

# PLEASANT VIEW SCHOOL DISTRICT

14004 ROAD 184 PORTERVILLE, CALIFORNIA 93257

TELEPHONE (559) 784-6769 FAX (559) 784-6819

## BOARD OF TRUSTEES

Thomas Barcellos  
President & Clerk

Michael Smith  
Vice President

Davy Gobel

Rusty Gobel

Alexander Garcia

September 17<sup>th</sup>, 2020

A Special meeting of the Pleasant View Elementary School District Governing Board will be held September 22<sup>nd</sup>, 2020 at 4:30 P.M. Cafeteria at Pleasant View Elementary.

## AGENDA:

### CALL TO ORDER - ROLL CALL:

Mark Odsather  
District Superintendent

Richard Thornberry  
Principal / Programs

Niguel Baxter  
Business Manager

- A. Welcome
- B. Pledge of allegiance
- C. Roll Call

**AGENDA ITEMS - The Board reserves the right to change the order of items in order to expedite the conduct of business or provide convenience for those appearing before the Board. The Brown Act allows 2/3 of the board members present, as opposed to 2/3 of the entire board, to add an item to the agenda if the item is urgent and arose after posting of the agenda.**

### Approval of Agenda - Action Item

**PUBLIC COMMENT:** Members of the public may address the Board on any agenda or other item of Interest during the public comment period. The public may also address the agenda items at any time they are taken up by the Board. The Board is not able to discuss or take action on any item that is not on the agenda. A reasonable time limit can be imposed on the public input for individuals/issues as deemed necessary.

In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 784-6769 48 hours in advance of the meeting.

**Notice: If documents are distributed to the board members concerning agenda items less than 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at Pleasant View Elementary, 14004 Road 184, Poplar CA**

**MINUTES:** September 8<sup>th</sup>, 2020 minutes

### NEW BUSINESS:

- A. Pleasant View Learning Continuity Attendance Plan 2020-2021 – Action Item
- B. Pleasant View Waiver and Plan for re-Opening – Action Item
- C. Education Protection Account Actuals 2019-2020 – Action Item
- D. PVE Maintenance Facility Design – Discussion
- E. Pleasant View Refunding Certificates of Participation - Information

### ADJOURNMENT



PLEASANT VIEW  
FALCONS

# PLEASANT VIEW SCHOOL DISTRICT

14004 ROAD 184 PORTERVILLE, CALIFORNIA 93257

TELEPHONE (559) 784-6769 FAX (559) 784-6819

## PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT MINUTES REGULAR BOARD MEETING

### BOARD OF TRUSTEES

Thomas Barcellos  
President & Clerk

Michael Smith

Vice President

Davy Gobel

Rusty Gobel

Alexander Garcia

September 8<sup>th</sup>, 2020  
Pleasant View Elementary Cafeteria

18900 Ave 145  
Porterville, CA

**CALL TO ORDER - ROLL CALL:** Tom Barcellos, called the meeting to order, at 4:30 pm and the following were in attendance:

### BOARD:

Rusty Gobel

Alex Garcia

Tom Barcellos

### ABSENT:

Mike Smith

Davy Gobel

### OTHER:

Richard Thornberry (Principal)

**AGENDA:** On a motion by Alex Garcia and second by Rusty Gobel the board voted to approve the Agenda. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,; Absent Davy Gobel, Mike Smith)

**PUBLIC COMMENT:** No Comment

### Public Hearing:

Instructional Materials for Sufficient Textbooks or Instructional Materials; for reading, Language Arts, Mathematics, Science, and Social Studies : No Comment

Learning Continuity Attendance Plan (LCAP 2020) : No Comment (Exhibit A)

**MINUTES:** On a motion by Alex Garcia and second by Rusty Gobel the board voted to approve the August 11<sup>th</sup> minutes. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,; Absent Davy Gobel, Mike Smith)

### ATTENDANCE:

1. On a motion by Alex Garcia and second by Rusty Gobel the board voted to approve the Interdistrict Attendance Agreements. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,; Absent Davy Gobel, Mike Smith) (On File)
2. M. Odsather presented the current Enrollment to the board. M. Odsather stated that the district has a current enrollment of about 442 Students TK-8<sup>th</sup> grade. (Exhibit B)



PLEASANT VIEW  
FALCONS

## DISTRICT FINANCE:

1. M. Odsather presented the vendor payments to the board for review and discussion On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve Vendor payments; Batch #345 for \$186,562.25; vendor payments Batch #346 for \$91,329.18; vendor payments Batch #348 for \$72,863.63 (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,; Absent Davy Gobel, Mike Smith) (Exhibit C)
2. M. Odsather presented the highlighted items on the Budget Comparison report for review and discussion. M. Odsather stated the district continues to be in a sound fiscal position. M. Odsather stated that the district is anticipating deferrals of revenue starting in January of \$1.2 million. M. Odsather stated the district has the reserves to handle the deferral of revenue. (Exhibit D)
3. M. Odsather presented the Annual Financial Reports to the board for review and discussion. M. Odsather stated that the district had a surplus in 19-20 due to the deferral of payments on capital facilities, including the new wings and the solar into the 20-21 budget year. M. Odsather stated that the district has had some attrition of staff and they will not replace those positions in order to save money during these uncertain times. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve The Annual Financial Reports Unaudited Actuals. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,; Absent Davy Gobel, Mike Smith)(Exhibit E)
4. M. Odsather presented the GANN Appropriations Limit Resolution #3 for discussion and review. On a motion by Alex Garcia and second by Rusty Gobel the board voted to approve the assurances for the ESSERF Emergency Relief Funding. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,; Absent Davy Gobel, Mike Smith)(Exhibit F)
5. M. Odsather presented Board Revisions to the board for discussion and review. On a motion by Alex Garcia and second by Rusty Gobel the board voted to approve the 19-20 Budget Revisions with control number 90155452.(3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,; Absent Davy Gobel, Mike Smith)(Exhibit G) On a motion by Alex Garcia and second by Rusty Gobel the board voted to approve the 45 Day Budget Revisions with control number 90335895.(3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,; Absent Davy Gobel, Mike Smith)(Exhibit H)
6. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve the CEA Waiver. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,; Absent Davy Gobel, Mike Smith) (Exhibit I)
7. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve August payroll. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,; Absent Davy Gobel, Mike Smith) (Exhibit J)

## OLD BUSINESS:

1. M. Odsather stated the charging units for the electrical school buses have been installed and the district expects delivery of the electric school buses the first week of October.

2. M. Odsather presented options to the board to refinance the debt on the new wings at Pleasant View Elementary. Both options would save the district around \$160k-\$167k over the next 20 years. On a motion by Alex Garcia and a second by Rusty Gobel the board approved moving ahead with re-financing the debt on the C.O.P. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,: Absent Davy Gobel, Mike Smith) (Exhibit K)
3. M. Odsather stated that after consulting with Schoolworks he believes that there may be an opportunity to propose a school bond to the community to build a library/community center for the elementary campus. Mr. Barcellos stated the Board hasn't considered a school bond in the past and would like to see the cost to home owners in the community. M. Odsather stated he would start pulling the information to the board to review.
4. M. Odsather stated that the district has been reviewing current and future facilities needs and believes now is the right time to build a maintenance facility on the elementary campus. M. Odsather stated currently that the district has no facilities to house all the vehicles it owns. M. Odsather stated that with electric charging stations and bus barns on the other campus he believed the district just needs a maintenance building and not a bus shed on the Pleasant View Elementary campus. Mr. Barcellos stated that he agreed that if the electrical charging stations were on the other campus the buses should remain there. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve Planning and construction of a maintenance facility on the Pleasant View Elementary Campus. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,: Absent Davy Gobel, Mike Smith)
5. M. Odsather stated that the Pleasant View West Campus Basketball and Volleyball courts are in need of some upgrades. M. Odsather stated that the school would like to re-configure the courts to be more sport specific for the students. M. Odsather stated that in order to do this the district would need to tear out existing basketball hoops, and proposes to replace only 8 of them to make 4 basketball courts the other two courts would be volleyball courts. M. Odsather stated that the new equipment and construction would be around \$30k. M. Odsather stated that in addition the district would look into painting and striping the new courts, to give them more of sports court look. On a motion by Alex Garcia and a second by Rusty Gobel the board voted to approve upgrades to the Basketball and Volleyball Courts on the Pleasant View West Campus. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,: Absent Davy Gobel, Mike Smith)

#### **NEW BUSINESS:**

1. M. Odsather presented the Monthly Calendar to the board for review.
2. Mr. Thornberry discussed with the board the Professional Development for staff that took place on the Monday professional development day. M. Thornberry stated the teachers have been working on lesson planning and organizing meetings to help them with distance learning.
3. On a motion by Alex Garcia and a second by Rusty Gobel the board voted to approve Resolution #4 in the matter of Determination of Sufficient Textbooks and Instructional Materials. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,: Absent Davy Gobel, Mike Smith)

4. M. Odsather presented the following Board Policies to the board for 2<sup>nd</sup> read and approval. On a motion by Alex Garcia and a second by Rusty Gobel the board voted to approve upgrades to the Basketball and Volleyball Courts on the Pleasant View West Campus. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, : Absent Davy Gobel, Mike Smith) (Exhibit M)
  - \* BP/AR 0430 Comprehensive Local Plan for Special Education
  - \* BP/AR 1312 Uniform Complaint Procedures
  - \* BP/AR 1340 Access to District Records
  - \* AR 3231 Impact Aid
  - \* BP 4113 Assignments
  - \* BP/AR 4112, 4212,4312 Employee Notifications
  - \* BP/AR 4119,4219,4319 Exposure Control Bloodborne Pathogen
  - \* BP/AR 4119,4219,4319 Universal Precautions
  - \* BP/AR 4151,4251,4351 Employee Compensation
  - \* BP 5141 Mental Health
  - \* BP/AR 5145 Nondiscrimination/Harassment
  - \* BP/AR 6020 Parent Involvement
  - \* BP/AR 6115 Ceremonies and Observances
  - \* AR 6173 Title VI Indian Education Program
5. M. Odsather stated that the school site council had recommended approval of the LCAP Federal Addendum. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve the LCAP Federal addendum. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, : Absent Davy Gobel, Mike Smith) (Exhibit I)
6. M. Odsather stated the district had been selected for the Bayer Grant. M. Odsather stated the grant was in the amount of \$15k to be used for the ongoing program Wings of Knowledge. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve The Americas Farmers Grow Rural Education Grant from Bayer (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, : Absent Davy Gobel, Mike Smith) (Exhibit J)
7. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve The contracts for Design and Wiring Category 2 E-Rate (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, : Absent Davy Gobel, Mike Smith) (Exhibit K)
8. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve the Utilizing the Pre-Approved Contracts for the E-Rate Category 2 project. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, : Absent Davy Gobel, Mike Smith) (Exhibit N)

**PERSONNEL:**

1. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve the Resignation of Refugio Fernandez (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, : Absent Davy Gobel, Mike Smith)

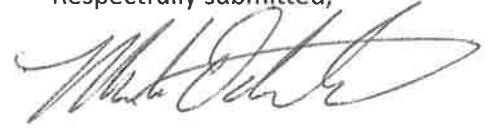
**CLOSED SESSION:**

1. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to move into closed session at 5:09 pm for Conference with Labor negotiator. (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,: Absent Davy Gobel, Mike Smith) On a motion by Rusty Gobel and a second by Alex Garcia the board voted to move out closed session at 5:23 pm (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,: Absent Davy Gobel, Mike Smith)
2. Report: No Action Taken

**ADJOURNMENT:**

On a motion by Alex Garcia and a second by Rusty Gobel the board voted to adjourn. At 5:24 pm (3-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos,: Absent Davy Gobel, Mike Smith)

Respectfully submitted,



Mark Odsather,  
Secretary

---

Tom Barcellos, President & Clerk  
or Mike Smith, Vice President

# Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant View Elementary School District	Mark Odsather Superintendent	marko@pleasant-view.k12.ca.us (559) 784-6769

## General Information

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

The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted. In developing the Learning Continuity and Attendance Plan, PVESD has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, The Pleasant View Elementary School District strives to be an innovative leader in education and is dedicated to seeing every child leave our District with the confidence that they can learn to do anything. We believe students should see their learning as a personal journey. We believe students shouldn't be afraid to fail and instead embrace failure as the first step in learning. We want our students to focus on their own growth and development. We view our roles as the facilitators of information and our primary responsibilities are to guide them through the process of learning, teaching them to be reflective life-long learners. We value building a strong sense of community with all stakeholders, including students, parents and staff. We believe that creating strong partnerships between school and families is critical to the success of our students. We have technology in all classrooms with 1:1 Chromebook / iPad devices for all students supporting them in acquiring 21st Century Learning skills. We recognize the challenges the majority of our students face being socioeconomically disadvantaged and English Learners. However this just adds to the urgency to begin to re-think what we do and how we do it. The purpose of this plan is to raise the level of performance for all of our students. The goal is for every student to begin to see themselves as learners. For our students to begin to measure their learning by their own individual growth. We see ourselves moving towards a personalized learning system. We see the benefits of students taking ownership of their own learning and building their self-efficacy. The guiding principles for realizing this vision include:



1. **Health, Safety and Well-being:** . We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
2. **Academics and Instruction:** High quality instruction anchored in standards-aligned materials is at the core of achieving equity, access, and social justice. We will use data and assessments to ensure our practices support our students.
3. **Agility:** Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed with flexibility in mind to ensure high quality instruction continues whether we are in physical or remote learning space.
4. **Needs-based and Care Given:** Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as school communities.
5. **Engagement & Communication:** Our community will have the information and resources they need to be safe.. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.

In sharing preliminary plans with the public and Board of Education, staff have noted that significant improvement was needed in instructional coherence and consistency prior to COVID-19. With the rapid transition to distance learning and all the accompanying challenges, there is an increased need for ensuring fidelity of implementation of district programs and practices. As part of its plan, PVESD has outlined ten specific expectations that parents/guardians and students should have of the district for distance learning:

1. **Consistent, direct, live instruction for every student.** Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
2. **Access and availability:** Teacher availability to students outside of direct, live instruction.
3. **Coherence in learning and delivery:** Great emphasis will be placed on Grade Levels and spans working together to increase coherence and make the process easier for parents and students.
4. **Collaboration:** Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels to improve outcomes for students based on data and student need.
5. **Professional development and supports for educators:** Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, that ensures students access to learning grounded in the essential standards.
6. **Appropriate supports for students receiving Special Education** Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
7. **Targeted student support and intervention:** Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
8. **Communication and feedback:** Regular communication to students and parents on learning goals and student progress, including weekly teacher-student- parent/guardian communication and report of student progress to maintain the home-to- school connection.
9. **Assessments and accountability:** Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.
10. **Support for English Learners:** Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.



Providing these expectations to students and families represents one of PVESD's efforts to empower stakeholders to hold the district accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning and design of flexible modes of instruction during this pandemic have presented a unique opportunity to do things differently. The total funding provided by the CARES Act totals \$827,124. This extra money will allow the district to be able to support all stakeholders through a difficult time. Its important to PVESD that we continue to hold expectations high for students even during these challenging times. As stakeholders have urged and is reflected in the district's vision statement, this is a time to disrupt the status quo. Our individual and collective response to the challenges in this pandemic represent an opportunity to not only survive, but to lay strong foundations in new areas that will allow students to thrive in 2020-21 and the years beyond.

## **Stakeholder Engagement**

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

The district's efforts to engage stakeholders in providing input to the Learning Continuity and Attendance Plan began early so that the information received would meaningfully inform plan development. PVESD was in constant contact with the community from the moment that distance learning began in the spring. In all the district surveyed the parents 7 times, (March 16th, May 15th, June 3rd, July 14th, July 23rd, August 18th, and August 24th). These surveys were vital to gaining information as to how to better survey the parents and students in our community. These surveys ranged from Educational Option preferences, Technology Options, to meal service offerings. In addition PVESD met with Stakeholder groups a total of 7 times to review data from the community surveys and develop a plan of action for learning and resources.

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

Meetings with stakeholders have been held via Zoom, enabling remote participation by members. The district has also made time available at Board Meetings to allow opportunity for Public input during the planning process. The public was encourage to email in questions or ideas during the planning process. The parents and community were surveyed for feedback monthly. Surveys allowed for open responses to questions from the public.

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

The overarching themes emerging from the spring surveys and community outreach, as well as meetings with stakeholder groups on campus were impactful in informing the development of this Learning Continuity and Attendance Plan. Specific themes and their impacts include: Parents/Guardians need clear expectations of what they should expect: from distance learning, A common theme from stakeholder engagement before and during COVID has been the need to reduce the variability in implementation and quality of the learning experience across classrooms and school sites. Related to this has been the expressed need to for parents/guardians to have a specific understanding

of what should be happening for students. This input has influenced the development of a clear list of expectations for distance learning communicated by the district to all parents. Some of the key findings from the surveys and meetings with stakeholders are as follows.

- \* Thankful for the school communication and efforts of the school and staff.
- \* Difficult for parents to balance their own work and taking on responsibilities of their children learning.
- \* Support from school, homework help, tutoring,
- \* Support with Technology
- \* Mental health support for children and families
- \* Support Services for students on an IEP are of concern

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

This Learning Continuity and Attendance Plan has been influenced by this input, specifically in the ten stated expectations around Coherence speaks to the need for less variation in implementation and in professional development. The information from parents and community were helpful in adjusting meal service times and patterns. Overall the school district has received a great deal of positive responses in regards to PVESDs efforts to provide distance learning and meal services during this challenging time. Based on the surveys and input from stakeholders the district developed a list of actionable items they needed to address in the LCAP.

- \* Parents/Guardians need a clear understanding of what they should expect from: Distance Learning
- \* Guidance/support for how they can support their students
- \* Opportunities to provide input, participate in planning
- \* The need to focus on our most vulnerable students in our planning and implementation. These students include English Learners and Students with Disabilities.
- \* Training and accountability for staff are both critical.
- \* Relationship building and mental health need to be prioritized alongside physical health/safety.
- \* This is an opportunity to do things differently/disrupt the status quo – to better serve all students.
- \* One size does not fit all – training, instruction, communication all need to meet the needs of individuals and groups
- \* Tutoring help,

We are thankful for all the feedback we received and incorporated all of it into the planning and writing of the LCAP.

# Continuity of Learning

## In-Person Instructional Offerings

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

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. On July 17th the district, based on the orders of the Governor, concluded and announced that the 2020-21 school year would begin with full distance learning. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening. While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. PVESD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. This planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes:

Modes of Instruction:

- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance learning model and a blended learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at

their school site.

- The district is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who

are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

- Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot

participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.

- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to

prepare lessons, and professional learning with colleagues.

#### Cohorts

- To effectively coordinate with Tulare Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
  - Arrival/departure plans and lunch plans will be staggered according to grade levels.
  - Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
  - Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
  - Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms.
- Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any

one time.

Students who are Medically Fragile or have significant behavioral or physical support needs

- For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate of in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the

student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant



behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

#### Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed

appropriate for continued virtual delivery.

- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- Face Coverings: Wearing a cloth face covering is required for all PVESD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to

phonological instruction. Face shields be used by those who are unable to wear face coverings for medical reasons.

- Ventilation and Air Flow: Sites will look to add IonAir devices to all Air Conditioners to help filter the air within buildings.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified

to limit close contact during high-traffic times.

- Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be

modified.

- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Sacramento County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. PVESD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	30,000	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	7,500	No

Description	Total Funds	Contributing
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, Sprayers, Foggers, paper towels, gloves, goggles, and masks.	15,000	No
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	20,000	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	5,000	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	7,500	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	7,500	No
HVAC IonAir filters: Sites will replace HVAC filters as necessary and look into add IonAir filter devices to all AC Units.	75,000	No
Additional Instructional Technology to allow for greater physical distancing in the classrooms. ie. Computers, Printers. etc.....	75,000	
Additional Furniture to allow for greater physical distancing inside and outside the classrooms. ie....desks, tables, chairs	15,000	No



Description	Total Funds	Contributing
Equipment and costs associated with testing staff and students regularly for COVID-19,	150,000	No

## Distance Learning Program

### Continuity of Instruction

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

PVEDS was well prepared for the move to distance learning in the spring. With our focus on building independent learners over the last few years. Our student were up to the task of leading their own learning. This allowed us to continue learning in the spring without disruption. It also allowed our staff to try new things, and find new ways to engage students in different ways. We had very few complaints from parents and stakeholders in the seven surveys we have sent home since March. The majority of parents were grateful for the efforts and support of the school. We recognized early on the stress added to our parents, students and staff by moving to distance learning. We know that the role parents play in their education has shifted dramatically in the last few months, One of the district's key expectations for distance learning instruction is that the expectations for the week are communicated to students and families by every Monday (or first day of the school week), using the grade level created task cards. This communication is a critical component of the district's effort to help parents/guardians gain a deeper understanding of their student's learning process and how to effectively partner in their education. This has never been more critical than now, with parents/guardians and family members taking on a much more prominent role in the daily learning of their students within the distance context.

Note: The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. Following are SCUSD's definitions of these terms:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support is available.

### **Access to Devices and Connectivity**

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

PVEDS was already in a great position with technology prior to going to distance learning. We already have a 1:1 student/chromebook ratio. When the school closed we immediately checked out chromebooks to all students in need of a device. In regards to connectivity 85% of families in the spring reported having internet in the home. Those families. PVEDS worked with the families in the community that didn't have internet to support them in obtaining internet or providing work directly to students. Over the summer PVEDS aquired 100 T-Mobile Hot Spots to address connectivity issued for the families that don't have internet. 50 of those devices were passed out at the beginning of school. The district still has Hot Spots available should the need arise. The district has also purchased additional chromebooks to provide as back up for any issues that could arise. The district understands the wear and tear on devices that are being used at home and knows that additional technology will be needed to replace current technology. In addition our teachers and staff technology is in the process of being upgraded to handle the demands of distance learning from the school side of things. PVEDS also understands the need to for increased bandwidth for staff to deliver high quality distance learning and will invest in equipment to help deliver distance learning content.

### **Pupil Participation and Progress**

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

PVEDSs commitment to identify and address gaps in learning through instruction and to Monitor students' progress on grade level appropriate assessments and adjust supports based on student results. To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. The district will use the NWEA MAP TK-8th to assess students. Assessments during learning and throughout the school year help us evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a

series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction. Also important to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities. Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction. Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

### **Distance Learning Professional Development**

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

To ensure that our students are able to continue learning at the highest level possible, the district is implementing the following professional development to support staff. As we transition to distance learning, we know how important it is for our staff to be able to use online learning platforms effectively in order to communicate well with parents and students and provide high quality instruction. Therefore, a strong emphasis is being placed on training teachers to use technology including a variety of online platforms. At the same time, we want to ensure that California State Standards are being taught with rigor and instructional strategies are being utilized so as to engage students effectively and support a quality learning environment. To fully support the distance learning environment, the District has provided laptop computers, Docucams, additional monitors, and high quality headphones for all teachers and instructional aides.

Instructional Strategies and Curriculum Support for Online Instruction:

- \* Student engagement strategies during online learning sessions.
- \* Supporting English Learners through online learning
- \* Creating an effective daily schedule
- \* Differentiating to meet students' need

Technology Support and Training:

- \* Utilizing online platforms to support student learning. (Zoom, Google Classroom, Thrively, Class Dojo, Summit Learning, Pear Deck)

- \* Utilizing online platforms to engage and communicate with parents/guardians. (Thrively, Class Dojo)
- \* Thrively training to help our students develop Social and Emotional Learning strategies
- \* Assessing students remotely

## Staff Roles and Responsibilities

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

- Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
- Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is

required.

- Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel

well to the office.

- Bus Drivers/Transportation Staff: Actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- Support Staff: Actively model and support all required public health measures. Encourage activities and strategies that promote positive coping during times of stress for adults and children



## Supports for Pupils with Unique Needs

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

### Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program

in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.

- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the

model of the instruction to be provided.

Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional support from staff or additional accessibility tools to actively engage in distance learning.

### Distance Learning Supports for Homeless Youth:

1. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
2. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services

3. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.

4. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

5. Coordination with LEA Homeless Liaisons to provide continuity of educational services as students transfer

6. Tutoring Services online will be available

Distance Learning Supports for Foster Youth:

1. Case management to support all eligible foster youth

2. Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.

3. Monitoring of attendance/engagement and communication with teachers and administrators when needed.

4. Referrals to both district and community agencies for additional support/resources as needed.

5. Tutoring Services online will be available

Distance Learning Supports for English Learners:

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- TK-8th Grade 30 minutes/daily

For Integrated ELD, English Learners will receive regular instruction during core coursework.

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

Description	Total Funds	Contributing
Devices: Chromebooks or iPads made available for all students who need a device to access distance learning at home.	150,000	No

Description	Total Funds	Contributing
Additional Technology to Support Students Distance Learning: Wifi hotspots, headsets, and laptops/devices, and technology to allow for enhanced learning experiences at home or in the community. Additional technology for staff to Support Distance Learning. ie..laptops, computers, docucams, printers, headsets, etc....	100,000	No
Homeless/Foster Youth Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	15,000	Yes
Educational Materials and Supplies made available to students at home to enhance the distance learning program, ie.. Leveled reader Books, Pencils, Crayons, Notebooks, Music Equipment, etc.....	175,000	No
Technology Equipment to increase internet capacity to support Distance Learning: Network new Switches and Access Points...	100,000	No
Educational Software & Online Subscriptions for Supporting distance learning ie.. Thrively, Generation Genius,	30000	No



## **Pupil Learning Loss**

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

Specifically, families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. PVESD will use the NWEA Map assessment to gauge where our students left off in the winter of 2020 and where they started school in August. This information will allow PVESD to determine the amount of learning loss our students face and then to plan for the best course of action to help those students most impacted by learning loss.

## **Pupil Learning Loss Strategies**

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

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

As the district identifies students who have fallen behind, as determined by the most recent assessment data, the following actions and strategies will be conducted as appropriate.

Students will engage in the following activities, through distant learning:

- \* The Read Live intervention program will be used with students in fourth through eighth grades, supported by an adult in either a one-to-one or small group setting.
- \* Phonics intervention will be provided to support specific skills identified through assessment and Lexia online reading program. This intervention will be conducted with small groups of students and based on the common skill deficit being addressed. Students will benefit from differentiated instruction utilizing intervention resources and lessons provided by Lexia and Wonders.

\* In addition to designated and integrated ELD instruction, the district will use Rosetta Stone English to support students who show evidence of learning loss in their English language development as a result of school closures.

\* The district has purchased books appropriate for each grade level in a variety of reading levels to send home to support students' independent reading. Students will have access to more reading materials at home in order to address learning loss and help accelerate their learning progress. This will specifically benefit our low-income, foster youth, and pupils experiencing homelessness who may not otherwise have access to text.

### **Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments.. This will include the NWEA MAP assessments for Math and ELA administered at 3 points over the course of the 2020-21 school year

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

Description	Total Funds	Contributing
Tutoring: Teachers will be available for extra hours for tutoring for those students that need additional support.	50,000	No
TK-8 Summer Program: Online summer program	50,000	Yes

## **Mental Health and Social and Emotional Well-Being**

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

### **Mental Health and Social and Emotional Well-Being**

Pleasant View Elementary School District has always emphasized building Self-Efficacy and Resiliency in students. Now more than ever, it is extremely important to ensure that we teach, model and provide our students with the opportunity to practice these skills. Self-Efficacy and Resiliency skills are essential tools not only to navigate academically and socially but through life in general. The best way to be able to

combat trauma and the negative effects of school closures due to C-19 is for the district to remain steadfast in its goal of building resilient and self-efficacious students. We believe that the best way to teach and support our students is to also empower and strengthen these skills within the support systems of the students which includes our staff and the community.

Engaging students and embedding SEL in everyday curriculum and academics:

Thrively: videos, projects, lessons

Summitt: mentorships, providing academic feedback and support. Teaching organization and independence.

Wonders Curriculum: Creating students opportunities to share and work collaboratively on assignments.

Goal setting: All grade levels and academic platforms emphasize students setting their own goals and creating opportunities to be reflective.

Second Step: provides a guidance for developmental social emotional skills that may need to be explicitly taught and practiced.

Tiered Support provided by all staff members and community/school resources.

Including support to students and families by coordinating multiple support systems by including a connection from teachers, instructional aides, administrative assistants, parent liaison, school psychologist and/or outside mental health agencies.

Attendance learning plan has structured tiers to address student participation with a positive reinforcement and problem solving approach.

Small group social emotional lessons and/or individualized skill building opportunities will be embedded through-out the year to enhance students' social emotional learning.

Support services and communication tools for ALL are available through:

The District's website-Mental Health tab

Flyers of school and community resources

Online communication, telephone and text messages (parent square, class dojo, etc.) reminding parents and students

Professional Development provided to allow staff members to practice, model and teach Self-Efficacy skills and Resiliency skills.

Building Relationships: Every staff member is encouraged to build individual relationships with students.

Building a sense of belonging and community as a Falcon.

Social-Emotional Wellness will be measured through the use of surveys. Examples of survey items may include:

I am aware of my assignment and academic expectations.

I am able to attend and participate.

I feel that I can ask my teacher for help and guidance.

I feel that my opinion or voice is valued and important.

I feel that I can achieve my goals.

Even if today's activity was hard, I feel that I can accomplish it.

I feel that there are at least 2 adults at school that are safe enough to talk to if I or a friend has a problem.

Self-awareness, attention/focus, flexibility, accessing and sustaining positive emotions are critical components of resiliency. All of these skills are embedded in everyday curriculum and interactions with students. Teachers provide daily opportunities to master experiences (either academic or socially/emotionally), lead by example and model these skills, provide opportunities to encourage and persuade students that

they are capable of overcoming and achieving their goals through mentorship/feedback. They also allow students the opportunities to identify how they are feeling and share through daily interactions/communications with multiple sources if needed. Additionally, communicating and reminding staff, students and parents that we are working together to build these skills is integral to all of our mental health and social emotional well-being.

## **Pupil and Family Engagement and Outreach**

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

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. We have created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed. PVESD created a three tiered system of attendance support. Throughout this process PVESD staff, Teachers, Administrators, Psychologist, and the districts community liaison will work with families to address and barriers to attendance and engagement.

### **Teacher Engagement Strategies**

Criteria

Teacher Actions

Tier 1

Engaging classroom climate

Positive relationship with parents and student

Good attendance recognized

Difficulties identified and addressed

Chronic absence data monitored (3 or more/week)

Tier 2



Engaging classroom climate

Positive relationship with parents and student

Good attendance recognized

Difficulties identified and addressed

Chronic absence data monitored (3 or more/week)

Implement student's individual plan for improving attendance

Tier 3

Engaging classroom climate

Positive relationship with parents and student

Good attendance recognized

Difficulties identified and addressed

Chronic absence data monitored (3 or more/week)

Implement student's individual plan for improving attendance

Criteria for Intervention and Teacher/Administrator/Support Staff Actions

TIER 1

1. Absent One Day

2. Absent three times/week

scheduling conflicts?) If so, provide a list of login passwords, printout or set up chromebook. \*(Notify Principal)

3. After 2nd week of chronic Absences. Teacher works with the parent and student to develop an individual plan for improving student attendance. The teacher, parent and student work to create an individual reinforcement plan with the student to log on and engage in class. (i.e. ask student what's rewarding to them, a special filter

during class meetings, extra share time, prize, etc. \*(Notify Principal. Document plan for improving student attendance on a google doc.

Share with principal.)

TIER 2

4. After 3 weeks of chronic Absences (Parent Liaison & Mental Health)

Initial SST meeting with parent, student, teacher, administration, Community Resources

#### TIER 3

5. After 4 weeks of chronic absences if needed.

Follow-Up SST: Meeting with parent, student, teacher, administration, Community Resources

6. After 5 weeks of chronic absences

SARB with attendance contract & Follow-up SST meeting

Progress Monitoring in conjunction with Mental Health, Social Resource/Community Liaison, Teacher, Admin and Family.

## School Nutrition

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

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders. With summer meal flexibility and the associated waivers ending on August 30, 2020, PVESD will provide meal service of meals to PVESD enrolled students. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing. When PVESD moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone. The Nutrition Services Department is collaborating with community partners including Foodlink of Tulare County to offer additional food resources and support for our families and students in the new school year.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	20,000	No
Mental Health and Social and Emotional Well-Being	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	0	Yes
Pupil Engagement and Outreach	District Parent Community Liaison: Maintain existing staffing and supports to support district wide parent engagement. Within the school closure context, the Family and Community Engagement staff are partnering closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students. As well as offering workshops to parents to support them in a variety of ways.	15000	No
Distance Learning Program	Additional Technology support staff to better support PVESD's staff, students, and families with distance learning, or a blended model.	85000	No



Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	COVID-19 Staff, Student, Testing, PPE, Supplies, Planning etc...	65000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.83%	1,371,297

### Required Descriptions

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

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need and will continue to distribute devices to incoming students. Targeted outreach is occurring through our community liaison and school psychologist to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided. Several actions are both (a) being implemented districtwide and (b) increasing or improving services for unduplicated students are being maintained in the 2020-21 school year. These actions include: The use of Instructional Aides to be able to provide greater support to our students in a distance learning as well as an in-person learning environment. Teacher collaboration continues to be a priority for PVESD. The school has 8 extra days of professional development and planning time build into the calendar. This gives teachers time strategically plan out instruction and intervention for our students including our most at risk, English Learners, Low-Income, Foster youth, Homeless, and Special Education students. We understand the needs for mental health and socio-emotional support for our students and families and the district will continue to have a full time psychologist to support our broad and diverse community of learners.

Psychologists play a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years, when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessments of need and support provision. During school closures and distance learning, the role of psychologists remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's plan to address learning loss and accelerate growth for unduplicated students and other vulnerable student groups. Professional development for staff on a variety of topics, from technology, distance learning and SEL are some of the priorities in a new distance learning paradigm. These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate.

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

Additional technological devices (Chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional time given to students from the Classified Staff through Response to Intervention (RTI) Support to focus on the needs of our Foster Youth, Homeless, English Learners and Low-Income students. Increased services in the area of Social Emotional support with a school psychologist and Family and Community Liaison on campus as well as contracted additional days with the County Nurse. All of these services are designed to support students and families who may be experiencing difficulty.



## *Pleasant View Elementary School District*

14004 Rd 184,  
Porterville, California 93257

Website: [pleasant-view.org](http://pleasant-view.org)  
559-784-6769

### **Waiver Application Cover Form**

(For use by a Local Education Agency or equivalent)

Please submit one application for each local educational agency or equivalent. If applying on behalf of a school district, please submit one application for elementary schools in the district that are seeking to reopen for in-person instruction. If applying for an independent, private, faith-based, or charter school, please submit an application for each school.

Name of Applicant (Local Educational Agency or Equivalent): Pleasant View Elementary School District

School Type:

Traditional Public School

Charter School

Private, Independent, or Faith-Based School

Number of schools: 1 Enrollment/ADA: 440

Superintendent (or equivalent) Name: Mark Odsather

Address: 14004 Rd 184, Porterville CA 93257

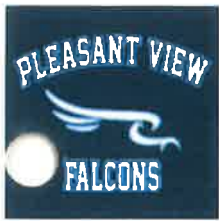
Grades of Students Proposed to be Reopened: TK- 2<sup>nd</sup> and 3-8<sup>th</sup> Grade

Date of Proposed Reopening: October 6, 2020

Name of Person Completing Application:

Phone Number: Mark Odsather Email: marko@pleasant-view.k12.ca.us

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



*Pleasant View Elementary School District*

14004 Rd 184,  
Porterville, California 93257

Website: pleasant-view.org  
559-784-6769

**Table of Contents**

**Waiver Criteria**..... 3

- Consultation..... 3
- Labor Organization..... 3
- Parent and Community Organizations ..... 3
- Elementary School Reopening Plans ..... 4

**CLEANING AND DISINFECTION:**..... 4

- A. **CLEANING, DISINFECTION, AND VENTILATION (See Reopening Plan Page 13)** ..... 4

**COHORTING:**..... 4

- A. **Physical Distancing (See Reopening Plan Page 10-11)** ..... 4
- B. **Stable Cohorts (See Reopening Plan Page 11)**..... 5
- C. **Lunch and Recess Protocols (See Reopening Plan Page 14)**..... 5
- D. **Restroom Protocol (See Reopening Plan Page 26)**..... 5
- E. **Student Breakfast/Lunches (See Reopening Plan Page 27)** ..... 5

**ENTRANCE, EGRESS, AND MOVEMENT WITHIN THE SCHOOL:** ..... 6

- A. **DISTANCING INSIDE AND OUTSIDE THE CLASSROOM (See Reopening Plan Page 21-22)**..... 6
  - i. **Arrival Protocols** ..... 6
  - ii. **Late Arrival**..... 6
  - iii. **Dismissal** ..... 6
  - iv. **Sign Out Procedure**..... 7

**FACE COVERINGS AND OTHER ESSENTIAL PROTECTIVE GEAR:** ..... 7

- A. **FACE COVERINGS AND OTHER PROTECTIVE GEAR (See Reopening Plan Page 12)** ..... 7
- B. **FACE COVERINGS PROTOCOLS (Partial List: See Reopening Plan Page 23)** ..... 7

**HEALTH SCREENINGS FOR STUDENTS AND STAFF:** ..... 7

- A. **HEALTH SCREENING FOR STAFF AND STUDENTS (Partial list: See Reopening Plan Pages 4-5)**..... 7

**HEALTHY HYGIENE PRACTICES:**..... 8

- A. **HEALTHY HYGIENE PRACTICES (See Reopening Plan Page 10)**..... 8
- B. **HEALTHY HYGIENE PROTOCOLS (Partial List: See Reopening Plan Page 24)** ..... 8

**IDENTIFICATION AND TRACING OF CONTACTS:** ..... 8

- A. **COVID-19 RESPONSE TEAM AND EXPOSURE ACTION & COMMUNICATION PLAN (Partial list: See Reopening Plan Pages 7-9)**  
8
  - i. **COVID-19 Response Team:**..... 8
  - ii. **Identification and Tracing of Contacts:**..... 9







## Pleasant View Elementary School District

14004 Rd 184,  
Porterville, California 93257

Website: pleasant-view.org  
559-784-6769

English Language Acquisition Committee

Date Consulted: 9/3/2020

### Elementary School Reopening Plans

Please confirm that elementary school reopening plan(s) addressing the following, consistent with guidance from the California Department of Public Health and the local health department, have been published on the website of the local educational agency (or equivalent):

## CLEANING AND DISINFECTION:

*How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized.*

### A. CLEANING, DISINFECTION, AND VENTILATION (See Reopening Plan Page 13)

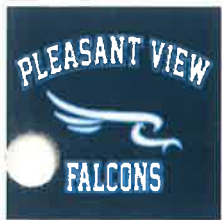
- Only EPA approved cleaning and disinfecting agents will be utilized.
- Personal Protective Equipment (PPE) and disinfectant supplies will be provided for all teaching staff.
- Foggers will be used each evening and during the day if we had a suspected positive case of COVID-19.
- Students will have their own supplies, including iPads, to limit the sharing of supplies to specialty supplies, e.g. art, science.
- Staff will clean and disinfect shared supplies between student uses.
- Staff will clean and disinfect desks/chairs between groups of students when students are utilizing the same space.
- Staff will clean frequently touched surfaces at least twice throughout the school day (door handles, light switches, sink handles).
- Disinfecting wipes and/or disinfecting sprays will be provided for every classroom.
- Bathrooms will be cleaned and stocked with soap throughout the day.
- Soap and hand sanitizers in classrooms will be stocked throughout the day.
- Drinking fountains have been disabled. However, bottle filling stations will be available throughout our campus. Students may bring their own labeled water bottles. **We will also provide reusable water bottles to our students.**
- The HVAC system will be set to fan mode and used to circulate air in each classroom. Most of the classrooms are package units that supply individual rooms. The one older building has a chiller plant with individual fan units in each room. Doors and windows will be kept open in all classrooms to increase air flow.
- Custodial staff and additional staff who clean and disinfect areas after student or staff use will be equipped with the proper protective equipment.

## COHORTING:

*How students will be kept in small, stable, groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.*

### A. Physical Distancing (See Reopening Plan Page 10-11)

- Furniture has been removed from classrooms to ensure that a physical distance of 6 feet between student is maintained.
- Marks have been placed on the floor to ensure that tables with partitions are appropriately placed at all times.
- Class size will not exceed the number of students who can occupy a classroom with the physical distancing guideline of six feet between tables(14 students). Each classroom has been measured and the exact number of students allowable determined.
- There is a physical distance of 6 feet between all teacher space and his/her students.



## *Pleasant View Elementary School District*

14004 Rd 184,  
Porterville, California 93257

Website: [pleasant-view.org](http://pleasant-view.org)  
559-784-6769

- Teachers will use outdoor space as often as practicable throughout the school day. A schedule for the use of the outdoor space has been created so that teachers have time each day to be outdoors with their students. A physical distance of six feet can be maintained in each outdoor space.
- Where teachers may work with students in a small group, partitions will be utilized.
- Technology will be used, wherever possible, to increase collaboration and sharing of student work so that physical distancing can be maintained.
- Group activities (assemblies, special events) have been suspended until new guidance is received.
- **Paths of travel are indicated on all walkways.**
- Student lines (e.g. lining up after recess) are spaced at intervals.
- Limited volunteers will be permitted on campus in order to minimize the number of adults on campus.

### **B. Stable Cohorts (See Reopening Plan Page 11)**

- A. Students in both our elementary and middle schools will be grouped together in stable cohorts that will remain together for all classes, lunch, and recess throughout the school day.
- B. We will minimize the movement of the cohort to other locations throughout the school day.
- C. There will be no before school or after school activity on campus so that student groups will not be mixed.

### **C. Lunch and Recess Protocols (See Reopening Plan Page 14)**

- D. Lunch times will be staggered to ensure that a small number of students are in the outdoor eating area at one time. Students will sit with their cohort to eat.
- E. Students will have lunch in their classroom or a designated outdoor space.
- F. Tables/benches will be cleaned and disinfected between lunch times.
- G. The cafeteria, will provide plated lunches that will be delivered to students in their classrooms or outdoors for parents who purchase lunches for their children.
- H. Students will wash their hands or use hand sanitizer before and after eating and before entering the classroom after the lunch/recess time. Hand sanitizing stations will be in the lunch/playground area.
- I. Students will spend recess time with their stable cohort in a designated area of the playground. These zones will alternate weekly so that students will have some variety in play. Staff will clean playground surfaces between groups of students.
- J. Each cohort will have their own play equipment, e.g. balls, jump ropes, and will take them out to the playground in a sack designated for that class/group.

### **D. Restroom Protocol (See Reopening Plan Page 26)**

- K. Students must wear facial coverings when traveling to and from the restroom and while in the restroom.
- L. Students may only use their grade level designated restroom.
- M. Upon arrival, students should check the sign to see if the restroom is occupied.
- N. If both slots are occupied, students should stand on one of the designated spots to wait. (Spots will be 6 feet apart.)

#### **When a vacancy occurs:**

- A. Students should sanitize their hands
- B. Students should slide the bathroom sign to "occupied"
- C. When they are finished using the restroom, students should follow the directions to wash their hands thoroughly before leaving the restroom
- D. Students should flip the sign to vacant
- E. Students should sanitize their hands
- F. Students should return to class, recess, etc.

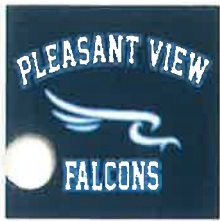
### **E. Student Breakfast/Lunches (See Reopening Plan Page 27)**

#### **Lunch Protocols (If playing first):**

Before leaving the classroom:

- A. Students must wear their face coverings if/when leaving the classroom.





## *Pleasant View Elementary School District*

14004 Rd 184,  
Porterville, California 93257

Website: [pleasant-view.org](http://pleasant-view.org)  
559-784-6769

- B. Students should wash their hands or use hand sanitizer before meals.
- C. Student lunches will be held in the following areas.
- D. Cafeteria with staggered lunch schedule.
- E. Classroom if outdoor weather does not permit.
- F. Outdoors whenever possible.
- G. A combination of the above locations depending on weather, schedules, and number of students
- H. The number of lunch periods may be increased to accommodate for physical distancing, if necessary.
- I. Student lunch recess will remain consistent with morning recess assignment.
- J. Hot lunch will continue to be provided and will be picked up behind partitions when feasible.
- K. Students need to wash or sanitize their hands upon entering the classroom.
- L. **Breakfast will be provided at the end of the day to be consumed by the student at home prior to arriving the next day.**

## ENTRANCE, EGRESS, AND MOVEMENT WITHIN THE SCHOOL:

How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

### **A. DISTANCING INSIDE AND OUTSIDE THE CLASSROOM (See Reopening Plan Page 21-22)**

#### **i. Arrival Protocols**

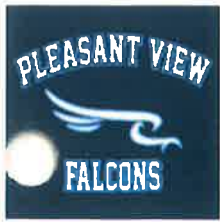
- Please remain in your car and allow our school staff to come to the vehicle to do the following:
- You will be asked if you reviewed the screening questions and answered yes to any of them. The screening questions will be posted for you to review as you wait in your vehicle.
- You and your child are required to wear a facial covering during the screening process.
- If your child is free of symptoms, he/she will be asked to exit the car and pass the infrared thermometer station.
- If your child has a fever of over 100 F degrees, you will be asked to leave campus.
- If you believe the temperature reading is an error, you will need to park and wait until your child is calm and will be tested again.
- Students whose families park and walk up to the school entrance will need to wait in line, six feet apart, until the screening is completed.
- Adults who accompany students to the school entrance will not be permitted to come onto the campus.
- Students will not be able to use the playground or field before school and will go directly to their classrooms where they will do silent reading, a morning message activity, etc.

#### **ii. Late Arrival**

- If your child arrives after 8:45, he/she should come to the main gate to the left of the administration building wearing a face covering.
- Staff will be there to ask the screening questions, and log the late arrival. Your child will then go directly to class.
- Please stay in your vehicle at the curb and do not leave the campus until after your child is cleared to go to class.
- If your child arrives after 8:50, please call the office upon your arrival and a staff member will come out to your vehicle to do the screening there before your child enters the campus.

#### **iii. Dismissal**

- Students will wear face coverings as they travel to their designated spots for dismissal. They will remain in face coverings as they wait to be picked up.
- Each family will have their own designated spot to wait throughout the campus, and families will be able to go to the designated spot to pick them up.
- When parents arrive on campus, they will only be permitted to do so in cars using the drive through lane.
- Parents will promptly leave the drive through lane so that other parents can move down in the line.
- There are no after school programs planned until new CDPH guidance is received allowing them to take place on campus.



## *Pleasant View Elementary School District*

14004 Rd 184,  
Porterville, California 93257

Website: [pleasant-view.org](http://pleasant-view.org)  
559-784-6769

### **iv. Sign Out Procedure**

- If you are picking your child up during the school day, please notify his/her classroom teacher with a note sent to school with your child, email your child's teacher prior to the start of school, or call or email the front office staff with the information.
- As you arrive, please call the office. A staff member will call the child's classroom and have him/her sent to the office for pick up.
- He/she will be sent out of the main office and come to your vehicle, supervised by a staff member.

## **FACE COVERINGS AND OTHER ESSENTIAL PROTECTIVE GEAR:**

---

How CDPH's face covering requirements will be satisfied and enforced.

### **A. FACE COVERINGS AND OTHER PROTECTIVE GEAR (See Reopening Plan Page 12)**

- Face coverings are required to be worn by all staff and students from TK - 8th grade, unless exempt.
- Students will be given disposable face coverings if they do not bring their own. All staff will be provided face coverings, gloves, and any other protective gear required of their position.
- If students or staff are exempt from wearing a face covering, they must provide a note from their physician, and will be asked to wear a face shield with a drape on the bottom. A six-foot distance should be kept between these individuals at all times.
- Students who refuse to wear face coverings and do not have an exemption will be excluded from school. The students will be required to participate in distance learning.
- Students will be asked to wear face coverings upon arrival to the school site, throughout the day in their classrooms, as they transition between classes, as they travel around campus, when they have less than 6 feet of distance between themselves and another student or staff member, and when they are dismissed.
- Staff members may wear face shields for instructional or communication needs, e.g. teaching speech classes, phonics lessons.
- Students with medical/sensory/cognitive/behavioral needs will not be required to wear a mask, but are strongly encouraged to wear a face shield if possible.
- Visual reminders regarding face covering protocols will be posted for staff and students.

### **B. FACE COVERINGS PROTOCOLS (Partial List: See Reopening Plan Page 23)**

- i. Wear Your Face Covering Correctly**
- ii. Wear Face Coverings to Protect Others**
- iii. Take off your Cloth Face Coverings Carefully, When you're Home**
- iv. Washing Your Cloth Face Covering**

## **HEALTH SCREENINGS FOR STUDENTS AND STAFF:**

---

How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

### **A. HEALTH SCREENING FOR STAFF AND STUDENTS (Partial list: See Reopening Plan Pages 4-5)**

#### ***i. Prior to Arriving at School:***

- Parents are asked to screen their children for symptoms of COVID-19 and to take their temperatures. Parents will be asked to sign an agreement that they will comply with this District requirement.

#### ***ii. At School:***

Staff members are asked to self-screen for symptoms before coming to the school site. Upon arrival, they will be asked screening questions and will be required to have a daily temperature check. Touchless infrared thermometers will be used for student and staff screenings and checks during the day. Staff will be tested for COVID-19 periodically, in compliance with CDPH guidelines, as testing becomes available.



## *Pleasant View Elementary School District*

14004 Rd 184,  
Porterville, California 93257

Website: [pleasant-view.org](http://pleasant-view.org)  
559-784-6769

According to the CDC, people with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus.

Our Health Office personnel will facilitate immunization against influenza so that we can better detect COVID-19 symptoms.

**If a student presents with a fever, any of the mentioned symptoms, or has been in close contact with anyone who has COVID-19, he/she should not attend school; staff members should not report to work.**

**iii. SEE PAGE 9 OF REOPENING PLAN FOR COVID-19 EXPOSURE ACTION AND COMMUNICATION STEPS**

## **HEALTHY HYGIENE PRACTICES:**

---

The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.

### **A. HEALTHY HYGIENE PRACTICES (See Reopening Plan Page 10)**

#### **i. Hand hygiene is the single most effective way to prevent the spread of germs and has been key in fighting the pandemic.**

- Staff, students, and parents will be trained on proper hand hygiene, including hand washing protocols.
- Hand sanitizer, with 80% alcohol content, has been purchased and will be placed at the entrance of each classroom to be used as students enter and exit the room. Stations will be in key outdoor areas as well, e.g. lunch areas.
- Students will be instructed to wash/sanitize their hands before and after: entering the campus and classroom, lunch, recess, using the restroom, and working with shared materials.
- Time for hand washing will be allocated in the schedule.
- Students and staff will be instructed on protocols for coughing, sneezing, etc. while protecting others.
- Visual reminders of hygiene protocols will be posted in key areas as a reminder to students and staff.

### **B. HEALTHY HYGIENE PROTOCOLS (Partial List: See Reopening Plan Page 24)**

- i. Hand Washing**
- ii. How to use Hand Sanitizer**
- iii. Respiratory Etiquette**

## **IDENTIFICATION AND TRACING OF CONTACTS:**

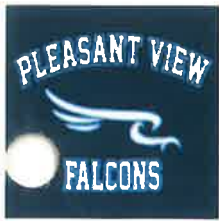
---

Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

### **A. COVID-19 RESPONSE TEAM AND EXPOSURE ACTION & COMMUNICATION PLAN (Partial list: See Reopening Plan Pages 7-9)**

#### **i. COVID-19 Response Team:**

Our COVID-19 Response Team, comprised of administrators, teachers, and staff members, will have weekly meetings to ensure that all aspects of our COVID-19 Prevention Plan are effective for our students, staff, and families.



## *Pleasant View Elementary School District*

14004 Rd 184,  
Porterville, California 93257

Website: [pleasant-view.org](http://pleasant-view.org)  
559-784-6769

- Work closely with our Health Office personnel to track students and staff who have COVID-19 related symptoms or who test positive for COVID-19.
- Monitor staff absenteeism and ensure trained back-up staff where available.
- Ensure that proper communication goes out to families and staff when a case is identified.
- Investigate whether any work-related factors could have contributed to the infection(s).
- Determine areas of the school that need to be temporarily closed for cleaning and disinfection.
- Respond to any staff or parent concerns related to COVID-19.
- Monitor the required screening and testing of staff.

### ii. **Identification and Tracing of Contacts:**

- Parents and staff members are asked to notify the school administration of any positive test results and asked to quarantine for 14 days from last exposure. PVESD will strongly recommend testing, but a negative test will not shorten the 14 day quarantine.
- Families and staff who travel *outside of the country* throughout the school year will be required to *quarantine for 14 days prior to returning to campus*.
- The District will notify health officials, staff, and families and the school will perform contact tracing.
- All communications to students, staff, and parents about cases and exposures at school will be made consistent with legal privacy and confidentiality requirements, including but not limited to the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and state law related to privacy of educational records.

## **PHYSICAL DISTANCING:**

Flow space and routines will be arranged to allow for adequate physical distancing of students and staff.

*LISTED BELOW ARE SOME OF THE ROUTINES THAT PROMOTE SOCIAL DISTANCING. OTHERS CAN BE FOUND THROUGHOUT THIS WAIVER AND IN THE ENTIRE REOPENING PLAN.*

### **A. PROMOTION OF PHYSICAL DISTANCING (See Reopening Plan Page 5, & 11)**

- All entrances to the campus will be open to allow for physical distancing.
- Students will go directly to their classrooms in the morning and will not engage in before school activities that could cause them to mix with students who are outside of their “cohort” or stable grouping.
- Staff will be trained on all health and hygiene protocols, including the proper use, removal, and washing of face coverings, social distancing protocols, paths of travel, health office protocols, etc. Staff members may wear face shields
- Class size will not exceed the number of students who can occupy a classroom with the physical distancing guideline of six feet between tables (**14 students**). Each classroom has been measured and the exact number of students allowable determined.
- There is a physical distance of 6 feet between all teacher space and his/her students.
- Teachers will use outdoor space as often as practicable throughout the school day. A schedule for the use of the outdoor space has been created so that teachers have time each day to be outdoors with their students. A physical distance of six feet can be maintained in each outdoor space.
- Where teachers may work with students in a small group, partitions will be utilized.
- Group activities (assemblies, special events) have been suspended until new guidance is received.
- Paths of travel are indicated on all walkways.
- Student lines (e.g. lining up after recess) are spaced at intervals.
- Limited volunteers will be permitted on campus in order to minimize the number of adults on campus.



## *Pleasant View Elementary School District*

14004 Rd 184,  
Porterville, California 93257

Website: pleasant-view.org  
559-784-6769

### **B. ATHLETICS/AFTER SCHOOL PROGRAMS (Partial List: See Reopening Plan Page 19)**

#### **i. Physical Education**

- The state has waived the instructional minute requirement associated with PE for the 2020-21 school year, however, our schools will be providing PE in both in person and distance learning models.
  - In person PE for both elementary and middle schools will be delivered by our certificated PE teachers to stable cohorts of students and will occur outdoors, adhering to the physical distancing and facial covering guidelines.
  - In person PE activities will conform to changing guidelines throughout the school year.
  - Sports equipment will need to be cleaned and disinfected between use by different students.
  - Distance learning students will be provided alternative resources for PE classes.

#### **ii. After School Programs**

- After School Programs will be subject to the same rules, policies and guidelines outlined throughout this plan.
  1. CHOICES (TCOE) - (***Suspended*** until mixing of cohorts is allowed) – ***Virtual Classes*** may continue

## **STAFF TRAINING AND FAMILY EDUCATION:**

---

How staff will be trained and families will be educated on the application and enforcement of the plan.

**Reference: Reopening Plan Page 28**

### **A. FAMILY EDUCATION (See Reopening Plan Page 28)**

#### **i. Prior to the Start of School:**

Families will receive training via virtual meetings on the following (if they have linguistic needs, they will be accommodated):

- **Health Policies and Procedures**
  - COVID screening, symptom identification, and how it is spread
  - Enhanced sanitation practices
  - Proper use of face coverings
  - Health Office information
  - Contact tracing
- **Protocols**
  - Healthy Hygiene: hand hygiene, proper use of face coverings, physical distancing, respiratory etiquette
  - Arrival, dismissal protocols
  - Visitors on campus
  - Distance learning expectations
- **Ongoing Communication and Education:**
  - Our Response Team Lead, Mark Odsather, will be communicating with parents regarding individual cases and contact tracing.
  - We will communicate any new guidance from CDPH or other authorities as well as reopening plans through Parent Square.

### **B. STAFF TRAINING (See Reopening Plan Page 28)**

#### **i. Prior to the Start of School:**

- **Health Policies and Procedures**
  - COVID screening, symptom identification, and how it is spread





## Pleasant View Elementary School District

14004 Rd 184,  
Porterville, California 93257

Website: pleasant-view.org  
559-784-6769

- Monitoring throughout the day
- Health Office information
- **Protocols**
  - Healthy Hygiene: hand hygiene, proper use of face coverings, physical distancing, respiratory etiquette
  - All campus protocols
- **Distance Learning:**
  - Engaging students via Zoom
  - Use of new Learning Management Systems: Class Dojo
  - Use of Parent Square to communicate with Families

\*\*All parent and staff training and education **will be delivered virtually.**

Upon reopening with in person instruction, the Principal or her/his designee will ensure monthly health and hygiene training for staff.

## TESTING OF STUDENTS AND STAFF:

---

How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.

### A. CONTACT TRACING (See Reopening Plan Page 8)

a core disease control measure used by local and state health department personnel for decades, is a key strategy for preventing further spread of infectious diseases, including COVID-19. Contact tracing is part of the process of supporting affected individuals and warning contacts of exposure in order to stop chains of transmission. Close contact is defined as being within 6 feet of an infected person for 15 minutes or more.

- The District is committed to the safety of our school community and **will be doing our own contact tracing.**
- Mark Odsather and a team of two other staff members will receive training on contact tracing and will perform the contact tracing for each case.
- The District will take appropriate action to quarantine the cohort, or school, in accordance with CDPH guidelines.

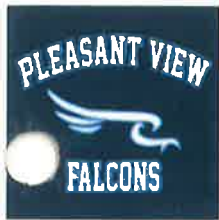
### B. Identification and Tracing of Contacts (See Reopening Plan Page 8)

- Parents and staff members are asked to notify the school administration of any positive test results and asked to quarantine for 14 days from last exposure. PVESD will strongly recommend testing, but a negative test will not shorten the 14-day quarantine.
- Families and staff who travel *outside of the country* throughout the school year will be required to **quarantine for 14 days prior to returning to campus.**
- The District will notify health officials, staff, and families and the school will perform contact tracing.
- All communications to students, staff, and parents about cases and exposures at school will be made consistent with legal privacy and confidentiality requirements, including but not limited to the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and state law related to privacy of educational records.

## TRIGGERS FOR SWITCHING TO DISTANCE LEARNING:

---

The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction.



# Pleasant View Elementary School District

14004 Rd 184,  
Porterville, California 93257

Website: pleasant-view.org  
559-784-6769

## A. Trigger

Once placed teacher closure teacher school outbreak

Student or Staff with:	Action:	Communication
------------------------	---------	---------------

- |  |   |  |
|--|---|--|
| 1. COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing). Symptom Screening: Per CA School Sector Specific Guidelines | <ul style="list-style-type: none"> <li>Send home</li> <li>Recommend testing (If positive, see #3, if negative, see #4)</li> <li>School classroom remain open</li> </ul> | <ul style="list-style-type: none"> <li>No Action needed</li> </ul> |
|--|---|--|

county is percentage of the dual school per of or more of icer. If an

## COMM

How the su school, con:

### A.

- |  |  |   |
|--|--|---|
| 2. Close contact (†) with a confirmed COVID19 case | <ul style="list-style-type: none"> <li>Send home</li> <li>Quarantine for 14 days from last exposure</li> <li>Recommend testing (but will not shorten 14-day quarantine)</li> <li>School/classroom remain open</li> </ul> | <ul style="list-style-type: none"> <li>Consider school community notification of a known contact</li> </ul> |
|--|--|---|

at the

- |                                      |  |   |
|--------------------------------------|--|---|
| 3. Confirmed COVID-19 case infection | <ul style="list-style-type: none"> <li>Notify the local public health dept.</li> <li>Isolate case and exclude from school for 10 days from symptom onset or test date</li> </ul> | <ul style="list-style-type: none"> <li>School community notification of a known case</li> </ul> |
|--------------------------------------|--|---|

made Family (HIPAA), and

### B.

SEE I

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Identify contacts (†), quarantine &amp; exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious</li> <li>Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine)</li> <li>Disinfection and cleaning of classroom and primary spaces where case spent significant time</li> <li>School remains open</li> </ul> |  |  |
|---|--|--|

)

- |                                  |  |  |
|----------------------------------|--|--|
| 4. Tests negative after symptoms | <ul style="list-style-type: none"> <li>May return to school 3 days after symptoms resolve</li> <li>School/classroom remain open</li> </ul> | <ul style="list-style-type: none"> <li>Consider school community notification if prior awareness of testing</li> </ul> |
|----------------------------------|--|--|

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

SEPTEMBER 2020

**PLEASANT VIEW**



**FALCONS**

**PREPARED BY:**

*Mark Odsather*



**2020-2021 PLAN FOR THE SAFE  
REOPENING OF SCHOOLS IN  
COVID-19 CONDITIONS**

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT:  
14004 Rd 184, Porterville, CA 93257  
559-784-6769



# TABLE OF CONTENTS

Superintendent's Message -----3  
 Health and Safety -----4  
 Symptom Monitoring -----4  
 COVID-19 Response Team -----7  
 COVID-19 Exposure Action and Communication Steps -----9  
 Healthy Hygiene Practices -----10  
 Physical Distancing-----10  
 Face Coverings and Other Protective Gear-----12  
 Cleaning and Disinfection -----13  
 Lunch and Recess Protocols-----14  
 Social/Emotional Wellbeing -----15  
 Learning Models -----16  
 In Person Instruction-----16  
 Distance Learning -----17  
 Athletics/After School -----19  
 Faculty and Staff Protocols -----20  
 Arrival and Dismissal Protocols -----21  
 Face Covering Protocols -----23  
 Healthy Hygiene Protocols -----24  
 Health Office Protocol -----25  
 Restroom Protocol -----26  
 Lunch and Recess Protocols -----27  
 Family Education and Staff Training -----28

**\*\*The health and safety of our students and staff  
is our highest priority.\*\***



# SUPERINTENDENT'S MESSAGE



Dear Pleasant View Elementary School Community,

I know that we all have the same goal and know that in person instruction is best for the academic and social/emotional well being of our students. To that end, our team has been working tirelessly all summer to ready our campus, and create protocols that provide for the safest environment possible for our students, teachers, and staff.

We have been continually monitoring the guidance documents from the Center for Disease Control (CDC), the California Department of Public Health (CDPH), the California Department of Education (CDE), and receive information concerning the local context through the Tulare County Health and Human Services Agency, and the Tulare County Office of Education. The guidance is updated frequently as new information about the virus is learned. For this reason, though this COVID-19 Prevention Plan is meant to be comprehensive, it will also change when updates are received. The most current plan will be posted on our District's website [pleasant-view.org](http://pleasant-view.org)

The Pleasant View Elementary School District is in a unique position to not meet, but to exceed the health and safety guidance. Our physical facility contains large classrooms, an excellent ventilation system, and ample outdoor space. We are committed to small class size that allows for only the number of students in a classroom that can be accommodated with physical distancing.

We also have dedicated teachers and staff members who will earnestly teach our students protocols and ensure that they are followed throughout each day. Though school will look different, we know our students will adjust to the new routines and will be able to access the full educational program with some minor adjustments.

We have an involved and supportive parent community here as well. We know that our parents will follow our protocols, including daily home screening, in order to keep our entire school community safe. We also want to partner with our parents in the usual ways -- to support the education and social/emotional well being of our students.

A high quality distance learning program will be provided for the following circumstances: any family not comfortable with returning to in-person instruction. The District will provide a rigorous program of interactive "live" instruction, enrichment classes, and asynchronous learning. Though we know that distance learning can never replicate in person instruction, we have made improvements and adjustments to the distance learning program provided during our emergency school closure in the spring.

Sincerely,  
Mark Odsather,  
Superintendent



# HEALTH AND SAFETY

The health and safety of our students and staff is the District's highest priority. The following protocols for students and staff are based on the current guidance from the California Department of Public Health, the Tulare County Health and Human Services Agency, and the Center for Disease Control, and will be updated as new guidance is received.

## HEALTH SCREENING FOR STUDENTS AND STAFF

### SYMPTON MONITORING

AT  
HOME



#### Prior to Arriving at School:

Parents are asked to screen their children for symptoms of COVID-19 and to take their temperatures. Parents will be asked to sign an agreement that they will comply with this District requirement.

**Staff members** are asked to self-screen for symptoms before coming to the school site. Upon arrival, they will be asked screening questions and will be required to have a daily temperature check. Touchless infrared thermometers will be used for student and staff screenings and checks during the day. **Staff will be tested for COVID-19 periodically, in compliance with CDPH guidelines, as testing becomes available.**

According to the CDC, people with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus.

Our Health Office personnel will facilitate immunization against influenza so that we can better detect COVID-19 symptoms.



# SYMPTOM MONITORING CONTINUED



**People with these symptoms may have COVID-19:**



- Dry cough
- Shortness of breath or difficulty breathing
- Chills
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- New rash
- Fever of more than 100 degrees (County guidance, CDPH allows for 100.4)

**If a student presents with a fever, any of the above symptoms, or has been in close contact with anyone who has COVID-19, he/she should not attend school; staff members should not report to work. (See Page 9 for tracing procedure).**

## ARRIVING AT SCHOOL

- All entrances to the campus will be open to allow for physical distancing.
- **As students arrive on campus, they are required to wear face coverings.**
  - **EACH STUDENT WILL RECEIVE 5 WASHABLE PLEASANT VIEW MASKS.**
  - **Additional washable masks will be available for purchase at the PVW office.**
  - **Free disposable masks will also be available to all students.**
  - **Students may also bring their own facemasks.**
- Staff will conduct a visual wellness check of all students as they enter the campus and will ask each student whether he/she or anyone in his/her home is exhibiting COVID-19 symptoms.
- All students will have their temperatures checked with infrared thermometers.
- Students will go directly to their classrooms in the morning and will not engage in before school activities that could cause them to mix with students who are outside of their “cohort” or stable grouping.





# MONITORING THROUGHOUT THE SCHOOL DAY



In order to limit student travel and minimize risk of infection, we will handle less severe injuries and illnesses in the classroom and not send students to the Health Office.

Moderate/severe injuries and illnesses that do not present as COVID-related will still be referred to the Health Office.



Teachers know their students best and will know when they have symptoms outside of what is usual for them, keeping in mind the health history of the child (e.g. asthma, allergies). This information will be provided to teachers at the start of the school year.

- If a student or staff member presents with any of the COVID-19 related symptoms, teachers/staff will alert our Health Office personnel and the student will be sent directly to the isolation room, wearing a face covering. Health Office personnel will be wearing face coverings and gloves.
- Our Secretaries & Health Office personnel will evaluate the symptoms, take the student's or staff member's temperature, and depending on the assessment, will send the student or staff member home immediately for monitoring and consultation with healthcare providers.
- Our Secretaries & Health Office personnel will follow up with students or staff members who are sent home from school (as well as those reported to be staying home with symptoms) regarding testing, length of time for isolation and/or quarantine, etc. Sick staff and students will be advised to isolate according to CDC guidelines -- at least 24 hours with no fever (without medication), improved symptoms, and 10 days since symptoms first appeared. The Health Office will report the information to the COVID-19 Response Team (see pg. 7).
- Consistent with Board Policy 5000, "Nondiscrimination," the District prohibits discrimination against students who (or whose families) were or are diagnosed with COVID-19 or who are perceived to be a COVID-19 risk.
- The custodial crew will be notified of each suspected COVID-19 case so that proper cleaning and disinfecting protocols can be followed.



# COVID-19 RESPONSE TEAM



Our COVID-19 Response Team, comprised of administrators, teachers, and staff members, will have weekly meetings to ensure that all aspects of our COVID-19 Prevention Plan are effective for our students, staff, and families.

**Team:** District Office Personnel, Community Liaison, School Psychologist, & Office Personnel.



We will keep current with daily updates from the California Department of Public Health, County Health and Human Services Agency, the CDC, and school community feedback, and make adjustments to our health and safety protocols as necessary. The District's Superintendent will continue to collaborate with the County Office of Education, all county superintendents, and specifically, the north county area superintendents regarding protocols.



**Our Superintendent, Mark Odsather, is assigned to lead our COVID-19 Response Team and will have the following responsibilities:**

- Work closely with our Health Office personnel to track students and staff who have COVID-19 related symptoms or who test positive for COVID-19.
- Monitor staff absenteeism and ensure trained back-up staff where available.
- Ensure that proper communication goes out to families and staff when a case is identified.
- Investigate whether any work-related factors could have contributed to the infection(s).
- Determine areas of the school that need to be temporarily closed for cleaning and disinfection.
- Respond to any staff or parent concerns related to COVID-19.
- Monitor the required screening and testing of staff.





# IDENTIFICATION AND TRACING OF CONTACTS



- Parents and staff members are asked to notify the school administration of any positive test results and asked to quarantine for 14 days from last exposure. PVESD will strongly recommend testing, but a negative test will not shorten the 14 day quarantine.
- Families and staff who travel outside of the country throughout the school year will be required to quarantine for 14 days prior to returning to campus.
- The District will notify health officials, staff, and families and the school will perform contact tracing.
- All communications to students, staff, and parents about cases and exposures at school will be made consistent with legal privacy and confidentiality requirements, including but not limited to the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and state law related to privacy of educational records.



**Contact tracing**, a core disease control measure used by local and state health department personnel for decades, is a key strategy for preventing further spread of infectious diseases, including COVID-19. Contact tracing is part of the process of supporting affected individuals and warning contacts of exposure in order to stop chains of transmission. Close contact is defined as being within 6 feet of an infected person for 15 minutes or more.

- The District is committed to the safety of our school community and **will be doing our own contact tracing.**
- Mark Odsather and a team of two other staff members will receive training on contact tracing and will perform the contact tracing for each case.
- The District will take appropriate action to quarantine the cohort, or school, in accordance with CDPH guidelines.

## Triggers for Partial or Total Closure

Once a county is removed from the monitoring list and schools reopen, schools are not required to close again if the county is placed back on the monitoring list. Individual school closure is recommended based on the number of cases, the percentage of the teacher/ students/staff that are positive for COVID-19, and following consultation with the local health officer. Individual school closures may occur when there are multiple cases in multiple cohorts at a school or when at least 5% of the total number of teachers/student/staff have cases within a 14- day period. Current guidance provides that a school should close if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health officer. If an outbreak occurs among students or staff, we will contact:

**Tulare County Health Department at 559-624-8480**





# IDENTIFICATION AND TRACING OF CONTACTS



Student or Staff with:	Action:	Communication
------------------------	---------	---------------

- |  |   |  |
|--|---|--|
| 1. COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing). Symptom Screening: Per CA School Sector Specific Guidelines | <ul style="list-style-type: none"> <li>o Send home</li> <li>o Recommend testing (If positive, see #3, if negative, see #4)</li> <li>o School/classroom remain open</li> </ul>   | <ul style="list-style-type: none"> <li>o No Action needed</li> </ul>   |
| 2. Close contact (†) with a confirmed COVID19 case   | <ul style="list-style-type: none"> <li>o Send home</li> <li>o Quarantine for 14 days from last exposure</li> <li>o Recommend testing (but will not shorten 14-day quarantine)</li> <li>o School/classroom remain open</li> </ul>  | <ul style="list-style-type: none"> <li>o Consider school community notification of a known contact</li> </ul>            |
| 3. Confirmed COVID-19 case infection   | <ul style="list-style-type: none"> <li>o Notify the local public health dept.</li> <li>o Isolate case and exclude from school for 10 days from symptom onset or test date</li> <li>o Identify contacts (†), quarantine &amp; exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious</li> <li>o Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine)</li> <li>o Disinfection and cleaning of classroom and primary spaces where case spent significant time</li> <li>o School remains open</li> </ul> | <ul style="list-style-type: none"> <li>o School community notification of a known case</li> </ul>                        |
| 4. Tests negative after symptoms   | <ul style="list-style-type: none"> <li>o May return to school 3 days after symptoms resolve</li> <li>o School/classroom remain open</li> </ul>  | <ul style="list-style-type: none"> <li>o Consider school community notification if prior awareness of testing</li> </ul> |

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.



# HEALTHY HYGIENE PRACTICES



Hand hygiene is the single most effective way to prevent the spread of germs and has been key in fighting the pandemic.



- Staff, students, and parents will be trained on proper hand hygiene, including hand washing protocols.
- Hand sanitizer, with 80% alcohol content, has been purchased and will be placed at the entrance of each classroom to be used as students enter and exit the room. Stations will be in key outdoor areas as well, e.g. lunch areas.
- Students will be instructed to wash/sanitize their hands before and after: entering the campus and classroom, lunch, recess, using the restroom, and working with shared materials.
- Time for hand washing will be allocated in the schedule.
- Students and staff will be instructed on protocols for coughing, sneezing, etc. while protecting others.
- Visual reminders of hygiene protocols will be posted in key areas as a reminder to students and staff.

## PHYSICAL DISTANCING

- Furniture has been removed from classrooms to ensure that a physical distance of 6 feet between student is maintained.
- Marks have been placed on the floor to ensure that tables with partitions are appropriately placed at all times.



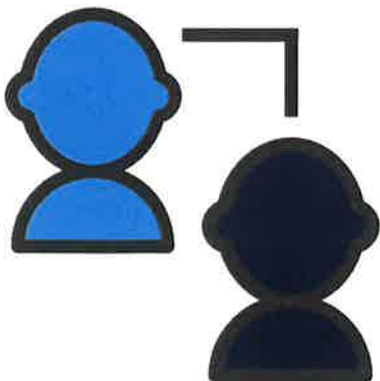


# PHYSICAL DISTANCING CONTINUED



- Class size will not exceed the number of students who can occupy a classroom with the physical distancing guideline of six feet between tables(14 students). Each classroom has been measured and the exact number of students allowable determined.
- There is a physical distance of 6 feet between all teacher space and his/her students.
- Teachers will use outdoor space as often as practicable throughout the school day. A schedule for the use of the outdoor space has been created so that teachers have time each day to be outdoors with their students. A physical distance of six feet can be maintained in each outdoor space.
- Where teachers may work with students in a small group, partitions will be utilized.
- Technology will be used, wherever possible, to increase collaboration and sharing of student work so that physical distancing can be maintained.
- Group activities (assemblies, special events) have been suspended until new guidance is received.
- **Paths of travel are indicated on all walkways.**
- Student lines (e.g. lining up after recess) are spaced at intervals.
- Limited volunteers will be permitted on campus in order to minimize the number of adults on campus.

## STABLE COHORTS



- Students in both our elementary and middle schools will be grouped together in stable cohorts that will remain together for all classes, lunch, and recess throughout the school day.
- We will minimize the movement of the cohort to other locations throughout the school day.
- There will be no before school or after school activity on campus so that student groups will not be mixed.



# FACE COVERINGS AND OTHER PROTECTIVE GEAR



Students and staff will be instructed on the proper use, removal, and washing of cloth face coverings, including being careful not to touch the mask and areas of the face. Parents will be asked to review this protocol at home.

Age	Face Covering Requirement
Under 2 years old	No
2 years old through 3rd grade	Yes, unless exempt
4th grade through 8th grade	Yes, unless exempt

- Face coverings are required to be worn by all staff and students from TK - 8th grade, unless exempt.
- Students will be given disposable face coverings if they do not bring their own. All staff will be provided face coverings, gloves, and any other protective gear required of their position.
- If students or staff are exempt from wearing a face covering, they must provide a note from their physician, and will be asked to wear a face shield with a drape on the bottom. A six foot distance should be kept between these individuals at all times.
- Students who refuse to wear face coverings and do not have an exemption will be excluded from school. The students will be required to participate in distance learning.
- Students will be asked to wear face coverings upon arrival to the school site, throughout the day in their classrooms, as they transition between classes, as they travel around campus, when they have less than 6 feet of distance between themselves and another student or staff member, and when they are dismissed.
- Staff members may wear face shields for instructional or communication needs, e.g. teaching speech classes, phonics lessons.
- Students with medical/sensory/cognitive/behavioral needs will not be required to wear a mask, but are strongly encouraged to wear a face shield if possible.
- Visual reminders regarding face covering protocols will be posted for staff and students.





# FACE COVERINGS AND OTHER PROTECTIVE GEAR

- Only EPA approved cleaning and disinfecting agents will be utilized.
- Personal Protective Equipment (PPE) and disinfectant supplies will be provided for all teaching staff.
- Foggers will be used each evening and during the day if we had a suspected positive case of COVID-19.
- Students will have their own supplies, including iPads, to limit the sharing of supplies to specialty supplies, e.g. art, science.
- Staff will clean and disinfect shared supplies between student uses.
- Staff will clean and disinfect desks/chairs between groups of students when students are utilizing the same space.
- Staff will clean frequently touched surfaces at least twice throughout the school day (door handles, light switches, sink handles).
- Disinfecting wipes and/or disinfecting sprays will be provided for every classroom.
- Bathrooms will be cleaned and stocked with soap throughout the day.
- Soap and hand sanitizers in classrooms will be stocked throughout the day.
- Drinking fountains have been disabled. However, bottle filling stations will be available throughout our campus. Students may bring their own labeled water bottles. **We will also provide reusable water bottles to our students.**



- The HVAC system will be set to fan mode and used to circulate air in each classroom. Most of the classrooms are package units that supply individual rooms. The one older building has a chiller plant with individual fan units in each room. Doors and windows will be kept open in all classrooms to increase air flow.
- Custodial staff and additional staff who clean and disinfect areas after student or staff use will be equipped with the proper protective equipment.





# LUNCH AND RECESS PROTOCOLS



Hand Sanitizer Station



- Lunch times will be staggered to ensure that a small number of students are in the outdoor eating area at one time. Students will sit with their cohort to eat.
- Students will have lunch in their classroom or a designated outdoor space.
- Tables/benches will be cleaned and disinfected between lunch times.
- The cafeteria, will provide plated lunches that will be delivered to students in their classrooms or outdoors for parents who purchase lunches for their children.
- Students will wash their hands or use hand sanitizer before and after eating and before entering the classroom after the lunch/recess time. Hand sanitizing stations will be in the lunch/playground area.



- Students will spend recess time with their stable cohort in a designated area of the playground. These zones will alternate weekly so that students will have some variety in play. Staff will clean playground surfaces between groups of students.
- Each cohort will have their own play equipment, e.g. balls, jump ropes, and will take them out to the playground in a sack designated for that class/group.



# SOCIAL/EMOTIONAL WELLBEING



Pleasant View Elementary School District has a Social/Emotional/Wellness/Learning Committee in place that meets regularly throughout the year.

The focus of the committee for the 2020-21 school year will be to ensure that we support the social/emotional needs of our students, staff, and families.



To that end, we have designed the following supports:

- The curriculum is designed to build community, foster relationships, and give students a vehicle to discuss local and world issues and events. We will also use this time and space to talk about safety and hygiene protocols, study skills, digital citizenship, and behavior protocols.
- For the 2020-21 school year, we will have a full time school psychologist and community liaison. The team will prepare a comprehensive program of classroom visits, small group work (grief, socialization, etc.), and individual short-term counseling. The psychologist will be supporting individual students who teachers, administrators, or parents refer for follow up.
- Our school psychologist will provide social/emotional support to staff members. We plan to run sessions throughout the year, managing stress, gratitude, etc.
- Our school psychologist will be a support to parents through vehicles like parent workshops that may run virtually, over Zoom, etc.





# LEARNING MODELS

The goal of the Pleasant View Elementary School District through all learning models is as follows:

- Students participate in rigorous and innovative instruction and activities
- Students are meaningfully engaged in the curriculum
- Students are able to collaborate with other students and their teachers to deepen their understanding of the content
- Students are assessed to determine their level of understanding in authentic ways and provided feedback in order to improve their knowledge and skills
- Students feel connected to their classmates and teachers and have social/emotional support that is needed
- Students who would benefit from intervention services are able to receive them
- Students who receive Special Education services are provided the supports outlined in their IEPs
- Parents are provided information and support to partner with the school



# IN PERSON CAMPUS LEARNING

- Students will be on campus five days each week, with the standard schedule for their grade level/school
- Curriculum and instruction will include rigorous, standards- based content
- Students will be graded on participation, assessments, and assignments
- Attendance, as always, is mandatory
- Due to shortened time in the classroom, there will be some assignments that will be assigned for students to complete when they arrive at home after the minimum day release. All students (on campus & online) will be allowed to checkout a Chromebook to take home.

## TIMEFRAMES ACROSS GRADELEVELS

There will be **2 timeframes for arrival and dismissal**. Students will be grouped and assigned these timeframes by **family and last name**. Please note that we will base it on the last name of the oldest child attending PV.

*(of oldest stu in fam)*

Time Frame:	Cohort #:	May Arrive:	Bus to PVW:	Class Begins:	Dismissal Time:
<b>1</b>	<b>COHORT 1</b>	<b>8:20am</b>	<b>8:25am</b>	<b>8:40am</b>	<b>1:00pm</b>
<b>2</b>	<b>COHORT 2</b>	<b>8:35am</b>	<b>8:45am</b>	<b>8:50am</b>	<b>1:15pm</b>

Please note that regardless of the Last Name, country route students will be assigned the same timeframe.

## TK - 3RD GRADE

- All self-contained classes of stable cohorts
- Assemblies, special events, and field trips are suspended
- Minimize contact at school between students, staff, families and the community at the beginning, during, and end of the school day
- Will have PE on the field & enrichment classes as a stable cohort



# IN PERSON CAMPUS LEARNING CONTINUED



## 4TH - 8TH GRADE

- Students will remain in stable cohorts throughout the day, including elective classes
- Students will wear facial coverings when they transition to classes
- Assemblies, special events, rallies, dances, etc. are suspended SCICON trip – likely postponed until spring
- Updated guidance will determine when Athletic programs may resume

## SPECIAL EDUCATION

- Learning Center students will wear facial coverings/face shields when receiving service
- Students will be clustered in stable cohort classes and will receive services only with other students in their cohort
- Partitions will be utilized for small group or one-on-one work
- Teachers and instructional aides will work with students outside whenever possible
- Tables, desks, and chairs will be cleaned and sanitized between students
- Special protocols will be in place for the Special Day Class

# DISTANCE LEARNING OPTIONS FOR FAMILIES

Pleasant View will maintain this option for families choosing to keep their students home. All individual students who are quarantined or are staying home due to a temperature or symptoms related to COVID-19, will join them on campus classrooms.





# DISTANCE LEARNING IN CASE OF CLASS/SCHOOL CLOSURE



- Curriculum and instruction will include rigorous, standards-based content Attendance, as always, is mandatory
  - Students will be graded on participation, assessments, and assignments
- If required by public health order to have a full school closure, or in the event that an entire cohort (class) is quarantined, teachers will provide full distance learning in a schedule as follows:

## TK - 3RD GRADE

- Interactive Learning: 9:15 a.m. – 2:30 p.m. (with lunch) via Zoom
- Structured weekly schedule
- Daily Interactive Learning- Morning Meeting, Reading, Math, and Writing Workshops
- Science/Social Studies interactive learning several times in the week
- Enrichment
- Asynchronous learning in the afternoon with assignments, feedback, office hours with teachers

### **Class/Cohort Closure:**

Students will continue with the same schedule as in person instruction, however, all teaching will take place through interactive learning.



## 4TH - 8TH GRADE

### **School Closure:**

- Daily Interactive Learning: 9:15 a.m. – 2:30 p.m. (with lunch) via Zoom
- Asynchronous learning in the afternoon with assignments, feedback, office hours with teachers

### **Class/Cohort Closure:**

Students will continue with the same schedule as in person instruction, however, all teaching will take place through interactive learning.





# PE/ATHLETIC & AFTER SCHOOL INFORMATION



The state has waived the instructional minute requirement associated with PE for the 2020-21 school year, however, our schools will be providing PE in both in person and distance learning models.

- In person PE for both elementary and middle schools will be delivered by our certificated PE teachers to stable cohorts of students and will occur outdoors, adhering to the physical distancing and facial covering guidelines.
- In person PE activities will conform to changing guidelines throughout the school year.
- Sports equipment will need to be cleaned and disinfected between use by different students.
- Distance learning students will be provided alternative resources for PE classes.



Students may participate in the Independent Study PE program (ISPE) when we are in person or if they opt for distance learning. Students who engage in outside competitive teams or lessons with coaches outside of our offerings (horseback riding, skating) may apply for the ISPE program in place of PE. Our ISPE coordinator sends out information at the beginning of the school year outlining the requirements of the program.

## TEAM SPORTS

When the school site reopens for in person instruction, students will participate in training and conditioning following physical distancing to the extent allowed. We will carefully monitor the health guidance for competition and will participate to the extent feasible when permissible.

## AFTER SCHOOL PROGRAM

After School Programs will be subject to the same rules, policies and guidelines outlined throughout this plan.

CHOICES (TCOE) - Suspended until mixing of cohorts is allowed  
– Virtual Classes may continue



# PROTOCOLS

## FACULTY & STAFF PROTOCOLS



### Health and Hygiene Protocols

- Staff will be screened as they arrive on campus each day. They will be asked about symptoms and their temperatures will be checked using a UV temperature screener.



This will be done at a station at the entrance to the school site. They will then travel to their classroom along our marked paths of travel.

- Staff will be required to undergo routine testing on a schedule consistent with health guidelines.
- All staff are required to wear facial coverings, unless exempt. Staff will need to provide a physician's note for the exemption.
- Staff will be provided with facial coverings, face shields, and gloves.
- Staff will be trained on all health and hygiene protocols, including the proper use, removal, and washing of face coverings, social distancing protocols, paths of travel, health office protocols, etc.
- Staff members may wear face shields for instructional or communication needs, e.g. teaching speech classes, phonics lessons, as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.

### Professional Development/Meetings

- The District will conduct all professional development training and education, and other activities involving staff with physical distancing, or virtually when it is not possible or practicable to provide in person training.
- All IEP, 504, or student progress monitoring meetings will be held with physical distancing or virtually.
- Parent meetings, conferences, etc. will be conducted by phone, virtually, or with physical distancing measures.

### Lunch, Restroom, Work Room, Office Protocols

- Staff must maintain a physical distance from each other at all times.
- We will limit visits to the Office by staff and use outside doors for access when available.
- There will be a maximum occupancy posted on the door of the work room and teachers will be asked to send work to the work room via email or to place the work in the queue that will be outside of the work room door.
- Lunch times are staggered to reduce the number of staff who would use the lunch room/break room at any one time. Tables in the teachers' lounge have been spread out with one seat at every table to ensure physical distancing. A maximum occupancy sign will be posted.
- All teachers have refrigerators in their classrooms and microwaves will be placed in key locations throughout the campus to avoid staff members congregating to use the microwave.
- Restrooms will have limited occupancy and will have signs indicating whether they are in use.





# PROTOCOLS

## ARRIVAL/DISMISSAL



Due to public health guidance, the District has adopted the following protocols. Strict adherence to all of our protocols will enable us to keep our students and staff safe and in school. We appreciate your cooperation and support. There will be no morning recess.



**NO PARENTS ARE TO WALK ON CAMPUS, THERE WILL BE A DESIGNATED DROP-OFF & PICK-UP AREA.**

### Prior to Arrival:

Please review the symptom screening questions and make sure that your children are symptom-free before bringing them to school. **If you answer "Yes" to any of the questions below regarding your child, please do not bring him/her to school.**

- Do you have a new cough, nasal congestion, or runny nose?
- Are you experiencing shortness of breath or difficulty breathing?
- Are you having new muscle pain or fatigue?
- Do you have a headache (that is not normal for you)?
- Do you have a sore throat?
- Are you experiencing a new loss of taste or smell?
- Are you experiencing nausea, vomiting, abdominal pain, or diarrhea?
- Do you have a new rash?
- **Have you been exposed to anyone who has tested positive for COVID-19 in the last two weeks?**

Please take your child's temperature before school. If it is over 100 F degrees, please do not bring him/her to school.

### Arrival:

- Please remain in your car and allow our school staff to come to the vehicle to do the following:
  - You will be asked if you reviewed the screening questions and answered yes to any of them. The screening questions will be posted for you to review as you wait in your vehicle.
  - You and your child are required to wear a facial covering during the screening process.
  - If your child is free of symptoms, he/she will be asked to exit the car and pass the infrared thermometer station.
    - If your child has a fever of over 100 F degrees, you will be asked to leave campus.
    - If you believe the temperature reading is an error, you will need to park and wait until your child is calm and will be tested again.
- Students whose families park and walk up to the school entrance will need to wait in line, six feet apart, until the screening is completed.
- Adults who accompany students to the school entrance will not be permitted to come onto the campus.



# PROTOCOLS ARRIVAL/DISMISSAL CONTINUED



- Students will not be able to use the playground or field before school and will go directly to their classrooms where they will do silent reading, a morning message activity, etc.



### Late Arrival:

- **If your child arrives after 8:45, he/she should come to the main gate to the left of the administration building wearing a face covering.**
- Staff will be there to ask the screening questions, and log the late arrival. Your child will then go directly to class.
- Please stay in your vehicle at the curb and do not leave the campus until after your child is cleared to go to class.
- **If your child arrives after 8:50, please call the office upon your arrival and a staff member will come out to your vehicle to do the screening there before your child enters the campus.**

### Dismissal:

- Students will wear face coverings as they travel to their designated spots for dismissal. They will remain in face coverings as they wait to be picked up.
- Each family will have their own designated spot to wait throughout the campus, and families will be able to go to the designated spot to pick them up.
- When parents arrive on campus, they will only be permitted to do so in cars using the drive through lane.
- Parents will promptly leave the drive through lane so that other parents can move down in the line.
- There are no after school programs planned until new CDPH guidance is received allowing them to take place on campus.

### Sign Out Procedure:

- If you are picking your child up during the school day, please notify his/her classroom teacher with a note sent to school with your child, email your child's teacher prior to the start of school, or call or email the front office staff with the information.
- As you arrive, please call the office. A staff member will call the child's classroom and have him/her sent to the office for pick up.
- He/she will be sent out of the main office and come to your vehicle, supervised by a staff member.



### Bus Transportation:

- Students' temperatures will be taken before entering the bus.
- If a student has a temperature of 100 degrees or higher, the student will not be allowed on the bus.
- All students riding buses will be required to wear a face mask while on the bus.
- Students are to wear their masks and follow social distancing guidelines while waiting to load the bus.
- Family groups will be required to sit together.
- All country route students will be assigned seats at the front of the bus.
- Hand sanitizer will be available to students as they board and exit the bus.



*(of oldest stu in fam)*

Time Frame:	Cohort #:	May Arrive:	Bus to PVW:	Class Begins:	Dismissal Time:
<b>1</b>	<b>COHORT 1</b>	<b>8:20am</b>	<b>8:25am</b>	<b>8:40am</b>	<b>1:00pm</b>
<b>2</b>	<b>COHORT 2</b>	<b>8:35am</b>	<b>8:45am</b>	<b>8:50am</b>	<b>1:15pm</b>

Please note that regardless of the Last Name, country route students will be assigned the same timeframe.





# PROTOCOLS

## FACE COVERING



### Wear Your Face Covering Correctly

- Wash your hands before putting on your face covering
- Holding the ear loops only, put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Refrain from touching your mask throughout the day
- Refrain from touching your eyes, nose, and mouth



### Wear a Face Covering to Protect Others

- Wear a face covering that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
- Wear a face covering in public settings when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart
- Wear a face covering correctly for maximum protection
- Don't put the face covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, wash your hands or use hand sanitizer to disinfect

### Take Off Your Cloth Face Covering Carefully, When You're Home

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine or hand wash
- Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing.

### Washing Your Cloth Face Covering

- Machine wash using regular laundry detergent and the warmest temperature setting for the kind of cloth used to make the mask.
- Hand wash by soaking the mask in a bleach solution (4 teaspoons of household bleach per quart of room temperature water) for five minutes. Rinse thoroughly with cool water.
- Dry in the highest setting of the dryer until completely dry or lay flat to air dry, in direct sunlight if possible.





# PROTOCOLS

## HEALTHY HYGIENE



### Hand Washing:

**Follow these five steps every time:**

- Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- Scrub your hands for at least 20 seconds.
- Rinse your hands well under clean, running water.
- Dry your hands using a clean towel or air dry them.



### How to Use Hand Sanitizer:

- Apply the gel product to the palm of one hand. (Read the label to learn the correct amount.) The hand sanitizer purchased by RSF District is 80% alcohol.
- Rub your hands together.
- Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take about 20 seconds.



### Respiratory Etiquette:

- Staff and students should cover coughs and sneezes with a tissue.
- Used tissues should be thrown in the trash immediately and hands washed with soap and water or hand sanitizer.
- If a tissue is not available, one should cough or sneeze into an elbow.



# PROTOCOLS

## HEALTH OFFICE




**Due to the need to monitor COVID-19 symptoms and cases, we will handle less severe injuries and illnesses in the classroom.**

- Teachers will be given first aid kits for the classrooms that have supplies to take care of minor cuts and bruises (ice packs, bandages, etc.)
- Students with more severe injuries, such as a possible broken bone, concussion, etc., should be sent to the Health Office with a Health Office referral slip.
- Students must wear face coverings as they travel to the Health Office.

**Teachers know their students best and will know when they have symptoms outside of what is usual for them, keeping in mind the health history of the child (e.g. asthma, allergies).**

○ These are the symptoms known to be related to COVID-19:

- **Persistent cough**
  - **Congestion/runny nose**
  - **Shortness of breath**
  - **Fatigue**
  - **Sore throat**
  - **Headache**
  - **Flushed – may be feverish**
  - **Loss of taste or smell**
  - **Nausea, vomiting, abdominal pain**
  - **New rash**
- 
- If a student presents with any of the above symptoms, teachers should call health personnel to alert them that the student will be sent to the isolation room, will ensure that the student is wearing a face covering when leaving his/her classroom, and will send the student directly to Nurses Room.
  - Our health personnel will evaluate for symptoms, take the student's temperature, and depending on the assessment, will send the student home for monitoring and/or testing.
  - Our health personnel will follow up with students sent home prior to and during the school day regarding testing, length of time for isolation and/or quarantine, etc.
  - Our health personnel will notify the COVID-19 Response Team Lead, Mark Odsather.
  - The custodial crew will be apprised of each suspected COVID-19 case for cleaning and disinfecting surfaces.



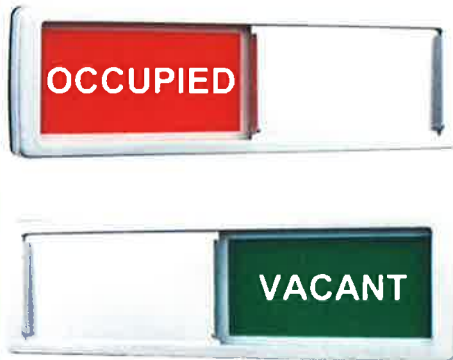


# PROTOCOLS

## RESTROOM



- Students must wear facial coverings when traveling to and from the restroom and while in the restroom.
- Students may only use their grade level designated restroom.
- Upon arrival, students should check the sign to see if the restroom is occupied.
- If both slots are occupied, students should stand on one of the designated spots to wait. (Spots will be 6 feet apart.)
- **When a vacancy occurs:**
  - Students should sanitize their hands
  - Students should slide the bathroom sign to "occupied"
  - When they are finished using the restroom, students should follow the directions to wash their hands thoroughly before leaving the restroom
  - Students should flip the sign to vacant
  - Students should sanitize their hands
  - Students should return to class, recess, etc.



# PROTOCOLS

## BREAKFAST/LUNCH & RECESS



### **RECESS Protocols:**

#### **Before leaving the classroom:**

- Students must wear their face coverings when traveling to the lunch and recess areas.
- Students should wash their hands or use hand sanitizer on the way out of their classrooms.
- Students should walk in a line up to the playground keeping a distance between students.

#### **At recess:**

- Students must wear their face coverings when playing games with other students.
- Students must stay in their assigned Zone and may only play with students in their stable cohort.
- No contact games (soccer, basketball, football, etc.).
- Only four students can play a game, e.g. wall ball, at one time.
- When the whistle blows, students freeze, bring equipment back and place it in a sack to be taken back to the classroom (class sack).
- Students must wear their face coverings when traveling from the recess areas.
- Students must wait in a designated area for their teachers.
- Students must wash their hands or use hand sanitizer upon returning to the classroom.
- Students should return to their desks and wait for further instructions.

### **Lunch Protocols:**

#### **Before leaving the classroom:**

- Students must wear their face coverings if/when leaving the classroom.
- Students should wash their hands or use hand sanitizer before meals.
- Student lunches will be held in the following areas.
- Cafeteria with staggered lunch schedule.
- Classroom if outdoor weather does not permit.
- Outdoors whenever possible.
- A combination of the above locations depending on weather, schedules, and number of students
- The number of lunch periods may be increased to accommodate for physical distancing, if necessary.
- Student lunch recess will remain consistent with morning recess assignment.
- Hot lunch will continue to be provided and will be picked up behind partitions when feasible.
- Students need to wash or sanitize their hands upon entering the classroom.



**Breakfast will be provided at the end of the day to be consumed by the student at home prior to arriving the next day.**





# FAMILY EDUCATION AND STAFF TRAINING



## FAMILY EDUCATION

### Prior to the Start of School:

Families will receive training via virtual meetings on the following (if they have linguistic needs, they will be accommodated):

- **Health Policies and Procedures**
  - COVID screening, symptom identification, and how it is spread
  - Enhanced sanitation practices
  - Proper use of face coverings
  - Health Office information
  - Contact tracing
- **Protocols**
  - Healthy Hygiene: hand hygiene, proper use of face coverings, physical distancing, respiratory etiquette
  - Arrival, dismissal protocols
  - Visitors on campus
  - Distance learning expectations



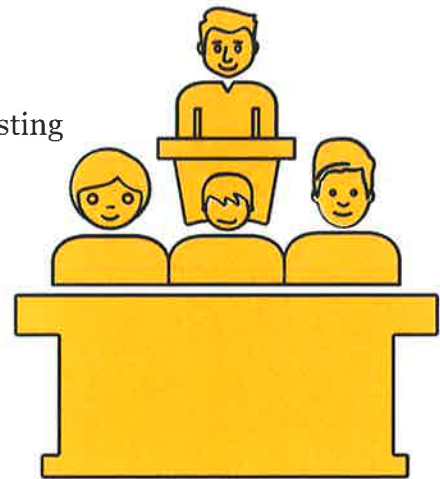
### Ongoing Communication and Education:

- Our Response Team Lead, Mark Odsather, will be communicating with parents regarding individual cases and contact tracing
- We will communicate any new guidance from CDPH or other authorities as well as reopening plans through Parent Square.

## STAFF TRAINING

### Prior to the Start of School:

- **Health Policies and Procedures:**
  - COVID screening, symptom identification, and testing
  - Monitoring throughout the day
  - Health Office information
- **Protocols**
  - Healthy Hygiene: hand hygiene, proper use of face coverings, physical distancing, respiratory etiquette
  - All campus protocols
- **Distance Learning**
  - Engaging students via Zoom
  - Use of new Learning Management Systems: Class Dojo
  - Use of Parent Square to communicate with Families



**\*\*\*All parent and staff training and education will be delivered virtually.**

**Upon reopening with in person instruction, the Principal or her/his designee will ensure monthly health and hygiene training for staff.**

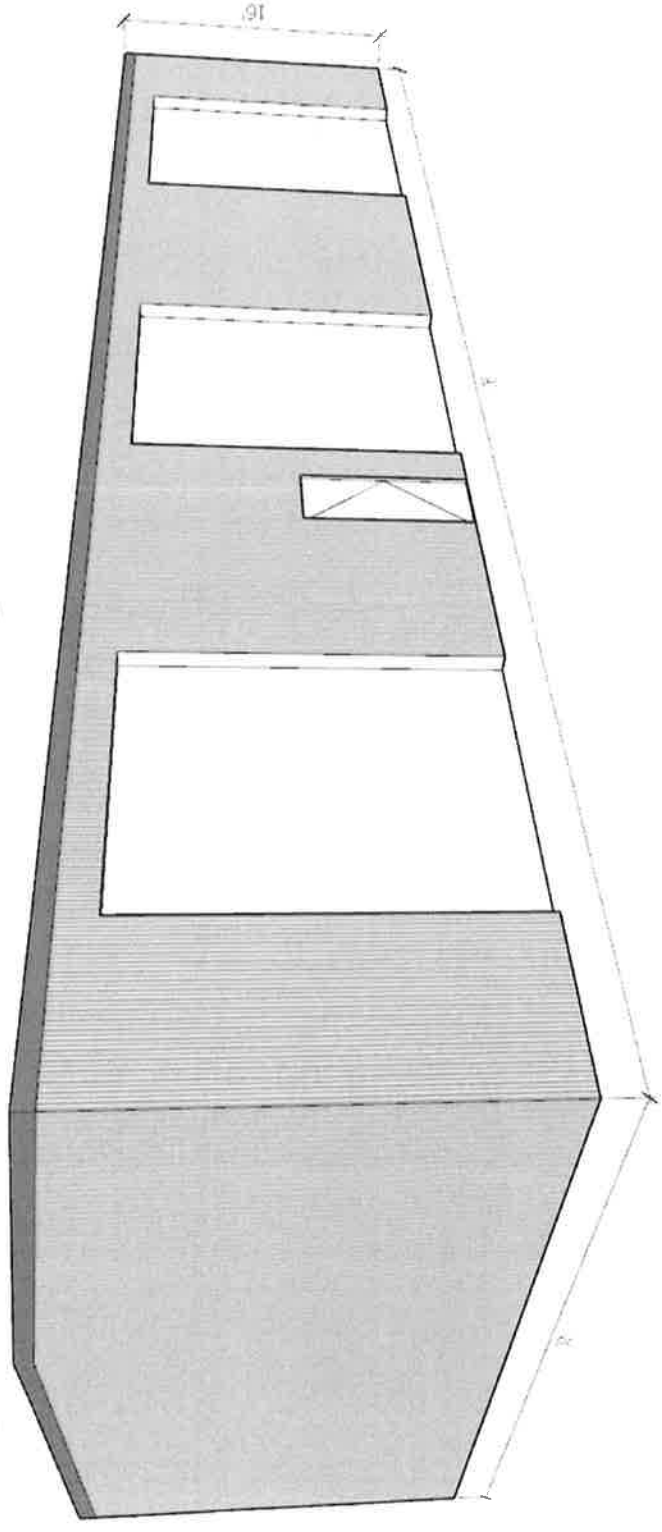


2019-2020  
Education Protection Account  
Actual Expenditures

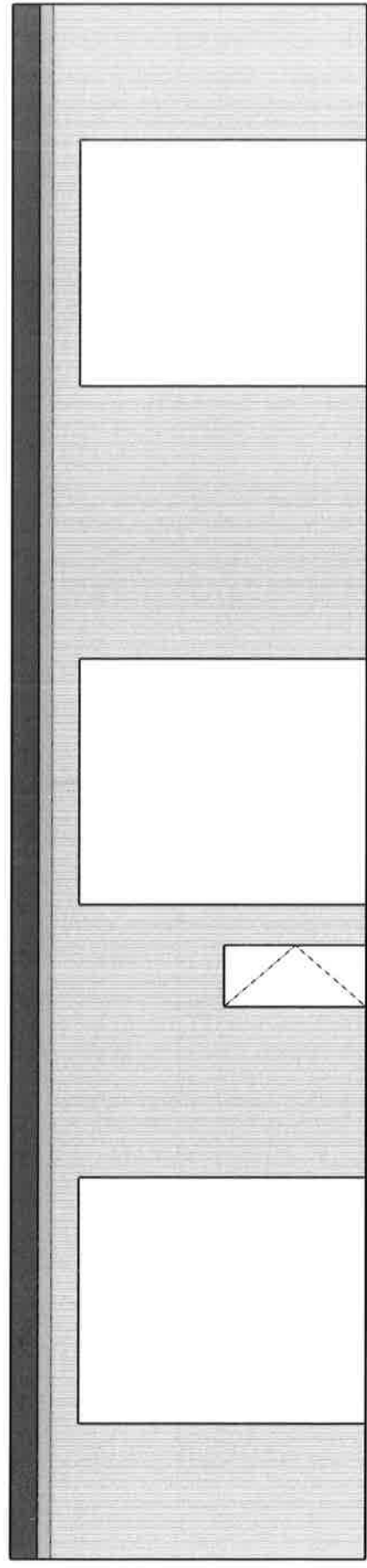
Pleasant View School District

**Expenditures through: June 30, 2020**  
**For Fund 01, Resource 1400 Education Protection Account**

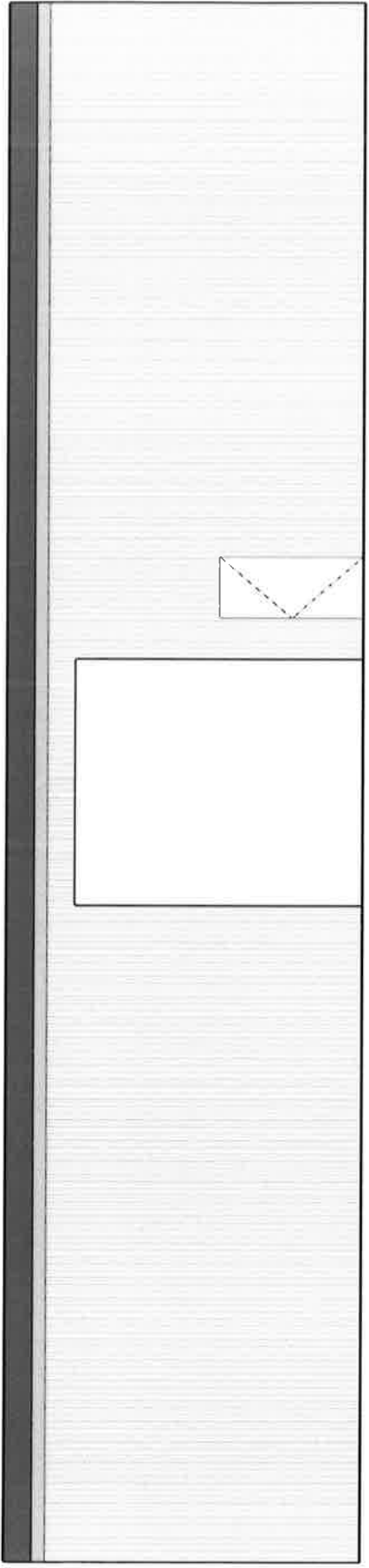
Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	376,498.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>376,498.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	376,498.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>376,498.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>



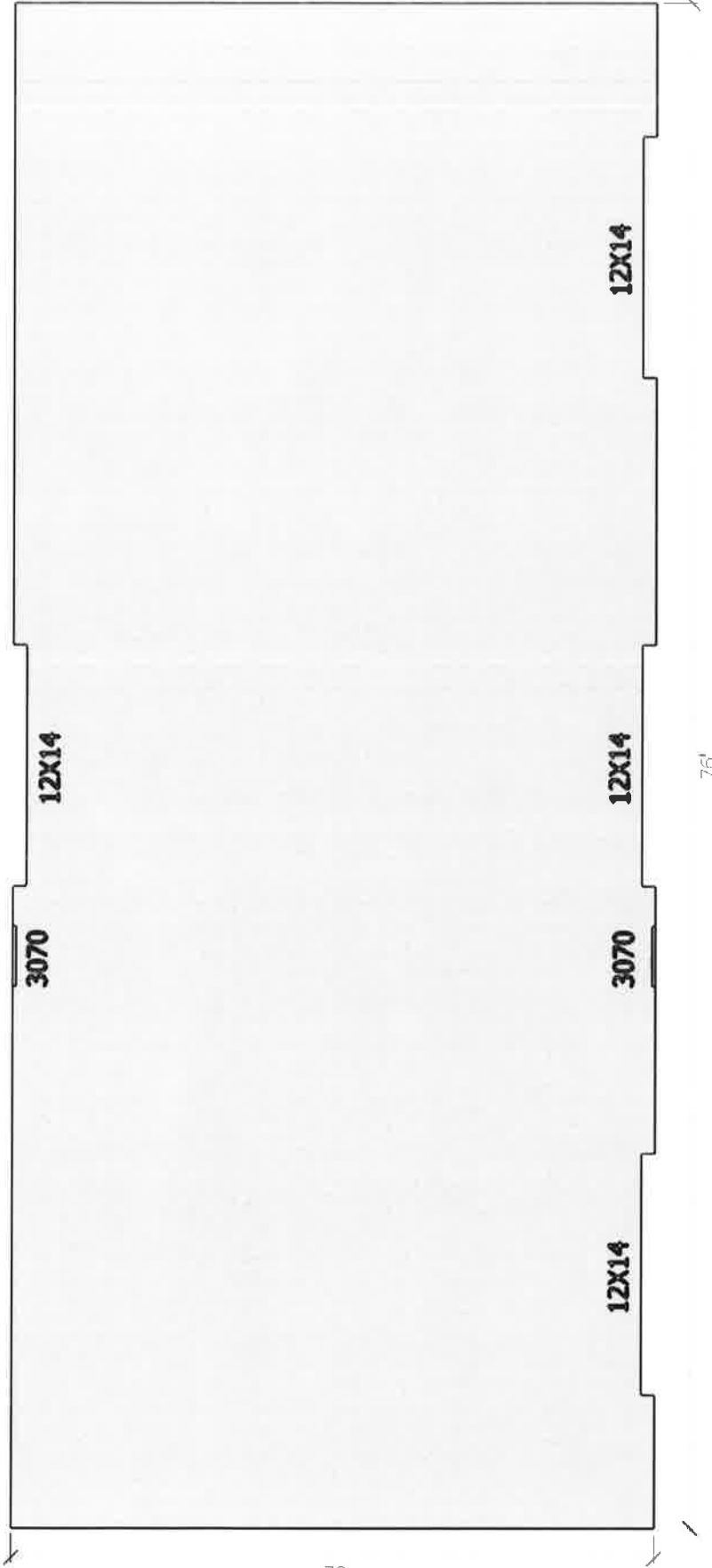
2. Front Elevation



3. Back Elevation



4. Floor Plan



32'

Best Regards,



**Pleasant View School District**  
 Certificates of Participation  
 (2015 Capital Improvement Projects)

**Debt Service Schedule**

Part 1 of 2

Date	Principal	Coupon	Interest	Total P+I
06/01/2020	-	-	-	-
12/01/2020	150,000.00	2.000%	61,756.25	211,756.25
06/01/2021	-	-	60,256.25	60,256.25
12/01/2021	150,000.00	2.000%	60,256.25	210,256.25
06/01/2022	-	-	58,756.25	58,756.25
12/01/2022	155,000.00	2.125%	58,756.25	213,756.25
06/01/2023	-	-	57,109.38	57,109.38
12/01/2023	160,000.00	2.250%	57,109.38	217,109.38
06/01/2024	-	-	55,309.38	55,309.38
12/01/2024	160,000.00	2.375%	55,309.38	215,309.38
06/01/2025	-	-	53,409.38	53,409.38
12/01/2025	165,000.00	2.500%	53,409.38	218,409.38
06/01/2026	-	-	51,346.88	51,346.88
12/01/2026	170,000.00	2.750%	51,346.88	221,346.88
06/01/2027	-	-	49,009.38	49,009.38
12/01/2027	175,000.00	3.000%	49,009.38	224,009.38
06/01/2028	-	-	46,384.38	46,384.38
12/01/2028	180,000.00	3.125%	46,384.38	226,384.38
06/01/2029	-	-	43,571.88	43,571.88
12/01/2029	185,000.00	3.250%	43,571.88	228,571.88
06/01/2030	-	-	40,565.63	40,565.63
12/01/2030	190,000.00	3.375%	40,565.63	230,565.63
06/01/2031	-	-	37,359.38	37,359.38
12/01/2031	200,000.00	3.375%	37,359.38	237,359.38
06/01/2032	-	-	33,984.38	33,984.38
12/01/2032	205,000.00	3.500%	33,984.38	238,984.38
06/01/2033	-	-	30,396.88	30,396.88
12/01/2033	210,000.00	3.500%	30,396.88	240,396.88
06/01/2034	-	-	26,721.88	26,721.88
12/01/2034	220,000.00	3.625%	26,721.88	246,721.88
06/01/2035	-	-	22,734.38	22,734.38
12/01/2035	225,000.00	3.625%	22,734.38	247,734.38
06/01/2036	-	-	18,656.25	18,656.25
12/01/2036	235,000.00	3.750%	18,656.25	253,656.25
06/01/2037	-	-	14,250.00	14,250.00
12/01/2037	245,000.00	3.750%	14,250.00	259,250.00
06/01/2038	-	-	9,656.25	9,656.25
12/01/2038	255,000.00	3.750%	9,656.25	264,656.25
06/01/2039	-	-	4,875.00	4,875.00
12/01/2039	260,000.00	3.750%	4,875.00	264,875.00
<b>Total</b>	<b>\$3,895,000.00</b>	<b>-</b>	<b>\$1,490,462.63</b>	<b>\$5,385,462.63</b>

**Pleasant View School District**  
 2020 Refunding Certificates of Participation  
 Level Savings

**Debt Service Schedule**

Part 1 of 2

Date	Principal	Coupon	Interest	Total P+I
12/01/2020	-	-	-	-
06/01/2021	-	-	76,533.33	76,533.33
12/01/2021	120,000.00	3.000%	65,600.00	185,600.00
06/01/2022	-	-	63,800.00	63,800.00
12/01/2022	135,000.00	3.000%	63,800.00	198,800.00
06/01/2023	-	-	61,775.00	61,775.00
12/01/2023	140,000.00	3.000%	61,775.00	201,775.00
06/01/2024	-	-	59,675.00	59,675.00
12/01/2024	140,000.00	3.000%	59,675.00	199,675.00
06/01/2025	-	-	57,575.00	57,575.00
12/01/2025	145,000.00	3.000%	57,575.00	202,575.00
06/01/2026	-	-	55,400.00	55,400.00
12/01/2026	150,000.00	4.000%	55,400.00	205,400.00
06/01/2027	-	-	52,400.00	52,400.00
12/01/2027	160,000.00	4.000%	52,400.00	212,400.00
06/01/2028	-	-	49,200.00	49,200.00
12/01/2028	165,000.00	4.000%	49,200.00	214,200.00
06/01/2029	-	-	45,900.00	45,900.00
12/01/2029	170,000.00	4.000%	45,900.00	215,900.00
06/01/2030	-	-	42,500.00	42,500.00
12/01/2030	175,000.00	4.000%	42,500.00	217,500.00
06/01/2031	-	-	39,000.00	39,000.00
12/01/2031	185,000.00	4.000%	39,000.00	224,000.00
06/01/2032	-	-	35,300.00	35,300.00
12/01/2032	190,000.00	4.000%	35,300.00	225,300.00
06/01/2033	-	-	31,500.00	31,500.00
12/01/2033	195,000.00	4.000%	31,500.00	226,500.00
06/01/2034	-	-	27,600.00	27,600.00
12/01/2034	210,000.00	4.000%	27,600.00	237,600.00
06/01/2035	-	-	23,400.00	23,400.00
12/01/2035	215,000.00	4.000%	23,400.00	238,400.00
06/01/2036	-	-	19,100.00	19,100.00
12/01/2036	225,000.00	4.000%	19,100.00	244,100.00
06/01/2037	-	-	14,600.00	14,600.00
12/01/2037	235,000.00	4.000%	14,600.00	249,600.00
06/01/2038	-	-	9,900.00	9,900.00
12/01/2038	245,000.00	4.000%	9,900.00	254,900.00
06/01/2039	-	-	5,000.00	5,000.00
12/01/2039	250,000.00	4.000%	5,000.00	255,000.00
<b>Total</b>	<b>\$3,450,000.00</b>	<b>-</b>	<b>\$1,529,383.33</b>	<b>\$4,979,383.33</b>