PV Schools
Prepared
Prioritizing the Health of Our Community
2020-2021 School Year

District Administrative Center:
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Updated February 12, 2021
Message from PVSchools

We have been diligently planning and preparing for students to return to school campuses for the 2020-2021 school year, while ensuring the health, safety, and well-being of our students, staff, and community.

Countless individuals have invested their time and expertise to develop a plan which provides educational choices for our families and safe learning environments. In addition to increased health and safety measures for full-time in-person instruction, the plan includes contingency scenarios should we need to transition back to full-time distance learning.

Our decisions guiding our reopening plan have been guided by the latest recommendations from the Centers for Disease Control and Prevention (CDC), the Arizona Department of Education (ADE), the Maricopa County Department of Public Health (MCDPH), state and local governments, and input from PVSchools families, educators, staff, and community members. We recognize that circumstances and guidance related to COVID-19 may continue to evolve, and we will continue to adapt our plan to respond to those changes.

Thank you again for your patience and support as we collectively navigate through the COVID-19 pandemic.

Governing Board
Anne Greenberg
Governing Board President
Julie Bacon
Governing Board Member
Stephanie Brown
Governing Board Member
Nancy Case
Governing Board Member
Susan Matura
Governing Board Member

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Acting Superintendent
Troy Bales, Ed.D.
Assistant Superintendent
Human Resources
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Assistant Superintendent
Curriculum and Instruction
Laura Felten
Assistant Superintendent
Business Operations
Steven Jeras, Ed.D.
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Leadership - Elementary
Andre Long
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Leadership - Secondary
Factors for Transitioning from In-person Learning to Virtual Learning

Following recommendations from public health officials, on February 4, 2021 the PVSchools Governing Board revised criteria and approved a plan for transitioning from in-person learning to virtual learning due to COVID cases. The plan shifts from the previous district-wide approach to a criteria that calls for individual school assessments to determine transitions from in-person learning to virtual learning.

Employee vaccinations is another important component in our mitigations strategies (e.g. wearing cloth face masks, frequent hand washing, social distancing where possible) for creating a safe in-person learning environment for our students and staff.

Several factors will be evaluated when determining the need to shift from in-person learning to virtual learning due to COVID-19:

- **Factors Considered**
  - School-level COVID Team:
    - School Principal, School Nurse, and Site Representative(s)
  - Daily school-level monitoring of COVID cases and staffing availability
  - Continue contact tracing and quarantine practices
  - Explore adjustments to mitigation strategies
  - Refer multiple cases within a cohort or suspected outbreak to district COVID Task Force
  - Consult with district COVID Task Force to consider additional mitigation strategies, including a return to virtual learning for classroom, cohort, or entire school
  - District COVID Task Force makes recommendation to Superintendent

- **Student Social and Emotional, and Academic Factors**
- **Classroom Impact** (e.g. staff and student absenteeism)
- **Multiple Cases within a Cohort** (e.g. classroom, club, team)
- **Suspected Outbreak* across a School**
- **Effectiveness of Mitigation Strategies**

*Maricopa County Department of Public Health (MCDPH) defines school outbreaks as follows:
Two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically-linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.
Maricopa County Department of Public Health Schools
COVID-19 Dashboard

The Maricopa County Department of Public Health (MCDPH) has an online data dashboard for reviewing COVID-19 data by zip code, city, unified school district, high school district, or elementary school district. The dashboard can be found by visiting www.maricopa.gov/5594/School-Metrics or through the district’s website, www.pvschools.net/reopening.

PVSchools COVID-19 Dashboard

In an effort to provide our families with information regarding positive COVID-19 cases by school, we have developed the PVSchools COVID-19 dashboard. Positive cases are listed in the dashboard by school and include all students and staff members, regardless if the student is participating in PVConnect or in-person learning. Students enrolled in PVOnline will only be included in the dashboard if they are participating in on-campus extracurricular activities at their home school.

Individuals who test positive are excluded from participation in any in-person/on-campus activity until the school’s registered nurse verifies that the individual meets the return criteria set by state and local health authorities. In accordance with public health guidelines, cases included in the dashboard have been reported to MCDPH.

The dashboard and more details can be found by visiting www.pvschools.net/coviddashboard or www.pvschools.net/reopening and clicking on “COVID-19 Data Dashboard” in the sidebar. The dashboard will be updated weekly on Tuesdays by 9 a.m. and will include new positive cases.
Learning Pathway Options at a Glance

Families electing to not have their child(ren) return for in-person learning will be able to remain in distance learning using PVConnect or PVOnline. Schools will be working with families to confirm their desired learning options.

Each Wednesday our schools will follow their early release schedule. Schools will be reaching out to families directly with more specific information.

### In-Person Learning

Pre-K-12 students will follow the school’s full-day, in-person schedule.

Enhanced safety measures will be followed (see details beginning on page 6). Students will be required to wear cloth face masks while at school and on the bus. Teachers will be working with students both in-person and online. Should there be a need for a student to self-quarantine due to exposure to COVID-19, the student can continue to learn with their teacher and class from home through the PVConnect model.

### PVConnect

Pre-K-12 students participating in PVConnect will follow the school’s full-day, in-person schedule.

In most cases, students will view the classroom teachers’ instruction from Google Meet or WebEx using their computer device, while teachers are instructing students in-person. The lesson may include times of direct instruction, classroom discussion, and independent work. PVConnect students are expected to join the live instruction at designated times and remain in the virtual classroom until the teacher has directed otherwise. The PVConnect teacher remains the same for students, when possible. There may be variations of this model for some programs.

### PVOnline (Virtual Self-Paced)

Students in grades K-12 will participate in full, online learning that is self-paced with the expectation of meeting monthly progress goals.

Students are enrolled in PVOnline rather than a brick and mortar school. PVOnline is an approved Arizona Online Instruction provider through the Arizona State Board of Education and is fully accredited as an extension of the school district. All PVOnline teachers are highly qualified and certified in their area of instruction.
Introduction and Background

In order to develop recommendations regarding reopening of school for 2020-2021, the Superintendent’s Committee on Reopening (SCoRe) was formed through a formal committee call. The group consists of representatives from stakeholder groups.

Guiding Principles

The guiding principles of SCoRe were to ensure:

• The safety and well-being of all students, staff, and community.
• Meaningful teaching and learning for all students and staff.
• Fidelity of the continued operations of the district.

SCoRe was tasked with developing recommendations for parameters and guiding principles to implement based on three scenarios:

• Schools begin on time and remain open.
• Schools begin on time and need to close due to a second wave of COVID-19 cases.
• School opening is delayed due to increases in COVID-19 cases.

The recommendations for parameters and guiding principles were aligned with the information provided by the Center for Disease Control and Prevention (CDC), Arizona health experts, and guidance from the Arizona Department of Education (ADE).

SCoRe reviewed a variety of resources in the development of their recommendations, including, but not limited to:

• Coronavirus Disease 2019 (Covid-19) K-12 District Reopening Checklist, Hanover Research
• Schools Decision Tree, Centers for Disease Control
• Considerations for Schools, Centers for Disease Control
• PVSchools Pandemic Flu Protocols, PVSchools
• Return to School Roadmap, Opportunity Labs
• Guidance on Return to the Workplace, Gust Rosenfeld
• Roadmap for Reopening Schools, Arizona Department of Education
• Protocols for Reopening, Udall Shumway

SCoRe Membership:

Mitch von Gnechten, Ed.D.
Director Student Services - Secondary - Facilitator
Lori Berman
Parent - UPC
Kea Carota
Parent - UPC
Susan Chubrich-Seep
Teacher at Horizon High School - PVEA
Michelle Courtright
President of PVSEA - PVSEA
Brandon George
Director of Transportation - COA
Lora Herbein
Director of Student Services - Elementary - COA
Leah Knaeble
President of PVEA - PVEA
Melissa Molzhon
Principal of North Canyon High School - PVP
Melissa Schwartz
Parent - UPC
Jessica Wani
President of UPC - UPC
Shawn Webster
ESP Shadow Mountain High School - PVSEA
Jerry Withers
Principal of Campo Bello Elementary School - PVP
Health and Wellness

PVSchools partnered with HonorHealth and Scottsdale Unified School District to provide the first doses of COVID-19 vaccinations for our Pre-K-12 school staff at the end of January, with the second dose in mid-February. We are fortunate to have had this opportunity as it was a critical addition for a return to in-person instruction.

HonorHealth operates a drive-through location in North Phoenix to serve 19 assigned North East Valley zip codes. As Maricopa County moved to Phase 1B, law enforcement, school personnel, as well as adults age 75+ were prioritized for vaccination.

Face Masks

• All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face mask while on any district property, in any district facility, at any district event, whether indoors or outdoors, and in any district vehicle, including district busses or vehicles rented or leased by the district.

• Cloth face masks are to fully cover a person’s nose and mouth fitting snugly, but comfortably against the sides of the face and under the chin. Masks are to be of a solid material and double layered (for example, a double layered cotton mask or a surgical mask). They are to remain affixed in place without the use of one’s hands and are to not have holes or valves. They are to be laundered regularly at home or disposed of appropriately. The PVSchools requirement to wear a cloth face mask supersedes the Arizona Interscholastic Association (AIA) requirement of a “face covering” unless a covering, such as a gater, is deemed more appropriate for the athlete while in competition.

• A cloth face mask does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet away).

• Students may remove cloth face masks during times specifically determined by the school’s administrative team as designated “face mask breaks” including, but not limited to, times for actively eating and drinking and at times of vigorous exercise or activity. Elementary recess is not considered vigorous activity. “Face mask breaks” will require appropriate physical distance (as recommended by the Maricopa County Department of Public Health) from others while the cloth face mask is removed.

• Cloth face masks should not be worn by students with a health condition and medical documentation establishing that they cannot safely wear a mask. These students will be evaluated on an individual basis to determine whether there are additional accommodations that may be made to provide them and others with the greatest possible protection.

• Students who refuse to comply with the safety protocols adopted for in-person learning will be assigned to an online learning program pursuant to A.R.S. 15-841(F).

Hand Hygiene

• Frequent hand washing/cleaning will be encouraged at regular intervals throughout the day with both soap and water or hand sanitizer. Instructions for hand washing include:
  • Using soap and water, scrubbing for 20 seconds, and rinsing.
  • Using paper towels to dry hands, turn sink handles, and open doors, then safely discarding.
  • Using alcohol-based hand sanitizer.

• Additional handwashing sinks will be installed at all elementary and middle schools.

• Hand sanitizer stations will be installed in lobbies and campus main entries.
School Campuses and Classrooms

- Where possible, student seating will be arranged to maintain social distancing. Desks will be faced in the same direction, rather than facing each other, or students will sit on only one side of tables, spaced apart.
- Each student’s belongings will be separated from others’ and in individually labeled containers, cubbies, or areas.
- Assigned seating in classrooms will be implemented to assist with contact tracing.
- Where possible, social distancing will be maintained in open areas, such as hallways, stairwells, gyms, and playgrounds.
- Students will be encouraged to bring their own water bottle to minimize use and touching of water fountains. Water bottle filling stations are being added to each site.
- To limit exposure to other students and staff, recess will be separated by grade level cohorts.
- Signage will be posted in all rooms and common areas explaining hygiene practices to prevent spread.
- Where possible, adjustments to drop-off and pick-up routines will be made to facilitate social distancing. Staff will escort young students into and out of the building. Families are asked to remain in their vehicles or wait outside.

Health Screening

- Students should stay home if they feel ill or are exhibiting COVID-19-like symptoms.
- Parents and guardians should assess their child’s health daily prior to heading to school or the bus stop. See Health Screening Checklist below.
- At the beginning of each day as students enter the classroom, teachers will informally screen students for COVID-like symptoms. If the teacher has concerns, they will contact the school nurse prior to sending the student to the Nurse’s Office.
- Students will be reminded of proper respiratory hygiene, including:
  - Avoiding touching the eyes, nose, and mouth.
  - Covering the mouth when coughing.
  - Covering the nose when sneezing and safely discarding tissues.

Health Screening Checklist for Home

We all must work together to make our school campus as safe as possible for students, teachers, and staff. While PVSchools is taking measures to reduce the risk of spreading COVID-19, we need our families to do the same.

1. Take your child’s temperature every day prior to coming to school and conduct a daily screening of your child for COVID-like symptoms prior to your child arriving at school.

2. Keep your child home from school if they have any of the following symptoms that are not related to an already diagnosed condition or illness:
   - Fever of 100.4 degrees Fahrenheit or higher
   - Chills
   - Cough
   - Sore throat
   - Shortness of breath or difficulty breathing
   - New loss of taste or smell
   - Muscle or body aches
   - Headache
   - Congestion or runny nose
   - Nausea or vomiting
   - Diarrhea

Please make sure you have read the Maricopa County Department of Public Health (MCDPH) Guidance if your child is sick - [www.Maricopa.gov/Coronavirus](http://www.Maricopa.gov/Coronavirus).
We all must work together to make our school campus as safe as possible for students, teachers, and staff.

After completing a health screening for symptoms at home, follow the flowchart below to determine when and if your child should attend in-person classes.

**Screening for COVID-19**

**START HERE**

**Does your child have any symptoms consistent with COVID-19?**
- Fever of 100.4 degrees Fahrenheit or higher
- Chills
- Cough
- Shortness of breath or difficulty breathing
- New loss of taste or smell
- Sore throat
- Muscle or body aches
- Headache
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

- **Yes**
- **No**

**Has your child had a PCR or Antigen Test (nose-swab or saliva test) for COVID-19?**
- Yes, test was negative
- Yes, test was positive
- No

**Cannot go to school**
AND must stay home until:
- 10 days since first symptoms
- AND no fever for at least 24 hours (without the use of medication)
- AND other symptoms have improved.
- Please inform the school that your child tested positive.

**Has your child had close contact to a person with COVID-19 while infectious?**
- Close contact is within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period OR had physical contact.
- **Yes**
- **No**

**Cannot go to school**
AND must stay home for 10 days after most recent exposure.
- Your child must be fever free for 24 hours without the use of medication and symptoms have improved before returning to school. Should your child test negative 5 full days after exposure and have had no symptoms, they are to quarantine for 7 days.

**Does your child show no symptoms, but has tested positive for COVID-19?**
- **Yes**
- **No**

**Cannot go to school**
AND must stay home for 10 days since first positive COVID-19 test.
- Please inform the school that your child tested positive.

**Proceed to school**

Remember, your child must be fever free for 24 hours without the use of medication and symptoms have improved before returning to school.
Visitors on campus

- All visitors and volunteers will be required to wear cloth face masks and must follow all posted safety protocols.
- To the extent possible, access on campus for outside visitors or volunteers except for the safety and well-being of students will be limited.
- All visitors or parents/guardians are required to report to the front office and not go beyond unless it is for the safety or well-being of their child.

Enhanced Cleaning

- Additional cleaning staff at each campus will be hired for routine cleaning of restrooms, drinking fountains, lunchrooms, and common areas throughout the school day.
- Continued air quality will be maintained by cleaning all HVAC unit coils and changing air filters as scheduled.

Reported Positive Case of Student/Staff Member

- If the school is notified of a student who has tested positive the school nurse will inform the parent that the student must remain isolated and be 24 hours fever free without the use of fever reducing medication and have improved symptoms and had 10 days elapsed since the student first had symptoms before returning to school.
- The school nurse will contact MCDPH per the ADHS Emergency Measure Reporting Cases protocol.
- MCDPH may follow up with the family and school regarding contact tracing and secondary measures.
- Principals will send notifications to the entire school when there is a positive case on the campus. In addition, if a student had a close contact with a person who has tested positive those families will receive a separate notification. Per MCDPH, close contact is within 6 feet of a person with COVID-19 while infectious for a cumulative total of 15 minutes or more over a 24-hour period OR had physical contact with a person with COVID-19 while infectious.
- Students that had a close contact with the positive case are to quarantine themselves for 10 days at home and monitor for symptoms before returning to school. If they become symptomatic or are to test positive, they are to isolate themselves for 10 days at home and be fever free for 24 hours without the use of medication and have had symptoms improved before returning to school. Should they test negative 5 full days after exposure and have had no symptoms the student is to quarantine for 7 days.
- Facilities will conduct hydrostatic cleaning of exposed areas.
- If a staff member tests positive, the staff member will work with the Benefits Department (Human Resources) to follow protocols for when they may return to work and for MCDPH contact tracing.

Student/Staff Presenting COVID Symptoms at School

- If a student presents COVID symptoms at school, the student will be placed in an isolation room in the Health Office away from the general population.
- The school nurse will utilize personal protective equipment and make an assessment of the student.
- The parent/guardian will be contacted to pick up the student.
- The student is to isolate themselves for 10 days at home and be fever free for 24 hours without the use of medication and have had symptoms improved before returning to school.
- COVID-19 testing is recommended.
  - If the test result is positive, the student is to isolate themselves for 10 days at home and be
fever free for 24 hours without the use of medication and have had symptoms improved before returning to school.
- If the test result is negative, the student is to isolate themselves and be fever free for 24 hours without the use of medication and have had symptoms improved before returning to school.
- Staff members presenting symptoms will go directly home and will work with the Benefits Department (Human Resources) to follow protocols for when they may return to work and for MCDPH contact tracing.

**Report of Student/Staff having had Close Contact with a Person Testing Positive**
(Per MCDPH, close contact is within 6 feet of a person with COVID-19 while infectious for a cumulative total of 15 minutes or more over a 24-hour period OR had physical contact with a person with COVID-19 while infectious)

- The student will be placed in an isolation room in the Health Office away from the general population.
- The school nurse will utilize personal protective equipment and make an assessment of the student.
- The parent/guardian will be contacted to pick up the student whether symptomatic or asymptomatic.
- The student is to quarantine themselves for 10 days at home and monitor for symptoms before returning to school. If they become symptomatic, they are to isolate themselves for 10 days at home and be fever free for 24 hours without the use of medication and have had symptoms improved before returning to school.
- COVID-19 testing is recommended.
  - If the test result is positive, the student is to isolate themselves for 10 days at home and be fever free for 24 hours without the use of medication and have had symptoms improved before returning to school.
  - If the test result is negative and was administered 5 full days after exposure and there have been no symptoms, the student is to quarantine for 7 full days.
- Staff members presenting symptoms will go directly home and will work with the Benefits Department (Human Resources) to follow protocols for when they may return to work and for MCDPH contact tracing.

**Nutrition and Wellness**
- Cafeteria entries and service lanes will be marked for social distancing.
- ID scanners will be implemented to reduce or eliminate use of keypads.
- When possible, procedures for lunch will be adjusted to allow for social distancing, greater spacing, and to reduce interactions, including possibility of adding additional lunch periods at middle and high schools and staggering lunches at elementary schools.
- Schools will continue to follow practices and procedures that comply with public health guidelines such as food handling, food preparation, cleaning and disinfecting, and food and drink dispensers.

**Transportation**
- Bus staff and students are required to wear cloth face masks on buses.
- Visible signage will be placed at the entry to each bus and students will be reminded not to ride if they are symptomatic.
- Students will be asked to comply with social distancing guidelines when waiting at the stop, during boarding, and while exiting the bus.
- Seating charts will be utilized, seating siblings together and implementing “neighbor” seating to
provide consistency in seating and minimize movement within the bus.
• Designated cleaning time in route to ensure buses are disinfected twice daily.
• Families are encouraged to transport their children to school to reduce the number of students on a bus.

Social-Emotional Well-Being
• Students’ social-emotional well-being will be assessed when schools reopen, with additional support provided for students showing signs of mental health concerns, including trauma.
• Schools will incorporate trauma-informed practices and social-emotional learning into classroom instruction in a manner that supports equity and inclusion and reflects cultural responsiveness.

Events and Field Trips
• Large group gatherings, such as school assemblies, fall festivals, dances, and book fairs will be suspended until further notice and resumption will be reevaluated regularly. This includes school sponsored and PTA/PTO sponsored events.
• Field Trips will be suspended until further notice and resumption will be reevaluated regularly. Opportunities for virtual field trips will be explored.
• Determinations regarding possible resumption of athletics programs will be made in collaboration with the Arizona Interscholastic Association (AIA), including whether public attendance at events may be possible due to restrictions on large group gatherings.

Fine Arts

Art Classes
• The sharing of arts supplies or equipment will be minimized and discouraged when possible. Any shared supplies or equipment will be sanitized after each use.
• Students’ own art supplies will be separated from others’ in their own individual containers.

Vocal Music, Choir, Band, Orchestra
• The sharing of instruments will be minimized and discouraged. Any shared instruments or equipment will be sanitized after each use.
• Sharing of mouthpieces or other such items will not be permitted.
• Instrument covers, such as bell covers, should be used on all wind instruments, including recorders.

Theatre and Dance
• The sharing of makeup, costumes, wigs, props and accessories will not be permitted. Costumes and wigs will be sanitized after each rehearsal.
• Students will not share any voice amplification equipment when possible. When not possible, equipment will be sanitized after each use.
• Dressing rooms, green rooms, and production areas will be sanitized before and after rehearsals.

Please see the Fine Arts Operational Plan for more details.
COVID-19 Parent/Guardian Acknowledgement and Disclosure Form

We all must work together to make our school campus as safe as possible for students, teachers, and staff. While Paradise Valley USD is taking measures to reduce the risk of spreading COVID-19, we need our families to do the same.

You and your child are expected to follow the COVID-19 Code of Conduct as described below.

1. I will take my child’s temperature every day prior to coming to school and conduct a daily screening of my child for COVID-like symptoms prior to my child arriving at school.

2. I will keep my child home from school if my child has any of the following symptoms that are not related to an already diagnosed condition or illness: (This list may be updated by public health authorities in the future.)
   - Fever of 100.4 degrees Fahrenheit or higher
   - Chills
   - Cough
   - Shortness of breath or difficulty breathing
   - New loss of taste or smell
   - Sore throat
   - Muscle or body aches
   - Headache
   - Congestion or runny nose
   - Nausea or vomiting
   - Diarrhea

3. I have read the Maricopa County Department of Public Health Guidance if my child is sick that is attached to this Form.

4. I understand that my child will be sent home if my child has any of these symptoms that are not related to an already diagnosed condition or illness while at school. I agree that I will pick up my child within 1 hour from being notified by the school that my child is being sent home.

5. I understand that this low threshold for keeping kids at home may mean that my child may be away from school more often than in the past, and I will plan for such contingencies.

6. I understand that my child will be required to wear a cloth face mask throughout the day according to the protocols established by the Paradise Valley USD.

7. I understand that the school will require my child to wash their hands and/or use hand sanitizer, and socially distance according to the protocols established by the Paradise Valley USD.

8. I understand that the Paradise Valley USD will follow the Maricopa County Public Health Department’s protocols on the reporting of COVID-19 illness at the school.

9. I will report to the school’s nurse if my child has a confirmed positive COVID-19 test result.

I, ________________________________, certify that I have read, understand, and agree to comply with the provisions listed.

(Parent/Guardian Name)

Parent/Guardian Signature: ________________________________

Child’s Name: ________________________________

Date: ________________________________

Revised: October 21, 2020
10 Things You Can Do To Prepare For Returning Back To School

1. Practice good hand hygiene
   Teach your child to sing their ABCs or have them count for at least 20 seconds ensuring they wash, front, back and in-between their fingers.

2. Practice wearing a face mask
   Throughout the day your child will need to wear a cloth face mask, including on the bus and upon entering school. Teach them not to touch the inside of their face mask when wearing or removing it.

3. Practice maintaining 6 feet of distance
   Measure the distance on the floor. Consider temporarily laying pieces of paper down for a visual reference.

4. Have a supply of face masks
   When possible, face masks should only be used once and then washed (or disposed). Consider making or buying multiple masks to give you time to wash between use.

5. Purchase a thermometer
   Every morning, take your child’s temperature and conduct a health screening prior to them coming to school. If they are not feeling well or exhibiting any COVID symptoms, they need to stay home for 10 days or have a negative COVID test and no known exposure to return.

6. Update immunizations & physical exams
   Up-to-date immunizations are required for school, and sports physicals may be needed. Well care visits are important to a child’s health. Immunizations can also be obtained at your local Public Health Dept.

7. Consider aerosolized medicine alternatives
   Inhalers with a chamber are required as nebulizer treatments will not be provided during the school day. Speak with your school nurse to update your Asthma Action Plan.

8. Purchase a reusable water bottle
   Instruct your child not to share it with others. Water bottles and caps should be washed daily in warm soapy water, rinsed, and left to air dry upside down or run through the dishwasher.

9. Verify/update emergency contacts
   If your child exhibits any COVID-like symptoms, they will be placed in a room and will need to be picked up immediately. Please ensure a contact can be reached at any given time.

10. Stay informed with reliable sources
    Stay up-to-date on COVID-19 news from reliable sources such as the CDC, Arizona Department of Health Services, Maricopa County Department of Public Health and our district website pvschools.net/reopening.
The following are the Operational Checklists to be followed prior to and during the reopening of schools for the 2020-2021 school year.

Reopening Plan Scenario #1: Schools Open For In-Person Learning

This checklist is to be utilized in preparation for in-person learning. It is assumed that alternative school schedules will not be put into effect and maintenance of social distancing will be done to the greatest extent possible.

District Leadership

☐ Monitor the latest information regarding COVID-19 and its mitigation.
☐ Establish regular communication with relevant agencies at the federal, state, and local levels.
☐ Monitor for any changes to guidelines for reopening provided by state agencies.
☐ Continue to convene and consult with the COVID-19 Response Team (CRT) and the Superintendent’s Committee on ReOpening (SCoRE) to plan for and provide input on the reopening process in conjunction with department leaders.

☐ Set objectives and establish a timeline for reopening.
☐ Define roles and allocate responsibilities for reopening.
☐ In consultation with the Maricopa County Department of Public Health, and based on the PVSchools Pandemic Influenza Protocols, establish the criteria and protocols for closing and reopening an individual school due to a reported case of COVID-19.
☐ Ensure that departments complete Continuity of Operations Plans as annex to the District Emergency Response Plan.

![SCHOOLS DURING THE COVID-19 PANDEMIC](cdc.gov/coronavirus)
Health and Wellness

- Review and revise health policies and practices as needed and communicate any changes in health policies and practices to students, families, and staff.
- At the beginning of each day as students enter the classroom, have teachers informally screen students for COVID-19 symptoms. If the teacher has concerns, they should contact the school nurse prior to sending the student to the Nurse’s Office.
- Ensure posters are in place at the entry to each classroom to assist with identifying symptoms.
- Provide training for staff related to identification of COVID-19 symptoms and management of safety measures to minimize transmission.
- Require all staff to self-assess their own health for symptoms of COVID-19 daily and not report to work if there are any indications of illness.
- Establish safe procedures for any basic health screenings (e.g., annual hearing, vision).
- Provide school health personnel with any necessary personal protective equipment (PPE) in alignment with identified needs (e.g., gloves, goggles, face shield, procedural masks).
  - Require use of hand sanitizer or hand washing prior to entering the health office.
- Provide school staff working with medically fragile students, as identified in individual health plans, with any necessary PPE.
- Provide staff that work with students with an IEP with more significant needs with any necessary PPE as recommended by the Special Education Department. Utilize nurses to provide training to staff for use of procedural PPE.
- Update health records for students in alignment with HIPPA and FERPA requirements.
- Establish isolation rooms in each Health Office for students or staff who may be sick.
- Establish partnerships with community providers to supply additional medical services, as needed.
- Require students and staff to stay home if ill or exhibiting symptoms of respiratory infection.
  - Establish screening protocols, assign appropriate staff, provide necessary PPE, and consult with public health officials to determine how to handle persons who display or develop COVID-19 symptoms.
  - Establish processes for staff involved in screenings to report findings to school, district, and public health officials in alignment with medical privacy laws.
- Post signage in all rooms and common areas explaining hygiene practices to prevent spread.
- Provide instruction to designated staff on how to clean and disinfect objects and surfaces.
- Provide instruction to staff and families regarding respiratory hygiene:
  - Avoiding touching the eyes, nose, and mouth.
  - Covering the mouth when coughing.
  - Covering the nose when sneezing and safely discarding tissues.
- Provide instruction to staff and families for handwashing:
  - Using soap and water, scrubbing for 20 seconds, and rinsing.
  - Using paper towels to dry hands, turn sink handles, and open doors, then safely discarding.
  - Using alcohol-based hand sanitizer.
- Provide instruction to staff and families for how to wear face masks.
- Maintain social distancing of six feet between staff and students, where possible. In situations where social distancing between staff and students is not possible, require staff and students to wear cloth face masks. Please refer to the Parent Student Handbook for more details, www.pvschools.net/find-it-fast#families.
- Any student who has difficulty breathing or who is incapable of physically removing the cloth face mask on his/her own will not wear cloth face coverings, and alternate methods of protection will be discussed by parents and staff. Cloth face masks should not be worn when students are engaging in physical activity. Students who refuse to comply with the safety protocols adopted for in-person learning will be assigned to an online learning program pursuant to A.R.S. 15-841(F)
- Where possible, arrange student seating to maintain social distancing guidelines.
- Keep each child’s belongings separated from others’ in individually labeled containers, cubbies, or areas.
- Assign seating in classrooms to assist with contact tracing.
- Where possible, maintain social distancing in open areas, such as hallways, stairwells, gyms, playgrounds.
- Evaluate current schedules and structures to facilitate social distancing.
- Evaluate adjustments to drop-off and pick-up routines to facilitate social distancing.
- Evaluate procedures for recess to limit contact to cohorts of students.
- For K-6 schools that departmentalize at intermediate grades, evaluate alternatives to reduce interactions.
- Maintain social distancing for staff meetings. If not possible, evaluate use of virtual staff meetings.
- Require visitors to campus to wear cloth face masks if interacting with staff and students.

Refer to the Health Office Student and Staff Operational Plan for additional details.
Communications

☐ Provide information and updates to students, families, staff, vendors, and the community on:
  ☐ Current state of public health.
  ☐ District and school efforts to keep students and staff safe.
  ☐ Preventive measures stakeholders should take.
  ☐ Current effects on district and school operations
  ☐ Anticipated timeline(s) for district and school reopening.
  ☐ Key changes in district and school policies and practice.
  ☐ Where to find services and support in the community to meet basic needs.

☐ A COVID-19 PVUSD Dashboard reports weekly positive cases of both students and staff for each site. It is to be maintained and updated whenever the District is in-person instruction.

☐ Remind staff and students to stay at home if exhibiting COVID-19 symptoms.
☐ Share instructions for ways to prevent spread (e.g., handwashing, respiratory hygiene, social distancing).
☐ Respond to questions and other inquiries.
☐ Include key information and resources on district and school webpages.
☐ Continue to provide communications to families in English and Spanish.
☐ Leverage multiple communication methods, as appropriate, including mail, email, phone calls, text messages, traditional media (e.g. television, radio, newspaper) and social media (e.g. Facebook, Twitter, Instagram, YouTube).

Curriculum and Instruction

☐ Review and revise curriculum maps and pacing. Monitor and adjust curriculum plans as needed to reflect the impact of COVID-19-related school closures.

☐ Determine the need for further adjustments to curriculum and instruction based on common gaps in student learning identified during analysis of academic data collected once schools reopen.

☐ Include classroom teachers in curriculum planning and design.

☐ Establish robust online learning opportunities through PVOline that include opportunities for teacher interaction and support.
  ☐ Ensure scalability of option to accommodate the number of students desiring an asynchronous, online classroom setting.
  ☐ Ensure that expectations, accountability, and assessment are comparable to traditional, in-person learning.
  ☐ Explore the potential need utilize leased content for specific grade levels and/or courses.
  ☐ Establish a methodology for parents to confirm their interest in selecting this option for instructional delivery.

☐ Establish a synchronous learning opportunity, with direct instruction provided via video conferencing, that includes opportunities for teacher interaction and support.
  ☐ Ensure scalability of option to accommodate the number of students desiring a synchronous, online classroom setting.
  ☐ Ensure that expectations, accountability, and assessment are comparable to traditional, in-person learning.
  ☐ Maintain class sizes in alignment with established student-teacher ratios.
  ☐ Establish a methodology for parents to confirm their interest in selecting this option for instructional delivery.

☐ Develop contingency plans to address:
  ☐ Continuing to provide instruction if a school(s) must close for a short period of time due to COVID-19.
  ☐ Continuing to provide instruction to individual students affected by illness or quarantine and/or family decisions not to resend to school.
  ☐ Evaluate extending absence flexibility to students that are ill or need to self-quarantine.

☐ Collaborate with postsecondary institutions regarding delivery of dual-credit courses, College Board for Advanced Placement (AP) offerings, and/or International Baccalaureate (IB) courses.

☐ Consult with postsecondary institutions and/or local partners regarding delivery of Career and Technical Education (CTE) (e.g., mentoring). Develop plans for students to continue learning regardless of changes to school settings.

☐ Explore additional extended learning opportunities, such as summer school and after-school programs, to mitigate learning loss, resolve incompletes, and support credit recovery.

☐ Inventory and identify any gaps in the district’s academic interventions and identify additional supports that can be made available to teachers and families.

☐ Identify diagnostic assessments, when appropriate, for when schools reopen to identify learning gaps and consider additional assessment tools that can be made available to teachers, if needed.

☐ Identify learning loss for individual students and among special populations, such as: students with an Individualized Education Plan (IEP), English learners, migrant and homeless students, foster youth, socioeconomically disadvantaged students, or students directly affected by COVID-19 and provide targeted interventions.
Curriculum and Instruction (Continued)

☐ To the extent possible, ensure that instruction adheres to established benchmarks to more readily facilitate students who may be moving between instructional options.

☐ For students with an IEP, review plans and make revisions if necessary to reflect any changes due to COVID-19-related school closures or extended illness and/or self-quarantine.

☐ Assist families with supporting learning at home by sharing instructional strategies and resources.

☐ Additional information will be shared by departments to families in specialized programs such as Special Education, Gifted and Talented Education, English Language Learners.

Professional Development

☐ Provide additional training to teachers to recognize and support students who are facing new/additional challenges to academic success.

☐ Offer professional learning opportunities for staff including:
  - Online and virtual instruction with robust instruction and accountability.
  - Use of summer to train in order to build capacity to provide synchronous and asynchronous instructional programs.
  - Continue training on instructional technology to students, families, and staff.

☐ Facilitate teachers’ efforts to share best practices for mitigating learning loss.

Grading and Assessment

☐ Communicate with the Arizona Department of Education regarding any changes that may occur to:
  - End-of-grade, end-of-course, English language proficiency, and/or other assessments.
  - Grading policies and practices.
  - Promotion and retention criteria.
  - The District’s Distance Learning Plan

☐ Confirm the status of AP, IB, ACT, SAT, and similar assessments.

☐ Communicate any adjustments to grading to students, families, and staff and provide updated academic and assessment calendars.

☐ Conduct initial evaluations or re-evaluations of students with an IEP and English learners as required.

☐ Develop plans to share assessment data with families and indicate how their child’s achievement compares with grade-level expectations.

☐ In the event of the need for modifications to grading and/or assessment, seek input from stakeholder groups.

Curriculum and Instruction Resources and Support

☐ Facilitate teachers’ efforts to share effective strategies and resources for online and offline forms of distance learning, including building relationships with families and encouraging families to become involved in their child’s learning, in alignment with the Instructional Strategies and Tips by Quality Matters.

☐ Utilize surveys of students, families, and staff to identify strengths and development areas related to the district’s distance learning efforts such as the recent district survey of teachers and SpeakUp data from students, staff, and families.

☐ Survey staff regarding potential instructional resource and professional learning needs (e.g., differentiating instruction and supporting special populations in the context of distance learning) in order to:
  - Identify options to create additional instructional resources internally and/or acquire materials from publishers.
  - Offer professional learning opportunities aligned with staff needs.
**Social-Emotional Well-Being**

- Emphasize the district’s commitment to support the PV Community’s social-emotional well-being, highlighting the district-level committee, training, and tools provided for teachers and staff.
- Inventory and identify any gaps in the district’s social-emotional and mental health interventions.
- Plan re-engagement activities for staff and families.
- Determine how to assess students’ social-emotional well-being when schools reopen, such as a brief behavioral health checklist, and further assess students who show signs of mental health concerns, including trauma.
- Provide targeted interventions, as needed, and reassess student social-emotional well-being periodically to determine the efficacy of existing interventions and the need for additional supports.
- Provide guidance to staff on how to re-establish safe and secure classroom environments.
- Identify and offer additional SEL resources for teachers to incorporate into their instruction with the support of SEL coaches and leaders.
- Evaluate the feasibility of providing safe spaces for students and staff to share feelings and experiences related to COVID-19 and the school closures.
- Incorporate trauma-informed practices and SEL into both in-person and remote classroom instruction in a manner that supports equity and inclusion and reflects cultural responsiveness, making students feel safe and connected.
- Facilitate staff efforts to share effective strategies and resources for supporting students’ social-emotional well-being.
- Encourage staff members who work with the same student to communicate regarding students’ social-emotional well-being.
- Help support families at home by sharing how to talk about crises; recognize normal physical, emotional, and behavioral responses to crises; and foster resilience and other healthy coping strategies.
- Establish a process for responding to a student in crisis.
- Dedicate at least one staff member per school, such as the psychologist or social worker, as a point person for mental health concerns.
- Explore additional partnerships with community mental health providers to offer an expanded range of supports.
- Continue to provide students and families with referrals to community organizations able to assist with basic needs such as housing and meals.
- Include suspected COVID-19 status as a protected status in bullying/harassment, bias, and discrimination situations.

Refer to the Social Emotional Student and Staff Instructional Plan for additional details.

**Activities and Events**

**For High School Athletics:**
- Follow Arizona Interscholastic Association (AIA) guidelines for competitive sports regarding practices, conditioning camps, competitions, and transportation. [AIA Guidelines](#)

**For Middle School Festival Athletics:**
- The Middle School Sport Festival program may be cancelled or limited to Intramurals only without Festival or All Stars and resumption will be reevaluated regularly.
- Follow guidelines as set forth for high school athletics.

**For Non-Classroom activities:**
- Field trips and student travel will be suspended until further notice and resumption will be reevaluated regularly.
- Ensure that before and after school programs follow the PV Schools Reopening of Schools Plan.
- Suspend large group gatherings, such as school assemblies and book fairs, until further notice. Resumption will be reevaluated regularly.
- Evaluate opportunities to incorporate virtual extracurricular activities.
- Social activities such as dances and proms will be suspended until further notice and resumption will be reevaluated regularly.
- Evaluate conducting other activities such as orientations, curriculum nights, and open houses in alternative or modified formats that allow for social distancing and eliminate large group gatherings.
- For in-person events, consult with public health officials to determine the necessary safety precautions based on current guidelines.
- Refer to the Community Education Operational plans addressing childcare programs, including Birth-4 years old and Mascot.
- Facility rentals to outside groups are currently suspended and resumption of facility rentals will be reevaluated based upon available guidance from state and local health agencies regarding group gatherings.
- Travel for professional development and other activities will be suspended until further notice and resumption will be reevaluated regularly.
Attendance and Enrollment

☐ Consider adjusting student attendance procedures for excused and unexcused absences.
☐ Develop procedures for students and staff who do not report due to COVID-19 infection, quarantine, or safety concerns.
☐ Monitor and address student and staff attendance issues.
☐ Suspend perfect attendance programs for the school year.
☐ Ensure Lead Nurses maintain an exposure log to determine who to notify regarding positive cases.

Facilities

☐ Inspect facilities to assess need for repairs or modifications to prevent spread.
☐ Where possible, implement other measures to facilitate social distancing:
  ☐ Arrange appropriate seating in classrooms, offices, cafeterias, auditoriums, etc.
  ☐ Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart.
  ☐ Use individual student desks rather than common tables for students, if possible.
  ☐ Maintain appropriate spacing in hallways, in stairwells, in gyms, on playgrounds, etc.
  ☐ Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least six feet apart in lines and at other times (i.e., guides for creating “one-way routes” in hallways).
  ☐ Evaluate adjusting drop-off and pick-up times.
  ☐ Have staff escort young students into and out of the building and ask parents to remain in their vehicles or wait outside.

☐ Continue to maintain healthy air quality by cleaning all HVAC unit coils and changing air filters as scheduled.

Finance

☐ Examine revenues:
  ☐ Research changes in federal, state, and/or local funding.
  ☐ Utilize federal, state, and/or local emergency funds.
  ☐ Consider the impact of anticipated enrollment changes.
  ☐ Confirm types of activities permitted or required by different funding sources.
  ☐ Explore new funding opportunities (e.g., grants).
  ☐ Examine changes in rental income from extracurricular events on our campus from field use, auditorium rentals, classrooms, etc.

☐ Examine expenditures:
  ☐ Estimate and document COVID-19-related costs.
  ☐ Contact vendors to confirm ability to supply needed items, and if so, timetables for future deliveries.
  ☐ Create procedures to prioritize processing of purchase orders for essential supplies.
  ☐ Review and revise district and school budgets as needed.
Human Resources

- Identify staff not returning for the 2021-2022 school year.
- Create system for reassigning staff based upon:
  - Reassignment of existing staff based on instructional models selected and student enrollment. Human Resources to follow Bargaining Agreement language to reassign staff as needed.
  - Staff identifying as vulnerable populations.
- Utilize Reductions in Force as a last resort.
- Continue to provide instruction if a staff member is affected by illness or quarantine and cannot return to school for an extended period of time.
- Determine potential increase in hiring needs based on class size for instructional models, cleaning needs of schools and buses, and other areas.
- Restrict allocation of additional positions to those required based on IEP needs.
- Establish recruitment and hiring processes with consideration of virtual job fairs.
- Explore reallocation of duties among existing staff dependent on instructional models and with consideration to Contracts/Bargaining Agreements, layoffs, or Reductions in Force.
- Determine staff qualifying as medically vulnerable, such as due to age, compromised immune system, pregnancy, or being in a high-risk category due to pre-existing conditions.

Legal/Risk Management

- Confirm with relevant federal, state, and/or local agencies any changes in plans for site visits, reviews, or other processes for compliance or accountability purposes.
- Address potential COVID-19 related liability issues pertaining to students, families, staff, and/or vendors.
- Ensure the district and schools collect and report data and information in a FERPA and HIPAA compliant manner.

Nutrition and Wellness

- Inspect cafeterias and kitchens to determine need for modifications to limit contact between and among staff and students (e.g., table placement, seating arrangements, additional staff to monitor compliance, etc.).
- Implement ID scanners to reduce/eliminate use of keypads.
- Continue to follow practices and procedures that comply with public health guidelines (e.g., food handling, food preparation, cleaning and disinfecting, food and drink dispensers, etc.).
- Nutrition & Wellness will serve all students free meals under the Summer Food Service Program during the 2020-2021 school year, or until otherwise determined by the U.S. Department of Agriculture (USDA).

Refer to the Nutrition and Wellness Operational Plan for additional details.
Information and Technology

☐ Close any remaining computer gaps among students, families, and staff in the event of additional school closures by implementing one-to-one take home (bring back) Chromebooks as soon as practical.

☐ Close any remaining internet access gaps among students, families, and staff through procured hot-spots (with WiFi) in the event of additional school closures.

☐ Support C/I in developing and populating robust K-12 online learning opportunities in Google Classrooms using adopted K12 curricular resources and adopted 9-12 curricular resources/pacing from some PVOnline courses.

☐ Continue to provide scalability, availability and reliability of online environments to accommodate both off premise and on premise, synchronous and asynchronous teaching, learning and schooling.

☐ Continue to provide cyber security, integrity and confidentiality of online environments to accommodate both off premise and on premise, synchronous and asynchronous teaching, learning and schooling.

☐ Continue to provide state-required data collection and reporting necessary for funding.

☐ Continue to provide teachers, administration and support staff necessary training and professional development in applicable online tools, systems and applications.

☐ Continue to collect and analyze usage, incident, and technical support data.

☐ Schedule regular performance tests and conduct routine maintenance, publishing along with any incidents, on status.pvschools.net. Ensure that devices are inventoried, supported, and updated to allow for all mandated state testing.

☐ Set security guidelines for online instruction and remote work (e.g., limited use of public Wi-Fi, use of VPN).

☐ Use essential and thoughtful approaches in all online activities found at dg.pvschools.net, and support.pvschools.net.

☐ Ensure privacy and security of data and information pertaining to students, families, and staff in regard to Class 1, 2, and 3 data. Information can be found at dg.pvschools.net and digitalcitizen.pvschools.net.

☐ Significantly limit use of personal devices for work and schooling due to overall security, Freedom of Information Act (FOIA), privacy, legal and liability risks to the individual and the district.

☐ Review and revise as necessary, district and school information technology practices and procedures of the IT Department, collaborating with the District/School Emergency Response Team(s), the Information Technology Committee (ITC) and the Data Governance and Cyber Security Task Force (DGCSTF).

Transportation

☐ Require staff and students to wear cloth face masks on buses.

☐ Place visible signage regarding symptoms at the entry to each bus and remind students not to ride if they are symptomatic.

☐ Implement other measures to prevent spread:

☐ Adjust bus schedules, stops, boarding and exiting practices, capacity, and seating to comply with social distancing.

☐ Explore differing school start times among feeder patterns to stagger student pick up and drop off times and create great rider capacity.

☐ Utilize seating charts with siblings to be seated together and “neighbor” seating to provide consistency in seating and minimize movement within the bus.

☐ Equip buses with tissues, waste baskets, hand sanitizer (employee only), and masks.

☐ Designated cleaning time in route to ensure buses are disinfected twice daily.

☐ Deliver training for all drivers and aides prior to the beginning of school.

☐ Survey families to establish transportation needs.

☐ Enforce requirements regarding students who are eligible for receiving transportation.

Refer to the Transportation Operational Plan for additional details.
Reopening Plan Scenario #2: Schools Forced to Close Due to Increase in COVID-19 Cases

☐ Ensure Governing Board action upon proclamation providing authority to the Superintendent.

☐ Assemble and meet with COVID-19 Response Team (CRT) as part of emergency response and incident command.

☐ Ensure departments exercise Continuity of Operations Plans (COOP) to maintain district functionality of essential services:
  ☐ Identify essential and nonessential employees per COOP.
  ☐ All essential service employees strictly abide by guidelines of health agencies.

☐ Communicate expectations for curriculum and instruction to students, families, and staff. Expectations by school and/or grade level should be clear and consistent in the event of return to virtual learning.

☐ Provide information and updates to students, families, staff, vendors, and the community on:
  ☐ Current state of public health.
  ☐ District and school efforts to keep students safe.
  ☐ Preventive measures stakeholders can take.
  ☐ Current effects on district and school operations.
  ☐ Anticipated timeline(s) for district and school reopening.
  ☐ Key changes in district and school policies and practice.
  ☐ Where to find services and support in the community to meet basic needs.

☐ Ensure robust curriculum and instruction:
  ☐ Migrate teachers and students that enrolled brick and mortar to virtual learning format:
    ☐ Expectation of completed work by students.
    ☐ Frequent teacher interaction via virtual format.
    ☐ Instruction consistent with provided time for planning.
    ☐ Teacher planning should start summer of 2020 to prepare for the event of closure.

☐ Need for virtual attendance options:
  ☐ Contact log for distance learning (virtual) students.
  ☐ Monitor and track student well-being/outreach.

☐ Ensure all students have retrieved their one-to-one district device.

☐ Continue to collect and analyze usage, incident, and support data for Instructional Technology.

☐ Set security guidelines for online instruction and remote work, such as no use of public Wi-Fi and logging in via VPN.

☐ Ensure student access to Wi-Fi, through community partners, hot spots, and alternative methods.

☐ Identify and provide academic support such as additional tutoring.

☐ Consult with state and federal education agencies regarding adjustments to:
  ☐ End-of-grade, end-of-course, English language proficiency, and/or other key assessments.

☐ Grading policies and practices.

☐ Promotion, retention, and graduation criteria.

☐ Confirm the status of AP, IB, ACT, SAT, and similar assessments.

☐ Maintain continuity and integrity of Signature Programs and/or other special academic programs and modify as needed. Identify additional support for those programs and how to adapt in preparation for future closures or extended absences of students or teachers. (For instance, AVID, CREST, DLC, International Baccalaureate, Immersion, Performing Arts (North Valley Arts Academies, Suzuki Strings) etc.

☐ Consider the need to expand or adjust course offerings to enable students to resolve incompletes, and recover credits, particularly for courses not offered every term/year.

☐ Revisit the academic calendar and school schedules as permitted and needed based on changes in state guidelines and public health considerations.

☐ Assign an “Advisor” (teacher) at the secondary level to monitor individual student’s progress, grades, and well-being. If an issue arises, the advisor would contact the school counselor to determine what support can be offered.

☐ Establish contact logs to verify that families have received communication and provided access to resources that include mental health, food, and medical.

☐ Develop and implement a plan to continue to provide meal service to families.

☐ Close all school grounds to public access and post signage.

☐ Determine the ability to maintain Community Education programs.

☐ Cancel all student travel, events, and middle school athletics.

☐ Cancel all staff travel.

☐ Cancel high school athletic season in alignment with AIA guidelines.

☐ Set expectations for remote work, adjusting regulations if necessary and with guidance from the Data Governance Team.

☐ Seek equity among ESP essential and non-essential workload.

☐ Identify education support staff that can provide and/or support virtual instruction.

☐ Utilize Special Education Operational Plan to support services and ensure compliance:
  ☐ Ensure that Virtual Learning addresses IEP and requirements thereof.
  ☐ Create opportunities for paras and/or licensed professionals to support virtual learning.

☐ Assist state health agencies with contact tracing.
Reopening Plan Scenario #3: School Opening is Delayed Due to Increase in COVID-19 Cases

The following modifications are to be made to the scenario #1 checklist in the event that school opening is delayed due to increases in COVID-19 cases.

- Put Contingency Calendar into effect.
- Communicate change of calendar and school start date to staff and families.
- Assemble and meet with COVID-19 Response Team (CRT) as part of emergency response and incident command.
- Review and modify reopening plan relative to instructional choices, greater social distancing measures, acquisition of PPE, etc. Communicate reopening plan to parents and community.
- Ensure that departments exercise Continuity of Operations Plans to maintain district functionality of essential services:
  - Non-essential employees are to work remotely.
  - All essential service employees strictly abide by workplace guidelines of health agencies.
- Continue to enroll students to the District.

- Explore ways to financially bridge delayed start of school and contracted days for employees.
- Provide electronic devices to new enrollees.
- Develop and implement a plan to continue to provide meal service to families.
- Maintain closure of all school grounds to public access.
- Determine ability to start Community Education programs and communicate parents and community.
- Evaluate ability to conduct student travel, events, and middle school athletics when schools reopen.
- Coordinate with the AIA to reschedule high school athletic seasons.
Appendix: Department and Program Operational Plans

The following are the Department and Program Operational Plans to be followed prior to and during the reopening of schools for the 2020-2021 school year.

Plans included in the document, listed in order:

• Career and Technical Education Operational Plan
• Community Education Operational Plans
  • Child Development Centers
  • Mascot - School Year
  • Preschool Programs
• Facilities Operational Plan
• Fine Arts Department Operational Plan
• Gifted Education Operational Plan
• Health Office Operational Plan
• Language Acquisition Operational Plan
• Nutrition and Wellness Operational Plan
• Physical Education (P.E.) Operational Plan
• Social-Emotional Support Operational Plan
• Special Education Operational Plan
• Transportation Operational Plan

Disclaimer: All operational plans and details will be updated as needed.
Reopening of Schools
Career and Technical Education Operational Plan
2020-21 (Revised 9.22.20)

First and foremost, follow the district’s policies concerning the CDC’s (Centers for Disease Control and Prevention) guidelines and schedules.

It is recommended that all CTE classrooms and labs are supplied with hand sanitizers.

Follow district’s guidelines concerning the requirement of face coverings.

The goal of Career and Technical Education is to provide a quality CTE experience for our students.

- Using the CTE Program’s Technical Standards, Blueprints for Instruction and Assessment, and Instructional Framework teachers have been determining the priority of each program’s technical standards.
- CTE teachers have updated their Scope and Sequence and are developing online and hybrid lesson plans.
- CTE teachers have been provided professional development to learn/enhance their expertise with Google Classroom and will be using this platform remotely and in-person.
- CTE teachers will use lessons/materials created this summer during professional development remotely and in-person.
- CTE has purchased software to be used to provide industry related experiences and education
- All classrooms/labs will have signage and messaging regarding:
  - Proper hand washing
  - Proper use of a mask
  - Proper way to disinfect surfaces

Lab modifications:

- To the extent possible, CDC guidelines for social distancing will be followed.
- All CTE students will be using their district issued Chromebook to access curriculum materials and software online. CTE and IT have purchased a remote desktop application (Microsoft Azure) to allow students to log in using their Chromebooks to access their industry recognized software. Functionality of this remote desktop application is continually being evaluated in order to provide the best experience for all students.
- All mice and keyboards from desktop computers have been removed and safely stored away.
- All desks and/or tables in labs will be positioned so that all students are facing the same direction, where possible.
- Students in Engineering, Automotive Technology, Construction Technologies, Welding and Cabinetmaking programs will be using their own personal gloves while they are in the lab; if they do not have gloves, they will be provided by CTE.
● Students in Automotive Technology, Biotechnology, Cabinetmaking, Construction Technologies, Engineering, and Welding programs will be using safety glasses while they are in the lab which are sterilized between class periods by germicidal cabinets installed in each lab.

● Students in Digital Photography programs will be required to use their cell phone cameras or personal device; if a student does not have a device with photographic capabilities, they will be issued a CTE camera to check out for the semester to use while they are in the program.

● Students in Culinary programs will be required to wear gloves and face masks while they are in the laboratory kitchens.

● Students in Bioscience and Nursing programs will use gloves for their lab work and will wear face masks as mandated by the district.

● Where possible, markings on the floor will be used to adhere to social distance requirements in lab settings.

● Alternate assignments will be given to students who are unable to meet in person for hands-on projects. Information and support sources for those that need them will be provided.

● Early Childcare Education programs will follow guidelines developed by Community Education for their Mascot and childcare programs.

Work-based Learning:

● As much as possible, programs will provide virtual simulations.

● Programs will continue to seek real-world projects or problems from industry partners for students to complete virtually and/or in person.

● Conduct virtual conference calls with employers.

Industry Credential Requirements:

● CTE will continue to offer testing for industry credentials. This will be done remotely, or if the certifying agent requires an outside proctor, then it will be done in person following social distancing guidelines.

CTSO (Career and Technical Student Organization) Participation:

● CTSO events will be virtual for the first semester. ADE has developed a unique virtual Fall Leadership Experience for all CTSOs which can be accessed and utilized at any time by any teacher who registers for this event.

● A CTSO Officer Training virtual module was developed this summer and shared with teachers to use when it best fits their instructional needs.
# COMMUNITY ED PROGRAM OPERATIONAL PLAN
## CHILD DEVELOPMENT CENTERS

<table>
<thead>
<tr>
<th><strong>PROGRAM NAME</strong></th>
<th>Lil’ Pioneers and Little Cubs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM HOURS</strong></td>
<td>Child Development Centers are open 6:30 am - 5:30 pm</td>
</tr>
<tr>
<td><strong># OF STUDENT CONTACT HOURS</strong></td>
<td>11 hours per day</td>
</tr>
<tr>
<td><strong>SESSION TIME</strong></td>
<td><strong>August 5, 2020 - May 20, 2021</strong></td>
</tr>
<tr>
<td><strong>LICENSED SPACE</strong></td>
<td>Lil’ Pioneers will have four rooms, Little Cubs will have five rooms</td>
</tr>
</tbody>
</table>

## Program Overview:
All early childhood programs are DHS licensed

## Student Enrollment / Max
Vary per program - see Ratio

## Ratio
DHS Ratios: Infants 1:5/2:11 (1’s); 1:6/2:13 (2’s); 1:8 (3’s); 1:13 (4’s);

## Health Screening Staff
Refer to Health and Wellness Operational Plan

## Isolation Guidelines
Should a student exhibit signs of illness, he/she will be immediately moved to a place of isolation. Parents will be notified and will need to pick up their child from the program. Refer to Health and Wellness Operational Plan

## Grouping Guidelines
Students will remain in their classroom and become a cohort. Cohort groups will remain together and will not interface with other cohorts

## COVID-19 Confirmed
When a student is confirmed with the COVID-19 virus, the nurse will notify the Maricopa County Health Department. Communication will be distributed to the school community (parents and staff) indicating that a student was confirmed to have had the COVID-19 virus. The classroom will be sanitized before students return. Students who are positive will remain at home for 24 hours fever free without the use of fever reducing medication AND symptoms have improved AND 10 days have elapsed since the student first had symptoms.
<table>
<thead>
<tr>
<th>COVID-19 Contact</th>
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<tbody>
<tr>
<td>A student must stay home and isolate for 14 days, or as directed by current CDC guidelines under the following conditions: When the student has come in contact with someone confirmed with the COVID-19 virus. When a member of the student’s household has come in contact with someone confirmed with the COVID-19 virus.</td>
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<td>Each program will follow the drop off procedures established at the school site.</td>
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<tr>
<th><strong>Screening Protocol</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents will sign in their child each day. A parent's signature indicates that their child does not have any of the following symptoms: Cough, Fever, sore throat and has not been exposed to someone with COVID-19 within the last 14 days. At arrival students will wash their hands and staff will informally screen students for respiratory symptoms. Additional Info</td>
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<th><strong>Snack</strong></th>
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<td>One morning snack and one afternoon snack will be provided to students. Snacks will be provided from the district Nutrition Program. One staff member will pick up the snack and deliver it to classrooms. Students will eat snacks in their classroom. Students (Over the age of 2) will place their masks into an individual container while they eat and put it back on when done.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Breakfast and Lunch</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may provide their own breakfast or lunch otherwise it will be provided from the district Nutrition program. Students (Over the age of 2) will place their masks into an individual container while they eat and put it back on when done. All meals will be in the classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bathroom Use</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathrooms will be cleaned throughout the day</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>Nap</strong></th>
</tr>
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<tbody>
<tr>
<td>At nap time, ensure that children’s naptime mats (or cribs) are spaced out. Place children alternating head to toe in order to further reduce the potential for viral spread. Students are not required to wear their masks during this time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pick Up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Each program will follow the pick up procedures established at the school site</td>
</tr>
<tr>
<td>Cleaning Protocol</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Follow CDC Guidelines and Community Ed</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Self-Care Hygiene</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>All staff and students (above age 2) are required to wear masks. All staff and students will wash their hands upon arrival. Students will be encouraged to wash their hands regularly throughout the day. <a href="https://bit.ly/3i8LK5a">https://bit.ly/3i8LK5a</a> <a href="https://bit.ly/2YBEmaT">https://bit.ly/2YBEmaT</a> Refer to Health and Wellness Operational Plan</td>
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<tr>
<th>Program/Schedule</th>
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</tr>
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<tbody>
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<td>Due to variety of program curriculums, the schedule is posted in each room and online weekly</td>
<td></td>
</tr>
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</table>

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<tr>
<th>PROGRAM PARTICIPATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPECTATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>Parents will complete the COVID 19 Parent/ Guardian Acknowledgement and Disclosure Form</td>
<td></td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
</tr>
<tr>
<td>Staff Training to be completed <a href="https://bit.ly/381sQc3">https://bit.ly/381sQc3</a></td>
<td></td>
</tr>
</tbody>
</table>
## COMMUNITY ED PROGRAM OPERATIONAL PLAN
### MASCOT - SCHOOL YEAR

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>Mascot</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM HOURS</td>
<td>6:30 am until thirty minutes before school starts and school dismissal until 6:30 pm</td>
</tr>
<tr>
<td># OF STUDENT CONTACT HOURS</td>
<td>6.5 per day</td>
</tr>
<tr>
<td>SESSION TIME</td>
<td>Return to School - October 2020</td>
</tr>
<tr>
<td>PROGRAM LOCATION(S)</td>
<td>LINK</td>
</tr>
<tr>
<td>LICENSED SPACE</td>
<td>Varies by location</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Overview:</th>
<th>Mascot is a DHS licensed program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment / Max</td>
<td>Determined by site (staffing and licensed space)</td>
</tr>
<tr>
<td>Ratio</td>
<td>Preschool 1:15; K-6 1:20</td>
</tr>
<tr>
<td>Health Screening Staff</td>
<td>Refer to Health and Wellness Operational Plan</td>
</tr>
<tr>
<td>Isolation Guidelines</td>
<td>Should a student exhibit signs of illness, he/she will be immediately moved to a place of isolation. Parents will be notified and will need to pick up their child from the program. Refer to Health and Wellness Operational Plan</td>
</tr>
<tr>
<td>Grouping Guidelines</td>
<td>Students will remain in their classroom and become a cohort. Cohort groups will remain together and will not interface with other cohorts as much as possible. Students will be grouped by families and then by grade and teacher. Students may be in groups of 20.</td>
</tr>
<tr>
<td>COVID Confirmed</td>
<td>When a student is confirmed with the COVID-19 virus, the nurse will notify the Maricopa County Health Department. Communication will be distributed to the school community (parents and staff) indicating that a student was confirmed to have had the COVID-19 virus. The classroom will be sanitized before students return. Students who are positive will remain at home for 24 hours fever free without the use of fever reducing medication AND symptoms have improved AND 10 days have elapsed since the student first had symptoms.</td>
</tr>
</tbody>
</table>
| **COVID-19 Contact** | A student must stay home and isolate for 14 days, or as directed by current CDC guidelines under the following conditions:  
When the student has come in contact with someone confirmed with the COVID-19 virus. 
When a member of the student’s household has come in contact with someone confirmed with the COVID-19 virus. |
|----------------------|--------------------------------------------------------------------------------------------------|
| **DAILY PROCEDURES** | **Drop Off**  
At the mascot designated entrance, staff will meet parents and check in students. Parents and staff will maintain social distancing. Parents and guardians should assess their child’s health daily prior to arriving at school. Parents will sign in their child. Parents signature indicates that their child does not have any of the following symptoms: Cough, fever, or sore throat and has not been exposed to someone with COVID-19 within the last 14 days. At arrival students will wash their hands and staff will informally screen students for respiratory symptoms |
| **Screening Protocol** | **LINK**  
Additional Info |
<p>| <strong>Snack</strong> | One afternoon snack will be provided to students. Snack will come from the district Nutrition Program. Students will eat snacks in the mascot designated space. Students will place their masks into an individual container while they eat and put back on when done. Students will have assigned seats to allow for contact tracing. |
| <strong>Lunch</strong> | N/A |
| <strong>Bathroom Use</strong> | Bathrooms will be cleaned throughout the day following the cleaning protocol LINK |
| <strong>Nap</strong> | N/A |
| <strong>Pick Up</strong> | At the Mascot designated entrance, staff will meet parents and check out students. Parents and Staff will maintain social distancing. AZHDS childcare sign out regulations will be followed requiring photo identification at pick up. |</p>
<table>
<thead>
<tr>
<th><strong>Cleaning Protocol</strong></th>
<th>LINK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Self-Care Hygiene</strong></td>
<td>Staff will wear masks. Students will wear a mask provided by the parent. Parents are requested to use a mask at drop off and pick up.</td>
</tr>
<tr>
<td><strong>Program/Schedule</strong></td>
<td>Schedule is posted monthly.</td>
</tr>
<tr>
<td><strong>PROGRAM PARTICIPATION</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EXPECTATIONS</strong></td>
<td>Parents will complete the COVID 19 Parent/ Guardian Acknowledgement and Disclosure Form</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td>Parent Letter</td>
</tr>
<tr>
<td><strong>TRAINING</strong></td>
<td>COVID Staff Training Completed <a href="https://bit.ly/381sQc3">https://bit.ly/381sQc3</a></td>
</tr>
</tbody>
</table>
# COMMUNITY ED PROGRAM OPERATIONAL PLAN
## PRESCHOOL PROGRAMS

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>Early Childhood Academy, Gifted Preschool, Little Scholars, Mini Scholars, Montessori, Spanish Immersion, Title Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM HOURS</td>
<td>Preschool programs are 8:30-2:30 or 9:00-3:00 depending on location.</td>
</tr>
<tr>
<td># OF STUDENT CONTACT HOURS</td>
<td>Six hours per day</td>
</tr>
<tr>
<td>SESSION TIME</td>
<td>Return to School - October 8, 2020</td>
</tr>
<tr>
<td>LICENSED SPACE</td>
<td>One classroom per program</td>
</tr>
</tbody>
</table>

**Program Overview:** All early childhood programs are DHS licensed

**Student Enrollment / Max**
- Early Childhood Academy (15), Gifted Preschool (20), Title Preschool (15) Little Scholars (22), Mini Scholars (15), Montessori (22), Spanish Immersion (22)

**Ratio**
- 1:8 (3's); 1:13 (4's); 1:15/1:20 (5's)

**Health Screening Staff**
- Refer to Health and Wellness Operational Plan

**Isolation Guidelines**
- Should a student exhibit signs of illness, he/she will be immediately moved to a place of isolation. Parents will be notified and will need to pick up their child from the program. Refer to Health and Wellness Operational Plan

**Grouping Guidelines**
- Students will remain in their classroom and become a cohort. Cohort groups will remain together and will not interface with other cohorts to the extent possible.

**COVID Confirmed**
- When a student is confirmed with the COVID-19 virus, the nurse will notify the Maricopa County Health Department.
- Communication will be distributed to the school community (parents and staff) indicating that a student was confirmed to have had the COVID-19 virus. The classroom will be sanitized before students return. Students who are positive will remain at home for 24 hours fever free without the use of fever reducing medication AND symptoms have improved AND 10 days have elapsed since the student first had symptoms.
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<tr>
<th><strong>COVID-19 Contact</strong></th>
<th>A student must stay home and isolate for 14 days, or as directed by current CDC guidelines under the following conditions: When the student has come in contact with someone confirmed with the COVID-19 virus. When a member of the student's household has come in contact with someone confirmed with the COVID-19 virus.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAILY PROCEDURES</strong></td>
<td><strong>Drop Off</strong> Each program will follow the drop off procedures established at the school site</td>
</tr>
<tr>
<td><strong>Screening Protocol</strong></td>
<td>Parents will sign in their child each day. A parent's signature indicates that their child does not have any of the following symptoms: Cough, Fever, sore throat and has not been exposed to someone with COVID-19 within the last 14 days. At arrival students will wash their hands and staff will informally screen students for respiratory symptoms. Additional Info</td>
</tr>
<tr>
<td><strong>Snack</strong></td>
<td>One morning snack and one afternoon snack will be provided to students. Snack will be provided from the district Nutrition Program. One staff member will pick up the snack and deliver it to classrooms. Students will eat snacks in their classroom. Students will place their masks into an individual container while they eat and put back on when done.</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>Students may provide their own lunch or purchase lunch from the cafeteria. Students will put mask into their lunch box or individual container while eating and then put back on when done. Lunch will be in the cafeteria. Social distancing will be in place where possible.</td>
</tr>
<tr>
<td><strong>Bathroom Use</strong></td>
<td>Bathroom breaks are scheduled throughout the day. Students who need to use the bathroom outside of the scheduled break will be taken by a staff member. Bathrooms will be cleaned throughout the day, not after every use.</td>
</tr>
<tr>
<td><strong>Nap</strong></td>
<td>Nap time will not be offered for Little Scholars, Montessori, Gifted, ECA, Title Preschools. Mini scholars will offer naptime. At nap time, ensure that children’s naptime mats are spaced out. Place children alternating head to toe in order to further reduce the potential for viral spread. Students are not required to wear their masks during this time.</td>
</tr>
<tr>
<td><strong>Pick Up</strong></td>
<td>Each program will follow the pick up procedures established at the school site</td>
</tr>
<tr>
<td><strong>Cleaning Protocol</strong></td>
<td>Complete the daily Community Ed Cleaning Protocol and follow CDC Guidelines</td>
</tr>
<tr>
<td><strong>Student Self-Care Hygiene</strong></td>
<td>All staff and students (above age 2) are required to wear masks. All staff and students will wash their hands upon arrival. Students will be encouraged to wash their hands regularly throughout the day. <a href="https://bit.ly/3i8LK5a">https://bit.ly/3i8LK5a</a> <a href="https://bit.ly/2YBEmaT">https://bit.ly/2YBEmaT</a> Refer to Health and Wellness Operational Plan</td>
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<tr>
<td><strong>Program/Schedule</strong></td>
<td>Due to variety of PreK program curriculums, the schedule is posted in PreK rooms and online weekly</td>
</tr>
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**PROGRAM PARTICIPATION**

**EXPECTATIONS**

Parents will complete the COVID 19 Parent/ Guardian Acknowledgement and Disclosure Form

**COMMUNICATION**

Staff Training to be completed [https://bit.ly/381sQc3](https://bit.ly/381sQc3)


Reopening of Schools
Facilities Operational Plan
2020-2021

Isolation Tent
Each site has an isolation room located in the nurse’s office. Some nurse’s offices had an
existing space that can serve as an isolation room. Sites that did not have had an isolation
room constructed in the nurse’s office. Each isolation room will hold one student.

Hand Sanitization
All lobbies have a freestanding sanitization station. Most other entry points will have hand
sanitizer accessible as the students/public/staff enters. In addition, Facilities has added hand
washing sinks by common areas, mainly from the playgrounds.

Bottle-Fill Stations
Facilities is in the process of installing bottle-fill stations at every site.

All the following cleaning procedures will follow CDC, MCDH, and SFB guidelines
using EPA recommended cleaning products.

Guidelines for Interior Student Spaces
Cafeterias will be cleaned between grade level lunches, including tables, drinking
fountains, and restrooms. All restrooms will be checked routinely to ensure that there are
enough supplies such as soap, sanitizer and hand towels. Trash will be emptied as
frequently as needed.

Cleaning and Disinfecting Playgrounds
Playground Equipment requires normal routine cleaning. According to CDC guidelines, it
is not necessary to disinfect main playground equipment. Routine cleaning is provided
bi-weekly by the Facilities Department.

Contracted Custodial
All high-touch surfaces will be cleaned and disinfected nightly along with regular cleaning
procedures following CDC guidelines. In addition, to assist the site custodian, extra day
porters will be assigned to each school.

When the Facilities Department is notified of a specific case, they have the ability to
disinfect rooms or specific areas with handheld, electrostatic sprayers.

Air Quality
The HVAC systems run times have been extended to increase fresh air intake.

All coils district wide have been cleaned and disinfected along with new filters being
installed.
PVUSD Fine Arts Reopening of Schools Operational Plan 2020
(Updated 9-20-20)

The Paradise Valley Unified School District’s guidance for Fine Arts activities are in accordance with guidelines published by the Centers for Disease Control and Prevention (CDC), the Arizona Interscholastic Association (AIA), National Association for Music Education, International Thespians, and best practice recommendations from various professional arts and music organizations.

Implementing Timeline for Reopening of In Person Fine Arts Events and Reopening of Fine Arts Events to Include Live Audience. (02/10/2021)

With the reopening of in person learning, the district would also like to open the arts and music events to in-person events and include live audiences when and where appropriate. The safest option for events remains holding the events outside or virtual-remote with live streaming. However, there are occasions when it is more appropriate to hold the event inside.

When each school resumes in person teaching, the site will have the option to begin in person arts and music events including: in-person practice, rehearsals, and live events, with the option of live audiences when and where appropriate. The option to hold in-person events and live audiences should be a decision made by the program director/teacher in collaboration with the site administrator. Events held remote-virtual and events held outside continue to remain the lowest risk.

All published PVUSD protocols and best practices must be used for all rehearsals, practices and events, including the mathematical formula provided in the PVUSD Fine Arts Reopening of Schools Operational Plan 2020,(Updated 9-20-20): Adhere to social distancing (6 feet between actors, technicians, and teachers) by applying a room capacity formula (https://www.banquettablespro.com/social-distancing-room-space-calculator), that will calculate maximum capacity based on room size; If necessary, divide rehearsing students into smaller groups working in separate areas/rooms.
AREAS TO ADDRESS:

I. Use of Classroom Space:
   A. Arrange classroom seating so as to meet social distancing requirements.
   B. Where feasible, arrange students to sit/work facing the same direction.
      1. Consider using individual desks instead of group tables.
      2. Avoid placing students in close contact directly opposite of each other.
      3. Consider using markings on the floor of classrooms to indicate safe distances for students.
   C. For classrooms that are not large enough to accommodate appropriate social distancing based on enrollment:
      1. Where feasible, alternative and or modification of use of current space should be considered. This should be a site decision.
      2. Consider temporary modification of enrollment numbers in specified courses and class spaces.

1. Visual Art. 2D and 3D Art
   A. Provide additional supplies and resources for 2D and 3D arts classes as needed to encourage individualizing of art supplies.
   B. Provide resources to art teachers for projects that can be completed with limited and or alternate supplies.
   C. Discourage and minimize the sharing of arts supplies such as paint brushes, crayons, scissors, colored pencils, chalk, etc.
   D. Sanitize any shared supplies, equipment or instruments frequently and after each use.
   E. Recommend individualized student containers for students' own arts supplies.
   F. Allow time for sanitizing of equipment and supplies that are shared.
   G. Stagger times for students turning in and or picking up projects, such as ceramics, to avoid unnecessary congregating.

2. Vocal Music, Choir, Band, Orchestra:
   A. General Music/Elementary Music: Make sure students can login and become familiar with Quaver, Google Classroom, and any other digital resources that may be used.
   B. Wash hands and sanitize before, during, and after classes as appropriate and needed.
C. Minimize and discourage the sharing of instruments, including no sharing of mouthpieces or other such items.

D. Instrument covers, such as bell covers, should be used on all wind instruments, including recorders.

E. Mallets for instruments: 1 pair per student if possible; if not, then wipe down with alcohol and use hand sanitizer for students (For schools who use barred instruments, more mallets may be needed. Go with soft or med. weight.)

F. Drums: Students use hand sanitizer afterwards (If drum frames and heads can be disinfected with a wipe, then wipe it down).

G. Proper care should be taken to appropriately clean and sanitize string instruments. String instruments should not be subjected to extreme temperatures for prolonged periods of time or used outdoors in inclement weather.

H. Recorders: Use of this instrument may be restricted. Students must have their own recorder for the year. Used recorders should not be stored together.

I. Rehearsals and practice should not exceed 30 minutes.

3. General Guidance for Theatre and Dance in person Class **

Also Applies to In Person Rehearsal and Events:

A. Rehearsals: Much of this rehearsal guidance is also applicable to performance in other content areas.

B. Whenever possible, hold virtual rehearsals. In person rehearsals should not exceed 30 minutes.

C. Adhere to social distancing (6 feet between actors, technicians, and teachers) by applying a room capacity formula (https://www.banquettablespro.com/social-distancing-room-space-calculator), that will calculate maximum capacity based on room size; If necessary, divide rehearsing students into smaller groups working in separate areas/rooms

D. Students shall wear cloth masks throughout rehearsal/class.

E. Students should bring their own marked water bottles; no sharing of food or beverages.

F. Wipe down or spray all surfaces on stage and backstage areas—chairs, set pieces, props, rails, technical hardware, etc.—before and after rehearsal, using distinct-approved disinfectants.

G. Do not allow any sharing of makeup, costumes, wigs, props and accessories.

H. Launder all costumes and sanitize wigs after each rehearsal.
I. Schedule staggered bathroom breaks to ensure social distancing guidelines, based on the application of the room capacity formula.

J. Provide a hand-washing station and have hand sanitizer readily available in the dressing rooms, green rooms, backstage and all other production areas.

K. Dressing rooms, green rooms, production areas should be sanitized—before and after rehearsals—using CDC approved disinfectants.

L. Students should not share any voice amplification equipment, if possible. Students should avoid touching any curtain.

M. Sanitize all technical hardware—microphones/headsets, rigging, sound and light boards, lights and rigging before and after each rehearsal per manufacturer instruction. (For microphone care, see: https://www.shure.eu/musiciansdiscover/educational/keeping-your-microphone-clean)

N. Minimize clustering of students not directly involved in rehearsal and only students who are required to be at rehearsals should be allowed to attend.

O. Avoid unnecessary touching, movement or singing that might increase the transmission of aerosol droplets.

P. Provide scripts for each student—ideally digitally—that honor copyright restrictions.

Q. Meet technical needs (set and costume construction, lights, sound, etc.) through the application of standard safe/best practice procedures and a staggered schedule that ensures social distancing in all workspaces.

R. Conduct technical rehearsals with the minimal number of students possible and adhere to social distancing for both performers and technicians throughout.

S. Structure scene work and or dance movement for appropriate use of space and to minimize breath/aerosol spreading.
II. Guidelines for In Person Rehearsals and Events for All Fine Arts Programs: It is recommended that when and where feasible, all fine arts music events and rehearsals be conducted virtually and performances shared via approved media/streaming following all copyright regulations. All in person events must follow CDC, state, and district regulations as well as industry best practices.

General Best Practice Information for in person events: Guidelines may apply to multiple content areas.

1. ILLNESS REPORTING:
   A. Create notification process for all event participants, directors, sponsors, event staff, media, spectators and vendors if the organizers/medical personnel learn of suspected or confirmed cases of COVID-19 at the event.
   B. Considerations:
      1. It is recommended that vulnerable individuals should not participate in any rehearsal, activities, contests or events.
      2. Approved masks must be worn, social distancing enforced and “Hygiene Basics” adhered to in all situations.

2. PRACTICE GOOD HYGIENE:
   A. Wash your hands with soap and water or use hand sanitizer, especially after touching frequently used items or surfaces, for at least 20 seconds.
   B. Avoid touching your face.
   C. Sneeze or cough into a tissue or the inside of your elbow.
   D. Discourage spitting.
   E. Disinfect frequently used items and surfaces as much as possible.
   F. Approved cloth face masks are required.

3. PEOPLE WHO FEEL SICK SHOULD STAY HOME: If feeling sick or experiencing COVID symptoms,
   A. Do not go to work, school, or events.
   B. Contact and follow the advice of your medical provider.
   C. Do not come to rehearsals or events.
   D. Avoid physical contact with other participants.
   E. Do not return to rehearsals/events until they have met criteria to return to school.
F. Screen participants and employees upon arrival for symptoms of exposure such as fever, sore throat, runny nose, cough, loss of taste, etc. Participants/employees that exhibit symptoms should be separated from other participants and be sent home.

G. If a student or staff member is sent home, you must notify your school principal immediately.

4. OTHER CONSIDERATIONS:
   A. Paradise Valley Unified School District Waiver and Release form MUST be signed and on file prior to participating in all Fine Arts and Music Events.
   B. If a staff member is sick or feels sick, STAY HOME. If there is no replacement PVUSD faculty member available to facilitate – rehearsal/camp/activity is to be cancelled.
   C. Availability of hand sanitizer and hand soap at all events and rehearsals. Participants, directors and all parties physically involved in the event/rehearsal should clean hands frequently.
   D. Posting signs and messaging (Proper Hand Washing/Use of Mask, Social Distancing).
   E. Appropriately sanitizing all instruments and equipment frequently (Before and after each use).
   F. Avoid sharing of instruments and supplies.
   G. Avoid sharing of arts and music supplies of equipment. Individualize supplies, equipment and instruments as much as possible.
   H. Avoid Physical Contact as much as possible.
   I. Rehearsals and events should take place in adequate space (as per recommended ratios) and in a well ventilated space.
   J. Participants should leave as soon as feasible after the rehearsal/event.
   K. Identifying small groups and keeping them together (cohorting)
   L. Staggered arrivals of participants.
   M. Staggered use of areas such as dressing rooms and other staging/preparation areas.
   N. Audiences should follow restrictions on attendance.
   O. Minimize travel outside of your community.
   P. All participants and attendees must wear appropriate face coverings when present at rehearsals and or events.
   Q. When and where feasible, physical contact for event ticketing, entry fees etc. should be minimized. “Touchless” ticketing is encouraged.
R. To the extent feasible and appropriate, a physical barrier such as a plastic shield should be between ticket takers/entrance personnel and audience.

5. Limitations on Gatherings and Audience for In Person Events.
   A. Gatherings of people and participants shall follow the State phasing permits and guidelines.
   B. Adequate spacing between audience members in accordance with social distancing standards should be followed. Prior to the event/rehearsal, seating should be blocked, identified as available/unavailable, so as to create the minimum recommended distancing.
   A. Minimum required distancing for ticket and waiting lines should be enforced. The use of floor taping or other markers/signs indicating adequate distance is highly recommended.
   B. If meeting rooms/dressing rooms, control booths, light/sound and other areas for preparations are used, minimum social distancing should be followed.
   C. Technicians for events should avoid congregating whenever possible.

6. Facilities Cleaning: (Per CDC Guidelines)
   A. Adequate cleaning schedules should be created and implemented for all fine arts facilities and venues to mitigate any communicable diseases.
   B. Prior to and immediately after the use of a fine arts facility or venue, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture, instruments, equipment, and bathrooms).
   C. Hand sanitizer and hand sanitizing stations should be available to individuals as they transfer from place to place.
   D. Appropriate clothing/shoes should be worn at all times to minimize the transmitting of virus/germs onto equipment/surfaces.
   E. Students must be encouraged to shower and wash their clothing/costumes/uniforms immediately after rehearsals/performances.

7. Transportation to and from Fine Arts competitions and events:
   A. District guidelines for Transportation must be followed.
   B. Schools must consider social distancing requirements when scheduling contests and events.
   C. The use of appropriate face covering by personnel using district transportation is required.
D. PVUSD Transportation Waiver should be on file.

8. **General Guidance for Band, Orchestra and Vocal Music in person events.** Current studies indicate that vocal music and some brass and wind instruments present a high risk of spread of aerosol spreading germs.
   A. All Staff and Students must maintain a minimum 6 foot radius (Social Distancing) at ALL times during and after rehearsal/activity.
   B. All Staff and Students must wear an approved face covering.

1. **Vocal Music:**
   a. Approved cloth face masks must be worn at all times.

2. **Band and Orchestra:**
   a. Approved face coverings must be worn at all times.
   b. When actively playing a band or wind instrument, an approved face covering such as a face shield or mask with an appropriate opening for the instrument mouthpiece should be used.
   c. Appropriate instrument covering should be used when playing.
   d. Each student should have their own equipment (no sharing) – including, but not limited to instruments, drum sticks, mallets, flags, rifles, music, art supplies, and any other prop, costume, accessory or technology needed for rehearsal/activity. NO SHARING! Microphones should not be shared.
   e. If items, such as mallet percussion and other auxiliary percussion, need to be shared, the items should be wiped with approved cleaning products by staff member(s) between rehearsals and use of the item.
   f. Each student should be provided their own music, preferably digitally.

C. Locker rooms and other such spaces, if used.
   1. Limit numbers of students in space.
   2. Create a one-way path, so that students are not entering and exiting in the same space.
   3. Need to plan for time to facilitate this safely – do not rush – placing students and staff at risk.

D. There will be no physical contact between students and staff – to include, but not limited to handshakes, fist bumps, high fives, etc.

E. Parents and Spectators are NOT allowed at rehearsals/activities. Unless prior approval is obtained and such attendance is within approved guidelines.
F. Everyone’s choices need to be respected as to in person or virtual participation and will not impact their involvement in the regular season. Students wishing to not participate face to face will have no negative impact on their future involvement.

   A. If a student says they do not feel well, send them to the nurse or appropriate medical personnel and follow district procedures regarding contact tracing and follow up procedures.  
   B. For safety and opportunity, along with in-person performances before an audience, consider these three options regarding live student performances.
      1. Virtual performance models that rely on video conferencing applications such as streaming.  
      2. Outdoor performances, where social distancing would be easier.  
      3. In-person onstage performances simultaneously streamed live to an online audience. Also consider scheduling additional performances over a longer period to allow for more community members to attend and to make up for lost revenues due to lower individual attendance, or develop a partner arrangement with another school or community-professional theatre with a larger seating capacity.
Reopening of Schools
Gifted Education Operational Plan
2020-2021

Gifted Reopening Models
Updated with options for school opening
Sept. 16, 2020

In-person and PvConnect
Each program was surveyed by individual school sites with help from the Gifted department. Survey results show similar interest for in-person and virtual learning. Therefore, all of the gifted programs will be provided synchronously in-person and virtually through PVConnect.

School hours will remain the same for each school. Class sizes vary by grade and school site and application to specialty programs can be found on the Gifted department’s website at pvschools.net/gifted.

- Self-contained Kindergarten
  - Located at Desert Trails, Fireside, North Ranch and Sonoran Sky Elementary Schools.

- Self-contained Grades 1st-6th
  - Located at Desert Cove, Desert Trails, Fireside, North Ranch and Sonoran Sky Elementary Schools.

- Digital Learning Center
  - Located at Sunrise Middle School

- Journey Middle School program
  - Located at Mountain Trail Middle School

- Cluster Program (Kindergarten through 3rd grade)
  - Located at every Elementary School

- Honors/Content-replacement (4th through 6th grade)
  - Located at every Elementary School
    - Content-replacement classes will be taught by gifted specialists real-time through PVConnect while students are attending in-person or online.

Cleaning protocols for classes in the gifted programs will follow the district guidelines.
Reopening Summer Plan
Completed March thru August, 2020

Curriculum and Instruction:
Determine the need for further adjustments to curriculum and instruction based on common gaps in student learning identified during the analysis of academic data collected once schools reopen.

- The Gifted team researched online versions and supplements of their Literature, Latin, and Grammar curriculum to provide easier access to these materials.
- Action steps included obtaining quotes to use Wordly Wise vocabulary curriculum online along with a plan to scan documents from the Latin curriculum in July to share with the gifted teachers.
- Teachers were encouraged to have students participate in Camp Khan to continue progressing in math understanding and limit skill gap growth.
- The Gifted Mentor continues to research and keep track of free online text and reading materials that are available to utilize and supplement for distance learning.
- New Wordly Wise texts and novels will be purchased in July to replace the materials not returned when loaned during 4th-quarter.
- Gifted teachers were surveyed to identify missing inventory, needed software, and possible licenses to support their learners and gifted curriculum.
- Teachers provided wishlists for online learning and the self-contained teams updated their shared drives of materials and resources they found successful in 4th quarter to use again in future distance learning situations.

Include classroom teachers in curriculum planning and design.
Gifted teachers collaborated to create the following resources and Professional development classes.

- Gifted in Paradise - Gifted Parent Resource Site
- Quick Links
- Gifted Summer Resources
- Gifted Teacher PD Menu #2

Explore additional extended learning opportunities, such as summer school and after-school programs, to mitigate learning loss, resolve incompleteds, and support credit recovery.
The following were created and distributed to extend learning opportunities for gifted learners & families.

Gifted Summer Resources

Gifted Preschool Summer 2020 Enrichment Suggestions
Gifted K-3 Summer 2020 Enrichment Suggestions
Gifted 4-6 Summer 2020 Enrichment Suggestions
Camp Khan Promoted
Identify learning loss for individual students and among special populations, such as: students with disabilities, English learners, migrant and homeless students, foster youth, socioeconomically disadvantaged students, or students directly affected by COVID-19 and provide targeted interventions.

During reopening, teachers will administer:
- STAR tests
- District summative assessments, if available.
- Review student's Khan Academy progress.
- Use pre-and post-tests from Eureka/Illustrative Mathematics

Teachers will also be coached and trained to use creative summative and formative assessment strategies to evaluate student content mastery or skill gaps.

Teachers may utilize such strategies as 5 Most Difficult, Study guides, Sketch Notes, personalized websites, personalized Padlets, and Google Slide portfolios.

Continue to encourage teachers to communicate with families about their child's academic progress.

During reopening, teachers will receive guidance and training to communicate with families through Infinite Campus, Google Meet, and/or WebEx meetings.

Teachers are encouraged to keep their class websites updated and grades current in Infinite Campus.

Teachers will also receive support to use student portfolios as created in personalized Google websites, personalized Padlets, and Google Slide portfolios. Teachers will be encouraged to share Gifted parent newsletters and publish weekly class newsletters to keep communication current with parents. A late July 2020 - Gifted in Paradise newsletter will be distributed for parent distribution.

Gifted in Paradise 2019-20

Assist families with supporting learning at home by sharing instructional strategies and resources.

In addition to the comments above, the gifted department will plan webinars & host these events to meet the academic and SEL needs of gifted learners and their parents.

The Gifted department will continue to partner with UPC and local mental health professionals to provide gifted strategies and resources for SEL.

Teachers will host meet the teacher WebEx/Google Meet events to explain expectations and explain class resources that will be used (i.e. - Google Classroom, Khan Academy, and how to navigate the parent resources at the PVUSD Gifted website).
Professional Development:

**Offer professional learning opportunities for staff including:**

**Online and virtual instruction with robust instruction and accountability**

Our team is versed in Google Classroom and able to link their content to Google Classroom. Training is planned for ASSISTment & Go Formative & Khan Academy to supplement math accountability. Additionally, see below regarding the training planned.

**Use of summer to train in order to build capacity to provide synchronous and asynchronous instructional programs.**

Much of our team is attending the current offering by the PD department and many free virtual conferences offered this summer. Additionally, see below regarding the training planned.

**Teachers receive optional opportunities for Professional Development (PD) during the summer in the areas of Social Emotional Learning (SEL) and/or virtual learning**

Social & Emotional Learning for Gifted Learners addressed in 4-day Gifted strategies class and a specific SEL class. SEL picture books were purchased for gifted classrooms for the fall where teachers will receive training to focus/teach SEL strategies for gifted learners.

**Provide teachers with opportunities during the summer to collaborate with colleagues and share best practices and ways to address gaps in learning.**

Gifted teachers were encouraged to attend virtual conferences together and collaborate on their learning.

Teachers attended Camp Plug n’ Play, Junior Great Book Shared Inquiry, Arizona Association of Gifted & Talented, and PV Gifted: 4-day Gifted experience the teacher was encouraged to collaborate with their previous year PLC

**Identify and compensate teachers to support peer-to-peer professional development for several days in June and July to address both gaps in learning and to build capacity for the potential of future distance learning**

Gifted Online Strategies; SEL - Distance Learning; Khan 1 & Khan Mastery; Engagement Strategies for virtual and face-to-face; Reading Resources (Junior Great Books/Common Lit/ReadWorks/William & Mary); Math Assessment options: ASSISTments & GoFormative
Reopening of Schools
Health Office Operational Plan
2020-2021

Schoolwide Parameters

Cloth Face Mask:
- Students and staff are required to wear cloth face masks throughout the day, except when eating during lunch or scheduled snack breaks, or when exercising during PE.
- Schools will work with families to create accommodations for students who have a health condition and medical documentation prohibiting them from consistently wearing a mask.

Hand washing/sanitizing:
- Encourage regular hand-washing/sanitizing by students and staff.
- Incorporate hand-washing/sanitizing into the schedule when students transition one space to another.
- Assign seats and cohorts.
- Sanitize desks when feasible between classes.

Health Screenings:
- Teachers will perform health checks on students and send anyone with fatigue, headache, nausea, vomiting, diarrhea, cough, sore throat and respiratory issues to the health office.
- Temperature checks of all students is not required as part of the health check.

Minimize Student Crossover:
- Adjust schedules to maximize use of student cohorts and minimize crossover of students throughout the day.
- When feasible, increase number of lunch periods and recess breaks to reduce number of students
- When appropriate, rotate teachers instead of students.
- Monitor restroom breaks.

Signage:
- Post health and hygiene posters on buses, at school entrances, and in school hallways, classrooms, teacher common areas, and restrooms.
- Mark hallway floors and doors to control flow of traffic.

Family Communication and Education:
- Provide regular communication to parents on health and hygiene, distributed through teachers, principals, and the school/district website.
- Parents and guardians should assess their child’s health daily prior to heading to school or the bus stop.
- Emphasis on hand washing, hygiene, use and care of and Personal Protective Equipment (PPE)
- After being notified by a school nurse their child is ill, it is important parents/guardians pick their child up from school in a timely manner.
- Follow Maricopa County Department of Health guidelines for staying home:
Fever free for 24 hours without the use of fever-reducing medication, AND
10 days since the onset of any symptoms, AND
Symptoms have improved
Must self-isolate for 14 days if there is a case of positive household contact

Training:
- Nurses will develop a training module for teachers and staff on health and hygiene, including signs and symptoms of COVID-19 and how to prevent transmission.

Health Offices/Nurses

PPE/Scrubs:
- All health office staff are required to wear cloth face masks.
- Nurses will have N95 masks, gloves, face shields and gowns available.
- Nurses should wear face shields when administering tube feedings, cecostomy care,
- Nurses should consider wearing scrubs and changing before leaving the office at the end of the day.

Well Zone/Sick Zone:
- Establish well zone and sick zone within the health office.
- Utilize isolation tent / room for suspected COVID-19 cases.
- Administer medication in the clean zone or outside of the health office.

Medication:
- Do not administer Over-The-Counter (OTC) pain/fever reducing medication for risk of masking COVID-19 symptoms. Exceptions can be made to those with chronic medical conditions.
- Do not administer nebulized medications, per CDC guidelines.
- Inhalers require a spacer. Parents are encouraged to provide a spacer for students needing an inhaler.

Student Entrance:
- Students will wash/sanitize hands prior to entering the health office.

Staff Communication:
- Develop communication with the school office and staff to alert when the health office is at capacity.
- In collaboration with Administration, identify an overflow location at each site.

Sanitization:
- Treatment room must be sanitized after each procedure.
- Procedures done by UAPs must be performed in an isolated area and sanitized after use.

Phone:
- Do not allow students to hold the hand-held receiver. Use the speaker only.
Staff Health

Self-Check:
- Complete a Healthy Self-Check daily:
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- If any of the above are present, the employee should stay home and report their absence to their supervisor immediately, Benefits, and Absence Management, if required.
- Immediately report COVID-like symptoms to their supervisor and Benefits.
- Benefits will provide guidance on when to return to work.
- Benefits will report positive staff cases to MCDPH.
- Contact Benefits if they are in a vulnerable population and/or have concerns about returning and wish to seek workplace accommodations.

Prevention:
- Wash their hands often with soap and water for at least twenty (20) seconds or use hand sanitizer with at least 60% alcohol if soap and water are not available, avoid touching their eyes, nose, and mouth with unwashed hands, and use coughing and sneezing etiquette.
- Refrain from shaking hands.
- Socially distance in common areas such as the school office, workroom, and staff lounge.
**Student Management**

**Student Illness:**
- Maintain a low threshold for sending students home; err on the side of caution.
- Provide parents with information on when to keep their child home and for how long in accordance with current Maricopa County Department of Health guidelines.
- Students that are sent home with COVID-like illness will be allowed to return to campus after their isolation period expires or they get tested for COVID and receive a negative result and are symptom free for 24 hours.

**COVID-19 Contact:**
- A student must stay home and quarantine for 14 days, or as directed by current Maricopa County Department of Public Health guidelines under the following conditions:
  - When the student has come in sustained contact with someone confirmed with the COVID-19 virus.

**Confirmed COVID-19:**
- When a student is confirmed with the COVID-19 virus, the nurse will notify the Maricopa County Health Department.
- Communication will be distributed to impacted families and staff indicating that a student was confirmed to have had the COVID-19 virus.

**Absences:**
- The nurse and the office staff will monitor student absences on a daily basis to identify trends and concerns about the ability to operate.
- The nurse will work with the Maricopa County Health Department to identify, share concerns and receive guidance on potential outbreak.
- The principal will work with the HR department to identify concerns with unfilled positions due to staff illnesses.
Reopening of Schools
Language Acquisition Operational Plan
2020-2021

Health and Safety:
- Provide Language Acquisition personnel with any necessary Personal Protection Equipment (PPE), including:
  - Gloves for AZELLA testing staff
  - Face shields for Structured English Immersion/English Language Development (SEI/ELD) teachers to allow for English Learners (ELs) to see sound and word formation
  - Hand sanitizer
  - Wipes or other sanitation cleanser to disinfect phones that are required for the Speaking test
  - 1-1 computers for online testing, grades 3-12

SEI Model Implementation:
Background Information: SB1014 requires 120 minutes per day or 600 minutes per week of ELD instruction for K-5 and 100 minutes per day or 500 minutes per week of ELD instruction for 6-12. Depending on the model, no less than 60 minutes of instruction at the elementary level and 50 minutes of instruction at the middle and high schools levels must be delivered to ELs grouped only with other ELs. These requirements must be addressed to the extent possible.

- If a face-to-face option is utilized, consideration must be made for the following:
  - Ability to comply with the adopted models of SEI that require students to move between classrooms. This may include an alternate internal school schedule so that students are not segregated from their English speaking peers all day and desks can be sanitized as per CDC safety protocols. This is primarily for elementary sites implementing the Two-Hour Model.
  - ELs at the middle and high school levels will receive ELD in the SEI classroom and follow the same guidelines for changing classes as all other students.
  - Sites with the pull-out model may be replaced with a push-in model allowing for the SEI teacher to move rather than the students to minimize student movement and decrease shared high touch surface contact.
  - Some SEI teachers travel between schools. Possible solutions include providing these staff with extra PPEs to minimize the spread of germs or scheduling targeted ELD to meet weekly minute requirements rather than daily minutes, decreasing travel.
If a blended option is utilized, consideration must be made for the following:

- Compliance with SB1014 minutes of ELD instruction must be met to the extent possible
- Accessible online curriculum at all levels of language proficiency
- Appropriate formative assessment for online and face-to-face instruction
- Opportunities must exist for ELs to engage in oral language activities in both environments
- All previously stated measures for safe face-to-face instruction to be in place

● If a virtual option is utilized, consideration must be made for the following:
  - Compliance with SB1014 minutes of ELD instruction must be met to the extent possible
  - Accessible online curriculum at all levels of language proficiency
  - Appropriate formative assessment for online learning
  - Provision of additional supports and linguistic accommodations for ELs such as extensions of time for assignments, language stems, videos with captioning or embedded interpreting, visuals, accessible reading materials, other language services provided through video conferencing, and an online translation dictionary
  - Opportunities must exist for ELs to engage in oral language activities

**AZELLA Administration**

Background Information: If the LEA is operating via remote learning, the LEA must screen new students to determine EL status to the extent possible. Sections 1112(e)(3) and 3113(b)(2) of ESEA require that students be identified for EL status within 30 days of enrollment in a school in a State; for students who enroll after the beginning of the school year, the LEA must send the required parent notice within two weeks of a student being placed in a language instruction educational program (LIEP).

- AZELLA test administrators will need a consistent assigned testing space with a speaker phone and enough room to safely distance students testing at the same time.

- Schools must have a designated area for parents to wait during testing sessions.
- The K-2 AZELLA Speaking test requires that students use a speaker phone to take the test. Protocols for the sanitation of shared equipment must meet the district sanitation guidelines.
- The 3-12 AZELLA test is taken online and will require a computer and noise canceling headset for each student. Protocols for the sanitation of shared equipment must meet the district sanitation guidelines.
Parent Related

- Access to technology and internet service must be made available where needed.
- Provide training on how to use the technology to help their children with the online curriculum and virtual classroom format.
- Provide training on how to access various platforms such as Google Classroom must be provided in a language that parents understand.
- Provide of language supports so that parents can best assist their child in their studies such as translated directions for parents, additional home use activities/games etc. to build vocabulary, or work that has visual supports.
Reopening of Schools
Nutrition & Wellness Operational Plan
2020-2021

Our goal is to provide nutritious meals to students in a way that follows CDC, MCDPH, USDA, and ADE recommendations for socially distanced meal service.

Lunch Service Procedures

- Students will arrive at the cafeteria by scheduled lunch period.
- Service lines will be labeled and marked to support social distancing.
- All menu options (entrées, sides, and condiments) will be individually packaged for students to select from.
- Serveware & utensils will be disposable for one-time use.
- Student meal accounts will be charged at the register using ID scanners or rosters (no keypads)*.
- Serving areas will be routinely disinfected/sanitized per standard operating procedures.
- Seating will be spread out/spaced to ensure social distancing.

Breakfast Service in the Cafeteria

- Students will arrive at the cafeteria prior to the first bell of the school day.
- Service lines will be labeled and marked to support social distancing.
- All menu options (entrées, sides, and condiments) will be individually packaged for students to select from.
- Serveware & utensils will be disposable for one-time use.
- Student meal accounts will be charged at the register using ID scanners or rosters (no keypads)*.
- Serving areas will be routinely disinfected/sanitized per standard operating procedures.
- Seating will be spread out/spaced to ensure social distancing.

Breakfast in the Classroom (BIC) School Procedures

- All menu options (entrées, sides, and condiments) will be individually packaged for students to select from.
- Serveware & utensils will be disposable for one-time use.

* Nutrition & Wellness will be serving all students free meals under the Summer Food Service Program during the 2020-2021 SY, or until otherwise determined by the U.S. Department of Agriculture (USDA).
PVUSD P.E. Reopening Guidelines 2020-2021 (UPDATED 9/2020)

The Paradise Valley Unified School District’s guidance for Physical Education (P.E.) and activities are in accordance with guidelines published by the Arizona Department of Education.

This document is written from the perspective of physical education instructors and curriculum coordinators from throughout Arizona.

The skills and knowledge gained by students through physical education are vitally important during the COVID-19 pandemic (Shape America). Instruction in health and physical education can help students manage emotions of stress, anxiety and fear through the development of health skills, participation in physical activity, and overall development of health and physical literacy (SA).

This guidance is specific to Physical Education in the K-12 setting. For all intramural and athletic competitions, please adhere to the Arizona Interscholastic Association Guidance.

Teaching and Learning

Educators should continue to address all five National Standards for K-12 Physical Education by selecting associated activities that require little or no use of shared equipment by students. Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of physical distancing.

INSTRUCTIONAL STRATEGIES FOR IN-PERSON PHYSICAL EDUCATION:

- Have students and staff wash or sanitize hands as they enter and exit the class. Teach students proper hand hygiene, respiratory etiquette, and physical distancing guidelines. Use CDC downloadable resources on handwashing as visual cues and reminders.
- Recognize and address the stigma that may occur as a result of COVID-19 when students cough or sneeze or are unable to wear face coverings due to underlying conditions.
- Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking and target games).
- Use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.
- Include opportunities for student choice and incorporate student-suggested activities when appropriate.
- Ensure lessons are planned around the available space for instruction. Create additional spaces in the school to teach, such as an exercise trail indoors and outdoors.
• Identify activities and units that can enhance the development of health education skills (e.g., self-management, interpersonal communication).
• Advise students to come to school dressed in clothes that are appropriate for participation in physical education, whether indoors or outdoors.
• Students should not share clothing, gloves, masks, etc.

INSTRUCTIONAL STRATEGIES FOR DISTANCE INSTRUCTION (PVConnect):

• Develop connections: Physical Education teachers must make more of a concerted effort to connect when in a distance learning environment.
• Assess your curriculum: Check current PE curriculum and determine which lessons or activities can be repurposed as at-home work or for online use (depending on students’ access to technology).
• Consider if your students can participate safely in the selected activities. (Will students have enough space? Will an adult need to help or supervise the activity?)
• Communicate expectations: Be sure to explain PE class expectations to parents/guardians and students and convey the relevance/importance of what students will be learning. Can special events or activities still be done remotely (e.g., At-Home Family Field Day)?
• Consider using videos or pictures of yourself teaching so students can hear your voice and see your face.
• Make content accessible for all learners: Think about your students and what individual needs they may have.
• Student Choice: Allow students to have a choice with each lesson that will meet them at their own skill level.
• Provide content using a variety of methods to ensure all students can access it.
• Connect with special education specialists or ELL teachers for support.

Accommodations

The meaningful participation of all students, regardless of background, identity, or ability, is essential for optimal instruction and learning.

Provide reasonable accommodations that fully ensure students with disabilities have an equal opportunity to participate in a standards-based physical education program regardless of context.

• Adapt learning expectations to meet the students’ current conditions.
• Many disability-related modifications and services can be effectively provided through alternative delivery options, such as distance technology.
• Meet students where they are. Be aware that students may move, think, feel and act differently now and may need time to relearn skills.
• Be mindful that students’ progress is very dependent on their home support systems. Guardians and caregivers may need additional guidance.
• Integrate social-emotional learning skills and competencies through all physical education programming (State Standards 4 & 5).
• Strive to understand all students’ pandemic experiences. Stress and trauma can inhibit learning.
● As much as possible, one-on-one communications with students will provide a needed connection that fosters a sense of belonging. Encourage students to be active. Promote autonomy in activity selections.

● Be creative about how students can connect with each other emotionally and build skills like communication, cooperation, teamwork and responsibility following distance learning guidelines.

● Simplify instruction. Limit the number of clicks needed to access digital physical education materials.

● When possible, work with LEA Adaptive Specialist to ensure that digital materials for online PE lessons (e.g., closed captioning, color contrast, enlargeable PDFs, and formatted tables) are accessible by all students. Accessibility Best Practices (PDF).

Materials and Supplies

● Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., each student uses their own piece of equipment) or limit the use of supplies and equipment by one group of students at a time.

● Items that are difficult to clean, (porous or cloth material) should be removed from the instructional area or quarantined after student use.

● Keep each student’s belongings in a separate, safe and clean space. Consider boxes to hold student belongings in lieu of lockers.

Sanitation

● Sanitize equipment between class periods to the extent possible.
  ○ Students may be able to assist with this, with adult supervision.

● Sanitation chemicals may shorten the life of materials and equipment. The Instructor should monitor this and use appropriate sanitation supplies for each item.

Physical Distancing

● Select a location for physical education instruction where students and staff can respect physical distancing guidelines and remain 6 feet apart, when possible.

● Evaluate available outdoor spaces on school property. When weather permits (heat index advisory/pollution, rain, etc.) outdoor spaces may be utilized for physical education instruction.

● Use site approved materials to create markings on the floor of the MPR, gymnasium, and/or student workstations to adhere to social distancing requirements.

● Cloth face coverings are required to be worn during low intensity activities in closed areas of teaching such as a classroom or alternative teaching site. If able to maintain social distancing of 6 feet or more during low intensity activities, cloth face coverings may be optional. If teaching outside and maintaining social distancing of 6 ft, cloth face covering may be optional.
  ○ Consult with your administrator, school nurse, and Special Education Department on proper protocol for students with asthma or other underlying conditions or physical/cognitive delays which may prohibit them from wearing face coverings.

● Ensure that students and staff with disabilities have proper accommodations and guidance to follow these cues.
• Consider having a specific entrance and a different exit point from the utilized learning environment (minimize student contact).

Staffing & Scheduling

• Effort should be made to plan and allow for physical education instruction to take place in the gymnasium or MPR. Doors and windows should be open if possible, to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity.
• Time considerations: Schedules may need to be adjusted to allow the teacher time to reset materials between classes.

Elementary Specific Considerations

• Coordinate with classroom teachers and school administrators on a plan for transporting students from the classroom to the physical education space (e.g., gymnasium, outdoors, multipurpose room).
• Give students guidance on how to safely transition between classrooms while still maintaining physical distancing. Plan time to practice these transitions with students. Provide visual guides and signs on floors and in hallways to help facilitate physical distancing as students and staff move from classroom to classroom.
• Schools could consider repurposing staff to implement the following:
  ○ Transporting students to and from the Gymnasium/MPR.
  ○ Use of school personnel to assist in cleaning of equipment.
  ○ Consider implementing available monitors and approved volunteers to assist in this process.
• Ensure that Physical Education teachers are familiar with the classrooms and spaces where instruction will be delivered so they may collaborate with the classroom teacher and adjust their lessons and activities appropriately based on the space available.

Secondary Specific Considerations

• It is recommended that schools eliminate the use of locker rooms, except for hand washing and restroom use for P.E.
• It is recommended that schools eliminate the requirement that students must change into a physical education uniform for participation in physical education.
• It is recommended that schools monitor the usage and sanitation of weight room facilities.
Reopening of Schools
Social-Emotional Well-Being Operational Plan
2020-2021

Re-Engagement Activities:
● Provide appropriate social opportunities for staff to hold events that would allow for recognition, celebration and simple reconnections. Such events may be school employee-centric, or they could include the entire school family.
  ○ Videos
  ○ Online interactions
  ○ Drive-thru events

Social & Emotional Assessment:
● Provide teachers and staff with a short Behavioral Health Checklist to gauge student well-being at the start of the year.

Referral Process:
  ADocument observations/concerns
    ○ Document interventions taken
    ○ Document follow-up plan
● Include an opportunity for students to self-refer in the referral process.
● Schools will identify a Social and Emotional Well-Being contact person to coordinate mental health concerns.
  ○ Returning person with established relationships within the school, preferably full time.

Classroom and School Climate:
● Follow PBIS/MTSS frameworks to create a climate where students feel safe and connected.
● Implement Social and Emotional Learning instruction.
● Offer safe spaces for students and staff to share feelings and experiences related to COVID-19.
● Include social and emotional well-being check-ins and SEL instruction in online instruction.
● Provide online students with access to district social and emotional staff for identified support.

Staff Training:
● Provide training for staff to recognize signs and symptoms of needing referral to social worker, counselor, or SEL staff.
● Provide online opportunities for staff training on Trauma Informed Practices, Adverse Childhood Experiences, and Mental Health First Aid.

Social & Emotional Staff:
● District SEL Specialist, Lead Psychologist, Lead Social Worker, and Lead Counselor will provide direction to school-level social and emotional support staff on training school staff on procedures and best practices.
● Create partnerships with community health providers to offer an expanded range of supports.
● Create a district-wide resource document to share provider information to schools and families.
● Provide guidance on establishing safe and secure classroom environments.
● Reassess student social-emotional well-being periodically to determine efficacy of existing interventions and the need for additional supports.

Family Communication and Education:
● Provide resources to support families at home on how to:
  ○ Talk about crises
  ○ Recognize typical physical, emotional, and behavioral responses to crises
  ○ Foster resilience and other healthy coping strategies
● Provide a list of external resources to address specific family and student needs.

Staff Social & Emotional Well-Being:
● Create opportunities to engage in self-care.
● Develop process to reassess staff periodically to determine the efficacy of existing supports and the need for additional supports.
● Communicate availability of Employee Assistance Program.

Bullying/Harassment/Bias/Discrimination:
● Include suspected COVID-19 status as a protected category in bullying/harassment/bias and discrimination prevention.

SEL Resources:
● Sanford Harmony
● All Things EQ
● Second Step
● Edgenuity

District Partners:
● Southwest Behavioral Health
● Everybody Matters
● Teen Lifeline
Health and Safety:

- Sites will need to provide Special Education Personnel with any necessary Personal Protection Equipment (PPE), including:
  - Masks, Hand sanitizer (wall mounted dispensers have been installed at all sites)
  - Wipes to disinfect high touch areas (also provided by sites)

- The Special Education Department will provide gloves and face shields for all Special Education staff in self-contained classrooms and related service providers.
  - Clear masks or face shields will be prioritized for students who are deaf or hard of hearing and students with severe articulation deficits and the staff working with them.

- Special Education staff, in conjunction with general education staff, should participate in training regarding the appropriate use, removal and disposal of PPE.

- Physical Distancing and Mask Use:
  - Students with a health condition and medical documentation establishing that they cannot safely wear a mask, will be evaluated on an individual basis, in consultation with the school nurse. The team will determine whether there are additional accommodations that may be made to provide them and others with the greatest possible protection. (This would require documentation in the IEP).
  - Some very young students, students with sensory challenges, and students with significant disabilities may struggle wearing a mask and require extra patience and opportunity to practice approximations of this new skill. In these situations, students will need time to practice wearing a mask for gradually increasing periods of time.
  - Staff and parents are encouraged to provide positive reinforcement to students as they learn this new health and safety skill. Additional supports may need to be put into place to teach mask wearing. As a student is learning this new skill, physical distancing procedures may need to be implemented to reduce exposure to their peers.
  - Many of our young students and those with significant disabilities, do not understand why they are supposed to stay 6’ apart. They will hug their classmates and teachers. Students will need repeated practice and visual supports to understand physical distancing expectations. Teachers are encouraged to try grouping students in consistent cohorts for centers and other functional activities.
● Virtual meetings (IEPs, METs, Staff Collaboration, etc) are strongly recommended to continue for the health and safety of students, staff, and families.

Academics and Functional Performance:

● When PVTraditional in-person learning resumes in conjunction with PVConnect consideration must be made for the following:
  ○ Curriculum, Instruction, and Supplies:
    ■ Specialized equipment will need to be provided for our students with vision or hearing impairments, such as closed captioning, special face shields, and braille materials. Orientation and mobility instruction will take place face-to-face while practicing social distancing and wearing PPEs.
    ■ Some students with disabilities will need opportunities to learn self-regulation skills, opportunities to take extra breaks, frequent movement (even if at their desk area), positive support plans and individualized social emotional support to successfully transition to in-person learning. Instruction will need to be differentiated to meet the needs of the individual learner.
    ■ Updated QBS training and/or modifications specifically for CABS and Structured programs due to CDC recommendations.
    ■ PK-K and some Self-Contained Special Education classrooms will need multiple sets of student manipulatives and materials to avoid sharing of materials.
      ● Teams may want to consider weekly rotation of some materials to allow for adequate sanitation.
  ○ Service Delivery:
    ■ IEP teams will need to determine how best to provide services in alignment with each student’s individual IEP.
    ■ Self-Contained classrooms are encouraged to maintain their cohort within their classroom and mainstream through PVConnect for the first few weeks. Considerations should be based on the individual needs of students and numbers of students within the general education and special area classrooms, as some students ended the year primarily mainstreaming and therefore should be in general education at the start.
    ■ Special Education teams are encouraged to consider if it is viable for the resource teacher to provide push-in services to students within the general education classrooms.
    ■ Virtual instruction and teletherapy will continue to be provided for students enrolled in PVConnect and PVOnline. Although staff will be on-site, PVTraditional students may be provided in-person and/or students may continue to participate in virtual instruction and teletherapy to maintain safe cohorts of students.
    ■ School staff will review caseloads and enrollment for in-person learning to determine how best to create consistent cohorts of students in need of special
education and related services. Refer to the PVSchools Reopening plan for cohort definitions.

- Self-contained programs may want to wait to mainstream students into general education classroom activities for the first few weeks of the return to school.

- **Staffing:**
  - If staff are diagnosed with COVID and are out for an extended period of time, we do not have adequate staffing to "absorb" their caseload. Contingency plans will be developed on a case by case basis, as necessary.
  - Our itinerant staff travel to as many as 4 sites in a day. Possible solutions may include providing these staff with extra PPEs to minimize the spread of germs and scheduling staff to minimize travel to multiple campuses each day.
  - Often, our therapists share small offices. Services may need to be provided virtually or in alternative locations, such as conference rooms, multipurpose rooms, etc.
  - Educational Support Professional assignments will be prioritized based on student enrollment and student needs.

- **When schools open and parents choose to keep their children at home, these students will need to access all special education and related services through PVConnect.**
  - Students enrolled in PVConnect will receive special education and related services through their PVTraditional service school.
  - If students are enrolled in PVOnline, they may need to participate in special education and/or related services through PVConnect to access a free and appropriate education (FAPE) in alignment with their IEP.
  - SUNKids preschool will offer a version of PVConnect for parents interested in virtual learning.
  - Service times and groups may change as in-person learning resumes.
  - A Prior Written Notice may need to reflect any parent decline of services currently noted in the student’s IEP.

- **Referrals for Special Education:**
  - Regardless of the learning model, school teams need to establish tiered levels of support and a consistent Student Teacher Assistance Team (STAT) and Student Support Team (SST) referral process for students in need of academic or social/emotional support. STAT and SST teams can work together to identify screening tools, identification of specific personnel to provide interventions & strategies to address these concerns in order to make informed decisions about who truly needs special education services.
  - Teams are encouraged to implement interventions for at least 4 to 6 weeks following a return to in-person learning to determine student needs for further intervention, screening or evaluation.
Compensatory Education:

- Decisions regarding compensatory education services will be determined on an individual, case by case basis. Data will be collected within 30 days of students returning to campus. Schools should consider a variety of factors, including but not limited to; services provided during the period of school closure, ability of the student to access any services provided during the period of school closure, regression in skills, progress or lack of progress made on IEP goals, and parental input.
- Compensatory services may be provided via one or more of the following methods:
  - Extended School Year Services
  - After school tutoring
  - 1:1 or small group therapies provided at mutually agreed upon time

Staff Responsibilities:

- Special education and related services staff will need training on:
  - Cleaning and disinfecting objects and surfaces
  - Respiratory hygiene
  - Hand washing
  - Procedure for wearing face masks and gloves
  - Social Distancing
  - Training on utilizing the online instruction and specialized assessment options available.
  - Training on confidentiality when conducting online IEP/MET Meetings
  - Training for paras to assist teachers with the creation of materials and to support online classes.
- All special education staff will need access to the same technology and commensurate tools provided to general education staff.

Parent Responsibilities:

- COVID symptom checklist provided to parents to screen children prior to sending them to school.
- Updated Emergency Cards prior to students returning to school.
Reopening of Schools
Transportation Operational Plan
2020-2021

Focus on reducing the number of students on a bus

- Encourage parents to transport students
- Enforce board policies, transportation policies, boundaries, and ridership
- Reduce ride times for Special Education students by moving them to their home school

Preventive Measures

- Designated cleaning time in route to ensure buses are disinfected twice daily
- All staff are required to wear mask; all students are encouraged to wear mask
- Seating chart with 2 students per seat
  - Sibling seated together
  - Neighbors seated together (parent permission)

Adjust Transportation Routes

- Use Traversa to create optimized routes to:
  - Shorten ride time if possible
  - Create routes by feeder schools
- Spread out bus stops at least 600 feet per the Arizona Minimum Standards to create social distancing while students wait for the buses

Additional Resources

- Use trainers and office staff if necessary to cover routes
- Work with HR to recruit, hire, and retain drivers and aides to make shorter routes