



# Ask Dr. Rodriguez



Top Ten Frequently Asked Questions (FAQs)  
Edition #37 – Week of January 18, 2021

*Questions are quoted as I received them directly from our community.*

**1. When will staff be receiving the COVID 19 vaccine?**

We continue to partner with the COE, County Public Health, Cabrillo College Nursing Department and Salud Para la Gente to be ready by Monday, February 1, 2021 to start vaccines for our educational community. The finalized date will depend upon availability of the vaccine which is currently only 2,000 per week for Santa Cruz county wide. The recent expansion of eligibility by the state to include individuals over 65 years old at higher priority levels has challenged the entire health system. There will be possible additional revised vaccination protocols from the state based on age criteria rather than occupation. There will also continue to be change in vaccination protocols coming from the Federal level. Once the date is finalized, we will send out notifications to staff to sign up for an appointment time at our Educator Vaccination Center.

**2. Will substitute teachers be able to get the COVID 19 vaccine at the same time that it becomes available to teachers? They will be needed on campus once we return to in-person instruction.**

Yes, substitute teachers will be able to receive the vaccine at the Educator Vaccination Centers. The first group to receive the vaccine will be classified, certificated and management currently working at sites and in person with students and families. The second group to receive the vaccine will be classified and certificated staff working remotely. The third group will be both classified and certificated substitutes.

**3. Dr. Rodriguez, according to Eric Lofgren, an infectious disease epidemiologist at Washington State University, said at that point, he would restart in-person board game nights and one-on-one meetings with students, but he wouldn't fly on vacation or go to a movie theater. "Immunity is not an on/off switch; it's a dial," he said. "If you're below herd immunity, the virus is still happily circulating in the population and there's always a chance the vaccine isn't working for you." Scientists and doctors all believe that even after taking both dosages of the vaccine, it will be a matter of several months before we move forward. Keeping this in mind, shouldn't teachers and students have a choice to remain teaching and learning long distance or take a leave of absence from March 1st until the remainder of the 2020/2021 school year? Thank you!**

We provided the date of March 1, 2021 to the staff and community to provide stability and allow them to make plans accordingly. We will not be able to provide the in-person hybrid instruction while we are in the purple tier. We should be able to see the trajectory of COVID-19 cases by the second week of February to know our next steps. We recognize that the medical community continues to learn more about COVID-19 and its variants. However, we do encourage our educational community to take the vaccine as we believe it will significantly reduce personal risk. Families will be able to continue in distance learning through the end of the 2020-21 school year, if they choose.

**4. Why are you using county case count per/100,000 residents to make these decisions? The vast majority of (tragic) deaths are from nursing homes and have nothing to do with our kids. Case counts fluctuate and those statistics don't seem to have a bearing on whether or not schools should open. As we learn more about the virus, I feel like our response should change with the information we receive. Thank you.**

All schools in California follow State guidance and use their county case count per 100,000 residents because it is directly connected to the State tier system which determines whether or not we can begin hybrid in-person instruction. As noted in the Guidance for K-12 Schools in California, when we are in the purple tier, we cannot begin hybrid in-person instruction. I have included the chart from the Guidance document below:

Yellow	Orange	Red	Purple
CR <1.0* TP <2%	CR 1-3.9* TP 2-4.9%	CR 4-7* TP 5-8%	CR >7* TP >8%
- CSP posted publicly for K-12 <sup>th</sup> grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12 <sup>th</sup> grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12 <sup>th</sup> grades 5 days prior to in-person instruction. - Must be in Red 5 days prior to reopening.	- <u>Already reopened</u> : CSP posted publicly by 02/01/21. - <u>Not previously open</u> : - CSP posted publicly for K-6, and submitted concurrently to LHD and State Safe Schools for All Team. - 7 business days for review. - 7 <sup>th</sup> -12 <sup>th</sup> grade reopening not permitted if CR>7*. - K-6 <sup>th</sup> grade reopening not permitted if CR>25*, though CSP can be posted and submitted for review. - Note: Targeted in-person instruction may be offered pursuant to the Cohorting Guidance.

\*Adjusted case rate.

As you note in the chart above, the adjusted case rate must be less than 7 to return to the red tier. Unfortunately, the Santa Cruz County case rate continues to increase and is now at 71 cases per 100,000 which is 10 times the amount allowed to be in the red tier.

**5. Is there a way to anonymously report employees who have continued to disregard the travel advisory and returned to work in-person without quarantining? Where can we express these concerns?**

The process for reporting an unsafe work environment is outlined in the CSEA COVID-19 Pandemic MOU on page 5. The MOU with PVFT does reference the District’s responsibility to adhere to the most recent COVID guidelines issued by the California Department of Public Health and CalOSHA. The District encourages our employees to come forward and report potential unsafe work environments without fear of reprisal. Employees with information regarding a potential unsafe work environment can confidentially report it to their immediate supervisor or Human Resources.

**6. What did you do in regard to the issue of the use of cameras?**

PVUSD is committed to listening to stakeholders’ perspectives to maintain high quality instruction during distance learning. Student, family, and staff focus groups were held to gather information and better understand how our stakeholders feel about camera use and class engagement during the school day. In a forum setting, PVUSD also asked students and families for their input on how to increase student engagement and participation as well as feedback on questions for the student survey. Based on the results of the student survey, PVUSD identified 12 tools that students reported would encourage them to engage, participate, and learn during distance learning. Those tools can be found in the [Teacher Toolkit](#). Another recommendation of the focus groups and forums was to create a [Parent Toolkit](#) which

was developed in collaboration with staff and parents who participated in the focus groups. Both of the toolkits can be found on the District website at [pvusd.net](http://pvusd.net).

**7. I have heard there is some small group instruction happening for students with IEPs, why are some students getting in person instruction?**

Each IEP team regularly monitors students for learning and progress on goals, in response to the students rate of progress, teams work collaboratively to address students' needs. In some cases, students may require in person instruction to access their learning. This targeted in person small group instruction has begun at specific sites where there are programs that support students with the most significant needs. Students are designated for in-person instruction based on a three-prong data review system which analyzes a student's ability to access their education. If you have questions or concerns about your child's ability to access distance learning please reach out to your child's teacher to collaborate on how to best meet their needs. You can also access resources on our website on how to support your child during distance learning. Here is the [link](#) to the Special Services website.

**8. I witnessed as I came home for lunch. My daughter's class is being yelled at, and I mean yell at the top of his lungs to his class. This is verbal abuse.! My daughter is here to learn and to be taught. If there is a student/students not listening this should be brought up to that individual/Individuals, and parent conference. This is uncalled for. I get it, everyone is probably on edge. But my child is a child. This teacher is an adult. Do you have any training for these teachers to help them cope with stress or whatever they are dealing with their own issues at home?**

Please know that we take all incidents seriously and this behavior is not the norm. We want to know about all incidents. We ask that when incidents occur that people communicate directly with site administrators for intervention. This is a stressful time for all and we encourage any stakeholder whether they are a staff member, student or family member to request any needed additional resources through either PVPSA or the socio emotional counselor at your site.

**9. When trying to enter into the weekly engagement log why don't I see any codes when I open up Daily Participation?**

If you don't see any of the numerical codes when looking at the Daily Participation, it is most likely because you have reduced the size of your window or are zoomed in. To fix this, maximize your window and make sure that your zoom is set to 100% or less. A quick tutorial on how to do this can be found [here](#). If these suggestions do not resolve the issue, please call the Tech Support line at 786-TECH.

**10. What do I do when my power goes out or I lose connection to the internet? What should I be working on?**

If you are unable to connect to your Google classroom due to a power outage or loss of internet you should contact your school by phone if possible and let them know. With the current weather, we do recommend that you keep your computer fully charged and set up offline mode as you may have Wifi but not have electricity depending on your Wifi connection. Below is the link to the section of the tutorials for students' page that has how-to videos in Spanish and English showing how to set up offline mode and how to set the weekly planner and any other documents to be accessible offline. Students will need to do this first while online, then they will have access in the event of a power or Internet outage. Once the weekly planner or any document is set to be available offline, the latest version will always be accessible offline.

[https://sites.google.com/pvusd.net/learnfromhomerresources/tutorials-for-](https://sites.google.com/pvusd.net/learnfromhomerresources/tutorials-for-students?authuser=0#h.jac8r0mc7ght)

[students?authuser=0#h.jac8r0mc7ght](https://sites.google.com/pvusd.net/learnfromhomerresources/tutorials-for-students?authuser=0#h.jac8r0mc7ght) That way, if a student does not have the ability to log in to Google Meet, they should complete any activities off of the weekly planner that they are able to.