2020-2021 School Year Safety Plan

March 2021
This is a fluid working document that may be adjusted as conditions and/or guidance changes.
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Dear CUSD Families,

During this challenging time, CUSD is very proud of the resilience and support of students, teachers, staff, and administrators in response to the ever-changing modifications in learning this year. In September, we safely opened our schools while adhering to health and safety guidelines. We will continue to monitor and seek guidance from state agencies and public health officials to ensure student and staff safety. For updated CUSD Positive COVID-19 Cases, visit our dashboard. CUSD is committed to maintaining a robust, consistent, and engaging curriculum that aligns with the District’s core values and can be successfully delivered both in a traditional school setting and online. We are also committed to providing integrated mental health, social emotional learning and support, extracurricular programs, clubs, and athletics, which are critical to the physical and social well-being of our students.

Thank you for your patience as we navigate this journey together.

Warmly, Kirsten Vital Brulte, Superintendent

As students return, it will look different.

**Screening at Home**
- Families will take student temperatures each day before going to school. Any student with a fever of 100.4 F or higher should not go to a school site. Personal illness, quarantine, and COVID-19 illness or symptom related absence will be excused. Parents should refer to the Student Symptom Decision Tree (Page 10) to determine the low and high-risk symptoms their child is exhibiting. The Student Symptom Decision Tree will guide Parents in the next steps to take and whether or not the student may attend school. The student should be fever free, without the use of fever reducing medication, for 24 hours prior to the return to school.
- Staff members are required to self-screen and complete a daily temperature check prior to coming to work. Any employee with a fever of 100.4 F or higher should not go to a school site. If staff members are experiencing COVID like symptoms, they should stay home and contact their principal.
- Anyone who has been diagnosed as COVID-19 positive within the past 14 days should notify their principal.

**Arriving at School**
- Student temperatures will be taken before boarding the bus and arriving on campus.
- Students and staff members will be required to wear facial coverings.
- Parents and visitors will have limited access to the school campus.
- School sites will designate routes for entry and exit in order to limit direct contact with others.
- School sites will have signage throughout campus to remind students and staff about social distancing, hand washing, and spreading germs.
- The District has secured additional safety equipment including but not limited to: hand-washing stations, touch-free thermometers, classroom sneeze guards and more.
Health & Safety Protocols

Supplies and Protective Equipment at each school site

- Plexiglass office dividers
- Directional walkways
- Messaging signs and floor stickers
- Classroom thermometers
- Mobile handwashing stations
- Sneeze guards in classrooms

The following items are available at each school based upon student enrollment and staff numbers

- Cloth Mask — Child
- Cloth Mask — Adult
- Disposable Mask — Child
- Disposable Mask — Adult
- Gloves — Medium and Large
- Hand Sanitizer
- Face Shields
- Disinfecting Wipes
- Thermometers (one per classroom)

Face Covering and Personal Protective Equipment (PPE)

In accordance with the California Department of Public Health’s (CDPH) Guidance for Face Coverings.

Students must always utilize face coverings both indoors and outdoors:

- While in the classroom
- In hallways and in restrooms
- While waiting to enter or exit campus
- Outdoors at recess
- While on school grounds (except when sitting at the lunch table while eating lunch, having a snack outside on playground, outdoor area, or drinking)
- While sitting at the lunch table before and after eating lunch
- While on the bus

Personal Protective Equipment (PPE) will be provided to staff and students, but it is highly encouraged for students to bring their own face coverings

- Personal, protective, face coverings will be allowed in compliance with dress code policies
- Gaiters are allowed if 2-ply, dual layer. Bandanas are not allowed
- Masks or coverings with exhalation valves are not allowed
- Teachers and identified staff members will receive a reusable face shield
- Gloves are not recommended for use by students or staff, with the exception of those conducting cleaning, first aid, or food service
Other Safety Considerations

- Staff members have completed mandated COVID-19 online trainings
- Campuses will follow guidelines developed by the CDPH for cleaning, disinfection, and ventilation of school campuses
- Common touch surfaces will be cleaned regularly (e.g. countertops, door handles, restrooms, student desks, student chairs)
- Staff and students will be expected to wash/sanitize their hands regularly
- Schools will limit the share of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily
- Students will be encouraged to bring personal/refillable water bottles
- Classrooms spaces will be reconfigured to ensure 6 feet between staff and student desks
- Student temperature checks will be taken daily by teachers and other staff members

HOW TO WEAR A FACE MASK

Additional Information about Facial Coverings and Face Shields

- Facial coverings are always required for all students and staff indoors and outdoors. May be removed for meals, snacks, a drink of water (may quickly and partially remove their mask to drink water and then put the mask back on immediately), or when it needs to be replaced.
- Face shields may be used by teachers and other staff for specific lessons, programs, or services, as per CDPH guidelines.

Accommodations for facial coverings for students

- Accommodations will be determined through the 504 and Individualized Education Plan (IEP) process. Parents or guardians should work with the site principal or assistant principal to discuss 504 and IEP accommodations. All students are required to wear face coverings at school, and all families may select the online learning program as an option.
- Board approved plan requires students ages 2 and up to wear masks to meet the standard of care for all students and staff.
- Wearing a mask is the most significant safety measure and standard of care for protecting our students and staff.

Student discipline for not wearing facial coverings

- Elementary: Students will receive 3 warnings and then will be reassigned to 100 percent online after the fourth violation.
- Secondary: Students will receive 2 warnings and then will be reassigned to 100 percent online after the third violation.
Implementing Social Distancing —  
On campus and in the classroom

Social distancing will limit the spread of the virus. Schools will adhere to the following strategies as much as possible

- Restrict non-essential visitors, volunteers, and activities involving other groups and minimize contact between adults
- Limit group activities wherever practicable (i.e., assemblies, award ceremonies, athletic competitions)
- Arrange classroom space to remove non-essential furniture, allowing for maximum space for students and staff
- Arrange student desks to face the same direction (rather than facing each other) and maintain social distancing
- Minimize movement of students and teachers or staff as much as possible
- Designate routes for entry and exit during transition times, as feasible
- Staggered schedules for restroom breaks and handwashing
- Based on space availability, meals will be served outdoors or in cafeterias. All school-provided meals will be individually packaged, and items will be served to students as they move through the line. All elementary and secondary students can eat for free.
- Hold recess and play activities in separate areas designated by class

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**Elementary and Secondary Cafeteria Service**

All students can eat for free. Seven-day meal kits will be available for pick up every Monday at the CUSD Food & Nutrition Services Office and several designated bus stops for 100% virtual learners. More information to follow.

**Elementary**

- Serving lines will be one-sided and cashiers will serve students
- A limited number of students will enter the cafeteria and floor signage shows students where to stand
- Breakfast will be available to take home for the next day

**Secondary**

- All service windows will be six feet apart with lines marked to social distance
- Carts will be placed outside
- Meals can be picked up at the end of the day for students who will not be on campus for the following day’s virtual learning
Student Arrival And Dismissal

Each school site will establish student arrival and dismissal protocols to minimize contact between students, staff, families and the community as much as practical. Directional signage will clearly designate entrance and exit routes.

Student Typical Day Scenarios

A Typical Day for a Secondary CUSD Student in Program A (50/50 Hybrid Learning)
To help families visualize how school will be for their children in the fall, staff provides a “snapshot” of a typical day for a student in “Program A” (50/50 Hybrid Learning).

A Typical Day for a Secondary CUSD Student in Program B (100% Online Learning)
To help families visualize how school will be for their children in the fall, staff provides a “snapshot” of a typical day for a student in “Program B” (100% Online Learning). Please note that this describes Program B, 100% Online Learning, as we reopen school with both programs (A and B) 100% online.
See Appendix 1

A Typical Day for a Student in CUSD
To help families understand how school will be for their children in the fall, here is a “snapshot” of a typical day for a student in CUSD.
See Appendix 3

A Typical Day for an Elementary CUSD Student in Program C (100% Online Learning)
To help families visualize how school will be for their children in the fall, staff provides a “snapshot” of a typical day for a student in “Program C” (100% Online Learning)
See Appendix 2
All Employees and families should report any incident of COVID-19 symptoms, close contact exposure, or positive testing results to site administration

The principal will communicate with the COVID-19 Response Team.

A Team member will contact the employee, parent or community member

Positive cases of COVID-19 on a campus or District facility will be reported to the Orange County Health Care Agency

The school community will be notified of a COVID-19 case on the campus or facility. The notification will not name the person positive for the corona virus but will give information regarding the date of the incident and whether a person is at low-risk or a close contact.

If required as a condition of being funded through the Reopening Schools Incentive Grant, the District will adopt the necessary COVID-19 testing cadences for students and staff supported by the State.

COVID-19 Symptoms

- Fever 100.4 or higher in the last 24 hours
- Cough
- Shortness of breath or difficulty breathing
- Chills/unexplained fatigue
- Muscle or body aches
- Headaches
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- New loss of taste or smell
School Decision Trees

Staff Symptom Decision Tree

High-risk: red flag symptoms*

- Fever (≥100.4°F)
- Difficulty breathing
- Loss of taste/smell
- New onset cough
- Fatigue/muscle or body aches

Low-risk: general symptoms

- Congestion/runny nose
- Nausea/vomiting/diarrhea
- Sore throat
- Headache

Risk levels vary for children
See Student Symptom Decision Tree

*If vaccinated, refer to https://www.cdc.gov/vaccines/covid-19/info-by-product/clinical-considerations.html

Close contact to COVID-19 positive person?

YES

Return to work or school after 10 days from last exposure, unless symptoms develop. Continue symptom monitoring through 14 days after last exposure. If symptoms develop obtain a PCR test.

NO

1 low risk symptom

≥ 2 low risk symptoms

*OR*

1 high risk symptom

Health care provider confirms alternative diagnosis for symptoms

1

COVID-19* Positive

Off work for 24 hours after symptom resolution (without fever-reducing medications)

2

COVID-19* Negative

Low risk symptoms

Off work for 24 hours without fever and improved symptoms

3

COVID-19* Negative and no alternative diagnosis from a health care provider

High risk symptoms

Off work minimum of 10 days **

4

Not provider visit or test

5

Recommendations similar for students
See Student Symptom Decision Tree

*PCR or Rapid Antigen, not antibody

**May need staff to be off for up to 20 days.

Updated 03-11-21
Screen all students for potential COVID-19 symptoms or exposure

**Low-risk: general symptoms**
- Fever (≥100.4°F)
- Congestion/runny nose
- Nausea/vomiting/diarrhea

**High-risk: red flag symptoms**
- Sore throat
- Headache
- Fatigue/muscle or body aches
- Cough
- Difficulty breathing
- Loss of taste/smell

Exposure to COVID-19 positive person?

**NO**
- 1 low risk symptom
  - Send home
- ≥2 low risk symptoms OR 1 high risk symptom
  - Send home

**YES**
- Stay home*

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*In consultation with OC Health Care Agency (HCA)

**Close contact:** Within 6 ft for > 15 minutes cumulative (regardless of mask)

1. Return to school 24 hrs after symptom resolution (without fever reducing medication)
2. Evaluation by health care provider
3. Return to school after 24 hrs without fever and symptoms improving
4. Return to school only after 10 days since symptom onset and 24 hrs without fever. Quarantine close contacts of confirmed cases. Contact HCA if questions.
5. Return to school after 10 days from last exposure, unless symptoms develop. Continue symptom monitoring through 14 days after last exposure. If symptoms develop obtain a PCR test.

This care pathway was designed to assist school personnel and is not intended to replace the clinician’s judgment or establish a protocol for all patients with a particular condition. Diagnosis and treatment should be under the close supervision of a qualified health care provider. Guidance might change 10-29-20
Student or staff with COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing):
- Send home student or staff immediately, place in school site isolation room while awaiting pick-up
- Recommend COVID-Testing
- School/classroom remain open
- No communication sent to classroom or school community

Student or staff with close contact to a confirmed COVID-19 case:
- Send home student or staff immediately, place in school site isolation room while awaiting pick-up
- Quarantine for 10 days from last exposure
- Recommend COVID-testing
- School/classroom remain open
- Consider school community notification of a known contact

Staff or student with confirmed COVID-19 case infection:
- Notify the local public health department
- Isolate case and exclude from school for 10 days or more (since onset of symptoms, improved symptoms, and no fever in 24 hours, without fever reducing medication).
- Identify close contacts, quarantine and exclude exposed contacts; could be entire cohort for 10 days after the last date the case was present at school while infectious
- Recommend testing of contacts, prioritize symptomatic contacts
- Disinfection and cleaning of classroom and primary spaces where case spent significant time
- School remains open
- School or classroom community notification of a known case

Staff or student tests negative after symptoms:
- Staff or student may return to school 3 days after symptoms resolve

School/classroom remain open
Consider school community notification if prior awareness of testing

What are the criteria for closing a school?
The California Department of Public Health recommends individual school closure based on the number of cases, the percentage of the teacher/student/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teacher/student/staff cases are within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

If a school is closed for in-person learning, when may it reopen?
Schools may typically reopen after 14 days and the following has occurred:
- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

What are the criteria for closing a school district?
The California Department of Public Health recommends that a superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local health department.

If a school district is closed, when may it reopen?
Districts may typically reopen after 14 days, in consultation with the local health department.
*These action guidelines may change in accordance with recommendations from CDPH and the local county health officer

CLOSE CONTACT:
A close contact is considered being within six feet or less for a period of 15 minutes or more during a 24-hour period.

COHORT
A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts to the greatest extent practicable.
The safety of employees and students at CUSD is the first priority. Schools have been completely cleaned and disinfected, and CUSD will continue to adhere to all necessary safety precautions. In addition to the deep cleaning of the office and school before employees and students return, the cleaning steps outlined below will be followed:

### CLEANING
Physical removal of soil (dirt and debris) from surfaces which can include the use of water and detergent.

### SANITIZATION
Treating a surface to effectively reduce microorganisms of public health significance. Cleaning before sanitizing is always recommended when time permits.

### DISINFECTING
Destroy or inactivate microorganisms, including bacteria and viruses on surfaces.

#### Sanitize The Following At Least Daily
- Desks and chairs
- Keyboards, phones, headsets, copy machines
- Door handles
- Handrails
- Restroom surfaces and sink handles
- Light switches
- Public interface/Interaction areas
- Kitchens and food preparation areas

#### Sanitize The Following Weekly
- Elevators
- Bike Racks

#### Handwashing
Handwashing is strongly encouraged as one of the most effective ways to prevent the spread of any biological pathogen, including COVID-19.
- Wash hands thoroughly with soap and water for at least 20 seconds
- Thoroughly dry hands

Handwashing stations are being deployed to supplement existing facilities, especially where food is eaten and in common areas. Types of handwashing stations:
- Self-contained system – foot pump operated water and soap handwashing stations
- Hand sanitizer dispensers - touchless dispensers
- Hand sanitizer bottles - readily available

#### Reusable Water Bottles Encouraged
- All outdoor drinking fountains have been turned off to reduce sharing
- Students should provide their own reusable water bottles to reduce sharing

#### Indoor Air Quality
Indoor air quality is essential to providing a safe and comfortable environment for schools and offices. Proper temperature and humidity levels can help slow down the reproduction of viruses and bacteria. CUSD is ensuring proper preventive maintenance is being performed on all HVAC units and is changing filters on a regular basis and providing adequate air filters:
- The Center for Disease Control recommends increasing air filtration as high as possible (target MERV 13) without diminishing air flow and enforcing the existing or revised indoor air quality plan.
- The District has replaced all air filtration systems with MERV 13 air filters.
The centerpiece of CUSD’s Trustee-approved reopening plan is a robust, consistent, and engaging curriculum that aligns with the District’s core values and can be successfully delivered both in a traditional school setting and online.

### Elementary K-5 Options
- Program A: 100% Full-day on-campus with Extended Learning
- Program B: Hybrid model: 50% on campus and 50% home supplemental activities
- Program C: 100% online with school-site teacher support

### Secondary Options Grades 6-12
- Program A: Hybrid model: Half-time on campus with a flipped classroom format utilizing independent study
- Program B: 100% online learning
- Juniors and seniors will have access to the resources needed for post-secondary life after high school

### Elementary and Secondary Students
- For all options, daily attendance is taken and live teacher instruction is provided.
- Canvas Learning Management System will be used in grades Pre-K–12, replacing the School Loop system. Canvas will enable parents, teachers and students to click into their courses, communicate, view grades, and much more.
- Chromebooks will be provided by the district to access curriculum.

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### Elementary Programs

**Model A**
- Full Day
  - 50% with teacher
  - 50% extended learning
  - Lessons provided in Canvas
  - Device provided
  - Will return to campus when allowed
  - Sample schedule

**Model B**
- Hybrid
  - 50% with teacher
  - 50% independent learning at home
  - Lessons provided in Canvas
  - Device provided
  - Will return to campus when allowed
  - Sample schedule

**Model C**
- Online
  - 100% independent learning with teacher weekly check-ins and office hours
  - Lessons provided in Canvas
  - Device provided
  - Will learn at home entire school year

### Secondary Programs

**Program A**
- Hybrid
  - 50% with teacher live
  - 50% independent learning
  - Apex, UC Scout, and CUSD created modules provided in Canvas
  - Device provided

**Program B**
- Online
  - 100% Online
  - Live instruction and independent learning
  - Apex, UC Scout, and CUSD created modules provided in Canvas
  - Device provided
### CUSD Elementary K-5th Program Options

<table>
<thead>
<tr>
<th></th>
<th>PROGRAM A 100% In Person Learning</th>
<th>PROGRAM B 50% In Person Learning</th>
<th>PROGRAM C 100% Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the model?</strong></td>
<td>100% In Person</td>
<td>50% In Person</td>
<td>100% Online Learning</td>
</tr>
<tr>
<td></td>
<td>● 50% live with teacher (2.5 hrs)</td>
<td>● 50% live with teacher (2.5 hrs)</td>
<td>● Teacher paced</td>
</tr>
<tr>
<td></td>
<td>● 50% extended learning with supervisor (2.5 hrs)</td>
<td>● 50% independent learning at home</td>
<td>● Daily live instruction</td>
</tr>
<tr>
<td></td>
<td>● May be in a single grade or combination class</td>
<td>● May be in a single grade or combination class</td>
<td>● May be in a single grade or combination class</td>
</tr>
<tr>
<td><strong>What curriculum is used for this program?</strong></td>
<td>In-class and online curriculum</td>
<td>In-class and online curriculum</td>
<td>Online curriculum</td>
</tr>
<tr>
<td></td>
<td>● CUSD in class and online modules using adopted curriculum</td>
<td>● CUSD in class and online modules using adopted curriculum</td>
<td>● Elementary: CUSD modules using adopted curriculum</td>
</tr>
<tr>
<td><strong>What is the role of the teacher in this program?</strong></td>
<td>Site Instructor-led</td>
<td>Site Instructor-led</td>
<td>CUSD Instructor-led</td>
</tr>
<tr>
<td></td>
<td>● Live classroom lessons focused on literacy and math</td>
<td>● Live classroom lessons focused on literacy and math</td>
<td>● Live online classroom lessons focused on literacy and math</td>
</tr>
<tr>
<td></td>
<td>● Supplemental independent learning supported by teacher and supported in extended learning</td>
<td>● Supplemental independent learning supported by teacher and completed by student at home</td>
<td>● Taught by credentialed CUSD teacher working with students from multiple schools in one or two grade levels (depending on enrollment)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Supplemental independent learning supported by teacher and completed by student at home</td>
</tr>
<tr>
<td><strong>How is the program structured? What is the schedule for a student?</strong></td>
<td>Teacher paced</td>
<td>Teacher paced</td>
<td>Teacher paced</td>
</tr>
<tr>
<td></td>
<td>● Live classroom instruction focused on literacy and math</td>
<td>● Live classroom instruction focused on literacy and math</td>
<td>● Live online classroom instruction focused on literacy and math</td>
</tr>
<tr>
<td></td>
<td>● Other subjects (science, social science, music, PE) supported in extended learning</td>
<td>● Other subjects (science, social science, music, PE) completed by student at home</td>
<td>● Other subjects (science, social science, music, PE) completed by student at home</td>
</tr>
<tr>
<td><strong>Are assignments graded by the teacher?</strong></td>
<td>Graded assignments</td>
<td>Graded assignments</td>
<td>Graded assignments</td>
</tr>
<tr>
<td><strong>When can a student change from online program to on campus learning?</strong></td>
<td>May change program option at the end of trimesters 1 and 2: November 2020, February 2021</td>
<td>May change program option at the end of trimesters 1 and 2: November 2020, February 2021</td>
<td>May change program option at the end of trimesters 1 and 2: November 2020, February 2021</td>
</tr>
</tbody>
</table>
### Elementary Sample Schedule (Non-ACE/PLC days) for 7:45 start time schools*

<table>
<thead>
<tr>
<th>TIME</th>
<th>STUDENTS</th>
</tr>
</thead>
</table>
| 7:30 - 7:45 | AM Arrival  
All Program A students  
Program B/AM Students |
| 7:45 - 10:15 | Group Instruction - AM students                                        |
| 7:45 - 10:55 | Extended Learning for Students who will receive PM instruction          |
| 10:15 - 10:30 | Program B AM student dismissal  
Optional grab-n-go lunches for Program B/AM students |
| 10:15 - 10:55 | Lunch for Extended Learning students who received AM instruction  
K - 2 eat 20 / play 20  
3 - 5 play 20 / eat 20 |
| 10:55 - 11:35 | Lunch for Extended Learning students who will receive PM instruction  
K - 2 eat 20 / play 20  
3 - 5 play 20 / eat 20 |
| 10:55 - 11:35 | Program B PM student arrival  
Optional lunch at tables |
| 10:55 - 2:05 | Extended Learning for students who received AM instruction  
*Extended Learning staff may take students out for a recess break or the supervisor can take the students out during part of the 30 minute lunch period (these students would have had an early lunch)* |
| 11:35 - 2:05 | Group Instruction - PM students |

*
## CUSD Secondary Program Options (6th-12th grades)

### Middle and High Schools Virtual Mondays
Middle schools and high schools will have virtual Mondays with periods 1-6 online after returning to “in person” learning. Originally, secondary schools planned to have students attend every other Monday on campus in the hybrid Program A model. By keeping Mondays 100 percent online, it allows all students to virtually attend class with their teachers on Mondays, increasing overall instructional time and providing 3 days of instruction a week for all students.

### Additional Benefits
- Connections with the entire class on Mondays
- Increase of weekly live instruction from 50 percent (2 ½ days per week) to 60 percent (3 days per week)
- Predictable Monday schedule for families
- Continuity in instructional planning for teachers
- Flexibility of knowing how to do virtual learning easily in case the school or District needs to temporarily pivot back to a closed campus

<table>
<thead>
<tr>
<th>PROGRAM A 50% In Person Learning</th>
<th>PROGRAM B 100% Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the model?</strong></td>
<td>50% In Person</td>
</tr>
<tr>
<td>• 50% live with teacher</td>
<td>Online Learning</td>
</tr>
<tr>
<td>• 50% independent learning at home</td>
<td>• 50% online instruction</td>
</tr>
<tr>
<td>• 50% independent learning at home</td>
<td>• 50% independent learning at home</td>
</tr>
<tr>
<td><strong>What curriculum is used for this program?</strong></td>
<td>In-class and online curriculum</td>
</tr>
<tr>
<td>• Apex, UC Scout, and CUSD modules</td>
<td>Online curriculum</td>
</tr>
<tr>
<td>• Apex, UC Scout, and CUSD modules</td>
<td><strong>What is the role of the teacher in this program?</strong></td>
</tr>
<tr>
<td>Instructor-led</td>
<td>Instructor-led</td>
</tr>
<tr>
<td>• Live lessons</td>
<td>• Live lessons</td>
</tr>
<tr>
<td>• Support for the Independent Learning</td>
<td>• Support for the Independent Learning</td>
</tr>
<tr>
<td><strong>How is the program structured? What is the schedule for a student?</strong></td>
<td>Teacher paced</td>
</tr>
<tr>
<td>• Live instruction when student is on campus</td>
<td>Teacher paced</td>
</tr>
<tr>
<td>• Independent learning supported by teacher and completed by student at home</td>
<td>• Live instruction on instructional days</td>
</tr>
<tr>
<td>• Independent learning supported by teacher and completed by student at home</td>
<td>• Independent learning supported by teacher and completed by student at home</td>
</tr>
<tr>
<td><strong>Are assignments graded by the teacher?</strong></td>
<td>Graded assignments</td>
</tr>
<tr>
<td></td>
<td>Graded assignments</td>
</tr>
<tr>
<td><strong>When can a student change from online program to on campus learning?</strong></td>
<td>Will remain in program through:</td>
</tr>
<tr>
<td>• 6-8: By quarter</td>
<td>• 6-8: By quarter</td>
</tr>
<tr>
<td>• 9-12: By 6 week mark, and by semester</td>
<td>• 9-12: By 6 week mark, and by semester</td>
</tr>
</tbody>
</table>

### Additional Benefits
- Connections with the entire class on Mondays
- Increase of weekly live instruction from 50 percent (2 ½ days per week) to 60 percent (3 days per week)
- Predictable Monday schedule for families
- Continuity in instructional planning for teachers
- Flexibility of knowing how to do virtual learning easily in case the school or District needs to temporarily pivot back to a closed campus

### Middle and High Schools Virtual Mondays
Middle schools and high schools will have virtual Mondays with periods 1-6 online after returning to “in person” learning. Originally, secondary schools planned to have students attend every other Monday on campus in the hybrid Program A model. By keeping Mondays 100 percent online, it allows all students to virtually attend class with their teachers on Mondays, increasing overall instructional time and providing 3 days of instruction a week for all students.

### Additional Benefits
- Connections with the entire class on Mondays
- Increase of weekly live instruction from 50 percent (2 ½ days per week) to 60 percent (3 days per week)
- Predictable Monday schedule for families
- Continuity in instructional planning for teachers
- Flexibility of knowing how to do virtual learning easily in case the school or District needs to temporarily pivot back to a closed campus

### Middle and High Schools Virtual Mondays
Middle schools and high schools will have virtual Mondays with periods 1-6 online after returning to “in person” learning. Originally, secondary schools planned to have students attend every other Monday on campus in the hybrid Program A model. By keeping Mondays 100 percent online, it allows all students to virtually attend class with their teachers on Mondays, increasing overall instructional time and providing 3 days of instruction a week for all students.

### Program Options

<table>
<thead>
<tr>
<th>PROGRAM A 50% In Person Learning</th>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
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Middle School: Revised Hybrid Schedules with Virtual Mondays for Blue Track and Gold Track

Revised schedules, with green denoting students in both blue and gold tracks attending together virtually on Mondays:

**Virtual Traditional Late Start Monday:**

*Middle School every day also includes an Intervention and support time*

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Traditional 1-5 Virtual</td>
<td>Block 0,1,3,5</td>
<td>Block 0,1,3,5</td>
<td>Block 0,2,4,5</td>
</tr>
<tr>
<td>Week 2</td>
<td>Traditional 1-5 Virtual</td>
<td>Block 0,1,3,5</td>
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</tr>
<tr>
<td>Week 3</td>
<td>Traditional 1-5 Virtual</td>
<td>Block 0,1,3,5</td>
<td>Block 0,1,3,5</td>
<td>Block 0,2,4,5</td>
</tr>
<tr>
<td>Week 4</td>
<td>Traditional 1-5 Virtual</td>
<td>Block 0,1,3,5</td>
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Track A

Track B

High School: Revised Hybrid Schedules with Virtual Mondays for Blue Track and Gold Track

**Virtual Traditional Late Start Monday: High School Block**

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Track A

Track B

**Virtual Traditional Late Start Monday: High School Alternating Block**

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Track A

Track B
Program Changes

- Families will commit to one of the Program Options and remain with that option until the end of a formal grading period.
  - **Elementary**: Trimester breaks (November 2, 2020 and February 22, 2021)
  - **Secondary**: Quarterly, progress reporting periods, or semester break
- If an on-campus student must be quarantined, they will be moved to online independent study until they are able to return to campus.
- After registration is confirmed, if demand for Programs A and B at any elementary school exceeds 70% or if there are no available seats for new enrollment, students will be able to attend a different elementary school campus to support all Program A and B learning requests. Students who are not able to attend Program A or B at their school of residence in the third trimester will be able to return to their school of residence for the 2021-2022 school year. School of residence is defined as the school where the student was originally attending before moving to Program C. The student would then have priority to return to that school.

College and Career Advantage (CCA)

- College and Career Advantage (CCA) is a joint partnership of CUSD and Laguna Beach USD, formed to provide high-quality Career Technical Education (CTE) to 6th-12th grader students throughout So. Orange County.
- CCA will provide both online and hybrid models of instruction utilizing Canvas and similar software systems.
- Instruction will include project, work, and hands-on based learning. Students will meet the required competencies outlined in the Career Training Plan for each course and the California CTE Model Curriculum Standards.
- CCA teachers are industry experts and will utilize innovative approaches to provide job shadowing opportunities, guest speakers (meet-a-pro), virtual field trips using NEPRIS, and skills training using an online platform as necessary.
- As guidelines allow, students will have an opportunity to return to high-quality labs using industry-specific equipment and supplies to strengthen job-related skills.
- Many CTE courses are honors-weighted and 100% of CCA courses meet UC A-G requirements. Approximately 40 courses are articulated with local community colleges allowing students to earn both college and high school credit.

For more information on CCA visit https://www.ccadvantage.org/

Special Education Programs

All special education programs and related services will be available both on-campus and online

- All special education families will have the same choices for instruction as their general education peers.
- Secondary students in specialized programs will have the additional option of being on campus full-time, in order to meet the requirements of their IEP
- All students in specialized programs attending 100% on campus will follow a similar schedule as their general education peers.
  - All elementary students: 2.5 hours direct instruction, 2.5 hours extended learning.
  - Secondary students in specialized programs will have the additional option to remain on campus full-time for what would be their virtual independent learning support times as well as the days they would be off track. The students who remain on campus will be those whose IEP services and minutes.

Related services such as speech, occupational therapy and adaptive P.E. will be provided both on campus and online in preschool, grades TK-12, and Adult Transition program.

Mental Health and Social Emotional Learning

Supporting students’ social emotional wellness is a priority for District and school staff. On-campus school counselors will provide self-paced lessons for students district-wide. The core competencies include emotion regulation, empathy, skills for learning, social justice, and bully prevention. Since parents and guardians play such an important role in the lives of students, various webinars and other resources will be offered for students and families who may be experiencing anxieties or stresses through these challenging times.
2020-2021 CIF Sports Calendar
as of July 20, 2020

This page is currently under revision
What do I do if my child is experiencing COVID-19 symptoms while at home?

If your child is experiencing COVID-19 symptoms, please keep him/her home and contact your child’s health care provider. Please contact your school to report the absence; a COVID-19 related absence is excused. If someone in your household tested positive for COVID-19 and is currently under quarantine or self-isolation, your child should follow the guidelines from the Orange County Health Care Agency (OCHCA) on how long to remain at home and when to return to school.

What happens if a student demonstrates COVID-19 symptoms while at school?

If a student becomes ill during the school day, the following steps will be taken:

- Student will be taken to an isolation area where temperature and symptoms will be evaluated; student will remain in the isolation area until they are picked up by a parent or guardian.
- The school site will work with the family to follow the Center for Disease Control Home Isolation Guidelines, as recommended by the California Department of Public Health.

What happens if a positive COVID-19 case occurs at a school site?

For any positive COVID-19 case the following protocol will be applied, in accordance with state and local laws and regulations. School administrators will notify the District Office designee with the following information:

- Name of person confirmed
- If known, date of potential exposure
- Date of test
- Last date on CUSD campus
- Names of individuals who had physical contact with an infected person or spent 15 minutes or more within six feet of distance without a face covering

The District Office designee will coordinate a response with OCHCA. After receiving direction from OCHCA, the District designee will only notify students, staff, and families who have been potentially exposed to COVID-19 and provide health recommendations and guidance from OCHCA.

A positive COVID-19 case may lead a classroom, multiple classrooms, or a school to return to distance learning for a period of time. Any closures will be determined by the District administration after consultations with OCHCA.

The classroom or impacted areas will receive extensive cleaning and sanitation following District Maintenance & Operations guidelines.

How are others notified they were in contact with an individual who tested positive for COVID-19?

The District works with OCHCA to determine close contacts and low risk contacts. Individuals identified by OCHCA are contacted via an email that outlines specifics regarding how long the individual must quarantine, steps to mitigate contracting the coronavirus, and list symptoms associated with the virus.

All HIPPA notifications and guidelines for privacy are always followed.
Appendix 1
A Typical Day for a Secondary CUSD Student in Program A (50/50 Hybrid Learning)

To help families visualize how school will be for their children in the fall, staff provides a “snapshot” of a typical day for a student in “Program A” (50/50 Hybrid Learning).

- Start of the Week: All students will be able to see the calendar for the week in the Canvas learning management system. Schools will share group colors and bell schedule reminders with students in an ongoing manner. Students will understand what days of the week they attend school in-person and what days will be independent learning days. Schools will also share teacher office hours and student support options for students. Mondays will be completely virtual for students to attend every period following the Virtual Monday bell schedule.

- Attending class at school “in-person:” Students will attend classes on their assigned day and navigate the day through the modified bell schedule. Students will be in a class wearing masks and socially distanced from their peers in the classroom. In each class, the teacher will progress students through the day’s objectives in a traditional manner.

- Moving through an “In Person” day at school: Students will navigate their school’s bell schedule to meet at scheduled times with their teacher in-person. Following the bell schedule, students will move in and out of classrooms following site safety precautions to ensure students health and safety. Attendance will be recorded for each class in a traditional manner.

- Attending class on an “Independent Learning Day:” When students are not on campus for their “in-person” day, they will be required to log into their course Canvas page to be actively engaged in activities, modules, assignments, tasks for each of their scheduled classes as they progress through the day’s bell schedule. By end of each day, students will have logged into all of their scheduled classes and worked through assigned work for each class. This is similar to what all students are doing currently in the 100% online for all models; however, depending on teacher lesson planning there may not be video conferencing.

- Moving through an “Independent Learning” day: Students are required to log in and be actively engaged in each of their scheduled classes from home. By end of day students will have logged into all independent day classes and worked through assigned work for each class. Students may be directed to content assigned by the teacher for independent learning day as a follow-up to live instruction (in-person day) or as a preview to lessons prior to their in-person instruction day.

- Ongoing Classwork: Teachers will monitor student progress throughout the week using their time together in class as well as the time the students spend in the independent learning environment. Using the hybrid model, students will have access to scope and sequencing of the course in an ongoing manner and can access the teacher for support in the in person format or virtual classroom format if necessary.
Appendix 1 (continued)

A Typical Day for a Secondary CUSD Student in Program B (100% Online Learning)

To help families visualize how school will be for their children in the fall, staff provides a “snapshot” of a typical day for a student in “Program B” (100% Online Learning). Please note that this describes Program B, 100% Online Learning, as we reopen school with both programs (A and B) 100% online.

Start of the Week: All students will be able to see the assignments for the week in the Canvas learning management system. Students will be informed about when they are to start the assignment, when it is due, and how to submit it. Students will also know that they are expected to engage daily in the scope and sequence of our online learning platforms.

Start of a Period (Dependent on the School Bell Schedule): Students will interact daily with the teacher online via Google Meet or Zoom throughout a week depending on the bell schedule and the courses a student is scheduled to take. In an ongoing manner, the teacher will engage the class with reminders in class virtually to set the stage for the week and progression through the week’s objectives.

Progress Monitoring and Support: Teachers will monitor student progress throughout the week, communicating with both the students and parents the expectations for each class period. Using Canvas (our student and parent learning management system) students will work through the scope and sequence of the class and work with the teacher to navigate weekly learning objectives. Canvas will delineate due dates and mechanisms to “turn work in” for students and these systems as well as reminders will be reinforced by the teacher in daily virtual classroom sessions.

Moving through a Day: Students will navigate their school’s bell schedule to meet at scheduled times with their teacher virtually. Attendance will be recorded for each class. For an example, if a student has 1st period English, they would check in with the teacher at a designated time and place (Google Meet or Zoom) to understand the day’s work and expectations for the scope and sequence of the week. The student would then move into the next period in their block or traditional schedule to do the same in the next scheduled class. In addition to the courses students have on their schedules, both middle school and high school students will have access to their teachers in a tutorial or intervention period built into schedules. School site administrators will be sharing specifics around tutorial and intervention once school opens.

Ongoing Classwork: Students will have opportunities through the day and week to work through assignments and projects as assigned in Canvas or in our online curricular options. Grades, based on the assignment, will be tracked and recorded in Canvas. As directed by the class calendar and teacher meetings, students may log into programs like Apex (an online course curriculum), Conceptual Academy (online science labs) etc. from Canvas to complete daily and weekly work and will have the support of the teacher through ongoing interaction to maintain appropriate progression through the course curriculum.
Appendix 2

A Typical Day for an Elementary CUSD Student in Program C (100% Online Learning)

To help families visualize how school will be for their children in the fall, staff provides a “snapshot” of a typical day for a student in “Program C” (100% Online Learning). Please note that this describes Program C, 100% Online Learning, as we reopen school with all programs (A, B, and C) 100% online.

Start of the Week: All students will be able to see the assignments for the week in the Canvas learning management system. Students will be informed about when students are to start the assignment, when it is due, and how to submit it. Students will also know that they are expected to engage daily in i-Ready's Math instruction for 15-20 minutes in addition to completing their other assignments.

Start of the Day (8:00 am): Students will check-in with the teacher online via Google Meet or Zoom at the start of the day for the day's first lesson. The teacher will engage the class in an opening activity to get them started for the day and take attendance. The teacher will then move into the first lesson for the day. This first lesson might be a literacy lesson. The teacher will review the lesson’s objectives and then begin to provide direct instruction. Students may be asked to respond to the teacher’s questions, clarify directions, or respond to particular prompts. Students may have whiteboards or journals and will be asked to show their work on the camera. The lesson will conclude with clear directions on next steps for completing the assignment independently and a reminder of how to upload or share the work they complete. They will be informed of the time for the next lesson of the day. The teacher may ask a smaller group of students to stay in the Meet/Zoom call to receive additional support, intervention, or enrichment. The rest of the students log off the Meet/Zoom call and begin working on their assignment and other assignments in their queue.

Mid-Morning (9:30 am): Students will check-in again with the teacher online via Meet/Zoom for their second lesson of the day. In this example, the lesson is on Mathematics. The teacher may engage the students in a Number Sense Routine or a group Problem Solving activity. The teacher then provides instruction on the day's math objectives and has students respond to questions, prompts, use their whiteboards and show their work. As before, the lesson will conclude with clear directions on next steps for completing the assignment independently and a reminder of how to upload or share the work they complete. They will be informed of the time for the next lesson of the day. As in the earlier lesson, the teacher may ask a smaller group of students to stay in the Meet/Zoom call to receive additional support, intervention, or enrichment. The rest of the students log off the Meet/Zoom call and begin working on their assignment and other assignments in their queue. For Math, this may include time logged onto i-Ready.

Late Morning (11:00 am): Students will spend the rest of the morning working on assignments in their queue. If they are stuck or need additional help, they will know that the teacher (in this case) will have Office hours from 11:00 am - 12:00 pm where they can log back into an open Meet/Zoom call to ask questions about the assignments.

After-Lunch (12:45 pm): Students will check-in a third time during the day with the teacher online via Meet/Zoom for a third lesson for the day. This lesson might be in another content area, such as Science, Social Studies, Music, Art, or Social-Emotional Well-Being. The teacher will review the objectives and provide direct instruction on the concepts or skills that are the focus of the lesson. As before, the lesson will conclude with clear directions on next steps for completing the assignment independently and a reminder of how to upload or share the work they complete. This particular assignment might be due at the end of the day or later in the week. It could be a project that students are working on throughout the week.

Remainder of Afternoon: Students who are English Learners may be brought into a 30 minute Meet/Zoom call to receive English Language Development (ELD) instruction. All other students will continue working on their assignments through the remainder of the afternoon (up until the end of the school day) and ensure that they have completed the assignments in the queue for the day.
Appendix 3

A Typical Day for a Student in CUSD

To help families understand how school will be for their children in the fall, here is a “snapshot” of a typical day for a student in CUSD. While the day is similar to an elementary student’s schedule, it does clearly describe the health and safety guidelines that are in place for all students to safely return to campus:

Before Leaving Home: The family takes the temperature of their child and asks if they feel ill. If the child is not feeling well or has a fever of 100.4 degrees or higher, then the child stays home from school. If the student is riding the bus, the parents wait with their child at the bus stop. Prior to boarding the bus, the student’s temperature is taken by the bus driver using a no-touch thermometer. If the student has a fever of 100.4 degrees or higher, then the student is not allowed to ride the bus or attend school and must be taken home by their parents.

When Arriving at School: Students are wearing their facial coverings as they enter their school campus in an orderly fashion. They enter from multiple entrances to provide appropriate distancing and they go to their assigned spot in their class line which is clearly marked with “distancing dots” on the ground to ensure that students are spaced apart and are facing forward. At some schools they may walk directly to their classroom and then form a line with appropriate spacing outside of the room. Signage with reminders to students to distance, wash their hands, and wear their facial coverings are clearly visible on the campus. Additional portable hand washing stations are available at the entrance of campus.

Before Entering the Classroom or Extended Learning Space (Elementary Only): Students remain seated or standing in their line. Their teacher, who is wearing her facial covering, greets the class and comes to each student to individually provide them with hand sanitizer and take their temperature with a no-touch infrared thermometer. The teacher then leads the class in an orderly line to their class. Students who start the day in Extended Learning follow the same procedure.

During Classroom Instruction: There will be approximately 6 feet of distancing between the teacher’s desk and teaching space and the students, and students will be seated in rows. Students sit in assigned seats and they are all facing forward to enhance distancing. Approximately 16 students are in the classroom at one time. The teacher strategically spaces students by leaving empty desks between each student. Elementary teachers, special education teachers, and related service providers (speech teachers, occupational therapists, and adaptive physical education teachers) wear shields so that students can see their facial expressions and watch their instructor’s lips when learning new sounds, language, and phonemes. The teachers use a “sneeze guard” plexiglass divider when working with students in small groups or 1 on 1 for reading assessments. Students have their own Chromebook and their own school supplies to minimize sharing. Except for bathroom breaks and quick outdoor “brain breaks,” students remain in the same classroom and do not travel to other rooms.

During Extended Learning: Students are led by a paraeducator or another teacher or certificated staff to the extended learning space. The extended learning space may be a library, multi-purpose room, STEM lab, or outdoor space underneath a shade structure. Transitions to other rooms or spaces are limited. Students participate in activities that reinforce the lessons provided previously by their teacher, and they also participate in enrichment activities that may include structured recess, PE, art, music, and social skills groups. Students and staff are wearing facial coverings except when they are outdoors and physical distancing is possible.

During Transition to Lunch or Leaving Campus: As students transition to lunch, the custodian arrives and, with the teacher’s assistance, wipes down the common hard surface areas, including door handles, light switches, sink handles, tables, and bathroom surfaces (if located in the classroom) with FDA approved sanitizing solutions. Chromebooks, student desks, and student chairs are not cleaned because they are assigned only to one student, and the students who will arrive after lunch will use different assigned seating, devices, and learning tools. Students wash
their hands and eat their lunch in the lunch area with proper distancing, in the classroom, or in another outdoor area. After eating they are able to play outside but they are asked to provide distancing between one another. With distancing, students are able to remove their facial coverings when playing outside. For students who choose to only attend for classroom instruction, they leave before lunch time and are signed out by their parents. As students leave, they wear their face masks.

At Dismissal Time: Students are provided more hand sanitizer or reminded to wash their hands as they leave using multiple campus exits to avoid gatherings. Their parents are asked to wear a facial covering as they wait for their child and to distance themselves from other adults.
CA Coronavirus (COVID-19) Response

California Department of Public Health Industry Guidance: Schools and School Based Programs

Orange County Health Care Agency COVID-19 Resource Directory

California Department of Education (CDE) Stronger together: A Guidebook for the reopening for California’s Public Schools

Orange County Department of Education (OCDE) Orange County Together – A Guide to Safely Reopening Schools in the COVID-19 era

California Interscholastic Federation (CIF) Statement Regarding 2020-21 Sports Calendar and Bylaw Modification

How to Talk with Children about COVID-19: A Parent Resource