

O J A I U N I F I E D S C H O O L D I S T R I C T
B O A R D A G E N D A I T E M S U M M A R Y

MEETING DATE: June 24, 2020

FOR: Information

TITLE: Update on Reopening Plans

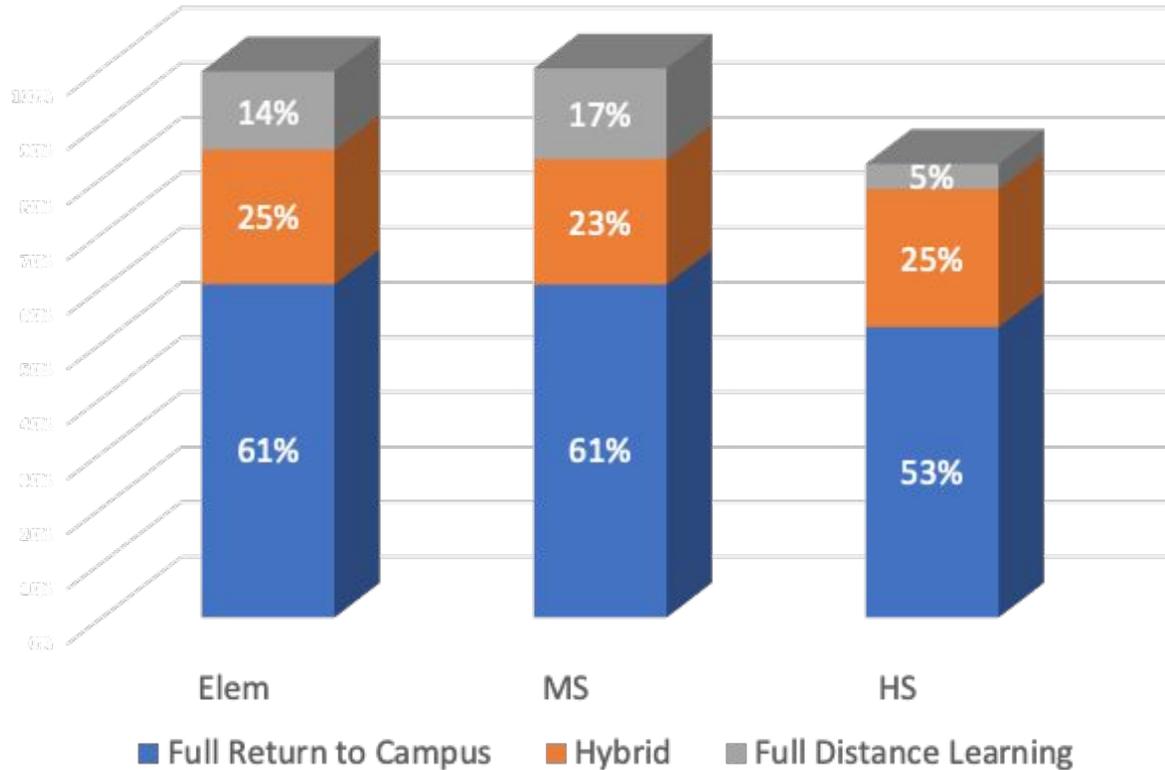
EXHIBITS: Reopening Survey Results
Distance Learning
Safety
Specialty Classes
Student Support

EXPLANATION:

Dr. Morse will provide an update on the reopening plans for the 2020-21 school year. Information will be based on plans developed by the following reopening subcommittees: 1) Bell Schedule, 2) Distance Learning, 3) Student Support, 4) Safety, and 5) Specialty Classes. Preliminary results of the parent and staff survey will also be presented.

Reopening Survey Results

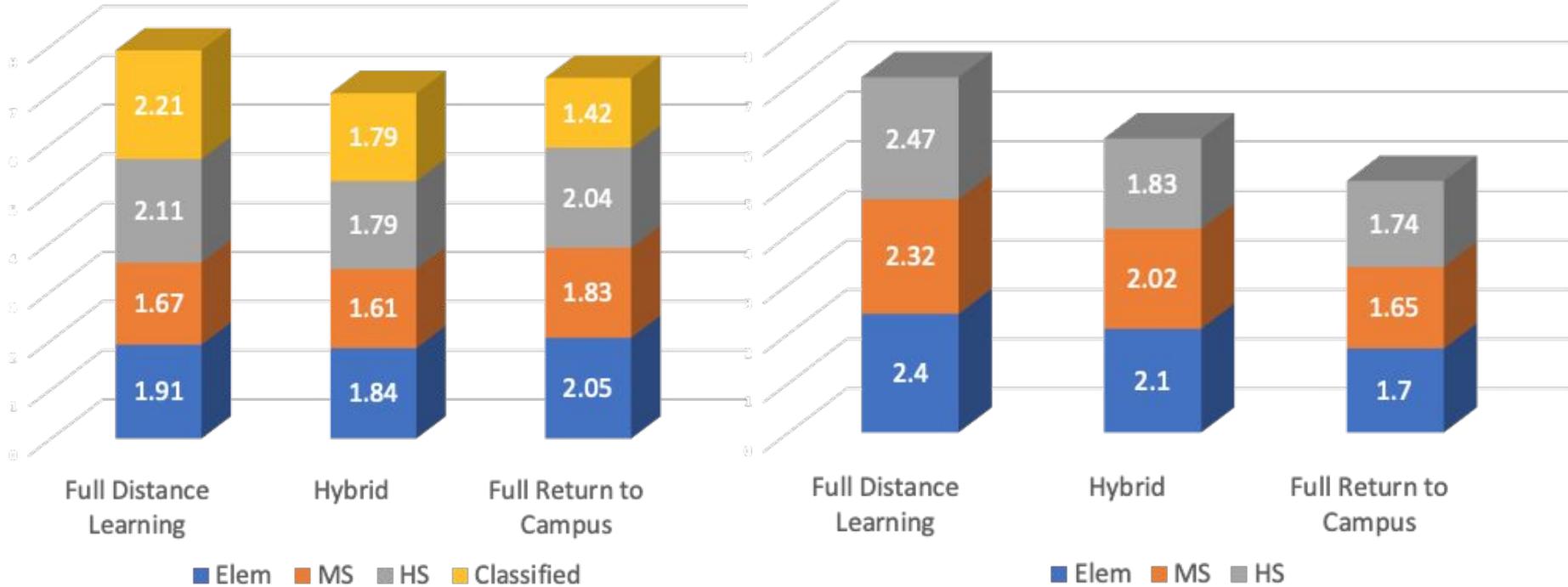
Parent's Preferred Learning Format in Fall



Fall Return Comfort Levels

Staff Averages (n=120)

Parent Averages (n=700)



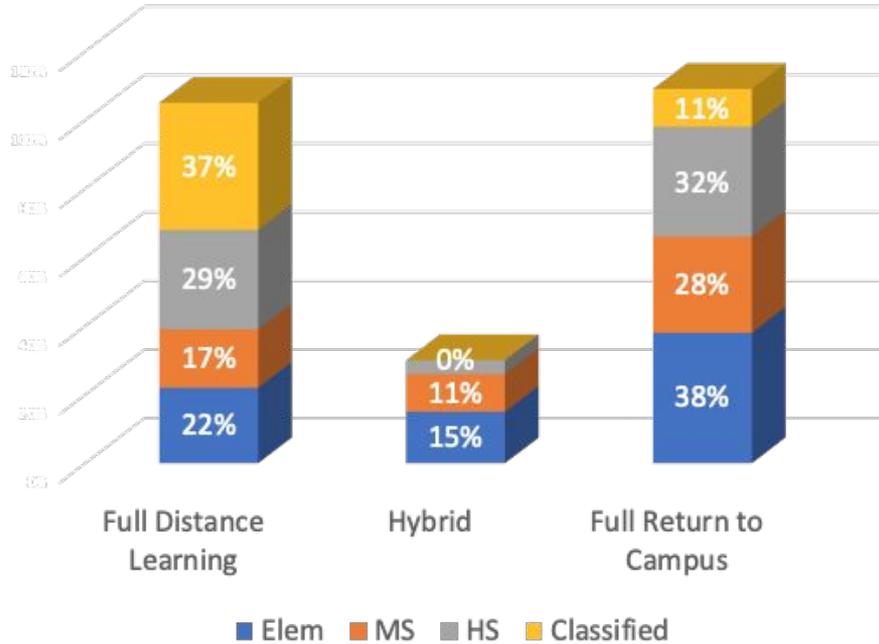
1 = Comfortable

2 = Okay with it

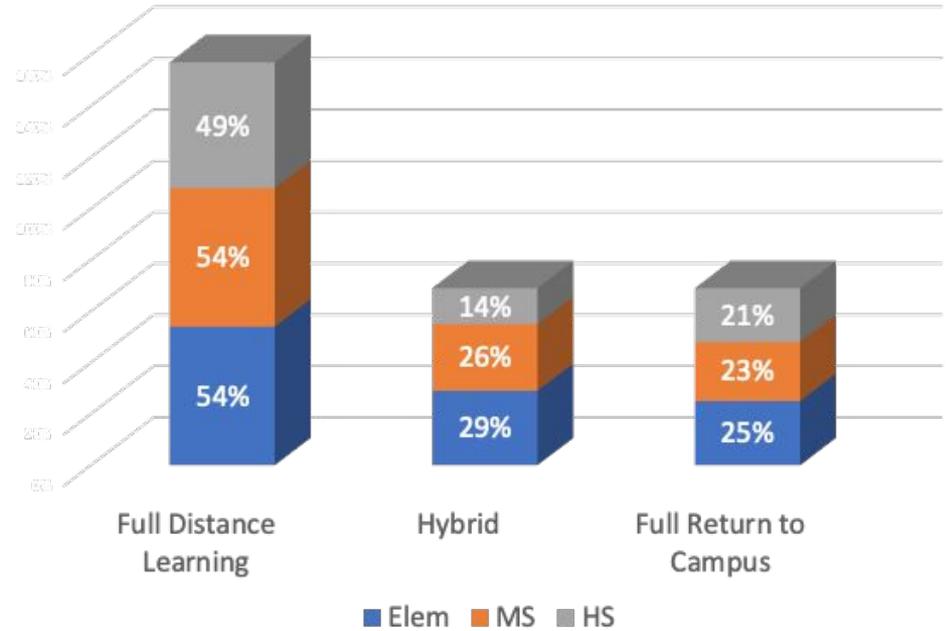
3 = Uncomfortable

Percentage of “Uncomfortable” Responses

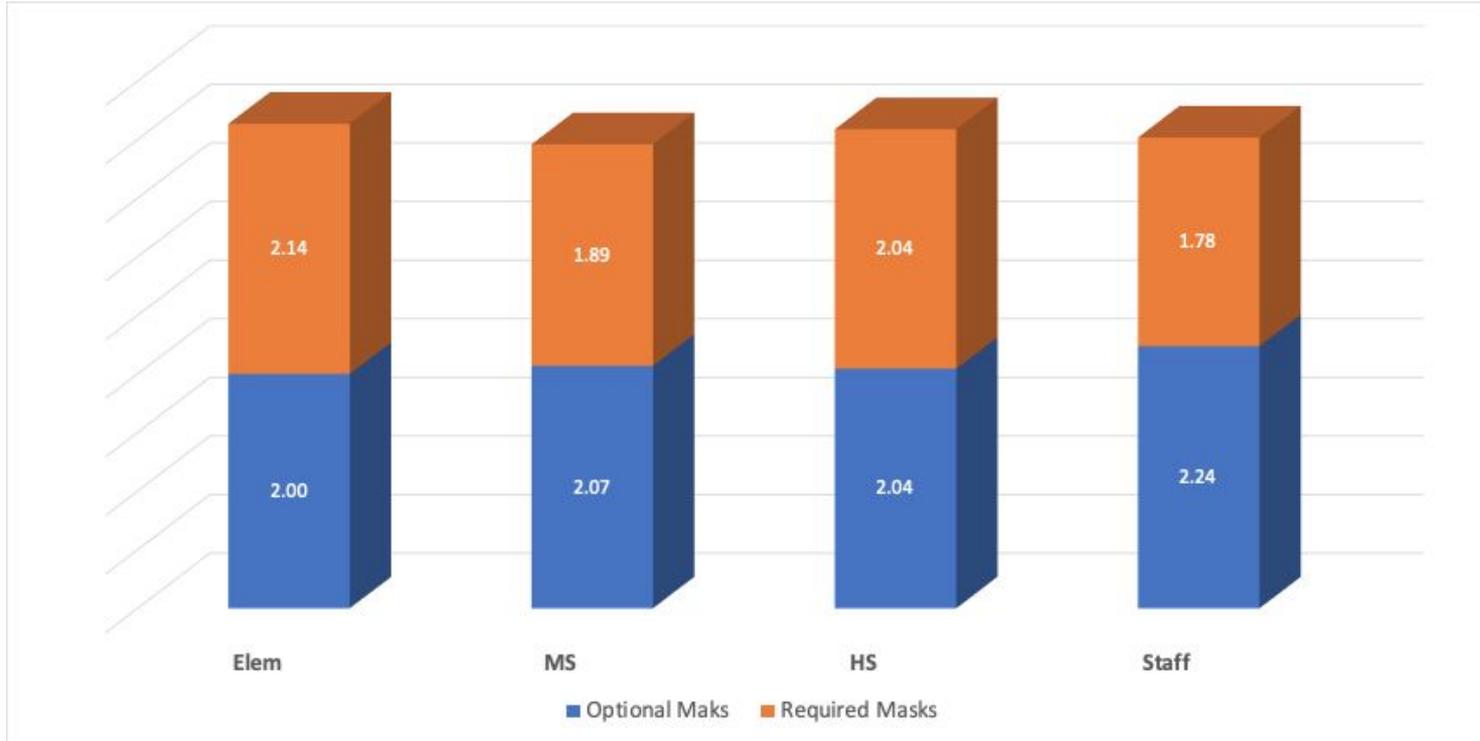
Staff Averages (n=120)



Parent Averages (n=600)



Opinions on Masks



1 = Comfortable

2=Okay with it

3=Uncomfortable

Reopening Committee

Bell Schedules

Elementary Grades 2-5

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-12:30	Group A on Campus	Group B on Campus	Group A on Campus	Group B on Campus	All Students distance learning or childcare
12:30-1:15	Lunch				
1:15-2:30	Group B Distance Learning (DL) or childcare	Group A Distance Learning or childcare	Group B Distance Learning or childcare	Group A Distance Learning or childcare	

Matilija Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Group A on Campus	Group B on Campus	Group A on Campus	Group B on Campus	All Students distance learning
Group B Distance Learning (DL)	Group A Distance Learning	Group B Distance Learning	Group A Distance Learning	

Matilija Schedule - Semester 1

MMS

On Campus Day

Distance Learning Day

8:15- 9:25	Per 1 (block)	Independent Work
9:30-9:50	Snack/Advisory	
9:55-10:15	Advisory/Snack	
10:20-11:30	Per 2 (block)	
11:35-12:15	Lunch/Per 5A(skinny)	
12:20-1:00	Per 5 (skinny)/Lunch	
1:05-1:45	Per 6 (skinny)	
1:45-2:45	Prep	
2:45-3:30	Zoom meeting/Office hours	

Matilija Schedule - Semester 2

MMS	On Campus Day	Distance Learning Day
8:15- 9:25	Per 3 (block)	Independent Work
9:30-9:50	Snack/Advisory	
9:55-10:15	Advisory/Snack	
10:20-11:30	Per 4 (block)	
11:35-12:15	Lunch/Per 5 (skinny)	
12:20-1:00	Per 5 (skinny)/Lunch	
1:05-1:45	Per 6 (skinny)	
1:45-2:45	Prep	
2:45-3:30	Zoom meeting/Office hours	

Nordhoff Year Schedule

Fall	Spring
Period 1	Period 2
Period 3	Period 4
Period 5	Period 6
Student Support Period on Distance Learning Day	Student Support Period on Distance Learning Day

Nordhoff Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Group A on Campus	Group B on Campus	Group A on Campus	Group B on Campus	All Students distance learning
Group B Distance Learning (DL)	Group A Distance Learning	Group B Distance Learning	Group A Distance Learning	

Nordhoff Daily Schedule

NHS	On Campus Day	Distance Learning Day
6:35-7:55	Period 0	
8:00-9:20	Period 1	*Scheduled Student Support
9:20-9:35	snack	Independent Work
9:35 - 9:40	passing	
9:40 - 11:00	Period 3	*Scheduled Student Support
11:00 - 11:05	passing	Independent Work
11:05 - 12:25	Period 5	*Scheduled Student Support
12:25 - 12:55	Lunch	Independent Work
1:55 - 2:40		Zoom Meetings/Office Hours



Distance Learning

All OUSD staff should:

1. Promote innovative learning solutions. Next year cannot be nor should be “school as usual”
2. Encourage a “[growth mindset](#)” for staff and students
3. Consider the social and emotional responses of students and their families in all work
4. Provide more flexibility in the school day for students and staff to spend time on areas of need

The District should:

1. Provide a common learning platform across all grade levels to ensure easy access for students and parents
2. Provide a platform for live streaming instruction
3. Provide professional development for all instructional staff on using the platform, before the end of this school year and continuing through the 2020-21 school year
4. Provide a tool for staff to call or text families using a number that is not their personal number
5. Conduct a technology needs assessment regarding video capture, live streaming instruction, etc. for staff and students
6. Create and manage a common repository of shared resources
7. Provide an Education Technology coach to assist teachers, parents, and students with distance learning needs
8. Within the schoolwide structure and baseline expectations, give teachers the maximum flexibility possible
9. Develop an attendance policy for distance learning
10. Create a team to develop best practices for online learning to be delivered to teachers before the start of the 2020-21 school year

Schools should:

1. Reduce the total course load for students at a given time without reducing credits earned in a school year
2. Build as much time as possible into the master schedule to allow teachers to develop additional skills and competencies to implement distance learning
3. Consider if “Core” Academic Courses need to be different than “Studio” courses in any way
4. Consider organizing secondary school around “houses” or “teams” to create smaller and more personal learning communities; these could be organized around an instructional focus, such as technology, the arts or the environment (outdoor learning)
5. Develop a systematic way to check-in with students and families to see how they are doing distance learning
6. Allow families to request an advisor or advocate to help with issues
7. Systematically ask and be open to receiving feedback from staff, students, families
8. Develop a plan for students who are absent to still remain engaged in learning

Instructional Staff should:

1. Deliver instruction through a combination of live online, face to face, and asynchronous methods, allowing maximum flexibility for students
2. Determine essential standards and focus instruction on these areas
3. Work in interdepartmental and cross-curricular teams whenever possible to meet the desired outcomes
 - For example, flash forward, flashback
4. Have clearly stated guidelines for student expectations while in class settings
5. When designing lessons and activities, consider the responsibilities students have as a part of their homes and communities
6. Consider flexibility as a core instructional tenant. For example,
 - Allow students to choose how they can participate and/or complete a final project
 - Allow students to access to either live or recorded lectures
7. Provide and establish routines that students and parents can become familiar with
8. Develop a systematic way to check-in with students and families to see how they are doing with this new mode of learning and receive feedback

Parents should:

1. Have access to bilingual parent trainings and education, especially before the start of the school year, to familiarize families with
 - The common educational platform
 - Tools for helping children at home
2. Be provided a common place where they can access information about students' classes, assignments and expectations

Links to further work done by the Distance Learning subcommittee:

[Elementary: Equity, Access and Intervention](#)

[Middle School: Equity, Access and Intervention](#)

[High School Equity, Access and Intervention](#)

[Level I and II tiered Support](#)

Links to Resources used in the development of these recommendations:

[New Model for Education](#)

[Unicef Guidelines](#)

[Copenhagen Reopening Plan](#)

[General Info](#)

[San Diego County Office of Education](#)

[Reopening Schools: How to get education back on track](#)

[Targeting Learning Gaps](#)

[PLC Resources](#)

[How to Reopen Schools: A 10-Point Plan Putting Equity at the Center](#)

[Harvard EdCast \(Podcast from Harvard Graduate School of Education\)](#)

[New National Standards for Quality Online Learning \(bulky - but bullet points on Online](#)

[Teaching Online Programs, Online Courses\)](#)

[Minding The Gap Webinar Recording](#)

[Maryland Together](#)



Safety

Updated 6/18/20

All OUSD staff should:

1. Follow required health protocols identified in this document
2. Receive training on workplace safety
3. Consider the social and emotional responses of students, families, and staff
4. Work collaboratively to make processes and procedures as clear and easy to follow as possible

The District should:

1. Enforce staff, visitors, and students wearing masks on campus or riding school buses **if required at the time by Ventura County Public Health, or the City of Ojai**
2. Develop a policy and plan for visitors and volunteers on campus
3. Develop a plan for thermometers and pulse oxygen testing including when testing should occur and who will be conducting testing
4. Consider if bus drivers need thermometers and should test before allowing students on the bus
5. Define protocols and create flowchart for symptoms and their escalation
6. Adopt a doctor's note protocol for students and staff such as:
 - Sent home with a fever, no testing, 14 days
 - Sent home with a fever, negative Covid-19 test, can return when 24 hours (fever free) as per current policy
 - Sent home with a fever, positive Covid-19 test but no longer contagious, need doctor's note confirming
7. Install plexiglass sneeze guards for office managers, kitchen staff and other high-contact areas, or at staff request
8. Evaluate and report on the air circulation in indoor spaces and consider air quality filters available for use, and consider increasing the frequency of filter replacement
9. Assist teachers with reorganization of classrooms and moving furniture to allow for 6 feet of distance between students (or the distance required in August)
10. Develop a policy and procedure for spaces used by the public, including consideration of rekeying locks

11. Analyze all spaces to ensure sufficient square footage for small student groups
12. Update Material Safety data Sheets to include any new COVID 19 items
13. Prioritize reflooring of Elementary schools with Measure J funds (this was already an identified project, committee recommends moving to the summer of 2020-21)

Schools should:

1. Ensure teachers/staff/volunteers have disinfectant spray and wipes and have clear procedures and training for use.*
2. Ensure an adequate supply of personal protective equipment (gloves, masks, hand sanitizer, disinfectant, soap, wipes)
3. Develop clear custodian training protocols and provide training: include plans for daily classroom and office sanitization, hourly bathroom sanitization
4. Ensure hand sanitizer is available near copiers, staff rooms, classrooms, lunch areas, labs, bathrooms, main office, and key areas around campus
5. Define an entry protocol for screening all students for elevated temperature
6. Identify isolation spaces for students with a fever
7. Develop a procedure for tardy students to check into office and be admitted into the classroom after completing a temperature reading
8. Install clear signage to ensure social distancing (for as long as required by Ventura County Public Health) in common areas including hallways, gyms, cafeterias, etc.
9. Develop a campus plan for social distancing during breaks, lunch, etc.
10. Revise and update School Site Safety Plan, protocols, and add new Covid information to site binders
11. Disable bubbler heads for drinking fountains, provide bottles or cups for bottle fill stations
12. Consider staff only restrooms(limited or designated public restrooms?)

Staff should:

1. Observe and monitor student health using clearly identified protocols
2. Be screened before beginning the work day
3. Remove items that cannot be cleaned properly (unfinished wood, porous material, rugs)
4. Develop a regular routine for cleaning and sanitization
For example:
 - Students wipe desks and items such as Chromebooks upon entry
 - Students wipe desks and items such as Chromebooks before and after lunch
 - Students wipe desks and items such as Chromebooks before leaving for the day
5. Monitor and ensure students' use of hand sanitizer/hand washing entering the classroom
6. Develop classroom plans that allow for 6 feet of spacing between students

Parents should:

1. Update emergency contact information before attending school
2. Receive parent trainings and education, especially before the start of the school year, to familiarize families with protocols and expectations
3. Be informed of any changes in procedures and protocols
4. Equip students with items that will help them throughout the day, such as a water bottle
5. Keep kids home if they are sick or showing symptoms of illness
6. Have arrangements in place to pick up students as soon as possible from campus if they are ill

Links to Resources used in the development of these recommendations:

[Copenhagen Reopening Plan](#)

[San Diego County Office of Education](#)

[CDC Guidance](#)

[Other Guidance](#)



Specialty Classes

(Physical Education, Visual and Performing Arts, “Studio Classes,” Career and Technical Education)

All OUSD staff should:

1. Consider the impact of movement and creative outlets as essential in emotional health, especially in this time of heightened screen time.
2. Work to maintain the relationship of specialty programs with parents and community
3. Ensure that specialty programs are robust, even in distance learning, to provide the connection to school identity and affiliation

The District should:

1. Develop a plan for the community use of indoor OUSD facilities, including Matilija and Nordhoff facilities, when classes are in session.
2. Develop a plan for the community use of outdoor OUSD facilities, including Matilija and Nordhoff facilities, when classes are in session.
3. Evaluate all indoor spaces for air circulation

Schools should:

1. Within a block schedule, consider having specialty classes as year-long “skinny classes” to retain relationships to school and program community
2. If that is not feasible, develop other ways for programs to retain year-long relationships with students
3. Develop a system of universal sign-up for gym, cafeteria, outdoor areas, parking lot, etc.
4. Prioritize specialty classes for the use of outdoor spaces

Instructional Staff should:

1. Shift curriculum planning to emphasize units that reduce contact
2. In movement classes, consider assigned spaces where students participate in class
3. Eliminate the use of the locker rooms until regular learning conditions return
4. Consider use of outdoor spaces as much as possible
5. Consider indoor non-performance activities as appropriate
6. Hold small group parent meetings where parents interact to understand our programs at the start of the year (Music, Dance, AP Art, secondary PE)
7. Consider developing methods for specialty classes to integrate identified Student Supports

Parents should:

1. Have access to training and education on expected protocols for in-person class attendance, participation, and online engagement
2. Ensure their students are prepared by wearing appropriate clothing to school for movement and artistic activities (in lieu of locker room use)

Students should:

1. Expect to conduct themselves with honesty and integrity as in typical school settings
2. Anticipate schoolwork that is both process-oriented and outcome-oriented
3. Anticipate the quality of work completed for online activities to be comparable to the quality of work expected in classroom settings

[Reference slides from Specialty Committee research / planning](#)

Links to Resources used in the development of these recommendations:

[U.S. Task Force on Dancer Health](#)



Student Support

All OUSD staff should:

1. Consider the social and emotional responses of students and their families
2. Consider the language and communication needs of students and families
3. Consider the safety and physical need of students and families

The District should:

1. Address barriers to communication (including language and technology)
2. Develop safety and health protocols for home visits
3. Develop a protocol to ensure Teachers, Staff, and Parents are offered resources including virtual trauma training
4. Refine the Help form to include options for short-term counseling
5. Regularly send out [Help form](#) listing all options for support
6. Increase outreach of Family Fund Services:

For ongoing physical and safety needs, OUSD's Family Fund is the central point to provide support with

- Bikes/transportation (trolley tokens from city),
 - Clothing
 - Health care and medical testing
 - Meals and food
 - After-school care funding
 - Field trip funds and
 - Sports/Athletic Team Funds.
 - School supplies (backpacks, etc.)
 - Devices
7. Provide families technical support during distance learning
 8. Form a Student Advisory and a Parent Advisory group to ensure students and parents have a voice
 9. Establish Social and Emotional Learning (SEL) curriculum at Nordhoff High School*

Schools should:

1. Connect with parents who may not have indicated language preference
2. Deploy Social and Emotional Learning curriculum across all grades/schools, even during distance learning
3. Consider a plan for using our Mental Health staff to hold Community circles (restorative justice) and safe spaces for families, even in distance learning
4. Make restorative justice training available for staff, teachers, and parents. Community circles may be led regularly by teachers, with training and resourcing from support staff
5. Determine a plan for making homework and tutoring support **available proactively** to students whose parents are working and/or unable to help the student for a variety of needs. Group recommends using the **Learning Lab** model at Chaparral, possibly making appointments online.
6. Create a database of families in need and assign a liaison
7. Establish a process for reaching students who are absent or not participating

Staff should:

1. Have access to crisis counselors for consultation
2. Have access to virtual Social and Emotional Learning and trauma-informed practices/classroom training

Parents should:

1. Have access to deployed Social and Emotional Learning tools such as **Toolbox and Second Step** resources, as well as newly-established high school Social and Emotional Learning curriculum

Links to Resources used in the development of these recommendations:

[SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#)

VCOE Meaningful Mondays Mini Series-Trauma-informed Practices

[Ojai Unified School District](#)

[Supporting LGBTQ](#)

Supporting students as they return: academically, emotionally: [Five ideas for helping students catch up when they return to school](#)

School counselor toolkit: [Virtual High School Counseling | American School Counselor Association](#)

SEL Resources: [SEL RESOURCES FOR VIRTUAL CORE CURRICULUM](#)