



COVID-19 Operations Written Report for Palos Verdes Peninsula Unified

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 13, 2020, PVPUSD students and staff were required to implement a distance learning program due to school closure as a result of COVID-19. District office officials worked collaboratively with their local and state health departments, while remaining attentive to guidance offered by the CDC. This information continues to be used to determine how to ensure safe learning environments. Parents were engaged through regular email communications and a new webpage was added to the District website in order to provide ongoing information and updates on meals, childcare, school schedules, and all related COVID-19 changes.

Students who did not have access to a digital device in their home, were given the opportunity to check out a Chromebook from their school site. Additionally, internet hotspots were provided to families who did not have internet access.

Teaching and learning was focused around core essential standards for each course/grade level, and teachers collaborated during trainings and office hours with instructional coaches to ensure a successful distance learning program. The program ensured that students would maintain retention of previously taught concepts as well as learning of the essential standards for the remainder of the year. Staff were offered numerous daily opportunities to be trained in a variety of distance learning platforms and strategies in order to introduce new material and concepts.

During this time of distance learning, all students were provided with flexible deadlines, make up opportunities, alternative assessments, feedback and opportunities to redo work. Appropriate staff members were also provided training and resources to support students' emotional and mental health, including privacy-compliant telehealth options.

The Board of Education passed a resolution on May 13, 2020 implementing an Alternative Grading Policy option for the Spring of 2020.

Staff continue to meet remotely each week in order to plan for summer programs, staffing, budget, and returning to school in the fall. A Reopening Committee was also formed with a variety of stakeholders as members to allow for all Fall options to be explored.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Weekly Professional Development has been hosted in PVPUSD to support the training for staff, including classified employees, to support unduplicated students during the distance learning program since closure. There are a variety of settings and programs available to meet the unique needs of these learners, including many tools used during the school year that can be transitioned to the remote learning climate easily. These programs can individualize learning experiences to target specific students' needs, specifically in the areas of math and language arts. Once trained, staff members were able to serve students in a virtual small group via Zoom or Microsoft Teams to instruct in

areas of deficit despite the distance, and monitor students' learning. Student progress has been recorded and used for planning purposes for both summer remediation opportunities and for an extended period of review upon the return to school.

Additional resources were purchased and provided to foster youth and low-income students and families, including computer devices and internet hot spots to ensure students' access to the distance learning program.

All teachers, staff, and support personnel worked collaboratively within the core content to differentiate, accommodate, and/or adapt lessons as necessary to meet the needs of all students in a digital learning environment and to ensure that lessons and activities were appropriate. As stated, staff continue to plan for added review and remediation as necessary for when school resumes.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

PVPUSD signed a Memorandum of Understanding with both of the District's associations (PVFA and CSEA). The District also published a Distance Learning Instructional Plan. This plan shared the details of the District's instructional program, recommending instruction occur in both synchronous and asynchronous activities. Site specific schedules were determined by teachers and site administration. Live sessions and independent assignments were included in the recommended time, and teachers provided optional enrichment activities, as well.

Throughout the closure, staff continued to receive training and professional development on various topics related to distance learning in order to support high-quality instruction despite working remotely. Principals continued to assist in identifying areas of improvement with staff and promoted communication directly with parents/families, particularly those whose students needed further support to participate within the Distance Learning program or whose families rely on the District for key services. Counselors and therapists teamed with teachers to support students who needed ongoing emotional support or were identified as having potential mental health concerns.

Administration worked to secure a referral system within the Distance Learning program to support students who were struggling with learning while at home. By doing so, intervention was provided as needed so that students could effectively participate in remote learning conditions.

In addition to these student groups, students with disabilities were also uniquely addressed during the District's time of closure. Special Education teachers, psychologists, counselors and other providers provided individualized supports to students in accordance with the Individualized Education Plan, to the extent possible, and provided notification to families regarding the implementation of services. Guidance from the California Department of Education, as well as the Federal Department of Education, was followed to provide equitable and appropriate education for our students, both unduplicated and those with special needs. Unless otherwise mutually agreed upon, services were provided through use of an online platform.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The Palos Verdes Peninsula Unified School District has partnered with neighboring Torrance Unified School District to offer free meals to students during the closure. Any adolescent under the age of 18 was eligible to receive two free meals daily from any of their five pick-up sites. The meals were pick-up only and not to be consumed on-site in order to maintain social distancing practices. Meal service information was disseminated to families via email immediately following announcement of the closure and in a separate Frequently Asked Questions communication. This information remains accessible on the District's COVID-19 webpage, which is frequently updated with new information for students, staff, and families. Families that have opted into phone messaging also received text messages of all updates. The meal service information is also posted on the District and Food Services website and will continue to be available until school reopens.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Information was posted on the District's COVID-19 Update webpage about ways parents can arrange for needed child care supervision. Information was available throughout the closure and links to the District's website were sent via Constant Contact, email, Twitter, and other community announcements when updates were made.

Parents who were in need of child care support were directed to these agencies/organizations to inquire about day care programs:

- California Child Care Resource & Referral Network: <https://rrnetwork.org/family-services/find-child-care>
- Department of Social Services Regional Offices: El Segundo Regional Office: (424) 301-3077
- Community Development Center can be reached at (310) 518-0776 or view the flyer here: <https://go.aws/33wTTJT>