

# 2020-2021 School Reopening Plan

October 20, 2020

Millbrae Elementary School District



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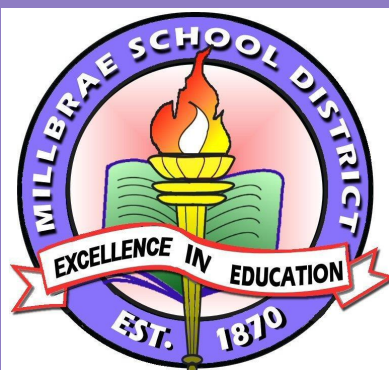
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2020-2021  
School Reopening Plan



# Glossary of Terms and Considerations

The first step to understanding the complex approach to reopening schools is having a clear definition of the terms we will continue to use in this document and in all communications.

## **Program Model Terms**

**Asynchronous Learning:** learning occurs at different times and at a different pace without real-time interaction between student and teacher.

**Small Cohort:** The Small Cohort provides for a smaller group of young children or students (up to 16), plus classroom teachers and assistants, to exist within a defined location with no mixing between any other small cohort Return to Classroom (RTC). The Small Cohort is most readily applicable for students with special needs whose smaller personalized settings and instructional support teams can function as a Cohort with reduced risk of infection.

**Full-Time Distance Learning by CHOICE:** An alternate plan for returning to school that families may select in October in lieu of Return To Classroom for All. This plan provides a fully at-home learning experience for families who do not want their children to attend in-person school. The plan will be available for the entire 2020-21 school year. There will not be an option to opt out of Distance Learning, once students return in January.

**Full-Time Distance Learning for ALL:** The mode of instruction that will be provided to all students when it is determined by the Health Department or School Board to be unsafe to Return To Classroom in-person.

**Measured, Sequential Approach to In-person Learning:** Our Board of Trustees has determined that a Return To Classroom (RTC) plan for students outside of small cohort RTC will not occur before January 2021. The Superintendent will update the Board at all meetings and this plan will be adjusted accordingly. When the Board approves a RTC, students will be returning in a measured, sequential approach to ensure a safe return to in-seat instruction.

**Essential Protective Equipment (EPE):** Essential Protective Equipment, commonly referred to as "EPE"; worn to minimize exposure to hazards that cause serious injuries or illnesses.

**Physical (social) Distancing:** Maintaining a greater than usual physical distance from other people or avoiding direct contact with people or objects in public places during a pandemic in order to minimize exposure and reduce the transmission of infection.

**Social Emotional Learning:** is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Social Emotional Wellness:** is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress.

# Glossary of Terms and Considerations

**Stable Cohort:** A Stable Cohort refers to a defined group of students whose size is dictated by the ability to implement physical distancing within the classroom or primary learning setting. According to the California Department of Public Health, “A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohort.”

**Staggered Schedule:** a school schedule that allows for staggered drop-off/pick up times and school class schedules in order to accommodate physical distancing recommendations.

**Synchronous Instruction:** Direct instruction and learning activities that occur online at a scheduled time with LIVE facilitation by MESD staff.

## Local and State Terms

**Pandemic Recovery Framework or PRF:** [A Framework for Schools in San Mateo County](#) published by the SMC Health and Education Departments. Provides school leaders with the health, education, and legal guidance needed to develop plans for a safe return to on-campus instruction and learning after campus closures.

**California Department of Public Health or CDPH:** CDPH provides resources and current health information to the local health agencies and the broader public, including [this framework for the reopening of schools in California](#).

**Health Orders:** [Public Health Orders](#) are issued statewide or by local counties when there is an increased risk to the public’s health because of the threat of an infectious disease.

Important considerations as we move our work forward:

<b>Connection</b>	<ul style="list-style-type: none"> <li>• Social-Emotional Wellness as a priority</li> <li>• Connection to community partnership</li> <li>• Relationship building</li> <li>• Transitions back to school</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Flexible instructional strategies</li> <li>• Assessment to guide instruction</li> <li>• Access to support and intervention</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>• Follow County Health Guidelines</li> <li>• Create safety protocol and systems</li> <li>• COVID training for students, parents &amp; staff</li> <li>• A point person for COVID-related topics</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Provide technology access for all students</li> <li>• Provide technology support for students and families</li> <li>• Consistency with platforms and apps</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Consistent communication via one platform</li> <li>• Staff/Teachers use the same platforms for communication with students and parents</li> <li>• Frequent, often and centralized</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Staff need ongoing time for learning, planning, collaborating</li> <li>• Time to design lessons/curriculum together, vertically with grade level/departments, district-wide</li> <li>• Allow for some in-person training for families</li> </ul>

# Section 1

## Our Commitment and Guiding Principles

Returning to school in 2020-21 in the shadow of the pandemic will be a trying time for all of us. I am confident our district will meet this challenge with strength and a commitment to serve our students and the Millbrae Community.

This Return To Classroom Plan is created with the intent to provide our students with an equitable, accessible and engaging educational experience; to prevent further learning loss; and to make meaningful connections with each other in navigating the future with unknown challenges that lie ahead.

Thank you to everyone who participated in the development of this comprehensive plan to safely Return To Classroom, whether in-person or through MESD Virtual Classroom.

Where there is challenge, there is opportunity. We look forward to our work together throughout the school year and the continued strong partnership with all members of the MESD community.

With Grace,

*Debbie French*  
*Superintendent*

# Section 1

## Our Commitment and Guiding Principles

Millbrae Elementary School District is as resolved as ever to providing high-quality education and social-emotional support and learning to all of our students.

In the unprecedented times we find ourselves, MESD --its Board members, leaders, and staff-- wish to clearly state our commitment to the families of MESD. We are committed to:

- *Providing in-person learning to as many students as we can, for as long as we can, as soon as we can using our MESD Essential Outcomes to guide our program, to the greatest extent possible in these conditions.*
- *Creating a safe and healthy workplace for our employees and learning environment for our students and families.*
- *Doing what we can to increase student, parent, and staff confidence that returning to school is as safe as we can make it, operating with transparency, honesty, and respect.*
- *Designing creative solutions within a system that has limitations.*
- *Using the MESD Essential Outcomes to guide program development and implementation.*
- *Valuing and maintaining the strong partnerships and relationships that exist between our community and our staff, ensuring that our connections and respect are stronger as a result of having gone through this together.*

COVID-19 will remain a very real threat for the foreseeable future. Due diligence and proper planning will be what get us through this period, and we will do so **together**.

## Section 2

# Our Opening Approach: An Overview

Like all public school districts, MESD is challenged with the task of not only creating a reopening plan for August 2020, but also creating a plan that is flexible enough to respond to the changing virus conditions over the course of the school year.

As a result of the COVID-19 pandemic and state of emergency declared by Governor Gavin Newsom, Millbrae Elementary School District (MESD) suspended in-person learning on March 16, 2020. There is an understanding that we are in a time of unprecedented change for our educational system. It is incumbent on our community to take concrete steps forward based on the best information available. We faced challenges then and we face challenges now. MESD is choosing to view this challenge as an opportunity to design a School Reopening Plan with safety, equity and innovation at its core.

Since July, our Superintendent, Debbie French, has been meeting regularly with County Superintendent Nancy Magee and other local Superintendents in sharing ideas and developing plans for the start of school in fall 2020.

Throughout the summer, MESD convened a Pandemic Recovery Task Force (PRTF) and several subcommittees to make recommendations for the creation of the School Reopening Plan for the 2020-21 school year.

## Section 2

### Our Opening Approach: An Overview

The PRTF included representatives from the Millbrae School Board, the Millbrae Education Association (MEA), California School Employees Association (CSEA), school site administrators, district office administrators, parents and community members. The PRTF met many times to propose, review and recommend learning models for our school communities.

Before the start of the 2020-2021 school year, MESD sent surveys to all families and staff about their situation and preferences for 2020-2021, and received more than 1200 responses. Family and staff input was welcomed PRTF meetings, Town Hall meetings, Meet and Greets and Board meetings throughout the summer and early school year.

On July 14th, our superintendent presented the recommendation of beginning the school year in an Online Learning model. The Board of Trustees unanimously approved this recommendation. Continued polls of our community, conversations with labor unions and local data, led to a recommendation to the Board of Trustees on September 15, 2020, to extend Online Learning through winter break and to begin returning students under the Small Cohort legislation. The Millbrae School District Board of Trustees, unanimously supported Superintendent French's recommendations.

The recommendation was based on national, state and local guidelines about temperature taking, physical distancing, face coverings, hand-washing, cleaning and disinfecting, use of outdoor spaces, indoor ventilation precautions, testing, and plans for what to do if educators or students became sick at school.



## Section 2

### Our Opening Approach: An Overview

Input from stakeholders solidified the District's approach to beginning the year in Online Learning. Additionally, our Small Cohort families participated in questionnaires, community forums and Board Meetings.

#### **MESD Board Direction: MESD Will Begin in Online Learning**

At the August 4th Board Meeting the following was unanimously approved by the MESD Trustees:

- *All students will begin the school year on August 26th with Full-Time Online Learning and will continue with Full-Time Online Learning for All through Thanksgiving Break*
- *MESD developed a weekly communication plan to update families from both the District and Site Level*
- *The "Return To Classroom" Plan for elementary sites and Taylor Middle School, align with the Small Cohort Legislation. The District will invite back students in SAI classes, students with 1:1 instructional aides and students identified as Newcomer EL learners at Taylor Middle School.*
- *Board Direction to the Superintendent: Move forward with small cohorts and extend Online Learning through the month of December.*

Starting the school with Online Learning for All allows staff to refine all the safety details and protocols for students and staff when we return to in-person learning. While we have many details in place we continue to look at our scheduling in order to provide the smallest stable cohort numbers that are reasonably possible during in-person learning. This work will continue as we start school with Online Learning for All.

\* As the county has transitioned to "Red," Millbrae School District could open its doors for a wider RTC after October 6, 2020. The projected start date for small cohorts is October 26, 2020.

## Section 2

### Our Opening Approach: An Overview

As a result of San Mateo County's placement on the State Monitoring List, by approval of the Board on August 4, 2020, the MESD will open all MESD schools in ***Full-Time Online Learning for ALL*** beginning on August 26th and continuing through the month of December.

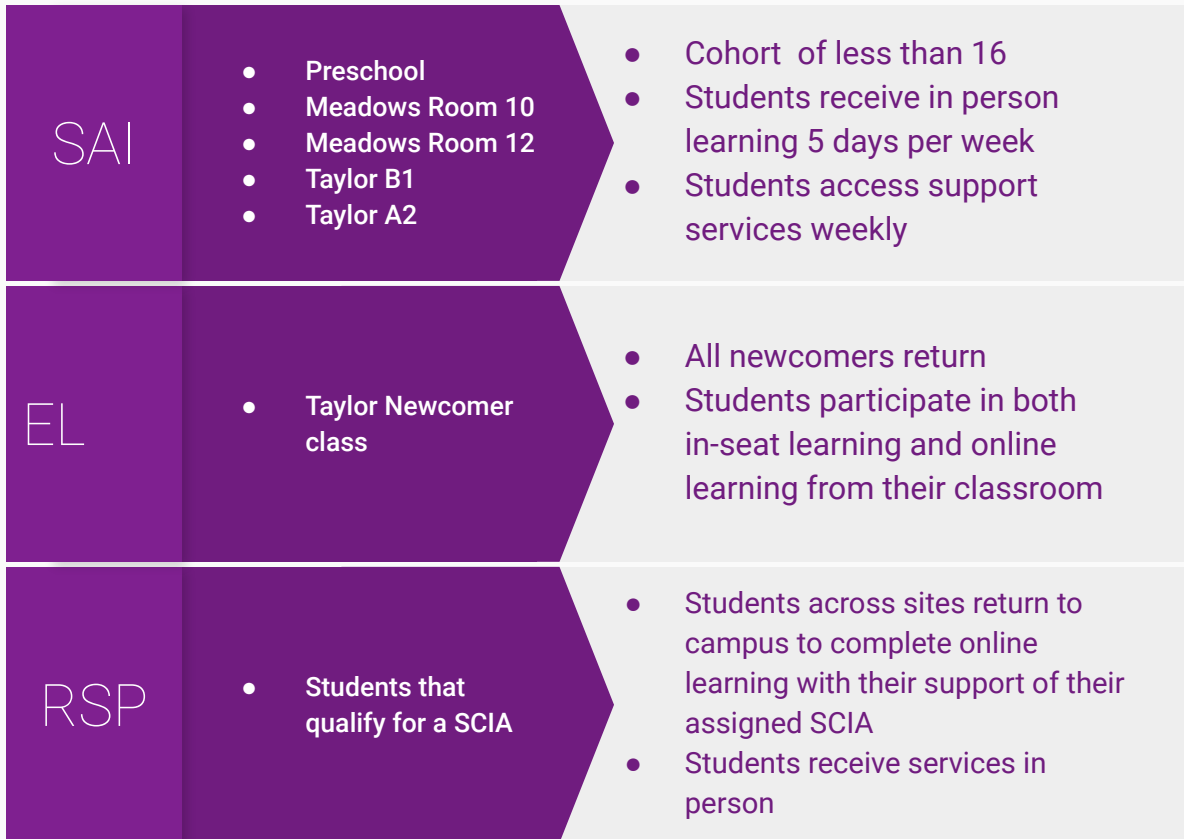
This recommendation, now required by the State, was made in large part to provide parents and staff clarity on how MESD will begin the school year and to provide time to meet the newly mandated and unfunded expectation that districts create a COVID testing program for staff.

Prior to the start of the school year, K-8 parents were asked for a commitment for learning for the 2020-2021 school year. Families were asked to commit to: hybrid, full year distance learning or short-term distance learning. Short-term distance learning was designed to provide families an opportunity to opt into the hybrid schedule three weeks after the start.

Our Board of Trustees then took action to bring back small cohorts of students at the September 15, 2020 board meeting. Small Cohort legislation was designed to allow for the return of the most vulnerable students in cohorts not to exceed a total of 16. The Small Cohort legislation allows for students to also receive supplemental services in person.

# Section 2

## Our Opening Approach: An Overview



## Section 2

### Our Opening Approach: An Overview

After the recommended ***Full-Time Online Learning for ALL*** start, MESD staff will be guided by the State Monitoring List. As the Bay Area health measures improve, and the county moves off the State Monitoring List, we will progress to Return To Classroom with a measured, sequential start to in-person learning. K-5 families will be given an option for final commitment and those who have chosen Virtual Classroom will continue in this program without disruption.

Staff and parent comfort level around returning to school in-person remains an important consideration for the Board as it weighs what options the district has to reopen gradually, if and when, the county is removed from the watchlist. We have articulated a measured, sequential approach to in-person learning (see glossary), and will continue to refine this plan. These discussions and decisions will happen in public at scheduled Board meetings. Information about those meetings is always available on the District's website.

The state's reopening guidelines introduced a "waiver process" by which school districts can open in-person for vulnerable learners and students in grades TK-6, even when their counties are on the "Widespread" tier. MESD will not be applying for a waiver.

The MESD School Board is committed to mitigating risk to the best of its ability and will not make a decision that unnecessarily puts students or staff at greater risk. If the state allows for a waiver to return students in K-6 (allowed by the state, with approval) and the Board feels it can mitigate risks, it is possible that they will choose to do so. The Board did take action on September 15, 2020 and the district did not submit a waiver application to the San Mateo County Office of Education.

#### **Why the Return To Classroom Model?**

MESD's plan for returning students in person during the pandemic is grounded in our belief that as many students as possible should be back in school as much as possible, while still following guidelines for the health and safety of both students and adults. Through our creative use of existing indoor spaces, thoughtful scheduling, and the flexibility we have to use outdoor spaces, we were able to develop a plan for students to be back on campus, should they choose to do so.

Our plan is based on local and state health guidance (see Section 6 for more information on health guidelines), which includes mandatory face masks for both students and staff, staggered schedules, and physical distancing minimums. Thus, MESD has developed a high-quality, developmentally appropriate instructional schedule to support kinder through eighth grade students with in-person and at-home learning. Our proposed model includes: some cohorts of students on campus daily while others are in alternating cohorts on campus every other day with a shortened schedule.

#### **MESD Online Classroom (Full-Time Remote Learning) Remains an Option**

While it is the desire of most MESD families, and a commitment of the MESD Board and staff, for in-person instruction to the extent that it is safe to do so, we recognize that some families will not feel comfortable returning to the in-person model. For those families, MESD's plan includes a robust Full-Time Online Learning. The MESD Online Classroom option will be available for the entire school year to families who desire. Students will remain at their home school and will be part of the livestream occurring in the classroom. More information about the MESD Online Classroom is provided in the next section and Section 5.

### **Preparing the Plan**

MESD has published informal surveys at different points during the summer and early fall to gather indications of family preference for their model choice. These responses did not provide the necessary data for initial staffing assignments. On October 22nd, each family will receive an email from Superintendent French with a link to a survey requesting their preference for how they would like their child to experience learning after the winter break. More information on that choice is provided in the next section of this Reopening Plan.

At any time during the year, a decision to only offer school in Full-Time Distance Learning is not taken lightly. Many factors are considered beyond just health data, including our staffs' and students' safety, budget and finances, available staffing, substitute teacher availability, and the pragmatic impacts of health orders.

MESD recognizes that our capacity to open has very real impacts on families. We appreciate everyone's patience, understanding, and positive presupposition as staff and the Board attempt to balance the very real and often competing interests of this complicated and unprecedented situation.

**Staff Training and Family Education:** Staff will receive training through online education regarding safety protocols prior to all students returning to in-person learning. Information will also be sent to parents from school sites and district level communications regarding the protocols and procedures school sites are using to ensure safety on our campuses. As shared in an upcoming section, students will be welcomed back to campus in a measured, sequential approach where training will take place.

# Section 3

## Program Choice

On Thursday, October 22nd all MESD families will receive an email requesting their preference on the program model of their choice for each of their children. This will help us in determining next steps.

**Families will choose between two options:**

**Option 1: Return To Classroom Model**

TK-8 students Return To Classroom for daily instruction. Prior to in-seat instruction, in-person classes will start with a measured, sequential approach with a combination of in-person and distance learning. If and when health orders dictate, students move to 100% online learning with their same teachers and classmates. Please refer to page 11 of this document for additional details.

**Option 2: MESD Virtual Classroom**

TK-8 students attend classes 100% online through the MESD Virtual Classroom Program. Students will remain with a teacher at their home school and participate in classroom instruction via live-streaming. School days will be a combination of synchronous and asynchronous instruction. Live-streaming will allow for a continued connection to classmates and teachers.

# Section 4:

## Return to School For All

Students in grades TK-5 will return to campus on January 4, 2020.

- All in-seat students begin at 8:15 am and end at 12:45 pm
- All students will be provided a nutritional snack and a grab and go lunch
- Students will be provided a device to be used at school and will keep their district issued device at home

Students in grades 6-8 will return to campus in a staggered approach beginning January 4, 2020.

- All in-seat students begin at 8:30 am and end at 1:15 pm
- All students will be provided a nutritional snack and a grab and go lunch
- Each student with a district issued chromebook will transport their device to and from school daily



## Measured, Sequential Approach to begin in-person learning at Taylor Middle School

**Start of School:** Full-Time Online Learning for ALL students outside of small cohort RTC. RTC learning to begin after winter break

**RTC Week 1:** Monday remains distance learning for all students. Tuesday through Thursday 8th grade students on campus. Friday 8th grade and 6th grade on campus.

**RTC Week 2:** Monday remains distance learning for all students. Tuesday through Thursday 6th & 8th grade students on campus. Friday all students (6th/7th/8th grade students) return to campus.

**RTC Week 3:** Monday remains distance learning for all students. All students return to campus Tuesday through Friday.

*\*Small Cohort students attend in-person school every day.*

## Section 5

# Option 2: MESD Virtual Classroom *Full-Time Online Learning by Choice*

MESD realizes that some families have circumstances that preclude sending their children to any amount of in-seat school or may make a health-based decision that is best for their children to learn from home.

We are committed to giving those students and families a rigorous, high-quality education as similar as possible to the Return To Classroom model. Therefore, as an alternative to the Return To Classroom model, families with students in grades transitional kindergarten through eighth can instead opt for Full-Time Online Learning, also known as the **MESD Virtual Classroom**.

The MESD Virtual Classroom will be available for the entire 2020-21 school year if a family chooses. Students opting into the MESD Virtual Classroom will return to their home school and participate in live-streaming learning.

MESD Virtual Classroom will be taught by MESD teachers using live-streaming into the in-seat classrooms. Students will remain with a teacher at their home school and participate in classroom instruction via live-streaming. School days will be a combination of synchronous and asynchronous instruction. Live-streaming will allow for a continued connection to classmates and teachers.

#### **Instructional Components and Quality**

High-quality distance learning is also a top priority for the governor and state legislature, and the Education Code outlines many expectations including for distance learning models. Instructional minutes for distance learning have been defined by the state of California as the time value of assignments as determined by the district's certificated teacher and synchronous instruction. All schools must provide the following minimum instructional minutes per school day:

- 180 for Kindergarten
- 230 for Grades 1 to 3
- 240 for Grades 4 to 8
- PE minutes requirement have been waived for 2020-21, however MESD physical education teachers will provide some physical education instruction and activities. Instruction will vary by grade level.

California Education Code and MESD would prioritize on its own even without this stipulation - that teachers provide daily live interaction with students for purposes of instruction, progress monitoring, and maintaining school connectedness. The MESD Virtual Classroom will offer:

- Daily synchronous (live) interaction with students to maintain relationships, receive regular connection, and coaching. The number of minutes will be determined by each teacher.
- Engagement opportunities with school-specific peers in and outside of MESD Virtual Classroom.
- Social Emotional Learning content and experiences.
- Connectedness may include 1:1, small group, and/or whole class experiences via Zoom and/or Google Meet.
- Instruction will be based on the core content areas of reading/writing, math, science, and social studies. Instructional minutes in each of these areas will vary as appropriate to the grade level.

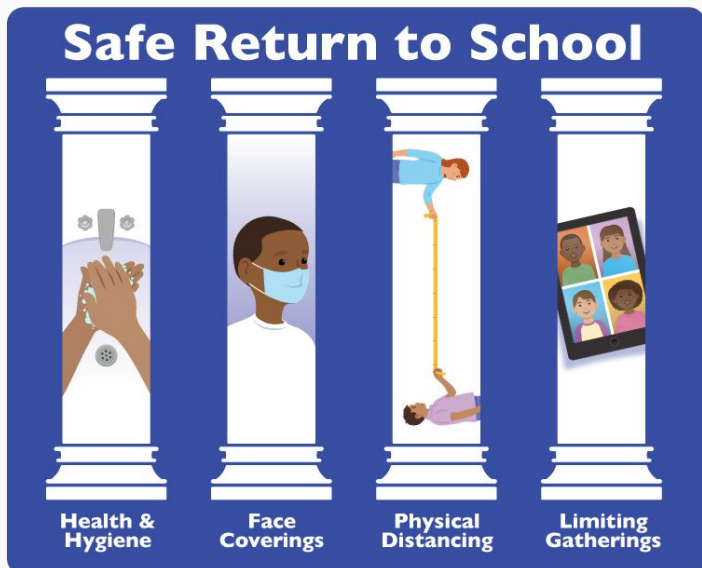
# Section 6

## Health and Safety Practices

This section describes how MESD intends to implement the health and safety protocols outlined by San Mateo County's [Pandemic Recovery Framework \(PRF\)](#) specifically around the Four Pillars of Health & Hygiene, Face Coverings, Physical Distancing, and Limiting Gatherings. In addition to the PRF, MESD uses anchor guidance from the following sources:

- [California Department of Public Health \(CDPH\)](#);
- [CDPH Framework for Reopening Schools](#)
- [San Mateo County Health Orders](#);
- [Centers for Disease Control](#); and
- Industry and academic sources as cited within this section.

Most health and safety efforts are designed to minimize the three most important factors to contagion: **proximity + intensity + duration**. When we limit all three, and provide fresh & effective air **ventilation** and filtration, we limit the spread.



While this section provides an overview of MESD's health and safety protocols, we have also developed an extensive [Staff Manual that outlines our Safe Return To Classroom Procedures](#).

For specific sites:

- [Green Hills Elementary](#)
- [Lomita Park Elementary](#)
- [Meadows Elementary](#)
- [Spring Valley Elementary](#)
- [Taylor Middle School](#)

#### **Pillar One: Health & Hygiene**

The health of the entire MESD community depends on all of us doing our part. We invite your help as we implement rigorous health and hygiene practices to ensure that returning to school is as safe as possible.

#### **Know the Signs & Symptoms and When to Stay Home**

Signs of COVID include fever, cough, shortness of breath, loss of taste or smell, [and more](#). Students experiencing any of these symptoms should stay home. Please be sure your child's health records are up-to-date especially with allergy or asthma information as those conditions can present similarly to COVID symptoms. *Parents will be called when students need to be sent home.*

#### **Wash or Sanitize Hands**

Students and staff will practice healthy hand hygiene by washing their hands often, with soap and water for 20 seconds. Time will be provided for handwashing at these points:

- When arriving at school
- Before/after eating
- Before/after using any shared equipment
- Before/after using playground structures
- After using the restroom
- When coming in from outside



#### **Maintain a Clean and Disinfected Environment**

MESD is following the San Mateo County Schools Insurance Group Cleaning and Disinfection Procedures as they relate to COVID.

The term "cleaning" means mopping, vacuuming, removing trash, and cleaning doors and door jambs; this will happen daily for every room in use. The term "disinfecting" means wiping down surfaces with a CDC-approved disinfectant for the COVID virus; this will happen at least every night throughout each campus.

#### **Support Health with Air Ventilation**

As maximizing outside airflow is the simplest and most effective way to maintain a healthy classroom environment, MESD will:

- Air filters in all HVAC Units will be the highest MERV number possible, and will be changed accordingly.
- Open classroom doors/windows at all times (weather permitting) when instruction is taking place.
- Utilize our campuses' outside spaces for instructional use as much as possible.

#### **Ventilation, Filtration, and Outdoor Instruction**

In addition to limiting proximity, intensity, and duration of contacts through physical distancing, the spread of the virus can be reduced when proper ventilation is provided (as outlined above) and instruction occurs outdoors as often as is feasible. Any in-person instruction that we provide will include **as much outdoors instruction time as possible**. Site leaders will organize outside instructional areas and encourage their regular use, weather permitting.

#### **Limit Sharing of Material and Equipment**

MESD will limit the sharing of equipment (e.g. art supplies, technology, etc.) and spaces (e.g. bathrooms, etc.). As much as is practicable, equipment will be assigned to just one student. When shared, it will be disinfected between cohort use. When the District determines freestanding playground structures can be in use, they will be disinfected regularly, however students will be required to wash hands before/after use of the structures as the main defense against contagion. Structures will also be assigned on a rotating basis to cohorts of students. Additional details:

- Bathrooms will be assigned to cohorts.
- Water fountains will be closed. Please send your child with a water bottle.

## Section 6

### Health & Safety Practices

- Please label all your child's belongings. Any personal items will be kept separate from other students' belongings.
- Outdoor areas will be used by cohorts on a rotating basis; no mixing.
- Technology and classroom supplies will be assigned to individual students when practicable and kept within cohorts at all times.
- Each classroom will have its own recess equipment such as balls and jump ropes that will be kept in the classroom and only brought out for use with that cohort.

#### **Pillar Two: Face Coverings**

Face coverings/masks are one of the most effective tools against the spread of the coronavirus. The state mandates that all students in grades 3-12 and all staff wear face coverings while at school. MESD staff is recommending the additional step of requiring face coverings for all MESD students aged three and above. You may [watch this video](#) about the effectiveness of masks and/or [read this article](#) about helping your child become comfortable wearing a mask.



Time will be provided, especially in the younger grades, for students to acclimate to wearing masks, and “mask breaks” will be scheduled, with outdoor physical distancing. Masks are not required during recreation/PE or eating as long as physical distancing is maintained.

Please note that a face covering is, per the PRF, a covering “made of cloth, fabric, or other soft or permeable material, without holes, that covers only the nose and mouth and surrounding areas of the lower face.” Masks with a valve device are not allowed.



## Section 6

### Health & Safety Practices

MESD will have disposable masks available when students forget their mask or it becomes damaged or lost at school.

Face shields are not suitable substitutes for masks. Teachers may wear face shields in limited circumstances when the ability to see a teacher's mouth is critical to instruction and only after further modification to the shield. Children, without IEPs or written health education plans, who refuse to wear masks or parents who prefer their child to not wear a mask will be scheduled into the MESD Virtual Classroom for the safety of all involved.

#### **Pillar Three: Physical Distancing**

The Pandemic Recovery Framework uses the CDC's physical distancing guidelines to require that 6 feet of space be maintained between all people while on campus. MESD staff has affirmed that it intends to adhere to this guideline.

*In classrooms:* Student work space will be spaced six feet apart and teachers will have their own area also six feet apart from students. Some classes may have more students while some may have fewer. Larger classroom spaces will allow for additional students while maintaining physical distancing.

*Bathrooms:* will be assigned to cohorts. Face masks are required in bathrooms and no more than two people at a time may be in the bathroom.

*In common areas/outdoors/playgrounds:* visual marking will help designate physical distancing including directional signage. Recess will be on a rotating schedule to allow plenty of space for cohort groups to play. Multiple entry/exit ways into and out of campus will be used to avoid congestion. It should be noted that at times people may come into brief contact closer than six feet in passing.



#### **Pillar Four: Limiting Gatherings**

Limiting gatherings is an essential tool in slowing the spread of COVID. While our current health orders limit gatherings to 50 people, it should be noted that instruction of students at school is not considered a gathering. However, other events that would bring people together at a school or district site are gatherings. Therefore, sites will identify school activities that can take place through remote means. Families should expect that the following events will be conducted remotely:

- What To Expect Nights
- Parent Group Meetings/School Site Council Meetings
- MESD Speaker Series Events
- Book Fairs
- Family Social Events
- Performances
- School Board Meetings

There will be no after school sports, or on-campus volunteering until further notice. MESD may allow outside vendors to rent space pending board approval; the vendors will be required to follow all health and safety protocols in addition to paying for the extra cleaning needed for their activities.

Parent volunteering will continue with our five school Parent Groups and the Millbrae Education Foundation. Many of their meetings and events will take place remotely until further notice.

Throughout the year, MESD will evaluate health conditions and state and local orders every three weeks, and make adjustments to the gathering, volunteering, sports, and afterschool program protocols as allowed and appropriate.

# Section 7

## Social and Emotional Well-Being

MESD is committed to fostering healthy social emotional well-being for its students, families, and staff.

Our goal at all times is for every student to be engaged, achieving and thriving and we build social emotional learning into our curriculum in many ways. We recognize that during this extraordinary time of the COVID-19 pandemic, economic crisis, and focus on racial inequities, our students may be in special need of the social and emotional connection that schools can help develop. Therefore, whether your child attends in-seat learning or the MESD Virtual Classroom, there will be careful attention paid to building and maintaining our students' social emotional well-being during this time.

This section describes some strategies that may be used in schools & classrooms along with resources that you may find helpful.

Services that may be available will include Special Education Related Mental Health Services in person and/or through Distance Learning Plan as well as Non-IEP related mental health services.

School Counselors and/or School Psychologists may consult and assist families requiring additional support. Classroom teachers teach SEL lessons and curriculum. Our counselors provide an additional layer of SEL fostering students' learning strategies, self-management, and social skills.

## Section 7

# Social and Emotional Well-Being

### **Additional Resources**

- The Collaborative for Academic, Social, and Emotional Learning (CASEL)'s [Reunite, Renew and Thrive: SEL Roadmap for Reopening School](#)
- Kids Help Line: [Guide to supporting your child to go back to 'normal' after COVID-19](#)

### **Classroom Strategies for Fostering Social and Emotional Well-Being**

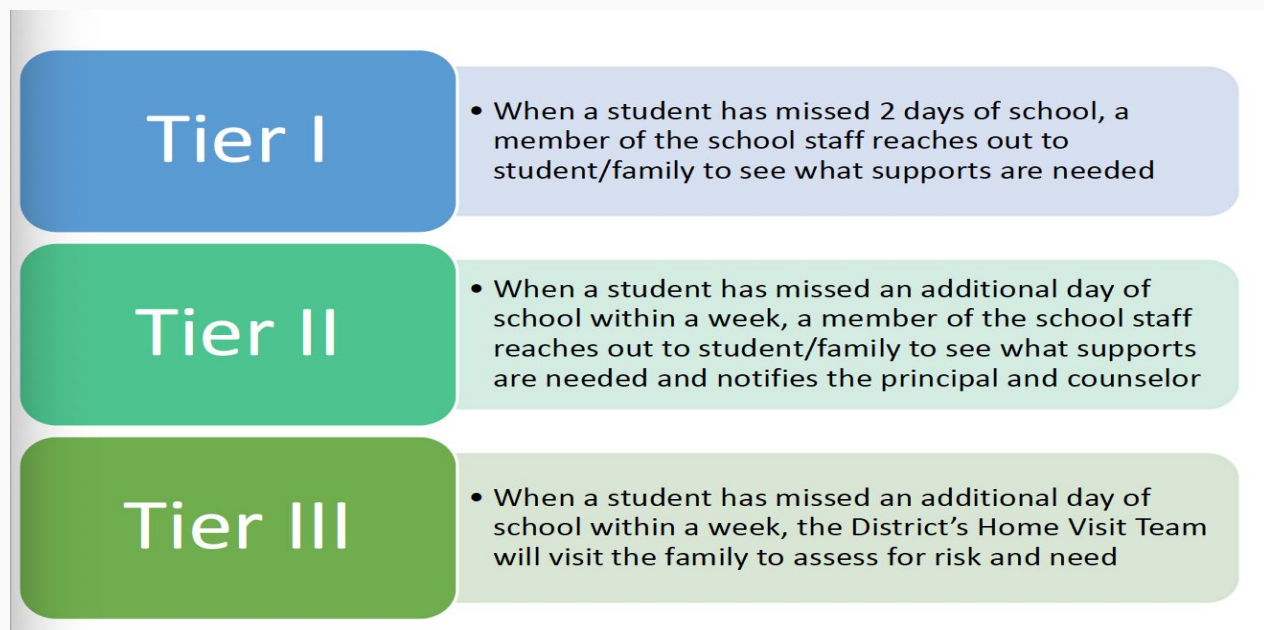
Teachers will use a variety of activities and strategies to build meaningful relationships with their students and help students develop relationships with each other. Teachers will elevate the social-emotional needs of their students, understanding how the COVID-19 pandemic continues to have an impact on the mental health of our youth. Teachers will also use a variety of curriculum, activities, and lessons to engage students in developing social skills, character development, emotion vocabulary, and confidence. Some examples include:

- Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
- Use regular check-ins to bring both in-seat and MESD Virtual Classroom students together to increase connectedness.
- Teach students about health and safety practices in a developmentally appropriate way.
- Model appropriate expression of feelings and let students know that they have permission to feel and verbalize what they are experiencing.
- Coach students on how to effectively manage strong emotions.
- Give students the opportunity to discuss feelings/reactions to the crisis, including through other modes of communication (e.g., writing, drawing for younger children), especially those students who are hesitant to verbalize their feelings.
- Make time to explore and learn about students' experiences and hear their feedback, particularly listening to distance learning experiences as it will be an important part of the initial transition back.
- Include writing, poetry, music, art, dance, drama - all considered emotional regulating opportunities.

### Attendance and Re-engagement

We recognize that times are not normal and it may be that when we are in distance learning, some students may have difficulty logging in and attending their classes. Attendance will continue to be taken daily in all grades.

The Pandemic Recovery Framework requires districts to develop a plan for re-engaging students who are absent for more than three days during a week of distance learning. MESDs plan will be the following:



- If the issues are technological in nature, MESD can help your family with loaner devices and/or a WiFi hotspot.
- If the issues are medical/illness related, the normal absence and make-up work procedures will apply.
- If the issues are emotional or reluctance to engage with distance learning, students may be referred to the school counselor for additional support.
- Parents are always welcome to proactively contact their child's teacher for support and strategies for helping a reluctant student to engage with distance learning.

# Section 8

## Most Vulnerable Learners

School closures and other impacts of the COVID-19 pandemic have highlighted the challenges that our students and families face. Local school districts are expected to design a reopening plan with the needs of their most vulnerable learners as a priority. At MESD, we are committed to supporting all students in ways that best suit their learning needs.

In doing this work, MESD identifies “most vulnerable learners” per the expectation of the San Mateo County PRF, as newcomer students learning English as a second language, students with IEPs (Special Education) whose services cannot be effectively met in a distance learning model (includes, but not limited to our moderate to severe).

In order to meet the needs of our most vulnerable students, MESD will seek to return some students back to campus even if the district as a whole is required to be in Distance Learning. Some student schedules will be designed to provide intervention support and, for some, admittance into programs operated daily as a small cohort.

## Section 8

### Most Vulnerable Learners

#### **Unique Academic Needs**

Teachers will address students' instructional needs through the lessons, assignments, and small group and one-on-one sessions provided through in-person or MESD Virtual Classroom participation.

Students will be able to communicate with educators to receive additional assistance around instructional areas in a small group setting. Assistance with goal work and classroom academic work will be supported by special education specialists and paraeducators.

#### **English Language Learners**

Teachers will provide ELD support to our English learners through Online Learning. Teachers will be available to adapt lessons to ensure that students are accessing the content.

- ELD standards-based instruction is provided in both synchronous and asynchronous learning contexts.
- ELD standards-based instruction in both small group and one-on-one instruction that address the four language domains of Listening, Speaking, Reading, and Writing.
- Students receive regular feedback about their learning via Zoom sessions.
- Ensure lessons are accessible.

#### **Homeless and Foster Youth**

Director of Student Services and school counselors will reach out to homeless families to ensure the following:

- Students have what is needed to access the continuity of learning activities.
- Parents are knowledgeable of food distribution sites.
- Family needs are assessed and families are connected to community resources.
- School Counselors and School Psychologists will facilitate mental health services to identified students.

## Section 8

### Most Vulnerable Learners

#### **Special Education/504**

For more specific information about students programming for students with IEP's or 504's, please read the next section. Case managers will reach out to families to ensure the following:

- Comparable access to online platform. This includes reviewing the needs of the students on their caseloads and linking them to services and resources per their IEP/Section 504 Plan and/or current needs given the online platform (as appropriate).
- Reasonable services (i.e., consultation with teachers and/or families) will be provided by related service providers.
- Adapt lessons to ensure accessibility.

#### **Free-Reduced Lunch Services**

MESD will continue to provide free and reduced lunches to families during Online Learning.

# Section 9

## Special Education & 504 Accommodation

The Millbrae Elementary School District is committed to partnering with parents, educators, and administrators to continue to meet the needs of students with disabilities. MESD will provide a Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students.

Special Education support and services will be provided to students to the greatest extent possible. Online Learning activities and lessons are aligned with students' IEP goals and will provide accommodations and modified programming. If there are questions regarding your child's educational program during this time, please contact your child's case manager. If you continue to have questions, please contact Tara Keith, Director of Student Services, directly at [tkeith@millbraesd.org](mailto:tkeith@millbraesd.org).

### **IEP and 504 Student Communication**

Every family with an IEP or 504 accommodation has an assigned Case Manager whose role is to facilitate communication between the District and family and ensure that the student's needs are met.

### **IEP Case Managers will reach out to families to ensure the following:**

- Comparable access to online learning platform.
- Collaborate creatively with parents, service providers, and educators to continue to meet the needs of students with disabilities.
- Adapt and accommodate lessons to ensure accessibility.



## Section 9

# Special Education & 504 Accommodation

### 504 Case Manager Role

- Comparable access to online learning platform. This will include collaboration and consultation with parent or guardian around student 504 accommodations and access to Online Learning supports.
  - Section 504 Plans will be reviewed and updated, if necessary, based on current needs given the online platform (as appropriate).
  - Case manager will review and provide access to all students' 504 accommodation document with all teaching staff
  - Collaborate creatively with parents, service providers, and educators to continue to meet the needs of students with disabilities.
- Adaptation and accommodation of lessons to ensure accessibility.
- If parents have questions regarding their child's 504 Plan, please contact the School Counselor.
  - Lomita Park/Green Hills: Leslie Chin ([lchin@millbraesd.org](mailto:lchin@millbraesd.org))
  - Meadows/Spring Valley: Meredith Denton ([mdenton@millbraesd.org](mailto:mdenton@millbraesd.org))
  - Taylor Middle School: Carla Sangco ([csangco@millbraesd.org](mailto:csangco@millbraesd.org))

### Distance Learning Plans for Special Education Students

When MESD is in Online Learning for ALL, or if a family has chosen the MESD Virtual Classroom for their special education student, a Distance Learning Plan (DLP) will be developed to assist that student in succeeding during distance learning. DLPs offered might include physical packets, online educational programs, teleconferencing, teleconsultation, and virtual therapy. Related services may also be provided depending on your child's IEP, and may include: Speech and Language Therapy, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Mental Health Counseling, and/or Behavior support. Please understand that the provided services may not be the exact duration and frequency of services outlined in your student's IEP.

## Section 9

### Special Education & 504 Accommodation

Below are instructions to support and guide staff, in collaboration and consultation with parents or guardians, to create a Distance Learning Plan (DLP) for students who receive special education services in the District.

Your child's DLP is:

- A plan for documentation and planning during COVID-19 school site closure only.
- Developed and revised with ongoing collaboration and consultation with parent or guardian.
- A tool for the staff to document how IEP goals are being addressed (those which can be addressed through distance learning), in what mode/method of instruction and documentation of progress on goals.

#### **Creating Individual Special Education DLPs**

The following details the process that parents may expect when their child's DLP is created.

A framework for Distance Learning Plan (DLP) will be created to include the child's demographic information; service providers for the student's various services, and a main point of contact for the team (Case Manager).

The DLP will also include a summary of goal provision. Every goal may not be able to be addressed through distance learning. The DLP may focus on all IEP goals or may identify two or three goals as priority areas noting those priority areas may change as needs change.

## Section 9

# Special Education & 504 Accommodation

### **IEP Meetings and Assessments**

These legally required scheduled IEP meetings are meant to keep families and staff up-to-date with present levels, progress, accommodations, changing needs, goals, services, and to ensure that the IEP remains accurate.

### **IEP Meetings**

School site teams will continue to hold IEP meetings in compliance with student IEP deadlines. IEPs will continue to be held on virtual platforms or teleconference. *Draft IEPs* will be sent to families at least 24 hours prior to the IEP meeting in order for parents to review and have documents in front of them during the meeting. Please note that case managers may be using a new SEIS electronic signature process for collecting signatures for IEP attendance and consent.

### **IEP Assessments**

The district will continue to offer IEP assessments and triennial evaluations during Distance Learning. The district will provide school psychologists and service providers to conduct assessments. This will include all assessments in progress prior to the school closure, upcoming assessments, and existing requests for assessments through in-person assessment. Virtual assessments may be conducted when test standardization isn't affected.

During in-person assessments, staff and students will follow all safety protocols and the Four Pillar Guidelines including face covering protocols outlined in the PRF and this document. Individuals will use a clear plexiglass barrier between student and staff during the testing session. All assessment testings will follow this [protocol](#).

## Section 9

### Special Education & 504 Accommodation

Staff will use the following documents for in-person assessment:

- [Assessment Parent Consent](#)
- [Covid Risk Factor Checklist](#)

#### **Paraeducators Supporting Students**

Students will receive support, as indicated in the students IEP, from our team of dedicated and highly trained paraeducators to maximize student success.

#### **Paraeducator Assignments and Placements**

To reduce exposure and risks, paraeducators will be assigned to a consistent placement and group of students during the school day. Paraeducators will be utilized to support students to access curriculum both in person and through Online Learning, as indicated in the students IEP.

#### **Online Learning Support**

Through case manager supervision, paraeducators will provide supplemental support for students with IEPs. A paraeducator who is familiar with the student's general education and/or special education classroom curriculum will have scheduled online support sessions as indicated in the students IEP. Sessions may be in a one-on-one or small group format. Sessions will focus on student's needs in order to complete classroom workload expectations and/or address IEP goals.

#### **1:1 Paraeducators/SCIA (Special Circumstances Instructional Assistance) Supports**

Students with 1:1 paraeducators on their current IEPs who attend in person learning will have the same consistent paraeducator throughout the day based on documented service in the student's IEP. Students with 1:1 paraeducator on their current IEPs who opt for MESD Virtual Classroom will have a daily 1 hour scheduled session with a paraeducator that support the student's IEP goals and general education curriculum. This will be addressed in the student's Distance Learning Plan.

## Section 9

### Special Education & 504 Accommodation

#### **SAI Classrooms**

Students in our District Learning Center Program will be individually reviewed based on their IEP goals and needs to determine placement.

- **Return To Classroom:** Students identified as Most Vulnerable Learners (MVLs) based on IEP needs will attend school every instructional school day in the SAI classroom in a Cohort. Mainstream opportunities will be considered and discussed on a case by case basis. These opportunities will be met through Online Learning.
- **Online Learning:** Students with disabilities will receive special education support and services virtually in accordance with the individualized Distance Learning Plan. However, if permitted, the District will explore the option of providing some face to face support, services, and instruction.

It is essential that Students with Disabilities are provided the technology and connectivity required to provide FAPE to the greatest extent feasible using a distance learning model. This includes any assistive technology required under a student's IEP. If parents have questions around Technology, please contact [Tara Keith, Director of Student Services](#).

#### **Further Resources**

- California Department of Education: [Special Education Guidance for Covid 19](#)
- United States Department of Education: [Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#)
- Stronger Together: [Guidebook for Reopening of California Public Schools](#)

# Section 10 Child Care

MESD recognizes the significant hardship that is placed on families by the lack of full in-person school for all students. Many of our own staff are figuring out the very same dilemma for their children. Every single member of the MESD staff wants nothing more than to be operating in “normal” times and educating and caring for the children of our community as usual. Unfortunately, until that is possible, we will have students and families whose child care needs are not met by school operations.

### Onsite Out of School Providers\*

\*Care is provided on school grounds. During distance learning, families would need to transport children to care. During hybrid scheduling, on the days children have in person school, children will meet program staff on school grounds and walk to out of school care program services.

Program	Primary Contact	Program Website	Site of Operation
Happy Hall	Rachel Heck <a href="mailto:info@happyhall.com">info@happyhall.com</a> 650-583-7370	<a href="https://www.happyhallschools.com/">https://www.happyhallschools.com/</a>	Green Hills
Boys and Girls Club	Joe Egan <a href="mailto:joe@midpenbgc.org">joe@midpenbgc.org</a>	<a href="https://www.midpenbgc.org/">https://www.midpenbgc.org/</a>	Lomita Park
Happy Hall	Rachel Heck <a href="mailto:info@happyhall.com">info@happyhall.com</a> 650-583-7370	<a href="https://www.happyhallschools.com/">https://www.happyhallschools.com/</a>	Meadows
A Child’s Way	Paula Coe <a href="mailto:paula@acwschools.com">paula@acwschools.com</a> 650-697-4760	<a href="http://www.acwschools.com/svba/">http://www.acwschools.com/svba/</a>	Spring Valley
Boys and Girls Club	Joe Egan <a href="mailto:joe@midpenbgc.org">joe@midpenbgc.org</a>	<a href="https://www.midpenbgc.org/">https://www.midpenbgc.org/</a>	Taylor
CAM Educational Services	Cameron Cheung <a href="mailto:hilary.camedu@gmail.com">hilary.camedu@gmail.com</a> 650-892-8288	<a href="https://cameducation.com">https://cameducation.com</a>	Taylor



# Section 10

## Child Care

### Offsite Out of School Providers\*

\*Care is provided off of school grounds. During distance learning, families would need to transport children to program services. During hybrid scheduling, all program providers provide transportation services to and from school on the days that children attend school on campus.

Program	Primary Contact	Program Website	Sites Served
Bay Area Learning Academy (BALA)	Keli Yu <a href="mailto:bayarealearningacademy@gmail.com">bayarealearningacademy@gmail.com</a> 650-690-0998	<a href="http://www.bayarealearningacademy.com/">http://www.bayarealearningacademy.com/</a>	Green Hills, Lomita Park, Meadows, Spring Valley, Taylor to 6 <sup>th</sup> Grade
CAM Educational Services	Cameron Cheung <a href="mailto:hilary.camedu@gmail.com">hilary.camedu@gmail.com</a> 650-892-8288	<a href="https://camducation.com">https://camducation.com</a>	Green Hills, Lomita Park, Meadows, Spring Valley, Taylor
City of Millbrae Recreation Department	Adriene Busch <a href="mailto:mbrady@ci.millbrae.ca.us">mbrady@ci.millbrae.ca.us</a> 650-259-2360	<a href="https://www.ci.millbrae.ca.us/">https://www.ci.millbrae.ca.us/</a>	Green Hills, Lomita Park, Meadows, Spring Valley, Taylor
Great Joy	Peter Yeh <a href="mailto:pyehncacis@gmail.com">pyehncacis@gmail.com</a> 650-867-6228	<a href="http://www.greatjoyschool.org/">http://www.greatjoyschool.org/</a>	Green Hills, Lomita Park, Meadows, Spring Valley, Taylor to 6 <sup>th</sup> Grade
Hanlin Learning Academy	<a href="mailto:millbrae@hanlinacademy.com">millbrae@hanlinacademy.com</a> 650-888-3650	<a href="https://www.hanlinacademy.co/">https://www.hanlinacademy.co/</a>	Green Hills, Lomita Park, Meadows, Spring Valley, Taylor to 6 <sup>th</sup> Grade
ICEC	Cathy Xue <a href="mailto:icec.afterschool@gmail.com">icec.afterschool@gmail.com</a> 650-636-3290	<a href="http://www.icecafterschool.com/">http://www.icecafterschool.com/</a>	Green Hills, Lomita Park, Meadows, Spring Valley, Taylor to 6 <sup>th</sup> Grade
Intelligent Learning	<a href="mailto:il@goldenstatepreschool.com">il@goldenstatepreschool.com</a> 650-302-3194	<a href="https://www.intelligentlearningca.com/">https://www.intelligentlearningca.com/</a>	Green Hills, Lomita Park, Meadows, Spring Valley, Taylor to 6 <sup>th</sup> Grade
JEI	<a href="mailto:millbrae@jeilearning.com">millbrae@jeilearning.com</a> 650-228-7978	<a href="https://jeilearning.com/millbrae/index.do">https://jeilearning.com/millbrae/index.do</a>	Green Hills, Lomita Park, Meadows, Spring Valley, Taylor
Mimi Learning	Candy Yen <a href="mailto:candyen.music@gmail.com">candyen.music@gmail.com</a> 650-557-6888	<a href="http://www.mimilearning.com/">http://www.mimilearning.com/</a>	Green Hills, Lomita Park, Meadows, Spring Valley, Taylor to 6 <sup>th</sup> Grade
One Distance Learning Camp (an offering through One Martial Arts)	Brannon Beliso <a href="mailto:professor@onemartialarts.com">professor@onemartialarts.com</a> 650-513-0533	<a href="https://onemartialarts.com/after-school-program/">https://onemartialarts.com/after-school-program/</a>	Green Hills, Lomita Park, Meadows, Spring Valley, Taylor

# Section 11

## Technology

MESD was in the process of discussing the benefits of 1:1 technology prior to the school closure in March, 2020. At the time of closure, the District had enough devices to support our learners who required a device to access their education. Additionally, the District distributed devices again prior to the start of the 2020-2021 school year and continues to exchange devices as needed. To the extent needed, the District procured an additional 500 Chromebooks to support this initiative.

MESD is well positioned to make use of technology's potential as we approach the 2020-21 school year. Included in this section are brief summaries of particular areas of interest to parents as they relate to technology.

### **District Devices**

As the school year will be starting in online learning, if needed, students will be provided an MESD device to take home. Devices were distributed in a contactless drive through centralized at the District Office, prior to the school year starting. Each school site also distributed chromebooks at the start of the school year. Families are able to exchange devices at the District Office daily from 3:00-4:00pm. This time allows our tech team to first determine if the device must be exchanged due to malfunction or to provide support for the use of the device.



### **Learning Management Software**

MESD has worked this summer to streamline the online learning management systems (LMS). An LMS allows for both distance learning and teacher/student/family collaboration to ensure a quality student learning experience when planning and delivering instruction either in-person or remotely.

- Google Classroom is a LMS that allows teachers to create digital learning content, organize it, deliver the content, enroll students, monitor and assess student performance, and share out progress.

### **Universal Apps for Students and Parents**

MESD will continue to offer families and staff access to high-leverage computer applications to support communication school/district and parent/guardian communication and accelerate student learning.

- Your teacher will provide access to the appropriate applications for your child. These can be found through logging into *Clever*.

### **Screen Time Considerations**

Many families have worked hard to implement screen time guidelines at home prior to San Mateo County's COVID stay at home orders. Limits on screen time will look different from before. Screen time is the window to school and socialization; increased time online is unavoidable. This connection for students to their teachers and peers is vitally important for emotional health. Parents should monitor and model healthy screen use. Finding the right balance for your child will be important. In remote learning conditions, we want to share the following recommendations:

- Monitor the computer and encourage engagement.
- Create a quiet and learning-conducive work space at home, preferably one that is not in the child's room, but in a more communal location of the home.
- Be sure that your child is taking plenty of breaks for physical activity and time away from the screen.
- After the school day, as much as possible, encourage print and book reading and outdoor or indoor physical play.

# Section 12

## Resources and Contacts

**When you have a question, concern, or need, please don't hesitate to access one of our resources to assist you.**

**Frequently Asked Questions:** [MESD FAQ Document](#)

**Curriculum and Program:**

- Julie Constantino (Taylor) at [jconstantino@millbraesd.org](mailto:jconstantino@millbraesd.org)
- Debi Knecht (Elementary) at [dknecht@millbraesd.org](mailto:dknecht@millbraesd.org)

**Return To Classroom Model:** School principal or assigned teacher

**Maintenance & Facilities:** Raul Fregozo at [rfregozo@millbraesd.org](mailto:rfregozo@millbraesd.org)

**School Board:** [MESD School Board webpage](#)

**Superintendent's Office:** Claudia Buttigieg at [cbuttigieg@millbraesd.org](mailto:cbuttigieg@millbraesd.org)

**Student Services & Special Ed:** Linda Kroll at [lkroll@millbraesd.org](mailto:lkroll@millbraesd.org)

**Health and Safety:** Angela Smith at [asmith@millbraesd.org](mailto:asmith@millbraesd.org)

# NEW INFORMATION- Blueprint for a Safer Economy

The State of California now has a new system in measuring the spread of COVID-19. As per the “Blueprint for a Safer Economy:”

Every county in California is assigned to a tier based on its test positivity and adjusted case rate for tier assignment including metrics from the last 3 weeks. At a minimum, counties must remain in a tier for at least 3 weeks before moving forward. Data is reviewed weekly and tiers are updated on Tuesdays. To move forward, a county must meet the next tier’s criteria for two consecutive weeks. If a county’s metrics worsen for two consecutive weeks, it will be assigned a more restrictive tier. Public health officials are constantly monitoring data and can step in if necessary.

<https://covid19.ca.gov/safer-economy/>

County risk level	New cases	positive tests
<b>WIDESPREAD</b> Many non-essential indoor business operations are closed	<b>More than 7</b> daily new cases (per 100k)	<b>More than 8%</b> positive tests
<b>SUBSTANTIAL</b> Some non-essential indoor business operations are closed	<b>4 - 7</b> daily new cases (per 100k)	<b>5 - 8%</b> positive tests
<b>MODERATE</b> Some indoor business operations are open with modifications	<b>1 - 3.9</b> daily new cases (per 100k)	<b>2 - 4.9%</b> positive tests
<b>MINIMAL</b> Most indoor business operations are open with modifications	<b>Less than 1</b> daily new cases (per 100k)	<b>Less than 2%</b> positive tests