

NORTH MONTEREY COUNTY UNIFIED SCHOOL DISTRICT

*Action Plan: Reopening and COVID-19 Prevention Plan
Approved August 6, 2020 and Updated January 28,
2021*



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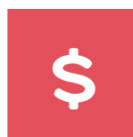
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Executive Summary

The public health crisis resulting from COVID-19 has caused schools and districts to rapidly shift to a distance learning environment while also attending to necessary services and operations that cannot be handled virtually. Shifting to distance learning and/or hybrid instruction requires infrastructure changes, new methods of teaching and learning, and adaptations to lesson delivery, assessment, collaboration, and family engagement. Furthermore, this transition has highlighted tremendous equity gaps, including wide disparities in students' access to necessary resources such as: food, housing, digital devices, and the internet.

The North Monterey County Unified School District (NMCUSD) is committed to supporting our schools, students, families and employees throughout the emergency response to COVID-19. We have prepared, and updated, this document to provide our schools and families with a district plan to reopen our schools for the 2020-2021 school year.

Our community's key priorities in re-opening are focused on: social emotional health and wellness, engagement and interactions, education, mental health and safety.

The basic understandings in our planning have been issued by the state of California:

- COVID-19 is not going away soon
- Modifications to plans must be guided by health risk and a commitment to equity
- Working collaboratively is key at all levels – individuals, local organizations and government agencies

As COVID-19 continues to spread across the U.S., public health experts have been debating the merits of reopening schools. Research suggests that face coverings, physical and social distancing techniques, along with careful hygiene, cleaning, air ventilation, and use of quarantine, can reduce the spread of disease in schools. The examples described in this brief provide insight into how these strategies can be put into operation in various school contexts to protect the health and safety of students, staff, and families. It is important to note that guidance is being provided in an ongoing manner by our state and county health departments, we will make adjustments to the plan accordingly.

The considerations included below are intended to help guide planning and decision making and should not be seen as a final or exhaustive list of considerations.

Health and Safety

Handwashing: Schools will schedule time for frequent hand washing throughout the day. Arrival at school, before and after meals or snack time, and other times throughout the school day. Washing at regular intervals is helpful in illness prevention and will become a regular part of the school day. The Center for Disease Control outlines handwashing as a critical way members of the public to protect themselves and others in this challenging time.

Physical and/or Social Distancing: The term "social distancing" refers to measures being taken to restrict where and when people can gather in order to stop or slow the spread of infectious disease. In general, 6 feet of separation is the distance that should be kept between people interacting within their school and/or community.

Each school has plans that provide the ability to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals. (6 feet is the current minimum recommendation for physical distancing from the

CDC, but it is important to pay attention to future modifications in public health recommendations.) To the extent possible, and as recommended by the CDC and CDHP, schools will create smaller student/ educator cohorts to minimize the mixing of student groups throughout the day. Additionally, schools will plan to minimize movement of students, educators, and staff as much as possible throughout the course of the school day. Schools will develop plans to limit the number of students physically reporting to school, if needed to maintain physical distance. Schools will post signage and install barriers to direct traffic around campus.

Face Coverings: All staff and students (3 years and older) will be provided and required to wear face coverings at all times, unless in a defined space for eating. When sufficient physical distancing is difficult or impossible (students entering/leaving the bus, pick up/drop off areas, etc.), all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.

Daily Wellness Screenings: Guidelines [manual](#) released by California's Department of Education makes it clear that staff and students will have temperature checks upon entering schools and buses during this time. This will also include:

Passive Screening. Parents are instructed to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to 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.

Active Screening. Schools will actively engage parents and students in symptom and potential exposure screenings as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and/ temperature checks with no-touch thermometers. All staff will complete an online daily wellness survey and upon sign in obtain a temperature check and sign validating they have no evidence of COVID-19 symptoms within the last 24 hours and have not been in close contact with anyone who has had COVID-19 symptoms or a positive test.

Personal Protective Equipment (PPE): As recommended by the CDC and CDHP, all staff shall wear approved face coverings. Per CDPH guidance, teachers could use approved face shields, with approved clear face masks which enable students to see their faces and to avoid potential barriers to phonological instruction. NMCUSD will provide any protective equipment required as appropriate for work assignments. For employees engaging in symptom screening, provide surgical masks, face shields, disinfectant and disposable gloves.

For front office and food service employees, they will be provided face coverings, and face shields and/or where appropriate plexiglass will be installed, and disposable gloves. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals. For custodial staff and any other staff who may engage in cleaning or disinfecting, will be provided with specific supplies equipment and PPE with specific directions/training. All products must be kept out of children's reach and stored in a space with restricted access.

Instruction and Services

At this time, it is important to anchor all our actions to our core value of equity throughout our education community. There can never be true equity until there is **engagement** with representatives from all stakeholder groups. This is particularly important for our students and their families during these disruptive and significant changes and when vulnerable at-risk learning populations are affected. Meaningful engagement starts with understanding and being informed by listening to the concerns, challenges, and needs. Whether that group consists of students, teachers, staff, parents, bargaining units, faith-based groups, businesses, or any other community partners.

Our preparations for the future must continue to consider the impact of the pandemic, in which a substantial number of students will return to school with not only [learning loss](#), but also emotional consequences of isolation and a lack of predictability.

Despite our best efforts, we have seen the impact of the pandemic in education nationally and locally which will result in privileging better-off children. Students from households with greater levels of connectivity, higher levels of parental education, greater availability of parental time for engagement, and in-home availability of books and materials have much better ability to access and benefit from distance learning. To reach children without such support, NMCUSD must emphasize a simplified curriculum based on the **NMCUSD Essential Standards**. These standards have been identified by our educators as being those standards where learning loss will be most consequential for learning progression in the coming school year. In addition, focused strategies that ensure continuity in early grade literacy and numeracy during the COVID crisis are urgently needed.

There is a need for assessments that not only inform differentiated instruction, but also help mitigate the kind of confirmation bias that often leads to lowering expectations for what historically disadvantaged students can achieve. The system must work quickly to establish highly reliable **formative and summative assessments** tied to proficiency scales that can be implemented under various circumstances. Teachers would then possess interim, actionable data on not only skills but also conceptual and specific knowledge tied to mastery levels.

Family-based literacy interventions studies show that even in the poorest households and households with limited literacy, parental and sibling engagement and support can add significantly to learning outcomes using very simple methods. Those methods can take the form of creating dedicated time for children to learn, teaching parents to engage children in talk and answering questions, or creating simple counting and language activities as part of daily household routines.

NMCUSD must prioritize efforts to address **social and emotional learning and mental and behavioral health needs**. Equally important is ensuring staff feel their physical and mental health needs are supported. Districts should ensure all policies and solutions are culturally sensitive and ensure equity and access for all youth. By implementing a more gradual reintroduction of academic rigor compared with previous years, the focus is on social and emotional well-being, self-efficacy and adaptive skills. Staff should use this time to teach protocols and supportive approaches when managing physical distancing requirements when possible.

Action Group A

Instructional Delivery

[Stronger Together: A Guidebook for the Safe Reopening of CA Public Schools CCEE K12 Playbook](#)
[CDE Distance Learning Frequently Asked Questions](#)
[COVID-19 Industry Guidance: Schools and School-Based Programs August 3 2020](#)
[COVID-19 Updated Guidance: Childcare July 17 2020](#)
[COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year January 14 2021](#)

Instructional Delivery Models



Providing a high-quality instructional program in the areas of:

- **Curriculum supports and instructional delivery models** (Refer to [Stronger Together](#) pg 12-15)
- **Assessment/Progress Monitoring** practices and policies (Refer to [Stronger Together](#) pg 15-18)
- **Services to special populations, including students with disabilities, socioeconomically disadvantaged students, and English Learners** (Refer to [Stronger Together](#) pg 19-24)
- **Access and use of instructional technology**
- **Expanded and multiple learning opportunities** (Refer to [Stronger Together](#) pg 27-29)
- **Other related key systems and services**

Across all models: Establish clarity and a sense of collective efficacy for instructional delivery and support for all learners.

- [Multi-Tiered System of Support](#) for all learners. All learners receive Tier 1 instruction and support. Some learners receive Tier 2 & 3 interventions depending on need.
- [Engagement in Learning through Constructivism](#)
- [Integrated Learning Team Planning Process \(Example\)](#)
- [BP0470\(a\) COVID 19 Mitigation Plan](#)

Guiding Principles: Core Strategies	Key Elements & Guidance	NMCUSD Documents and Resources
<p>Social Emotional Learning and Support (Refer to SEL section)</p> <ul style="list-style-type: none"> ● Prioritize SEL to provide support for students as they re-enter school; identify students in need of additional support 	<p>Social Emotional Learning Components:</p> <ul style="list-style-type: none"> -Self-awareness -Self-management -Responsible decision-making -Relationship skills -Social Awareness <p>(Refer to SEL section)</p>	<p>Social Emotional Learning, Health and Wellness Plan</p> <p>(Refer to SEL section)</p>

Core Strategies	Key Elements & Guidance	NMCUSD Documents and Resources
<p>Student Engagement</p> <ul style="list-style-type: none"> Structure schedule to support access, engagement, and achievement of students to build independent learners <p>Attendance and Participation</p> <ul style="list-style-type: none"> Teachers take attendance daily and record in Illuminate. In addition, instructional minutes are assigned and recorded for each synchronous session and asynchronous assignment. Teachers certify the attendance record and instructional minutes on a weekly basis. A procedure for reengagement is followed for students who are absent for 3 or more days and/or complete less than 60% of the minimum instructional minutes within a week. 	<ul style="list-style-type: none"> Digital Citizenship and Educational Technology <ul style="list-style-type: none"> SB 98 Distance Learning, Access to Connectivity, and Devices (See Slide 7) Attendance & Supervision <ul style="list-style-type: none"> SB 98 Daily participation requirement AR 5113.11 Attendance Supervision 	<ul style="list-style-type: none"> Educational Technology Plan Overview Digital Learning Basics- Digital Citizenship EdTech Process Overview Technology Evaluation Rubric Request Form for Tech Resources Current List of Approved Apps/Tools Distance Learning Teacher Resource Site <p>Attendance & Supervision Slides</p> <ul style="list-style-type: none"> Types of interaction and equivalency- See Slide 6 Interaction Expectations-See Slide 7 Attendance Overview <p>Attendance, Minute Accountability, and Reengagement (SART) Flowchart</p> <p>Self-Audit Checklist</p> <p>Documenting Daily Participation and Weekly Engagement</p> <p>Attendance & Supervision Slides</p> <ul style="list-style-type: none"> Types of interaction and equivalency- Slide 6 Interaction Expectations-Slide 7 <p>Attendance Overview</p>
<p>High Quality Instruction</p> <ul style="list-style-type: none"> Ensure high quality teaching and rigorous learning experiences for all learners through essential standards and formative assessments designed for a distance learning model 	<p>Instructional Schedules</p> <ul style="list-style-type: none"> Stronger Together: A Guidebook for the Safe Reopening of CA Public Schools (Instructional Models pgs 12-17) BP 6179 Supplemental Instruction- Offer direct, systematic, and intensive instruction to meet student needs <p>Lesson Design</p> <ul style="list-style-type: none"> SB 98 Learning Continuity Plan BP 6011 Academic Standards SB 98 Weekly Engagement Record 	<p>Instruction Overview</p> <p>Sample Annual Class Schedule</p> <ul style="list-style-type: none"> High School <p>Lesson Design Template</p> <ul style="list-style-type: none"> Integrated Lesson Samples HiTech/LowTech Planning Weekly Lesson Student Reflection <ul style="list-style-type: none"> K-2 3-6 7-12

Core Strategies	Key Elements & Guidance	NMCUSD Documents and Resources
<p>Student Learning & Assessment</p> <ul style="list-style-type: none"> Learning assessed, feedback and intervention provided Provide tech and non-tech based options as well as synchronous and asynchronous supports. <p>Professional Development, Training and Support (See Professional Development section for more info)</p>	<ul style="list-style-type: none"> Grading & Assessment <ul style="list-style-type: none"> BP/AR 5121 Grading & Evaluation Stronger Together: A Guidebook for the Safe Reopening of CA Public Schools (<i>See pg 15 Collaboration & Assessment</i>) CDE Guidance on Assessments <p>Professional Development</p> <ul style="list-style-type: none"> Stronger Together: A Guidebook for the Safe Reopening of CA Public Schools (<i>See pgs 30-31 Professional Relationships & Learning</i>) 	<ul style="list-style-type: none"> Grading & Assessment Slides <ul style="list-style-type: none"> Frequent Progress Monitoring- See Slide 5 Using Success Criteria & Feedback NMCCIS ILP Example Reference: Teacher's Guide to Standards-Based Learning by Heflebower, Jorgh, Warrick, Flygare Grading & Assessment Overview Universal and Diagnostic Assessments Project Plan for Planning Professional Development and Training Distance Learning Teacher Resource Site

Distance Learning w/ Priority Stable Cohorts: Our schools have been operating in a Distance Learning structure since March 2020, to include essential school age child care and other priority stable cohorts for in-person instructional services.

Core Strategies	Key Elements & Guidance	NMCUSD Documents and Resources
<p><u>Distance Learning Instruction</u></p> <p>Beginning in Fall 2020, all students have had both synchronous and asynchronous instruction daily.</p> <p>TK/K- at least 180 minutes daily 1st - 3rd grades- at least 230 minutes daily 4th-12th grades- at least 240 minutes daily</p> <p>At least 33% of the instruction is provided synchronously daily.</p> <p>See Distance Learning Schedules for more information.</p>	<p>Excerpts from SB 98</p> <p>K-12 Schools in California, 2020-2021 School Year January 14 2021 (Consolidated Guidance)</p> <p>COVID-19 Updated Guidance: Childcare July 17 2020</p> <p>Stable Cohort Guidance</p>	<p>2020-2021 NMCUSD Learning Continuity and Attendance Plan</p> <p>Distance Learning Implementation Reflection</p> <p>Distance Learning Schedules</p> <ul style="list-style-type: none"> Elementary Middle High <p>Sample Student Weekly Schedules</p> <ul style="list-style-type: none"> K-3 4-6 7-8 9-12 High School Sample <p>Sample Teacher Distance Learning Schedules</p> <ul style="list-style-type: none"> Elementary Middle High

<p><u>In-Person Priority Stable Cohorts</u></p> <ul style="list-style-type: none"> ● Essential Childcare (Infant/Toddler, Preschool and School Age subsidized services) program operating since March 27 ● School Age Care/ASES Program operating since May 23 (Stable Cohorts of no more than 16) ● Extended School Year programming for specific cohorts of Students with Disabilities provided in June-July 2020 ● Phase I and Phase 2 of Priority Student Groups began October 2020 ● Phase III Priority Student Groups planning for phase-in services beginning January 26-February 11 <p><u>Assessment</u></p> <p>Due to unreliable local internet access, all assessments will be offered in-person with a remote option.</p>	<p>Priority Student Groups for in-person services:</p> <ul style="list-style-type: none"> ● Students with IEPs whose instructional services cannot be provided remotely ● Students needing intensive intervention ● Students lacking access to technology ● Chronically absent students ● Foster Youth/Homeless students <p>Expand priority stable cohorts to include targeted reading groups for TK/K, then 1st and 2nd grade, then 3rd and 4th, then 5th and 6th.</p> <p>California Dept of Education Spring Assessment (CAASPP and ELPAC) Update January 2021</p> <p>Assessment:</p> <ul style="list-style-type: none"> ● English Learner Proficiency Assessment for California (ELPAC) Summative Assessments will begin with TK-2 offering in person testing with a remote option, followed by 6th grade, then 3rd-5th grade at elementary ● ELPAC at Middle School and High School levels will also be offered in-person with a remote option. <p>Schedules are built and personnel are allocated to accommodate for on-campus testing as much as possible.</p>	<p>Career Technical Education and Work Based Learning Fall 2020 Update</p> <p>Small Stable Cohorts Phases Small Cohort Anchor Doc</p> <p><u>Assessments (In-person and virtual)</u></p> <ul style="list-style-type: none"> ● In Fall 2020, Kindergarten assessments were conducted 1:1 with all safety protocols in place ● In Fall 2020, Initial ELPAC was conducted for all new English Learners 1:1 with all safety protocols in place <p>Sample Initial ELPAC Schedule Sample ELPAC Testing Room Availability</p> <ul style="list-style-type: none"> ● Continue in-person or virtual assessments for learners being evaluated for special services, either in-person or virtual depending on family and student need. ● We are developing a similar schedule to conduct in-person testing with all safety protocols in place for Summative ELPAC and CAASPP.
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In-Person/Hybrid Instruction: Guiding Principles: Safe & Healthy Environments (Refer to Safety and Compliance Section for details : [Key Components of a Hybrid Learning School Day](#) and Priority Checklist (from CCEE) [CCEE Hybrid Learning Playbook](#) (See Action Team B: Safety and Compliance for more info)

Core Strategies	Key Elements & Guidance	NMCUSD Documents/Resources
<p>Balanced Approach to Teaching and Learning</p> <ul style="list-style-type: none"> Ensure high-quality teaching & rigorous learning experiences through essential standards and formative assessments Support access, engagement, and achievement of students and build independent learners <p>Meet the Needs of All Students</p> <ul style="list-style-type: none"> Collaboration and alignment across grade levels and course-alike teams Integration of blended learning strategies Family engagement <p><u>Develop Stable Cohorts</u></p> <ul style="list-style-type: none"> Phased in by groups <p>Support & Accommodations</p> <ul style="list-style-type: none"> Provide necessary additional support for the following student groups: Students with Disabilities, English Learners, Foster/Homeless, and other vulnerable groups For students who have difficulty learning online, prepare alternative methods to demonstrate mastery to mitigate learning deficits. 	<p>Instructional Schedules</p> <ul style="list-style-type: none"> Stronger Together: A Guidebook for the Safe Reopening of CA Public Schools (See pgs 12-13 Instructional Models) BP 6179 Supplemental Instruction- Offer programs of direct, systematic, and intensive supplemental instruction <p><u>Establish Priority Student Groups for in-person instructional services TK-12</u></p> <ul style="list-style-type: none"> Students with IEPs whose instructional services cannot be provided remotely Students needing intensive intervention Students lacking access to technology Chronically absent students Homeless students <p><u>Elementary Hybrid/In-Person Option</u></p> <ul style="list-style-type: none"> Self-contained A group and B group Total cohort no more than 16 individuals inc. staff The classroom teacher will meet with group of stable cohort A of up to 15 on Tues/Wed and with stable cohort B of up to 15 on Thurs/Fri <p><u>Grades 7-12</u></p> <p>Goal: Continue to expand the priority student services for those who are not thriving and provide targeted in-person instructional services and support</p>	<p>In July and August, we developed extensive protocols for transportation, safety, and health in preparation for hybrid. However, due to the number of cases in Monterey County, we began the year in a full Distance Learning model and are now preparing for the transition to a Hybrid model.</p> <ul style="list-style-type: none"> Instruction Overview Hybrid Learning Schedule effective January 2021 Sample Draft Hybrid Schedules <p>3-Step Team Planning</p> <ul style="list-style-type: none"> Step 1: Team Planning Planning for Diverse Learners <p><u>Phase in for In-Person/Hybrid Instruction</u></p> <ul style="list-style-type: none"> Beginning with TK/K, 1st, and 2nd grades, two cohorts will be created in each grade level so each cohort is provided some in-person instruction for at least two days a week (Tues/Wed or Thurs/Fri) with a focus on targeted reading groups. To ensure proper distancing and protocols within each cohort, there will be staggered start and end times for students. (See Sample Draft Hybrid Schedules for detail)

Full In-Person Instruction for All Grade Levels: Implementing all required health and safety practices

Guiding Principles:

- Apply new knowledge from recent experiences to focus on essential areas:
 - Strengthened articulation between grade level/content area teams
 - Effective use of educational technology
 - Renewed focus on essential standards
 - Emphasis on student-centered learning experiences
- Provide additional support as needed for students

(See [SEL section](#) for more detail.)

- Implement SEL/Bx Supports and Interventions
- Implement trauma informed practices
- Continue MTSS process to identify learners in need of additional support
- Provide continued support to foster strengthened course-alike teacher collaboration and articulation
- Continued support for the development of tech integration

Articulation/Collaborative Planning

Digital Citizenship and Educational Technology

- SB 98 Distance Learning, Access to Connectivity, and Devices
- BP 6179 Supplemental Instruction

Lesson Design

- SB 98 Learning Continuity Plan
- BP 6011 Academic Standards
- SB 98 Weekly Engagement Record

Grading & Assessment

- BP/AR 5121 Grading & Evaluation
- BP 6120 Response to Instruction and Intervention

Attendance & Supervision

- SB 98 Daily participation requirement

Learning Continuity Plan

- Provide acceleration and assessment of learning
- Provide Multi tiered System of Supports (MTSS)
- Build in more peer-to-peer
- Extended learning time through extended daily schedule and opportunities for learning

Expand Guiding Principles on student engagement, social emotional learning
Expand the structures to ensure cohesive continuity in student connection, staff support, and timely response to student needs.

- Let's Go Learn Assessments and Edge Curriculum provides diagnostic data for students in ELA and Math and provides a customized adaptive learning path to address gaps and accelerate progress.
- Lexia provides an adaptive learning path to address gaps and accelerate progress in Reading.

Both programs can be used in class and outside of class.

Weekly Lesson Student Reflection

- [K-2](#)
- [3-6](#)
- [7-12](#)

[In Class/Distance Learning Hybrid Planning](#)

- 3-Step Team Planning
[Team Planning](#)
[Planning for Diverse Learners](#)

[Grading & Assessment](#) Slides

- Frequent Progress Monitoring- See Slide 5
- [Using Success Criteria & Feedback](#)
- [CDE Guidance on Assessments](#)
- [NMCCIS ILP Example](#)
- Reference: Teacher's Guide to Standards-Based Learning by Heflebower, Jorgh, Warrick, Flygare

[Grading & Assessment Overview](#)

	<p><i>Social Emotional Learning</i></p> <ul style="list-style-type: none"> ○ CDC Healthy Schools: Social Emotional Climate ○ CASEL ○ Reunite, Renew, and Thrive SEL Roadmap ○ CDE Stronger Together: Social Emotional Learning <p>Stronger Together: A Guidebook for the Safe Reopening of CA Public Schools (Instructional Programs: Social Emotional Learning, Mental Health & Well-Being of All)</p>	<ul style="list-style-type: none"> ● MTSS flow chart ● SEL/MTSS Pyramid Mental Health Referral Process
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English Learner Supports

Core Strategies	Key Elements & Guidance	NMCUSD Documents and Resources
<ul style="list-style-type: none"> ● All teachers responsible for being teachers of language regardless of content. ● Designated and Integrated English Language Development (ELD) is required for all English Learners (ELs) ● Differentiate for needs of English Learners (ELs), Long Term English Learners (LTELs), Redesignated Fluent English Proficient (RFEP) students, and Newcomers. ● Create opportunities for student language output (oral and written) <p>Stable Cohorts (How serving EL students)</p> <ul style="list-style-type: none"> ● Offer in person testing, with remote option, as appropriate ● Provide targeted support for designated ELD in small groups ● Student Intervention Program Assistants who are bilingual are hired at each site to support with targeted support for small groups both virtually and in-person. ● English Learner Specialists support with training and support for teachers and classified staff on specific strategies, monitoring, and communication. 	<ul style="list-style-type: none"> ● Stronger Together: A Guidebook for the Safe Reopening of CA Public Schools (pgs 21-24 English Learners) ● Professional Development ● EL Strategies ● Language Objectives ● Monitoring Long Term English Learners (LTELs) and Redesignated Fluent English Proficient (RFEPs) ● ELPAC Administration 	<ul style="list-style-type: none"> ● See ELD Tab in PD Plan Draft ● Sample Language Objectives Training ● Sample ELD Choice Board with Success Criteria ● NMCUSD Master Plan for EL ● EL Roadmap (CDE) ● English Learner Strategies ● ELD Padlet ● Resources for Teaching Language Learners During Distance Learning ● Distance Learning w/Benchmark Biliteracy ● English Spanish Connection ● English Spanish Sound Spelling Transfer

Special Services Support

Core Strategies	Key Elements & Guidance	NMCUSD Documents and Resources
<p>Innovation, Equitability, Accessibility</p> <ul style="list-style-type: none"> Plan and implement limited in-person services for learners in need, through safe roll out of each phase Improve individualized programming and support for learners and families Ensure staff stays connected, supported, and healthy Continue holding IEPs and assessments, with a variety of modalities for family access 	<p>Stronger Together: A Guidebook for the Safe Reopening of CA Public Schools (pgs 19-21 Special Education)</p>	<ul style="list-style-type: none"> Special Services Distance Learning Anchor Doc Link to Special Ed Improvement Plan ESY Plan Drop off/Pick-up procedure Small Stable Cohorts Guidelines Phase 1 and Phase 2 Flyers Distance Learning Staff Support Ideas Small group cohort action plan Assessment Flow during Covid

Extended Learning and Related Instructional/Enrichment Support

Core Strategies	Key Elements & Guidance	NMCUSD Documents and Resources
<ul style="list-style-type: none"> After School/Before School, Saturdays, Inter-session and Summer Program Essential Childcare Services Before and After (6 AM-6 PM) Provide additional support and follow up for Homeless and Foster Youth On campus- stable school age groups Tutoring and Support 	<ul style="list-style-type: none"> Stronger Together: A Guidebook for the Safe Reopening of CA Public Schools (pg 27) COVID-19 Updated Guidance: Childcare June 5 2020 COVID-19 Updated Guidance: Childcare July 17 2020 <ul style="list-style-type: none"> Connect with families Provide resources Assessments (ELPAC/developmental/literacy , language in Spanish for bilingual class placement) BP 6179 Supplemental Instruction- Offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. 	<ul style="list-style-type: none"> Instruction enrichment support to include adaptive curriculum to meet student needs including Let's Go Learn Edge and Lexia <p>2020-2021 NMCUSD Learning Continuity and Attendance Plan</p>

Homeless/Foster Youth Supports

Core Strategies	Key Elements & Guidance	NMCUSD Documents and Resources
<p>Wrap Around Support Services:</p> <ul style="list-style-type: none"> • Case Management: Self Referral or MTSS Referral • Monitoring Attendance and Academics • Home Visits • School Backpack Supplies • Clothing Supplies • Family Center: Shower and laundering • Coordination & Meal Delivery • Food Gift Cards provided by Castroville Coalition - Non Profit • Priority to School - Age Limited Essential Childcare Services 	<p>COVID 19 Resources for Children and Youth Experiencing Homeless</p> <p>McKinney-Vento Act: Definition of Homeless</p> <p>Foster Youth Education Rights</p> <p>Foster Youth Education Toolkit</p> <p>CA Foster Youth Education Task Force</p>	<ul style="list-style-type: none"> • Homeless Report: State of Crisis (UCLA) • Californian Article on NMCUSD Homeless Services

Early Learning Programs

Core Strategies	Key Elements & Guidance	NMCUSD Documents and Resources
<ul style="list-style-type: none"> • Essential Childcare (Infant/Toddler, and Preschool subsidized services) program operating since March 27 • Parents as Teachers (PAT) • Infant/Toddler • Preschool • Incoming TK/K 	<ul style="list-style-type: none"> • Stronger Together: A Guidebook for the Safe Reopening of CA Public Schools (Early Learning & Care) • COVID-19 Updated Guidance: Childcare July 17 2020 • Dept. Social Services and Physical Distancing <ul style="list-style-type: none"> ○ Connect with families ○ Provide resources ○ Assessments (ELPAC/developmental/literacy , language in Spanish for bilingual class placement) 	<ul style="list-style-type: none"> • TK-6 ELA Universal & Diagnostic Assessments • PAT Virtual Service Delivery • TK/K Family Activities • English Listos cards presentation • Listos in English Video • Spanish Listos cards presentation • Listos in Spanish Video

Parent Engagement Strategies as Co-Educators: *Engaging families to equip them with tools and strategies to support students at home.*

Core Strategies	Key Elements & Guidance	NMCUSD Documents and Resources
<ul style="list-style-type: none"> Teacher training and role in working with parents/families. Tiered supports for parents contingent on need (i.e. parent training workshops, 1:1 consultation with specialists, etc.). 	<ul style="list-style-type: none"> AR 6020 Parental Involvement: CDE Family Engagement Toolkit 	<ul style="list-style-type: none"> SEL Parent Series (English & Spanish) Positive Discipline Parenting Series Adult Ed Parenting Series Let's Go Learn Parent Presentation (English & Spanish)

Professional Development, Training and Support

Core Strategies	Key Elements & Guidance	NMCUSD Documents and Resources
<ul style="list-style-type: none"> Provide professional learning that leads to effective teaching practices, improves student outcomes and supports leadership Provide both synchronous and asynchronous opportunities for professional learning to allow staff to access trainings according to their schedules Support teachers in progressing in the implementation of hybrid and distance learning Planning and just-in-time professional development has been built into teachers' work days to participate in professional learning opportunities 	<p>Stronger Together: A Guidebook for the Safe Reopening of CA Public Schools (<i>Professional Relationships & Learning</i>)</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> Engagement - MTSS Team, Empathy, Civic Engagement, Self Care, Self Reflection, Mindfulness, Cultural Responsiveness, Social Emotional Learning, Demystifying Second Step, etc. Effective Teaching Practices - Lesson Design, Project Based Learning, STEM/STEAM, Collaboration, Integrated Curriculum Design Thinking, Universal Design for Learning, English Learners, Bilingual/Biliteracy, etc. Progress Monitoring - Collaborative Planning, Achievement Team Process, Standards Based Grading, Gradebook, Present Levels & Goal Writing, Data Collection for IEP Goals, etc. Learner Voice & Choice - Design Thinking, ISTE resources, Choice boards, Playlists, Breakout rooms, Genius hours, Creating a social media sharing environment (connecting kids), etc. 	<ul style="list-style-type: none"> PD Plan Draft Distance Learning Teacher Resource Site Back to School Prof Dev Choice Board <p>Professional Development with Biliteracy/Bilingual Teachers</p> <ul style="list-style-type: none"> Distance Learning w/Benchmark Biliteracy English Spanish Connection English Spanish Sound Spelling Transfer <p>Distance Learning Implementation Reflection</p> <p>Virtual PD Day: Jan 11 2021 Network, Mingle, Connect</p> <p>Frontline Implementation</p> <ul style="list-style-type: none"> Frontline Online Platform & Digital Catalog for Professional Development <p>Achievement Teams - Mitigating Loss Through Teacher Clarity</p> <ul style="list-style-type: none"> Learning Progressions Success Criteria <p>Arts Integration</p> <ul style="list-style-type: none"> Reading Art Acting Right Shadow Puppetry Academic Conversations SEL/Creative Movement <p>Digital Citizenship & Educational Technology</p>

Action Group A

Social Emotional Health and Wellness

Social Emotional Health and Wellness

Addressing the mental health and social-emotional development of all students, staff and community by following best practices in the areas of:

- School-based mental health services
- Behavioral support systems and services
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards and traditions
- Other key systems and supports

District Social-Emotional & Behavioral (SEB) Team

- Develop a diverse district level social-emotional & behavioral team (SEB) to prevent and respond to learner needs
- Build capacity by supporting site-level SEB teams under the framework of MTSS
- Continue to utilize current systems of support and adjust when needed
- Ensure equitable access for all by delivering opportunities across multiple modalities
- Utilize assessment tools for universal screening

- [Stronger Together: CDE Guidelines for Re-opening schools \(p.32 - 36 on SEL and Mental Health\)](#)
- [CDE SEL](#)
- [School-wide Guide to CASEL](#)
- [CASEL 3 Signature Practices Playbook](#)
- [Countering COVID stigma and Racism](#)
- [Reunite, Renew, and Thrive SEL Roadmap](#)
- [CDC Healthy Schools: Social Emotional Climate](#)
- [CDE Stronger Together: Social Emotional Learning](#)

- Katie Turner
- Patricia Pena

- [SEL/MTSS Pyramid](#)
- [SEL Action Team Commercial](#)
- [MTSS during Distance Learning](#)
- [Behavioral and Social-emotional services flow chart](#)
- [Mental Health Referral Process](#)
- [MOU with MCOE](#)
- [SEL Padlet](#)
- De-escalation, disengagement and restraint training through [CPI](#) or [QBS](#) by trained district staff
- [DRAFT 2020-2021 Social-emotional Staff Map](#)
- Youth Mental Health First Aid Training for District Mental Health Leads
- [SEL Timeline for 2020-2021](#)

Focus area: Learners

- Provide equitable daily & weekly SEL opportunities for all through curriculum and supplemental materials and activities
- Provide tiered social-emotional and behavioral supports for learners in need
 - Consultation with teacher/parent
 - 1:1 or small group social-emotional support
 - Implementation of behavior support plans/social-emotional plans
 - Resources sent home
 - Breakout room interventions
 - Progress monitoring

- [Maslow before Bloom](#)
- [Second Step Remote Learning Guide & Hybrid Guide](#)
- Second Step scope and sequence for [early learners](#), [elementary](#), and [middle school](#)
- [Second Step Middle School Advisory Guide](#)
- [Suite 360](#)
- [Why Try](#)
- [MTSS \(tiered supports\)](#)
- [Community Circles for Learners](#)
- [Evidence-based Bullying Prevention](#)

- BEST (Behavior & Social/emotional team)
- Consists of mental health, behavioral, and psychological staff

- [NMCUSD Tiered Supports Sample](#)
- [SAMPLE PRIDE lessons from High School](#)
- [SAMPLE Choice Board Middle School](#)
- [Elementary Behavior Matrix](#)
- [Middle School Behavior Matrix](#)
- [Learner's SEL website](#)
- [NMCUSD Suicide Prevention and Intervention DRAFT](#) Jan 2021

Focus area: Staff

- Provide equitable daily & weekly SEL opportunities for all staff through staff meetings, live wellness events, and community circles.
- Provide tiered social-emotional supports for staff in need
- Provide interactive and staff driven SEB professional development opportunities

- Employee Assistance Program
- [Support for Teachers Affected by Trauma](#)
- [Second Step SEL for adults](#)

Administrators and BEST

- [SAMPLE Staff Resource Newsletter](#)
- [SAMPLE Virtual Office High School](#)
- [SAMPLE Virtual Office Elementary](#)
- [Staff SEL website](#)

Focus area: Families & Community


<ul style="list-style-type: none"> ● Provide equitable tiered social-emotional learning & positive behavioral supports. ● Ensure community and family voice is sought out, represented, and utilized to guide future directions. 	<ul style="list-style-type: none"> ● CASEL Caregiver Guide (English) ● CASEL Caregiver Guide (Spanish) ● CASEL Ideas and Tools for Working with Parents and Families ● CDE Family Engagement Toolkit 	<ul style="list-style-type: none"> ● Family Mini team 	<ul style="list-style-type: none"> ● NMCUSD Parent resources ● Referral to Family Resource Center (FRC) ● Family SEL website ● CASEL parenting series SAMPLE ● Positive Discipline Parenting Series ● Adult Ed Parenting Series
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Focus area: Ongoing evaluation through data collection

<ul style="list-style-type: none"> ● Utilize various data points at every level (class, school, & district) to evaluate progress and guide decision making 	<ul style="list-style-type: none"> ● FIA ● CASEL Assessment ● TFI ● CHKS ● ASQ-3 and ASQ-SE (Early Years 0-5) ● DESSA (Elementary) ● Suite 360 (Secondary) 	<ul style="list-style-type: none"> ● District Team & Site-based Tier 1 team 	<ul style="list-style-type: none"> ● Staff surveys ● Parent Surveys ● Student Surveys ● Student Screeners ● Behavioral data ● Attendance data ● Staff, parent, and student feedback
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Action Group B

Facilities, Operations and IT



Facilities, Operations and IT

[California Department of Public Health](#)
[COVID-19 Resources for School Nutrition Professionals](#)

Maintaining effective and efficient operations by following best practices in the areas of:

- Facilities
- Nutrition Services
- Transportation
- Purchasing
- Technology Infrastructure
- Other key systems and services

Core Strategies	Key Elements & Guidance	Leads	NMCUSD Documents and Resources
Facilities			
<p>Student Capacity</p> <ul style="list-style-type: none"> • Classroom Capacity based on current Social Distancing Guidelines • District Wide Furniture Assessment & Storage Plan • District Wide ventilation 	<ul style="list-style-type: none"> • Measure each classroom in the district for usable space • Calculate student capacity based on net square feet available per room • Inventory all student desks, chairs and tables • Inventory all student desks, chairs and tables • Limit quantity of student furniture to maximize student capacity in each classroom • Remove all excess furnishings from classrooms to maximize capacity • Modular Needlepoint Bipolar Ionization Air Purification System 	<ul style="list-style-type: none"> • Rick Diaz • Rick Diaz • Rick Diaz 	<ul style="list-style-type: none"> • Sample Social Distancing Analysis • Sample Social Distancing Classroom Setup • MNBI GPS Product Data Sheet • BNBI FC24-AC Product Data Sheet • MNBI FC48-AC Product Data Sheet

Core Strategies	Key Elements & Guidance	Leads	NMCUSD Document
<p>Alternative Space Utilization</p> <ul style="list-style-type: none"> Identify Multi-use Spaces Outdoor Learning Environments Identify Space for School-age Child Care 	<ul style="list-style-type: none"> Review all non-classroom space available for alternative use Alternate uses for; Gym, Library, MPR, etc. Identify existing outdoor learning spaces Review site for creating additional outdoor learning spaces Review each school site to identify possible rooms/spaces for school-age child care 		<ul style="list-style-type: none"> Cohort Site Maps Sample Outdoor Classroom Maps
<p>Student Arrival & Dismissal</p> <ul style="list-style-type: none"> Identify Multiple Arrival Locations Student Dismissal Staging location & procedure Late student arrival or early pickup 	<ul style="list-style-type: none"> Dedicated entrance for parent dropoff Dedicated entrance for walking students Dedicated entrance for school bus arrivals Identify location & procedure for staff entering site (parking areas & screening process) Screening process for parent drop-off locations (drive-up & walk-up) 	<ul style="list-style-type: none"> Rick Diaz 	<ul style="list-style-type: none"> Entry & Exit Maps
<ul style="list-style-type: none"> Student Dismissal Staging location & procedure 	<ul style="list-style-type: none"> Establish procedure for releasing student to parents while maintaining “Social Distancing” Identify staging location for students being released for dismissal 	<ul style="list-style-type: none"> Rick Diaz 	<ul style="list-style-type: none"> Drop off & Pick-up Maps
<ul style="list-style-type: none"> Late student arrival or early pickup 	<ul style="list-style-type: none"> Establish location & procedure for parents to pick up students early or drop off students late for school 	<ul style="list-style-type: none"> Rick Diaz 	<ul style="list-style-type: none"> Same as pickup-up and drop-off locations except at Castroville Elementary, follow on site signage
<p>Increased Hygienic Measures/Equipment for Students & Staff</p> <ul style="list-style-type: none"> Drinking Water Handwashing Stations 	<ul style="list-style-type: none"> Identify locations for “Hands Free” drinking water availability Establish procedure for restroom use following social distancing guidelines Assess existing restroom facilities 	<ul style="list-style-type: none"> Rick Diaz Rick Diaz 	<ul style="list-style-type: none"> Restrooms and Handwashing Station Map

Core Strategies	Key Elements & Guidance	Leads	NMCUSD Documents and Resources
<ul style="list-style-type: none"> Cleaning & Disinfecting Signage 	<ul style="list-style-type: none"> Follow established Cleaning, Disinfecting & Sanitizing Protocols for cleaning classrooms, restrooms and office spaces daily Perform daily disinfecting of facilities utilizing dedicated disinfecting equipment Training on new restroom sanitizing equipment Develop and implement signage across sites that clearly communicate changes to site operations as well as recommended student/staff behaviour 	<ul style="list-style-type: none"> Rick Diaz Rick Diaz 	<ul style="list-style-type: none"> Sign in Sheet Cleaning and Disinfection Protocol R-Zero Disinfection Lamp Restroom sanitizing machine Signage program Signage location
Nutrition Services			
<ul style="list-style-type: none"> Assess various different serving models and areas based on learning formats and social distancing constraints Operational changes needed to align with health and safety guidelines Assessment of kitchens and staff work areas 	<ul style="list-style-type: none"> Grab n’ Go upon arrival, Meal delivery to the classrooms, outdoor dining and Multiple day meal distribution on Mondays - identify what models best fit our students needs Maintain communication with the community regarding meal distribution changes Identify equipment and technology needed to support the new processes and serving models 	<ul style="list-style-type: none"> Sarah Doherty Sarah Doherty Sarah Doherty 	<ul style="list-style-type: none"> Meal Pick-up Locations Grab and Go Meal Pick Up and Delivery

Core Strategies	Key Elements & Guidance	Leads	NMCUSD Documents
<ul style="list-style-type: none"> Staff health and safety procedures Keep up to date with USDA waivers to help streamline operations 	<ul style="list-style-type: none"> Identify staffing shifts needed to meet the operational demand and to maintain safety Develop menu based on pre packed items only to begin with Work with distributors regarding item demands & company safety practices Identify changes needed at the various site kitchens & common areas to ensure staff safety Daily staff screenings and health checks, proper PPE Assess and revise kitchen cleaning procedures as needed Utilize USDA Waivers extended through June 2021: providing flexibilities around meal patterns, group-setting requirements, meal service times, & parent /guardian meal pick-up for kids 	<ul style="list-style-type: none"> Sarah Doherty Sarah Doherty 	<ul style="list-style-type: none"> School Nutrition Guidelines on COVID Employee Screening Proper PPE Equipment Staff Disinfecting

Transportation

- Student pick up

- Stable cohorts, social distancing on the bus will be accomplished by sitting students in every other seat in addition to the following: student's are assigned seats; students picked up by cohort or based on same household. Further, in accordance with current California Department of Public Health guidelines, two windows will be down fully to allow for air circulation

- Rick Diaz

- Cleaning and Disinfecting

- Vehicles will be cleaned and disinfected after every use, with special focus on high touch areas such as seat belts, handles, seats, etc..

- Rick Diaz

- Screening

- Prior to entering the bus the student and or their parent/guardian are asked COVID symptom related questions
- Temperature scanners will be on each transportation vehicle.
- Additionally, a student with symptoms or a temperature must remain home.

- Rick Diaz

- [Sample Student Screening Questions](#)
- [Sample Student Questionnaire](#)
- [Bus Touchless Thermometer](#)

Action Group B

Safety and Compliance



Safety and Compliance

[CA Department Public Health School Guidance Checklist](#)

[CA Department Public Health](#)

[Monterey County Health Department](#)

[CA Department of Education](#)

[CA Safe Schools for All](#)

Ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:

- Guidance, directives and recommendations from Public Health
- Health & safety information, social distancing and infection control practices (handwashing, face coverings)
- Classroom, meal, and cleaning practices
- Health office practices, personal protective equipment, management and isolation of students showing sign of illness

The District will do everything we can to keep our students and staff safe. In order to do that, we will continue awareness training. Please see our COVID Prevention Plan.

[NMCUSD COVID-19 Prevention Plan \(CPP\)](#)

Core Strategies	Key Elements & Guidance	Leads	NMCUSD Documents and Resources
<ul style="list-style-type: none"> • District COVID 19 Flowchart • NMCUSD Daily Wellness Check (Staff) • Health Screening (Students) • COVID 19 Exposure - FAQ • COVID 19 Quarantine 	<ul style="list-style-type: none"> • Provided in the NMCUSD Reopening Workplaces Training • Currently used in Limited Essential Childcare and Child Nutrition Dept only. • COVID 19 Industry Guidance (Screening-Section #9) • COVID 19 Childcare Update Guidance (Page 7) 	<ul style="list-style-type: none"> • Noemy Loveless • Kathy Parra 	<ul style="list-style-type: none"> • Flow Chart • Daily Wellness Check • Sample Student Screening Questions • Sample Student Questionnaire • English Version MCHD • Spanish Version MCHD • COVID Home Quarantine MCHD • COVID 19 Quarantine Guidance -CDPH

<ul style="list-style-type: none"> • Hand Washing - Center for Disease Control and Prevention • Social Distancing - Center for Disease Control and Prevention • Face Covering - Center for Disease Control and Prevention 	<ul style="list-style-type: none"> • Provided in the NMCUSD Reopening Workplaces Training • Provided in the NMCUSD Reopening Workplaces Training • Provided in the NMCUSD Reopening Workplaces Training 	<ul style="list-style-type: none"> • CDC Guide to Handwashing • CDC Guide to Social Distancing • CDC Guide for Face Coverings • Additional Guidance (August 3) for Schools • Additional Guidance (July 17) for Child Care
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Action Group D

Staff Support and Human Resources



Staff Support and Human Resources

Ensuring support for teachers and staff with individualized needs within the current funding and Human Resources framework.


The Human Resources team has worked in collaboration with labor partnerships and managers to ensure we develop, implement and monitor our prevention plan. In order to do that, we will continue awareness training and monitor and adjust our support and accountability as needed.. Please see our COVID Prevention Plan.

[NMCUSD COVID-19 Prevention Plan \(CPP\)](#)

[Cal/OSHA COVID 19 Emergency Temporary Standards](#)

Core Strategies	Key Elements & Guidance	Leads	NMCUSD Documents and Resources
<ul style="list-style-type: none"> NMCUSD Reopening Workplaces Training Contact Tracing Training NMCUSD Plans for Returning to the Workplace (District Letter) Frequently Asked Questions on NMCUSD COVID-19 Protocols NMCUSD Health and Safety Procedures and Protocols Staff Absence Log School Guidance FAQ - California Department of Public Health (Aug 3, 2020) 	<ul style="list-style-type: none"> Professional Development Return to work/check-in policies, Personal Protective Equipment, Employee wellness, Logistics, Special circumstances, Quarantines, Employee illness, Caring for an ill individual, Testing, Other benefits Cleaning protocols, Check in/check out protocols, Facilities use, Communications Each site/department has access to their site. Public Health Schools Guidance 	<ul style="list-style-type: none"> Kathy Parra 	<ul style="list-style-type: none"> Reopening Workplaces Training COVID Contact Tracing District Letter FAQ COVID-19 Protocols Procedures and Protocols Staff Absence Log

<ul style="list-style-type: none"> • COVID-19 and Reopening In-Person Learning Elementary Education Waiver - California Department of Public Health (Aug 3, 2020) • Waiver Letter and Template Cover Form - California Department of Public Health (Aug 3, 2020) • Waiver Notice - California Department of Public Health (Aug 3, 2020) • Work with NMCFT and CSEA regarding any updates or agreements that need to be addressed. • COVID-19 and Reopening Framework for K-12 Schools in California - California Department of Public Health (July 17, 2020) • COVID-19 Industry Guidance: Schools and School-Based Programs - California Department of Public Health (Aug 3, 2020) 	<ul style="list-style-type: none"> • Education Waiver Process • Waiver Template • Waiver Notice Elementary Education • Reopening In-Person Learning Framework • Industry Guidance Schools and SchoolBased Programs 		
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Action Group D
Finances and Legal Requirements 

Finances and Legal Requirement
Maintaining effective and efficient operations by following best practices in the areas of: <ul style="list-style-type: none"> • Facilities • Budgeting and Financial Operations • Human Resource Services • Nutrition Services • Transportation • Technology Infrastructure • Other Key Systems and Services

Core Strategies	Key Elements & Guidance	Leads	NMCUSD Documents and Resources
Track Unique Costs and Expenditures Related to the COVID-19 Pandemic			
<ul style="list-style-type: none"> • Develop and follow protocols for tracking cost and expenditures for possible reimbursements including school meals, personal protective equipment, moving to achieve social distancing in classrooms, setting up alternative classrooms, installing new classrooms, storage units and shade structures (e.g.,FEMA) 	<ul style="list-style-type: none"> • FEMA Webpage • FEMA Public Assistance Training: Grants Portal 		
Track and Seek Unique Revenues Related to COVID-19 Pandemic			
<ul style="list-style-type: none"> • Identify funding sources related to covering costs due to COVID-19 • Once funding sources have been determined, track expenditures and funding utilization 	<ul style="list-style-type: none"> • California Department of Education: SB 117 COVID-19 LEA Response Funds • California Department of Education: CARES Act ESSER Fund Allocation • COVID-19 School Closure Certification 		

Budget Planning for 2020-21			
<ul style="list-style-type: none"> Review Fiscal Crisis & Management Assistance Team (FCMAT) Alert for Budget Planning 	<ul style="list-style-type: none"> Fiscal Crisis & Management Assistance Team: Preparing Budget Scenarios for 2020-21 		
Core Strategies	Key Elements & Guidance	Leads	NMCUSD Documents and Resources
COVID-19 Costs Identified thru 6/23/2020			
<ul style="list-style-type: none"> Track the costs incurred around COVID-19 response; includes extra hours, equipment, sanitization supplies, etc. 	<ul style="list-style-type: none"> COVID-19 Resources have different timelines in which they must be spent (not encumbered, but actually paid.) With additional limitations due to P/R and A/P processing being completed by MCOE, please be aware orders & supplemental pay must be completed a month prior to these deadlines. <ul style="list-style-type: none"> Rsc 3220 - S&C portion by 12/30/2020 Rsc 3220 - CRF portion by 12/30/2020 Rsc 3220 - CRF SpEd Portion by 12/30/2020 Rsc 7420 - Prop 98 Portion by 12/30/2020 Rsc 7121 - CASF Grant by 12/31/2020 Rsc 3215 - GEER SpEd by 9/30/2021 Rsc 3210 - ESSER: Cares by 9/30/2022 	<ul style="list-style-type: none"> Danica Salazar 	<ul style="list-style-type: none"> Local 7229 Costs Rsc 7388 Costs Rsc 3210, 3215, 3220, 7121, 7420 at 8-5-2020 COVID-19 Resources for LEAs from School Svcs Planning for Federal Funding

Budget Updates			
<ul style="list-style-type: none"> • Governor 2020-21 Budget Deal (Revenue restored) • 45 Day Est 2020-21 LCFF • Deferrals • May Revise Includes net -7.92% funding cut 		<ul style="list-style-type: none"> • Mary Dawson 	<ul style="list-style-type: none"> • 2020–21 State Budget Signed_ SSC.pdf 8-6-2020 • 45 Day Revise Impacts 2020-21 Updated 7-31 (2).xlsx 8-6-2020 • Cash Deferrals and Apportionment Schedules _ SSC.pdf 8-6-2020 • Est YEnd 1920 LCFF Funding • 2020-21 Budget Deal Reached • May Revise 2020-21 SSC
Purchasing			
<ul style="list-style-type: none"> • Health Related Equipment for Screening & Limiting Exposure 	<ul style="list-style-type: none"> • Screening device for checking temperatures - No Touch device • Room dividing curtains at designated areas 		

Action Group C

Communications



Communications

Ensuring all students, staff and community members remain involved and supported by following best practices in the areas of:

- Developing frequent bi-lingual messaging that includes all critical information to reduce confusion, anxiety, or misunderstandings.
- Engaging stakeholders (caregivers, students, community members, teachers, staff, civic partners, etc.) in a transparent and effective way
- Leveraging community and civic partnerships to amplify and spread critical messages
- Leveraging multiple analog and digital media technologies to communicate and reach out across income groups, cultures and languages
- Creating clear information portals

Core Strategy	Key Elements	Lead	Planning Documents and Resources
Website			
<p>Create central repository of COVID-19 related communications for easy access by stakeholders</p>	<ul style="list-style-type: none"> • Update website • Ensure all documents are available in English and Spanish • Upload all related documents including: <ul style="list-style-type: none"> • Updates and re-entry plans • Safety Protocols • Infection Reporting Processes • Remote/distance learning options • Transportation Updates • Resource information for all stakeholders • FAQs • Other related documents 	<ul style="list-style-type: none"> • Yvette Padilla 	<ul style="list-style-type: none"> • https://www.nmcusd.org/ • FAQ • Parents letter re: Distance Learning Options • Community Resources • Press release on Distance Learning Options • Student/Superintendent Videos • Food Service Options

Core Strategy	Key Elements	Lead	Planning Documents and Resources
Communications Plan			
Develop a three-month Communications Plan for Stakeholders	<ul style="list-style-type: none"> ● Outline all recommended materials to be developed. ● Ensure all resulting documents are translated to Spanish, in addition to English ● Create timeline for distribution ● Determine relevant content for each stakeholder group ● Revise plan monthly as policies/strategies evolve 	<ul style="list-style-type: none"> ● Yvette Padilla ● Kari Yeater 	<ul style="list-style-type: none"> ● Communications Plan
Stakeholder Outreach			
Develop outreach strategy for each Stakeholder group	<ul style="list-style-type: none"> ● Identify outlets to effectively reach parents/ caregivers, students, teachers and staff, the NMCUSD Board, Community stakeholders, County Officials, Civic Partners and Early Learning Programs. ● Ensure Spanish versions of all materials are available ● Leverage website, letters, emails, video, FAQs, media and forums to communicate news, updates and forums for communications to all stakeholders 	<ul style="list-style-type: none"> ● Yvette Padilla ● Kari Yeater 	<ul style="list-style-type: none"> ● Media Lists ● FAQ ● Press Releases ● Letters/Emails ● Forums ● Video

Pivot Options

<p>Create alternative communications materials to address needed pivots during the school year</p>	<ul style="list-style-type: none"> • Develop comms plan with three possible learning options: Distance, Site/Distance Mix, Full Re-Opening • Develop communications materials (English & Spanish) for each scenario 	<ul style="list-style-type: none"> • Kari Yeater • Yvette Padilla 	<ul style="list-style-type: none"> • Communication Plan
Core Strategy	Key Elements	Lead	Planning Documents and Resources
<ul style="list-style-type: none"> • Parent Communication 	<ul style="list-style-type: none"> • 2020-21 Reopening Handbook – High level resource document for parents covering the below topics in both electronic and printed format. Electronic versions will include appropriate links and brief explanations of processes for families and students. 		<p>Instructional Information</p> <ul style="list-style-type: none"> • K-12 <ul style="list-style-type: none"> ○ Full Distance Schedules (links to schedules online) ○ Hybrid Schedules ○ Full On Campus Schedules ○ Learning Options <ul style="list-style-type: none"> ▪ NMCCIS (add link to ISS release and/or parent letter) ▪ Homeschooling • Early Childhood • Special Education <p>Safety</p> <ul style="list-style-type: none"> • Screening • Social Distancing • Hand Washing/Sanitization <p>Transportation</p> <ul style="list-style-type: none"> • Bus Schedules (link to website) • School Site Pick/Up and Drop/Off <p>Technology</p> <ul style="list-style-type: none"> • Chromebooks • Internet • eLearning Platforms (Google Classroom, etc.) <p>Meals</p> <p>PPE</p> <ul style="list-style-type: none"> • Requirements • Face Masks

			<ul style="list-style-type: none"> • Where to get masks <p>Infection Procedures</p> <ul style="list-style-type: none"> • Decontamination • Exposure • Screening • Reporting • Quarantining <ul style="list-style-type: none"> • MCHD Home Quarantine Guidance for Close Contacts • CDPH Home Quarantine Guidance for Close Contacts <ul style="list-style-type: none"> • Returning to School <p>Visitors</p> <ul style="list-style-type: none"> • Visitors will be limited – link to website with information
Core Strategy	Key Elements	Lead	Planning Documents and Resources
			<p>Social/Emotional Health</p> <ul style="list-style-type: none"> • NUCUSD (is there a link or department to point families to?) • Behavioral Health-Monterey County Health Department • NAMI Monterey County <p>Before/After School Care</p> <ul style="list-style-type: none"> • ASES • Day Care <p>Family Resources</p> <p>Athletics/Extracurriculars</p> <ul style="list-style-type: none"> • CIF Guidelines for Sports <p>FAQs</p> <p>Contact Information</p> <ul style="list-style-type: none"> • Schools • County Office of Education • Monterey County Department of Health

<ul style="list-style-type: none"> • Staff Communications 	<ul style="list-style-type: none"> • Much of family communication can be reiterated with staff. Additional information regarding on-site teaching and social distancing protocols among staff that are present should be included. 		<p>Staff Communications</p> <ul style="list-style-type: none"> • Safety • Cleaning • HR Resources <ul style="list-style-type: none"> ○ Sick leave <p>Meals</p> <p>Infection Procedures</p> <p>Staff Testing Requirements</p> <ul style="list-style-type: none"> • Exposure • Screening • Reporting • Decontamination • Quarantine • MCHD Home Quarantine Guidance for Close Contacts • CDPH Home Quarantine Guidance for Close Contacts <p>PPE</p> <ul style="list-style-type: none"> • Requirements • Face Masks • Where to get <p>Family Resources</p> <ul style="list-style-type: none"> • Family Resources
Core Strategy	Key Elements	Lead	Planning Documents and Resources
<ul style="list-style-type: none"> • Community Communications 	<ul style="list-style-type: none"> • Community stakeholders should be given more general information about distance/hybrid learning pivots, potential re-opening dates/plans and any potential gatherings (sports) that will be held in the community. 		<p>Community Communications</p> <ul style="list-style-type: none"> • School Opening Status (link to District Website with Information) • Family Resources • Extra-Curricular Activities/Athletics <ul style="list-style-type: none"> ○ CIF Guidelines for Sports • Infection Reporting Processes

Action Group C

Extended Learning, Parent Support and Community Partnerships



Extended Learning, Parent Support and Community Partnerships

Ensuring all students, staff and community members remain involved and supported by following best practices in the areas of:

- Developing frequent bi-lingual messaging that includes all critical information to reduce confusion, anxiety, or misunderstandings.
- Engaging stakeholders (caregivers, students, community members, teachers, staff, civic partners, etc.) in a transparent and effective way
- Leveraging community and civic partnerships to amplify and spread critical messages
- Leveraging multiple analog and digital media technologies to communicate and reach out across income groups, cultures and languages
- Creating clear information portals

Core Strategy	Key Elements	Lead	Planning Documents and Resources
Supporting Parents			
<ul style="list-style-type: none"> ● Community Resources for Families ● Parenting Series <ul style="list-style-type: none"> ○ Social and Emotional ○ Healthy and Safety ○ Academics ● Parent Education Survey 	<ul style="list-style-type: none"> ● Referral to Castro Plaza Family Resource Center for additional resources as needed ● Supporting Parenting Strategies ● Building Relationships with each other ● Parent Input ● Supporting Parenting Needs 	<ul style="list-style-type: none"> ● Noemy Loveless ● Margarita Palacios 	<ul style="list-style-type: none"> ● NMCUSD Parent resources ● Referral to Family Resource Center (FRC) ● Parent Learning Support for Latino Parents ● Positive Discipline Parenting Sessions ● CDE Family Engagement ● Parent Series

Community Partnerships

<ul style="list-style-type: none"> Extended Learning Opportunities 	<ul style="list-style-type: none"> Support student engagement 	<ul style="list-style-type: none"> Noemy Loveless Margarita Palacios 	<ul style="list-style-type: none"> Conserving and Protecting Elkhorn Slough Girl Scouts of the Central Coast Monterey County Free Libraries
Core Strategy	Key Elements	Lead	Planning Documents and Resources
<ul style="list-style-type: none"> After School and Education Program (ASES) Migrant Education Student Activities <ul style="list-style-type: none"> Sports Clubs Field Trips Science 	<ul style="list-style-type: none"> Limited to Essential Service Workers Support for students during 2020-2021 Need to be review and in compliance with CDE and Health Guidelines 	<ul style="list-style-type: none"> Noemy Loveless Margarita Palacios 	<ul style="list-style-type: none"> California Department of Education COVID-19 Guidance for Expanded Learning Programs NMCUSD Website Monterey County Office of Education California Interscholastic Federation Guidelines for Return to Physical Activity/Training