



Plan de reapertura escolar de VVUHSD 2020-2021

Respuesta de VVUHSD al cierre escolar por el COVID 19

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Historial:

Gavin Newsom, declaró estado de emergencia el 4 de marzo del 2020 y prepararse para la propagación del COVID-19.

Tras consultar con el superintendente de las escuelas del condado de San Bernardino y el departamento de salud pública del condado de San Bernardino, y siguiendo la orden ejecutiva del Gobernador Gavin Newsom, Victor Valley Union High School District (VVUHSD) tomó la decisión de cerrar las escuelas debido a la pandemia del COVID- 19. La llegada del COVID 19 a los estados unidos de américa tuvo un impacto significativo en el condado de San Bernardino y en todos los distritos escolares. El 15 de marzo del 2019, Victor Valley Union High School District inició el cierre completo de todas las escuelas y oficinas del distrito. A las dos semanas de la orden de "quedarse en casa", el distrito empezó a ofrecer educación a distancia a todos los estudiantes. Los maestros, estudiantes y todo el personal de apoyo académico participaron en la educación a distancia desde el 31 de marzo del 2020 hasta el 22 de mayo del 2020. Los administradores LEA usaron ese período para capacitar a los maestros para usar la plataforma Google classroom y compró un curso de estudios en línea llamado ACELLUS para que los maestros implementaran el contenido estándar en línea. Durante el verano, nos mantuvimos en comunicación estrecha con el CDE, el departamento de salud pública y la oficina del superintendente del condado. Sin embargo, dado que la comunidad experimentó un aumento en los casos se ordenó que se cerraran los planteles por completo durante el comienzo del ciclo escolar en agosto del 2020.

En marzo del 2020, el distrito se reunió con líderes del personal certificado y clasificado para determinar el formato de aprendizaje a distancia y después nos reunimos nuevamente en julio como un solo equipo en julio para revisar, resolver todas las inquietudes y desarrollar de manera colaborativa el MOU (memorándum de entendimiento) para guiar el formato de aprendizaje a distancia de otoño del 2020.

Se llevó a cabo una encuesta en mayo del 2020 y julio del 2020 pidiendo a los padres sus comentarios del inicio escolar del 2020-2021. La mayoría de los padres respondieron que querían que sus estudiantes regresaran a la escuela por dos días y siguieran con la educación a distancia el resto de los días. También, la mayoría de los encuestados dijeron que querían que el distrito implementara todas las medidas de seguridad, incluyendo los 6 pies de distanciamiento social. La comunidad tiene necesidades importantes relacionadas a los programas de almuerzo, tecnología y apoyo socioemocional. Se limpiaron todas las aulas e instalaciones e hicimos una inversión significativa para asegurarnos de tener suministros EPP adicionales, artículos de limpieza y equipo de seguridad. Para ayudar a los conserjes a desinfectar las aulas y oficinas, la administración LEA compró equipos y suministros nuevos, brindó ayuda necesaria con conserjes adicionales para limpiar con mayor profundidad y contrató a conserjes adicionales para limpiar después del horario escolar.

En respuesta al cronograma que se presentó en el lanzamiento de la plantilla de continuidad del aprendizaje, VVUHSD creó un plan de participación comunitaria que involucró a varios grupos en el mes de agosto. Se diseñaron las reuniones con el propósito de incluir a todas las partes interesadas potenciales para que aportaran retroalimentación incluyendo a los estudiantes, padres, personal clasificado y certificado y algunos miembros de la comunidad.

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También se llevaron a cabo varias juntas con representantes de DELAC y ELAC. Se enviaron invitaciones de las reuniones del distrito en inglés y español e incluyeron a un miembro del panel de presentadores para interpretar cuando algún padre de familia no hablaba inglés en las reuniones.

Los miembros de la junta de educación de VVUHSD también asistieron a las reuniones. El distrito creó un comité de las partes interesadas (aproximadamente más de 100) para revisar las estrategias de reapertura para el semestre de otoño del 2020-21. Todas las sesiones se llevaron a cabo virtualmente al final del día para que todos los padres y miembros de la comunidad pudieran participar. Con el fin de obtener retroalimentación de los estudiantes y las familias, el distrito organizó varios eventos virtuales llamados "cena con el superintendente". Asistieron a estas juntas estudiantes y sus familias para brindar sugerencias para el plan. Los estudiantes dieron sugerencias múltiples en torno a los programas de ayuda y tutoría de alta calidad durante la educación o aprendizaje a distancia. Los dos foros comunitarios que se llevaron a cabo virtualmente el 10 y 26 de agosto permitieron comentarios adicionales del plan. Las familias, personal y estudiantes estuvieron presentes en ambas reuniones e hicieron recomendaciones adicionales para la seguridad del personal y los estudiantes, al igual de como agregar más tecnología para los estudiantes en el hogar. La solicitud de tener acceso adicional a Internet, fue una solicitud recurrente de los grupos de partes interesadas. Los días 11 y 12 de agosto, el distrito organizó una reunión colaborativa de retroalimentación con la asociación de maestros de Victor Valley (VVTA) y la asociación de empleados escolares de California (CSEA). Los empleados hicieron preguntas reflexivas de la ayuda extracurricular para los estudiantes y las medidas de seguridad que el distrito estaba implementando. Las familias de los aprendices de inglés también tuvieron la oportunidad de revisar las recomendaciones del plan del 26 de agosto. Recibieron una presentación en su idioma natal y compartieron sus pensamientos e hicieron recomendaciones. El interés particular de las familias de los aprendices de inglés es recibir ayuda con interpretación y traducción para sus estudiantes que están en clases regulares fuera de sus clases ELD designadas. Todas las juntas y audiencias públicas estuvieron disponibles vía zoom y Google Meets. El superintendente llevó a cabo varios foros públicos para planificar el inicio de clases con las partes interesadas. Se llevó a cabo la planificación con profesores y administradores vía Google Meets o zoom. Cada una de estos foros y/o reuniones permitió que las personas participaran y se comuniquen públicamente para proporcionar retroalimentación. El distrito también organizó juntas con tres distritos escolares remitentes para entender sus necesidades y crear un plan cohesivo para apoyar a los padres y familias para no afectar a las familias debido a los horarios escolares diferentes. El distrito también se reunió con el ayudante de superintendentes y superintendentes del High Desert y asistieron a sesiones grupales, regionales y del condado para aprender unos de otros y revisar todas las opciones posibles. El distrito mantuvo comunicación estrecha con el departamento de salud, así como con la oficina de educación del condado y el CDE para estar completamente actualizados.

Aprendizaje profesional:

Se apoyará al personal para que proporcione educación e instrucción efectiva en un entorno de aprendizaje a distancia. Puede que las oportunidades de aprendizaje profesional incluyan el uso de tecnología para acelerar o mejorar el aprendizaje académico y socioemocional, al igual que el enfoque del distrito y sitios escolares. VVUHSD tiene una página web dedicada a los

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recursos de aprendizaje a distancia. Para acceder a esta página por favor visite www.vvuhdsd.org.

Ayuda al estudiante:

VVUHSD tomará medidas para garantizar que las oportunidades de aprendizaje a distancia estén disponibles y sean significativas para todos los estudiantes, incluyendo los estudiantes con desventajas económicas, aprendices de inglés, jóvenes de crianza temporal, sin hogar y estudiantes con discapacidades. El distrito implementó el aprendizaje a distancia de grupos pequeños completamente desde marzo del 2020 hasta marzo del 2021. Toda la programación en línea y contenido en Internet debe cumplir con los estándares de accesibilidad para estudiantes con discapacidades, incluyendo la compatibilidad con tecnología de asistencia de uso común. Si tiene alguna pregunta o inquietud con respecto a los servicios para estudiantes, por favor comuníquese al 760-955-3201, extensión 10225

Aprendices de inglés:

VVUHSD proporcionará servicios de instrucción de idiomas a los aprendices de inglés mediante ELD designado e integrado para que participen de manera significativa. Los aprendices de inglés se enfocarán en los mismos estándares académicos rigurosos de su nivel de grado escolar que se esperan de todos los estudiantes, dentro de un período de tiempo razonable y recibirán un programa integral de instrucción designada e integrada del desarrollo del idioma inglés (ELD) orientado a su nivel de competencia e instrucción académica apropiada en un programa de adquisición de idiomas. Si tiene alguna pregunta o inquietud con respecto a los aprendices de inglés, comuníquese a 760-955-3201, extensión 10422.

Educación especial:

Se atenderá a todos los estudiantes con discapacidades según su plan de educación Individual (IEP) que describa la ayuda y servicios educativos que sean necesario. Es fundamental que el equipo IEP se reúna y trabaje con las familias para determinar de manera conjunta lo que funciona para cada estudiante respecto al aprendizaje a distancia, al igual que adaptaciones y modalidades de aprendizaje permiten mayor acceso. El personal de VVUHSD trabajará con cada familia y estudiante para proporcionar una educación pública gratuita y apropiada (FAPE) a cada estudiante durante el COVID-19, ya que puede que sea diferente. Los maestros de educación especial colaborarán con los maestros de educación general para garantizar que se proporcionen las adaptaciones y modificaciones apropiadas durante la instrucción de aprendizaje a distancia. Si tiene alguna pregunta o inquietud con respecto a la educación especial, comuníquese a 760-955-3201, ext. 10276.

Jóvenes de crianza y sin hogar:

Se cumplirán las necesidades de los jóvenes sin hogar y de crianza. Se buscarán oportunidades y programas para apoyar a estos estudiantes. Los estudiantes que están actualmente y estuvieron en hogares de crianza y experimentaron la falta de un lugar para vivir, los desafíos existentes relacionados con una vivienda, educación, empleo, ingresos y/o salud, vieron cómo se intensificaron por la pandemia. VVUHSD ayudará a los estudiantes sin hogar al proporcionar recursos a los estudiantes que carecen de transporte, como recogerlos. De igual importancia, VVUHSD garantizará que los estudiantes de juventud de crianza y McKinney-Vento (sin hogar) tengan acceso equitativo a todas las actividades escolares, ya sea en línea o en persona.

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Otra población estudiantil:

Se dará consideración a otra población estudiantil y a sus necesidades únicas de aprendizaje.

Uso de dispositivos / tecnología:

Todos los estudiantes de VVUHSD se deben esforzar por comportarse con responsabilidad digital y, por eso, nos esforzamos para trabajar con las familias y personal para desarrollar las aptitudes y comportamiento necesario para contribuir positivamente a la comunidad en línea. Se espera que los estudiantes usen los dispositivos tecnológicos del distrito de manera responsable de acuerdo con el uso aceptable del distrito. Se utilizará el sentido común de los medios de comunicación como recurso del personal, estudiantes y familias respecto al aprendizaje y enseñanza del comportamiento digital. Se entregará un dispositivo a todos los estudiantes durante el aprendizaje a distancia. Se proporcionará WiFi gratuito a las familias y tendremos autobuses con wifi portable por toda la comunidad. Se observará el distanciamiento social apropiado en los estacionamientos públicos mientras utilizan el WiFi gratuito. Si tiene alguna pregunta o inquietud con respecto a la tecnología o para usar los dispositivos, por favor comuníquese con el departamento de tecnología al 760-955-3214.

Centros de participación de padres de familia:

La misión de los centros de participación de padres de familia es fomentar la destreza y salud de las familias al ofrecer contenido que eduque, informe e inspire a las personas. Al trabajar con los coordinadores de participación familiar (FEL), cada sitio escolar brindará servicios y ayuda. Los maestros brindarán capacitación y ayuda a los padres con el material de aprendizaje a distancia, plataforma AERIES y asistencia escolar. Para obtener más información, por favor llame al director de su sitio escolar.

Comunicación:

VVUHSD organizará juntas con la comunidad y personal y enviará actualizaciones periódicas para mantener la transparencia mediante protocolos de comunicación activos, claros, consistentes y específicos en todo el distrito. Mientras nos preparamos para reabrir las escuelas de manera segura y avanzamos en el año escolar 2020-21, mantendremos la comunicación para recibir comentarios de nuestros interesados. VVUHSD proporcionará comunicación en inglés y español para satisfacer las necesidades de los interesados.

Ayuda socioemocional

El Distrito reconoce la necesidad de ayudar al estudiante en su totalidad. La ayuda socioemocional se proporcionará principalmente por los maestros, que a su vez recibirán desarrollo profesional en las prácticas de aprendizaje socioemocional (SEL) durante la educación a distancia. Los estudiantes que necesiten ayuda adicional tendrán acceso remoto a los consejeros escolares, psicólogos escolares, administradores, trabajadores sociales y / o agencias externas.

30 de marzo de - mayo del 2020:

La sección siguiente describe la respuesta del distrito durante el cierre de las escuelas en el semestre de primavera del 2020:

El 19 de marzo del 2020, el gobernador Newsom emitió una orden de "quedarse en casa" por

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lo que se convocó una reunión especial de la junta directiva el 2 de abril del 2020. La junta directiva actuó para aprobar una resolución que delegaba autoridad al superintendente para tomar las medidas necesarias para proteger a los estudiantes y personal de la propagación del COVID-19. Se envió un comunicado detallado a todo el personal de recursos humanos. Por favor vea las implicaciones del COVID-19 en la carta de recursos humanos al personal (apéndice 1). La semana anterior a las vacaciones de la primavera, se proporcionó tiempo para que los maestros se prepararan para proporcionar instrucción en línea mediante Google classroom, en caso de que el cierre se extendiera después de las vacaciones de primavera.

Se comunicó a todo el personal las pautas siguientes:

Adaptaciones razonables debido al COVID

1. El empleado avisa a recursos humanos o la administración escolar de las inquietudes relacionadas con el desempeño de la totalidad de sus funciones laborales esenciales.
2. El empleado envía un correo electrónico con un archivo adjunto de la receta del médico con las restricciones / modificaciones y duración de esta solicitud.
3. El departamento de recursos humanos se coordina con la administración de riesgos para evaluar la solicitud y determinar si el distrito se puede adaptar a las restricciones / adaptaciones.
4. Se lleva a cabo una reunión para determinar si el distrito puede adaptar razonablemente la solicitud del empleado (por ejemplo, trabajar desde casa, alterar la ubicación o el entorno de trabajo, modificar el horario laboral, proporcionar EPP, proporcionar acceso a cualquier licencia disponible, etc.).
5. Si se puede adaptar al empleado, los departamentos de recursos humanos y administración de riesgos revisarán las adaptaciones que acordaron cada treinta días.

Respuesta a un caso:

El distrito recibió instrucciones claras de que toda exposición potencial al COVID, se debía informar a recursos humanos. Se llamó y examinó a cada empleado personalmente para rastrear el contacto. Si un miembro del personal sospechaba o daba positivo al COVID-19, se avisó de inmediato a los departamentos de recursos humanos y administración de riesgos. Cuando los estudiantes regresen, si se sospecha de un estudiante o da positivo a COVID-19, el estudiante no regresará hasta que cumpla con el criterio de las pautas del CDC para discontinuar el aislamiento en el hogar (apéndice 2). Para obtener recursos o información adicional, se alienta a las familias y personal que se comuniquen con la administración de su sitio.

Verificación médica

Cuando la discapacidad o necesidad de las adaptaciones no son obvias, los departamentos de recursos humanos y administración de riesgos puede solicitar al empleado que proporcione documentación razonable de su discapacidad y solicitar que la documentación especifique la condición, las limitaciones funcionales y las necesidades de adaptaciones razonables del empleado. De ser necesario, se puede solicitar cualquier documentación adicional.

Protocolos y formación del personal

VVUHSD capacitó a todo el personal con respecto al módulo COVID-19 de Target Solutions. Se capacitó a los administradores de protocolo para informar a los departamentos de recursos humanos y administración de riesgos con respecto a los empleados que dieron positivo o

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estuvieron expuestos al COVID-19.

Síntomas: tenga en cuenta todos y cada uno de los síntomas presentes

1. Fiebre (100.4 grados Fahrenheit o mayor) o escalofríos
2. Tos incontrolable
3. Dificultad para respirar
4. Fatiga
5. Dolores musculares o corporales
6. Dolor de cabeza intenso
7. Pérdida del gusto u olfato
8. Dolor de garganta
9. Congestión o secreción nasal
10. Diarrea, vómitos, náuseas

Empleados que informan inquietudes:

1. 1. Se le enviará al empleado una carta apropiada, dependiendo de sus circunstancias individuales.
2. 2. Se envió a los empleados a trabajar desde casa de forma remota por 10 a 14 días, hasta que se administren la prueba y reciban los resultados.
3. 3. De acuerdo a AB 685, se enviará un aviso por escrito a los empleados del sitio escolar o departamento del empleado que dio positivo a más tardar 24 horas.
4. 4. Se determinará el regreso a las labores de acuerdo con el diagrama de flujo del DPH del condado de San Bernardino.
5. 5. La administración de riesgo dará aviso al personal apropiado para desinfectar el lugar de trabajo del empleado infectado de acuerdo con los procedimientos de mantenimiento incluidos en este documento.
6. 6. La administración de riesgo junto con el departamento de recursos humanos investigará a los contactos cercanos del empleado infectado, si hubiera alguno y determinará el curso de acción apropiado.
7. 7. La administración de riesgo trabajará con el departamento / sitio escolar para determinar si existe algún peligro que no se haya revisado. Si es así, se tomarán las acciones correctivas apropiadas.

Procedimientos de operación:

Durante este tiempo, el distrito se enfocará en:

1. Asistencia del personal y apoyo continuo para el personal que tiene mayor riesgo.
2. Supervisar el tipo de enfermedades y síntomas de los estudiantes y el personal.
3. Establecer protocolos de comunicación claros que permitan a las familias y personal informar enfermedades y mantener la confidencialidad.
4. Coordinar con las agencias de salud pública locales para informar, realizar pruebas y brindar apoyo.
5. Se capacitará a todo el personal en la transmisión del virus, autoevaluación de exámenes de salud, evaluación de salud visual de otras personas, técnicas de higiene y prácticas de desinfección.
6. Proporcionar instrucciones claras de informar al departamento de recursos humanos, toda exposición potencial a COVID.
7. Colocar imágenes en los planteles de la prevención de enfermedades y protocolos de seguridad.

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8. Proporcionar cubrebocas para todos los empleados y protectores de escritorio para los individuos que proporcionan seguridad y alimentos, cubrebocas desechables, desinfectantes para manos, toallas para desinfectar superficies, divisores de cubículos en cada oficina y comprar dispositivos para medir la temperatura.
9. Protectores de escritorios rodantes de 6 pies para medir temperatura y proporcionar seguridad en los sitios escolares
10. Controlar periódicamente el suministro de los dispensadores de jabón y desinfectante de manos y revisar que estén en condiciones óptimas.
11. Proporcionar tres “protectores contra salpicaduras” en cada área de recepción; todos los visitantes deben usar cubrebocas como lo requiere el departamento de salud pública y / o las pautas locales, el personal irá al área de recepción del visitante, en lugar de que el visitante vaya al área del personal
12. Limite el número de visitantes en la oficina en cualquier momento y supervise la temperatura de cada persona y use cubrebocas para ingresar al plantel como lo indica el departamento de salud pública y / o las pautas locales
13. Limitar los visitantes, voluntarios y actividades no esenciales que involucren a grupos externos.
14. Educar a los estudiantes y padres de los exámenes médicos, higiene saludable, lavarse las manos adecuadamente, cubrirse la cara adecuadamente y las técnicas para prevenir la propagación del coronavirus y todas las enfermedades.
15. Verificar que todos los baños tengan dispensadores automáticos de jabón, dispensadores automáticos de papel y que los baños tengan sensores de descarga.
16. Aumentar la cantidad de dispensadores de desinfectante de manos en áreas de alto tráfico en todos los sitios escolares y en todos los escritorios para acceso rápido.
17. Seguir el plan Covid-19 de regreso a la escuela.

Durante este momento,

1. Se programaron reuniones diarias con el gabinete y la administración del distrito para preparar un cierre más prolongado. En consulta con el superintendente de las escuelas del condado de San Bernardino y el departamento de salud pública del condado de San Bernardino, VVUHSD recibió la aprobación de la junta escolar para brindar educación a distancia durante el resto del ciclo escolar que se llevó a cabo el 1 de abril del 2020.
2. Los directores del gabinete y de los sitios escolares se reunieron regularmente vía zoom / google meets para planear las graduaciones y final del ciclo escolar. Se tomó la decisión de fomentar las ceremonias para entregar diplomas mediante un proceso de auto servicio que se llevaron a cabo con mucho éxito por la administración de los sitios escolares.
3. Acceso a los planteles / Visitantes: Los planteles escolares estarán disponibles para proporcionar servicios esenciales. Los maestros y ayudantes de maestros del personal clasificados tuvieron la opción de trabajar en el plantel escolar o de forma remota. Si estuvieran en el plantel, deberían registrarse para desinfectar las instalaciones al final del día.

Opciones de aprendizaje para	
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| | 1. Se programó la capacitación en línea de los maestros |
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estudiantes El distrito implementó educación en línea y ayudó a los estudiantes y personal a implementar Google Classroom para que los estudiantes pudieran asistir y participar.	con la configuración de Google Classroom y el plan de estudios en línea ACELLUS como material adicional para respaldar la planeación en el aula. Se compraron licencias suficientes para permitir el acceso a todos los estudiantes. 2. Se proporcionaron recursos y un sitio web de aprendizaje a distancia para los estudiantes de educación especial y aprendices de inglés. 3. También se prepararon y publicaron videos de capacitación en el sitio web de aprendizaje a distancia para apoyar y capacitar a los maestros y estudiantes en la instrucción en línea. De igual manera hicimos muchas llamadas telefónicas y enviamos correos electrónicos para guiar a los estudiantes, familias y personal al sitio web de aprendizaje a distancia para que tuvieran acceso a libros de texto digitales y tutoriales sencillos para navegar la plataforma Google classroom. 4. Durante la semana del 23 de marzo, en vacaciones de primavera, el equipo de servicios educativos comenzó a preparar paquetes de distribución familiar para proporcionar acceso a Internet suficiente en casa. 5. El departamento de servicios educativos creó un documento de orientación estudiantil que se envió a los hogares el domingo 28 de marzo, en el cual detalla las obligaciones de los estudiantes durante el aprendizaje a distancia. Vea la carta a los estudiantes que se envió el 28 de marzo (apéndice 3). También se envió una copia esa misma noche a todos los administradores, maestros y consejeros de los planteles. 6. Las escuelas se comunicaron con las familias para crear una lista de preferencias de paquetes escolares para sus hijos, para enviarlos por correo a los estudiantes a partir del 8 de abril del 2020. 7. Se brindó desarrollo profesional a docentes y para educadores del uso de Google classroom. Los mentores de matemáticas del distrito proporcionaron horas de asesoramiento todo el día a los maestros que necesitaban ayuda. 8. El personal escolar se comunicó con las familias para que los estudiantes se registraran y asistieran a clases. Este proceso también permitió que las escuelas identificaran qué familias no recibieron un dispositivo. Se ordenaron puntos de acceso (hot spots) y se entregaron a las familias. Se dio prioridad a los estudiantes del grado 12 y el gabinete visto a las familias para proporcionarles una computadora portátil y un punto de acceso para no comprometer el proceso de su graduación. Se envió una carta de asistencia escolar a las familias cuyos estudiantes no ingresaban a sus clases en línea. <i>Ver carta de</i>
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	<i>asistencia escolar, abril del 2020 (Apéndice 4)</i> 9. El distrito recibió las pautas de las calificaciones y trabajó con VVTA, docentes y administradores para preparar las pautas para calificar el semestre de primavera del 2020. <i>Vea las pautas de calificación de VVUHSD (apéndice 5). Se compartió con todo el personal Vea las pautas de calificación de VVUHSD (apéndice 5). Se compartió con todo el personal.</i>
Recursos humanos: Lugar para trabajar del personal, facultad y administración.	Se permitió a los maestros trabajar de forma remota o en su sitio escolar. Los empleados clasificados y administrativos tuvieron un horario flexible. Excepto cuando hubiera un infortunio indebido para el distrito, el superintendente o la persona designada proporcionaría adaptaciones razonables.
	HEALTH AND WELLNESS: Healthy Behaviors & Expectations: - Educate students, parents/guardians, and staff about health promotion and illness prevention practices. - Provide a clean, safe, and healthy educational environment for students and staff. - Implement social distancing measures, hand-washing, and hand sanitizing. - Require face masks worn by students, staff, and visitors. - Students, staff and visitor temperature will be taken upon arrival. - Staff will refer any student with obvious signs or symptoms of illness to the Health Office for further monitoring. - Engage all stakeholders to maintain a safe, clean and effective environment. - Facilities and Maintenance Manager will directly assist school administration in their responsibility to evaluate school-based custodial personnel and inspect their work performance. Daily Cleaning - Custodial staff will work during each school day to support the learning environment. Enhanced Cleaning - Custodial staff will work between student cohorts to clean and disinfect all high-touch surfaces throughout the school. Disinfectant Cleaning - In the event of a COVID-19 confirmed positive, staff will immediately initiate a deep cleaning of the affected areas.
Salud y seguridad de los estudiantes y personal Prácticas de higiene y uso de EPP	Mientras se encuentren en cualquier sitio del distrito, se espera que los visitantes y personal usen cubrebocas como lo requiere el departamento de salud pública y / o las directrices locales. Además, se recomienda lavarse las manos con regularidad, evitar tocarse la cara y evitar compartir cualquier artículo. Las áreas de recepción de todos los planteles estarán equipadas con escudos protectores. - Se compraron protectores para escritorios. - Cubrebocas desechables, desinfectantes para manos, toallitas para superficies. - Se colocaron divisores en los cubículos de cada oficina. - Se compraron pistolas para medir la temperatura. - Protectores de escritorios rodantes de 6 pies para medir temperatura y proporcionar seguridad en los sitios escolares.
Limpieza y desinfección de instalaciones	- Se cambió el propósito de los conductores de autobuses a limpieza. - Las cuadrillas de conserjes nocturnos empezaron

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	implementaron limpieza profunda. 3. Se cerraron las aulas y oficinas donde hubo casos positivos por 2-3 días para implementar protocolos de limpieza profunda.
Medidas de precaución para el personal	1. El distrito proporcionará equipo de protección personal (PPE) apropiado a todos los miembros que requieren presentarse en los sitios escolares. 2. Se designó capacitación para todo el personal con respecto al virus Corona 101 en la plataforma Target Solutions. 3. Se actualizó el plan de prevención de lesiones y enfermedades con el anexo del COVID. 4. Se implementaron medidas de distancias social con horarios alternos.
Exámenes de salud	Verificación de temperatura en todos los sitios escolares según los protocolos del CDC
Distanciamiento social	1. Se espera que los estudiantes, personal o miembro de la comunidad, mantenga una distancia física de seis pies en el plantel escolar como sea posible. 2. Utilizamos calcomanías para marcar claramente la distancia social de 6 pies. 3. Se colocaron letreros en las puertas de todo el distrito con el protocolo del COVID según SBDPH con respecto a cubrebocas, lavado de manos, temperatura, etc.
Enfermedades y licencia para ausentarse	1. Cualquier persona que se enfermaba tenía que informar a recursos humanos: 2. Evaluarse para rastrear el contacto con otras personas 3. Recibir aprobación para evaluarse, regresar a casa y permanecer en cuarentena por 14 días antes de regresar. 4. Proporcionar los formularios (EPSLA o FFCRA) para las licencias de ausencia asociadas con el COVID-19. 5. Aprobar hasta 80 horas de licencia para ausentarse y si recursos humanos lo aprobaba y hasta 10 semanas más por cuidado familiar.
Procedimientos para informar violaciones de seguridad	1. Los sitios recibieron instrucciones de cómo responder a un visitante o personal que tuvo fiebre, mediante los administradores del sitio escolar, quienes a su vez tenían que informar a recursos humanos. 2. Mismo protocolo para cualquier persona que se niegue a seguir el protocolo.
Cualquier otra medida activa	1. Se llevaron a cabo juntas comunitarias para revisar las actualizaciones del COVID y se actualizó el sitio web del distrito con información nueva.

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Nutrición	1. Durante el aprendizaje a distancia, el servicio de nutrición proporcionó comida a los estudiantes de la comunidad. Los estudiantes recogieron desayunos y almuerzos todos los días en todos los sitios escolares. 2. El servicio de nutrición empezó a servir comidas en El Mirage.
Tecnología	1. Se envió una encuesta a todos los estudiantes y sus familias para preguntar quién necesitaba un ordenador portátil para continuar con el aprendizaje en línea. Los datos ayudaron a programar la distribución de ordenadores, escuela por escuela, para que los estudiantes y/o sus familias pudieran recoger los ordenadores en la oficina del distrito después de las vacaciones de primavera o la semana del 30 de marzo. 2. Se preparó un horario por sitio escolar del aprendizaje a distancia que empezó a partir del 29 de marzo.
Transportación	No se transportó a ningún estudiante

VERANO 2020

1. La escuela de verano fue 100% en línea.
2. El distrito programó desarrollo profesional para todos los docentes con respecto a las plataformas Acellus, APEX y UC Online. Los docentes y para profesionales asistieron para capacitarse en los recursos.
3. El distrito preparó un plan del semestre de otoño del 2020 para la mesa directiva el 18 de junio del 2020.
4. En preparación para el ciclo escolar 2020-21, el distrito creó un comité de seguridad y un comité de servicios educativos para recopilar información de la respuesta del distrito al cierre escolar.
5. El Superintendente y gabinete participaron varias veces en foros comunitarios y realizaron encuestas de las opciones de regreso a la escuela.
6. El comité de servicios de educación, formado por representantes y maestros de VVTA, diseñó el documento y lo compartió con todos los maestros y administradores con respecto a las expectativas del aprendizaje a distancia y aprendizaje sincrónico. Ver las expectativas finales de los docentes - 27/julio/20 (apéndice 6)
7. El programa de verano del 30 y 31 de julio se centró en varias sesiones del plan de estudios, plan de lecciones, Google classroom y ayuda tecnológica para docentes. Esta fue la sesión de desarrollo profesional con mayor asistencia con casi el 70% de los docentes los dos días.

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Limpieza y desinfección de instalaciones	1. Se cambió el propósito de los conductores de autobuses a limpieza. 2. Las cuadrillas de conserjes nocturnos empezaron implementaron limpieza profunda. 3. Se cerraron las aulas y oficinas donde hubo casos positivos por 2-3 días para implementar protocolos de limpieza profunda.
Medidas de precaución	Se implementaron medidas de distanciamiento social con horarios alternos
Exámenes de salud	1. Verificación de temperatura en todos los sitios escolares según los protocolos del CDC 2. Se otorgaron calcomanías y brazaletes para confirmar la temperatura adecuada
Distanciamiento social	Se pusieron letreros en las puertas de todo el distrito con protocolos del COVID-19, según SBDPH con respecto a cubrebocas, lavado de manos, revisión de temperatura, etc.
Respuesta a un caso	1. Se dieron instrucciones claras al distrito de informar a recursos humanos toda exposición potencial al COVID. 2. Se llamó y examinó personalmente a cada empleado para rastrear sus contactos.
Servicios nutricionales	Continuación del programa de recoger en una bolsa desayuno, almuerzo y cena en Victor.

Planeación de la reapertura escolar, en el semestre de otoño del 2020

El objetivo del gabinete era limitar la exposición y resaltar la seguridad del estudiante y personal. El regreso escolar del distrito en el semestre de otoño tuvo tres opciones. Cada opción identificó que traer de regreso a los estudiantes y personal dependía de tener un plan de entrada y salida, suministros EPP suficientes y un horario para limpiar y desinfectar todas las superficies. También se hizo hincapié en garantizar que el bienestar físico, mental y emocional de los estudiantes y personal fuera prioridad. Se presentaron las tres opciones siguientes a la junta directiva en la reunión del 18 de junio del 2020.

OPCIÓN I: APRENDIZAJE A DISTANCIA

El propósito de la opción I: Para continuar con las necesidades académicas y socioemocionales de los estudiantes, el distrito recomendó esta opción y acordó limitar el acceso a los planteles.

1. Los estudiantes pueden asistir a clases mediante aprendizaje a distancia.
2. Los maestros utilizarán el plan de estudios en línea de Acellus para garantizar equidad y acceso. El cual incluye cursos A-G, AP, aprendices de inglés y educación especial.
3. Todos los cursos seguirán un programa de estudios común y un ritmo del contenido que mantenga la consistencia y el rigor. Se proporcionará más capacitación en julio.
4. Los estudiantes de los programas de educación especial más restringidos asistirán al plantel todos los días, posiblemente en un horario reducido.
5. Asegurar que estos estudiantes tengan dispositivos y acceso a WIFI

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OPCIÓN 2: REGULAR

La opción II estará disponible cuando todos los estudiantes regresen a los planteles escolares.

1. Los estudiantes regresarán todos los días con jornada completa.
2. Distancia recomendada de 6 pies en las aulas, autobuses y durante la hora del almuerzo
3. Los docentes y los auxiliares de los docentes estarán todos los días en sus aulas.
4. Se recomienda que las clases de educación física sean al aire libre
5. Se establecerá un horario de limpieza y los salones de clases tendrán suministros de limpieza.
6. Horario de limpieza y conserjería
7. Establecer expectativas de instrucción claras tanto para los estudiantes como para el personal

OPCIÓN 3: MEZCLADO

Esta opción permite a los estudiantes estar en el plantel unos días y en línea / aprendizaje a distancia otros días.

1. El modelo mezclado que se recomendó el 50% de los estudiantes los días martes/miércoles y jueves/ viernes. Los maestros y los auxiliares de docentes asistirán todos los días.
2. Los lunes se llevarán a cabo evaluaciones y otros planes de los docentes. Ningún estudiante asistirá al plantel.
3. Los estudiantes en los programas de educación especial más restringidos estarán en el plantel todos los días, posiblemente en un horario reducido.
4. Los maestros llevarán a cabo las clases en sus aulas: instrucción directa.
5. Se proporcionará desarrollo profesional en el modelo 'Flipped Classroom' para que los estudiantes terminen su trabajo en lectura previa y otras designaciones con sus maestros.

Plan continuo de la reapertura escolar

El 17 de julio del 2020, el gobernador Newsom anunció las pautas que requieren los condados para estar fuera de la lista de vigilancia del COVID-19 en el estado por 14 días consecutivos antes de reanudar la instrucción presencial.

El 3 de agosto del 2020, el departamento de salud pública de California (CDPH) publicó el proceso de exención de la educación presencial primaria. El 24 de agosto del 2020, el CDPH emitió una guía del proceso.

VVUHSD se enfocó y dio prioridad a la salud y seguridad de nuestros estudiantes, personal y familias mientras revisábamos e investigábamos cómo prepararnos para comenzar el ciclo escolar en el otoño. Con cada directriz nueva del CDPH y del departamento de salud del condado de San Bernardino, el distrito respondió de manera adecuada al comunicar y actualizar a todas las partes interesadas. El gabinete preparó y presentó el plan continuo de reapertura escolar para la junta del 16 de julio del 2020. También, el distrito desarrolló medidas sólidas de limpieza y seguridad para los estudiantes y el personal en cada fase. El distrito proporcionó EPP en todos los sitios y publicó las pautas de seguridad a seguir para el personal y los visitantes. El plan de regreso a clases presenciales del distrito incluye la fase 2 cuando el 25%

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de los estudiantes asistan todos los días y la fase 3 cuando el 50% de los estudiantes asistan dos veces por semana. Aún con el cambio constante de las directivas del CDE, el distrito continuó consultando con los administradores de los sitios escolares y del distrito para desarrollar un plan de grupos pequeños.

El plan incluía cinco pasos:

Fase 1	Fase 2	Fase 3	Fase 4	Fase 5
Educación a distancia completa	Los estudiantes asisten 1 día por semana	Los estudiantes asisten 2 días a la semana	Abierto a capacidad plena, con precauciones	Apertura escolar sin restricciones

Para más detalles, consulte la tabla a continuación.

VVUHSD COVID-19 Return to School Continuum Plan 2020-2021					
AREA	PHASE 1 Teachers/Counselors have option to work from home Students attend online	PHASE 2 Teachers and staff are at sites Students attend 1 day per week	PHASE 3 Teachers and staff are at sites Students attend 2 days per week	PHASE 4 School sites open at full capacity with precautions	PHASE 5 School sites open without restrictions
Instruction	100% Distance Learning	Cohort A/B/C/D approximately 25%	Cohort A & B approximately 50%	Students are back in school 100%	Students are back in school 100%
	Distance Learning using • ACELLUS • CANVAS • Enhanced Google Classrooms Minimum Day schedule followed at each site. All schools have the same start and end time for the minimum day schedule- depending on a 6th and 7th period day. Students in asynchronous online instruction with their teachers.	Blended Learning Program Each cohort attends one day – Monday, Tuesday, Thursday, and Friday. Students in one-day synchronous and three-day asynchronous online instruction with their teachers. Wednesday: No students on campus Teacher prep/504/IEPs and planning and PD. Teachers will communicate with families Teachers will monitor student progress and well-being	Blended Learning Program Cohort A – Attends Monday and Tuesday. Cohort B – Attends Thursday and Friday. Students in two-day synchronous and two-day asynchronous online instruction with their teachers. Wednesday: No students on campus Teacher prep/504/IEPs and planning and PD. Teachers will communicate with families Teachers will monitor student progress and well-being	Return to traditional daily classroom instruction	Return to traditional daily classroom instruction.
		VVUHSD Distance Learning using online program using ACELLUS	VVUHSD Distance Learning using online program using ACELLUS	VVUHSD Distance Learning using online program using ACELLUS	VVUHSD Distance Learning using online program using ACELLUS
	VVUHSD Virtual School	VVUHSD Virtual School	VVUHSD Virtual School	VVUHSD Virtual School	VVUHSD Virtual School
VVUHSD Distance Learning – Full time online instructions – schools are open; however, students choose to stay home and participate in full-time classes that deliver online curriculum Board adopted – ACELLUS. Students can return to the classroom setting at any time. VICTOR VALLEY VIRTUAL ACADEMY– Full-time virtual instruction – schools are open, but these students wish to enroll into the new school. These students are completely online and the content is Acellus. Students are enrolled at the Virtual Academy, <u>which is a separate school</u>. Students cannot transfer to a different site until the end of a semester, as these students are progressing at their own pace.					

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Basado en actualizaciones del gobernador Newsom del 17 de julio, el distrito implementó la fase 1 (aprendizaje a distancia completo) mientras recibimos orientación para permitir que regrese el personal y los estudiantes.

Fase 1: agosto 2020

Instrucción y participación:

VVUHSD se mantuvo a la vanguardia de la instrucción y aprendizaje durante el aprendizaje a distancia durante la fase 1. Los maestros trabajaron con la administración del distrito y de los sitios escolares para desarrollar pautas claras del aprendizaje asincrónico y sincrónico. La expresión común a continuación se utilizó para definir el aprendizaje en este modelo:

1. Plataforma de aprendizaje: Google Classroom o CANVAS.
2. Herramientas de aprendizaje sincrónico: Google Meet y Zoom con profesores en vivo en línea.
3. Herramientas de aprendizaje asincrónicas: Horario de oficina de los docentes para ayudar a los estudiantes con instrucción adicional, según sea necesario.
4. Herramientas de organización: Google Drive.

En la fase I, el distrito proporcionó todos los días educación a distancia en línea vía instrucción 100% sincrónica en vivo de 8:00 am a 12:07 pm. Los maestros están disponibles para brindar apoyo adicional a los estudiantes todos los días durante el 'horario de oficina' de 12:45 pm a 2:50 pm. Allí los estudiantes que tuvieron una pérdida significativa, pueden recibir ayuda adicional de los maestros.

También se capacitaron los paraprofesionales de educación especial y bilingües para brindar ayuda específica según lo indique el maestro del aula. Los estudiantes que requieren ayuda de SEL reciben recursos y trabajan directamente con sus consejeros. Se compartieron los recursos locales, estatales y nacionales con el personal y sus familias vía correo electrónico y / o se publicaron en el sitio web de recursos de aprendizaje a distancia y / o en las cuentas de redes sociales de las escuelas y del distrito. Durante el horario de 12:45 - 2:50 p.m., el/la administrador(a) LEA terminará el proceso SST de manera normal para identificar a los estudiantes que requieren ayuda adicional. Se utilizarán auxiliares del título 1 para ayudar con lecciones guiadas en lectura y matemáticas al igual que proporcionar ayuda diferenciada en grupos pequeños bajo la dirección de un docente. El distrito implementó un horario claro de las evaluaciones formativas y sumativas del ciclo escolar para fomentar la enseñanza y el aprendizaje de los estándares clave en inglés y matemáticas. En septiembre se llevará a cabo la evaluación universal de la ubicación inicial de los estudiantes con opción de intervención e intervención intensiva que ayude a los estudiantes en riesgo que sufrieron pérdidas en el aprendizaje, al igual que para acelerar a los estudiantes. El distrito implementó un sistema de intervenciones de cuatro niveles que incluye intervención intensiva para los estudiantes que se desempeñan por debajo de tres o más niveles de su grado escolar.

El departamento de servicios educativos se reunió con miembros del personal docente, clasificado y administrativo para desarrollar las opciones de planeación educativa del aprendizaje a distancia. Como resultado de esta colaboración, el distrito pudo crear las expectativas de la educación a distancia para estudiantes y familias durante el 2020-2021 (apéndice 7), y un plan para docentes basado en un entendimiento común del aprendizaje a

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distancia, instrucción sincrónica y asincrónica, ayuda necesaria para fomentar el éxito de los estudiantes y revisión de la pérdida de aprendizaje. Finalmente, el desafío mayor fue cómo involucrar a las familias sin conexión a Internet. Por lo consiguiente, enviamos mensajes escolares mediante SchoolMessenger para informar a las familias de la intención del plan. Se utilizó el horario de oficina para que las familias dieran sus sugerencias para el plan y dejaran sus comentarios y pensamientos vía telefónica en la extensión de la oficina de servicios educativos. La intención verdadera de VVUHSD, es involucrar a todas las partes interesadas para crear un plan que cumpla con las necesidades de todos los estudiantes de nuestro distrito durante el aprendizaje a distancia, ayudar a llenar los vacíos de nuestros programas y minimizar la pérdida de aprendizaje durante el COVID-19. El comité de reapertura consideró todos los comentarios de la comunidad y se agregaron al plan siempre y cuando se alinearan con las metas de aprendizaje del distrito y demostraran sensibilidad fiscal en su compra e implementación.

Con el fin de satisfacer las necesidades emocionales personales de los estudiantes y personal, el distrito siguió compartiendo recursos de servicios profesionales, estrategias de acoplamiento y ayuda familiar y personal en señales de advertencia. Con la transición de la instrucción al 100% de aprendizaje a distancia, hubo más alertas de bienestar en respuesta a comentarios, designaciones y / o discusiones que los estudiantes tenían en el foro en línea. Hubo varias respuestas a las alertas de bienestar incluyendo, pero no limitadas a: comunicación con la familia / estudiante, remisiones a recursos, informes CPS, comunicación con el condado para localizar hogares de crianza nuevos, revisión de bienestar, conversaciones con el personal respecto a designaciones. Se actualizaron y distribuyeron los recursos a medida que recibimos la información. Se tradujeron al español, todas las presentaciones a la comunidad y se publicaron en el sitio web. Todos los mensajes y anuncios que enviamos a casa estaban en inglés y español. En el foro comunitario, se tradujeron todas las preguntas y respuestas al español.

Ayuda e intervención:

Para garantizar la medición y supervisión del aprendizaje y competencia, el distrito instituyó un plan de ayuda e intervención sólido de cuatro niveles para los estudiantes para el ciclo escolar 2020-2021:

1. En septiembre se llevó a cabo una evaluación universal en matemáticas e inglés para todos los estudiantes. Los resultados impulsarán la diferenciación en el salón de clases y ayuda adicional en aptitudes de alfabetización. Contratamos a un proveedor de tutoría 1: 1 (personal) para estudiantes de inglés y matemáticas que están por debajo de tres o más niveles de su grado escolar.
2. Los sitios escolares llevarán a cabo SST con estudiantes con dos o más F en el trimestre y los recomendarán a tutoría.
3. Para los estudiantes que necesitan ayuda adicional mayor a la tutoría del sitio escolar, el distrito brinda ayuda específica de 4 a 6 pm de lunes a jueves en todas las materias escolares.
4. Además, daremos ayuda a todos los estudiantes las 24 horas del día, 7 días de la semana mediante una empresa de tutoría para que los estudiantes y familias obtengan ayuda ilimitada cuando la necesiten y en tiempo real.

Acceso a material didáctico:

En los cursos que no tenían acceso al formato digital en línea, el distrito ayudó a los maestros con acceso al contenido en línea Acellus A-G que incluye todas las materias básicas, educación

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especial, aprendices de inglés, AP, idiomas del mundo y clases optativas. Se capacitó a los maestros para acceder al contenido de Acellus y complementarlo con rigor según sea necesario. El distrito está utilizando las evaluaciones adoptadas por el distrito. Además, el distrito proporcionó libros de texto impresos de las materias que no tenían una opción en línea y cada escuela proporcionó la opción de recogerlos en sus sitios.

El equipo del distrito también compró material adicional de los aprendices de inglés para programas designados e integrados, así como material de ayuda para los estudiantes en el programa de educación especial. El brindar acceso a material digital adicional para aprendices de inglés y educación especial proporcionó ayuda para que los estudiantes pudieran cumplir con las necesidades de educación especial e inglés. Los programas 'EL' - MyEL Companion'-integró la ayuda en todos los grados; 'iLit' en todas las aulas de aprendices de inglés del nivel 1 y 2, al igual que Rosetta Stone para los estudiantes recién llegados. Los paraprofesionales bilingües seguirán ayudando a los aprendices de inglés durante el aprendizaje a distancia en el horario escolar, al igual que tutoría extracurricular en todas las materias. Educación especial: N2Y para estudiantes en el programa severo / profundo.

Asistencia y participación:

El distrito adoptó un horario para cumplir con los requisitos de instrucción mínimo de 240 minutos. El día escolar del distrito incluye 247 minutos: 8 a.m. - 12: 07 p.m. todos los días.

Durante este tiempo, todos los maestros proporcionan interacción / instrucción EN VIVO (sincrónica) y tomando asistencia en AERIES. Los maestros también supervisan el progreso del contenido mediante las lecciones. Los profesores utilizan una de las dos plataformas: Google classroom o CANVAS. Los maestros cargan sus lecciones de instrucción y supervisan a los estudiantes según terminen sus tareas y las actualicen en AERIES ya que las calificaciones se relacionan directamente con las tareas.

Se requiere que los estudiantes asistan a sesiones en vivo de 31/37 minutos cada día. Se desarrolló el registro de participación semanal de los maestros para documentar el aprendizaje. Se cuenta con un registro de participación diaria de los estudiantes para reforzar la intervención multinivel de los estudiantes que han faltado tres días o más. Dado que el distrito participa en el aprendizaje sincrónico, se justifica la asistencia escolar de los estudiantes al participar al registrarse en las actividades de las clases.

Se medirá la participación y el valor del tiempo del trabajo de los estudiantes de la manera siguiente:

1. Todos los profesores utilizan la plataforma Google classroom y actualizaron sus lecciones diarias / semanales / quincenales.
2. Los maestros ingresan sus actividades cotidianas en la boleta de calificaciones de Google que coincide con el plan de instrucción cotidiano.
3. Cuando un estudiante termina su tarea, el maestro proporciona la calificación. Es importante tener en cuenta que, debido al aprendizaje sincronizado, las clases se llevan a cabo todos los días en IVO, por lo mismo, los estudiantes deben asistir en a cada sesión de manera presencial. Los estudiantes obtienen puntos cuando envían su trabajo.
4. La actualiza la participación de los estudiantes en la sección de asistencia escolar de

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AERIES. También incluimos un sistema de intervención de tres niveles para controlar la asistencia escolar con el fin de supervisar a los estudiantes que se ausentan tres días o más por semana. También creamos un proceso claro para comunicarse con los padres e implementar visitas domiciliarias.

5. El distrito abrió una escuela virtual en agosto del 2020 para ayudar a las familias que no les gusta mandar a la escuela a sus estudiantes.
6. Cuando un estudiante se ausenta o no participa por tres días en una semana determinada, se implementa el plan de reincorporación multinivel siguiente:
 - ☐ Nivel 1: El docente intentará comunicarse con el estudiante y la familia por teléfono y correo electrónico.
 - ☐ Nivel 2: Si el estudiante no se incorpora, el docente remitirá el caso a la administración. El administrador, consejero y / u otro personal de ayuda intentarán comunicarse con la familia vía telefónica, correo electrónico y enviarán una carta al hogar.
 - ☐ Nivel 3: Si el personal de la oficina escolar no puede reincorporar al estudiante, se remitirá el caso al departamento de servicios estudiantiles. El equipo de servicios estudiantiles se comunicará con la familia vía telefónica, correo electrónico y enviarán una carta al hogar.
 - ☐ Nivel 4: Si no se tiene éxito para reincorporar al estudiante, el equipo de servicios estudiantiles dará paso al nivel siguiente que incluirá los procesos SARB y SART.

Juventud de crianza y estudiantes sin hogar:

Se cumplirá con las necesidades de los jóvenes sin hogar y de crianza. Se buscarán oportunidades y programas para apoyar a estos estudiantes. Se proporcionará información, recursos y/o ayuda a los estudiantes y sus tutores para su bienestar socioemocional, enfoque traumático, atención plena y estrategias para reducir la ansiedad y promover un entorno de aprendizaje positivo. Si tiene alguna pregunta o inquietud con respecto a los estudiantes sin hogar o jóvenes de crianza, comuníquese con la oficina de servicios estudiantiles al 760-955-3200 x. 10426.

Se dará consideración a otros estudiantes y sus necesidades únicas de aprendizaje. Es posible que algunos estudiantes se reúnan en grupos pequeños para recibir ayuda e instrucción.

Educación especial:

Los maestros de educación especial de los estudiantes con discapacidades proporcionarán continuidad del aprendizaje mediante una variedad de recursos de aprendizaje a distancia según lo considere apropiado el equipo IEP para que los estudiantes de educación especial tengan acceso razonable a las mismas oportunidades de aprendizaje que otros estudiantes. El equipo de educación especial también tendrá acceso al material en línea tal como Acellus, el cual se puede vectorizar en rigor. Además, se respaldará los cursos SDC en Acellus de la educación en línea para que los docentes orienten y supervisen el aprendizaje. Los proveedores de servicios relacionados (terapeutas del lenguaje, maestros de educación física adaptiva, etc.) prepararán actividades de aprendizaje a distancia para terminar en el hogar según corresponda. Se mantendrán registros de comunicación. El distrito se asegurará de que las plataformas de videoconferencias se utilicen para proporcionar las actas requeridas cumplan con FERPA. Se llevarán a cabo las juntas IEP anuales y cumplirán con todas las pautas federales. Se llevarán

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a cabo las juntas IEP vía Zoom o Google Meets para incrementar la participación y obtener retroalimentación. Se utilizará el programa DocuSign para firmar los documentos.

Horario de instrucción:

Consulte la página siguiente para conocer el horario de aprendizaje a distancia con el formulario de instrucción sincrónica cotidiana de 8 am 12:07 p.m. y el formulario de instrucción asincrónica 12:37 - 2:50 p.m.

Distance Learning - CURRENT Instructional Schedule									
School Start Time				8:00 AM	School Start Time				8:00 AM
6 Periods					7 Periods				
	Start	End	Minutes			Start	End	Minutes	
Period 1	8:00 AM	8:37 AM	37		Period 1	8:00 AM	8:31 AM	31	
Passing			5		Passing			5	
Period 2	8:42 AM	9:19 AM	37		Period 2	8:36 AM	9:07 AM	31	
Passing			5		Passing			5	
Period 3	9:24 AM	10:01 AM	37		Period 3	9:12 AM	9:43 AM	31	
Passing			5		Passing			5	
Period 4	10:06 AM	10:43 AM	37		Period 4	9:48 AM	10:19 AM	31	
Passing			5		Passing			5	
Period 5	10:48 AM	11:25 AM	37		Period 5	10:24 AM	10:55 AM	31	
Passing			5		Passing			5	
Period 6	11:30 AM	12:07 PM	37		Period 6	11:00 AM	11:31 AM	31	
LUNCH	12:07	12:37			Passing			5	
Period 7*	1:07 PM	1:44 PM	37		Period 7	11:36 AM	12:07 PM	31	
					LUNCH	12:44	1:14		
					Period 8*	1:17 PM	1:48 PM	31	
Duty Day Ends	2:51 PM	3:28 PM	37		Duty Day Ends	2:51 PM	3:22 PM	31	
Total Instructional Minutes			222		Total Instructional Minutes			217	
with Passing Periods			247		with Passing Periods			247	
* Bargaining Unit Members assigned a 0, 7th or 8th period class before or beyond the regular 6 or 7-period day, the 0, 7th or 8th period will begin at 1:07 pm and follow the 37-minute instructional period for a 6-period day and 31-minute instructional period for a 7-period day. Bargaining Unit Member's contractual day shall be extended by the number of minutes in the period accordingly with the end of the duty day being 3:28 for a 6-period school and 3:22 for a 7-period school.									
** (Victor Valley High School only) Bargaining Unit Members who are assigned both a 7th AND 8th period class beyond the regular day, will begin 8th period at 3:33 pm and follow the 37-minute instructional									

En agosto, el distrito envió la forma a los maestros para que cumplieran con la instrucción relacionada con el registro cotidiano de asistencia escolar y aprendizaje, al igual que con las expectativas de los docentes con respecto a la instrucción sincrónica y asincrónica. *Consulte las prácticas de los docentes con respecto a la educación a distancia, agosto del 2020 (apéndice 8)*

Desarrollo profesional

Se proporcionará desarrollo profesional y apoyo coordinado continuo mediante el aprendizaje a distancia con respecto al liderazgo del distrito y sitios escolares, asesores de instrucción y / o PLC.

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Programa de seguridad y prevención del COVID-19:

El Programa de prevención del COVID-19 (CPP) de VVUHSD (apéndice 9) siguió la lista del CDC fechada el 14 de enero (apéndice 10)

Este incluye:

1. Identificación y evaluación del riesgo del COVID-19
2. Participación de los empleados
3. Selección de empleados
4. Corrección del riesgo del COVID-19
5. Control del riesgo del COVID-19
6. Investigación y respuesta a casos del COVID-19
7. Sistema de comunicación
8. Capacitación e instrucción
9. Exclusión de casos del COVID-19

Acondicionamiento atlético:

Usando las pautas de CIF (apéndice 11) el 11 de marzo, VVUHSD desarrolló una guía detallada para la reapertura de actividades atléticas que se compartió con los administradores de los sitios escolares. Consulte la guía de reapertura de actividades atléticas de VVUHSD. (apéndice 12) El programa deportivo es esencial para el aprendizaje de todos los estudiantes involucrados. Seguimos las pautas de las agencias federales, estatales y locales de salud durante la reapertura multinivel del programa de actividades atléticas y minimizamos el riesgo de transmisión de enfermedades a estudiantes, familias, entrenadores y comunidad. Guiaremos la reapertura de nuestros programas de actividades atléticas multinivel de VVUHSD con lo que sea factible, práctico, aceptable y adaptado a las necesidades de la comunidad para ayudar a nuestros estudiantes a participar en estos programas esenciales y altamente significativos de la manera más segura posible. De acuerdo con la orientación del COVID-19 para deportes juveniles del departamento de salud de California y la orientación del departamento de salud del condado de San Bernardino.

Este incluye:

1. Protocolos de autoevaluación de VVUHSD
2. Protocolos de detección visual de VVUHSD
3. Protocolos de detección secundaria de VVUHSD
4. Promesa de prevención de enfermedades entre estudiantes y deportistas
5. Reconocimiento del COVID-19

Opciones de aprendizaje para estudiantes a partir de agosto del 2020.	1. Todos los maestros comenzaron a enseñar virtualmente, todos los estudiantes están en casa y asisten a clases en línea. 2. Algunos maestros optaron por trabajar en sus aulas. 3. Por el momento no hay estudiantes en los planteles escolares. 4. Se capacitó a todos los profesores en Google classroom, CANVAS, Acellus, APEX y cursos UCOP. Continuamos con la capacitación al crear un modelo capacitador de capacitadores durante el primer semestre para que los maestros tuvieran acceso a sus compañeros para obtener ayuda. 5. Se proporcionó intervención de cuatro niveles a los estudiantes, incluyendo a los tutores FEV con acceso 24/7. 6. Los sitios escolares brindaron tutoría de ayuda del nivel 1
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	7. El programa extracurricular de recuperación de créditos (Lighthouse) aumentó el acceso a todos los estudiantes 8. Todos los estudiantes recibieron dispositivos y WIFI / hotspots según fuera necesario. 9. Además, el distrito ubicó 11 autobuses alrededor de la comunidad para que los estudiantes tuvieran puntos de acceso al internet. 10. El desarrollo profesional ha continuado como lo solicitaron los maestros, incluidos los entrenadores del condado de matemáticas y ELA que apoyan la colaboración a nivel de grado. 11. Los estudiantes tienen acceso a libros de texto digitales y material adicional en casi todas las clases. 12. Se brindó desarrollo profesional a maestros y para educadores en Google classroom. Los asesores de matemáticas del distrito proporcionaron horas de oficina todo el día para los maestros que necesitaban ayuda.
Recursos humanos: Lugar de trabajo para el personal, facultad y administración.	Siguiendo las pautas del centro de control y prevención de enfermedades (CDC), el departamento de educación de California (CDE), el departamento de salud pública de California (CDPH), la organización mundial de la salud (OMS) y el departamento de salud pública del condado de San Bernardino (SBCDPH), la oficina del distrito y los sitios escolares permanecieron abiertos, pero con personal limitado. <i>El memorándum del departamento de recursos humanos de VVUHSD del 2020-2021, incluyó la declaración responsable para que los maestros trabajaran de forma remota (apéndice 13).</i> <i>Memorándum del departamento de recursos humanos para la administración de VVUHSD 08172020 Plan para el personal clasificado (apéndice 14) y formulario para el personal clasificado para trabajar remotamente (apéndice 15)</i> Personal certificado: Los maestros estaban en su hogar o en sus aulas. Los departamentos del distrito permitieron que el personal trabajara desde casa la mayoría de los días de la semana. Los administradores de los sitios escolares y del distrito utilizaron un horario de rotación parcial. Personal clasificado: AI clasificados - estaban en el aula con los maestros u operaban en otra ubicación de su sitio escolar Seguridad de los planteles: Se cambió su propósito para detectar la temperatura en el complejo del distrito o permanecieron en sus sitios y se designaron según fuese necesario Conductores de autobuses: Autobuses con WIFI, limpieza de puntos táctiles, trabajaron como ayudantes en los almacenes y se rotaron. Trabajadores de nutrición: Planearon, prepararon y recogieron comidas. Conserjes: asignados al distrito y a los sitios escolares

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Salud y seguridad de estudiantes y personal <i>Consulte el plan del programa de prevención del COVID 19 (apéndice 16)</i>	
Instalaciones	Se designó que los conserjes limpiarán las instalaciones después del horario escolar. Se limpiaron los salones de clases y las instalaciones e hicimos una inversión significativa para tener suministros EPP adicionales, artículos de limpieza y equipo de seguridad. LEA compró equipo y suministros nuevos para que los conserjes pudieran desinfectar efectivamente las oficinas y salones de clases, al igual que brindó la ayuda necesaria al incorporar conserjes adicionales para limpieza más profunda y detalladamente. 1. Los conserjes limpiarán las áreas de servicio de comida dos veces al día y los salones de clases, todos los días. En cada área habrá una botella de desinfectante y toallas de papel para desinfectar de manera adicional. Se limpiarán los baños del personal cada 2 horas. 2. Se limpiarán las oficinas administrativas una vez al día. Se barrerá o aspirará el piso una vez por semana. Limpieza después del almuerzo. 3. Se limpiarán y desinfectarán todas las instalaciones todos los días, dando atención especial a los puntos de contacto frecuentes, tales como las manijas de las puertas y los interruptores de luz. Se podrá acceder a dispensadores de jabón o desinfectantes para manos en todos los baños y áreas de alto tráfico. Para evitar la propagación del COVID-19, puede que se restrinja el acceso a las fuentes de agua potable.
Prácticas de higiene y uso del EPP	1. A cada empleado le entregaron 5 cubrebocas de tela 2. Desinfectantes y toallitas para manos, protectores faciales 3. Colocaron escudos colgantes en las bibliotecas, áreas de recepción del vestíbulo y entre los escritorios de las oficinas. 4. Todas las cafeterías del sitio escolar tienen puestos rodantes con escudos y también las ventanas que se usan para servir. 5. Se proporcionó a las oficinas de salud batas de papel, gorras, cubrebocas, divisiones de privacidad nuevas, camas, purificadores de aire, guantes, toallitas desinfectantes, etc. 6. 30 pulverizadores electrostáticos para conserjes 7. Pupitres escolares con escudos trilaterales en los sitios escolares (se entregaron 13000) 8. Se instalaron filtros yodados en cada sitio escolar. 9. Se compraron 45 purificadores de aire portátiles y se entregados a los sitios escolares 10. Los protectores faciales con cortina protectora están disponibles para su distribución (subgrupos de educación especial) 11. Se ordenaron 500 protectores para escritorios rodantes de 6 pies para los maestros.
Exámenes de salud	Se agregaron quioscos portátiles (para detectar temperatura de

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	reconocimiento facial)
Distanciamiento social	Se mantuvo 6 pies de distancia hasta el anuncio del 5 de marzo para reducirla a 4 pies y actualmente 3 pies entre los estudiantes
Respuesta a un caso	1. Se siguió el mismo protocolo que se estableció en la primavera del 2020. 2. Sin embargo, de acuerdo con las pautas del CDC, si una situación ocurrió en alguna ubicación del distrito la administración de riesgos tuvo que informar al departamento de compensación al trabajador ciertos detalles tales como la ubicación, dirección del sitio, número de personas expuestas, etc. 3. Sí hubo 3 casos o más en 14 días, se tuvo que avisar al SBDPH. 4. Informar a CAL-OSHA en caso de hospitalización o muerte.
Enfermedad y licencia para ausentarse	1. Se siguió el protocolo de FFCRA para obtener una licencia de ausencia que se aprobó el 31 de diciembre del 2020. 2. Posteriormente, la junta aprobó 80 horas adicionales el 31 de marzo del 2021. 3. El gobernador Newsom aprobó 80 horas adicionales el 30 de septiembre del 2020.
Procedimientos para informar violaciones de seguridad	Se siguió el mismo protocolo que se estableció en la primavera del 2020.
Nutrición	1. El personal continuó entregando comida de 12 y las 2 p.m. a todos los estudiantes en todos los sitios escolares incluyendo a El Mirage. 2. La proporcionó cena a partir del 30 de noviembre en todos los sitios escolares.
Tecnología	1. Se envió una encuesta a todos los estudiantes y familias preguntando quién necesitaría una computadora portátil para continuar con la educación en línea. Los datos ayudaron a programar la distribución de ordenadores portátiles por escuela, en la oficina del distrito escolar después de las vacaciones de primavera, empezando la semana del 30 de marzo. 2. El 30 de marzo empezó la distribución de dispositivos Chromebooks para los estudiantes. Se diseñó un horario por escuela y el 29 de marzo empezó la educación a distancia en todos los sitios escolares. 3. Seguimos designando puntos de acceso Wi-Fi en los autobuses para dar incrementar el acceso a la comunidad. 4. Ayuda técnica con respecto a la escuela preparatoria de aprendizaje virtual nueva. 5. Sin embargo, de acuerdo a las pautas nuevas del gobernador Newsom hechas en julio, el distrito no pudo

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	continuar con este plan.
Transporte	El estado recomendó que la distancia entre asiento y asiento fuera de 6 pies, es significa, 12 personas en un autobús. Pero en ese momento no se transportaba a los estudiantes.

Servicio a grupos pequeños

La primera acción de ayuda a grupos pequeños fue supervisar en varias localidades que los estudiantes terminaran las evaluaciones SAT el 3 de marzo del 2021. Cada habitación tenía purificadores de aire, escritorio con protectores, cubrebocas desechables, desinfectantes para manos, etc.

A partir del 15 de marzo, se dio la bienvenida a grupos pequeños de estudiantes de educación especial, juventud de crianza y sin hogar, aprendices de inglés y estudiantes del grado 12 con dificultades. También permitimos módulos de aprendizaje en cada sitio escolar, donde los estudiantes tenían acceso a Internet y a un espacio de aprendizaje seguro. Los suplentes supervisaron los módulos de aprendizaje.

Siguiendo la guía para grupos que emitió el CDPH, con fecha del 24 de agosto del 2020, el plan de grupos pequeños a continuación se finalizó e implementó con la participación de VVTA (*plan 6to y final*). (*apéndice 17*)

Se proporcionó a los sitios escolares un formulario de permiso parental para que los estudiantes pudieran asistir. *Consulte el formulario de permiso para ayudar a grupos pequeños. (apéndice 18)*

A continuación, se muestran los detalles del cronograma de grupos pequeños y los protocolos de seguridad que desarrolló el comité encargado de este proyecto.

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English Learners from 3-5 p.m. M-Th Maura will coordinate this with EL teachers
Special Ed SH ONLY from 9-12 noon on Saturdays ONLY ☐ -Yes to busing ☐ - grab and go breakfast and lunch Margaret will coordinate this with SH teachers.
☐ CTE from 3-5 p.m. ONLY M-Th Principals will confirm which teachers want to do this and invite their students Create a suitable learning environment, select a location and find a supervisor and keep the cohort together for as long as you need and do not mix the cohort.
☐ Struggling Seniors from 3-5 p.m M-Th and Saturdays from 9-12 noon (those at risk of failing) Principals will confirm which teachers want to do this and invite their students Create a suitable learning environment, select a location and find a supervisor and keep the cohort together for as long as you need and do not mix the cohort.
☐ Foster and Homeless Youth 3-5 p.m. M-Th Principals will confirm which teachers want to do this and invite their students Create a suitable learning environment, select a location and find a supervisor and keep the cohort together for as long as you need and do not mix the cohort.
☐ Learning Pods: 8-12 noon M-Th Principals coordinate and request for subs with HR. The subs will supervise the group not to exceed 16. Follow all cohort guidelines and find a location where the cohorts can be separated. Classrooms, library, labs, MPR- you decide. Allow the students to come back and use the internet- create a suitable learning environment, select a location and find a supervisor and keep the cohort together for as long as you need and do not mix the cohort.

Se desarrollaron pautas de seguridad y supervisión y se compartieron con todo el personal de grupos pequeños:

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Safety and Supervision Guidelines	
Restroom access:	Each bus aide will escort 1- 2 students to the restroom. Wait outside with one student while the other one goes in. Then bring them back together. This will prevent students from getting access to others.
Lunch	Placed outside on a cart for each classroom.
Activities	Targeted academic language support
Classroom safety	All required desk shields, masks, sanitizers etc will be provided
Student checks	Temperature before getting on the bus by bus aide/ front gate for those dropped off If ill, they will have to go back home. Parents called and the sick room setup. A bus will be on standby to take any student back home who comes to the stop and has a fever.
Classroom cleanup	Custodial staff will be provided the classroom list for each site and will conduct deep cleaning at the end of the scheduled day. Custodial mangt will provide the schedule for restroom clean up during the day to meet safety guidelines
Staffing	work with EL teachers to determine next steps
All students in each small cohort will be bussed together - to and from school. All busses will have one(1) bus aide and 1:1 aide (if needed). Bus aides will stay with the cohort from the time the bus route starts to when they are dropped off. They will stay in the classroom.	
Restroom access:	Each bus aide will escort 1- 2 students to the restroom. Wait outside with one student while the other one goes in. Then bring them back together. 1:1 aides will have full PPE gear for diaper change
Breakfast & Lunch	Placed outside on a cart for each classroom. Teachers can decide on supervision - combination of in class and outside
Activities	OT, PT, Speech, academic support.
Classroom safety	109 desk shields, 109 face masks and face shields Full PPE gear as needed
Student checks	Temperature before getting on the bus by bus aide/ front gate for those dropped off If ill, they will have to go back home. Parents called and sick room setup
Instructional Model	Teachers will be providing instructional plans for all students- both in the classroom and online Teacher will decide whether the teacher or the classroom aide/s will support the in-class and online students during the class time.
Classroom and restroom cleanup	Custodial staff will be provided the classroom list for each site and will conduct deep cleaning at the end of the scheduled day. Custodial mangt will provide the schedule for restroom clean up during the day to meet safety guidelines

Se permite la ayuda y servicios especializados y presenciales para grupos pequeños estables cuando las escuelas puedan satisfacer todas las condiciones detalladas en la guía de grupos pequeños, incluyendo:

1. Limitar el tamaño de los grupos a 16
2. Restringir que los grupos se mezclen
3. Mantener una distancia física adecuada, uso de cubrebocas, limpieza y otras medidas de seguridad.
4. Se proporcionaron letreros para entrar y salir de las carpas, flechas para indicar el sentido, letreros en las puertas de entrada y salida y carteles para lavarse las manos.

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Fase 2: Aprendizaje a distancia - Estudiantes del grado 12 que regresarán el 12 de abril

AB-86 COVID-19 alivio y reapertura de las escuelas, informes y requisitos de salud pública. (apéndice 19)

A partir del 5 de abril del 2021 y siguiendo las pautas del nivel naranja de SBCDPH y CDC, todo el personal certificado y clasificado regresó a su lugar de trabajo. Los departamentos de recursos humanos y gerencia en riesgos están trabajando con el personal que tiene alguna circunstancia especial para que continúen trabajando de forma remota.

Se permite la ayuda y servicios especializados y presenciales para grupos pequeños estables cuando las escuelas puedan satisfacer todas las condiciones detalladas en la guía de grupos pequeños, incluyendo:

1. Limitar el tamaño de los grupos en las aulas a un espacio de 3 a 6 pies
2. Restringir que los grupos se mezclen
3. Mantener una distancia física adecuada, uso de cubrebocas, limpieza y otras medidas de seguridad.
4. Se proporcionaron letreros para entrar y salir de las carpas, flechas para indicar el sentido, letreros en las puertas de entrada y salida y carteles para lavarse las manos
5. Carteles de seguridad en todos los lugares públicos

A partir del 12 de abril, se identificó que los estudiantes del grado 12 (seniors) regresen a la instrucción presencial, si así lo desean, bajo la guía de AB 86 (apéndice 19). VVUHSD trabajará con las escuelas e implementará las pautas del memorando de entendimiento con los grupos de negociación colectiva y asegurar todas las medidas de seguridad necesarias antes que regresen los estudiantes de otros grados escolares.

Programa de instrucción:

1. La administración del sitio se comunicó con los estudiantes para determinar quién deseaba regresar.
2. Se ha proporcionó un formulario de permiso que requiere la firma de los padres.
3. Los salones de clases están equipados con pizarrones interactivos para respaldar la instrucción mezclada. En los salones de clases tendremos puntos de acceso a la plataforma chrome para facilitar el acceso al material digital.
4. Capacitaremos a los docentes en el uso de pizarrones interactivos.
5. Se ofrecen módulos de aprendizaje en cada escuela para los estudiantes que tienen acceso limitado a Internet para que puedan asistir a clases.
6. Tendremos ayuda extracurricular para estudiantes en riesgo de los grados 9 (freshmen) y 12 (seniors), juventud de crianza, jóvenes sin hogar y aprendices de inglés
7. Tenemos sesiones sabatinas disponibles de preparación para el examen AP, al igual que ayuda para los estudiantes con dificultades.

Seguridad de los estudiantes y personal:

1. Si se remite a una persona a una evaluación secundaria, el personal capacitado deberá seguir los pasos siguientes para determinar el curso de acción adecuado:
2. El evaluador secundario y la persona evaluada deberán cubrirse la cara durante el examen como lo requiere el departamento de salud pública y / o las pautas locales.
3. Control de temperatura
4. Reevaluar los síntomas
5. Revisar las condiciones de salud subyacentes e historial personal.
6. Preguntar la duración de los síntomas.

Respuesta de VVUHSD al cierre escolar por el COVID 19

7. Preguntar si alguien más en el hogar muestra síntomas.
8. Determinar el plan de acción basado en la evaluación:
 - Regreso a clase: Llamar a casa para avisar a los padres que se llevó a cabo una evaluación secundaria y se regresó al estudiante a clases.
 - o
 - Aislar y enviar a casa: Aislar al estudiante, llamar a casa para avisar a los padres que se llevó a cabo una evaluación secundaria y que deben recoger al estudiante lo antes posible. Por ningún motivo el estudiante puede viajar en el autobús de regreso casa.
9. Distanciamiento social: Al menos tres pies de distancia en las filas del almuerzo
10. El acceso a interiores se debe utilizar solamente para recoger comida en las cafeterías y / o cuando el clima lo requiera, ej. cuando llueva, haga calor excesivo, etc.
11. Se aconseja enfáticamente suspender las actividades que requieran contacto físico a la hora del almuerzo, hasta nuevo aviso.
12. Los sitios escolares considerarán horarios múltiples para comer con fin de limitar el tamaño del grupo.
13. Se aconseja enfáticamente el no compartir alimentos entre estudiantes que no viven en el mismo hogar.

Distanciamiento social:

Se designarán las rutas de para entrar y salir, maximizando el número de entradas y minimizando el contacto entre estudiantes, personal y familias. En la medida de lo posible, los grupos de estudiantes permanecerán en un espacio de aprendizaje para reducir el movimiento e interacción. Se utilizarán los espacios al aire libre para proporcionar instrucción tanto como sea posible, al igual que alternar el almuerzo y las actividades escolares.

Para facilitar el distanciamiento social dentro y fuera del aula y minimizar el contacto, VVUHSD implementará los protocolos siguientes.

1. Exigir que todo el personal y estudiantes lleven a cabo una autoevaluación diaria para detectar síntomas de enfermedad posibles. El personal / estudiantes deben avisar a su escuela / empleador la(s) ausencia(s) debido a enfermedad.
2. Exigir que todo el personal esté atento a cualquier síntoma de enfermedad posible de los estudiantes. Si se observa un síntoma o más, por favor envíe al estudiante a la oficina de salud para una revisión secundaria.
3. Algunas personas pueden desarrollar síntomas de enfermedades infecciosas mientras están en la escuela. Las escuelas tomarán medidas para aislar a las personas que desarrollen estos síntomas de otros estudiantes y personal.
4. Las personas que desarrollen cualquier síntoma de la sección 1 mientras están en la escuela, deberán aislarse en una sala separada del personal y otros estudiantes y se implementarán los protocolos siguientes:
 - a. El personal escolar (ej, trabajadores, ayudantes de maestros, personal de salud escolar) que interactúan con una persona que se enferma mientras está en la escuela, debe usar las precauciones de transmisión estándar, conforme el CDC para atender a personas enfermas. Esto incluye, pero no se limita a cubrebocas, guantes, protectores faciales y batas desechables.
 - b. Las personas enfermas se irán a casa o a un centro de atención médica según la gravedad de sus síntomas. Si dan positivo en la prueba, deberán informar a la administración de su sitio escolar o departamento de recursos humanos / gestión de riesgos.
 - c. Si una escuela necesita llamar a una ambulancia para transportar a una persona al hospital y respondió 'sí' a cualquiera de las preguntas de la sección 2, primero se debe alertar al personal de emergencia que el/la estudiante / miembro del personal pudo estar expuesto(a) a alguien con COVID -19.

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- d. Después de aislar a la persona, el personal escolar que trabaja en el área de aislamiento, tendrá que seguir la política del distrito con respecto a la limpieza y desinfección de la instalación.

Consideración del cierre parcial o total

Cuando un estudiante, maestro o miembro del personal da positivo por COVID-19 y se expuso a otras personas en la escuela, implemente los pasos siguientes:

1. En consulta con el departamento de salud pública local, recursos humanos y gestión de riesgos proporcionarán instrucciones para los pasos próximos.
2. Orientar a los padres, maestros y personal recordándoles la importancia de las medidas de distanciamiento físico comunitario mientras la escuela permanece cerrada, incluyendo disuadir al personal y estudiantes a reunirse en otro lugar.
3. Seguir las pautas del CDC con respecto a la cuarentena y el cierre escolar.

Violaciones de salud y seguridad y / o protocolos para informar el riesgo del COVID 19:

1. Las operaciones del distrito se deben adherir a las agencias de salud locales, estatales y a las pautas de CAL / OSHA.
2. Las personas que observen violaciones de salud y seguridad y / o riesgos del COVID 19, deben informar el problema de inmediato a la administración del sitio escolar. La administración entonces deberá trabajar con el departamento de gestión de riesgos de VVUHSD para evaluar la situación. Si se encuentra una infracción o peligro, la administración del sitio corregirá la situación de acuerdo con las pautas de salud estatales, locales y de CAL/OSHA dentro del plazo designado por el departamento de gestión de riesgos de VVUHSD. Si no se corrige el problema como se indicó anteriormente, se deberá informar directamente al departamento de gestión de riesgos de VVUHSD.
3. Se deben informar inmediatamente las inquietudes de OSHA a los departamentos de gestión de riesgos y recursos humanos de VVUHSD.

Pruebas sintomáticas del personal y estudiantes:

Se regresarán a casa a los estudiantes y personal sintomático inmediatamente o les pedirán que se queden en casa y les recomendarán que se hagan una prueba de COVID 19 lo antes posible de acuerdo con los requisitos de salud y seguridad estatales y locales. Se proporcionará información a las personas sintomáticas de las ubicaciones donde realizarse pruebas gratuitas, incluyendo las instalaciones del departamento de salud pública del condado de San Bernardino, farmacias locales, centros de salud locales y / o laboratorios contratados por el distrito, según estén disponibles.

Capacitación e instrucción de los protocolos de prevención de enfermedades para estudiantes y padres de familia:

1. Si durante el día escolar algún estudiante desarrolla algún síntoma, debe informar inmediatamente a un maestro y / u otro funcionario escolar e ir inmediatamente a la sala de aislamiento del plantel escolar.
2. Seguir las pautas de salud pública locales, estatales y del distrito con respecto al control de temperatura.
3. Lavarse las manos con agua y jabón con frecuencia y mínimo 20 segundos. Cuando no se puedan lavar las manos, use desinfectante de manos con 60% de alcohol mínimo.
4. Cubrir la boca al toser con la manga o un pañuelo y luego lávese las manos inmediatamente con agua y jabón. Las personas que tengan tos repetitiva deberán ir a la oficina de salud para un examen secundario.
5. Usar el cubrebocas adecuadamente, cubriendo la nariz y boca, de acuerdo con los requisitos de salud y seguridad estatales y locales.
6. Distanciamiento social de seis pies mínimo y de otras personas ajenas a su hogar según

Respuesta de VVUHSD al cierre escolar por el COVID 19

los requisitos de salud estatales y locales.

7. Los padres de estudiantes con condiciones de salud de mayor riesgo deberán comunicarse con su escuela y explorar la posibilidad de continuar con el aprendizaje a distancia. La aprobación no requiere una receta de algún médico durante el estado de emergencia debido a la pandemia.

Evaluaciones:

De acuerdo con *las pautas de seguridad del CDE* para la reapertura, se solicita que los padres evalúen a sus estudiantes antes de ir a la escuela (verificar que la temperatura corporal esté por debajo de los 100.4 grados Fahrenheit, observe si tiene algún síntoma descrito por los funcionarios de salud pública) y mantener a los estudiantes en casa si muestran algún síntoma compatible con el COVID-19 o si tuvieron contacto con una persona diagnosticada con COVID-19. Se pide a los padres de estudiantes enfermos que no regresen a la escuela hasta que cumplan con el criterio para discontinuar el aislamiento casero del CDC (ver apéndice 2).

Actividades deportivas y otros eventos escolares:

Bajo la dirección de los departamentos de recursos humanos / gestión de riesgos, la administración del plantel escolar desarrollará sus protocolos para organizar eventos en un entorno seguro y protegido. De igual manera, siempre seguimos las actualizaciones del CDC y SBDPH para programar los eventos deportes y sociales al aire libre.

Comunicación:

El Superintendente y el gabinete de VVUHSD organizan reuniones comunitarias dos veces al mes para actualizarlos con respecto a la reapertura de las escuelas y los eventos escolares próximos. Por favor visite el sitio web del distrito para ver los eventos próximos.



VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

HUMAN RESOURCES DIVISION

16350 Mojave Drive, Victorville, CA 92395-3655

(760) 955-3201 ext. 10239

Dr. Ramiro Rubalcaba, Assistant Superintendent

To: All District Employees

From: Ramiro Rubalcaba, Ed.D., Assistant Superintendent, Human Resources

Re: Implications of COVID-19 on Staff

Date: March 27, 2020

On March 5, 2020, Governor Newsome declared a California State of Emergency due to the COVID-19 outbreak and on March 11, 2020, the World Health Organization officially declared the COVID-19 outbreak a pandemic. The District recognizes the importance of maintaining safe facilities, operations, and distance learning for the benefit of the students and communities served by the District and its teachers and staff.

The District made the decision to close school from March 16, 2020 through March 20, 2020 sending all students and employees home as a precaution. During this weeklong closure the District made the decision based on an Executive Order from the Governor and new legislation SB 117 to pay all employees including roving and long-term substitute employees during this weeklong closure. The week of March 23, 2020 to March 27, 2020 was a regularly scheduled Spring Break.

Schools are considered essential activities, so necessary operations will continue accommodating for the changes needed for remote work and distance learning to take place. The following is important information for all employees:

CSEA and VVTA Memorandums of Understanding (MOUs)

The District has worked collaboratively with both CSEA and VVTA to reach MOUs related to the impacts and effects of the COVID-19 pandemic. The District will continue to work with both associations as circumstances change and information is made available. The MOUs address specific matters as they relate to unit members for each association. Please contact your association for more information. We are thankful to both CSEA and VVTA for their dedication to our students, families, and staff.

Pay

- All active employees in paid status including long-term substitute teachers and roving substitute teachers will continue to receive full pay.
- Daily classified and certificated substitutes will only be paid if they are assigned work.

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- Employees who are in unpaid status for reasons such as but not limited to loss of credentials, exhaustion of all leaves, or disciplinary reasons, continue in or go into unpaid status.
- The Employment Development Department (EDD) has waived the waiting period and employees who are eligible for unemployment should contact the EDD. The following is a link to the EDD website: [Forms and Publications for Unemployment Insurance | California EDD](#)

Absences and Leaves

In the event an employee is exposed to COVID-19 or becomes ill with COVID-19, sick leave will be granted as afforded by law and as related to any other illness leave. Leaves will continue to be utilized by employees as required by law and CSEA/VVTA collective bargaining agreements, for reasons such as but not limited to illness, personal necessity and vacation as applicable. If employees are unable to report to work either remotely or on site, employees must continue to report absences as usual and indicate the reason as they normally would on our reporting absence system. Employees must also continue to provide physician's notes for matters such as but not limited to extended illness and other leaves. Please click on the link to see the poster related to new legislation specific to COVID-19. [EMPLOYEE RIGHTS](#)

Work Stations Remote and On Site

- Works stations at home and online interactions among students and staff shall continue to follow VVUHSD Board Policies, Administrative Regulations, and overall professional expectations. Please setup an appropriate workstation when working remotely from home such as a computer or device facing a wall or window. Continue to use professional/appropriate attire, follow the District's technology acceptable use agreement and utilize good judgment when interacting with students, families, or staff online.
- Utilize only District approved tools and online platforms to interact with students, families and staff. These platforms currently include your District email, Google Classroom, Google Hangouts, Zoom, Accellus, and APEX learning. School or District Social media platforms such as School Facebook or Twitter Accounts shall only be used for school-wide communications and not as a method for instruction or individual student contact. If there are any questions, doubts or questions please consult with your site administration or Tech Ed and visit the District's website [Victor Valley Union High School District: Home](#) for links to resources related to distance learning. In addition, please refer to the letter sent by Dr. Asrani, our Assistant Superintendent of Educational Services as it provides greater specificity to distance learning.

Work Schedules

School employees are all considered to be "essential employees", however, we continue to do everything possible to have employees work remotely from home with the exception of employees that have been notified by the District or their immediate supervisors to report on site.

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- **All employees (classified, certificated, confidential, and management) that are in paid status are “on call” and subject to direction from the District administration to report and complete their duties remotely or on site to work as needed.**
- Those who are still required to physically report to work on site should practice social distancing and take other necessary precautions such as gloves and masks as deemed necessary. To request a mask or gloves, please contact your immediate supervisor. Employees who are required to report to work on site will be notified in as reasonable a time as possible by the District or their immediate supervisors.
- **Breaks and lunch schedules shall continue to be followed as required by law and as arranged by your supervisor or District administration whether you are working remotely or on site.**
- **Effective Monday, March 30, 2020, we are returning from Spring Break and aligning to our regular work schedules and school schedules. As stated above, that does not mean that everyone physically reports to work. Most employees will continue to work remotely from home with the exception of those who have been notified by the District or their immediate supervisors to report on site with the necessary preventive measures.**
- Monday, March 30, 2020 is a student-free day. Teachers and staff are not required to physically report to work unless the District or their immediate supervisor has notified them. This day is intended to prepare for providing instruction to students starting Tuesday, March 31, 2020 and to set up workstations and schedules for our departments.
- Teachers, counselors, instructional aides, administrators and all support staff should prepare their work stations (remotely) to be ready to log on to Google Classrooms to meet with students following the regular school bell schedule or their District Office assigned work hours. We understand this will come with challenges and that is why we allocated this day to work through some of the challenges. (Please see the letter from Dr. Asrani).
- Teachers will be prepared with Google Classrooms and be ready to provide instruction for students based on the **regular school bell schedule remotely from home.**
- Teacher conference periods and lunch schedules still apply based on the current school schedule.
- Teachers who need a Chrome book or assistance with technology should use the Google Sheet form or contact Tech Ed. Dave Bertelsen, our Director of Technology will be setting up a support line for students and staff.
- Keep in mind that not all students have access to technology and the Internet at this time and the District is working diligently to identify those students and address that concern.

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- Grades should continue to be submitted weekly on AERIES but keep in mind that students have varying challenges at home and that assignments should enhance learning and not penalize or overwhelm students during these unprecedented times. Educational Services will provide further guidance on instructional delivery and grading procedures. (Please see the letter from Dr. Asrani for more information).
- Tutoring services will still continue. Your site administration will provide guidance on the tutoring. Teachers please share with your students so that they take advantage of this support and document what students are participating in tutoring.
- APEX credit recovery will continue as approved by PARS and based on the existing APEX schedules. Please contact Dr. Asrani for support related to APEX credit recovery.

These are unprecedented times and circumstances continue to change frequently. Please visit our District website to remain informed, take care of yourself and those around you, and do not hesitate to contact our Human Resources Department and any other administrator if we can be of service. Please the attached informational flyers and remember to utilize every resource available including those through your medical insurance to remain happy and healthy.

Sincerely,

Ramiro Rubalcaba, Ed.D.
Assistant Superintendent, Human Resources

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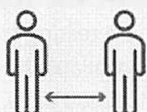
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COVID-19



WEAR A MASK



STAY 6 FEET APART



AVOID CROWDS



GET A VACCINE

When You Can be Around Others After You Had or Likely Had COVID-19

Updated Mar. 12, 2021

[Print](#)

If you have or think you might have COVID-19, it is important to stay home and away from other people. Staying away from others helps stop the spread of COVID-19. If you have an emergency warning sign (including trouble breathing), get emergency medical care immediately.

I think or know I had COVID-19, and I had symptoms

You can be around others after:

- 10 days since symptoms first appeared and
- 24 hours with no fever without the use of fever-reducing medications and
- Other symptoms of COVID-19 are improving*

**Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation*

Most people do not require testing to decide when they can be around others; however, if your healthcare provider recommends testing, they will let you know when you can resume being around others based on your test results.

Note that these recommendations do not apply to persons with severe COVID-19 or with severely weakened immune systems (immunocompromised). These persons should follow the guidance below for "I was severely ill with COVID-19 or have a severely weakened immune system (immunocompromised) due to a health condition or medication. When can I be around others?"

I tested positive for COVID-19 but had no symptoms

If you continue to have no symptoms, you can be with others after 10 days have passed since you had a positive viral test for COVID-19. Most people do not require testing to decide when they can be around others; however, if your healthcare provider recommends testing, they will let you know when you can resume being around others based on your test results.

If you develop symptoms after testing positive, follow the guidance above for "I think or know I had COVID-19, and I had symptoms."

I was severely ill with COVID-19 or have a severely weakened immune system (immunocompromised) due to a health condition or medication. When can I be around others?

People who are severely ill with COVID-19 might need to stay home longer than 10 days and up to 20 days after symptoms first appeared. Persons who are severely immunocompromised may require testing to determine when they can be around others. Talk to your healthcare provider for more information. If testing is available in your community, it may be recommended by your healthcare provider. Your healthcare provider will let you know if you can resume being around other people based on the results of your testing.

Your doctor may work with an infectious disease expert or your local health department to determine whether testing will be necessary before you can be around others.

For Anyone Who Has Been Around a Person with COVID-19

Anyone who has had close contact with someone with COVID-19 should stay home for 14 days after their last exposure to that person.

- The best way to protect yourself and others is to stay home for 14 days if you think you've been exposed to someone who has COVID-19. Check your local health department's website for information about options in your area to possibly shorten this quarantine period.

However, anyone who has had close contact with someone with COVID-19 and who meets the following criteria does NOT need to stay home.

- Someone who has been fully vaccinated and shows no symptoms of COVID-19

Or:

- Someone who has COVID-19 illness within the previous 3 months and
- Has recovered and
- Remains without COVID-19 symptoms (for example, cough, shortness of breath)

Confirmed and suspected cases of reinfection of the virus that causes COVID-19

Cases of reinfection of COVID-19 have been reported but are rare. In general, reinfection means a person was infected (got sick) once, recovered, and then later became infected again. Based on what we know from similar viruses, some reinfections are expected.

For Healthcare Professionals

If you are a healthcare professional who thinks or knows you had COVID-19, you should follow the same recommendations listed above for when you can resume being around others outside the workplace. When you can return to work depends on different factors and situations. For information on when you can return to work, see the following:

Criteria for Return to Work for Healthcare Personnel with SARS-CoV-2 Infection (Interim Guidance)

I Think or Know I had COVID-19, and I had Symptoms. When can I be Around Others?

If you have or think you might have COVID-19, it is important to stay home and away from others. When you can be around others depends on different factors for different situations.

I Had COVID-19, But No Symptoms. When Can I Be with Others?

If you have or think you might have COVID-19, it is important to stay home and away from others. When you can be around others depends on different factors for different situations.

More information

What to Do If You Are Sick

Caring for Someone at Home

Quarantine and Isolation

Symptom-Based Strategy to Discontinue Isolation for Persons with COVID-19

Last Updated Mar. 12, 2021

VVUHSD - DISTANCE LEARNING GUIDE FOR STUDENTS

Dear Students and Parents/Guardians:

Welcome back! We hope each of you and your loved ones have been healthy and well. We know that this school closure is a big disruption to your education, but we will do everything we can to make sure that your education continues at this time. We know that you may be feeling anxious and we know that the next few weeks will be challenging. Your teachers and administrators have been working very hard to get prepared for this new shift to Distance Learning.

In this letter I have provided guidance to help you and your parents understand what Distance Learning will look like for you, and how you can be successful in this different learning environment. Please read each section carefully as it provides information on what will make you successful. I have also posted this on the [Distance Learning website](#) under Student page.

What is Distance Learning

This means that you are attending class online, completing and submitting assignments, and interacting with your teachers using the online tools designated by your teachers and supported by VVUHSD. It is important to remember that while you are not physically in school, school is still in session and you are expected to engage in your coursework. All school district policies apply at this time so you must remember to stay focused and avoid behaviors in the online format that can impact your learning.

What tools do I need so that I can be successful in this online format?

- **Chromebooks:**

- In order for you to be able to complete your assignments, you will need a computer or mobile device, and internet access. Last week we distributed almost 400 computers to students who indicated that need on the survey that was conducted in February.
- If you were unable to pick up one or you did not complete the survey, please fill out this Form: [Technology Access- Chromebook Request](#). We will schedule a pick up for you this week.
- We also know that some of you will require internet access; we will provide you this access very soon.

- **Cameras for online interaction with your teacher:**

All our chromebooks have cameras so you will be able to attend online meetings with your teachers.

What can I expect from my teachers? What will be expected of me?

- Teachers will be using Google classrooms and you will be attending live sessions through Google Meets. Teachers will post assignments, resources, and grades through this system.
- Your teachers will communicate about your assignments when you check into your classes.
- Please check your emails for information from your teachers.
- If you do not remember your email sign in password or if you are struggling to log in to their district email (@vvstu.org) please contact helpdesk@vvuhsd.org.
- On the last page there is information on how to access your google classroom.

What will my daily Class/ Period Schedule look like?

- All classes will meet online during your regular schedule. There will be no change to that time.
- Your schedule is the same as it was when you were in school. You will follow your start and end time for the day as you had before this closure occurred. There will be no change to your schedule
- These are dedicated times for you to meet with your teacher to review content and assignments, have small group discussions, and interact with your classmates.
- Your teachers will conduct Class Check-ins through an online meeting using Zoom or Google Meets.
- This class period time is when your teachers will assign work and when you will submit your work. Your teacher will determine what is required to mark you as attending school.

VVUHSD - DISTANCE LEARNING GUIDE FOR STUDENTS

- Teachers will provide more information on how and when to submit your work online.

How can I be successful in this Distance Learning classroom?

- Become familiar with the Google classroom access and Google Meets format.
- Make sure you have your email sign in and password ready or send email to helpdesk@vvuhsd.org.
- Make sure you have your schedule posted clearly somewhere so that you know when to check in online for each of your classes.
- Create a routine for yourself that is your dedicated "school time." Remember, this is not time off - you are still attending school, but in a different learning environment. Having a routine will help you focus and use your time effectively.
- Work with your parents or guardians to create a schedule for break times.
- Work with your family to create a work space for yourself so that you are comfortable when using the computer and can charge it easily. When using Google Meet, make sure your back is to a wall and not to any other part of the house or family pictures etc. This is an official format for online instruction.
- We have uploaded your text books digitally so you can download them on your computer.
- As much as possible, minimize potential distractions such as a TV and avoid sitting or working from your bed. It is not the best place to focus on work.
- Practice good online etiquette. Treat your online classroom as you would your regular, in-person classroom with appropriate attire, backgrounds, and behavior during your online meetings.
- Use appropriate and considerate language and keep topics professional and relevant to the course material. VVUHSD Technology Use Agreement outlines these expectations for you.
- Stay connected to your classmates and teachers. Outside of your scheduled period time, email them to check in and ask questions.
- While you are encouraged to stay at home and practice social distancing, reach out to your friends and classmates so you stay connected.

What do I do if I need help?

- Reach out to your teachers during your class period.
- Additionally, after school tutoring will be offered so you can ask questions and get help quickly. You can email your teacher, counselor or administrator to get more information on your school's tutoring schedule.
- After school APEX credit recovery will also be available. Contact your counselor if you need to remediate a F grade, or especially if you are a senior who needs to make up courses to graduate.
- Reach out to your Guidance Counselor during school Hours, or you can email them at any time.
- For technology assistance:, send an email to helpdesk@vvuhsd.org

I am a senior. What does this school closure mean for my progress toward graduation, senior transcript, and college prospects?

- It is important to remember that school is continuing, though in a different environment, and teachers will be assigning work and issuing grades.
- As long as you are engaging in your coursework, attending Class Check-ins, and submitting assignments, you will earn grades and credits toward graduation.
- If you have concerns about your progress toward graduation or college eligibility, please reach out to your Guidance Counselor.
- As for college, remember that many colleges and universities have also closed, so they are aware of the circumstances.
- If you have been admitted or waitlisted at a college or university, you may want to contact them and let them know your situation.
- VVUHSD will include with your final transcript to colleges and universities information about the school closure and its impact on instruction.

VVUHSD - DISTANCE LEARNING GUIDE FOR STUDENTS

- You may also reach out to Director of College and Careers, Dr. Lorraine Collins at lcollins@vvuhsd.org

What if the power/internet service goes out and I am unable to attend the Class Check-in or complete an assignment?

- Email or call your teacher and inform them of the situation as soon as possible, before class if you can. Your teacher will work with you to make arrangements for and submitting the assignment and making up the class.

What about AP exams?

- College Board is aware that many schools across the country have closed, and they are putting plans into place to allow for rescheduling exams.
- In the meantime, you should continue to engage in your coursework and prepare for AP exams at the direction of your teachers.
- We have added an AP update link on the [VVUHSD webpage](#) and we will post all updates there.
- For more information about AP exams and school closure impact, visit the College Board AP website. Once we know more, we will share that information with students registered for AP exams.

What about SAT and ACT?

- College Board has cancelled the March and May SAT administrations and is issuing refunds
- For the latest information about SAT test dates and rescheduling, visit the College Board SAT website.
- For students registered to take the ACT on April 4, the test has been rescheduled to June 13.
- You should be receiving an email from ACT this week with information about how to reschedule to the June date for free. For the latest information about ACT test dates and rescheduling, visit the ACT website

Information for Parents & Guardians:

How can I support my student in Distance Learning?

- Establish a set routine for "school time" every day. Creating structure for your student will help them focus and use their time effectively.
- Find a work space where the student can access their computer and internet and can charge their computer.
- Make sure that your student sits with his back to a wall and when your student is using the camera there are no family pictures or view of your house
- Be very aware that your student is attending classes when they are on line with their teachers. Please monitor the noise and disruptions closely and allow your child to interact as they would have done in a regular classroom. If there are other household members at home, establish expectations for protecting "school time" for your students and minimizing distractions or interruption
- As much as possible, minimize potential distractions such as a TV.
- Recognize that students are not used to learning in a completely online environment. Check in with your student about what they are finding challenging or confusing about their online work.
- Encourage them to reach out to teachers and counselors if they are struggling.
- Monitor their stress level, participation in class check-ins, and ability to complete assignments.
- Remember that school is about social interactions as well as academics. Encourage your student to reach out to friends by phone or online so they have opportunities to stay connected.
- Finally, please do not participate or interrupt the online instruction time by either speaking or engaging in classroom discussions. This is the student and teacher time; any disruptions from parents may result in loss of online participation for the student. IF you have questions, please email the teacher. If you have concerns beyond that, please email your student's Principal.

VVUHSD - DISTANCE LEARNING GUIDE FOR STUDENTS

What do I do if I need help in supporting my student?

- Student illness/absence: Please contact your school Principal with an email.
- Monitor your student's progress by reviewing your student's google classroom assignments and grades. Additionally, please monitor the progress on Aeries.
- If your student does not participate during the Class Check-in you will be informed.
- Student wellness/mental health support: Contact your student's Guidance Counselor or Administrator to share your concerns. They will work with you to determine next steps for supporting your student. Additionally, Ms. Shakenya Edison, Director of Student Services at sedison@vvuhsd.org may be reached for resources that can support your child's needs within the community. She has already added a link for Resources on the [VVUHSD website](http://vvuhsd.org) on the first page.

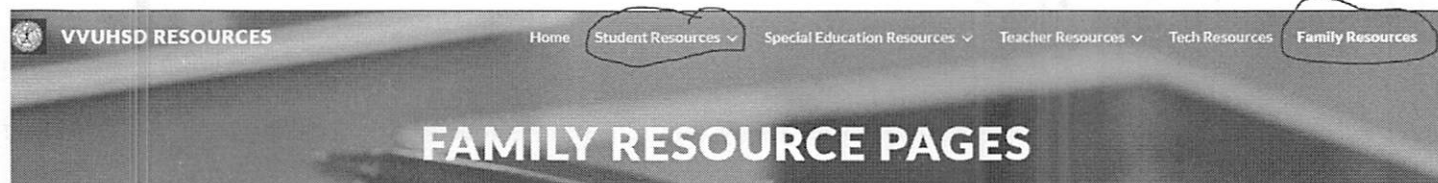
My student is in Special programs. What support will my student receive? (Special Education and English Learners)

- Director of Special Education, Ms. Margaret Akinussi will be sending out more information regarding Special Education on this. If you have specific questions, please reach out to her at makinussi@vvuhsd.org.
- Dr. Lauren Beyer will provide specific support for English Learners at this time. If you have specific questions, please email her at lbeyr@vvuhsd.org.

Resources: NEW DISTANCE LEARNING WEBSITE

You can access this website by clicking on this link [Distance Learning Resources](#)

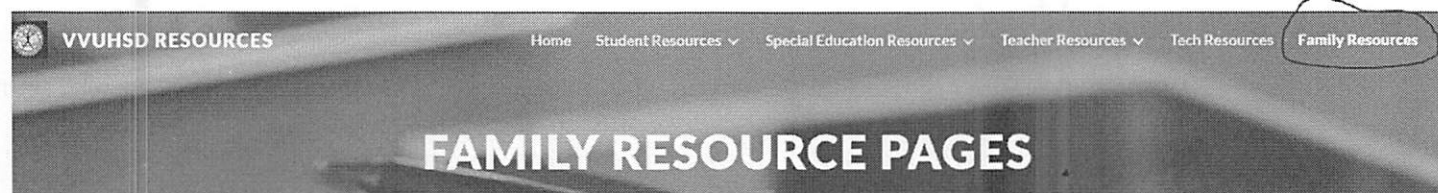
STUDENTS: Go to the Pages titled Student Resources and read the information posted there.



Then click on the down arrow and access two more pages for more information and resources:

- All about Google Classrooms
- Accessing Online text books

PARENTS: Visit the Community Resources page to access information that can support your work with your student at this time.



If you have any questions specific to your child's needs, please send us an email at Edservices@vvuhsd.org and we will respond to your request promptly.



Victor Valley Union High School District

Dear Parents and Guardians:

We hope this letter finds you and your family well. With the school closure due to COVID-19, we have moved to online instruction.

Upon review of our records, we have confirmed that as of today, Friday, April 17, 2020, your student has not signed into any class nor have we received any information from you as to why your student is missing school for the past three weeks and what we can do to assist him/her to be successful. We have attempted to call every number that you have submitted to us and we are unable to contact you.

We are concerned for your student and need your immediate response to the district by Wednesday, April 22, 2020.

1. **Please call us at (760) 955-3201 Monday to Friday from 8:00 a.m. to 4:00 p.m.**
2. **If you have access to an email, please send an email to edservices@vvuhsd.org.**

Please provide the following information when you call or email us:

1. Name of your student
2. School of attendance
3. Grade of student
4. ID # if available
5. Your name
6. A working contact phone number
7. Do you have a chromebook or a computer for your student?
8. Do you have internet access at home?

IF YOUR STUDENT IS A SENIOR, he/she will receive a computer AND a free hotspot. Call us immediately so we can support your student successfully transitioning to online instruction and meeting graduation requirements.

District's responsibility for providing ongoing education:

We are concerned that your student has not been able to continue his/her learning. We have provided over 3000 computer devices to our students and we have one for your student as well. We can also make available a packet of work for your student in case you are unable to access technology at your home. We need to hear from you as to which options will best meet the needs of your student.



Victor Valley Union High School District

What is your responsibility for the education of your student?

When creating the U.S. Department of **Education**, the United States Congress enacted statutory law that states "**parents** have the primary **responsibility** for the **education** of their children," and that "states, localities, and private institutions have the primary **responsibility** for supporting that **parental** role. Additionally, the California Legislature made it a legal requirement that all students between the ages of 6 and 18 be subjected to compulsory education (*Education Code ("EC") Section 48200*). Compulsory education requires parents/guardians to ensure that their student is in school every day that school is in session and communicate with school officials any reason(s) why their student is not attending.

The California Legislature further defined a truant in *EC* Section 48260 (a) as the following: "A pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a valid excuse three full days in one school year, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school district."

- If there is a valid reason why your student has not attended class or why we have not heard from you, remember we are partners in your student's education and we need you to please contact us so that we can address this issue and provide the resources to support your student's learning.

Please contact us by Wednesday, April 22 so we can provide your student with the access s/he needs at this time.

Sincerely,

VVUHSD Grading Guidelines Distance Learning March 16 - May 22, 2020

VVUHSD has developed the following grading guidelines collaboratively with Principals, VVTA, and District-level administration. This is only for implementation in the fourth quarter, 2019-20. This guidance document is based on the collective understanding that we all continue to make best decisions around student learning with fairness, patience and understanding that COVID-19 has significantly impacted families and students. **The following criteria guided the discussion:**

- The grading policy below is a **guideline** to help with consistency in grading.
- Academic warnings will not be completed this quarter.
- Teacher grades are at the discretion of teachers within the parameters set forth. (EC49066(a)(b))
- Teachers determine when and how students are to check in online based on lesson plans and within the school's schedule. **Two key criteria:**
 - Students can work to improve their grades earned at the end of quarter 3
 - A student with a passing grade at quarter 3 will not receive a failing grade at semester.

Online Instruction- Google Classrooms

1. What will teachers grade or not grade? - This is teacher discretion - When assignments are posted, be explicit on what is graded and what is not graded- be very purposeful and avoid assigning work that will not impact a student's grade. - Inform students clearly how much weight the assignment carries for the overall grade.

2. What will determine the final semester grade?

For High School: For Middle School:

- | | |
|--|---|
| <ul style="list-style-type: none"> ● It is recommended that students do not earn a semester grade lower than their quarter 3 grade. ● The teacher maintains the responsibility to determine the level of participation, progress and engagement a student demonstrates during Distance Learning and will be the final determiner of the semester grade | <p>ued. Students can work to improve their quarter 3 grades.</p> <p>f a student has a grade of A-C (at the end of quarter 3) the grade may be lowered by no more than one grade level (based on their participation and engagement as determined by the teacher) during Distance Learning. No student will drop</p> |
|--|---|

below a C-.

- It is recommended that students do not earn a semester grade lower than their quarter 3 grade.
- The teacher maintains the responsibility to determine the level of participation, progress and engagement a student demonstrates during Distance Learning and will be the final determiner of the semester grade issued. Students can work to improve their quarter 3 grades.
- If a student has a grade of A-C (at the end of quarter 3) the grade may be lowered by no more than one grade level (based on their participation and engagement as determined by the teacher) during Distance Learning. No student will drop

below a C-.

- If a student has an F grade at the end of quarter 3 with a 50% or more, then those students can get up

- If a student has an F grade at the end of quarter to a D- (50%.- 63% = D-).

3 with a 50% or more, then those students will on their report card. This is an adjustment in the earn a D- (50%.- 63% = D-) on their report card. grading scale to support students.

This is an adjustment in the grading scale to support students.

- If a student has an F at the end of the semester because they have failed to improve their grade, the

- If a student has an F at the end of the semester F will be marked as an *Incomplete* (INC) on the

because they have failed to improve their grade, report card. These students will have the fall the F will be posted on the final Semester 2 semester (2020-2021) to remediate the failing grade report card. Students can work to improve their or it will revert to an "F".

quarter 3 grades.

- Middle School students who are enrolled in high school courses and have an F at the end of the semester, the F will be marked as an *Incomplete* (INC) on the report card. These students will have the fall semester (2020-2021) to remediate the failing grade or it will revert to an "F".

Remediation Options- Grades 9-12 only

How long will students get to remediate the *Incomplete* (INC) grade?

- Only students In Grades 9-12 can remediate the F grade. - All F grades at the end of this semester will turn into *Incomplete* (INC) on the report card. - An *Incomplete* grade must be remediated by the end of the first semester 2020-2021.

What is the Opt-in Option?

- Seniors and Juniors, who are earning a low F in their current course, have the option to remediate that class in the APEX credit recovery courses offered. These students will retake the 70% course to earn their credit. Final approval for this will be provided by the school Principal with parent consent. - Teachers, if you have a student who is significantly at risk of not passing a class, please immediately inform the Counselor.

If you have questions, please contact: VVTA committee representative Kathy Hansen at kmontague-hanson@vvuhsd.org and Jared Nichols at jnichols@vvuhsd.org or Dr. Fal

Asrani, Assistant Superintendent at fasrani@vvuhsd.org.

In order to develop the above guidelines, the team referred to CDE guidelines in the following attachment. FAQs on Grading and Graduation Requirements - Health Services & School Nursing (CA Dept of Education)



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

Dear Teachers:

Welcome back to a new and exciting school year, one that will be filled with new learning and personal and professional growth for each of us. Working collaboratively with teachers and administrators, VVUHSD has developed this document to establish common expectations for the Phase I of School Reopening on August 3, 2020. The collective agreement in this document highlights the following beliefs:

1. We value ourselves as professionals and hold ourselves to the California Standards for the Teaching Profession.
2. We have a collective commitment to make all decisions in the best interest of students.
3. We will address learning with fairness, patience and understanding.
4. We recognize that COVID-19 has significantly impacted families and students.

Click on this link to visit the [District Learning Website](#) for teacher videos and how-to modules to help your lesson plan. We will also post all the videos from July 27 & 28 PD at that site so you can review as needed. Click on this link to access the [All Teachers 2020-2021 shared drive](#). In this you can access items like the Assessment Calendar, Acellus Courses,, and anything else that will help with your planning.

These are the expectations for Distance Learning as outlined in AB 77/SB 98, by Ed Code 43503:

(b) Distance Learning shall include all of the following:

- (1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
- (2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- (3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English Learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness & requiring mental health supports.
- (4) Special Education, related services, including accommodations necessary to ensure that an IEP can be executed in a distance learning environment.
- (5) Designated and integrated instruction in English language developments, including assessment of English language proficiency, support to access curriculum, the ability to reclassify etc.
- (6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Wishing each and every one of you a safe and happy school year and we look forward to working with each of you to support you all through the year.

Best regards,
Fal Asrani EdD.



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

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Quick Access to : Digital Citizenship Lessons CommonSense Media:

Click on the link below for your grade level students.

Grade Level	Topic	Lesson Link
7th Grade	Digital Life 101	https://goo.gl/ARLKK9
8th Grade	Copyrights and Wrongs	http://goo.gl/rCcfrP
9th Grade	Cyberbullying: Be Understanding	https://goo.gl/ub6Fmt
10th Grade	Digital Life 102	https://goo.gl/QBdbdT
11th Grade	Scams and Schemes	https://goo.gl/Nzbdyg
12th Grade	Oops! I Broadcast It On The Internet	https://goo.gl/pLDYnJ



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

Phase I instructional model includes the following:

- ☐ Teachers will decide to teach from home or from their classrooms.
- ☐ School is scheduled from 8:00 a.m.-12:07 p.m. Students will attend school for 240 minutes.
- ☐ Teachers will complete a full instructional day.
- ☐ Prep period will be available every day. For those that teach a 1/6 or a 1/7, you have selected to teach during your prep.
- ☐ Teacher's office hours via Zoom, Google Meet (video) or Google Hangouts (chat) during a teacher's prep period or in the contracted hours from 12:37 p.m. to 2:50 p.m.
- ☐ Teachers will respond to student and parent inquiries between the hours of 7:45 a.m. and 2:50 p.m. M- F.
- ☐ Inquiries received after work hours and on weekends will be addressed the next business day.
- ☐ Department Meetings (Google Meet, Zoom) and Wednesday collaboration are still an expectation.

Start time:	Lunch time:	Collaboration/ SST/504/ IEP/ PD
7:45 a.m	12:07-12:37 p.m	12:37-2:50 p.m.

The Distance Learning instructional model is now your new classroom. Students will sign on and start their school year on August 3, 2020 or as soon as they are enrolled. It is an expectation that all students will sign in and be present live online with you every day.

First Week of School- Recommendations:

This first week is the most important week to set the stage for learning and accountability.

- ☐ Please make sure that you are completely trained in your content access. Use only one platform. Go slow and take your time to do it well. You must focus on one first before you start adding other options. Remember, each student has 6-7 teachers- be mindful of that.
- ☐ Help prepare your students on how they can access the curriculum on ClassLink. Share your expectations with them. Get to know them.
- ☐ We will host after school training on CANVAS, Google Enhanced and ACCELLUS- you should attend to get well-versed in using these platforms. This will be available to you all year.
- ☐ Have students complete the Digital Citizenship grade level unit.

Digital Safety:

- ☐ Students are required to complete their grade level unit on Digital Citizenship lesson by **Friday, August 7.** (check page 2). This is to be completed in the English classes. Site administrators will monitor completion by teacher roster.
- ☐ All new students will complete this within the first week of enrollment
- ☐ This is a legal requirement for school districts. It takes about 20 minutes to complete.

In order to start the school year in a successful way, we understand that each of you will virtually meet your students and establish some common understandings around your classroom expectations.

We are recommending a few ideas below on how you can design the week of August 3 -August 7. Below are some recommended steps for the first week. As per CUE (Computer-Using Educators, an



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

organization that support education and technology) these are your Distance Learning Pedagogical guidelines:

System: Use ONLY CANVAS, GOOGLE CLASSROOM and Acellus as your Primary platform. For the first month or so, stick to ONE only. Try not to have your students go between multiple systems to access their work. Remember that students have up to six teachers and they may be required to learn three systems. Parents have to learn three as well. Please be mindful of their struggles.

If you are also using site specific programs like Classroom Dojo, Remind etc., please make sure your students are given enough time to learn how to access these.

- ☐ Have students sign in on that system and get familiar with where to get assignments and where to post etc.
- ☐ Have students show their parents how to access that system as well.
- ☐ Make clear that parents and students will check for grades on AERIES. Walk them through how and where they can do that.
- ☐ Keep the Ed Services team contacts close to you- our team is on standby to respond quickly.

Curriculum:

- ☐ Check in with each of your students the first week to show them where they will find these assignments and when they will be posted.
- ☐ Clearly outline when you will be posting something and where. Parents and students should know where to go to get the information that you need them to access.
- ☐ If you are sending these as emails, send it on the same date and time. Be mindful that students and families are working with 6-7 teachers. Create consistency for your class.
- ☐ Develop a clear syllabus with your grading policies, latework, homework, group work policies, office time etc. Make sure you go over this with your class in the first week.
- ☐ Set time aside each day to have your students understand how to access your primary system. Show them how to navigate Google Classrooms, CANVAS and/or ACELLUS.

Communication:

- ☐ Have parents/guardians update their email and phone numbers of every student enrolled in your class on AERIES. Make this a scavenger activity- give points for these. This will help you throughout the year when communicating with families.
- ☐ Create and distribute your expectations with families - add your syllabi, create a flyer or presentation etc. to share. This document can be reshared as often as needed..

SEL Activities:

- ☐ Create a short welcome video of who you are, the expectations for your class and how students can be successful in your class.
- ☐ It is suggested that assignments include:
 - a. complete Social Emotional Learning modules from Acellus or a like assignment;
 - b. students complete an activity such as an online scavenger hunt to include: accessing student Aeries, Destiny, completion of the Digital Citizenship, review of etiquette, how to navigate Google programs and the supplemental programs you will be utilizing; and/or.
 - c. Students create and submit a presentation about themselves so that staff can get to know about their students' interests/needs.

SEL Lessons – use your school site supported lessons or Create an Acellus Class:



Social Emotional Learning – Middle School & High School

The following pages include information to ensure that there is consistency in processes and practices. Please review these carefully.

Assessments:

- ☐ All teachers are required to complete:
 - **District-wide grade/subject common assessments** as per the Assessment Calendar, as developed in grade and subject level PLCs. This data is required for student progress monitoring during SST and 504 meetings, SPED redesignation and EL reclassification.
 - **State Assessments- ELPAC, CAASPP, etc**
 - **STAR UNIVERSAL SCREENING:** The district will implement the STAR Renaissance Universal Screening assessment in 2020-2021.
 - This assessment is conducted in less than 20 minutes in the English and Math classes
 - This is computer based and students will sign on automatically from Class Link
 - Teachers will receive individual student reports that can help with differentiation and vectoring of assignments.
- ☐ We must continuously assess our students using both Formative and Summative
 - The method and manner of assessments are per teacher discretion but teachers may want to consider common assessments within PLC groups(separate from district CFAs)
- ☐ Assessments for progress monitoring and student rigor include and are not limited to:
 - Project Based Learning Carnegie or Pearson/SAVVAS Tasks
 - Google Forms Essays or written assignments
 - Universal Screening- STAR Renaissance (additional assessments as needed)

Grading:

- 5



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

Below is the **2020-2021 Assessment calendar**. This will also be posted on the [District Learning Website](#) and the [All Teachers 2020-2021](#) shared drive.

The full VVUHSD 2020-2021 Assessment Information document is located at [Assessment 20-21](#) and will be posted on the district website

Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
ELA SAVVAS* (7-12)				ELA SAVVAS (7-12) → ELA SAVVAS (7-12)					ELA SAVVAS (7-12)
Math MDTP (7,9)				Math MDTP (optional) Math IABs (7-11) → Math IABs (7-11)					Math MDTP (8)
STAR **Reading/Math (7-12)								STAR Reading (7-12)	STAR Math (7-12)
ELPAC Initials (7-12 Newcomers)						ELPAC Annual (7-12) → ELPAC Annual (7-12)			ELPAC Initials (7-12 Newcomers)
			Panorama Student Survey (7-12) → Panorama Student Survey (7-12)				- Panorama Student Survey - Panorama Staff Survey - Panorama Family Survey		
	CAA Sci (8,12)						- CAASPP SBAC CAA (7,8,11) - CAST (8,12)		CAA Sci (8,12)
						Physical Fitness Test (7,9) → Physical Fitness Test (7,9)	Physical Fitness Test (7,9)	Physical Fitness Test (7,9)	Physical Fitness Test (7,9)
	PSAT 8/9	PSAT/ NMSQT Oct. 28		PSAT 8/9		PSAT 10 → SAT School Day March 3	PSAT 10		AP Exams

*RED TEXT = Formative **BLUE TEXT = Diagnostic/Summative

Attendance: Teachers must take attendance daily

Attendance Matters! On time. Every class. Every day. Daily attendance is a requirement and can be met by completing one or more of the following on a daily basis for each class.

Teachers MUST interact **live** with their students **daily**, including those using ACELLUS as the primary content. This means that teachers must be available for students the entire class period. Teachers must monitor and actively engage with supporting the lesson during the live session.

Expectations for students from teachers may vary, but will include one or more of the following exercises that will constitute **live** interactions:

- ☐ Attend at least one live seminar/lecture and be engaged throughout the lesson.



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

- ☐ Teacher will determine what qualifies as engagement including, but not limited to:
 - Teach a lesson during the class period or for part of a class period
 - Respond in the chat box as part of a lesson while students may be working on a project and asking clarifying questions.
 - Joining a breakout group or engaging in a conference for projects
 - Engaging with / responding to student questions.
 - Rewatch a recording of a live session or pre-recorded video and provide a summary or respond to teacher directed questions per teacher discretion / direction.
 - Post to a discussion board as directed by teacher
 - Reply to a prompt by teachers
 - Reply to a peer with constructive and positive feedback
 - Add resources and depth to a peer post
 - Discussion board contributions on weekend WILL NOT count for attendance but may, and should, still be graded as completed work.
 - Assignments submitted on Saturday or Sunday WILL NOT count toward attendance
 - Take a quiz/test/assessment or project within timeline prescribed by teacher

Students who do not attend any class for 3 consecutive days, their names are to be forwarded to administration.

- ☐ Teachers will make contact with parents and/or students prior to the three days using applications such as School Messenger, Proscanner/SSICA, email, Google Voice or Remind prior to sending student information to administration. Log contact/attempted contact into visitation in Aeries.
- ☐ NOTE: Assignments submitted on Saturday or Sunday WILL NOT count toward attendance but can count towards their grade.

Attendance will still need to be tracked in AERIES daily, no matter what platform is being used.

ALL teachers will have access to AERIES.

- ☐ Teachers will quantify what attendance and daily live interaction means for *their* classroom. Students who do not participate within the "classroom" for that day may be marked absent for the day. This means that since you have daily LIVE attendance, you need to make sure the student is LIVE with you for the entire period- they must be present when you take attendance.
- ☐ ONLY EXCEPTION may occur if you have given students an assignment that takes two days to complete. In this case, student engagement need not be during the synchronous class period to constitute daily attendance; teachers may need to revisit and finalize their daily attendance within the following business day. Attendance must be taken daily on AERIES.
- ☐ Teachers may also continue to use the evidence of attendance and progress below.
 - Evidence of DAILY/ Weekly activity (Office hours, live instruction, etc)
 - Work progress on ACELLUS



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

Role of the Co-Teacher, ELD and Special Education Teachers:

- ☐ Co-Teachers are Special Education teachers who push into a General Education classroom. Co-Teachers are required to support LIVE Interaction during the time.
- ☐ Co-Teachers should create and scaffold lessons based on the lessons and materials of the primary teacher
- ☐ ELD teachers are required to provide ELD designated supports. Training will be provided soon.
- ☐ Special Education teachers are required to provide instruction to meet the goals of the IEP. Para Educators must work under the direction of the teacher. Para Educators working with students without teacher direction/supervision does not count as provision of FAPE.
 - **Refer to pages 14-19 for specific Special Ed directions.**

Curriculum:

Teachers must be ready to provide Instructional Pacing plans/Goals. Administration may request at any time to view the lesson plans or the goals.

Administration will have access to all teacher platforms and may visit classes to conduct observations and provide support.

AB 77/SB 98 states that the content is aligned to grade level standards that is provided at a level quality and intellectually challenging substantially equivalent to in-person instruction.

Teachers will provide instruction using one of the three formats:

- ☐ Acellus
- ☐ CANVAS- with ACELLUS as supplemental content
- ☐ Google Classroom with ACELLUS as supplemental content
- ☐ Teachers can use site provided supplemental programs like REMIND, LEXIA etc.

Teachers must develop and post the weekly or bi-weekly lesson plan in a clearly identified location for quick parent and student access (recommended by CUE) and required for communication under Distance Learning guidelines(ANB98/SB 77 -criteria reduce learning loss for students)

Teachers should familiarize students on how and where to access the digital materials.

If your content does not have a digital textbook, please identify the location where students and parents can access the content.

Please note the following expectations:

- ☐ Acellus,- own content
- ☐ Canvas, Google Classroom, district-adopted texts
- ☐ Administration to approve teachers' instructional platform. If you are not being successful on Google or CANVAS, you may be required to use ACELLUS.
- ☐ Direct Instruction as required



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

- ☐ Must be ready to provide Instructional Pacing plan/Goals to Principals when requested.

Digital curriculum available for each subject area.

Grade 7 Distance Learning Curriculum

Course	Adopted Materials	Digital Student textbook	Digital Teacher Access	<u>Acellus</u> Courseware
<u>Eng</u> Lang Arts 7	Pearson, My Perspectives	yes	yes	Grade 7 Language Arts/Reading
Math 7, CP, Accelerated	HMH, Go Math	yes	yes	Grade 7 Math Common Core
Science 7	Prentice Hall, Focus on Life Science	no	no	Basic Science Concepts for Middle School
<u>Soc</u> Studies 7	Pearson, World History Medieval and Early Modern Times -My World	yes	yes	Grade 7 Social Studies
Electives	Each elective will follow its curriculum, including online access if available, and augmented by <u>Acellus</u> . Additional needs will be addressed on an individual course basis.			

Grade 8 Distance Learning Curriculum

Course	Adopted Materials	Digital Student textbook	Digital Teacher Access	<u>Acellus</u> Courseware
<u>Eng</u> Lang Arts 8, CP, ECP	Pearson, My Perspectives	yes	yes	Grade 8 Language Arts/Reading
Math 8 Math 8 ECP	HMH, Go Math HMH, Go Math 8th Grade and Carnegie, Integrated Math I, CC edition	yes yes and yes	yes yes and yes	Grade 8 Math-Pre-Algebra Common Core
Science 8, CP, ECP	Prentice Hall, Focus on Physical Science	no	no	Physical Science /Earth Science Semester 2
<u>Soc</u> Studies 8, CP, ECP	Pearson, American History-Growth and Conflict- my World	yes	yes	
<u>Exp </u> Spanish (HJR) Intro Spanish (LLA)	McDougal Littell, <u>En Espanol</u> 1a	No	No	Middle School Spanish I
Electives	Each elective will follow its curriculum, including online access if available, and augmented by <u>Acellus</u> . Additional needs will be addressed on an individual course basis.			



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

High School English Language Arts

Core Course	Adopted Materials	Digital Student textbook	Digital Teacher Access	<u>Acellus</u> Courseware Supplement
English 9/9CP/9ECP	Pearson, My Perspectives, 9th	yes	yes - Realize	High School English I
English 10/10CP/10ECP	Pearson, My Perspectives, 10th	yes	yes - Realize	High School English II
English 11/11CP11ECP	Pearson, My Perspectives, 11th	yes	yes - Realize	American Literature-English III
English 12/12CP/12 ECP	Pearson, My Perspectives, 12th	yes	yes - Realize	British Literature-English IV
CSU ERWC	Expository Reading and Writing Course Student Reader	Digital access but not complete textbook	yes - Canvas	n/a
English Electives	Each elective has its own curriculum/text and varying degrees of digital access.			

High School History/Social Science

Core Course	Adopted Materials	Digital Student textbook	Digital Teacher Access	<u>Acellus</u> Courseware Supplement
American Government	McGraw Hill, Impact: Principles of American Democracy	yes	yes	US Government and Civics
Economics	McGraw Hill, Impact: Principles of Economics	yes	yes	Economics
US History	McGraw Hill, Impact: United States History and Geography: Continuity & Change	yes	yes	US History I - 1760-1877 & US History II 1877-21st Century
World History	Pearson, World History Medieval and Early Modern Times	yes	yes - Realize	World History II
HSS Electives	Each elective has its own curriculum/text and varying degrees of digital access.			



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

High School Mathematics

Core Course	Adopted Materials	Digital Student textbook	Digital Teacher Access	<u>Acellus</u> Courseware Supplement
Integrated Math 1 CP, ECP	Carnegie, Integrated Math I, CC edition	yes	yes	Integrated Mathematics I
Integrated Math 2, CP, ECP	Carnegie, Integrated Math II, CC edition	yes	yes	Integrated Mathematics II
Integrated Math 3, CP, ECP	Carnegie, Integrated Math III, CC edition	yes	yes	Integrated Mathematics III
Math Electives	Each elective will follow its curriculum, including online access if available, and augmented by <u>Acellus</u> . Additional needs will be addressed on an individual course basis.			

World Language

Core Course	Adopted Materials	Digital Student textbook	Digital Teacher Access	<u>Acellus</u> Courseware Supplement
French I, II, III	McDougal Littell, Discovering French: Nouveau! 1, 2, 3	no	no	French I, II, III
French IV	McDougal Littell, Discovering French: Nouveau! 4	no	no	no
German I, II	EMC, <u>Deutsch Aktuell</u> 1, 2	Digital access but not complete textbook	yes	German I, II
Spanish I, II, III	McDougal Littell, <u>En Espanol</u> I, II, III	no	no	Spanish I, II, III
Spanish IV	McDougal Littell, <u>En Espanol</u> IV	no	no	no
Spanish for Spanish Speakers I, II	Prentice Hall, <u>Sendas Literarias</u> Level I, II	no	no	no



2020-2021 DISTANCE LEARNING - Teacher Expectations

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High School Science

Core Course	Adopted Materials	Digital Student textbook	Digital Teacher Access	<u>Acellus</u> Courseware Supplement
NGSS Bio Living Earth CP, ECP	Prentice Hall, Biology - California Edition	no	no	General Biology and Biology
NGSS Chemistry, CP, HP	Prentice Hall, Chemistry - California Edition	no	no	Chemistry
NGSS Physics of the Universe	Prentice Hall, Conceptual Physics	no	no	Physics
Science Electives	Each elective will follow its curriculum, including online access if available, and augmented by <u>Acellus</u> . Additional needs will be addressed on an individual course basis.			
Science Electives	Each elective will follow its curriculum, including online access if available, and augmented by <u>Acellus</u> . Additional needs will be addressed on an individual course basis.			

Science Pilot Materials

Core Course	Pilot Materials	Digital Student textbook	Digital Teacher Access	<u>Acellus</u> Courseware Supplement
NGSS Science 7	Amplify	yes	yes	Life Science/ Earth Science Semester 1
NGSS Science 8	Amplify	yes	yes	Life Science/ Earth Science Semester 2
NGSS Biology: The Living Earth	SAVVAS	yes	yes	General Biology/Earth and Space Science Semester 1
NGSS Chemistry in Earth's Systems	SAVVAS	yes	yes	General Chemistry/Earth and Space Science Semester 2
NGSS Physics of the Universe	HMH	yes	yes	Physics
Science Electives	Each elective has its own curriculum/text and varying degrees of digital access.			



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

Behavior Responses:

As we take the lessons learned with Distance Learning, it is important to keep students engaged in their new learning environment. This new learning environment does not eliminate the potential for inappropriate adolescent behaviors. Now more than ever, when responding to inappropriate adolescent behaviors, it is important that it be done using relationship-centered practices. Below are suggested responses for how teachers may continue to build relationships when responding.

Teachers determine the appropriate intervention(s) and/or consequence(s) based on the seriousness and frequency of the minor behavior, in collaboration with the student. Classroom responses support maximizing instructional minutes, continued academic progress, and social-emotional development for all students. Examples of minor behaviors may include, but not be limited to: academic integrity, technology/electronic misuse, dress code violation, inappropriate language, inappropriate behavior disrupting instruction, or defiant behavior disrupting instruction.

1st Minor Behavior Responses

- Family Engagement
- Reteach Expectation
- Reflection and Agreements

2nd Minor Behavior Responses

- Family Engagement
- Teacher Intervention/Consult with Staff
- Reflection Review and Agreements
- Referral to Support Team (SST or IEP), if appropriate

3rd Minor Behavior Responses

- Family Engagement
- Teacher Consequences/Consult with Staff
- Referral to Support Team (SST or IEP), if appropriate
- Referral to Administrator

The following Pages pertains to SPECIAL EDUCATION teachers and information on services.



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

Special Education Services during COVID-19 Closures

Role of the Special Education Office Staff during COVID-19:

The Special Education Department in collaboration with the school sites will provide all the logistics, assistance and support to special education staff and parents throughout the school district in order to ensure that students receive all services according to the IEP. The department will continue to work with the SELPA and CDE (SEP) to interpret and disseminate Special Education information to teachers and other service providers in a timely manner. Whenever appropriate the department will coordinate with the district's safety guidelines to provide the best possible services to students with disabilities. The district team will continue to provide expert guidance to teachers, administrators, parents, and service providers on ongoing updates about Special Education practices and procedures during COVID-19.

Additional Responsibilities:

- ☐ All Special Education students will receive services according to the IEP documents.
- ☐ The District and sites will collaborate with families through home phone conferences, emails and other platforms to address any changes in the IEPs due to prolonged school closure. Special Education teachers will continue to monitor IEP and assessment timelines to ensure compliance with IDEA/FAPE
- ☐ Special Education teachers will encourage collaboration between special education and regular education teachers to accommodate as required for the student/s needs
- ☐ They will continually foster team collaboration among all special education service providers

The Service Delivery Method:

At this time all special education services will be provided through the virtual format. Specialized Academic Instruction (SAI) teachers and service providers will use various platforms and tools to deliver services to students with mild/moderate and moderate/severe disabilities. Such tools include, but are not limited to:

- ☐ Instructional Videos
- ☐ Online access to educational programs
- ☐ Virtual live sessions (Google Meet and Zoom)
- ☐ Parent Consultation
- ☐ Resources on Google Classrooms
- ☐ Other instructional materials
- ☐ Acellus



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

Service Delivery Expectations:

- ☐ As appropriate, students in Program 2 and 4 will be provided virtual learning sessions in a group setting or individually as per the IEP. Paraeducator will support the teaching, including assisting students in logging on to the classrooms.
- ☐ All students in Program 2 and 4 will be provided with individual access to online learning programs and tools. VVUHSD distributed Chromebooks to all students during the spring quarter. If a student doesn't have a device, please inform your administrators.
- ☐ Only students in program 3 may be provided packets if online instruction is not meeting the student's IEP goals. These packets will be prepared for pick-up or delivery to parents- for students who are unable to focus on the computer for long periods, and will be made up of worksheets and other forms of activities to ensure students are engaged in learning. Packages will be sent to students from the school sites
- ☐ Paraeducator will support the teaching from their classroom at school sites. (Teams will wear masks and practice safe distancing). This ensures that they have all the instructional materials and other devices to enhance the students' learning, including assisting students with logging on to the classrooms/programs.
- ☐ Parents/students will be directed to specific online learning websites and advice on the use of online instructional material.
- ☐ Students will also be provided with other textbooks and instructional materials as needed.

Related Services for Students during COVID-19:

- ☐ Home Hospital Services will continue through Distance Learning.
- ☐ Psychologists will work in collaboration with teachers and support providers to conduct assessment for tri IEP's
- ☐ Occupational therapist and Physical therapist will schedule a specific time daily or weekly to collaborate with parents/ and provide services virtually to students according to the IEP document
- ☐ APE teacher and nurse will also schedule specific times to provide services using virtual platform to student
- ☐ OT/PT will provide direct services to students using virtual means,
- ☐ School Nurse will ensure that all health charts are updated with changes in students' health needs during closure due to COVID -19.
- ☐ Presence Learning (NPA) will be providing Language speech services virtually for our program 8, 4, and 2. The mechanisms for virtual services are the same as last spring. Our program 3 students will continue with our therapist from last year.

IEP Meetings:

- ☐ All IEP meetings will be held virtually, or by phone conferences
- ☐ School site team will ensure that parents are invited to participate in planning for the IEP meeting
- ☐ All sites will coordinate with their admin/ LEA to schedule IEP meetings
- ☐ All IEP meetings will be held in the afternoon sessions of regular school days



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

- ☐ The school team will ensure that all pertinent service providers are invited to the meetings.
- ☐ IEP meeting documents will be updated by school site to Special Education office
- ☐ Until the electronic signing program is implemented, all IEPs will be sent home for parent's signature. (DM SELPA is completing the Docu Sign contract on all of the LEA's behalf.
- ☐ Parents' verbal consent will be accepted as approval and documented in the notes page of the IEP document (this does not negate the needs for an official signature).

Assessments:

- ☐ All assessments will be done virtually
- ☐ Wherever possible comprehensive records reviews will be conducted in lieu of face-to-face meetings (PWN will be sent to parent for approval of this process by the school psychologist)
- ☐ Assessors will collaborate closely with parents and other service providers to garner pertinent information for assessments
- ☐ Assessors will coordinate with the special education office to obtain the appropriate student information from the Cum. Files
- ☐ IEP meetings will be scheduled to discuss all completed assessments

Behavior Interventions:

- ☐ Students' Behavior Interventions Plans will be updated prior to IEP meetings
- ☐ IEP team will consider other behavior interventions that will be administered virtually
- ☐ Behavior interventions will be provided by the teacher/paraeducator team during lessons
- ☐ Service providers will collaborate with parents to discuss behavior needs of students –or changes thereof
- ☐ Para educators will work with students who are exhibiting significant acting out behaviors during lessons
- ☐ Students will continue to benefit from positive behavior interventions from SELPA as per IEP document
- ☐ Special education staff will utilize Google Classroom and other Platforms to deliver their online instructional tools.

On the next page is a chart of RESPONSIBILITIES of each service provider. Please review in detail so as to meet the FAPE requirements of the students in your classroom/caseload.



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

PROVIDER	IMPLEMENTATION OF SERVICES/Teacher Responsibilities
SAI: Resource Specialist Program 4	Aill work in collaboration with classroom teacher to provide optimal virtual instructions to students with special needsWill use all platforms as the regular classroom teacher ☐ Will provide academic interventions to students individually or in small groups ☐ Will collaborate with other service providers on a weekly basis to chart students' progress ☐ Will collaborate with parents on a weekly bias to discuss students' academic progress ☐ Will attend all IEP and other meetings aimed at providing for students' special education needs
SAI: Special Day Class Teacher (SDC) Program 2 & 3	☐ Students will have access to online learning programs using all pertinent platforms e.g. N2Y, Google Classroom etc. ☐ Students will be provided with suggested age –appropriate (and individualized when necessary) schedule of learning activities ☐ Special Education teacher may create individualized instructional videos based on student's IEP ☐ Students will be provided with the appropriate reading materials and activities according the IEP ☐ Teacher will apply the appropriate breaks between activities and lessons for students based on the specific disability ☐ Teachers will review and provide feedback on student work using any platform ☐ Teacher will email, deliver (or parent pick-up) packages of student work and instructional materials and activity sheets to parents ☐ Special education teacher will collaborate with general education teachers on a weekly basis about student's progress ☐ Teachers will collaborate with other special education service providers about students' academic, behavior and social needs ☐ Teacher will review students' progress and plan IEPs to address any additional needs ☐ Teachers will set a scheduled time on a weekly basis for collaboration with parents about students' progress.



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

School Psychologist	☐ Will set a schedule to collaborate with parent about students behavior and psychological progress ☐ Will collaborate with parent to obtain information for psychological assessments ☐ Will collaborate with other service providers when updating behavior intervention plans and other forms of behavior supports ☐ Will discuss all forms of behavior supports and interventions with parent ☐ Will conduct comprehensive review of all documents in the absence of face-to-face meeting with students ☐ Will also complete any testing that does not require face to face sessions ☐ Will develop and provide materials for students to be implemented at home. Materials may vary based on students' psychological needs
Speech and Language Pathologists	☐ Will provide individualized instructions aligned with students' IEP's who receive speech and language services including taped or live instructional sessions ☐ Will provide a structured schedule to collaborate with parents on a weekly basis ☐ Will consult with families to provide speech/language services to students ☐ Will collaborate with all service providers before, during and after IEP meeting ☐ Will collaborate with classroom teacher-on a weekly basis- about students' progress ☐ Will attend IEPs and other meetings planned to discuss students' progress
APE Teacher	☐ Will develop materials of activities which can be followed at home ☐ Will share and or develop taped videos of strategies and deliver synchronous and asynchronous to students ☐ Will provide a structured schedule to provide coaching for implementing strategies at home ☐ Will collaborate with other service providers on a weekly basis to determine students' special education progress ☐ Will ensure that students have the appropriate assistive technology implements for use at home if stated in IEP ☐ Will implement a viable assessment tool to ensure that students most immediate special education needs are met ☐ Will attend all pertinent IEP and other meetings



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

School Nurse	☐ Will develop materials of activities to address the various health needs of students -which can be followed at home ☐ Will collaborate with parents to update the health and other medical plans ☐ Will ensure that students medical needs are met virtually ☐ Will share and or develop taped videos of strategies and deliver synchronous and asynchronous to students ☐ Will provide a structured schedule to with parents to obtain all updated medical/health information ☐ Will collaborate with other service providers and medical providers on a weekly basis to determine students' special education progress ☐ Will ensure that students have the appropriate medical equipment for use at home as stated in IEP ☐ Will attend all pertinent IEP and other meetings
Paraeducators	☐ Will be trained in all three platforms in order to provide maximum classroom support ☐ Will participate in the classroom instruction with the teachers. ☐ Will identify students who require one-to-one interventions and or small group interventions. These students will then be placed in a different room or group for more support or interventions by paraeducator or other service providers. ☐ Will collaborate with parents on specific issues as identified by teacher ☐ Will work with individual students, or with small groups of students on specific activities ☐ Will assist in preparing and distributing instructional materials for students use at home ☐ Will inform teachers of any issues pertaining to issues raised by either parent or students during sessions.



2020-2021 DISTANCE LEARNING - Teacher Expectations

Teachers, please review this in its entirety. You are responsible for implementing DL under the directions provided here.

Student schedule for Distance Learning:

Below is the student schedule for the PHASE I school reopening.

During this time the students are receiving Distance Learning instruction.

School Time: 8:00-12:07

(6 period day) VHS, AHS, SHS

Period	Start	End	Minutes
1	8:00	8:37	37
Passing			5
2	8:42	9:19	37
Passing			5
3	9:24	10:01	37
Passing			5
4	10:06	10:43	37
Passing			5
5	10:48	11:25	37
Passing			5
6	11:30	12:07	37

(7 period day) CIMS, GHS, HJH, LLA, UP, VVVA

Period	Start	End	Minutes
1	8:00	8:31	31
Passing			5
2	8:36	9:07	31
Passing			5
3	9:12	9:43	31
Passing			5
4	9:49	10:19	31
Passing			5
5	10:24	10:55	31
Passing			5
6	11:00	11:31	31
Passing			5
7	11:36	12:07	31



2020-2021 DISTANCE LEARNING Student and Parent Expectation

Students and Parents: Please read this in its entirety to understand what Phase 1 instruction and expectations will look like.

Dear Students and Parents/Guardians:

We welcome you to the new school year. We recognize that this year will be challenging, yet one filled with new learning for everyone. Victor Valley Union High School District continues its commitment to providing every student a high-quality education in a safe and supportive environment, with access to resources and support.

The district will be closely monitoring the County of San Bernardino Public Health data and working in accordance with State Guidelines to evaluate the school closure guidelines. The District will follow the COVID-19 guidelines and orders issued by the Centers for Disease Control and Prevention ("CDC"), California Department of Public Health ("CDPH"), California Department of Education ("CDE"), and California Department of Industrial Relations Division of Occupational Safety and Health ("Cal-OSHA"), and keep families and staff updated.

For the start of school on August 3, 2020, all schools will open in Distance Learning (Phase 1), which means that students will participate in online learning programs. **Students and teachers will interact in a LIVE setting daily.** Here some important question and answers to provide a quick understanding:

How do I get a device?

If you need a device for your student, please contact your site Principal and check the distribution dates posted on the school website. A message has also been sent to all families from the school Principal. If you have missed the date or have another question, please email helpdesk@vvuhsd.org. Each student is required to have a device so that they can engage **actively during the class** time.

How will I know where to go for classes on the first day of school?

1. Students must check your district student email on Friday-Sunday. You will receive clear directions from your teacher on how you will join classes on Monday, August 3.
2. Students must get familiar with their schedule. IF you are a freshman, your site might be distributing your schedules on Monday, August 3. Check your school website to see the announcements.

How will I access my classes?

1. Students will sign into the district student portal called CLASSLINK. Click on this link to get there <https://launchpad.classlink.com/vvstu>
2. Use your district email to log into this portal. This is where you will get your class access.
3. On the next few pages we have provided information on your district email/steps to sign into CLASSLINK

What does my daily schedule look like during the Phase 1 of school reopening?

1. All schools will start at 8:00 a.m. and end at 12:07 p.m. **See the schedule on Page 2** for your school.
2. Lunch will be served after 12:07 p.m. and both at school sites and specifically identified pickup stops..
3. After lunch, students can get help with tutoring, SST, 504, IEP supports. When a student is performing below grade level or in danger of failing, they will be assigned to the after school support classes from 12:37-2:50 p.m. More information on this will be shared soon. Targeted intervention will be provided.
4. Students have to sign in **LIVE** for each class and remain online during the class period.
5. Parents, please identify a quiet and undisturbed space for your student to attend school online/virtually.
6. All grades will be assigned, similar to a traditional school year, and quarter and semester reports will be sent home.

Unlike the spring school closure, the start of school on Monday, August 3, will look and feel very different. Education Code 40503 has provided clear guidelines on what instruction, attendance and assessments will look like. Please read the entire document to understand the details of student and parent expectations for this time.

Sincerely,
Dr. Fal Asrani
Assistant Superintendent, Education Services

Please visit the [District Learning Website](#) for resources and learning videos throughout the year to assist and support your student's learning. You may also reach out to Edsevice@vvuhsd.org or helpdesk@vvuhsd.org for any questions that you might have and we will link you to the right person or department.

This Table of Contents helps you access the information quickly. Please review the entire document::

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Student Sign-In to access all programs- Class Link accounts	Pg 3-5
Student Expectations- Digital Citizenship/ <i>Netiquette</i>	Pg 5-6
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(7 period day) CIMS, GHS, HJH, LLA, UP, VVVA

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Passing			5
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Passing			5
5	10:24	10:55	31
Passing			5
6	11:00	11:31	31
Passing			5
7	11:36	12:07	31

Student Access to Distance Learning Curriculum:

The district will implement full distance learning and teachers will use district approved distance learning formats using **Google Classroom**. **All students will sign into the teachers GOOGLE CLASSROOM each day.** All students will access their online material by signing into Class Link. If your student is new to the district, please read the directions below. If your student cannot sign in, you must immediately contact the teacher or the site administrator or send an email to helpdesk@vvuhsd.org.

Student Sign-In to access the district classes:

Step1:

As soon as you register, students are assigned

- a district student email account.
- a student ID.

If you do not have an ID, email helpdesk@vvuhsd.org immediately.

This is how your email looks:

Your Username is your:**

- your last name,
- first initial of your first name,
- the last 3 digits of your student ID#
- the last 2 digits of your Birth year.

This is an Example: StudentF98702@vvstu.org

Your Password is your:

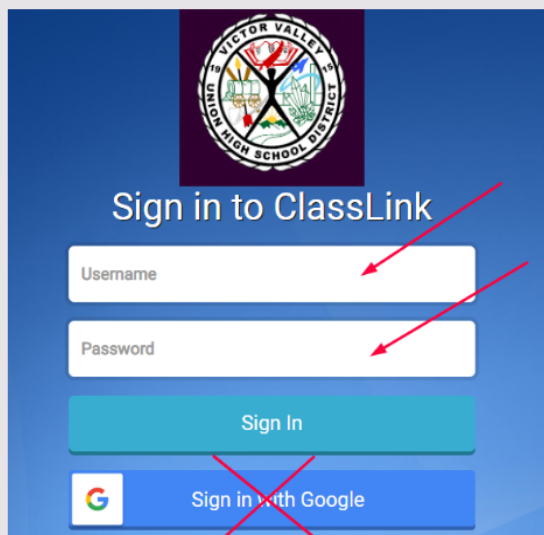
- Student ID number,
- followed by the last 2 digits of your birth year.

This is an Example: [2200805](#)

Content Access: **CLASS LINK**

All students and Parents **MUST** read this section carefully so you can access all online content materials, follow the steps below: Classlink is the single platform where all curriculum and assessments will be accessed. <https://sites.google.com/vvuhsd.org/classlinkinstructions/home>

Student Instructions for Logging into Classlink:



After logging into the Chromebook you should see this Instruction page and your Launchpad. Classlink login portal automatically opened (2 pages/tabs) in your Chrome Browser.

If you do not see another page open please open a new web tab and go to:

<https://launchpad.classlink.com/vvstu>

1. To login into Classlink for the **VERY FIRST TIME!**

2. Use your VVSTU District Username and Password, just like how you logged into the Chromebook; but, *without the "@vvstu.org"*;

3. **Do not click "Sign In With Google" yet.**

4. **Your Username** is your:**

- Last name, your first initial of your first name, the last 3 digits of your student ID#, and the last 2 digits of your Birthyear.
- **This is an Example: [StudentF98702](#)**

****Special Note:** Students with *very long last names* or *2 long last names* will need to shorten them to only the first **14 characters** and remove the space or hyphen;

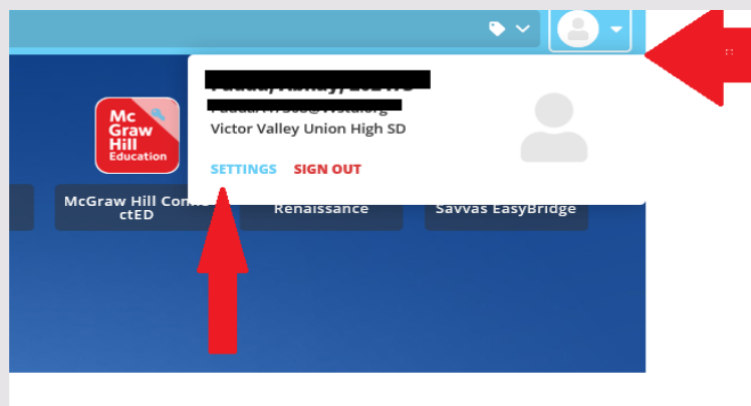
As an example: a student with the last name of **Hernandez-Rodriguez**, first name of **James**, ID# of **299089** and Birthyear of **2007**

would shorten the last name to 14 characters and remove the hyphen/dash -> **HernandezRodri**

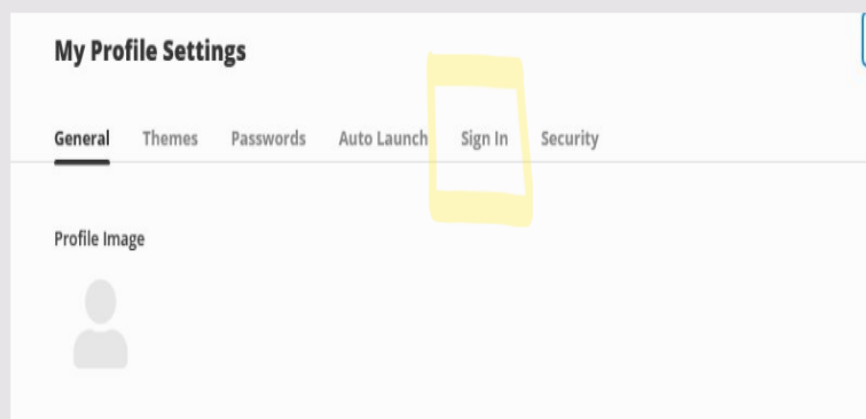
making their Username/login -> **HernandezRodriJ08907**

Now that you have successfully logged into Classlink; we can connect your VVSTU Google Account to Classlink:

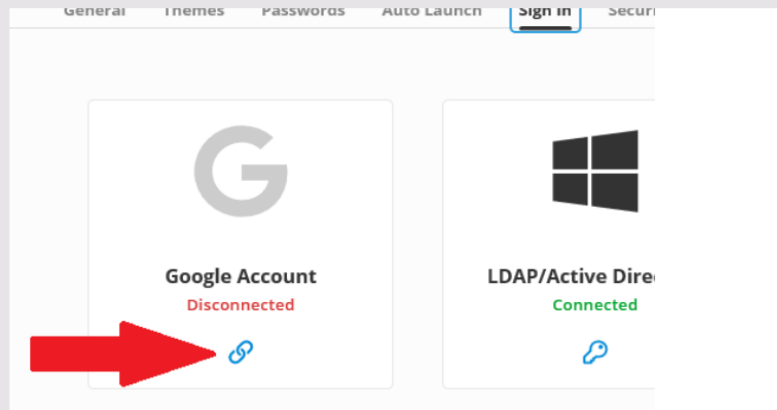
1) Click on the Profile icon in the Top right corner and then Click on Settings.



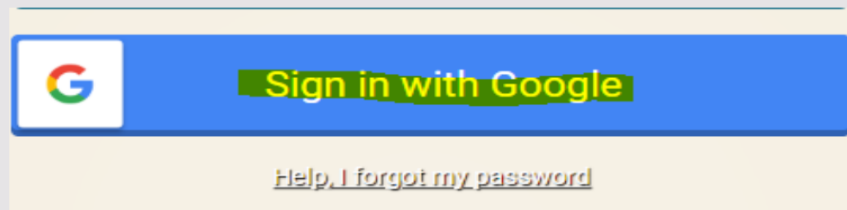
2) In **My Profile Settings**; Click on **Sign IN**



3) Under the **Sign IN** tab, click the link symbol to connect your **Classlink Account** to your **Google Account** and authorize, confirming the connection.



4) After linking your Google account, you may now login to Classlink with the
"Sign In with Google" button from now on;



For Help and/or Support please email or call:

TechED Support options:

Email: helpdesk@vvuhsd.org

Phone: 760-955-3214 9:00 am - 3:00 pm

Student Expectations: All students are required to read and understand these expectations.

Digital Citizenship

All students will complete their grade level **digital citizenship** course **by August 7, 2020**. New students will complete these within the **first week of enrollment**.

Students are required to log in to Distance Learning using their own usernames and passwords, and shall be identified by proper First and Last names according to school and district registration (no nicknames).

Students are not permitted to access other student accounts.

How do you access this course?

- To access the digital citizenship lessons, go to **CLASS LINK** and visit this webpage and click on the link that applies to your current grade level.
- Digital Citizenship course per grade level links can be found on the CClasslink Launchpad or below
- Lessons are 20-25 minutes administered within classroom labs, classrooms, or at home.

- Content is grade specific utilizing [CommonSense Media](#) lessons.

Grade Level	Topic	Lesson Link
7th Grade	Digital Life 101	https://goo.gl/ARLKK9
8th Grade	Copyrights and Wrongs	http://goo.gl/rCcfrP
9th Grade	Cyberbullying: Be Understanding	https://goo.gl/ub6Fmt
10th Grade	Digital Life 102	https://goo.gl/QBdbdT
11th Grade	Scams and Schemes	https://goo.gl/Nzbdyg
12th Grade	Oops! I Broadcast It On The Internet	https://goo.gl/pLDYnJ

Netiquette: Digital behavior

- Try not to dominate any discussion.
- Give other students the opportunity to join the discussion.
- Use appropriate and academic language. Present your ideas appropriately.
- Be cautious in using internet language. Example, do not capitalize all letters- this suggests shouting.
- Popular emoticons, such as a smiley face, can be helpful to convey your tone, but do not overuse them.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express your opinion. All opinions should be respected.
- Think and edit before you hit the "send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but must be appropriate.
- Participation builds rapport with both your teachers and other students.
- Activities not related to classroom assignments are considered inappropriate use. Messaging, videoconferencing, social networking not connected to the classroom activities should NOT be done during school hours.
- The District reserves the right to suspend account access for students demonstrating inappropriate netiquette. If a student has lost access due to inappropriate use, the completion of the Digital Citizenship Refresh course will need to be completed.

Behavior & Norms

- Distance learning and online learning platforms are an extension of the classroom. Students are expected to follow all established school and classroom rules and expectations.
- Students will follow the behavior expectations, dress code guidelines and norms outlined in their Student Handbook and established in each classroom.
- While uniforms are not required, students are expected to follow district dress code guidelines online

Teachers determine the appropriate intervention(s) and/or consequence(s) based on the seriousness and frequency of the minor behavior, in collaboration with the student. Classroom responses support maximizing instructional minutes, continued academic progress, and social-emotional development for all students. Examples of minor behaviors may include, but not be limited to: academic integrity, technology/electronics mis use, dress code violation, inappropriate language, inappropriate behavior disrupting instruction, or defiant behavior disrupting instruction.

Classwork & Classroom:

- Students should make sure their work space is in a quiet area and/or free from distractions.
- Students are responsible for the safety, maintenance and activity of their own device.
- If a student has a question about their grades, they should contact their teacher directly via email.
- Much like at the school site, teachers will provide instruction and lessons differently. Lessons, assignments and curriculum may be posted in Google Classroom, Acellus, Canvas, or UC Scout. It is your obligation to follow your teacher's instructions for accessing the content.
- Students are expected to complete work daily for each of their classes, including meeting the minimum requirement of engagement or satisfactory progress toward completion.
- Student name, date, period and teacher must be clearly written in pen on ALL assignments, whether submitted physically, photographically or digitally.
- Students may contact teachers throughout the day. Teachers will respond to student and parent inquiries between the hours of 8:00am and 2:50pm Monday through Friday. Inquiries received after work hours and on weekends will be addressed the next business day.
- Students are expected to maintain a school-appropriate environment while participating in live meetings; students should be wearing school appropriate attire and create a workspace that maximizes learning and minimizes distractions
- Be respectful, kind, and honest when on the Internet with peers and teachers.
- Talk to your teacher and parent as soon as you see, feel, or experience something that is not right on the Internet

Grades:

Grading and the grading process are at the discretion of the teacher, in accordance with the California Education Code (EC)49066(a)(b).

- Grades are the result of student progress in accordance with the descriptors set forth in “Classroom and Classwork” above. For specific grading policies, late work policies, and individual teacher expectations students are expected to follow their course syllabi, which will also include teacher contact information. In accordance with AB 98, students and families are expected to provide proof of progress weekly and should be responsible for ensuring all work is submitted and all attendance requirements are met. Grades will be similar as a regular school setting.
- Plagiarism, cheating, and copying will not be tolerated. Students who engage in these activities are subject to disciplinary action, including, but not limited to receiving a zero for any work deemed to violate teacher expectations.
- Late work policy is determined by each teacher. Please maintain communication in advance to avoid late work submission requests. Syllabi will include the late work policy.
- Students are expected to attend and engage with each teacher/class daily and complete assignments as scheduled. It is the responsibility of the student to communicate concerns in advance of the due date.

Attendance:

All students are required to sign-on daily during the class times listed on Page 2.

All students must have their own computer and access to WIFI/internet and be able to participate/complete assignments during the classes period.

If you do NOT have a device., please email helpdesk@vvuhsd.org to pick one up as soon as possible.

Daily attendance is a requirement and can be met by completing one or more of the following on a daily basis for each class. Students **MUST** interact *live* with their teachers **DAILY**.

Parents, you are responsible for finding and setting up a quiet and undisturbed place for daily class time.

Expectations for specific teachers may vary but will include one or more of the following metrics. The following exercises will constitute **live** interactions:

- Attend at least one live seminar/lecture and be engaged throughout the lesson.
 - Teacher will determine what qualifies as engagement including, but not limited to:
 - Responding in the chat box as part of a individual or group discussion or project
 - Joining a breakout group as assigned by the teacher
 - Engaging with / responding to teacher questions
- Rewatch a recording of a live session and provide a summary or respond to teacher directed questions per teacher discretion / direction
- Submit an assignment by its due date.
- Post to a discussion board as directed by teacher
- Take a quiz/test within timeline prescribed by teacher
- Attend teacher's office hours via Zoom, Google Meet or Google Hangouts
- Working with the teacher individually or with a group

★ NOTE: Assignments submitted on Saturday or Sunday WILL NOT count toward attendance

★ Inquiries received after work hours and on weekends will be addressed the next business day.

Students in Special Programs

English Learners: Students who are served in the English Learner Programs will receive their ELD support as required by the California Ed Code to meet reclassification support.

- All English Learners will be provided academic instruction via Distance Learning during COVID-19
- English Learners who are in designated classes (ELD I/II) will receive extra support through their ELD teacher and Bilingual Para-educators as needed
- English Learners who attend integrated classroom will receive all instruction with the support of their regular English teacher. If additional support is needed they may be referred to the Coordinator of English Learner Programs in the district for an Individual Educational Plan discussion
- English Learners Progress will continue to be monitored during Distance Learning
- Teachers will utilize a variety of resources to provide academic instruction to support EL's during the time assigned for their class and will provide additional tools/resources as needed

Supports:

Some strategies/tools/resources to support EL's in the classroom are:

- Instructional Videos
- Virtual Sessions: Google Meet, Zoom, Screencastify, Screencastomatic, flipgrid, etc
- Lesson modeling
- One-on-One sessions as needed
- Parent Communication in Home Language as needed (via phone, emails, NTI, text, etc)
- Resources in Google Classroom
- Ellevation Platform to maintain and monitor EL progress
- Rosetta Stone, etc

All EL's are expected to participate fully during Distance Learning

Special Education: Students who have an Individual Education Plan will receive services to meet their individualized goals and objectives. The Special Education Department in collaboration with the school sites will provide all the logistics, assistance and support to special education staff and parents throughout the school district in order to ensure that students receive all services according to the IEP. The department will

continue to work with the SELPA and CDE (SEP) to interpret and disseminate Special Education information to teachers and other service providers in a timely manner. Whenever appropriate the department will coordinate with the district's safety guidelines to provide the best possible services to students with disabilities. The district team will continue to provide expert guidance to teachers, administrators, parents, and service providers on ongoing updates about Special Education practices and procedures during COVID-19.

At this time all special education services will be provided through the virtual format. Specialized Academic Instruction (SAI) teachers and service providers will use various platforms and tools to deliver services to students with mild/moderate and moderate/severe disabilities. Such tools include, but are not limited to:

- ☐ Instructional Videos
- ☐ Online access to educational programs
- ☐ Virtual live sessions (Google Meet and Zoom)
- ☐ Parent Consultation
- ☐ Resources on Google Classrooms
- ☐ Other instructional materials
- ☐ Acellus

Instructional format:

- ☐ As appropriate, students in Program 2 and 4 will be provided virtual learning sessions in a group setting or individually as per the IEP. or Paraeducator will support the teaching, including assisting students in logging on to the classrooms.
- ☐ All students in Program 2 and 4 will be provided with individual access to online learning programs and tools that VVUHSD distributed Chromebooks to all students during the spring quarter. If a student doesn't have a device, please inform your administrators.
- ☐ Only students in program 3 may be provided packets if online instruction is not meeting the student's IEP goals. These packets will be prepared for pick-up or delivery to parents- for students who are unable to focus on the computer for long periods, and will be made up of worksheets and other forms of activities to ensure students are engaged in learning. Packages will be sent to students from the school sites.
- ☐ Parents/students will be directed to specific online learning websites and advice on the use of online instructional material. Students will also be provided with other textbooks and instructional materials as needed.

Parent and Guardian Expectations

Families are our partners in the education process. In order to ensure the success of every student, frequent and updated communication between the school and home is extremely important. All parents and guardians should make sure that the AERIES system has the updated and active phone number and email address.

We recognize that distance learning is a shift for all of us. It is also apparent that students learn best when the significant adults in their lives work together to encourage and support them. As we partner with you to provide the best possible learning experience for all students, please read each section below to ensure that your student ID is ready for school

Devices and internet connection:

- Each student attending VVUHSD must have their own device. We do not want students to share as each student has to continue their daily school online using the device.
- Students are attending school everyday from 8 a.m-12:07 p.m. they must be signed up and ready to go. Read the sections about Class Link on page 2 to get your student ready.

- If we have already provided your student a Chromebook during the spring school closure, your child will continue to use that. If that is not working, please bring that back to the district office so you can get another one. You must bring back the device and all associated supplies that was given to you. Please bring your student and his/her ID card to check out a new device.
- If you are new to the district and your student requires a device, you can pick that up from their school during the pick up days coming up.
- If you are new to the district and need immediate assistance, email edservices@vvuhsd.org or Helpdesk@vvuhsd.org for all device related questions.

Study Environment:

- Create a routine for your students, ensuring that your student is present daily, adhering to the 8:00-12:07 bell schedule. **You are responsible for daily attendance of your student.**
- Provide students with a workspace that maximizes learning and minimizes distractions.

Distance Learning Rules:

- Ensure that Netiquette rules are followed. Review the section on page 5 with your student.
- Ensure that your student completes the digital citizenship course by the first week.
- Monitor your students behavior online both during and outside the class time.

Grades and Academic Progress:

- Monitor student grades using parent Portal on Aeries, Grades will be updated weekly.
- Monitor student progress on the platforms idea by teachers. Your student might be working on all three platforms. Spend time with your student to get familiar with what they are doing. Contact the teacher immediately if your child experiences any problems.
- Any inquiries received after work hours and on weekends will be addressed the next business day.
- Communicate with school staff if there are additional resources needed to support your child's academic success and overall wellness. If you have additional questions, please reach out to edservices@vvuhsd.org.

High School Student Important Information:

Current students in grades 10-12 who have an Incomplete (I grade) in a spring (2019-2020) class/s, will have until the end of the first semester (December 2020) to remediate that grade to a passing grade. DO NOT wait till the Spring 2021 to repeat this grade- it will be recorded as a F grade on the report card after December 2020.

- After the end of first semester, all Incomplete (I) grades will turn into F.
- Students can take this course at the Virtual School for full credit and earn grades A-F
- Repeat the class in the AFTER SCHOOL APEX program or during the school APEX program and earn grades C-F.
- Please check your student's report card from the Spring semester.
- If you notice an I grade, immediately **contact his/her Counselor and make sure the student is signed up to remediate this grade during the Fall semester 2020**

Frequently Asked Questions:

What if I am having issues with a class?	- Review your teacher's instructions carefully - Message or email the teacher. - Ask a peer or check your teacher's website or Classroom - Contact an administrator (Principal or Vice Principal) - Attend teacher's office hours
How do I login to my district email?	Student district supplied G Suite account information: District G Suite (vvstu.org) account format : Last name + first character of first name + Last 3 digits of ID + Last two digits of birth year + @vvstu.org OR - Default password: 6 digit ID + last two digits of birth year • TechED department will send or reset passwords only after verification. • Passwords will be emailed only to contact emails existing in the Aeries Student Information System.
How do I contact my counselor ?	Counselors remain available via email during normal school days/hours. If it is determined that your question requires a phone call or video conference, they will work with you to make arrangements. If you do not hear from your counselor within 24 hours, please contact your Principal. Exception applies to school holidays and closures.
What should I do if a friend or I have emotional problems? What should I do if a friend or I need emotional support?	Contact your counselor or a site administrator (Principal/Vice Principal). If you do not get a response, contact Edservices@vvuhsd.org or studentservices@vvuhsd.org.
Who do I contact for technical support?	- If you are having issues with your password or login information, contact the computer media specialist at your school site. - If you need a device, are having difficulty connecting to programs or need other technical contact the following: Email: Helpdesk@vvuhsd.org Phone: 760-955-3214 9:00 am - 3:00 pm Student Chromebook checkout request - https://forms.gle/6KWXTWzFtRL16c5F7
How do I apply to a community college if I have not already done so?	If you are planning to attend Victor Valley College, you should contact your school's BRIDGE Counselor. They will assist you in completing the steps for Priority Registration. For other community colleges, go to their website and find information for "future students" or information on how to "apply and register".

	The site will walk you through all of the enrollment steps (application, orientation, registering for classes, etc.). They are shifting from in-person events to online sessions. See links below: • Victor Valley Community College (VVC) • VVC First Year Experience - open to 200 students. • Barstow Community College
How do I request my final transcript ?	Each current student can get up to three (3) free transcripts. Go to: : . https://vvuhdca.scriborder.com/
How do I make up F grades? Can I remediate a D grade?	The district will offer AFTER SCHOOL APEX for students who cannot fit in a remediation class during the day. This is a A_G approved course. Students can use this to remediate a F/D grade to a C as this is a 70% course meant only for credit remediation. This is also offered during the day at each of the three comprehensive high schools- AHS, VHS and SHS. C grade is a four-year college acceptance grade.
	More questions? Send them to edservices@vvuhsd.org

Clear Language on LIVE INTERACTION and DAILY ATTENDANCE

The requirements for distance learning are outlined in *Education Code Section 43503* and the district's MOU dated July 29, 2020 with VVTA. Ed Code lays the minimal requirements for statewide consistency while Districts set the expectation for districtwide implementation.

LIVE INSTRUCTION:

What is considered "live interaction?"

Education Code Section 43503 requires that distance learning include "daily live interaction." Daily live interaction is two-way communication between a certificated employee and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers. In particular English learners, and students with special needs benefit from daily oral language development opportunities.

Education Code Section 43503 states that All students are required to receive **daily live interaction** with both a certificated employee and their peers for the purpose of instruction, progress monitoring and school connectedness. Teachers may meet individually with students but this alone does not meet the requirements for daily live interaction. The minimum standard should be the same for all students regardless of which school or program the student participates in within the LEA. Every effort should be taken to determine the amount of interaction that is needed for students to progress academically and remain engaged in learning and connected to the school community.

VVUHSD & VVTA MOU dated July 29, 2020

13 E: Professional Responsibilities: Bargaining Unit Members will work their contractual hours and days, and will ensure that the minimum legislative minutes are provided for students in all phases of the VVUHSD Reopening of Schools Continuum. Working hours shall be 7:45- 2:50. **Live instruction is 8:00 -12:07.** Bargaining Unit Members' duty free lunch is 12:07-12:37 (Page 4).

VVUHSD expectations:

1. EVERY teacher is required to have a GOOGLE classroom which has the Daily/Weekly/Monthly lesson plan clearly posted.
2. ALL teachers will keep their cameras on the entire instructional day-8:00-12:07
3. Students will be engaged in activities, lessons or projects as assigned by the teacher. Synchronous distance learning is the VVUHSD model which means that instead of students being in front of you in a brick and mortar classroom, they are in front of you in the virtual classroom. Both students and teachers are required to be present. HOWEVER, it is NOT required that you teach every minute.
4. Site administrators will monitor active engagement as required by SB98.
5. Teachers will be present and available to support students during the class time and from 12:45-2:50 daily, except Wednesdays due to staff meetings or when attending 504, SST or IEP meetings.
6. Teachers using Acellus must be present and monitor students' work during every class period.
7. PE teachers will coordinate units related to health and wellness during the class time. This will require live interaction with students.
8. Special Ed teachers must work with their Paras to support students. Paras cannot work separately without teacher supervision or direction. This is counted against classroom instruction, of lack of instruction for the student. Every Special Ed teacher and Para are required to be LIVE with the camera on during the class time.

Teachers in Distance Learning are responsible for ensuring that ONLY our students are attending class on the camera. To ensure this, All students will be required to keep their cameras on, except if:

1. Parent makes a request for religious reasons
2. Other extenuating circumstances that are approved by the site Principal. Even then, the student's name must show on the screen and the student must be informed that the Teacher will call on the student to turn on the camera to verify attendance or active participation as and when needed.

Weekly Engagement Record for each pupil:

EC § 43504(d) Complete a weekly engagement record for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning that verifies participation and tracks assignments as required by **EC § 43504(e)**.

To the extent synchronous or asynchronous instruction is assigned to a student in distance learning, that instruction should be included in the assignments listed.

VVUHSD has implemented synchronous instruction expectations. VVUHSD teachers are required to have their cameras on and students are required to do the same, in order to meet the LIVE instruction guidelines. This also allows the district to capture Daily Period Attendance on AERIES.

Starting September 1, 2020, all teachers will complete the Weekly Engagement Log which will help fulfil the requirements of Ed Code listed above. This will be sent to you from Ms. ShaKenya Edison, Director of Student Services.

Site administrators will share this with you during your administration collaboration day on 8/26/20, at which time you can provide suggestions and feedback before the final document is sent to you for implementation on 9/1/20. This is a SB 98 requirement and subject to attendance audit so it will be required to be completed per week.

Attendance

Education Code Section 43504(f) requires each LEA to develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week.

Document absences as required by **EC § 43504(d)(1)** and (f) for the purposes of chronic absenteeism tracking.

If a student attends a class for even a short amount of time

Develop written procedures for tiered reengagement strategies for students that are absent from distance learning for more than three school days or 60% of the instructional days in a school week as required by **EC § 43504(f)(2)**

VVUHSD Tiered Reengagement Strategies::

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Teacher support from 12:45-2:50 p.m.	Site Level After School Tutoring 3:00-4:00 p.m.	District level Tutoring-including Peer Tutoring 4:00-6:00 p.m.	Intensive Tutoring for students 3 or more grade levels in ELA and Math as determined by STAR Renaissance Universal Screening	After School Credit Remediation for students 3:00-6:00 p.m.

Programs

English Learners: [How are the needs of English learners being met through distance learning?](#)

English learners must receive designated and integrated English Language Development (ELD), including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and support for dual language learning.

The LEAs are to incorporate designated and integrated ELD as part of the core instruction during the distance learning model. Students are to continue to be assessed via distance learning to informally assess the progress in ELD pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners. LEAs are to continue to offer dual language support and language acquisition programs via distance learning. For more information regarding the ELPAC assessment using social distancing protocols, please see the assessment guidance provided on the [CDE COVID-19 Assessment FAQs web page](#).

Individualized Education Programs: [Are there new requirements related to Individualized Education Programs \(IEPs\) and distance learning? \(new 8/4/20\)](#)

Yes. *Education Code* Section 56345 was amended by SB 98 (Chapter 24, Statutes of 2020) to require that IEPs include a description of the means by which the IEP will be provided under emergency conditions, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days. This description must be included in the development of each initial IEP or addressed during the regularly scheduled revision of an IEP, and must take public health orders into account. SB 98 included other notable changes related to special education and distance learning. Please refer to the [related guidance](#) posted on the CDE website for more information. **FOLLOW the clear directions provided by Ms. Akinussi, Director of Special Education.**

ONGOING Teacher Support - Trainer of Trainer Model

Teacher Leaders will provide after school training and troubleshooting support from August 31, 2020. A calendar will be published during the week of August 17 along with OMS invites for workshop signups.

Important steps for setting up an effective online Environment:

Work as a group

- Setting up an effective online learning environment can be overwhelming. It can also be isolating. Teachers should remember that they can work together to create engaging lessons and activities for students. Sharing with colleagues will reduce stress and the workload. When working with colleagues, remember you can share classes and resources through your LMS or [Google Classroom](#). This could enable teachers to assign activities in one class from other shared classes.

Focus on active learning

- Over the last decade, K-12 education has been slowly moving away from the lecture model. All of the reasons that make movement toward active learning in the face-to-face classroom a good idea also apply to the virtual classroom. To engage students who are not in the room during a lesson, teachers should consider creating a mix of:
 - Robust discussions
 - Collaborative work
 - Video and audio clips
 - Hands-on exercises
 - Individual work time

Chunk content into smaller pieces

- Learning online can be more taxing physically and intellectually than learning in a face-to-face environment. Teachers should avoid frequently assigning long text passages or even long videos.
 - [4 Tips for Content Chunking](#)
 - [Content Chunking for Engagement](#)
 - [Content Chunking for Instructional Design](#)

Hold "Office Hours"

- Consider setting specific times during the day that you would be available via a [web-conferencing](#) tool. Students could check in if they have questions about assignments - or if they just need to see and hear their teacher. Here are a few free or low-cost tools:
 - [Zoom](#)
 - [Google Meet](#)
 - [Microsoft Teams](#)

Create smaller groups

- Students who are learning virtually still need to make connections with others. When teachers create some of their assignments as group work, students are able to experience the continuity of their relationships. It can be more meaningful to assign students to smaller groups to review and comment upon each others' work. Smaller groups are also more effective at ensuring that all students participate equitably.

Be careful with your time

- As mentioned previously, teaching online can be very time-consuming for teachers. In a face-to-face classroom, when a question is asked by the instructor, one or two students might answer. When a teacher uses a discussion board online, the expectation is that all students will respond. At that point, a teacher can get lost in trying to respond to each student's response. A better strategy is to respond directly to some of the student responses. Some online teachers keep a tally to make sure that they respond to each student at least weekly, but not for every discussion assignment. Grade levels and specific needs of students will help drive how frequently to respond to each student.

Give multimedia options for assignments

- While it can be expedient for teachers to grade quizzes and short papers, many students will be more highly engaged by assignments that allow them to create. Engagement and learning can be enhanced when students are encouraged to create content through the use of slides, videos, podcasts, blogs, [data visualizations](#), websites, [infographics](#), etc.
- Here are some tools that students can use to create:
 - [Best Tech Creation Tools](#) from Common Sense Education
 - [20 Best Online Creation Tools for Students](#)

Stay flexible with pacing

- In the face-to-face classroom it is relatively easy to keep students working at the same pace. The teacher can assign a task and collect the work at the end of the period. Individual learning styles, particularly when it comes to pace, will be evident in the remote learning environment. Consider these strategies:
 - Have all work for the week posted by the start of the week and due at the end of the week (or even over the weekend).
 - Try working with "windows of time" instead of specific due dates for some assignments.
 - Be prepared to differentiate due dates for students who struggle with the rigor or style of remote learning.

Other tips:

- [Preparing to take school online](#)
- [Teaching remotely](#)
- [Effective remote teaching with Microsoft](#)
- [Effective teaching online](#)
- [Enabling distance learning through GSuite](#)

Model COVID-19 Prevention Program (CPP)

With some exceptions, all employers and places of employment are required to establish and implement an effective written COVID-19 Prevention Program (CPP) pursuant to an Emergency Temporary Standard in place for COVID-19 (California Code of Regulations (CCR), Title 8, section 3205(c)). Cal/OSHA has developed this model program to assist employers with creating their own unique CPP tailored to their workplace.

Employers are not required to use this program. Employers may create their own program or use another CCP template. Employers can also create a written CCP by incorporating elements of this program into their existing Injury and Illness Prevention Program (IIPP), if desired. Cal/OSHA encourages employers to engage with employees in the design, implementation and evolution of their COVID-19 Prevention Program.

Using this model alone does not ensure compliance with the emergency temporary standard. To use this model program effectively, the person(s) responsible for implementing the CPP should carefully review:

- All of the elements that may be required in the following CCR, Title 8 sections:
 - 3205, COVID-19 Prevention
 - 3205.1, Multiple COVID-19 Infection and COVID-19 Outbreaks
 - 3205.2, Major COVID-19 Outbreaks
 - 3205.3, Prevention in Employer-Provided Housing
 - 3205.4, COVID-19 Prevention in Employer-Provided Transportation to and from Work
 - The four Additional Considerations provided at the end of this program to see if they are applicable to your workplace.
- The additional guidance materials available at www.dir.ca.gov/dosh/coronavirus/



November 2020

COVID-19 Prevention Program (CPP) for Victor Valley UHSD

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Date: January 28, 2021 (Revised April 05, 2021)

Authority and Responsibility

Ramiro Rubalcaba, Assistant Superintendent, Human Resources, has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections** form as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by: Management is in ongoing communication with both bargaining units, Victor Valley Teachers Association (VUTA) and California School Employees Association (CSEA) Members. **Both associations and their representatives have been invited to be a part of the VVUHSD Safety Committee and are able to provide input and review safety plans including but not limited to Covid-19 prevention efforts.**

Employee screening

We screen our employees upon arriving on site each day. Before employees can enter any district building each morning face covering is required. Staff members who conduct temperature checks are wearing face covering and stand six feet behind an acrylic stand and has been supplied with face covering, alcohol sanitizing wipes, and hand sanitizer. Temperature taking Kiosk stations have been installed at every district office and school site so that employees and visitors can be temperature screened. A paper bracelet is given to employees to put on themselves which is confirming daily morning check has been administered. Temperature is taken using non-contact thermometer guns. Employees, students, and visitors are asked if they have had a fever of 100.4F or more in the last 72 hours, and have not had any cold, flu or COVID-19 symptoms in the last 72 hours. Any employee that exceeds the temperature check of more than 100.4F, is tested several more times and if still registering above 100.4F, is sent home to await further instructions. Signage to reaffirm these expectations have been posted at entrances.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

All managers and supervisors are responsible for communicating with staff about occupational safety and health. Discussing safety concerns are an ongoing dialogue between management and staff regularly. Updates on CDC recommended protocols are sent to all staff and bargaining units; VVTA and CSEA as received. Quarantining of staff, disinfecting of work place, regular cleaning schedules, and any reported issues are addressed and rectified immediately. The severity of the hazard will be assessed at the site level and reported to the appropriate staff.

Control of COVID-19 Hazards

Physical Distancing

Where possible, we ensure at least six (6) feet of physical distancing between employees and three (3) feet between students in classrooms at all times in our workplace by:

- **Eliminating the need for workers to be in the workplace – e.g., telework or other remote work arrangements as feasible and needed.**
- **Reducing the number of persons in an area at one time, including visitors.**
- **Floor stickers to indicate where employees and others should stand are placed on school site and district complex floors.**
- **Staggered work days, breaks and lunches are scheduled.**
- **Office staff have free standing, hanging or built in acrylic or glass shields.**
- **Staff in-person meetings are avoided, using virtual platforms to the extent possible.**

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Face Coverings

We provide clean reusable cloth and disposable, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. All staff was provided a five pack of cloth reusable masks as well as disposable masks are readily available. All employees are required to wear face covering at all times. All staff is noticed to wear face covering, signs are posted at front doors, administration at each site and department are kept abreast of what PPE has been issued and ensure their staff is issued the PPE. Any staff not wearing face covering will be instructed to do so. Reports of staff not wearing a mask for non-approved exceptions are rectified immediately and subject to corrective action. All students and visitors to District facilities are required to properly wear face coverings as described above. Re-usable and disposable masks are readily available for anyone entering District facilities.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be made available as practicable on a case-by-case basis.

Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

Office staff is provided: free standing acrylic desk shields, built in glass partitions, hanging acrylic shields, rolling acrylic shields, heavy-duty rolling temperature stations.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by following the Cal-OSHA guidelines and manufacture recommendations for existing ventilation systems on the percentage of outside air damper controls to ensure efficiency and the highest safety possible. Bi-polar ionization units have been installed in every HVAC unit.

Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Hands-free hand sanitizer units are placed in various locations around school sites and district complex.
- Daily disinfection of all office areas, cubicle, restrooms, kitchen areas is completed and signed off on posted cleaning schedule.
- Daily disinfection of touch points, common used equipment, including copiers, mail machine, etc.
- Personal disinfecting equipment is provided to staff, including alcohol wipes, gloves, spray disinfectant, UV wands.
- Custodial staff is equipped with electrostatic sprayer and hydrogen peroxide germ disinfectant.
- Cleaning, disinfecting, PPE and custodial supplies are in stock and distributed as well as refilled immediately upon request.
- All disinfection, PPE, sanitizing supplies are reported to site administration and department managers to ensure proper distribution, record keeping and reordering of readily available supplies.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Any staff member reporting they have a positive test for COVID-19 is contacted directly by the Asst. Supt. of Human Resources for Certificated staff and Management staff or Director, Classified Personnel for Classified staff.
- Staff member with positive results are quarantined at home.
- Applicable leaves are afforded by law and contractual agreements are recorded.
- Staff in contact with other staff members within 14 days of positive test results, are reported to Workers Compensation TPA, Hazelrigg Claims Management within three days.
- Disinfecting procedures are implemented in personal workspace, common areas of assigned building, maintenance vehicles, etc.
- Staff in contact other staff members within 14 days of positive test results, AB685 Notification of Possible Exposure is sent to all sites and departments that employee many have been in contact with during the 14 day period.
- The San Bernardino County Department of Public Health will be consulted for further guidance.

Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible.

Where there must be sharing, the items will be disinfected between uses by.

- Currently office equipment, phones, headsets, desks, keyboards are not shared.
- Daily disinfecting of common areas, bathrooms, office equipment is completed and recorded.
- Sanitizing wipes, hand sanitizer is placed on each desk, common areas, reception areas, office equipment for additional sanitizing after staff use.
- Electro-static magnetic units with hydrogen peroxide germ spray cleaners are used to disinfect all school buses. School buses used for wi-fi hotspots, Nutrition Services food delivery and are sanitized each day before use.
- Custodians are supplied electrostatic spray units with hydrogen peroxide germ spray which will be implemented in daily disinfecting schedule and as required.
- Maintenance or custodial staff sharing equipment have been supplied disinfecting items, i.e., face covering, gloves spray disinfecting cleaners, spray mist.
- Any staff member is free to request PPE and sanitizing items which are in stock and readily available.
- PPE is not shared, i.e., gloves, disposable face masks, reusable masks, face shields.
- Sanitizing staff is provided with PPE and refill stock is readily available.
- Sharing of vehicles will be minimized to the extent feasible, high-touch points will be disinfected between users. Maintenance teams are staggered and traveling together only when unavoidable.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Hand washing is encouraged as part of CDC protocols, including; face covering, six-foot distancing, and staying home if the employees do not feel well.
- Hands-free hand sanitizer stands are placed at the entrance of all buildings as well as located in common areas around the campus
- Hands-free hand sanitizer stands have been placed in each classroom.
- Personal size 8 oz hand sanitizer were issued to all staff and are refilled as needed.
- Hands-free paper towel dispenser are replacing old pull down paper towel dispenser.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained.

We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

- Disposable mask, reusable cloth mask, plastic face shields, face shield with drape, N95 masks are in stock and readily available to staff.

Investigating and Responding to COVID-19 Cases

This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Potential exposure is vetted through contact tracing by Asst. Supt. Human Resources or Director, Classified Personnel.
- Employee reporting possible or positive test of COVID-19 are contacted directly and given appropriate instructions.
- All staff at school site or department are sent AB685 Notification of Possible Exposure.
- All staff reported in contact tracing with possible exposure are contacted and given appropriate instructions.
- Asymptomatic weekly COVID-19 testing is available onsite at designated District facilities at no cost and employees with possible exposure are encouraged to be tested. Weekly Covid-19 at no cost to students will also be made available at each school site.
- Testing is also available at no cost at CVS, Rite Aid, Walgreens, SB County locations; sbcountycovid19.com/testing-sites, medical providers; HealthNet primary physician lab request, Kaiser Permanente, mydoctor.kaiserpermanente.org/covid-19/testing and available to employee during they duty day or after duty day as convenient to employee schedule.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Who employees should report COVID-19 symptoms and possible hazards to:
- Employees that report symptoms or positive test results to direct supervisor are referred immediately to Asst. Supt. Human Resources for Certificated and Management staff and Director, Classified Personnel.
- Every employee with symptoms, temperature of 100.4F or more at daily check in or during the course of the duty day, those reporting positive results are contacted directly vial telephone by Personnel for contact tracing and appropriate instructions.
- AB685 Notification of Possible Exposure is sent to site and department within 24 hours.
- All employees reporting possible or positive COVID-19 case are recorded on a confidential Google shared file.
- SB1159 Emergency Plan
- That employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing
- Asymptomatic weekly COVID-19 testing is available onsite at designated District facilities at no cost and employees with possible exposure are encouraged to be tested. Weekly Covid-19 at no cost to students will also be made available at each school site.
- Testing is available at no cost at CVS, Rite Aid, Walgreens, SB County locations; sbcountycovid19.com/testing-sites, medical providers; HealthNet primary physician lab request, Kaiser Permanente, mydoctor.kaiserpermanente.org/covid-19/testing and available to employee during they duty day or after duty day as convenient to employee schedule
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.
- Employees reporting symptoms or positive tests results for COVID-19 are contacted directly and contract tracing is done. Possible exposed employees identified during contact tracing are

contacted directly and appropriate instructions are given, i.e. quarantine, encouraged to get no cost test, etc.

- California Emergency Paid Sick Leave Act and Families First Coronavirus Response Act, leaves were given to the employee until December 31, 2020 when the act expired. The new Covid-19 state leave has been extended from January 01, 2021 to September 30, 2021.
- Asymptomatic weekly COVID-19 testing is available onsite at designated District facilities at no cost and employees with possible exposure are encouraged to be tested. Weekly Covid-19 at no cost to students will also be made available at each school site.
- Testing is also available at no cost at CVS, Rite Aid, Walgreens, SB County locations; sbcountycovid19.com/testing-sites, medical providers; HealthNet primary physician lab request, Kaiser Permanente, mydoctor.kaiserpermanente.org/covid-19/testing and available to employee during they duty day or after duty day as convenient to employee schedule.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Coronavirus online training was assigned via Target Solutions to all staff.
- AB685 Notification of Possible Exposure is sent to all possibly exposed staff with instructions.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and three feet in the classroom and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
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Appendix D: COVID-19 Training Roster will be used to document this training.

Reports are generated from Target Solutions online portal.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.

- Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by during California Emergency Paid Sick Leave Act and Families First Coronavirus Response Act, leaves were given to the employee until December 31, 2020 when the act expired. The new Covid-19 state leave has been extended from January 01, 2021 to September 30, 2021.
- Employee potentially exposed at the workplace are given the opportunity to file a workers compensation claim. Hazelrigg Claims Management is the district Third-Party Administrator of all claims and will investigate, process and provide medical care to employee if and when the claim is accepted with industrial work related causation per all applicable COVID-19 presumptive laws SB1159.
- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.
- COVID-19 Prevention Program will be assigned to staff via Target Solutions online portal.

Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
 - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
 - COVID-19 symptoms have improved.
 - At least 10 days have passed since COVID-19 symptoms first appeared.
 - COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
 - A negative COVID-19 test will not be required for an employee to return to work.
 - If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.
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Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person conducting the evaluation: Site/department Administration at the direction of Ramiro Rubalcaba

Date: ongoing

Name(s) of employee and authorized employee representative that participated:

[illegible]

Appendix B: COVID-19 Inspections

See the following link for further information and guidance: www.dir.ca.gov/dosh/coronavirus/

Date:

Name of person conducting the inspection:

Work location evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: ongoing

Name of person conducting the investigation: Ramiro Rubalcaba and DeShawn Dickinson

Personnel staff maintains a confidential Google document recording all possible and positive COVID-19 staff, name, site, date of exposure, date of test, results, workers compensation notification done, dates of leave, return to work date.

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	

**Results of the
evaluation of the
COVID-19 case and all
locations at the
workplace that may
have been visited by
the COVID-19 case
during the high-risk
exposure period, and
who may have been
exposed (attach
additional
information):**

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:			
All employees who may have had COVID-19 exposure and their authorized representatives.	Date:		
	Names of employees that were notified:		
Independent contractors and other employers present at the workplace during the high-risk exposure period.	Date:		
	Names of individuals that were notified:		
What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		What could be done to reduce exposure to COVID-19?	
Was local health department notified?		Date:	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Appendix D: COVID-19 Training Roster

Date:

Person that conducted the training: Target Solutions online portal CoronaVirus 101

[illegible]

Additional Consideration #1

Multiple COVID-19 Infections and COVID-19 Outbreaks

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

- We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees' working hours.
- Testing is available at no cost at CVS, Rite Aid, Walgreens, SB County locations; sbcountycovid19.com/testing-sites, medical providers; HealthNet primary physician lab request, Kaiser Permanente, mydoctor.kaiserpermanente.org/covid-19/testing and available to employee during they duty day or after duty day as convenient to employee schedule.
- COVID-19 testing consists of the following:
 - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
 - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
 - We will provide additional testing when deemed necessary by Cal/OSHA.
 - San Bernardino County Department of Public Health will be notified immediately upon the third confirmed positive case at any school site or department.
 - Cal Osha will be notified as soon as possible upon notification of a possible or confirmed COVID related employee death.
 - Hazelrigg Claims Management is notified within three days of positive test result of staff potentially in contact with other staff within 14 day period.

Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases** and **Return to Work Criteria** requirements, and local health officer orders if applicable.

Investigation of workplace COVID-19 illness

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 investigation, review and hazard correction

In addition to our CPP **Identification and Evaluation of COVID-19 Hazards** and **Correction of COVID-19 Hazards**, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review will be documented and include:

- Investigation of new or unabated COVID-19 hazards including:

- Our leave policies and practices and whether employees are discouraged from remaining home when sick.
- Our COVID-19 testing policies.
- Insufficient outdoor air.
- Insufficient air filtration.
- Lack of physical distancing.
- Updating the review:
 - Every thirty days that the outbreak continues.
 - In response to new information or to new or previously unrecognized COVID-19 hazards.
 - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:
 - Moving indoor tasks outdoors or having them performed remotely.
 - Increasing outdoor air supply when work is done indoors.
 - Improving air filtration.
 - Increasing physical distancing as much as possible.
 - Respiratory protection.
 - [describe other applicable controls].

Notifications to the local health department

- Immediately, but no longer than 48 hours after learning of three or more COVID-19 cases in our workplace, we will contact the local health department for guidance on preventing the further spread of COVID-19 within the workplace.
- We will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. We will continue to give notice to the local health department of any subsequent COVID-19 cases at our workplace.

Additional Consideration #2

Major COVID-19 Outbreaks

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees' working hours.

Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases** and **Return to Work Criteria**, and any relevant local health department orders.

Investigation of workplace COVID-19 illnesses

We will comply with the requirements of our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 hazard correction

In addition to the requirements of our CPP **Correction of COVID-19 Hazards**, we will take the following actions:

- In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency and install ionization units in each HVAC system. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.
- We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.
- We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected
- Implement any other control measures deemed necessary by Cal/OSHA.

Notifications to the local health department

We will comply with the requirements of our **Multiple COVID-19 Infections** and **COVID-19 Outbreaks-Notifications to the Local Health Department**.

Additional Consideration #3

COVID-19 Prevention in Employer-Provided Housing-(Not Applicable).

[This section will need to be added to your CPP if you have workers in employer-provided housing. Reference section 3205.3 for details. Employer-provided housing is any place or area of land, any portion of any housing accommodation, or property upon which a housing accommodation is located, consisting of: living quarters, dwelling, boardinghouse, tent, bunkhouse, maintenance-of-way car, mobile home, manufactured home, recreational vehicle, travel trailer, or other housing accommodations. Employer- provided housing includes a “labor camp” as that term is used in title 8 of the California Code of Regulations or other regulations or codes. The employer-provided housing may be maintained in one or more buildings or one or more sites, including hotels and motels, and the premises upon which they are situated, or the area set aside and provided for parking of mobile homes or camping. Employer-provided housing is housing that is arranged for or provided by an employer, other person, or entity to workers, and in some cases to workers and persons in their households, in connection with the worker’s employment, whether or not rent or fees are paid or collected.

- This section does not apply to housing provided for the purpose of emergency response, including firefighting, rescue, and evacuation, and support activities directly aiding response such as utilities, communications, and medical operations, if:
 - The employer is a government entity; or
 - The housing is provided temporarily by a private employer and is necessary to conduct the emergency response operations.
- The requirements below for Physical distancing and controls, Face coverings, Cleaning and disinfecting, Screening, and Isolation of COVID-19 cases and persons with COVID-19 exposure do not apply to occupants, such as family members, who maintained a household together prior to residing in employer-provided housing, but only when no other persons outside the household are present.]

Assignment of housing units

We will ensure that shared housing unit assignments are prioritized in the following order:

- Residents who usually maintain a household together outside of work, such as family members, will be housed in the same housing unit without other persons.
- Residents who work in the same crew or work together at the same worksite will be housed in the same housing unit without other persons.
- Employees who do not usually maintain a common household, work crew, or worksite will be housed in the same housing unit only when no other housing alternatives are possible.

Physical distancing and controls

We will ensure:

- The premises are of sufficient size and layout to permit at least six feet of physical distancing between residents in housing units, common areas, and other areas of the premises.
- Beds are spaced at least six feet apart in all directions and positioned to maximize the distance between sleepers’ heads. For beds positioned next to each other, i.e., side by side, the beds will be arranged so that the head of one bed is next to the foot of the next bed. For beds positioned across from each other, i.e., end to end, the beds will be arranged so that the foot of one bed is closest to the foot of the next bed. Bunk beds will not be used.
- Maximization of the quantity and supply of outdoor air and increase filtration efficiency to the highest level compatible with the existing ventilation system in housing units.

Face coverings

We will provide face coverings to all residents and provide information to residents on when they should

be used in accordance with state or local health officer orders or guidance.

Cleaning and disinfection

We will ensure that:

- Housing units, kitchens, bathrooms, and common areas are effectively cleaned and disinfected at least once a day to prevent the spread of COVID-19. Cleaning and disinfecting shall be done in a manner that protects the privacy of residents.
- Unwashed dishes, drinking glasses, cups, eating utensils, and similar items are not shared.

Screening

We will encourage residents to report COVID-19 symptoms to:

COVID-19 testing

We will establish, implement, and maintain effective policies and procedures for COVID-19 testing of occupants who had a COVID-19 exposure, who have COVID-19 symptoms, or as recommended by the local health department.

Isolation of COVID-19 cases and persons with COVID-19 exposure

We will:

- Effectively isolate COVID-19 exposed residents from all other occupants. Effective isolation will include providing COVID-19 exposed residents with a private bathroom, sleeping area, and cooking and eating facility.
- Effectively isolate COVID-19 cases from all occupants who are not COVID-19 cases. Effective isolation will include housing COVID-19 cases only with other COVID-19 cases, and providing COVID-19 case occupants with a sleeping area, bathroom, and cooking and eating facility that is not shared by non-COVID-19-case occupants.
- Keep confidential any personal identifying information regarding COVID-19 cases and persons with COVID-19 symptoms, in accordance with our CPP **Investigating and Responding to COVID-19 Cases**.
- End isolation in accordance with our CPP **Exclusion of COVID-19 Cases and Return to Work Criteria**, and any applicable local or state health officer orders.

Additional Consideration #4

COVID-19 Prevention in Employer-Provided Transportation to and from Work-(Not Applicable).

Assignment of transportation

We will prioritize shared transportation assignments in the following order:

- Employees residing in the same housing unit will be transported in the same vehicle.
- Employees working in the same crew or worksite will be transported in the same vehicle.
- Employees who do not share the same household, work crew or worksite will be transported in the same vehicle only when no other transportation alternatives are possible.

Physical distancing and face coverings

We will ensure that the:

- Physical distancing and face covering requirements of our CPP **Physical Distancing and Face Coverings** are followed for employees waiting for transportation.
- Vehicle operator and any passengers are separated by at least three feet in all directions during the operation of the vehicle, regardless of the vehicle's normal capacity. Vehicle operator and any passengers are provided and wear a face covering in the vehicle as required by our CPP **Face Coverings**.

Screening

We will develop, implement, and maintain effective procedures for screening and excluding drivers and riders with COVID-19 symptoms prior to boarding shared transportation.

Cleaning and disinfecting

We will ensure that:

- All high-contact surfaces (door handles, seatbelt buckles, armrests, etc.) used by passengers are cleaned and disinfected before each trip.
- All high-contact surfaces used by drivers, such as the steering wheel, armrests, seatbelt buckles, door handles and shifter, are cleaned and disinfected between different drivers.
- We provide sanitizing materials, training on how to use them properly, and ensure they are kept in adequate supply.

Ventilation

We will ensure that vehicle windows are kept open, and the ventilation system set to maximize outdoor air and not set to recirculate air. Windows do not have to be kept open if one or more of the following conditions exist:

- The vehicle has functioning air conditioning in use and the outside temperature is greater than 90 degrees Fahrenheit.
- The vehicle has functioning heating in use and the outside temperature is less than 60 degrees Fahrenheit.
- Protection is needed from weather conditions, such as rain or snow.
- The vehicle has a cabin air filter in use and the U.S. EPA Air Quality Index for any pollutant is greater than 100.

Hand hygiene

We will provide hand sanitizer in each vehicle and ensure that all drivers and riders sanitize their hands before entering and exiting the vehicle. Hand sanitizers with methyl alcohol are prohibited.

COVID-19 School Guidance Checklist

January 14, 2021

Revised April 05, 2021

CALIFORNIA
ALL

Your Actions
Save Lives



Date: 04/05/2021

2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: VICTOR VALLEY UHSD

Number of schools: 9

Enrollment: 10,630

Superintendent (or equivalent) Name: Dr. Ron Williams

Address: 16350 Mojave Drive

Phone Number: 760 955-3201

Victorville, CA 92395

Email: rwilliams@vvuhd.org

Date of proposed reopening:
02/22/2021

County: San Bernardino

Current Tier: Red

(please indicate Purple, Red, Orange or Yellow)

Type of LEA: 7-12 School District

Grade Level (check all that apply)

☐ TK ☐ 2nd ☐ 5th ☒ 8th ☒ 11th

☐ K ☐ 3rd ☐ 6th ☒ 9th ☒ 12th

☐ 1st ☐ 4th ☒ 7th ☒ 10th

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

K12csp@cdph.ca.gov

LEAs or equivalent in Counties with a case rate $\geq 25/100,000$ individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

☒ I, Ramiro Rubalcaba, Ed.D., post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents,

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

☒ **Stable group structures (where applicable):** How students and staff will be kept in 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 stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

We returned to in-person small cohorts effective 03/15/2021 and intend

If you have departmentalized classes, how will you organize staff and students in stable groups?

We have identified stable small cohorts for targeted support. Classes are

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

We have identified stable small cohorts for targeted support. Classes are

☒ **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.

☒ **Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced for staff and students.

☒ **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.

☒ **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

☒ **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.

☒ **Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: Outdoor physical feet

Minimum: 3 (three) feet. If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

Three (3) feet is now permissible in the classroom between students.

☒ **Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

☒ **Testing of 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. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

Weekly no-cost Covid-19 testing is available to all staff at every site.

☒ **Testing of Students:** How school officials will ensure that students 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. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

Weekly no-cost COvid-19 testing will be available to all students at every s

☒ **Identification and Reporting of Cases:** At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with Reporting Requirements.

☒ **Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

☒ **Consultation: (For schools not previously open)** Please confirm consultation with the following groups

☒ Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: VVTA and CSEA Negotiations

Date: ongoing consultations

☒ Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: Parent and Student Online Forum

Date: _____

If no labor organization represents staff at the school, please describe the process for consultation with school staff:
N/A

For Local Educational Agencies (LEAs or equivalent) in PURPLE:

☐ **Local Health Officer Approval:** The Local Health Officer, for (state County) California, San Bernardino. County has certified and approved the CSP on this date: 02/08/2021. If more than 7 business days have passed since the submission without input from the LHO, the CSP shall be deemed approved.

Additional Resources:

Guidance on Schools

Safe Schools for All Hub



TO: CIF SOUTHERN SECTION PRINCIPALS
CIF SOUTHERN SECTION ATHLETIC DIRECTORS

FROM: ROB WIGOD, COMMISSIONER OF ATHLETICS (RW)

SUBJECT: CIF SOUTHERN SECTION UPDATE

DATE: MARCH 2, 2021

I hope all is well with you and your families. Here is the latest update.

Return to Play – Outdoor Sports – As you know, the threshold for outdoor sports to begin competition is 14 cases (Adjusted Case Rate), or lower, per 100,000 people. Last week, Los Angeles County, Orange County and San Luis Obispo County reached that threshold and based on the Adjusted Case Rates released today, all 8 counties within the Southern Section footprint have met that standard. Here are the Adjusted Case Rates, per 100,000 people, as of March 2, 2021.

- San Luis Obispo County – 6.8
- Los Angeles County – 7.2
- Orange County – 7.6
- San Bernardino County – 9.0
- Ventura County – 10.6
- Riverside County – 11.3
- Santa Barbara County – 13.0
- Kern County – 13.6

I hope this information is useful to you in the time ahead and if you have any questions, or I can help you in any way at all, do not hesitate to contact our office. My staff and I are ready, willing and able to assist you in any way we possibly can.

Thank you very much for your help and support, it is truly appreciated.



EDUCATION-BASED ATHLETICS COVID-19 MODIFICATIONS

- CDPH Youth Sports Guidelines (please review for complete Return to Play details)
- CIF Guidelines will be adjusted weekly
- In the event of a positive test for COVID-19, schools will follow the current CDPH Guidelines for Schools
- Any student-athlete testing positive for COVID-19 may not return to practice or competition until cleared by their physician
- Schools must still follow all guidelines from their local county and the governing board of their school district or private/parochial school

CIF Season 1 Sports (January - April):

Traditional Competitive Cheer, Cross Country, Field Hockey, Football, Gymnastics, Skiing/Snowboarding, Girls Volleyball, Water Polo

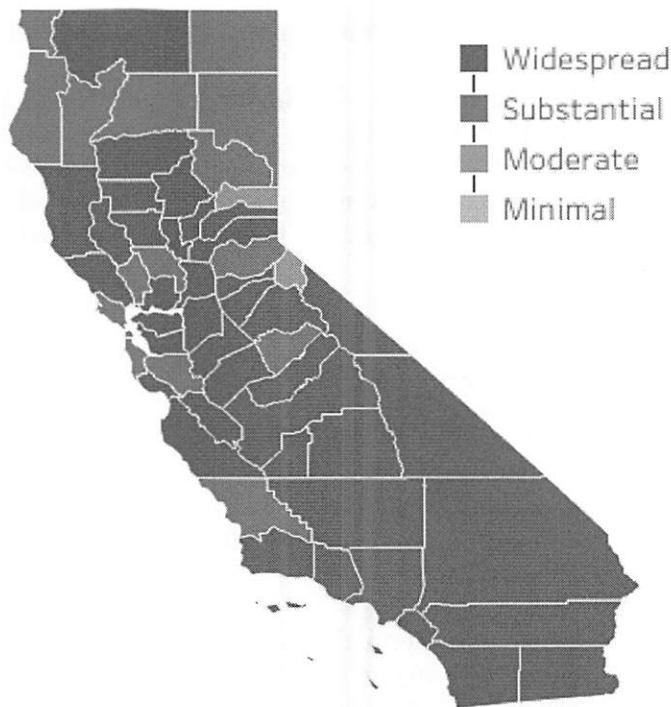
CIF Season 2 Sports (March - June):

Badminton, Baseball, Basketball, Competitive Sport Cheer, Golf, Lacrosse, Soccer, Softball, Swimming & Diving, Tennis, Track & Field, Boys Volleyball, Wrestling

[^]Please refer to respective CIF Sections for verification of seasons of sport

March 2, 2021

County Tier Status



***Outdoor Sports in Red (Substantial) and Orange (Moderate) Tiers may hold competitions, regardless of county tier status, if respective county COVID-19 adjusted case rate is equal to or less than 14 per 100,000.**

Additionally, the sports of **football and water polo** must conduct COVID-19 testing. Please visit the CDPH Youth Sports Guidelines for further details regarding testing.

Please visit the State Dashboard for the latest county case rate data.

WIDESPREAD

Sports allowed in this tier: Cross Country, Golf, Skiing/Snowboarding, Swimming & Diving, Tennis, and Track & Field.

SUBSTANTIAL

Sports allowed in this tier: *Baseball, *Field Hockey, *Girls Lacrosse, and *Softball.

MODERATE

Sports allowed in this tier: Badminton, *Football, Gymnastics, *Boys Lacrosse, *Soccer, and *Water Polo.

MINIMAL

Sports allowed in this tier: Basketball, Competitive Cheerleading, Volleyball, and Wrestling.



VICTOR VALLEY UHSD Athletics Reopening Guidance

Victor Valley Union High School District (VUUHSD) recognizes that athletics programs are not only essential to the learning of all students involved, but also a key to lifelong success for many of our students. As such, VUUHSD is committed to following federal, state and local health agency guidelines during our tiered reopening of our athletics programs while minimizing the risk of transmission of illness to students, families, coaches, staff and the community. The VUUHSD tiered reopening of our athletics programs will be guided by what is feasible, practical, acceptable, and tailored to the needs of the community so that we may help our student-athletes participate in these highly meaningful and essential programs in the safest way possible.

VUUHSD Self-Screening Protocols

The district requires all staff and students to be vigilant in daily self-assessing for possible symptoms of illness. If you are experiencing one or more of the following symptoms, you **MUST** stay home from work/school until symptom free, without medication, for 72 hours and at least 10 days after symptoms first appeared. Staff/students must notify their school/employer of their absence due to illness.

- Persistent dry cough
- Persistent shortness of breath
- Fever of 100.4 degrees or higher (flushed, red cheeks, lethargic)
- Overall body aches
- Persistent red eyes (not from allergies or environment)
- Any other significant cold-like/flu-like symptoms

VUUHSD Visual Screening Protocols

The district requires that all staff be vigilant in observing possible symptoms of illness. If you see one or more of the following symptoms, send the individual (adult or child) to the health office for secondary screening.

- Persistent dry cough
- Persistent shortness of breath
- Fever of 100.4 degrees or higher (flushed, red cheeks, lethargic)
- Overall body aches
- Persistent red eyes (not from allergies or environment)
- Any other significant cold-like/flu-like symptoms

Note: All Victor Valley UHSD staff have been assigned a Target Solutions training which pairs with the guidance above.

VUUHSD Secondary Screening Protocols

If an individual is referred to secondary screening, trained staff should take the following steps to determine the proper course of action:

1. Secondary screener **MUST** wear a mask during screening
2. Temperature check
3. Reassess symptoms
4. Review underlying health conditions and personal history
 - a. Ask about the duration of the symptoms
 - b. Ask if anyone else in the household is showing symptoms
5. Determine plan of action based on screening

Return to class: Call home to notify parents that a secondary screening was completed and the student was sent back to class.

OR

Isolate and send home: Isolate the student, call home to notify parents that a secondary screening was completed and the student must be picked up as soon as possible. The student may **NOT** ride the bus home for any reason with other students.



Student-Athlete Illness Prevention Pledge

I understand that, in this time of elevated illness concerns, it is my responsibility to do what I can to prevent the transmission of illness/disease to my teammates and coaches. By signing this document, I pledge to protect myself and every individual with whom I encounter from potential exposure by:

Adhering to VVUHSD Self-Screening Protocols:

I will daily self-assess for possible symptoms of illness **BEFORE** attending any athletics practice/game/event. If I am experiencing one or more of the following symptoms, I **MUST** stay home from practices/games/events until symptom free, without medication, for 72 hours and at least 10 days after symptoms first appeared. I agree to **NEVER** conceal, mask and/or downplay any perceived symptoms. I will notify my coach of my absence due to symptoms/illness.

- Persistent dry cough
- Persistent shortness of breath
- Fever of 100.4 degrees or higher (flushed, red cheeks, lethargic)
- Overall body aches
- Persistent red eyes (not from allergies or environment)
- Any other significant cold-like/flu-like symptoms

Limit Outside Interactions:

I will limit my physical interactions with individuals outside my household to no closer than 6 feet of separation whenever possible in order to limit exposure to my teammates, staff and coaches.

VVUHSD Athletic Protocols:

I agree to **STRICTLY** adhere to the VVUHSD tiered protocols. I understand that failing to adhere to the protocols may jeopardize my position on the team and my ability to participate in VVUHSD athletics.

Student-athletes Name (Print): _____ ID#: _____

Student-athletes Signature: _____

Date: _____

Parents: By signing this document you agree to support your child in his/her adhering to the Student-Athlete illness prevention pledge.

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____

Date: _____

Note: Athletics programs are not to apply consequences as a direct result of attendance related issues due to illness or general safety concerns. Students who were ill or had general safety concerns will be afforded the opportunity to try out for the teams when they are capable and feel safe to do so.



COVID-19 Acknowledgement

Dear Parents/Guardians

:

The best way to prevent infection is to avoid being exposed to this virus. Safety and health procedures to help prevent the spread of COVID-19 include but are not limited to:

- Keep student home from school, practices, or events when ill.
- Practice social distancing from others when possible.
- Frequently wash hands with soap and water for at least 20 seconds.
 - Use hand sanitizer with at least 60% alcohol if soap and water are not available.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Place used tissues in a wastebasket.
- Avoid using other students' school supplies, technology equipment, or athletic equipment.
- Adhere to the VVUHSD recommendation of wearing facial coverings, when feasible and safe, in general settings and adhere to specific environment facial covering guidance (i.e. athletic events, bus, etc.).
- Notify school staff if you experience symptoms of acute respiratory illness (i.e., persistent dry cough, persistent shortness of breath, fever of 100.4 degrees or higher, overall body aches, persistent red eyes not from allergies or environment or any other significant cold-like/flu-like symptoms) so you can be separated from others and be sent home immediately.

I acknowledge the following (please initial):

- There is a potential risk for contracting COVID-19 while attending school or participating in school activities or athletics.
- Cleaning and disinfecting practices may help to reduce the spread of COVID-19, but cannot stop the spread.
- Due to the nature of our facilities and programs, social distancing of 6 feet per person among students and staff in a school setting is not always possible.

Acknowledgment

I have read Victor Valley Union High School District (VVUHSD) COVID-19 Acknowledgement, and fully understand the potential risks of COVID-19. While VVUHSD is making significant efforts to ensure the safety of students and staff, I acknowledge our schools, transportation, and athletic environments are not guaranteed to be COVID- 19 free environments.

Student Name / ID #

Student Signature

Date

Parent/Guardian Name

Parent/Guardian Signature

Date

2020-2021 "Work Remotely" Affidavit

If you would like to implement Distance Learning (work remotely) while on Phase One (1) of The VVUHSD Reopening of Schools Continuum Plan, you must comply with the following requirements.

You must adhere to the following:

1. Once you have made your selection to either work remotely or in person, that selection will remain in effect for the duration of Phase 1.
2. Any requests to access your work location or change your selection, must be made to your immediate supervisor at least 24 hours in advance or as reasonably possible.
3. If you have selected to work remotely, you may not access your work location without prior approval from your immediate supervisor.
4. Maintain a professional work environment clear of distractions at your location (children, pets, outside noises).
5. Protect the privacy of students and staff.
6. Follow the VVUHSD Acceptable Use Policy when using technology, Internet, Programs.
7. Maintain a professional and appropriate appearance.
8. Maintain your respective daily work hours the same as if you were on site unless modified and approved.
9. Remain available during your duty work day and be available to come to your site upon your supervisor's request if needed.
10. Follow Board Policies, Regulations, Collective Bargaining Agreement and MOU.

If at any time, it is determined by administration that your Distance Learning practices do not meet the MOU or the requirements above, you will be required to return in person to your work location.

Once the District decides to move to Phase Two (2) through Five (5) you will be required to return to your classroom or office at that time.

I understand and will comply with the stipulations above.

Teacher signature

Date



VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

HUMAN RESOURCES DIVISION
16350 Mojave Drive, Victorville, CA 92395-3655
(760) 955-3201 ext. 10239

Dr. Ramiro Rubalcaba, Assistant Superintendent

Memorandum

To: All VVUHSD Management
 From: Ramiro Rubalcaba, Ed.D., Assistant Superintendent, Human Resources
 Re: Classified Work Remotely on a Rotation Plan
 Date: August 17, 2020

I hope this memo finds you well. The following are important items and parameters related to the District's Plan regarding Classified Employees working on a rotation or remotely during Phase One of the VVUHSD Reopening of School's Continuum.

At the Board meeting on July 16, 2020 the Board of Trustees provided direction to Executive Cabinet to allow certificated employees, (VUTA) to select whether they wanted to work remotely or on site. That process has been established and finalized. The Board also provided direction to develop a plan for classified employees to be able to work remotely or on a rotational basis if possible, with the understanding that it is not feasible for all classified employees to work remotely or on a rotation. The following is our first effort at creating a Plan for classified employees. Please note that this plan is subject to change depending on factors related to the COVID-19 pandemic and it is understood that not all employees may be able to work on a rotation or remotely depending on site or department needs.

Hours of Operation

- District offices are to remain open five (5) days a week from 7:30 a.m. to 4:00 p.m.
- School sites are to remain open five (5) days a week from 7:00 a.m. to 3:30 p.m.

Classified Work Assignments

- Sites and departments are to utilize their existing classified staff at their sites and departments and repurpose them as needed as the first effort to maintain continuity of District operations and service to our District community. **Please email me a plan for your classified employees who may be able to work on a rotation or remotely and what that schedule will look like no later than Tuesday, August 18, 2020 by 3:00 p.m.** Please keep in mind you must remain open during the hours and days stated above.
- Sites and departments that require additional assistance beyond their existing staff should contact DeShawn Dickinson, Director of Classified Personnel, to provide support by repurposing or reassigning additional staff. An example of a school site project that may need additional help is

BOARD OF TRUSTEES

Jose Berrios ♦ Caleb Castañeda ♦ Barbara Dew ♦ Penny Edmiston ♦ Joshua Garcia

reorganizing libraries or temperature taking at the District Offices. Now is a good time to get projects completed that cannot be done when all staff and students are present.

Working on a Rotation, Remotely and Schedules

The following changes are effective, Monday August 24, 2020:

- **All classified employees that will work on a rotation or remotely must fill out a VVUHSD work remotely form and submit it to their immediate supervisor prior to working on a rotation or remotely.**
- Night Custodians' hours will be 12 p.m. to 8:30 p.m.
- Night mechanics' hours will be 12 p.m. to 8:30 p.m.
- Night Electricians' hours will be 12 p.m. to 8:30 p.m.
- Instructional assistants must be assigned either to a student for a one-to-one assignment, a classroom/teacher, or a program supporting students. Instructional assistants should be given the choice to work remotely or onsite if they have been provided a District-issued computer device, are able to logon online to support students, teachers, or a program, and overall have what is needed to perform their duties remotely. They may also continue to work onsite.

I hope your start to the school year went as smooth as possible and that you and your loved ones remain healthy and well. Thank you for everything you do on a daily basis to serve our students, families, and staff. Do not hesitate to contact me if you have any questions or concerns.

VVUHSD 2020-2021 "Work Remotely" Form

If you work remotely while on Phase One (1) of The VVUHSD Reopening of Schools Continuum Plan, you must comply with the following requirements and submit this form to your immediate supervisor:

1. The Center for Disease Control (CDC) and the Department of Public Health (DPH) Guidelines
2. *Once you have made your selection to either work remotely or in person, that selection will remain in effect for the duration of Phase 1 unless directed otherwise by administration
3. *Any requests to access your work location or change your selection, must be made to your immediate supervisor at least 24 hours in advance or as reasonably possible.
4. *If you have selected to work remotely, you may not access your work location without prior approval from your immediate supervisor.
5. You must maintain a safe, professional work environment clear of distractions at your location (i.e. children, pets, outside noises) as feasible.
6. You shall Protect the privacy of students and staff.
7. You shall follow the VVUHSD Acceptable Use Policy when using technology, Internet, Programs online platforms, social media and other applications.
8. You must maintain a professional and appropriate appearance at all times.
9. You shall maintain your respective daily work hours the same as if you were on site unless modified by administration and approved.
10. You shall remain available during your duty workday and be available to come to your site upon your supervisor's request if needed.
11. If you are unable to perform your work duties, you must report an absence as required when onsite
12. You must update your immediate supervisor with a working phone number and keep your message box clear in the event the District needs to contact you or leave a message. You must respond to the District within 2 hours during your workday.
13. You must utilize and regularly check your District email.
14. You must follow Board Policies, Regulations, Collective Bargaining Agreements and MOUs as applicable.

If at any time, it is determined by District administration that your remote work practices do not meet the requirements as set forth above, you may be required to return in person to your work location. I have read, understand and agree to comply with the above stipulations.

Employee Name Printed

Position

Employee signature

Date

Model COVID-19 Prevention Program (CPP)

With some exceptions, all employers and places of employment are required to establish and implement an effective written COVID-19 Prevention Program (CPP) pursuant to an Emergency Temporary Standard in place for COVID-19 (California Code of Regulations (CCR), Title 8, section 3205(c)). Cal/OSHA has developed this model program to assist employers with creating their own unique CPP tailored to their workplace.

Employers are not required to use this program. Employers may create their own program or use another CCP template. Employers can also create a written CCP by incorporating elements of this program into their existing Injury and Illness Prevention Program (IIPP), if desired. Cal/OSHA encourages employers to engage with employees in the design, implementation and evolution of their COVID-19 Prevention Program.

Using this model alone does not ensure compliance with the emergency temporary standard. To use this model program effectively, the person(s) responsible for implementing the CPP should carefully review:

- All of the elements that may be required in the following CCR, Title 8 sections:
 - 3205, COVID-19 Prevention
 - 3205.1, Multiple COVID-19 Infection and COVID-19 Outbreaks
 - 3205.2, Major COVID-19 Outbreaks
 - 3205.3, Prevention in Employer-Provided Housing
 - 3205.4, COVID-19 Prevention in Employer-Provided Transportation to and from Work
 - The four Additional Considerations provided at the end of this program to see if they are applicable to your workplace.
- The additional guidance materials available at www.dir.ca.gov/dosh/coronavirus/



November 2020

COVID-19 Prevention Program (CPP) for Victor Valley UHSD

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Date: January 28, 2021 (Revised April 05, 2021)

Authority and Responsibility

Ramiro Rubalcaba, Assistant Superintendent, Human Resources, has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by: Management is in ongoing communication with both bargaining units, Victor Valley Teachers Association (VVTA) and California School Employees Association (CSEA) Members. **Both associations and their representatives have been invited to be a part of the VVUHSD Safety Committee and are able to provide input and review safety plans including but not limited to Covid-19 prevention efforts.**

Employee screening

We screen our employees upon arriving on site each day. Before employees can enter any district building each morning face covering is required. Staff members who conduct temperature checks are wearing face covering and stand six feet behind an acrylic stand and has been supplied with face covering, alcohol sanitizing wipes, and hand sanitizer. Temperature taking Kiosk stations have been installed at every district office and school site so that employees and visitors can be temperature screened. A paper bracelet is given to employees to put on themselves which is confirming daily morning check has been administered. Temperature is taken using non-contact thermometer guns. Employees, students, and visitors are asked if they have had a fever of 100.4F or more in the last 72 hours, and have not had any cold, flu or COVID-19 symptoms in the last 72 hours. Any employee that exceeds the temperature check of more than 100.4F, is tested several more times and if still registering above 100.4F, is sent home to await further instructions. Signage to reaffirm these expectations have been posted at entrances.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

All managers and supervisors are responsible for communicating with staff about occupational safety and health. Discussing safety concerns are an ongoing dialogue between management and staff regularly. Updates on CDC recommended protocols are sent to all staff and bargaining units; VVTA and CSEA as received. Quarantining of staff, disinfecting of work place, regular cleaning schedules, and any reported issues are addressed and rectified immediately. The severity of the hazard will be assessed at the site level and reported to the appropriate staff.

Control of COVID-19 Hazards

Physical Distancing

Where possible, we ensure at least six (6) feet of physical distancing between employees and three (3) feet between students in classrooms at all times in our workplace by:

- **Eliminating the need for workers to be in the workplace – e.g., telework or other remote work arrangements as feasible and needed.**
- **Reducing the number of persons in an area at one time, including visitors.**
- **Floor stickers to indicate where employees and others should stand are placed on school site and district complex floors.**
- **Staggered work days, breaks and lunches are scheduled.**
- **Office staff have free standing, hanging or built in acrylic or glass shields.**
- **Staff in-person meetings are avoided, using virtual platforms to the extent possible.**

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Face Coverings

We provide clean reusable cloth and disposable, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. All staff was provided a five pack of cloth reusable masks as well as disposable masks are readily available. All employees are required to wear face covering at all times. All staff is noticed to wear face covering, signs are posted at front doors, administration at each site and department are kept abreast of what PPE has been issued and ensure their staff is issued the PPE. Any staff not wearing face covering will be instructed to do so. Reports of staff not wearing a mask for non-approved exceptions are rectified immediately and subject to corrective action. All students and visitors to District facilities are required to properly wear face coverings as described above. Re-usable and disposable masks are readily available for anyone entering District facilities.

The following are exceptions to the use of face coverings in our workplace:

- **When an employee is alone in a room.**
While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- **Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be made available as practicable on a case-by-case basis.**

Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

Office staff is provided: free standing acrylic desk shields, built in glass partitions, hanging acrylic shields, rolling acrylic shields, heavy-duty rolling temperature stations.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by following the Cal-OSHA guidelines and manufacture recommendations for existing ventilation systems on the percentage of outside air damper controls to ensure efficiency and the highest safety possible. Bi-polar ionization units have been installed in every HVAC unit.

Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Hands-free hand sanitizer units are placed in various locations around school sites and district complex.
- Daily disinfection of all office areas, cubicle, restrooms, kitchen areas is completed and signed off on posted cleaning schedule.
- Daily disinfection of touch points, common used equipment, including copiers, mail machine, etc.
- Personal disinfecting equipment is provided to staff, including alcohol wipes, gloves, spray disinfectant, UV wands.
- Custodial staff is equipped with electrostatic sprayer and hydrogen peroxide germ disinfectant.
- Cleaning, disinfecting, PPE and custodial supplies are in stock and distributed as well as refilled immediately upon request.
- All disinfection, PPE, sanitizing supplies are reported to site administration and department managers to ensure proper distribution, record keeping and reordering of readily available supplies.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Any staff member reporting they have a positive test for COVID-19 is contacted directly by the Asst. Supt. of Human Resources for Certificated staff and Management staff or Director, Classified Personnel for Classified staff.
- Staff member with positive results are quarantined at home.
- Applicable leaves are afforded by law and contractual agreements are recorded.
- Staff in contact with other staff members within 14 days of positive test results, are reported to Workers Compensation TPA, Hazelrigg Claims Management within three days.
- Disinfecting procedures are implemented in personal workspace, common areas of assigned building, maintenance vehicles, etc.
- Staff in contact other staff members within 14 days of positive test results, AB685 Notification of Possible Exposure is sent to all sites and departments that employee may have been in contact with during the 14 day period.
- The San Bernardino County Department of Public Health will be consulted for further guidance.

Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible.

Where there must be sharing, the items will be disinfected between uses by.

- Currently office equipment, phones, headsets, desks, keyboards are not shared.
- Daily disinfecting of common areas, bathrooms, office equipment is completed and recorded.
- Sanitizing wipes, hand sanitizer is placed on each desk, common areas, reception areas, office equipment for additional sanitizing after staff use.
- Electro-static magnetic units with hydrogen peroxide germ spray cleaners are used to disinfect all school buses. School buses used for wi-fi hotspots, Nutrition Services food delivery and are sanitized each day before use.
- Custodians are supplied electrostatic spray units with hydrogen peroxide germ spray which will be implemented in daily disinfecting schedule and as required.
- Maintenance or custodial staff sharing equipment have been supplied disinfecting items, i.e., face covering, gloves spray disinfecting cleaners, spray mist.
- Any staff member is free to request PPE and sanitizing items which are in stock and readily available.
- PPE is not shared, i.e., gloves, disposable face masks, reusable masks, face shields.
- Sanitizing staff is provided with PPE and refill stock is readily available.
- Sharing of vehicles will be minimized to the extent feasible, high-touch points will be disinfected between users. Maintenance teams are staggered and traveling together only when unavoidable.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Hand washing is encouraged as part of CDC protocols, including; face covering, six-foot distancing, and staying home if the employees do not feel well.
- Hands-free hand sanitizer stands are placed at the entrance of all buildings as well as located in common areas around the campus
- Hands-free hand sanitizer stands have been placed in each classroom.
- Personal size 8 oz hand sanitizer were issued to all staff and are refilled as needed.
- Hands-free paper towel dispenser are replacing old pull down paper towel dispenser.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained.

We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

- Disposable mask, reusable cloth mask, plastic face shields, face shield with drape, N95 masks are in stock and readily available to staff.

Investigating and Responding to COVID-19 Cases

This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Potential exposure is vetted through contact tracing by Asst. Supt. Human Resources or Director, Classified Personnel.
- Employee reporting possible or positive test of COVID-19 are contacted directly and given appropriate instructions.
- All staff at school site or department are sent AB685 Notification of Possible Exposure.
- All staff reported in contact tracing with possible exposure are contacted and given appropriate instructions.
- Asymptomatic weekly COVID-19 testing is available onsite at designated District facilities at no cost and employees with possible exposure are encouraged to be tested. Weekly Covid-19 at no cost to students will also be made available at each school site.
- Testing is also available at no cost at CVS, Rite Aid, Walgreens, SB County locations; sbcountycovid19.com/testing-sites, medical providers; HealthNet primary physician lab request, Kaiser Permanente, mydoctor.kaiserpermanente.org/covid-19/testing and available to employee during they duty day or after duty day as convenient to employee schedule.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Who employees should report COVID-19 symptoms and possible hazards to:
- Employees that report symptoms or positive test results to direct supervisor are referred immediately to Asst. Supt. Human Resources for Certificated and Management staff and Director, Classified Personnel.
- Every employee with symptoms, temperature of 100.4F or more at daily check in or during the course of the duty day, those reporting positive results are contacted directly vial telephone by Personnel for contact tracing and appropriate instructions.
- AB685 Notification of Possible Exposure is sent to site and department within 24 hours.
- All employees reporting possible or positive COVID-19 case are recorded on a confidential Google shared file.
- SB1159 Emergency Plan
- That employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing
- Asymptomatic weekly COVID-19 testing is available onsite at designated District facilities at no cost and employees with possible exposure are encouraged to be tested. Weekly Covid-19 at no cost to students will also be made available at each school site.
- Testing is available at no cost at CVS, Rite Aid, Walgreens, SB County locations; sbcountycovid19.com/testing-sites, medical providers; HealthNet primary physician lab request, Kaiser Permanente, mydoctor.kaiserpermanente.org/covid-19/testing and available to employee during they duty day or after duty day as convenient to employee schedule
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.
- Employees reporting symptoms or positive tests results for COVID-19 are contacted directly and contract tracing is done. Possible exposed employees identified during contact tracing are

contacted directly and appropriate instructions are given, i.e. quarantine, encouraged to get no cost test, etc.

- California Emergency Paid Sick Leave Act and Families First Coronavirus Response Act, leaves were given to the employee until December 31, 2020 when the act expired. The new Covid-19 state leave has been extended from January 01, 2021 to September 30, 2021.
- Asymptomatic weekly COVID-19 testing is available onsite at designated District facilities at no cost and employees with possible exposure are encouraged to be tested. Weekly Covid-19 at no cost to students will also be made available at each school site.
- Testing is also available at no cost at CVS, Rite Aid, Walgreens, SB County locations; sbcountycovid19.com/testing-sites, medical providers; HealthNet primary physician lab request, Kaiser Permanente, mydoctor.kaiserpermanente.org/covid-19/testing and available to employee during they duty day or after duty day as convenient to employee schedule.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Coronavirus online training was assigned via Target Solutions to all staff.
- AB685 Notification of Possible Exposure is sent to all possibly exposed staff with instructions.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and three feet in the classroom and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
-

Appendix D: COVID-19 Training Roster will be used to document this training.

Reports are generated from Target Solutions online portal.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.

- Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by during California Emergency Paid Sick Leave Act and Families First Coronavirus Response Act, leaves were given to the employee until December 31, 2020 when the act expired. The new Covid-19 state leave has been extended from January 01, 2021 to September 30, 2021.
- Employee potentially exposed at the workplace are given the opportunity to file a workers compensation claim. Hazelrigg Claims Management is the district Third-Party Administrator of all claims and will investigate, process and provide medical care to employee if and when the claim is accepted with industrial work related causation per all applicable COVID-19 presumptive laws SB1159.
- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.
- COVID-19 Prevention Program will be assigned to staff via Target Solutions online portal.

Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
 - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
 - COVID-19 symptoms have improved.
 - At least 10 days have passed since COVID-19 symptoms first appeared.
 - COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
 - A negative COVID-19 test will not be required for an employee to return to work.
 - If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.
-

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Person conducting the evaluation: Site/department Administration at the direction of Ramiro Rubalcaba

Name(s) of employee and authorized employee representative that participated:

[illegible]

Appendix B: COVID-19 Inspections

See the following link for further information and guidance: www.dir.ca.gov/dosh/coronavirus/

Date:

Name of person conducting the inspection:

Work location evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: ongoing

Name of person conducting the investigation: Ramiro Rubalcaba and DeShawn Dickinson

Personnel staff maintains a confidential Google document recording all possible and positive COVID-19 staff, name, site, date of exposure, date of test, results, workers compensation notification done, dates of leave, return to work date.

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	

**Results of the
evaluation of the
COVID-19 case and all
locations at the
workplace that may
have been visited by
the COVID-19 case
during the high-risk
exposure period, and
who may have been
exposed (attach
additional
information):**

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:			
All employees who may have had COVID-19 exposure and their authorized representatives.	Date:		
	Names of employees that were notified:		
Independent contractors and other employers present at the workplace during the high-risk exposure period.	Date:		
	Names of individuals that were notified:		
What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		What could be done to reduce exposure to COVID-19?	
Was local health department notified?		Date:	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Appendix D: COVID-19 Training Roster

Date:

Person that conducted the training: Target Solutions online portal CoronaVirus 101

[illegible]

Additional Consideration #1

Multiple COVID-19 Infections and COVID-19 Outbreaks

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

- We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees' working hours.
- Testing is available at no cost at CVS, Rite Aid, Walgreens, SB County locations; sbcountycovid19.com/testing-sites, medical providers; HealthNet primary physician lab request, Kaiser Permanente, mydoctor.kaiserpermanente.org/covid-19/testing and available to employee during they duty day or after duty day as convenient to employee schedule.
- COVID-19 testing consists of the following:
 - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
 - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
 - We will provide additional testing when deemed necessary by Cal/OSHA.
 - San Bernardino County Department of Public Health will be notified immediately upon the third confirmed positive case at any school site or department.
 - Cal Osha will be notified as soon as possible upon notification of a possible or confirmed COVID related employee death.
 - Hazelrigg Claims Management is notified within three days of positive test result of staff potentially in contact with other staff within 14 day period.

Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases and Return to Work Criteria** requirements, and local health officer orders if applicable.

Investigation of workplace COVID-19 illness

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 investigation, review and hazard correction

In addition to our CPP **Identification and Evaluation of COVID-19 Hazards and Correction of COVID-19 Hazards**, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review will be documented and include:

- Investigation of new or unabated COVID-19 hazards including:

- Our leave policies and practices and whether employees are discouraged from remaining home when sick.
- Our COVID-19 testing policies.
- Insufficient outdoor air.
- Insufficient air filtration.
- Lack of physical distancing.
- Updating the review:
 - Every thirty days that the outbreak continues.
 - In response to new information or to new or previously unrecognized COVID-19 hazards.
 - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:
 - Moving indoor tasks outdoors or having them performed remotely.
 - Increasing outdoor air supply when work is done indoors.
 - Improving air filtration.
 - Increasing physical distancing as much as possible.
 - Respiratory protection.
 - [describe other applicable controls].

Notifications to the local health department

- Immediately, but no longer than 48 hours after learning of three or more COVID-19 cases in our workplace, we will contact the local health department for guidance on preventing the further spread of COVID-19 within the workplace.
- We will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. We will continue to give notice to the local health department of any subsequent COVID-19 cases at our workplace.

Additional Consideration #2

Major COVID-19 Outbreaks

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees' working hours.

Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases and Return to Work Criteria**, and any relevant local health department orders.

Investigation of workplace COVID-19 illnesses

We will comply with the requirements of our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 hazard correction

In addition to the requirements of our CPP **Correction of COVID-19 Hazards**, we will take the following actions:

- In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency and install ionization units in each HVAC system. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.
- We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.
- We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected
- Implement any other control measures deemed necessary by Cal/OSHA.

Notifications to the local health department

We will comply with the requirements of our **Multiple COVID-19 Infections and COVID-19 Outbreaks-Notifications to the Local Health Department**.

Additional Consideration #3

COVID-19 Prevention in Employer-Provided Housing-(Not Applicable).

[This section will need to be added to your CPP if you have workers in employer-provided housing. Reference section 3205.3 for details. Employer-provided housing is any place or area of land, any portion of any housing accommodation, or property upon which a housing accommodation is located, consisting of: living quarters, dwelling, boardinghouse, tent, bunkhouse, maintenance-of-way car, mobile home, manufactured home, recreational vehicle, travel trailer, or other housing accommodations. Employer- provided housing includes a “labor camp” as that term is used in title 8 of the California Code of Regulations or other regulations or codes. The employer-provided housing may be maintained in one or more buildings or one or more sites, including hotels and motels, and the premises upon which they are situated, or the area set aside and provided for parking of mobile homes or camping. Employer-provided housing is housing that is arranged for or provided by an employer, other person, or entity to workers, and in some cases to workers and persons in their households, in connection with the worker’s employment, whether or not rent or fees are paid or collected.

- This section does not apply to housing provided for the purpose of emergency response, including firefighting, rescue, and evacuation, and support activities directly aiding response such as utilities, communications, and medical operations, if:
 - The employer is a government entity; or
 - The housing is provided temporarily by a private employer and is necessary to conduct the emergency response operations.
- The requirements below for Physical distancing and controls, Face coverings, Cleaning and disinfecting, Screening, and Isolation of COVID-19 cases and persons with COVID-19 exposure do not apply to occupants, such as family members, who maintained a household together prior to residing in employer-provided housing, but only when no other persons outside the household are present.]

Assignment of housing units

We will ensure that shared housing unit assignments are prioritized in the following order:

- Residents who usually maintain a household together outside of work, such as family members, will be housed in the same housing unit without other persons.
- Residents who work in the same crew or work together at the same worksite will be housed in the same housing unit without other persons.
- Employees who do not usually maintain a common household, work crew, or worksite will be housed in the same housing unit only when no other housing alternatives are possible.

Physical distancing and controls

We will ensure:

- The premises are of sufficient size and layout to permit at least six feet of physical distancing between residents in housing units, common areas, and other areas of the premises.
- Beds are spaced at least six feet apart in all directions and positioned to maximize the distance between sleepers’ heads. For beds positioned next to each other, i.e., side by side, the beds will be arranged so that the head of one bed is next to the foot of the next bed. For beds positioned across from each other, i.e., end to end, the beds will be arranged so that the foot of one bed is closest to the foot of the next bed. Bunk beds will not be used.
- Maximization of the quantity and supply of outdoor air and increase filtration efficiency to the highest level compatible with the existing ventilation system in housing units.

Face coverings

We will provide face coverings to all residents and provide information to residents on when they should

be used in accordance with state or local health officer orders or guidance.

Cleaning and disinfection

We will ensure that:

- Housing units, kitchens, bathrooms, and common areas are effectively cleaned and disinfected at least once a day to prevent the spread of COVID-19. Cleaning and disinfecting shall be done in a manner that protects the privacy of residents.
- Unwashed dishes, drinking glasses, cups, eating utensils, and similar items are not shared.

Screening

We will encourage residents to report COVID-19 symptoms to:

COVID-19 testing

We will establish, implement, and maintain effective policies and procedures for COVID-19 testing of occupants who had a COVID-19 exposure, who have COVID-19 symptoms, or as recommended by the local health department.

Isolation of COVID-19 cases and persons with COVID-19 exposure

We will:

- Effectively isolate COVID-19 exposed residents from all other occupants. Effective isolation will include providing COVID-19 exposed residents with a private bathroom, sleeping area, and cooking and eating facility.
- Effectively isolate COVID-19 cases from all occupants who are not COVID-19 cases. Effective isolation will include housing COVID-19 cases only with other COVID-19 cases, and providing COVID-19 case occupants with a sleeping area, bathroom, and cooking and eating facility that is not shared by non-COVID-19-case occupants.
- Keep confidential any personal identifying information regarding COVID-19 cases and persons with COVID-19 symptoms, in accordance with our CPP **Investigating and Responding to COVID-19 Cases**.
- End isolation in accordance with our CPP **Exclusion of COVID-19 Cases and Return to Work Criteria**, and any applicable local or state health officer orders.

Additional Consideration #4

COVID-19 Prevention in Employer-Provided Transportation to and from Work-(Not Applicable).

Assignment of transportation

We will prioritize shared transportation assignments in the following order:

- Employees residing in the same housing unit will be transported in the same vehicle.
- Employees working in the same crew or worksite will be transported in the same vehicle.
- Employees who do not share the same household, work crew or worksite will be transported in the same vehicle only when no other transportation alternatives are possible.

Physical distancing and face coverings

We will ensure that the:

- Physical distancing and face covering requirements of our CPP **Physical Distancing and Face Coverings** are followed for employees waiting for transportation.
- Vehicle operator and any passengers are separated by at least three feet in all directions during the operation of the vehicle, regardless of the vehicle's normal capacity. Vehicle operator and any passengers are provided and wear a face covering in the vehicle as required by our CPP **Face Coverings**.

Screening

We will develop, implement, and maintain effective procedures for screening and excluding drivers and riders with COVID-19 symptoms prior to boarding shared transportation.

Cleaning and disinfecting

We will ensure that:

- All high-contact surfaces (door handles, seatbelt buckles, armrests, etc.) used by passengers are cleaned and disinfected before each trip.
- All high-contact surfaces used by drivers, such as the steering wheel, armrests, seatbelt buckles, door handles and shifter, are cleaned and disinfected between different drivers.
- We provide sanitizing materials, training on how to use them properly, and ensure they are kept in adequate supply.

Ventilation

We will ensure that vehicle windows are kept open, and the ventilation system set to maximize outdoor air and not set to recirculate air. Windows do not have to be kept open if one or more of the following conditions exist:

- The vehicle has functioning air conditioning in use and the outside temperature is greater than 90 degrees Fahrenheit.
- The vehicle has functioning heating in use and the outside temperature is less than 60 degrees Fahrenheit.
- Protection is needed from weather conditions, such as rain or snow.
- The vehicle has a cabin air filter in use and the U.S. EPA Air Quality Index for any pollutant is greater than 100.

Hand hygiene

We will provide hand sanitizer in each vehicle and ensure that all drivers and riders sanitize their hands before entering and exiting the vehicle. Hand sanitizers with methyl alcohol are prohibited.

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

BOARD DATE: March 2, 2021
 To: Dr. Ron Williams, Superintendent
 From: Dr. Fal Asrani, Assistant Superintendent, Educational Services
 SUBJECT: DRAFT 6 **Providing Targeted, Specialized Support and Services at School**

Rationale: In order to address the learning loss of students most at-risk, the district proposes to start classroom service for students listed below along with a plan for those services, including meals, transportation and personnel.

CDE Guideline: The attached FAQ document dated September 4 and the COVID-19 and Reopening In-Person Learning Framework for K-12 Schools dated July 17, 2020, and January 14, 2021, have provided guidelines on small group instruction. In-person targeted, specialized support and services in stable cohorts is permissible when the school is able to satisfy all of the conditions detailed in the Cohorting Guidance, including:

- Limiting cohort size to 16
- Restricting cohort mixing
- Maintaining proper physical distancing, masking, cleaning and other safety measures

English Learners from 3-5 p.m. M-Th
Maura will coordinate this with EL teachers

Special Ed SH ONLY from 9-12 noon on Saturdays ONLY

- ☐ -Yes to busing
- ☐ - grab and go breakfast and lunch

Margaret will coordinate this with SH teachers.

- ☐ **CTE from 3-5 p.m. ONLY M-Th**

Principals will confirm which teachers want to do this and invite their students

Create a suitable learning environment, select a location and find a supervisor and keep the cohort together for as long as you need and do not mix the cohort.

- ☐ **Struggling Seniors from 3-5 p.m M-Th and Saturdays from 9-12 noon (those at risk of failing)**

Principals will confirm which teachers want to do this and invite their students

Create a suitable learning environment, select a location and find a supervisor and keep the cohort together for as long as you need and do not mix the cohort.

- ☐ **Foster and Homeless Youth 3-5 p.m. M-Th**

Principals will confirm which teachers want to do this and invite their students

Create a suitable learning environment, select a location and find a supervisor and keep the cohort together for as long as you need and do not mix the cohort.

- ☐ **Learning Pods: 8-12 noon M-Th**

Principals coordinate and request for subs with HR. The subs will supervise the group not to exceed 16. Follow all cohort guidelines and find a location where the cohorts can be separated. Classrooms, library, labs, MPR- you decide.

Allow the students to come back and use the internet- create a suitable learning environment, select a location and find a supervisor and keep the cohort together for as long as you need and do not mix the cohort.

Safety and Supervision Guidelines	
Restroom access:	Each bus aide will escort 1- 2 students to the restroom. Wait outside with one student while the other one goes in. Then bring them back together. This will prevent students from getting access to others.
Lunch	Placed outside on a cart for each classroom.
Activities	Targeted academic language support
Classroom safety	All required desk shields, masks, sanitizers etc will be provided
Student checks	Temperature before getting on the bus by bus aide/ front gate for those dropped off If ill, they will have to go back home. Parents called and the sick room setup. A bus will be on standby to take any student back home who comes to the stop and has a fever.
Classroom cleanup	Custodial staff will be provided the classroom list for each site and will conduct deep cleaning at the end of the scheduled day. Custodial mangt will provide the schedule for restroom clean up during the day to meet safety guidelines
Staffing	work with EL teachers to determine next steps
All students in each small cohort will be bussed together - to and from school. All busses will have one(1) bus aide and 1:1 aide (if needed). Bus aides will stay with the cohort from the time the bus route starts to when they are dropped off. They will stay in the classroom.	
Restroom access:	Each bus aide will escort 1- 2 students to the restroom. Wait outside with one student while the other one goes in. Then bring them back together. 1:1 aides will have full PPE gear for diaper change
Breakfast & Lunch	Placed outside on a cart for each classroom. Teachers can decide on supervision - combination of in class and outside
Activities	OT, PT, Speech, academic support.
Classroom safety	109 desk shields, 109 face masks and face shields Full PPE gear as needed
Student checks	Temperature before getting on the bus by bus aide/ front gate for those dropped off If ill, they will have to go back home. Parents called and sick room setup
Instructional Model	Teachers will be providing instructional plans for all students- both in the classroom and online. Teacher will decide whether the teacher or the classroom aide/s will support the in-class and online students during the class time.
Classroom and restroom cleanup	Custodial staff will be provided the classroom list for each site and will conduct deep cleaning at the end of the scheduled day. Custodial mangt will provide the schedule for restroom clean up during the day to meet safety guidelines
Staffing	Work with SH teachers to determine next steps.

Other Questions	So for safety for safety- we have enough face shields etc for everyone - One desk shield may not be enough- can we get extras in each class? YES - For some teachers it might put them over 20 - we are looking at the final plan - Could we consider Dec 7- will we be ready? - Could we consider bringing the students back in Jan when we return? This could have an impact on the teachers. - If we do start before the winter break it gives us a natural quarantine period. Dec 7th - Staffing- we ask for volunteers first and then if we don't get enough volunteers we work with VVTA to work out a plan and talk about impacts and effects. - Are the ELD teachers going to be working with the ELD students? yes - Bilingual; aides are not at every site- what happens? - What if someone is not willing to work overtime? - Create a chain of command and get this down on paper so we can have a protocol in place- before we come back
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Next Steps

- 1. RR will reach out to VVTA and CSEA for next steps and consider reaching out to SH teachers and ELD teachers and share this plan with them, including VVTA members here.**

Fourth Meeting	12/4 -SH and ELD teachers with Christine, Maura, Margaret and Wennifer In attendance: A. Ogea, E. Ekstrand, K. Custodio, B. Solis, L. De LaTorre, B. Henderson, G. Garrison, J. Rogers, E. Parker-Boulton, J. Gomez, J. Betian, L. De La Torre, M. Taylor, M. Rodriguez, R Bartlett, R. Tolson Comments and Questions: • The most recent tentative date for the start of Small Cohort in-person attendance is January 11th, which was postponed from December 7th due to the recent rise in COVID-19 cases. VVUHSD has been very conservative and many other districts have already brought back small cohorts beginning in mid-october. • Q: Students with BIPs that require additional staff support, might need security or administration to help deal with a behavioral issue. Will security go from class to class? Margaret shared that they truly reviewed the students who wanted to return, the former NPS students are not included in the cohort. They are strategically placing students. What about behavioral issues without a 1on1 aide? Margaret will review any students with a potential need for an additional classroom assistant if there is a need for additional adult supervision. • Students who are struggling to follow PPE guidelines, we might have to contact the parent and change their placement. • Clarification regarding 10 vs 16. No more than 16 in a cohort, not 10. • The lesson plans will have extreme flexibility. Creativity is encouraged and differentiation can occur with the use of the paraprofessionals. This one day a week can be • Q: Teachers are wearing masks all day, but not necessarily social distancing with the students? The cohort grouping allows for a "bubble" and that reduces exposure but there may be times a teacher will be within 6 feet. The use of the desks and shield will reduce exposure but they have high cognitive needs and we have to try to accommodate their significant needs. Staff must maintain PPE, masks, shield (when possible), gloves at all times even if
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	they are in close proximity to the students. • Are there different restrooms assigned to each classroom? Yes, we will have to make accommodations in the restrooms to ensure each class has a designated bathroom. They will be outfitted with any necessary equipment and deep cleaned. The rooms and restroom should be chosen with this in mind. • Will students with 1:1s be given back their same 1:1 as before because some paras that are trained for specific tasks, like medical or braille, etc. or they are familiar with their IEP or BIP. Yes, this will be taken in consideration. • How does class size numbers work with overage? The teacher would have his or her regular class teaching distance learning and then teaching the cohort. I believe that would make teachers over. Overage payment for that day would occur and this will also be taken into consideration if we need to add adults and more cohorts of children. We believe we can manage the numbers due to the small group wanting to return. Most like the students with the small cohort teachers on campus will be their own. • Question about the filtration units and HVAC systems? What is being used and how can we ensure the best possible filtration system? We are obligated to make sure the ventilation system met requires set forth by the health department. We had to submit a plan and the system we use and it was found to be adequate. VVUHSD had to pass safety requirement and Dr. Hawkins may be able to share more information. We will choose classrooms that will NOT share HVAC systems and be close to restrooms for their personal use as a class. • We will ask for room numbers and then make adjustments from there. • Classroom proximity to the bus pick up and drop off is an important factor for classroom location as well. • Will the teacher be switched out every month? The district is considering this option and for SPED there are 14 teachers and EL there are 7. There could be two groups of rotating teachers. This is still being discussed. The rotating will be voluntary. If the teacher who volunteers decides they do not want to rotate and want to stay with the cohort students, we will allow it. • Will there be access to a sensory room? Gym? Most likely they will be available but custodial will need to be notified if the facility is used so deep cleaning can occur. There can be no mixing of groups and the facility has to be cleaned between groups.		
Third Meeting	11/18- See notes page in folder		
Collaboration with VVTA and CSEA	10/19-10/23 - See notes page in folder		
Parents contacted to determine who will attend	10/26-10/29 Parents contacted to determine who will attend- 10/26-10/29 - Will you like your child to attend one day per week? - Will your student need transportation? - Will your student be able to keep his/her mask on during the instruction time?		

School Plans developed on 1/11/2021; Margaret, Nancy, Ebony, Heather, Carlos and Fal

<u>SP ED</u>	<u># CRs</u>	<u>Classrooms</u>	<u>Restrooms</u>	<u>Lunch</u>	<u>Ingress/Egress</u>	<u>If a student gets sick while in school?</u>
<u>AHS</u>	<u>1</u>	D154	Internal for Hoyer Lift External M/F D bathrooms for those who are physically able to walk.	Lunch between 11-12pm Teacher duty free lunch	Bus enter front of school Students/staff proceed through front gates to Symptom screening located at the gate then proceed to D154 At the end of the day, students will exit D154 and proceed through front gates to their bus.	1. The classroom staff will make parent contact to have parents come to the school. 2. Teacher will contact the site administration and shareparent response. 3. Security will escort students to the sick room/ Health office from the classroom.
<u>SHS</u>	<u>3</u>	8000, 3000, 4000 buildings (Tentatively: Gomez/Bartlett/Parker's Rooms)	Corresponding student (and staff) restrooms in 8000, 3000, 4000 buildings If a lift/changing table is required, they will utilize the specialized restroom for this purpose in the 6000 building.	Stagger lunch between 11-12pm Each class in 1 of the 3 lunch quads: 9th Grade Quad/10th Grade Quad/Senior Quad Teacher duty free lunch	Enter through Bus Ramp and travel escorted to their corresponding 8000, 3000, and 4000 classrooms Secondary Symptom Screening location at the back Bus Ramp No cohort group will be merged. Each bus group will proceed separately.	4. Administration will call transportation for the emergency bus, if the parent confirms that they cannot pick up the child. 5. IA and students wait in the health office until the parent comes or the student returns home on an emergency bus.

<u>VHS</u>	<u>4</u>	4 different locations in wing 2, wing 4, and wing 6	4 different locations in wing 2, wing 4, and wing 6 with separate restrooms for each cohort	Stagger lunch between 11-12pm Each class will eat outdoors in different locations, i.e. lower quad, firelane, upper quad, etc. Teacher duty free lunch	Student bus drop off will be in the firelane next to the student's classroom location. Security will be there to do symptom screening. No cohort group will be merged. Each bus group will proceed separately.	6. Administration will email Margaret, Transportation and Fal if there's an ill student so that the parent can be informed by the SPED office that the transportation and intense support will be stopped for 10 days.
<u>HJH</u>	<u>1</u>	Current SH classroom	Has its own restroom	Lunch between 11-12pm Lunch eating area Teacher duty free lunch	drop off and pick up in the front parking lot	

1. Teachers make this day a fun social emotional day.

2. Teachers shift their prep to 8:00 a.m on that one day

3. Provide lunch during the 11-12 noon hour.

4. Buses leave at 12:07

5. Bus aide should eat prior to bus departure (eat same time as the students)

6. Would IAs prefer to wait after students leave to eat their lunch?

7. Teachers stay on campus that day to be available during asynchronous time.



VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

Dr. Ron Williams, Superintendent
16350 Mojave Drive, Victorville, CA 92395-3655
(760) 955-3201 | www.vvuhsd.org

Targeted Support Small Cohort Permission Form

Student Name: _____ Grade: _____

School: _____

I give permission for my child/student to participate in a Victor Valley Union High School District Targeted Support Small Cohort. I understand that my child/student will participate on-campus in a small group setting with other students and staff. In addition, I understand that my child/students will be subject to the following expectations:

- Participate in daily symptom screening prior to entering District facilities
- Wear masks/proper face covering at all times
- Maintain social distancing of 6 feet or more
- Follow classroom rules and safety procedures as outlined by the teacher, administration and staff
- Stay home if ill, displaying any Covid-19 symptoms, has or had a fever of 100.4 or more in the last 72 hours, or has been exposed to Covid-19 in the last 14 days

Print Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

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AB-86 COVID-19 relief and school reopening, reporting, and public health requirements. (2021-2022)

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Date Published: 03/05/2021 09:00 PM

Assembly Bill No. 86

CHAPTER 10

An act to amend Section 69432.9 of, to add and repeal Article 8 (commencing with Section 32090) of Chapter 1 of Part 19 of Division 1 of Title 1 of, and to add and repeal Part 24.6 (commencing with Section 43520) of Division 3 of Title 2 of, the Education Code, to amend Section 110 of Chapter 24 of the Statutes of 2020, and to amend Section 3 of Chapter 6 of the Statutes of 2021, relating to education finance, and making an appropriation therefor, to take effect immediately, bill related to the budget.

[Approved by Governor March 05, 2021. Filed with Secretary of State March 05, 2021.]

LEGISLATIVE COUNSEL'S DIGEST

AB 86, Committee on Budget. COVID-19 relief and school reopening, reporting, and public health requirements.

(1) Existing law establishes a system of public elementary and secondary education in this state, and authorizes local educational agencies throughout the state to provide instruction to pupils in kindergarten and grades 1 to 12, inclusive. Existing law establishes procedures for the apportionment of state funds to these local educational agencies. Existing law, for purposes of calculating apportionments for the 2020–21 fiscal year, requires a local educational agency to offer in-person instruction and authorizes these agencies to offer distance learning, as specified.

This bill would require the school administrator or other person in charge of a public or private school campus maintaining kindergarten or any of grades 1 to 12, inclusive, upon learning that a school employee or pupil at the public or private school campus has tested positive for COVID-19 and was present on campus while infectious, to immediately, and in no case later than 24 hours after learning of the positive COVID-19 case, notify the local health officer or the local health officer's representative about the positive case, as specified. The bill would prohibit this information from being disclosed by a local public health department, except as provided. The bill, beginning March 15, 2021, would require every school district, county office of education, charter school, and private school maintaining kindergarten or any of grades 1 to 12, inclusive, to notify the State Department of Public Health of certain information relating to in-person activities of the educational entity on or before the 2nd and 4th Monday of each month, as specified, and would require the State Department of Public Health to conduct safety reviews of certain schoolsites. The bill would require an educational entity to post a completed COVID-19 safety plan containing certain information on its internet website home page, as specified, and would require certain local educational agencies to submit their COVID-19 safety plan to their local public health department and the State Department of Public Health and resolve any deficiencies identified in the plan before offering in-person instruction. By requiring additional actions by local educational agencies, the bill would impose a state-mandated local program. The bill would require the Government Operations Agency to (A) prioritize COVID-19 vaccination for all persons in Tier 1B pursuant to the State Department of Public Health's Vaccine Allocation Guidelines for COVID-19 Vaccine equally statewide, (B) prioritize a set number of appointments for education sector staff under Tier 1B described in (A), and (C) provide related direct outreach to, and support for,

education sector staff. Of the first doses of the COVID-19 vaccines available to the state, the bill would require 10% to be offered to childcare and K-12 education sector staff. The bill would make these provisions inoperative on June 30, 2022, and would repeal them as of January 1, 2023.

(2) For the 2020–21 fiscal year, this bill would appropriate \$6,557,443,000 from the General Fund to the Superintendent of Public Instruction, of which \$4,557,443,000 would be apportioned to school districts, county offices of education, charter schools, and state special schools, as prescribed, and available for expenditure until August 31, 2022, for certain activities, including offering supplemental instruction and support. As a condition of receiving these funds, the bill would require a local educational agency to, among other things, adopt at a public meeting a plan describing how these funds will be used consistent with eligible purposes. The bill would require the Superintendent to develop and post on the department's internet website a template for the plan to be used by local educational agencies, as prescribed. The bill would require the remaining \$2,000,000,000 to be apportioned to school districts, county offices of education, and certain charter schools, and available for expenditure until August 31, 2022, if those local educational agencies, among other things, provide optional in-person instruction to certain pupil groups within prescribed timelines. The bill would require certain reporting requirements regarding the use of apportioned funds, would impose certain penalties for noncompliance with prescribed requirements, and would require the Superintendent to initiate collection proceedings for unexpended funds. The bill would make these provisions inoperative on June 30, 2023, and would repeal them as of January 1, 2024.

(3) The Cal Grant Program establishes the Cal Grant A and B Entitlement Awards, the California Community College Transfer Cal Grant Entitlement Awards, the Competitive Cal Grant A and B Awards, the Cal Grant C Awards, and the Cal Grant T Awards under the administration of the Student Aid Commission, and establishes eligibility requirements for awards under these programs for participating students attending qualifying institutions.

A provision of the program specifies that the commission shall require that a grade point average be submitted, as specified, to the commission for Cal Grant A and B applicants, except for those applicants permitted to provide test scores in lieu of a grade point average. Existing law requires the commission to adopt regulations that set forth the circumstances under which a student may submit a specified test score designated by the commission, by regulation, in lieu of submitting a qualifying grade point average.

For the 2021–22 award year, this bill would authorize commission staff to waive the requirement to submit a test score in lieu of a qualifying grade point average for a student who does not have a grade point average and is unable to submit a test score due to unavailability of designated testing due to the COVID-19 pandemic. The bill would require the commission to require a student seeking a waiver under these provisions to submit a signed certification verifying they were prevented from taking and submitting a test score in lieu of a qualifying grade point average due to the COVID-19 pandemic. The bill would give a student applying for a Cal Grant A or B Entitlement award for the 2021–22 award year with a waiver under these provisions until May 16, 2021, to complete and submit their financial aid application and signed certification.

(4) Existing law appropriates \$355,227,000 from the Federal Trust Fund, \$4,439,844,000 from the Coronavirus Relief Fund, and \$539,926,000 from the General Fund to the Superintendent of Public Instruction for allocation in the 2020–21 fiscal year to eligible local educational agencies to support pupil academic achievement and mitigate learning loss related to COVID-19 school closures. Existing law requires the funds appropriated from the Federal Trust Fund to be used from March 13, 2020, to September 30, 2022, inclusive, the funds appropriated from the General Fund to be used from March 1, 2020, to June 30, 2021, inclusive, and the funds appropriated from the Coronavirus Relief Fund to be used from March 1, 2020, to December 30, 2020, inclusive, unless otherwise provided in federal law.

This bill would instead require the funds appropriated from the Coronavirus Relief Fund to be used from March 1, 2020, to May 31, 2021, inclusive. By extending the date to encumber or otherwise use funds appropriated from the Coronavirus Relief Fund, the bill would make an appropriation. The bill would require an eligible local educational agency that retains unspent funds received from the Coronavirus Relief Fund after December 30, 2020, to recertify, as part of the reporting required for the quarterly period ending March 31, 2021, that the remaining funds will be used in full compliance with federal law by May 31, 2021, and if an eligible local educational agency does not certify or recertify as required by these provisions, the bill would authorize funds received from the Coronavirus Relief Fund to be reallocated upon order of the Director of Finance. The bill would (A) require funds not expended by May 31, 2021, to be reported by the eligible local educational agency to the Superintendent, (B) require the Superintendent to recover those unexpended funds and deposit them into the

Coronavirus Relief Fund, and (C) authorize those deposited funds to be reallocated, upon order of the Department of Finance. By authorizing those moneys to be reallocated, the bill would make an appropriation.

(5) The Child Care and Development Services Act (act) establishes a system of childcare and development services for children up to 13 years of age, and sets out specified eligibility criteria for these services. Existing law appropriates \$402,000,000 in funding from the federal Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act of 2021 to provide subsidized childcare and preschool providers with COVID-19 pandemic-related assistance, and allocates \$80,000,000 of those funds to provide additional emergency vouchers for children of essential workers, at-risk children, and children with disabilities or special health care needs whose individualized education plan or individualized family service plans include early learning and care and who are eligible for services under the act, through June 30, 2022, inclusive.

This bill would specify that the allocation of \$80,000,000 to provide additional emergency vouchers is for the above-described children whose parent or guardian self-certifies that the family is eligible for services pursuant to the eligibility criteria specified under the act.

(6) For the 2020–21 fiscal year, the bill would appropriate \$25,000,000 from the General Fund to the State Department of Public Health for the purpose of the Safe Schools For All Team, which will coordinate technical assistance, community engagement, increased transparency, and enforcement by the appropriate entity for public school health and safety during the COVID-19 pandemic.

(7) For the 2020–21 fiscal year, the bill would appropriate \$5,000,000 from the General Fund to the Superintendent of Public Instruction for allocation to the California Collaborative for Educational Excellence to provide support to local educational agencies to maximize positive pupil outcomes and most effectively use certain funds described above in paragraph (2).

(8) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

(9) Certain funds appropriated by this bill would be applied toward the minimum funding requirements for school districts and community college districts imposed by Section 8 of Article XVI of the California Constitution.

(10) This bill would declare that it is to take effect immediately as a bill providing for appropriations related to the Budget Bill.

Vote: majority Appropriation: yes Fiscal Committee: yes Local Program: yes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Article 8 (commencing with Section 32090) is added to Chapter 1 of Part 19 of Division 1 of Title 1 of the Education Code, to read:

Article 8. COVID-19 Reporting and Public Health Requirements

32090. (a) (1) Upon learning that a school employee or pupil at a public or private school campus maintaining kindergarten or any of grades 1 to 12, inclusive, in the state has tested positive for COVID-19 and was present on campus while infectious, the school administrator or other person in charge of the public or private school shall immediately, and in no case later than 24 hours after learning of the positive case, notify the local health officer or the local health officer's representative about the positive case.

(2) For purposes of this subdivision, the required notification to the local health officer or the local health officer's representative shall include all of the following information, if known:

(A) Identifying information of the individual who tested positive, including full name, address, telephone number, and date of birth.

(B) The date of the positive test, the school or schools at which the individual was present onsite, and the date the individual was last onsite at the applicable school or schools.

(C) The name, address, and telephone number of the person making the report.

(3) The school administrator or other person in charge of the school shall notify the local health officer or the local health officer's representative, as required by this subdivision, even if the individual who tested positive has not provided prior consent to the disclosure of personally identifiable information. For any school subject to the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g), the school administrator or other person in charge of the school shall notify the local health officer or the local health officer's representative, even without prior written consent, as a disclosure that is necessary to protect the health or safety of the student or other individuals pursuant to Section 99.36 of Title 34 of the Code of Federal Regulations.

(4) (A) Information reported pursuant to this subdivision shall not be disclosed by a local public health department, except in any of the following circumstances:

(i) To the State Department of Public Health to the extent deemed necessary by the local health officer for an investigation to determine the source of infection and to prevent the spread of COVID-19.

(ii) If required by state or federal law.

(iii) With the written consent of the individual to whom the information pertains or the legal representative of the individual.

(iv) If the source of infection or exposure of other persons is believed to be outside the local jurisdiction, in which case the local health officer shall notify and share necessary information with local or government public health officials for the relevant jurisdictions to monitor, investigate, prevent, and control the spread of COVID-19.

(B) Upon receiving a report made pursuant to this article, the local health officer shall take the steps necessary to investigate, prevent, and control the spread of COVID-19.

(C) Information reported under this subdivision is not subject to disclosure under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code) pursuant to subdivision (c) of Section 6254 of the Government Code.

(5) The requirements of this subdivision shall be in addition to any other legal requirements related to the reporting of a communicable disease.

(b) Beginning March 15, 2021, a single schoolsite of a local educational agency with two or more outbreaks of COVID-19, as identified by the local health officer or the State Department of Public Health, shall be subject to a safety review by the State Department of Public Health.

32091. (a) (1) Beginning March 15, 2021, every school district, county office of education, charter school, and private school maintaining kindergarten or any of grades 1 to 12, inclusive, shall notify the State Department of Public Health of the following information in a form and adhering to the procedures to be determined by State Department of Public Health on or before the second and fourth Monday of each month:

(A) The number of pupils enrolled by schoolsite and, if applicable, school district.

(B) For nonclassroom-based charter schools, the total number of pupils enrolled and the number of pupils attending each resource center, if any.

(C) The number of pupils participating in full-time in-person instruction by schoolsite and, if applicable, school district.

(D) The number of pupils participating in a mix of in-person and distance learning, known as hybrid learning, by schoolsite and, if applicable, school district.

(E) The number of pupils participating in distance learning by schoolsite and, if applicable, school district.

(F) The number of school employees who work onsite at a school by schoolsite and, if applicable, school district.

(G) The number of pupils being served in cohorts while the school is closed for in-person instruction and the support and services they are receiving.

(H) For school districts with schoolsites with pupils participating only in distance learning, the reasons why in-person instruction is not being offered and the barriers the schoolsite or school district faces in providing in-person instruction.

(I) Any additional information requested by the State Department of Public Health.

(2) The State Department of Public Health shall do all of the following:

(A) Develop the form and identify the procedures to be used for reporting information pursuant to this subdivision.

(B) Provide the form and procedures to local health officers, local educational agencies, and private schools.

(C) Post the form and procedures described in subparagraphs (A) and (B) on its internet website.

(D) Maintain a data report on its internet website, updated every two weeks with new educational entity-level and statewide aggregate data received by the State Department of Public Health pursuant to this section.

(E) Report all data related to this section on a monthly basis to the appropriate fiscal and policy committees of the Legislature.

(b) (1) Every local educational agency and private school offering in-person instruction for kindergarten or any of grades 1 to 12, inclusive, shall post a completed COVID-19 safety plan on its internet website home page. For a local educational agency or private school that is not offering in-person instruction as of the effective date of Assembly Bill 86 of the 2021–22 Regular Session, but begins offering in-person instruction after the effective date of Assembly Bill 86 of the 2021–22 Regular Session, the local educational agency or private school shall, at least five days before offering in-person instruction, post a completed COVID-19 safety plan on its internet website home page.

(2) At least five days before providing in-person instruction, a local educational agency in a county in the purple tier pursuant to the State Department of Public Health's Blueprint for a Safer Economy shall submit its COVID-19 safety plan to its local public health department and the State Department of Public Health pursuant to the COVID-19 industry sector guidance for schools and school-based programs. If the local public health department or the State Department of Public Health identifies a deficiency in the local educational agency's COVID-19 safety plan within the review period specified in the guidance, the local educational agency and its county office of education shall be notified of the deficiency by the local public health department or the State Department of Public Health. The local educational agency shall resolve the deficiency to the satisfaction of the local public health department or the State Department of Public Health before providing in-person instruction.

(3) For purposes of this subdivision, the COVID-19 safety plan shall consist of both of the following:

(A) The written COVID-19 prevention program required by subdivision (c) of Section 3205 of Title 8 of the California Code of Regulations, adopted by the Occupational Safety and Health Standards Board as part of COVID-19 Emergency Standards.

(B) The supplemental COVID-19 School Guidance Checklist approved by the State Department of Public Health as part of the COVID-19 industry sector guidance for schools and school-based programs, including descriptions of any planned periodic asymptomatic testing cadences for staff and pupils.

32092. (a) The Government Operations Agency shall prioritize COVID-19 vaccination for all persons in Tier 1B pursuant to the State Department of Public Health's Vaccine Allocation Guidelines for COVID-19 Vaccine equally statewide.

(b) The Government Operations Agency, through the state's third party administrator for COVID-19 vaccination, shall prioritize a set number of appointments for education sector staff under Tier 1B described in subdivision (a), in partnership with local educational agencies, childcare providers, and labor organizations, and shall provide related direct outreach to, and support for, education sector staff.

(c) Of the first doses of the COVID-19 vaccines available to the state, 10 percent shall be offered to childcare and K–12 education sector staff.

(d) This section shall not be construed as inferring that vaccination of school staff or pupils is a prerequisite for providing in-person instruction.

32093. The requirements of this article shall not be waived by the state board pursuant to Section 33050 or any other law.

32094. For purposes of this article, the following definitions apply:

(a) "Local educational agency" means a school district, county office of education, or charter school.

(b) "Private school" means every person, firm, association, partnership, or corporation offering or conducting private school instruction on the elementary, middle, or high school level, unless the private school instruction is only being provided to one or more pupils of a single household.

32095. This article shall become inoperative on June 30, 2022, and, as of January 1, 2023, is repealed.

SEC. 2. Part 24.6 (commencing with Section 43520) is added to Division 3 of Title 2 of the Education Code, to read:

PART 24.6. Instruction Support Grants

CHAPTER 1. In-Person Instruction and Expanded Learning Opportunities Grants

43520. It is the intent of the Legislature that local educational agencies offer in-person instruction to the greatest extent possible during the 2020–21 school year, consistent with subdivision (b) of Section 43504, and, starting in the 2020–21 school year and continuing into the 2022–23 school year, expand in-person instructional time and provide academic interventions and pupil supports to address barriers to learning and accelerate progress to close learning gaps. The Legislature strongly encourages local educational agencies to prioritize pupils who would benefit the most from in-person instruction and who have been identified as needing integrated supports or academic interventions, including, but not limited to, pupils with disabilities, youth in foster care, homeless youth, English language learners, pupils from low-income families, pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, disengaged pupils, credit-deficient high school pupils, pupils at risk of dropping out, pupils with failing grades, and pupils identified as needing social and mental health supports.

43520.5. For purposes of this chapter, the following definitions apply:

(a) "Disengaged pupil" means a pupil identified for tiered reengagement strategies pursuant to paragraph (2) of subdivision (f) of Section 43504.

(b) "Eligible for free or reduced-price meals" has the same meaning as in Section 42238.01.

(c) "English learner" has the same meaning as in Section 42238.01.

(d) "Foster youth" has the same meaning as in Section 42238.01.

(e) "Homeless pupil" means a pupil who meets the definition of "homeless children and youths" in subsection (2) of Section 725 of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a(2)).

(f) (1) "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the local educational agency while engaged in educational activities required of the pupil.

(2) In-person instruction may include hybrid models offering fewer than five days per week of in-person instruction, as described in paragraph (1), only if the local educational agency offers in-person instruction to the greatest extent possible pursuant to subdivision (b) of Section 43504.

(g) "Individual with exceptional needs" has the same meaning as in Section 56026.

(h) "Local educational agency" means a school district, county office of education, or charter school.

(i) "Pupils at risk of abuse, neglect, or exploitation" means pupils who are so identified in a written referral from a legal, medical, or social service agency, or emergency shelter.

(j) "Supplemental instruction" means the instructional programs provided in addition to and complementary to the regular instructional programs, including services provided pursuant to an individualized education program, offered or provided by a local educational agency.

(k) "Support" means interventions provided as a supplement to those regularly provided, including services provided pursuant to an individualized education program, that are designed to meet pupils' needs for behavioral, social, emotional, and other integrated pupil supports, in order to enable pupils to engage in and benefit from the supplemental instruction provided pursuant to this chapter.

43521. (a) The sum of six billion five hundred fifty-seven million four hundred forty-three thousand dollars (\$6,557,443,000) is hereby appropriated from the General Fund to the Superintendent for apportionment in the 2020–21 fiscal year pursuant to this chapter.

(b) Of the amount appropriated pursuant to subdivision (a), four billion five hundred fifty-seven million four hundred forty-three thousand dollars (\$4,557,443,000) shall be apportioned to local educational agencies and state special schools in the following manner:

(1) A local educational agency shall receive one thousand dollars (\$1,000) per homeless pupil enrolled in the 2020–21 fiscal year as reported in the California Longitudinal Pupil Achievement Data System as of the 2020–21 Fall 1 Submission.

(2) A state special school shall receive seven hundred twenty-five dollars (\$725) for each unit of average daily attendance as of the 2020–21 second principal apportionment certification. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2020–21 Fall 1 Submission.

(3) (A) The funds remaining after the apportionments in paragraphs (1) and (2) shall be apportioned proportionally on the basis of a local educational agency's local control funding formula entitlement determined as of the 2020–21 second principal apportionment certification, pursuant to Sections 42238.02 and 42238.025, or subdivision (e) of Section 2574 or subdivision (a) of Section 2575, as applicable. For purposes of this paragraph, entitlements shall include apportionments allocated pursuant to Section 41544 and Article 7 (commencing with Section 48300) of Chapter 2 of Part 27.

(B) Consistent with Section 2576, a county office of education's local control funding formula entitlement for purposes of subparagraph (A) shall include funding that the Superintendent transferred to the county, wherein a pupil is enrolled, equal to the amount calculated for the school district of residence pursuant to Section 42238.02 for each unit of average daily attendance credited to the school district of residence as of the 2020–21 second principal apportionment certification.

(c) (1) Of the amount appropriated pursuant to subdivision (a), two billion dollars (\$2,000,000,000) shall be apportioned to local educational agencies, excluding a charter school classified as a nonclassroom-based charter school as of the 2019–20 second principal apportionment certification pursuant to Section 47612.5, based on the apportionment methodology described in subparagraphs (A) and (B) of paragraph (3) of subdivision (b).

(2) (A) A local educational agency's apportionment of funds pursuant to paragraph (1) shall be reduced pursuant to subparagraph (B) if the local educational agency does not provide in-person instruction pursuant to paragraph (3).

(B) (i) From April 1, 2021, to May 15, 2021, inclusive, a local educational agency's apportionment of funds pursuant to paragraph (1) shall be reduced by 1 percent for each day of instruction provided for in the school calendar that the local educational agency does not provide in-person instruction pursuant to paragraph (3), as identified in the school calendar adopted for the 2020–21 school year that is in effect on March 1, 2021.

(ii) If a local educational agency does not provide in-person instruction pursuant to paragraph (3) on or before May 15, 2021, it shall forfeit all funds apportioned pursuant to paragraph (1).

(iii) If a local educational agency does not offer continuous in-person instruction for pupils pursuant to subparagraphs (A) to (C), inclusive, of paragraph (3) from when it commences offering in-person instruction through the end of the scheduled 2020–21 school year, unless otherwise ordered by a state or local health officer, it shall forfeit all funds apportioned pursuant to paragraph (1). The scheduled school year is the adopted school calendar for the 2020–21 school year that is in effect on March 1, 2021.

(3) For purposes of this subdivision, a local educational agency shall be considered to be offering in-person instruction if it does at least all of the following:

(A) For a local educational agency in a county in the purple tier pursuant to the State Department of Public Health's Blueprint for a Safer Economy that is neither open nor eligible to open as defined in the COVID-19 industry sector guidance for schools and school-based programs, the local educational agency offers optional in-person instruction pursuant to the State Department of Public Health's Guidance Related to Cohorts to all pupils who are individuals with exceptional needs, if consistent with each pupil's individualized education program, and to all prioritized pupil groups described in paragraph (4), unless the number of pupils in the prioritized pupil groups seeking in-person instruction exceeds the practical capacity of a local educational agency to maintain

health and safety pursuant to its COVID-19 safety plan, in which case the local educational agency may limit the number of pupils within the prioritized pupil groups that receive in-person instruction to its maximum practical capacity.

(B) For elementary schools, for kindergarten and grades 1 to 6, inclusive, as applicable, the following applies:

(i) For a local educational agency in a county in the purple tier pursuant to the State Department of Public Health's Blueprint for a Safer Economy, when eligible pursuant to COVID-19 industry sector guidance for schools and school-based programs, the local educational agency offers optional in-person instruction to all pupils required to be offered in-person instruction pursuant to subparagraph (A), and to all pupils in kindergarten and grades 1 and 2.

(ii) When eligible pursuant to COVID-19 industry sector guidance for schools and school-based programs to provide in-person instruction for kindergarten and grades 1 to 12, inclusive, the local educational agency offers optional in-person instruction to all pupils required to be offered in-person instruction pursuant to clause (i), and to all pupils in grade 3 through the highest elementary school grade, up to grade 6, inclusive.

(C) For middle schools and high schools, for grades 6 to 12, inclusive, as applicable, when eligible pursuant to COVID-19 industry sector guidance for schools and school-based programs to provide in-person instruction for kindergarten and grades 1 to 12, inclusive, the local educational agency offers optional in-person instruction to all pupils required to be offered in-person instruction pursuant to subparagraph (A), and to all pupils in at least one full grade level.

(D) (i) Except as provided in clause (ii), for a local educational agency in a county in the purple tier pursuant to the State Department of Public Health's Blueprint for a Safer Economy, the local educational agency conducts asymptomatic testing for staff and pupils participating in in-person instruction consistent with the state-supported cadences set forth in the COVID-19 industry sector guidance for schools and school-based programs.

(ii) The requirement in clause (i) does not apply if, on or before March 31, 2021, the local educational agency is providing in-person instruction or the governing board or body of the local educational agency has adopted a plan to provide in-person instruction and has publicly posted its COVID-19 safety plan on its internet website. A local educational agency in a county that moves from the purple tier into the red, orange, or yellow tier pursuant to the State Department of Public Health's Blueprint for a Safer Economy, is not required to maintain asymptomatic testing for staff and pupils participating in in-person instruction consistent with the state-supported cadences set forth in the COVID-19 industry sector guidance for schools and school-based programs.

(4) For the purposes of this subdivision, "prioritized pupil groups" shall include all of the following:

(A) Pupils at risk for abuse, neglect, or exploitation.

(B) Homeless pupils.

(C) Foster youth.

(D) English learners.

(E) Pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, as determined by the local educational agency.

(F) Disengaged pupils.

(5) On or before June 1, 2021, a local educational agency shall certify its compliance with paragraph (3) using a form the State Department of Education shall provide for this purpose. The State Department of Education shall make this form available publicly on its internet website on or before May 1, 2021.

(6) (A) The State Department of Education's calculation of a local educational agency's August 2021 apportionment of funds pursuant to subdivision (f) shall include a reduction equal to the amount of funds reduced pursuant to clause (i) of subparagraph (B) of paragraph (2) or forfeited pursuant to clause (ii) or (iii) of subparagraph (B) of paragraph (2).

(B) Any funds reduced pursuant to clause (i) of subparagraph (B) of paragraph (2) or forfeited pursuant to clause (ii) or (iii) of subparagraph (B) of paragraph (2) shall be redistributed in the calculations made pursuant to paragraph (1).

(d) A local educational agency receiving funds pursuant to this section shall comply with the requirements of Section 43503 for all pupils participating in distance learning, instructional time requirements pursuant to Section 43501 for the 2020–21 school year, and applicable instructional day requirements pursuant to Chapter 2 (commencing with Section 46100) of Part 26 of Division 4 for the 2021–22 school year.

(e) Within 15 days of the effective date of Assembly Bill 86 of the 2021–22 Regular Session, the State Department of Education shall notify each local educational agency and state special school of its estimated apportionments under subdivisions (b) and (c), as applicable.

(f) (1) Funds apportioned to a local educational agency or state special school pursuant to this section shall be provided by the Controller to the local educational agency or state special school as follows:

(A) In May 2021, an amount equal to 50 percent of the amount determined under subdivision (e) for the local educational agency or state special school using 2020–21 first principal apportionment certification data and 2020–21 preliminary California Longitudinal Pupil Achievement Data System Fall 1 data.

(B) In August 2021, an amount equal to the remaining amount owed under this section, after reductions pursuant to paragraph (6) of subdivision (c), to the local educational agency or state special school using 2020–21 second principal apportionment data and 2020–21 final California Longitudinal Pupil Achievement Data System Fall 1 data.

(2) Funds apportioned to a local educational agency or state special school pursuant to this section shall be available for expenditure through August 31, 2022.

(g) Neither the funding conditions or other requirements established in this chapter or Article 8 (commencing with Section 32090) of Chapter 1 of Part 19 of Division 1 of Title 1, nor the issuance of any nonmandatory guidance by the State Department of Public Health shall be construed as creating or establishing an affirmative obligation for a local educational agency to revise its completed COVID-19 safety plan that is publicly posted on its internet website on or before March 31, 2021.

(h) (1) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, of the amount appropriated from the General Fund in subdivision (a), one billion three hundred sixty-four million nine hundred thirty-one thousand dollars (\$1,364,931,000) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2019–20 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2019–20 fiscal year.

(2) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, of the amount appropriated from the General Fund in subdivision (a), five billion one hundred ninety-two million five hundred twelve thousand dollars (\$5,192,512,000) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2020–21 fiscal year.

43522. (a) (1) A local educational agency receiving funds under subdivision (b) of Section 43521 shall implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, pupils who are eligible for free or reduced-price meals, English learners, foster youth, homeless pupils, pupils who are individuals with exceptional needs, pupils at risk of abuse, neglect, or exploitation, disengaged pupils, and pupils who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient pupils, high school pupils at risk of not graduating, and other pupils identified by certificated staff.

(2) Consistent with the plan created pursuant to subdivision (e), a local educational agency shall plan supplemental instruction and support in a tiered framework that bases universal, targeted, and intensive supports on pupils' needs for academic, social-emotional, and other integrated pupil supports, and provides the services through a program of engaging learning experiences in a positive school climate.

(b) Specifically, funds received under subdivision (b) of Section 43521 shall be expended only for any of the following purposes:

(1) Extending instructional learning time in addition to what is required pursuant to Part 24.5 (commencing with Section 43500) of Division 3 for the 2020–21 school year and Chapter 2 (commencing with Section 46100) of Part 26 of, or Chapter 3 (commencing with Section 47610) of, Division 4 and Section 300.106 of Title 34 of the Code of Federal Regulations for the 2021–22 and the 2022–23 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.

(2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

(A) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

(B) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.

(C) Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all pupils.

(3) Integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

(4) Community learning hubs that provide pupils with access to technology, high-speed internet, and other academic supports.

(5) Supports for credit deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

(6) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

(7) Training for school staff on strategies, including trauma-informed practices, to engage pupils and families in addressing pupils' social-emotional health needs and academic needs.

(c) (1) Of the funds apportioned under paragraph (3) of subdivision (b) of Section 43521, a local educational agency shall use at least 10 percent of its apportionment to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. Supplemental instruction and support shall be prioritized for English learners and pupils who are individuals with exceptional needs. It is the intent of the Legislature that a local educational agency prioritize rehiring paraprofessionals subject to layoff or release after the expiration of the protections included for classified employees in Section 94 of Chapter 24 of the Statutes of 2020, and further increasing the number of paraprofessional staff to meet the requirements of this subdivision.

(2) The department shall identify for each local educational agency the amount of funding received pursuant to paragraph (3) of subdivision (b) of Section 43521 that is required to be expended pursuant to this subdivision.

(3) Funds expended pursuant to this subdivision shall count towards meeting the minimum use of funds requirement described in paragraph (1) of subdivision (d).

(4) For purposes of this subdivision, "paraprofessional" has the same meaning as in subdivision (a) of Section 45330.

(d) (1) Of the funds apportioned under subdivision (b) of Section 43521, a local educational agency shall use at least 85 percent of its apportionment for expenditures related to providing in-person services allowable pursuant to subdivision (b).

(2) A local educational agency that has forfeited funding pursuant to clause (ii) or (iii) of subparagraph (B) of paragraph (2) of subdivision (c) of Section 43521 may expend up to 10 percent of funding received pursuant to subdivision (b) of Section 43521 in the 2020–21 school year to support school reopening for instructional services related to learning loss. Funds expended pursuant to this paragraph shall be considered "expenditures related to providing in-person services allowable pursuant to subdivision (b)" for purposes of paragraph (1).

(3) Of the funds apportioned under subdivision (b) of Section 43521, a local educational agency may expend up to 15 percent to increase or improve services for pupils participating in distance learning or to support activities intended to prepare a local educational agency for in-person instruction, before in-person instructional services are offered.

(e) (1) On or before June 1, 2021, the governing board or body of a local educational agency that receives funds under subdivision (b) of Section 43521 shall adopt at a public meeting a plan describing how the apportioned funds will be used in accordance with this section. Within 5 days of adoption, a school district shall submit the plan to its county office of education, a charter school shall submit its plan to its chartering authority, and a county office of education or a school district in a single-district county shall submit its plan to the department. A county office of education or a chartering authority shall send received plans to the Superintendent upon request. Local educational agencies shall provide an opportunity for parents and schoolsite staff to be involved in the development of the plan.

(2) (A) Within 21 days of the effective date of Assembly Bill 86 of the 2021-22 Regular Session, the Superintendent, with the concurrence of the executive director of the state board, shall develop and post on the department's internet website a template for the plan required pursuant to paragraph (1). The template shall include all of the following:

(i) A description of the local educational agency's plan for assessing the needs of its pupils.

(ii) A description of the local educational agency's plan for informing the parents and guardians of all of its pupils requiring learning recovery supports of the availability of these opportunities, including in parents' and guardians' primary languages pursuant to Section 48985.

(iii) A description of how the local educational agency involved parents and schoolsite staff, including classified and certificated staff, in the development of the plan.

(iv) A description of how the local educational agency has planned supplemental instruction and support pursuant to paragraph (2) of subdivision (a).

(v) The local educational agency's expenditure plan for funds received under subdivision (b) of Section 43521 and how they will be coordinated with funds received from the federal Elementary and Secondary School Emergency Relief Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260) that were received by the local educational agency. The expenditure plan shall include an indication of how much of the apportioned funds the local educational agency will allocate and expend for each allowable purpose pursuant to this section, and shall reflect both estimated and actual expenditures. Actual expenditures shall be reported when they are available.

(B) The development of the template for the plan pursuant to subparagraph (A) shall not be subject to the requirements of the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

(3) This subdivision does not preclude a local educational agency from receiving or expending funds apportioned under subdivision (b) of Section 43521 before the adoption of its plan pursuant to paragraph (1).

(f) Funds apportioned under subdivision (c) of Section 43521 may be used for any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to, COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation and other schoolsite upgrades necessary for health and safety, salaries for certificated or classified employees providing in-person instruction or services, and social and mental health support services provided in conjunction with in-person instruction.

(g) A local educational agency and state special school apportioned funds under Section 43521 shall ensure all services delivered to pupils who are individuals with exceptional needs are delivered in accordance with an applicable individualized education program.

(h) Local educational agencies are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and leverage existing behavioral health partnerships and Medi-Cal billing options, in the design and implementation of services provided under this section.

43523. (a) For 2021-22 fiscal year audits, the Controller shall include instructions in the audit guide required by Section 14502.1 that include procedures for determining all of the following for local educational agencies that

receive apportionments under Section 43521:

(1) Compliance with clause (iii) of subparagraph (B) of paragraph (2) of subdivision (c) of Section 43521.

(2) Compliance with subdivisions (c), (d), and (e) of Section 43522.

(3) Compliance with submitting to the department the expenditure report required pursuant to subdivision (c).

(b) (1) For a local educational agency with audit findings of noncompliance pursuant to subdivision (c) of Section 43522, the Superintendent shall withhold from the local educational agency's principal apportionment an amount equal to the amount of expenditures that are noncompliant pursuant to subdivision (c) of Section 43522.

(2) For a local educational agency with audit findings of noncompliance pursuant to subdivision (d) of Section 43522, the Superintendent shall withhold from the local educational agency's principal apportionment an amount equal to the amount of expenditures that are noncompliant pursuant to subdivision (d) of Section 43522.

(c) Local educational agencies receiving apportionments under Section 43521 shall report final expenditures of those apportioned funds to the department by December 1, 2022, and the Superintendent shall initiate collection proceedings for unexpended funds. A local educational agency that does not submit the expenditure report shall forfeit all funds apportioned pursuant to Section 43521.

43524. The requirements of this chapter shall not be waived by the state board pursuant to Section 33050 or any other law.

43525. This part shall become inoperative on June 30, 2023, and, as of January 1, 2024, is repealed.

SEC. 3. Section 69432.9 of the Education Code is amended to read:

69432.9. (a) A Cal Grant applicant shall submit a complete official financial aid application pursuant to Section 69433 and applicable regulations adopted by the commission. Each pupil enrolled in grade 12 in a California public school, including a charter school, other than pupils who opt out as provided in subdivision (d), shall be deemed to be a Cal Grant applicant.

(b) Financial need shall be determined to establish an applicant's initial eligibility for a Cal Grant award and a renewing recipient's continued eligibility using the federal financial need methodology pursuant to subdivision (a) of Section 69506 and applicable regulations adopted by the commission, and as established by Title IV of the federal Higher Education Act of 1965, as amended (20 U.S.C. Sec. 1070 et seq.).

(1) "Expected family contribution," with respect to an applicant or renewing recipient, shall be determined using the federal methodology pursuant to subdivision (a) of Section 69506 (as established by Title IV of the federal Higher Education Act of 1965, as amended (20 U.S.C. Sec. 1070 et seq.)) and applicable rules and regulations adopted by the commission.

(2) "Financial need" means the difference between the student's cost of attendance as determined by the commission and the expected family contribution. The calculation of financial need shall be consistent with Title IV of the federal Higher Education Act of 1965, as amended (20 U.S.C. Sec. 1070 et seq.).

(3) (A) The minimum financial need required for receipt of an initial and renewal Cal Grant A or C award shall be no less than the maximum annual award value for the applicable institution, plus an additional one thousand five hundred dollars (\$1,500) of financial need.

(B) The minimum financial need required for receipt of an initial and renewal Cal Grant B award shall be no less than seven hundred dollars (\$700).

(c) (1) The commission shall require that a grade point average be submitted to it for all Cal Grant A and B applicants, except for those permitted to provide test scores in lieu of a grade point average or as provided in subparagraph (B) of paragraph (4).

(2) The commission shall require that a grade point average be submitted to it electronically on a standardized form for all grade 12 pupils at public schools, including charter schools, no later than October 1 of each academic year, except for pupils who have opted out as provided in subdivision (d). Social security numbers shall not be included in the information submitted to the commission. However, if the commission determines that a social security number is required to complete the application for financial aid, the school, school district, or charter

school may obtain permission from the parent or guardian of the pupil, or the pupil, if the pupil is 18 years of age, to submit the pupil's social security number to the commission.

(3) The commission shall require that each report of a grade point average include a certification, executed under penalty of perjury, by a school official, that the grade point average reported is accurately reported. The certification shall include a statement that it is subject to review by the commission or its designee.

(4) (A) The commission shall adopt regulations that establish a grace period for receipt of the grade point average and any appropriate corrections, and that set forth the circumstances under which a student may submit a specified test score designated by the commission, by regulation, in lieu of submitting a qualifying grade point average.

(B) Notwithstanding subparagraph (A), for the 2021–22 award year, commission staff may waive the requirement to submit a test score in lieu of a qualifying grade point average for a student who does not have a grade point average and is unable to submit a test score due to unavailability of designated testing due to the COVID-19 pandemic. The commission shall require a student seeking a waiver under this subparagraph to submit a signed certification verifying they were prevented from taking and submitting a test score in lieu of a qualifying grade point average due to the COVID-19 pandemic. For purposes of consideration for a Cal Grant A or B Entitlement award when applying with a waiver under this subparagraph for the 2021–22 award year, students shall have until May 16, 2021, to complete and submit their financial aid application and signed certification verifying they were prevented from taking and submitting a test score in lieu of a qualifying grade point average.

(5) It is the intent of the Legislature that high schools and institutions of higher education certify the grade point averages of their students in time to meet the application deadlines imposed by this chapter.

(6) It is the intent of the Legislature that the commission make available to each high school and school district a report identifying all grade 12 pupils within the high school or school district, respectively, who have and have not completed the Free Application for Federal Student Aid or the California Dream Act Application.

(d) (1) The school district or charter school shall, no later than January 1 of a pupil's grade 11 academic year, notify, in writing, each grade 11 pupil and, for a pupil under 18 years of age, the pupil's parent or guardian that, pursuant to subdivision (a), the pupil will be deemed a Cal Grant applicant unless the pupil opts out within a period of time specified in the notice, which shall not be less than 30 days. The required notice shall indicate when the school will first send grade point averages to the commission and the submission deadline of October 1. The school district or charter school shall provide an opportunity for the pupil to opt out of being automatically deemed a Cal Grant applicant.

(2) Until a pupil turns 18 years of age, only a parent or guardian may opt the pupil out. Once a pupil turns 18 years of age, only the pupil may opt the pupil out and, if before the conclusion of the notice period, the pupil may opt in over the prior decision of a parent or guardian to opt out.

SEC. 4. Section 110 of Chapter 24 of the Statutes of 2020, as amended by Section 59 of Chapter 110 of the Statutes of 2020, is amended to read:

Sec. 110. (a) The sum of three hundred fifty-five million two hundred twenty-seven thousand dollars (\$355,227,000) from the Federal Trust Fund and the sum of one billion one hundred forty-four million seven hundred seventy-three thousand dollars (\$1,144,773,000) from the Coronavirus Relief Fund are hereby appropriated to the Superintendent of Public Instruction for allocation in the 2020–21 fiscal year to eligible local educational agencies in an equal amount per pupil using the following methodology:

(1) For each eligible local educational agency, determine the total number of pupils 3 to 22 years of age, inclusive, with exceptional needs enrolled in that local educational agency using Fall 1 Census special education data for the 2019–20 fiscal year.

(2) The sum of the totals determined pursuant to paragraph (1) is the total statewide number of pupils with exceptional needs for the applicable year.

(3) Calculate a per pupil amount by dividing the amount specified in subdivision (a) for purposes of this section by the total statewide number of pupils with exceptional needs calculated in paragraph (2).

(4) Calculate a grant for each eligible local educational agency by multiplying the per pupil amount calculated in paragraph (3) by the total amount of pupils with exceptional needs for the eligible local educational agency determined in paragraph (1).

(5) The Superintendent shall allocate the applicable amount of funds calculated in paragraph (4) to eligible local educational agencies.

(b) (1) In addition to the amounts specified in subdivisions (a) and (c), the sum of two billion eight hundred fifty-five million two hundred twenty-seven thousand dollars (\$2,855,227,000) from the Coronavirus Relief Fund is hereby appropriated to the Superintendent for allocation in the 2020–21 fiscal year to eligible local educational agencies. For purposes of making this allocation, funds shall be apportioned proportionally on the basis of the eligible local educational agency's supplemental and concentration grant funding determined as of the 2019–20 second principal apportionment certification, pursuant to subdivisions (e) and (f) of, and paragraph (1) of subdivision (i) of, Section 42238.02 of the Education Code, or paragraphs (2), (3), and (4) of subdivision (c) of Section 2574 of the Education Code, as applicable.

(2) Consistent with Section 2576 of the Education Code, a county office of education's supplemental and concentration grant funding for purposes of paragraph (1) shall include funding that the Superintendent transferred to the county, wherein a pupil is enrolled, equal to the amount calculated for the school district of residence pursuant to subdivisions (e) and (f) of Section 42238.02 of the Education Code for each unit of average daily attendance credited to the school district of residence as of the 2019–20 second principal apportionment certification.

(c) (1) In addition to the amounts specified in subdivisions (a) and (b), the sum of five hundred thirty-nine million nine hundred twenty-six thousand dollars (\$539,926,000) from the General Fund and the sum of four hundred thirty-nine million eight hundred forty-four thousand dollars (\$439,844,000) from the Coronavirus Relief Fund are hereby appropriated to the Superintendent for allocation in the 2020–21 fiscal year to eligible local educational agencies. For purposes of making this allocation, funds shall be apportioned proportionally on the basis of the eligible local educational agency's local control funding formula entitlement determined as of the 2019–20 second principal apportionment certification, pursuant to Sections 42238.02 and 42238.025 of the Education Code, or subdivision (e) of Section 2574 or subdivision (a) of Section 2575 of the Education Code, as applicable. For purposes of this section, entitlements shall include apportionments allocated pursuant to Section 41544 of the Education Code and Article 7 (commencing with Section 48300) of Chapter 2 of Part 27 of Division 4 of Title 2 of the Education Code.

(2) Consistent with Section 2576 of the Education Code, a county office of education's local control funding formula entitlement for purposes of paragraph (1) shall include funding that the Superintendent of Public Instruction transferred to the county, wherein a pupil is enrolled, equal to the amount calculated for the school district of residence pursuant to Section 42238.02 of the Education Code for each unit of average daily attendance credited to the school district of residence as of the 2019–20 second principal apportionment certification.

(d) Funds apportioned to eligible local educational agencies from the Federal Trust Fund pursuant to subdivision (a) shall be used from March 13, 2020, to September 30, 2022, inclusive, funds apportioned from the General Fund pursuant to subdivision (c) shall be used from March 1, 2020, to June 30, 2021, inclusive, and funds apportioned from the Coronavirus Relief Fund pursuant to this section shall be used from March 1, 2020, to May 31, 2021, inclusive, for activities that directly support academic achievement and mitigate learning loss related to COVID-19 school closures. Funds may be used to support individuals served by local educational agencies, including, but not limited to, those enrolled in a childcare program, California state preschool program, kindergarten, any of grades 1 to 12, inclusive, and adult education programs, and shall be expended for any of the following purposes:

(1) Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year.

(2) Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or schoolday, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.

(3) Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.

(4) Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents

support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.

(5) Addressing health and safety concerns, including, but not limited to, purchasing public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses of a local educational agency, and for other related needs.

(e) (1) As a condition of receipt of the funds pursuant to this section, an eligible local educational agency shall certify that funding received pursuant to this section will be used in full compliance with federal law, and shall adopt, on or before September 30, 2020, at a public meeting of the governing board or body of the local educational agency, a learning continuity and attendance plan pursuant to Section 43509 of the Education Code.

(2) An eligible local educational agency that retains unspent funds received from the Coronavirus Relief Fund after December 30, 2020, shall recertify that funding received from the Coronavirus Relief Fund pursuant to this section will be used in full compliance with federal law by May 31, 2021. The recertification shall be made by the local educational agency as part of the reporting required for the quarterly period ending March 31, 2021. If an eligible local educational agency does not certify or recertify as required in this section, unspent funds received from the Coronavirus Relief Fund may be reallocated upon order of the Director of Finance pursuant to Section 11.90 of the Budget Act of 2020 (Chapters 6 and 7 of the Statutes of 2020).

(f) This section does not preclude an eligible local educational agency from receiving or expending funds pursuant to subdivisions (a), (b), and (c) before the adoption of its learning continuity and attendance plan for the 2020–21 school year.

(g) As a condition of receipt of the funds pursuant to this section, each eligible local educational agency shall maintain a file of all receipts and records of expenditures made pursuant to this section for a period of no less than five years, or, where an audit has been requested, until the audit is resolved, whichever is longer. Receipts and records that are required to be retained by each eligible local educational agency shall be made available to the Superintendent, upon request. The Superintendent shall take action to recoup any federal disallowances of funds allocated to eligible local educational agencies, as applicable.

(h) (1) (A) As a condition of receipt of the funds pursuant to this section, an eligible local educational agency shall report, on or before October 15, 2020, the balance of any unexpended funds received from the Coronavirus Relief Fund to the Superintendent. Funds that are not expended by May 31, 2021, shall be reported to the Superintendent as part of the quarterly reporting period ending June 30, 2021, and the Superintendent shall recover funds from the eligible local educational agency.

(B) Funds recovered by the Superintendent pursuant to subparagraph (A) shall be deposited into the Coronavirus Relief Fund for reallocation as described in subparagraph (C).

(C) Unspent funds that were apportioned to eligible local educational agencies from the Coronavirus Relief Fund pursuant to subdivisions (a), (b), and (e) and deposited into the Coronavirus Relief Fund pursuant to subparagraph (B) may be reallocated, upon order of the Department of Finance.

(2) As a condition of receipt of the funds pursuant to this section, an eligible local educational agency shall report, on or before August 31, 2022, the balance of any unexpended funds received from the Federal Trust Fund to the Superintendent. Funds that are not expended by September 30, 2022, shall be reported to the Superintendent within 30 days, and the Superintendent shall initiate collection proceedings.

(i) (1) For purposes of subdivisions (a) and (b), "eligible local educational agency" means a school district, county office of education, or a classroom-based direct-funded charter school as determined pursuant to Sections 47612.5 and 47634.2 of the Education Code as of the 2019–20 second principal apportionment certification.

(2) For purposes of subdivision (c), "eligible local educational agency" means a school district, county office of education, or a charter school.

(j) (1) For purposes of the calculations pursuant to subdivisions (a) and (b), data for a classroom-based locally funded charter school shall be included in the determination of the chartering authority's funding.

(2) For purposes of the calculations pursuant to subdivision (c), data for a locally funded charter school shall be included in the determination of the chartering authority's funding.

(k) (1) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, of the amount appropriated from the General Fund in subdivision (c), two hundred seventy million six hundred thirty-four thousand dollars (\$270,634,000) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2019–20 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2019–20 fiscal year.

(2) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, of the amount appropriated from the General Fund in subdivision (c), two hundred sixty-nine million two hundred ninety-two thousand dollars (\$269,292,000) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.

SEC. 5. Section 3 of Chapter 6 of the Statutes of 2021 is amended to read:

SEC. 3. (a) The Legislature hereby finds and declares the federal Consolidated Appropriations Act, 2021 and Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act of 2021 (Public Law 116-260) awarded the state nine hundred sixty-four million three hundred twenty-four thousand four hundred eighty-three dollars (\$964,324,483) in supplemental Child Care and Development Fund program funding to address the needs of childcare providers, including state preschool programs, and families resulting from the coronavirus disease 2019 (COVID-19) pandemic.

(b) In response to the COVID-19 pandemic, the Legislature hereby appropriates the sum of four hundred two million dollars (\$402,000,000) in CRRSA funding to provide subsidized childcare and preschool providers with COVID-19 pandemic-related assistance.

(c) Of the four hundred two million dollars (\$402,000,000) in CRRSA funding, the Legislature hereby allocates the funding as follows:

(1) Two hundred forty-four million dollars (\$244,000,000) shall be allocated to provide a flat-rate one-time stipend amount of five hundred twenty-five dollars (\$525) per child enrolled in a subsidized childcare or a state preschool program pursuant to subparagraph (A). The state shall provide the flat-rate one-time stipend amount for all childcare providers and state preschool programs serving children pursuant to this paragraph based on the number of subsidized children enrolled. This flat-rate one-time stipend shall be issued based on program data for November 2020 enrollment. A stipend may be used to support subsidized childcare providers and state preschool programs with COVID-19 pandemic relief, and, in the case of decreased enrollment or closures, to ensure that childcare providers and state preschool programs are able to remain open or reopen.

(A) The flat-rate one-time stipend shall be payable to subsidized childcare providers and state preschool programs operating or serving programs pursuant to Article 3 (commencing with Section 8220) of, Article 6 (commencing with Section 8230) of, Article 7 (commencing with Section 8235), Article 8 (commencing with Section 8240) of, Article 8.5 (commencing with Section 8245) of, Article 9 (commencing with Section 8250) of, or Article 15.5 (commencing with Section 8350) of, Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code, as these provisions read on February 3, 2021.

(B) Of the two hundred forty-four million dollars (\$244,000,000), up to sixteen million dollars (\$16,000,000) shall be allocated to the State Department of Social Services to provide a flat-rate one-time stipend amount of five hundred twenty-five (\$525) per each child enrolled in the California Work Opportunities and Responsibility to Kids (CalWORKs) Stage 1 program pursuant to Article 15.5 (commencing with Section 8350) of Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code, as these provisions read on February 3, 2021. If additional funding is needed based on program data for November 2020 enrollment, a budget revision shall be submitted by the State Department of Education and the State Department of Social Services to the Controller to shift the appropriate funding amounts identified for CalWORKs Stage 1 providers to or from the State Department of Social Services for distribution.

(C) In addition to the flat-rate one-time stipend amount of five hundred twenty-five dollars (\$525) per child enrolled, the Superintendent of Public Instruction and the State Department of Social Services shall provide alternative payment and direct contract programs with a 5 percent administrative fee for distributing stipends to these providers.

(D) The Superintendent of Public Instruction and the State Department of Social Services shall allocate stipends for distribution to childcare providers and the state preschool programs.

(E) The State Department of Education and the State Department of Social Services shall exchange any essential data necessary to issue stipend payments to childcare providers.

(F) The state may designate another agency or agencies to distribute these funds to childcare providers. Contracts or grants awarded pursuant to this section shall be exempt from the personal services contracting requirements of Article 4 (commencing with Section 19130) of Chapter 5 of Part 2 of Division 5 of Title 2 of the Government Code. Contracts or grants awarded pursuant to this section shall be exempt from the Public Contract Code and the State Contracting Manual, and shall not be subject to the approval of the Department of General Services.

(G) The funding described under this paragraph is subject to the federal usage limitations and federal and state program eligibility requirements.

(2) (A) Seventy-six million dollars (\$76,000,000) in CRRSA funding shall be allocated to existing state-subsidized alternative payment programs, including, but not limited to, alternative payment programs for migrant childcare and development programs pursuant to Article 6 (commencing with Section 8230) of Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code, to extend childcare services for essential workers, at-risk children, and children with disabilities or special health care needs whose individualized education programs or individualized family service plans include early learning and care services and who accessed childcare services pursuant to Senate Bill 89 (Chapter 2 of the Statutes of 2020) and were unable to get ongoing childcare services through the additional funds provided in Schedule (3), and described in Provision (7), of Item 6100-194-0890 of Section 2.00 of the Budget Act of 2020, through June 30, 2022, inclusive.

(B) If an alternative payment program projects that it may have unspent funds after childcare services are provided pursuant to paragraph (1), the alternative payment program may utilize the funds to enroll additional children in emergency childcare pursuant to paragraph (3).

(3) (A) Eighty million dollars (\$80,000,000) in CRRSA funding shall be allocated to provide additional emergency vouchers for children of essential workers, at-risk children, and children with disabilities or special health care needs whose individualized education plan or individualized family service plans include early learning and care, whose parent or guardian self-certifies that the family is eligible for services pursuant to Section 8263 of the Education Code, through June 30, 2022, inclusive.

(i) Funding shall be divided between the California Alternative Payment Program pursuant to Article 3 (commencing with Section 8220) of Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code and the Migrant Alternative Payment Program, pursuant to Article 6 (commencing with Section 8230) of Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code, based on the ratio of the Migrant Alternative Payment Program contract amounts to the sum of the California Alternative Payment Program contracts and Migrant Alternative Payment Program contracts.

(ii) Funding for alternative payment programs pursuant to Article 3 (commencing with Section 8220) of Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code shall be distributed as a percent of the total based on allocated funds pursuant to Section 2 of Senate Bill 89 (Chapter 2 of the Statutes of 2020).

(B) Guidance for enrolling additional children shall be as similar as possible to the guidance issued for children receiving services pursuant to Section 2 of Senate Bill 89 (Chapter 2 of the Statutes of 2020).

(4) One million seven hundred fifty thousand dollars (\$1,750,000) in CRRSA funding shall be allocated to the State Department of Education for administrative costs.

(5) Two hundred fifty thousand dollars (\$250,000) in CRRSA funding shall be allocated to the State Department of Social Services for administrative costs.

(d) (1) A state-subsidized childcare provider operating or serving alternative payment programs pursuant to Article 3 (commencing with Section 8220) of, Article 6 (commencing with Section 8230) of, Article 8.5 (commencing with Section 8245) of, or Article 15.5 (commencing with Section 8350) of, Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code, as these provisions read on February 3, 2021, shall be eligible for an additional 16 paid nonoperational days when the provider is closed due to the COVID-19 pandemic emergency.

(2) These 16 paid nonoperational days shall be in addition to the current 14 paid nonoperational days for COVID-19 pandemic-related closures allowable pursuant to clause (i) of subparagraph (C) of paragraph (1) of

subdivision (d) of Section 60 of Senate Bill 820 (Chapter 110 of the Statutes of 2020), and the current 10 paid nonoperational days allowable by paragraph (2) of subdivision (b) of Section 18076.2 of Title 5 of the California Code of Regulations, between September 1, 2020, and June 30, 2021.

(3) An alternative payment program, a migrant alternative payment program, a family childcare home education network, and a county welfare department administering a subsidized childcare program pursuant to paragraph (1) shall track the usage of paid nonoperational days and associated costs due to the COVID-19 pandemic emergency and short-term childcare to eligible children, pursuant to this subdivision, and report monthly on usage to the State Department of Education and the State Department of Social Services. The use of nonoperational days and associated costs reported to the State Department of Education shall be used to determine reimbursements, as described in this subdivision.

(4) The State Department of Education shall issue guidance to family childcare home education network programs operating pursuant to Article 8.5 (commencing with Section 8245) of Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code, as these provisions read on February 3, 2021. This guidance shall direct family childcare home education network programs to use the additional 16 nonoperational days for COVID-19 related closures not reimbursed by subdivision (f) of Section 8209 of the Education Code.

(e) The funding described in this section shall be subject to federal usage limitations and federal and state program eligibility requirements.

(f) (1) The Legislature finds and declares that the purpose of paragraph (1) of subdivision (c) and paragraph (1) of subdivision (d), with the exception of the California state preschool program, is to approve an agreement entered into by the Governor and Child Care Providers United - California pursuant to Section 8435.5 of the Education Code.

(2) The provisions of the agreement prepared pursuant to Section 8435.5 of the Education Code and entered into by the Governor and Child Care Providers United - California, dated February 5, 2021, that require the expenditure of funds or legislative action to permit their implementation, are hereby approved by the Legislature for the purposes of subdivision (b) of Section 8435.5 of the Education Code.

(3) The provisions of the agreement approved in paragraph (2) that require the expenditure of funds shall not take effect unless funds for these provisions are specifically appropriated by the Legislature. If funds for these provisions are not specifically appropriated by the Legislature, either the Governor or Child Care Providers United - California may reopen negotiations on all or part of the agreement.

(g) For purposes of this section, the following definitions apply:

(1) "At-risk children" means children identified as any of the following:

(A) Those receiving child protective services.

(B) Those at risk of abuse, neglect, or exploitation.

(C) Those who are eligible through the Emergency Child Care Bridge Program for Foster Children as established pursuant to Section 11461.6 of the Welfare and Institutions Code.

(D) Those experiencing homelessness as defined in subdivision (ak) of Section 8208 of the Education Code.

(E) Domestic violence survivors.

(2) "Essential worker" has the same meaning as "essential critical infrastructure worker" pursuant to Executive Order No. N-45-20.

(3) "State" means the State Department of Education, the State Department of Social Services, and the Department of Finance.

SEC. 6. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

SEC. 7. (a) For the 2020-21 fiscal year, the sum of twenty-five million dollars (\$25,000,000) is hereby appropriated from the General Fund to the State Department of Public Health for the purpose of the Safe Schools For All Team, which will coordinate technical assistance, community engagement, increased transparency, and

enforcement by the appropriate entity for public school health and safety during the COVID-19 pandemic. Funds shall be available for encumbrance until June 30, 2023.

(b) At least 30 days before authorizing an expenditure of funds appropriated pursuant to subdivision (a), the State Department of Public Health, with the approval of the Department of Finance, shall submit a written expenditure plan to the Chair of the Joint Legislative Budget Committee and the chairs of the committees and budget subcommittees for education and health and human services of both houses of the Legislature.

SEC. 8. (a) For the 2020–21 fiscal year, the sum of five million dollars (\$5,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction for allocation to the California Collaborative for Educational Excellence for the purpose of providing support to local educational agencies to maximize positive pupil outcomes and most effectively use funds allocated pursuant to subdivision (b) of Section 43521 of the Education Code. Funds appropriated pursuant to this subdivision shall be available for encumbrance until June 30, 2023.

(b) At least 15 days before authorizing an expenditure of funds allocated pursuant to subdivision (a), the California Collaborative for Educational Excellence, with the approval of the Department of Finance, shall submit a written expenditure plan to the Chair of the Joint Legislative Budget Committee and the chairs of the committees and budget subcommittees for education and health and human services of both houses of the Legislature. Of the amount appropriated in subdivision (a), no more than 5 percent shall be allocated to the administrative agent of the California Collaborative for Educational Excellence.

(c) On or before May 1, 2021, the California Collaborative for Educational Excellence shall begin providing local educational agencies with professional learning opportunities that may include, but are not necessarily limited to, activities that provide guidance on the effective use of diagnostic and formative assessments, curricular resources, best practices for contacting and reengaging disengaged pupils, and models for providing supplemental instruction and support based on current research to increase the capacity of local educational agencies to accelerate learning and address the social-emotional needs of pupils. The California Collaborative for Educational Excellence shall provide this professional development in a manner that is consistent with the statewide system of support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the Education Code.

(d) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the amount appropriated in subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.

SEC. 9. This act is a bill providing for appropriations related to the Budget Bill within the meaning of subdivision (e) of Section 12 of Article IV of the California Constitution, has been identified as related to the budget in the Budget Bill, and shall take effect immediately.