



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

School	Greenleaf TK-8	Contact	Annika Rudback
School Address	6328 East 17th Street Oakland, CA 94621	Contact Email	annika.rudback@ousd.org
Principal	Annika Rudback	Principal Email	annika.rudback@ousd.org
School Phone	510-636-1400	Recommended Grant Amount*	\$88,408.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	190	2020-21 LCFF Enrollment	179

*Allocation of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Summary of Approved Expenditures from 2020-21

2020-21 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	.1 of Elective Teacher to continue Advanced Art for all 3 MS grade-levels to reach more students	\$9,626.00
2	Art supplies for Middle school Art and Arts Field Trip	\$6,698.00
3	Dance Teacher (contracted for middle school)	\$9,000.00
4	Visiting Artists	\$4,950.00
5	6th grade ropes Course to Strawberry Canyon plus transportation	\$3,264.00
6	.4 FTE Music Elective for 6th and 8th grade (using average TCHR Cost in Site Handbook \$101,000)	\$40,400.00
7	Extended Contract for Fun Friday Art	\$1,385.00
8	Clubs (Extended contract plus supplies)	\$7,320.00
Budget Total (must add up to Current Grant Amount)		\$82,643.00

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	African American MS Family Coordinator - contract	\$22,000.00
2	Art supplies	\$7,770.00
3	Art Teacher .25 FTE & 3 hours a week extended contract for Advanced Art elective	\$32,400.00
4	Music teacher for music elective	\$7,000.00
5	Spanish elective	\$7,000.00
6	African American MS families committee	\$5,238.00
7	Dance Elective	\$7,000.00
Budget Total (must add up to Current Grant Amount)		\$88,408.00

School Demographics		Student Body Ethnic Composition	
Male	50%	Asian/Pacific Islander	<4%
Female	50%	Latinx	83%
% LCFF	96.1%	Black or African-American	8%
% SPED RSP	6.3%	White	3%
% SPED Mild-Moderate	0%	Indigenous or Native American	<1%
% English Learners	55.6%	Multiracial	1%
% Oakland Residents	98.3%		

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Annika Rudback	Principal
Jaylani Cortes	Assistant Principal
Joyce Hum	Culture Coach

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
<i>Access and Equitable Opportunity</i>	Entry	Basic	<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Entry	Basic	<i>Instructional Program</i>	Basic/Quality	Quality
<i>Staffing</i>	Entry	Basic	<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Entry	Entry	<i>Facilities</i>	Basic/Quality	Basic/Quality
<i>Equipment and Materials</i>	Entry	Basic	<i>Equipment and Materials</i>	Basic	Quality
<i>Teacher Professional Learning</i>	Entry	Entry	<i>Teacher Professional Learning</i>	Quality	Basic/Quality
<u>World Language (Rubric)</u>	2019-20 (this yr)	2020-21 (this yr)			
<i>Content and Course Offerings</i>	Emerging	Developing			
<i>Communication</i>	Emerging	Entry			
<i>Real world learning and Global competence</i>	Emerging	Entry			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
<i>Enrollment Data (20 day)</i>	For 62 available spots, we filled all spots, and 61 came from Greenleaf, while one was a sibling of a Greenleaf student.		<i>Suspension</i>	0.01%	N/S

ES Outreach Strategy Actions	Parent meetings for 5th grade families moving to Middle School. Enrollment stations for families. Coordination with Citizen Schools after school program with outreach	Online Zoom Parent meetings for 5th grade families moving to Middle School. Enrollment stations for families. Coordination with Citizen Schools after school program with outreach. Family Engagement team to call families with enrollment reminders	Chronic Absence	10%	
Programs to support ES students transition to MS	Citizen Schools, Study Hall Program, Advisory, MS Culture and Behavior Plan, Camp Phoenix over the summer, MS Sports Program	Citizen Schools, Advisory, Camp Phoenix (did not happen summer 20 due to Covid, unsure 21), MS Sports(none due to pandemic)	CHKS data (District) or Culture/Climate survey		

MANDATORY: Please provide all meeting agendas, minutes and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without documentation of these engagements. **The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.

Community Engagement Meeting(s)	
Community Group	Date
Parent Leaders	4.18.2021

Staff Engagement Meeting(s)	
Staff Group	Date
ILT	4.16.2021

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of Measure G1

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2019-20 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total the amount listed in "Recommended Grant Amount" above.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

1. Music Program

Programmatic Narrative Based on Rubric

We have improved our rubric rating slightly with help from the Measure G1 funds by being able to offer music opportunities to students based on interest (see successes below). However, we still have an access/equity barrier insofar as many of our Middle School students don't get to participate in music opportunities unless they opt in.

We were not able to hire a .4 FTE music teacher this year after searching for a few months. However, our elementary music teacher taught 2 enrichment music classes on Wednesdays to support our students having access to music during Distance Learning, as well as additional choice in extracurricular activities.

We would like to continue offering Music to our Middle School Students in the 21/22 school year as part of the Electives program, possibly still virtually, given the hybrid instruction. We would like to offer two classes on Wednesday minimum day afternoons in partnership with our After school program.

Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$7,000.00	Music Teacher - 3 hours per week	50 students served (2 classes of 25 each). Students will have access to music.

2. Art Program

Programmatic Narrative Based on Rubric

We have strengthened our MS art program over the years, and all MS students now have access to art classes during the year. Our next steps are supporting integration of art into our humanities classes, as well as providing our Middle School students with art materials to take home during Distance Learning.

We would like to continue to offer Advanced Art as part of our Electives program that we launched in the 21/22 School Year. This gives an opportunity for students to have choice in their programming in the electives block. We would also like to offer a dance elective as well.

Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$32,400.00	0.25 Art teacher FTE + 3 hours of extended contract per week for Advanced Art	Increase of students with access to art Students impacted: 50
\$7,770.00	Art Supplies for all art classes	Number of Students Impacted: 190
\$7,000.00	Dance Teacher for electives	Number of students impacted: 25

3. World Language Program

Programmatic Narrative Based on Rubric

In the 20/21 School Year, we had the exciting opportunity in the distance learning space to engage our learners in electives. One of our electives has been Spanish, which has been very popular with students. We would like to continue offering Spanish as a once a week elective. This is also an exciting opportunity for our students to participate in the Dual Language program in a new way.

Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$7,000.00	Language Elective - Cost for teacher to hold Spanish language class 1 X per week plus an hour of prep	Increase in number of students with access to world language Students reached: 25

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Our school is a TK-8, so we have an automatic feeder pattern of 5th graders into 6th grade.

Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Based on our CHKS data, our African American Middle School families rate our school connectedness and safety lower than our Latino families. To support our African American Middle Schoolers, this year we brought on a consultant a few hours a week to support our AA families during these challenging pandemic times. We would like to expand the hours of this person as it has proved highly valuable in creating a safe and positive school culture for our AA families. This role would include plan to begin providing monthly meetings for our African American families that increase parent voice and provide a platform to discuss and solve important issues that impact African American students at Greenleaf, to do outreach and connect to our AA Middle School families. Our focus is to engage our African American families in a way that feels authentic, useful and culturally relevant to them.

Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
\$22,000.00	Family Engagement Coordinator - To support engagement with our AA students/families to increase participation in workshops. Increase AA student/family engagement, increase enrollment/retention of AA students in Middle School.	Increase in African American MS students report on CHKS that they feel connected to the school .
\$5,238.00	African American family committee - Extended Contract for three teachers to support planning and execution of monthly family nights for our AA families.	Increase in African American MS students report on CHKS that they feel connected to the school .

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
Budget Total (must add up to Anticipated Grant Amount)	\$

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

Our Measure G1 monies were not all spent for a few reasons. Primarily, a few field trips were cancelled due to COVID. We also had issues with purchasing musical instruments and art supplies as some vendors were hesitant to work with OUSD. We also had the dance teacher contracted cancel.

Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

GREENLEAF TK8



Preparing for a Return to School

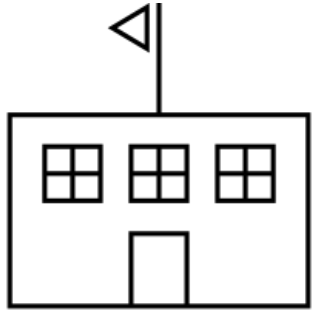
Preparando para el Regreso a la Escuela

¡Bienvenidos! / Welcome!



Agenda

- Introductions/Presentaciones
- Information Share-- Knowns & Unknowns/Compartir lo que sabemos y lo que no sabemos.
- Questions and Answers // Preguntas y respuestas



Sites

Is our **campuses** ready for students to return to in-person instruction?

Sitios

¿Está nuestro campus listo para que los estudiantes regresen a la instrucción en persona?



Team

Is our **faculty and staff** ready for students to return to in-person instruction?

Equipo

¿Están nuestros **maestros y personal** listos para que los estudiantes regresen a la instrucción en persona?



Families

Are our **families** ready for students to return to in-person instruction?

Familias

¿Están nuestras **familias** listas para que los estudiantes regresen a la instrucción en persona?



Sites

Is our campus ready for students to return to in-person instruction?

Centros

¿Está nuestro campus listo para que los estudiantes regresen a la instrucción en persona?

Greenleaf Safety Plan

Item	Complete	Scheduled
2 air purifiers in each classroom space	Yes	
Hand sanitizer at entrances	Yes	
Safety signage posted at entrances	Yes	
Supplies ordered for individual student use	Yes	
PPE delivered for staff use	Yes	
PPE packs delivered for use in each classroom	Yes	
Classroom furniture set up for social distancing	Yes	
Isolation space set up	Yes	
Social distancing signage posted throughout campus	Yes	

Preparación del campus de Greenleaf

articulo	completa	programada
2 purificadores de aire en cada aula	sí	
Desinfectante de manos en las entradas	sí	
Ventanas están funcionando en todos los espacios	sí	
Señalización de seguridad colocada en las entradas	sí	
Suministros solicitados para uso individual de los estudiantes	sí	
PPE entregados para uso del personal	sí	
Paquetes de PPE entregados para su uso en cada aula	sí	
Mobiliario de aula preparado para el distanciamiento social	sí	
Configuración del espacio de aislamiento	sí	
Señalización de distanciamiento social colocada en todo el campus	sí	



Safe Entry Procedures



Entrances

- ❑ There are 3 entrances that can be used by children. (next slide)
- ❑ Spaces have been set up for **six feet apart** for individuals waiting to enter the school for distribution.

During Entry

- ❑ Only a **single caregiver** will be allowed to come to the entrance to pick up/drop off the child.
- ❑ **Face coverings are required** if on campus.
- ❑ Use **hand sanitizer** upon entry to school.

Health Gatekeeper

Ensures that all individuals have completed symptom check questions before coming into the school

- ❑ Individuals who have *any* symptoms will be sent home based on their *responses* OR a *visual check*
- ❑ Individuals who did not complete symptom checks will be asked questions at the entrance.
- ❑ Setup hand sanitizer, extra masks, and a Chromebook to record responses in ParentSquare at the entrance table

Entradas seguras



Entradas

- ☐ Hay 3 entradas que pueden ser utilizadas por niños. (siguiente diapositiva)
- ☐ Los espacios están a seis pies de distancia para las personas que esperan recoger materiales o distribución.

Durante entrada

- ☐ Solo una persona podrá venir a la entrada para recoger / dejar al niño; no deberían entrar.
- ☐ Se requiere usar mascarilla si se entra el campus.
- ☐ Debe usar desinfectante de manos al ingresar a la escuela.

Guardian de Salud

Asegura que todas las personas hayan completado las preguntas de verificación de síntomas antes de ingresar a la escuela.

- ☐ Serán enviadas a casa según sus respuestas O una revisión visual a los que presentan síntomas.
- ☐ Se harán preguntas en la entrada si no completaron las verificaciones de síntomas antes de llegar.
- ☐ Habrá desinfectante de manos, máscaras adicionales y un Chromebook para registrar las respuestas en ParentSquare en la mesa de entrada.

7th & 8th Grade Entrance

TK-1 Students 7th & 8th Students

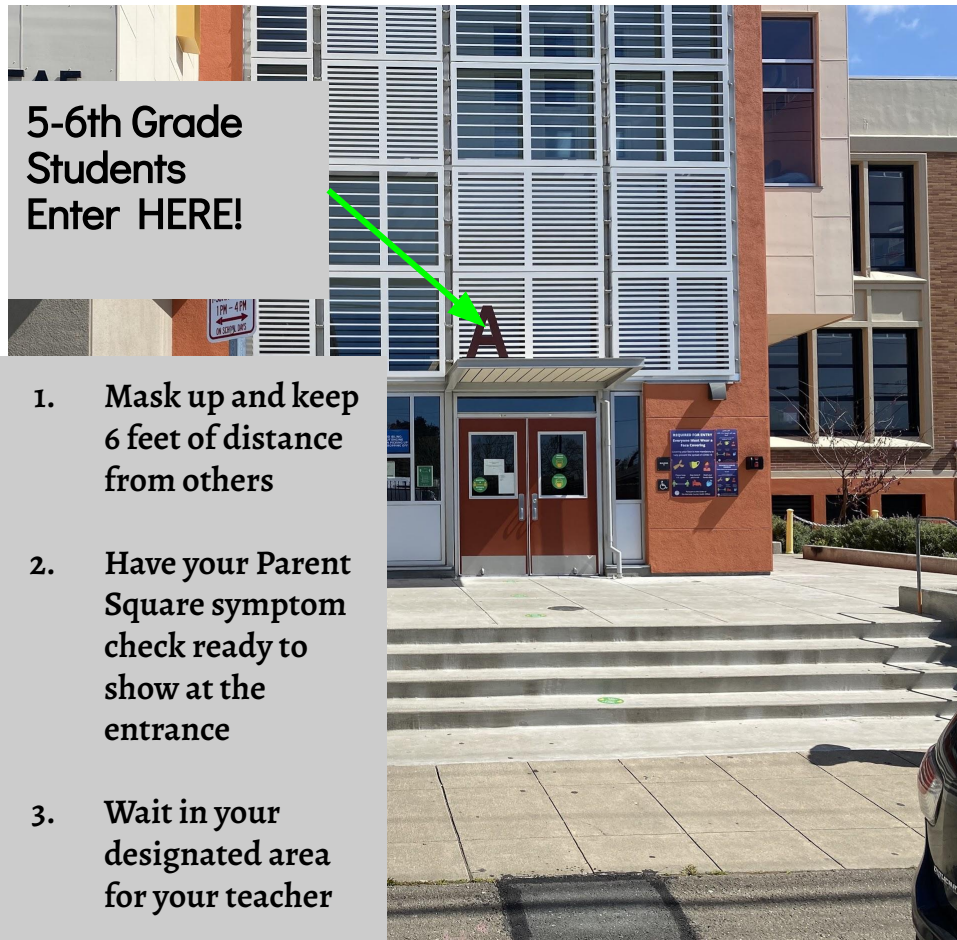
1. Mask up and keep 6 feet of distance from others
2. Have your Parent Square symptom check ready to show at the entrance
3. Wait in designated area for your teacher



6th Grade Entrance

5-6th Grade
Students
Enter HERE!

1. Mask up and keep 6 feet of distance from others
2. Have your Parent Square symptom check ready to show at the entrance
3. Wait in your designated area for your teacher



Uniforms



Navy / white
shirt

Khaki colored
bottoms

NEW PROPOSED Afternoon
In-Person Small Group Schedule 4/19

	Arrival	Departure Window (Teacher Supported)
Middle School in person is WEDS only	9:00am (6th Grade Enters/Departs Main lobby) (7th & 8th Priority Students Enter/Depart Breezeway)	1:30pm

6th Grade Schedule

Times	Cohort A - McDonald	Cohort B - Eusterbrock
9:00-9:30	SEL	SEL "homeroom"
9:30-10:15	In-Person Academic Support (HW/Asynch focus) - Cohort A	In-Person Academic Support (HW/Asynch focus) - Cohort B
10:15-11:00	In-Person Academic Support (HW/Asynch focus) - Cohort B	In-Person Academic Support (HW/Asynch focus) - Cohort A
11:00-11:30	ADVISORY	
11:30-11:45	Teacher Duty Free Lunch <u>Support Staff Needed</u>	
11:45-12:30	SEL - Group A **1st 15 min covered by support staff**	Students in Elective Teacher prep **1st 15 min covered by support staff**
12:30-12:45	Brain Break	
12:45-1:30	Students in Elective Teacher prep time	SEL - Group B

7th Grade Schedule

In-Person Learning Schedule (Wednesdays)			
		Tam	Coats
9:00 - 9:45	Attendance, SEL	CAU	SFSU
9:45 - 10:30	Academic Support		
10:30 - 11:00	Lunch/Recess (Support Staff Needed)		
11:00 - 11:30	Advisory	SFSU	CAU
	15-min Activity		
11:45 - 12:30	Elective/Intervention		
	15-min Brain Break		
12:45 - 1:30	Elective/Intervention		

8th Grade Schedule				
9:00 am - 9:15 am	Homeroom - Check-in, announcements, relay day's schedule			
9:15 am - 10:00 am	Science content: review science concepts, hands-on activities,			
10:00 am - 11:00 am	SEL			
11:00 am - 11:30 am	Advisory			
11:30 am - 11:45 am	Break			
11:45 am - 12:30 pm	Elective or Small Group/Snack Break			
12:30 pm - 12:45 pm	Break			
12:45 pm - 1:30 pm	Elective or Small Group/Snack Break			

STUDENT & FAMILY COMPACT

PDF

- All parents/guardians and students will be required to sign a Safety Agreement before returning to campus.
- The Safety Agreement will outline student commitments to:
 - Wear face coverings
 - Maintain 6 feet distance
 - Wash/sanitize hands
 - Complete health screener before school
 - Stay home or go home, and inform the District of positive test, symptoms, or exposure
 - Get tested for COVID-19 if required by the District

CONTRATO PARA FAMILIAS Y ESTUDIANTES

PDF

- Todos los padres / tutores y estudiantes deberán firmar el Acuerdo de seguridad antes de regresar a la escuela.
- El Acuerdo de seguridad describirá los compromisos de los estudiantes con:
 - Use cubiertas de boca
 - Mantén 6 pies de distancia
 - Lavar / desinfectar las manos
 - Completar el examen digital antes de de entrar
 - Si un estudiante tiene una prueba positiva, debe quedarse en casa o irse a casa y avisar al distrito de cualquier síntoma o exposición.
 - Hágase la prueba de COVID-19 si así lo requiere el distrito

COVID Testing

- All on-site staff, students, and volunteers are eligible for testing
- Testing access is available every week at regional testing sites
 - Staff and students should sign up for slots at the [Sign Up Genius](#)

Yellow/ Orange	Red	Purple	Purple (>14 per 100k)
Symptomatic and Response	Symptomatic and Response + Asymptomatic Testing every 2 weeks	Symptomatic and Response + Asymptomatic Testing every 2 weeks	Symptomatic and Response + Asymptomatic Testing every 1 week

COVID Testing

- Todo el personal, los estudiantes y los voluntarios en la escuela son elegibles para las pruebas.
- El acceso a las pruebas está disponible cada semana en los sitios de pruebas regionales
 - El personal y los estudiantes deben inscribirse para los espacios en el [Inscribirse a Genius](#)

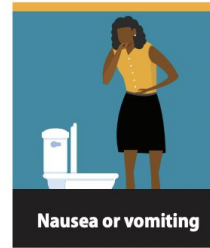
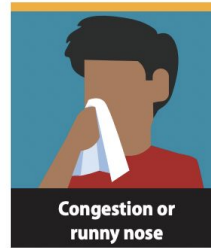
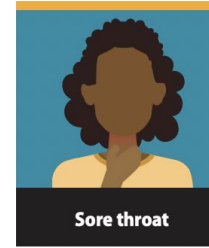
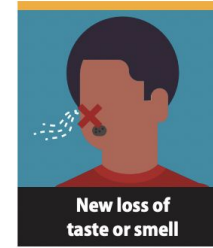
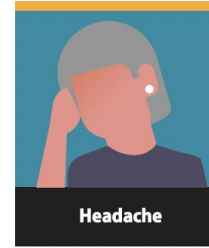
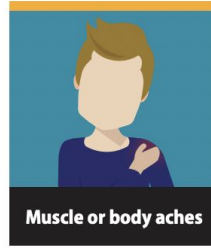
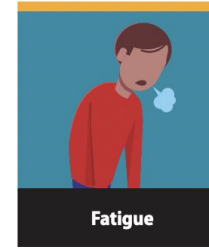
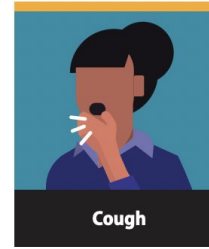
Yellow/ Orange	Red	Purple	Purple (>14 per 100k)
Symptomatic and Response	Symptomatic and Response + Asymptomatic Testing every 2 weeks	Symptomatic and Response + Asymptomatic Testing every 2 weeks	Symptomatic and Response + Asymptomatic Testing every 1 week

SCREEN FOR SYMPTOMS BEFORE LEAVING HOME



**Make sure to activate your
Parent Square account!**

www.parentsquare.com



Visual Check for all students, particularly young & non-verbal students for any symptoms.

FÍJENSE EN LOS SÍNTOMAS ANTES DE SALIR DE CASA



¡Asegúrese de activar su cuenta de Parent Square!

www.parentsquare.com



Verificación visual para todos los estudiantes, particularmente los estudiantes jóvenes y no verbales para detectar cualquier síntoma.

STUDENTS: PARENTSQUARE PASS OR ON-SITE SCREENING

Have you/your student had COVID-19 in the past 10 days?

- ☐ Yes
☒ No

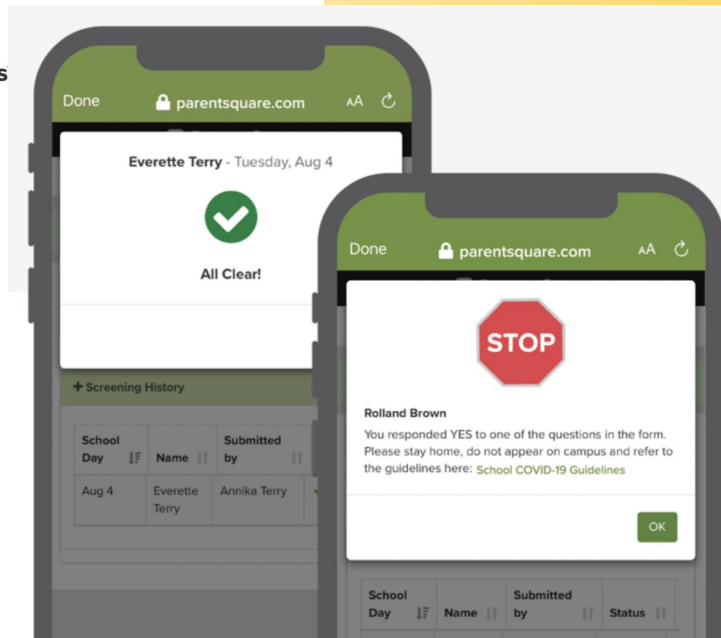
Have you/your student been exposed to anyone with COVID-19 in the past 10 days, such as a member of your/their household?

- ☐ Yes
☒ No

In the past 10 days, have you/your student had new or different symptoms of any of the following types

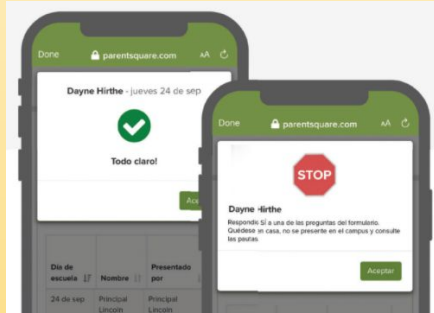
- Shortness of breath or difficulty breathing
- Fever of 100 F (37.8 C) or higher
- Chills
- Nausea or vomiting
- Muscle or body aches
- Congestion or runny nose
- New loss of taste or smell
- Cough
- Headache
- Sore throat
- Fatigue / tiredness
- Diarrhea
- Seem ill or starting to get sick

- ☐ Yes
☒ No



SUPPORTED LANGUAGES FOR PARENTSQUARE'S DAILY COVID HEALTH SCREENING (SO FAR)

Default languages offered for COVID-19 Health Screening Form - Spanish, Chinese, Vietnamese



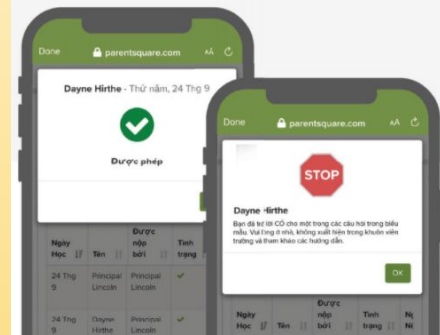
Cómo enviar una evaluación:

1. Debe iniciar sesión en ParentSquare para completar el formulario de evaluación. Active su cuenta de ParentSquare haciendo clic en el enlace en su correo electrónico o texto de invitación. También puede descargar la aplicación ParentSquare gratuita para iOS o Android. .
2. Una vez que haya iniciado sesión en la aplicación web o móvil, haga clic en el botón naranja grande "Enviar evaluación diaria" para completar el formulario.
3. Complete el formulario respondiendo "Sí" o "No" a todas las preguntas y proporcionando una lectura de temperatura (si su escuela lo requiere).



如何提交筛选结果:

1. 首先，您必须登录ParentSquare才能访问筛选表格。单击电子邮件或文本中的邀请链接，激活您的ParentSquare帐户。也可以使用iOS或者安卓系统免费下载ParentSquare应用程序。
2. 登录网页版或手机应用程序后，单击橙色按钮“Submit Daily Screening”（提交每日筛选）以访问表格。
3. 填写表格，选择“Yes”（是）或“No”（否），回答所有问题，并提供体温读数(如果您的学校要求)。



Cách gửi báo cáo sàng lọc:

1. Quý vị phải đăng nhập ParentSquare để truy cập biểu mẫu sàng lọc. Kích hoạt tài khoản ParentSquare bằng cách nhấp vào liên kết trong email hoặc văn bản mời báo cáo. Quý vị cũng có thể tải xuống ứng dụng ParentSquare cho điện thoại iOS hoặc Android.
2. Sau khi đăng nhập vào trang web hoặc ứng dụng di động, nhấp vào nút lớn màu cam "Submit Daily Screening" (Gửi báo cáo sàng lọc hàng ngày) để truy cập biểu mẫu.
3. Hoàn tất biểu mẫu bằng cách trả lời "Yes" (Có) hoặc "No" (Không) đối với tất cả câu hỏi và cung cấp kết quả đo nhiệt độ (nếu nhà trường yêu cầu).

Accounts on ParentSquare //

Cuentas en ParentSquare



ParentSquare

- Please activate your account by visiting www.parentsquare.com
 - Please download the app too!
 - You will use parentsquare to submit your child's daily health screening.
-
- Active su cuenta visitando www.parentsquare.com
 - ¡Descargue la aplicación también!
 - Utilizará Parentsquare para enviar el examen de salud diario de su hijo.

MASKS - BRING YOUR OWN, BUT THE SCHOOL HAS PLENTY.

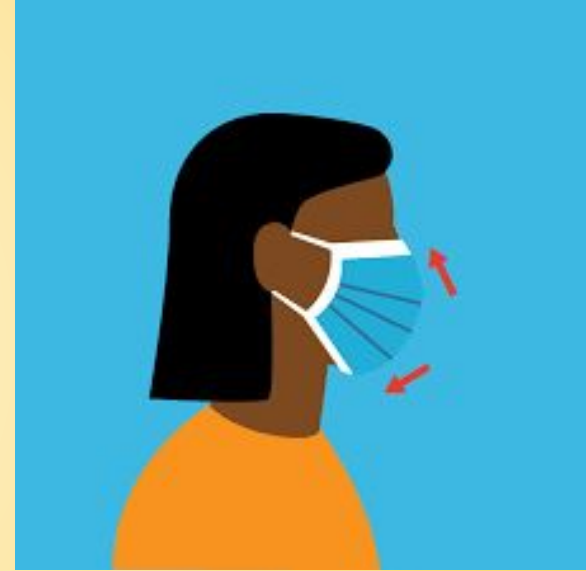
- **2-ply Cloth masks or 3-ply surgical masks**
- **Fit**
 - Cover nose and mouth
 - Snug against side of face
 - Allow for breathing without restriction
- Remove it using the sides and pull it away from your face. Don't grab the front of the mask (*this area contains germs and viruses*)
- No filter valve masks, gaiters, bandanas (*Filter valve masks do not filter exhaled air and do not protect others*)
- N95 masks should be reserved for health professionals performing aerosolizing procedures.



OUSD provides plenty!

MASCARAS - TRAE EL TUYO, PERO LA ESCUELA TIENE MUCHOS.

- **Máscaras de tela de 2 capas o máscaras quirúrgicas de 3 capas**
- Medida
 - Cubre la nariz y boca
 - Cómodo contra la cara
 - Permite respirar sin restricciones
- Quítatelo usando los lados y retíralo de su cara. No agarre el frente de la máscara (esta área contiene gérmenes y virus)
- Sin máscaras de válvula de filtro, polainas, pañuelos (las máscaras de válvula de filtro no filtran el aire exhalado y no protegen a los demás)
- Las máscaras N95 deben reservarse para los profesionales de la salud que realizan procedimientos de aerosolización.



¡OUSD ofrecen muchos!

HANDWASHING WITH SOAP OR HAND SANITIZER



- Before entering the building
- Before going to the playground and after returning from the playground
- Before eating or drinking
- After using the restroom

LAVARSE LAS MANOS CON JABÓN O DESINFECTANTE PARA MANOS



- Antes de entrar al edificio
- Antes de ir al patio de recreo y después de regresar del patio de recreo
- Antes de comer o beber
- Después de usar el baño

Signage and Air Purification

- Stickers on floors/walls marking areas to wait in line and to indicate direction of flow
- 2 air purifiers per classroom
- Doors and windows open when possible
- Air filtration systems upgraded



Signage and Air Purification

- Anuncios en pisos / paredes que marcan áreas para esperar en línea e indicar la dirección del flujo
- 2 purificadores de aire por salón
- Las puertas y ventanas se abren cuando es posible
- Los sistemas de filtración del aire actualizados



SHARED PLAY AREAS & MATERIALS

- Students may share sports equipment and classroom materials
- Students must use hand sanitizer before and after going to playground
- Numbers of students on the yard dependent upon physical capacity, staffing & the impact on our ability to maintain social distancing



ÁREAS DE JUEGO Y MATERIALES COMPARTIDOS

- Los estudiantes pueden compartir equipos deportivos y materiales de aula.
- Los estudiantes deben usar desinfectante para manos antes y después de ir al patio de recreo.
- El número de estudiantes en el patio depende de la capacidad física, la dotación de personal y el impacto en nuestra capacidad para mantener el distanciamiento social.



LIMPIEZA

- ❑ Todas las superficies de alto contacto **varias veces** al día.
- ❑ Baños y aulas **dos** veces al día.



WELLNESS SPACES

- Wellness space available if students feel ill or develop symptoms while at school. It is located in a tent on the yard and / or in a room in the lower floor of our building.
- Students will be supervised by an adult and will remain in the wellness space until they can be picked up from campus.



Wellness Hive

ESPACIOS DE BIENESTAR

- Espacio de bienestar disponible si los estudiantes se sienten enfermos o desarrollan síntomas mientras están en la escuela. Está localizado junto la oficina principal en frente de la cafetería (cuarto de psicóloga/enfermera).
- Los estudiantes serán supervisados por un adulto y permanecerán en el espacio de bienestar hasta que puedan ser recogidos del campus.



Wellness Hive

Instruction

On-campus time: Learning opportunities in classroom on school campus

- Priority for addressing student well-being (Community building, circles, socioemotional Learning, PBIS, collaborative projects)
- Opportunities for learning experiences not easily done in DL
- Whiteboard writing/word work/math
- Hands on word work/math
- Guided writing, writing revision/editing
- Time to hear the voices of students with home technology issues
- Small group instruction, talk activities

Synchronous time: Whole class direct instruction learning activities, morning check-ins to prepare students for Asynchronous work. May also include Small group learning opportunities (see example schedule to follow)

Asynchronous time: Independent Reading, online learning, response to reading/writing and other independent learning tasks

Instrucción

Tiempo en el campus: oportunidades de aprendizaje en el aula en el campus de la escuela

- Prioridad para abordar el bienestar de los estudiantes (construcción de comunidades, círculos, aprendizaje socioemocional, PBIS, proyectos colaborativos)
- Oportunidades para experiencias de aprendizaje que no se realizan fácilmente en DL
- Escritura en pizarra / trabajo de palabras / matemáticas
- Manos a la obra de palabras / matemáticas
- Escritura guiada, revisión / edición de la escritura
- Hora de escuchar las voces de los estudiantes con problemas de tecnología en el hogar.
- Instrucción en grupos pequeños, actividades de conversación.

Tiempo sincrónico: actividades de aprendizaje de instrucción directa para toda la clase, controles matutinos para preparar a los estudiantes para el trabajo asincrónico. También puede incluir oportunidades de aprendizaje en grupos pequeños (consulte el programa de ejemplo a seguir)

Tiempo asincrónico: lectura independiente, aprendizaje en línea, respuesta a la lectura / escritura y otras tareas de aprendizaje independiente

Measure G1

Measure G1

Questions/Preguntas

Comments/Comentarios