

**\*\*\*GOVERNOR'S EXECUTIVE ORDER N-25-20\*\*\*  
\*\*RE CORONAVIRUS COVID-19\*\***

**THIS MEETING WILL BE CONDUCTED PURSUANT TO THE PROVISIONS OF THE GOVERNOR'S EXECUTIVE ORDER WHICH SUSPENDS CERTAIN REQUIREMENTS OF THE RALPH M. BROWN ACT.**

**MEMBERS OF THE PUBLIC MAY PARTICIPATE REMOTELY AT THE JULY 29, 2021 MEETING VIA LIVESTREAM. THE LINK(S) WILL BE PROVIDE 24 HOURS PRIOR TO THE MEETING. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA WILL BE TAKEN VIA LIVESTREAM AT THE TIME INDICATED ON THE AGENDA. PUBLIC COMMENT ON SPECIFIC ITEMS ON THE AGENDA WILL BE TAKEN DURING THE TIME THAT ITEM IS DISCUSSED.**

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
SPECIAL MEETING**

Trustees

*John Paff, President  
Brian Swanson, Clerk  
Cristy Dawson  
Frank Rivera  
Carolyn Swanson*

**DATE:** Thursday, July 29, 2021

**TIME:** 6:00 p.m. Open Session

**LOCATION: IN PERSON**  
Pacific Grove Unified School District Office  
435 Hillcrest Avenue  
Pacific Grove, CA 93950

**VIRTUAL**

Join Zoom Meeting

<https://pgusd.zoom.us/j/87209900714?pwd=UUk5Wk5iSzNqRXo2RDVrQnlwS0FIUT09>

Meeting ID: 872 0990 0714

Passcode: 973135

One tap mobile

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Meeting ID: 872 0990 0714

Passcode: 973135

Find your local number: <https://pgusd.zoom.us/u/kcfWSB9gQe>

The Board of Education welcomes you to its meetings, which are regularly scheduled for the first and third Thursdays of the month. Regular Board Meetings shall be adjourned by 10:00 pm, unless extended to a specific time determined by a majority of the Board. This meeting may be extended no more than once and may be adjourned to a later date. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent at least two days before the meeting date.

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 435 Hillcrest Avenue, Pacific Grove during normal business hours.

## AGENDA AND ORDER OF BUSINESS

### I. OPENING BUSINESS

A. Call to Order

B. Roll Call

C. Adoption of Agenda

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Paff \_\_\_ B. Swanson \_\_\_ Dawson\_\_\_ Rivera \_\_\_ C. Swanson \_\_\_

D. Pledge of Allegiance

### II. CONSENT AGENDA

*Items listed under the Consent Agenda are considered to be routine and/or may have been discussed at a previous Board meeting. There is no discussion of these items prior to the Board vote unless a member of the Board requests specific items be discussed and/or removed from the Consent Agenda. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.*

A. Minutes of June 17, 2021 Board Meeting 5  
Recommendation: (Ralph Gómez Porrás, Superintendent) Approval of minutes as presented.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Paff \_\_\_ B. Swanson \_\_\_ Dawson\_\_\_ Rivera \_\_\_ C. Swanson \_\_\_

### III. PUBLIC HEARING

A. Public Hearing to Consider Scope, Purpose and Other Factors Related to Adoption of Independent Study Policy 17  
Recommendation: (Ralph Gómez Porrás, Superintendent) The District Administration recommends that the Board hold a public hearing to Consider Scope, Purpose and Other Factors Related to Adoption of Independent Study Policy.

Open Public Hearing: \_\_\_\_\_ Close Public Hearing: \_\_\_\_\_

**IV. ACTION/DISCUSSION**

- A. Consideration of Adoption of Revisions to Board Policy and Regulation 6158 Regarding Independent Study 19

Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the revisions to Board Policy and Regulation 6158 regarding Independent Study.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Paff \_\_\_ B. Swanson \_\_\_ Dawson\_\_\_ Rivera \_\_\_ C. Swanson \_\_\_

- B. Consideration of Adoption of Board Policy 6158.1 Regarding Independent Study for 2021-2022 37  
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review adopt Board Policy 6158.1 regarding Independent Study for 2021-2022.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Paff \_\_\_ B. Swanson \_\_\_ Dawson\_\_\_ Rivera \_\_\_ C. Swanson \_\_\_

- C. Revisions to Board Policy 0470 COVID-19 Mitigation Plan 39  
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the revisions to Board Policy 0470 COVID-19 Mitigation Plan.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Paff \_\_\_ B. Swanson \_\_\_ Dawson\_\_\_ Rivera \_\_\_ C. Swanson \_\_\_

- D. Approval of the COVID Safety Plan 63  
Recommendation: (Matt Kelly, Director Facilities and Transportation) The District Administration recommends that the Board review and approve the revised COVID Safety Plan.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Paff \_\_\_ B. Swanson \_\_\_ Dawson\_\_\_ Rivera \_\_\_ C. Swanson \_\_\_

- E. Certificated Assignment Order #1 103  
Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Certificated Assignment Order #1.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Paff \_\_\_ B. Swanson \_\_\_ Dawson\_\_\_ Rivera \_\_\_ C. Swanson \_\_\_

- F. Classified Assignment Order #1 105  
Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Classified Assignment Order #1.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Paff \_\_\_ B. Swanson \_\_\_ Dawson\_\_\_ Rivera \_\_\_ C. Swanson \_\_\_

G. Revised Job Description for Technology Systems Coordinator to Director of Technology Systems 108  
Recommendation: (Billie Mankey, Director II of Human Resources) The District Administration recommends the Board review and approve the proposed position updates and/or provide additional direction or recommendations to the Job Description for Technology Systems Coordinator to Director of Technology Systems.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Paff \_\_\_ B. Swanson \_\_\_ Dawson\_\_\_ Rivera \_\_\_ C. Swanson \_\_\_

H. New Job Description, Information Technology Communications and Web Specialist 117  
Recommendation: (Billie Mankey, Director II of Human Resources; Ralph Gómez Porras, Superintendent) The District Administration recommends the Board review and approve the job description for the Classified Information Technology Communications and Web Specialist.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Paff \_\_\_ B. Swanson \_\_\_ Dawson\_\_\_ Rivera \_\_\_ C. Swanson \_\_\_

V. **ADJOURNMENT**

Next Regular Board meeting – August 19, 2021

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION  
Minutes of Regular Meeting of June 17, 2021 – VIRTUAL

**I. OPENED BUSINESS**

- A. Called to Order 5:30 p.m.
  
- B. Roll Call
  - President: Trustee Paff
  - Clerk: Trustee Brian Swanson
  - Trustees Present: Trustee Dawson
  - Trustee Rivera
  - Trustee Carolyn Swanson
  - Administration Present: Superintendent Porras
  - Asst. Superintendent Chin-Bendib
  - Board Recorder: Mandi Ackerman

C. Adopted Agenda

Changes to the agenda include revised Consent Item B Certificated Assignment Order and Consent Item C Classified Assignment Order; updated School Resource Officer contract and updated Local Control Accountability Plan.

**MOTION Dawson/Carolyn Swanson to adopt agenda as amended.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

**II. CLOSED SESSION**

- A. Identified Closed Session Topics
  - 1. Conference with Legal Counsel Regarding Existing Litigation pursuant to paragraph (1) of subdivision (d) of Government Code section 54956.9 (1 case)  
Name of Case: Austin v. John Doe Monterey County Superior Court Case No. 20CV001686
  - 2. Planning and Preparation Meet and Confer: Adult School
  - 3. Potential Threat to Public Services or Facilities  
Consultation with District’s Technology Director regarding Potential Cyber Threats and Security Measures
  - 4. Personnel Matter
  
- B. Public comment on Closed Session Topics  
  
None.
  
- C. Adjourned to Closed Session 5:33 p.m.

**III. RECONVENED IN OPEN SESSION**

6:35 p.m.

A. Reported action taken in Closed Session:

1. Conference with Legal Counsel Regarding Existing Litigation pursuant to paragraph (1) of subdivision (d) of Government Code section 54956.9 (1 case)

Name of Case: Austin v. John Doe Monterey County Superior Court Case No. 20CV001686

The Board discussed this item.

2. Planning and Preparation Meet and Confer: Adult School

The Board discussed this item.

3. Potential Threat to Public Services or Facilities  
Consultation with District’s Technology Director regarding Potential Cyber Threats and Security Measures

The Board discussed this item.

4. Personnel Matter

The Board discussed this item.

B. Pledge of Allegiance

Led By: Director II of Human Resources Billie Mankey

**IV. COMMUNICATIONS**

A. Written Communication

The Board received communication from a former employee regarding 5<sup>th</sup> grade class sizes; Cal-Am Water and tax changes; Title IX compliance; a letter from a parent regarding a staff question; a letter from a parent regarding 5<sup>th</sup> grade class sizes.

B. Board Member Comments

Dr. Rivera spoke about the important of keeping class sizes small, said he was glad to see the District is keeping an eye on the numbers.

Trustee Dawson noted the end of the school year is quieting down, and continues to celebrate the end of the year.

Trustee Brian Swanson celebrated the start of the summer, thanked the Human Resources department for their work during the summer hiring employees, and said he was looking forward to taking a step toward normalcy.

Trustee Carolyn Swanson noted the August Board meeting will be in person and live-streaming will continue to be offered; thanked the Board and the Tech department.

C. Superintendent Report

Superintendent Porras thanked the Board for supporting the staff, thanked staff and said he was looking forward to the summer break.

D. PGUSD Staff Comments (Non Agenda Items)

None.

V. **INDIVIDUALS DESIRING TO ADDRESS THE BOARD**

None.

VI. **CONSENT AGENDA**

- A. Minutes of June 3, 2021 Board Meeting
- B. Certificated Assignment Order #21
- C. Classified Assignment Order #21
- D. Acceptance of Donations
- E. Cash Receipts Report No. 5
- F. Revolving Cash Report No. 3
- G. Warrant Schedules No. 632
- H. Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO)
- I. Monterey Bay Charter School Lease Agreement 2021-2022 Revision #16
- J. Contract for Services with David Sonderegger, E-Rate Filing Services
- K. Lease Agreement with The WAVE Youth Program of Pacific Grove
- L. Lease Agreement with Monterey Bay Swim Club
- M. Agreement for Legal Services for 2021-22
- N. California School Board Association Membership
- O. California School Board Association GAMUT Online Service Agreement
- P. Contract for Services with Casey Printing Inc. for Pacific Grove Adult Education’s 2021-22 Schedule of Classes Brochure
- Q. Contract for Services with eSpark for Elementary Educational Software
- R. Contract for Services with Premier Studios of California at Forest Grove Elementary School
- S. Contract for Services with Premier Studios of California at Pacific Grove Middle School
- T. Contract for Services with Premier Studios of California at Pacific Grove High School
- U. Contract for Services with Beem Video and Photography at Pacific Grove Middle School
- V. Contract for Services with Kaatz Photography at Pacific Grove Middle School
- W. Contract for Services with Ellsworth Gregory at Pacific Grove Middle School
- X. Contract for Services with Peninsula Sports, Inc. at Pacific Grove Middle School
- Y. Contract for Services with Peninsula Sports Inc. at Pacific Grove High School
- Z. Contract for Services with Valerie Rhoades at Pacific Grove Middle School
- AA. Contract for Services with Valerie Rhoades at Pacific Grove High School
- BB. Contract for Services with Apolinario Vivit, DBA Vivit Musical Instrument Repair
- CC. Contract for Services with California Transport/Towing
- DD. Contract for Services with Discovery Charters
- EE. Contract for Services with Field of Dreams
- FF. Contract for Services with Field of Dreams Designs for Pacific Grove High School
- GG. Contract for Services with Jet Mulch Inc.
- HH. Contract for Services with Lincoln Aquatics at Pacific Grove High School
- II. Contract for Services with M3 Environmental Consulting

- JJ. Contract for Services with MoGo Urgent Care
- KK. Contract for Services with Monterey Fire Extinguisher
- LL. Contract for Services with Monterey Bay Pest Control
- MM. Contract for Services with Richard Enriquez, Certified Driver Instructor
- NN. Contract for Services with Ruben Parra, Bus Driver Trainer
- OO. Memorandum of Understanding with Salinas City Elementary School District for Field Trips and Athletics Transportation
- PP. Sentry Alarm Systems Maintenance Contract
- QQ. Contract for Services with Stark Leak Detection LLC District Wide
- RR. Contract for Services with Tope's Tree Service
- SS. Contract for Services with Tri-County Fire Protection
- TT. Contract for Services with Wilson's Plumbing
- UU. Contract for Services with F.A.S.T. Translations
- VV. Contract for Services with IsoRhythms Music Therapy
- WW. Contract for Services with Planned Parenthood Mar Monte
- XX. Contract for Services with Psyched Services for Board Certified Behavior Analyst
- YY. Contract for Services with SNS Interpreting-Sign Language Interpreter
- ZZ. Memorandum Of Understanding With Carmel Unified School District For The Placement Of Students With Disabilities In Special Day Classes 2021/2022
- AAA. Memorandum Of Understanding With Salinas Union High School District For The Placement Of Students With Disabilities In Special Day Classes 2021/2022
- BBB. Community Human Services Joint Powers Authority Allocation
- CCC. Ratification of Transportation Contract for Services with Salinas Union High School District
- DDD. Ratification of Contract for Services with Erin Deegan, Costumer
- EEE. Contract for Services with Third Watch Security and Investigations
- FFF. Contract for Services with Federico's Embroidery at Pacific Grove High School
- GGG. Ratification of 2020-2021 Contract for Services with Planned Parenthood Mar Monte at Pacific Grove High School
- HHH. Contract for Services with Planned Parenthood Mar Monte at Pacific Grove High School
- III. Contract for Services with Parchment Services at Pacific Grove High School
- JJJ. Contract for Service with Pacific West Water Purification, Inc. at Pacific Grove High School
- KKK. Contract for Services with Josh Shipp Productions LLC dba Top Youth Speakers at Pacific Grove High School
- LLL. Contract for Services with ImPact Applications, Inc. at Pacific Grove High School
- MMM. Contract for Services with Daniel Marquez dba DJ Dan Utica at Pacific Grove High School
- NNN. Contract for Services with Northern California Lacrosse Referees Association at Pacific Grove High School
- OOO. Contract for Services with Jose Del Rio, Athletic Trainer at Pacific Grove High School
- PPP. Contract for Services with Lifetouch Photography at Robert Down Elementary School for 2021-2022
- QQQ. Updates to Board Policies, Regulations and Exhibits from the Parents Rights Handbook 2021-22
- RRR. Contract for Services with Goodies Delicatessen for June and July 2021 Lunch Vouchers

Items H, JJJ and QQQ were pulled and moved to Action/Discussion.

Changes to the agenda include the following notes changes/revisions:

- Revised Consent Item B Certificated Assignment Order #21



- Revised Consent Item C Classified Assignment Order #21
- Consent H- Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO)
  - Minor wording corrections, typos
  - Revised contract- posted on website and shared with the Board June 17
- Consent Item Y- Contract for Services with Peninsula Sports Inc. at Pacific Grove High School
  - Cover says \$7,000
  - Contract says \$4,000
  - Contract should say \$7,000
- Consent Item K- Lease Agreement with The WAVE Youth Program of Pacific Grove
  - Contract states that The WAVE Program is free to middle school age students.
  - Donation is \$125 for the two-week camp
  - Minor typo
- Consent Item L- Lease Agreement with Monterey Bay Swim Club
  - Minor edit
- Consent Item OO- Memorandum of Understanding with Salinas City Elementary School District for Field Trips and Athletics Transportation
  - Typo- MOU says CUSD (Carmel) at the bottom, should be Salinas City Elementary School District
- Consent Item QQ- Annual Updates to Board Policies, Regulations and Exhibits from the Parents Rights Handbook 2021-2022
  - Minor typo
- Consent Item RRR- Contract for Services with Goodies Delicatessen for June and July 2021 Lunch Vouchers
  - Cover sheet states Goodies will replace Bagel Kitchen by providing this service
  - Bagel Kitchen has decided to continue providing this service to students. Bagel Kitchen will cease participation after June 30 - they will not participate in July.
  - Goodies will be provided IN ADDITION to Bagel Kitchen
  - All participating restaurants (Mountain Mikes, Bagel Kitchen, Michaels, Taste of India, Goodies) are funded through ELO not ESSR.

**MOTION Brian Swanson/Dawson to approve consent agenda as amended.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

**VII. ACTION/DISCUSSION A-C**

- A. Consent Item JJJ- Contract for Service with Pacific West Water Purification, Inc. at Pacific Grove High School

Trustee Carolyn Swanson recused herself from the item due to a possible conflict of interest.

**MOTION Paff/Brian Swanson to approve the Contract for Service with Pacific West Water Purification, Inc. at Pacific Grove High School.**

**Public comment: none**

**Motion CARRIED by roll call vote 4 – 0**

**Trustee Carolyn Swanson recused herself.**

B. Consent Item QQQ- Annual Updates to Board Policies, Regulations and Exhibits from the Parents Rights Handbook 2021-2022

A Trustee expressed concerns over the wording of Regulation 5117. The Board and Superintendent Porras discussed concerns. All recommended changes were made by legal counsel.

**Public comment:**

Director of Student Services Clare Davies noted no students are denied services who require special services.

Helois Junqueira asked about the language related to students who reside within the District. Superintendent Porras noted this was regarding students who apply to transfer into the District.

**MOTION Dawson/Rivera to approve the Annual Updates to Board Policies, Regulations and Exhibits from the Parents Rights Handbook 2021-2022.**

**Public comment: none**

**Motion CARRIED by roll call vote 4 – 1**

**Trustee Carolyn Swanson voted against.**

C. Consent Item H- Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO)

Superintendent Porras and Pacific Grove Police Department Chief Madalone spoke to the Board regarding the School Resource Officer. The Board discussed and provided feedback.

A Trustee expressed concerns over cost; asked for feedback from students; encouraged Administration to bring this item back earlier in the school year so that the student Board representative can provide feedback; encouraged matching funds for additional social emotional health program.

**Public comment:**

Pacific Grove Middle School Principal Sean Roach, Pacific Grove High School Assistant Principal Shane Steinback, and Forest Grove Elementary School Principal Buck Roggeman spoke on behalf of the School Resource Officer, the program and the impact on the students.

**MOTION Brian Swanson/Dawson to approve the Contract for Service with Pacific West Water Purification, Inc. at Pacific Grove High School.**

**Motion CARRIED by roll call vote 5 – 0**

**VIII. PUBLIC HEARING A and B/ACTION/DISCUSSION D and E**

A. Public Hearing for Tentative Agreement with California School Employees Association

Open Public Hearing: 7:22 p.m.

Close Public Hearing: 7:23 p.m.

**Public comment: none**

- D. Approval of The Tentative Agreement with The California School Employees Association (CSEA) for 2020-21

**MOTION Paff/Dawson to approve consent the Tentative Agreement with the California School Employees Association (CSEA) for 2020-21.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

- B. Public Hearing for Tentative Agreement with Pacific Grove Teacher’s Association

Open Public Hearing: 7:24 p.m.

Close Public Hearing: 7:28 p.m.

**Public comment:**

Forest Grove Elementary School Principal Buck Roggeman thanked colleagues for a positive negotiations process.

Assistant Superintendent Song Chin-Bendib spoke about AB1200.

- E. Approval of Tentative Agreement with Pacific Grove Teacher’s Association

**MOTION Rivera/Dawson to approve the Tentative Agreement with Pacific Grove Teacher’s Association.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

**IX. ACTION/DISCUSSION F-BB**

- F. Measure A Technology Bond Citizens’ Oversight Committee Report

Committee Representative Alex Lorca thanked the District.

**MOTION Dawson/Carolyn Swanson to approve the Measure A Technology Bond Citizens’ Oversight Committee Report.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

- G. Approval of Pacific Grove Unified School District Confidential Employees Team Agreement

**MOTION Brian Swanson/Dawson to approve the Pacific Grove Unified School District Confidential Employees Team Agreement.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

- H. Approval of Pacific Grove Unified School District Management Agreement

**MOTION Paff/Dawson to approve the Pacific Grove Unified School District Management Agreement.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

I. Approval of Pacific Grove Unified School District Adult Education Teachers Agreement

**MOTION Rivera/Dawson to approve the Pacific Grove Unified School District Adult Education Teachers Agreement.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

J. Approval of the Assistant Superintendent's 2021-24 Contract: Retroactive Compensation Adjustment

**MOTION Dawson/Brian Swanson to approve the Assistant Superintendent's 2021-24 Contract: Retroactive Compensation Adjustment.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

K. Approval of the Superintendent's 2021-24 Contract: Retroactive Compensation Adjustment

**MOTION Paff/Rivera to approve the Superintendent's 2021-24 Contract: Retroactive Compensation Adjustment.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

L. District Update on Response to COVID-19

Superintendent Porras spoke about the state opening up; CAL/OSHA expedited towards mask-less workplace; the District shared the 2021-22 school calendar to families and is available on the website; noted the first week of August activities for staff, noting the first day school on Thursday, August 5, 2021; spoke about Independent Study offered at Salinas Union Elementary School District (Virtual Learning Academy) and North Monterey County Unified School District; thanked staff; noted summer school is going well, and said vaccinations for children under 12 is still to be determined.

**No action taken.**

**Public comment: none**

M. Adoption of the District General Fund Budget and All Other Funds for Fiscal Year 2021-22

**MOTION Dawson/Carolyn Swanson to adopt the District General Fund Budget and All Other Funds for Fiscal Year 2021-22.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

N. Adoption of the Local Control Accountability Plan and Federal Addendum 2021-22

Director of Curriculum and Special Projects Ani Silva noted changes and updates.

**MOTION Brian Swanson/Dawson to adopt the Local Control Accountability Plan for Federal Addendum 2021-22.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

O. Approval of Resolution #1074 Authorizing State Preschool Contract

**Public comment:**

Heloisa Junqueira spoke about BASRP and recommended the Board consider bilingual staff.

**MOTION Brian Swanson/Dawson to approve Resolution #1074 authorizing State Preschool contract.**

**Motion CARRIED by roll call vote 5 – 0**

P. Adoption of Resolution No. 1075 Designating Authorized Agents to Sign School Orders

**MOTION Dawson/Rivera to adopt the Resolution No. 1075 designating authorized agents to sign school orders.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

Q. Contract for Services with McDonnell Roofing, Inc. for Pacific Grove High School K and L Wing Dry Rot Repairs Project

**MOTION Dawson/Carolyn Swanson to approve the contract for services with McDonnell Roofing, Inc. for Pacific Grove High School K and L Wing Dry Rot Repairs Project.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

R. New California School Employees Association Job Description, Crossing Guard

A Trustee expressed concerns regarding the number of positions and covering locations. Director II of Human Resources Billie Mankey noted she would work with the Principals regarding coverage.

**MOTION Rivera/Dawson to approve the new California School Employees Association job description, Crossing Guard.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

S. New Job Description, Teacher On Special Assignment: Intervention And Learning Gap Mitigation

Director II of Human Resources Billie Mankey presented information to the Board.

**Public comment:**

Director of Curriculum and Special Projects Ani Silva said she was grateful for the funds to provide this position.

**MOTION Brian Swanson/Rivera to approve the new job description, Teacher On Special Assignment: Intervention and Learning Gap Mitigation.**

**Motion CARRIED by roll call vote 5 – 0**

T. Replacement of Student Sexual Harassment Policies and Procedures

**MOTION Rivera/Dawson to approve the replacement of Student Sexual Harassment policies and procedures.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

U. Updates to Board Policies and Regulations Regarding Graduation Requirements

Corrections to this item include removing reference to high school exit exam to Policy and Regulation 6146.1.

**MOTION Dawson/Brian Swanson to approve the updates to Board policies and regulations regarding graduation requirements.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

V. Updates to Board Policy and Regulations Regarding Summer School

Pacific Grove High School Principal Lito Garcia provided information to the Board. The Board asked questions and discussed this item.

**MOTION Carolyn Swanson/Rivera to approve the updates to Board policy and regulations regarding summer school.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

W. Contract for Services with MJ Communications Inc. for District Re-cabling

**MOTION Dawson/Brian Swanson to approve the contract for services with MJ Communications Inc. for District re-cabling.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

X. Contract for Services with MJ Communications for Jesse Bray Board Room Broadcast Setup

**MOTION Rivera/Dawson to approve the contract for services with MJ Communications for Jesse Bray Board Room broadcast setup.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

Y. Contract for Services AMS.net Veeam for Backup and Storage

**MOTION Brian Swanson/Dawson to approve the contract for services with AMS.net Veeam for backup and storage.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

Z. Contract for Services with The Institute for Social Emotional Learning for Professional Development

Director of Curriculum and Special Projects Ani Silva presented information to the Board. The Board asked questions and discussed this item.

**MOTION Rivera/Dawson to approve the contract for services with The Institute for Social Emotional Learning for Professional Development.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

AA. Contract for Services with Paper Education Company

Director of Curriculum and Special Projects Ani Silva and Director of Student Services Clare Davies presented information to the Board.

**MOTION Dawson/Brian Swanson to approve the contract for services with Paper Education Company.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

BB. Board Calendar/Future Meetings

The Board noted there may be edits to future versions.

**MOTION Brian Swanson/Dawson to approve the Board Calendar/Future Meetings.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

**X. INFORMATION/DISCUSSION**

A. Solicitation of Funds Report 2020-21

Assistant Superintendent Song Chin-Bendib provided information. The Board discussed this item and asked question.

**Public comment: none**

B. Review of Legal Fees for 2020-21

No comments.

**Public comment: none**

C. Measure D Projects Update

Director of Facilities and Transportation Matt Kelly provided information to the Board.

**Public comment:**

Beth Shammas spoke about the stadium, noted the sign indicating the stadium is closed is small, suggested the District display signage with more information about what is going on and thanking the tax payers.

D. Future Agenda Items

- Board requested a renewed discussion about District solar panels (Fall 2021)
- Added February 4, 2021: Return of affordable housing at a later date when more information becomes available (Fall 2021)
- Added March 4, 2021: A Board member requested a study about making ethnic studies a graduation requirement
- Added March 18, 2021: Return of Foreign Language Program (Fall 2021)
- Added June 3, 2021: Board requested information about eco-friendly tools, products and supplies

The following items were added by Trustees:

- Measure D Budget added for August
- What we learned from COVID
- WiFi family access review
- Board policy review
- Parent orientation to the Board

**Public comment:**

Grace Brown thanked Trustee Carolyn Swanson and noted she plans on participating at Board meetings and asked if there was an orientation for parents to learn more about Board meetings.

**XI. ADJOURNED**

9:50 p.m.

Approved and submitted:

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Dr. Ralph Gómez Porras  
Secretary to the Board



- |   |  |
|---|--|
| <input type="checkbox"/> Student Learning and Achievement                         | <input type="checkbox"/> Consent                   |
| <input type="checkbox"/> Health and Safety of Students and Schools                | <input type="checkbox"/> Action/Discussion         |
| <input type="checkbox"/> Credibility and Communication                            | <input type="checkbox"/> Information/Discussion    |
| <input checked="" type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input checked="" type="checkbox"/> Public Hearing |

**SUBJECT:** Public Hearing to Consider Scope, Purpose and Other Factors Related to Adoption of Independent Study Policy

**DATE:** July 29, 2021

**PERSON RESPONSIBLE:** Ralph Gómez Porras, Superintendent

**RECOMMENDATION:**

The District Administration recommends that the Board hold a public hearing to Consider Scope, Purpose and Other Factors Related to Adoption of Independent Study Policy.

**INFORMATION:**

When setting policy regarding independent study, the Board must consider, in a public hearing, the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of pupils or adult education students. This public hearing is reserved for the governing board to receive and consider comments on these matters.

Following the public hearing, the Board will review recommended revisions to Board Policy and Regulation 6158 regarding Independent Study, as well as recommended new Board Policy 6158.1 regarding Independent Study for 2021-22.

**FISCAL IMPACT:**

None.



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PUBLIC HEARING  
PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
435 Hillcrest Avenue Pacific Grove, CA 93950

**Ralph Gomez Porras**  
**Superintendent**  
(831) 646-6520  
Fax (831) 646-6500  
rporras@pgusd.org

**Song Chin-Bendib**  
**Assistant Superintendent**  
Business Services  
(831) 646-6509  
schinbendib@pgusd.org

## **PUBLIC HEARING NOTICE**

In accordance with Education Code section 51747 (a) and (b), 5 CCR 11701 the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, July 29, 2021, regarding

### **Public Hearing to Consider Scope, Purpose and Other Factors Related to Adoption of Independent Study Policy**

When setting policy regarding independent study, the Board must consider, in a public hearing, the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of pupils or adult education students. This public hearing is reserved for the governing board to receive and consider comments on these matters.

The hearing will be held during the regular Board meeting, which begins at 6:00 p.m. Please visit our website at [www.pgusd.org](http://www.pgusd.org) for the link to attend the meeting virtually.

For more information, please contact Ralph Gómez Porras, Superintendent at 646-6510.

Posted: July 22, 2021

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| <input checked="" type="checkbox"/> Student Learning and Achievement          | <input type="checkbox"/> Consent                      |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input checked="" type="checkbox"/> Action/Discussion |
| <input checked="" type="checkbox"/> Credibility and Communication             | <input type="checkbox"/> Information/Discussion       |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity        | <input type="checkbox"/> Public Hearing               |
- 

**SUBJECT:** Consideration of Adoption of Board Policy and Regulation 6158 Regarding Independent Study for 2021-2022

**DATE:** July 29, 2021

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

---

**RECOMMENDATION:**

The District Administration recommends that the Board review adopt Board Policy and Regulation 6158 regarding Independent Study for 2021-2022.

**INFORMATION:**

The Legislature recently passed AB 130, which provides for changes to the requirements for Independent Study for the 2021-2022 school year and some changes that are ongoing. The ongoing changes are contained in revisions to existing Board Policy and Administrative Regulation 6158, reviewed by legal counsel. Education Code section 51747 (a) and (b), 5 CCR 11701

**FISCAL IMPACT:**

No fiscal impact.

**Pacific Grove Unified School District**

Instruction

Policy #6158

**INDEPENDENT STUDY PROGRAM**

Mandated Policy

The Board recognizes that independent study may be used as an option to encourage students to remain in school. Independent study may be used as an optional alternative instructional strategy by which students in grades TK-12 may reach curriculum objectives and fulfill graduation requirements. Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting.

The Superintendent or designee shall develop a contract with an outside provider [or neighboring school district](#) to conduct independent study programs deemed necessary. The contract shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

## Legal Reference:

## EDUCATION CODE

17289 Exemption for building

44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment

46300-46300.6 Methods of computing ADA

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48917 Suspension of expulsion order

51225.3 Requirements for high school graduation

51745-51749.3 Independent study programs

52000 Improvement of elementary and secondary education: legislative intent

52015 School improvement plans: components of plan

52017 Secondary schools: additional plan components

56026 Individual with exceptional needs

## FAMILY CODE

6550 Authorization affidavits

## CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

## Management Resources:

## CDE PROGRAM ADVISORIES

1113.09 Independent Study: New Legislation, SPB: 90/91-04

0904.86 Independent Study, SPB: 86/7-5

## CDE PUBLICATIONS

Independent Study Operations Manual, 1993 revised edition, updated 1994, 1996

## WEB SITES

CDE: <http://www.cde.ca.gov>

**Pacific Grove Unified School District**

Instruction

Policy #6158

**INDEPENDENT STUDY PROGRAM**

Mandated Policy

The Board recognizes that independent study may be used as an option to encourage students to remain in school. Independent study may be used as an optional alternative instructional strategy by which students in grades TK-12 may reach curriculum objectives and fulfill graduation requirements. Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting.

The Superintendent or designee shall develop a contract with an outside provider or neighboring school district to conduct independent study programs deemed necessary. The contract shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

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1113.09 Independent Study: New Legislation, SPB: 90/91-04

0904.86 Independent Study, SPB: 86/7-5

## CDE PUBLICATIONS

Independent Study Operations Manual, 1993 revised edition, updated 1994, 1996

## WEB SITES

CDE: <http://www.cde.ca.gov>

## Pacific Grove Unified School District

Instruction

Regulation #6158

### INDEPENDENT STUDY PROGRAM

Mandated Regulation

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

The District shall not provide independent study students and their parents/-guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3) Providing access to connectivity and District-owned devices adequate to participate in an independent study program and complete assigned work shall not be considered funds or other things of value in this regard. (Education Code 51747.3)

#### Definitions

For the purposes of this Administrative Regulation 6158, the following definitions apply:

"Live interaction" means interaction between the student and District classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

"Student-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement or the written learning agreement.

"Synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student.

#### Eligibility

No student shall be required to participate in independent study. (Education Code 51747)

Students enrolling in independent study must be residents of the local county or an adjacent county. (Education Code 51747.3)

Full-time independent study shall not be available to students whose District residency status is based on their parent/guardian's employment within District boundaries pursuant to Education Code 48204. (Education Code 51747.3)

No individual with disabilities, as defined in Education Code 56026, may participate in independent study unless his/her Individualized Education Program specifically provides for such participation. (Education Code 51745)

No temporarily disabled student may receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

~~\*\*\*Note: AB 1736 (Ch. 461, Statutes of 1998) amended Education Code 51745 to provide that pregnant/parenting students will not be counted within the 10% cap on the number of students enrolled in an opportunity school/program or a continuation high school who may participate in independent study.\*\*\*~~

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Revised: 1999, Revised July 29, 2021

CSBA: 2/99

## Pacific Grove Unified School District

Instruction

Regulation #6158

### INDEPENDENT STUDY PROGRAM

Mandated Regulation

For the 2020-2021 school year, students whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the student, may enroll in independent study for individualized study. (Education Code 51745)

No more than 10% of the students enrolled in a continuation high school or opportunity school or program, not including pregnant and parenting students who are primary caregivers for one or more of their children, may be in independent study at any given time. (Education Code 51745)

~~\*\*\*Note: Education Code 46300.1 provides that no District may receive apportionments pursuant to Education Code 42238 for independent study by students age 21 or older, or by students 19 or older who have not been continuously enrolled in grades K-12 since their 18th birthday. Under Education Code 46300.4, however, these students are eligible for independent study through the adult education program; see BP/AR 6200 — Adult Education.\*\*\*~~

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study through the adult education program. (~~EC~~ Education Code 46300.1)

## Pacific Grove Unified School District

Instruction

Regulation #6158

### INDEPENDENT STUDY PROGRAM

Mandated Regulation

#### Criteria for Participation

~~\*\*\*Note: The following optional section is recommended in the CDE's Independent Study Operations Manual and may be revised as desired to reflect District practice.\*\*\*~~

Students who are interested in independent study should contact their school principal. Approval for participation shall be based on the following criteria:

1. Evidence that the student will work independently to complete the program
2. Availability of experienced certificated staff with adequate time to supervise the student effectively

#### Written Agreements ~~and Assignments~~

~~\*\*\*Note: Education Code 51747 mandates that the District's policy provide for a written independent study agreement which contains the following components. Definitions for some of the terms used in the following list are provided in 5 CCR 11700.\*\*\*~~

The written independent study agreement for each participating student shall include, but not be limited to, all of the following: (Education Code 51747)

1. The manner, frequency, time and place for submitting the student's assignments, ~~and for reporting his/her progress, and for communicating with a student's parent or guardian regarding a student's academic progress.~~
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and personnel, that will be made available to the student. ~~These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.~~

~~\*\*\*Note: Pursuant to 5 CCR 11700, "specific resources" may not be construed to exclude resources normally available to all students on the same terms that they are normally available to all students.\*\*\*~~

4. The District's independent study policy describing the maximum length of time allowed between an assignment and its completion, ~~the level of satisfactory educational progress,~~ and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.

~~\*\*\*Note: Districts that operate on a trimester system should limit the terms of an independent study agreement to one trimester.\*\*\*~~

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English

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CSBA: 2/99



## Pacific Grove Unified School District

Instruction

Regulation #6158

### INDEPENDENT STUDY PROGRAM

Mandated Regulation

learners, individuals with exceptional needs in order to be consistent with the student's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.

87. A statement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917, the agreement shall also include the statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.

The curriculum and methods of study specified in the written agreement shall be consistent with the Governing Board's policies, administrative regulations and procedures for curriculum and instruction. (5 CCR 11702)

~~\*\*\*Note: The following paragraph is not required by law, but is recommended by the CDE as an important component of an independent study agreement.\*\*\*~~

The agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and supervising teacher.

Before beginning the independent study, each written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student under 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747)

~~\*\*\*Note: Education Code 46300.7 states that no apportionments shall be received for a student in independent study unless the District receives written permission from the parent/guardian, before the independent study begins, specifying the actual dates of participation, methods of study and evaluation, and resources to be made available for the student's independent study. Since all of these components are included in the above agreement which the parent/guardian must sign, it is suggested that the agreement simply state, next to the parent/guardian's signature, that he/she grants permission for the student's independent study as specified in the agreement.\*\*\*~~

The agreement shall state that the parent/guardian's signature confers his/her permission for the student's independent study as specified in the agreement.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied. (Education Code 51747)

Either an original or an electronic file of the original document is allowable documentation for auditing purposes. (Education Code 51747)

### Curriculum and Assignments

## Pacific Grove Unified School District

Instruction

Regulation #6158

### INDEPENDENT STUDY PROGRAM

Mandated Regulation

The independent study program shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code 51747)

The independent study program lasting 15 schooldays or more in a school year shall provide opportunities for either or both daily synchronous instruction throughout the school year for all students.

1. For students in transitional kindergarten, kindergarten, and grades 1 to 3, inclusive, opportunities for daily synchronous instruction
2. For students in grades 4 to 8, inclusive, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9 to 12, inclusive, opportunities for at least weekly synchronous instruction

(Education Code 51747)

#### Student Rights and Responsibilities

~~\*\*\*Note:—The following optional section contains recommendations from the CDE's Independent Study Operations Manual.\*\*\*~~

~~Students participating in independent study for 15 schooldays or more in a school year shall have the right, continuously, to enter or return to the regular classroom mode of instruction. Requests to return to the regular classroom mode of instruction shall be honored within five (5) instructional days of the request. (Education Code 51747)~~

~~\*\*\*Note:—According to the CDE, the terms "tardiness" and "truancy" do not apply to independent study students.\*\*\*~~

## Pacific Grove Unified School District

Instruction

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### INDEPENDENT STUDY PROGRAM

Mandated Regulation

Independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as tardy or truant. However, the independent study administrator shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian, as appropriate
2. A special meeting between the student and the teacher and/or counselor
3. A meeting between the student and the administrator, including the parent/ guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

If an independent study student who is participating in an independent study program for 15 schooldays or more in a school year has not generated attendance for more than three school days or 60 percent of the instructional days in a school week, or is in violation of the independent study written agreement, the District must:

1. Verify current contact information for each enrolled student
2. Notify the parent or guardian of lack of participation within one school day of the absence or lack of participation
3. Plan for outreach from the District to determine student needs, including connection with health and social services as necessary
4. Conduct a student-parent-educator conference to review student's written agreement, and reconsider the independent study program's impact on the student's achievement and well-being.

When the student has not met the level of satisfactory educational progress and has missed the number of assignments specified in Board policy as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation which may result in termination of the independent study agreement, with the student's return to a regular classroom or alternative instructional program.

Satisfactory educational progress is determined using the following indicators:

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and student engagement
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher

(Education Code 51747, 52060)

#### Administration of Independent Study

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code EC-51747.5)

The District must document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a schoolday shall be documented as nonparticipatory for that schoolday. (Education Code 51747.5)

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## Pacific Grove Unified School District

Instruction

Regulation #6158

### INDEPENDENT STUDY PROGRAM

Mandated Regulation

The District must maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (Education Code 51747.5)

Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records assessing time value of work or evidence that an instructional activity occurred may be maintained as an electronic file. (Education Code 51747)

~~\*\*\*Note:—The following optional material contains recommendations from the CDE's Independent Study Operations Manual.\*\*\*~~

The responsibilities of the independent study administrator shall be to:

1. Ensure that the District's independent study option is operated in accordance with law, Board policy and administrative regulation
2. Approve the participation of students requesting independent study for a period exceeding five school days
3. Facilitate the completion of independent study written agreements
4. Approve all credits earned through independent study supervised at a location apart from the student's regular school and forward the information to the appropriate staff so that the information becomes part of the student's record
5. Authorize the selection of staff who are assigned to supervise independent study
6. Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator
7. Complete or coordinate the preparation of all necessary records and reports
8. Establish and maintain in a systematic manner all records required by law, Board policy and administrative regulation
9. Monitor enrollment in independent study to stay within prescribed limits and to maximize income to the District without compromising the educational quality of independent study
10. Develop and manage the budget for independent study
11. Obtain and maintain current information and skills required for the operation of an independent study strategy that meets established standards for the District's educational programs
12. Prepare and submit reports as required by the Board or Superintendent
13. Assure a smooth transition into and out of the independent study mode of instruction

### Supervising Teachers

~~\*\*\*Note:—The following optional section contains recommendations from the CDE's Independent Study Operations Manual.\*\*\*~~

The independent study administrator shall approve the assignment of any teachers who directly supervise independent study on a regular basis. The principal may recommend teachers or students for independent study. The teacher may be the student's regular classroom teacher, particularly for elementary students.

Independent study teachers shall:

## Pacific Grove Unified School District

Instruction

Regulation #6158

### INDEPENDENT STUDY PROGRAM

Mandated Regulation

1. Complete designated portions of the written agreement and add additional information to the written agreement when appropriate
2. Supervise and approve coursework
3. Design all lesson plans
4. Write the assignments for students
5. Assess all student work
6. Personally judge the time value of assigned work or work products completed and submitted by the student
7. Select and save with each agreement representative samples of the student's completed and evaluated assignments on not less than a monthly basis, preferably biweekly
8. Sign and complete the agreement when the student has reached his/her objectives or the agreement is terminated
9. Maintain any required records and files on a current basis

When appropriate, independent study teachers shall determine and assign grades or other approved measures of achievement.

#### Records

District records shall identify all students participating in independent study and shall specify the grade level, program placement and school in which each of these students is enrolled. (Education Code 51748)

Each school shall maintain records for the students at that school.

Records shall be maintained for audit purposes and shall include the following: (5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and procedures related to independent study
2. A separate listing of the students and adult education students, by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed by students in grades K-8 and identifying course credits attempted by and awarded to students in grades 9-12 and in adult education, as specified in their written agreements
3. A file of all agreements, with representative samples of each student's or adult education student's work products bearing signed or initialed and dated notations by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher
4. A daily or hourly attendance register, as appropriate to the program in which the students or adult education students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student or adult education work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

\*\*\*Note: [The following paragraph is optional.](#)\*\*\*

The District also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

# Pacific Grove Unified School District

Instruction

Regulation #6158

## INDEPENDENT STUDY PROGRAM

Mandated Regulation

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

The District shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3) Providing access to connectivity and District-owned devices adequate to participate in an independent study program and complete assigned work shall not be considered funds or other things of value in this regard. (Education Code 51747.3)

### Definitions

For the purposes of this Administrative Regulation 6158, the following definitions apply:

“Live interaction” means interaction between the student and District classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

“Student-parent-educator conference” means a meeting involving, at a minimum, all parties who signed the student’s written independent study agreement or the written learning agreement.

“Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student.

### Eligibility

No student shall be required to participate in independent study. (Education Code 51747)

Students enrolling in independent study must be residents of the local county or an adjacent county. (Education Code 51747.3)

Full-time independent study shall not be available to students whose District residency status is based on their parent/guardian’s employment within District boundaries pursuant to Education Code 48204. (Education Code 51747.3)

No individual with disabilities, as defined in Education Code 56026, may participate in independent study unless his/her Individualized Education Program specifically provides for such participation. (Education Code 51745)

No temporarily disabled student may receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

**Pacific Grove Unified School District**

Instruction

Regulation #6158

**INDEPENDENT STUDY PROGRAM**

Mandated Regulation

For the 2020-2021 school year, students whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the student, may enroll in independent study for individualized study. (Education Code 51745)

No more than 10% of the students enrolled in a continuation high school or opportunity school or program, not including pregnant and parenting students who are primary caregivers for one or more of their children, may be in independent study at any given time. (Education Code 51745)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study through the adult education program. (Education Code 46300.1)

**Criteria for Participation**

Students who are interested in independent study should contact their school principal. Approval for participation shall be based on the following criteria:

1. Evidence that the student will work independently to complete the program
2. Availability of experienced certificated staff with adequate time to supervise the student effectively

**Written Agreements**

The written independent study agreement for each participating student shall include, but not be limited to, all of the following: (Education Code 51747)

1. The manner, frequency, time and place for submitting the student's assignments, for reporting his/her progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and personnel, that will be made available to the student. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. The District's independent study policy describing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English

# Pacific Grove Unified School District

Instruction

Regulation #6158

## INDEPENDENT STUDY PROGRAM

Mandated Regulation

learners, individuals with exceptional needs in order to be consistent with the student's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.

8. A statement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917, the agreement shall also include the statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.

The curriculum and methods of study specified in the written agreement shall be consistent with the Governing Board's policies, administrative regulations and procedures for curriculum and instruction. (5 CCR 11702)

The agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and supervising teacher.

Before beginning the independent study, each written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student under 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747)

The agreement shall state that the parent/guardian's signature confers his/her permission for the student's independent study as specified in the agreement.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied. (Education Code 51747)

Either an original or an electronic file of the original document is allowable documentation for auditing purposes. (Education Code 51747)

### Curriculum and Assignments

The independent study program shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)



# Pacific Grove Unified School District

Instruction

Regulation #6158

## INDEPENDENT STUDY PROGRAM

Mandated Regulation

The independent study program lasting 15 schooldays or more in a school year shall provide opportunities for either or both daily synchronous instruction throughout the school year for all students.

1. For students in transitional kindergarten, kindergarten, and grades 1 to 3, inclusive, opportunities for daily synchronous instruction
2. For students in grades 4 to 8, inclusive, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9 to 12, inclusive, opportunities for at least weekly synchronous instruction

(Education Code 51747)

### Student Rights and Responsibilities

Students participating in independent study for 15 schooldays or more in a school year shall have the right, continuously, to enter or return to the regular classroom mode of instruction. Requests to return to the regular classroom mode of instruction shall be honored within five (5) instructional days of the request. (Education Code 51747)

Independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as tardy or truant. However, the independent study administrator shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian, as appropriate
2. A special meeting between the student and the teacher and/or counselor
3. A meeting between the student and the administrator, including the parent/ guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

If an independent study student who is participating in an independent study program for 15 schooldays or more in a school year has not generated attendance for more than three school days or 60 percent of the instructional days in a school week, or is in violation of the independent study written agreement, the District must:

1. Verify current contact information for each enrolled student
2. Notify the parent or guardian of lack of participation within one school day of the absence or lack of participation
3. Plan for outreach from the District to determine student needs, including connection with health and social services as necessary
4. Conduct a student-parent-educator conference to review student's written agreement, and reconsider the independent study program's impact on the student's achievement and well-being.

When the student has not met the level of satisfactory educational progress and has missed the number of assignments specified in Board policy as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation which may result in termination of the independent study agreement, with the student's return to a regular classroom or alternative instructional program.

# Pacific Grove Unified School District

Instruction

Regulation #6158

## INDEPENDENT STUDY PROGRAM

Mandated Regulation

Satisfactory educational progress is determined using the following indicators:

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and student engagement
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher

(Education Code 51747, 52060)

### Administration of Independent Study

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

The District must document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a schoolday shall be documented as nonparticipatory for that schoolday. (Education Code 51747.5)

The District must maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (Education Code 51747.5)

Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records assessing time value of work or evidence that an instructional activity occurred may be maintained as an electronic file. (Education Code 51747)

The responsibilities of the independent study administrator shall be to:

1. Ensure that the District's independent study option is operated in accordance with law, Board policy and administrative regulation
2. Approve the participation of students requesting independent study for a period exceeding five school days
3. Facilitate the completion of independent study written agreements
4. Approve all credits earned through independent study supervised at a location apart from the student's regular school and forward the information to the appropriate staff so that the information becomes part of the student's record
5. Authorize the selection of staff who are assigned to supervise independent study
6. Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator
7. Complete or coordinate the preparation of all necessary records and reports
8. Establish and maintain in a systematic manner all records required by law, Board policy and administrative regulation

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## INDEPENDENT STUDY PROGRAM

Mandated Regulation

9. Monitor enrollment in independent study to stay within prescribed limits and to maximize income to the District without compromising the educational quality of independent study
10. Develop and manage the budget for independent study
11. Obtain and maintain current information and skills required for the operation of an independent study strategy that meets established standards for the District's educational programs
12. Prepare and submit reports as required by the Board or Superintendent
13. Assure a smooth transition into and out of the independent study mode of instruction

### Supervising Teachers

The independent study administrator shall approve the assignment of any teachers who directly supervise independent study on a regular basis. The principal may recommend teachers or students for independent study. The teacher may be the student's regular classroom teacher, particularly for elementary students.

Independent study teachers shall:

1. Complete designated portions of the written agreement and add additional information to the written agreement when appropriate
2. Supervise and approve coursework
3. Design all lesson plans
4. Write the assignments for students
5. Assess all student work
6. Personally judge the time value of assigned work or work products completed and submitted by the student
7. Select and save with each agreement representative samples of the student's completed and evaluated assignments on not less than a monthly basis, preferably biweekly
8. Sign and complete the agreement when the student has reached his/her objectives or the agreement is terminated
9. Maintain any required records and files on a current basis

When appropriate, independent study teachers shall determine and assign grades or other approved measures of achievement.

### Records

District records shall identify all students participating in independent study and shall specify the grade level, program placement and school in which each of these students is enrolled. (Education Code 51748)

Each school shall maintain records for the students at that school.

Records shall be maintained for audit purposes and shall include the following: (5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and procedures related to independent study

# Pacific Grove Unified School District

Instruction

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## INDEPENDENT STUDY PROGRAM

Mandated Regulation

2. A separate listing of the students and adult education students, by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed by students in grades K-8 and identifying course credits attempted by and awarded to students in grades 9-12 and in adult education, as specified in their written agreements
3. A file of all agreements, with representative samples of each student's or adult education student's work products bearing signed or initialed and dated notations by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher
4. A daily or hourly attendance register, as appropriate to the program in which the students or adult education students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student or adult education work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

The District also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

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|---|---|
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| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input checked="" type="checkbox"/> Action/Discussion |
| <input checked="" type="checkbox"/> Credibility and Communication             | <input type="checkbox"/> Information/Discussion       |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity        | <input type="checkbox"/> Public Hearing               |
- 

**SUBJECT:** Consideration of Adoption of Board Policy 6158.1 Regarding Independent Study for 2021-2022

**DATE:** July 29, 2021

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The District Administration recommends that the Board review adopt Board Policy 6158.1 regarding Independent Study for 2021-2022.

**INFORMATION:**

The Legislature recently passed AB 130, which provides for changes to the requirements for Independent Study for the 2021-2022 school year and some changes that are ongoing. The 2021-2022 changes are contained in Board Policy 6158.1. The new policy was reviewed by legal counsel. Education Code section 51747 (a) and (b), 5 CCR 11701

**FISCAL IMPACT:**

No fiscal impact.

**Pacific Grove Unified School District**

Instruction

Policy #6158.1

**INDEPENDENT STUDY FOR 2021-22 SCHOOL YEAR**

The Board currently authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. (cf. 6158 – Independent Study Program.) With the enactment of Assembly Bill No. 130 (Ch. 44, Stats. 2021, hereafter “AB 130”) on July 9, 2021, school districts and county offices of education are required to offer independent study for the 2021-2022 school year, with limited exceptions.

Alternatively, school districts may meet this requirement by contracting with a county office of education or by entering into an interdistrict transfer agreement with another school district pursuant to Education Code section 46600. The Board will implement the latter option by entering into an interdistrict transfer agreement with another school district pursuant to Education Code section 46600. Accordingly, all independent study programs for Pacific Grove Unified School District pupils will be provided through an interdistrict transfer agreement, except that the District may approve and implement short-term independent study contracts during 2021-2022 per BP/AR 6158.

AB 130 also amended Education Code section 51747, which previously provided that a local education agency must adopt and implement certain written policies in order to be eligible to receive apportionments for independent study. As amended, Education Code section 51747 includes additional written policies pertaining either to the 2021-2022 school year only or all school years going forward. The ongoing changes are addressed in Board Policy (“BP”) and Administrative Regulation (“AR”) 6158.

This policy expires at the end of the 2021-2022 school year.

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| <input checked="" type="checkbox"/> Credibility and Communication             | <input type="checkbox"/> Information/Discussion       |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity        | <input type="checkbox"/> Public Hearing               |
- 

**SUBJECT:** Consideration of Adoption of Revisions to Board Policy 0470 COVID-19 Mitigation Plan

**DATE:** July 29, 2021

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the revisions to Board Policy 0470 COVID-19 Mitigation Plan.

**INFORMATION:**

Changes recommended by legal counsel include:

- Updated to reflect current CDPH guidance
- Updated to reflect current COVID leaves
- Updated to reflect current District practices

**FISCAL IMPACT:**

No fiscal impact.

## Pacific Grove Unified School District

Mission and Goals

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**COVID-19 MITIGATION PLAN**

The following policy establishes actions that will be taken by the Pacific Grove Unified School District (PGUSD) to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing PGUSD policies or administrative regulations until the Pacific Grove Board of Education (Board) determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the order shall govern.

*(cf. 2210 - Administrative Discretion Regarding Board Policy)*  
*(cf. 5141.22 - Infectious Diseases)*  
*(cf. 9310 - Board Policies, Bylaws and Regulations)*

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

The Board recognizes that students and staff have the right to a safe campus that protects their physical and psychological health and well-being. School campuses shall only be open when deemed safe for in-person instruction. The Board's decision, with the advice of the Monterey County Superintendent of Schools (County Superintendent), and the Pacific Grove Unified School District Superintendent, to reopen school campuses for classes, before or after school programs, child care centers, and/or preschool programs shall be made in consultation with state and local health officials, and neighboring school districts. PGUSD shall evaluate its capacity to implement safety precautions and to conduct full or partial school operations, and shall consider student, parent/guardian, and community input.

*(cf. 0400 - Comprehensive Plans)*  
*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

Prior to the return to on-campus teaching and learning, the PGUSD Superintendent or designee should provide current information to students, parents/guardians, and staff about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The PGUSD Superintendent or designee should also provide information on the processes and protocols the PGUSD will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.

*(cf. 4131 - Staff Development)*  
*(cf. 4331 - Staff Development)*  
*(cf. 6020 - Parent Involvement)*

**Student Support**

The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, the economic crisis, the loss of school-based relationships, and disruptions in student learning,



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**COVID-19 MITIGATION PLAN**

impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.

As school campuses reopen, the Board would expect the staff to provide a caring and nurturing educational environment for students. PGUSD may also provide instruction on social-emotional well-being to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.

*(cf. 6142.8 - Comprehensive Health Education)*

The staff should also pay careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be available to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.

*(cf. 5141.52 - Suicide Prevention)*

*(cf. 6164.5 - Student Success Teams)*

As needed, the staff may see the need to provide referrals of students and families to basic needs assistance or social services, and may assess students for eligibility for the free and reduced-price meal program or assistance under the McKinney-Vento Homeless Assistance Act.

*(cf. 6173 - Education for Homeless Children)*

The PGUSD Superintendent or designee should ensure that the staff understands its obligations as mandated reporters to report suspected child abuse or neglect, regardless of whether the student is on campus or participating in distance learning.

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

The PGUSD Superintendent or designee is encouraged to provide information to staff and parents/guardians regarding how to provide mental health support to students. The PGUSD Superintendent or designee should consider providing counseling resources to staff who are experiencing emotional difficulties as a result of COVID-19.

**Instruction/Schedules**

PGUSD may consider offering a combination of on-campus instruction and distance learning to meet the needs of all students.

*(cf. 6158 - Independent Study)*

The PGUSD Superintendent and District Office administrative staff will work with school principals, teachers, other staff, students, and parents/guardians to establish schedules of on-campus instruction for each school and program. If all students cannot attend on-campus instruction for the entire school

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day due to space limitations as a result of social distancing requirements, the Superintendent or designee may consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.

*(cf. 6112 - School Day)*

Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, PGUSD shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.

*(cf. 6173.1 - Education for Foster Youth)*

On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.

For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based distance learning platforms and/or the district may supplement on-campus instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.

Appropriate training shall be offered to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.

#### Evaluation of Academic Progress Following Campus Closure

Upon return to on-campus instruction following an extended campus closure, the teachers should evaluate the impact of the campus closure on students' academic progress. Such evaluation may:

1. Address student-specific needs arising from the transition back into on-campus instruction
2. Consider whether or not a student has experienced a regression of skills and/or lack of progress
3. If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services.

*(cf. 6179 - Supplemental Instruction)*

For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Director of Student Services and of Special Education may prioritize urgent student need in scheduling initial and triennial assessments and annual IEP meetings. The Director of Special Education should ensure PGUSD compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order.

*(cf. 6159 - Individualized Education Program)*

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**COVID-19 MITIGATION PLAN***(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)**(cf. 6164.6 - Identification and Education Under Section 504)***Grading**

For each grading period, student progress shall be reported in accordance with BP/AR 5121 - Grades/Evaluation of Student Achievement. However, in the event that school campuses are closed for an extended period of time during any grading period, the Board may, upon recommendation by the PGUSD Superintendent or designee, adopt one or more alternative grading policies which may vary by grade level or type of course. Options for such grading include, but are not limited to:

1. Assignment of final grades based on the student's grades when the campus shutdown occurred, with opportunities to increase the final grade based on progress through distance learning or other assignments and assessments
2. Assignment of pass/no pass grades for all courses
3. Grading based on students' understanding of applicable course content through assessments, projects, portfolios, or other appropriate means.

*(cf. 5121 - Grades/Evaluation of Student Achievement)***Health Screening of Students**

To the extent feasible, students shall be screened for COVID-19 symptoms before boarding a school bus and/or upon arrival at school each day. The Superintendent or designee should work with local health officials to determine the appropriate means of screening, which may include temperature checks with a no-touch thermometer.

If the screening indicates a fever or other COVID-19 symptoms, or if the student exhibits symptoms at any time during the school day, the student shall be placed in a supervised isolation area until the student's parent/guardian is contacted and the student can be transported home or to a healthcare facility. School staff may provide the parent/guardian with referrals to school or community health centers for further testing.

*(cf. 5141.3 - Health Examinations)***Student Absence and Attendance**

The Board recognizes that COVID-19 will continue to impact the attendance of students following the reopening of school campuses. The Superintendent or designee will be expected to notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives so as to curtail the spread of the disease.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. [Education Code (EC) 49451; Health and Safety Code 120230; 5 California Code of Regulations (CCR) 202]

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Students who are identified as being in a high-risk population for serious complications from COVID-19 because of a medical condition may request assessment and accommodations under Section 504 and/or an alternative instructional method that allows the student to continue receiving instruction off campus.

Pursuant to EC 48205, student absences due to illness or quarantine are considered excused absences. 5 CCR 306 authorizes the school to require a satisfactory explanation from a student's parent/guardian whenever the student is absent. Pursuant to 5 CCR 421, the Board may adopt policy or a resolution establishing reasonable methods for verifying student absences, and absences due to illness or quarantine may be verified by a school or public health nurse, Attendance Coordinator, physician, principal, teacher, or other qualified PGUSD employee assigned to make such verification. See AR 5113 - Absences and Excuses for verification methods authorized by the PGUSD.

When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted, but is not required.

*(cf. 5113 - Absences and Excuses)*

If a student would otherwise be required to attend on-campus instruction but is kept home by the parents/guardians due to concerns for the welfare of their child, ~~the principal or designee shall work with the student and parent/guardian to find alternative means of instruction, which may include distance or blended learning,~~ independent study will be available pursuant to AB 130, ~~printed class assignments, or other reasonable means.~~

*(cf. 6154 - Homework/Makeup Work)*

~~Pursuant to the Governor's Executive Order N-26-20, county offices are not penalized for failure to offer regular school days when campuses are closed due to COVID-19. Although PGUSD is not required to record daily attendance for apportionment purposes when campuses are closed, California Department of Education's (CDE) FAQs for 2019 Novel Coronavirus encourage PGUSD to track participation and engagement in distance learning at such times.~~ As campuses reopen, PGUSD will follow state guidance, when issued, pertaining to attendance accounting.

The Director of Curriculum/Special Projects and the Assistant Superintendent Business Services are required to maintain enrollment and student attendance data, including the participation of students in distance learning, and shall report data in accordance with state requirements.

The PGUSD employee designated as the Attendance Coordinator pursuant to EC 48240 shall track patterns of student absence throughout the district and regularly report such information to the Superintendent. When a student who is participating in distance learning repeatedly fails to check in with the teacher when required, the teacher and/or Attendance Coordinator shall attempt to contact the student or parent/guardian to resolve the issues leading to the absence.

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 5113.11 - Attendance Supervision)*

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## Social Distancing

Public health officials from the California Department of Public Health (CDPH), CDC, and World Health Organization (WHO) recommend social distancing to help stop or slow the spread of COVID-19. Social distancing requires creating physical space between individuals and minimizing the size and number of gatherings as much as possible. ~~It is generally recommended that space between individuals be at least six feet whenever possible.~~ PGUSD will ensure social distancing in compliance with CDPH guidance.

In order to maintain a campus environment that allows for social distancing, the PGUSD should assess the capacity of school facilities, including classrooms, cafeterias, multi-purpose rooms, gyms, and outdoor areas, and determine the means by which the facilities can best be utilized considering space and time alternatives. To the extent reasonably possible, the PGUSD may:

1. Within classrooms, space desks at the distance required by the CDPH least six feet apart and position them in a way that limits students facing each other.
2. Stagger students in areas of high traffic, such as when students are lining up for class, or passing between classes.
3. Mark ~~six-foot~~ boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so that students and staff are more readily aware of and can more easily abide by social distancing requirements.
4. Utilize restroom stalls and sinks in a manner that allows for social distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking ~~six-foot~~ boundaries.
5. Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries.
6. Conduct recess and physical education classes in a manner that allows for social distancing and minimizes the use of physical education equipment.
7. Assess the capacity of school buses and develop a plan for bus routes and bus seating consistent with social distancing objectives. ~~Bus seating arrangements may be established to meet the six-foot social distancing objectives, such as (1) seating one student to a bench on both sides of the bus, skipping every other row, and (2) seating one student to a bench, alternating rows on each side to create a zigzag pattern.~~ Seats that must be left vacant should be marked or blocked.

(*cf.* 3540 - *Transportation*)

(*cf.* 3543 - *Transportation Safety and Emergencies*)

8. Encourage students to walk, bicycle, or travel by private vehicle to reduce the number of students traveling on school buses. Schools may provide designated areas with proper distancing for bicycles to be stored during the school day, and may mark spaces for private vehicle drop-off and pick-up zones.

(*cf.* 5142.2 - *Safe Routes to School Program*)

Large gatherings, such as assemblies, rallies, field trips, extracurricular activities, and athletic events, shall be ~~suspended until~~ in compliance with guidance from state and local health officials indicate that

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**COVID-19 MITIGATION PLAN**

it is safe to resume such activities. The Superintendent or designee may grant an exception if an activity can be arranged to take place in phases or per class, or modified in a manner that would keep participants from violating social distancing recommendations. When deciding whether an activity may resume, the Superintendent or designee may consider the size of the group that participates, the extent to which the students and other attendees have physical contact, whether the activity can be modified to avoid physical contact, if shared equipment is required for the activity, and if social distancing can be maintained.

(*cf. 6145 - Extracurricular and Cocurricular Activities*)

(*cf. 6153 - School-Sponsored Trips*)

**Personal Protective Equipment and Hygiene Practices**

The Board encourages students, staff, and visitors to wear PPE while on school campuses or school buses, especially in high-traffic areas and/or when social distancing is not possible. If the use of PPE in schools is required by state or local health officials, the PGUSD should provide PPE to students and staff who do not bring their own personal PPE. Students and staff shall be provided instruction in the proper use, removal, disposal, and cleaning of PPE.

Face coverings shall not be required for anyone who has trouble breathing or is incapacitated or otherwise unable to remove the covering without assistance. Reasonable accommodations shall be made for anyone who is unable to wear a face covering for medical reasons.

The Board also encourages students and staff to practice good hygiene, such as appropriate covering of coughs and sneezes and regular hand washing of at least 20 seconds, including before eating and after blowing one's nose, coughing, or sneezing. The PGUSD should provide adequate time and opportunity for students to wash hands, and shall make hand sanitizer available in areas where handwashing is less accessible. Signage regarding healthy hygiene practices and how to stop the spread of COVID-19 may be posted in and around school facilities.

**Sanitization of Facilities and Equipment**

School facilities, school buses, and shared equipment such as desks, tables, sports/playground equipment, computers, door handles, light switches, and other frequently used equipment and supplies shall be cleaned and disinfected daily with appropriate cleaning agents. Disinfectants and cleaning agents shall be stored properly and in a manner not accessible to students.

(*cf. 3510 - Green School Operations*)

(*cf. 3514.1 - Hazardous Substances*)

(*cf. 4157/4257/4357 - Employee Safety*)

The Superintendent or designee should ensure that ventilation systems are operating properly and that air flow and ventilation within PGUSD facilities are increased, to the extent possible, by opening windows and doors and using fans and air conditioning. Garbage shall be removed daily and disposed of safely.

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**COVID-19 MITIGATION PLAN****Food Services**

The PGUSD School Nutrition Director should ensure that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition.

(*cf. 3550 - Food Service/Child Nutrition Program*)

For meals that are consumed on school grounds, the PGUSD School Nutrition Director should ensure that students will be able to maintain proper social distancing while eating. In order to do so, the PGUSD Superintendent or designee may consider the consumption of meals in classrooms, gyms, the outdoors, and/or other district grounds.

Meal service shall also be available to students participating in distance learning, which may include and/or entirely consist of a "grab and go" service or delivery.

Due to the changing financial circumstances of many families as a result of COVID-19, the PGUSD School Nutrition Director is expected to regularly provide information to students and parents/guardians regarding the free and reduced-price meal program, eligibility, and how to apply for the program.

(*cf. 3553 - Free and Reduced Price Meals*)

**Staff**

Prior to reopening campuses, the PGUSD Superintendent and Director of Human Resources should review staff assignments and, upon request, may reassign employees if feasible to reduce exposure to the virus, especially for high-risk staff. ~~When feasible for the position, employees may be granted a remote work assignment. The Director of Human Resources will process requests for reasonable accommodations in compliance with policies and applicable law.~~

(*cf. 4030 - Nondiscrimination in Employment*)  
(*cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment*)

In the event that employees are unable to perform their duties due to partial or full closure of campuses, the employees shall be compensated as permitted by law.

Any employee who contracts the virus, shows symptoms of possible infection, or is caring for someone who has been diagnosed with the virus shall self-quarantine for the period of time recommended by health authorities in order to prevent the spread of the disease to students or other staff.

An employee may use personal illness and injury leave and/or family care and medical leave, as applicable, if the employee is unable to work ~~or telework~~ because the employee is ill or needs to take care of a spouse, parent/guardian, or child with COVID-19 or other serious health condition. [EC 44978, 45191; Government Code (GC) 12945.1-12945.2; Labor Code 245-249; 29 United States Code

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**COVID-19 MITIGATION PLAN**

(USC) 2601-2654]

*(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)**(cf. 4261.1 - Personal Illness/Injury Leave)*

~~Until December 31, 2020, an eligible employee may take paid sick leave for up to 80 hours, or the number of hours that a part-time employee works on average over a two-week period, if the employee is unable to work or telework because the employee is: [29 USC 2601]~~

- ~~1. Subject to a federal, state, or local quarantine or isolation order related to COVID-19~~
- ~~2. Advised by a health care provider to self-quarantine due to concerns related to COVID-19~~
- ~~3. Experiencing symptoms of COVID-19 and seeking a medical diagnosis~~
- ~~4. Caring for an individual who is subject to a federal, state, or local quarantine or isolation order or has been advised by a health care provider to self-quarantine~~
- ~~5. Caring for the employee's child whose school or child care provider is closed or unavailable for reasons related to COVID-19~~
- ~~6. Experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services.~~

~~Employees are eligible to be paid their regular rate of pay for leave taken pursuant to items #1-3 above, or two-thirds their regular rate of pay for leave taken pursuant to items #4-6 above, within the limits specified in law. [29 USC 2601]~~

~~For the purpose specified in item #5 above, eligible employees who have been employed by the PGUSD for at least 30 calendar days shall be granted extended leave for up to 12 work weeks upon request. The first 10 days of such leave shall be unpaid unless the employee uses accrued vacation leave, personal leave, sick leave, or paid sick leave granted pursuant to 29 USC 2601. After the first 10 days, the PGUSD shall pay not less than two-thirds of the employee's regular pay for the number of hours per week the employee normally works, with a maximum of \$200 per day and \$10,000 for the total period. Eligibility for extended leave for this purpose is subject to the employee's eligibility for leave pursuant to the Family and Medical Leave Act (FMLA). [29 USC 2601, 2620]~~

~~The PGUSD is required to post, in conspicuous places where employee notices are customarily posted, a notice prepared by the U.S. Department of Labor (DOL) regarding the requirements of 29 USC 2601 and 2620. [29 USC 2601]~~

~~Supplemental paid sick leave for reasons related to COVID-19 shall be provided in compliance with Senate Bill (SB) 95 until September 30, 2021, unless extended by the Legislature.~~

**Follow-Up with Infected Persons/Contact Tracing**

The PGUSD Superintendent or designee shall work with county health officials to track confirmed cases of students and staff with COVID-19, including, but not limited to, following up with students, their parents/guardians, and staff who exhibit symptoms while at school and those who report an absence or miss work due to illness. The PGUSD Superintendent or designee shall report confirmed cases to local health authorities [as required by law](#).



## Pacific Grove Unified School District

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**COVID-19 MITIGATION PLAN**

If a student, family member of a student, or staff member has tested positive for COVID-19, the district shall assist local health officials in conducting contact-tracing to identify potentially exposed individuals and ask them to self-quarantine, which may include not participating in on-campus instruction. While maintaining the privacy of the infected person, the district shall inform other students and staff with whom the infected person may have had contact in school.

**Nondiscrimination**

The Board prohibits discrimination based on actual or perceived medical condition or disability status. [GC 11135]

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff should be informed not to disclose confidential or privileged information, including the medical history or health information of students and staff. [EC 49450]

The Director Human Resources should investigate any reports of harassment, intimidation, and bullying targeted at any student based on COVID status, exposure, or high-risk status.

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

**Community Relations**

The PGUSD Superintendent or designee is encouraged to use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding PGUSD operations, school schedules, and steps the PGUSD is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

*(cf. 1100 - Communication with the Public)*

*(cf. 1112 - Media Relations)*

*(cf. 9010 - Public Statements)*

The PGUSD should continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that PGUSD operations reflect current recommendations and best practices for keeping students, staff, and visitors safe during the COVID-19 state of emergency. The PGUSD Superintendent or designee should keep informed about resources and services available in the community to assist students and families in need.

While the Board recognizes the rights of parents/guardians to participate in the education of their children and the critical importance of parental involvement in the educational process, all visitors and

## Pacific Grove Unified School District

Mission and Goals

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**COVID-19 MITIGATION PLAN**

volunteers are encouraged to respect guidelines regarding social distancing and large gatherings. School visitors and volunteers shall be limited in number and expected to observe all PGUSD protocols for COVID-19. PGUSD Superintendent and Director of Facilities in coordination with school site principals may consider placing signage around the school advising that visitors and volunteers may be required to use PPE while on school sites and interacting with school personnel, and may keep a supply of such equipment available for their use.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 1250 - Visitors/Outsiders)*

Use of school facilities by persons or organizations for community purposes involving large gatherings shall be suspended until the PGUSD Superintendent determines consistent with guidance from state and local health officials, that it is safe to resume such activities. The PGUSD Superintendent or designee may only grant an exception if the number of participants in the activity will be limited and the person or organization follows the processes and protocols established by the PGUSD to minimize the health risks associated with COVID-19.

*(cf. 1330 - Use of School Facilities)*

**Potential Reclosure of Campus**

The PGUSD Superintendent or designee should monitor student and staff absences and data provided by local health officials to determine if there is a risk of resurgence of COVID-19 and a need to reclose school campuses for the protection of students, staff, and the community. The PGUSD Superintendent or designee should develop plans and procedures for alternative methods of operations to the extent possible in the event that reclosure becomes necessary.

If any person diagnosed with COVID-19 is known to have been in a PGUSD building(s), the PGUSD Superintendent or designee should immediately notify local health officials to determine a course of action. The building should be closed until cleaning and disinfecting of the building can be completed and the PGUSD can consult with local health officials to determine, based on up-to-date information about the specific cases in the community, whether an extended closure is needed to stop or slow further spread of COVID-19.

If local health officials report that there has been no community transmission of COVID-19, or minimal to moderate transmission in the community, school campuses may not necessarily be closed, but the PGUSD should continue to take all preventative measures described in this policy.

If local health officials report substantial community transmission of COVID-19, campus closures of more than two weeks may be necessary, and the Superintendent or designee should cancel group activities and events during that period. Campuses shall not reopen until recommended by local health officials.

*Legal Reference:*

## Pacific Grove Unified School District

Mission and Goals

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**COVID-19 MITIGATION PLAN***EDUCATION CODE*

44978	<i>Sick leave for certificated employees</i>
45191	<i>Leave of absence for illness and injury, classified employees</i>
48205	<i>Excused absences</i>
48213	<i>Prior parent notification of exclusion; exemption</i>
48240	<i>Supervisors of attendance</i>
49451	<i>Exemption from physical exam; exclusion from attendance</i>

*GOVERNMENT CODE*

11135	<i>Nondiscrimination in programs or activities funded by state</i>
12945.1-12945.2	<i>California Family Rights Act</i>

*HEALTH AND SAFETY CODE*

120230	<i>Exclusion from attendance</i>
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*LABOR CODE*

245-249	<i>Healthy Workplaces, Healthy Families Act of 2014</i>
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*CODE OF REGULATIONS, TITLE 2*

11087-11098	<i>California Family Rights Act</i>
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*CODE OF REGULATIONS, TITLE 5*

202	<i>Exclusion from attendance</i>
306	<i>Explanation of absence</i>
420-421	<i>Record of verification of absence due to illness and other causes</i>

*UNITED STATES CODE, TITLE 29*

2601-2654	<i>Family and Medical Leave Act of 1993, as amended, especially:</i>
2601	<i>Paid sick leave</i>
2620	<i>Public health emergency leave</i>

*UNITED STATES CODE, TITLE 42*

1760	<i>National School Lunch program waivers addressing COVID-19</i>
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*CODE OF FEDERAL REGULATIONS, TITLE 29*

825.100-825.702	<i>Family and Medical Leave Act of 1993</i>
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## Pacific Grove Unified School District

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**COVID-19 MITIGATION PLAN**

The following policy establishes actions that will be taken by the Pacific Grove Unified School District (PGUSD) to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing PGUSD policies or administrative regulations until the Pacific Grove Board of Education (Board) determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the order shall govern.

*(cf. 2210 - Administrative Discretion Regarding Board Policy)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 9310 - Board Policies, Bylaws and Regulations)*

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

The Board recognizes that students and staff have the right to a safe campus that protects their physical and psychological health and well-being. School campuses shall only be open when deemed safe for in-person instruction. The Board's decision, with the advice of the Monterey County Superintendent of Schools (County Superintendent), and the Pacific Grove Unified School District Superintendent, to reopen school campuses for classes, before or after school programs, child care centers, and/or preschool programs shall be made in consultation with state and local health officials, and neighboring school districts. PGUSD shall evaluate its capacity to implement safety precautions and to conduct full or partial school operations, and shall consider student, parent/guardian, and community input.

*(cf. 0400 - Comprehensive Plans)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

Prior to the return to on-campus teaching and learning, the PGUSD Superintendent or designee should provide current information to students, parents/guardians, and staff about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The PGUSD Superintendent or designee should also provide information on the processes and protocols the PGUSD will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.

*(cf. 4131 - Staff Development)*

*(cf. 4331 - Staff Development)*

*(cf. 6020 - Parent Involvement)*

**Student Support**

The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, the economic crisis, the loss of school-based relationships, and disruptions in student learning,

## **COVID-19 MITIGATION PLAN**

impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.

As school campuses reopen, the Board would expect the staff to provide a caring and nurturing educational environment for students. PGUSD may also provide instruction on social-emotional well-being to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.

*(cf. 6142.8 - Comprehensive Health Education)*

The staff should also pay careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be available to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.

*(cf. 5141.52 - Suicide Prevention)*  
*(cf. 6164.5 - Student Success Teams)*

As needed, the staff may see the need to provide referrals of students and families to basic needs assistance or social services, and may assess students for eligibility for the free and reduced-price meal program or assistance under the McKinney-Vento Homeless Assistance Act.

*(cf. 6173 - Education for Homeless Children)*

The PGUSD Superintendent or designee should ensure that the staff understands its obligations as mandated reporters to report suspected child abuse or neglect, regardless of whether the student is on campus or participating in distance learning.

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

The PGUSD Superintendent or designee is encouraged to provide information to staff and parents/guardians regarding how to provide mental health support to students. The PGUSD Superintendent or designee should consider providing counseling resources to staff who are experiencing emotional difficulties as a result of COVID-19.

### [Instruction/Schedules](#)

PGUSD may consider offering a combination of on-campus instruction and distance learning to meet the needs of all students.

*(cf. 6158 - Independent Study)*

The PGUSD Superintendent and District Office administrative staff will work with school principals, teachers, other staff, students, and parents/guardians to establish schedules of on-campus instruction for each school and program. If all students cannot attend on-campus instruction for the entire school

## **COVID-19 MITIGATION PLAN**

day due to space limitations as a result of social distancing requirements, the Superintendent or designee may consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.

*(cf. 6112 - School Day)*

Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, PGUSD shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.

*(cf. 6173.1 - Education for Foster Youth)*

On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.

For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based distance learning platforms and/or the district may supplement on-campus instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.

Appropriate training shall be offered to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.

### **Evaluation of Academic Progress Following Campus Closure**

Upon return to on-campus instruction following an extended campus closure, the teachers should evaluate the impact of the campus closure on students' academic progress. Such evaluation may:

1. Address student-specific needs arising from the transition back into on-campus instruction
2. Consider whether or not a student has experienced a regression of skills and/or lack of progress
3. If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services.

*(cf. 6179 - Supplemental Instruction)*

For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Director of Student Services and of Special Education may prioritize urgent student need in scheduling initial and triennial assessments and annual IEP meetings. The Director of Special Education should ensure PGUSD compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order.

*(cf. 6159 - Individualized Education Program)*

## **COVID-19 MITIGATION PLAN**

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

### Grading

For each grading period, student progress shall be reported in accordance with BP/AR 5121 - Grades/Evaluation of Student Achievement. However, in the event that school campuses are closed for an extended period of time during any grading period, the Board may, upon recommendation by the PGUSD Superintendent or designee, adopt one or more alternative grading policies which may vary by grade level or type of course. Options for such grading include, but are not limited to:

1. Assignment of final grades based on the student's grades when the campus shutdown occurred, with opportunities to increase the final grade based on progress through distance learning or other assignments and assessments
2. Assignment of pass/no pass grades for all courses
3. Grading based on students' understanding of applicable course content through assessments, projects, portfolios, or other appropriate means.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

### Health Screening of Students

To the extent feasible, students shall be screened for COVID-19 symptoms before boarding a school bus and/or upon arrival at school each day. The Superintendent or designee should work with local health officials to determine the appropriate means of screening, which may include temperature checks with a no-touch thermometer.

If the screening indicates a fever or other COVID-19 symptoms, or if the student exhibits symptoms at any time during the school day, the student shall be placed in a supervised isolation area until the student's parent/guardian is contacted and the student can be transported home or to a healthcare facility. School staff may provide the parent/guardian with referrals to school or community health centers for further testing.

*(cf. 5141.3 - Health Examinations)*

### Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students following the reopening of school campuses. The Superintendent or designee will be expected to notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives so as to curtail the spread of the disease.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. [Education Code (EC) 49451; Health and Safety Code 120230; 5 California Code of Regulations (CCR) 202]

## **COVID-19 MITIGATION PLAN**

Students who are identified as being in a high-risk population for serious complications from COVID-19 because of a medical condition may request assessment and accommodations under Section 504 and/or an alternative instructional method that allows the student to continue receiving instruction off campus.

Pursuant to EC 48205, student absences due to illness or quarantine are considered excused absences. 5 CCR 306 authorizes the school to require a satisfactory explanation from a student's parent/guardian whenever the student is absent. Pursuant to 5 CCR 421, the Board may adopt policy or a resolution establishing reasonable methods for verifying student absences, and absences due to illness or quarantine may be verified by a school or public health nurse, Attendance Coordinator, physician, principal, teacher, or other qualified PGUSD employee assigned to make such verification. See AR 5113 - Absences and Excuses for verification methods authorized by the PGUSD.

When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted, but is not required.

*(cf. 5113 - Absences and Excuses)*

If a student would otherwise be required to attend on-campus instruction but is kept home by the parents/guardians due to concerns for the welfare of their child, independent study will be available pursuant to AB 130.

*(cf. 6154 - Homework/Makeup Work)*

As campuses reopen, PGUSD will follow state guidance, when issued, pertaining to attendance accounting.

The Director of Curriculum/Special Projects and the Assistant Superintendent Business Services are required to maintain enrollment and student attendance data, including the participation of students in distance learning, and shall report data in accordance with state requirements.

The PGUSD employee designated as the Attendance Coordinator pursuant to EC 48240 shall track patterns of student absence throughout the district and regularly report such information to the Superintendent. When a student who is participating in distance learning repeatedly fails to check in with the teacher when required, the teacher and/or Attendance Coordinator shall attempt to contact the student or parent/guardian to resolve the issues leading to the absence.

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 5113.11 - Attendance Supervision)*

### **Social Distancing**

Public health officials from the California Department of Public Health (CDPH), CDC, and World Health Organization (WHO) recommend social distancing to help stop or slow the spread of COVID-19. Social distancing requires creating physical space between individuals and minimizing the size and



## COVID-19 MITIGATION PLAN

number of gatherings as much as possible. PGUSD will ensure social distancing in compliance with CDPH guidance.

In order to maintain a campus environment that allows for social distancing, the PGUSD should assess the capacity of school facilities, including classrooms, cafeterias, multi-purpose rooms, gyms, and outdoor areas, and determine the means by which the facilities can best be utilized considering space and time alternatives. To the extent reasonably possible, the PGUSD may:

1. Within classrooms, space desks at the distance required by the CDPH.
2. Stagger students in areas of high traffic, such as when students are lining up for class, or passing between classes.
3. Mark boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so that students and staff are more readily aware of and can more easily abide by social distancing requirements.
4. Utilize restroom stalls and sinks in a manner that allows for social distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking boundaries.
5. Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries.
6. Conduct recess and physical education classes in a manner that allows for social distancing and minimizes the use of physical education equipment.
7. Assess the capacity of school buses and develop a plan for bus routes and bus seating consistent with social distancing objectives. Seats that must be left vacant should be marked or blocked.

(*cf. 3540 - Transportation*)

(*cf. 3543 - Transportation Safety and Emergencies*)

8. Encourage students to walk, bicycle, or travel by private vehicle to reduce the number of students traveling on school buses. Schools may provide designated areas with proper distancing for bicycles to be stored during the school day, and may mark spaces for private vehicle drop-off and pick-up zones.

(*cf. 5142.2 - Safe Routes to School Program*)

Large gatherings, such as assemblies, rallies, field trips, extracurricular activities, and athletic events, shall be in compliance with guidance from state and local health officials indicate that it is safe to resume such activities. The Superintendent or designee may grant an exception if an activity can be arranged to take place in phases or per class, or modified in a manner that would keep participants from violating social distancing recommendations. When deciding whether an activity may resume, the Superintendent or designee may consider the size of the group that participates, the extent to which the students and other attendees have physical contact, whether the activity can be modified to avoid physical contact, if shared equipment is required for the activity, and if social distancing can be maintained.

(*cf. 6145 - Extracurricular and Cocurricular Activities*)

(*cf. 6153 - School-Sponsored Trips*)

## **COVID-19 MITIGATION PLAN**

### **Personal Protective Equipment and Hygiene Practices**

The Board encourages students, staff, and visitors to wear PPE while on school campuses or school buses, especially in high-traffic areas and/or when social distancing is not possible. If the use of PPE in schools is required by state or local health officials, the PGUSD should provide PPE to students and staff who do not bring their own personal PPE. Students and staff shall be provided instruction in the proper use, removal, disposal, and cleaning of PPE.

Face coverings shall not be required for anyone who has trouble breathing or is incapacitated or otherwise unable to remove the covering without assistance. Reasonable accommodations shall be made for anyone who is unable to wear a face covering for medical reasons.

The Board also encourages students and staff to practice good hygiene, such as appropriate covering of coughs and sneezes and regular hand washing of at least 20 seconds, including before eating and after blowing one's nose, coughing, or sneezing. The PGUSD should provide adequate time and opportunity for students to wash hands, and shall make hand sanitizer available in areas where handwashing is less accessible. Signage regarding healthy hygiene practices and how to stop the spread of COVID-19 may be posted in and around school facilities.

### **Sanitization of Facilities and Equipment**

School facilities, school buses, and shared equipment such as desks, tables, sports/playground equipment, computers, door handles, light switches, and other frequently used equipment and supplies shall be cleaned and disinfected daily with appropriate cleaning agents. Disinfectants and cleaning agents shall be stored properly and in a manner not accessible to students.

(*cf.* 3510 - *Green School Operations*)  
(*cf.* 3514.1 - *Hazardous Substances*)  
(*cf.* 4157/4257/4357 - *Employee Safety*)

The Superintendent or designee should ensure that ventilation systems are operating properly and that air flow and ventilation within PGUSD facilities are increased, to the extent possible, by opening windows and doors and using fans and air conditioning. Garbage shall be removed daily and disposed of safely.

### **Food Services**

The PGUSD School Nutrition Director should ensure that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition.

(*cf.* 3550 - *Food Service/Child Nutrition Program*)

For meals that are consumed on school grounds, the PGUSD School Nutrition Director should ensure that students will be able to maintain proper social distancing while eating. In order to do so, the

## COVID-19 MITIGATION PLAN

PGUSD Superintendent or designee may consider the consumption of meals in classrooms, gyms, the outdoors, and/or other district grounds.

Meal service shall also be available to students participating in distance learning, which may include and/or entirely consist of a "grab and go" service or delivery.

Due to the changing financial circumstances of many families as a result of COVID-19, the PGUSD School Nutrition Director is expected to regularly provide information to students and parents/guardians regarding the free and reduced-price meal program, eligibility, and how to apply for the program.

(*cf.* 3553 - *Free and Reduced Price Meals*)

### Staff

Prior to reopening campuses, the PGUSD Superintendent and Director of Human Resources should review staff assignments and, upon request, may reassign employees if feasible to reduce exposure to the virus, especially for high-risk staff. The Director of Human Resources will process requests for reasonable accommodations in compliance with policies and applicable law.

(*cf.* 4030 - *Nondiscrimination in Employment*)  
(*cf.* 4113.4/4213.4/4313.4 - *Temporary Modified/Light-Duty Assignment*)

In the event that employees are unable to perform their duties due to partial or full closure of campuses, the employees shall be compensated as permitted by law.

Any employee who contracts the virus, shows symptoms of possible infection, or is caring for someone who has been diagnosed with the virus shall self-quarantine for the period of time recommended by health authorities in order to prevent the spread of the disease to students or other staff.

An employee may use personal illness and injury leave and/or family care and medical leave, as applicable, if the employee is unable to work because the employee is ill or needs to take care of a spouse, parent/guardian, or child with COVID-19 or other serious health condition. [EC 44978, 45191; Government Code (GC) 12945.1-12945.2; Labor Code 245-249; 29 United States Code (USC) 2601-2654]

(*cf.* 4161.1/4361.1 - *Personal Illness/Injury Leave*)  
(*cf.* 4261.1 - *Personal Illness/Injury Leave*)

Supplemental paid sick leave for reasons related to COVID-19 shall be provided in compliance with Senate Bill (SB) 95 until September 30, 2021, unless extended by the Legislature.

### Follow-Up with Infected Persons/Contact Tracing

The PGUSD Superintendent or designee shall work with county health officials to track confirmed cases of students and staff with COVID-19, including, but not limited to, following up with students,

## COVID-19 MITIGATION PLAN

their parents/guardians, and staff who exhibit symptoms while at school and those who report an absence or miss work due to illness. The PGUSD Superintendent or designee shall report confirmed cases to local health authorities as required by law.

If a student, family member of a student, or staff member has tested positive for COVID-19, the district shall assist local health officials in conducting contact-tracing to identify potentially exposed individuals and ask them to self-quarantine, which may include not participating in on-campus instruction. While maintaining the privacy of the infected person, the district shall inform other students and staff with whom the infected person may have had contact in school.

### Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. [GC 11135]

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff should be informed not to disclose confidential or privileged information, including the medical history or health information of students and staff. [EC 49450]

The Director Human Resources should investigate any reports of harassment, intimidation, and bullying targeted at any student based on COVID status, exposure, or high-risk status.

*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*

### Community Relations

The PGUSD Superintendent or designee is encouraged to use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding PGUSD operations, school schedules, and steps the PGUSD is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

*(cf. 1100 - Communication with the Public)*  
*(cf. 1112 - Media Relations)*  
*(cf. 9010 - Public Statements)*

The PGUSD should continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that PGUSD operations reflect current recommendations and best practices for keeping students, staff, and visitors safe during the COVID-19 state of emergency. The PGUSD Superintendent or designee should keep informed about resources and

## COVID-19 MITIGATION PLAN

services available in the community to assist students and families in need.

While the Board recognizes the rights of parents/guardians to participate in the education of their children and the critical importance of parental involvement in the educational process, all visitors and volunteers are encouraged to respect guidelines regarding social distancing and large gatherings. School visitors and volunteers shall be limited in number and expected to observe all PGUSD protocols for COVID-19. PGUSD Superintendent and Director of Facilities in coordination with school site principals may consider placing signage around the school advising that visitors and volunteers may be required to use PPE while on school sites and interacting with school personnel, and may keep a supply of such equipment available for their use.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 1250 - Visitors/Outsiders)*

Use of school facilities by persons or organizations for community purposes involving large gatherings shall be suspended until the PGUSD Superintendent determines consistent with guidance from state and local health officials, that it is safe to resume such activities. The PGUSD Superintendent or designee may only grant an exception if the number of participants in the activity will be limited and the person or organization follows the processes and protocols established by the PGUSD to minimize the health risks associated with COVID-19.

*(cf. 1330 - Use of School Facilities)*

### Potential Reclosure of Campus

The PGUSD Superintendent or designee should monitor student and staff absences and data provided by local health officials to determine if there is a risk of resurgence of COVID-19 and a need to reclose school campuses for the protection of students, staff, and the community. The PGUSD Superintendent or designee should develop plans and procedures for alternative methods of operations to the extent possible in the event that reclosure becomes necessary.

If any person diagnosed with COVID-19 is known to have been in a PGUSD building(s), the PGUSD Superintendent or designee should immediately notify local health officials to determine a course of action. The building should be closed until cleaning and disinfecting of the building can be completed and the PGUSD can consult with local health officials to determine, based on up-to-date information about the specific cases in the community, whether an extended closure is needed to stop or slow further spread of COVID-19.

If local health officials report that there has been no community transmission of COVID-19, or minimal to moderate transmission in the community, school campuses may not necessarily be closed, but the PGUSD should continue to take all preventative measures described in this policy.

If local health officials report substantial community transmission of COVID-19, campus closures of more than two weeks may be necessary, and the Superintendent or designee should cancel group activities and events during that period. Campuses shall not reopen until recommended by local health officials.

## **COVID-19 MITIGATION PLAN**

### *Legal Reference:*

#### *EDUCATION CODE*

44978	<i>Sick leave for certificated employees</i>
45191	<i>Leave of absence for illness and injury, classified employees</i>
48205	<i>Excused absences</i>
48213	<i>Prior parent notification of exclusion; exemption</i>
48240	<i>Supervisors of attendance</i>
49451	<i>Exemption from physical exam; exclusion from attendance</i>

#### *GOVERNMENT CODE*

11135	<i>Nondiscrimination in programs or activities funded by state</i>
12945.1-12945.2	<i>California Family Rights Act</i>

#### *HEALTH AND SAFETY CODE*

120230	<i>Exclusion from attendance</i>
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#### *LABOR CODE*

245-249	<i>Healthy Workplaces, Healthy Families Act of 2014</i>
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#### *CODE OF REGULATIONS, TITLE 2*

11087-11098	<i>California Family Rights Act</i>
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#### *CODE OF REGULATIONS, TITLE 5*

202	<i>Exclusion from attendance</i>
306	<i>Explanation of absence</i>
420-421	<i>Record of verification of absence due to illness and other causes</i>

#### *UNITED STATES CODE, TITLE 29*

2601-2654	<i>Family and Medical Leave Act of 1993, as amended, especially:</i>
2601	<i>Paid sick leave</i>
2620	<i>Public health emergency leave</i>

#### *UNITED STATES CODE, TITLE 42*

1760	<i>National School Lunch program waivers addressing COVID-19</i>
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#### *CODE OF FEDERAL REGULATIONS, TITLE 29*

825.100-825.702	<i>Family and Medical Leave Act of 1993</i>
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- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement              | <input type="checkbox"/> Consent                      |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools     | <input checked="" type="checkbox"/> Action/Discussion |
| <input checked="" type="checkbox"/> Credibility and Communication                 | <input type="checkbox"/> Information/Discussion       |
| <input checked="" type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing               |
- 

**SUBJECT:** Approval of the COVID Safety Plan

**DATE:** July 29, 2021

**PERSON(S) RESPONSIBLE:** Matt Kelly, Director Facilities and Transportation

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**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the revised COVID Safety Plan.

**BACKGROUND:**

The first COVID Safety Plan (CSP) was developed by the District over the 9 month period leading to in-person instruction in April 2021. It originated as many different plans before it was brought together as one plan. The original CSP was a combination of the Operations Plan, each site's hybrid plan, and the COVID Protection Plan (OSHA).

**INFORMATION:**

The original and the updated CSP was created for the safe in-person opening of PGUSD schools. The updated plan reflects the most recent changes for K-12 organizations issued by the Centers for Disease Control (CDC), California Department of Public Health (CDPH), and Monterey County Health Department. It addresses student face coverings, new social distance guidelines, facilities, new quarantine and close contact procedures. The purpose of the plan is to protect the health of all employees, students, and community from exposure and transmission of the COVID-19 Virus.

**FISCAL IMPACT:**

Amount: To Be Determined  
 School Funding Source: COVID Funds General Fund 01



# COVID SAFETY PLAN

July 29, 2021

The COVID Safety Plan (CSP) incorporates the District's COVID Protection Plan (CPP). Board Approved <Inserted After Approval>



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## REDUCING STIGMA

It is important to remember that people – including those of Asian descent – who do not live in or have not recently been in an area of ongoing spread of the virus that causes COVID-19, or have not been in contact with a person who is a confirmed or suspected case of COVID-19 are not at greater risk of spreading COVID-19 than other Americans.

- Public health emergencies, such as the outbreak of coronavirus disease 2019 (COVID-19), are stressful times for people and communities. Fear and anxiety about a disease *can lead to social stigma* toward people, places, or things. For example, stigma and discrimination can occur when people associate a disease, such as COVID-19, with a population or nationality, even though not everyone in that population or from that region is specifically at risk for the disease. Stigma can also occur after a person has been released from COVID-19 quarantine even though they are not considered a risk for spreading the virus to others.
- Some groups of people who may be experiencing stigma because of COVID-19 include:
  - Persons of Asian descent
  - People who have traveled
  - Emergency responders or healthcare professionals
- Stigma hurts everyone by creating fear or anger towards other people.
- Stigmatized groups may be subjected to:
  - Social avoidance or rejection
  - Denials of healthcare, education, housing or employment
  - Physical violence.
- Stigma affects the emotional or mental health of stigmatized groups and the communities they live in. Stopping stigma is important to making communities and community members resilient.
- Everyone can help stop stigma related to COVID-19 by knowing the facts and sharing them with others in your community.
  - Helping yourself and others cope with stress can make your community stronger. Learn about [Coping With Stress](#) during the COVID-19 outbreak.
- Communicators and public health officials can help counter stigma during the COVID-19 response.
  - Maintain privacy and confidentiality of those seeking healthcare and those who may be part of any contact investigation.
  - Quickly communicate the risk or lack of risk from associations with products, people, and places.
  - Raise awareness about COVID-19 without increasing fear.
  - Share accurate information about how the virus spreads.
  - Speak out against negative behaviors, including negative statements on social media about groups of people, or exclusion of people who pose no risk from regular activities.
  - Be cautious about the images that are shared. Make sure they do not reinforce stereotypes.
  - Engage with stigmatized groups in person and through media channels including news media and social media.
  - Thank healthcare workers and responders. People who have traveled to areas where the COVID-19 outbreak is happening to help have performed a valuable service to everyone by helping make sure this disease does not spread further.
  - Share the need for social support for people who have returned from China or are worried about friends or relatives in the affected region.

### *Confronting COVID-19 Related Harassment in Schools*

Harassment and other discrimination stemming from prejudice and unfounded fears about the coronavirus (COVID-19) is wrong and can have devastating effects on students and their families.

During the pandemic, false information and harmful statements about Asian American and Pacific Islander (AAPI) communities have led to increasing acts of intolerance across the nation—from verbal harassment to violence. In schools around the country, AAPI students have reported bullying and harassment by classmates because of their race or national origin, including their ethnicity, ancestry, and language.

Public elementary and secondary schools as well as colleges and universities have a responsibility to investigate and address discrimination, including harassment, targeting students because of their race or national origin. When schools fail to take appropriate steps, the Educational Opportunities Section of the Civil Rights Division (CRT) at the U.S. Department of Justice and the Office for Civil Rights (OCR) at the U.S. Department of Education can help by enforcing federal laws that protect students from discrimination.

- If you believe a student has been treated unfairly—for example, treated differently, harassed, bullied, or retaliated against—because of their race or national origin, there are a number of actions you can take:
  - Notify a school leader (for example, a principal or student affairs staff) immediately. If you don't get the help you need, file a formal complaint with the school, school district, college, or university. Keep records of responses you receive.
  - Write down the details about what happened, where and when the incident happened, who was involved, and the names of any witnesses. Do this for every instance of discrimination and keep copies of any related documents or other information.
  - Ask the school or college/university to translate its documents (like a complaint form) and messages into a language you understand. Ask for an interpreter if you need help speaking with school staff in a language other than English.
  - If the school or college/university does not take steps to address your complaint or the discrimination continues, consider filing a complaint with the Civil Rights Division of the U.S. Department of Justice at [civilrights.justice.gov](https://civilrights.justice.gov), or with the Office for Civil Rights at the U.S. Department of Education at <https://www2.ed.gov/ocr/complaintintro.html> (to file a complaint in English) or <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html> (to file a complaint in a non-English language).

## SCREENING

### Daily Home Screening for Students

Parents/guardians will screen their child every day prior to leaving for school using the below Home Screening Checklist.

#### SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth;
- Sore throat;
- New** uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);
- Diarrhea, vomiting, or abdominal pain; or
- New onset of severe headache, especially with a fever.

#### SECTION 2: Close Contact/Potential Exposure

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19; OR
- Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to SARS-CoV-2; OR
- Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the [Community Mitigation Framework](#)
- Live in areas of high community transmission (as described in the [Community Mitigation Framework](#)) while the school remains open

- If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student would be excused from school in accordance with existing school illness management policy (e.g., until symptom-free for 24 hours without fever reducing medications).
- If the student or parent or caregiver answers YES to any question in Section 1 and YES to any question in Section 2, the student should be referred for evaluation by their healthcare provider and possible testing.
- Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results should stay home, isolate themselves from others, monitor their health, and follow directions from their state or local health department. Students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, families should notify the contract tracer that the student attended school.

### Staff and Volunteer Screening

- Staff and essential volunteers will conduct a daily check-in via Facilitron prior to having any contact with students and staff.
- “Non-Essential” Volunteers will be restricted from all campuses.

### Visual Inspection Symptoms

Make a visual inspection of the student for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

- Visual inspections do not have to be scheduled but can be done by all staff. [CDC: Symptoms of Coronavirus](#). If a student is experiencing symptoms they should be sent to the school nurse in the designated isolation room.
  - 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
- **Symptom screenings will identify only that a person may have an illness, not that the illness is COVID-19.** Many of the symptoms of COVID-19 are also common in other childhood illnesses like the common cold, the flu, or seasonal allergies. The table below illustrates some of the overlap between the symptoms of COVID-19 and other common illnesses.

## FACE COVERINGS

Masks are one of the most effective and simplest safety mitigation layers to prevent in-school transmission of COVID-19 infections and to support full time in-person instruction in K-12 schools. SARS-CoV-2, the virus that causes COVID-19, is transmitted primarily by aerosols (airborne transmission), and less frequently by droplets. Physical distancing is generally used to reduce only droplet transmission, whereas masks are one of the most effective measures for source control of both aerosols and droplets. Therefore, masks best promote both safety and in-person learning by reducing the need for physical distancing. Additionally, under the new guidance from the CDC, universal masking also permits modified quarantine practices under certain conditions in K-12 settings, further promoting more instructional time for students.

### Masks Requirements

K-12 students are required to mask indoors, with exemptions per CDPH face mask guidance. Vaccinated and unvaccinated adults in K-12 school settings are required to mask in indoor settings.

- Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.
- Masks are optional outdoors for all in K-12 school settings.
- A cloth face covering, or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- Students who inadvertently fail to bring a face covering to school will be provided one by the school. Students who have been excluded from campus for non-compliance of this guidance will be offered an alternative educational opportunity by the school.
- All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- Workers or other persons handling or serving food must use gloves in addition to face coverings.
- The school site will provide masks to those individuals who need them.
- PGUSD will continue to provide an Independent Study option for families. Please contact your school site's Principal or the District Office for more information and how to enroll.

### Clear Masks

Clear masks or cloth masks with a clear plastic panel are an alternative type of mask for people who interact with

- People who are deaf or hard of hearing.
- Young children or students learning to read.
- Students learning a new language.
- People with disabilities.
- People who need to see the proper shape of the mouth for making appropriate vowel sounds (for example, when singing).
- If you use this type of mask, make sure.
  - You can breathe easily.
  - Excess moisture does not collect on the inside of the mask.

- You remove the mask before sleeping, since the plastic part could form a seal around your mouth and nose and make it hard to breathe.

### ***Face Shields***










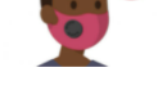


CDC does not recommend using face shields or goggles as a substitute for masks. Goggles or other eye protection may be used in addition to a mask. Do NOT put a plastic face shield (or a mask) on newborns or infants. Face shields and goggles are primarily used to protect the eyes of the person wearing it. Goggles do not cover the nose and mouth. Face shields are not as effective at protecting you or the people around you from respiratory droplets. Face shields have large gaps below and alongside the face, where your respiratory droplets may escape and reach others around you and will not protect you from respiratory droplets from others. However, wearing a mask may not be feasible in every situation for some people. People who interact with those who are deaf or hearing impaired may find that a face shield is better than a mask when communicating. If you must wear a face shield instead of a mask:

- Choose a face shield that wraps around the sides of your face and extends below your chin or a hooded face shield. This is based on the limited available data that suggest these types of face shields are better at preventing spray of respiratory droplets.
- Wash your hands after removing the face shield. Avoid touching your eyes, nose, and mouth when removing it.
- Clean and disinfect reusable face shields according to the manufacturer's instructions or by following CDC face shield cleaning instructions. If you use a disposable face shield, wear it once and throw it away according to the manufacturer's instructions.



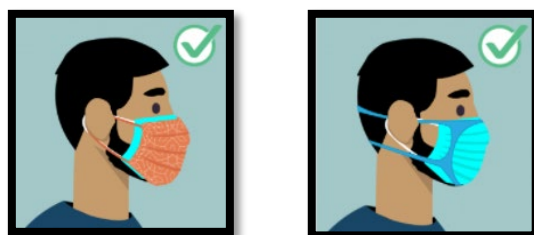
### Types of Masks

Some masks work better than others to help slow the spread of the virus that causes COVID-19. Note: N95 respirators approved by CDC's National Institute for Occupational Safety and Health (NIOSH) should be prioritized for healthcare personnel

Recommended	Not Recommended
 <p>Medical procedure masks (sometimes referred to as surgical masks or disposable face masks)</p>	 <p>Masks that do not fit properly (large gaps, too loose or too tight)</p>
 <p>Masks that fit properly (snugly around the nose and chin with no large gaps around the sides of the face)</p>	 <p>Masks made from materials that are hard to breathe through (such as plastic or leather)</p>
 <p>Masks made with breathable fabric (such as cotton)</p>	 <p>Masks made from fabric that is loosely woven or knitted, such as fabrics that let light pass through</p>
 <p>Masks made with tightly woven fabric (i.e., fabrics that do not let light pass through when held up to a light source)</p>	 <p>Masks with one layer</p>
 <p>Masks with two or three layers</p>	 <p>Masks with exhalation valves or vents</p>
 <p>Masks with inner filter pockets</p>	 <p>Wearing a scarf/ski mask</p>

Certain types of facial hair, like beards, can make mask fitting difficult. People with beards can

- Shave their beards.
- Trim their beards close to the face.
- Use a mask fitter or brace.
- Wear one disposable mask underneath a cloth mask that has multiple layers of fabric. The second mask should push the edges of the inner mask snugly against the face and beard.



## Wear your Face Covering Correctly

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily



## Use the Face Covering to Protect Others

- Wear a face covering to help protect others in case you're infected but don't have symptoms
- Keep the covering on your face the entire time you're in public
- **Don't** put the covering around your neck or up on your forehead
- **Don't** touch the face covering, and, if you do, wash your hands



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

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine (learn more about [how to wash cloth face coverings](#))
- Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing.

Cloth face coverings should be washed after each use. It is important to always remove face coverings correctly and wash your hands after handling or touching a used face covering.

### Washing Machine

- You can include your face covering with your regular laundry.
- Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the face covering.



### Washing by Hand

- Prepare a bleach solution by mixing:
  - 5 tablespoons (1/3rd cup) household bleach per gallon of room temperature water or
  - 4 teaspoons household bleach per quart of room temperature water
- Check the label to see if your bleach is intended for disinfection. Some bleach products, such as those designed for safe use on colored clothing, may not be suitable for disinfection. Ensure the bleach product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser.
- Soak the face covering in the bleach solution for 5 minutes.
- Rinse thoroughly with cool or room temperature water.



**Make sure to completely dry cloth face covering after washing.**

### Dryer

- Use the highest heat setting and leave in the dryer until completely dry



### Air Dry

- Lay flat and allow to completely dry. If possible, place the cloth face covering in direct sunlight.



### ***Shared tools, equipment and personal protective equipment (PPE)***

- PPE must not be shared, e.g., gloves, goggles and face shields.
- Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses.

- Employees will be responsible for disinfecting the items with a district issued disinfectant and microfiber or disinfecting wipes.
- Employees will be trained to use disinfectant and take the DPR training.
- Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users.

## PHYSICAL DISTANCING

Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented.

## VENTILATION






Ventilation is one component of maintaining healthy environments and is an important COVID-19 prevention strategy for schools and childcare programs. Wearing a well-fitting, multi-layer mask helps prevent virus particles from entering the air or being breathed in by the person wearing a mask. Good ventilation is another step that can reduce the number of virus particles in the air. Along with other preventive actions, ventilation can reduce the likelihood of spreading disease.

- Doors and windows will be opened during school hours and when rooms are occupied. Even just cracking open a window or door helps increase outdoor airflow, which helps reduce the potential concentration of virus particles in the air.
- HVAC systems have been adjusted to bring in the maximum amount of outdoor air. Thermostats have been programmed to be running during all occupied hours. During non-instructional hours thermostats have been programmed so staff can manually turn them on.
- If rooms do not have the ability to bring in fresh air through the HVAC system.
  - A portable HEPA filter has been provided.
  - Fans have been installed at windows to bring fresh air in.
- Demand Control Ventilation Controls have been disabled.
- MERV-8 filters have been sized and installed according to manufacturer's instructions. Filters have been sprayed with Nano Technology to kill any live viruses on contact. Filters will be replaced at the end of each Semester.

## STAYING HOME WHEN SICK AND GETTING TESTED

Students, teachers, and staff who have symptoms of infectious illness, such as influenza (flu) or COVID-19, should stay home and be referred to their healthcare provider for testing and care. Staying home when sick with COVID-19 is essential to keep COVID-19 infections out of schools and prevent spread to others. It also is essential for people who are not fully vaccinated to quarantine after a recent exposure to someone with COVID-19.

CDC guidance provides that people who are fully vaccinated and do not have COVID-19 symptoms do not need to quarantine or get tested after an exposure to someone with COVID-19. During the COVID-19 pandemic it is essential that parents keep children home if they are showing signs and symptoms of COVID-19 and get them tested.

Symptoms of COVID-19	Strep Throat	Common Cold	Flu	Asthma	Seasonal Allergies
FEVER 	✓		✓		
COUGH 		✓	✓	✓	✓
SORE THROAT 	✓	✓	✓		✓
SHORTNESS OF BREATH 				✓	
FATIGUE 		✓	✓	✓	✓
DIARRHEA OR VOMITING 	✓		✓		
RUNNY NOSE 		✓	✓		✓
BODY/ MUSCLE ACHES 	✓	✓	✓		

✓ Symptom of illness



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

10/17 - A July 23, 2020 10:04 AM

### *Stay Home and Monitor Your Health*

- Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19
- If possible, stay away from others, especially people who are at higher risk for getting very sick from COVID-19.

### *Returning to Work and School*

- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
- Other symptoms have improved; and
- Have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

### *Immunocompromised*

- For individuals that have a weakened immune system (immunocompromised) due to a health condition or medication. [CDC Groups at Higher Risk](#)
  - People with conditions that weaken their immune system might need to stay home longer. Talk to your healthcare provider for more information. If testing is available in your community, it may be recommended by your healthcare provider.
    - Asthma (moderate-to-severe)
      - COVID-19 can affect your respiratory tract (nose, throat, lungs), cause an asthma attack, and possibly lead to pneumonia and serious illness.
    - Chronic kidney disease being treated with dialysis
      - Dialysis patients are more prone to infection and severe illness because of weakened immune systems; treatments and procedures to manage kidney failure; and coexisting conditions such as diabetes.
    - Chronic lung disease
      - Based on data from other viral respiratory infections, COVID-19 might cause flare-ups of chronic lung diseases leading to severe illness.
    - Diabetes, including type 1, type 2, or gestational,
      - People with diabetes whose blood sugar levels are often higher than their target are more likely to have diabetes-related health problems. Those health problems can make it harder to overcome COVID-19.
    - Hemoglobin Disorders
      - Living with a hemoglobin disorder can lead to serious multi-organ complications, and underlying medical conditions (such as heart disease, liver disease, diabetes, iron overload, kidney disease, viral infections, or weakened immune system) may increase the risk of severe illness from COVID-19
    - Immunocompromised
      - People with a weakened immune system have reduced ability to fight infectious diseases, including viruses like COVID-19. Knowledge is limited about the virus that causes COVID-19, but based on similar viruses, there is concern that immunocompromised patients may remain infectious for longer than other COVID-19 patients.

- Liver disease, including cirrhosis
- People aged 65 years and older
  - Although COVID-19 can affect any group, the older you are, the higher your risk of serious disease. Eight out of 10 deaths reported in the U.S. have been in adults 65 years or older; risk of death is highest among those 85 years or older. The immune systems of older adults weaken with age, making it harder to fight off infections. Also, older adults commonly have chronic diseases that can increase the risk of severe illness from COVID-19.
- Serious heart conditions
  - Serious heart conditions, including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and pulmonary hypertension, may put people at higher risk for severe illness from COVID-19. COVID-19, like other viral illnesses such as the flu, can damage the respiratory system and make it harder for your heart to work. For people with heart failure and other serious heart conditions this can lead to a worsening of COVID-19 symptoms.
- Severe obesity
  - Severe obesity increases the risk of a serious breathing problem called acute respiratory distress syndrome (ARDS), which is a major complication of COVID-19 and can cause difficulties with a doctor's ability to provide respiratory support for seriously ill patients. People living with severe obesity can have multiple serious chronic diseases and underlying health conditions that can increase the risk of severe illness from COVID-19

### Testing

- Testing is available at the District Office (435 Hillcrest Ave) every Monday 8:00am-4:00pm. This testing is free to employees.
- Testing is available at various locations throughout Monterey County. Please click for [Monterey County Testing Locations](#) or call 1-888-634-1123.



***Screening and Testing Recommendations***

**Table 1. Screening Testing Recommendations for K-12 Schools by Level of Community Transmission**

	Low Transmission <sup>1</sup> Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
<b>Students</b>	Do not need to screen students.	<b>Offer screening testing for students</b> who are not fully vaccinated at least once per week.		
<b>Teachers and staff</b>	<b>Offer screening testing for teachers and staff</b> who are not fully vaccinated at least once per week.			
<b>High risk sports and activities</b>	<b>Recommend screening testing for high-risk sports<sup>2</sup> and extracurricular activities<sup>3</sup></b> at least once per week for participants who are not fully vaccinated.		<b>Recommend screening testing for high-risk sports and extracurricular activities</b> twice per week for participants who are not fully vaccinated.	<b>Cancel or hold high-risk sports and extracurricular activities virtually</b> to protect in-person learning, unless all participants are fully vaccinated.
<b>Low- and intermediate-risk sports</b>	Do not need to screen students participating in low- and intermediate-risk sports. <sup>2</sup>	<b>Recommend screening testing for low- and intermediate-risk sports</b> at least once per week for participants who are not fully vaccinated.		

## QUARANTINE

### Who Needs to Quarantine?

- People who have tested positive for COVID-19 within the past 3 months and recovered do not have to quarantine or get tested again as long as they do not develop new symptoms.
- People who develop symptoms again within 3 months of their first bout of COVID-19 may need to be tested again if there is no other cause identified for their symptoms.
- People who have been in close contact with someone who has COVID-19 are not required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

### What Counts as Close Contact

- You were within 0-6 feet of someone who has COVID-19 more than 15 minutes over a 24-hour period indoors.
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person (hugged or kissed them)
- You shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you

### Vaccinated Close Contacts

For the purposes of this guidance, people are considered fully vaccinated for COVID-19: two weeks or more after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson [J&J]/Janssen ).

- CDC guidance provides that people who are fully vaccinated and do not have COVID-19 symptoms do not need to quarantine or get tested after an exposure to someone with COVID-19.

### Unvaccinated Students and Staff for Exposures When Both Parties Were Wearing a Mask

- When both parties were wearing a mask in the indoor classroom setting, unvaccinated students and staff who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet indoors) may undergo a modified 10-day quarantine as follows. They may continue to attend school for in-person instruction if they:
  - Are asymptomatic;
  - Continue to appropriately mask, as required;
  - Undergo at least twice weekly testing during the 10-day quarantine; and
  - Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.

### Unvaccinated Close Contacts Who Were Not Wearing Masks or for Whom the Infected Individual was not Wearing a Mask During the Indoor Exposure; or Unvaccinated Students as Described Above.

- For these contacts, those who remain asymptomatic, meaning they have NOT had any symptoms, may discontinue self-quarantine under the following conditions:

- Quarantine can end after Day 10 from the date of last exposure without testing; OR
- Quarantine can end after Day 7 if a diagnostic specimen is collected after Day 5 from the date of last exposure and tests negative.
- To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts must:
  - Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
  - Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from last known exposure.
- If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested and contact their healthcare provider with any questions regarding their care.

### Siblings

When a student tests positive for COVID-19 and they have a sibling in another classroom.

- Typically the sibling's classroom will not be quarantined unless, any members of the sibling's cohort was considered a close contact of an individual with a positive COVID-19 test result.
- Public health will determine who needs to be quarantined.

## ISOLATION

Isolation: separates those infected with a contagious disease from people who are not infected.

Quarantine: restricts the movement of persons who were exposed to a contagious disease in case they become infected.

- The California Department of Public Health (CDPH) recommends a symptom-based strategy to determine the duration of isolation for people with COVID-19 who are symptomatic, meaning they have symptoms. Persons with COVID-19 who have symptoms and were instructed to care for themselves at home may discontinue self-isolation under the following conditions:
  - At least 10 days have passed since symptom onset; AND
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
  - Other symptoms have improved
- The symptoms-based strategy will prevent most, but not all, instances of secondary transmission. Increasing evidence suggests people with mild to moderate COVID-19 remain infectious no longer than 10 days after symptom onset. However, a very limited number of persons with severe illness or who are severely immunocompromised may warrant extending duration of isolation for up to 20 days after symptom onset. Consider consulting with local infectious disease experts when making decisions about discontinuing isolation of persons who are likely to remain infectious longer than 10 days.
- For persons with COVID-19 who are asymptomatic, meaning that they have NOT had any symptoms, CDPH recommends that these individuals be instructed to care for themselves at home. They may discontinue isolation under the following conditions:
- At least 10 days have passed since the date of the first positive COVID-19 diagnostic (federally approved Emergency Use Authorized molecular assay) test. If they develop symptoms, then the strategies for discontinuing isolation for symptomatic persons (see above) should be used.

## FOOD SERVICE

- Meals will be served outdoors or group dining rooms where practicable.
- Food service workers and staff in routine contact with the public will wear gloves and facial coverings.
  - Staff will wash hands and disinfect surfaces often.
  - Staff will wash hands and change gloves often.
  - Staff will maintain social distancing while working together in the kitchen.
- Staff will conduct daily self-health checks and will record in District employee health form.
- Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.

## TRANSPORTATION

Transportation includes Home-to-School, School-to-Home, Field Trips (bus and auto), and any school sponsored extra-curricular trips (bus or auto).

- Face Coverings are required. See [Face Coverings](#) in this document.
- Maximum of two persons per seat
- Windows will be open or cracked if doing so does not pose a safety risk.
- Students who show symptoms of COVID-19 will not be allowed on the bus.
  - Driver will notify the site the student attends so parents can be notified to pick student up from the bus stop.

## HEALTHY HYGIENE PRACTICES

Wash hands often with soap and water. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.

### Hand Washing

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.



- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
  - Students and staff should wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
  - Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single use cloth towels) to dry hands thoroughly.
  - Staff should model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
  - Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
  - Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.
  - Children under age 9 should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.

- Portable handwashing stations have been installed throughout the sites and near classrooms to minimize movement and congregations in bathrooms to the extent practicable.

## ROUTINE CLEANING AND DISINFECTING

In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Daily site cleaning
  - Custodial cleaning schedules will revert to pre-COVID cleaning with the exception of daily disinfection. TK-K, restrooms, kitchens, indoor lunch areas will be cleaned and disinfected daily while 1<sup>st</sup>-12<sup>th</sup> restrooms will be cleaned every other day but disinfected daily.
- If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfect the spaces occupied by that person during that time.
  - Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
  - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- Cleaning and disinfecting toys/manipulatives and PE equipment
  - Toys that cannot be cleaned and sanitized should not be used.
  - Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, sanitize with an EPA-registered disinfectant, rinse again, and air-dry. You may also clean in a mechanical dishwasher. Be mindful of items more likely to be placed in a child's mouth, like play food, dishes, and utensils.
  - Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.
  - Do not share toys with other groups of infants or toddlers, unless they are washed and sanitized before being moved from one group to the other.
  - Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for "soiled toys." Keep dish pan and water out of reach from children to prevent risk of drowning. Washing with soapy water is the ideal method for cleaning. Try to have enough toys so that the toys can be rotated through cleanings.
  - Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.
  - Use bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Keep each child's bedding separate, and consider storing in individually labeled bins, cubbies, or bags. Cots and mats should be labeled for each child. Bedding that touches a child's skin should be cleaned weekly or before use by another child.
- For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:
  - If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.

- Otherwise, use products that are EPA-approved for use against the virus that causes COVID-19 external icon and that are suitable for porous surfaces.
- Electronics
  - For electronics such as tablets, touch screens, keyboards, and remote controls, remove visible contamination if present.
  - Follow the manufacturer's instructions for all cleaning and disinfection products.
  - Consider use of wipeable covers for electronics.
  - If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.
- Linens, Clothing, and Other Items That Go in the Laundry
  - In order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry.
  - Wash items as appropriate in accordance with the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Dirty laundry that has been in contact with an ill person can be washed with other people's items.
  - Clean and disinfect hampers or other carts for transporting laundry according to the guidance for hard or soft surfaces

## CONTACT US

- [www.pgusd.org](http://www.pgusd.org)
- District Office – (831) 646-6553
- Pacific Grove High School – (831) 646-6590
- Pacific Grove Middle School – (831) 646-6568
- Forest Grove Elementary – (831) 646-6560
- Robert Down Elementary – (831) 646-6540
- Community High School – (831) 646-6535
- Pacific Grove Adult School – (831) 646-6580



## IDENTIFICATION AND EVALUATION OF COVID-19 HAZARDS

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

### Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by:

- Employees will contact their immediate supervisor to inquire into participation.

### Correction of COVID-19 Hazards

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

- The severity of the hazard will be assessed by administration.
- A written correction plan will be developed that includes deadlines, assigned responsibilities, and follow-up measures.

## TRAINING AND INSTRUCTION

We will provide effective training and instruction that includes:

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

## REPORTING, RECORDKEEPING, AND ACCESS

It is our policy to:

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

## APPENDIX A: IDENTIFICATION OF COVID-19 HAZARDS

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

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

Person conducting the evaluation: [enter name(s)]

Date: [enter date]

Name(s) of employee and authorized employee representative that participated: [enter name(s)]

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

## APPENDIX B: COVID-19 INSPECTIONS

Date: [enter date]

Name of person conducting the inspection: [enter names]

Work location evaluated: [enter information]

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

## APPENDIX C: INVESTIGATING COVID-19 CASES

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

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

Date: **[enter date]**

Name of person conducting the investigation: **[enter name(s)]**

### COVID-19 Case Investigation Information

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

COVID-19 Case Investigation Information

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





## APPENDIX E: SAMPLE LETTER TO STAFF

To:  
From:  
Re:  
Date:

On <Date>, one of our staff members tested positive for COVID-19. They were exposed to COVID-19 <inside/outside> of the workplace and has quarantined for the recommended amount of time according to the CDC guidelines.

According to the Monterey County Public Health Guidance, <Site> may remain open for staff and others. We will continue to follow all guidelines as directed by the California Department of Public Health and the CDC. I will stay in contact and provide information to you in a timely manner as is necessary.

The safety and well-being of our students and staff are a top priority. This information is confidential and should not be discussed with others outside of our organization. If you have any questions please do not hesitate to contact me.

Out of an abundance of caution please take the time to review the information on the next page regarding COVID-19, how it is spread, and how best to protect yourself and others.

### Some general guidelines for you and working at school -

- During this time of increased COVID-19 spread, it is very important that we all do our part to keep everyone safe.
- If you have any symptoms (see below) and can work from home please do so.
- In your workspace at school keep windows and doors open as much as possible.
- Limit contact with others on campus.
- Minimize areas on campus that you have to access.
- Maintain six feet of distance when at all possible.
- Always wear a mask properly.
- Contact Barbara or Eric if you become ill or have questions or concerns.

Provided for you below is information about COVID-19, how it is spread, and how you can best protect yourself and others from contracting the disease.

Information about this disease:

Per the Centers for Disease Control, the disease is spread by:

Person-to-person spread

The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet for 15 minutes or longer in a 24-hour period).
- Respiratory droplets produced when an infected person coughs, sneezes, or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- COVID-19 may be spread by people who are not showing symptoms.

### **The virus spreads easily between people**

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious, like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, which means it goes from person-to-person without stopping.

### **The virus that causes COVID-19 is spreading very easily and sustainably between people.**

Information from the ongoing COVID-19 pandemic suggests that this virus is spreading more efficiently than influenza, but not as efficiently as measles, which is highly contagious. In general, the more closely a person interacts with others and the longer that interaction, the higher the risk of COVID-19 spread.

### **The virus may be spread in other ways**

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes. This is not thought to be the main way the virus spreads, but we are still learning more about how this virus spreads.

### **Symptoms of COVID-19:**

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Symptoms may include the following:

- 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

### **COVID-19 can be prevented by:**

- Washing hands often
- Avoiding close contact
- Covering mouth and nose with a cloth face cover when around others
- Covering coughs and sneezes

- Cleaning disinfecting frequently touched surface daily
- Monitoring your health daily

**What we are doing:**

- Disinfecting all classrooms and other frequently-touched areas.
- Notifying families of any student or staff who has come in contact or tests positive for COVID-19 and provide information about the disease.
- Continuing to practice proper handwashing several times per day and wearing face coverings.

**What you can do at home:**

- Practice routine cleaning and disinfecting of frequently touched surfaces
- Wash hands often; use a hand sanitizer that contains at least 60% alcohol if soap and water are not readily available and hands are not visibly dirty
- For a person who is sick:
  - Keep separate bedroom and bathroom
  - Eat (or be fed) in their room if possible
  - Dedicate a lined trash can for the person who is sick, if possible

If you have any symptoms of this COVID-19, call your doctor to find out what to do. Be sure to tell your doctor about this notice. If you do not have a regular doctor contact your local health department for instructions on how to find a doctor. If you have any questions, please contact: Katrina Powley, PGUSD Nurse (831) 275-5396 [kpowley@pgusd.org](mailto:kpowley@pgusd.org)

## APPENDIX F: MULTIPLE COVID-19 INFECTIONS AND COVID-19 OUTBREAKS

[This section will need to be added to this CPP if the workplace is identified by a local health department as the location of a COVID-19 outbreak, or there are three or more COVID-19 cases in your workplace within a 14-day period. Reference section [3205.1](#) for details.]

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

### COVID-19 Testing

- We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees' working hours.
- COVID-19 testing consists of the following:
  - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
  - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
  - We will provide additional testing when deemed necessary by Cal/OSHA.

### Exclusion of COVID-19 cases

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

### Investigation of workplace COVID-19 illness

- We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak.

### COVID-19 investigation, review and hazard correction

- In addition, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.
- The investigation and review will be documented and include:
  - Investigation of new or unabated COVID-19 hazards including:
  - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
  - Our COVID-19 testing policies.
  - Insufficient outdoor air.
  - Insufficient air filtration.
  - Lack of physical distancing.

- Updating the review:
  - Every thirty days that the outbreak continues.
  - In response to new information or to new or previously unrecognized COVID-19 hazards.
  - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:
  - Moving indoor tasks outdoors or having them performed remotely.
  - Increasing outdoor air supply when work is done indoors.
  - Improving air filtration.
  - Increasing physical distancing as much as possible.
  - Respiratory protection.

**Notifications to the local health department**

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

## APPENDIX G: - MAJOR COVID-19 OUTBREAKS

[This section will need to be added to the CPP should the workplace experience 20 or more COVID-19 cases within a 30-day period. Reference section [3205.2](#) for details.]

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

### COVID-19 testing

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

### Exclusion of COVID-19 cases

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

### Investigation of workplace COVID-19 illnesses

- We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak.

### COVID-19 hazard correction

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

### Notifications to the local health department

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement          | <input type="checkbox"/> Consent                      |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input checked="" type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication                        | <input type="checkbox"/> Information/Discussion       |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity        | <input type="checkbox"/> Public Hearing               |

**SUBJECT:** Certificated Assignment Order #1

**DATE:** July 29, 2021

**PERSON(S) RESPONSIBLE:** Billie Mankey, Director II, Human Resources

Page 1 of 3

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the Certificated Assignment Order #1

**BACKGROUND:**

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

**INFORMATION:**

Persons listed in the Certificated Assignment Order are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

**FISCAL IMPACT:**

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
 CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 1  
 July 29, 2021**

Page 2 of 2

**NEW HIRE:**

Emily McCanney, RDE/FGE, Elementary Resource Teacher, Full-time, 1.0 FTE, Column V, Step 9+MA, effective July 30, 2021 (replaces Lysa Filcek)

Melissa Flores, FGE, Elementary Teacher, Grade 3, Full-time, 1.0 FTE, Column V, Step 10+MA, effective July 30, 2021 (replaces transferee Nate Welch)

Jasona Prowse, PGMS, Special Education (SDC), Full-time, 1.0 FTE, Column V, Step 11+MA, effective July 30, 2021 (replaces transferee Darcy Tuinenga)

**TEMPORARY CHANGE OF ASSIGNMENT:**

Larry Haggquist, from PGHS English, Psychology, Leadership teacher to Secondary TOSA, 1.0 FTE, Column VI, Step 24 + MA + Doctorate, effective August 2, 2021 or upon successful recruitment for a qualified temporary replacement

**2021-22 DUAL ENROLLMENT STIPENDS (CTEIG Funded):**

Sally Richmond, Computer Science Dual Enrollment Teacher, \$1,800

Celia Lara, Photography Dual Enrollment Teacher, \$3,309

Jenn Erickson, Culinary Dual Enrollment Teacher, \$6,019

**RETIREMENT:**

Sarah Weber, PGAS High School Diploma teacher, retires effective July 29, 2021 after 7.5 years of successful employment with the Pacific Grove Unified School District

**RESIGNATION:**

Theresa Hruby, PGHS/Elementary Instrumental Music Teacher, 1.0 FTE, resigns and requests release of contract upon effective recruitment for a suitable replacement



- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement          | <input type="checkbox"/> Consent                      |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input checked="" type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication                        | <input type="checkbox"/> Information/Discussion       |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity        | <input type="checkbox"/> Public Hearing               |

**SUBJECT:** Classified Assignment Order #1

**DATE:** July 29, 2021

**PERSON(S) RESPONSIBLE:** Billie Mankey, Director II, Human Resources

Page 1 of 3

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the Classified Assignment Order #1

**BACKGROUND:**

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

**INFORMATION:**

Persons listed in the Classified Assignment Order are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

**FISCAL IMPACT:**

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
CLASSIFIED PERSONNEL ASSIGNMENT ORDER NO. 1  
July 29, 2021**

Page 2 of 3

**NEW HIRE:**

Simon Stewart, Itinerant Paraeducator, 6.5 hrs./day/180 day work calendar, Range 37, Step B, effective August 5, 2021

Brandy Galloway, Itinerant Paraeducator, 6.5 hrs./day, 180 day work calendar, Range 37, Step A, effective August 5, 2021

Charlotte Vander Meer, Itinerant Paraeducator, 6.5 hrs./day, 180 day work calendar, Range 37, Step D, effective August 5, 2021

**CHANGE OF ASSIGNMENT/PROMOTION:**

Desiree Babas, CHS, Administrative Assistant II, 5 hrs./day, 10.5 month work calendar, Range 35, Step F, promotes to FGE Office Manager, 8 hrs./day, 10.75 month work calendar, Range 39, Step F, effective July 20, 2021 (replaces retiree Deborah Marchese)

Natalie Montgomery, FGE, Instructional Assistant II (Special Education), 5 hrs./day, 180 day work calendar, Range 31, Step E, effective August 5, 2021 (replaces Christie Manley)

Nargess Akhavi, RDE, Instructional Assistant, 5 hrs./day, 180 day work calendar, Range 30, Step E, effective August 5, 2021 (replaces retiree Adrienne Taylor)

**ADDITIONAL ASSIGNMENT:**

Carey Parker, FGE; Grayson Fong, PGMS, Raymond DeVost, PGHS, Technology Technicians, to be paid per time sheet 5 additional work days at the regular rate of pay for receiving, processing and configuring tech devices, effective June 7, 2021

**LEAVE WITHOUT PAY**

Teresa DeWitt, RDE Paraprofessional, 7 hrs./day/180-day work calendar, requests per CSEA Bargaining Agreement a long-term personal leave, unpaid effective August 5, 2021 through May 31, 2022 only

**RETIREMENT:**

Betty Minor, FGE, Clerk III, 1 hr./4 days per week/190 day work calendar, retires effective 7/31/2021 after 49 years, 8 months of successful service with the Pacific Grove Unified School

**SUBSTITUTES:**

Lise Belton, District Office, Payroll Sub/Payroll Consulting/Training for Marie Faile \$50.00 per hour paid per time sheet, intermittent and not to exceed 50 hours, effective: 7/1/2021-12/31/2021 only

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
CLASSIFIED PERSONNEL ASSIGNMENT ORDER NO. 1  
July 29, 2021**

Page 3 of 3

**SUBSTITUTES, continued**

Elaine Mendoza, District Office, Payroll Sub/ STRS Sick Leave Incentive Project, Confidential Payroll Salary Schedule, Step F, hourly, paid per timesheet, intermittent and not to exceed 72 hours, effective 7/1/21-12/31/21

Theresa Piech, District Office, Accounts Payable Clerk, hourly, Range 39, Step A, intermittent and paid per time sheet, effective 7/6/21

Jan Lippert, District Office, Accounts Payable Clerk, hourly, Range 52, Step F, intermittent and paid per time sheet, effective 7/12/21 and through recruitment completion

- |   |   |
|---|---|
| <input type="checkbox"/> Student Learning and Achievement                         | <input type="checkbox"/> Consent                      |
| <input type="checkbox"/> Health and Safety of Students and Schools                | <input checked="" type="checkbox"/> Action/Discussion |
| <input checked="" type="checkbox"/> Credibility and Communication                 | <input type="checkbox"/> Information/Discussion       |
| <input checked="" type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing               |
- 

**SUBJECT:** Revised Job Description for Technology Systems Coordinator to Director of Technology Systems

**DATE:** July 29, 2021

**PERSON(S) RESPONSIBLE:** Billie Mankey, Director II Human Resources

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the proposed position updates and/or provide additional direction or recommendations to the Job Description for Technology Systems Coordinator to Director of Technology Systems.

**BACKGROUND/INFORMATION:**

While restructuring the Technology Systems Coordinator position, the responsibility level has increased to that of a Director with supervision and evaluation duties.

**FISCAL IMPACT:**

None. This is a title change only.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**  
**DIRECTOR OF TECHNOLOGY SYSTEMS COORDINATOR**

***DESCRIPTION OF POSITION***

Under the direction of the Assistant Superintendent, this position manages, evaluates, and coordinates all aspects of the district's network operational infrastructure, server infrastructure, and technology equipment. **May**s Supervise **and evaluate** assigned technology staff.

***ESSENTIAL FUNCTIONS:***

**Duties may include, but are not limited to the following:**

- **Coordinate with the Assistant Superintendent the** Implementation of the District Technology Plan as it relates to technology priorities and goals, systems, systems analysis and operational services and support including the integration of technology, professional development, technical infrastructure, technology accountability, technology funding and resources.
- Manage the district-wide server and client systems, backup, archiving, disaster recovery for the LAN/WAN environment, infrastructure software and hardware troubleshooting & support.
- Perform complex troubleshooting, backup, archiving, and disaster recovery for the LAN/WAN environment.
- Manage the district Wi-Fi system, Google E-Mail system, district messaging system, security camera system and user security training and testing.
- Evaluate, recommend and implement the hardware and software for District use.
- Plan, organize, install and maintain all district-wide technology including local and wide area networks.
- Implement, maintain, and monitor district-wide network and server security.
- Receive and review network equipment installation requests from users, ensure completeness and contact users regarding discrepancies.
- Design, plan, integrate, test, implement, document and enhance the physical and logical components of a large complex system or network. This may involve the analysis and evaluation of systems software, hardware and communication strategies.
- Manage the District's account at and response to alerts from USA North 811.
- Analyze and report to the Assistant Superintendent and the effectiveness and efficiency of District operations through the use of technology.
- Coordinate and develop standardization protocols and replacement timelines for technology software and hardware, technology acquisition, and technology implementation throughout the District.
- Implement and maintain a scheduled preventive maintenance plan for all applicable software and hardware components.
- Analyze, recommend purchase/lease of new systems equipment and software.
- **Coordinate** Implement, maintain, and monitor district-wide infrastructure disaster recovery.
- Create and maintain district-wide infrastructure documentation and software/hardware procedures.
- **Coordinate and** Maintain district-wide structured cabling system and assist in documentation of the cabling system.
- Work with the Director of Educational Technology on the implementation and maintenance of content filtering technology.
- Maintain a variety of manual and electronic files, documents and/or records (e.g. user names/logins, email groups, passwords, reports, help desk logs, databases, agreements, licenses, etc.) for the purpose of documenting activities providing written reference, complying with mandated requirements, and ensuring user access to assigned applications.

- Manage timelines & priorities for tech projects and tech helpdesk tickets.

### **Director of Technology Systems, Continued Page 2**

- Coordinate and train assigned technology staff.
- Evaluate all applicable district-wide database and infrastructure implementations and policies.
- Support management and use of Student Information Systems.
- Assist with grant requests for technology funds and ensure compliance with the grant criteria.
- Coordinate operations, and procedures related to District technology plans and needs for effectiveness, making modifications to increase operational efficiency.
- Disseminate technology related information throughout the District.
- Contact vendors for technical purposes.
- Develop appropriate bid and quotation specifications.
- ~~In coordination with the Assistant Superintendent~~ Supervise personnel who monitor, update and maintain a state of the art district website.
- Monitor reporting system data entry for accuracy.
- Attend and participate in meetings involving District technology plans and needs.
- Work with e-rate consultant to ensure compliance; obtaining appropriate federal discount(s) and cost containment.
- Meet schedules and timelines and perform related duties as assigned.

#### ***KNOWLEDGE OF:***

- Modern network architecture, network and server security, Storage-Area Network, and computer virtualization.
- Modern information systems equipment including servers, switches routers and microcomputers, terminals, printers and other appropriate hardware and communications equipment.
- Computer languages and programming fundamentals.
- Principles and operations of local and wide area networks, data communication systems and related software.
- Installation, maintenance and repair of information systems equipment.
- Educational technology, and resources to support the district's instructional program.
- Trends and programs in professional development.
- Technology and computer software applications relative to instruction and administration.
- Budgeting procedures and techniques.
- Information systems trends and developments.
- Design, implementation, and maintenance of local and wide area networks including WiFi networks.
- Applicable sections of State Education Code and other applicable state publications, such as curriculum frameworks and State Board Adopted Content Standards.
- State and Federal laws and regulations relating to telecommunications, teleprocessing, networks and E-Rate.

#### ***ABILITY TO:***

- Plan and implement the installation and use of integrated information technologies in an educational system.
- Stimulate and motivate cooperative team efforts.
- Integrate state of the art technology in everyday work and to demonstrate to diverse individuals and group's ways of maximizing the benefits of technology in education.
- Meet timelines.
- Initiate, schedule and carry out a complex and diverse work plan.

- Maintain current knowledge of technological advances in the field.

### **Director of Technology Systems Coordinator, Continued Page 3**

- Establish and maintain effective working relationships with those contacted in the course of work.
- Troubleshoot hardware and software problems.
- Troubleshoot and maintain Cisco switches, and routers.
- Express ideas and concepts clearly and concisely in both oral and written form.
- Maintain records and complete reports, including web-based reporting.
- Read, write and understand the English language.
- Learn quickly, work independently, and carry out oral and written instructions
- Communicate and work effectively with the staff and the community.
- Work effectively within the district and with vendors.
- Work with others integrating technology into the instructional program.
- Maintain confidentiality.

#### ***PHYSICAL REQUIREMENTS:***

Incorporated within one or more of the essential functions of the position are the essential physical requirements.

#### ***ABILITY TO:***

- See for purposes of working on the computer, observing support staff and reading materials, reports, budgets and other printed matter.
- Understand speech at normal levels in person or on the telephone.
- Communicate so others will be able to clearly understand a normal conversation in person or on the telephone.
- Sit, stand, and walk for extended periods of time.
- Assemble and disassemble computer hardware.
- Operate equipment, computer, copy machine and other office equipment with dexterity.
- Reach in all directions.
- Climb and stand on ladders.
- Think clearly and rationally to solve problems, make good judgments and decisions.
- Perform the essential functions of this position in an accurate, neat, timely fashion.
- Meet the travel requirements of this position including driving between school sites as needed.
- Routinely move equipment and supplies weighing up to 30 pounds and to occasionally move equipment and supplies weighing up to 75 pounds.

#### ***WORKING CONDITIONS:***

- Office and school site work environment subject to extensive travel between and within school sites, sitting at a desk for long periods of time, bending, crouching, or kneeling at files or equipment, climb and stand on ladders, pushing/pulling of file drawers, and reaching in all directions.

#### ***PROFESSIONAL QUALIFICATIONS:***

- A degree from an accredited college or university, preferably with a major in a computer science, management information systems, or a closely related field. Graduate degree(s) preferred.
- Three years' experience planning, operating, and managing a technology information and network operational infrastructure and server infrastructure program including experience coordinating technical personnel and supporting technology in an educational setting.

**Director of Technology Systems Coordinator, Continued Page 4**

- Demonstrable expertise and formal training with network operations and maintenance and server maintenance.
- Two years of school experience managing or working in a Student Information System preferred.

***LICENSE OR CERTIFICATE:***

- Possession of a valid California Driver's license.
- Certified Network Engineer Certificate desirable.
- Computer licensing or certification desirable such as but not limited to Microsoft Certifications, Cisco Certified Network Associate, A+, Security+, or other related Industry Standard Certifications
- Valid CPR/First Aid Certification desirable.

**NOTE:** This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Pacific Grove Unified School District adheres to the provisions of the Americans with Disabilities Act regarding reasonable accommodation procedures.

Board Adopted: June 20, 2019



**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**  
**DIRECTOR OF TECHNOLOGY SYSTEMS**

***DESCRIPTION OF POSITION***

Under the direction of the Assistant Superintendent, this position manages, evaluates, and coordinates all aspects of the district's network operational infrastructure, server infrastructure, and technology equipment. Supervise and evaluate assigned technology staff.

***ESSENTIAL FUNCTIONS:***

**Duties may include, but are not limited to the following:**

- Implement the District Technology Plan as it relates to technology priorities and goals, systems, systems analysis and operational services and support including the integration of technology, professional development, technical infrastructure, technology accountability, technology funding and resources.
- Manage the district-wide server and client systems, backup, archiving, disaster recovery for the LAN/WAN environment, infrastructure software and hardware troubleshooting & support.
- Perform complex troubleshooting, backup, archiving, and disaster recovery for the LAN/WAN environment.
- Manage the district Wi-Fi system, Google E-Mail system, district messaging system, security camera system and user security training and testing.
- Evaluate, recommend and implement the hardware and software for District use.
- Plan, organize, install and maintain all district-wide technology including local and wide area networks.
- Implement, maintain, and monitor district-wide network and server security.
- Receive and review network equipment installation requests from users, ensure completeness and contact users regarding discrepancies.
- Design, plan, integrate, test, implement, document and enhance the physical and logical components of a large complex system or network. This may involve the analysis and evaluation of systems software, hardware and communication strategies.
- Manage the District's account at and response to alerts from USA North 811.
- Analyze and report to the Assistant Superintendent and the effectiveness and efficiency of District operations through the use of technology.
- Coordinate and develop standardization protocols and replacement timelines for technology software and hardware, technology acquisition, and technology implementation throughout the District.
- Implement and maintain a scheduled preventive maintenance plan for all applicable software and hardware components.
- Analyze, recommend purchase/lease of new systems equipment and software.
- Implement, maintain, and monitor district-wide infrastructure disaster recovery.
- Create and maintain district-wide infrastructure documentation and software/hardware procedures.
- Maintain district-wide structured cabling system and assist in documentation of the cabling system.
- Work with the Director of Educational Technology on the implementation and maintenance of content filtering technology.
- Maintain a variety of manual and electronic files, documents and/or records (e.g. user names/logins, email groups, passwords, reports, help desk logs, databases, agreements, licenses, etc.) for the purpose of documenting activities providing written reference, complying with mandated requirements, and ensuring user access to assigned applications.
- Manage timelines & priorities for tech projects and tech helpdesk tickets.

<b>Director of Technology Systems, Continued Page 2</b>
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- Coordinate and train assigned technology staff.
- Evaluate all applicable district-wide database and infrastructure implementations and policies.
- Support management and use of Student Information Systems.
- Assist with grant requests for technology funds and ensure compliance with the grant criteria.
- Coordinate operations, and procedures related to District technology plans and needs for effectiveness, making modifications to increase operational efficiency.
- Disseminate technology related information throughout the District.
- Contact vendors for technical purposes.
- Develop appropriate bid and quotation specifications.
- Supervise personnel who monitor, update and maintain a state of the art district website.
- Monitor reporting system data entry for accuracy.
- Attend and participate in meetings involving District technology plans and needs.
- Work with e-rate consultant to ensure compliance; obtaining appropriate federal discount(s) and cost containment.
- Meet schedules and timelines and perform related duties as assigned.

***KNOWLEDGE OF:***

- Modern network architecture, network and server security, Storage-Area Network, and computer virtualization.
- Modern information systems equipment including servers, switches routers and microcomputers, terminals, printers and other appropriate hardware and communications equipment.
- Computer languages and programming fundamentals.
- Principles and operations of local and wide area networks, data communication systems and related software.
- Installation, maintenance and repair of information systems equipment.
- Educational technology, and resources to support the district's instructional program.
- Trends and programs in professional development.
- Technology and computer software applications relative to instruction and administration.
- Budgeting procedures and techniques.
- Information systems trends and developments.
- Design, implementation, and maintenance of local and wide area networks including WiFi networks.
- Applicable sections of State Education Code and other applicable state publications, such as curriculum frameworks and State Board Adopted Content Standards.
- State and Federal laws and regulations relating to telecommunications, teleprocessing, networks and E-Rate.

***ABILITY TO:***

- Plan and implement the installation and use of integrated information technologies in an educational system.
- Stimulate and motivate cooperative team efforts.
- Integrate state of the art technology in everyday work and to demonstrate to diverse individuals and group's ways of maximizing the benefits of technology in education.
- Meet timelines.
- Initiate, schedule and carry out a complex and diverse work plan.
- Maintain current knowledge of technological advances in the field.

<b>Director of Technology Systems, Continued Page 3</b>
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- Establish and maintain effective working relationships with those contacted in the course of work.
- Troubleshoot hardware and software problems.
- Troubleshoot and maintain Cisco switches, and routers.
- Express ideas and concepts clearly and concisely in both oral and written form.
- Maintain records and complete reports, including web-based reporting.
- Read, write and understand the English language.
- Learn quickly, work independently, and carry out oral and written instructions
- Communicate and work effectively with the staff and the community.
- Work effectively within the district and with vendors.
- Work with others integrating technology into the instructional program.
- Maintain confidentiality.

***PHYSICAL REQUIREMENTS:***

Incorporated within one or more of the essential functions of the position are the essential physical requirements.

***ABILITY TO:***

- See for purposes of working on the computer, observing support staff and reading materials, reports, budgets and other printed matter.
- Understand speech at normal levels in person or on the telephone.
- Communicate so others will be able to clearly understand a normal conversation in person or on the telephone.
- Sit, stand, and walk for extended periods of time.
- Assemble and disassemble computer hardware.
- Operate equipment, computer, copy machine and other office equipment with dexterity.
- Reach in all directions.
- Climb and stand on ladders.
- Think clearly and rationally to solve problems, make good judgments and decisions.
- Perform the essential functions of this position in an accurate, neat, timely fashion.
- Meet the travel requirements of this position including driving between school sites as needed.
- Routinely move equipment and supplies weighing up to 30 pounds and to occasionally move equipment and supplies weighing up to 75 pounds.

***WORKING CONDITIONS:***

- Office and school site work environment subject to extensive travel between and within school sites, sitting at a desk for long periods of time, bending, crouching, or kneeling at files or equipment, climb and stand on ladders, pushing/pulling of file drawers, and reaching in all directions.

***PROFESSIONAL QUALIFICATIONS:***

- A degree from an accredited college or university, preferably with a major in a computer science, management information systems, or a closely related field. Graduate degree(s) preferred.
- Three years' experience planning, operating, and managing a technology information and network operational infrastructure and server infrastructure program including experience coordinating technical personnel and supporting technology in an educational setting.

**Director of Technology Systems, Continued Page 4**

- Demonstrable expertise and formal training with network operations and maintenance and server maintenance.
- Two years of school experience managing or working in a Student Information System preferred.

***LICENSE OR CERTIFICATE:***

- Possession of a valid California Driver's license.
- Certified Network Engineer Certificate desirable.
- Computer licensing or certification desirable such as but not limited to Microsoft Certifications, Cisco Certified Network Associate, A+, Security+, or other related Industry Standard Certifications
- Valid CPR/First Aid Certification desirable.

**NOTE:** This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Pacific Grove Unified School District adheres to the provisions of the Americans with Disabilities Act regarding reasonable accommodation procedures.

Board Adopted: July 29, 2021

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement          | <input type="checkbox"/> Consent                      |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input checked="" type="checkbox"/> Action/Discussion |
| <input checked="" type="checkbox"/> Credibility and Communication             | <input type="checkbox"/> Information/Discussion       |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity        | <input type="checkbox"/> Public Hearing               |

**SUBJECT:** New Job Description, Information Technology Communications and Web Specialist

**DATE:** July 29, 2021

**PERSON(S) RESPONSIBLE:** Billie Mankey, Director II, Human Resource;  
Ralph Porras, Superintendent

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the job description for the Classified Information Technology Communications and Web Specialist.

**BACKGROUND:**

Currently this work is done by multiple people and at times with additional overtime hours. The request for this position will creative cohesiveness of our district websites, global district communication and meet measurable Board goals requested of the Superintendent. The position of Information Technology Communications and Web Specialist will provide necessary expertise to maintain the school district's websites and mass communication and information technology platforms.

**INFORMATION:**

This position is presented as a Classified, full-time, position, 8 hours per day, 5 days per week, with a 12-month work calendar.

**FISCAL IMPACT:**

Cost for this position at a mid-range of step C is \$75,221.40 per year

Range 41	A	B	C	D	E	F
Step	25.85	27.11	28.54	29.90	31.39	33.01

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**  
**JOB DESCRIPTION**

***POSITION TITLE: INFORMATION TECHNOLOGY COMMUNICATIONS AND WEB SPECIALIST***

**DEFINITION:** Under the leadership of the Director of Information Technology Services and Support, the Communications and Web Specialist carries out activities that include development, programming, testing, implementation, and maintenance of school or District websites and mass communications and information technology platforms.

***ESSENTIAL FUNCTIONS: Duties may include, but are not limited to the following:***

- Responsible for development, maintenance, oversight, and monitoring of District/School communication and internet presence; ensures websites and digital media channels convey an image of the District that reflects the organization's vision and values
- Promote events and activities that increase stakeholder engagement
- Utilize and keep current with District mass notification systems (i.e. automated phone/email distribution), and related technology tools
- Provide educator training and support to schools and departments on District adopted platforms for web and digital media communications; community learning hubs that provide access to tech/internet
- Development and manage District and school websites
- Plan, design, and develop site content, with a consistent style and appearance.
- Use web content management systems to analyze website usage and analytics; website accessibility compliance
- Set permissions for site users; carry out quality assurance checks on content and links; report technical problems to IT support staff
- Create, monitor, and maintain District social media pages and profiles
- Assist in publishing, sharing, re-sharing content daily (original text, images, videos)
- Track and analyze analytic reports to gain insight on traffic, demographics, and effectiveness; utilize this information to positively impact future outcomes
- Maintain confidentiality
- Participate in meetings and trainings as required
- Maintain equipment and materials and ensure that they are properly stored
- Performs other related duties, as assigned, for the purpose of ensuring an efficient, collaborative, and effective work environment.

***QUALIFICATIONS:***

**Knowledge of:**

- Implementing and supporting computer operating systems, application software, and other information technology systems
- Web programming languages, web design applications, and FTP/HTTP concepts and technologies. Knowledge of UI/UX principles, HTML, CSS.

**POSITION TITLE: INFORMATION TECHNOLOGY COMMUNICATIONS AND WEB SPECIALIST, CONTINUED**

***QUALIFICATIONS:***

**Ability to:**

- Utilize strong customer service skills
- Foster cooperative working relations
- Effectively communicate with nontechnical staff regarding the use of their assigned computer hardware and software, to isolate and resolve problems in the operation of District technology, to document work required and work completed
- Be dependable and punctual
- Understand and follow instructions
- Work effectively and cooperatively with those contacted in the course of the work
- Must be able to work independently and as part of a team

***EDUCATION AND EXPERIENCE:***

- Completion of the twelfth grade
- Associate's or Bachelor's degree is preferred, with coursework in web programming languages, digital media, web design, and/or UI/UX principles desired
- Minimum of two (2) years of experience working in communications, graphic design, marketing, or a related field or related industry experience
- Any combination of education and/or experience which would demonstrate possession of the knowledge and abilities listed herein

***PHYSICAL REQUIREMENTS: of this position are, but not limited to the following:***

**Ability to:**

- See for purposes of working on the computer, and reading materials, reports, budgets and other printed matter
- Understand speech at normal levels in person or on the telephone
- Communicate so others will be able to clearly understand a normal conversation in person or on the telephone
- Sit, stand, and walk for extended periods of time
- Ascend and descend steps
- Assemble and disassemble computer hardware
- Operate equipment, computer, copy machine and other office equipment with dexterity
- Climb and stand on ladders
- Think clearly and rationally to solve problems, make good judgments and decisions
- Perform the essential functions of this position in an accurate, neat, timely fashion
- Meet the travel requirements of this position including driving between school sites as needed
- Routinely move equipment and supplies weighing up to 30 pounds and to occasionally move equipment and supplies weighing up to 75 pounds
- Push/pull, squat, turn, twist, bend, stoop and reach in all directions
- Ability to meet the travel requirements of this position

**POSITION TITLE: INFORMATION TECHNOLOGY COMMUNICATIONS AND WEB SPECIALIST, CONTINUED****WORKING CONDITIONS:**

- Office and school site work environment subject to extensive travel between and within school sites, sitting at a desk and at a computer terminal for long periods of time, bending, crouching, or kneeling at files or equipment, climb and stand on ladders, pushing/pulling of file drawers, and reaching in all directions

**LICENSE OR CERTIFICATE:**

- Possession of a valid California Driver's license
- Valid CPR/First Aid Certification desired

**NOTE:** This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Pacific Grove Unified School District adheres to the provisions of the Americans with Disabilities Act regarding reasonable accommodation procedures.

Adopted by the Board of Education: