

Cajon Valley Union School District

COVID 19 Reopening Plan

Draft

(Last Updated 6/11/2020)

The contents of this document including all schedules, samples, and “Best Practices” are drafts and subject to bargaining with CSEA/CVEA/CVAA and WILL change based on updates provided by the California Department of Education, Cal/OSHA, California Department of Public Health, and/or San Diego County Public Health Officials.

The frequent changes and updates to Federal, State, and County guidelines present challenges to both planning and implementation for everyone involved. In order to prepare our campuses, create class rosters, assign student schedules, equip our teachers, and purchase both school supplies and safety supplies needed for the safe return to school; we are starting here.

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What Will School Look Like?

The Challenge

The crisis of COVID-19 has created a tipping point for education. Our children deserve a safe environment that promotes learning, healthy relationships, and positive social interactions. They need opportunities to grow intellectually and emotionally, while feeling connected and secure. CVUSD is committed to offering families flexibility by expanding the times when children may attend school, connecting to a wide range of resources both on-line, on-site, and in the community. Guidance from health officials limits the number of students who can work in the same space as well as the options for student transitions throughout the school day.

The demands for high quality, flexible, and accessible “child care” are critical to working families. COVID-19 related disruptions to work have led to a range of uncertainty for families with layoffs, partial employment, flex scheduling, quarantines, phased openings, reduced hours, gig work, etc. CVUSD can support families and help get our community back to work by expanding our flexibility with staffing models, operational hours, and use of space.

Our Vision

Our vision is for schools to expand the hours of operation from 6:30 am to 6:00 pm, five days a week (excluding holidays), providing you with comprehensive, holistic, youth and family-driven opportunities, including both academics and enrichment options, to create schedules to accommodate your needs. At the core of this design is the reliance on an advisory model where your child will work in a cohort of students assigned to a credentialed teacher. Students have the benefit of one point person to set goals, monitor progress, and access the resources they need. Resources include working with the advisor, connecting with other teachers for content area expertise, working on-line, and/or pursuing projects based on personal strengths, interests, and values.

Being in an advisory (cohort of students) and working directly with an advisor (teacher) will allow your child to be a part of a group while still receiving support that is based on individual priorities. Students working at or above grade level will participate in advanced curriculum and rigorous performance tasks to accelerate progress towards their post-secondary goals. All families will have options for personalized programming. Students with an Individualized Educational Plan (IEP) will receive specialized support to meet their goals. Schedules will be flexible, mix online with onsite learning, and even change over time if needed.

Each school-site will be implementing new Health and Safety protocols and practices for 2020/2021. Review the list of “Best Practices” further below, based on CDC and CA Dept of Health guidelines, to identify the precautions adults and students will take as schools reopen.

What are some “Best Practices” we will implement for Health and Safety?

Administrators and staff will implement and share best practices including:

1. Regular safety meetings with all staff
2. Have clearly designated family drop off/pick up station
3. Screen all students/family/staff for wellness before entry
4. Stay home if showing or experiencing any sign of illness
5. Post signage of COVID 19, risk assessment and preventative measures
6. Parent volunteers are not permitted at this time. Restrict activities and visitors, including volunteers and parent tours
7. Require students and staff to conduct handwashing as their first activity upon arrival each day and regularly throughout the day
8. Stock cleaning supplies hand sanitizer and wipes for each cohort/classroom and make them visible and well identified
9. Have a stock of facial coverings in the event that a child or staff member exhibits symptoms
10. Clean and disinfect high touch locations and surfaces frequently
11. Keep student school supplies on site; and not be sent home
12. Implement social distancing best practices including alternative greetings, no hugs or shaking hands. Teach and model social distancing greetings
13. Encourage families to keep emergency contact information up to date
14. Conduct wellness check-ins with staff, encourage staff to identify a colleague to support each other.
15. Re-visiting current evacuation and safety plans in consideration of CDC guidelines

What are the Options for Families

1. 100% Distance Learning
2. 50% In-School (2 days per week); 50% Distance Learning
3. 100% In-School (5 days per week)

Distance Learning, 100% at-home	Blended, in-school and at-home	Traditional, 100% in-school
5 days a week virtual/live at-home instruction Personalized daily instruction Maintain school site affiliation Access to enrichment classes	2-3 days per week in-person, in-school instruction 2-3 days a week virtual/live at home instruction Full day structure when on campus with enrichment classes, physical education, recreation and extended learning before, during, and after school	5 Days a week, in-person, in-school instruction in small groups of students Full day structure with enrichment classes, physical education, recreation and extended learning before, during, and after school

In all cases, “wrap around” services will allow schools to stay open from 6:30 am to 6:00 pm. Families will have options for creating schedules that best meet their needs.

Students will continue to develop their strengths, interests, and values with more flexible options for scheduling and distance learning. Standards will continue to guide expectations for rigor and achievement, while clearly defined learning progressions will help students better understand and track their progress. A relationship with an advisor who stays in touch with each student’s progress will help each student get the support and enrichment they need. This approach provides families a wide range of options for scheduling yet keeps a focus on high expectations and equal access for all students.

Example 1: 100% Distance Learning

David wakes up and gets ready for his first online meeting. He checks his classroom page for new announcements then reads his book before logging back on. He logs onto his first online meeting with his cohort, a group of students who shared the same credentialed teacher as an advisor. It's always nice to connect with other kids. Sometimes they talk about study skills or habits. The focus of today's advisory is about the skills to deal with difficult conversations and learning a strategy for staying calm when frustration starts.

After the advisory meeting, David logs off and starts working on his language arts and writing. After about 30 minutes, David knows to take a break and ran outside to refocus. After his short break David gets ready for his next online meeting for math instruction.

David needs some help and his advisor recommended he work with Mr. Hidalgo for a few weeks. It was already making a big difference.

He takes a break for lunch and plays a game with his brother. After lunch, he logs back online for an art lesson he had signed up for. David wants to learn how to draw a comic book and already has a sketch of his favorite superhero started. Now he can get some feedback and learn a few new techniques from the teacher. After the online lesson, he takes another quick break, then starts working on his science, followed by his social studies. Some of this work is online; some of the work is with his books. After working for about 1 hours, David logs back online to check in with his Advisor and share his progress and questions.

8:30	Reading
9:00 am	Online Advisory Meeting
9:45	Independent Practice and Flipped Learning
	Break
10:30	Online Lesson for Mathematics Instruction
11:30	Lunch
12:00	Online lesson for enrichment
1:00	Break
1:15	Independent Practice and Flipped Learning
2:45	Online one-on-one with the Advisor

Example 2: 2-3 days per week

Aaliyah enjoys online learning, but also wants to come to school a few days each week. Aaliyah's family selected Tuesdays and Thursdays as on-site days since Aaliyah's grandmother is able to supervise her on Mondays, Wednesdays and Fridays. When Aaliyah is doing distance learning three days a week, her schedule is very similar to David's. Her learning on these days is a blend of online advisory meetings, virtual instructional support in small groups, independent practice, and enrichment.

On Tuesdays and Thursdays Aaliyah is at her school site. Her family drops her off at campus for her 7:30 music enrichment. Before meeting her music group, she needs to go through a Health and Safety check. Wearing her cloth face covering, Aaliyah waits in a social distanced line to have her temperature quickly checked by a staff member. Her temperature is good, and she waives goodbye to her mom, waiting by her car, before entering the school. Aaliyah washes her hands and heads to her music group. The group makes use of the large tent covering on the playground where they can safely practice 6 feet from each other. Aaliyah is happy to practice her flute with the music teacher and the five other students in this group. After music enrichment finishes at 8:15 she makes her way to her classroom to join the rest of her cohort. Her schedule on these two days is very much like Abel's below. It includes a combination of advisory, whole class instruction, and independent practice. Aaliyah is keeping track of progress on one of her math goals, since later in the day she is going to work with her advisor during "office hours" to reflect and receive feedback.

She really enjoys these days because she is able to connect with her friends in person and see her advisor.

Example 3: 5 days per week SAMPLE ONLY

Abel arrives on campus at 9:00, since that works best for his family. Some of his classmates show up as early as 6:30 since that works better for them. Abel goes through the Health and Wellness check where he has his temperature checked, answers questions about how he is feeling, washes his hands, and heads to join his cohort. His work station is just as he left it. It's clean and organized, the way he likes it. Many of his classmates in his cohort are already in the room, but some are not. The teacher welcomes him as he sits down. He wants to say "hi" to Aaliyah so he jumps on the online meeting that was already running for Writer's Workshop. Once the lesson officially begins, they work on writing, revising and editing online. He takes some time in the middle to work with paper and pen to sketch some ideas for his draft, then goes back online.

After finishing his revisions, he needs to practice his math facts since he missed them last week. He knows that he's scheduled to meet with his advisor for their regular weekly check-in at 10, so he looks over his Learning Progressions page to see if he has any progress to report. Math facts are still his focus, so that is what they discuss when his advisor comes by. She wears a clear face shield, but other than that, it feels like a normal conversation.

Luckily, it's now time for a break, so Abel does his GoNoodle dance and stretches as part of the break. He has already done some targeted practice in math but now it's time for a small group lesson. Some kids are online; some are in the room. The students not in the group have on headphones or just listen anyway as they work.

Math time is finished and now it's time for a hand-on science experiment. They all watch a short video as a whole class, discuss the big ideas, then Abel opens his supplies box and pulls out what he needs. Based on what he saw in the video, he has 10 minutes to create his structure. When he's done he takes a picture and posts it to show his family.

For lunch Abel and his classmates eat at their workstation while the teacher plays music. He stands up and talks with the kids around him. Some kids need bathroom breaks, so they go in small groups, wearing their masks and washing their hands coming and going.

After lunch is advisory. The class does their best to form a circle, with some members of the cohort logging in from home, so they are on a computer screen. At first, that had felt weird, but now Abel is used to it. Today's discussion is about dealing with difficult people. They come up with strategies and ideas for talking about conflict. As advisory ends, they each share out one area they feel good about making progress in this week. Following the advisory, he looks at today's schedule and sees he has choices between updating his career plan, revising his TED talk, reviewing his social studies, or continuing to program his computer science. He checks his email and finds David can work at 2:00 online for the coding part, so Abel decides to start with Social Studies then meet David online at 2:00. He takes a bathroom break, wearing his mask

and washing his hands both in and out of the room. Students start to dismiss at 2:30. Today, Abel would be there until 3:30 since his grandpa was picking him up.

	Focus	Notes¹
6:30	Staggered Start	Some students in Extended Day Program (EDP) Health and Wellness check (temperature check, questions about symptoms, and wearing face covering as they go to their cohort learning space)
9:00	Writer's Workshop	Teacher leads the class through Writer's Workshop, a process that includes teaching points, conferring, revising, and sharing work
9:30	Targeted Instruction	Students work on a specific skill or priority area through direct instruction, independent practice, or online.
9:50	Office Hours	Advisor checks in with the students in the room to reflect on their progress with their <i>Learning Progressions</i>
10:15	Break	Snack at the workstation and/or movement in the room (eg GoNoodle)
10:30	Math	Whole group or small group (ie. 3 small groups @ 20 min. each or 5 min. 1-1 check-ins or combo) Students working at their work stations, some students may be online
11:30	Science	Whole group or small group Review key concepts and try individual hands-on experiments
12:00	Lunch and Movement	Handwashing, Lunch, Bathroom, Movement
1:00	Advisory	Students in the cohort meet as a whole group; with a focus on Social Emotional Learning. Advisory includes all students in the cohort, including those working from home. Students from home are zooming in.
1:30	Student Focus Areas	Large or small group - Social Sciences, Presentation Literacy, Computer Science, Passion projects
2:00	Student Focus Areas	Large or small group - Social Sciences, Presentation Literacy, Computer Science, Passion projects
2:30	Begin staggered dismissal	Some students go home, others stay for extended day, some transition to an outdoor tent or workspace that allows social distancing

¹ Throughout the day students work at their own workspace, distant from other students. Students only use their own materials, not sharing with other members of their cohort

On-site learning will look different to support these “Best Practices”. Because of this, there is different vocabulary to describe roles, responsibilities, time and space...

What are some of the new terms we will be hearing?

Cohort - a defined group of students

Advisor- credentialed teacher assigned to a single cohort, responsible for providing and monitoring instruction and learning, structuring lessons for both in-class and online learning

Advisory- Meetings for cohorts of students who share the same Credentialed Teacher who oversees their progress

Mentorship- One-on-one meetings with students with their Advisor to set goals, reflect on progress, and identify next steps

Class - pre-scheduled or content specific around a group of students with a similar “interest” if the class is enrichment/subject matter specific ie. PE or civics/history. Could be lead by an advisor or other staff member

Group - time with a specific content area specialist (probably mostly math, reading and language development) for targeted coaching and development based on student data.

Office hours - designated for one-on-one coaching and support to students on a drop in basis (either virtual or on-site)

Independent Learning - time available for students to come to “school” through the day, have adult supervision, and work on projects or reinforce skills as needed

Employee Wellness- Staff will be able to have breaks, time to recharge, and time for nourishment. Wellness options may include working with others or taking time for oneself

How will a typical day be organized for your child?

Student Groupings

- Students will be grouped into cohorts or “advisories” to help minimize contact and transitions as part of the COVID-19 guidance but also to form advisory groups for students to work together and develop positive, healthy relationships
- Each cohort will have a single credentialed teacher, who is committed to their success and stays connected to their progress
- Transitions will be minimized
- Individuals within the cohort schedule could be 100% online, 100% on-site, or a hybrid model
- Students may adjust their schedule at different times in the academic year, shifting more or less time on-line, for example, but still staying in the same advisory

Teacher Support

- Teachers may work in “shifts” with the option of working either the early shift or the late shift to support students arriving earlier and later in the day
- Teachers will support students through a combination of advisory, instruction, office hours, and planning
- To help keep the school open for longer hours, additional staff will include staff who support what was called the “Extended Day” classes
 - Staff in these roles will support students with online follow-up, independent practices, and mentorship.
 - Staff members from a range of backgrounds may provide guidance, supervision, or even one-on-one help as students work through their learning progressions
- Teachers may focus on content areas depending on their own strengths, interests, and values in order to support students’ strengths, interests, and values
- Schools will offer a range of topics for exploration, allowing students options to learn from different teachers over time while maintaining a strong relationship with their advisor
- This approach will work for both enrichment, intervention, and specialized needs, helping match students to the right instruction at the right time

Who will monitor and assess student progress?

- Both Elementary and Middle School sites will continue to have staff (both classified and certificated) with advanced training in teaching reading and early literacy development
- Students will actively participate in setting, reflection on progress, and adjusting goals

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- Student “groups” will be coordinated for students needing additional support.
 - Students who need more support will likely spend more time beyond their cohort hours in “group” and “office hours” with support to allow them to enjoy the enrichment “classes” of their choice
 - Students who need additional support to meet learning competencies or are reading below grade level will be advised to have additional “Group” time with targeted instruction by a specialist delivered online or at school depending on family needs

How will we meet the needs of students with special needs?

- Students with special needs and/or IEPs will be members of cohorts and will also have full access to “Advisory”, “Class”, “Group”, and “Office Hours” throughout the day
- You and your child’s advisor will work together to identify the most appropriate schedule based on the child’s unique strengths, interests, and values as part of each Learning Plan

How will we continue to build on the partnership with the community?

- The El Cajon Recreation Centers will be an extension of the school district your child can access additional enrichment and recreation
- Parks and Recreation can partner with Extended Day and PE, Music, and Arts teachers to increase opportunities for students
- Where appropriate, students who can participate in learning opportunities within the community will partner with stakeholders for internships, externships, and exploration of career opportunities

How will CVUSD continue to focus on exploring strengths, interests, and values?

- Enrichment classes will be staggered throughout the day (both early and late) so that depending on student needs, and interests, and parents’ work schedules, students can have options during the time their parents choose to have them on campus