



# Supporting Students Together

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## A ROADMAP TO SAFELY REOPENING

Superintendent: Dr. Kyla Johnson-Trammell

Address: 1000 Broadway, Ste. 300; Oakland, CA 94607

Target Reopening Date: January 25, 2021\*

Submission Date: November 20, 2020

School Type: Public School District

District COVID Liaisons: Sailaja Suresh, Joanna Powell

\* Date may change based on California and Alameda County  
Public Health Department guidance and labor agreements



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*



# How to use this guide.

( START HERE )



## Stay informed, share what you learn

In the 2020-2021 school year, uncertainty and change are to be expected. The information in this guide is current as of November 20, 2020, and is based on our proposed plans for the remainder of the 2020-2021 school year. All plans are subject to change due to labor agreements, as well as changing public health guidance.

For our students to succeed in this challenging year, we all need to inform ourselves and share what we learn. Please explore this guide and share it with everyone you know who cares about and depends on OUSD. Thank you.

## Are you looking for...

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[ousd.org/reopening2021](https://ousd.org/reopening2021)

[familycentral.ousd.org](https://familycentral.ousd.org)



# Informed. Prepared. Together.

From the days in March when OUSD made the difficult decision to move instruction online in the face of COVID-19, our community has been in action. **Composed of 105 members in seven working groups, the COVID-19 Action Team made recommendations both about distance learning and how to return to In-person instruction.** Their recommendations, based on research and community feedback, are the backbone of OUSD's proposed plan for reopening.

Each working group had teachers, parents, classified staff, and principals serving alongside district leadership; members were nominated by Network Superintendents, our labor partners, and the district-wide Parent and Student Advisory Committee. See Page 26 for more detail.

- Over 500 community members weighed in on these recommendations during meetings with school communities and community groups.
- More than 4,500 family members responded to our Family Survey in early June.
- More than 700 community members responded to each of our Thought Exchange questions about reopening.
- 2,500 people joined our Family Report Back on Reopening meeting in July.
- Nearly 6,000 families responded to our Fall Family Survey in November.

## Here's what we have heard from you, and how that feedback has shaped the plan for reopening OUSD:

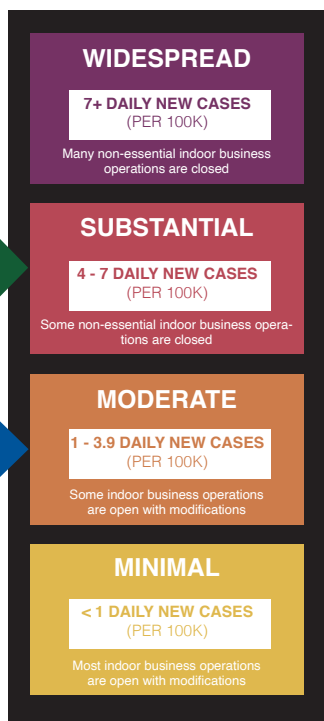
- Families want a choice between In-person & distance learning.** → Any family will have a distance learning option, even when In-person instruction resumes.
- Students need social and emotional support.** → Our master schedule allows time for teachers to connect with families and students who need extra support, and for interaction with teachers and peers.
- Every student must have a computer and WiFi access.** → Each student has a Chromebook, WiFi, and tech support through the #OaklandUndivided program. We are providing every teacher with a new Surface laptop, second monitor, and wireless mouse.
- Families expect more time to be spent on learning.** → OUSD is meeting or exceeding state requirements in total instructional minutes at every grade level.
- Prioritize In-person Learning opportunities for early grades students and students needing additional academic/social support.** → In October, we opened local hubs with the City of Oakland, where students can go during the school day for WiFi and engagement support. In November, we began piloting school-based hubs for supplemental services for students with special needs who have experienced significant skill regression.
- Small group instruction should be built into schedules.** → We have built-in time for small group instruction, and have partnered with the Oakland Public Education Fund to recruit and train more than 250 volunteers to support small breakout groups during online classes.
- Families need more communication from schools.** → All schools have Equity Family Navigators to support communication with families at their schools, who are paid and centrally-supported.

# What will *this year* look like?



Determining when we can move to **In-person learning** in our schools is dependent upon state and county public health guidelines, local plans, and local labor agreements.

Each district must create their own plan for resuming In-person instruction and negotiate the impact of their plan with labor partners. Negotiations will result in adjustments to the plan within the constraints of state and public health guidance. OUSD's plan is based on the COVID Action Team recommendations, family surveys, and community meetings.



Tier for School Reopening based on State & County Public Health Recommendation

Tier for School Reopening based on OUSD Plan Recommendation

In September, the state released their new Blueprint for a Safer Economy, identifying tiers for when different sectors of society could safely reopen based on:

- The number of new COVID cases in a seven day period per 100,000 residents.
- The percent of positive tests within the whole county.
- The percent of positive tests within the neighborhoods with the least socio-economic opportunity, as identified by the California Healthy Places Index. (HPI)

The state and county Public Health Departments recommend reopening schools for In-person instruction when a county has entered the Red Tier (Substantial COVID Spread). Small, In-person learning hubs can open at any time.

The OUSD plan recommends a phased reopening of schools when our county enters into the Orange Tier (Moderate COVID Spread). Small learning hubs with In-person learning can open at any time.

# The phases of reopening for our schools

## PHASE 1: Full distance learning (August 2020)

**No In-person instruction;** all students have access to grade-level content, assessments, peer-to-peer and peer-to-teacher interaction, as well as instructional minutes that meet or exceed state standards.

## PHASE 2: Begin In-person learning (October 2020)

**Students** have small group opportunities to receive In-person support for distance learning, with a focus on serving our students with unstable housing and who have experienced significant regression during distance learning.

**Conduct** In-person initial English Language Proficiency Assessments for California (ELPAC) and urgent Special Education assessments.

## PHASE 3: Begin In-person instruction (January 2021)

**Some students in grades PK-5, Special Education, and Mental Health Enriched Classrooms** return to In-person instruction in A/B rotations, with 8-10 students per class for a minimum of two days per week. Students in grades 6-8 return following the successful opening of elementary campuses and return of the priority students above, followed by students in grades 9-12.

**Students** would be scheduled In-person based on available staffing of teachers, substitutes, classified staff, and program partner staff.

**Some students** have additional small group instruction, based on need.

*Distance learning will continue to be an option to students. We are committed to offering a quality distance learning program during all phases.*

*Students will be kept in small, stable, groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) for a minimum of four weeks at a time.*

*Cohorts will minimize/avoid contact with other groups or individuals.*



# Scheduling In-person Learning



Moving to In-person learning will require managing a significant transition for both students and staff. Our goal is to make the transition as seamless as possible by preserving fall distance learning schedules and creating multiple staffing scenarios for each school.

## Scheduling In-Person Instruction and Learning Supports Process

1. Determine classrooms or outdoor learning spaces on campus to be used for In-person learning.
2. Identify staff available for in person instruction and/or student supports.
3. Identify students who will be returning based on family preference, grade level & learning needs within the appropriate phase of reopening.
  - **A & B Cohorts:** if there are more students opting into In-person learning per staff member, students will be split into two cohorts to receive In-person learning support.
  - **Single Cohort:** if there are fewer students opting into In-person learning per staff member, those students will come to school four days per week.

## A & B Cohorts

Mon	Tue	Wed	Thur	Fri
A	A	Distance Only	B	B

## Single Cohort

Mon	Tue	Wed	Thur	Fri
A	A	Distance Only	A	A

Note that because of the many variables impacting students' and staff members' abilities to return to In-person learning, the types of support available to students on campus will vary. The start date will depend on local COVID-19 case rates and labor agreements.

**Our program is aimed at cultivating joy in students through in person interactions with peers and educators.** Our goal is to provide a staff member in each classroom to deliver instruction, support facilitated distance learning, tutoring or small groups, and/or social interaction with students/enrichment activities, for every student who wishes to attend in-person learning. Because individual circumstances vary, we cannot guarantee that individual school site staff are returning, but we will be working with substitutes, classified staff, and program partner staff to ensure there is a staff member in every classroom.

**Families who select In-person learning are offered support as follows:**

Students return to school for a minimum of two days per week in small cohorts of 8-10 on scheduled, rotating days.

**Go Live Dates:**

The first day of In-person learning will be determined by local health conditions first, and will apply to students by grade level and priority of need as follows. The first day in person for grades 3-12 assumes the successful launch of Grades PK-2 without incident triggering district wide closure.

Grade Level	Target Reopening Date
Grades PK-2, Special Education, and Mental Health Enriched Classrooms	January 25, 2021
Grades 3-5	February 1, 2021
Grades 6-12*	February 8, 2021

*\* Grades 6-12 will remain largely in distance learning with weekly offerings of additional supports and office hours where staffing is available.*

**Also:**

- Students will be scheduled for In-person learning based on available staffing of classroom teachers, substitute teachers, classified staff, and program partner staff.
- Distance learning will continue to be an option to students. We are committed to offering a quality distance learning program during all phases.
- Students will be kept in small stable groups with fixed membership that stay together for all activities (e.g. instruction, lunch, recess) for a minimum of four weeks at a time.
- Cohorts will minimize/avoid contact with other groups or individuals.

**Ensuring Equity:**

- Some students will have additional small group instruction based on need (including subgroups identified pursuant to Education Code section 52052 (see CDE’s CA School Dashboard established pursuant to subdivision (g) of Section 52064.5)).

# Prioritizing Our Students with *Special Needs*



Services for our students with special needs were prioritized by almost every group of stakeholders who contributed to the design of our phased plan to reopen schools.

In OUSD, the Special Education Department is charged with educating students who have learning disabilities or exceptional cognitive or physical needs and who are made eligible for services through an Individual Education Program (IEP). Special Education provides services and support in district-run, alternative and select charter schools to all identified students from infancy through age 22. Services include:

- specialized academic instruction;
- speech-language therapy;
- occupational and physical therapy;
- assistive technology;
- adaptive physical education;
- mental health services;
- behavior intervention and assessment;
- career-transition services;
- and low-incidence services for students with visual, hearing and orthopedic impairments.

We plan to bring our students with special needs back on campuses in phases. Our students who have experienced profound regression in their academic, social, or behavioral skills have returned to In-person instruction first. Our students served in general

education settings for the majority of their school day will return to In-person learning along with the general education population. For more details about our plans in supporting our students during our distance and blended phases, visit the [Special Education resources and support page on OUSD.org](#).

## How are students with special needs supported in Distance Learning?

Case managers are creating **distance learning plans** for each of their students that are attached to the IEPs.

Providers are focusing on **assessing students** to determine baselines and measure regression.

All Special Education teachers should be providing **targeted, small-group multi-modal instruction** based on standards and IEP goals.



# Special Education *Learning Loss Pods*



While distance learning has been challenging for all of our staff, students, and families, we anticipated and are seeing significant **skill regression** in many of our students with special needs. In-person socialization and support is critical to helping students recover their pre-COVID skill levels.

In September, we began planning for how we could support our students who have experienced profound academic, behavioral, or social skill regression. We developed a regional “pod” model, where a small group of 12-16 students would be brought together to receive supplemental services after the end of their distance learning school day.

Each pod is composed of students who were recommended for In-person support by their Special Education Case Manager (teacher). Students were selected based on baseline data indicating significant skill regression across IEP goal domains. Our pods have a maximum of six students in the PK-2 Grades and eight students in Grades 3-Young Adult. Our pods opened for staff on November 9, and for students on November 16.

The pods will be staffed to ensure individual and small group attention for each student with a combination of Non Public Agency contractors & AFSCME Paraeducators:

**Paraeducators** will be providing the instructional activity leadership for the pods.

**Behavioral Technicians** will be providing functional and behavioral goal supports for the pod.

**Speech Language Pathology Assistants** will be providing milieu communication and social skills support within a pod for a four-week cycle before moving to another pod.

**Licensed Vocational Nurses** will be providing training to paraeducators and medical support for students, and are supporting COVID testing for staff.



We are deeply grateful to our labor partners in AFSCME and UAOS, our families, the Community Advisory Council, and our Special Education Coordinators who have been very student- and solutions-oriented as we plan together how best to serve students while ensuring staff and student safety.

# Science, Safety & Schools



In March 2020, OUSD ordered schools to close for In-person instruction because of COVID-19. Since that time, our knowledge about how COVID-19 is transmitted has grown quickly, and our county's ability to respond to cases throughout the region has also expanded.

The information here is drawn from the [Alameda County Office of Education's COVID-19 School Guidance](#), the [CDC](#), [UCSF Infection Control](#), [UCSF GME Grand Rounds](#), and advice from a team of physicians at UCSF Benioff Children's Hospital who are supporting the district's effort to plan for a safe reopening of schools.



**Watch your distance**  
Stay at least 6 feet apart from others, when possible

**Wash your hands**  
or use hand sanitizer with at least 60% alcohol

**Wear a mask**  
in public spaces and common areas

The more **closely you interact** with others and the **longer** that interaction, the **higher the risk** of COVID-19 spread.

## Protecting Our Students & Staff is our Highest Priority

COVID-19 is primarily transmitted through droplet transmission. Transmission happens when respiratory droplets from speaking, yelling, coughing, or singing come in contact with mucous membranes (eyes, nose, mouth). This means that to protect ourselves, we need to:

1. Reduce droplet transmission by:
  - a) requiring masks for all students and staff
  - b) physical distancing from each other
2. Continue to wash hands frequently and to keep surfaces clean by using soap and disinfectants
3. Ensure we are limiting the presence of COVID-19 on our campuses by:
  - a) opening campuses during periods of low community transmission, as defined by ACPHD
  - b) symptom screening on a daily basis for all students and staff
  - c) providing regular COVID-19 surveillance testing

## What We Know About COVID-19, Children, and Reducing Risk

As our knowledge of COVID-19 has grown over time, we now know that:

- Personal protective equipment (PPE), social distancing, and regular hand washing/sanitizing are the most important ways we can prevent transmission in adults and children.
- Preventing person-to-person transmission, via respiratory droplets, is more important than frequent cleaning and disinfection. COVID-19 mainly spreads from person-to-person via respiratory droplets.
- Exposure risk is a gradient, rather than an all-or-nothing condition. A rule of thumb is that a person must spend at least 15 minutes within six feet of someone with COVID-19 to be at risk of infection.
- Universal face coverings decrease risk. Being outside is lower risk than being inside. Other risk factors include whether the infected person was sneezing or coughing, or doing an activity that produced more respiratory droplets (not talking < quiet conversation < loud talking < singing).

### COVID-19 Testing

In October, the Alameda County Office of Education signed an agreement with Curative, Inc. to provide COVID-19 Testing for educators within the county. Each district is responsible for developing a plan with Curative to test staff members at a frequency in alignment with state and county guidelines: 25% of staff should be tested every week.

As we provide In-person learning supports to students this fall, we are beginning to pilot the use of Curative COVID-19 tests with our staff and contractors by implementing Universal Entry Screening, and testing 25% of staff every week, going over and above the state and county guidelines in the name of a safe and secure program for our staff and students. The purpose of this 8-week pilot is to develop the staffing, monitoring, and support systems needed to provide adequate access to testing for more staff across the district.

The state and county do not currently provide guidelines or support for student testing. Students who are experiencing COVID-19 symptoms will be referred to a free testing location and will be required to isolate for a minimum of 10 days or until cleared by a doctor. Any COVID-positive cases among staff or students that occur during In-person learning will initiate a cohort closure for 14 days.



## Contact Tracing

Contact tracing is an essential tool in the epidemiological response to the pandemic. Over the summer, we developed contact tracing teams within the district in partnership with our Health Services and Talent Departments, so that we can follow up with every reported COVID-19 case among our staff, contractors, and students. We are following the Alameda County Public Health Guidance for isolation and quarantine in cases of COVID-19 symptoms, positive tests, or close contact.

Our trained staff interview multiple individuals in every positive case to identify any potential close contacts, dates of potential exposure, and locations that need to be deep cleaned. Our system automatically notifies the affected individuals, the Alameda County Public Health Department, district supervisors, and our custodial services team, so that each part of our organization can respond as quickly as possible in support of our staff, students, and communities.

### Site & District COVID Liaisons



Each school site identified one to two Safety Leads over the summer, who meet on a regular basis to develop and implement safety procedures at our school sites. Along with site principals, the Safety Leads are the primary liaisons across the district who communicate about COVID-related procedures and issues. Their voices have been essential in identifying and solving safety problems of practice over the past several months.

The District COVID Liaisons support the Talent and Health Services team in the contact tracing process, and work directly with the Alameda County Public Health Department to update internal guidance when public health directives are updated.

For Principals/Supervisors: COVID Protocol for Positive Cases, Symptoms, Close Contact				
		Principal Notifies	Talent/ Nurses Send Letters	When can they return?
1	Positive Case	IF Employee → Talent IF Student → Nurses	<ul style="list-style-type: none"> <li>Individual</li> <li>Close Contacts</li> <li>Community</li> <li>Custodial</li> <li>County</li> </ul>	<ul style="list-style-type: none"> <li>10 days after first symptom AND 1 day free of fever and with improving symptoms</li> </ul>
2	Symptoms	IF Employee → Talent IF Student → Nurses	<ul style="list-style-type: none"> <li>Individual</li> </ul>	<ul style="list-style-type: none"> <li>10 days after first symptom AND 1 day free of fever and with improving symptoms</li> <li>OR as cleared by a physician</li> </ul>
3	Prolonged Close Contact	IF Employee → Talent IF Student → Nurses	<ul style="list-style-type: none"> <li>Individual</li> </ul>	<ul style="list-style-type: none"> <li>14 days since close contact</li> </ul>



# Personal Protective Equipment (PPE)



Over the last six months, wearing masks have become a part of our daily lives. Personal protective equipment (PPE) is **critical** to ensuring safety for all In-person activities. We have built our inventory and designed systems to make it easy for schools to get the PPE they need for staff and students.

A useful summary of current guidance regarding PPE from the California Department of Education and our state and county public health experts is available [here](#).

- 1. Face coverings are required** (except when eating or drinking) for all students and staff, with the exception of students who are unable to wear them due to particular developmental or health diagnoses that would limit their ability to wear a face covering. Face shields can be provided in these cases as an alternative.
- 2. Teachers can use face shields**, which enable younger students to see their teachers' faces and to avoid potential barriers to phonological instruction. Face shields will be provided to teachers who desire this option. Face shields should be worn over a mask or with a drape to prevent airborne particles entering inside or escaping from the face shield.
- 3. Soap and hand sanitizer reduce disease transmission**, and will be available and handy in all classrooms, bathrooms, main offices, entrance to school, cafeteria, etc. Everyone must sanitize upon entering and exiting school and cafeteria and bathrooms.
- 4. PPE signage provided by OUSD is posted at every school and office entrance**, and can serve as a helpful reminder to everyone. Additional signage is being placed throughout school buildings in classrooms, restrooms, on floors and walls inside and outside, in preparation for students' return.
- 5. Specialized PPE** is appropriate for staff who will perform aerosolizing procedures and come into close contact with individuals who are symptomatic, some staff who work with students with moderate to severe disabilities, and for custodial staff who use aerosolizing sprays during cleaning procedures.

## Types of PPE

**Surgical masks vs. cloth masks** – There are no clear data on which type of mask is more effective. However, there are data that show that masks with one layer of protection are inferior to those with more layers. Cloth masks are washable and therefore less costly. Valved masks are dangerous and are not allowed because they allow droplets to be exhaled outside of the mask.


A **face shield** provides excellent protection (and also protects the mask) and can be reused as long as it is wiped down. Face shields should be made available to staff who choose them, and mandatory for anyone wearing an KN95. Face shields may also be used for students unable to wear masks due to special needs.

**N95/KN95 masks** are not recommended for use in school settings by the Alameda County Office of Education and Public Health Department. We have purchased N95 masks for medical personnel who perform aerosolizing procedures and KN95 masks, which do not require a special fitting, in case PPE is needed by staff who work in close proximity (less than six feet) to students with moderate to severe disabilities who either cannot express their symptoms or cannot control their respiratory secretions (coughing, sneezing, spitting without covering mouth).




**Smocks to cover staff clothing will be available** for paraeducators, SDC teachers, and staff who work with students who need help with toileting, cannot describe their symptoms, and/or cannot control secretions. Schools will also be provided with a supply of **gloves** to wipe down classrooms and shared materials, but there is no need for staff to continually wear gloves, unless they are working with specialized populations mentioned above. Students do not need gloves. Custodial and cafeteria staff who normally wear gloves should continue to do so.

**DO choose masks that**

-  **Have two or more layers of washable, breathable fabric**
-  **Completely cover your nose and mouth**
-  **Fit snugly against the sides of your face and don't have gaps**

 [cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

**DO NOT choose masks that**

-  **Are made of fabric that makes it hard to breathe, for example, vinyl**
-  **Have exhalation valves or vents, which allow virus particles to escape**
-  **Are intended for healthcare workers, including N95 respirators or surgical masks**

# Site Procedures: Keeping Everyone Safe



OUSD central office and every school site will have to implement new safety procedures to keep staff and students safe, as we are critical participants in the larger public health response to COVID-19 in Alameda County. School or district leadership will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

## Face Coverings

1. All staff, students, and visitors to the school site must wear face coverings over both their nose and mouth at all times when on campus, in grades K-12. Masks are highly recommended for students in Preschool. Valved masks should not be used.
2. Staff working in a room by themselves may remove their face coverings.
3. Staff may wear face shields over their masks, face shields with drapes, or masks with clear fronts, so students can see their mouths.
4. Students who cannot wear a mask due to documented medical or behavior contraindications or those students with developmental delays will not be excluded from class if they cannot consistently wear a face covering. Staff will encourage and remind them to wear their face covering, and keep students six feet apart from other students, if they cannot wear a face covering.
5. Everyone should prioritize consistent use of face coverings when in hallways, bathrooms and other spaces where students may encounter staff and students from other classrooms.
6. Cloth masks will be provided for all students and staff by the district. Face shields will be provided for all staff who request one. All schools will be provided with a supply of disposable masks for individuals who forget to bring one.

## Daily Self Assessments: Symptom Checks

Families should check their child's temperature each morning before sending them to school, as well as screening them for other COVID-19 symptoms, such as cough, shortness of breath, sore throat, or other symptoms listed below. Students with any symptoms should stay home.

All staff who are coming to campus each day are already filling out our daily self assessments. We are deeply proud of their commitment to safety and embracing new systems in these unprecedented times.

1. All staff and students must complete **Symptom Screening** every day before entering campus by answering the following questions:

a. Does any member of your household have a confirmed COVID-19 infection?

**If "yes",** the staff member/student will be sent home. Staff will contact the family to initiate COVID-19 Symptoms Protocol.

**If "no",** proceed to the next question.

b. Have you had any of the following symptoms in the last 24 hours, that are not explained by another reason:

- Fever 100.0 F or has felt feverish
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

***If the answer to any of the above symptoms is "yes," the staff member/student will be sent home. Staff will then follow our [COVID-19 Symptoms Protocol](#).***



## Physical Distancing

All staff and students must keep at least six feet apart from one another during the school day, following guidance from the Alameda County Department of Public Health and County Office of Education.

Additional efforts to aid in physical distancing include:

- Designating specific routes for entry and exit to the campus for each cohort, using as many entrances/exits as feasible.
- Minimizing movement of students through hallways: staggering class change times so that only one cohort is in the hallway at any given time.
- Creating one-way hallways to minimize congestion. Placing physical guides, such as tape, signs, or safety cones, on floors and sidewalks to mark one-way routes.
- Reminding staff and students within schools to stay at least six feet from other adults as much as possible.
- Using video conferences for staff meetings and family meetings, whenever possible, or holding meetings outside while maintaining social distancing in groups of 12 or fewer.
- When outside or in shared spaces, preventing interactions between cohorts should be prioritized over distancing students within a cohort.
- Providing more than six feet of distance between students when engaging in physical education activities.



## Hand Washing/Sanitizing

Staff and students should be washing their hands, or using a hand sanitizer that is at least 60% alcohol, multiple times each day.

- All individuals entering the school campus should wash their hands or use hand sanitizer; individuals should also clean their hands after using the restroom, before and after lunch, and after sneezing.
- Hand sanitizer will be available for all classrooms throughout the district.
- Hand soap and paper towels will be provided for all bathrooms and classroom sinks throughout the district.



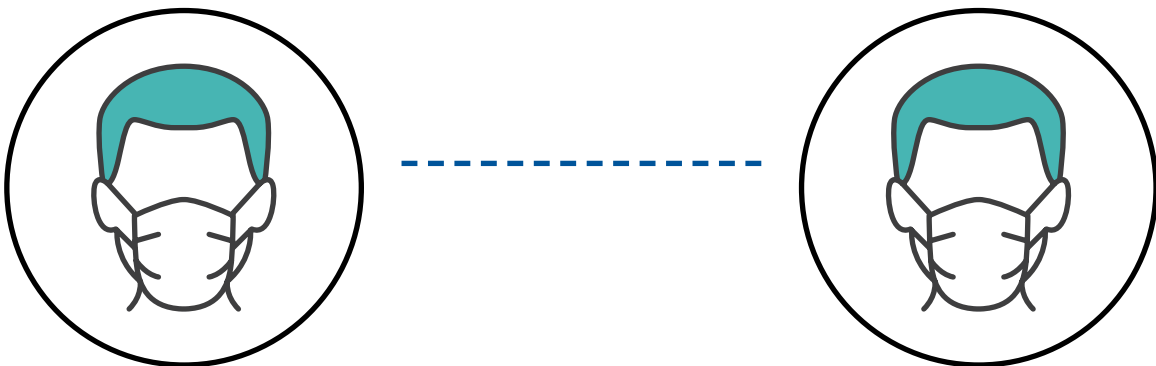
## Stable Groups

One of the most critical recommendations from the Alameda County Department of Public Health is that we maintain stable groups of students in each classroom.

This is done both to mitigate the spread of COVID-19 and to assist in contact tracing and isolation procedures should an exposure occur. Keeping teachers and students in the same group also lowers their exposure risk by decreasing the number of people they come into contact with each day.

### Accordingly, we will:

- **Keep cohorts as small as possible**, while also working to ensure that groups are heterogeneous.
- **Limit cross-over of students and teachers to the extent possible.** Cross-over of teachers between cohorts is permitted to meet students' educational needs. Stagger schedules for arrival/dismissal, recess and lunch to prevent mixing of cohorts.
- **Prohibit larger gatherings of more than one cohort** (i.e., school assemblies, performances, morning circle).
- **Require a 14-day Close Contact quarantine of all cohort members**, including staff, if there is a COVID-positive case within the cohort.
- **Require a 14-day Close Contact quarantine of the whole school**, if two cohorts are quarantined for evidence of positive cases.
- **Close all schools to In-Person Learning**, if one-quarter of schools in the district are closed due to COVID-19 quarantines.
- **Provide access to a public dashboard of school and cohort closures**, so that the community is aware of how cases may be spreading.



## Assessing Facilities and Making the Best Use of Space

Principals can access their site plans and their [facilities' space assessment](#) to help plan which classrooms may be used. Our current evaluation finds that almost all schools have enough classrooms with operable windows or upgraded filters to accommodate small groups of students up to 25% of their population on campus one time.

Additionally, we will:

- Use outdoor space for instruction and meals/snacks to the extent possible.
- Use classrooms with doors and operable windows or upgraded air filters for classroom instruction.
- Maximize spacing between student desks and limit the number of touchable hard surfaces.
- Use other campus spaces like courtyards, cafeterias, gymnasiums, and auditoriums for instruction to allow more optimal spacing.
- Limit occupancy of bathrooms, elevators, locker rooms, staff rooms and similar shared spaces to allow 6 foot distancing.
- Mark spots on the floor or the walls six feet apart to indicate where to stand at all places where students congregate or wait in line.
- Eliminate the use of lockers in hallways and other shared spaces.
- Each campus will also have an isolation room or tent where symptomatic students or adults can wait to be picked up and taken home. The chair/desk in that space will be cleaned and disinfected after every use.



## Student Nutrition/Meal Time

We are committed to continuing to provide healthy, nutritious food to our students and families throughout the school year, in every phase of instruction. While campuses are closed to instruction and students are in distance learning, we will continue to distribute food at our 17 distribution hubs and provide home delivery to all families that are enrolled in the program.

Meals should be eaten outside where possible, or in classrooms with students facing in the same direction. By necessity, face coverings will be removed during meals. For half days, students may take their lunches to go, along with meals for the days when classes are not meeting on campus.

While providing supervision for students during any on-campus lunch period, we are also committing to ensuring that all our staff members continue to have their own duty-free lunch periods, as outlined in our collective bargaining agreements.

## Students & Public Transportation

All of our district transportation vendors will be physically distancing students on their buses for the 20-21 school year. **AC Transit and BART are also limiting the number of passengers on their buses/trains to allow for physical distancing.** Face coverings are required on all public and school district transportation.

- Families need to ensure they are taking students' temperatures and checking for symptoms BEFORE they board the bus for school.
- Drivers and passengers must wear face coverings over their nose and mouth, unless a student has a documented medical or behavioral contraindication.
- Drivers will keep vehicle windows open when weather and safety permit.
- Buses will be cleaned and disinfected in between groups of passengers.
- Reduced capacity on AC Transit and BART is one significant constraint on the district's ability to reopen campuses for a majority of secondary schools.



## Keeping Campuses Clean

Our custodial staff has been hard at work all summer and fall, cleaning all of our campuses, sanitizing at food distribution sites, and preparing for a new year with all the supplies they need to ensure our schools are fully stocked for the increased sanitation, hand washing, and hand sanitizing needed in the era of a global pandemic. We are following county guidelines to ensure that high-touch surfaces are cleaned frequently, common spaces are cleaned and sanitized in between different groups of students, and all bathrooms are cleaned and restocked multiple times a day.

Additionally, when In-person instruction begins we will:

- Limit sharing of art supplies, manipulatives, and other high-touch materials as much as possible.
- If feasible, have a separate set of supplies for each student and keep each student's supplies and belongings in separate, individually labeled bags, boxes or cubbies.
- Ask students to limit the amount of personal belongings they bring to campus each day.
- Avoid sharing electronic devices, sports equipment, clothing, books, games and learning aids when feasible.
- Clean and disinfect shared supplies and equipment between students.

For details, refer to [CDC guidelines on cleaning schools and community facilities.](#)



# New Cleaning Routines to Reduce Risk



Custodial Services' main objective is to ensure that students, staff, parents/guardians, and all visitors have a clean and safe environment in which to learn, teach, and visit. Custodial Services have established cleaning standards, a scope of work, and a cleaning policy that will guide custodial personnel in keeping their schools clean and sanitary. We will be shifting from our regular Core Cleaning Outline to a Virus Prevention Cleaning Outline that includes the following services:

- **Restrooms** will be cleaned and restocked with soap, paper towels, and empty trash bins three times per day. The sanitation of high-touch surfaces including doors, handles, faucets, sinks, dispensers and partitions will also occur three times a day.
- In **Classrooms**, spray bottles and paper towels will be provided for use during the school day. Night custodians will be responsible for sanitizing high-touch surfaces including doors, light switches, handles, countertops, workstations, and faucets each night.
- In **Hallways**, high touch surfaces such as handles, doors, elevator buttons, and light switches will be wiped down three times a day.
- In **Stairwells**, rails and ledges will be wiped down three times a day.
- In **Cafeteria** and **Multipurpose rooms**, drinking fountains should not be used. Custodial staff will wipe down all doors and door handles. Nutrition Services staff will wipe down all tables, faucets, kitchen areas and serving stations after every meal.
- In **Office** areas, doors and door handles will be wiped down 3x day; countertops, desks, and workstations will be wiped down each night.
- **Gymnasiums** and **locker rooms**: Locker rooms should not be used. Night custodians will be responsible for wiping down all high-touch surfaces, such as tables, doors, light switches, handles, countertops, equipment, faucets, lockers, and bleachers.
- **Play Structures** and **Exterior Doors** near play structures will be wiped down at least once a day.

## Restrooms

Restrooms will be cleaned and fully sanitized daily. Also, restroom inspections will occur three times per day at minimum. These inspections should occur at 8:00am, 10:00am and 2:00pm. During these inspections, the restrooms should be cleaned, sanitized and stocked with supplies as needed. Furthermore, evening custodians should clean, sanitize and stock all restrooms regardless of staffing levels.

## Prioritizing Classrooms, Hallways, Offices, and Shared Spaces

During Virus Prevention Cleaning, daily custodial coverage duties will shift towards prioritizing the sanitation of high-touch surface areas and away from regular core functions, if staffing is a constraint. Specifically, the following tasks may be deprioritized during a short period when our main goal is sanitizing shared spaces to prevent virus proliferation:

- Floor sweeping
- De-gumming
- Spot mopping
- Replacing lights
- Dust mopping or sweeping
- Graffiti removal
- High speeding buff floors as needed
- Removing scuff marks
- Cleaning baseboards
- Dusting as needed
- Removal of carpet stains
- Removal of leaves, debris and rock build-up from fence lines
- Cleaning curb areas and sidewalks



# Supporting Our Staff



Right now, OUSD students need their teachers and caring adults in their lives more than ever. After the disruption caused by having to abruptly move to online learning in the spring, we are all concerned about unfinished learning.

And with distance learning playing a prominent role in all our reopening instructional models, we know we will have to focus all our efforts on keeping students connected with the school community and engaged in learning, even when we're not with them in the same space.

But we also know that the care and well-being of our staff is critical to the success and well-being of our students, and with that in mind, we hope that some of these resources will help answer many of the questions that may be on the minds of our staff returning to duty for the fall. We are profoundly grateful to all of our staff members who have been working and leading these past few months in such challenging circumstances. We have made tremendous strides in our Distance Learning program and we have innovated safe ways to support students on campus.

## COVID Education/Trainings

- [COVID-19 Prevention Tips](#)
- [Social distancing measurements within the workplace](#)
- [How to wear face coverings](#)
- [How to wash face coverings](#)
- [Stop Germs - Wash your hands!](#)

## Leadership Support

- [COVID-19 Pandemic: Manager's Tips & Tools for Motivating Remote Staff to Stay Engaged and Productive](#)
- [How to Navigate Conversations During the COVID-19 Pandemic](#)

## Staff Wellness

- [Employee Assistance Program](#)
- [OUSD Staff Wellness Guide](#)
- [Mental Health and Coping during COVID-19](#)
- [Mental Health Action Guide](#)

*Required COVID Safety Trainings are available for staff on Keenan Online.*



As we move forward, we know we will all be working in new ways, managing uncertainty, and doing our best to support our students and each other this year. We know nearly everything will be different, in ways we can't fully anticipate, and in ways that will continue to evolve over time.

As guidance from the CDC, state, and county are continually updated, we want to make sure you have access to the latest information to support you in the incredibly important role you play in the lives of our young people.



**FOR QUESTIONS ABOUT:**

- **Attendance,**  
please contact [Misha Karigaca](#)
- **COVID Exposure or Positive Test,**  
please contact Talent Partners:  
[Jeff Dillon](#), [Cenne Carroll](#)
- **Elevated Risk Policies,**  
please contact [Nikitra Hudson](#)
- **Instructional Technology,**  
please contact [Kelleth Chinn](#)
- **Leaves (FMLA, FFCR, Sick, LOA),**  
please contact [Nikitra Hudson](#)
- **Personal Protective Equipment (PPE),**  
please contact [Vilma Bermudez](#)
- **Professional Development,**  
please contact [Wes Jacques](#)
- **Special Education,**  
please contact [Jennifer Blake](#)
- **Transportation,**  
please contact [Kim Raney](#)

**Additional Teaching Resources**

The New Teacher Project: [Planning for Acceleration in the 2020-2021 School Year](#)

The Council of Great City Schools: [Addressing Unfinished Learning](#)



# Thanks to our COVID-19 Action Team



Our plans for 20-21 could not have been created without the dedication and creative thinking of our COVID-19 Action Team Members. These parents, principals, teachers, classified staff, and central leaders came together with short notice in May to work across schools, departments, and traditional roles and responsibilities to think deeply about what it would take to provide our students with the best possible learning experience this year.

It is this community spirit of working and dreaming together that will allow us to move through this school year intact. We deeply appreciate all the individuals who served on our COVID Action Team. Thank you for your leadership and vision during these unprecedented times.

## **INSTRUCTION: What does equitable, high-quality instruction look like?**

Kelleth Chinn, Instructional Tech  
Anisa Rasheed, Montera Principal  
Angela Badami-Knight, Talent  
Jana Maiuri, CCPA Teacher  
Reginald Mosley, Parent  
Wes Jacques, Academics Dept.  
Melisha Linzie, Special Ed Paraeducator  
Jerome Gourdine, Office of Equity  
Eleanor Alderman, ICS Principal  
Emily Frank, Life Academy Teacher & Pediatrician  
Young Whan Choi, Linked Learning  
Amy Carozza, CCPA Principal  
Jennifer Blake, Special Education

Liana Nelson, Allendale Teacher  
Olivia Udovic, Manzanita SEED Teacher  
Mona Lisa Treviño, Parent  
Nicole Knight, ELLMA Office  
Mark Triplett, Middle School Network Supt.  
Elizabeth Paniagua, Counseling Dept.  
Kathleen Arnold, Elementary School Network Supt.  
Nathan Jackson, UPA PE Teacher  
Theresa Lozach, Burbank Preschool Principal  
Christie Herrera, Early Childhood Education Dept.  
Kilian Betlach, Elmhurst Principal  
Misha Karigaca, Attendance Dept.  
Sondra Aguilera, Chief Academic Officer

## **TECHNOLOGY: How do we support our staff and students to access the technology they need and bridge the digital divide?**

Colleen Calvano, Technology Dept.  
Heather Palin, Emerson Principal  
Jen Darmstadt-Holm, Parent  
Kyleigh Nevis, Oakland Undivided

Sara Shepich, Global Family Teacher  
Preston Thomas, Chief Systems and Operations Officer  
Curtiss Sarikey, Chief of Staff

## **OPERATIONS: How do we ensure that we have clear and safe procedures for staff and students accessing district services?**

Caitlin Khurshid, Parent  
Bri Moore, Madison Park Principal  
Carmelita Reyes, Systems & Services Dept.  
Phyllis Copes, Admin Assistant  
Christopher Woodruff, Custodian

Kim Raney, Transportation & Procurement  
Gia White, Labor Relations  
Shelia White, Clerical Coordinator  
Maria McCormick, Hillcrest Principal  
Joanna Powell, Legal Dept.

## **FACILITIES: How can our facilities work align to public health guidance?**

Tadashi Nakadegawa, Facilities Dept.  
Deon Guillory, Custodial Dept.  
Vilma Serrano, MLA Teacher  
Andrea Epps, Legal Dept.  
Alma Piedras, Parent  
Roland Broach, Custodial Dept.

Marc White, Buildings & Grounds  
Jessica Cannon, Chabot Principal  
Minh-Tram Nguyen, Encompass Principal  
Geoff Vu, Middle School Network  
Kelly Krag Arnold, Charter School Office  
Kaia Villberg, Research and Data

## **FINANCE: How do we plan accurately for the pandemic, new normal, and future costs?**

Lisa Spielman, Strategic Resource Planning  
Clifford Hong, Roosevelt Principal  
Angelica Jongco, Parent  
Ryan Nguyen, Accounting Dept.  
Troy Christmas, Budget Office

Roma Groves-Waters, MLK Principal  
Jenine Lindsey, Labor Relations  
Diana Casanova, Parent  
Lisa Grant-Dawson, Chief Business Officer

## **WELLNESS: How do we take care of each other through this crisis?**

Sophia Warith, Talent  
Allison Henkel, Talent  
Tracey Spivey, Talent  
Mara Larsen Fleming, Wellness Coordinator  
David Hunter, Painter  
Maya Taylor, Westlake Principal  
Samantha Keller, RISE Principal  
Barbara Parker, Health Services  
Barb McClung, Behavioral Supports

Paris Pryor, Health Services  
Sonny Kim, SEL Office  
Donneva Reid, Principal Account Clerk  
Winnie Davis, Howard Para Educator  
Sayuri Sakamoto, Bret Harte Special Ed Teacher  
Kelly Jennette, Nurse  
Michelle Campbell-Mateo, Parent  
Deborah Williams, Nurse  
Tara Gard, Deputy Chief of Talent

## **COMMUNITY: How are we coordinating our decision-making with the community?**

RocQuel Johnson, Parent  
Joci Kelleher, Crocker Highlands Principal  
Jody Talkington, Superintendent's Office  
Cintya Molina, Parent Coordinator  
Sonali Murarka, Enrollment & Charter Office  
Andrea Bustamante, Community Schools Office

Martha Pena, Community Schools Office  
Alan Pursell, Parent  
Raquel Jimenez, Office of Equity  
Marc Tafolla, Communications Office  
Rattana Yeang, Research & Data Office  
Lacy Lefkowitz, Claremont Teacher