Oceanside Schools
Virtual Learning and Return to In-Person Instruction Guide
August 2020
Dear Families, Staff and Community,

While all of us have been greatly impacted by the effects of COVID-19, our teachers and staff have been working hard to meet the needs of our community. The reality of navigating this rapidly changing environment and increasing pace of information has made some of this work very challenging. Oceanside has once again demonstrated that strength, resilience, and resolve can carry us through even the most difficult of times. I want to thank our board, principals, classified and certificated staff, students, parents, guardians, and our community for your amazing support and hard work since we physically closed schools in March and prepared to reopen this fall.

OUSD staff has been working diligently over the past couple of months to prepare for every outcome and phase of reopening, including virtual learning. Because of this work, we will be able to offer our students a robust and rigorous virtual learning environment when we start school. Our virtual learning model will be vastly different from the emergency distance learning we quickly pivoted to in March when schools initially closed physically. Additional details are shared in these pages.

I am inspired by the Oceanside Unified School District team and this community. While this pandemic has changed how we approach each day, our amazing team will continue to serve however we can. We are prepared to provide a rigorous and meaningful education to our students and look forward to our return to school.

Sincerely,
Superintendent Dr. Julie A. Vitale
OVERVIEW

Virtual Learning and Return to In-Person Instruction Guide

At Oceanside Unified School District (OUSD), we are committed to providing safe, equitable and inclusive learning environments. Although last school year brought some very unique challenges, it also brought opportunities to improve the methods in which we deliver high quality instruction in new and engaging ways. Our vision that all students graduate college and career ready, prepared to be responsible global citizens and ambitious future leaders, has not changed. Our dedicated and professional team will continue pursuing this vision using new tools and technology in new innovative ways through immersive learning experiences, relevant curriculum, student devices, and options for students in the pursuit of their educational success.

Our virtual learning model will include regular attendance, emphasis on teacher-student engagement, daily interaction with peers, progress monitoring, grading, small group support, daily live interaction with teachers, challenging assignments, social and emotional support, adopted lessons for English Language Learners and Special Education students, parent support, and ongoing professional development opportunities for teachers over the next month and throughout the school year. We know it will be critical to equip our teachers with the tools and resources necessary to maximize their skills when teaching in a virtual learning model.

This plan covers how all students will be provided virtual learning by their current school. It also contains plans on what a return to physical in person instruction will entail including protocols for buildings, grounds, buses, and food service operations that will be implemented to provide the safest learning environment possible. To stay up to date please visit www.oside.us/virtuallearning and follow us on social media @OsideUSD.
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PREVENTION PLAN FOR SCHOOLS

General Measures

Promoting Healthy Hygiene Practices

Face Coverings

Ensuring Teacher and Staff Safety

The Facilities, Maintenance and Operations Department will assist with:

Intensifying Cleaning, Disinfection, and Ventilation

Implementing Distancing Inside and Outside the Classroom

Signage:

Measures to Protect Employee Health:

Measures to Prevent Crowds from Gathering:

Limit Sharing:

Train and Educate all staff and families

Check for Signs and Symptoms

Plan for When a Staff Member, Child, or Visitor Becomes Sick

Considerations for Reopening and Partial or Total Closures

Maintain Healthy Operations

On-Campus Meal Procedures

Before School Breakfast

Second Chance Breakfast

Transportation / In-Bus Requirements
School Schedules

School schedules for staff and students will follow contracts and state requirements for instructional minutes. Virtual learning will include face-to-face interactions between teachers, students, and peers. Time away from screens will be planned by teachers for students to complete assignments, create, write, design, and implement learning.

Teacher and student engagement during virtual learning

Teachers will engage in:
- Live daily sessions within each learning period
- Recommended time for live instruction is 30-45 minutes and 15-20 minutes on Wednesdays
- Supporting students by being available within each learning period daily
- Check-ins with students through advisory periods, except Wednesdays
- Daily office hours
- Taking daily attendance
- Providing grades for assignments
- Creating rigorous and supportive learning experiences
- Using Google Classroom as the designated learning platform

Student Engagement:
- Daily virtual interaction with the teacher during each class period including Advisory
- Independent practice daily to ensure the best learning outcome
- Group or independent practice assignments/projects provided by each teacher
- Reaching out to the teacher during each class for clarification or support
- Taking advantage of teacher office hours for additional support
- Learning during the class periods and independent practice times
- Learning will receive letter grades that count toward middle and high school credit as they would on campus
- Completing assignments through Google Classroom
### Virtual Elementary Student Schedule TK-5

<table>
<thead>
<tr>
<th>Time</th>
<th>Grades TK-K</th>
<th>Grades 1-3</th>
<th>Grades 4-5</th>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20-8:30</td>
<td>8:20-8:30</td>
<td>8:20-8:30</td>
<td>Principal Lead Morning Opening</td>
<td>Principal Lead Morning Opening</td>
<td></td>
</tr>
<tr>
<td>8:30-10:00</td>
<td>8:30-10:25</td>
<td>8:30-10:30</td>
<td><strong>Instructional Block 1 May Include:</strong>&lt;br&gt;Teacher Lead Lessons&lt;br&gt;Small Group Lessons&lt;br&gt;Student Independent Practice&lt;br&gt;ELD and SpEd Support</td>
<td><strong>Instructional Block 1 May Include:</strong>&lt;br&gt;Teacher Lead Lessons&lt;br&gt;Small Group Lessons&lt;br&gt;Student Independent Practice&lt;br&gt;ELD and SpEd Support</td>
<td></td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>10:25-11:05</td>
<td>10:30-10:50</td>
<td>Nutrition Break</td>
<td>Nutrition Break</td>
<td></td>
</tr>
<tr>
<td>10:30-12:00</td>
<td>11:05-1:00</td>
<td>10:50-12:50</td>
<td><strong>Instructional Block 2 May Include:</strong>&lt;br&gt;Teacher Lead Lessons&lt;br&gt;Small Group Lessons&lt;br&gt;Student Independent Practice&lt;br&gt;ELD and SpEd Support</td>
<td><strong>Instructional Block 2 (90) May Include:</strong>&lt;br&gt;Teacher Lead Lessons&lt;br&gt;Small Group Lessons&lt;br&gt;Student Independent Practice&lt;br&gt;Office Hours (30)&lt;br&gt;SpEd Pull-Out (60)</td>
<td></td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>1:00-1:30</td>
<td>12:50-1:20</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>1:30-2:30</td>
<td>1:20-2:20</td>
<td><strong>Office Hours May Include:</strong>&lt;br&gt;Family/Guardian Support&lt;br&gt;Intervention: 1:1 Small Group&lt;br&gt;Student Independent Practice&lt;br&gt;SpEd Pull-out</td>
<td><strong>No Student Instruction</strong>&lt;br&gt;Professional Learning Preparation Time</td>
<td></td>
</tr>
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</table>

**Various Times:** Music, PE, and Library will be instructed online at various times during the week.

### Virtual K-8 Base Schools Student Schedule

<table>
<thead>
<tr>
<th>Grades TK-5 Schedule on Base</th>
<th>Grades 6-8 Student Schedule on Base</th>
</tr>
</thead>
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<tr>
<td><strong>Grades TK-K</strong></td>
<td><strong>Grades 6-8 Bell Schedule 75 min. Periods</strong></td>
</tr>
<tr>
<td>8:30-10:00</td>
<td>Monday</td>
</tr>
<tr>
<td>8:30-10:25</td>
<td>8:20-8:30</td>
</tr>
<tr>
<td>8:30-10:30</td>
<td>8:30-9:45</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>10:55-11:10</td>
</tr>
<tr>
<td>10:25-11:05</td>
<td>11:20-12:35</td>
</tr>
<tr>
<td>10:30-10:50</td>
<td>11:35-12:15</td>
</tr>
<tr>
<td>10:50-12:50</td>
<td>12:20-1:00</td>
</tr>
<tr>
<td>11:00-12:30</td>
<td>12:40-1:00</td>
</tr>
<tr>
<td>12:50-1:20</td>
<td>1:00-1:30</td>
</tr>
<tr>
<td>1:20-2:20</td>
<td>1:30-2:30</td>
</tr>
</tbody>
</table>

**Various Times:** Music, PE and Library will be instructed online at various times during the week.
### Virtual Middle School Student Schedule

<table>
<thead>
<tr>
<th>Bell Schedule (65 Minutes)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday Minimum Day</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50am-8:00am</td>
<td>Morning Opening Period 1</td>
<td>Morning Opening Period 5</td>
<td>Per. 1: 7:30-8:05</td>
<td>Morning Opening Period 1</td>
<td>Morning Opening Period 5</td>
</tr>
<tr>
<td>8:00am-9:05am</td>
<td></td>
<td></td>
<td>Per. 2: 8:10-8:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:10am-10:15am</td>
<td>Period 2</td>
<td>Period 6</td>
<td>Per. 3: 8:50-9:25</td>
<td>Period 2</td>
<td>Period 6</td>
</tr>
<tr>
<td>10:20am-11:25am</td>
<td>Period 3</td>
<td>Period 7</td>
<td>Per. 4: 9:30-10:05</td>
<td>Period 3</td>
<td>Period 7</td>
</tr>
<tr>
<td>11:30am-12:35pm</td>
<td>Period 4</td>
<td>Period 8-Advisory or Intervention</td>
<td>Per 7: 11:40-12:15</td>
<td>Period 8-Advisory or Intervention</td>
<td></td>
</tr>
<tr>
<td>12:35pm-1:10 pm</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:10pm-1:30pm</td>
<td>Attend Office Hours</td>
<td>Attend Office Hours</td>
<td>Independent Practice</td>
<td>Attend Office Hours</td>
<td>Attend Office Hours</td>
</tr>
<tr>
<td>1:30pm-2:15pm</td>
<td>Independent Practice</td>
<td></td>
<td>Independent Practice</td>
<td>Independent Practice</td>
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</table>

### Virtual High School Student Schedule

<table>
<thead>
<tr>
<th>Bell Schedule (85 minutes)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday Minimum Day</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50-8:00</td>
<td>Morning Opening Period 1</td>
<td>Morning Opening Period 4</td>
<td>Per 1: 7:30-8:10</td>
<td>Morning Opening Period 1</td>
<td>Morning Opening Period 4</td>
</tr>
<tr>
<td>8:00-9:25</td>
<td></td>
<td></td>
<td>Per 2: 8:15-8:55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30-10:55</td>
<td>Period 2</td>
<td>Period 5</td>
<td>Per 3: 9:00-9:40</td>
<td>Period 2</td>
<td>Period 5</td>
</tr>
<tr>
<td>11:00-12:25</td>
<td>Period 3</td>
<td>Period 6</td>
<td>Per 4: 9:45-10:25</td>
<td>Period 3</td>
<td>Period 6</td>
</tr>
<tr>
<td>12:30-12:50</td>
<td>Advisory Period Lunch</td>
<td>Advisory Period Lunch</td>
<td>Lunch</td>
<td>Advisory Period Lunch</td>
<td>Advisory Period Lunch</td>
</tr>
<tr>
<td>12:50-1:20</td>
<td>Independent Practice/ Intervention/ Enrichment</td>
<td>Independent Practice/ Intervention/ Enrichment</td>
<td>Independent Practice/ Enrichment</td>
<td>Independent Practice/ Intervention/ Enrichment</td>
<td>Independent Practice/ Intervention/ Enrichment</td>
</tr>
<tr>
<td>1:25-2:20pm</td>
<td>Independent Practice/ Intervention/ Enrichment</td>
<td>Independent Practice/ Enrichment</td>
<td>Independent Practice/ Enrichment</td>
<td>Independent Practice/ Intervention/ Enrichment</td>
<td>Independent Practice/ Intervention/ Enrichment</td>
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## Virtual State Preschool Schedule

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<tr>
<th>Time</th>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:50 AM Group</td>
<td><strong>Instructional Block 1</strong>&lt;br&gt;Teacher Lead Lessons&lt;br&gt;Small Group Lessons&lt;br&gt;Independent Practice&lt;br&gt;Virtual Field Trip</td>
<td><strong>Instructional Block 1</strong>&lt;br&gt;Teacher Lead Lessons&lt;br&gt;Small Group Lessons&lt;br&gt;Independent Practice</td>
</tr>
<tr>
<td>12:00 - 12:20 PM Group</td>
<td>Parent Conference / Assessment</td>
<td>Parent Conference / Assessment</td>
</tr>
<tr>
<td>9:05 - 9:25 AM Group</td>
<td><strong>Instructional Block 2</strong>&lt;br&gt;Teacher Lead Lessons&lt;br&gt;Small Group Lessons&lt;br&gt;Independent Practice&lt;br&gt;Virtual Field Trip</td>
<td><strong>Instructional Block 2</strong>&lt;br&gt;Teacher Lead Lessons&lt;br&gt;Small Group Lessons&lt;br&gt;Independent Practice</td>
</tr>
<tr>
<td>12:20 - 12:35 PM Group</td>
<td>Parent Conference / Assessment</td>
<td>Parent Conference / Assessment</td>
</tr>
<tr>
<td>9:40 - 10:00 AM Group</td>
<td><strong>Music &amp; Movement / Story time</strong>&lt;br&gt;Teacher Lead Lessons</td>
<td>No Student Instruction&lt;br&gt;Professional Learning Preparation Time</td>
</tr>
<tr>
<td>1:10 - 1:30 PM Group</td>
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## Adult Transition Program Online Learning

### OUSD Adult Transition Program Online Learning

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</thead>
<tbody>
<tr>
<td>8:00-9:00am</td>
<td>Teacher/IA Prep</td>
<td></td>
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</tr>
<tr>
<td>9:00-10:30am</td>
<td>Whole Group (<strong>cohort A</strong> of students) - Teachers and their IAs will provide live lessons on the topic of the week as well as hold breakout sessions, and individual small group opportunities with students.&lt;br&gt;Small Group - IAs will provide follow-up lessons/breakout sessions, and/or individual small group opportunities with students who may not be able to participate with the whole group to work on student independent practice lessons. Individual times may be scheduled as needed per students’ capacity to participate.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10:30-12:00pm</td>
<td>Whole Group (<strong>cohort B</strong> of students) - Teachers and their IAs will provide live lessons, breakout sessions, and individual small group opportunities with students.&lt;br&gt;Small Group - IAs will provide follow-up lessons/breakout sessions, and/or individual small group opportunities with students who may not be able to participate with the whole group to work on student independent practice lessons. Individual times may be scheduled as needed per students’ capacity to participate.</td>
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</tr>
<tr>
<td>12:30-1:00pm</td>
<td>Staff lunch</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1:00-3:00pm Office Hours</td>
<td><strong>Teacher Office Hours</strong>: Mon, Tues, Thurs, Fri 1:00-3:00pm, Wednesdays are PLC and/or staff meetings&lt;br&gt;These hours are set as teacher office hours to work with students and parents. Teachers will make themselves available to parents who may need different times to meet and discuss IEP related needs. IEP meetings will be scheduled during these times.&lt;br&gt;<strong>Instructional Assistants (IAs)</strong>: will work until 2:30pm. IAs will continue to support teachers with following up on data management and communication logs. They may also follow up with students and/or parents to continue to work on additional IEP related supports, e.g. behavior strategies (as needed).</td>
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</tr>
</tbody>
</table>
Teachers and Staff

Teachers and staff will work their full contract hours to provide services to students and families. Services will be provided in low risk environments using online, phone, and email communication as much as possible. Services that need face-to-face interaction will occur with an appointment at our schools during virtual learning.

Our staff will work:

- Full contract hours
- Teachers will host daily face-to-face interactions with students
- Teachers will be designing instructional lessons - reading, viewing, writing, drawing, calculating, creating, communicating, and critical thinking
- Students will engage in virtual classroom instruction on devices, as well as create, review and practice offline for a minimum of the following minutes each day by grade level:
  - TK-K: 180 minutes of instruction
  - 1-3: 230 minutes of instruction
  - 4-12: 240 minutes of instruction
Technology

Technology is essential for students and staff to access virtual learning. In order to support technology the district will ensure that all students have access to devices and Internet.

Devices

Students who do not have access to devices will be provided with a device. As newer technology is available, students will receive updated devices.

- In K-2, touch screen devices will be provided to students who need them
- In 3-12, Keyboard Devices (Chromebooks) will be provided to students who need them
- Personal Devices will be used by students who have them available
- Households/families/students that do not have Internet access will be contacted by OUSD staff to facilitate getting all students connected

Technology Support

While having access to devices and connectivity is the first step in virtual learning, ongoing tech support will be provided to staff and students for both hardware and software challenges.

- Staff supported by Technology Service Desk, instructional coaching and professional learning
- Family/Student technical support provided through English and Spanish help lines (English: 760-966-4444, Spanish: 760-966-4443)
- For hardware repairs, contact the Service Desk to set an appointment for device drop-off
- More information at oside.us/its and oside.us/techsupport

Learning Platforms

Learning platforms to support students will be designed and maintained by teachers. Two platforms have been selected by OUSD to support students, Seesaw and Google Classroom. Supplemental instruction is available through i-Ready and Apex.

- **Seesaw** (TK-2 and Mod to Severe Classrooms) provides an organizing structure for lessons developed by teachers. Pictures and developmentally appropriate icons assist students who have pre- or early reading proficiency. This platform will also provide information about face-to-face lessons and collaborate with students.
- **Google Classroom** (3rd-12th Grade) provides an organizing structure for teachers to assign and collect assignments from students, provide information about face-to-face lessons, and collaborate with students.
- **i-Ready** (K-8th Grade) Curriculum provides assessments of English Language Arts and Math proficiency, curriculum to support classroom instruction, and opportunities for students to practice skills
- **6-12 Apex** (6th-12th Grade) Apex provides pre and post assessments of student learning, tutorials to support classroom instruction, and opportunities for students to practice skills
Materials and Supplies for Learning

During virtual learning, the district will provide these essential items in a low-risk manner both prior to and periodically throughout the school year.

- **Core materials** (books, workbooks, musical instruments) will be provided to all students through a physically distanced process at each school site.
- **Supplies** (writing and creating tools, such as crayons, pencils and pens) will be distributed to students on a regular basis of about every 3-4 weeks through a physically distanced process.
- Each student will be responsible for their own materials and supplies to ensure that they are not shared with other students.
Communication Platforms

OUSD has adopted Blackboard, a platform for school to home communication. This requires no special effort from parents and guardians to receive classroom information, teacher communication, attendance, grading, and student schedules. Some school sites use additional supplemental two-way communication tools. More information about these can be found on school websites. In order to gain access to all our district adopted online tools, the OUSD portal allows students access with one login.

- **Blackboard** is a communication tool for all staff to send messages to families
- **Dojo and Remind** are communication tools for staff to send two way messages to families that are used by some school sites. These programs are not supported at the district level
- **Aeries** is a web-based tool that records a student's attendance, class schedule and grades
- **OUSD Portal** provides access to all district web based tools
- **OUSD Distance Learning Website** provides guidance and tools to families about virtual learning and how to access digital resources
Attendance Process

Regular participation in face-to-face instruction and interaction with peers is key to ensuring that students are successful in school. Parents and guardians want to be updated on how students are interacting with school online. Therefore, attendance will be monitored throughout virtual learning.

- Student attendance will be recorded in Aeries by teachers daily during virtual instruction
- If a student cannot attend the face-to-face instruction with the teacher, the parent or guardian will need to call the school to clear the absence
- Parents/guardians of students who miss face-to-face instruction will receive an automated phone notification of the absence
- If students repeatedly miss face-to-face instruction, the school site administration team and support staff will work with the family to address the challenges to attending face-to-face instruction in a supportive manner

Social Emotional Learning and Support

Social emotional learning and support is essential for students. OUSD has invested in school counseling at all levels. During virtual learning, counselors will be providing services via telephone, virtual classroom and other online platforms. Social emotional classroom lessons will also be provided to students by counselors. Parents may contact counselors for support through virtual appointments.

- School counselors can provide support for students and families who may be experiencing stress due to the COVID-19 outbreak. They are available over the phone to help with needs such as mental health support, behavioral support, and support with academic challenges
- Families and students can contact their school counselor directly through emails listed on school websites, or can contact Student Support Services by phone at (760) 966-7826.
- Resources on our OUSD Virtual Learning page include emotional wellness and self-care activities, lessons, and presentations, along with advice for parents and caregivers to guide discussions with children and teens about COVID-19

OUSD’s investment in counselors demonstrates the significant priority placed on Social Emotional Learning. Counselors at all sites will provide social emotional learning and counseling sessions for students via telephone, online video meetings, and other platforms during virtual learning.
Grading Process

Grades will measure the quality of student work and progress toward mastery of standards. Our Board Policy and Administrative Regulations outline how grades are to be reported at each grade span.

Elementary Administrative Regulation (AR) 5121 grading policy
Standards Based Grading using 1-4 rubric for English Language Arts, Mathematics, and participation in History/Social Science, Science, Visual and Performing Arts, and Physical Education. Students in grades K-5, proficiency for each grading period shall be reported as follows:

- 4 - Exceeding Standard/Expectation
- 3 - Meeting Standard/Expectation
- 2 - Approaching Standard/Expectation
- 1 - Area of Concern

Secondary (AR 5121) grading policy
For grades 6-12, grades for academic performance shall be reported for each grading period as follows:

- A - Outstanding scholarship and achievement
- B - Above-average scholarship and achievement
- C - Average scholarship and achievement
- D - Below average in mastery of the knowledge and skills

Assessment

Assessment platforms are used to identify student needs, guide instruction, and measure student growth. OUSD has identified specific assessment platforms by grade level and topic that will continue to be used during virtual learning. These platforms are:

- TK-K ESGI
- K-8 i-Ready Assessment, an online assessment of language arts and math
- Special Education Assessments
- English Language Proficiency Tests
- Social Emotional Competency (Panorama), an online assessment
Curriculum

Students will receive a full curriculum in virtual learning including: English/Language Arts, English Language Development, Math, Science, History/Social Science, Visual and Performing Arts, Career Tech Education, Physical Education, and World Languages.

Time spent in face-to-face interaction between teachers, students, and their peers is essential to the educational and social emotional development of children. Teachers will provide daily face-to-face interaction with students via virtual contacts. Students will have the opportunity to practice skills on their own, away from screens working on paper and pencil assignments, reviewing materials, and studying.

- **Elementary Curriculum** includes English language learners, English Language Arts, and Math
- **Benchmark** is the district's adopted elementary English Language Arts curriculum
- **Benchmark Advance** is the district's adopted elementary English Language Development curriculum
- **Go Math** is the district's adopted elementary Math curriculum.

**Career Tech Education** (CTE) High School Pathways are part of our high school curriculum. Students enrolled in CTE receive skills training and preparation for jobs. These classes will continue virtually.

**World Language** instruction is key to our instructional program and all world language courses will be taught during virtual learning. We have world language instruction at all levels through our:
- Two-Way (Spanish) Bilingual Program (TWBI) at two elementary schools
- Two-Way (Spanish) Bilingual Program at one middle school
- Spanish, French and American Sign Language at high schools

**Advanced Placement Courses** (College Credit) will be offered to students at our high schools to help them earn college credit and take part in rigorous educational opportunities during virtual learning. High schools and middle schools have elective courses for AVID (Advancement via Individual Determination) which will continue during virtual learning.
Visual and Performing Arts

Oceanside Unified School District values visual and performing arts. Students have the opportunity to learn to play an instrument, draw, paint, and develop their creative skills. We have credentialed elementary music teachers at all schools, and in our middle and high schools we have credit based courses in the arts. All visual and performing arts courses will be taught virtually and students will be provided with the supplies and materials to participate in these courses at home.

- **Elementary**: Music Specialists provide beginning instruction in musical instruments. Instruments will be distributed to students who sign up for music instruction, or students can use their own instruments so they can learn during virtual instruction
- **Middle and High School**: Art, choral, and instrumental music elective courses will all be taught virtually to those students who are enrolled in arts electives

Physical Education

Fitness, sports skills, and health will be taught virtually at all levels to students during virtual learning by credentialed teachers, including elementary physical education specialists.

- **Elementary**: Physical education specialists are assigned to all elementary and K-8 sites and will continue to provide lessons to students during virtual learning
- **Middle and High School**: Physical education courses will continue during virtual learning online as part of students daily periods of instruction

Adult Learning Opportunities

Adult learning opportunities are important to ensure that our students have the support from adults that they need to be successful. A systematic approach to providing professional learning to staff and parents/guardians has been developed that uses both face-to-face instruction and on demand learning to support virtual learning.

Staff professional learning includes the following topics:

- **Google Classroom** - Online Classroom to support students who have reading skills.
- **Seesaw** - An online classroom organization tool for young students and those students with pre-reading skills.
- **Virtual** - Face to face meetings using Google Meet and Zoom
- **Blackboard** - Communication tool between school and home.
- **RapidID** - Portal to all district platforms. The is a one step log in for all district adopted virtual learning platforms.
Parents/Guardians/Caregivers

Parents and guardians are children’s first teachers. Supporting families’ understanding of the virtual tools that we use will increase student success. OUSD will provide virtual face-to-face support to families learning the following tools and prerecorded lessons for on demand learning to families. This will support students in virtual classrooms.

- **RapidID** - portal to all district platforms
- **Google Classroom** - online classroom
- **Seesaw** - online classroom, TK-1
- **Google Meet and Zoom** - virtual face to face meetings
- **Blackboard** - communication tool
- **Aeries** - attendance and grade tool
- **TASK** - support for parents of students with special needs
- **Training topics** - managing student work at home and time management for students

At-Promise Students

Students have different needs. Students who are learning English, who are experiencing homelessness, students with special needs, and students living in poverty will be provided additional support during virtual learning. These supports will be tailored to meet the needs of each individual student so they can be successful.

**English Learners** support will include Virtual Learning Support Teachers to provide extra help to students.

**Homeless and Foster Youth** have assigned staff members to help them navigate through the educational process and facilitate getting community and district resources they need. If needed, in-person visits will be used to support these students in becoming connected virtually. Virtual Learning Support Teachers will also help our Homeless and Foster Youth’s academic success through targeted support.

**Students with special needs** will continue to receive their services during virtual learning. Specialized curriculum, learning platforms, and instructional strategies will be used to support virtual learning and attaining Individual Education Plan (IEP) goals.

- Speech Language Pathology will be delivered to students via a secure online platform
- Psychologists Assessments and Counseling will occur to support students IEPs virtually.
- Counseling will be provided online and over phone.
- OT/PT services will be provided online and over phone.

**Students Living in Poverty** will receive support with virtual learning through referrals to local agencies, PASS AmeriCorps, mentoring (6-8th grade), and Gear Up (mentoring)
Special Education Services

Instruction

- Specialized Academic Instruction provided by Education Specialists and Instructional Assistants
- Students/parents/guardians will be provided with a schedule mirroring that of general education
- All instruction will be provided virtually using the same platforms as general education
- The curriculum used will be Benchmark, i-Ready and Go Math. Additional supplemental materials will also be used to support learning
- For students who participate in our Mod/Severe programs, an alternative curriculum, Unique Learning System, will be used
- For students in our preschool programs we will be using the Frog Street curriculum
- Virtual instruction will be supplemented by online learning materials for students to complete at home

Instruction may occur through a co-teaching approach (education specialist and general education teacher in the same room) or in a separate classroom with only the education specialist.

SpEd Related Services

Speech and Language Services:

- Provided virtually using the Presence Learning platform.
- Students/parents/guardians will be provided a schedule for services
- Students will participate in small groups or individually
- Progress will be monitored during each session utilizing the progress monitoring tools included with the Presence Learning platform

Psychological Services/Counseling:

- Provided virtually using Zoom or Google platforms.
- Students/parents/guardians will be provided a schedule for services
- Students will participate in small groups or individually

Physical Therapy, Occupational Therapy, Adapted Physical Education:

- Provided primarily through collaboration with education specialists and general education teachers
- Service providers will connect with students individually to provide additional support and strategies that can be implemented at home

Behavioral Support

- Students who currently receive individual behavior support will continue to receive that service during their virtual instruction classes
- Instructional assistants who provide behavioral support will reach out to students/parents/guardians individually to provide strategies that can be implemented in the home to promote positive behaviors
Progress toward behavioral goals will be monitored during daily instruction and augmented by parent/guardian input
  ○ We are able to provide visual supports, token board and data tracking sheets as well as training to parents/guardians for use of these materials
Our Behavior Support Team members will be available to respond to emails or phone calls and will have office hours on Thursdays to provide support to our families.
Our Behavior Support team can be accessed directly by emailing behaviorsupport@oside.us (This will be live on Monday, August 10, 2020.)

Assessment
Students who are referred for an initial special education assessment or who have a triennial assessment will be provided with a proposed assessment plan
  ● We will conduct the majority of our assessments virtually
  ● To the extent that an assessment can be fully completed without in-person meetings, we will complete those assessments
  ● For assessments that require in-person meetings, we will complete what can be done virtually and, once health orders allow, we will complete the rest of the assessment

Individualized Education Planning (IEP) meetings
  ● IEP meeting will be held either through Zoom, Google or by telephone
  ● Each initial (brand new to special education) IEP document will contain a description of the way in which services will be provided during an emergency situation. This includes:
    ○ Special education and related services
    ○ Supplementary aids and services
    ○ Transition services
    ○ Extended school year services
  ● A similar description will be added to existing IEP documents as we hold annual and triennial meetings

Parent/guardian engagement and learning opportunities
  ● Continued monthly Parent Partner Panels
  ● Parent/guardian training for:
    ○ Use of Augmentative and Alternative Communication (AAC) devices
    ○ Implementation of behavioral interventions/strategies
    ○ Interaction with online curricular tools
After School Programs

During virtual learning, after school programing support will be provided to students virtually after the regular virtual instructional day ends. Expanding and supporting students’ core instruction will happen through virtual small group meetings through our partnerships with community partners such as the YMCA and Boys and Girls Club. Referrals to Day Camps for Essential Workers will be facilitated by OUSD for the children of essential workers as space is available during virtual learning.

Meal Distribution During Virtual Learning

Beginning August 17th, meals will be provided to eligible scholars qualifying for free and reduced meals. These meals will be available at the designated schools below for pickup on Tuesdays and Thursdays. Parents may pick up the meals for their child but must present the child’s student ID card.

Foussat Elementary
Libby Elementary
McAuliffe Elementary
Mission Elementary
North Terrace K-8
Palmquist Elementary
San Luis Rey Elementary
Stuart Mesa K-8
El Camino High School
Oceanside High School
On July 20, 2020, the CIF Commission stated that all Fall and Winter Sports will have a modified and condensed season commencing in December. Spring sports will also have a condensed season with a commencement date of March based upon the sport. Athletics will continue under the guidance of Sports Day Camp, provided return-to-play guidelines are being followed.

<table>
<thead>
<tr>
<th>Fall Sports</th>
<th>Proposed Practice Start Date</th>
<th>First Permissible Scrimmage Date</th>
<th>Proposed Competition Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>14-Dec</td>
<td>28-Dec</td>
<td>29-Dec</td>
</tr>
<tr>
<td>Football</td>
<td>14-Dec</td>
<td>30-Dec</td>
<td>8-Jan</td>
</tr>
<tr>
<td>Water Polo B &amp; G</td>
<td>14-Dec</td>
<td>28-Dec</td>
<td>29-Dec</td>
</tr>
<tr>
<td>Volleyball B &amp; G</td>
<td>14-Dec</td>
<td>28-Dec</td>
<td>29-Dec</td>
</tr>
<tr>
<td>Competitive Cheer</td>
<td>TBD</td>
<td>28-Dec</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Sports</th>
<th>Proposed Practice Start Date</th>
<th>First Permissible Scrimmage Date</th>
<th>Proposed Competition Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>22-Feb</td>
<td>8-Mar</td>
<td>9-Mar</td>
</tr>
<tr>
<td>Wrestling</td>
<td>15-Mar</td>
<td>29-Mar</td>
<td>30-Mar</td>
</tr>
<tr>
<td>Basketball</td>
<td>15-Mar</td>
<td>29-Mar</td>
<td>30-Mar</td>
</tr>
<tr>
<td>Baseball</td>
<td>15-Mar</td>
<td>29-Mar</td>
<td>30-Mar</td>
</tr>
<tr>
<td>Golf</td>
<td>15-Mar</td>
<td>29-Mar</td>
<td>30-Mar</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>15-Mar</td>
<td>29-Mar</td>
<td>30-Mar</td>
</tr>
<tr>
<td>Softball</td>
<td>15-Mar</td>
<td>29-Mar</td>
<td>30-Mar</td>
</tr>
<tr>
<td>Swim</td>
<td>15-Mar</td>
<td>29-Mar</td>
<td>30-Mar</td>
</tr>
<tr>
<td>Tennis</td>
<td>15-Mar</td>
<td>29-Mar</td>
<td>30-Mar</td>
</tr>
</tbody>
</table>
PREVENTION PLAN FOR SCHOOLS

OUSD protocols for a return to in-person instruction

This information was developed in consultation with the County of San Diego Health and Human Services Agency and Public Health Services, and is based on guidance articulated by the California Department of Public Health in its COVID-19 INDUSTRY GUIDANCE: Schools and School Based Programs (July 17, 2020) and COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. The information describes each of the requirements that schools (district, charter, and private) in San Diego County must include in their COVID-19 Prevention Plan before resuming in-person instruction. This plan will be enacted when OUSD returns to in-person instruction.

General Measures

The current guidelines were released by the Centers for Disease Control and Prevention (CDC), The California Department of Public Health (CDPH), and the California Department of Education (CDE). Each document provided guidance on physical or social distancing measures, along with screening, sanitation, disinfecting and monitoring procedures that will be part of the daily operational standards in our schools and offices. The health and safety of our scholars and staff is the top priority when making the decision to physically reopen school campuses for use by students, staff, and others.

OUSD is focused on the following priorities for facilities reopening:

- Safety for all students and staff
- High-quality educational programs that support all students
- Equity for all students
- Ongoing support for students and staff

Promoting Healthy Hygiene Practices

Regular Hand Cleansing: At the beginning of their learning day, students should wash their hands or use hand sanitizer if soap and water is not available, as follows:

WHEN:

- HOME: Arriving at and leaving home
- SCHOOL: Arriving at and leaving school site
- BUS: Before entry and after exit of school bus
- RESTROOM: Before and after using restroom
- TISSUE: After blowing nose with clean tissue and throwing it away
- EAT: Before and after eating food
- PLAY: Before and after playing outside
HOW:

- Students should wash their hands by getting them wet, applying soap, rubbing the soap vigorously on palms, between fingers, and on the back of hands for 20 seconds, rinsing and rubbing under running water, then drying.
- Younger students can be taught to do the act while singing or reciting various songs or rhymes that are approximately 20 seconds in length.
- Students will be instructed/reminded at the beginning of their learning day to sanitize their hands as follows when soap and water is not available for washing:
  - Squirt a dime size dollop on their palm
  - Rub on palms, between fingers, and back of hands until dry
- Nose Wiping/Blowing: Students will be instructed/reminded at the beginning of their learning day to only blow or wipe their nose with a clean tissue, to throw it away, and then to cleanse their hands.
- Coughing/Sneezing Etiquette: Students will be instructed/reminded at the beginning of their learning day to cough or sneeze into the inside of their elbow or a clean tissue.
- Keep Hands Away From Face: Students will be instructed to not touch any part of their face (i.e. nose, mouth, eyes) without a clean tissue.

**Face Coverings**

Face coverings must be used in accordance with [CDPH guidelines](https://www.cdph.ca.gov/) unless a person is exempt, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

Here is information on the use of face coverings or, in limited instances, face shields. Students and staff need to remember not to touch the face covering and to wash their hands frequently. Also provided, information for staff and families in the school community on proper use, removal, and washing of cloth face coverings. Staff or students who believe they are exempt from these policies need to confirm the process for safety with their principal.

**Face mask requirements for students:**

- Under two years old - NO
- Two years old through second grade - Strongly encouraged
- Third grade through high school - Yes, unless exempt

**Face coverings are strongly encouraged for young children between two years old and second grade, if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.**

- Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.
- A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with student name and date) until put on again.
• Schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Should a student forget their mask they may request one from their teacher or the health office. Schools should offer alternative educational opportunities for students who are excluded from campus.

**Face mask requirements for staff:**

- All staff must wear face coverings indoors in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- In limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs), a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- Workers or other persons handling or serving food must use gloves in addition to face coverings. Disposable glove use may be helpful to supplement frequent handwashing or use of hand sanitizer; examples - workers who are screening others for symptoms or handling commonly touched items.
- Personal Protective Equipment (PPE): All OUSD staff and scholars are required to wear cloth face coverings when entering and while in the building where chance of interaction and exchange with another person is possible. Staff are encouraged to provide their own personal face coverings. Face shields will be available for students and staff. Gloves will be provided for those staff members responsible for cleaning or food preparation.

**Ensuring Teacher and Staff Safety**

_The Facilities, Maintenance and Operations Department will assist with:_

- Visitors & Volunteers – Walk-in and Scheduled Meetings: Walk-in visitors may still be restricted from entry in the building unless a meeting has been scheduled. No visitors will be allowed without an appointment. Signage will indicate cloth face coverings must be worn at all times in addition to maintaining social distance while on campus. Volunteers will not be permitted on campus at this time. Parents/guardians picking up their child early from school should call the office in advance.
- Wellness Screening Procedures: All scholars will go through a wellness screening procedure before entering campus or boarding the school bus, consistent with public health guidance. All staff and scholars are advised to stay home if they are experiencing even minor COVID-19 symptoms such as sore throat, coughing and sneezing, loss of taste and smell, diarrhea and/or have been in close contact with someone who tested positive for COVID-19. Temperatures will be checked with an infrared thermometer and scholars with temperature at 100.4 or higher will be escorted to the health office and parents/guardians will be contacted to return home by an authorized adult.
**Intensifying Cleaning, Disinfection, and Ventilation**

- Deep Cleaning and Sanitizing: Summer deep cleaning and sanitizing according to CDC guidelines of high-touch areas and carpet areas were completed prior to reopening. Traditional daily cleaning will occur. High-touch surfaces, such as door handles, handrails, sink handles, and restroom surfaces will be disinfected daily. Spray bottles with approved CDC and CDPR cleaning solutions and paper towels will be available for each classroom for immediate spot cleaning. Electrostatic disinfectant backpack equipment has been purchased to assist our custodial staff with classroom and office sanitization.
- Hand Sanitizers and Washing: Hand Sanitizer and hand washing within restrooms will be accessible to all. Scholars will be encouraged to hand wash when: arriving to school; after playing outside; after having close contact with others; after using shared surfaces; before and after using restroom; after blowing nose, coughing or sneezing; and before and after eating. Facial tissues will be available in classrooms.

**Implementing Distancing Inside and Outside the Classroom**

**Signage:**

- A sign will be posted at each public entrance of each campus to inform all employees and parents/guardians that they should avoid entering any OUSD facility if they have any of the COVID-19 symptoms.
- A sign will be posted indicating to maintain a minimum six-foot distance and mask requirements.

**Measures to Protect Employee Health:**

- All employees that have contact with the public or other employees will be offered appropriate protective equipment based on their job responsibilities. This could include a face shield, face mask and/or gloves.
- Support staff who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options.
- Break rooms, restrooms, and other common areas are cleaned daily.
- Potlucks and food sharing will be prohibited at this time.
- Spray bottles with cleaning solutions and paper towels are available.
- Hand sanitizer effective against COVID-19 is available to all employees.
- Soap and water are available to all employees.
Measures to Prevent Crowds from Gathering:

- Some conference rooms, break rooms, and training rooms may remain closed to comply with the latest CDC and Public Health Guidelines.

Limit Sharing:

- Student belongings will be kept separate and in individually labeled storage containers, cubbies, ziplocs, desks, or separate areas. Belongings will be taken home each day to be cleaned.
- Adequate supplies will be provided to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or we will limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
- Staff will avoid the sharing of electronic devices, clothing, toys, books and other games or learning aids as much as practicable. Where sharing occurs, staff will clean and disinfect between uses.

Train and Educate all staff and families

OUSD staff will receive training and we are providing information and educational materials to staff and families in the following safety actions:

- **Enhanced sanitation practices**
- **Physical distancing guidelines and their importance**
- **Proper use, removal, and washing of face coverings**
- **Screening practices**
- **How COVID-19 is spread**
- **COVID-19 specific symptom identification**
- **Preventing the spread of COVID-19 if you are sick**, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19.

Check for Signs and Symptoms

OUSD strongly encourages all staff and scholars who have specific COVID-19 symptoms to remain at home. Daily symptom checks for students in full day enrichment and temperature checking for all employees who are on campus will be conducted.

Plan for When a Staff Member, Child, or Visitor Becomes Sick

- Identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.
- Any person exhibiting symptoms should immediately be required to wear a face covering and wait in isolation.
- Close off areas used by any sick person and do not use before cleaning and disinfection. Wait 24 hours before cleaning and disinfecting. If it is not possible to clean, wait 24 hours.
- Advise sick staff and students not to return to school until they have met CDC criteria to
discontinue home isolation
- Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law
- Provide students, teachers and staff from higher transmission areas opportunities for telework, virtual learning, independent study and other options as feasible

**Considerations for Reopening and Partial or Total Closures**

When San Diego County has been off the State’s Monitoring List for fourteen (14) days, OUSD will begin transitioning out of virtual learning.

**Maintain Healthy Operations**

OUSD has designated the Human Resources Department to respond to COVID-19 concerns following the protocols listed below:

<table>
<thead>
<tr>
<th>Student or Staff with:</th>
<th>Action</th>
<th>Communication</th>
</tr>
</thead>
</table>
| COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) | Send home  
Recommend testing (If positive, see #3, if negative, see #4)  
School/classroom remain open | No Action needed |
| Symptom Screening: Per CA School Sector Specific Guidelines | |
| Close contact (†) with a confirmed COVID-19 case | Send home  
Quarantine for 14 days from last exposure  
Recommend testing (but will not shorten 14-day quarantine)  
School/classroom remain open | Consider school community notification of a known contact |
| Confirmed COVID-19 case infection | Notify the local public health department  
Isolate case and exclude from school for 10 days from symptom onset or test date  
Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious  
Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine)  
Disinfection and cleaning of classroom and primary spaces where case spent significant time  
School remains open | School community notification of a known case |
| Tests negative after symptoms | May return to school 3 days after symptoms resolve  
School/classroom remain open | Consider school community notification if prior awareness of testing |
On-Campus Meal Procedures

The following general procedures will apply to all meal periods:

- Child Nutrition Services employees serving food to students will wear a face shield. All others will wear a face shield or facemask over their nose and mouth, depending on preference.
- Social distancing markers will be positioned along the wait line area and students will be expected to socially distance while in line.
- Students are expected to wear facial coverings over their nose and mouth while waiting in line and obtaining their meal. They can remove their facial covering while they are eating.
- Students must use hand sanitizer before entering the cafeteria or upon approaching the mobile cart serving line.
- Salad bar and stainless tables will be removed from the cafeteria to provide more space for queuing with social distance.
- All meals will be pre-plated or prepackaged. There will be no salad bars or share tables. All condiments will be in individual packages or packets.
- PIN entry pads will be removed and cashiers will enter student numbers into the POS system.
- Child Nutrition Services employees will sanitize all contact services in the wait line and cafeteria before and after each meal period.
- Noon Duty Aides and/or Custodians will clean and sanitize lunch tables before the first meal period and after each meal period.

Before School Breakfast

- Students participating in the before school breakfast program will be allowed into the campus to go to the cafeteria prior to the entry time for other students.

Second Chance Breakfast

- Students at schools offering a second chance breakfast at recess will be released from their classroom to obtain their meal and return to the classroom or other location where their class is located at that time.
Transportation / In-Bus Requirements

- Drivers and attendants will wear face coverings
- Symptom screening of scholars will be taken by bus driver or attendant upon loading. Scholars with temperatures of 100.4°F or higher will not be transported to school
- Open windows and maximize space on school buses where practicable

In response to the COVID-19 pandemic, and to ensure the highest possible standards of cleanliness and sanitization, OUSD has enacted the following protocols. Busses will be cleaned and sanitized daily with the following high-contact and frequently utilized components addressed:

- Handrails
- Seats
- Steps
- Floor
- Steering wheel/seat belts
- Mirror/windshields
- Dash/switches
- Empty waste basket

OUSD will continue to operate safely as we follow these and other rapidly evolving precautions. The safety of our scholars and team members continues to be our highest priority, now and always.