

PARADISE UNIFIED
SCHOOL DISTRICT
**2022-2023 SCHOOL
YEAR**



Every Student Matters. Every Moment Counts.

Priorities for the year.



Safety of
Students and Staff



Social Emotional
wellbeing of
Students and Staff



High Levels of
Learning for all
Students

PUSD Options Site

Schedules



FACE TO FACE LEARNING FULL DAY INSTRUCTION

Cedarwood, Pine Ridge, Paradise Ridge (TK-6 Grade)

Start Date: August 16, 2022

Cedarwood: 8:00 a.m. – 2:10 p.m.

Pine Ridge: 8:00 a.m. – 2:10 p.m.

Paradise Ridge: 8:20 a.m. – 2:32 p.m.

Paradise Junior High School

Start Date: August 16, 2022

8:40 a.m. – 2:55 p.m.

Paradise High School and E-Learning*

Start Date: August 16, 2022

8:30 a.m. – 3:22 p.m.

Ridgeview High School (10th – 12th Grade)

Start Date: August 16, 2022

8:30 a.m. – 2:00 p.m.

Independent Study (Through E-Learning)

Start Date: August 16, 2022

- Schedules will be determined between teachers and families

All schedules are subject to minor changes based on transportation needs.

Letter from the Superintendent

Dear Students, Parents and Guardians, and Community

At the end of last year, I was thinking about the start of this year and found myself very excited for what is in store. We have so much going on and we want to share it with students on the Ridge.

The work that is easy to see is the construction. At the moment we have about \$42,000,000 dollars of projects under way. The whole reason this is happening is so your children will have incredible facilities where they can learn. Your/our kids deserve this!



Current major projects include:

- **Paradise High School/ELearning** 19 classroom building (Completion Date 4/30/23)
- Modernizing the library and science rooms at **PHS/ELearning** (Completion Date 12/1/22)
- Completion of the Pickleball Courts at **PJHS** (Completion Date 8/30/22)
- Modernizing the lower wings and services offices at **PJHS** (Completion Date 4/30/23)
- Completion of **Ridgeview High School** (August 16, 2022)

Just as we wrap up **Ridgeview**, the next project on the horizon is modernizing **Pine Ridge Elementary**. This project is being done in two phases. The first phase is the classroom and they will be completed in June 2023. Phase 2 will include modernizing the library, gym and multipurpose room and is expected to be completed in August 2023. This change for **Pine Ridge** will also help move up our modernization project for **Cedarwood**.

District wide we have three focus areas for the 2022-23 school year. The three areas are: **Building Professional Learning Communities**, **Increasing Attendance Rates**, and learning additional strategies that address **Social Emotional Learning** (these strategies are part of a program called RULER). These areas were identified by staff, families and community through surveys and other forums. We thank you for your input. **Professional Learning Communities** will be used to identify student needs and develop strategies to meet the needs and improve instruction. It is this time that we will review data and use the data to drive instruction. Adding additional **SEL strategies** will help us focus on the whole child. We know that you must connect with students before we can move them academically. They also must feel safe, wanted, and important. The final focus area, **Improving Attendance**, increases engagement. Simply put you have to be present to learn. Whenever we miss something, it is just that, we miss it.

On behalf of Paradise Unified I welcome you and thank you for letting us serve your children and the community. We are looking forward to an incredible year of learning, field trips, sports and all the other extracurricular activities your students look forward to participating in.

Thank you

Tom Taylor, Superintendent

Our Mission

The mission of Paradise Unified School District, as the educational leader of the community, is to graduate knowledgeable, productive, responsible citizens who are motivated to continue learning and are able to function successfully, with integrity, in a complex, changing world.

Our Goals

The district's specific goals are created with participation and input from business and community members, parents, teachers, staff member and administrators. These goals are then revised periodically to best reflect the community's needs and desires for its school district.



Our community's goals for education are:

- Graduate 100% of our students by providing multiple pathways to meet graduation requirements
- All students competent in basic skills
- Technology skills for all students and staff in well-equipped, interconnected schools
- Character education for all students and competence in interpersonal skills
- Educational programs to meet the individual needs of all students
- Partnerships with home for academic learning and student conduct
- Reciprocal partnerships with the community in which our schools are community learning centers
- Disciplined, safe, alcohol- and drug-free schools
- Provide for smaller schools and class sizes
- Professional development for staff

Guiding Principles for 2022- 2023

- Keeping students at the center of our focus
- Address the safety and health of all students and staff.
- Promote, engage, and learn at high levels
- Address the impact of safety guidelines on student learning and well-being.
- Address and, to the extent possible, minimize impact on families by utilizing guiding documents from the federal, state, county, and public health agencies.



What Students, Staff and Families Can Expect

Safety Measures for tk-12 Schools from CDPH

This year there has been quite a change in the requirements for the 2022-23 school year in regards to COVID. The following is the list of **required actions and recommended guidelines** for Schools grades tk-12.

REQUIRED ACTIONS

Facemasks

- No person can be prevented from wearing a mask as a condition of participation in an activity or entry into a school, unless wearing a mask would pose a safety hazard (e.g., watersports).
- Schools must develop and implement local protocols to provide masks to students who inadvertently fail to bring a face covering to school and desire to use one.

Managing Individuals with Symptoms

- California requires employers to provide [COVID-19 supplemental paid sick leave](#) for most workers through September 30, 2022. This includes circumstances in which workers are experiencing symptoms of COVID-19 and seeking a medical diagnosis, attending a vaccine appointment for themselves or for a family member, and/or if a worker's child is isolating due to COVID-19 infection.

Reporting COVID-19 disease burden to local health authorities

- K-12 schools should refer to California Code of Regulations (CCR) Title 17, [§2500](#) and [§2508](#) for reporting requirements. Note that 17 CCR §2500 has been temporarily modified by the [State Public Health Officer Order of February 10th, 2022](#).
- As workplaces, schools are subject to COVID-19 workplace outbreak reporting requirements stipulated in [AB 685](#) and [Cal/OSHA Emergency Temporary Standards](#).

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RECOMMENDED GUIDELINES

Optimizing Indoor Air Quality

- Follow [CDPH recommendations to improve indoor air quality](#) to mitigate against COVID-19 in K–12 schools. Facility maintenance staff may also review [technical considerations](#) (PDF).
 - Ventilation recommendations:
 - For indoor spaces, ventilation should be optimized

Facilities Cleaning:

- Routine cleaning is enough to sufficiently remove the virus that causes COVID-19 from surfaces. If disinfectants are used, use [asthma-safer products](#).
- Drinking fountains may be open and used by students and staff.

Recommendations for staying home when sick and getting tested (see Table 1):

- K-12 schools are encouraged to develop standard criteria for managing students who develop symptoms of infectious diseases, including COVID-19.
 - PUSD students and staff who develop new, unexplained symptoms should not return to campus until it is clear that symptoms are mild and improving or are due to a non-infectious cause (e.g., allergies).
 - Students and staff should not return until 24 hours have passed since resolution of fever without the use of fever-reducing medications.
- Additionally, if [symptoms](#) are concerning for COVID-19, it is strongly recommended that students and staff get tested immediately and follow [CDPH recommendations](#) for isolating if results are positive.
- It is recommended that staff and/or families notify schools of a positive COVID-19 test and were on school grounds during their [infectious period](#), and that schools in turn notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their infectious period.

Table 1 (per CDPH): Persons Who Should Isolate

Persons Who Test Positive for COVID-19	Recommended Actions
<p>Everyone, regardless of vaccination status, previous infection or lack of symptoms.</p>	<ul style="list-style-type: none"> • Stay home (PDF) for at least 5 days after start of symptoms (or after date of first positive test if no symptoms). • Isolation can end after Day 5 if symptoms are not present or are resolving and a diagnostic specimen* collected on Day 5 or later tests negative. • If unable to test, choosing not to test, or testing positive on Day 5 (or later), isolation can end after Day 10 if fever-free for 24 hours without the use of fever-reducing medications. • If fever is present, isolation should be continued until 24 hours after fever resolves. • If symptoms, other than fever, are not resolving, continue to isolate until symptoms are resolving or until after Day 10. If symptoms are severe, or if the infected person is at high risk of serious disease, or if they have questions concerning care, infected persons should contact their healthcare provider for available treatments. • Per CDPH masking guidance, infected persons should wear a well-fitting mask around others for a total of 10 days, especially in indoor settings (see masking section below for additional information). <p>*Antigen test preferred.</p>

Recommendations to General Public for exposure to COVID-19:

- In lieu of individual exposure notifications, schools will be providing a general notification to the entire school community during times of elevated [community transmission](#) of COVID-19. This communication can alert all to the increased potential of being exposed to COVID-19 due to a rise in cases among school and community members, and remind all to monitor for symptoms and get tested.
- All students and staff with known exposure to persons with COVID-19 should follow recommendations listed in [Table 2 \(Asymptomatic Persons Who are Exposed to Someone with COVID-19\)](#) of CDPH's guidance for the general public. If they remain without symptoms, students may continue to take part in all aspects of K–12 schooling including sports and extracurricular activities. As recommended

in [Table 2](#), they should wear a well-fitting mask around others for a total of 10 days and get tested 3–5 days after last exposure.

Table 2 (per CDPH): Close Contacts - General Public (No Quarantine)

Asymptomatic Persons Who are Exposed to Someone with COVID-19 (No Quarantine)	Recommended Actions
<p>Everyone, regardless of vaccination status.</p> <p>Persons infected within the prior 90 days do not need to be tested, quarantined, or excluded from work unless symptoms develop.</p>	<ul style="list-style-type: none"> • Test within 3-5 days after last exposure. • Per CDPH masking guidance, close contacts should wear a well-fitting mask around others for a total of 10 days, especially in indoor settings and when near those at higher risk for severe COVID-19 disease (see masking section below for additional information). • Strongly encouraged to get vaccinated or boosted. • If symptoms develop, test and stay home (see earlier section on symptomatic persons), AND • If test result is positive, follow isolation recommendations above (Table 1).

Recommendations for Managing COVID-19 Outbreaks:

- CDPH will continue to support local health and education officials in managing [suspected or confirmed outbreaks](#) of COVID-19.
 - Broad disruptions to in-person learning, such as temporary school or classroom closures, due to COVID-19 should remain a last resort and considered only after all available resources have been exhausted, and only after conferring with local health officials.
 - Local public health officials are encouraged to [contact CDPH](#) to learn more about consultation, testing and vaccination resources to support management of COVID-19 outbreaks.

Student and Staff

Mental Health and Wellness

For our students in Paradise it is critical that we continue to the work to provide services for our students and staff. We continue to be committed to supporting student and staff social-emotional wellness. Supports include the following

- Crisis Counseling
- Butte County Office of Education Counselor
- Youth for Change Counselors
- Screenings for students so that we may recognize need
- KELVIN- An Aeries based program that allows communication and outreach to students
- SAHMSA – A grant to assist in providing students support and education regarding substance abuse
- RULER – Social Emotional Learning Curriculum to assist teachers in providing SEL lessons
- Training for staff
- PBIS Practices at each site
- SEL Practices at each site
- TRSS Committee



Our community has made extraordinary progress towards recovery. We also realize that there is still much to be done. It is vital that we continue to communicate with our students, families, and staff so that we may provide them with support. The current programs we provide assist the staff in identifying students who may be at risk. Once we know that a student could be at risk, we can provide them with the supports they need. At the same time, we realize that many students may feel they do not need support. We feel it is important to still provide strategies that assist all students in dealing with trauma. Our classroom programs are aimed to do just that.

The staff at PUSD is also very important to our community. They also need to remain healthy. We recognize that our staff are members of our community. They have experienced the same trauma. It is important that we provide our staff with services as well. Staff not only receive trauma informed practices training, but are also are provided counseling when requested. Most importantly is that we all support one another.