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Cajon Valley Union School District

A New Way Forward

Happy Kids, Engaged in Healthy Relationships, on a Path to Gainful Employment

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Overview of CVUSD Board Position on Returning to School in 2020

The crisis of COVID-19 has created a tipping point for education. Children deserve a safe environment that promotes learning, healthy relationships, and positive social interactions. Children need opportunities to grow intellectually and emotionally, while feeling connected and secure. Cajon Valley Union School District 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.

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. By working with the Parks and Recreation facilities and expanding the flexibility with staffing models, operational hours, and use of space, CVUSD can support families and help get the community back to work. District employees who have families, child care needs, and dynamic schedules will also benefit from a more flexible schedule of operations with more choices and options for working conditions.

The 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 families with comprehensive, holistic, youth and family-driven opportunities, including both academics and enrichment options, to create schedules to accommodate their needs. At the core of this design is the reliance on an advisory model where students 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 each student 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, combine online with onsite learning, and even change over time if needed.

Guidance for Implementing Board Policy

Timeline

	Spring 2020	Summer 2020	Fall 2020	Winter 2021	Spring 2021
Distance Learning Options	District-wide	District-wide	District-wide	District-wide	District-wide
On-site Options	Chase offers on-site daycare for First Responders	Summer Learning and Enrichment at each school site (6:30 am- 6 pm)	All Campuses Open for in classroom learning (6:30 am- 6 pm)	All Campuses Open for in classroom learning (6:30 am- 6 pm)	All Campuses Open for in classroom learning (6:30 am- 6 pm)
Advisory			Cohorts of Students with Advisory	Cohorts of Students with Advisory	Cohorts of Students with Advisory
Learning Progressions				Learning Progressions Guide Student Priorities	Learning Progressions Guide Student Priorities

Spring 2020

March 13, 2020

- All CVUSD Schools facilitated closure on short notice in response to Public Health concern over COVID-19
- Superintendent's video directly to students to support student well-being during closure

March 16, 2020

- Establish and provide continued meal service to students
- Assessment of families' access to internet and technology
- Begin Blended and Personalized Learning via E-learning Playlists (Distance Learning)
- Engaged in dialogue/negotiations with bargaining groups

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- Begin Free Childcare for school-aged children of Essential Workers
- Established a variety of communication modes for families and staff regarding changing conditions.
- Began offering targeted Professional Learning opportunities for teachers and counselors to develop as distance learning practitioners.
- Principals collaborated to develop best practices and expectations for distance learning
- Principals shared distance learning timelines and expectations with staff in small and whole groups for consistency of message & promotion of equity
- Community Liaisons connected with families to identify urgent needs

March

- Moved Stakeholder meetings from monthly to weekly
- Designed/Implemented a comprehensive virtual counseling/guidance program to meet universal, targeted and intensive needs
- Classified Advisory Committee (one classified employee from each school and department)
- Professional Advisory Committee (one teacher rep from each school)
- Principal's Council (District principals, administrators, and support staff)
- PTA Council Presidents and Citizens Advisory Committee (Parent leaders from every school)
- Scaled up/expanded meal service options based on ongoing assessment of need
- Continued meeting with bargaining unit groups (CVEA & CSEA)
- Weekly professional learning for all certificated staff (Wednesdays)
- Organized staffing to match program and employee needs
- Identified "first-responder" employee groups to staff volunteer lunch distribution and emergency child care programs
- Families surveyed for access to food, chromebooks and Internet by schools
- Implemented the District wide student enrollment process
- Built distance learning curriculum Infant - Grade 8
- Created & implemented consistent means of connecting families and students to school via weekly updates, social media blasts in order to maintain the climate and culture of the school site in alignment with district brand
- Site administrators meet with Education Specialists, School Psychs, related service providers to ensure students with disabilities have access to support.
- Site administrators attended collaboration with the Special Education department to plan for facilitating IEPs and assessments during school closure
- Developed resources and guidance for provision of services for students with disabilities and how to modify/accommodate district playlists
- Identified and adopted alternative curriculum for students with significant disabilities

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- Professional Learning provided for Special Education staff on how to hold IEPs virtually; how to address initial/triennia/additional assessments; how to report progress on IEP goals

April - May

- March 30- April 3 Professional Development for all certificated staff related to advisory, distance learning programs, and playlists.
- April 13th Custodial crews returned to school sites for disinfecting and deep cleaning
- April 20th CVUSD resumed learning under Distance Learning for all students
- Continued gathering input through weekly stakeholder meetings
- Scaled up "Free Childcare for Essential Workers"
- Established protocol and data collection for attendance and connection monitoring.
- Certificated & Classified staff contacted all families via phone or email to explain distance learning process and information
- Counselors established counseling playlists to support social-emotional needs during school closure
- Teachers scheduled daily zoom meetings and established office hours for students and families to access them for support
- Staff referred student names to site admin that are unable to be contacted or MIA
- FACE office supported sites in contacting and locating all students
- Made additional contact with vulnerable youth (Homeless/Foster) to facilitate continued connection to school
- Evaluated options for free summer learning and summer enrichment camps for CVUSD Families
- Conducted Town Hall Meeting with families at each school site.
- Some teachers developed and deployed enrichment learning opportunities for students
- Assessed the staffing needs for the upcoming school year and reallocated staffing based on the intended instructional model
- Developed a credit/ no credit "grading" system to increase accountability for distance learning
- Held site meetings for School Site Council, ELAC, and PTA to update and gather input
- In order to facilitate distance learning, school sites set up chromebook hospitals to support families and students with technology related issues.
- Trained classified staff to support chromebook hospital and troubleshoot technology issues

May - Jun

- Principals collaborated to support modification of playlists to meet individual student needs and share best practices

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- Teachers completed Modern Teacher Architect a Learner-Centered Culture Module, Literacy section (Use Wed's between now and Jun 19)
 - Module 1 Literacy (<7 hours for literacy tiles) - Wed through Jun 19
 - To be considered for summer school, must be done by Jun 30
 - Fluency modules during Summer Sessions with students
- Jun 6 & 7 - Decision Making and Strategic Planning Summit with CVEA, CSEA, CVAA, Cabinet, and Governing Board President & Vice President
- Jun 9 - template to identify maximum staff and student numbers
- Employee Organizations and Governing Board reviewed Stakeholder Input, Health Guidelines, and Draft Policy ahead of Planning Summit
- Design Health Questionnaire to use during entry Health and Wellness check

Summer 2020

Jun - Aug

- Communicate options to families for the Fall
- Survey families, staff, and stakeholder groups
- Offer Summer Learning and Enrichment at all schools with
 - 1 "Lead Teacher" and 2 "Partner Teachers" for each student cohort
- Full staff PDs to establish procedures and logistics
- Staff summer program from 6:30 am to 6:00 pm for wrap around care
- Curriculum Training & Building led by Teachers and Ed Services
- Procure learning management system, develop professional learning
- Build CVUSD curriculum in learning management system
- "Soft Opening" approach, allowing families to explore scheduling options and understand the new protocols
- Create a signage kit for all sites to order on website
- Identification of district personal to act as "Response Team"
- Provide Orientation and Safety Training for all staff, students, and parents

Opening of 2020-2021 School Year (Aug-Oct)

- Communicate plan and safety protocols to families
- Survey families, staff, and stakeholder groups
- Safety protocols in place at all schools to support students and staff health needs
- Assess and adjust staffing aligned to enrollment and program need
- Technology tools continued (eg. playlists, Google Classroom, GSuite, etc.)
- Playlists provided as models (focus on rigor and student work products)
- Day-in-the-life provided as a model
- Sample online "best practices" for engaging students online
- Teachers engaged with building curriculum and identifying resources
- Teachers continue learning competency based learning model, advisory

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- Teachers trained in learning management system
- Launching Advisory

Fall 2020 (Oct-Dec)

- All students have an "advisor" (credentialed teacher)
- Some teachers are developing LMS: Learning Plans and work on Learning Progressions
- Some teachers are using rigorous playlists through Google Classroom

Winter 2021 (Jan-Mar) though Spring 2021 (Apr-Jun)

- All students have an "advisor" (credentialed teacher)
- Most teachers are developing Learning Plans and work on Learning Progressions
- Some teachers are using playlists
- Survey families to understand if the options are meeting their needs

Summer 2021

- Schedules for families include learning opportunities and options that extend into the summer months
- Continued communication by the school site regarding updates and new developments for the 2020-2021 school year

Fall 2021

- California advances to phase 4 of state reopening - post pandemic
- Full Modern Curriculum and Learning Opportunities (Pre-COVID) restored
- Return to School with full access to campus and full time in person learning
- Continued flexibility for families who want homeschool or part time options

Fall 2021 or at a time of full opening of schools without space or distancing limitations as presently described in the Governor's "Phase 4" (subject to amendment), the District will conduct a diligent evaluation and analysis of the programs implemented under the Plan outlined herein. That evaluation and analysis shall include a compare and contrast to the delivery of student educational services as it existed Pre-Covid Pandemic Emergency Orders. The evaluation shall be made at both the District and Site specific levels. Input will be sought from all appropriate stakeholders, including but not limited to, Parents, Staff, and retained consultants. Such an evaluation and analysis will then be used to determine the next best steps in moving forward with the present Plan, return to a Pre-Covid State of Emergency Order education delivery model or some additional alternative yet to be developed.

Programming

Student learning will include a range of opportunities including online, on-site, collaborative, and independent practices time. Schedules will be flexible to meet the needs of families; broadly, the time will be grouped into the following descriptions.

- Advisory (Group meetings)
 - a. Meetings for cohorts of students who share the same Credentialed Teacher who oversees their progress and communicates with parents/guardians
- Advisor Time (Mentorship)
 - a. One-on-one meetings with students with their Advisor to set goals, reflect on progress, and identify next steps.
- Content Area Instruction
 - a. Instruction in an academic area; sometimes the student's Advisor can deliver instruction, sometimes it may be another instructor who has expertise in a content area
 - b. One-on-one practice time for targeted support
- Independent practice
 - a. Independent practices time and skill building
 - b. Online practice with adaptive software
- Small group practice
 - a. Online or in-person small group conversations and concept building (eg Socratic Seminar)
- Office Hours
 - a. Teachers in content areas (eg Math, Social Studies, etc.) meet with students one on one or in groups to answer questions and address specific concerns
 - b. Office hour slots will be staggered so that there are always certificated teachers available to each block of time to meet with students and/or families for individual guidance and coaching.
- Employee Wellness
 - a. Staff will have breaks, time to recharge, and time for nourishment
 - b. Wellness options may include working with others or taking time for oneself

Student Grouping

Students will be grouped into cohorts or "advisories" to ensure they have a credentialed teacher who oversees their progress while minimizing their transitions and maintaining a "stable cohort of students" as outlined in the health and safety guidance, develops their strengths/interests/values, and connects them to a consistent peer group for support and collaboration. Students who select a schedule that is 100% online, a hybrid model, or a schedule that is 100% on-site could potentially still be in the same advisory. Students may

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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. This approach will help all students have a credentialed teacher who is committed to their success and stays connected to their progress.

The master schedule will be completely filled at every moment with areas designated for "Care" - run by the Extended Day Team (Augmented by other staff qualified to provide guidance/care/One-on-one help with student competencies and playlists.) This could include what we currently call SECAs, BISs, etc.

Staffing

Teachers will work in "shifts" with the option of working either the early shift or the late shift. Some sites may be able to offer more choices, depending on the needs of teachers. Shifts will include a combination of advisory, instruction, office hours, and planning. Shifts will also include time for "employee wellness". Teachers can sign up for an early shift or a late shift. Depending on site needs, both shifts may overlap during the lunch hour for the nutrition schedule and possibly for advisory.

To help keep the school open for longer hours, additional staff will include staff who support what was called the "Extended Day" classes. Certificated staff and credentialed teachers will work together to support all students, given a flexible and custom experience. Support roles such as SECAs, BISs, etc. may support advisors 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. Since each student will have an advisor, students will have a credentialed teacher ensuring they are making progress, then helping students find the right kind of support for their goals.

Choices for Teachers

Teachers can then sign up for other time slots to complete their "contracted work-day" which includes time built in for employee wellness. These time slots will mostly be consecutive, but don't have to be. (For example a morning teacher could teach a 6:30 am hour "class" "group" or "office hours" another at 8:30, have "Advisory" at 10:00, go to exercise/wellness at 12:00, then have their lunch, either on or off campus).

Different teachers may focus on different content areas depending on their own 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. With the opportunity

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for online and distance learning, expertise can be shared by teachers across schools and the district as a whole, expanding the number of options for families.

Both Elementary and Middle School sites will have staff (both classified and certificated) with advanced training in teaching reading and early literacy development. The principal and designees will help coordinate “groups” for students needing additional support. Students who need more support will likely spend more time in “group” and “office hours” with support to allow them to enjoy the enrichment “Classes” of their choice. Students achieving at or above grade level will participate in advanced curriculum and rigorous performance tasks to accelerate progress towards their post-secondary goals.

School site administrators and staff will coordinate schedules so that each advisory is able to enjoy outdoor recreation as weather and conditions permit. When possible, each advisory will have at least two outdoor based activity sessions each day, and more if possible.

Curriculum, Instruction and Assessment

CVUSD will continue to align curriculum, instruction and assessment on students’ strengths interests and values, with a focus on:

- Competency-based learning
- Flexible schedules, and
- Learning Progressions

CVUSD will offer families the choice between three different models of instruction and learning at each site, based on site availability.

Traditional, 100% in-school	Blended, in-school and at-home	Distance Learning, 100% at-home
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	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 virtual/live at-home instruction Personalized daily instruction Maintain school site affiliation Access to enrichment classes

Students will continue to develop their strengths, interests, and values with more flexible options for scheduling and distance learning 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.

Health & Safety

As more is learned about protocols for promoting health and safety regarding COVID-19, policies and best practices will improve based on “guidance” from [Center for Disease](#)

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[Control](#), and the [California Department of Public Health](#). For the purpose of this document “guidance” refers to both of these sources regarding policies and practices.

Advisories (Cohorts of students)

To minimize the number of contacts and help students feel safe, as much as possible, students will work with the same group of students each day (sometimes referred to as a “stable cohort” in the literature on health and safety). This grouping of students will be purposeful in that all students will share an advisor (credentialed teacher) and not rotate unnecessarily between groups or classes. (For example, students in elementary schools may find this experience similar to the one “class” mostly with one “teacher” in the past, while students in secondary settings may see this as a significant shift from a seven period schedule).

In as much as is reasonable, students will stay in consistent and predictable groups to minimize transitions and contact.

- The same group students are in the same cohort each day
- Cohort sizes will be determined by the maximum capacity for students in the cohorts learning space while meeting 6-foot physical distancing objectives
- Students stay in the same cohort
- Each cohort should be in a separate room and not mix with other cohorts
- Teachers should remain primarily with one cohort of students, if feasible
- Geographic considerations should be used to designate cohorts to support transportation needs (see transportation below)
- Service providers and other adults who typically rove from room to room, will be limited to prevent cross contamination

Options for Higher Risk Individuals

- Consideration of options for staff at [higher risk for severe illness](#) (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible
- Consideration of options for students at [higher risk of severe illness](#) that limit their exposure risk (e.g., virtual learning opportunities) when possible
- Considerations will be consistent with applicable law, policies to protect the privacy of people at [higher risk for severe illness](#) regarding underlying medical conditions

Health and Safety Protocols

CVUSD student programs will adhere to the recommended health and safety protocols such as:

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- Personal Protective Equipment (PPE) will be stocked, inventoried and replenished on a weekly basis as needed (see below)
- Daily health and safety checks (temperatures, health screening questionnaire) will be conducted by site staff
- Each School Site will establish a specific and labeled one way flow of entry, direction in walkways/open spaces, and exit demarcated with appropriate signage and markers.
- Site administrators and teachers will coordinate and schedule outdoor activities to ensure that cohorts are not mixed, and that adequate distance exists between cohorts
- Use of specific facilities will be defined for each cohort (entrances, restrooms, paths of travel to ensure no mixing of cohorts), and that schedules will be in place for use of each area to limit occupancy
- Signage for health and safety protocols (handwashing, hand sanitizing, distancing, etc.) will be posted in appropriate areas
- Should a staff member or student exhibit symptoms of COVID-19 a CVUSD Response Team will be notified immediately. The Team will notify Public Health to expedite steps necessary for the involved cohort

Staff Personal Protective Equipment (PPE)

All staff will implement best practices in the use of Personal Protective Equipment as outlined in the current guidance, including, (but not limited to):

- Wearing a face covering at all times. (see additional information below)
- Wearing gloves when cleaning and disinfecting
- Using disinfectant cleaner regularly to clean and wipe surfaces and high touch areas
- Teachers will implement regular classroom cleaning and disinfecting procedures throughout the day
- Setting and following a hand washing schedule for staff and students upon arrival, entering classrooms, before and after meals or snack time, before and after going to the restroom, sneezing, using a tissue, helping students with toileting/diapering and regular intervals throughout the day
- Hand sanitizer will be available throughout the school campus for students and staff. Current guidance recommends sanitizer should be rubbed into hands until completely dry
- Consider the possibility of using portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent practical.
- Working with students using physical barriers (i.e., face shield) if needed

Cloth Face Coverings for Staff and Students

- All staff and students will utilize face coverings as indicated by recommendations from the [Center for Disease Control](#), the [California Department of Public Health](#)

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- Guidance recommends that students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained, and at a minimum face coverings should be worn:
 - While waiting to enter the school campus
 - While on school grounds (except when eating or drinking)
 - While leaving school
 - While on a school bus
- Each site will have a supply of disposable face coverings for anyone who is unable to provide their own

Facilities and Cleaning

- Each school will determine a schedule for cleaning and disinfecting common areas in accordance with the [Centers for Disease Control \(CDC\) guidance for schools and childcare centers](#)
- All school sites will be equipped with cleaning and sanitation supplies (i.e., hand sanitizer, gloves, cleaner, etc.)
- High touch areas and surfaces in individuals' work areas will be regularly cleaned in accordance with the [Centers for Disease Control \(CDC\) guidance for schools and childcare centers](#)

Quarantine and school closure policy

If any individual (student or staff) tests positive for COVID-19:

- Individual and their cohort will need to wait 14 days before returning to school
- All instruction and learning will need to shift exclusively to distance learning model
- Reporting expectations will be consistent with HIPPA compliance and guidance from the health department

If two individuals test positive:

- The entire school will close for 14 days or the school will complete a decontamination protocol that meets the requirements of guidance

Daily Logistics

Staff Coordination

Each school site will provide resources for coordinating roles and responsibilities such as

- Reviewing [Considerations for Schools](#), the approved guidance from CDC for with all staff to identify overall health and safety suggestions
- Understanding how the schedules for drop-off, meals, playground time, toileting activities and pick-up are designated for each cohort

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- An emphasis placed on teaching and practicing infection control measures detailed in this advisory

Health & Safety Checks

- Schools request that family members be present when dropping off to confirm their child's health readiness for school
- Each site will use touchless thermometers to take the temperature of all students and staff members before entering the campus. (If a student's temperature is above the threshold defined by the guidance (100F degrees), they may not participate in on-campus learning and staff will facilitate pick up by a guardian or emergency contact
- Sites will log students who have exhibited a temperature
- Each site will have a designated space and staff member to supervise students with temperatures above 100 degrees while they wait to return home
- If a student or staff member has had [Covid-19 symptoms](#) they should stay home until:
 - 3 days have passed with no fever,
 - Covid 19 Symptoms have improved, and
 - 10 days have passed since symptoms first appeared
- If a student or staff member has tested positive for Covid-19, they should stay home until 10 days have passed since test
- For non-Covid-19 related illness, it is still vital that all parents and guardians keep children at home if they are sick until a fever has been gone for at least 24 hours without the use of medicine

Health Office

- Health offices at each site will need to conform to guidelines to support health and safety, including:
 - layouts that will accommodate social distancing
 - Stocking and use of PPE as described above
- Health offices should be used primarily for students exhibiting symptoms (as described below) and for those with severe injuries

Check-In and Pick up / Sign Out

- Schools will stagger arrival times, drop-off times, or locations by cohort, as well as put in place other protocols to limit contact between cohorts and direct contact with families as much as is reasonable
- Staff member will be at bus stop when bus arrives to assist students who require support entering campus
- Students using bus transportation will be released to the bus area one class at a time or in small, predesignated groups
- Everyone who enters the campus must pass through the same Health and Wellness checks as outlined in the guidance

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Health Questionnaire at Arrival

Staff and families will be required to report on questions at daily arrival, such as:

- *Do you or your child live with anyone or have you or your child had close contact with anyone with a prolonged cough, fever, or flu-like symptoms? or with anyone who has been diagnosed with COVID-19 within the last 14 days?*
- *Do you or your child have a fever, cough and/or shortness of breath? For children and adults fever is 100.4 degrees or above using a forehead thermometer.*
- *Do you or your child have any other signs of communicable illness such as a cold or flu?*
- *Have you or your child experienced diarrhea or vomiting (within the past 24 hours)?*

Snacks and Lunches

- Students can bring their own meals when feasible, with families providing appropriate snacks and lunches for their students, packed in clearly marked containers, and instructed not to share food. Families should provide detailed information on registration forms regarding any special dietary needs and/or allergies
- School provided meals will be provided individually in classrooms instead of in communal dining areas or cafeteria, while also ensuring the safety of children with food allergies
- Meals will be provided with disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- If food is offered at any event, pre-packaged boxes or bags for each attendee will be provided instead of a buffet or family-style meal.

Signs of Illness During Program

- Staff will be on the lookout for [Covid-19 symptoms](#) throughout the day
- If a student is exhibiting any of the CDC indicated symptoms, they will go to the designated space until pick-up. Parents/guardians are required to and must agree to come pick up their child without delay if they are exhibiting these symptoms
- Staff members who exhibit any of these symptoms will also remove themselves from campus

Mental Wellness and Social Emotional Support

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The COVID-19 pandemic has changed our world and our way of life, and has caused stress and anxiety to some degree in everyone - families, children, staff, and our entire community are impacted. CVUSD will utilize its counseling teams to support students with trauma informed care, and checking in remotely with all participating families and staff members, on a regular and ongoing basis. CVUSD will adjust the comprehensive counseling/guidance program and delivery model to address universal, targeted and intensive needs. School Counselors, Mental Health Clinicians and other outside providers will be able to provide intentional proactive and responsive services. The CVUSD Counseling department will update the crisis response models in order to appropriately respond to individual student needs, as well as grief/loss in the community.

Transportation (Students with Disabilities ONLY)

- Transportation should support the cohort-based model, including staggered start times for different cohorts, with cohorts being designed with geographic considerations
- Busing will support cohorts arriving at different times throughout the day
- Busing will be open to students “within boundaries” to support cohorts starting at different times
- Bus drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings) with the expectation that they clean and disinfect school buses or other transport vehicles according to guidance outlined in CDC document [What Bus Transit Operators Need to Know About COVID-19](#)
- For students riding the bus, a temperature or symptoms check will be required to get on the bus
- If a student has a temperature then driver will notify the transportation department and transportation department will notify site

Informing Documents

The following documents provided model language, guidance, and inspiration for this document

- [CDC Considerations for Schools](#)
- [STRONGER TOGETHER: A GUIDEBOOK FOR THE SAFE REOPENING OF CALIFORNIA'S PUBLIC SCHOOLS](#)
- [Los Angeles County Schools: Rising to the Challenge of COVID-19](#)
- [Marin County: Return to School Pilot and Soft Opening \(working document\)](#)
- [Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries](#)
- [Chiefs for Change: The Return, How Should Education Leaders Prepare for Reentry and Beyond](#)
- [CDC recommendations regarding the use of face coverings](#)
- [What Bus Transit Operators Need to Know About COVID-19](#)
- [Cleaning and Disinfection for Community Facilities](#)
- [Considerations for People Who Are at Higher Risk for Severe Illness](#)

For Further Review

- [Emergency Childcare Site Procedures \(DRAFT\).docx](#)