



2020-2021 SAFETY & HEALTH-DRIVEN SCHOOL REOPENING PLAN

Guided by EDGE Focus Area 3.0: Genuine Wellness & Safety



Approved by the Board of Education on July 23, 2020

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

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MESSAGE FROM THE SUPERINTENDENT

Dear Orange Unified Community,

Per Governor Newsom's announcement on July 17, all public and private schools in California counties on the state's [COVID-19 monitoring list](#) shall suspend on-campus instruction until monitoring criteria from California Department of Public Health (CDPH) are met. According to [Governor Newsom's Pandemic Plan for Learning and Safe Schools](#), Orange County must [meet CDPH criteria](#) before Orange Unified schools can consider resuming on-campus instruction when the 2020-2021 school year begins on August 19.

Orange Unified remains committed to the safety of our students and staff and providing a high-quality education during these challenging times. While we will be planning to begin the school year with distance learning, we are ready to reopen our sites for instruction as soon as we are permitted. Orange Unified staff has spent the past few months preparing to open schools following all CDPH, Orange County Health Care Agency, and Cal-OSHA safety guidelines. This preparation will allow us to offer full-time on-campus instruction to interested families as soon as it is safe to do so per Governor Newsom's directives. When schools reopen, CDPH guidelines for Health and Safety will be followed.

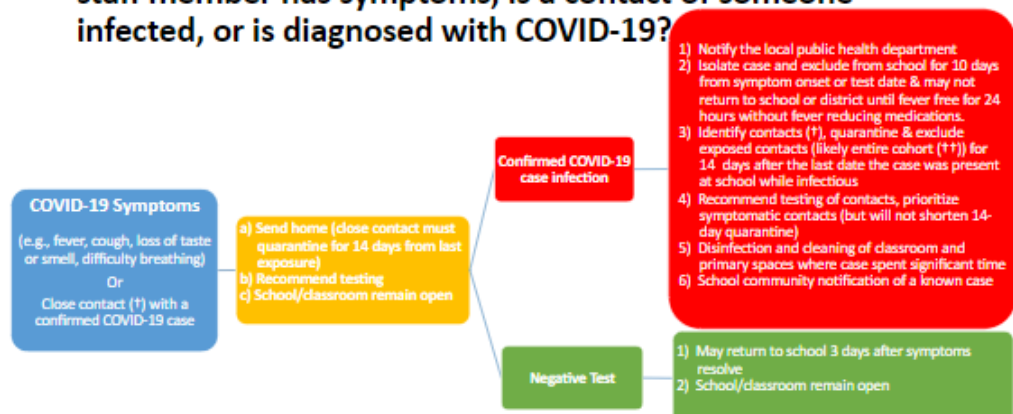
In the meantime, we are prepared to offer a robust distance learning program that includes improved access to devices and connectivity, live daily virtual teaching with students engaged in challenging curriculum and collaborative work with peers. Students with disabilities and English Learners will have access to and be supported in any of the instructional models adopted by the District.

Virtual, in-person, and hybrid options will be offered seamlessly to all students based on current health conditions in Orange County and established by the CDPH. To ensure equitable access to technology for distance learning, we will continue to have devices and internet hotspots available for check out from your school. The District will also continue to provide the community technical support through email at techsupport@orangeusd.org and by phone at (714) 628-5372. If you have any issues with your device or internet connection, please do not hesitate to contact our Technology Services Department.

We thank you for your ongoing patience and support as we navigate the fluid dynamics created by the COVID-19 pandemic. Please check the OUSD website and follow us on social media to receive our latest news and information.

Sincerely,
Gunn Marie Hansen, Ph.D.
Superintendent of Schools

What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?



Source: [COVID-19 and Reopening Framework for K-12 Schools in California](#) (July 17, 2020)

WHAT FAMILIES CAN EXPECT AS SCHOOLS REOPEN

The health and safety of our students, staff, and families is of the utmost importance. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to new health and safety measures. This plan to reopen schools 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 which are paramount to the physical, mental, and social well-being of our students.

Schools were completely cleaned and disinfected over summer break, and OUSD will continue to adhere to all necessary safety precautions. Campuses are to follow guidelines developed by the CDPH for cleaning, disinfection, and ventilation of school campuses. Common touch surfaces are to be cleaned regularly (e.g. counter tops, door handles, restrooms, student desks, student chairs, etc.).

In addition:

- Physical barriers are installed in front office areas where face-to-face interaction with the public occurs.
- Staff and students are expected 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 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 trainings covering Hand Washing, Coronavirus Awareness, Center for Disease Control (CDC): Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety.
- Staff will adhere to social/physical distancing guidelines.



ON CAMPUS & IN THE CLASSROOM

FACE COVERINGS & PPE

Staff and students will adhere to face covering guidelines unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

Students and staff are expected to use face coverings while in the classroom, waiting to enter campus, leaving school, and/or on the bus.

SAFETY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

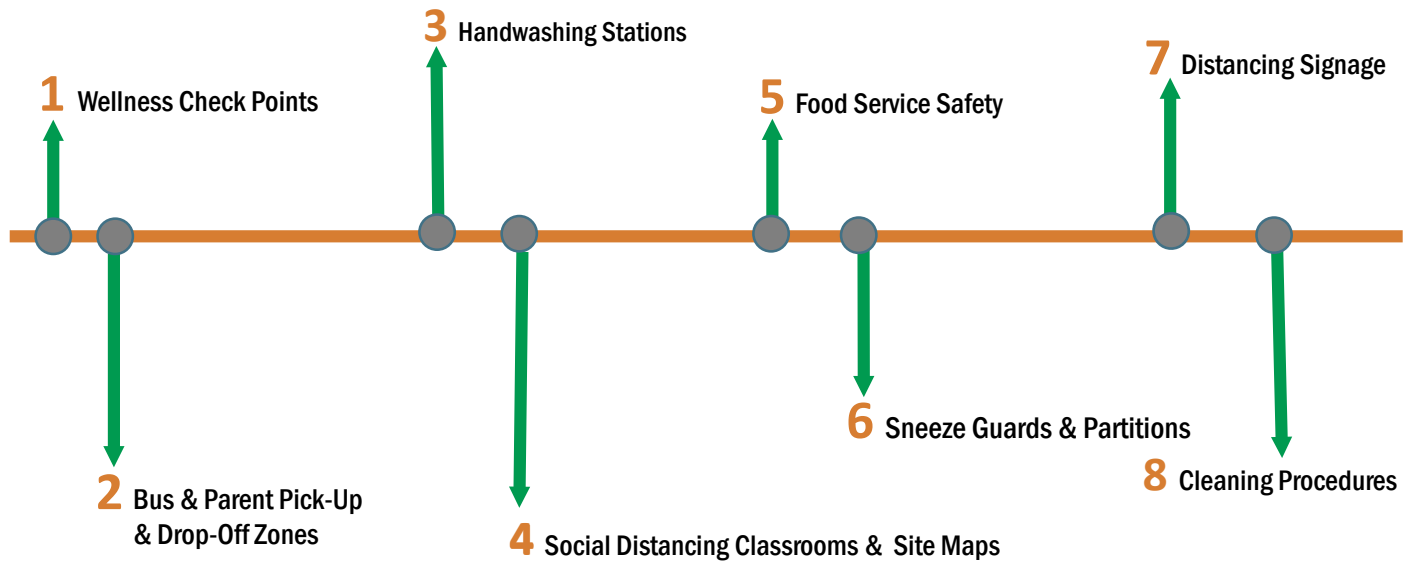
- Students with sensory/cognitive/behavioral needs will not be required to wear facial coverings, but are encouraged to utilize a face shield or covering to the greatest extent possible.
- Students who are deaf/hard of hearing will not be required to wear facial coverings, but are encouraged to use facial shields.
- School personnel will work closely with families of students who are immunocompromised regarding specific needs when returning to school.

CONSIDERATIONS FOR STAFF WORKING WITH STUDENTS WITH DISABILITIES

- Staff will be provided appropriate personal protective equipment (PPE) most appropriate for addressing their specific students' needs.
- Staff will be provided additional PPE as needed, to maximize students' access to their IEP services.
- IEP services will be delivered with adherence to the wearing of facial coverings, social distancing, increased hand washing, and sanitizing.
- Staff who work with students who require modeling of oral tasks to complete work will be issued face shields so students are able to view their instructor.



EIGHT STEPS TO PROTECT STUDENTS & STAFF



WELLNESS CHECKPOINTS

OUSD staff will perform visual wellness checks and will check temperatures with no-touch thermometers as needed. OUSD also monitors students and staff throughout the day for signs of illness.

During regular school hours, non-essential visitors, volunteers, and activities involving other groups are not permitted on any school campus.

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 respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.

Staff members are required to self-screen and complete a daily temperature check 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 face covering guidelines unless exempted.

Parents and visitors have limited access to the school campus.

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

School sites have signage throughout campus to remind students and staff about social distancing, hand washing, and how to prevent the spread of germs.

The District is committed to procuring additional safety equipment as needed, including mobile hand washing stations, student partitions, hand sanitizer, disinfecting wipes, face shield and masks, and other items to the extent the supply chain allows.

EIGHT STEPS TO PROTECT STUDENTS & STAFF

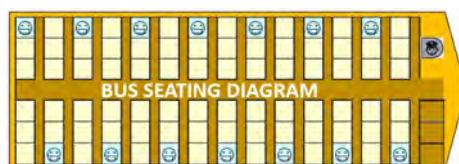
BUS & PARENT DROP-OFF AND PICK-UP ZONES

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

- Bus seating is heavily reduced per 6-foot social distancing guidelines. District staff has marked or blocked seats that must be left vacant. A maximum of 14 students will be allowed on a large bus.
- A minimum of 6-foot distancing at bus stops and while loading and unloading is strongly encouraged.
- Windows are left opened and ventilation on during all bus trips
- Buses are disinfected between routes.



HANDWASHING STATIONS

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 areas and supervised at or near all workstations and on buses.

Orange Unified School District, per CDC Guidelines, promotes washing hands when: arriving and leaving home; arriving at and leaving school; after playing outside; and after having close contact with others.



EIGHT STEPS TO PROTECT STUDENTS & STAFF

SOCIAL DISTANCING CLASSROOMS & SITE MAPS

OUSD is limiting the number of people on all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals. To the extent possible, and as recommended by the CDC, OUSD will create smaller student/educator cohorts to minimize the mixing of student groups throughout the day. The movement of students, educators, and staff is minimized as much as possible.

Principals and staff have been provided with custom site maps that have social distancing strategies mapped out. It is our goal to get as many students back to our schools as possible in a safe, clean and healthy environment.

FOOD SERVICE SAFETY

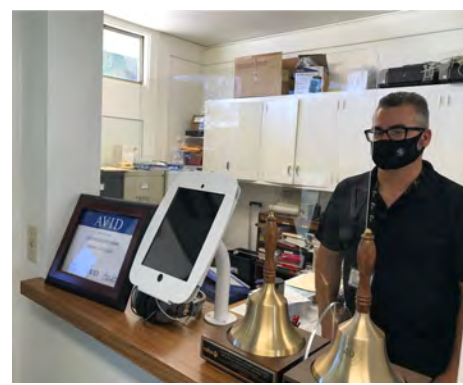
Nutrition Services is now serving individually packaged meals for students.

Students are to eat lunch in designated lunch areas outside of the classroom and mealtimes are staggered to allow for cleaning between meal services and to serve students in smaller groups. Staff encourages physical distancing through increased spacing, small groups, and limited mixing between groups. Physical guides, such as sneeze guards and partitions, as well as signage to promote social distancing are installed on each campus.

Surfaces frequently touched by students during meal service, including tables, chairs and carts are thoroughly cleaned and disinfected after use.

SNEEZE GUARDS & PARTITIONS

Physical barriers are placed where physical distancing among students and staff is not feasible. Additionally, 1,000 table guards and 15,000 individual student desk guards have been ordered.



EIGHT STEPS TO PROTECT STUDENTS & STAFF

DISTANCING SIGNAGE

Social distancing will limit the spread of the virus. Schools will adhere to the following strategies to maintain social distancing as much as possible. Signage to promote and remind students and staff about best practices, including hand washing, social distancing, and wellness checks are installed on all OUSD campuses.

To best ensure the Transportation Department can be compliant with social distancing guidelines, provide transportation for approximately 2,400 students, and utilize the current number of buses and drivers, it is highly suggested the district implement a three-tier bell schedule. This three-tier bell schedule will allow us to transport to an elementary, middle, and high school on each route. This means that the start of school in Phase 2 will entail the following:

Proposed Bell Schedules					
7:30 AM	8:10 AM	8:15 AM	8:35 AM	8:45 AM	9:45 AM – 1:15 PM
Drop Time 7:15 AM	Drop Time 8:00 AM	Drop Time 8:05 AM	Drop Time 8:25 AM	Drop Time 8:35 AM	Drop Time 9:30 AM
Cambridge ES	Anaheim Hills ES	Cerro Villa MS	Canyon Hills	Canyon HS	Orange Pre-K
Esplanade ES	California ES	Portola MS		El Modena HS	
Fairhaven ES	Canyon Rim ES	Yorba MS		Orange HS	
Fletcher ES	Chapman Hills ES			Richland Continuation	
Imperial ES	Crescent ES			Villa Park HS	
Lampson ES	Handy ES				
Linda Vista ES	Jordan ES				
Palmyra ES	La Veta ES				
Panorama ES	McPherson ES				
Parkside (Transition)	Nohl Canyon ES				
Running Springs ES	Olive ES				
Villa Park ES	Prospect ES				
	Serrano ES				
	Sycamore ES				
	Taft ES				
	West Orange ES				

CLEANING PROCEDURES

The Maintenance & Operations Department developed a staffing and cleaning plan to accommodate the new CDE/CDE guidelines for safe operation of schools.

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

BacShield Antimicrobial Spray will be used to inhibit the growth of bacteria, mold, mildew, and fungi between cleanings.

Restrooms are thoroughly and completely disinfected each evening. Day custodians are to replenish restroom products, disinfect touch points, check for vandalism and ensure there are no slip hazards.

As students return to campus, additional Custodial support will be provided at each site to assist.

2020-2021 INSTRUCTIONAL MODELS

High-quality instruction and a commitment to equity for all students continue to be areas Orange Unified focuses on. We know the needs of our students and families vary, which is why we are providing multiple instructional options for the 2020-2021 school year. The Orange Unified School District is prepared to pivot between the following instructional plans based on local, state and county health department guidance. We realize this is a dynamic situation and family needs may change. There will be opportunities to switch program choice throughout the year. Parents will have the choice of 100% virtual options.

Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English Learners will be made as needed. Students with disabilities and English Learners will have access to and be supported in any of the OUSD Re-imagining Schools models adopted by the District. Regionalized special education programs will operate on a traditional model, and related services for special education will be provided in person/virtually to the fullest extent possible.

Phase 1: 100% Distance Learning

- All students are engaged in daily synchronous (live) online instruction with teachers.
 - Middle School 4X4 SLICE Block (four classes in Trimester 1 and four in Trimester 2)
 - High School 3X3 SLICE Block (three classes in Quarter 1 and three in Quarter 2)
- Per Governor Newsom's mandate, until Orange County is off the monitoring list and has a decline in COVID-19 cases for 14 days or as mandated by local health officials
- SB98 EC 43501 mandates that the following minutes (can be a combination of live and assigned minutes) must be met:
 - TK/Kindergarten: 180 minutes
 - Grades 1-3: 230 minutes
 - Grades 4-12: 240 minutes

Phase 2: Modified In-Seat Instruction

ELEMENTARY (TK-6) SLICE allows families to pick from one of three options:

- Full Day at school with no more than 20 students in classroom (50% with teacher and 50% with collaborative paraeducator, Instructional Specialist, Education Specialist, and/or other instructional staff)
- Blended Model (AM or PM choice) in the classroom with students completing assigned work virtually
- 100% Virtual Option: Taught by teachers at each elementary school (exact schedule to be released)

SECONDARY (6-12) SLICE allows families to pick from one of two options:

- Full Day at school with social distancing. Number of days in classroom depends on student requests (could be 2-5 days)
- Continue blocks through the end of the trimester (middle school) or semester (high school)
- Students can change models between quarters to allow for flexibility
- 100% distance learning option retaining enrollment status at student's home secondary site

Phase 3: Normal Operations Resume

This phase will be reached when the state of California moves to Stage 4 and the Orange County Health Care Agency states that conditions support in-seat instruction without the need for social distancing.

100% Virtual Learning Option

- Students can choose the OUSD EDGE Virtual Academy (7-12) as a virtual learning option.

OUSD EDGE ELEMENTARY SLICE

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Student Centered

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Live Instruction

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Innovative Learning

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Culturally Inclusive

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Equitable Choices

Option 1: Full Day Model

- Instruction by teacher in the classroom (20:1)
- Rotating lunches on site in Second Block: 30 minutes
- Completion of assigned work under supervision of a collaborative paraeducator, Instructional Specialist, Education Specialist, and/or other instructional staff (20:1) in a collaborative learning space

OR

- Completion of assigned work under supervision of a collaborative paraeducator, Instructional Specialist, Education Specialist, and/or other instructional staff (20:1) in a collaborative learning space
- Rotating lunches on site in Second Block: 30 minutes
- Instruction by teacher in the classroom (20:1)

Option 2: Blended Model

- Instruction by teacher in the classroom (20:1)
- Grab & Go Lunch
- Completion of assigned work at home

OR

- Completion of assigned work at home
- Rotating lunches on site in second block: 30 minutes
- Instruction by teacher in the classroom (20:1)

Option 3: Distance Learning Model with Live Instruction

- Instruction by teacher virtually at your home elementary school: Time TBD
- Grab & Go Lunch
- Completion of assigned work at home



OUSD EDGE ELEMENTARY SLICE

Elementary Distance Learning Sample Schedule TK-6th Grade

Scheduled Content	Times
Schedule Review / Warmup Activities	8:10-8:20 am
ELA	8:20-9:20 am
Break	9:20-9:30 am
Math	9:30-10:30 am
Break	10:30-10:40 am
Science, STEM, Social Science, PE, VAPA	10:40-11:40 am
Lunch	11:40-12:20 pm
Collaborative Learning	12:20-1:10 pm
Structured Office Hours/Teacher Planning/Professional Development	1:10-2:10 pm

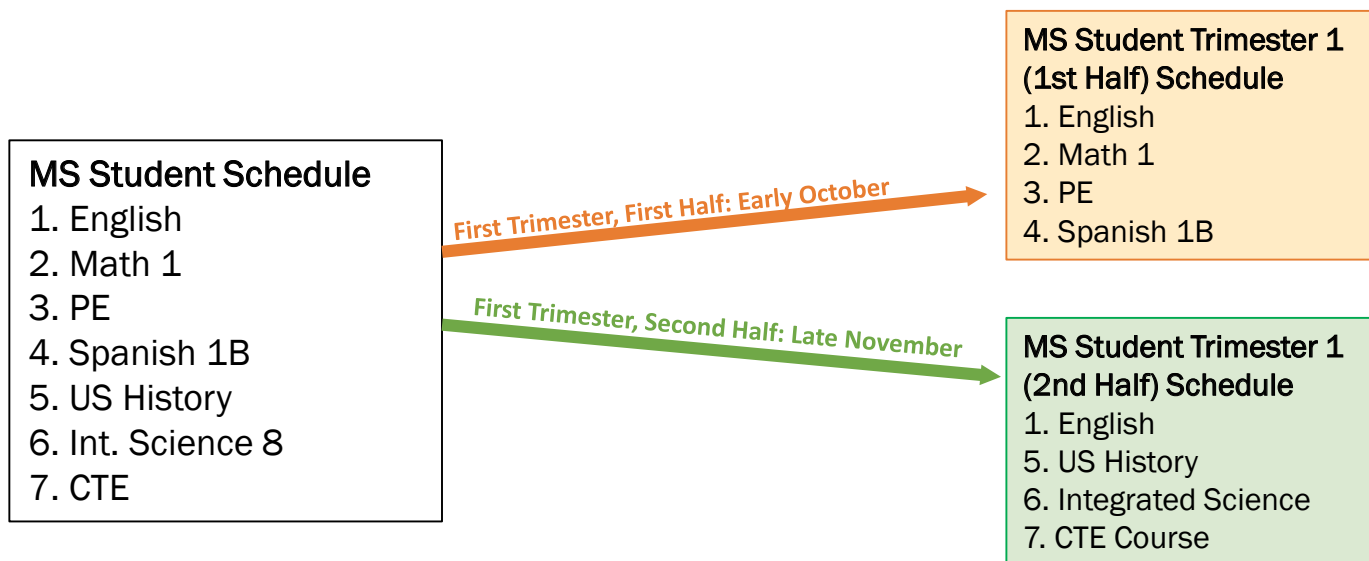
Elementary Model for In-Person Instruction Sample Student Schedule - Phase 2

Mon/Tues/Th/Fri	TK-6 Early schedule AM 8:10-10:55
Teacher Instructional time (ELA, Math, Science, Social Studies)	8:10-9:40
Recess	9:40-9:55
Teacher Instructional time (ELA, Math, Science, Social Studies)	9:55-10:55
Collaborative Learning (STEM, PE, VAPA)	10:55-11:30
Lunch	11:30-12:10
Collaborative Learning (STEM, PE, VAPA)	12:10-2:30

- Students with disabilities and English Learners will have access to and be supported in any of the OUSD instructional models adopted by the District
- Regionalized special education programs will operate on a traditional schedule
- Related services for special education will be provided in person/virtually to the fullest extent possible

OUSD EDGE MIDDLE SCHOOL SLICE

Middle School Instructional Model



- The trimester will be split into two halves. Students will take four classes Trimester 1 (first half) and four classes Trimester 2 (second half).
- Students will earn one Trimester of credit for each class taken in the grading period (first half and second half)
- This schedule allows schools to return to a traditional schedule at the end of the trimester.
- The Middle School SLICE Schedule benefits include students focusing on less course work. Teachers can also focus on building out course work for a smaller number of classes (four classes at a time) to go online/virtual to start. This will create more live teaching opportunities virtually.
- Since virtual education is necessary, teachers will follow their class schedules instead of schoolwide subject-based class schedule.
- Students with disabilities and English Learners will have access to and be supported in any of the OUSD instructional models adopted by the District.
- Regionalized special education programs will operate on a traditional schedule.
- Related services for special education will be provided in person/virtually to the fullest extent possible.

Middle School Sample Schedule 4 SLICE Block - Phase 1 & 2

Time	Trimester 1 (First Half) Through Early October	Trimester 1 (Second Half) Through Mid November
8:15-8:50	Period 1	
9:05-10:15	Period 2	Period 5
10:30-11:40	Period 3	Period 6
11:40-12:20	Lunch	Lunch
12:20-1:30	Period 4	Period 7
1:30-2:30	Structured Office Hours/Teacher Planning/Professional Development	

OUSD EDGE MIDDLE SCHOOL SLICE

Middle School Sample Model for In-Person Instruction - Phase 2

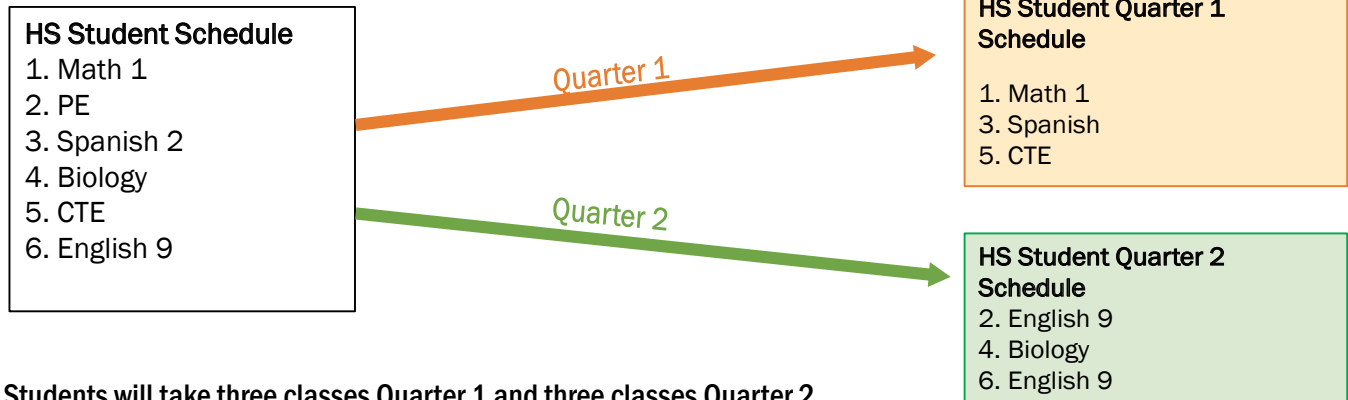
Time	Trimester 1 (First Half) Through Early October		Trimester 1 (Second Half) Through Mid November	
8:15-8:50	Period 1			
8:55-10:05	Period 2		Period 5	
10:05-11:55	10:05-10:40 Lunch A (6th and 7th Graders)	10:10-11:20 Period 3	10:05-10:40 Lunch A (6th and 7th Graders)	10:10-11:20 Period 6
	10:40-11:50 Period 3	11:20-11:55 Lunch B (8th Graders)	10:40-11:50 Period 6	11:20-11:55 Lunch B (8th Graders)
11:55-1:05	Period 4		Period 7	
1:05-2:05	Structured Office Hours/Teacher Planning/Professional Development			

- The number of days students will be instructed within the classroom will be dependent on families who pick 100% virtual education, possibility of live streaming and social distancing guidelines from the CDC and State Government (two to five days of in-seat instruction).
- If we offer five days of in-seat instruction per week, we will build out the middle school online course offerings.
- To allow for flexibility of enrollment, students can change models between trimesters.
- Students with disabilities and English Learners will have access to and be supported in any of the OUSD instructional models adopted by the District.
- Regionalized special education programs will operate on a traditional schedule.
- Related services for special education will be provided in person/virtually to the fullest extent possible.



OUSD EDGE HIGH SCHOOL SLICE

High School Instructional Model



- Students will take three classes Quarter 1 and three classes Quarter 2.
- Students will earn one Semester of credit for each class taken in each Quarter.
- This schedule allows schools to return to a traditional schedule at the end of the semester (January)
- The High School SLICE Schedule benefits include students focusing on less course work. Teachers can also focus on building out course work for a smaller number of classes (three classes at a time) to go online/virtual to start. This will create more live teaching opportunities virtually.
- Since virtual education is necessary, teachers will follow their class schedules instead of schoolwide subject-based class schedule.
- Zero period will remain an option for high school scheduling.
- Students with disabilities and English Learners will have access to and be supported in any of the OUSD instructional models adopted by the District.
- Regionalized special education programs will operate on a traditional schedule.
- Related services for special education will be provided in person/virtually to the fullest extent possible.

High School Sample Schedule 3 SLICE Block - Phase 1 & 2

Time	Quarter 1	Quarter 2
7:55-8:35	Zero Period (Meets Daily) *	
8:45-10:05	Period 1	Period 2
10:15-11:35	Period 3	Period 4
11:35-12:05	Lunch	Lunch
12:15-1:35	Period 5	Period 6
1:35-2:35	Structured Office Hours/Teacher Planning/Professional Development	
2:35 and beyond	Club Meetings once per week (as prearranged by teacher)	

* For students that take a zero period, their daily minutes equal 200. They are required to complete 40 additional minutes of teacher assignments via Google Classroom.

OUSD EDGE HIGH SCHOOL SLICE

High School Sample Model for In-Person Instruction - Phase 2

Time	Quarter 1		Quarter 2	
8:00-8:40	Zero Period			
8:45-10:05	Period 1		Period 2	
10:05-12:10	10:05-10:45 Lunch A (9th and 10th Graders)	10:10-11:30 Period 3	10:05-10:45 Lunch A (9th and 10th Graders)	10:10-11:30 Period 4
	10:50-12:10 Period 3	11:30-12:10 Lunch B (11th and 12th Graders)	10:50-12:10 Period 4	11:30-12:10 Lunch B (11th and 12th Graders)
12:15-1:35	Period 5		Period 6	
1:35-2:35	Structured Office Hours/Teacher Planning/Professional Development			

- The number of days students will be instructed within the classroom will be dependent on families who pick 100% virtual education, possibility of live streaming and social distancing guidelines from the CDC and State Government (two to five days of in-seat instruction).
- If we offer five days of in-seat instruction per week, we will build out the middle school online course offerings
- To allow for flexibility of enrollment, students can change models between quarters.
- Students with disabilities and English Learners will have access to and be supported in any of the OUSD instructional models adopted by the District.
- Regionalized special education programs will operate on a traditional schedule.
- Related services for special education will be provided in person/virtually to the fullest extent possible.

* For students that take a zero period, their daily minutes equal 200. They are required to complete 40 additional minutes of teacher assignments via Google Classroom.

S

Student Centered

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Culturally Inclusive

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Equitable Choices

DISTANCE LEARNING OPTIONS

We are aware that there will be families who are not comfortable returning to school under any of the above-noted models. For these families, the following personalized options will be available all year:

K-12 Home School through Parkside Education Center

Home school opportunity where parents serve as the instructor with support from an OUSD teacher who sets up learning schedules with virtual and in-school opportunities provided weekly or monthly

7-12 Independent Study

Independent study opportunity providing the flexibility of instruction guided by OUSD teachers and supported with daily, weekly, or monthly check-ins virtually or in-person

OUSD EDGE Virtual Academy (Secondary)

New online learning opportunity with virtual and in-class weekly meetings with credentialed teachers for middle and high school students.



- ✓ ONLINE CURRICULUM
- ✓ WEEKLY CHECK-INS
- ✓ 24/7 PROGRAM ACCESS

TUITION-FREE

OUSD EDGE Virtual Academy is for students in grades 7-12 during the 2020-2021 school year.

- 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

www.orangeusd.org/EDGEacademy



SOCIAL EMOTIONAL WELLBEING

ATTENDING TO THE SOCIAL EMOTIONAL WELLBEING OF OUR STUDENTS WILL BE TOP PRIORITY AS THEY RETURN TO SCHOOL.

District and school staff are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly. Support may include social-emotional learning, building relationships, virtual community-building activities, and increased access to mental health/wellness services. Families and schools will need to work together to evaluate how students are feeling and assess their individual needs to provide the support students need during these challenging times. Families and staff can access the free tele-health and virtual therapy resources made available through our partner, Care Solace. Those in need of support may contact Care Solace 24/7 at 888-515-0595 or email weserve@caresolace.org.

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK



ATHLETICS & EXTRACURRICULAR ACTIVITIES

The California Interscholastic Federation (CIF) Sports Medicine Advisory Committee has developed a comprehensive document to help school districts prepare for their student athletes to return to athletic activities. OUSD resumed athletics in June adhering to CIF guidelines. With guidance from the California Department of Health (CDHP), California Department of Education (CDE), and CIF, OUSD determines the level and duration of each phase for a gradual full physical return to athletics. As of August 3, per CDHP guidance, site-based athletic programs will begin a phased return to activity for conditioning, training, and athletic drills only. Participants will need to abide by all safety protocols as spelled out in their sport's return policy.

Low-Risk Activities

- Cross Country
- Golf
- Color Guard
- Swimming & Diving
- Sideline Cheer/Dance
- Tennis
- Track-Specific Events

Moderate-Risk Activities

- Baseball
- Basketball
- Lacrosse (girls)
- Soccer
- Softball
- Track - Specific Events
- Volleyball
- Water Polo

High-Risk Activities

- Choir
- Competitive Cheer/Dance
- Football
- Marching Band
- Wrestling
- Lacrosse (boys)



As the school year approaches, further guidance will likely be forthcoming from the California Department of Public Health (CDPH), California Department of Education (CDE), and California Interscholastic Federation (CIF). OUSD, with guidance from the California Department of Public Health and Orange County Health Care Agency, will determine phase level and duration of each phase for a gradual full physical return of athletics. All sports are permitted to participate in conditioning activities as long as they adhere to the phased approach outlined below prior to resuming a full physical return of athletics.

Phase 1

- 10 people > indoors
- 10 people > outdoors
- No locker rooms
- Six feet distance
- No athlete contact
- No shared equipment
- Pods of 5-10 students
- No vulnerable individuals involved

Phase 2

- 10 people > indoors
- 50 people < outdoors
- No locker rooms
- Six feet distance
- No athlete contact
- Shared equipment
- No vulnerable individuals involved

Phase 3

- 50 people < indoors/outdoors
- Locker room open (six feet LOW-RISK ACTIVITIES apart)
- Three to six feet distance
- Vulnerable individuals social distance
- Athlete contact

Field trips are not currently recommended. Consider virtual field trips when possible. Assemblies, dances, athletic competitions, and rallies are not recommended at this time.

CIF ATHLETIC PROGRAMS

On July 20, CIF determined that education-based athletics for the 2020-2021 school year will begin with a modified season of sport schedule. The calendar reflects the season for each CIF sport and the last date for Section Championships and Regional/State Championships in those sports where a Regional/State Championship is currently offered. Following this announcement, each CIF Section Office will release their own calendar to reflect regular season starting and ending dates and Section playoffs. It is anticipated that most Section start dates will commence in December 2020 or January 2021. Given this calendar change, CIF has temporarily suspended Bylaws 600-605 (Outside Competition) in all sports for the 2020-21 school year. Sports and Clubs will continue to meet virtually with coaches developing individualized training plans for preparation of the fall and spring CIF Sports Calendar.

2020-21 CIF Sports Calendar

as of July 20, 2020

Sport	Last Day for Section Playoffs	*Last Day for Regional/State Championships
FALL		
Volleyball (Boys & Girls)	March 13, 2021	March 20, 2021
Water Polo (Boys & Girls)	March 13, 2021	March 20, 2021
Cross Country	March 20, 2021	March 27, 2021
Trad. Competitive Cheer	Determined by Section	April 17, 2021
Football	April 10, 2021	April 17, 2021
Field Hockey	Determined by Section	**
Gymnastics	Determined by Section	**
Skiing & Snowboarding	Determined by Section	**
SPRING		
Badminton	May 22, 2021	May 29, 2021
Soccer	May 29, 2021	June 5, 2021
Swimming & Diving	May 29, 2021	June 5, 2021
Tennis (Boys & Girls)	May 29, 2021	June 5, 2021
Wrestling	June 5, 2021	June 12, 2021
Basketball	June 12, 2021	June 19, 2021
Golf (Boys & Girls)	June 12, 2021	June 23, 2021
Baseball	June 19, 2021	June 26, 2021
Softball	June 19, 2021	June 26, 2021
Track & Field	June 19, 2021	June 26, 2021
^Competitive Sport Cheer	Determined by Section	**
Lacrosse	Determined by Section	**

*Regional/State Championship events have been reduced to one week for all sports

** Regional/State Championship events are not currently offered by the State CIF in these sports

^CSC teams are approved to compete in season culminating tournament on June 12

EVALUATION OF STUDENT ACHIEVEMENT

The Board of Education believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to earn course grades that represent an accurate evaluation of the student's achievement.

Principals and teachers shall ensure that student grades conform to a uniform grading system based on standards that apply to all students in that course and grade level. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

A teacher shall base a student's grades on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and District standards. Students shall have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, homework, tests and portfolios.

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

Students in grades K-3 shall receive progress reports/report cards rather than letter grades.

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

Effect of Absences in Distance Learning Model

Senate Bill 98 requires each local educational agency to document daily participation for each pupil on each school day, for which distance learning is provided. A student who does not participate in distance learning on each school day will be documented as absent. The LEA will ensure that a weekly engagement record is completed for each student documenting both synchronous and asynchronous instruction, verifying daily participation, and tracking assignments. Written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week. These written strategies will be encompassed in the state required continuity and attendance plan that will be presented to the OUSD Board of Education in September for approval.

RESOURCES

American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Reentry: <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

California Department of Education (CDE) Stronger Together: A Guidebook for the reopening of California's Public Schools: <https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>

California Department of Public Health (CDPH) Industry Guidance: Schools and School Based Programs: <https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

CDPH Guidance on Isolation and Quarantine for COVID-19 Contact Tracing: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Guidance-on-Isolation-and-Quarantine-for-COVID-19-Contact-Tracing.aspx>

CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year: <https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>

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

Center For Disease Control (CDC) Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/cdc-activities-initiatives-for-covid-19-response.pdf>

CDC Guidelines For Schools: COVID-19: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

CIF Return to Physical Activity/Training Guidelines: https://cifstate.org/covid-19/Resources/RTP_Combin

CIF Statement Regarding 2020-21 Sports Calendar and Bylaw Modifications: https://www.cifstate.org/mediacenter/releases/2019-20/PR-34_7.20.20_CIF_Statement_2020-21_Sports_Calendar_Final.pdf

Governor Gavin Newsom Lays Out Pandemic Plan for Learning and Safe Schools: <https://www.gov.ca.gov/2020/07/17/governor-gavin-newsom-lays-out-pandemic-plan-for-learning-and-safe-schools/>

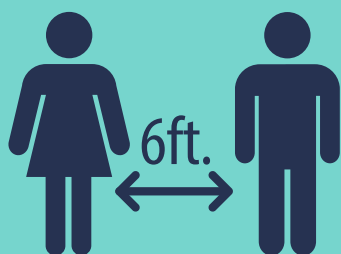
Orange County Health Department COVID-19 Resources: <https://occovid19.ochealthinfo.com/>

We are practicing social distancing at this location.



Please adhere to the following guidelines:

- Maintain a minimum of 6' distance from one another.
- Avoid entering the facility if you have a cough or fever.
- Sneeze or cough into a cloth or tissue. If one is not available please use your elbow.
- Do not shake hands or engage in any unnecessary physical contact.
- Wash hands with soap and water often and use hand sanitizer.
- Wear a mask or face covering in all public spaces.





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- ✓ Award Winning Schools
- ✓ College & Career Readiness
- ✓ OUSD EDGE Virtual Academy (7-12)

The health and safety of our students and staff are paramount.
We are committed to following the most current public health guidelines.

ENHANCED CLEANING &
SANITIZATION AT ALL SITES

HANDWASHING STATIONS &
HAND SANITIZER AVAILABLE

PHYSICAL DISTANCING, PPE,
& PROTECTIVE BARRIERS

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