Cajon Valley Union School District

COVID 19 Reopening Plan[1]

(Last Updated 03/22/21)

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.

This plan is available at the COVID-19 Information page on the district website. Supplementary resources like school board approved language, stakeholder collaboration, and ongoing communication from the superintendent can also be found on this page.

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[1] Based on Board Approved Plan for Reopening 2020 - Jun 11 2020

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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.

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 flexile 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

All students and families have the option of Distance Learning for the 20/21 academic year. Distance learning will also be triggered for students, cohorts, sites, or the district as a result of Covid-19 cases. (see sections Identification and Tracing of Contacts and Triggers for Switching to Distance Learning for these scenarios)
See Appendices A, B, C, D for sample Distance Learning Schedules by grade level.

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 runs 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.

Example 2: Blended, 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 goodby 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 3 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: Traditional, 5 days per week

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.

The following is an example of a traditional schedule for this student:

	Focus	Notes[2]
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 *Learning Progressions*
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

[2] 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
- 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

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

Physical Distancing

- All sites have instituted procedures to minimize mixing, implemented 3-ft. physical distancing, and maximize space and physical barriers (as recommended when available) in the following settings:
    - During staff and student arrival/symptom screening
    - Before instruction begins
    - Altered classroom layouts to emphasize 3-ft. physical distancing or maximum space/barriers between students

- Extended Day spaces
- Altered office, reception area, and all other common space layouts for 3-ft. physical distancing
- During meal service
- During recess
- While students and staff leaving campus

- All sites have posted signs in meeting rooms limiting the capacity and layout for 3-ft. physical distancing or maximum space/barriers (as recommended when available) between individuals
  - Placed signs and/or markers to assist with 3-ft. physical distancing:
  - "Stand here" markers where students or staff are required to assemble or wait in line
  - "One way" markers to establish single direction flow in hallways
  - At restrooms to:
    - Limit entry to students from specific classrooms nearby
    - Limit the number of students using it at one time
    - Indicate where to wait in line

Stable Cohorts

Students will be grouped into cohorts 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.

All sites will program students into cohorts to insure that:

- Students stay in the same cohort
- Cohort sizes will be determined by the maximum capacity for students in the cohorts learning space while maintaining 3-ft. physical distancing or maximum space/barriers between students
- 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
- Contact tracing can be effectively implemented

Face Coverings and Other Essential Protective Gear

- All staff and students will utilize face coverings as indicated by recommendations from the Center for Disease Control, the California Department of Public Health
- Face coverings must be worn by students and staff:
  - 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 has a supply of disposable face coverings for anyone who is unable to provide their own
- Responses for failing to wear a cloth face covering include:
    - Providing disposable face covering
    - Exclusion from campus

Students can be exempt from wearing a face covering if they fall within the CDPH guidelines for individual exemption. Students unable to wear a cloth facial covering will be encouraged to wear a plastic face shield and drape. Those who are exempt from wearing a facial covering and who cannot or chose not to use a plastic face shield will be given the option of distance learning. Individuals who refuse to wear a face covering but who are not exempt will not be permitted to remain on campus and will be given the option of distance learning.

Cleaning and Disinfection

Custodial Staff

- Each site's custodial staff has the appropriate tools, equipment and training to provide enhanced disinfecting at all schools and district facilities,
- Each site has Identified and stocked cleaning products using the following guidelines:
    - Cleaning products should be from the Environmental Protection Agency (EPA)-approved list "N" approved for use against COVID-19
    - Following product instructions for use
    - Reducing the risk of asthma related to disinfecting, selecting disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid).
    - Avoiding products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
    - Using disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
    - Providing employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
    - Established a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

- Custodial staff has the proper protective equipment including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions
- Each site has all products kept out of children's reach and stored in a space with restricted access
- Areas used by any staff or student with temperature or symptoms will be closed off areas and not used before cleaning and disinfection.
    - To reduce risk of exposure, custodial staff will wait 24 hours before cleaning and disinfecting.
    - If it is not possible to wait 24 hours, staff will wait as long as feasible before cleaning and disinfecting

General Staff

- Staff at each site will continue cleaning of high touch areas and surfaces in individuals' work areas throughout the day, including:
    - Tables in classrooms and other common areas
    - Chairs in classrooms and other common areas
    - Doorknobs
    - Teacher area/space
    - Chromebooks/electronic devices

Entrance, Egress, and Movement Within the School

Each site has implemented procedures to support 3-ft physical distancing for staff and student as they enter, exit and move throughout the day, including:

- Altering offices, reception area, and all other common space for physical distancing.
- Several entry and exit points for all staff, students and parents.
- Cohorts of students will be assigned a timeframe for arrival and departure from an assigned point.
- Parents are encouraged to remain in their vehicles and drop off older children at the designated drop off zones.
- Parents that need to escort younger children to their screening and during pickup will be required to wear a mask.
- Posting signs in meeting rooms limiting the capacity and layout for physical distancing.
- Passing periods and break times will be staggered to avoid congestion.
- Placing signs and/or markers to assist with physical distancing, including:
    - "Stand here" markers where students or staff are required to assemble or wait in line
    - "One Way" markers to establish single direction flow in hallways
    - At restrooms to:
        - Limit entry to students from specific classrooms nearby
        - Limit the number of students using it at one time
        - Indicate where to wait in line

To the greatest extent possible students will be spaced apart on the busses and masks will be required. Windows will be opened for increased air flow, weather permitting. Busses will be equipped with extra unused face coverings for students who forgot to bring one. Every student will be provided with hand sanitizer upon entry into the bus.

Health Screenings for Students and Staff

Daily symptom screening of all staff and students for COVID-19 symptoms including:

- Use of touchless thermometers to take temperature
- Expectation that family member(s) wait for their child's temperature results in the case that child will not be admitted and have to return home
- Logging of students with temperatures >100F
- Not admitting students or staff with temperatures >100F

Students who have a temperature > 100F or demonstrate symptoms will be isolated in the health office until they can be picked up by a family member.
Staff members who have a temperature > 100F or demonstrate symptoms will leave campus to return home
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)*

Healthy Hygiene Practices

Each site has implemented routines for frequent hand sanitation focusing on COVID-19 prevention measures:

- After using restroom
- Before and after eating
- When entering a classroom or office
- After taking off or putting on their cloth face covering
- After prolonged exposure to high touch areas
- Before and after each task when preparing food in any class

Each site is using video and print resources as instruction for students in handwashing and other hygiene practices. Examples include:

- Fight Germs! Wash Your Hands! | CDC

- How to Wear a Fabric Mask Safely | WHO
- Wash Your Hands! | CDC
- How to Wear a Fabric Mask Safely | WHO
- How to Handrub | WHO
- How to Handwash | WHO

Identification and Tracing of Contacts

Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts

Scenario	Immediate Action	Communication
Scenario 1 A student or staff member either exhibits COVID-19 symptoms, answers "yes" to a health screening question, or has a temperature of 100.00 or above.	• Student/staff sent home • Student/staff instructed to get tested	No action is needed
Scenario 2 A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19	• Student/staff sent home • Student/staff instructed to get tested • Student/staff instructed to quarantine, • even if they test negative, for a full 14 days after 1) date of last exposure to COVID-19 positive non-household contact or 2) COVID-19 positive household member completes their isolation • If student/staff test positive, see Scenario 3 below • School administration notified	*For the Involved Student Family or Staff Member:* Template Document: Household Member or Close Contact With COVID-19 Case
Scenario 3 A student or staff member tests positive for COVID-19.	• Student/staff sent home if not already quarantined • Student/staff instructed to isolate for 14 days after symptom onset OR 10 days after resolution of symptoms, whichever is longer. (If never symptomatic, isolate for 14 days after positive test.) • School-based close contacts identified and instructed to test & quarantine for 14 days ◦ In stable elementary classroom cohorts: entire cohort ◦ In other settings: use seating chart, consult with teacher/staff • School administration notified • Public Health Department notified	*For Positive Case Student Family/Staff:* Template Document: COVID- 19 Case *For Student Families and Staff Members Identified as Close Contacts:* Template Document: Household Member or Close Contact With COVID-19 Case *For All Other Student Families and Staff Members:* Template Document: COVID- 19 Case in Our Community

Steps to Take in Response to Negative Test Result

Scenario	Immediate Action	Communication
A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic)	Student/staff may return to school at a minimum of 72 hours (3 Days) after resolution of fever and improvement in other symptoms	Student family/staff to bring evidence of negative COVID-19 test
A student or staff member tests negative after Scenario 2 (close contact)	Student/staff must remain in quarantine for a full 14 days after 1) date of last exposure to COVID-19 positive non-household contact or 2) date that COVID-19 positive household member completes their isolation	No action is needed

All guidance in this document based on CDC Recommendations for Schools (Updated May 26, 2020) and CVUSD Board Approved Reopening Plan (June 11, 2020)

Staff Training and Family Education

District and site leadership will support community in understanding the district's reopening plan using the CVUSD Reopening 2020 - Presentation.pdf

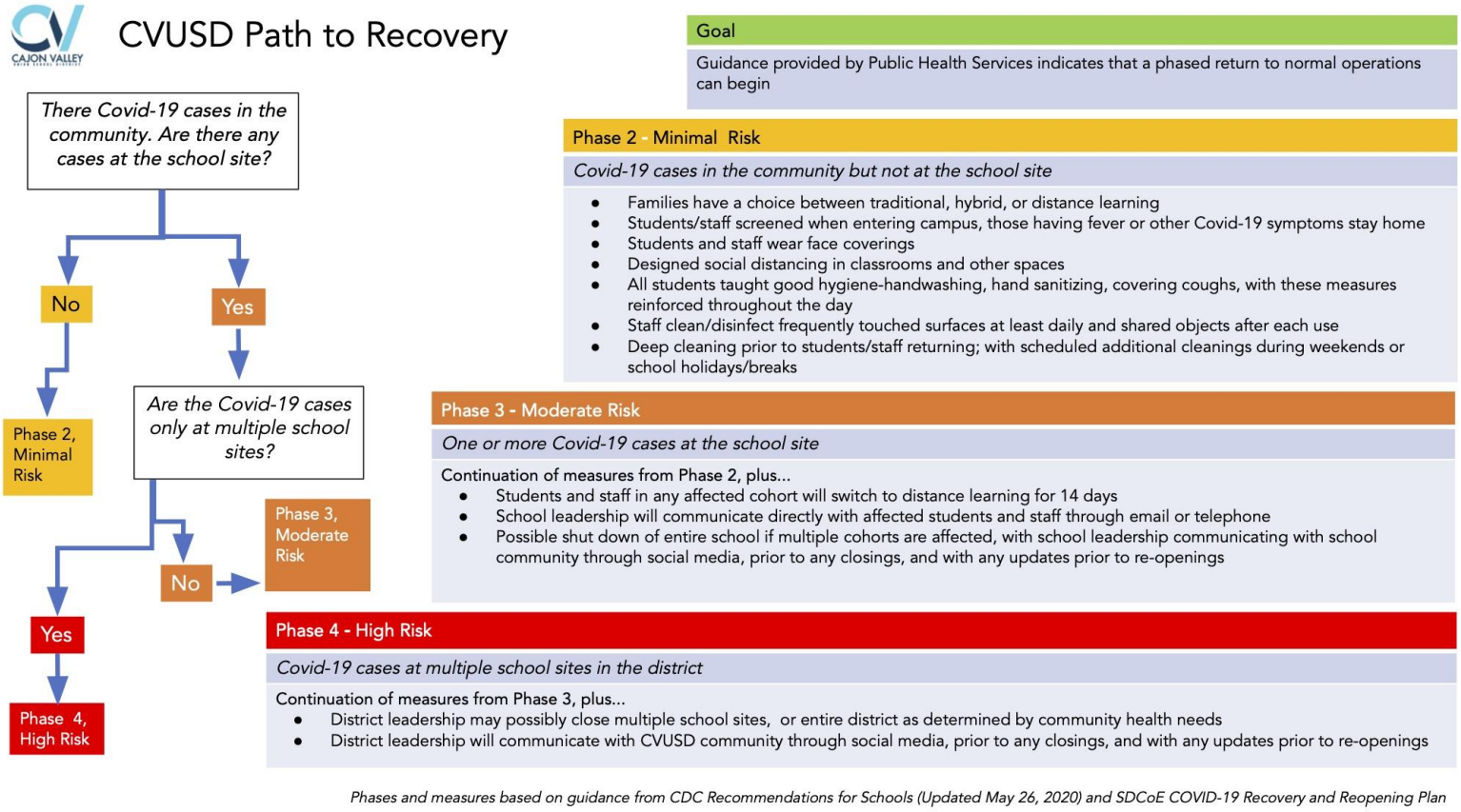
Site specific staff will be trained on health and safety protocols with Return to Campus Training Fall 2020

Testing of Students and Staff

Students and staff who have symptoms of Coronavirus Disease 2019, or have been exposed to someone with Coronavirus Disease 2019 will be rapidly tested, even if student/staff is asymptomatic.

- Student/staff will be sent home if not already quarantined
- Student/staff will be directed to undergo testing through:
    - Their healthcare provider, or
    - Free COVID-19 Testing Sites in San Diego County
    - County of San Diego Sites for referral of asymptomatic testing
- Student/staff will be instructed to isolate for 14 days after symptom onset OR 7 days after resolution of symptoms, whichever is longer. (If never symptomatic, isolate for 14 days after a positive test.)
- School-based close contacts will be identified and instructed to test and quarantine for 14 days
    - In stable elementary classroom cohorts: entire cohort
    - In other settings: use seating chart, consult with teacher/staff
- Public Health Department will be notified

Triggers for Switching to Distance Learning



Phases and measures based on guidance from CDC Recommendations for Schools (Updated May 26, 2020) and SDCoE COVID-19 Recovery and Reopening Plan

Communication

CVUSD district and site leadership will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act), by:

- Documenting/tracking incidents of possible exposure and notify local health officials, staff and families immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records.
- communicating with the parent/caregiver if a student is exhibiting symptoms of COVID-19, referring to the student's health history form and/or emergency card to identify if the student has a history of allergies.
- Notifying local health officials, staff and all families immediately of any positive case of COVID-19 while maintaining confidentiality as required by state and federal laws.
- Instructing sick staff members and students not to return until they have met CDC criteria to discontinue home isolation, including 3 days with no fever, symptoms have improved and 10 days since symptoms first appeared.
- Communication will be provided in families' home language when necessary

Appendix A - Distance Learning Schedule, Kindergarten

CVEA Planning Meeting
July 27, 2020
100% Distance Learning Mock Schedules (2020/2021)
Draft
Grade- Kindergarten

Time	Minutes	Class	Synchronous Minutes	Asynchronous Minutes or Additional Synchronous minutes (Students working on teacher time value learning activities or meeting with teacher for additional support)
8:00-9:00	60	Before School Prep **	0	0
9:00-9:30	30	Advisory	30	0
9:30-11:00	90	Instruction/Student Support	65	25
11:00-11:15	15	Snack Break	0	0
11:15-12:30	75	Instruction/Student Support	55	20
12:30-1:20	50	Lunch	0	0
1:20-2:30	70	Instruction/Student Support	50	20
	Staff- 6.5 hour day Students- 180-265 minutes		200 Synchronous Minutes	65 or more

Appendix B - Distance Learning Schedule, 1st - 3rd Grades

CVEA Planning Meeting
July 27, 2020
100% Distance Learning Mock Schedules (2020/2021)
Draft
Grades 1-3

Time	Minutes	Class	Synchronous Minutes	Asynchronous Minutes or Additional Synchronous minutes (Students working on teacher time value learning activities or meeting with teacher for additional support)
8:00-9:00	60	Before School Prep **	0	0
9:00-9:30	30	Advisory	30	0
9:30-10:40	70	Instruction	50	20
10:40-10:55	15	Snack Break	0	0
10:55-12:10	75	Instruction	55	20
12:10-1:00	50	Lunch	0	0
1:00-2:30	90	Instruction	60	30
	Staff 6.5 hour day Students- 265 minutes		195 Synchronous Minutes	70 or more

Appendix C - Distance Learning Schedule, 4th - 5th Grades

CVEA Planning Meeting
July 27, 2020
100% Distance Learning Mock Schedules (2020/2021)
Draft
Grades 4-5

Time	Minutes	Class	Synchronous Minutes	Asynchronous Minutes or Additional Synchronous minutes (Students working on teacher time value learning activities or meeting with teacher for additional support)
8:00-9:00	60	Before School Prep **	0	0
9:00-9:30	30	Advisory	30	0
9:30-10:45	75	Instruction	50	25
10:45-11:00	15	Snack Break	0	0
11:00-12:15	75	Instruction	50	25
12:15-1:05	50	Lunch	0	0
1:05-2:30	85	Instruction	55	30
	Staff 6.5 hour day Students-265 minutes		185 Synchronous Minutes	80 or more

Appendix D - Distance Learning Schedule, 6th-8th Grade

CVEA Planning Meeting
July 27, 2020
100% Distance Learning Mock Schedules (2020/2021)
Draft
Middle School Schedule- Grades 6-8

Time	Minutes	Class	Synchronous Minutes	Asynchronous Minutes or Additional Synchronous minutes (Students working on teacher time value learning activities or meeting with teacher for additional support)
8:00-8:55	55	Before School Prep **	0	0
8:55-9:20	25	Advisory	25	0
9:25-10:10	45	Class A	30	15
10:15-11:00	45	Class B	30	15
11:05-11:50	45	Class C	30	15
11:50-12:35	45	Lunch	0	0
12:35-1:20	45	Class D	30	15
1:25-2:10	45	Class E	30	15
2:15-3:00	45	Class F	30	15
	Staff- 7 hour day Students- 295 min		205 Synchronous Minutes	90 or more

Appendix E
14 Criteria for the San Diego County Elementary School Waiver Application

1. Published on Webpage

   This plan is available at the COVID-19 Information page on the district website. Supplementary resources like school board approved language, stakeholder collaboration, and ongoing communication from the superintendent can also be found on this page.

2. Distance Learning

   All students and families have the option of Distance Learning for the 20/21 academic year. Distance learning will also be triggered for students, cohorts, sites, or the district as a result of Covid-19 cases. (see sections Identification and Tracing of Contacts and Triggers for Switching to Distance Learning for these scenarios)

   Distance Learning includes:
   - 5 days a week virtual/live at-home instruction
   - Students supplied with chromebooks and support with wifi if needed
   - Personalized daily instruction - examples of schedules in Appendices A-D

3. Physical Distancing

   All sites have instituted procedures to minimize mixing, implemented 3-ft. physical distancing, and maximize space and physical barriers (as recommended when available) in the following settings:
   - During staff and student arrival/symptom screening
   - Before instruction begins
   - Altered classroom layouts to emphasize 3-ft. physical distancing or maximum space/barriers between students
   - Extended Day spaces
   - Altered office, reception area, and all other common space layouts for 3-ft. physical distancing
   - During meal service
   - During recess
   - While students and staff leaving campus

   All sites have posted signs in meeting rooms limiting the capacity and layout for 3-ft. physical distancing or maximum space/barriers between individuals
   - Placed signs and/or markers to assist with 3-ft. physical distancing:
   - "Stand here" markers where students or staff are required to assemble or wait in line
   - "One way" markers to establish single direction flow in hallways
   - At restrooms to:
     - Limit entry to students from specific classrooms nearby
     - Limit the number of students using it at one time
     - Indicate where to wait in line

4. Stable Cohorts

Students will be programmed into cohorts to insure that:

- Students stay in the same cohort
- Cohort sizes determined by the maximum capacity for students in the cohorts learning space while maintaining 3-ft physical distancing or maximum space/barriers between students
- 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
- Contact tracing can be effectively implemented

5. Face Coverings and other Essential Protective Gear

All staff and students will utilize face coverings as indicated by recommendations from the Center for Disease Control, the California Department of Public Health
Face coverings must be worn be students and staff:

- 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 has a supply of disposable face coverings for anyone who is unable to provide their own
Responses for failing to wear a cloth face covering include:

- Providing disposable face covering
- Exclusion from campus

We will exempt students from wearing a face covering if they fall within the CDPH guidelines for individual exemption. Students unable to wear a cloth facial covering will be encouraged to wear a plastic face shield and drape. Those who are exempt from wearing a facial covering and who cannot or chose not to use a plastic face shield will be given the option of distance learning. Individuals who refuse to wear a face covering but who are not exempt will not be permitted to remain on campus and will be given the option of distance learning.

6. Cleaning and Disinfecting

Custodial Staff

- Each site's custodial staff has the appropriate tools, equipment and training to provide enhanced disinfecting at all schools and district facilities,
- Each site has Identified and stocked cleaning products using the following guidelines:
    - Cleaning products should be from the Environmental Protection Agency (EPA)-approved list "N" approved for use against COVID-19

    - Following product instructions for use
    - Reducing the risk of asthma related to disinfecting, selecting disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid).
    - Avoiding products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
    - Using disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
    - Providing employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
    - Established a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Custodial staff has the proper protective equipment including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions
- Each site has all products kept out of children's reach and stored in a space with restricted access
- Areas used by any staff or student with temperature or symptoms will be closed off areas and not used before cleaning and disinfection.
    - To reduce risk of exposure, custodial staff will wait 24 hours before cleaning and disinfecting.
    - If it is not possible to wait 24 hours, staff will wait as long as feasible before cleaning and disinfecting

General Staff

- Staff at each site will continue cleaning of high touch areas and surfaces in individuals' work areas throughout the day, including:
    - Tables in classrooms and other common areas
    - Chairs in classrooms and other common areas
    - Doorknobs
    - Teacher area/space
    - Chromebooks/electronic devices

7. Entrance, Egress, and Movement Within the School

Each site has implemented procedures to support 3-ft physical distancing for staff and student as they enter, exit and move throughout the day, including:

- Altering offices, reception area, and all other common space for physical distancing.
- Several entry and exit points for all staff, students and parents.
- Cohorts of students will be assigned a timeframe for arrival and departure from an assigned point.
- Parents are encouraged to remain in their vehicles and drop off older children at the designated drop off zones.
- Parents that need to escort younger children to their screening and during pickup will be required to wear a mask.
- Posting signs in meeting rooms limiting the capacity and layout for physical distancing.
- Passing periods and break times will be staggered to avoid congestion.
- Placing signs and/or markers to assist with physical distancing, including:
    - "Stand here" markers where students or staff are required to assemble or wait in line

- "One Way" markers to establish single direction flow in hallways
- At restrooms to:
  - Limit entry to students from specific classrooms nearby
  - Limit the number of students using it at one time
  - Indicate where to wait in line

To the greatest extent possible students will be spaced apart on the busses and masks will be required. Windows will be opened for increased air flow, weather permitting. Busses will be equipped with extra unused face coverings for students who forgot to bring one. Every student will be provided with hand sanitizer upon entry into the bus.

8. Health Screenings for Students and Staff

Daily symptom screening of all staff and students for COVID-19 symptoms including:

- Use of touchless thermometers to take temperature
- Expectation that family member(s) wait for their child's temperature results in the case that child will not be admitted and have to return home
- Logging of students with temperatures >100F
- Not admitting students or staff with temperatures >100F

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)*

Students who have a temperature > 100F or demonstrate symptoms will be isolated in the health office until they can be picked up by a family member.

Staff members who have a temperature > 100F or demonstrate symptoms will leave campus to return home

9. Healthy Hygiene Practices

Each site has implemented routines for frequent hand sanitation focusing on COVID-19 prevention measures:

- After using restroom
- Before and after eating
- When entering a classroom or office
- After taking off or putting on their cloth face covering

- After prolonged exposure to high touch areas
- Before and after each task when preparing food in any class

Each site is using video and print resources as instruction for students in handwashing and other hygiene practices. Examples include:

- Fight Germs! Wash Your Hands! | CDC
- How to Wear a Fabric Mask Safely | WHO
- Wash Your Hands! | CDC
- How to Wear a Fabric Mask Safely | WHO
- How to Handrub | WHO
- How to Handwash | WHO

10. Identification and Tracing of Contacts

Identification

If a student or staff member tests positive for COVID-19:

- Student/staff will be sent home if not already quarantined
- Student/staff instructed to isolate for 14 days after symptom onset OR 10 days after resolution of symptoms, whichever is longer. (If never symptomatic, isolate for 14 days after positive test
- School based close contacts identified and instructed to test and quarantine for 14 days
    - In stable elementary classroom cohorts: entire cohort
    - In other settings, use seating chart, consult with teacher/staff
    - School administration notified
    - Public Health Department notified

Tracing

Each site will designate a COVD-19 liaison, to act as the communication point for all COVID-19 concerns. This individual's responsibility include:

- Managing and supporting contact tracing
- Notifying exposed persons
- Creating and maintaining a database of exposed students and staff
- Communicating with, and submitting lists of exposed students and staff to the local health department

11. Staff Training and Family Education

District and site leadership will train staff and educate families on the application and enforcement of this plan, adhering to linguistic needs of the community.

Resources used for training and education include:

- Family and Community presentation - CVUSD Reopening 2020 - Presentation.pdf outlining all the content of this reopening plan in visual formats
  - Provision of educational material on COVID-19 to families on site web pages
- Site specific staff training on health and safety protocols
  - Return to Campus Training Fall 2020
  - CVUSD Return to Campus Video
  - Health and Safety Competency Badge on district professional development platform

12. Testing of Students and Staff

Testing of Students

Students who have symptoms of Coronavirus Disease 2019, or have been exposed to someone with Coronavirus Disease 2019 will be rapidly tested, even if the student is asymptomatic.

- Student will be sent home if not already quarantined
- Student will be directed to undergo testing through:
  - Their healthcare provider, or
  - Free COVID-19 Testing Sites in San Diego County
- Student will be instructed to isolate for 14 days after symptom onset OR 7 days after resolution of symptoms, whichever is longer. (If never symptomatic, isolate for 14 days after a positive test.)
- School-based close contacts (students and staff) will be identified and instructed to test and quarantine for 14 days
  - In stable elementary classroom cohorts: entire cohort
  - In other settings: use seating chart, consult with teacher/staff
- Public Health Department will be notified

Testing of Staff

Staff members who have symptoms of Coronavirus Disease 2019, or have been exposed to someone with Coronavirus Disease 2019 will be rapidly tested, even if the individual is asymptomatic.

- Staff member will be sent home if not already quarantined
- Individual will be directed to undergo testing through:
  - Their healthcare provider, or
  - Free COVID-19 Testing Sites in San Diego County
  - County of San Diego Sites for referral of asymptomatic testing
- Staff member will be instructed to isolate for 14 days after symptom onset OR 7 days after resolution of symptoms, whichever is longer. (If never symptomatic, isolate for 14 days after a positive test.)
- School-based close contacts (staff and students) will be identified and instructed to test and

quarantine for 14 days
    - In stable elementary classroom cohorts: entire cohort
    - In other settings: use seating chart, consult with teacher/staff
- Public Health Department will be notified
- CVUSD will institute

13. Triggers for Switching to Distance Learning

If one or more Covid-19 cases at the school site:

- Students and staff in any affected cohort will switch to distance learning for 14 days
- School leadership will communicate directly with affected students and staff through email or telephone
- Possible shut down of entire school if multiple cohorts are affected, with school leadership communicating with school community through social media, prior to any closings, and with any updates prior to re-openings

If there are Covid-19 cases at multiple school sites in the district, then continuation of measures from above, plus:

- District leadership may possibly close multiple school sites, or entire district as determined by community health needs
- District leadership will communicate with CVUSD community through social media, prior to any closings, and with any updates prior to re-openings

14. Communication Plans

CVUSD district and site leadership will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act), by:

- Documenting/tracking incidents of possible exposure and notify local health officials, staff and families immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records.
- communicating with the parent/caregiver if a student is exhibiting symptoms of COVID-19, referring to the student's health history form and/or emergency card to identify if the student has a history of allergies.
- Notifying local health officials, staff and all families immediately of any positive case of COVID-19 while maintaining confidentiality as required by state and federal laws.
- Instructing sick staff members and students not to return until they have met CDC criteria to discontinue home isolation, including 3 days with no fever, symptoms have improved and 10 days since symptoms first appeared.
- Communication will be provided in families' home language when necessary

Appendix F - Fever / COVID-19 Symptom Decision Tree

Fever / COVID-19 Symptom Decision Tree

(Version: 07/31/2020c)

At school, student or staff member develops any one of the following signs or symptoms:

☐Fever with or without chills/rigors (fever *defined as T >100.0 that does not resolve within 30 min. without medication*);
☐Cough* ☐Shortness of breath ☐Nasal congestion/rhinorrhea (runny nose)* ☐Sore throat
☐Nausea, vomiting, or diarrhea* ☐Fatigue* ☐New loss of taste/smell ☐Headache*
☐Muscle or body aches* ☐Poor feeding or poor appetite*

* Disregard this symptom if school personnel already aware of a chronic, pre-existing condition that causes the symptom. The nature of the presenting symptom (e.g., duration, intensity) must be consistent with the underlying chronic condition.

ACTION: Apply appropriate PPE; isolate student/staff member until sent home; recommend they reach health care provider for instructions.
Note: Other infections can cause same symptoms (e.g., flu, strep, etc.) *but these do not rule out COVID-19 as co-occurring*

STUDENT / STAFF TO STAY HOME UNTIL...

With PCR COVID-19 viral test
(Not antibody test; not antigen test)

Negative

Proof of negative test required.

May return 72 hours after symptoms resolved.

Consider notification to school community

Positive

Identify all close contacts (as defined by CDC). Identify all cohorts (class, bus, clubs, etc.). Quarantine and exclude close contacts (and work with public health on decision to exclude entire cohort) for 14 days after last date case present.

Notification to school community of a known case.

Retested or Not Retested
*Proof of negative test not required

Without PCR Covid-19 viral test

If note from MD/DO/NP/PA, or public health defines case as presumed COVID-19 virus (based on symptoms and circumstances), then: (a) consider notifying staff and parents of class (or bus, etc.) of a potential exposure; and (b) in conjunction with public health, exclude "close contacts" (using CDC definition) for 14 days from last day of exposure.

Note from healthcare provider re: chronic illness

A signed note from a licensed MD/DO/NP/PA (who manages that condition) must: confirm the chronic diagnosis (i.e., cites labs, date-of-record when diagnosed); include provider's contact information; explain how symptoms are unrelated to COVID-19; and be accompanied by signed consent for school to interact with MD/DO/NP/PA.

May return to school immediately
Consider individualized student health plan to prevent any future unnecessary dismissals.

Isolate the case. May return when:
(a) 24 hours without fever (no meds) and (b) symptoms are improving AND (c) at least 10 days from symptom onset or test date.

If school becomes aware of one case in one cohort (shared bus, classroom, lab, team, etc.) then have school district's liaison to Public Health Department report the case for further direction on quarantine.

County of San Diego HHSA Health and Human Services Agency | Live Well San Diego

San Diego County Office of Education — Future Without Boundaries