



Reopen & Redesign

Conejo Valley Unified School District

Oversight Committee

May 29, 2020

Purpose of Presentation

- Reopen and Redesign Guideline Principles
- Reopen and Redesign Survey Results
- Reopen and Redesign Committees
 - Structure
 - Feedback
 - Oversight Committee Outcomes
- Draft COVID-19 Response Instructional Model Options
 - Review physical space calculation
- Long Term Instructional Model Options
- Next Steps
- Questions

Reopen and Redesign Update

Guiding Principles

Health & Safety

- Focus on safety is our top priority
- Follow state and local public health guidelines

Engagement & Achievement

- Sustain students' interest and motivation
- Grading and attendance accountability
- Adapt teaching to fit the learning environment for all students

Social Emotional Wellness

- Provide social emotional learning and resources to support student mental health
- Build positive social interactions

Access & Equity

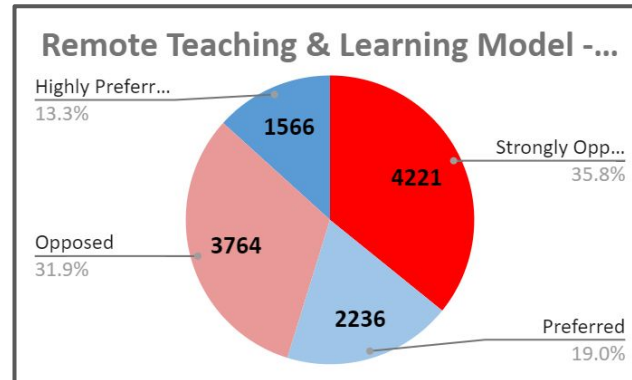
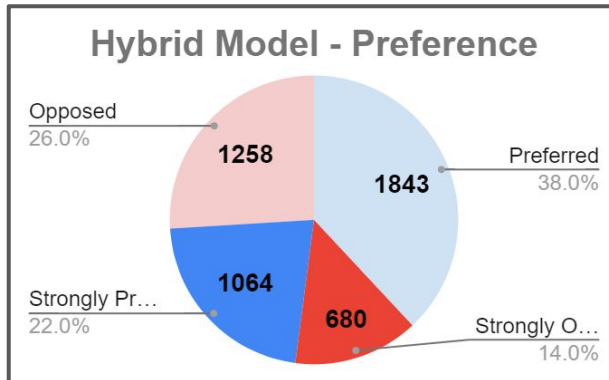
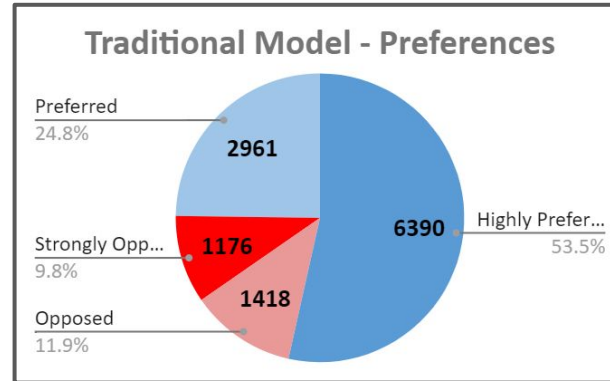
- Embrace diverse students and families
- Account for varying resources and supports at home

Survey Analysis

Survey Analysis

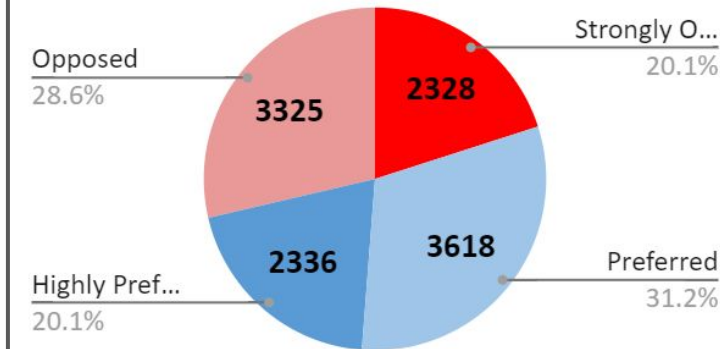
- **12,183 families** completed “Fall 2020” Family Survey from May 15th to May 20th. Surveys were received in English and Spanish.
- **4,845 students** (Grades 5-11, Post-Secondary) completed “Fall 2020” Student Survey from May 15th to May 21st.
- **766 certificated staff** and **670 classified staff** completed “Fall 2020” Staff Surveys

Family Survey Analysis

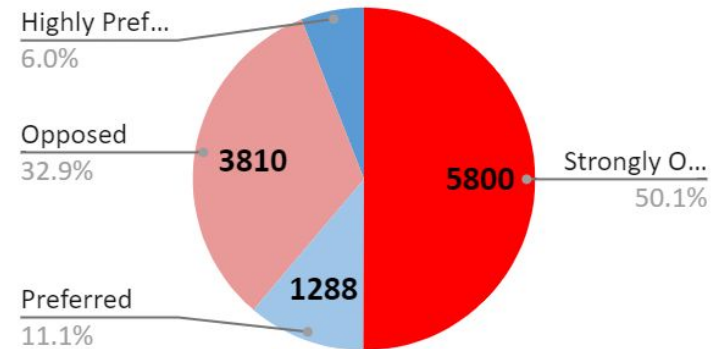


Family Survey Analysis

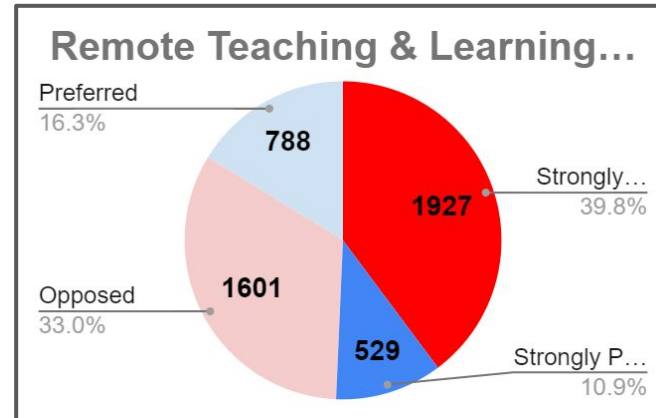
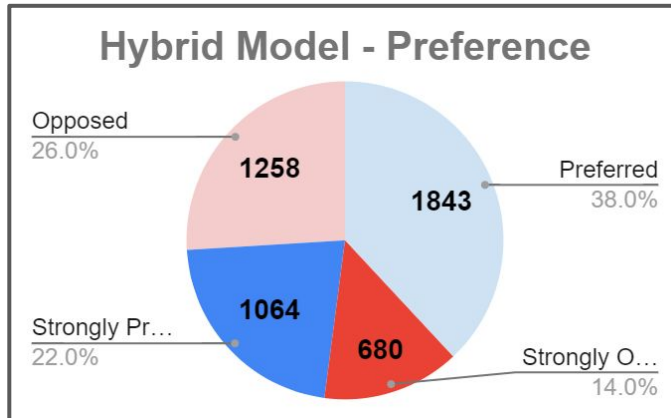
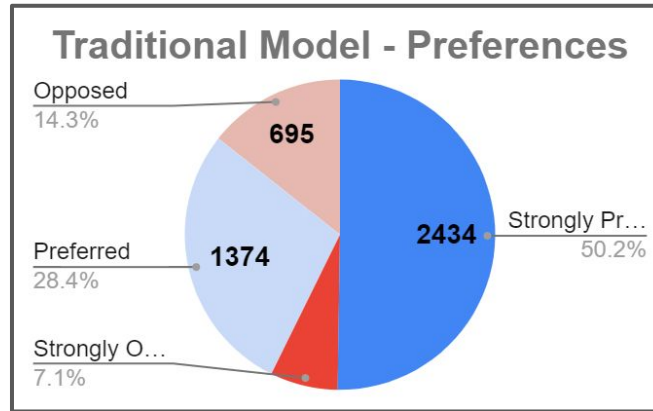
4 days at school; 1 day remote



1 day at school; 4 days remote

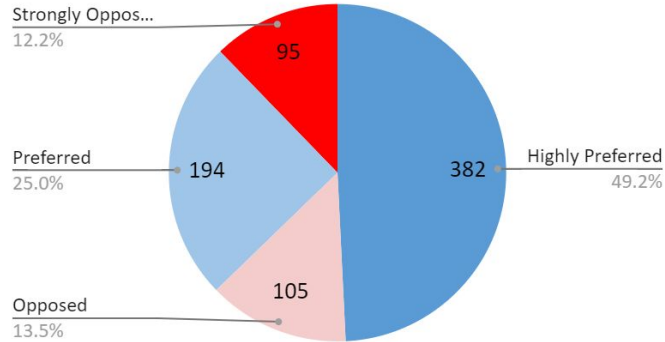


Student Survey Analysis

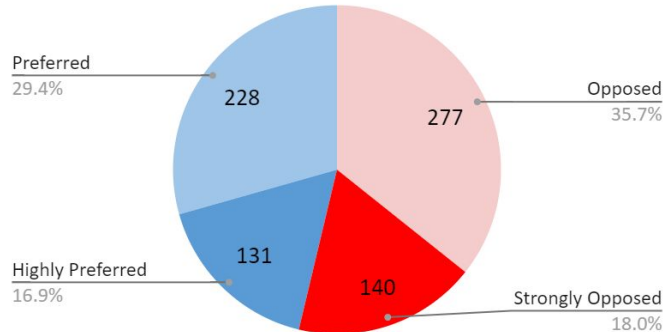


Certificated Staff Survey Analysis

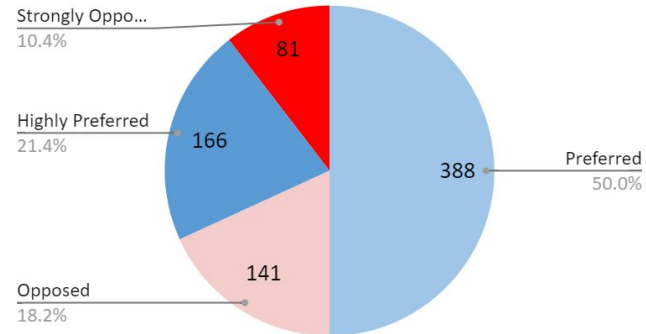
Traditional Model: All CVUSD Certificated St...



Remote Teaching & Learning Model: All CV...



Hybrid Model: ALL CVUSD Certificated Staff



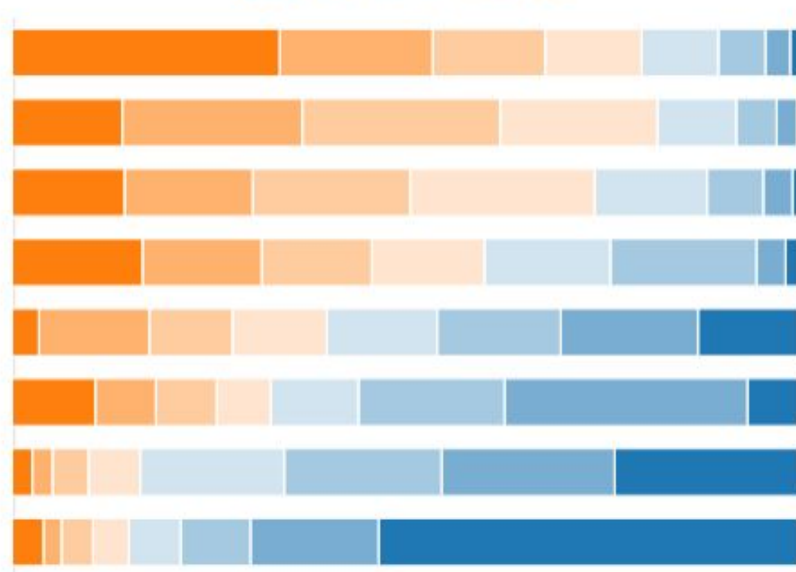
Classified Staff Survey Analysis

Please prioritize the safety measures in the order of importance:

Rank Options

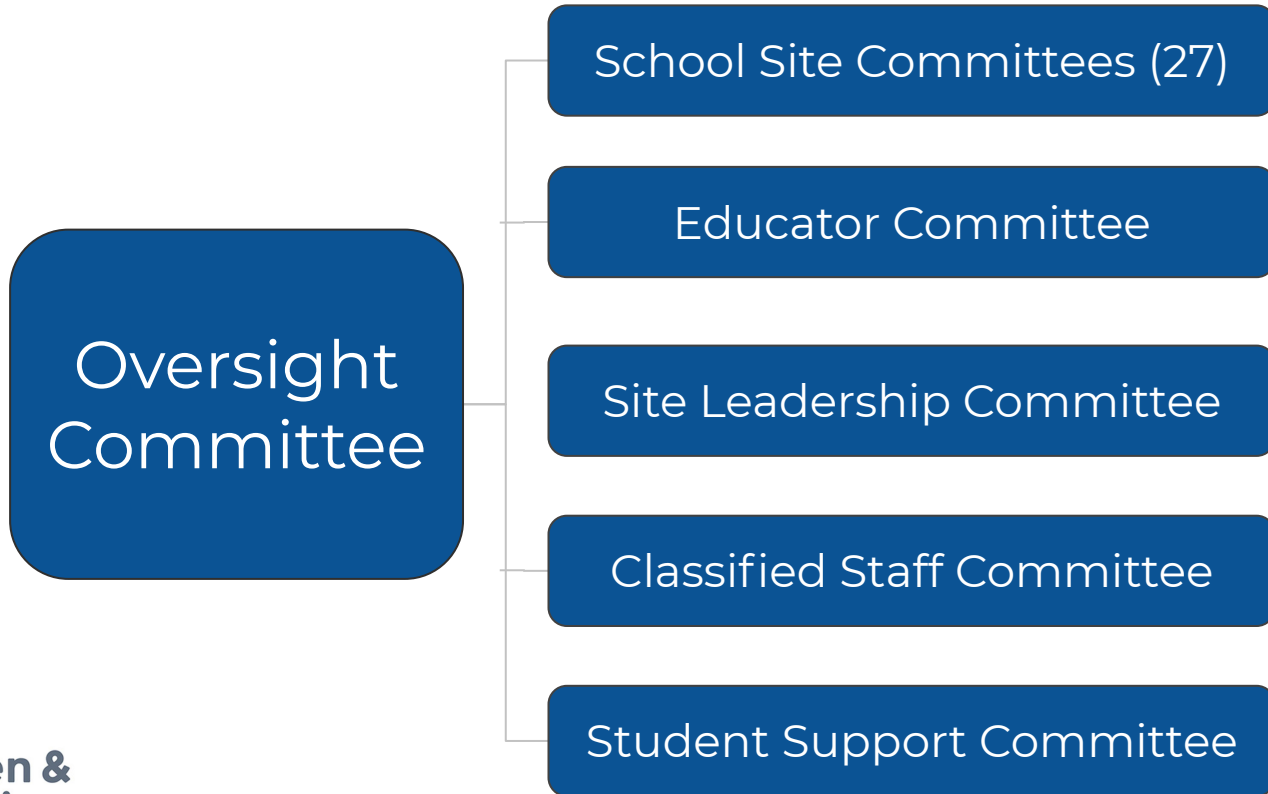
- 1 MASKS: Wearing masks in the ...
- 2 HYGIENE: Frequent hand wash...
- 3 SOCIAL DISTANCING: Worksp...
- 4 CLEANING PROTOCOLS: disinf...
- 5 GLOVES: Wearing gloves in th...
- 6 HEALTH CHECKS: Temperature...
- 7 CLEAR SHIELDS ON COUNTER...
- 8 EMPLOYEE SURVEYS: regularly...

First choice  Last choice



Committee Input

Purpose and Structure of Committees



Student Support Committee

- Expressed concern for meeting the mental health and social-emotional needs of our students, as we anticipate many students will require supports in these areas as a result of the pandemic
- Expressed concern for maintaining safety and social distancing guidelines with students, particularly our younger students and those with unique needs that make social distancing and wearing masks a significant challenge
- Shared concern for staff safety in classrooms and common areas such as copy rooms, as well as for staff mental health and well-being
- Requested that consideration be maintained for students with unique academic, behavioral, or health needs, as well as those in specialized programs
- Discussed anticipated challenges with maintaining student academic engagement when many families have unique barriers to contend with (e.g. loss of income, food or housing insecurity)
- Asked that the ability to provide breakfast and lunch to socioeconomically disadvantaged students remain a priority regardless of chosen model of instruction/learning
- Requested that staff professional development and parent trainings be provided to better understand and operate within new models specific to health requirements (e.g. shall remain at home if feeling sick)
- Expressed importance of maintaining clear and consistent communication with families and staff

Educator Committee

- Feedback on how the instructional options were named
- Needs of each grade-span are different - structured the convo as such
- Strongly support traditional grading and attendance - as we move away from emergency distance learning
- Parent training on online platforms and how to support remote teaching and learning
- Choose the instructional option they teach next year
- Increased child care options for teachers and staff
- Concerns about meeting the needs of special populations with remote teaching and learning
- Support a consistent online platform by grade-span
- Want paid platforms and subscriptions to online resources
- Challenge to ensure health/safety guidelines are met and depends greatly on the age and development of students
- Questions regarding health and safety protocols for students and staff
- Want additional committee meetings

Classified Staff Committee

- Notify parents/staff of safety precautions/protocols. Set up hand-washing/sanitizing stations throughout campus. Ensure bathrooms are well stocked. Teach students how to properly wash their hands. Practice social distancing.
- Add signage around campus with reminders of hand washing/social distancing. Have floor signs designating 6 feet apart in front of common areas.
- Continue to have mobile sites to distribute lunches to students participating in distance learning or on a compacted schedule.
- Limit accessibility of public on campus, perhaps by appointment only. Keep doors locked. Investigate adding a buzzer system for the front office if a site does not have one already.
- Purchase protective equipment that will be available to office staff. Separate those who are ill from others who may come into the health/front office.
- Have a system for parents to sign in/sign out electronically when picking up students from childcare. Perhaps this can be done in the parking lot to avoid physical contact with other employees and students and minimize public contact on campus.

School Site Council Committees

Elementary

- Safety guidelines need to be in place, while at the same time ensuring that school is a positive place for students.
- Access and equity for all students
- More teacher student interaction and meeting socio-emotional needs of students

Middle School

- Families want flexibility and options
- Consistent, effective communication to families is necessary
- Social emotional needs are critical

High School

- Return of live instruction is critical to maintaining culture
- Safety Protocols need to be communicated and followed
- Grading Policy must be clear and hold students accountable
- Integration of instructional learning models within all schools

Site Leadership Committee

- Identify number of requests/preferences from families and staff ASAP to plan accordingly. Also need clear and concise language to roll out the instructional model options and make it as flexible as possible
- Involving students with cleaning (secondary/elementary). Child care support.
- Recommend roll out of model ASAP in order to plan for staffing
- Must consider special education students, EL, & others with unique needs, coming to campus more days each week in the traditional/flexible model.
- Comprehensive SEL structure, as well as an instructional model that includes unified platforms (maybe by grade span), hybrid models infused at the sites, and flexibility for families. Meeting ALL needs.
- Email correspondence between teacher/staff and student/family is not sufficient, even for those that choose the remote model. There needs to be personal touch via voice or video.
- Create unified platforms for teachers. Perhaps one for elementary and one for secondary, or one TK-2 and one 3-12. Additional need for staff training.
- Parents and families want to identify with the culture of their own school

Oversight Committee

- **Clarify COVID-19 instructional model response options from long term instructional models**
- **Health and safety are concerns for all stakeholders**
 - **Detail safety protocols/training/materials plan**
- **Working with our Unions via negotiations and communications**

COVID-19 Response Instructional Model

Public Health Orders	Traditional Teaching and Learning	Blended Teaching and Learning	Remote Teaching and Learning
<i>COVID-19 Restrictions</i>	<ul style="list-style-type: none"> Combination of at school in person teaching and learning with at home online learning Staggered schedules 	<ul style="list-style-type: none"> SHINE (Tk-12 Homeschool) Century (6-12, minimum 2 hrs/week in-person) Independent Study (6-12, approximately 1 hr/week of in-person) Home & Hospital 	100% Remote Teaching & Learning (no in-person)
<i>Shelter at home</i>	100% Remote Teaching & Learning (no in-person)		

COVID-19 Response Instructional Model On-Campus Calculation

- Under construction

Long Term Instructional Model

Traditional Teaching and Learning	Hybrid Teaching and Learning	Blended Teaching and Learning	Remote Teaching and Learning
At-school 100%	Traditional and Remote Teaching and Learning	<ul style="list-style-type: none">• SHINE• Century• Independent Study• Home & Hospital	100% Remote Teaching & Learning (no in-person)

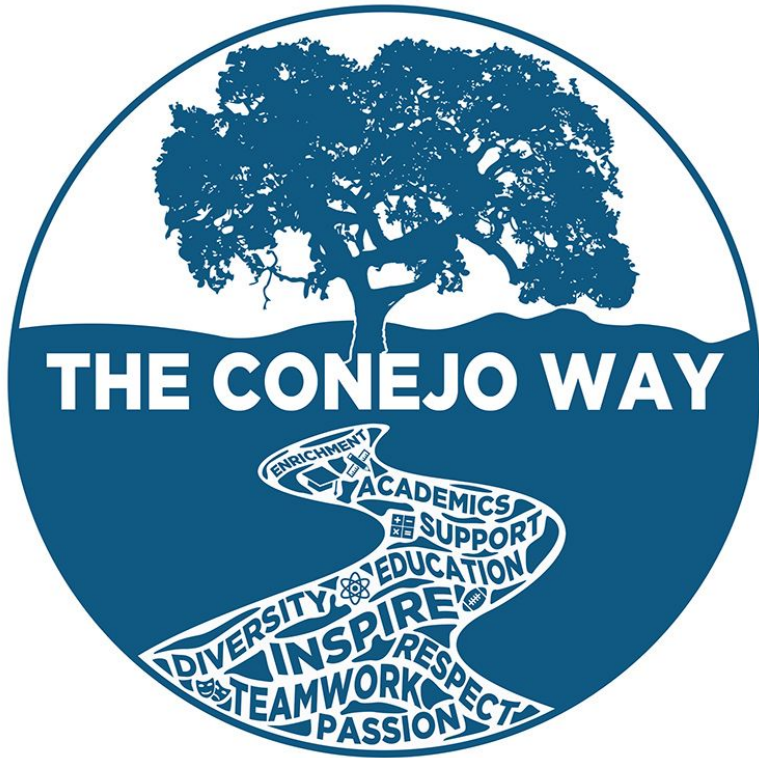
Next Steps

- **Receive input and respond to the Board Members identified pros and cons of the COVID-19 Response Instructional Model Options**
- **Reconvene Committees to share updated/edited/improved COVID-19 Response Instructional Model Options**
- **Continue to communicate with all stakeholders**
- **Work closely with our Union leadership**
- **Monitor local and state health guidelines and update plans accordingly**

Questions?



Closing



We believe ALL students deserve an exceptional educational experience filled with opportunity and choices. At CVUSD we have a right fit for every family and we believe each child has unique gifts to discover. Our schools are positive, safe and inviting learning environments. We believe in a partnership between the community, parents, students and faculty. Doing things, “The Conejo Way,” ensures ideal academic outcomes for our students as we use teamwork, relationship building, trust and accountability to together lead the way into a bright future. We will nurture your child’s passions - “The Conejo Way!”