



# 2021-2022 SAFETY & HEALTH-DRIVEN PLAN: TRANSITION TO PHASE 3

Guided by EDGE Focus Area 3.0: Genuine Wellness & Safety



Draft Created July 28, 2021

This is a dynamic document that is subject to change based upon public health guidelines.

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# MESSAGE FROM THE SUPERINTENDENT

July 2021

Dear Orange Unified Community,

Welcome to the 2021-2022 school year at Orange Unified School District! I hope you had a safe and relaxing summer break.

We have spent the past few months planning for this new school year as we continue to follow our strategic plan, The Orange Unified EDGE, and focus on actions that reinforce Excellence in academics and leadership, Dedicated and engaged communication, Genuine wellness and safety, and Efficient utilization of fiscal capital.

To help mitigate learning loss from the challenges of the past year, we have implemented expanded learning opportunities to help support student success and wellness. We appreciate the partnership and support of our stakeholders in the collaborative effort involved to serve the diverse needs of our students and families. Award-winning schools and academic achievement are the direct results of the hard work and dedication of Orange Unified staff in collaboration with our parents and the OUSD community.

The health and safety of our students, staff, and families are of the utmost importance, and we continue to follow public health guidance, including enhanced health and safety measures, on our campuses. With these measures in place, we are excited to be able to once again offer traditional in-seat instruction, five days per week, to all grade levels. To meet the needs of our diverse community, we are also offering options for full-day virtual instruction through the OUSD EDGE Virtual Academy (grades TK-12) and OUSD Home School (grades K-8) or Independent Study (grades 7-12). Families choosing either option 2 or 3 have the right to request a pupil-parent-educator conference meeting before enrollment to review the academic program delivery, student support, enrollment process, and specific academic expectations, as well as the withdrawal process for that particular program. Students will be able to transfer from one model to another during the trimester or semester change, if space is available. As always, detailed information is available on the Orange Unified School District website.

Exciting things continue to happen District-wide: Measure S Phase 1 construction will be wrapping up soon, with the STEM Complexes at Canyon, El Modena, and Villa Park High Schools set to open in 2022. We are very excited to see these Measure S projects come to life for our students and community. Facilities district-wide are also being revitalized and updated, with new playgrounds, shade structures, and water bottle filling stations being installed across the District.

Please stay up-to-date on Measure S construction, the progress of our innovative educational programs, and other important district communication by visiting our website at [orangeusd.org](http://orangeusd.org) and following us on social media.

It truly takes a village, and I am incredibly proud of the enhanced educational programs and student opportunities we continue to provide, despite the challenges we have faced and while being mindful of the health and safety of our students, staff, and community.

Warmest Regards,  
Gunn Marie Hansen, Ph.D.  
Superintendent of Schools

# WHAT FAMILIES CAN EXPECT

The health and safety of our students, staff, and families continue to be of the utmost importance. This plan is based on current guidance from public health officials and state agencies and will be updated as the situation evolves.

It is important to note that District plans must focus sharply on academic instruction to enhance student performance and address learning loss. At the same time, OUSD is committed - to the maximum extent possible - to maintaining the extracurricular programs, clubs, and athletics that are paramount to our students' physical, mental, and social well-being.

Once again, schools were completely cleaned and disinfected over summer break in preparation for the return of our students in the fall. OUSD will continue to monitor and follow the health guidance issued by the CDPH for cleaning, disinfecting, and ventilating school campuses. Common touch surfaces will continue to be cleaned regularly (e.g., countertops, door handles, restrooms, student desks, student chairs, etc.).

## In addition:

- Staff and students are encouraged to wash/sanitize their hands regularly.
- Every classroom and workstation has been provided hand sanitizer to use.
- Schools are to limit sharing of supplies between students to the greatest extent possible and encourage students to take home personal items for cleaning daily.
- On-campus signage promotes healthy hygiene practices and reminds individuals to stay home when ill.
- Students are encouraged to bring refillable water bottles or have an option to use a disposable cup at water fountains.
- Staff will be provided COVID-19 online training.



# ON CAMPUS & IN THE CLASSROOM

## FACE COVERINGS

Staff and students will adhere to face-covering guidelines as determined by the California Department of Public Health.

### SAFETY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

- Students with sensory/cognitive/behavioral needs will not be required to wear face coverings but are encouraged to utilize a face shield with a drape or covering to the greatest extent possible.
- Students who are deaf/hard of hearing will not be required to wear face coverings but are encouraged to use face shields with drapes.
- School personnel will work closely with families of immunocompromised students regarding specific needs when returning to school.
- All universal masking accommodations must go through the Orange Unified School District's Mask Exemption Protocol.

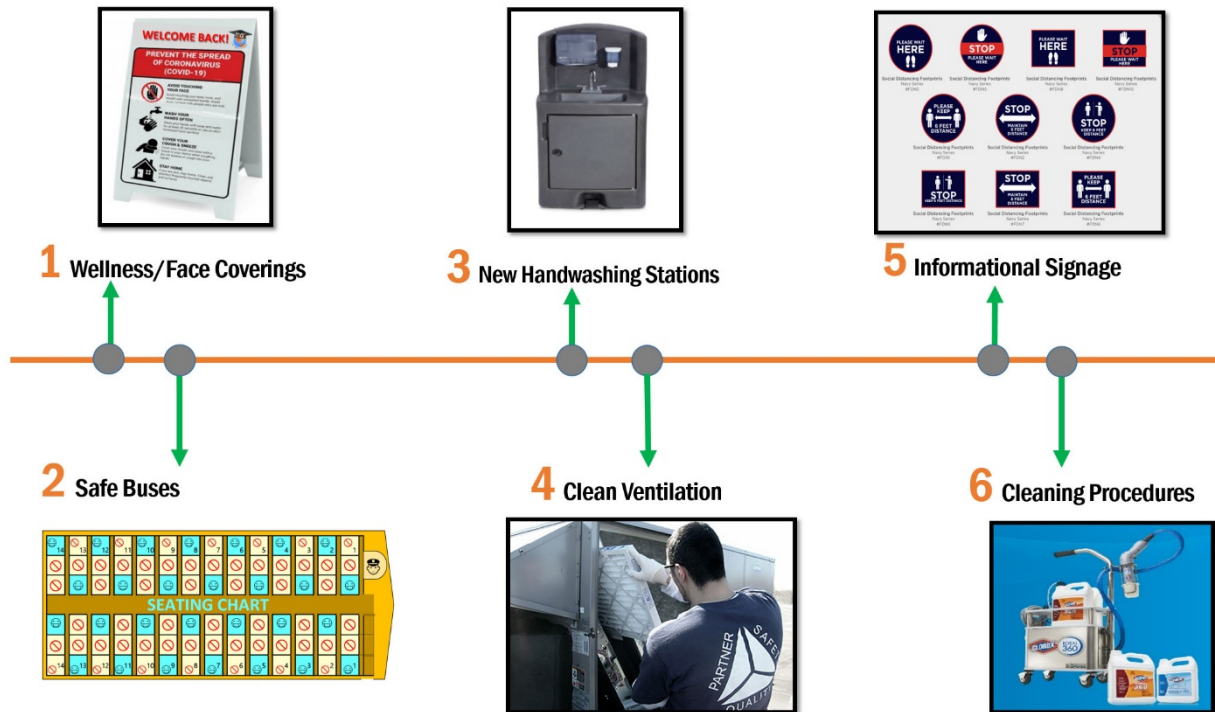
### CONSIDERATIONS FOR STAFF WORKING WITH STUDENTS WITH DISABILITIES

- Staff will be provided appropriate personal protective equipment (PPE) for addressing their specific students' needs and to maximize students' access to their IEP services.
- IEP services will be delivered with adherence to the applicable COVID-19 guidance from CDPH.
- Staff who work with students who require modeling of oral tasks to complete work will be issued face shields with drapes so students are able to view their instructor.





# SIX STEPS TO PROTECT STUDENTS & STAFF



## WELLNESS CHECKPOINTS

As performed throughout the 2020-21 school year, OUSD staff will continue to perform visual wellness checks.

During regular school hours, non-essential visitors, volunteers, and activities involving other groups are limited on any school campus. Outside groups may use OUSD facilities by permit only.

### Screening at Home:

It is recommended that families take temperatures daily before going to school. Anyone feeling feverish or 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 absences will be excused.

Students and adults should self-screen for COVID-19 symptoms prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.

Staff members are required to self-screen for COVID-19 symptoms prior to coming to work. If staff members are experiencing symptoms or feel unwell, they will be directed to stay home and contact their supervisor.

### Arriving at School:

Staff and students will adhere to the most recent face covering guidelines unless exempted.

Parents and visitors have limited access to the school campus.

School sites have designated routes for entry and exit in order to limit direct contact with others.

School sites have signage throughout their campuses to remind students and staff about face coverings, handwashing, and how to prevent the spread of germs.

The District has procured additional safety equipment, including mobile handwashing stations, no-touch hand sanitizer, disinfecting wipes, and face coverings.

# SIX STEPS TO PROTECT STUDENTS & STAFF

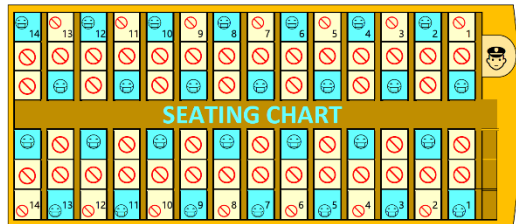
## TRANSPORTATION

### Parent and Student Pick Up and Drop Off

- Students are to be dropped off in designated areas.
- Parents must remain in their cars while dropping off or picking up students.
- City/County resources are being requested to help manage traffic issues.

### Student Transportation-Buses

- Routes for the 2021-22 school year were created assuming a 3-foot distancing recommendation. Additional students may be added to each bus based on current CDPH guidance.
- All students are still encouraged to remain distanced at bus stops and during loading and unloading for safety reasons.
- Windows are left open to allow ventilation during all bus routes/trips (weather permitting).
- Buses are disinfected between routes.



### Proposed Transportation Times

| 7:15 AM Drop Off | 7:30 AM Drop Off   | 8:05 AM Drop Off | 8:30 AM Drop Off | 8:50 AM & 9:30 AM Drop Off | 11:30 AM Drop Off |
|------------------|--------------------|------------------|------------------|----------------------------|-------------------|
| Portola MS       | Cambridge ES       | Anaheim Hills ES | Behavior Ops     | Adult Transition           | Orange Pre-K PM   |
| Yorba MS         | Esplanade ES       | California ES    | Canyon HS        |                            |                   |
|                  | Fairhaven ES       | Canyon Rim ES    | Canyon Hills     |                            |                   |
|                  | Fletcher ES        | Chapman Hills ES | Cerro Villa MS   |                            |                   |
|                  | Imperial ES        | Crescent ES      | El Modena HS     |                            |                   |
|                  | Lampson ES         | Handy ES         | Orange Pre-K AM  |                            |                   |
|                  | Linda Vista ES     | Jordan Academy   | Orange HS        |                            |                   |
|                  | Palmyra ES         | La Veta ES       | Villa Park HS    |                            |                   |
|                  | Panorama ES        | McPherson Magnet |                  |                            |                   |
|                  | Running Springs ES | Nohl Canyon ES   |                  |                            |                   |
|                  | Villa Park ES      | Olive ES         |                  |                            |                   |
|                  |                    | Prospect ES      |                  |                            |                   |
|                  |                    | Serrano ES       |                  |                            |                   |
|                  |                    | Sycamore ES      |                  |                            |                   |
|                  |                    | Taft ES          |                  |                            |                   |
|                  |                    | West Orange ES   |                  |                            |                   |

# SIX STEPS TO PROTECT STUDENTS & STAFF

## HANDWASHING & RESPIRATORY ETIQUETTE

According to the CDC, regular handwashing is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others. Outdoor handwashing stations have been added to school campuses to supplement the existing restroom sinks. Hand sanitizer (with a minimum of 60 percent alcohol) is also available in all classrooms, meal areas, and supervised at or near all workstations and on buses.

Covering coughs and sneezes can also help prevent the spread of illnesses such as the flu and COVID-19.

Signage has been placed throughout campuses to ensure all individuals have regular reminders to wash hands as well as cover coughs and sneezes.

## CLEAN VENTILATION

OUSD has improved ventilation pursuant to the identified measures, including the introduction of fresh air (weather permitting), replacing filters more often, and upgrading filters to MERV 8 Tri-Dim filters. The MERV 8 Tri-Dim filter material is specialized for fine particulate filtering and treated with an antimicrobial solution to provide additional protection against bacteria and viral infections.

## CLEANING PROCEDURES

The Maintenance & Operations Department developed a staffing and cleaning plan prior to the 2020-21 school year to accommodate the CDPH guidelines for the safe operation of schools. Our custodial teams will continue to follow all applicable guidelines for cleaning and sanitizing classrooms during the 2021-22 school year.

All areas occupied by staff and students will be disinfected daily with EPA registered disinfectants.

Restrooms are thoroughly and completely disinfected each evening. Custodians replenish restroom products, disinfect touchpoints, check for vandalism and ensure there are no slip hazards.





# SIX STEPS TO PROTECT STUDENTS & STAFF

## HEALTHY OPERATIONS

Families are encouraged to report illnesses related to COVID-19 in an effort to ensure appropriate tracking of possible exposures and to meet notification requirements.

Communication systems allow staff and students to receive notification of exposures, exclusions, and closings while maintaining confidentiality, as required by law.

Testing and vaccination information will continue to be made available for the 2021-2022 school year.

## NUTRITION & FOOD SAFETY

### Universal Free Meals:

- Breakfast and lunch will be served at NO COST for ALL students for the duration of the 2021-2022 school year.

### Meal Service Practices:

- Meals will no longer be pre-plated or delivered to classrooms.
- Students will pick up meals from the meal service line and eat in designated areas outside of the classroom.
- Students will sanitize their hands before making food selections and entering their identification number onto PIN pads. PIN pads are cleaned and disinfected frequently throughout meal service.
- Surfaces frequently touched by students during meal service, including tables, chairs, benches, PIN pads, and carts, will be thoroughly cleaned and disinfected after use.
- Additional tables have been purchased to maximize physical distancing as much as possible when students are eating.

### Food Safety:

- Food safety is the number one priority of Nutrition Services. All Nutrition Services employees will continue to wear face coverings and gloves while preparing and serving meals, in accordance with applicable guidelines.



# 2021-2022 INSTRUCTIONAL MODELS

## S L I C E

Student Centered

Live Instruction

Innovative Learning

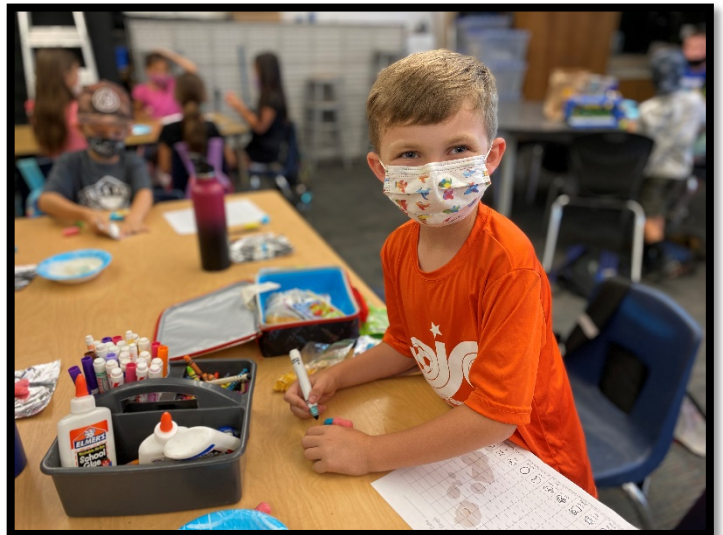
Culturally Inclusive

Equitable Choices

The Orange Unified School District continues to focus on high-quality instruction and a commitment to equity for all students. We know the needs of our students and families vary, which is why we are providing three instructional options for the 2021-2022 school year. During the school year, should parents need to switch between models, the Orange Unified School District will do everything possible to accommodate those needs. Parents have the choice of a 100% virtual option.

### Option 1: 100% In-Seat Traditional Model

- All of our school sites will be running full-day instructional programs with students physically present in the classroom. Teachers will **not** be live-streaming classes synchronously online this year.
- Per the July 9, 2021, California Department of Public Health Guidelines, physical distancing in the classrooms has been lifted as long as other mitigation strategies (masking) are being implemented.
- Classes will return to their pre-pandemic timeframes and numbers:
  - TK/Kindergarten: 230 minimum minutes daily and 36,000 minimum minutes per 180 day school year
  - 1st through 3rd grades: 230 minimum minutes daily and 50,400 minimum minutes per 180 day school year
  - 4th through 8th grade: 240 minimum minutes daily and 54,000 minimum minutes per 180 day school year
  - High School: 240 minimum minutes daily and 64,800 minimum minutes per 180 day school year
- Rotating lunches will continue at our elementary sites to maximize physical distancing as much as possible when eating, and additional supervision will be provided.



# 2021-2022 INSTRUCTIONAL MODELS

## Option 2: 100% Virtual Option through the EDGE Virtual Academy (TK-12)

- Available to TK-12th grade students with ADA collected through the Independent Study Model
- Master Agreement signed at the beginning of the school year outlining requirements and regular collection of work samples
- Instructional minutes completed through synchronous live instruction for TK-6th grade and a blending of live instruction, live interaction, and asynchronous assignments for 6th-12th grade.
- If your student has an IEP and is interested in this model, please contact your current school site so that an IEP meeting can be set up.
- Families wishing to return to in-person instruction from option 2 will be honored no later than five instructional days from the date of the request.

### Requirements for AB 130 Independent Study Model\*

\*EDGE Virtual Academy falls under this regulation

| Grade Level | Minimum Live Interaction | Minimum Synchronous Instruction |
|-------------|--------------------------|---------------------------------|
| K-3         | N/A                      | Daily                           |
| 4-8         | Daily                    | Weekly                          |
| 9-12        | N/A                      | Weekly                          |



- Personalized, flexible learning in a virtual environment
- Innovative opportunities to foster communication, collaboration, critical thinking, and creative learning
- Rigorous course offerings - Advanced Placement, Honors, and Lab Science Courses (A-G approved)
- Credentialed mentor teachers provide academic and social-emotional support



**Now Enrolling Grades TK-12 • [orangeusd.org/EDGEacademy](https://orangeusd.org/EDGEacademy)**



# 2021-2022 INSTRUCTIONAL MODELS

## Example Proposed Live Synchronous Schedule: TK and Kindergarten

| Scheduled Content   | Possible Times | Documented Instructional Minutes |
|---|----------------|----------------------------------|
| Schedule review/Warm Up Activities (Example: Students review the schedule posted for the day; calendar activities)  | 8:00-8:10 am   | 10 minutes                       |
| ELA using Wonders and Three Cheers curriculum (Teacher opens live session to instruct on ELA concepts and then alternates between live instruction and student activities)  | 8:10-9:10 am   | 60 minutes                       |
| Break   | 9:10-9:25 am   | 15 minutes                       |
| Math using EnVision and Three Cheers curriculum (Teacher opens live session to instruct on math concepts and then alternates between live instruction and student activities)   | 9:25-10:10 am  | 45 minutes                       |
| Break   | 10:10-10:25 am | 15 minutes                       |
| Science, STEM, Social Science, PE, VAPA (these would be a mixture of live instruction and assigned activities using Amplify, California Social Studies Alive! and Three Cheers curricula)   | 10:25-11:00 am | 35 minutes                       |
| Lunch   | 11:00-11:40 am | 40 minutes                       |
| Collaborative and Asynchronous Learning (Teacher plans small group time with students on a rotating basis. This time would also be used for students to work on web-based programs to complete other activities such as i-Ready and Brainpop) | 11:40-12:30 pm | 50 minutes                       |
| Structured Office Hours/Teacher Planning/Professional Development   | 12:30-2:00 pm  |                                  |
| <b>TOTAL INSTRUCTIONAL MINUTES</b>  |                | <b>200 minutes</b>               |

## Example Proposed Live Synchronous Schedule: Grades 1 through 6

| Scheduled Content   | Possible Times | Documented Instructional Minutes |
|---|----------------|----------------------------------|
| Schedule review/Warm Up Activities (Example: Students review the schedule posted for the day; calendar activities).   | 8:00-8:10 am   | 10 minutes                       |
| ELA using Wonders curriculum (Teacher opens live session to instruct on ELA concepts and then alternates between live instruction and student activities)   | 8:10-9:10 am   | 60 minutes                       |
| Break   | 9:10-9:20 am   | 10 minutes                       |
| Math using EnVision curriculum (Teacher opens live session to instruct on math concepts and then alternates between live instruction and student activities)  | 9:20-10:20 am  | 60 minutes                       |
| Break   | 10:20-10:30    | 10 minutes                       |
| Science, STEM, Social Science, PE, VAPA (these would be a mixture of live instruction and assigned activities using Amplify and California Social Studies Alive! curricula)   | 10:30-11:30 am | 60 minutes                       |
| Lunch   | 11:30-12:10 pm | 40 minutes                       |
| Collaborative and Asynchronous Learning (Teacher plans small group time with students on a rotating basis. This time would also be used for students to work on web-based programs to complete other activities such as i-Ready and Brainpop) | 12:10-1:00 pm  | 50 minutes                       |
| Structured Office Hours/Teacher Planning/Professional Development   | 1:00-2:10 pm   |                                  |
| <b>TOTAL INSTRUCTIONAL MINUTES</b>  |                | <b>240 minutes</b>               |

# 2021-2022 INSTRUCTIONAL MODELS

## Option 3: Home School (TK-8) and Independent Study (9-12)

- Requirements for AB 130 Independent Study Model (both Home School and Independent Study fall under this regulation)
- Families who request to return to in-person instruction from option 3 will be honored no later than five instructional days from the time of the request.
- If your student has an IEP and is interested in this model, please contact your current school site so that an IEP meeting can be set up.

| Grade Level | Minimum Live Interaction | Minimum Synchronous Instruction |
|-------------|--------------------------|---------------------------------|
| K-3         | N/A                      | Daily                           |
| 4-8         | Daily                    | Weekly                          |
| 9-12        | N/A                      | Weekly                          |



# STUDENT RE-ENGAGEMENT PLAN

Educational Services works collaboratively with each school site to track and monitor student engagement and attendance for all students. School sites will be the first point of contact to determine what barriers exist for a student that could affect their attendance and engagement in learning. School attendance clerks and other staff are instrumental in verifying why a student has not attended their classroom setting (in-person or virtual). Once a student misses 60% of weekly attendance, they will be targeted for interventions and additional support. Early intervention is critical for these students as consistent attendance is a key indicator of student success.

## OUSD-Recommended Absence Protocols

|  |  |
|--|--|
| Students marked absent for a single day or a single period of learning | <ul style="list-style-type: none"><li>○ Parents/Guardians will receive an electronic message informing parents/guardians of their student's absence.</li></ul>   |
| Students missing a single day or single period in 3 consecutive days   | <ul style="list-style-type: none"><li>○ Classroom teachers and/or school staff will contact parents/guardians regarding absences by phone or electronically.</li></ul>   |
| Students missing 5 days of learning                                    | <ul style="list-style-type: none"><li>○ Site administrator and/or site staff will contact parents/guardians and schedule a Student Attendance Review Team (SART) meeting regarding attendance issues. Attendance interventions are to be determined and implemented.</li><li>○ Site Administrator will contact <i>Student and Community Services</i> for intervention collaboration.</li><li>○ School site will send an automated 1<sup>st</sup> truancy letter with California State attendance laws.</li></ul> |
| Students missing 7 days of learning                                    | <ul style="list-style-type: none"><li>○ <i>Student and Community Services</i> will send out an automated 2<sup>nd</sup> truancy letter and will loop back to the school site for ongoing attendance intervention supports.</li></ul>   |
| Students missing 10 days of learning                                   | <ul style="list-style-type: none"><li>○ <i>Student and Community Services</i>, in coordination with the school site, will schedule a Student Attendance Review Board (SARB) meeting for student and parents/guardians.</li></ul>   |

After the interventions listed above have been exhausted and there is no improvement in attendance, Student and Community Services may call for a meeting with the family and the Deputy District Attorney. The District may file a truancy case with the Deputy District Attorney's Office.



# RESOURCES FOR STUDENT RE-ENGAGEMENT

## Orange Unified School District COVID Relief Funding

### Academic Supports



- Paper Education with 24/7 support
- i-Ready Math and Reading K-8
- Additional Academic Counseling
- In-Person Tutoring Opportunities
- Technology Support (laptop/iPAD)
- Professional Development for teachers, staff and administrators
- Expanded co-teaching opportunities at secondary sites in AVID and intervention
- Additional academic counselors at secondary sites
- Summer intervention and enrichment opportunities



### Behavioral/Safety Supports

- Additional behavioral support assistances at elementary sites
- Extra supervision hours
- Water bottle filling stations
- Extra food service equipment
- Additional lunch tables for physical distancing



### Social-Emotional Supports

- Additional TK-12 counseling support
- Sports for Learning at elementary schools
- Nearpod social emotional lessons
- Care Solace contract extension

Please provide further input on how you would like to see Local Control Accountability Funding and COVID Relief Funding support student learning



## OUSD Website Links

Resources are posted on the Orange Unified School District website in English and Spanish to address academic, behavioral, and social/emotional needs for both students and parents/family:

<https://www.orangeusd.org/departments/educational-services/k-12-curriculum-gate/remoteed-resources-parents>



Self-Care for Parents



Parenting During COVID-19



Immigrant Family Support



Nutrition, Health and Essential Needs



Technology/Internet



Family Activities/Virtual Trips



Parent Guided Social/Emotional Tools



Academic Resources

# RESOURCES FOR STUDENT RE-ENGAGEMENT

## Academic Supports

High-quality instruction and a commitment to equity for all students continue to be areas that are a focus of the Orange Unified School District. The needs of our students and families vary, which is why multiple academic resources and supports are offered for our community.

- Xello is a college and career exploration platform for all of our middle and high schools which addresses the academic, career, and social-emotional development of our students.
- Paper Education allows students in grades 4-12 to receive free, personalized live tutoring in any subject 24 hours a day and 7 days a week through their OUSD Dashboard.
- In-person tutoring is available at school sites.
- Access to Advanced Placement (“AP”) parent, student, and teacher resources are available for all AP students.
- The Advancement Via Individual Determination (AVID) Program is facilitated at all OUSD schools in order to provide all students the academic, behavioral, and social-emotional skills needed to be successful in their College & Career endeavors.
- Dual enrollment opportunities for college credit are available for all OUSD secondary students.
- i-Ready Assessment and Instructional Suite for reading and mathematics are available to TK-8th grade through the OUSD Dashboard.

## Social-Emotional Supports

OUSD facilitates a comprehensive Mental Health Action Plan that is guided by the needs of our students and families. This multi-tiered system of support model is designed to give our students what they need, when they need it. The following is a list of some of our services/resources described in the plan.

- Care Solace – 24/7 confidential and comprehensive mental health support
- Power of Positivity - social-emotional learning site developed for elementary students, parents, and caregivers
- OUSD Elementary School Counselors’ Website - Online scheduling options and resources for students and families
- Nearpod lessons allow all TK-12 students to engage in activities with their teachers both in-person and online.

## Parent Resources

- OUSD provides ongoing parent workshops for all parents in both English and Spanish. A collaborative partnership meeting between 211OC, local motel owners, shelters, group homes, agencies such as Family Care Center/Mercy House, OC Healthcare Agency, Western Youth Services, Mariposa, and other local community agencies are held regularly to address any academic and social-emotional needs of homeless students.
- Expanded Learning Programs offer an enriched academic and social environment:
  - ASES (After School Education and Safety) programs at 13 Title I sites.
  - CARES (After school childcare) at 18 elementary school sites.

# RESOURCES & REFERENCES

California Department of Public Health (CDPH): CDPH Recommends Masking for Public Indoor Settings to Slow the Spread of COVID-19 and the Delta Variant, July 28, 2021: <https://www.cdph.ca.gov/Programs/OPA/Pages/NR21-234.aspx>

CDPH Guidance for the Use of Face Coverings, July 28, 2021: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>

CDPH Guidance for Schools and Universal Mask Requirements: July 16, 2021:  
<https://resources.finalsite.net/images/v1626711216/orangeusdorg/lvcuxcowk0xmrgndxmb/7-16-2021OrangeCountyStatementonMaskinginSchools.pdf>

California Occupational Safety and Health Services Department COVID-19 Resources:  
<https://www.dir.ca.gov/dosh/coronavirus/Health-Care-General-Industry.html>

Care Solace: <https://www.caresolace.org/>

Centers for Disease Control and Prevention- COVID-19: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Messages from Dr. Hansen: <https://www.orangeusd.org/departments/superintendent>

Orange County Health Department COVID-19 Resources: <https://occovid19.ochealthinfo.com/>

USD Counseling & School Support: <https://www.orangeusd.org/departments/educational-services/student-community-services/counseling>

USD Elementary School Counselors' Site - Power of Positivity: <https://sites.google.com/orangeusd.org/popcounselors/home>

USD 2021-22 School Year & AB 104: <https://www.orangeusd.org/resources/2021-22-school-year-ab-104>

USD Advanced Placement Courses - Additional Resources for Advanced Placement Test Preparation: <https://www.smores.com/tb5d7>

USD Advancement Via Individual Determination (AVID) Program: <https://www.orangeusd.org/departments/educational-services/k-12-curriculum-gate/curriculum-services/avid>

USD After School Education & Safety S.T.A.R. Program (ASES): <https://www.orangeusd.org/departments/educational-services/special-programs-accountability/programs/ases>

USD CARES Child Care Program: <https://www.orangeusd.org/child-development-services/cares>

USD COVID-19 SAFETY PLAN (CSP) FOR IN-PERSON INSTRUCTION:  
<https://resources.finalsite.net/images/v1612226070/orangeusdorg/zooscbxuv6t1wgjytkmo/USDCOVID-19SafetyPlan-CSPREV1.pdf>

USD Parent Education and Workshops: <https://www.orangeusd.org/departments/educational-services/student-community-services/counseling/workshops>

Tri-Dek 15/40 3-Ply Panel and Link Filter Information:  
<https://resources.finalsite.net/images/v1617723744/orangeusdorg/zsprdf5ibdfhz67xkkbp/TRIDIMfiltersbrochure.pdf>

Xello Information:  
[https://resources.finalsite.net/images/v1614815746/orangeusdorg/bykv2ijgpmh6nuex48cv/XelloWalkthrough\\_Dashboard\\_and\\_Orientation.pdf](https://resources.finalsite.net/images/v1614815746/orangeusdorg/bykv2ijgpmh6nuex48cv/XelloWalkthrough_Dashboard_and_Orientation.pdf)



# Stop the spread of germs that can make you and others sick!



Wash your  
hands often



Cover your coughs  
and sneezes



Wear a mask



Get a COVID  
vaccine



Keep **6 feet** of space  
when possible

# Improve How Your Mask Protects You

Accessible version: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/effective-masks.html>



When choosing a mask, look at how well it fits, how well it filters the air, and how many layers it has:

- 1 Make sure your mask fits snugly against your face.
- 2 Pick a mask with layers to keep your respiratory droplets in and others' out.

## Do

### Improve fit



Choose a mask with a **nose wire**



Use a **mask fitter** or **brace**



Check that it **fits snugly** over your nose, mouth, and chin

### Add layers of material

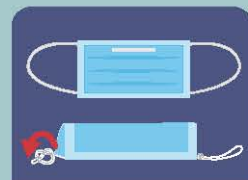


#### 2 ways to layer

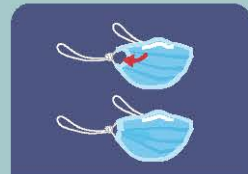
- Use a cloth mask that has multiple layers of fabric
- Wear a disposable mask underneath a cloth mask. The cloth mask should push the edges of the disposable mask against your face.

**Make sure you can see and breathe easily**

### Knot and tuck ear loops of a 3-ply mask



Knot the ear loops



Fold and tuck in unneeded material



Check for close fit

## Do NOT

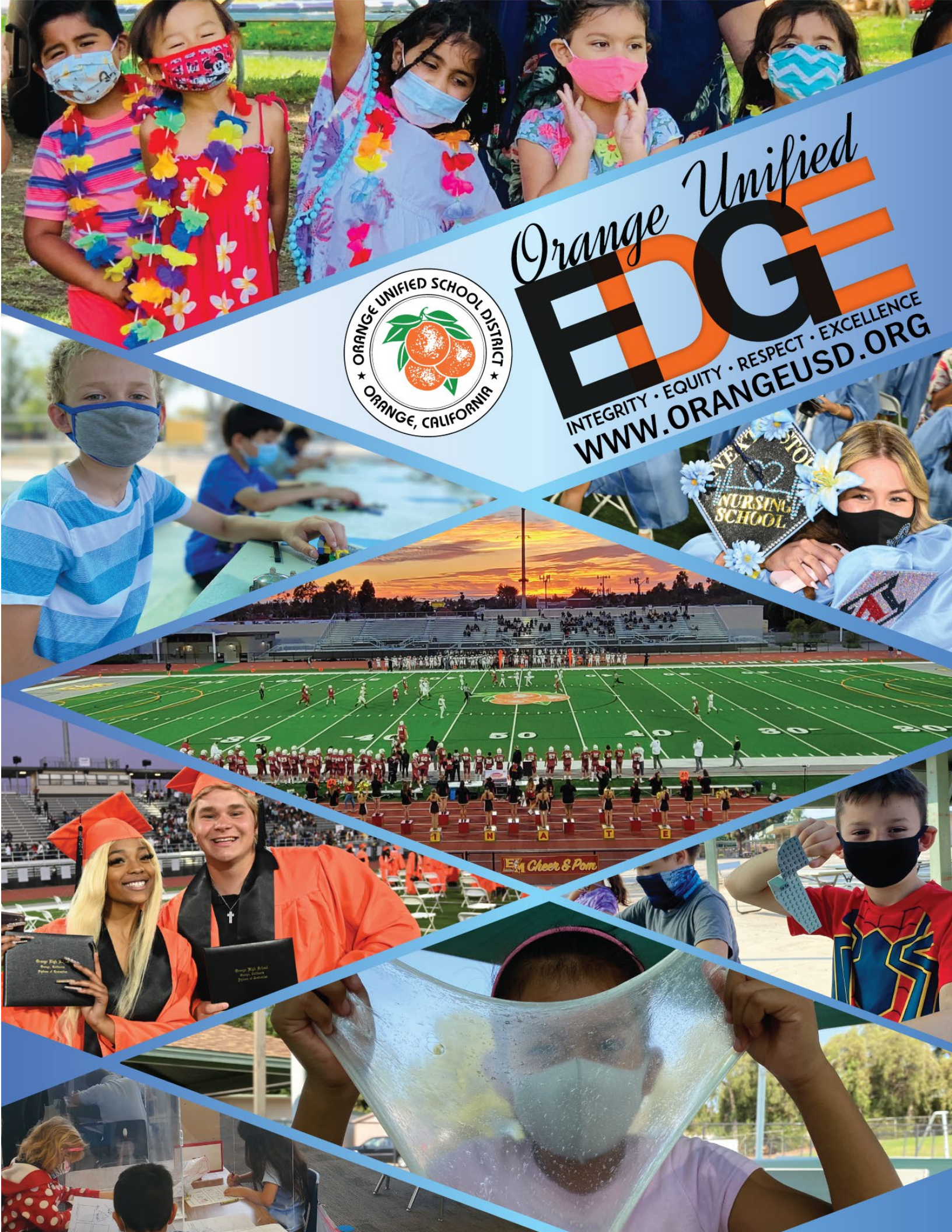


**Combine two disposable masks**



**Combine a KN95 mask with any other mask.**





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