Family Report Back Session:
Reopening of School

https://youtube.com/OUSDlive

July 13, 2020
While you wait...

If you do not need translation, you can watch on https://youtube.com/OUSDlive

There is a link on OUSD’s facebook page and OUSD.org

If you need translation, please watch on Zoom.
Interpretation ⇄ Interpretación

Welcome ⇄ Bienvenidos

Please do not change settings until instructions are given.

Por favor NO cambie la configuración hasta que se le indique.
1. Go to Controls
   Vaya a los controles

2. Click “Interpretation”
   Clic en “Interpretación”

3. Choose a Language
   Escoja un idioma
¿Puede oír al intérprete?
Can you hear the interpreter?

Levante la mano
Raise your hand
Designated Times for Questions and Comments

On **YouTube LiveStream** use the comment function:
https://youtube.com/OUSDlive

On **Zoom**, type your question in the Q & A section.

Staff will monitor questions and comments at designated times during the meeting. After the meeting we will also share a frequently asked questions document.
Outline of the Meeting

● Superintendent Remarks

● Instructional Model
  ○ *Strong Start to Opening Weeks*
  ○ *State Requirements*
  ○ *Updates: Devices, Meal Service, Registration*

● In-person Instruction
  ○ *Safety: County Guideline, Medical Update*
  ○ *Three phases: Overview and Making Changes*
  ○ *Updates: PPE, Safety Protocols, Progress to date*

● Next Steps and Appendices
Superintendent Remarks
“Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next.”

--Arundhati Roy, the Pandemic is a Portal
Labor Update

Fall MOU negotiations are in progress with OUSD’s labor partners. All labor groups appointed Action Team participants and have reviewed Action Team Executive Summaries and recommendations.

|     | ○ **OEA’s Fall Start Proposal:** Online learning model with a return to in person learning based on safety precautions and near zero hospitalization and cases in the city of Oakland for 14 days.  
|     | ○ **OUSD’s Fall Start Proposal:** Strong Start Plan of distance learning, trainings and re-engagement with families and students for a proposed two week period (August 10- August 21) and a phased in Blended Learning Model prioritizing high needs students for safe in person instruction effective August 24, 2020.  

| AFSCME, UAOS, SEIU, CSEA, Teamsters, BCTC | MOU Negotiations begin July 13 (except AFSCME which started July 1 with prioritized discussions related to Custodial Services, Special Education, Health Services).  
|                                             | ● August 1st board agenda will include tentative full contract agreements.  

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Instructional Model & Opening Weeks
(pending negotiations)
Feedback from our Community

Spring Surveys & Thought Exchange
(over 10k individual responses)

● Improve Access to Technology for learning opportunities
● Improve Communication & Support for at home learning with families
● Provide Mental Health support for students to access learning
● Increase Time for Online Instruction
● Provide targeted, in-person supports for students who need it the most

Themes from Family Meetings
(over 3k attendees)

● Concerns about safety measures: feasibility, cost, adequacy
● Requests for a distance only option for students and teachers
● Requests for Accountability for academics both for students and staff
● Requests to increase social emotional supports & attention to relationship building with students
Instructional Model

1. Distance Learning is our base instructional model.

2. Three phases: each has a different number of students on campus for in person instruction.

Any student can remain in distance learning all year. The details for opting in and out have not been determined. Phase 1-3 have an increasing number of students on campus for in person instruction. Moving to different phases is guided by key questions:

○ **Safety**: Should we have more or fewer students on campus? We look at six key safety factors.

○ **Equity**: Which students should be on campus and when? We will look at equity and student need.

Decisions about phases will be made on a districtwide basis and revisited every 4 -6 weeks.
Strong Start Plan (pending negotiations)

- Start August 10
- Distance Learning for All for up to 4 weeks
- Phased-in Approach to in person

**Strong Start Plan (for students):**
- connection and outreach to students
- distribution of learning packets, textbooks
- technology distribution
- online learning
- student assessment

**Strong Start Plan (for staff):**
- staff support and preparation
- assessment and scope and sequence for instruction
- orientation with stakeholders
## Updated State Requirements *(AB 77)*: Learning Continuity and Attendance Plan

### Instructional Minutes and Days

- **Daily instructional minutes reduced and varied by grade**
  - a. Kindergarten is nearly the same,
  - b. Secondary reduced significantly
  - c. Online and in person instructional minutes are acceptable
  - d. Range required is 3-4 hrs per day

- **Instructional days still at 180 days**

### Required Supports

**During Distance Learning, OUSD must:**

- a. Provide technology & internet access
- b. Grade level content
- c. Special Education and English Language Supports
- d. Daily interaction with staff & peers
- e. Attendance: Daily participation tracking and specific engagement interventions
- f. Tiered Supports (Multi-Tiered Systems of Support)
Elementary Distance Learning Recommendations

<table>
<thead>
<tr>
<th>Design</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Weekly student learning outcomes to be shared with students and families</td>
<td>● Daily Foundational Literacy (All students in TK-2, Some students in 3-5)</td>
</tr>
<tr>
<td>● Modified Scope and Sequence using OUSD Curriculum, platforms, assessments</td>
<td>● Daily Reading/Writing/ Discussion/English Language Development for English Language Learners</td>
</tr>
<tr>
<td>● Lead teachers are helping to create content</td>
<td>● Daily Math</td>
</tr>
<tr>
<td>● Teachers provide whole group and small group instruction</td>
<td>● Social Studies and Science weekly</td>
</tr>
<tr>
<td>● <strong>Outdoor learning when possible</strong></td>
<td>● Community meetings for social emotional learning and support</td>
</tr>
</tbody>
</table>

Draft Preliminary Recommendations Only: Final decisions are subject to labor negotiations, budget limitations, governmental regulations (i.e. health & safety) and other constraints on feasibility.
Draft Preliminary Recommendations Only: Final decisions are subject to labor negotiations, budget limitations, governmental regulations (i.e. health & safety) and other constraints on feasibility.

## Secondary Model: 9 week Mini-mester

### Mini-mesters
- Could be for in either in-person or distance
- Fewer (3-4) classes at a time
- Teachers and students have fewer contacts
- Rotate classes at the end of a quarter/mini-mester

### Traditional Structure
- 6-8 periods at a time
- Teachers have 100-150 contacts

### FALL SEMESTER | SPRING SEMESTER

<table>
<thead>
<tr>
<th></th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 weeks</td>
<td>9 weeks</td>
<td>9 weeks</td>
</tr>
<tr>
<td>English</td>
<td>Physical Education</td>
<td>English</td>
</tr>
<tr>
<td>Social Science</td>
<td>Math</td>
<td>Social Science</td>
</tr>
<tr>
<td>Elective</td>
<td>Science</td>
<td>Elective</td>
</tr>
</tbody>
</table>

- ELA/Math could continue in the off-mester using on-line platforms book clubs, etc.
- Advisory/AP courses could be semester-long courses using quarter-long replacement courses

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# Progress toward Instructional Model

<table>
<thead>
<tr>
<th>Sample Area</th>
<th>Status</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alter Scope and Sequence</td>
<td>In Progress</td>
<td>Lead teachers and central instructional staff are creating adjusted scope and sequences. Will be ready by July 27.</td>
</tr>
<tr>
<td>Assessments</td>
<td>In Progress</td>
<td>Assessment Lead Team recommends an altered system for assessing. The recommendation is by grade-level. This draft will be presented to school leadership teams on July 29 and finalized prior to the beginning of school on August 10th.</td>
</tr>
<tr>
<td>Establishing Engagement Tracking Process and Re-engagement Strategies</td>
<td>In Progress</td>
<td>We will be using AERIES, our student information system to take attendance/track participation. AB 77 calls for re-engagement strategies be implemented after 3 absences. The strategies we are discussing calls for the whole staff, not only teachers, be responsible for tracking student participation.</td>
</tr>
<tr>
<td>Establish Decision Making Framework for return to school based on student needs and identification of targeted student supports.</td>
<td>In Progress</td>
<td>The Starting Strong template we are asking schools to complete asks for schools to provide their Multi-Tiered Systems of Support (MTSS) plans. The Strong Start plans will begin formation when administrators return to work on July 27th.</td>
</tr>
<tr>
<td>Social Emotional Support</td>
<td>In Progress</td>
<td>The Starting Strong plan call for schools to specifically name their school culture and emotional well-being plan. There is a SEL guide we will be walking through with our school leadership teams to assist in their planning.</td>
</tr>
</tbody>
</table>
1. **Families MUST Fill Out Tech Survey - August 3**
   - This is to determine tech **NEEDS** and qualifying individual students.

2. **18,000 students have OUSD loaned devices**
   - School **computers and hotspots** will be **loaned** to students if they do not have devices.
   - Learning Packets distributed first week of school.

3. **#OaklandUndivided** will begin distribution in the **3rd Week of August**.
   - #OaklandUndivided 19,000 Chromebooks
   - #OaklandUndivided internet connectivity for 15,000+ OUSD students (depends on per student or per household)

Survey goes live August 3rd!
#OaklandUndivided: Our Solution for every home:

<table>
<thead>
<tr>
<th>Computer</th>
<th>Internet</th>
<th>Tech Support + Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>One computer for every student with demonstrated need</td>
<td>One hotspot or subsidized broadband for every disconnected or under-connected household</td>
<td>Learning resources and ongoing technical support for every household</td>
</tr>
</tbody>
</table>

**Step 1**
All families complete **Technology Survey** online or via support from school staff for devices and loaner computers.

**Step 2**
Responses processed in real time to determine which families qualify based on **home technology gaps** and **socioeconomic status**.

**Step 3**
Families are notified approval for a laptop and/or home Internet, and Tech Exchange processes and prepares devices for delivery to school or home.

**Step 4**
Students with a need receive a Chromebook and/or support with home Internet connectivity.

**Step 5**
Students and families will receive ongoing tech support to sustain home access.

- Computer
- Internet
- Hotspot or Broadband
- Tech Support + Resources
- Learning resources and ongoing technical support for every household
# Meal Service

*Depends on Federal Guidelines for National School Lunch Program*

<table>
<thead>
<tr>
<th>Learning Model</th>
<th>Food Distribution Model</th>
<th>As we move through phases ...</th>
</tr>
</thead>
</table>
| **Distance Learning** | ● Food distribution sites across the city.  
● Families are able to pick up meals for multiple days food at the nearest location, not necessarily their child’s school. | Distribution sites always available for families who opt into distance learning only.  
The number of citywide food distribution centers will  
● decrease as more students attend school in person.  
● increase if we have to return to shelter in place, to meet the needs of families. |
| **In Person** | ● Students eat with their cohort either in the classroom or outside.  
● **If students are not returning the next day,** they are provided grab and go meals to for the days they will be at home. |  |
We encourage families to complete registration before the first day of school (August 10). It is not required and you will not lose your school spot if you don’t.

<table>
<thead>
<tr>
<th>Online</th>
<th>Use your Parent Portal Account at parent.ousd.org. More information is available <a href="ousd.org/enroll">here</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● If you do not know your Aeries Parent Portal account or don’t have one, reach out to the Student Welcome Center (510-879-4600, <a href="mailto:enroll@ousd.org">enroll@ousd.org</a>). You will need an email address to get an account.</td>
</tr>
</tbody>
</table>

| In person | You can register at your school site closer to the first day of school or within the first 2 weeks of school. |
Pause to Check for Understanding

❖ Address themes in the chat
❖ Check in on interpretation support
In-person Instruction: Safety & Three Phases
(pending negotiations)
As a reminder...

Proposals are subject to negotiation. OUSD is getting ready for all options.

● Distance learning is our base model. We are focused on improving based on lessons from this spring.
● Potential in-person instruction will happen in phases and follow safety guidelines - pending negotiations.
● Student and staff safety are critical.
● We will keep communicating.
Return to School Survey Results:

Do you plan to send your student for in person instruction?

- English Lang. Survey ~3500
- Spanish Lang. Survey ~250
- Chinese Lang. Survey ~92
If you want your child to be on campus in the fall, what schedule(s) would you favor?

*English Language Survey*
Current Alameda County Safety Guidance

Examples:

1. **Cloth face coverings** for all students, excluding medical exceptions
2. **Face shields** as an added level of protection for staff
3. At-home symptom screenings for children, if possible
4. 5-6 ft. physical distancing in classrooms
5. Small, stable (4 weeks) groups of students
6. Music classes not recommended to resume in person
7. At minimum, high touch areas and bathrooms cleaned at least 1x day
8. Teachers can work with different cohorts
9. Lunch outside or in the classroom
10. Develop protocols for exposure concerns
Alameda County Dept of Public Health Dashboard
(7/9/2020)

STOP COVID-19

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## CA Cases and Deaths Associated with COVID-19

### Age Group Distribution

<table>
<thead>
<tr>
<th>Age Group</th>
<th>No. Cases</th>
<th>Percent Cases</th>
<th>No. Deaths</th>
<th>Percent Deaths</th>
<th>Percent CA Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;5</td>
<td>5398</td>
<td>1.8</td>
<td>0</td>
<td>0.0</td>
<td>5.8</td>
</tr>
<tr>
<td>5-17</td>
<td>19158</td>
<td>6.5</td>
<td>0</td>
<td>0.0</td>
<td>16.7</td>
</tr>
<tr>
<td>18-34</td>
<td>100,053</td>
<td>33.7</td>
<td>77</td>
<td>1.2</td>
<td>24.3</td>
</tr>
<tr>
<td>35-49</td>
<td>74,666</td>
<td>25.2</td>
<td>346</td>
<td>5.2</td>
<td>19.3</td>
</tr>
<tr>
<td>50-59</td>
<td>43,134</td>
<td>14.5</td>
<td>634</td>
<td>9.6</td>
<td>12.5</td>
</tr>
<tr>
<td>60-64</td>
<td>16,166</td>
<td>5.5</td>
<td>467</td>
<td>7.1</td>
<td>5.9</td>
</tr>
<tr>
<td>65-69</td>
<td>11,262</td>
<td>3.8</td>
<td>607</td>
<td>9.2</td>
<td>5.0</td>
</tr>
<tr>
<td>70-74</td>
<td>8,084</td>
<td>2.7</td>
<td>702</td>
<td>10.6</td>
<td>4.1</td>
</tr>
<tr>
<td>75-79</td>
<td>5,848</td>
<td>2.0</td>
<td>787</td>
<td>11.9</td>
<td>2.7</td>
</tr>
<tr>
<td>80+</td>
<td>12,392</td>
<td>4.2</td>
<td>3,000</td>
<td>45.3</td>
<td>3.9</td>
</tr>
<tr>
<td>missing</td>
<td>338</td>
<td>0.1</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>296,499</td>
<td>100.0</td>
<td>6,621</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Age Groups

**Age 0-17**
- 22.5% population
- 0 deaths

**Ages 18-64**
- 62% population
- 23.1% deaths

**Ages 65-80+**
- 15.7% population
- 77% deaths
### Summary of what we know

#### Updates from Research
- Children get COVID19 less and are less ill than adults (Theory - they have fewer ACE receptors for the virus to attach).
- Children most often get it from adult household contacts.
- Children do not seem to be major sources of transmission to other children or to adults.
- Middle and High school is likely different than Elementary
- Research limitations

#### Silent Toll of Covid-19
- anxiety and depression,
- lack of social and developmental support from schools/peers.
- increased child abuse, domestic and intimate partner violence
- Families whose work is outside the home leads to job loss and under supervised children at risk for neglect and educational loss.
Likely Transmission

Transmission Sources:

**Surface Transmission:** Not a major source

**Respiratory Droplets:** Primary Source. Infected person’s droplets must make contact with your mucous membranes (nose, mouth, or eyes). Droplets fall to the ground. Unmasked: 3-6 ft for talking, 12-15 for shouting, singing, coughing,

Prevention

- Covering the nose and mouth
- Maintaining 6 feet of distance at all times unless unavoidable
- Eye protection
- Hand washing before touching mucous membranes
- Stay home if you are sick
- All staff and students must wear face masks that cover nose and mouth (surgical or cloth).
- NO VALVED N95s.
What can you do now to protect your family and our community?

- Wear a mask or face covering
- Maintaining 6 feet of distance at all times unless unavoidable
- Hand washing frequently and use hand sanitizer
- Have your children practice wearing masks to get ready for in person instruction.
In Person Models
(Pending Negotiations)
## Strong Start Weeks: Distance Learning

**Strong Start Plan:** up to 4 weeks
- online learning
- distribution of learning packets, textbooks
- connection and outreach to students
- orientation with stakeholders
- technology distribution
- staff professional development
- assessment and scope and sequence for instruction

Foundation is laid for a reversing back to a robust, quality, interactive distance model, if state/county orders a full Shelter in Place.

### BL Phase 1: Very Limited in-person
- **All students** - Check-in/Check-out 1-2 times per wk.
- **Some students** additional in person small group instruction based on student need.
- **All Mod-Severe SDC, ECE, Mental Health Enriched** students on campus every day
- Plan for Initial ELPAC, urgent
- Special Ed assessments

### BL Phase 2: Prioritize High Needs Students
- **All students** - A/B/C rotation (once per week)
- **Some students** additional time for in person, small groups based on student need.
- **All Mild-Mod-Severe SDC, ECE, Mental Health Enriched** students on campus every day

### BL Phase 3: Rotations
- **All students** - A/B rotations (twice per week)
- **Some students** additional time for in person, small groups based on student need.
- **All Mild-Mod-Severe, ECE, Mental Health Enriched & Inclusion** students on campus every day

(8-10 students per class)

(12-15 students per class)

---

1. **Distance Learning only** option is not impacted by phases.
2. **Phases** will be re-evaluated every 4-6 weeks
Elementary Blended Models Under Consideration

**BL Phase 1: Connection (Check-in) Model**

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-in</td>
<td>Small groups in person</td>
<td>Small groups in person</td>
<td>Small groups in person</td>
<td>Check-out</td>
</tr>
</tbody>
</table>

**BL Phase 2: Three-day Rotation**

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>Small group intervention</td>
<td>Teacher PD / Collaboration</td>
</tr>
</tbody>
</table>

**BL Phase 3 - Option 1:**
One Week In Person; One Week Distance

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk1</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Wk2</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>

**BL Phase 3 - Option 2:**
Two-Day Rotation

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk1</td>
<td>A</td>
<td>A</td>
<td>Cl / PD</td>
<td>B</td>
</tr>
<tr>
<td>Wk2</td>
<td>B</td>
<td>B</td>
<td>Cl / PD</td>
<td>A</td>
</tr>
</tbody>
</table>

*Check in:* Pick up materials, meet with staff as needed; *Check-out:* Turn in assignments (paper, projects, etc.)

CL = Cleaning
# V.1 Secondary In-person Model - Instructional Working Group

*Final decisions depend on labor negotiations, budget limitations, governmental regulations (e.g., health and safety), etc.*

## Strong Start Weeks
**Distance Only**

### BL Phase 1:
**Very Limited in-person**

<table>
<thead>
<tr>
<th>Middle and High School</th>
<th>1:1 Advisory Check-ins on campus (every 1, 2, or 3 wks, depending on student)</th>
<th>- Plan for Initial ELPAC, urgent Special Ed assessments</th>
<th>- Hub sites, where needed</th>
<th>All Mod-Severe SDC, Mental Health students on campus every day</th>
</tr>
</thead>
</table>

Foundation is laid for a reversing back to a robust, quality, interactive distance model, if state/county orders a full Shelter in Place.

## BL Phase 2:
**Prioritize High Needs Students**

<table>
<thead>
<tr>
<th>Middle and High School</th>
<th>1:1 Advisory Check-ins continue</th>
<th>On campus small group support based on student need (ex. Foster, Unsheltered, Transition Grades, Y1 Newcomers and Non-Engaged Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Mild-Mod-Severe SDC, Mental Health students on campus every day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## BL Phase 3:
**Rotations**

<table>
<thead>
<tr>
<th>Middle School Only</th>
<th>All students on campus in A/B/C rotation (1-2 days per week)</th>
<th>All Mild-Mod-Severe SDC, Mental Health &amp; Inclusion students on campus every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Only</td>
<td>Advisory Check-ins continue</td>
<td>Bring additional high needs students back to campus for small group support based on student need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Mild-Mod-Severe SDC, Mental Health &amp; Inclusion students on campus every day</td>
</tr>
</tbody>
</table>

### Strong Start Plan:
- up to 4 weeks
  - online learning
  - distribution of learning packets, textbooks
  - connection and outreach to students
  - orientation with stakeholders
  - technology distribution
  - staff professional development
  - assessment and scope and sequence for instruction

1 - **Distance Learning only** option is not impacted by phases.

2 - **“Mini-mesters”** - All students scheduled for 3-4 classes each quarter.

3 - **Phases** will be re-evaluated every 4-6 weeks.
Should OUSD make a change to which phase a school is in? Look at these six areas.

- **Cases at school**: Yes, if flat or decreasing, no evidence of on-campus transmission for 4 weeks.
- **PPE**: Yes, if adequate for # of staff/students on campus for 60 days.
- **Symptom Checks**: Yes, if adequate for # of staff/students on campus.
- **Physical Capacity**: Yes, if adequate for # of staff/students on campus.
- **Sanitizing/Cleaning**: Yes, if adequate for # of staff/students on campus.
- **Transportation**: Yes, if adequate for # of staff/students on campus.
# Progress toward In-Person Instruction

<table>
<thead>
<tr>
<th></th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Student Capacity</strong></td>
<td>~10%</td>
<td>~25%</td>
<td>~50%</td>
<td>We have developed protocols that are aligned to ACPHD “In School Transmission” would return to “Distance Learning”.</td>
</tr>
<tr>
<td>In School Transmission</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Personal Protective Equipment</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Ordering PPE and managing requests for additional PPE at each site throughout the year.</td>
</tr>
<tr>
<td>Symptoms Check for Staff</td>
<td>Planned Passive Self Check 8/5</td>
<td>Development</td>
<td>symptom check system for staff and bargaining with labor partners</td>
<td></td>
</tr>
<tr>
<td>Physical Distancing Capacity</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Principals will use facilities calculator to evaluate classrooms and set classrooms up to meet county guidelines</td>
</tr>
<tr>
<td>Sanitizing/Cleaning Schools</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Must hire for vacancies and increase the substitute pool in case of absences. Currently building schedules for Phase 1 and Phase 2</td>
</tr>
<tr>
<td>Transportation</td>
<td>Yes</td>
<td>Maybe</td>
<td>No</td>
<td><strong>A/C Transit</strong> can accommodate 50% attendance at schools. <strong>SPED transportation will have additional costs in Phase 2-3.</strong></td>
</tr>
<tr>
<td>Signage and Facilities</td>
<td>8/5</td>
<td></td>
<td></td>
<td>Ordering and installation will be happening this month.</td>
</tr>
</tbody>
</table>
Personal Protective Equipment (PPE)

Arrived:
- ✓ Adult Surgical Masks
- ✓ Face Shields
- ✓ Childrens Mask
- ✓ Hand Sanitizer
- ✓ Thermometers
- ✓ Specialized PPE, Nurses, ECE, Custodial, etc

Ordered:
- ● Electrostatic Sprayers
- ● Specialized PPE for Speech Therapists, ELD teachers
- ● Cloth Masks for all staff
- ● Cloth Masks for students

Schools will receive PPE for 1 month:
- ● Teacher Classroom Kit per teacher
- ● Front Office Kit based on FTE/Enrollment

First 2 weeks of school, staff will be trained on the appropriate use of PPE and to set up schools so they are ready to receive students when we move to the next phase.

New PPE Request system allows department leads/principals to restock and get PPE for specific needs, in person registration, home visits, etc.
Pause to Check for Understanding

❖ Address themes in the chat
Next Steps

Starting Strong Together: Meeting about Fall 2020
- July 13

School Site Leadership Institute (principals return to work)
- July 27-29

Oakland Undivided Technology Distribution
- Aug 10-Sept 30

Parent & Student Advisory Committee Meeting: LCAP Planning
- July 15

First Day of School: Orientation and First Phase of Distance Learning
- Aug 10
Check the OUSD website and OUSD Family Central for updates and helpful resources.

Visit to review resources:
https://familycentral.ousd.org/

RESOURCES FOR STUDENTS AND FAMILIES

- AT HOME LEARNING
- STUDENT MEALS
- STUDENT HEALTH
- COMMUNITY RESOURCES
- HOW TO HELP
- EMPLOYEE RESOURCES
Additional Information

- Curriculum Development
- Office Hours
- AC Transit Coordination
- Continued Communication
### Curriculum Development & PD:

<table>
<thead>
<tr>
<th>Weeks of July 13-24</th>
<th>Content teams and lead teachers prepare guidance, curricular mapping, and exemplar units, including alignment to a quarter system in secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of July 27</td>
<td>Content teams lead curriculum development adapted to distance learning and aligned to modified scope and sequence PD on new instructional materials and equity-based strategies</td>
</tr>
<tr>
<td>Week of August 3</td>
<td>Introduction of Strong Start Plans, curricular supports, and strategies for distance /blended learning for all teachers</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Content teams and lead teachers develop open source materials aligned to scope and sequence and guidance; ongoing PD and collaboration</td>
</tr>
</tbody>
</table>

**Details forthcoming on [OUSD Teacher Central](#)**
Office Hours

begin the week of July 20

Lee Atkinson-McEvoy, MD
Executive Medical Director for Pediatric Primary Care and Population Health

Naomi Bardach, MD MAS
Vice Chair of Health Services Research

Baylee DeCastro
UCSF Center for Child and Community Health Director of Strategic Initiatives.

Dayna Long, M.D., FAAP
Co-Director, Center for Child and Community Health

Emily Frank, MD FAAP
Associate Physician Teacher at Life Academy

Noemi Alice Spinazzi, MD, FAAP
Medical Director - Down syndrome clinic (Charlie's Clinic)
AC Transit Update

1. Lower rider capacity for social distancing:
   30’ feeder coach – 6 passengers
   40’ standard coach – 10 passengers
   60’ articulated coach – 16 passengers
   44’ double decker coach – 24 passengers

2. Face coverings required on board.
Quality Schools in Every Neighborhood!