, teachers are vigilant for signs of illness in students and follow school protocols when a child becomes ill. **Describe process below:**

All students will be prescreened for Covid-19 symptoms by caregivers at home each morning before departing for school. Temperature screenings and symptom checks for all students, staff and visitors will occur at designated campus ingress points daily before entering the campus grounds. Teachers will continually check students for signs of illness and will immediately send those with symptoms to the designated isolation area pending travel home or to a medical facility.

7. Staff and students who are sick are expected to stay home.

8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19, including surveillance testing for staff on an agreed upon schedule throughout the school year. This may include testing of students with appropriate parental permissions obtained in advance.

9. Protocols, actions and template communications are in place for the following COVID-19 related scenarios (link: [Humboldt County Public Health Protocols & Communication Templates](#) for each scenario):

- a. A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.
- b. A family member or someone in close contact with a student or staff member test positive for COVID-19.
- c. A student or staff member tests positive for COVID-19.
- d. A student or staff member tests negative for COVID-19 after any of the reasons in scenarios a, b or c.

Describe below:

Any student or staff member who is displaying a fever above 100 will be required to go home immediately and remain at home until they are fever-free for at least 24 hours. If anyone answers yes to a screening question they will not be able to enter the campus.

10. Distance staff desks at least 6 feet from student desks. Physical distancing of six feet is maintained between students within a classroom or instructional area. Maximize distancing between desks to the extent possible by redesigning classroom space and removing non-essential furnishings. Facial coverings and other measures are intended to support the effectiveness of all levels of distancing.

11. For elementary students, stable classroom cohorts are maintained throughout each school day, and through each quarter, trimester or semester, with an assigned primary cohort teacher, and systems are in place prevent the mixing of classroom cohorts. Prioritize stability of classroom cohorts.

12. For middle and high schools, single classroom cohorts are used as practicable but larger cohorts made up of students from more than one classroom may be arranged as long as accurate attendance data for students and adults is maintained on a daily basis. Space students at least six feet apart in existing facilities.

13. Where practicable, desks are arranged facing forward to minimize face to face proximity between students.

14. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort.

15. Routes for entry and exit to the campus will be designated for each classroom cohort, using as many entrances/exits as feasible.

16. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts.

17. Congregate movement through hallways will be minimized as much as practicable. N/A

18. Large gatherings (i.e., school assemblies) are currently prohibited.

19. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort.

20. Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces, and shared equipment will be cleaned between uses.

21. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses.

22. Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable.

23. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals.

24. Face coverings must be used in accordance with CDPH guidelines ([link to document](#)).

25. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.

26. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited and each student will have separate individually labeled boxes or cubbies.

27. Sharing of electronic devices, clothing, books and other games or learning aides will be avoided as much as practicable.

- 28. Use of privacy boards or clear screens will be considered as much as practicable.
- 29. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines.
- 30. This School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates.

Cleaning and Disinfecting Protocols

	Thorough cleaning in high traffic areas is performed regularly. Commonly used surfaces are frequently disinfected.		Sanitizing supplies are provided to promote employees' personal hygiene. This may include tissues, no-touch trash cans, hand soap, adequate time for hand-washing, alcohol-based hand sanitizers, disinfectants, and disposable towels.
	All shared equipment and touchable surfaces are cleaned and sanitized between each use.		Cleaning products are used that meet the Environmental Protection Agency (EPA)'s-approved for use against COVID-19 list.
	All entrances and exits are equipped with proper sanitation products, including hand sanitizer and/or sanitizing wipes.		School hours and/or other procedures have been modified to provide adequate time for regular, thorough cleaning, product stocking, or other measures.
	Hand washing facilities will be made available and will stay operational and stocked at all times and additional soap, paper towels, and hand sanitizer are supplied when needed. Antimicrobial soaps are not required or recommended. Sanitizers containing methanol may not be used.		Hands-free devices have been installed, if possible, including motion sensor lights, contact-less payment systems, automatic soap and paper towel dispensers, and timecard systems.
	Hand sanitizer will be provided where indoor plumbing is not readily available.		Staff is provided adequate time to implement cleaning practices before and after shifts.

Schedule for Cleaning and Disinfecting high traffic areas and commonly used surfaces.

Fill in the fields below with the schedule for how often each area is disinfected.
 Mark N/A for all that do not apply to your specific worksite and add any that are missing to "Other"

Classrooms:	Offices:
Daily	Daily
Restrooms:	Telephones:
Daily	Daily
Handrails / door handles / shelving:	Handwashing facilities:
Daily	Daily
Copy Machines / Scanners / Faxes:	Common Areas:
Daily	Daily
Playground Structures:	Outdoor Common Areas:
Daily	Daily
Indoor Common Areas:	Other: Buses
Daily	Before each morning and afternoon bus run
Other:	Other:

Physical Distancing Guidelines

	<p>Staff breaks and break rooms are managed to allow employees to eat on premises in designated areas where they can remain 6 feet apart.</p>		<p>Tape or other markings have been placed at least six feet apart on sidewalks or other walkways near public entrances with signs directing students to use the markings to maintain distance.</p>
	<p>Staff desks are 6 feet from student. Physical distancing of six feet is maintained within a classroom or instructional area.</p>		<p>All desks or individual workstations within office settings are separated by at least six feet or employees otherwise maintain six feet if workspace is limited.</p>
	<p>Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable;</p>		<p>The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort;</p>

Notification of COVID-19 Positive Case at School or Office Site

	<p>County of Humboldt Public Health is notified of all positive COVID-19 cases.</p>		<p>Employers and employees are aware that they can call Humboldt Public Health if a suspected exposure has occurred at 707-268-2182.</p>
	<p>If a student or staff member is diagnosed with COVID-19, Humboldt County Public Health may ask for assistance in the assessment of potential worksite exposures, and will advise on any recommended testing, quarantine, or isolation instructions.</p>		<p>Protocols, actions and template communications are in place for COVID-19 related scenarios:</p> <ul style="list-style-type: none"> • Student Symptom Checklist • Humboldt County Public Health Protocols on the onset of Symptoms

Training

Staff have been or will be trained on the following topics:

	Information from the Centers for Disease Control and Prevention (CDC) on COVID-19, how to prevent it from spreading, and which underlying health conditions may make individuals more susceptible to contracting the virus.		Manufacturer’s directions and Cal/ OSHA requirements for safe use of personal hygiene and cleaning products.
	Self-screening at home, including temperature and/or symptom checks using CDC guidelines.		The importance of physical distancing, both at work and off work time (see Physical Distancing section above).
	The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.		Proper use of face coverings - masks and shields with drapes
	The importance of seeking medical attention if an employees’ symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC’s webpage.		Face coverings do not protect the wearer and are not personal protective equipment (PPE).

Compliance and Documentation

	This school site / office is regularly inspected for compliance with this School Site-Specific Protection Plan (SSPP) and any deficiencies are documented and corrected.
	All school sites and offices operations will continue to be accessible to students and staff with disabilities, complying with the Americans with Disabilities Act. Title III which covers private business entities.
	This school site has created a Task Force to support SSPP activities. This group meets regularly.

Resource Documents:

- [The Road Ahead: Humboldt County Schools Re-Opening Framework](#)
- [Humboldt County Public Health and Human Services](#)
- [Humboldt County Public Health Local Orders](#)
- [California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs](#)
- [Center for Disease Control - Schools Decision Tree](#)
- [California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

Mattole USD 2020-2021 School Year

All Mattole Unified schools began as scheduled on August 31, 2020 in a distance-learning format.

If health and legal conditions allow for hybrid or site-based instruction, the district intends to move toward a less restrictive setting while minimizing risks to staff, student, and family safety.

- California requires 180 days of instruction
- Minimum daily instructional minute requirement maintained:
 - o 180 minutes: Kindergarten
 - o 230 minutes: Grades 1 - 3
 - o 240 minutes: Grades 4 - 12
- Students will complete assignments in multiple formats
 - o Synchronous video conferencing via Zoom or Google Meet
 - o Asynchronous video lessons and assignments
 - o Use of print materials
 - o Project based learning assignments
 - o Interactions with family members who are engaging in student's learning
 - o Students offered various options that are evidence of learning experiences including full time Independent Study

What is Synchronous Learning?

Synchronous learning happens in real time. Individual students, their classmates, and instructors interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

What are the advantages of synchronous learning?

Classroom Engagement

Active discussion

Immediate feedback

Personal familiarity

Dynamic Learning

Exploration of topics, ideas and concepts in real time

Students ask questions/receive answers

Discourse and debate with classmates

Speed and immediacy

Instructional depth

Regular interaction with instructors

Individual guidance and support

What are the disadvantages of synchronous learning?

Dependent on technology

Negative physical and psychological effects experienced by too much screen time

Must adhere to class time schedules

What is Asynchronous Learning?

Materials for reading, lectures for viewing, assignments for completing, and exams for evaluation are provided by instructor or through self-guided online course lesson modules. Video content, virtual libraries, posted lecture notes, podcasts, prerecorded lectures and exchanges across discussion boards and/or other media platforms are utilized.

What are the advantages of asynchronous learning?

Flexibility (time)

Pacing (individual learning rate)

What are the disadvantages of asynchronous learning?

Isolation

Less collaboration

Less intellectual energy than in real-time learning

Risk of Apathy

Waiting time for feedback

It is our goal to balance these models and formats in order to produce distinct and enriching online education experiences for our students.

Mattole Unified School District

DISTANCE LEARNING EXPECTATIONS

August 23, 2020

Dear MUSD Families,

Please take the time to read through the following information regarding distance learning expectations. We are dedicated to building trusting and supportive relationships with families in order to make this experience successful for our students. Please feel free to reach out with questions.

Sincerely,

Karen Ashmore
Superintendent

Work Space

In order to prepare for distance learning, please help your child establish a workspace in your home prior to the first day of school.

Let us know if you need to check out a desk or a Chromebook for your child.

Your child's workspace should be in the quietest and least distracting place possible in your home.

Teacher Communication

Your child(ren)'s teacher(s) will be sharing their classroom Zoom schedules soon. Once you receive the schedule(s), please feel free to reach out if you would like advice on how to best manage your child(ren)'s distance learning. We are happy to be sounding boards and to help you come up with ideas.

Attendance

The California Department of Education requires a specific number of minutes that students need to be engaged in schoolwork each day of distance learning. Not all of the required minutes will be spent on Zoom, as this would far exceed recommended screen time for children. Work

completion will be documented for attendance keeping purposes. All distance learners are required to complete assigned work.

Instructional Minutes Requirements

180 minutes daily for Transitional Kindergarten and Kindergarten

230 minutes daily for grades 1 through 3

240 minutes daily for grades 4 through 12.

Distance learning will be documented by tracking time online as well as student work/projects and homework that are to be completed at home.

In addition to live Zoom lessons, staff may also be using pre-recorded lessons which students will watch in order to be prepared for lessons.

Expected Behavior on Zoom

- Students will have their supplies ready prior to the Zoom meeting.
- Students will have their video turned on during Zoom meetings. (Please reach out to your student's teacher prior to the first day of school if there is an issue with having video turned on.)
- Students will follow school dress codes.
- Students will use their first and last name on their Zoom video so that teachers can identify them when entering meetings.
- All students will follow their classroom teacher's rules regarding whether or not eating or drinking is allowed during Zoom instruction.
- To the greatest extent possible, primary students will have an adult or older sibling available during live Zoom meetings to assist with the use of technology.
- Students should use a computer/Chromebook for class meetings. Please check one out from the school if your child does not have one.

Distance Learning Protocols

- Instruction and communication may be delivered through the following platforms: Google Classroom, and Zoom.
- In order to receive daily credit for attendance, students must login to Google Classroom and Zoom sessions at their scheduled times.
- Attendance, participation, engagement, and understanding will be monitored daily. Students who are not attending, participating, or submitting work regularly will be contacted by school staff.
- Work may be self-paced and guided by deadlines as designated by teachers. Coursework may be assigned and due in "chunks" so as to allow students to work through the material at their own pace while at home. However, students should pay attention to deadlines set by teachers and adhere to them. To the greatest extent possible, students should participate in online sessions and be present for face-to-face online interaction.

- Teachers may assign daily activities. Teachers will plan for activities/assignments that do not exceed the amount of time students would normally be in class plus the time they would normally spend on homework for their classes.
- Teachers will be available during their contracted hours by email.
- If for any reason students are struggling to keep up with the workload, they (or parents/guardians) should contact their individual teacher to explain the situation and request modified instruction.

Seeking Help/Communication

- Please feel free to contact MUSD staff with any questions.
- Email is the best way to contact us since many staff members may be working from their homes.
- Emails will be answered within 24 hours on weekdays.
- Families should regularly check email for school communications and remind students to check their email for messages from the school and teachers.
- Families are invited to take advantage of teachers' virtual "office hours" to connect, ask questions, and check-in on student progress.

Safety Note

- Limiting physical contact with others is the most important step we can take to slow the spread of the virus. The CDC recommends discouraging children and teens from gathering in public places, and events of any size should only be continued if they can be carried out with adherence to guidelines for protecting vulnerable populations, hand hygiene, masking, and social distancing. The best way to prevent the spread of the virus is to limit contact with others, so we also caution parents against allowing gatherings of any size in their homes.