CVUSD COVID-19 Student Policies[1]

Symptom screening with on-site temperature check

Students are required to use established entry points onto campus and participate in temperature screening at each entry point. After temperature screening, each student will be asked the following questions:

1. Do you have a new cough, nasal congestion, or runny nose?
2. Are you experiencing shortness of breath or difficulty breathing?
3. Are you having new muscle pain or fatigue?
4. Do you have a headache (that is not normal for you)?
5. Do you have a sore throat?
6. Are you experiencing a new loss of taste or smell?
7. Are you experiencing nausea, vomiting, abdominal pain, or diarrhea?
8. Do you have a new rash?
9. Have you been exposed to anyone who has been tested positive for COVID-19 in the last two weeks?

A temperature of 100 F or greater or a "yes" answer to any of the questions above identifies the student as potentially positive for COVID-19. Students will be asked to return home and recommended for follow-up testing.

Exclusion from school

Students who present any of the following symptoms associated with COVID-19 will be excluded from school:

- Fever of 100 F or more
- Chills
- New cough, nasal congestion, or runny nose

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[1] Based on [guidelines provided by San Diego County of Education](#), 06/17/20

- Shortness of breath or difficulty breathing
- New muscle or body aches, or fatigue
- Headache (if abnormal for you)
- New loss of taste or smell
- Sore throat
- Nausea, vomiting, abdominal pain
- Diarrhea
- New rash (for students)

Face Covering

A significant portion of individuals with COVID-19 lack symptoms and that even those who eventually develop symptoms can transmit the virus to others before showing symptoms. This means that the virus can spread between people interacting in close proximity -- for example speaking, coughing, or sneezing -- even if those people are not exhibiting symptoms. The Centers for Disease Control and Prevention (CDC) recommends wearing cloth face coverings in public settings where other physical distancing measures are difficult to maintain. The intent of wearing face masks is to slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others. Cloth face coverings may be fashioned from household items or made at home from common materials and should:

- Fit snugly but comfortably against the side of the face
- Be secured with ties or ear loops
- Include multiple layers of fabric
- Allow for breathing without restriction
- Be able to be laundered and machine dried without damage or change to the shape

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.

Cough and Sneeze Etiquette

- Cover your mouth and nose with a tissue when you cough or sneeze. Put your used tissue in the wastebasket
- If you don't have a tissue, cough or sneeze into your upper sleeve or elbow, not your hands
- After coughing or sneezing near your hands, wash with soap and warm or cold water for 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer

Handwashing

Students should wash their hands or use hand sanitizer frequently and in the following situations:

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

When soap and water are not available and hands are not visibly soiled, CDC guidance adds that alcohol-based, waterless disposable hand wipes or gel sanitizers may be used in place of handwashing on most occasions. Not all sanitizers are effective; a 60% minimum alcohol concentration is necessary to kill most harmful bacteria and viruses.

Bullying, harassment, intimidation, threats, and knowingly making false statements related to COVID-19

During the pandemic, it is reasonable to assume that there will be students who engage in non-desirable behavior toward their peers (e.g. making false statements about students having COVID-19, teasing students by alleging one of their family members has COVID-19, etc.). It is important to note that as with all behaviors, teachers and staff must explicitly teach, model, and reinforce the behavior they want to see in the classroom whether it is via digital means and distance learning or in the modied, traditional classroom when students return on a limited basis. Please refer to the list of suggestions below:

- Clearly define/post the behavioral expectations.
- Implement procedures for all class routines - entering the room, handwashing and sanitizing, face coverings, physical distancing, seating arrangements
- Teach and role-play the behavioral expectations, classroom procedures, and expectations
- Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).
- Pre-correct: Prior to directing students to perform a task, provide a description of what the expected behavior will look like.
- Cue/Prompt/Remind: Provide a pre-arranged/previously taught cue to remind specific students to engage in the appropriate behavior (i.e. teacher rubs her hands together in a hand-washing motion to remind a student to wash hands after completing an art project).
- Acknowledge students who appropriately demonstrate the expected behavior. Specifically explain HOW the behavior met the stated/taught expectation. "Thank you, Johnny for washing your hands after completing the art project and before starting your math assignment."
- Provide a warning: "Respect the school rule about face coverings in the hallway; all students are expected to wear a face mask in the hallway. This is your official warning."
- Check for student understanding of the behavioral expectations: "Please summarize what we discussed so I ensure there is no confusion."
- Evaluate the student's skill repertoire. Determine if the student is capable of demonstrating the behavioral expectation.
- Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving.
- Evaluate ENVIRONMENTAL factors within the classroom that may be contributing to the misbehavior: space, time, materials, interactions.
- Collaborate with colleagues to identify behavior patterns and trends. What strategies are and/or are not working well?
- Use a variety of consequences: positive reinforcement, negative reinforcement, penalties and punishments.
- Remember, punishment is the least effective consequence for students.
- Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified.