PLEASANT VALLEY SCHOOL DISTRICT

SAFE REOPENING AND RECOVERY PLAN
VISION | Excellence for ALL

MISSION | PVSD prepares 21st century learners who are responsible members of our global society.

CORE VALUES | Student Centered, Equity, Teamwork, Integrity, Embracing and Celebrating Diversity

DISTRICT GOALS

GOAL 1: Ensure increased student achievement through high expectations for ALL

GOAL 2: Provide a healthful environment where all students feel welcome, safe, and connected

GOAL 3: Maintain a fiscally sound budget that equitably aligns and maximizes available resources

GOAL 4: Engage in open, meaningful, and continuous communication with all stakeholders
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</table>
Dear PVSD Community,

In collaboration with Ventura County Public Health, Ventura County school districts, and in accordance to Gov. Newsom’s guidance, Pleasant Valley School District (PVSD) has decided to begin the school year in a distance-learning format for all students. It is our hope that as conditions improve, we can bring our students back to school.

I humbly present our PVSD Safe Reopening and Recovery Plan for fall 2020. The safety of our students and staff is our highest priority. With this in mind, over 100 stakeholders representing parents, teachers, staff, and leadership worked together in partnership to prepare a comprehensive solid plan in line with local, county, state, and federal guidance. As guidance changes, our plan will adapt in order to maintain compliance. In that regard, this is a living document.

We want to stress that our safety, cleaning, and distancing procedures are in place to mitigate, not eliminate risk. By working together to implement the safety measures identified with fidelity, we can all do our part and greatly reduce the risk to our students and staff.

In order to meet the needs of our community, PVSD will offer both a modified traditional model and an entirely online model. For families who prefer to remain in the online model all year, the PVSD Digital Learning Academy, we request families fill out the pre-enrollment form found here by 4:30pm, August 7, 2020.

PVSD continues to work on a plan for student supervision on the days students are on not scheduled for face-to-face instruction in the modified traditional model. As plans solidify, we will communicate and add to the reopening plan. Regardless of model, PVSD will continue to provide a high quality education in a supportive environment aligned to our vision of Excellence for All.

Respectfully,

Angelica. M. Ramsey, Ed.D.
Superintendent of Schools
The Board and leadership of the Pleasant Valley School District would like to thank all of the members of the Reopening Task Force for selflessly giving of their time and expertise in the creation of this plan. A special thanks to the leadership of our collective bargaining units for their continued partnership throughout PVSD’s response to the global pandemic.

PVSD would also like to acknowledge the work of Opportunity Labs Return to School Roadmap and the Riverside County Office of Education’s Moving Forward Together Guidebook, as we used their thorough planning materials as the foundation of our work.

ACKNOWLEDGEMENTS

PROCESS

PVSD surveyed staff in May and families in June to seek input and solicit volunteers for the Reopening Task Force. Three hundred eighty-six (386) staff completed the survey. Two thousand eight hundred three (2803) families responded to the family survey. Over two hundred volunteers made up of parents, teachers, staff, and leadership volunteered to serve on the Task Force. Due to changes in availability, the final number of Task Force members was one hundred thirty (130).

Using the six functions for the Return to School Roadmap, task force members were placed in smaller work groups based on their preference. The six essential functions are governance, wellness, instruction, facilities, school operations, and technology. The instruction subcommittee grouped into early education (PK-1), elementary (2-5), and middle school (6-8) teams to focus specifically on each grade level band. Likewise, the wellness function committee convened into two groups to focus on either physical wellness and mental health and wellness.

Each work group studied reopening resources and guidance from within our county, region, state, and nation. They diligently worked on answering essential questions posed for various focus areas within their function. The input of each work group was then aggregated into one document. The total membership of the Task Force, campus leaders, union leadership, and the Board of Trustees reviewed the plan and provided input before it was finalized.
PVSD staff were surveyed in late May. It is important to note infection rates have risen since then.

### RESPONSES

1 was highly comfortable and 4 was highly uncomfortable for graphs 1-4

#### What is your comfort level with students returning to school campuses this fall?

- **1:** 125 (32.6%)
- **2:** 144 (37.6%)
- **3:** 79 (20.6%)
- **4:** 35 (9.1%)

#### If school returned completely in person this fall, how comfortable would you be returning to your classroom/school assignment?

- **1:** 149 (38.9%)
- **2:** 123 (32.1%)
- **3:** 67 (17.5%)
- **4:** 44 (11.5%)

#### What is your comfort level with learning taking place completely online in the fall?

- **1:** 85 (22.2%)
- **2:** 75 (19.6%)
- **3:** 99 (25.8%)
- **4:** 124 (32.4%)

#### Please rate your comfort with students having a hybrid experience where they split their time between learning on campus and online?

- **1:** 111 (29%)
- **2:** 140 (36.6%)
- **3:** 85 (22.2%)
- **4:** 47 (12.3%)
Please rank your preference of the following formats in preference order.

First Choice: All students return to school in fall
Second Choice: An a.m. and p.m. schedule splitting classes in half
Third Choice: A weekly schedule where students attend school physically some days and learn remotely on the days
Fourth Choice: Beginning the fall in a distance learning only format

For teachers only: If PVSD offered more than one option, what would be your preference for your teaching assignment?

First Choice: In person
Second Choice: Hybrid (combination of in person and online)
Third Choice: All online
Fourth Choice: Not applicable
FAMILY SURVEY RESULTS

PVSD families were surveyed in early June. It is important to note infection rates have risen since then. We thank Adele Hermann, Ph.D. for her assistance with the survey administration and analysis.

If CDC and Ventura County health guidelines do not allow us to resume normal operations five days a week will you need Child Care on the days your child(ren) does not attend school?

What are your plans for your student(s) for fall 2020? / ¿Cuáles son los planes para su estudiantes para el Otoño del 2020?

- Returning regardless of District Plan / Regresan sin importar los planes del Distrito (49%)
- Waiting to see District Plan before I decide / Esperando para ver los planes del Distrito antes de decidir (44%)
- Homeschool / Educación en el hogar (1%)
- Private School / Escuela Privada (0%)
- Unsure / Inseguro (5%)

PVSD families were surveyed in early June. It is important to note infection rates have risen since then. We thank Adele Hermann, Ph.D. for her assistance with the survey administration and analysis.
How important are the following when considering your student(s) return to school? / ¿Que tan importante son los siguientes al considerar el regreso de su estudiante al plantel escolar? Very Important / Muy Importante

- Hand Washing / Lavarse las manos: 90%
- Health protocols in place with students get sick / Protocolos est. de salud para cuando los estudiantes se enferman: 86%
- Enhanced cleaning / Limpieza mejorada: 82%
- Limited seating/distance / liempieza mejorad/ distancia: 48%
- Staggered recess / lunch / Recreo y almuerzo escalonado: 40%
- PPE for students / PPE para estudiantes: 39%
- COVID-19 vaccine / Vacuna para COVID-19: 35%
- Staggered Drop off and pick up / Entrada y salida escalonada: 33%

How important are the following aspects of remote/virtual learning for Fall 2020? / Que tan importantes son los siguientes aspectos de aprendizaje virtual a distancia para el Otono 2020? Very Important / Muy Importante

- Frequent feedback on student progress / Retroalimento frecuente del progreso estudiantil: 80%
- Live meetings or lessons with teachers and staff / Reuniones en vivo con maestros y empleados: 75%
- Flexibility with schedule / Flexibilidad con el horario: 62%
- Established live office hours virtually / Horas de oficina establecidas (virtuales): 59%
- “Not Live” learning / “No en vivo” Tareas: 46%
- Online discussions / Discusiones en linea: 45%
- Group/Collaboration Projects / Proyectos en grupo: 31%
Have you experienced difficulty during spring distance learning for your student(s) with any of the following? / ¿Ha experimentado dificultades durante el aprendizaje a distancia esta primavera para su estudiante con cualquiera de las siguientes? Yes / Si

60%  Student Morale / Moral estudiantil
45%  Parent/Guardian availability to support distance learning / Disponibilidad del padre/tutor para apoyar aprendizaje a distancia
37%  Parent/Guardian ability to support distance learning / capacidad del padre/tutor para apoyar aprendizaje a distancia

35%  General Scheduling / Programación general
24%  Access to Curriculum / Acceso al currículo
17%  Internet Connectivity / Conectividad al internet

17%  Communication with the school/teachers / comunicación con la escuela/y maestros
14%  Lack of Access to technology / Falta de acceso a tecnología
6%   Health Issues / Problemas de salud
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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School/Site</th>
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</thead>
<tbody>
<tr>
<td>Lora Marsh</td>
<td>Teacher</td>
<td>Santa Rosa</td>
</tr>
<tr>
<td>Tara Matheson</td>
<td>Counselor</td>
<td>District Office</td>
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<tr>
<td>Kecia McDonough</td>
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<tr>
<td>Jessica McIntyre</td>
<td>Parent</td>
<td>Tierra Linda</td>
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<tr>
<td>Julia Mildenhall</td>
<td>School Admin Assistant</td>
<td>Las Posas</td>
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<tr>
<td>Nirpal “Paul” Missan</td>
<td>Parent, Teacher</td>
<td>Santa Rosa</td>
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<tr>
<td>Sharon Mitchell</td>
<td>English Learner Program Coordinator</td>
<td>District Office</td>
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<tr>
<td>Katie Musselman</td>
<td>Teacher</td>
<td>PVSEA/PVSEA EEC</td>
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<tr>
<td>Dionne Myers</td>
<td>Parent</td>
<td>Las Colinas</td>
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<tr>
<td>Kendra Nakama</td>
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<tr>
<td>Lauren Boutin</td>
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<tr>
<td>Dr. Veronica Ortega</td>
<td>Assistant Superintendent, Educational Services</td>
<td>District Office</td>
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<tr>
<td>Julie Parker</td>
<td>Teacher</td>
<td>Camarillo Heights</td>
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<tr>
<td>Bonnie Parkin</td>
<td>Counselor</td>
<td>Dos Caminos</td>
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<tr>
<td>Corin Perez</td>
<td>Teacher</td>
<td>PVSEA/PVSEA EEC</td>
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<tr>
<td>Stephanie Pettigrew</td>
<td>Teacher</td>
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<td>Dr. Angelica M. Ramsey</td>
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<td>District Office</td>
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<tr>
<td>Dawn Randall</td>
<td>Speech Language Pathologist</td>
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<td>Rich Reed</td>
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<tr>
<td>Carmen Reeves</td>
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<tr>
<td>John Reilley</td>
<td>Principal</td>
<td>Las Posas</td>
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<tr>
<td>Leanne Reis</td>
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<tr>
<td>Thad Robbins</td>
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<td>Erin Rogers</td>
<td>Health Services Specialist</td>
<td>District Office</td>
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<tr>
<td>Jennifer Rollo</td>
<td>Instructional Assistant, Special Education</td>
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<tr>
<td>Chris Rudolph</td>
<td>Teacher</td>
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<tr>
<td>Amy Sachs</td>
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<tr>
<td>Nicole Sadowsky</td>
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<td>La Mariposa</td>
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<td>Norelia Saintvil</td>
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<td>Barbara Samuels</td>
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<tr>
<td>Abbey Saunders</td>
<td>Teacher</td>
<td>PVSEA/PVSEA EEC</td>
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<tr>
<td>Kellie Saylor</td>
<td>Parent, Teacher</td>
<td>Rancho Rosal</td>
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<tr>
<td>Nance Shirley</td>
<td>Food Services Supervisor</td>
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<tr>
<td>Christy Smith</td>
<td>School Admin Assistant</td>
<td>Camarillo Heights</td>
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<tr>
<td>Erin Smith</td>
<td>Special Education Director</td>
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<tr>
<td>Ron Spiker</td>
<td>Teacher</td>
<td>Las Colinas</td>
</tr>
<tr>
<td>Michele Sprague</td>
<td>Senior Office Assistant</td>
<td>Tierra Linda</td>
</tr>
<tr>
<td>Elisabeth Stansbery</td>
<td>Health Tech</td>
<td>Las Posas</td>
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<tr>
<td>Sandy Stassart</td>
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<tr>
<td>Tabitha Steen</td>
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<tr>
<td>Meghann Stella</td>
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<tr>
<td>Amy Stewart</td>
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</tr>
<tr>
<td>Dona Stone-Fuller</td>
<td>Parent</td>
<td>Los Primeros</td>
</tr>
<tr>
<td>Dr. Natalia Torres</td>
<td>Certificated HR Director</td>
<td>District Office</td>
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<tr>
<td>Laura Valdez</td>
<td>Teacher</td>
<td>Monte Vista</td>
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<tr>
<td>Mike Valdez</td>
<td>FMO Director</td>
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<tr>
<td>Darci Vazquez</td>
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<td>Martha Vazquez</td>
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<td>Lorena Vega</td>
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<td>Betty Weyek</td>
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<td>Michelle Weyek</td>
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<tr>
<td>Brad Willson</td>
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<td>Andrea Yamamoto</td>
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</tr>
<tr>
<td>Dr. Shanna Zanolini</td>
<td>Parent</td>
<td>Camarillo Heights</td>
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</tbody>
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In accordance with the California Department of Public Health’s (CDPH) Guidance for Face Coverings, staff and students (grade 3-8) must wear face coverings while on campus.

PVSD will provide a cloth mask to each student and staff member. Special consideration will be given to young students, students with special needs, and those with a medical condition. PVSD will provide a face shield to every staff member. Face shields are only required for those who come into contact with others who exhibit symptoms. Face shields will be recommended for staff working with young children and students with special needs.

PVSD’s HVAC systems have been adjusted and programmed to maximize fresh air intake at all school sites.
DISTANCING PROTOCOLS

IN AND OUT OF THE CLASSROOM

6 FEET DISTANCE BETWEEN TWO STUDENTS

when feasible

PHYSICAL DISTANCING WILL ASSIST IN MITIGATING THE SPREAD OF THE VIRUS. PVSD SCHOOLS WILL ADHERE TO THE FOLLOWING PROCEDURES TO MAINTAIN DISTANCING, WHEN FEASIBLE:

- Classrooms will be arranged so students face the same direction and are spaced six feet apart
- Transparent physical barriers will be available in classrooms where required
- Playground equipment will not be used during recess
- Entry, exit, lunch, and recess will occur on a staggered schedule
- Routes will be designated for entry and exit to school, lunch, recess, and other transition times, as practicable
- Group activities will be held virtually
- Lunches will be individually packaged
- Schools will restrict access to non-essential visitors, volunteers, and outside groups
- Staff will be asked to practice physical distancing at all times when on school property
- Transparent physical barriers will be installed in front office areas where face-to-face interaction with the public occurs

LIMIT SHARING

Schools will limit sharing of supplies between students to the extent possible and encourage students to take home personal items for daily cleaning.

Students will be encouraged to bring refillable water bottles and use water bottle refilling stations. Drinking fountains will not be accessible. Bottled water will be provided as necessary.

Salad bars and share tables will be discontinued.

SCREENING FOR SYMPTOMS

Students will be screened by parents at home prior to coming to school. There will be a visual assessment at the point of entry and again by the teacher.

Staff must self-screen before coming to work, will attest to not having any new symptoms, and may be given additional screening.

Active screening will take place for any student or staff member who acknowledges or exhibits symptoms.
**EDUCATIONAL OPTIONS**

In order to meet the needs of our community, PVSD is offering a modified traditional model and a full online model. In the modified traditional model, almost all children will attend school on an alternating schedule within a smaller cohort. Students will be assigned to either the A or the B cohort. Every effort will be made to keep siblings, regardless of school, in the same cohort.

**MODIFIED TRADITIONAL**

**OUR YOUNGEST LEARNERS**

No change has been made to the PEEP schedule. Students in PEEP will attend school Monday through Thursday as part of either a morning (AM) or afternoon (PM) cohort.

**PEEP SCHEDULE**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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Lunch will be available for both AM and PM Cohorts

At this time, no change has been made to the Preschool schedule. Students will attend every day as part of a morning (AM) or afternoon (PM).

**PRESCHOOL SCHEDULE**

<table>
<thead>
<tr>
<th>MONDAY</th>
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Lunch will be available for both AM and PM Cohorts

(Tentative pending info from state)
Transitional kindergarten and kindergarten children will attend school every day as part of either a morning (AM) or afternoon (PM) cohort.

**TK AND K SCHEDULE**

<table>
<thead>
<tr>
<th>MONDAY</th>
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<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<td>11:20 a.m. - 1:40 p.m.</td>
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Lunch will be available for both AM and PM Cohorts.

**GRADES 1-5**

Students in grades one through five (1-5) will attend on a rotating schedule. Students assigned to the A cohort will always attend Tuesday and Thursday. Students assigned to the B cohort will always attend Wednesday and Friday. Mondays will rotate so that children receive an additional third day every other week.

**GRADES 1-5 SCHEDULE**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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WEEK 1

WEEK 2
GRADES 6-8

Students in grades six through eight (6-8) will attend school on a rotating schedule on a 3x3 block. Students assigned to the A cohort will always attend Tuesday and Thursday. Students assigned to the B cohort will always attend Wednesday and Friday. Mondays will rotate so that children receive an additional third day every other week.

GRADES 6-8 SCHEDULE

SPECIAL EDUCATION TK-5

Students with special needs grades TK through five (TK-5) in the Special Day Class (SDC), Visually Structured Program (VSP), and Behaviorally Structured Program (BSP) will attend school every day.

TK-5 SDC, VSP AND BSP SCHEDULE
Students grades six through eight (6-8) with special needs in the Functional Academic Curriculum Track (FACT) and Visually Structured Program (VSP) will attend school every day.

GRADES 6-8  FACT AND VSP SCHEDULE

STUDENT SUPERVISION

PVSD is making an over $1MIL investment in student supervision to offset child care needs for families selecting the modified traditional model. We will offer supervision for students during school hours on the days their cohort is not scheduled for face-to-face instruction. This will be a no cost, space-available program. Enrollment processes will be communicated widely at a later date.
The Digital Learning Academy is PVSD’s program for families who desire to remain in a distance learning format for the 20-21 school year. The program will mirror the instructional content being offered in the traditional modified model and will be instructed by PVSD teachers.

All students enrolled in the PVSD Digital Learning Academy will be provided a Chromebook for the academic year. Clever accounts will be utilized for a single-sign on to various application.

Students will receive daily synchronous (live, on Zoom or Google Meet) instruction from their classroom teachers. Instruction will be based on the priority standards using the same Board-adopted materials as in the modified traditional model. Students will earn grades in the Digital Learning Academy.

In grades TK-5, teachers will set up a daily schedule that has consistent times for synchronous instruction. Synchronous learning will be followed by offline independent work that reinforces instruction.

In grades 6-8, students will follow a period schedule. Students will have direct, synchronous instruction followed by independent work for each class period. Teachers will be available for office hours while students are completing independent work.

For students who receive special education services, the services in the student’s IEP with the necessary accommodations will be implemented to ensure that the IEP can be provided to the maximum extent possible, in a digital environment.

English learners will be provided with integrated and designated English Language Development (ELD).

To ensure a consistent platform and communication, teachers in grades TK-1 will use the Seesaw platform to communicate content. Teachers in grade two will have the option to select Seesaw or Google Classroom as the digital learning platform. In grades 3-8, all teachers will use Google Classroom as the learning management tool. Assignments and schedules will be posted regularly through these platforms.

In order to better support their students at home, teachers will be providing onboarding for parents on how to navigate their specific distance learning classrooms. Additionally, the district will provide parents with a repository of video tutorials on the various platforms being used in digital learning.

Students will have specific teacher onboarding that orients them to online learning in the digital classroom. This information includes: how to use chat; how to access assignments; how to communicate with the teacher; and attendance/participation expectations.

Students in the Digital Learning Academy will have access to a school counselor for social-emotional support. Additionally, teachers will develop regular community-building activities for students in the digital classroom.
FOCUS AREA: PHYSICAL INFRASTRUCTURE

ESSENTIAL QUESTIONS:

1. Do we have access to the necessary supplies and cleaning protocols in place to effectively clean and disinfect when schools and offices are open?

Appropriate site staff is provided supplies and supply lists by the FMO department as well as step-by-step cleaning and sanitizing instructions. Increased cleaning, sanitizing, and disinfecting of school sites is taking place. All FMO staff has been trained.

2. How do we ensure social distancing in classrooms, restrooms, and high traffic areas?

Clear markers, directional lines, and barriers directing foot traffic away from “Do-not-enter” areas will be employed. To the extent possible, implement one-way flow on to campus (i.e. student arrival and dismissal sites) and have multiple check-in locations - clearly maintain and identify safe exit routes on campus. Clear signage will be displayed at campuses. Each school site shall develop a safe protocol for student movement from classroom to restroom and office.

As of now, the latest data requires us to recommend the non-use of playground equipment.

3. What considerations should be made regarding the use of personal protective equipment (PPE) by students and staff?

Staff and students in grades three through eight are required to wear face coverings. Students in preschool through grade two are highly recommended to wear face coverings. The District shall provide masks for those without their own. Extra masks will be available on every school bus for those students who forget to bring their own mask. In addition to face masks, teachers will be supplied with face shields, clear partitions, and face masks with a clear cutout around the mouth. This will enable teachers to choose the appropriate PPE option that ensures safety while minimizing interference to communication. Special consideration will be made for students with special needs as well as students and staff with a physician’s note due to a health condition.

Masks must be worn:

- while waiting to enter the school campus
- while on school grounds
- while leaving school
- while on a school bus
- in the classroom

Hand washing and hand sanitizing procedures will accompany the guidelines for PPE. Accommodations will be made to ensure easy access to soap and sanitizer. Hand sanitizer stations are added to all classrooms and other areas used by students.

4. What should we consider when setting up classroom space?

Classrooms will be arranged using desks so children are all are facing one direction and are spaced six-feet apart. Transparent physical barriers will be provided when necessary.

Each school site will create plans and schedules for maximizing use of outdoor space for instruction: recreation fields, garden areas, courtyards, quads, and outdoor classrooms.

RESOURCES:

1. California Department of Public Health COVID-19 Industry Guidance: Schools and School-Based Programs

5. How should we handle events and outside organizations?

For the safety of all, PVSD will discontinue all facilities use by outside organizations at this time. School events must be run virtually until further notice.
6. How will we prepare for closing partial or entire schools after the year begins?

PVSD will follow the CDPH guidelines for what triggers a partial or full school closure. We have a communication plan for both immediate and follow-up scenarios.

RESOURCES:
1. Stronger Together: A guidebook for the safe reopening California public schools by the CDE
2. Framework For Opening Ventura County Schools
3. CSBA: State Revises Reopening Guidance: Masks Now Required in Schools (presumably)
4. Illinois State Plan
5. Maryland State Plan

FOCUS AREA: FOOD SERVICES

1. How will we provide students with nutritional meals and services that maintain social distancing in a clean and disinfected environment?

PVSD has clear safety procedures and training protocols for food service staff and substitutes. All substitutes will receive the same safety training as full-time staff to ensure consistent implementation of safety measures. All food service staff will wear masks, face shields, and gloves. Surfaces will be regularly cleaned and disinfected. Students will use hand sanitizer before and after receiving food. Mealtimes will be staggered. No salad bars or share tables will be used. Food items will be single serve, comprised of individually wrapped items such as whole fruits, prepackaged vegetables, pre-portioned commodity foods, and packaged entrees. Students will pick up the food “grab-and-go style”, without touching common surfaces or serving utensils.

For elementary school students, in lieu of staff members handling student IDs to record meal payment, food service staff will scan barcodes on a laminated page. Middle school students will continue to self-scan their ID cards, because this process does not require touching a common surface.

During non-inclement weather students may eat at the outdoor lunch tables, spaced six feet apart. Tables will be assigned to class groups, to avoid cohort mixing. Tables will be disinfected between groups of students. During inclement weather students will eat lunch in classrooms.

RESOURCES:
1. COVID-19 Planning Considerations: Guidance for School Re-entry
2. Stronger Together: A guidebook for the safe reopening California public schools by the CDE

FOCUS AREA: TRANSPORTATION

1. How will we provide safe and regularly scheduled transportation routes for our students? How do we protect the safety of our students?

Because of severely restricted bus capacity, on the eight existing in-town routes, PVSD will only be able to transport those students whose transportation is mandated through the IEP process. The existing “space available” and “parent pay” options will not be available until CDPH guidance permits closer student spacing.

For the Santa Rosa bus route there are currently no students on the route whose transportation is mandated. This presents the opportunity for PVSD to consider a liability waiver option for parents, whereby the students would be spaced at three feet apart, wearing masks, with the windows open for the entire route. If permitted by Ventura County Public Health, PVSD will operate this route at half capacity.

On all routes students will be actively screened prior to boarding the bus. Students will use hand sanitizer upon boarding and exiting the bus. Students will have assigned seats and board and exit the bus in a prescribed order that will minimize personal interaction.

2. What will social distancing do to the capacity of our fleet?

Six foot social distances reduces the bus capacity to one child on every other bench in an alternating pattern:
- 82 passenger bus is reduced to 14 passengers
- 78 passenger bus is reduced to 13 passengers
- 66 passenger bus is reduced to 10 passengers

Three foot spacing may result in one child on every bench (no alternating) increasing capacity to 28, 26, 20. This will be implemented as permitted.

3. What will the boarding procedures look like?

An adult will be required to wait with the student at the bus stop. The bus driver will perform a screening before loading. Students who fail the screening will be released to adults. If a child fails the screening but there is not an adult present to take the child home the bus will not leave. PVSD transportation will arrange for safe supervision of the child until the child can be released to the parent/guardian.

During the boarding procedure the bus driver will wear a face mask, gloves, and face shield in order to be able
to assist students. Students must maintain a 6’ distance at the bus stop. Students shall use hand sanitizer when boarding and will be seated from back to front. When coming back home, the bus driver will load students in the order of stops for drop off. Seats will have a visual indicator of where to sit and where not to sit, to ensure proper physical distancing.

4. What can we do at the bus waiting areas at schools?

Staging areas at school sites with visual indicators on the ground will be created to ensure physical distancing.

5. How do we protect bus drivers?

Bus drivers will be trained on COVID-19 safety procedures. Drivers will be provided with all necessary PPE, and management will provide oversight to ensure proper and consistent use.

6. How do we maintain a safe, clean bus?

PVSD transportation will identify high use, daily use, and low use areas for specific cleaning cadence. High use areas will be disinfected at the end of each run. Daily use areas will be disinfected at the end of daily shift. Low use areas will be cleaned twice a week. The use of a disinfectant misting gun will be used when there is a suspected COVID-19 case on the bus.

7. What will need to happen before buses can be assigned to route?

Bus drivers will need to have all required certifications in place before being placed on duty.

Buses are required to need to have CHP certification signed by an inspector onboard the bus, signaling that the bus is deemed safe and free of any defects within the last 13 months. Forty-five day safety inspections will be performed to ensure bus safety. The bus will be equipped with hand sanitizer and extra masks, to ensure students who forget their personal mask will have PPE available.

RESOURCES:
1. Stronger Together A guidebook for the safe reopening California public schools by CDE
2. Framework For Opening Ventura County Schools
3. What transit workers need to know about COVID-19 by CDC
4. Transportation health and safety plan by PVSD
5. Illinois State Plan
6. COVID-19 Planning Considerations: Guidance for School Re-entry
7. Maryland State Plan
FOCUS AREAS: IMPORTANT CONSIDERATIONS

**Essential Questions:**

1. What are the important considerations for districts as we prepare to open up?

PVSD follows the General Measures outlined in the California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs. These measures include regular communication with local and state authorities, a plan for repeated closures of classes, groups or entire facilities, and adequate equipment and cleaning supplies.

**RESOURCES:**

1. CDPH Reopening Guidance Page 4
2. PVSD Re-Opening of School and COVID 19 Response Protocol for Wellness

2. How will schools address new disinfecting measures?

PVSD will implement the disinfection guidelines from the CDC, EPA, CDPH and CDE. The details of how to disinfect are in the PVSD Re-Opening of School and COVID-19 Protocol in the section labeled Cleaning, Disinfecting and Ventilation.

**RESOURCE:**

1. PVSD Re-Opening of School and COVID 19 Response Protocol for Wellness

3. What type of personal protective equipment should schools anticipate purchasing?

The District shall purchase face coverings, face shields, and gloves. N95 masks and paper gowns shall be purchased for staff working with anyone that must be isolated and/or spraying disinfectant.

**RESOURCES:**

1. Framework For Opening Ventura County Schools
2. PVSD Re-Opening of School and COVID 19 Response Protocol for Wellness

4. How do we track COVID-19 data in schools?

PVSD tracks presumptive and confirmed cases of COVID 19. Individual Google forms have been created for each school site for students/staff members who present symptoms while at school, students/staff members who report symptoms/positive COVID-19 test result, and exposure to someone with COVID-19. Site principals, district nurse, FMO Director, Assistant Superintendent of Administrative Services will have access to this information.

Students/staff who become symptomatic while at school and students/staff who report an absence will receive follow up calls from school staff who will report information to the Assistant Superintendent of Administrative Services as necessary. PVSD may provide staff with information about free testing sites.

**RESOURCES:**

1. Framework For Opening Ventura County Schools
2. PVSD Re-Opening of School and COVID 19 Response Protocol for Wellness

5. How do we prepare for the closing of classrooms or schools after the year begins?

PVSD follows the California Department of Health Guidance for potentially closing schools. As this could happen to a classroom, a school, or the whole District, all teachers and students need to be prepared to shift to Distance Learning. Communication to families about transition planning will occur early in school year. In the event of a closure lasting more than two days, schools will distribute student materials needed for distance learning. Staff access to school sites will depend on conditions.

**RESOURCES:**

1. CDPH Reopening Guidance page 13-14
2. PVSD Re-Opening of School and COVID 19 Response Protocol for Wellness

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**WELLNESS**

*Essential actions to keep staff and students safe and healthy*

**TASK FORCE TEAM**

Mental Health: Debra Boetticher, Haley Desenberg, Lindsey Groom, Denise Hill, Dionne Myers, Bonnie Parkin, Alison Ramos, Leanne Reis, Jennifer Rollo, Dr. Shanna Zanolini

Physical Health: Kaitlyn Betterton, Cmell Brown, Cyndie Cole, RN, Karin Guinto, RN, Julie Hughes, Steve Leahy, Lindsey Lehman, Helen Long, Katie Musselman, Erin Rogers, LVN, Barbara Samuels, Elisabeth Stansbery, Amy Stewart

**LEAD FACILITATORS**

Carol Bjordahl and Lorena Vega
FOCUS AREA: SUPPORTING SOCIAL DISTANCING AND INFECTION CONTROL

ESSENTIAL QUESTIONS:
1. How do we create a school environment that supports social distancing?

PVSD students and staff shall follow best practices recommended by the CDPH, CDE, Ventura County Public Health and the CDC for social distancing practices. The number of students on campus will be reduced to maintain a 6-foot distance in and outside of classrooms. Schools will be clearly marked with distancing marks both in the classroom and out on the campus. Classroom cohorts shall not mingle with other classroom cohorts. Teachers shall reinforce the importance of physical distancing to mitigate virus exposure. The PVSD Re-Opening of School and COVID-19 Response Protocol identifies several best practices schools are encouraged to follow.

RESOURCES:
1. Framework For Opening Ventura County Schools
2. PVSD Re-Opening of School and COVID-19 Response Protocol for Wellness

2. How will we implement intensified hand washing protocols/hand sanitizer protocols?

PVSD shall follow the CDC guidance of frequent hand washing with soap and water for at least 20 seconds. Teachers will teach proper technique the first week and reinforce constantly. Teachers shall mount posters outlining the technique. Teachers will create a daily handwashing schedule. If soap and water are not available, then an alcohol-based hand sanitizer should be used.

RESOURCES:
1. Framework For Opening Ventura County Schools
2. See PVSD Re-Opening of School and COVID-19 Response Protocol for Wellness

3. How does one return to school after a diagnosis of COVID-19?

PVSD shall follow the guidance from the California School Nurses Organization. Students/staff with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation if at least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath); and, at least 10 days have passed since symptoms first appeared.

This guidance is in alignment with the Center for Disease Control guidance.

RESOURCES:
1. Framework For Opening Ventura County Schools
2. COVID-19 Health Services Recovery Plan Resources in Education Settings

Focus Area: Isolation Measures

ESSENTIAL QUESTIONS:
1. How will schools implement isolation measures?

PVSD shall follow the guidance of the CDPH, CDE and California School Nurses Organization. Schools will identify a primary isolation room and a secondary room for when there are more than two cases. The staff member overseeing the isolation rooms will wear a mask, a face shield, gloves, and a paper gown. The rooms will have seating and equipment that are specific for that room only and can be easily disinfected. Isolation rooms should be disinfected immediately after use by someone who is symptomatic.

RESOURCES:
1. CDPH Re-Opening Guidance
2. CDE Re-Opening Guidance
3. COVID-19 Health Services Recovery Plan Resources in Education Settings
4. Framework For Opening Ventura County Schools

2. What are the steps a school should follow if there are confirmed cases of COVID-19?

PVSD surveils and communicates with VCPH when confirmed cases occur in PVSD schools. Absence monitoring and follow up will occur on a daily basis. Notifications to people exposed to a person who tested positive for COVID-19 will follow HIPAA and FERPA requirements. A written script will be provided to supervisors and attendance clerks to be sure all information is collected for surveillance.

RESOURCES:
1. Framework For Opening Ventura County Schools
2. PVSD Re-Opening of School and COVID-19 Response Protocol for Wellness

3. What are the isolation guidelines for schools if there is a suspected case of COVID-19?

Students and staff will be isolated immediately upon determining the student/staff member is demonstrating COVID-19 like symptoms. The student/staff member shall be masked. The student’s parents should be contacted for immediate pick up and the staff member, if able, should immediately drive themselves home. If
the student has siblings at a PVSD school, the siblings should also be sent home. If the student/staff member tests positive for COVID-19, or cannot prove symptoms are not COVID-19, then student/staff member must follow the PVSD protocol. Siblings will need to self-quarantine for 14 days after the onset of the family member’s symptoms. Determination for who else must self-quarantine is based on the type of contact that was had at the school site between the student/staff member and other students/staff members.

RESOURCES:
1. Framework For Opening Ventura County Schools
2. PVSD Re-Opening of School and COVID-19 Response Protocol for Wellness

4. What extra measures should schools take to prevent communicable disease transmission?

PVSD has collected a variety of best practices from the CDC, CDPH, CDE, California School Nurses Association, as well as model re-opening plans from around the nation. Visual assessments for symptoms will be conducted by staff. Training will be provided to staff for these visual assessments. Temperature checks will be conducted if a student/staff member is suspected of having a fever. Staff will self-assess daily and attest to being asymptomatic.

RESOURCES:
1. Framework For Opening Ventura County Schools
2. California Department of Public Health COVID-19 Industry Guidance: Schools and School-Based Programs
3. PVSD Re-Opening of School and COVID-19 Response Protocol for Wellness

FOCUS AREA: MENTAL HEALTH

INTRODUCTION:

ESSENTIAL QUESTIONS:
1. How do we address the mental health needs of students and staff during the pandemic?

Schools will engage in regular mental wellness check-ins for students and staff. The use of restorative circles and mindfulness practices in the classrooms will help establish a welcoming and supportive environment for staff and students.

Teachers and other school personnel should receive training on how to address and support children and staff during a pandemic along with principles of Psychological First Aid (PFA). Principals and teachers should also receive training/resources in identifying signs of emotional distress, such as depression, anxiety and grief/loss.

Wellness resources for parents should be available in both English and Spanish throughout the school year in various forms of communications (handouts at school sites, websites, newsletters, Blackboard Connect). Consideration will be given for a virtual parent education nights hosted by mental health professionals and tele-mental health support for students during distance learning. Counselors can connect students and families to community based mental health agencies for additional mental health services.

RESOURCES:
1. American School Counselor Association (ASCA) - National Association of School Psychologist (NASP) Considerations: Supporting Student Social Emotional Learning and Mental and Behavioral Health Amidst Covid-19
2. CASEL - Collaborative for Academic, Social, Emotional and Learning Leveraging Social Emotional Learning As You Prepare to Reopen and Renew
3. UCLA School Mental Health Project - Quarterly Journal Spring 2020 Plan Ahead to Support the Transition-back of Students, Families and Staff

2. How do we address a student or a staff member who has lost a loved one due to COVID-19?

Counseling support is provided to address the numerous causes of trauma. Crisis teams need to be available to all, especially to assist in identifying students and staff with direct family or friends affected by the virus. Schools should follow crisis intervention protocols to provide emotional and psychological support as needed. Counselors will assist in crisis response by helping students and staff cope with painful emotions and feelings resulting from the crisis, providing educational materials, and referring those in need for intensive services.

RESOURCES:
1. Coalition to Support Grieving Students
2. National Center on Safe Supportive Learning Environments: Building Trauma-Sensitive Schools
3. National Center for School Crisis and Bereavement Guidelines for Responding to Death of a Student or School Staff
4. The Dougy Center for School Crisis and Bereavement Supporting Grieving Children and Teen During Covid-19 (Eng, Span), Developmental Responses to Grief, Now What? Tips for Grieving Teens
5. The National Child Traumatic Stress Network

3. How will schools address students that are having difficulty concentrating/learning due to the stress associated with the pandemic?

PVSD will anticipate the academic, emotional and social regression for students, and will build from some of the unique learning experiences students may have
had at home. Teachers should consider conducting routine screenings, the use emoji related levels (similar to medically used pain scales) to identify students’ confidence and comfort with the environment and their ability to learn, and the use a mood elevator (breaks, mindfulness activities, movement games) when needed. Teachers shall contact students who do not return to school, as they may be experiencing avoidance due to anxiety related to the pandemic.

Students may disconnect as a protective form of coping. The underlying motivational differences have profound implications for successful re-engagement. Teachers shall focus on prevention strategies like teaching and re-teaching expectations and routines and avoid punitive approaches when managing physical distancing requirements. Teachers should empower students by defining responsibilities/expectations, setting realistic goals, share successes, and encouraging kindness towards others.

RESOURCES:
1. Considerations: Supporting Student Social Emotional Learning and Mental and Behavioral Health Amidst Covid-19
2. California Department of Education’s Stronger Together
3. CASEL – Collaborative for Academic, Social, Emotional and Learning’s Leveraging Social Emotional Learning As You Prepare to Reopen and Renew
4. Kern County Superintendent of Schools’ Covid-19 Thinking Guide for Reopening Schools

4. How do we provide a multi-tiered system of support for positive behaviors and interventions within the various instructional models both at school and at home?

PVSD will anticipate student defiance or resistance as a method of establishing control. Many students may feel disempowered, victimized, abandoned or resentful. Others may experience emotional numbing. We will avoid assuming that lack of demonstration of social skills represents willful disobedience or purposeful insubordination. Staff working with these students should develop ways to empower students and provide unconditional positive support to build trust, and take extra time for relationship building.

Teachers will establish and implement daily routines for both in person and remote delivery that includes stress management, and mindfulness practices, in daily routines. Teachers will create structure and consistency through lesson schedules, regularly scheduled communication, and clear, concise instructions.

RESOURCES:
1. Collaborative for Academic, Social, Emotional and Learning’s Leveraging Social Emotional Learning As You Prepare to Reopen and Renew
2. Covid-19 Response and the Path Forward
3. Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive
4. Moving Forward Together a Planning Guide Book for the Safe Opening of Schools
5. Strategies for Trauma-Informed Distance Learning
6. UCLA School Mental Health Project Quarterly Journal Spring 2020: Plan Ahead to Support the Transition-back of Students, Families and Staff
INSTRUCTION

Essential actions to achieve a comprehensive understanding of students’ academic and social-emotional well-being when they return and to effectively transition back to instruction in the classroom.

TASK FORCE TEAM
PK-1: Melissa Argo*, Elizabeth Defreeze*, Mindy Froelich*, Dana Janowicz, Gail Kurtz, Meghann Stella*, Paula Velarde, Michelle Weyek
Lead Facilitators: Juanita Castro and Stefanie Lawson

Lead Facilitator: Debbie Maki

6-8: Gretchen Alva, Elizabeth Brockett, Jennifer Ersonmez, Michele Frayer, Jessie Green*, Kelly Hatton, Eric Johnson, Sonie Marietti, Nirpal “Paul” Missan, Kecia McDonough*, Erin Smith*, Ron Spiker, Betty Weyek

LEAD FACILITATOR
Dr. Veronica Ortega
*Denotes additional participation in a special populations subcommittee

FOCUS AREA: EQUITY

ESSENTIAL QUESTIONS:
1. How can schools come to know all students so that learning opportunities can make personal connections?

It is essential that all students feel connected to the learning environment, regardless of whether they are learning in a digital or face-to-face model. Teachers will need to spend time implementing community-building activities of their choice at the inception of the school year.

Continuing with socio-emotional learning and character education will also support students in connecting meaningfully with the learning environment. In addition to cultivating relationships with students, emphasis needs to be placed on engendering and building relationships with families. School shall develop mechanisms for creating virtual clubs to increase student connectedness. Counselors will provide support to school teams in developing and supporting socio-emotional learning.

2. How do schools support teachers to monitor the impact of instruction?

Through professional learning communities, teachers can share ideas, resources, and practices to create a consistent quality program district-wide. Vertical and horizontal articulation will provide teachers with the opportunity to collaborate and identify areas where students may need additional support.

Students will need access to a guaranteed and viable curriculum which utilizes district adopted materials. Priority standards that have readiness and leverage for future learning will be identified and be the focus of instruction. To ensure an equitable learning experience for students, teachers will need professional learning opportunities that support them in purveying consistent modified traditional and/or digital learning instruction.

3. How do schools determine instructional strategies that best support students in meeting their learning expectations?

In order to target student areas of need, educators will need to use multiple methods of formative assessment to gather information in real time. These assessments will provide the ongoing data needed to support instructional choices. The task force suggested that grade levels create a repository where resources and lesson ideas could be shared.

It will be essential for teachers to leverage the use of methodologies such as Universal Design for Learning so that students have an opportunity to demonstrate their learning in multiple ways, while teachers find multiple strategies for engagement. Providing students with explicit learning goals and consistent feedback on their progress toward those goals will assist them in meeting learning expectations.

4. How do schools diagnose student learning needs to close gaps for students?

PVSD was proactive and administered assessments during the spring to serve a benchmark for determining any gaps. In addition, the use of common assessments will support this process. Summative and formative assessments such as publisher assessments, Leveled Literacy Intervention (LLI) assessments, Basic Phonics Skills Test (BPST), high frequency words, English Learner Progress Monitoring Assessments, or other teacher-created assessments will be used to diagnose student-learning needs. The examination of student work, observations, and anecdotal notes and checklists can also support the identification of student learning gaps.
5. How do schools use evidence of student learning to determine the learning needs of their teachers/teams?

Student and staff needs will drive professional learning. To ensure an equitable learning experience for students, teachers will need professional learning opportunities. Data from formative and summative assessments should be used to analyze areas where teachers may need additional instructional support. Surveying teachers about the areas when they need further support can also inform professional learning.

6. What data do schools gather and analyze to determine the impact of their instructional decisions on student learning?

In Preschool, staff will use the Desired Results Developmental Profile (DRDP) to examine student progress and identify areas of student need. Teachers in Transitional Kindergarten and Kindergarten will continue use of the Educational Software for Guiding Instruction (ESGI) program to target student needs. All students in grades 2-8 will complete the FastBridge universal screening in math and language arts, three times per year. The universal screener is a nationally-normed metric which provides information on student progress with expected growth targets.

Teachers in grades 3-8 may use the Interim Assessment Blocks (IABs) or the Focused Interim Assessment Blocks (FIABs) to monitor student progress. Teachers in all grades will utilize other forms of assessments such as publisher assessments or teacher-developed formative assessments that allow them to track progress for all students. Data from the various forms of assessment will be analyzed to inform instruction.

To verify that English Learners will be receiving designated and integrated English Language Development (ELD) instruction that is supporting their language development needs, teachers will use the English Learner Progress Monitoring Assessments to identify areas of focus. Special Education teachers will examine work products and progress towards Individualized Education Plan (IEP) goals to drive future learning.

RESOURCES:
1. CDE Foundations and Frameworks
2. Educational Software for Guiding Instruction
3. FastBridge
4. Leveled Literacy Intervention
5. Smarter Balanced Interim Assessments
6. Understanding Formative Assessment
7. All Things PLC - Solution Tree

FOCUS AREA: STANDARDS-BASED INSTRUCTIONAL DELIVERY MODELS

ESSENTIAL QUESTIONS:

1. How can we ensure delivery models are equitable and accessible to all students?

PVSD has established a 1:1 device system that will support universal access for all students. Continuing with a single-sign on access to digital platforms will reduce the interruption to instruction if schools need to physically close. A consistent platform for organizing distance learning content is necessary. Preschool through grade 1 will use Seesaw. Teachers in grade 2 will select either Seesaw or Google Classroom. Grades 3-8 will use Google Classroom.

A consistent standard in how Google classrooms are organized shall be established to ensure equitable access in the digital setting. Teachers shall provide students and families with onboarding to support how their specific Google classrooms or Seesaw environments work, how to access assignments, use chat and Zoom appropriately, know behavior expectations, and parents guidance on how to create at-home learning environments.

2. How can we best prepare principals and teachers to design and facilitate face-to-face, distance, and blended learning models?

Teachers and administrators will need access to professional learning to support instruction in a face-to-face, distance learning, or blended model.

Due to the need to reduce the number of contacts, middle schools will transition to a block schedule on all middle school serving campuses. The district will need to provide some training on how to incorporate this model for those unfamiliar. Prioritization of standards, and in math, and the use of the Achieve the Core documents can guide instructional planning. Teams of teachers have collaborated on identifying priority standards for English Language Arts.

Additionally, teachers may need support in the use of flexible and small group instruction to support student needs, specifically in an online environment. Professional learning regarding platforms and best practices in a digital environment will need to be available for teachers to access. Teachers recommend additional training in platforms to record daily lessons if it becomes necessary to implement full distance learning. Educational Services will contact the various
publishers of the district’s adopted materials to inquire about distance learning supports for teachers. Additionally, training a core of substitute teachers in the various online platforms will also be critical to managing employee absenteeism.

3. How can we ensure robust and coherent learning opportunities that are responsive to formative data and changing environmental conditions?

Students will need access to a guaranteed and viable curriculum which utilizes and ensures access to district-adopted materials. Priority standards that have readiness and leverage for future learning will be the focus of instruction.

To ensure a coherent learning model and increase programmatic consistency, teachers should regularly collaborate with their grade or subject level peers. The task force recommends teachers have regular time for collaboration through professional learning communities. PK-5 recommends weekly grade level PLCs for planning and grouping students by need.

Consistent behavior structures including the development of online behavior expectations will need to be developed and instructed to students. An example of these structures could be the use of CHAMPS or other teacher-developed mechanisms.

4. What are the models that best fit the needs of PVSD students?

To provide families with options that support access to high quality instruction, the district will develop a virtual model as well as a face-to-face modified traditional model of instruction. In face-to-face model, TK/K will attend school daily using AM/PM scheduling. Grades 1-5 will attend school on a rotating A/B schedule. Grades 6-8 will attend a 3x3 block on an A/B rotating schedule.

Several special education programs will be be offered daily. K-5 SDC, BSP, and VSP will attend school daily. Grades 6-8 students served in FACT and VSP will also attend school daily.

The modified traditional model will include in-school and at-home learning. When students attend on their assigned days, teachers will provide instruction utilizing the same lesson plans for both A and B cohorts. This will ensure all students will receive a consistent program and will reduce the amount of teacher planning required. On the days when students are at home, teachers will not be providing direct instruction, rather they will provide independent work/activities for students to complete that build on the prior classroom instruction.

RESOURCES:
1. Text from AB 77
2. Distance Learning
3. Framework for Reopening Ventura County Schools REV 6-30-20.docx
4. San Diego County Office of Education.pdf
5. Illinois State Plan (Sections: Blended Remote Learning Days, Special Education Considerations
6. Maryland State Plan (Section: Instructional Program)
7. Achieve the Core Progression

FOCUS AREA: ASSESSMENT AND MEASUREMENT

ESSENTIAL QUESTIONS:
1. How do we accurately assess students’ academic levels and social-emotional needs upon students’ re-entry into school in 2020-21?

The FastBridge aReading and aMath will be conducted through a proctored (either virtual or face-to-face) session at the beginning of the year. Parent protocols for at-home administration should be clearly communicated. The FastBridge measures will be used throughout the year for progress monitoring.

Assessing student socio-emotional needs will be a priority. The task force recommends teachers conduct regular check-ins and rapport building with students. Zoom office hours are highly beneficial and will be used in the digital learning academy as well as during times of full distance learning. Teachers could conduct occasional class surveys to assess how students are doing on an emotional level.

A clear system of supports will be in place for both models. The Collaborative Success Team (CST) process will continue as a mechanism for support. Additional service providers such as the Literacy Intervention Content Specialists, English Language Development Content Specialist, school counselors, psychologists, and Board Certified Behavior Analyst will support the CST process, teachers, and students as needed. Counselors will continue organization of CST processes.

2. How do we ensure that key aspects of a high quality, balanced assessment system including frequent progress monitoring can be implemented with fidelity across various learning models (e.g. distance, blended, or in-person learning settings)?

Assessment should include a blend of formative and summative measures. There should be multiple means for gathering formative data such as polls, digital exit tickets, or other mechanisms that are consistently used to share data at professional learning community meetings to plan next steps.
Common formative assessments are recommended for all teams, so that teachers can leverage planning to address the needs of students. Principles of Universal Design for Learning should be utilized to allow students multiple ways to demonstrate mastery over a concept.

Teachers in grades 3-8 may choose to use Interim Assessment Blocks or consider use of Focus Interim Assessment Blocks due to their increased granularity. Middle school math will continue use of the Math Diagnostic Testing Project (MDTP) assessment at the end of the year to ensure students are properly placed in mathematics the following year.

3. How should we monitor and measure other aspects of a student’s educational experience including access and engagement?

Whether in a face-to-face or digital model, teachers will monitor student engagement with learning in multiple ways. Attendance patterns provide good data regarding whether students have access and are engaging with the learning program. Outreach will need to be conducted when a student is not consistently attending/participating either in a face-to-face or digital format. Work completion rates are also a good indicator of whether students are engaged in the learning program. Through their community-building processes, teachers can assess whether students are not participating in activities due to socio-emotional needs. The use of classroom administered student surveys can also provide useful information that assesses student engagement levels.

4. How do we ensure effective, ongoing, two-way communication between stakeholders related to assessment and measurement?

Parents should be provided with regular information about student progress. Grades shall be regularly updated in Parent Connect in grade levels that use the online gradeball. In order to ensure compliance with SB 98 mandates, teachers will need to develop mechanisms for providing parents with feedback about students’ progress/engagement, many of which are part of regular practice.

A parent/guardian guidebook explaining the different technology platforms and systems would help parents support instruction at home. Clear and reasonable parameters for parent communication will also be necessary to establish, including defining the hours that teachers are available to respond to email. These expectations will be clearly communicated to parents in a variety of ways. Parents will be provided an overview of each week during any fully distance learning implementation.

RESOURCES
1. AB 77 Text
2. CDE- Stronger Together
3. Leveraging-SEL-CASEL
4. Second Step- COVID-19 Resources for Educators
5. FastBridge
6. Leveled Literacy Intervention
7. Smarter Balanced Interim Assessments
8. UDL
9. About Mathematics Diagnostic Testing Project

FOCUS AREA: SPECIAL POPULATIONS
ENGLISH LEARNERS

ESSENTIAL QUESTIONS:
1. How will we ensure that all current English learners and reclassified students make progress during distance learning or a blend of in-person and virtual learning?

Monitoring language acquisition progress for English learners (EL) will be required to assist teachers in determining scaffolds and language focus lessons for required integrated and designated English Language Development (ELD) instruction. PVSD EL Progress Monitoring Assessments, story retell and writing, will be administered in online and physical classrooms.

Utilizing the Ellevation platform, teachers will complete progress monitoring forms twice per year for reclassified students. The English language development content specialist will be available to provide support for teachers and students, and English learner network team members can provide additional support for their colleagues.

2. How will we engage English learners’ families and ensure they receive information and convey information in a language they understand during distance learning or a blend of in-person and virtual learning?

Families are partners in their child’s education, and it will be imperative that families of English learners receive information in a language they understand so that they have the opportunity to be engaged in the school community. District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELAC) will continue via a virtual model which will provide a venue for support and feedback. It is suggested that the Family Literacy Project continue in a virtual setting. Providing resources that teachers can utilize to assist with translation is a consideration to assist with communication. It will be important to ensure that resources for parents regarding online and blended learning are easily accessible and translated.
SPECIAL EDUCATION

ESSENTIAL QUESTIONS:
1. What does instruction look like for 2020–21?

Special Day classes will be provided Monday-Friday and in-person. Students in the Resource Specialist program (RSP) and students in Specialized Academic Instruction (SAI) classes attending the 6-8 comprehensive middle school sites will attend on a modified traditional model on alternating days. After an in-depth discussion of RSP service delivery options in the modified traditional model, the task force members recommend an option that allows students to receive service virtually on their independent days either in-person or virtually on days they are on campus. This would also apply to the provision of related services. RSP students’ time in general education should be maximized. Every effort will be made so that master schedules are aligned at grade levels to accommodate time to provide the pull out service to the RSP students. For parents who choose to enroll their child with an IEP into the Digital Learning Academy, an IEP meeting must be held within 30 days to determine if FAPE can be provided within that setting.

There were some issues expressed regarding the in-person models for service delivery. Namely, there are concerns about exposure risks for related service providers and special education teachers who may be at greater risk than the general education teachers. The task force recommended providing related service providers such as occupational therapists a designated room to provide services to make disinfecting/maintaining safety protocols more effective.

2. What does FAPE look like and how do we document it within each model?

Every student with disabilities receives services based on the offer of FAPE made at an IEP meeting. This offer is based on assessment results, areas of identified need, and goals that are developed for each area of need. Service and a time is offered in order for the student to achieve his/her goals. FAPE is individually determined at each student’s Individualized Education meeting. This will not change moving forward. Task force members recommend written guidance to staff regarding parent requests for programs that may not meet the student’s needs. There may be a need to hold more IEPs in the first 30 days of the school year to address these requests. Equity, equal access, and the provision of service in the least restrictive environment are all important considerations in the instructional programming for students with disabilities.

3. What does the day look like for the staff, teachers, and/or paraprofessionals in their roles and how are they held accountable?

Each special education teacher’s day will look differently depending on the model in which they teach. RSP teachers, related service providers, and Distance Learning teachers will need to create schedules based on the students’ service needs. Special Day class teachers, modified traditional model teachers, and middle school SAI teachers will work during the prescribed school day and follow a set class schedule. Resource teachers and related service providers will continue to maintain service logs for each student regardless of the model. During distance learning or in the Digital Academy model, all special education teachers and related service providers will maintain service logs for their students. When appropriate, instructional assistants could support instructional programs, manage behaviors, provide sensory breaks, or small group instruction. A special education task force will be convened before school opens for planning purposes.

4. How do we manage the backlog of assessments (including Part C to Part B and Pre-K to Kinder) and IEPs as well as stay compliant with current cases?

When the school year opens in August, special education staff are beginning with a number of assessments and IEPs that have carried over from the previous school year due to the school closure. Recommendations for managing the backlog include: providing teaching staff with a master list of backlogged academic assessments and providing sub coverage for teachers who volunteer to administer the Woodcock -Johnson test of Academic Achievement, allowing psychologists to come in before the year begins to administer carryover assessments, inviting students to come in to be tested during their independent days to allow assessors more access, or assigning carryover assessments to staff with low assessment numbers.

5. How do we determine service and hours as well as provide the “Comp Ed”/Make-Up requests? If we expand online programs, does it change student placement if they are SWDs?

Services and minutes/hours are determined on an individual basis at an IEP meeting. This method will continue in the fall regardless of the student’s program. Compensatory Education requests will be considered on a case-by-case basis.

6. What about adaptive technology devices for students receiving special education services?

Technology accommodations needed to address learning barriers should be stated in an IEP, 504, or similar plan language. As much as possible, general education (and SPED) teachers will be kept informed of built-in accommodation features within the apps regularly used at PVSD in order to offer the best learning options and resources for all students.
EARLY LEARNING

**ESSENTIAL QUESTIONS:**

1. What resources and programs are available to support families in need of early learning services?

The state school preschool model that is present on three campuses provides a robust learning opportunity for students. First 5 through Interface is a community partner that specializes in early education and can connect parents with a wide array of resources and supports. Through their Neighborhood for Learning program they offer parent education classes centered on early learning. The Pleasant Valley Preschool Early Education Program (PEEP) provides child-find services for children who may qualify for special education support. The Ventura County Office of Education Early Childhood program office provides support for preschool staff in purveying quality early education learning programs. The Local Planning Council of Ventura County offers a wide array of professional learning resources for early education professionals.

2. What arrival and departure procedures are most important to include when opening classrooms to students?

Arrival and departure procedures will be consistent with the schools where early learning opportunities are provided.

3. What steps must be put in place to prepare our environments for opening schools?

The physical environment must include social distancing indicators throughout the campus. Staff will develop protocols for movement around the classroom. School sites with early learning programs will establish procedures for outdoor play that conform with social distancing and health guidelines.

**RESOURCES:**

1. Early Childhood Programs VCOE
2. English Learner Roadmap
3. First Five Ventura County
4. Ventura Local Planning Council
6. Maryland State Plan (Section: Instructional Programs):DERecoveryPlan.pdf
7. Maryland Public Schools: Continuity of Learning for SWD.pdf

GIFTED LEARNERS

**ESSENTIAL QUESTIONS:**

1. What academic opportunities will be available for high achieving students, including students identified for GATE?

The GATE Enrichment classroom is a virtual classroom project that can continue to be available to all identified GATE students, as well as high-achieving students who would like the enrichment opportunity. Teachers can provide differentiation using the Icons of Depth and Complexity as well as other resources. Additionally, teachers engage students with project based learning. Teachers are supported with resources and optional Professional Learning through the district’s teacher GATE certification program. When possible, students are placed in GATE clusters in 4th and 5th grade classes. At the middle school level, there are opportunities for accelerated math placement. At the comprehensive middle schools, honors English is also available for students meeting placement criteria. Through honors English courses, students are given a more complex set of assignments that challenge their intellectual curiosity and academic level.

2. What resources and programs are available to support families of high achieving students?

The PVSD website contains a GATE webpage with resources that provide enrichment ideas for students, descriptions of academic programs, a repository with extension activities, and a parent resource page.

3. How will we manage GATE testing for 3rd and 5th graders, including those in the Digital Learning Academy?

GATE testing is performed through an online platform. The test session can be proctored via Zoom, similarly to other tests that were administered in the spring. Teachers and/or administrators can also be trained on how to administer the GATE metric for their classroom or school site.
FOCUS AREA: TECHNOLOGY ACCESS

ESSENTIAL QUESTIONS:
1. How do we provide a standardized platform for students and teachers to ensure clear communication among the school community?

Teachers will utilize Google Classroom/Suite as the primary platform for teacher-student communication in the classroom. Grades TK/K/1 and optionally grade 2 may utilize Seesaw. PVSD joined with Ventura County Office of Education under their licensed version of Zoom Enterprise to ensure continuity and availability of features during the upcoming school year. Optionally, the Google Suite includes Google Meet, a virtual meeting platform with limited features when compared with Zoom, but it is capable of easily providing closed captioning for classes with students who require it.

The PVSD technology task force recommends that teachers should standardize on a single communication platform for their class websites, such as Google Sites (as opposed to other options like Blackboard, Weebly, Wix, etc.). This will streamline communication and allow for future training and staff development opportunities to be directed at a single platform. Resources for how to create and maintain a Google Site will be posted on the Technology Services FAQ website page.

RESOURCES:
1. What is Google Classroom?
2. Parents Guide to Google (Video Credit: Mr. Vacca from Mohonasen High School, New York)
3. Zoom for Education

2. How do we provide students access to a device at home to create a flexible and fluid learning model?

PVSD will have a full 1:1 take-home program for the 2020-2021 school year in anticipation of a varied in-class and distance learning model. Students in grades TK-8 will be issued a Chromebook device and are responsible for its care during the 2020-2021 school year. Students should become accustomed to transferring their device to and from school each day. Parents will play an important role in assisting students with their daily Chromebook device responsibilities.

Distribution and collection of technology devices will be coordinated with school site leadership and PVSD technology staff. Possibilities include in-person pickup by vehicle “drive through” or at predetermined locations throughout the district via “stations” in accordance with the current state and local health guidelines at the time of distribution or collection. Specific communication including clear instructions will be sent out prior to any distribution or collection activity.

Printed materials and resources may be considered for students who need special accommodations or cannot access technology.

3. How do we ensure students have access to the internet?

The PVSD technology task force team recommends that access devices such as hotspots be assigned to families of students who demonstrate a need for assistance based on device availability. Priority for assistance will be given to families who are designated as Free or Reduced Lunch, homeless or foster youth, as they have already attested to their need during the enrollment process.

Not all devices, such as hotspots, will function in all situations, so it is important to understand that, while PVSD strives to assist and care for any family in need, it is not always possible to accommodate every situation. PVSD will keep low-cost technology resources such as discounted internet service through third party providers posted on our website to assist families with alternate options as they become available in our community.

RESOURCE:
1. Technology Services FAQ for Parents/Students
4. Has the infrastructure been evaluated to ensure devices can be supported again back at sites?

Yes. PVSD has sufficient technology infrastructure to meet the current needs. Since PVSD has been a leader in the county with our full 1:1 device program for years, capacity is expected to remain the same, even with the addition of devices for TK/K. The PVSD Technology Services team consistently monitors our infrastructure and adjusts or upgrades our capacity as required to sustain the reliability of our technology programs district-wide. There may be a requirement to expand services or adjust network settings depending on how much on-site video streaming occurs simultaneously.

FOCUS AREA: SCHOOL/WORK ENVIRONMENT

ESSENTIAL QUESTIONS:
1. How do we ensure student and staff devices, projectors, printers, etc. are ready for use in classrooms?

The Technology Services team maintains devices over the summer and provides set up for each classroom at the beginning of every school year. To help with a coordinated and efficient process, teachers were given clear instructions to follow for shut-down of their classrooms at the end of the 19-20 school year. Following this process allows the Technology Services team to efficiently set up each room again for the 20-21 school year.

PVSD collects all student devices each year to ensure that they are inventoried, repaired as needed, and updated for the upcoming school year. In order to supply chargers for the full TK-8 1:1 take-home program, existing classroom carts will be stripped down and chargers will be sent home with students. Each cart will remain in the classroom to be used for device storage (not charging) and will be equipped with a small number of chargers for students who forget to charge at home.

2. When staff return, it will be a high impact time for technical support. What should we communicate and provide for staff?

The best way for staff to obtain technical support is by entering a support ticket in our helpdesk system. All support requests should include specific details of the issue, question or concern to avoid a delay in service. Often it is helpful to attach a screenshot, picture, or video of the issue within the ticket to help techs quickly diagnose and provide a resolution. An alternative, but often slower method of receiving support is by calling the technology helpdesk phone line posted on the Technology Services department web page.

Emails, memorandum, and FAQs will be used by district staff to communicate resolutions for common issues. The Technology Services department page on the PVSD website will be kept up-to-date with helpful information as well.

RESOURCE:
1. PVSD Technology Services Helpdesk for Staff

FOCUS AREA: PROFESSIONAL DEVELOPMENT

ESSENTIAL QUESTIONS:
1. What kind of training and troubleshooting tips could be provided to parents/students?

Troubleshooting tips and FAQs will be updated and posted on the Technology Services FAQ page for parents as needed. Training for curricular topics may be provided as well. Teachers should provide in-class training for students on applications and other tasks that require technology use prior to expecting completion of those tasks at home. Teachers in the Digital Learning Academy should provide training virtually for parents and students at home as needed for specific class activities.

Digital Citizenship lessons that cover appropriate computer, network and online resource use and etiquette will be completed by all PVSD teachers no later than September 4th, 2020. Teachers will also be required to go through basic rules, expectations and protocols for digital/distance learning no later than August 28th, 2020.

RESOURCE:
1. Technology Services FAQs for Parents/Students

FOCUS AREA: SECURITY AND DATA PRIVACY

ESSENTIAL QUESTIONS:
1. Has a review of security and data privacy plans been considered in our current situation?

Yes. Technology Services and Student Services consistently review policies and procedures, privacy agreements, and protocols for application use as necessary throughout the school year for both on-site and distance learning programs. PVSD’s technology policies are kept up-to-date and in compliance with current data privacy laws. Information, forms, and agreements regarding technology safety and privacy are posted on the Technology Services department web pages and FAQ section.

2. How should we ensure the ability to check our networks and systems?

PVSD systems have checks and balances built-in as well as automated monitoring systems that alert of errors or failures. The Technology Services team will adjust our protocols and implement new systems as requirements change over time due to both on-site and distance learning requirements.
3. How do we ensure staff devices have received all updates (i.e. antivirus) and are ready to use remotely upon return to school?

The PVSD Technology Services staff has system updates automated on staff and student devices. Student Chromebooks and other devices that require periodic manual updates are taken care of during breaks or over the summer. Updates provided by vendors are monitored and only applied after ensuring that they are ready for a production environment.

FOCUS AREA: SUPPORT

ESSENTIAL QUESTIONS:
1. What technology support resources are available for students and families?

Links to helpful support guides and other information are kept up-to-date on the Technology Services FAQ for parents page, including Zoom setup and expected classroom behavior guides, instructions for how to replace a lost chargers through Amazon online, etc. Other helpful guides, videos, and support information will be posted to the site to help assist families with basic troubleshooting of common issues.

Teachers and/or the school principal are the first point of contact for families in order to receive basic support after checking the FAQs, documents, and videos posted on the PVSD website. If a student is having trouble with their PVSD issued technology device, logging into an application, etc., the child’s teacher or principal can help with most basic issues, and if it is determined to require further support, they can submit a helpdesk request to the Technology Services team on the parent’s or student’s behalf. Please note that if your family chooses to utilize a personal device instead of the PVSD-issued Chromebook, staff will not be able to provide support for personal devices beyond limited help with access to some of our curriculum or software. On-site device-swap is available for damaged student devices. Contact the student’s teacher or principal for help initiating a device-swap if other troubleshooting processes have not resolved the issue. Typically, these support days are on Tuesdays and Thursdays by appointment only, but days/hours may vary throughout the year depending on schedules, availability of technology staff, current state and local health protocols, etc. Updated details will be posted on the PVSD website throughout the year to keep families informed of the latest support options and procedures.

RESOURCES:
1. Technology Services FAQs for Parents/Students

2. What technology support resources are available for employees?

PVSD Technology Services continues to provide ongoing support for employees both on-site and remotely. All employee support requests should be initiated through our Technology Services helpdesk or by utilizing our helpdesk phone line posted on the Technology Services department page of the PVSD website. FAQs and informative guides on many of the technology devices and software PVSD uses can be found on the Technology Services department website or in the FAQ portal on the helpdesk.

RESOURCES:
1. PVSD Technology Services Helpdesk for Staff
2. Technology Services FAQs for Staff/Employees
FOCUS AREA: ENGAGEMENT

ESSENTIAL QUESTIONS:
1. How do we respond to students who are chronically absent?

PVSD will continue the use of the SARB process, with the changes needed to address COVID-19 kept in mind so that students are not penalized for staying home to keep others safe. Daily and weekly reporting of students’ absences resulting from COVID-19 or COVID-19 symptoms to District personnel will occur so close monitoring of the reasons for chronic absenteeism can be tracked. Schools will continue with incentive programs that value work completion over programs that promote physically attending school. For those chronically absent, daily contact should be made by school administration or counselors to ensure the students are safe and to ascertain what resources students may need to promote school attendance and participation.

RESOURCES:
1. PVSD SARB Protocols
2. Contra Costa COE Roadmap to Reopening Schools

2. How do we promote student agency by honoring students’ voices and choices in the new landscape of learning?

To promote student agency, the PVSD will allow for student choice in the classroom through a variety of instructional strategies that promote student choices, such as Universal Design for Learning and Project Based Learning. Students will also be afforded the opportunity to suggest improvements to school procedures and policies in this new learning environment. Lastly, the PVSD may allow the Digital Academy students to form their own ASB to help provide for student voice and choice in their virtual school environment.

3. What are some of the minimum criteria for instructional design that consider grade level and structure for the instructional day based on the new landscape of learning?

For grades TK-5, the focus for students during on campus instruction will be ELA and math with other subjects, such as social studies and science, being reserved for the time when students are not on campus. For all grades, during times when students are off campus, students should be engaged in independent work in their core academic subjects. When possible, schools should offer enrichment classes, such as art and music, during the time students are at home. Band may be offered on campus if all safety and social distancing protocols can be observed. The enrichment classes will be specific to the school and the resources available to them, such as PTX funds.

Digital Academy classes should function, as much as possible, as a traditional classroom. There should be direct instruction happening throughout the day in the Digital Academy.

RESOURCES:
1. Riverside COE’s Moving Forward Together, pages 16-19
2. Kern COE’s Thinking Guide for Reopening
3. Illinois State Plan: Starting the 2020-2021 School Year, pages 19-29

4. How do we provide social emotional learning that promotes student engagement and supports staff and families in the new landscape for learning?

To provide for social-emotional learning, the PVSD will continue with the implementation and use of the Second Step curriculum both District wide and at the individual school site. The Second Step curriculum has a number of different digital based components that can be adapted for the Digital Academy and provided for parents electronically.

For those students and families that become disengaged in the Digital Academy, an informal digital/virtual check-in should be completed to help students and families return successfully to the digital environment.
5. How do we engage and support families, guardians, and/or caregivers in student learning?

Each school will provide a positive reentry plan and orientation to help their community adjust to the changes and new structure of school. To increase the feeling of inclusion, schools should also tailor specific parts of their orientation/reentry plan to student groups, such as SWD or ELL students, present on their campus. The reentry plan/orientation should take the general guidelines of the PVSD reopening plan and apply them to the specific school site so that students feel at ease and more able to focus on learning. Also, student handbook materials will be updated to account for changes in the new learning environment.

Parent orientation materials (video, printed materials, and possible group Zoom webinars) should clearly explain the new operational procedures, learning tools, and structure of school. These materials will be distributed to parents in three separate ways to increase overall awareness of the new program. Examples of these materials would include posted videos to the individual school websites, newsletter, and PowerPoint presentations sent via Blackboard Connect. Topics discussed may include and are not limited to entrance and exit procedures, hand washing protocols, and changes in procedures as students transition between classes. Additionally, teachers should be given professional development time, before the beginning of school, to create similar beginning of the year materials for their specific student and families to ease the transition into our new learning environment.

To offer family support, we will continue the practice of posting to the PVSD school district website resources for parents regarding how best to handle the challenges of COVID-19, and other resources that may help meet the needs of the diverse families we have within the PVSD. However, the resources will be carefully vetted and selected so that parents are not overwhelmed by too much information.

Another important family support would be to offer expert Zoom sessions on specific topics or areas of concerns for students and parents in the new learning environment. This can be done either at the District or the school site level to assist families that may be struggling.

FOCUS AREA: SUPPORTING SOCIAL DISTANCING AND INFECTION CONTROL

ESSENTIAL QUESTIONS:
1. How do we ensure social distancing in classrooms, restrooms, and high traffic areas?

To ensure social distancing in classrooms, restrooms, and high traffic areas the School Operations groups suggest the following:

Classrooms:
- To the greatest extent possible, separate desks to be six feet apart. For classrooms with dual desks (TK-5th grade), mark off every other desk.
- Limit class size to the number that ensures 6-foot distancing
- Design pathways within the classroom to encourage and maintain social distancing.
- Set up outside the classroom so students will line up appropriately.
- Hold class outdoors when possible as a change of scenery, to decrease the chance of transmission of germs, and as an alternative learning environment.

Restrooms:
- Sinks and urinals blocked or taped off to ensure six foot distancing in the restroom.
- Set up six-foot queues outside the restroom to limit the total number of students in the restroom so social distancing guidelines can be followed.

High Traffic Areas:
- Set up one-way walkways to hallways to limit the co-mingling of students. Provide ample signage for this purpose.
- Set up markers on the ground (possible tape) at line up areas: outside gates, outside and inside classrooms, lunch/cafeteria areas, drinking fountains, restrooms to ensure social distancing protocols.
- Establish one to two points of entry/exit monitored by staff members during duty hours. On elementary or K-8 campuses, schools may identify a specific gate for TK and kindergarten students. Students report directly to the classroom/homeroom and do not congregate on the playground. If students are outside of school (before gates open), tape to mark where to stand before school. Schools should not open early or allow parents on campus.
- During school arrival/lunch/recess students will consistently line up outside of their classrooms on markers (Grades TK-5).

Other Areas of Campus:
- Place a box outside of the campus for parents to drop-off items. Items need to be labeled and placed in a bag. Parents are to call the office to alert office staff that there is something that has been delivered.
- Lockers will not be used this year for middle school students. Students only bring books that they need for the day in a backpack as they will only attend three classes per day.
- Classes will lineup on specific areas of the playground, with at least six feet between classes (Grades TK-5). Classes should line up away from drinking fountains and bathrooms to help avoid unnecessary congregation of students.
RESOURCES:
1. Riverside COE’s Moving Forward Together, pages 9-15
2. Kern COE’s Thinking Guide for Reopening
3. Illinois State Plan: Starting the 2020-2021 School Year, pages 30-48
4. Framework for Reopening Ventura County Schools (pending link as not public yet)

2. How do we address limited group sizes in the school setting?

A number of actions can be taken to limit group size in the school setting.

- For middle school PE, classes need to be spread out to ensure physical distancing. Activities that do not require the use of shared equipment should be encouraged (group cardiovascular workouts). Use of PE equipment should be limited to what students can control without the use of their hands. The equipment should be sanitized before being used by other students, if feasible.
- Students should eat in designated spots around campus that are separate from one another to help students avoid unnecessary contact.
- To the extent practical, students should stay with their class/middle school grade level cohort including at recess and lunch when feasible.
- Schedule of blended learning should be adopted District wide so class size can be limited to approximately 1/2 the students assigned to a particular classroom for each instructional day.
- Locker use (both general and PE lockers for middle school grades) should be eliminated this year to help students avoid unnecessary contact.
- Elementary classrooms that use backpack hooks should have the backpacks spaced on hooks every other hook. If there are no hooks, backpacks should sit outside, and lunches put on the lunch cart.
- Until the CDPH, CDE, and VCPH release restrictions, there should be no on campus assemblies, field trips, dances, or extracurricular activities. These assemblies and field trips can be done virtually.
- Community groups should not be allowed to use campus facilities, until it is deemed safe by the county health department to do so.
- Campus supervisor hours for each campus should be flexible, so that they can be utilized for supervision during drop off and pick up, as well as recess, lunch, and passing periods.

RESOURCES:
1. Kern COE’s Thinking Guide for Reopening
2. Illinois State Plan: Starting the 2020-2021 School Year, page 47

2. How will the District work collaboratively with PVEA on any contract language changes?

The District and PVEA will continue the positive relationship and work together on any contract language changes through the negotiation process. PVSD and PVEA will continue their continuous open, two-way communication.

3. What procedures need to be developed to promote a safe working environment?

Facilities and maintenance department will work with individual site principals to conduct a work risk assessment at each school site before the beginning of school. To support the on-going and changing safety concerns, the safety committee at each school should focus on the new procedure and protocols in addition to their regular responsibilities. They should meet regularly to ensure the school’s current procedures are in compliance with any new state or District safety mandates. It should be noted that parents should be a part of the school safety committee if they are not already included.
To the greatest extent possible, students and staff must adhere to social distancing guidelines.

Personal Protective Equipment (PPE) for teachers and students will be provided.

Structural and program changes at the site level shall be made to increase safety on campus. They include:

- Rework entrances and exits at school sites
- Student and staff hand washing throughout the day
- Avoid co-mingling of cohorts
- Discontinue non-essential volunteers on campuses
- Ample signage to encourage hand washing and taking the necessary time to teach and practice proper handwashing techniques.
- Physical markers to assist younger students in social distancing practices.
- Doors left ajar or open, when practical, to reduce the chances of the transmission of germs.
- Scheduling needs to emphasize the need to keep students, as much as possible, in the same cohort (class or grade level group) during school hours.
- Students should be encouraged to use reusable water bottles and use of refillable water station.
- Regular cleaning of high traffic areas should be of the highest priority.
- Screening for students and staff on campus.

RESOURCES:
1. Riverside COE’s Moving Forward Together, pages 64-66
2. Kern COE’s Thinking Guide for Reopening
3. Illinois State Plan: Starting the 2020-2021 School Year, pages 30-48
4. Framework for Reopening Ventura County Schools (pending link as not public yet)

4. What are the procedures needed specifically in relation to classroom teachers?

Teachers need a specific set of uniformed procedures for safety and cleaning that can be used across the District. Teachers need assistance with classroom set-up to properly adhere to social distancing guidelines. To assist with this task, school administration will develop a beginning of the year classroom safety check-off sheet. Administration should use this check-off sheet to verify that classes meet all safety and social distancing guidelines.

RESOURCES:
1. Riverside COE’s Moving Forward Together, pages 64-66
2. Kern COE’s Thinking Guide for Reopening
3. Illinois State Plan: Starting the 2020-2021 School Year, pages 30-48
4. Framework for Reopening Ventura County Schools (pending link as not public yet)

5. How do we address FERPA/HIPAA confidentiality concerns when working virtually with more than one student and/or family on video conferencing? What technology will be used to delivery mental health services remotely?

PVSD will review district policies and coordinate with mental health partners to ensure confidentiality and appropriate requirements are followed. PVSD will continue to encourage students to use counseling services as needed utilizing remote/virtual technology options to the best of our ability.

6. How do we respond to staff who cannot return to work?

Staff who cannot respond to work will be directed to contact the appropriate human resources department to review available leave options. Certificated and classified employees already receive paid sick leave by statute and/or contract. On March 18, 2020, the government enacted the Family First Coronavirus Response Act (FFCRA) to offer paid expansions to the current unpaid FMLA provisions for the set time period of April 1, 2020 to December 31, 2020. Prior to using their personal leave balances, employees may request up to two weeks of Emergency Paid Sick Leave for Covid-19 related factors. The FFCRA also allows for an employee who must be absent to care for their child whose school, child care provider, or place of care is unavailable due to Covid-19 to receive an additional 10 weeks of 2/3 pay. Certain criteria to determine eligibility must be met. School district employees also have a variety of other paid leave options including: floating holidays, sick leave, vacation, differential sick and out of leave pay, as well as unpaid leave of absences. Staff who are absent from medical related employees with Covid-19 related conditions must submit a doctor’s release prior to returning to the worksite to ensure the health and safety of others.

RESOURCES:
1. Riverside COE’s Moving Forward Together, pages 9-15
2. Kern COE’s Thinking Guide for Reopening
3. Illinois State Plan: Starting the 2020-2021 School Year, pages 30-48
4. Framework for Reopening Ventura County Schools (pending link as not public yet)

7. How will we assess the needs of each campus to ensure that they are staffed appropriately?

PVSD administration will work collaboratively with site principals to ensure each campus is appropriately staffed, especially in areas of campus supervision and custodial.

RESOURCES:
1. McKinsey & Company’s Reopening Schools After COVID-10 Closures, pages 5-7
FOCUS AREA: PANDEMIC RESPONSE

ESSENTIAL QUESTION:
1. Have we reviewed and updated our pandemic response plan in light of COVID-19?

The District updated its Pandemic Response Plan in March to confirm protocols in place aligned with emerging COVID-19 guidelines. The Response Plan will be monitored regularly to ensure it remains current with the latest guidance to safeguard our students and staff.

RESOURCES:
1. PVSD- Pandemic Response Protocol
2. PVSD Coronavirus Webpage
3. CDC Get the Facts COVID-19 (Symptoms, Tests, Face Covering)

FOCUS AREA: COMMUNICATIONS AND PUBLIC INFORMATION

ESSENTIAL QUESTIONS:
1. What elements are necessary for an effective communication plan in responding to COVID-19?

PVSD will continue to use an array of modalities to reach key audiences and deliver frequent concise messages including Blackboard Connect, email, Peachjar, newsletters, PVSD website, marquees, signage, posters, and social media. Key staff members involved in the decision-making process will be responsible for communicating the common message to their stakeholders. In addition, messages will continue to be translated.

The District website will continue to be updated regularly as the central source of information. PVSD will work to streamline our efforts to minimize the number of messages families receive at any one time.

RESOURCES:
1. CDC Communication Resources (posters)
2. CDC Communication Tool Kit (Posters/Social Media Announcements)
3. https://www.cde.ca.gov/
4. https://www.cdph.ca.gov/
5. Ventura County Public Health Center

2. In what ways are school community stakeholders able to make an informed decisions regarding returning for the 2020-21 school year?

Prior to formalizing any plans for the reopening of the 2020-21 school year, the District sent a survey to school community stakeholders to elicit opinions and form a consensus of what the start of school should look like in light of a pandemic situation. With a wide range of responses, the District initiated an online learning academy as an alternative option while other site plans were determined.

The District website continues to be a valuable tool for finding information and is kept updated with the latest updates and resources. Administration prioritizes staying informed on the latest laws and following the guidance and recommendations of state and county departments of health and education to provide safe operational plans.

The District also convened a PVSD Task Force composed of over 100 stakeholders to create the PVSD Safe Reopening and Recovery Plan in an inclusive manner. Communication on details of plan will be ongoing.

RESOURCES:
1. https://www.cdc.gov/
2. https://www.cde.ca.gov/
3. https://www.cdph.ca.gov/
4. COVID-19 Planning Considerations Guidance for School Re-entry
3. How should the District and schools provide periodic feedback and assessment of messaging and communication methods to ensure the plan is updated and reflective of stakeholder needs?

The District and its schools will conduct periodic reviews of their communication techniques and make necessary adjustments. All techniques should be critically assessed to ensure delivery of communication as well as content is meeting the needs of stakeholders. Families should ensure schools have updated phone numbers and email addresses and have not opted out of messages.

4. What kind of process should be used to get feedback from students, parents, and staff?

PVSD will continue to utilize Google forms, SurveyMonkey, or similar survey systems to gather feedback from stakeholders. Surveys will go out in a variety of formats, including text, email, and via phone calls depending on the circumstances and information we are trying to gather feedback on. Surveys will be communicated using multiple formats including email, text, and social media, too, in order to reach as many stakeholders as possible.

5. What strategies and tools will be used to communicate the opening plan?

The District shall continue to use a variety of tools for communication to deliver the upcoming opening plan. Commonly used methods or platforms include Blackboard, District website, letters/emails, school site marquees, Print Media (Acorn Newspaper), PTX posting, City Hall Message Board (information links) and social media. Another avenue to communicate the opening plan is through networking groups, such as parent, teacher, and school leadership committees. The District administration has consistent meetings to strategically plan and review procedures, troubleshoot any areas of concern, and promote trust and inclusiveness by utilizing the perspectives and voices of our stakeholders in providing ethical, safe, and transparent decisions.

RESOURCES:
1. CDC Communication Resources (posters)
2. CDC Communication Tool Kit (Posters/Social Media Announcements)

FOCUS AREA: STAFF EMPLOYMENT

ESSENTIAL QUESTIONS:
1. What considerations need to be made in regards to work hours and schedules for students and staff?

It is also vital to allow for parent input and choice and ensure all students have a high quality education with safety needs prioritized. Plans for both transition back to normal operations and the possibility of a full-scale distance-learning model need to be in place. Consideration will be given to all the varying programs and plans for their safe reopening in accordance with local coordination and allowing for modifications as needed.

When developing schedules, consideration should be given to Memorandum of Understanding (MOU) Agreements, collective bargaining agreements, Merit Rules and Regulations and California Education Code. Clarification of bargaining items under the scope of EERA requirements and ongoing communication with the associations plan is essential.

RESOURCES:
1. PVEA Collective Bargaining Agreements
2. SEIU Contract
3. Merit Rules & Regulations

2. What procedures need to be developed to promote a safe working environment?

All procedures are in accordance with local, regional, state, and federal law. Procedures that include areas of risk-assessment, implementation of COVID-19 mitigation protocols, and safe reopening training plans for stakeholders have been developed.

RESOURCES:
1. CDC Guide for Opening Schools
2. CDC Guidance on Social Distancing
3. CDC Guidelines for Cleaning and Disinfecting
4. CDC Guidelines for Cloth Face Coverings
5. ASHRAE Guidance on HVAC for Schools (wouldn’t use)
6. CDE Guidebook for Reopening
7. Cal/OSHA COVID-19 General Checklist
8. John Hopkins Center for Health Security
9. Covered California

3. What are the procedures that need to be in place for remote work?

Remote work should be planned in collaboration with the District, and in accordance with the collective bargaining agreement, the provisions of Merit Rules, Board Policies and labor law. The development of a new Memorandum of Understanding (MOU) and review of the Emergency Telework Agreement is in progress. Telework assignments are based on safety and District need, and may vary by classification or site.

RESOURCES:
1. PVSD Board Policies, Memorandum of Understand (MOU), and Agreements with association
2. Atkinson, Andelson, Loya, Ruud & Romo (AALRR)
3. Alert Employee Guides for Remote Work and Leave
4. Ventura County Public health Center
5. 211.org
6. PVSD Telework Agreement
7. Ergonomics - Working From Home the New Normal
8. Employee Notice- COVID-19
4. What are the procedures needed specifically in relation to classroom teachers?

Procedures will include the development of a return to work plan for teachers considering the most recent guidance from the state, public health, and taking into account assignments. PVSD has modified existing models of instruction to meet the recommendations and regulations for Distance Learning and in-person instruction in the pandemic. Professional development, training, and clear guidelines will be provided. The District is prepared for the possibility of intermittent closures, addressing how teachers will transition to Distance Learning.

RESOURCES:
1. Distance Learning Resources
2. Employee Notice & Obligations During Closures
3. Employee Leave Guide
4. Ergonomics - Working From Home the New Normal
5. Employee Notice- COVID-19

5. What procedures need to be put in place for substitutes, itinerant employees, parents, visitors, and volunteers?

PVSD will limit potential exposure by limiting volunteers to online settings until approved by principal, administration, and CDC guidelines. Protocols and training for substitutes and itinerant staff that will include health screening requirements, personal protective equipment (PPE), and social distancing expectations. Signage is posted in areas of high visibility at schools and the District Office to reinforce protocols.

RESOURCE:
1. Substitute Guidelines during Distance Learning
2. Employee Notice & Obligations During Closures
3. Employee Leave Guide
4. Ergonomics - Working From Home the New Normal
5. Employee Notice- COVID-19
6. COVID-19 Prevention Employee Acknowledgement

6. What procedures need to be in place to anticipate possible intermittent or rolling school closures?

Work in collaboration with the guidance from state public health and local public health officers on the process for closing schools. Refer to procedures developed throughout the Task Force Plan regarding which positions will work remotely, who are essential employees and next steps.

7. What considerations need to be made for supervision and evaluation of employees?

All issues relating to supervision and employee evaluation will be done in accordance to collective bargaining agreements, merit rules, and law.

FOCUS AREA: POLICIES

ESSENTIAL QUESTIONS:
1. What are the policies that need to be in place for remote work?

The teleworking policy will identify eligible staff, criteria, telecommute assignments, work guidelines and employee expectations, and an employee acknowledgement of the telecommuting and emergency agreement.

RESOURCES:
2. PVSD BP 4113.5; 4213.5, 4313.5
3. BP 4119.93, 4219.43, 4319.43

2. What policies need to be in place for extracurriculars and athletics?

At this time, Ventura County Public Health has prohibited team sports until further notice. Any policies moving forward need to comply with VCPH and CDPH guidelines.

RESOURCES:
1. National Federation of State High School of Association Guidance on High School Sport and Activities.
2. Ncsasports.org
4. Safe Kids Worldwide
5. HIPAA and COVID-19