

Comprehensive School Safety Plan SB 187 Compliance Document

**2021-22
School Year**

School: Harmony Elementary and Salmon Creek-A Charter School
CDS Code: 49707306051775
District: Harmony Union School District
Address: 1935 Bohemian Hwy
Occidental, CA 95465
Date of Adoption: February 17, 2022

Approved by:

Name	Title	Signature	Date
Matthew Morgan	Superintendent/Principal		
Mariah Lander	President, HUSD School Board		
Stacy Kalember	Chair, Site Council/Charter Advisory Board		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the front office of HUSD and on the school Website (www.harmonyusd.org).

Safety Plan Vision

Harmony Union School District is here to provide for the academic, social, and emotional growth of children in a challenging, creative and safe environment. Harmony Union School District (HUSD) will empower students to become life-long learners able to make informed decisions, become productive citizens, and responsible stewards of the environment.

In order for HUSD to fulfill our mission we must provide a safe school and define what this means. In creating and developing this plan, "Safe Schools: A Planning Guide for Action" provided by California State Department of Education was used. This document states, "Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence or psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appliance of the campus and classrooms."

It is the right of all students to attend campuses which are safe, secure, and peaceful (California Constitution, Article 1, Section 28 (c): Right to Safe Schools).

Components of the Comprehensive School Safety Plan (EC 32281)

Harmony Elementary and Salmon Creek-A Charter School Safety Committee

Matthew Morgan, Superintendent/Principal
Stacy Kalember, Chief Business Official
Suzi Heron, Office Manager
Francisco Canela, Head Custodian
Rebecca Chadwick, School Counselor
Amanda Jacobs, Head of Cafeteria/Nutrition
Elizabeth Weiss, Intervention Teacher
Morgen Lanning, P.E./Health Teacher
Missy Calvi, Data Systems Technician
Krista Gasper, Garden Coordinator

Assessment of School Safety

HUSD is a public elementary school and a converted public charter school. Harmony Elementary and Salmon Creek-A Charter School share the campus and we run seamlessly as a TK-8th grade school (TK-1st is Harmony Elementary and 2nd-8th is Salmon Creek-A Charter School).

HUSD is generally a safe environment. There may be some minor student to student incidents which are handled per the discipline plan. Disciplinary actions are recorded in the District's School Information System. Incidents are searchable by appropriate school and district personnel by category and student. In addition, on a rare occasion, there are incidents of vandalism or theft reported. In the event of vandalism or theft administration evaluates and analyzes these incidents and implements plans to make the school safer. They are also reported to the County Sheriff and the District's insurance company, Redwood Empire School Insurance Group (RESIG), which offers a reward for information leading to the arrest and conviction of the perpetrators.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

HUSD is committed to providing and maintaining a high level of safety. As a staff, we evaluate safety drills, implement optimal safe learning environments, and communicate often regarding any "safety" concerns. HUSD also has a safety committee that meets at least three times a year to review and evaluate HUSD's commitment to safety.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child abuse reporting procedures:

All school staff actively monitor the safety and welfare of all students and all school district employees are mandated reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

Child abuse must be reported when one who is a legally mandated reporter "...has knowledge of or observes a child in his or her professional capacity, or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect..." (PC 11166[a]). "Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse" (PC 11166[a][1]). Although wordy, the intent of this definition is clear: if you suspect, report.

Reports must be made immediately, or as soon as practically possible, by phone. A written report must be forwarded within 36 hours of receiving the information regarding the incident (PC 11166[a]). The written report must be submitted on a Department of Justice form (SS 8572), which can be obtained in the school office or at www.ag.ca.gov/childabuse.

Optimal Procedure:

When a case of child abuse becomes apparent or is suspected, the employee having knowledge of the abuse and the school administrator discuss the matter. Plans are developed at this time to report the abuse to the police department and to Child Protective Services immediately, by phone, and to complete a written "Suspected Child Abuse Report" as soon as possible but no later than the required three days (36 hours). Plans are developed to assure ongoing monitoring of the student. School staff members work closely with police and Child Protective Services with follow up actions as needed. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in the school office.

Employee Training Intention and Goal:

To assure that school staff members have adequate training, annual training sessions regarding child abuse reporting responsibilities are provided by the district. All school employees participate in this training, first upon initial hire and later each August. Sometimes the training is provided via the CDE on-line training module. Other times, the district will provide the training using child abuse experts or Target Solutions, an online training provided by RESIG. Written descriptions of reporting requirements and disclosure of employee confidentiality rights are also provided as part of this training. All employees are required to sign off that they understand their responsibilities in child abuse reporting. For the safety of all employees and students, annual training is held in a variety of safety and emergency preparedness issues, including child abuse reporting, Blood Borne Pathogens, Schools Emergency Management System training, SB 198 Safety in the Workplace, and Anaphylactic Shock and Severe Allergic Reactions, first aid and CPR required of all employees.

Indicators of Abuse:

Behavior Indicators of Abused Children:

Fearful or physical contact initiated by an adult Constantly alert for danger in the environment Anxious, depressed, self-destructive and aggressive Overactive, hostile
Enduring life as if in a dangerous world
Fighting back by refusing food, bed-wetting, truancy, fire setting, and withdrawal.

Behavioral Indicators of Neglected Children:

Habitually truant Tired, lethargic, listless
Hostile, aggressive, disruptive, destructive

Physical Indicators of Abused or Neglected Children

Appearance: Undernourished (or obese), unclean, poorly clothed, poor dental care General depressed demeanor, as if uncared for

Behavioral Indicators of Sexually Abused Children

Overly sophisticated, seductive, promiscuous, or run-away Withdrawal, fantasy, infantile behavior General depressed demeanor

Physical Indicators of Sexually Abused Children Venereal disease, genital pain, itching

Physical trauma bruises, bleeding in genital or anal area Difficulty in walking or sitting

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Public Employees are Disaster Service Workers

Under Government Code 3100, all school personnel are Disaster Service Workers:

Staff is required to assist as needed throughout the disaster until they are released by Emergency Command Center personnel.

During a declared disaster, school employees are required by law to serve as disaster service workers and cannot leave their school site until formally released.

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor
- Develop a plan with your family with this in mind.

SEMS: STANDARDIZED EMERGENCY MANAGEMENT SYSTEM

SEMS is a standardized approach to emergency management in California using several key concepts:

- 1) A management tool called the Incident Command System (ICS);
- 2) Mutual aid systems in which similar organizations assist each other in emergencies; and
- 3) Multiple agency coordination under which diverse organizations work together and communicate with each other.

WHY USE SEMS?

- To qualify to receive State reimbursement
- To improve coordination between response agencies
- To coordinate flow of information and resources
- To improve mobilization, use and tracking of resources

WHAT ARE THE ELEMENTS OF SEMS Key Components:

- Incident Command System (ICS) is primary
- Multi-Agency Coordination System
- Master Mutual Aid System
- Operational Areas
- OASIS

There are SIX levels of Communication:

- State Level
- Regional Level (Coastal Region)
- Op Area Level (County)
- SCOE for Information Coordination
- School District Level
- School Site Level

Key Functions:

MANAGEMENT/COMMAND OPERATIONS

NIMS: NATIONAL INCIDENT MANAGEMENT SYSTEM

NIMS is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent is to:

- Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity.
- Use an ALL-HAZARDS approach.
- Improve coordination and cooperation between public and private entities.

WHY USE NIMS

- To qualify to receive Federal preparedness and response grants
- To provide a coordinated response
- To standardize domestic incident response that reaches across all levels of government and all response agencies

WHAT ARE THE ELEMENTS OF NIMS

Key Components:

- Command and Management
- Preparedness
- Resource Management
- Communications and Information Management
- Supporting Technologies
- Ongoing Management and Maintenance

Key Organizational Structures:

Comprehensive School Safety Plan

ICS - Incident Command System
Multi-Agency Coordination System
Public Information Systems

Key Functions:

Planning/Intelligence Logistics
Finance/Administration
Management/Command Operations
Planning/Intelligence Logistics

The district maintains a disaster plan and emergency procedures that are updated annually. In addition, regular fire drills, earthquake drills, school-wide disaster evacuation drills, and lockdown drills are conducted at least once each year. Typically there is a safety drill practiced every month. When available, the local fire protection agency evaluates the evacuation drills and provides feedback regarding emergency planning. Every other year, the district offers training in CPR and first aid to all district employees in addition to annual mandatory training in child abuse reporting, Blood Borne Pathogens, Schools Emergency Management System training, SB 198 Safety in the Workplace, and Anaphylactic Shock and Severe Allergic Reactions. Emergency water and supplies are maintained on the school site and emergency supplies are kept in a secure centralized location away from any objects that might obscure access during a disaster. Each classroom and workstation has a first aid kit and a disaster bucket.

RESIG's Quick Response Guide:

Earthquake: Drop, Cover, Hold On: If Inside:

Drop to the floor and move away from the windows
Move under the closest piece of sturdy furniture
Hold on to the furniture. Place your free hand over the back of your neck
Stay under the furniture until the shaking has stopped

If Outside:

Move away from buildings, trees and wires, and drop to the ground. Cover the back of your neck with your arms and hands
Wait for direction from administration

Evacuation:

Grab emergency supplies
Escort students to evacuation site
Take roll, record names of missing students
Display Green Card: if all are present and un-injured
Display Red Card: To indicate that there are missing or injured students or staff from your room
Wait for direction from administration and/or responders

Lockdown:

Shut and lock doors and all windows
Pull draperies or close blinds and blacken any doorway windows
Do NOT open the door for anyone or peek out of the windows
Move students and staff out of the line of sight, away from windows staying low and quiet. Take roll, record names of missing students
Turn off lights. Silence cell phones
Wait for a communicate of "all clear" or you are escorted out by Fire or Law

Shelter-in-place

Shut and lock all doors and windows
Pull draperies or close blinds
Seal doors and windows if directed
Take roll or record names of those in the room
If outdoors, move to nearest building
Wait for a communication of "all clear"

Active Shooter: Run, Hide, Fight

Run: Locate threat and run away from it, know escape routes, leave belongings, keep hands visible for law enforcement

Hide: Lock and barricade doors, cover windows, close blinds, stay low to the ground, spread out if possible, be quiet; silence cell phones

Fight: Be prepared to fight, improvise a weapon, create distractions (yell, make trip hazards, throw items, turn off lights, blast fire extinguisher)

Public Agency Use of School Buildings for Emergency Shelters

School facilities may be used for emergency shelters after school responsibilities to students have been discharged and school personnel could be asked to assist. All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed
- A federal disaster declaration has been made

In the event of an emergency the Red Cross association has authority to use the campus as an emergency shelter.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Policies Regarding Actions that Would Lead to Suspension and/or Expulsion:

Student behavior management is conducted in a manner consistent with federal law, the Education Code of California, governing board policies, and district administrative rules and regulations. With regard to student discipline, school staff members adhere to the procedures set forth in the HUSD Student/Parent Information Handbook.

It is the intent of the governing board to maintain a safe learning environment for all students. Pupils attending HUSD are expected to conform to the regulations described in California State Education Code 48900 a-o and in Board Policy 5141.41. These policies are outlined in the district Student/Parent Information Handbook. Each year, these expectations are reviewed with students and students and their parents sign an agreement to follow the expectations defined in these documents.

When suspension is necessary, due process is followed. Prior to suspending a student, a school conference is held with the student and the school official who administers the suspension (the principal or designee, unless the suspension is administered by the teacher) to discuss that student's offense (except in cases when the student is not available). Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student. If necessary, a principal's conference may be scheduled before the end of the suspension period to discuss terms of returning to school with a behavior contract or to consider any further disciplinary action. When suspensions involve special education students, administrators adhere to IDEA guidelines regarding student discipline.

In cases in which the governing board has adopted a zero tolerance policy and expulsions are required, due process is again maintained. Following a referral to expel a student, a disciplinary hearing is held to review the case. Parents are notified of the hearing and invited to attend. At the hearing, both the student and the principal or designee present information relevant to the case. A disciplinary panel, which includes the district superintendent, a Safe Schools representative from the County Safe School or SARB program, and an administrator from another school district, reviews the case and makes a recommendation to the governing board. The parent is invited to present information in closed session at the governing board hearing. In cases involving special education students, a manifestation determination is held prior to the disciplinary hearing. Prior to the school board hearing, an IEP meeting is convened to address any placement changes occurring as a result of the disciplinary hearing.

The governing board further authorizes school officials to inspect school property and search students, desks, and/or personal property. School administrators must have reasonable suspicion that a student is violating or has violated a school rule, regulation, or statute. The scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Procedures used in conducting the searches are set forth in district policy. Frequently, police officers assist school officials in conducting searches and interrogations.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

As students enroll in the district, the school office manager contacts the previous school for information about student behavior and academic progress. When cumulative records arrive at the school, office managers provide teachers and administration with the cumulative folders for review. For students who are already enrolled in the school district, previous grade teacher provides information to the next grade level teacher. This information is about student behavior, academic progress, and any other information relevant to student performance.

To notify teachers of suspension as they occur during the school year, the office manager or administrator provides the teacher with a copy of the completed suspension form when the student is suspended or with verbal notification.

If/when the district receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the assistant principal and the teachers are provided with a written notice from the superintendent/principal. Copies of this notice are maintained in the school office and the district office. The law requires that subsequent teachers be informed when they have students who have been suspended for certain infractions of Ed. Code 48900. A form is used for this purpose.

(E) Sexual Harassment Policies (EC 212.6 [b])

Discrimination and Sexual harassment Prohibited:

Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited. The district updates annually and distributes to all employees and parents the policies prohibiting student-to-student sexual harassment and distributes to all employees policies prohibiting employee to employee sexual harassment. Staff members are instructed about the definition of sexual harassment and reporting procedures. Students are directed to immediately report incidents of harassment, sexual or otherwise, to an adult (parent, teacher, instructional assistant, or administrator). All reports are thoroughly investigated in a timely manner. A school administrator will determine an appropriate course of action for each complaint.

Actions may include the following:

1. Conflict resolution and discussions among the parties involved, when appropriate.
2. Student counseling and education, when appropriate.
3. A report to the police or Child Protective Services as appropriate or required by law.
4. Student disciplinary actions which may include the range of consequences in the discipline plan, including suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.
5. Employee disciplinary action as described in policy, State law, and Ed. Code.

District policy and State law related to sexual harassment of students or employees requires the following:

1. Posting the district's sexual harassment policy in a prominent location at each school.
2. Notifying the staff, students, and parents of the sexual harassment policy each school year or at the time of enrollment.
3. Including notification of the sexual harassment policy as part of any orientation materials or programs for new students or employees as they enroll or are hired.
4. Including the sexual harassment policy in school and district publications
5. Taking appropriate administrative actions to reinforce the district policy by providing staff in-service and student instruction and/or counseling.
6. Directing that teacher-led discussion be conducted on this policy with students in "age- appropriate ways" and assuring students in that discussion that they need not endure any form of sexual harassment.

Students and/or their parents and employees can use the District's Uniform Complaint Procedure to file a formal complaint of sexual harassment or they can use the form specific to sexual harassment complaints.

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Procedures for the Safe Ingress and Egress of Pupils:

The HUSD Student/Parent Handbook defines procedures for safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up. Also, safety procedures and expectations are described for those students who ride the bus, walk to and from school, or are picked-up/dropped-off at school by a parent/guardian. The District's website provides safety reminders and expectations.

During the school day, student safety is ensured by a constant monitoring of where students are through walkie-talkies and clearly articulated visitation rules. Students do not leave the classrooms to use the bathrooms without letting an adult know and are not to go other places on campus.

Visitors:

Staff members are vigilant about classroom visitors and all school guests are asked to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department is contacted.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Classroom teachers maintain classrooms which are conducive to learning. Many teachers have attended various workshops on the maintenance of suitable learning environments in their classrooms. Some classes hold weekly class meetings/community circles to address issues. A variety of other classroom management strategies are employed. Students are made aware of expectations for their behavior both in the classrooms and on the yard during a series of assemblies or other training in positive behavior support and expectations. The District Student/Parent handbook is sent home and parents review this document with their children. Students and their parents sign a code of conduct which is kept in the office for the duration of the school year. As new students enroll in the district, copies of these documents are given to their families.

Expectations:

- Be Safe
- Be Respectful
- Be Responsible

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Harmony Elementary and Salmon Creek-A Charter School Student Conduct Code

Appropriate student behavior is an integral part of a successful educational experience, and is a shared commitment between students, staff and parents. The following guidelines are based upon the need to provide a safe learning environment conducive to learning for all students. Major and/or repeated violations of school rules will jeopardize a student’s participation in extra curricular activities and could result in school suspension if behavior becomes habitual.

1. Be Safe
2. Be Respectful
3. Be Responsible

These are basic life rules and cover all the areas students need to be aware of to have a successful school experience.

The following plan is based on a belief that all students at Harmony Elementary have the right to a safe learning environment, and all teachers have the right to teach. Beyond the specifics below, it is expected that everyone at Harmony Elementary & Salmon Creek School-A-Charter School will be treated respectfully.

HUSD always strives to focus on positive behavior and to change negative behavior. Using our three guiding principles.

Good citizenship and making healthy choices are also taught within our classroom curriculum. The district utilizes research-based curriculum programs. These programs emphasize concepts such as respect, compassion, empathy, impulse control and problem solving, anger management, and making healthy lifestyle choices (age appropriate). Additionally, students are exposed to literature within the curriculum that educates them about respecting people from different cultures, races, religions, and sexual orientations.

HUSD has a progressive discipline plan that begins with each individual teacher designing and implementing a classroom management plan. Our highly qualified teachers are trained on how to change behavior towards the positive. Each teacher has his/her own system within the classroom. Teachers utilize various techniques and disciplinary consequences including restrictions from classroom activities or recess, phone calls home, trash pick-ups, detentions, etc. If a student has a pattern of inappropriate behavior, the student may be given a referral to see the principal. The referral is recorded in the student's discipline file and the principal may issue further disciplinary consequences. A single egregious disciplinary action by the student may also result in a referral to the Assistant Principal or Principal/Superintendent.

If students violate California Education Code, the principal may suspend students from school. The principal will issue disciplinary consequences at her discretion. These consequences can range from a warning, all the way to a recommendation for expulsion. Students who violate rules on the playground or during passing periods may be issued referrals or trash pick-ups from any staff member on campus. Yard-duty supervisors communicate with teachers and administrators on any violations of school rules.

If a teacher has a concern about a student that is not changing negative behavior, the teacher will call parents for a meeting to work in partnership with the parent and the principal. An informal "behavior plan" may be agreed upon by all parties so the student can successfully change behavior. If the negative behavior continues, the teacher will gather documentation and fill out an SST (Student Study Team) request. An SST meeting is a formal meeting where the teacher(s), school psychologist, administrator, and parent (s) gather to discuss additional strategies to change behavior. Formal SST notes are taken and each team member agrees to a set of actions that will help the student. During this meeting, an agreement may be made for the school psychologist to design a formal behavior plan. When the behavior plan is implemented, the team reconvenes to make sure that all aspects of the behavior plan are successfully implemented and that the student's behavior has changed.

Playground:

The playground is a place where students should be able to enjoy themselves in a safe and friendly environment. All of the Standards of Behavior apply when students are on the school campus or participating in/at a school function.

Nuisance Items:

Those items that are deemed a nuisance to the educational process and tend to disrupt others are to be left at home. Such items, if brought to school, will be confiscated and returned only to the parent of the student. Repeated offenses will be viewed as acts of defiance and subject to further disciplinary action.

Nuisance items include, but are not limited to the following items: permanent markers; water guns; balloons; cameras (other than for yearbook); rubber bands; sling shots; electronic games; toys [cars, stuffed animals, dolls, Pokémon cards, etc...]; large sums of money; glass bottles; etc. The school cannot be responsible for personal items brought to school by students. Valuable items should definitely be left at home.

Harmony Union School District students may NOT use iPods and cell phones or other electronic devices during school hours including before and after school. They may bring such items to the school office where they will be locked in a lock box. They can pick them up after school. If you need to reach your child during school hours, please call and leave message with the office. 1st time confiscated: Student may pick item up from the school office or teacher and parent will be notified. 2nd time confiscated: Student's parents may pick up from the school office. 3rd time confiscated: Student will receive an In-School Suspension for defiance and loss of school privileges (i.e. but not limited to: dances, Fun Friday, Field Trips)

- The district also has the authority to discipline the multi-offender student under Ed Code 48900(k) if it so chooses. This discipline can include in-school suspensions, at-home suspensions and expulsion, if warranted.
- The use of cellular phones and other electronics on campus during the instructional day can be disruptive to the educational process and can divert student focus from important learning and socialization activities. For that reason students are expected to demonstrate responsible behavior by keeping cellular phones and other electronics off from the time they arrive at school until they depart for home in the afternoon. Cellular phone and other electronic use are not prohibited when it is necessary for student health reasons, as determined by a licensed physician or surgeon.

Cafeteria/Lunchroom:

This should be a comfortable place, where students can enjoy their meals in a clean, calm atmosphere. Students TK through 4th grade will be asked to stay seated for at least 15 minutes to eat their lunch. 5th through 8th graders will need to stay seated for at least 10 minutes. In order to maintain an appropriate atmosphere in the lunchroom, students are asked to follow these standards:

- Report to assigned areas
- Throw litter in trash cans, appropriate recycling containers and clean up what you drop or spill
- Stay seated until release by supervisor
- Use inside voices when talking to others

Outdoor Education/Overnight Trips: Students are not automatically eligible for attendance at the Outdoor Education trip/Overnight trips due to the nature of the trips and its demands on adult supervision. We are very serious with regard to the cooperation and respect expected from the students who participate. Harmony Union School District reserves the right to determine student eligibility to attend this and other special trips based on the following criteria:

- Trustworthiness
- History of acceptable & reasonable behavior in school
- Discipline record overall

Excluding extreme circumstances, students will be notified of their ineligibility at least two weeks prior to the trip. Ineligible OR non-participating students must attend school.

Harmony Union School District has adopted the following Life Skills as the foundation to our work with each other. These Life Skills are core attitudes, behaviors, and values that determine a student's academic and personal success in school and beyond.

Life Skills:

CARING - showing concern for others

COMMON SENSE - using good judgement

CONFIDENCE - feeling able to do it

COOPERATION - working with others to reach a goal

CURIOSITY - wanting to learn or know about a full range of things

EFFORT - working to do your best at all things

FLEXIBILITY-changing plans when necessary

FOLLOWING DIRECTIONS - keeping your mind on steps to complete a task

INTEGRITY - Being honest and standing up for your beliefs

INITIATIVE - moving into action on your own

MATURITY - ability to control your actions

MOTIVATION - wanting to move forward

ORGANIZATION - keeping things in an orderly, readily usable way

PATIENCE - waiting calmly for someone or something

PERSEVERANCE - completing what you start no matter what happens

PROBLEM SOLVING - putting what you know and what you can do into action

SAFETY - making sure that your actions are safe for everyone

RESPECT - showing consideration for others

RESPONSIBILITY - being accountable for what you do and say

RISK - taking on new challenges to improve yourself

TEAMWORK - working together in a united effort

TRUST- believing in another person or thing

(J) Hate Crime Reporting Procedures and Policies

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement. Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan will be reviewed by the Safety Team, Site Council and School Board annually. Evaluation and Amendments will be conducted at the Safety Plan Team meetings. Approval of final draft with the Safety Team will precede review by the Site Council. After Site council review and remittance for edits by the Safety Team, and Site council adopts revised submission, the document will be forwarded to the board for approval.

Emergency Contact Numbers

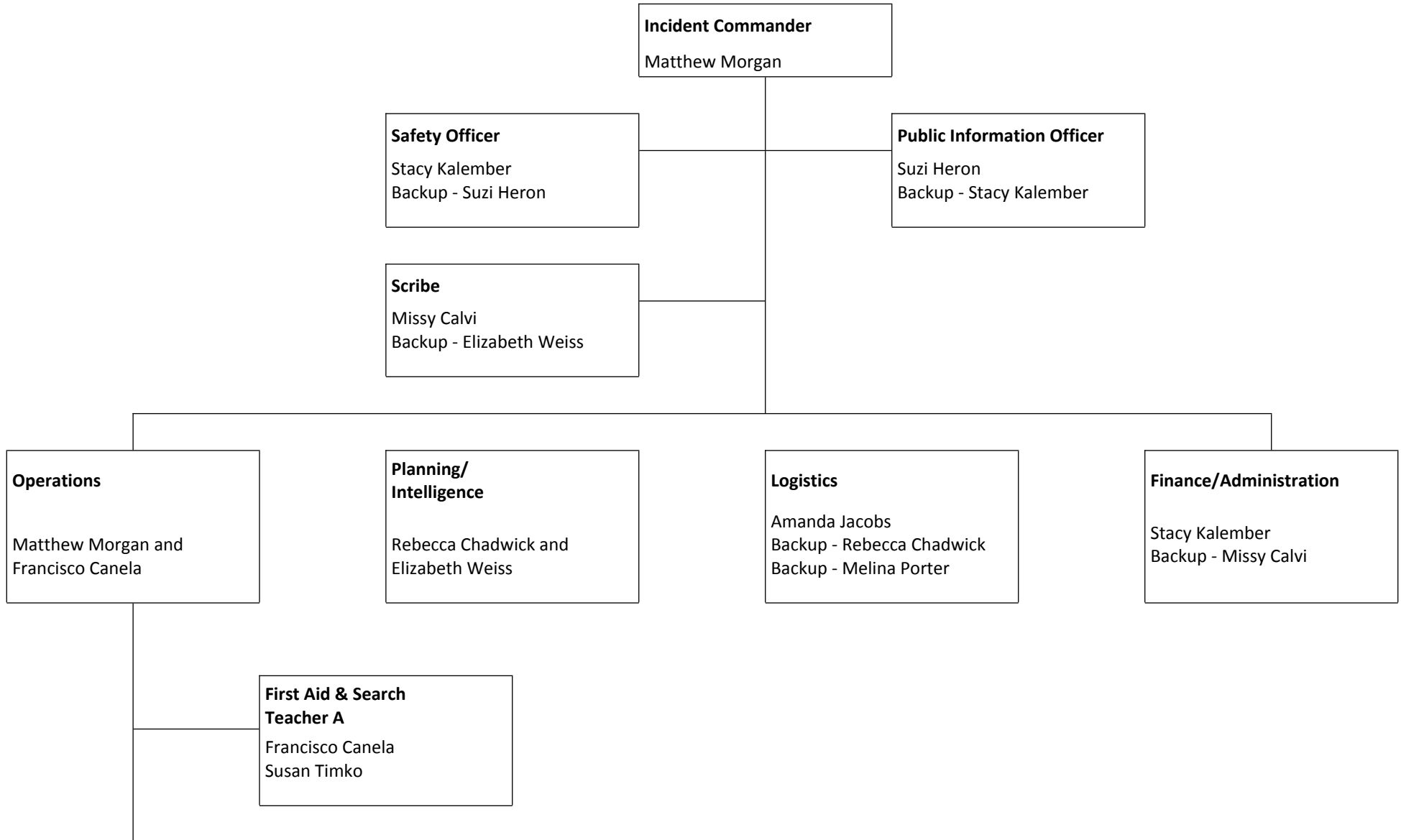
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Sonoma County Department of Emergency Services	707-565-1152	
Law Enforcement/Fire/Paramed ic	Sonoma County Sheriff	707-565-2511	Sub Station 869-2121
Law Enforcement/Fire/Paramed ic	Gold Ridge Fire Department	707-823-1084	
Law Enforcement/Fire/Paramed ic	Highway Patrol Info. Line	707-588-1400	
Public Utilities	PG&E	1-800-743-5002	
American National Red Cross	Sonoma County Chapter	707-577-7600	
Public Utilities	CalTrans	1-800-427-7623	
City Services	Sonoma County Department of Health Services	707-565-4400	Information
City Services	Health Service Communicable Disease Reporting	707-565-4567	
Other	Sonoma County Office of Education	707-524-2600	Redwood Empire Schools' Insurance Group: 707-836-0779

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Reviewed and Approved Annually by Site Council/Charter Advisory Board	December 2018	December Board Meeting
Reviewed and Approved Annually by HUSD School Board	January 2019	January Board Meeting
Reviewed Annually by the Safety Committee	December 2018	December Meeting
Reviewed Annually by all HUSD Staff	September 2018	HUSD Team Meeting
Reviewed Annually by the Safety Committee	February 2020	February Meeting
Reviewed and Approved Annually by Site Council/Charter Advisory Board	February 2020	February Special Meeting
Reviewed and Approved Annually by Site Council/Charter Advisory Board	May 2021	May Meeting
Reviewed and Approved Annually by HUSD School Board	May 2021	May Meeting
Reviewed and Approved Annually by Site Council/Charter Advisory Board	February 2022	February 2022
Reviewed and Approved Annually by HUSD School Board	Awaiting approval	February 2022

Harmony Elementary and Salmon Creek-A Charter School Incident Command System



**Student Release &
Accountability
TeacherB**

Krista Gasper
Elizabeth Weiss
Melina Porter

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Air Quality

Air Quality Index (measured at fire.airnow.gov)
Recommended School Activities and Actions

(0-50) GOOD

- Great day to be active outside
- No restrictions on outdoor activities

(51-100) MODERATE

- Good day to be active outside
- Students who are unusually sensitive to air pollution could have symptoms.*Monitor readings, keep staff aware of sensitive students
- Monitor the situation if index worsens

(101-150) UNHEALTHY FOR SENSITIVE GROUPS

- Avoid vigorous outdoor activities and consider holding recess indoors.
- For longer activities such as athletic practice, take more breaks and do less intense activities. Consider moving indoors or rescheduling.
- Watch for symptoms and take action as needed
- Students with asthma should follow their asthma action plans/ keep medicine handy
- Inform staff that restrictions are in place based on recommendations
- Ensure that staff are following the guidelines
- Encourage families to carpool to reduce emissions. During COVID19, individuals from different households should be either vaccinated or masked.
- Remind site administrators of restrictions at this level
- Monitor the situation if index worsens

(151-200) UNHEALTHY

- Move all activities indoors or reschedule them.
- Watch for symptoms and take action as needed.*
- Students with asthma should follow their asthma action plans and keep their quick-relief medication on hand
- Inform staff that restrictions are in place based on recommendations
- Cancel all outdoor athletic activity
- Ensure that staff are following the guidelines
- Encourage families to carpool to reduce emissions
- Remind site administrators of restrictions at this level
- Monitor the situation if index worsens
- Determine if there are site by site concerns.
- Respond to school if there are site by site concerns to support and determine severity

(201 and higher) VERY UNHEALTHY

- Move all activities indoors or reschedule them to another day
- Inform staff that restrictions are in place
- Cancel all outdoor athletic activity
- Ensure that staff are following the guidelines
- Stay in communication with district office for changes
- Monitor school site for concerns such as poor air filtration or leaky windows
- Encourage families to carpool to reduce emissions
- Respond to school's concerns to support and determine severity
- Remind site administrators of restrictions at this level
- Consider closing schools based on site-by-site concerns

- Allow excused absences for students with reported health concerns
- Consult with local health experts as needed regarding the safety and viability of school operations
- Asthma Symptoms: Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms. If symptoms occur, the student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed. If symptoms don't improve, seek medical help.

Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to instructions for procedures regarding Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
5. The First Aid/Medical Team will check injuries to provide appropriate first aid.
6. Any affected areas will not be reopened until the Goldridge Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
7. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
8. If it is unsafe to remain on campus, the School Administrator will initiate an OFF- SITE EVACUATION, if warranted by changes in conditions.

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call 911 and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
5. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

Armed Assault on Campus

How to respond when an active shooter is in your vicinity:

Run--First priority--evacuate--get you and the kids out of the area the shooter is in. You can be reunited with the attendance sheet, purple folders, and disaster bags later. Look at your workspace now. What are potential escape routes? To where might you evacuate? Each of our schools has neighborhood accesses that can be used to evacuate so that you and your students are away from the threat.

Hide--Second priority--hide out in an area out of the shooter's view. Shooters generally go where it is easy to go. Lock the doors! People behind locked doors have not been killed in active shooter incidents. Silence cell phones and people. Look at your workspace now. How might people hide? Can you close the drapes or hide in a way that you can't be seen from the windows?

Fight--Third priority--take action--If you can't run or hide, then you can fight back as a last resort when your life or your students' lives are in danger--attempt to incapacitate the shooter. Look at your workspace now. What might be a good weapon? The best weapon is probably the fire extinguisher--you can discharge it in the shooter's face or hit him over the head with it--so if you are hiding, you may also want to be holding the extinguisher. But there are other potential weapons--baseball bats, staplers...

When law enforcement arrives, remain as calm as possible and follow their instructions, keep your hands empty and visible at all times. If they tell you to evacuate, don't ask questions, just go where they tell you.

If you are the one calling 911, tell the operator the location of the shooter(s) and any physical description and weapons held by shooter that you know about, and the number of victims at the location if known.

HUSD Soft Lockdown and Lockdown Procedures

Keys should be carried at all times (lanyard, attachable keychain, etc.)

SOFT LOCKDOWN

A precautionary security procedure due to a potential threat in the immediate or local vicinity of the school. This may or may not be directly related to the school. The security measure is usually short in duration, generally within an hour or two.

What does this look like:

- All outside activities are cancelled
- All doors should be locked
- All windows are closed, locked, and covered (shades are drawn)
- Teacher should lock their doors and continue with regular in-class activities as normal
- Students remain in the classroom at all times
- Washroom use by students is postponed
- Turn on your classroom walkie-talkie and have it on you (remember students can hear your conversation)
- Access to your email
- Remain in this mode until an all clear is given by an administrator or a uniformed Law Enforcement or Fire Department Officer

Procedures:

1. An initiation of a lockdown will be given via the PA system, phone, or face-to-face. The recommended announcement is as follows: We are now on a soft lockdown, repeat we are now on a soft lockdown. All students need to report to their classrooms immediately.
2. No outside activities are permitted until the event is resolved.
3. School goes on as usual.
4. All doors and windows are locked and windows are covered.
5. The administration will consult with Sonoma County Sheriff's department and/or allied police agency until the event is cancelled by an announcement or students are released.
6. When the soft lockdown is lifted notification will be given by the PA system, Walkie-Talkies, or Face-to-Face.
7. At any time during the soft lockdown it may be elevated to a hard lockdown if the circumstance warrants and in consultation with the appropriate police department and administration.
8. Communicate with parents, students, and staff as appropriate.

LOCKDOWN

The locking of all interior and exterior school doors as a result of a life-threatening event occurring inside the school, on school grounds, or immediately adjacent to the school, that has a high probability of moving onto school grounds.

What does this look like:

- All outside activities are cancelled
- All doors are locked
- Teachers should lock their doors and do not open doors for anybody
- Turn off any illuminating objects in the room
- Get to an area within the room that is the least visible and most safe
- Stay as quiet as possible
- Students remain in the classroom at all times
- Washroom use by students is postponed
- Volunteers go to the nearest classroom/building and stay there (cannot leave to find their child or be with their child)
- Remain in this mode until an all clear is given by an administrator or a uniformed Law Enforcement or Fire Department Officer

Procedures:

1. An announcement will be made via the PA system: We are now on lockdown. Return to the closest building immediately. Quickly check area near your classroom and take any nearby students into your classroom and lock your doors.
2. Students and staff in the cafeteria, library, gym, music room, computer lab, or garden will remain in the room/building and doors will be locked.
3. If you are on the trail, hide, and wait for direction from office or administration (walkie-talkie on low).
4. All doors and windows will be locked and windows covered.
5. When on a lockdown, the teacher will take roll and email administration and the office manager with any missing or additional students in their classroom.
6. No personal calls or texts...focus on students.
7. All walkie-talkies and other non-essential electronic devices should be turned off.
8. Communication between teacher and the office and/or administration will be by email.
9. Lights will be turned off and students will be seated in an area that is least visible from the door and windows. Teachers and students should remain quiet. Students and staff may not leave the room for any reason.
10. Do not open the door for anyone. Police or emergency responders will have a key to the door for entry. Administration, police, or emergency responders will “knock and announce” before entering.
11. Do not react to class bells or fire alarms. Announcements via the PA system will give evacuation directions if appropriate or possible.
12. If an evacuation is possible take student roll sheets (with notes of additional or absent students) with you.
13. When the lockdown is lifted by the originating police agency and administration an announcement will state: Your attention please: the lockdown has now ended.
14. Communicate with parents, students, and staff as appropriate.

During an Emergency you should have with you or access to the following:

- Current Class List
- Know who is in attendance
- Emergency Orange Bucket

Modeling correct expectations and behavior will go a long way in the minds of our students during an emergency situation. They will take direction and cues from you...stay calm.

Biological or Chemical Release

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biological or chemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING

1. The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call “911”, and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator will notify the Local District Superintendent of the situation.

4. The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas until the Fire Department arrives.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The School Administrator will complete the Biological and Chemical Release Response Checklist.
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the School Administrator gives authorization to do so.

SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call "911", and will provide the exact location and nature of emergency.
4. The School Administrator will notify the Board Chair of the situation.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call "911", and will provide the exact location and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

Bomb Threat/ Threat Of violence

Bomb Threat

Schools can receive bomb threats via telephone, mail, or someone may simply notice a suspicious package.

Telephone:

In the event that the school receives a bomb threat by telephone:

- Listen, do not interrupt the caller.
- Keep the caller on the line with statements such as "I'm sorry, I didn't understand you. What did you say?"
- Alert someone else by prearranged signal to call 9-1-1 and notify the telephone company to trace the call while the caller is on the line. Tell the operator the name of the school, the name of the caller, and the phone number on which the bomb threat came in.
- Notice details: background noises, voice description.
- Notify the site administrator immediately after completing the call.
- Complete the Bomb Threat Report Form (Annex A).

Mail:

In the event that the school receives a bomb threat by mail:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Notify principal or site administrator.

Suspicious package:

In the event that a suspicious package is found on campus:

- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

Principal/Site Administrator Actions:

- Call 9-1-1.
- Instruct staff and students to turn off any pagers, cellular phones, or two-way radios. Use of these devices may trigger explosive devices.
- Determine whether to evacuate the threatened building and adjoining buildings. Modify evacuation routes as necessary to bypass the location of the bomb, if known. Keep in mind that evacuation may not be the best response.
- Use the intercom, runners, or the PA system to evacuate threatened rooms.
- Direct a staff to look for suspicious packages, boxes or foreign objects. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects in work areas, public areas, unlocked closets, exterior areas, and power sources. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- Do not return to the school building until it has been inspected and determined safe by emergency response officials.
- Avoid publicizing the threat any more than necessary.

See Appendix Homeland Security Bomb Threat Checklist

Bus Disaster

BUS SERVICE

Regular bus service to and from school is provided for students. Appropriate behavior is required while waiting and riding on the bus. Students are requested to get on and off the bus single file, to follow driver's instructions, and to stay on campus as soon as they get off the bus.

Bus Passes: All students who ride the bus are required to have a bus pass. Applications for bus passes are available in the school office. This is a "lifetime" pass and will be "good" as long as you need it. If a pass is lost, please notify WCTA or the school office immediately for a replacement. Replacement passes cost \$5.

BUS QUESTIONS SHOULD BE DIRECTED TO THE BUS COMPANY AT: 206-9988

The West County Transportation Agency has adopted rules and regulations in conjunction with Harmony Union School District to assist students in understanding their responsibilities while riding buses of the agency. These rules will assure safe and proper travel to and from school and are to be observed while waiting at the bus stops, riding the bus home and to school, or on field trips. The following list of student actions constitute violations of the established rules and regulations:

1. Abrasive body contact (slapping, hitting, poking, shoving, pulling hair etc.)
2. Fighting on the bus, or at the bus stop.
3. Using other than the students regularly designated stop.
4. Using profane language or obscene gestures.
5. Unauthorized exits (from emergency doors, windows, etc.)
6. Putting any part of the body out of the bus window at any time.
7. Any movement out of the seats while the bus is in motion.
8. Riding the bus after being denied the riding privilege.
9. Legs, feet and objects obstructing the aisle or facing to the rear in the seats.
10. Creating excessive noise.
11. Any improper bus stop procedures. (Not lining up, rock throwing, playing in the streets, any property damage at the bus stops, etc.)
12. Unauthorized opening, closing, or tampering of any kind with bus doors, windows, or emergency exits.
13. Any type of damage or defacing of the bus.
14. Lighting of matches, cigarettes or smoking of any kind.
15. Throwing any objects in, out or at the bus.
16. Littering of any kind.
17. Transporting live animals, reptiles, or insects in the bus.
18. Eating, drinking, or chewing tobacco or gum on the bus.
19. Disrespect to the driver.
20. Transporting of any object the driver feels is unsafe.
21. Giving improper identification when requested by the driver.
22. Tampering with radio or bus controls.
23. Failure to obey the driver.
24. Failure to remain quiet at all railroad crossings.
25. Endangering life or limb of other people.
26. Other unauthorized or unsafe actions.

Authority of the bus driver as explained in Section 14263 of the California Administrative Code, Title 5, State that:

Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway, or road. Continued disorderly conduct or persistent refusal to submit to authority of the driver shall be sufficient reason for a pupil to leave the bus enroute between home and school or other destinations.

Consequences of Bus Infraction(s) Kindergarten – 8th Grades:

- 1st Violation - Written Warning
- 2nd Violation - Student Assigned Seat
- 3rd Violation - Suspension from bus for 3 days
- 4th Violation - Suspension from bus for 10 days
- 5th Violation - Suspension from bus for remainder of School year.

Every year students go through bus safety procedures and evacuation drills provided by West County Transportation Agency.

Disorderly Conduct

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section "Armed Assault on Campus".

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
4. The School Administrator will call the Sheriff (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the County Superintendent of the situation.

Earthquake

Drop, Cover and Hold On

Drop, Cover and Hold On is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather or shooter on campus.

When to Drop, Cover and Hold On:

- Civil Unrest/Law Enforcement Activity
- Explosion
- Landslide

Drop, Cover and Hold On Procedures

- At the first sign of shaking or imminent threat, all students and staff should immediately, drop to the floor, cover the back of their necks, and hold on to the closest piece of furniture (desk or chair) or other stable object with their free hand.
- If you are in a location without furniture (such as a hallway or bathroom), immediately kneel next to a bare, inside wall and place your arms and hands over the back of your neck and head.
- If you are outdoors, move away from trees, billboards, signs, buildings, electrical wiring and power poles. Drop to the ground and cover the back of your neck and head with your arms and hands.
- Stay in this position until the threat passes and an "All Clear" announcement has been made-either through the PA system or via runners.
- The main office should then make the announcement to either:
- Resume regular activities

OR

- Direct a response action such as evacuation, cancellation, or closure of school
- Check for injuries and take roll to be sure all students, guests and visitors are accounted. Notify the office of any injuries or missing persons.

Note: Remember to stay alert for aftershocks!

How to assist those with disabilities during Drop, Cover, and Hold On:

Visually impaired

- Announce the type of emergency and tell them to "Drop, Cover, and Hold On"

Hearing impaired

- Turn lights on/off to gain persons attention
- Indicate directions with gestures or write a note with evacuation directions

Individuals with crutches, canes or walkers

- Have child cover his/her head and neck with both arms

Individuals in wheelchairs

- Lock the wheels on the chair
- Have child cover his/her head and neck with both arms

Explosion or Risk Of Explosion

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats.

Procedure please refer to the section on "Bomb Threats".

SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress only small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The EOC Leader will check with maintenance of any damages to water lines, sewers, power lines and other utilities.
10. The School Administrator will notify the District and County Superintendent of the situation.
11. The EOC Team Leader will post staff a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the Fire Department / First Responders will conduct search and rescue activities.
13. The School Administrator will contact the Fire Department and appropriate agencies to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
15. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions

SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress only small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The EOC Team Leader will notify maintenance of any damages to water lines, sewers, power lines and other utilities.

7. The School Administrator will notify the District and County Superintendent of the situation.
8. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
10. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. The School Administrator will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows and walls.
3. The School Administrator will notify "911" and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish small fires, and provide first aid.
5. The EOC team will turn off the school's main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
7. The school will remain in a SHELTER-IN-PLACE condition until the Fire Department provides clearance and the School Administrator issues further instructions.

Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION.
2. The School Administrator will notify "911" and will provide the location and nature of emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. As appropriate, the School Administrator will activate Parent Alert System.
8. The School Administrator will notify the Local District and County Superintendent of the emergency situation.
9. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
10. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

Fire on School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) of the fire.
5. Staff will suppress only small fires and initiate rescue procedures until the local fire department arrives.
6. The EOC Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles until the Fire Department or Emergency Services arrive.
7. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.
8. The School Administrator will notify Maintenance of damage to utilities.
9. The School Administrator will notify the Local District and County Superintendent of the fire.
10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
11. Any affected areas will not be reopened until the Fire Department provides clearance and the School Administrator issues authorization to do so.
12. For fires during non-school hours, the School Administrator and the Local District Superintendent will determine if the school will open the following day.
13. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

Infectious Disease

Site Administration, in consultation with public health, will determine:

- a. The nature of the risk (how the disease is transmitted).
- b. The duration of the risk (how long the carrier is contagious or infectious).
- c. The severity of the risk (what is the potential for harm to other parties or to the infected person).
- d. The probability the disease will be transmitted and will cause varying degrees of harm.

Protocols will be instituted to mitigate risk with consideration for the safety of the student, other students, employees and the control of the communicable, contagious or infectious disease.

Existing protocols to prevent spread blood born, fomites, or aerosol contagion will be followed when exposure is possible.

Please also see Harmony USD's COVID Safety Plan attached at the end of this Safety Plan for an in-depth information regarding the current pandemic.

Flooding

Evaluate the situation and determine if school closure is necessary.

Closure of School (school hours)

Schools are closed or classes cancelled when it is unsafe for students and staff due to road closures, power outages, severe weather, earthquakes, etc. Schools may also be closed if the campus is needed for public sheltering or public health measures.

When to close your school:

- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood

- Hazardous Materials Incident
- Landslide
- Major Earthquake

Closure Procedures

- Contact District Office to obtain permission or collaborate on decision to close school
- Notify staff and students via:
- An announcement over the PA:

“Your attention please, your attention please. We will be initiating school closure and student release procedures. Teachers and students should remain in their classrooms until further notice.”

OR

- If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Activate parent alert system (phone tree if one is in place, or other method)
- Post “School Closed” signs in school office and main entry points. Indicate on the signs how to get additional information such as an emergency phone number, radio station, etc.
- Prepare for Student Release. Sections: Teams that may be activated:
- Management
- Operations: Student Release

Note: The conversion of a school campus for purposes of public sheltering or mass prophylaxis must be initiated by the District Superintendent/Designee at the request of the Department of Emergency Services, the American Red Cross, or the Department of Health Services.

Cancellation of School (before school hours)

If conditions warrant the cancellation of school prior to the beginning of the school day, the Sonoma County Office of Education (SCOE) normally requests the following protocol be utilized. The utilization of this procedure will ensure that all authorized school closure announcements are properly communicated to media representatives.

When to cancel school:

- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake

Cancellation Procedures

- School site administrator is to notify the District Office
- District Office will notify SCOE in the following manner:
- 5:00AM - 7:30AM, call the County Superintendent
- If County Superintendent is unavailable, call the Deputy Superintendent
- After 7:30AM, call
- SCOE: (707) 524-2606
- Notify staff (use staff phone tree, if one is in place or other method)
- Activate Parent Alert System (phone tree, if one is in place or other method)
- Assign someone to go to the school/district site (if safe to do so) to post a notice of school closure and contact numbers to call for information.
- Sections that may be activated:
- Management

Loss or Failure Of Utilities

Evaluate the situation and determine if school closure is necessary.

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- Explosion
- Flood
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- Landslide
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Closure Procedures

- Contact District Office to obtain permission or collaborate on decision to close school
- Notify staff and students via:
- An announcement over the PA:

“Your attention please, your attention please. We will be initiating school closure and student release procedures. Teachers and students should remain in their classrooms until further notice.”

OR

- If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Activate parent alert system (phone tree if one is in place, or other method)
- Post “School Closed” signs in school office and main entry points. Indicate on the signs how to get additional information such as an emergency phone number, radio station, etc.
- Prepare for Student Release. Sections: Teams that may be activated:
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- Operations: Student Release

Note: The conversion of a school campus for purposes of public sheltering or mass prophylaxis must be initiated by the District Superintendent/Designee at the request of the Department of Emergency Services, the American Red Cross, or the Department of Health Services.

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- If County Superintendent is unavailable, call the Deputy Superintendent
- After 7:30AM, call
- SCOE: (707) 524-2606
- Notify staff (use staff phone tree, if one is in place or other method)
- Activate Parent Alert System (phone tree, if one is in place or other method)
- Assign someone to go to the school/district site (if safe to do so) to post a notice of school closure and contact numbers to call for information.
- Sections that may be activated:
- Management

Motor Vehicle Crash

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill refer to procedures for response to chemical spills. If the crash results in a utility interruption, refer to the relevant procedures.
7. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Fire Department provides clearance and the School Administrator issues authorization to do so.
9. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

Psychological Trauma

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

1. The School Administrator will establish the Crisis Team, including Administrator, Counselor, Nurse and School Psychologist, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Crisis Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Crisis Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Local District Superintendent.
5. The Crisis Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Crisis Team members will limit exposure to scenes of trauma, injury and death.
7. The Crisis Aid Team will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services, and the Office of Environmental Health and Safety, if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. School Administrator will call the Fire Department which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify Emergency Services.
9. The School Administrator will notify parents of the incident, as appropriate.

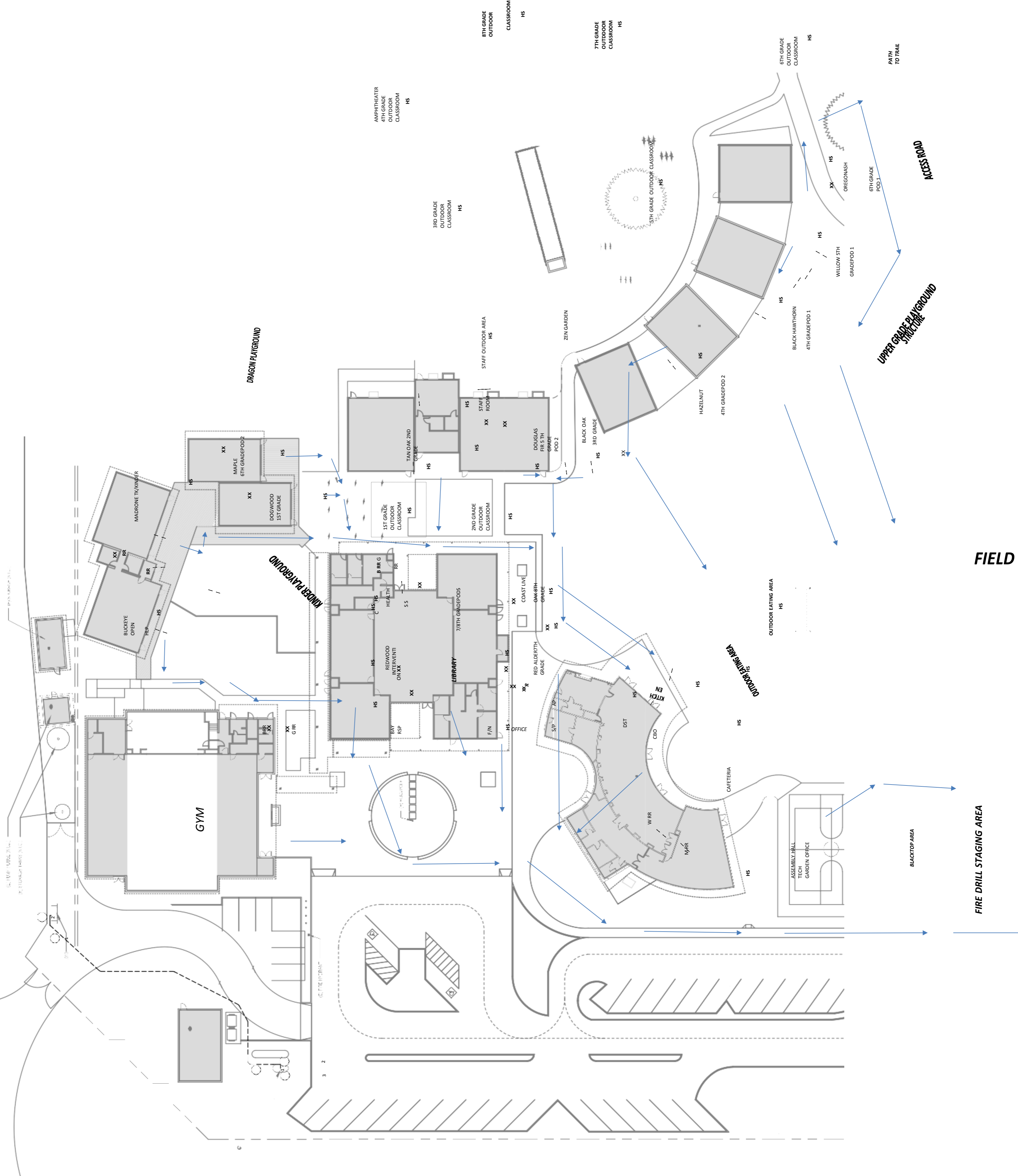
Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify 911, the District Superintendent to request assistance and will provide the exact location and nature of emergency.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. Points of egress should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.

5. If students leave the campus, the Security Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The School Administrator will notify parents of the incident, as appropriate.



15-11-2018
 12:30 PM
 (E)POL

XX: HAND WASHING STATIONS
 HS: HAND SANITIZER LOCATION
 RR: REST ROOM

2021-2022 COVID-19 CSP and School Guidance Checklist Supplemental Questions

1. Stable group structures

How students and staff will be kept in stable groups that stay together for all activities and minimize/avoid contact with other groups or individuals who are not part of the stable group. Please specify by grade (TK-6, 7-12, et.) if applicable.

A. Plan for type of stable groups/cohorts and weekly routine/schedule for classes:

Harmony USD will provide on campus classroom-based instruction for the 2021-2022 school year unless directed by CDPH and/or local public health officials to close.

The chart below outlines stable group structures Classroom occupancy includes staff and students.

Grade	Enrollment	Number of Classes	Class Size	Classroom Occupancy	Stable Groups for recess/lunch
TK	5	1	5	7	22
KINDER	17	1	17	19	
1ST	21	1	21	23	40
2ND	19	1	19	211	
3RD	32	2	17/15	19/17	46
4TH	14	1	14	16	
5TH	22	1	22	24	44
6TH	22	1	22	24	
7TH	12	1	12	14	34
8TH	22	1	22	24	

Dining areas are sequestered by class. Recess stable groups combines 2 classes per common play area.

B. For regular classes, how many students and staff will be in each planned stable, group structure:

As per chart above.

C. If you have departmentalized classes, how you will organize staff and students in stable groups:

Departmentalized classes occur for grades 7 and 8 which have separate Humanities and Science/Math teachers. The stable group is a combined 7/8 combination with 38 total staff and students. For other grades, enrichment classes are offered throughout the day. Each enrichment teacher may see 3-6 classes per day, held as separate classes.

D. If you have electives, how you will prevent or minimize in-person contact for members of different stable groups:

Harmony will rely on mitigation efforts to minimize spread between stable groups by staff. Staff are 95% vaccinated and mitigation efforts include significant ventilation and air purification in classrooms as well as universal masking indoors and outdoors.

E. Other considerations – After school programs, special education, therapies, carpooling, etc.:

After School Programs

Drama and Spanish will be offered as after school extra-curricular activities for 12 week segments in Autumn and Spring. Programs will be suspended when case spread is ≥ 14 cases/100k.

Special Education

No Special Day Class (SDC) program is offered on campus at Harmony. Resource Specialist Program (RSP) services are provided, traditionally via push in/pull out services. During COVID, RSP services will occur in individual or small group tutorials, or via push in services with an RSP staff member attending a general education classroom on a schedule assigned through the IEP process for each student.

Speech Therapy

Harmony will continue providing speech services both in person and remotely via zoom. In person sessions require masks or face shields with neck drape. When appropriate, services will be provided in an outdoor area away from other students and outdoor activities, allowing the student to remove their mask while conducting the session. .

Occupational Therapy

Occupational Therapy services will be provided on campus when possible. The therapist will follow increased PPE protocols including vaccination/testing protocols, health checks, and appropriate PPE including face mask and/or shield and gloves as OT therapy may involve assisting the limb or digit of a child learning to hold a pencil or move across terrain. These sessions will be held individually with the therapist and physical distance will be maintained whenever possible, with the space being closed only when manual prompting is required. In class OT observation and coaching may occur.

Counseling & restorative practices

Counseling and admin staff will work with students individually, in small groups, and in classrooms to support the emotional well-being of students, resolve conflicts and restore relationships. During moments of engagement, staff will follow risk mitigation measures including maximizing use of outdoor spaces. Conferences with families will be held remotely via zoom when possible. If held in person, meetings will be held in a well-ventilated space with 6 foot social distancing and follow campus protocol for health checks and masking.

Reading support

Reading support staff will provide services in grade level classrooms to provide support services for individuals and small groups. Individual or small groups may also be pulled out of classrooms and held as sessions in other spaces on campus. Such sessions will follow ventilation, masking and social distancing guidelines.

Carpooling

Harmony does not facilitate carpooling for drop off/pick up or field trips. Harmony will use busses for field trips and restrict chaperones to employees.

Bussing

Harmony contracts services for bussing through West County Transit. Regulations for bussing will follow West County Transit COVID protocols summarized below:

Engineering Controls

- Use of seating chart
 - Create distance between students whenever possible
 - Students will be seated from the rear of the bus forward to prevent students from walking past each other.

Administrative Controls

- Drivers will notify students and parents to maintain 6-foot distancing at bus stops and while loading and unloading
- Drivers will not allow students to board without a face covering unless exempt by the CDPH guidelines
- Buses/Vans will be required to return back to yard for disinfecting after morning and afternoon route, (no park-outs)

Personal Protective Equipment

- Drivers must be in possession of a face-covering at all times
- Face-coverings will be worn during external pre-trip inspections when adjacent to another driver also performing external pre-trip.
- Face-covering will be worn within 6 feet of another employee or students
- Face-coverings are not required while driving if they pose a safety risk, (fogging of glasses, impaired vision, other health related concerns)
- Face coverings will be worn when loading or unloading students or passengers and while driver is outside of the driver cockpit area.

Hand Hygiene

- Hand sanitizer available at bus entrance
- Sanitize hands upon arriving or departing bus
- Students will sanitize hands before entering the bus

Environmental Hygiene

- Driver cockpit area will be disinfected after each run and at the end of each AM and PM route.
- Buses will be sanitized using an electrostatic sprayer and disinfectant after each shift (AM/PM)

Physical Distancing

- Attempt to keep stops/groups/cohorts seated together.

Ventilation

- When weather permits, windows and/or roof vents should be opened enough to provide fresh air circulation. Do not open windows and/or roof exits if doing so poses a safety or health risk for current or subsequent occupants.

Student Safety Requirements

- Drivers will notify students and parents to maintain 6-foot distancing at bus stops and while loading and unloading
- Students will be seated from the rear of the bus forward to prevent students from walking past each other.
- Drivers will disinfect the seats and other touch-points on the bus between each use.

Procedures for Symptomatic Students

- Students who develop symptoms of illness while at school will be separated from others right away in an isolated area through which others do not enter or pass (or with the least foot traffic possible).
- Students exhibiting symptoms will be required to immediately wear a face covering (unless unable to do so due to disability) and wait in the isolated area until they can be transported home or to a healthcare facility.
- Sick students are not to return until they have met CDC criteria to discontinue home isolation.

Student Protective Equipment

- Parents should familiarize their children with the information available here about the
- proper use, removal, and washing of cloth face coverings, as possible. It is understood that some students may not be able to wear a mask for medical reasons or due to their disability.
- Students should use face coverings, especially in circumstances when physical distancing cannot be maintained. WCTA will provide face coverings for students/staff in need. WCTA will follow guidelines for mask exemptions verified by the school.

Face coverings should be worn:

- While waiting to enter the school campus
- While on school grounds
- While leaving school
- While waiting at the bus stop
- While on a school bus (the driver will have access to surplus masks to provide to students who become symptomatic on the bus)

Parent and Community Requirements

- Student and staff health and safety are at the forefront of our planning for an in-person learning.
- Procedures for Entering Bus
- Passive screening: **Parents are required to screen students before leaving for school by checking their child's temperature to determine that it is below 100.4 degrees Fahrenheit (without fever reducing medications) and observe for symptoms.** Parents are to keep their child home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
- Students will wash or sanitize their hands as they enter campuses and buses.

2. Visitors / Volunteers / Vendors

*School/District's plans to handle visitors on campus **Please consider limiting non-essential visitors of any kind*

A. Essential visitor / vendor policy - log-in/out list:

Essential visitors include mail/courier services, emergency responders, septic and well service, itinerant contractors and vendors. All visitors to the school campus are required to wear masks and practice social distancing. All essential visitors will be screened upon entry to the campus. All visitors must sign in and out at the office at the front of the school to announce their presence and receive direct instructions on COVID protocols.

Essential visitor transit through outdoor areas that may be occupied by students/staff, will follow social distance protocols and mask requirements at all times. Essential visitor access to interior spaces where students are present will be restricted except for emergencies (First Responders). Whenever possible, work conducted by third parties on site will be scheduled outside of student campus hours, or away from areas occupied by students and staff.

In addition, parents/guardians of students are considered essential visitors however, their access to the campus will be restricted. Traditionally parents could walk students to interior of campus for drop off or pick up. Under COVID protocols, parents must follow all protocols for essential visitors. Further, parent volunteers or courier activities delivering food/clothing to students will be facilitated by HUSD staff only. All essential visitors, including parents/guardians, will be restricted from unescorted or guided transit through the campus during occupation by students and staff. Parents are not permitted in the interior of the campus without escort and only by consent of the Superintendent or designee. All business must be conducted at the front office or via remote teleconference.

B. Policy for limiting non-essential visitors:

Non-essential visitors are restricted from the campus. Determination of essential status will be by the Superintendent or designee. Visitors with unknown status must wear a mask and follow social distancing and report to the office for determination of status.

C. Policy for Guest Speakers, Volunteers

Guest speakers and volunteers will follow the staff policy of providing proof of vaccination or weekly negative COVID test, and clear daily health check prior to engaging in school sponsored activities with staff or students. Harmony can facilitate PCR testing as needed.

3. Entrance

How arrival of students and staff will be managed to avoid close contact and/or mixing of cohorts - i.e.: staggered arrival times, separate entrances, etc. Please provide site map for reference.

A. Describe drop-off procedure / policy for parents onsite:

Drop off is scheduled to begin at 8:15, 15 minutes in advance of the start of the school day. A modified drop off traffic plan includes new signage, cones, and staff for traffic direction at the front entrance of the school. A pre-check coordinator will greet each vehicle and confirm that student health check form/app is completed before directing cars to proceed to the drop off location or to the diversion parking area to fill out the required health check questionnaire before continuing to the drop off location.

The modified drop off traffic plan was designed to facilitate more expansive egress from vehicles as the traditional location creates chokepoints for students on a narrow walkway. The revised location ensures physical distancing of students can be maintained as they make their way to check-in kiosks at the front of the school. The drop off location is located directly in front of check in kiosks, approximately 50 feet distant, ensuring students are well supervised in their transit from car to check in point. To reduce clustering of students and speed check in at peak drop off time, a separate check-in kiosk/tent is provided for each 2 grade stable group (Tk/K, 1/2, 3/4, 5/6, 6/8), staffed by an employee trained in health and temperature check protocol. Kiosks serve to pace the release of students from the common entry area to their respective classrooms, reducing the likelihood of student clustering on their way to class. Parents are discouraged from walking students to kiosks except for the youngest students (Kinder-2nd grade) and only as necessary. If parents escort a student to check in, they must comply with mitigation measures including mask wearing and social distancing.

Upon exiting vehicle, students will walk to the well-marked line up location for their grade-level kiosk. The entrance agent will have access to class lists at the kiosk along with real-time access to health survey submission data via an online dashboard for each student by grade level. The agent will ensure any entering student has a completed daily health check. Students who did not complete an online form must present a completed hard copy provided to their driver by the pre-check coordinator at the entrance. Any student without a health check form will be referred to the ombudsman adjacent to the check-in kiosks to make contact with parents to complete the required submission. After confirming health check submission, student will be cleared to their classroom. Students will then be sent directly to their classroom. Upon reaching the classroom students will wash hands at the nearest wash station.

Students are sent to classes individually from each grade level kiosk to reduce clustering. Younger students will be attended by an aide to assist in their safe transit.

B. Describe plan to minimize mixing of cohorts on arrival to school:

The expanded drop off zone immediately in front of check-in kiosks is separated by grade level, which will speed processing and immediately organize students into their stable groups. Hall monitors will be present to ensure students make their way directly to their classrooms without loitering.

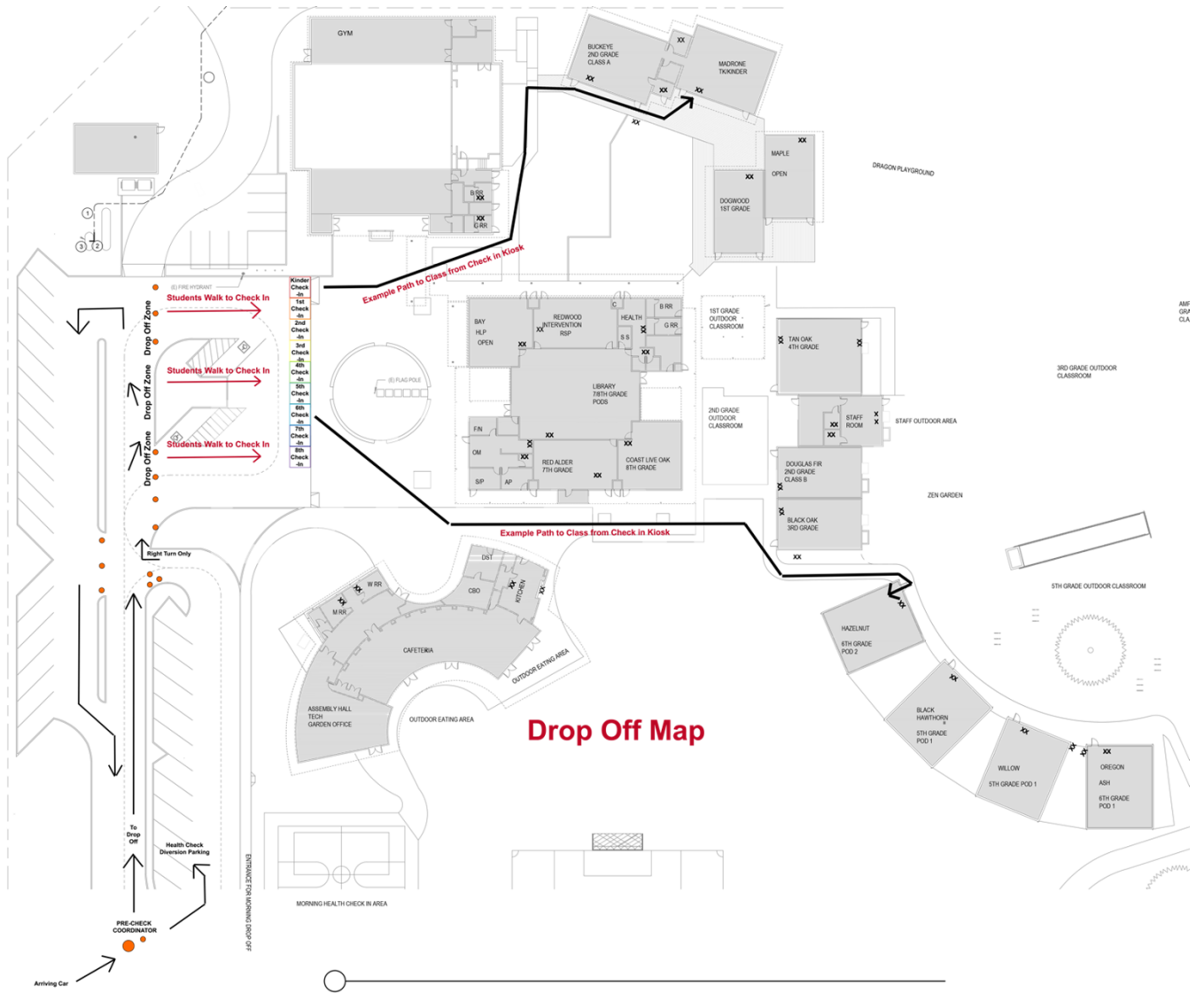
C. Plan for screening on arrival (i.e.: temp checks, questionnaire, etc.) for both staff and students:

Parents will be trained and directed to complete the health-check form each morning. At drop off, the pre-check coordinator will inquire with each driver and occupants if a form has been submitted for each student. If the answer is affirmative, the coordinator will direct the driver to the drop off zone. If the answer is negative, the driver will be directed to the diversion parking area to complete a hard copy form (or access the app via school Wi-Fi). Upon completion, the diverted vehicle will then be directed to proceed to the drop-off zone. Temperature checks are discontinued for the 2021-2022 school year.

D. How school/district plans to encourage a zero-mingling policy before school:

- Limiting drop off to a constrained period will assist in reducing loitering time before the start of school.
- The drop off zone is immediately in front of the check in kiosks to ease student transit.
- After processing at the kiosk, students will make their way, alone, to their class whereupon the teacher will welcome the student *inside* the classroom to begin a sponge activity until the rest of the class arrives
- Students will not wait outside of classrooms waiting for the door to open but will transit directly to a receiving teacher who will direct them to their seat and their start of morning activity.

Map of Drop Off Pathways



4. Movement within the School

How onsite movement of students and staff will be managed to avoid close contact and/or mixing of cohorts - Please include site map with assigned routes and bathrooms, divided play areas, staggered breaks, etc.

A. Describe in detail the planned measures to avoid contact and/or mixing of cohorts onsite:

Managing the flow of persons throughout the campus uses staggered schedules, pacing, and spacing of individuals and groups to avoid clustering or mingling of cohorts or students. Harmony has a small student population for its campus size, particularly in exterior spaces. Class sizes are naturally small, and the impact of a single class exiting a classroom in an orderly fashion, puts little demand on exterior walkways when a cohort travels from one end of the campus to another. However, if multiple classes are dismissed simultaneously, bottlenecks in flow can occur, which would lead to mingling and compromising of social distance guidelines. That said, all transiting spaces are out of doors, with no interior hallways used for travel.

Students remain in their stable group classrooms for much of the instructional day. Each stable group is assigned a different route to use for transit to recess, lunch, restroom visits, and other outdoor activities. Transiting across campus is typically for the following purposes/destinations

Typical Destinations (often transited as a stable group)

Outdoor Classroom, Cafeteria & Outdoor Dining Area, Recess Area

Rare or Spontaneous Destinations (often transited as an individual)

Arrival, Restroom, Main Office, Nurse Station, Departure

Typical Destinations are areas that the stable group is scheduled to attend on a regular basis. These locations are known in advance, and transit pathways can be planned that create circular flows instead of bi-directional pathways that bring students and staff into close proximity to each other. In addition, staggering break and lunch timing, as well as distinct area assignments, paces the number of students outside the classroom at any given time and keeps them sequestered from each other, reducing exposure.

Rare and Spontaneous Destinations are unplanned but are limited to one individual. The impact these individuals have on the transit space of the campus is small, but still pose risks to self or other if protocol is not followed. Education and training of staff and students to be autonomous good citizens by maintaining social distance and giving right of way to larger groups transiting across campus will be a key piece of reducing exposures during transit.

The master schedule below outlines the staggering of destination assignments for the stable groups.

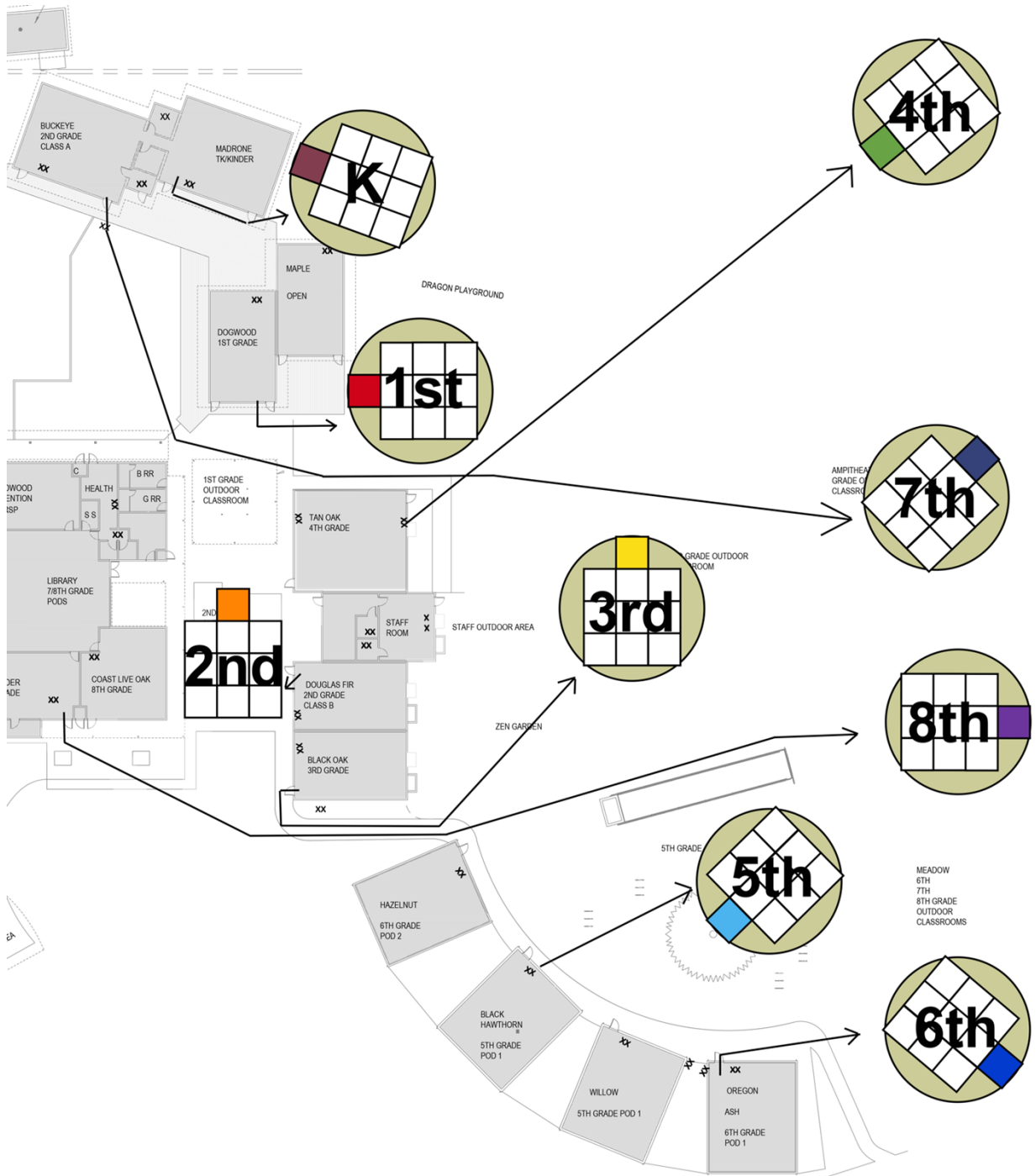
Master Schedule					
1st Period	8:30	9:10		Class	
Passing	9:10	9:15		Passing	
2nd Period	9:15	10:00		Class	
Brunch	10:00	10:20	T-K	Snack	Kinder Play
			1/2	Snack	Dragon Play
			3/4	Snack	Structure
			5/6	Structure	Snack
			7/8	Blacktop	Snack
3rd Period	10:20	11:05		Class	
Passing	11:05	11:10			
4th Period	11:10	11:55		Class	
5th Period A Early Lunch	11:55	12:45	TK	11:55 - 12:15 Lunch	12:15 - 12:40 Kinder Play
			K		
			1	11:55 - 12:15 Lunch	12:15-12:40 Dragon Play
			2		
			3A	11:55 - 12:20 South Playgrounds	12:20 - 12:40 Lunch
			3B		
			4		
5th-8th			Class		
5th Period B Late Lunch	12:45	1:30	TK-4	Class	
			5	12:45 - 1:05 Lunch	1:05 - 1:30 South Play
			6		
			7	12:45 - 1:10 South Play	1:10 - 1:30 Lunch
			8		
TK					
6th Period	1:30	2:15			
Passing	2:15	2:20			
7th Period	2:20	3:05	TK		

The schedule below outlines the management of break and lunch recess and dining assignments.

Snack Break				
Start	Stop	Activity	Task	Location
9:50	10:00	Delivery	TK&K Snack Delivery	Cafeteria/Kinder Deck
10:00	10:10	Snack	TK&K Supervision	Kinder Deck
			1st & 2nd Supervision	Cafeteria Court
			3rd & 4th Supervision	Blacktop Food Court
		Recess	5th & 6th Supervision	Structure/Field
			7th & 8th Supervision	Blacktop
10:10	10:20	Recess	TK&K Supervision	Kinder Playground
			1st & 2nd Supervision	Dragon Playground
			3rd & 4th Supervision	Structure/Field
		Snack	5th & 6th Supervision	Cafeteria Court
			7th & 8th Supervision	Blacktop Food Court
Lunch Break 5A				
Start	Stop	Activity	Task	Location
11:55	12:15 / 12:20	Lunch	TK&K Supervision	Kinder Deck
			1st & 2nd Supervision	Cafeteria Court
		Recess	3rd & 4th Supervision	Structure/Field/Blacktop
12:15 / 12:20	12:45	Recess	TK&K Supervision	Kinder Playground
			1st & 2nd Supervision	Dragon Playground
		Lunch	3rd & 4th Supervision	Structure/Field/Blacktop
Lunch Break 5B				
Start	Stop	Activity	Task	Location
12:45	1:05 / 1:10	Lunch	5th & 6th Supervision	Cafeteria Court
		Recess	7th & 8th Supervision	Structure/Field/Blacktop
1:05 / 1:10	1:30	Recess	5th & 6th Supervision	Structure/Field/Blacktop
		Lunch	7th & 8th Supervision	Cafeteria Court

Outdoor Classroom Transit

Though strong ventilation and air filtration measures have been put in place within classrooms, Teachers may use outdoor classrooms daily to take advantage of good outdoor air quality and reduce exposure to interior air. Outdoor classrooms were a popular request by parents and staff alike. The combination of universal masking and high-quality ventilation will go a long way to reducing the risk of infection. Outdoor classrooms include mulch or hard ground surface, socially distanced straw bale seating, packable stadium seats assigned to each student. The classrooms are separated by 80-100+ feet from each other to manage sound pollution and reduce distractions and opportunity for mingling. Most pathways between indoor classroom and outdoor classroom are distinct to the stable group, with only 2 classes sharing common routes. If classes encounter each other on the path, the older class will yield to the younger with ample space and time for passage.

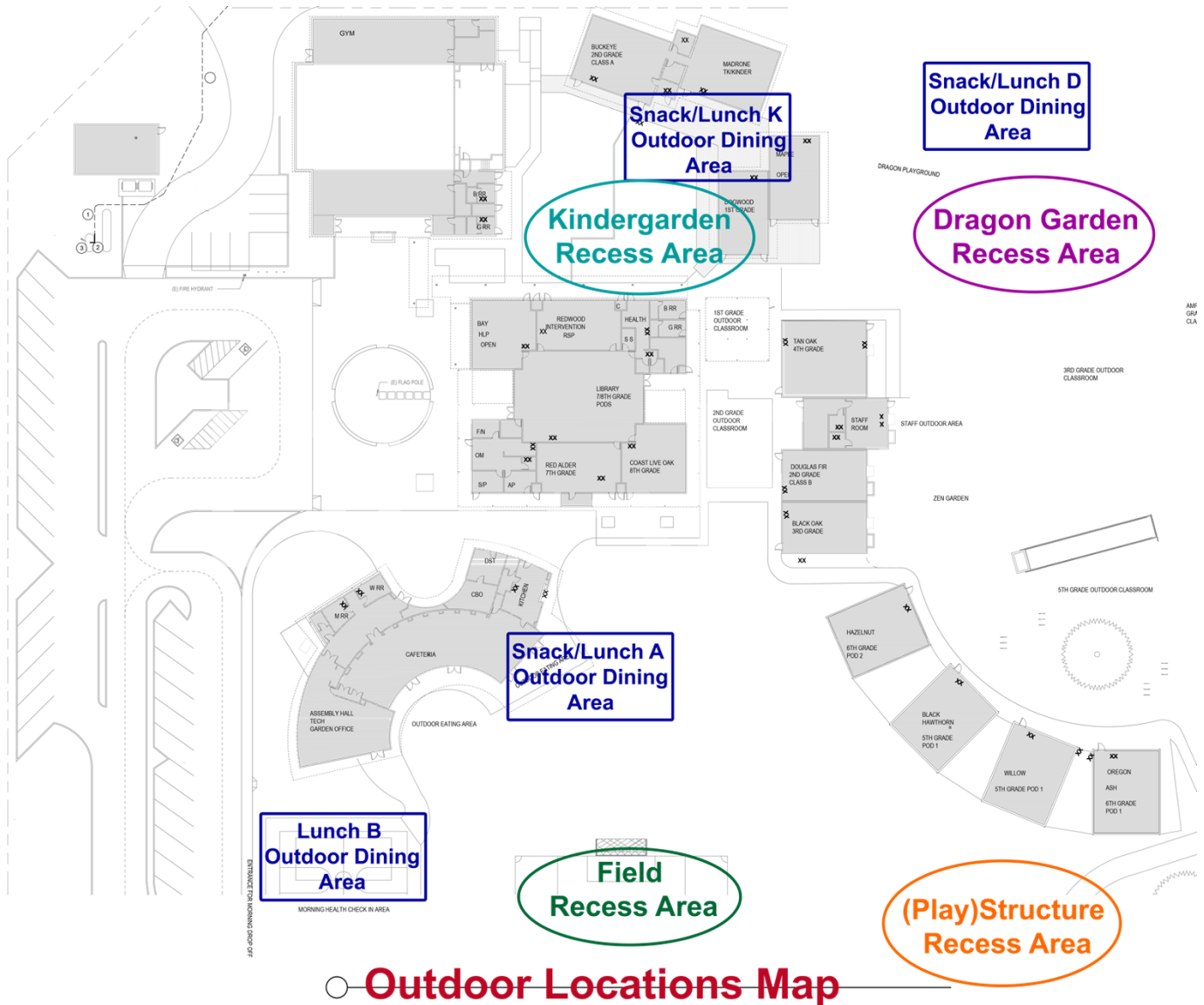


Outdoor Classroom Locations

Cafeteria and Dining Area Transit

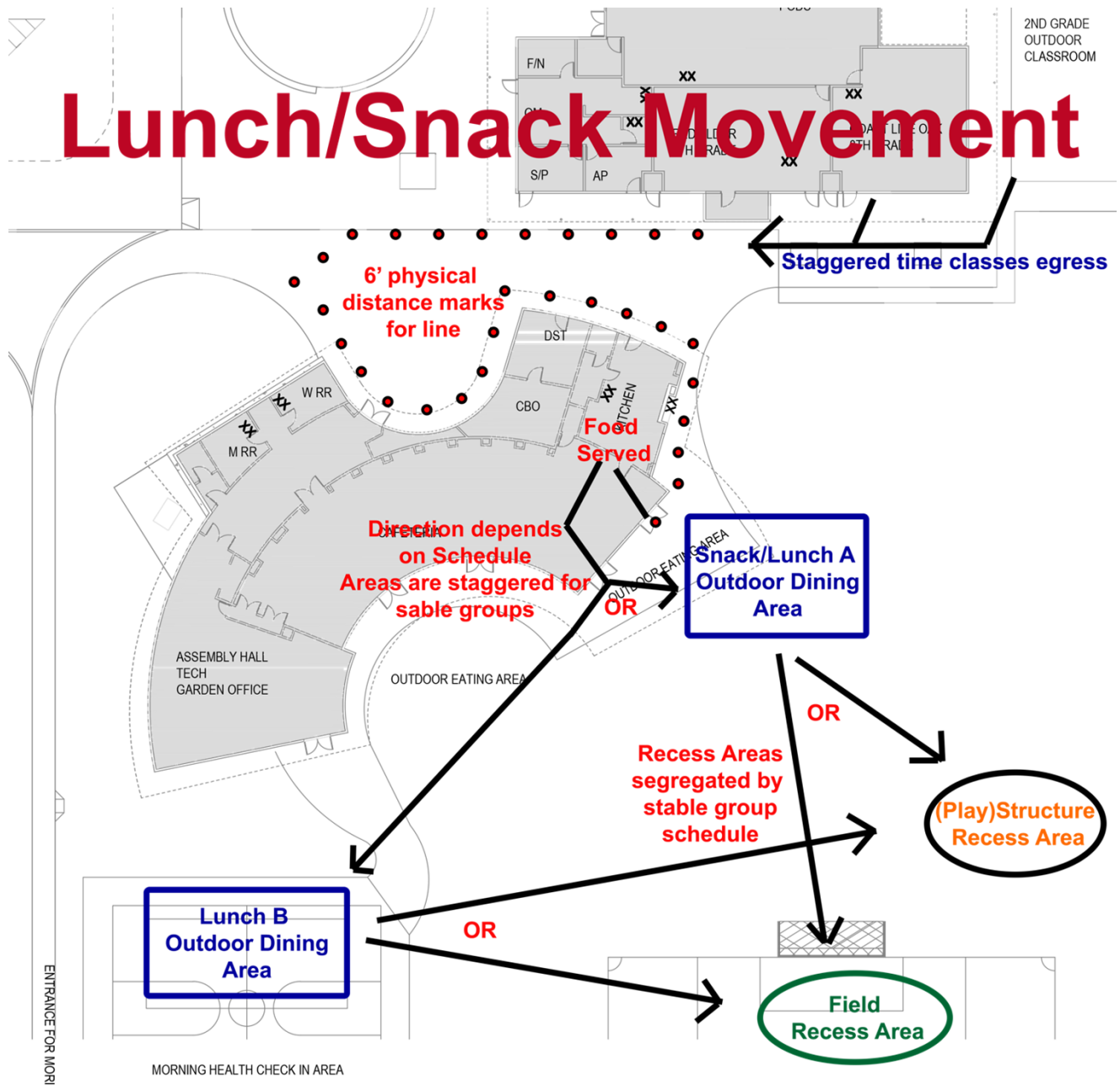
Dining occurs out of doors. As seen in the master schedule above, all lunch sessions served by the cafeteria are staggered for each stable group. The master schedule notes which outdoor seating area will be used for each dining group (A, B, D or K). These areas are identified in the outdoor locations map below. Note that each area allows for transition time to clean the area by custodial staff before the next stable group uses the identified area. These locations are out of doors and covered with socially distanced seating.

When a stable group transits to the cafeteria serving line, they will follow appropriate protocol, yielding to other groups accordingly to minimize mixing. Students will be directed to use hand wash stations located throughout the campus, following distancing guidelines. Such a practice serves to space out student transits over time. Upon departing wash station and reaching the cafeteria students will line up on provided social distance marks on the ground. Students enter the cafeteria through one set of double doors, approach the counter for pickup and then transit out of the cafeteria through a separate set of double doors. Upon exit, the student will make their way to their assigned location (same daily) to eat. Students are to remain in their dining area until their session ends, and then students are directed to their assigned play area, again segregated by stable group as per the schedule.



Outdoor Locations Map

Detail of the Cafeteria distribution line and transit paths



Recess Transit

When dismissed from the assigned dining area, students will transit to their assigned play area. A clear and wide transit path exists between dining spaces and play areas, with no chokepoints and no simultaneous movement of other stable groups in the area. In addition, the path of travel does not return upon itself, but completes a circle between the classrooms, cafeteria, dining space, recess location and classroom return.

Restroom Assignment

Students will be assigned to restroom by grade to be used throughout the day as needed. Only one student allowed in the restroom at a time with social distance line marks outside to assist students in following social distancing requirements.

Rare or Spontaneous Transit

Typically conducted by an individual student or staff person, all individuals will be trained on transiting protocol on site which includes deference to the movement of large groups and the avoidance of areas of congregation such as lines near the cafeteria or wash stations.

5. Egress

How departure of students and staff will be managed to avoid close contact and/or mixing of cohorts - i.e.: staggered departure, separate exits, etc. Please include site map for reference.

A. Describe pick-up procedure / policy for parents onsite:

Private Transportation

The pickup process begins at 3:00, with the arrival of the first wave of drivers. Drivers will be directed via the Pick-up Coordinator to an available parking spot located in lot A, B or C. Spaces are marked with a unique number. Six Pick-up Attendants will communicate the arrival of drivers and their target student pick-ups. This information will be transmitted electronically to the pickup announcer and to each class teacher. The class teacher will, upon notification, dismiss students from their classrooms at 15 second intervals. Students will transit individually to their designated pickup locations. The Pickup coordinator will note student arrival in the pickup location and confirm parent contact before loading.

Notable in this process it that parents will not enter the campus to pick-up students from their classroom but will remain with their vehicles. This will reduce congestion and clustering in the interior of the campus.

Kinder & Special Needs Exception

Kindergarten students will be brought to front of the school as a group by Kinder staff. Kinder staff will follow dismissal protocol as per other grades but will have the benefit of escorting students to the waiting cars directly.

Bus Transportation

The school bus will use the parking lot adjacent to the gym for loading. Students travelling by bus will be identified by the teacher in preparation for dismissal at 2pm. Bus students will leave the classroom at intervals to transit to the bus line up adjacent to the gym. The line-up will use social distancing marks for students to maintain 6-foot distancing. When the bus is ready to load, the driver will commence boarding and departure.

B. Plan to minimize mixing of cohorts on departure:

Students remain in their stable cohort until dismissed avoiding dense congregation of students exiting classes in mass or gathering together near pickup locations. Student departure from the classroom is paced using according to arrival time of parent. Due to the slow pace of release, transit pathways will be sparsely populated. Similar to how on ramp traffic signaling reduces congestion on highways, paced release keeps the transit paths clear and clusters cannot form.

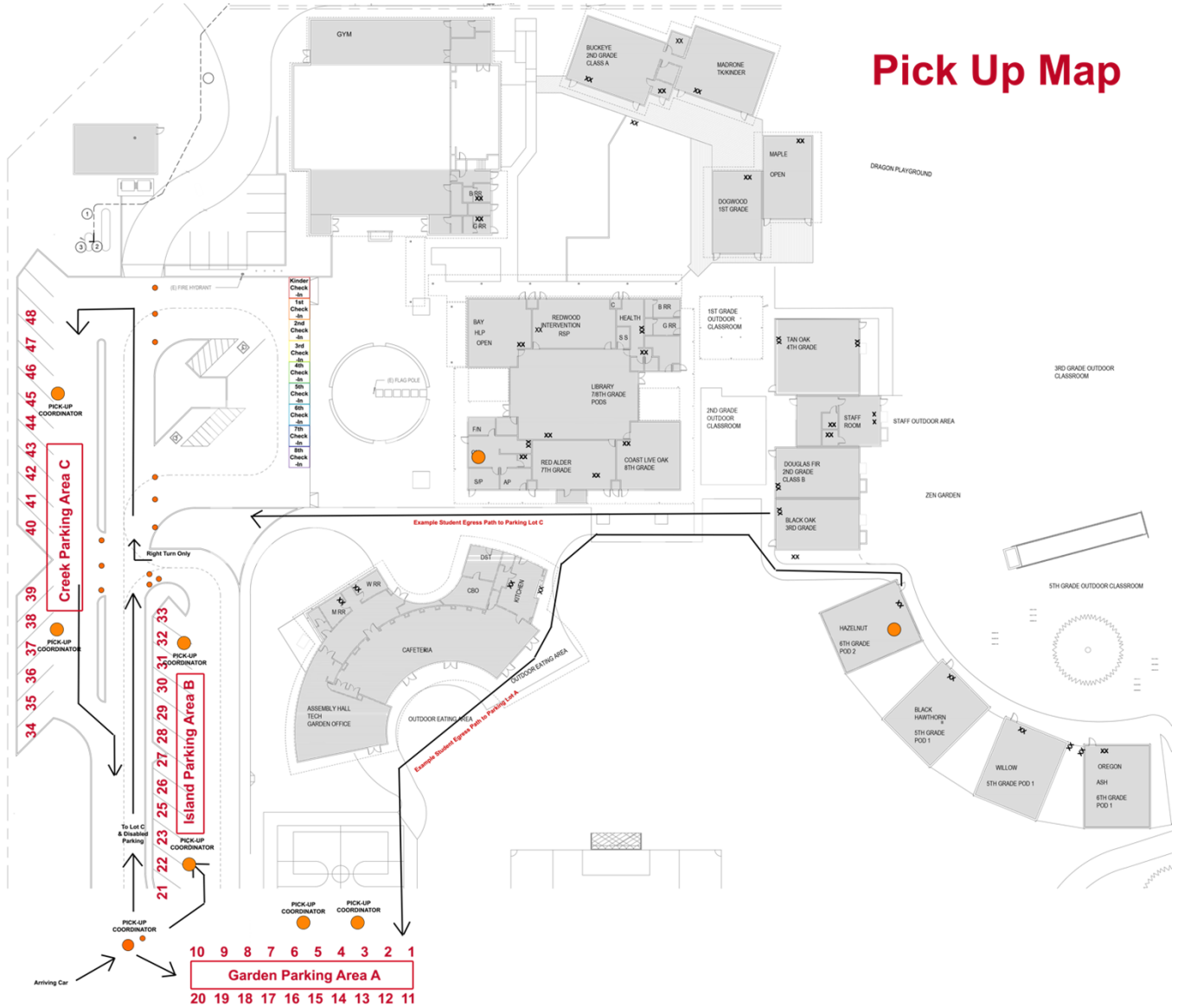
C. How school/district plans to encourage a zero-mingling policy after school:

- The controlled exit of students from the stable group in the classroom does not allow for peers to depart simultaneously.
- The direct travel from departing class to the identified parking space reduces students meandering around the campus looking for their ride.
- Ample supervision of transit paths and particularly of pickup locations will speed departure and reduce possibility of mingling after school.
- Playgrounds will be closed at end of school to allow for cleaning and will rule out the potential for family groups to linger on campus after school.
- Harmony is a rural school site and does not have neighborhood access. Passive presence of students on campus after pickup is very rare as all families live distant from the site.

Pick Up Map

The map below diagrams the pick-up parking lots and spaces and provides examples of egress paths for sample students leaving different locations on the campus.

Pick Up Map



6. Face Coverings / Other PPE

How CDPH's face covering requirements will be satisfied and enforced for staff and students

A. Please provide complete policy for face coverings:

Face coverings must be used in accordance with CDPH guidelines unless a person is exempt as explained in the "Guidance for the Use of Face Coverings" dated November 16, 2020.

Requirements

- All HUSD staff are required to wear COVID mitigating face coverings at all times while on district property AND while conducting district business in common public spaces or shared interior spaces off site, unless exempted.
- Students in all grade levels K-12 are required to wear COVID mitigating face coverings at all times, while at school, unless exempted.
- All visitors to HUSD property are required to wear COVID mitigating face coverings unless exempted.
- Participants in youth and adult sports must wear face coverings when participating in the activity, even with heavy exertion as tolerated, both indoors and outdoors.

Education and Training

- Information contained in the CDPH Guidance for the Use of Face Coverings will be provided to staff and families of students, including the proper use, removal, and washing of cloth face coverings.
- Harmony USD will teach and reinforce the use of face coverings, and in limited instances, face shields with drapes to staff and students.
- Students and staff will be frequently reminded not to touch the face covering and to wash their hands frequently.
- Training will be provided including on how people who are exempted from wearing a face covering will be addressed.
 - Any question of exemption status regarding a person present on district property will be referred to the office immediately.
 - HUSD administration will work to confirm allowable exemption. If unable to confirm, HUSD will provide a face covering to use. If person does not have exemption and refuses to comply, HUSD administration and/or designee will direct departure of party from the site.

Removing Face Coverings & Exemptions

- In rare and limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) will be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a standard face covering outside of the momentary exception. HUSD will utilize teleconferencing when possible, to avoid the need of mask exceptions provided through CDPH guidance.
- A face covering, or face shield, may be removed for meals, snacks, naptime, or when it needs to be replaced.
- When a face covering is temporarily removed, it should be placed in a clean, safe area, clearly marked with the student's name and date, until it needs to be put on again.
- Students experiencing emotional duress may be allowed to remove the face covering under the following conditions;
 - Student is in a secure setting away from other students, staff or visitors
 - Student is outdoors
 - Student is physically distanced by at least 12 feet.
- The following are exceptions are outlined in the July 28, 2021 CDPH "Guidance for the Use of Face Coverings" (See Appendix and <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>). These are the only exceptions to the use of face coverings on HUSD property or when engaged in HUSD business:
 - They are under age 2
 - Have a medical or mental health condition or disability that would impede them from properly wearing or handling a face covering. This condition must be verified by physician confirmation with the district.
 - Those with a communication disability, or when it would inhibit communication with a person who is hearing impaired. *Those with communication disabilities or caregivers of those with communication disabilities can consider wearing a clear mask or cloth mask with a clear panel when appropriate.*

- Persons exempted from wearing a face covering due to a medical condition, as confirmed by school district health team and therapists, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
- Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least 12 feet apart.
- As otherwise defined by the CDPH.

Provision of Face Coverings

HUSD will provide face coverings for any student who reports to school without one at no cost to student or family. If a face covering becomes damaged and a student does not have a replacement, the school will provide an additional face mask for the student to use.

HUSD will provide face coverings for visitors who do not have their own or need more effective masks while present on site.

HUSD will provide, and ensure staff use, face coverings and all other required personal protective equipment in accordance with CDPH guidelines.

- Employees may use their own face coverings or district provided face coverings.
- Employees are responsible for cleaning their face coverings. The district will provide clean face coverings as needed/requested.

Refusal to use required PPE

For students or families who refuse to follow mask protocols, or any other COVID mitigation practice required by the school, will be offered an alternative educational placement in the full-time distance learning program until compliance is confirmed. HUSD will exclude students from campus if they refuse to wear a face covering (unless exempt).

In the event the refusal is temporary or due to an emergency or emotional crisis, the school will endeavor to stabilize the situation and support the student in complying with the requirement while maintaining social distance. If the student continues to refuse to wear the face covering properly, the student will be excluded from in person activities until compliance is re-established.

Masks on Busses and Transportation

All face covering policies apply on district school buses and any vehicle affiliated with the LEA used to transport students, staff, or teachers to and/or from a school site.

Staff

All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.

PPE Standards

HUSD and CDPH recommends the use of disposable 3-ply surgical masks, which are more effective than cloth face coverings. Though not required, HUSD will educate and encourage the use of higher quality non-woven surgical masks generally, and for staff with higher levels of exposure, the use of KN95, N95 or FFP2 masks. HUSD has both PPE available to staff on demand.

Workers or other persons handling or serving food or have increased exposure contaminated surfaces or locations must use gloves in addition to face coverings. This includes custodial staff, check-in attendants, health screeners, nurses, office staff handling public items, and COVID test technicians. All staff will be provided access to gloves. Disposable gloves will also be provided by HUSD to visitors or students that request them.

HUSD provides clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than 12 feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department.

If an employee encounters a non-employee that is not wearing a face covering accordingly should remind the non-employee by politely reminding the individual of the required face covering either verbally and/or by pointing to posted campus signage. If these reminders are not effective, the employee will notify the school office immediately.

B. Describe specifications on type of face coverings allowed (i.e.: no valves, ≥ 2 ply, no bandanas, etc.):

CDPH Guidelines and recent research indicates a significant benefit from mask wearing in reducing the spread of COVID. There are differences in the effectiveness of different forms of face masks. Double layer cloth masks are adequate and meet guidelines, but it is STRONGLY encouraged that non-woven, 3 ply, surgical style face masks are used by all parties. For individuals with greater exposure, N95, KN95 or FFP2 masks are encouraged and provided for staff.

- Masks with outlet valves that facilitate fast evacuation of the mask from exhaled air are NOT allowed, as they do nothing to filter outgoing breath for peers in shared spaces. If a mask is used with a valve present, it MUST be covered to exclude air passage through the valve.
- Loose fitting garments such as gaiters, balaclavas, scarves, bandanas and turtlenecks are NOT compliant with the mask mandate.
- Single ply cloth masks are NOT compliant with the mask mandate.
- Fitted, double layer cloth masks, disposable or reusable 2 or 3 ply masks with non-woven filters, surgical masks and N95/KN95/FFP2 masks are compliant.

Masks should fit well all around the perimeter and be free of holes or passages for air leakage. Masks are seen to be performing well when breathing causes some expansion and contraction of the fabric. If not movement of the fabric is observable, it is likely that air is escaping easily out the sides.

C. Where will extra masks be available if needed?

All classrooms will be provided a supply of staff and student masks to ensure no person present is without necessary PPE. The main office and nursing station will similarly have masks available and will monitor supplies in classrooms and replenish as needed.

D. Describe plan for refusal to wear face coverings:

ADULT Refusal

In the event of the refusal to wear a face covering by an ADULT, HUSD responding staff will:

- Move to isolate the refusing party from other staff, students or visitors. This may be accomplished by escorting the refusing party to another location, or by removing other people present from the area occupied by the refusing party.
- Staff will attempt to de-escalate the situation and move the party to comply with the mask mandate.
- Staff will offer the refusing party to conduct necessary business via phone or teleconference.
- In the event the refusing party continues to refuse to comply with the mandate, and does not leave of their own determination, the party will be asked to leave.
- If the party refuses to leave the site local LEO will be contacted to assist with removal.

STUDENT Refusal

In the event of the refusal to wear a face covering by a student, HUSD responding staff will:

- HUSD will exclude students from classroom or activity if they refuse to wear a face covering (unless exempt).
- Student will be moved to isolate the refusing party from other staff, students or visitors. This may be accomplished by escorting the refusing party to another location, or by removing other people present from the area occupied by the refusing party.
- The student will be counseled and offered the opportunity to return to compliance.
- If the student continues to refuse to comply, the student's parent/guardian will be contacted to remove the student from the campus until the student is able to comply with the mask wearing requirement.
- Students or families who persist in refusal to follow mask protocols, or any other COVID mitigation practice required by the District, will be offered an alternative placement in the full-time distance learning program.

7. Health screening / Symptom monitoring / Sick protocol

How individuals will be screened and monitored for symptoms - how ill staff / student will be handled

Details of at-home screening plan:

Health screenings refer to symptom screening, temperature screening, or a combination of both. Although temperature screening for COVID-19 has become a widespread practice, it may have a limited benefit. With respect to COVID-19, the CDC acknowledges that "fever and symptom screening have proven to be relatively ineffective in identifying all infected individuals." This is because people with COVID-19 can infect others before they become ill (pre-symptomatic transmission), some people with COVID-19 never become ill but can still infect others (asymptomatic transmission), and fever may not be the first symptom to appear. Despite the limitations, HUSD will follow the current guidelines and screen all staff and students when they arrive on campus.

A. Details of at-home screening plan:

Staff, Essential Visitors and Student Screening:

Parents should ask their own children and staff should consider for themselves the following questions. **A person who answers "Yes" to any one of these questions must not enter the school facility.**

1. Within the last 14 days have you been diagnosed with COVID 19 or had a test confirming you have the virus? **Yes – Stay home and seek medical care.**
2. Do you live in the same household with, or have you had close contact with someone who in the past 14 days has been in isolation for COVID 19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more. **Yes – Stay home and seek medical care and testing.**
3. Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?
 - a. Fever
 - b. Cough
 - c. Shortness of breath
 - d. Trouble breathing
 - e. Chills
 - f. Night sweats
 - g. Sore throat
 - h. Muscle/body aches
 - i. Loss of taste or smell
 - j. Headache
 - k. Confusion
 - l. Vomiting
 - m. Diarrhea

Yes – Stay home and seek medical care and testing.

Harmony has implemented a health screening app that allows parents/guardians to fill out the daily health screening questionnaire remotely. Ideally, parents will complete the electronic submission prior to arrival at school in the morning. For students who did not complete the health screen remotely, they will be offered the opportunity to complete the form electronically or using the paper health screening form while parked in the diversion parking lot prior to drop off. The parent will give the health screening form to their child who will, in turn, submit the form to their check in attendant at their drop off kiosk.

In the event a student arrives at the check-in kiosk without a form or confirmation of electronic submission, the student will be referred to the check-in Ombudsperson who will contact the parent/guardian to complete the health screening form.

If a health screening form is not submitted, the student will not attend classes for the day and will be provide a socially distanced location to await pickup

B. Support available for individuals staying home:

HUSD provides COVID awareness information to all families about COVID symptoms, prevention strategies and community resources to assist in their monitoring and managing risk at home. For families that need assistance, the District Nurse will provide support and guidance in the process of obtaining medical advice. HUSD require families to consult with the student's physician if a student is experiencing symptoms of COVID-19. HUSD protocol is to respond to student with COVID-19 symptoms follows the [Health Department and Sonoma County Health Department Guidelines](#). Students are not allowed to attend school if they are showing any symptoms of illness or if any member of their household has symptoms related to COVID-19. Families that do not wish to attend in person classes nonetheless have access to asymptomatic and response testing for COVID infection. PPE can be provided for families in need upon request

C. Screening criteria/procedure onsite for staff:

All staff will be required to complete a daily health screening to include:

- Reporting of any symptoms of COVID-19 that the staff member has experienced via the health screening app.
- Reporting of any household members with symptoms of COVID-19.
- Reporting of any possible exposure to the virus by the staff.
- Staff with symptoms or exposure to COVID-19 will be required to stay home and follow monitoring or testing steps as required by the Health Department.
- HUSDs protocols to respond to student COVID-19 symptoms follows the [Health Department and Sonoma County Office of Education guidelines](#) as well as the school’s own sick policy:
- **Staff are not allowed to work on campus if they are showing any symptoms of illness which could be passed on to a child or adult.**
- **Staff may not work on campus if any member of the household has symptoms of COVID-19.**

D. Immediate protocol in case of a sick staff/faculty member:

If on campus, staff member will be asked to return home. Staff member should get tested as soon as possible after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contacts tested positive for COVID-19. Staff will be referred to their own health provider for testing or use the district provided test. See table below for more information or Appendix for “Scenario Based Guidance” All elements of the appropriate MOU will be followed for handling leave during quarantine.

Actions to take if there is a suspected or confirmed case of COVID-19	
COVID-19 Symptoms	<ul style="list-style-type: none"> ■ Send home if at school ■ Recommend testing ■ School / Classroom remains open
Close Contact / Confirmed Case	<ul style="list-style-type: none"> ■ Send home if at school ■ Exclude from school for 10 days from last exposure per CDPH quarantine ■ Recommend testing 8 days from last exposure
Confirmed Case	<ul style="list-style-type: none"> ■ Notify SCHD ■ Exclude from school for 10 days from symptom onset date or if asymptomatic, for 10 days from specimen collection ■ Identify school contact, inform SCHD of contacts ■ Begin contact tracing ■ Recommend testing asymptomatic contacts 8 days from last exposure and immediate testing of symptomatic contacts ■ Disinfection and cleaning of classroom and primary spaces where case spent significant time ■ School remains open
Symptomatic person tests negative or a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition	<ul style="list-style-type: none"> ■ May return to school after 24 hours have passed without fever and symptoms have started improving ■ School/classroom remain open

E. Screening criteria/procedure onsite for students:

All students (parents will complete on behalf of student) will be required to complete a daily health screening to include:

- Reporting of any symptoms of COVID-19 that the student has experienced via the health screening app.
- Reporting of any household members with symptoms of COVID-19
- Reporting of any possible exposure to the virus by the student or family
- At the check-in kiosk, staff will check students’ temperatures with a touchless thermometer.
- Students with symptoms or exposure to COVID-19 will be required to stay home and follow monitoring or testing steps as required by the Health Department.
- HUSDs protocols to respond to student COVID-19 symptoms follows the [Health Department and Sonoma County Office of Education guidelines](#) as well as the school’s own sick policy:

- **Students may not attend in person instruction if they are showing any symptoms of illness which could be passed on to a child or adult.**
- **Students may not attend in person instruction if any member of the household has symptoms of COVID-19.**

F. Immediate protocol in case of a sick student:

Per Health Department guidelines, if a student becomes ill with symptoms of COVID-19 and/or has a temperature above 100.4 F (38 C) degrees while at school, parent/guardian will be contacted for an immediate pick-up.

- The student will be removed from class immediately. The student will be isolated in a designated room or outdoor nurse station, continue wearing a face mask, and will be supervised by a designated staff member with appropriate PPE until the parent/guardian arrives to take the student home as soon as possible.
- The parent/guardian, or those authorized to pick up a student from school, will be contacted immediately as soon as a student reports any symptoms of COVID-19 for a prompt pick up.
- The designated area where the student was isolated while awaiting pick-up will be cleaned and disinfected immediately in accordance with Health Department guidelines. The areas where the student was prior to reporting symptoms will be cleared of all students and staff and will be immediately cleaned and disinfected.
- HUSD requires families to consult with the student’s physician if a student is experiencing symptoms of COVID-19. In order to return to school, the student must provide a physician’s release and may return to school after 24 hours have passed without fever and clear of symptoms. If physician release is not secured, the student must obtain a negative COVID-19 test before return to school.

Actions to take if there a suspected or confirmed case of COVID-19	
COVID-19 Symptoms	<ul style="list-style-type: none"> ■ Send home if at school ■ Recommend testing ■ School / Classroom remains open
Close Contact / Confirmed Case	<ul style="list-style-type: none"> ■ Send home if at school ■ Exclude from school for 10 days from last exposure per CDPH quarantine ■ Recommend testing 8 days from last exposure
Confirmed Case	<ul style="list-style-type: none"> ■ Notify SCHD ■ Exclude from school for 10 days from symptom onset date or if asymptomatic, for 10 days from specimen collection ■ Identify school contact, inform SCHD of contacts ■ Begin contact tracing ■ Recommend testing asymptomatic contacts 8 days from last exposure and immediate testing of symptomatic contacts ■ Disinfection and cleaning of classroom and primary spaces where case spent significant time ■ School remains open
Symptomatic person tests negative or a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition	<ul style="list-style-type: none"> ■ May return to school after 24 hours have passed without fever and symptoms have started improving ■ School/classroom remain open

G. Symptom monitoring procedures throughout day:

Students will be observed for any symptoms that occur throughout the day. If there are any questions, staff will consult with student and school nurse for further observation or investigation.

H. Screening of essential visitors/vendors:

Essential visitors that will share interior space with any staff or student agree to follow the health screening guidelines for staff including temperature check and submission of health screening form. Brief (<15 minute) outdoor check in with staff at the kiosk or front office do not require a temperature checks or health screening form.

8. Routine Testing

School/District's plan for routine/asymptomatic testing of staff and students

A. Plan to routinely test staff by tier:

Asymptomatic testing is an essential layer of COVID 19 mitigation. A significant portion of infections can occur without symptom. Asymptomatic spread of COVID has been documented in research. Therefore, Harmony will follow the CDPH guidelines for COVID surveillance testing and will modify frequency according to case rate. All staff and students attending on campus activities is required to participate in surveillance and response testing.

Purple Tier (>7/100k new cases daily)

- Asymptomatic (Surveillance) Testing: Via PCR saliva test, **WEEKLY**.
- Exposure Testing: If staff members have been exposed to COVID-19, they will be required to test on day 8 following exposure.
- Symptomatic Testing: Staff experiencing symptoms of COVID- 19 will be recommended to test immediately. Clearance required before return.
- Response Testing: HUSD will test all staff with our contracted testing company in response to any outbreak at school. Outbreak testing will continue for all staff weekly until no longer considered an outbreak.
- Test results are returned 24-48 hours. HUSD receives test results of each person tested in the same time frame.

Red Tier (4-7/100k new cases daily)

- Asymptomatic (Surveillance) Testing: Via PCR saliva test, **EVERY 2 WEEKS**.
- Exposure Testing: If staff members have been exposed to COVID-19, they will be required to test on day 8 following exposure.
- Symptomatic Testing: Staff experiencing symptoms of COVID- 19 will be recommended to test immediately. Clearance required before return.
- Response Testing: HUSD will test all staff with our contracted testing company in response to any outbreak at school. Outbreak testing will continue for all staff weekly until no longer considered an outbreak.
- Test results are returned 24-48 hours. HUSD receives test results of each person tested in the same time frame.

Orange Tier (1-3.9/100k new cases daily)

- Asymptomatic (Surveillance) Testing: Via PCR saliva test, **EVERY 2 WEEKS**.
- Exposure Testing: If staff members have been exposed to COVID-19, they will be required to test on day 8 following exposure.
- Symptomatic Testing: Staff experiencing symptoms of COVID- 19 will be recommended to test immediately. Clearance required before return.
- Response Testing: HUSD will test all staff with our contracted testing company in response to any outbreak at school. Outbreak testing will continue for all staff weekly until no longer considered an outbreak.
- Test results are returned 24-48 hours. HUSD receives test results of each person tested in the same time frame.

Yellow Tier (0-.9/100k new cases daily)

- Asymptomatic (Surveillance) Testing: No Asymptomatic Testing
- Exposure Testing: If staff members have been exposed to COVID-19, they will be required to test on day 8 following exposure.
- Symptomatic Testing: Staff experiencing symptoms of COVID- 19 will be recommended to test immediately. Clearance required before return.
- Response Testing: HUSD will test all staff with our contracted testing company in response to any outbreak at school. Outbreak testing will continue for all staff weekly until no longer considered an outbreak.
- Test results are returned 24-48 hours. HUSD receives test results of each person tested in the same time frame.

B. Plan to routinely test students by tier:

Asymptomatic testing is an essential layer of COVID 19 mitigation. A significant portion of infections can occur without symptom. Asymptomatic spread of COVID has been documented in research. Therefore, Harmony will follow the CDPH guidelines for COVID surveillance testing and will modify frequency according to tier

Purple Tier (>7/100k new cases daily)

- Asymptomatic (Surveillance) Testing: Via PCR saliva test, **WEEKLY**.
- Exposure Testing: If a student has been exposed to COVID-19, they will be required to test on day 8 following exposure.
- Symptomatic Testing: Students experiencing symptoms of COVID- 19 will be recommended to test immediately. Clearance required before return.
- Response Testing: HUSD will test all students with our contracted testing company in response to any outbreak at school. Outbreak testing will continue for all staff weekly until no longer considered an outbreak.
- Test results are returned 24-48 hours. HUSD receives test results of each person tested in the same time frame.

Red Tier (4-7/100k new cases daily)

- Asymptomatic (Surveillance) Testing: Via PCR saliva test, **EVERY 2 WEEKS**.
- Exposure Testing: If a student has been exposed to COVID-19, they will be required to test on day 8 following exposure.
- Symptomatic Testing: Students experiencing symptoms of COVID- 19 will be recommended to test immediately. Clearance required before return.
- Response Testing: HUSD will test all students with our contracted testing company in response to any outbreak at school. Outbreak testing will continue for all staff weekly until no longer considered an outbreak.
- Test results are returned 24-48 hours. HUSD receives test results of each person tested in the same time frame.

Orange Tier (1-3.9/100k new cases daily)

- Asymptomatic (Surveillance) Testing: Via PCR saliva test, **EVERY 2 WEEKS**.
- Exposure Testing: If a student has been exposed to COVID-19, they will be required to test on day 8 following exposure.
- Symptomatic Testing: Students experiencing symptoms of COVID- 19 will be recommended to test immediately. Clearance required before return.
- Response Testing: HUSD will test all students with our contracted testing company in response to any outbreak at school. Outbreak testing will continue for all staff weekly until no longer considered an outbreak.
- Test results are returned 24-48 hours. HUSD receives test results of each person tested in the same time frame.

Yellow Tier (0-.9/100k new cases daily)

- Asymptomatic (Surveillance) Testing: No Asymptomatic Testing
- Exposure Testing: If a student has been exposed to COVID-19, they will be required to test on day 8 following exposure.
- Symptomatic Testing: Students experiencing symptoms of COVID- 19 will be recommended to test immediately. Clearance required before return.
- Response Testing: HUSD will test all students with our contracted testing company in response to any outbreak at school. Outbreak testing will continue for all staff weekly until no longer considered an outbreak.
- Test results are returned 24-48 hours. HUSD receives test results of each person tested in the same time frame.

Testing Protocols are subject to change. Harmony anticipates changes to testing frequency as youth vaccination for COVID becomes available.

Additional testing in RESPONSE to exposure situations will be conducted ad hoc. Students and staff must participate in such activities or quarantine for the required 10 days from exposure, symptom free.

9. Physical Distancing

How space and routines will be arranged to allow for physical distancing of students / staff in the following areas:

A. Bus/Transport/Carpools:

Engineering Controls

- Use of seating chart
 - Create distance between students whenever possible
 - Students will be seated from the rear of the bus forward to prevent students from walking past each other.
- Drivers will notify students and parents to maintain 6-foot distancing at bus stops and while loading and unloading
- Attempt to keep stops/groups/cohorts seated together.
- When weather permits, windows and/or roof vents should be opened enough to provide fresh air circulation. Do not open windows and/or roof exits if doing so poses a safety or health risk for current or subsequent occupants.
- Drivers will notify students and parents to maintain 6-foot distancing at bus stops and while loading and unloading
- Students will be seated from the rear of the bus forward to prevent students from walking past each other.
- Procedures for Entering Bus will be taught to students

B. Classrooms

Classrooms have been configured to allow for increased space between seats, but under 2021 guidance, 6 foot distancing is not required.

- Face masks will be worn by students and the PE teacher during PE when activities bring students within 12 feet of each other.
- Students will eat lunch in their stable cohorts and will be spaced with 6 feet between each student whether they are eating lunch outdoors or indoors. Eating outdoors will be the policy unless the weather prohibits this.
- When weather threatens, limited seating in the indoor cafeteria will be made available to supplement outdoor canopies. Occupancy shall not exceed 1/4 of stated occupancy of the cafeteria in non-covid conditions.
- Teachers will eat lunch and take breaks outdoors and maintain 6 feet distancing from other teachers and students. If weather does not permit outdoor eating, teacher automobiles may be used for dining.
- Signage has been installed at all campuses to designate 6 feet distancing. Additionally:
 - Meetings between adults will be conducted virtually when possible.
 - Non-essential visitors will not be allowed on campuses or in classrooms.

Teleconferencing meetings will be used in place of in-person meetings for any classroom educational experts and guest speakers. Campus visitors (including parents) are not permitted during this time.

Field trips may be held with appropriate specific COVID mitigation plan approved by administration.

All administrative and teacher meetings with parents and the community will be conducted via teleconference or virtual meeting when possible. In the rare occasion an in-person meeting must occur, all safety precautions and physical distancing guidelines will be followed with outdoor spaces used whenever possible.

All classrooms have relatively low occupancy relative to capacity. Average occupancy is 20 individuals, for classrooms rated to hold 36.

C. Hallways:

Harmony does not have interior breezeways or halls. All transit paths will occur out of doors. Lines which occur in outdoor spaces will have distancing marks on the ground to assist students in regulating their space between others. The schedule of transit needs has been designed to limit the number of students out and transiting at the same time.

D. Student lockers:

Lockers are not available to students.

E. Bathrooms:

Bathrooms will be single use only, with social distancing line marks set up outside bathrooms. Students will wait until the previous student leaves the space before entering the bathroom.

F. Locker rooms:

Harmony does not have a locker room

G. Gymnasium:

The Gymnasium is closed to students indefinitely due to COVID. It will be used by the PE instructor for remote learning and planning purposes.

H. Playground / fields:

All recess sessions are staggered such that only one stable group is in an area at a time. Each area is significant in size, typically handling 70-90 students at a time. Given that most stable groups are 40 or less, ample space is available for students to maintain social distancing while playing. Students will be taught protocols and options for socially distant play. No contact sports will be allowed, and students will remain masked and socially distanced during play time.

I. Staff break rooms:

The staff room will be shut down for dining by staff. Staff will dine outside away from other staff/students. The staff room does have a copier. Teachers will not occupy the copier space while another teacher is using the copier. Masks will be required in the staff room, even if no other staff member is present, to reduce the potential for lingering aerosol in the space.

J. Other:

Cafeteria dining will occur in outdoor areas only. All seating is arranged to provide 6-foot social distancing. Given the necessity to remove masks, eating will only occur out of doors with students seated facing in the same direction.

The main office will switch all in person meetings to teleconference to conduct them remotely.

10. Healthy Hygiene practices

The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students - Please include site map for reference.

A. Plan to encourage healthy hygiene/handwashing routines:

HUSD is producing orientation videos outlining hygiene and mitigation behaviors for students and essential visitors to practice when on campus. These videos will be distributed to families in the approach to reopening. In addition, orientation meetings will be held on site the week before reopening to give students a tour of the new facilities and begin processing the reopening experience itself.

Hygiene will be embedded throughout our activities:

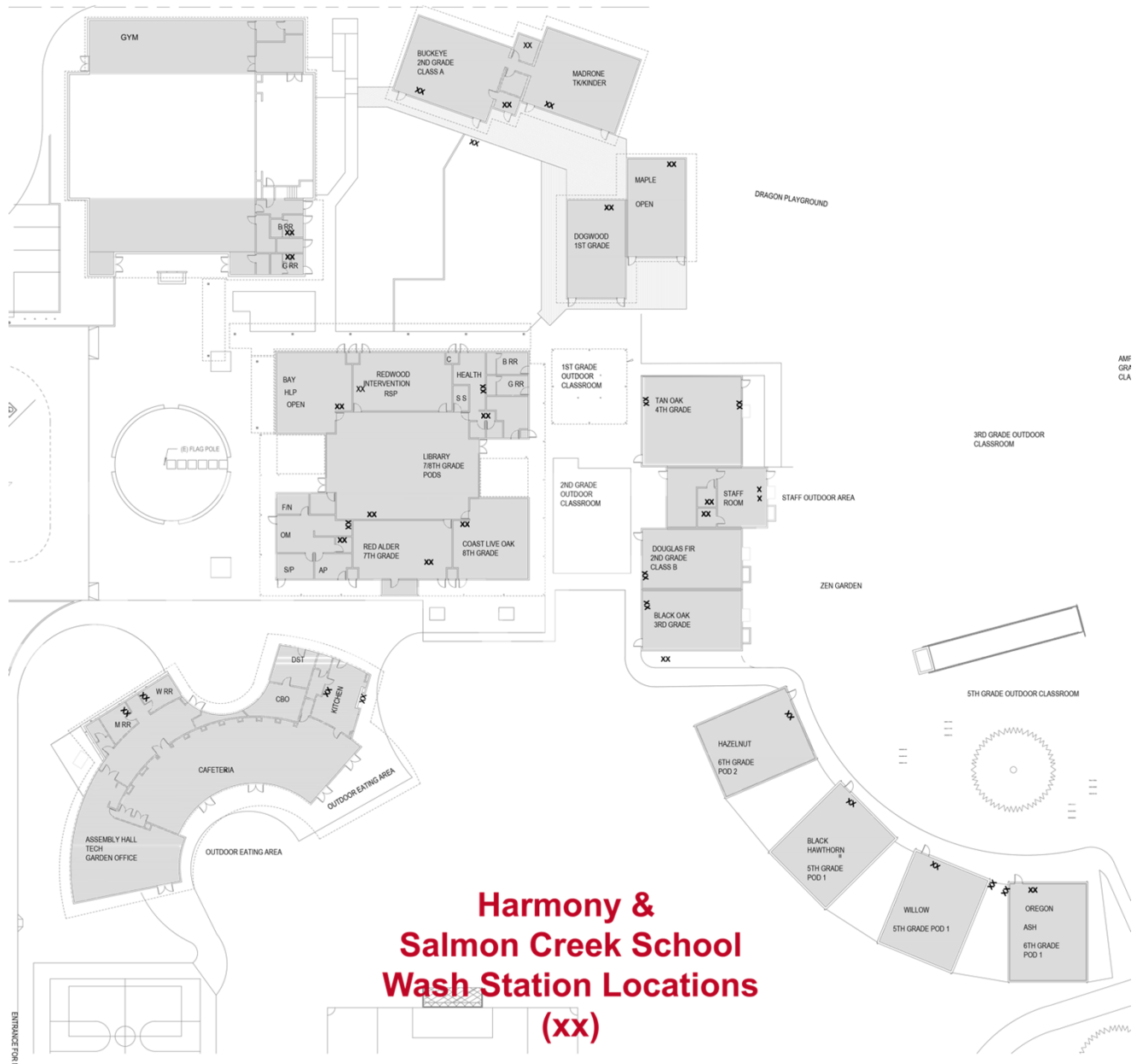
- Routine handwashing will be built into the daily schedule and emphasized by staff.
- Students will wash hands upon arrival, before and after eating, after using the restroom, after being outside the classroom (e.g., PE or recess), before leaving to go home, and as needed throughout the day.
- New handwashing stations have been added to outdoor areas at our campuses to provide ample indoor and outdoor handwashing stations.
- Handwashing by younger students will be supervised by staff to ensure proper handwashing practice. Strategies to train students in good hand washing will be used.
- Classrooms have sinks located in multiple indoor and outdoor areas for students and staff to use for handwashing.
- Each classroom has a designated restroom facility that is equipped with sinks and soap. (Restroom visits by students/staff will be staggered so that one person is using the restroom at a time.) Ventilation in restrooms will be increased by opening windows and/or use of the HVAC ventilation system.
- Drinking fountains have been closed. Students and staff will bring their own personal water bottles labeled with names to school. Water bottle filler stations have been installed to allow students to access additional water for their containers.
- Hand sanitizers are distributed in multiple locations in all classrooms and outdoor areas that will be used by students and staff.
- Staff will supervise frequent handwashing and will reinforce with students the practice of frequent handwashing.
- Posters reminding students and faculty to wash hands and how to wash hands have been prominently displayed in classrooms and at handwashing stations.

Additional healthy hygiene practices:

- Students' belongings will be separated and individually labeled. Sharing of materials has been discontinued. Students will have individual digital devices, writing utensils, notebooks, art supplies. Backpacks and portable stadium chairs have been provided to all students.
- No sharing of food is allowed.
- Outdoor areas will be used as outdoor classrooms as much as possible for all grade levels. Significant Resources have been invested to ensure that outdoor classrooms are utilized to reduce indoor air exposure
- Students have individual student-assigned desks, chairs, school supplies, and electronic devices (no sharing).
- HUSD keeps in stock ample supplies of soap, tissue, disposable face masks, hand sanitizer, face shields, and cleaning and disinfecting products.

B. Other considerations - including locations of handwashing stations, disabling of drinking fountains, etc.:

7 additional outdoor hand washing stations have been installed at strategic locations throughout the campus. These wash stations, along with indoor sinks, are noted on the map below with XX symbols. Drinking fountains have been disabled, but electronic touchless water bottle filler stations have been installed in their stead.



**Harmony &
Salmon Creek School
Wash Station Locations
(xx)**

ENTRANCE FOR MORNING DROP-OFF

MORNING HEALTH CHECK IN AREA



11. Routine Cleaning and Disinfection

How shared surfaces will be regularly cleaned and disinfected, including plans / schedules for the following areas:

A. General high-touch surfaces:

High touch surfaces include sink handles, shared tables desks and chairs, door handles and shared electronic devices.

- Sinks have all been retrofitted with touchless valves, nevertheless, bathrooms will be cleaned twice daily. Electrostatic sprayers will be used to speed cleaning in high touch areas. All water fountains will be disconnected, only touchless water bottle fillers will be available for use. They will be cleaned daily.
- Students will have a consistent desk and chair that is not shared.
- Exterior & Interior Door handles will be cleaned twice daily
- Electronic devices will not be shared. HUSD has a 1:1 device program.

B. Classrooms:

Classrooms will be cleaned once daily include use of electrostatic sprayer for desk and counter surfaces. Cleaner will be made available for staff to treat surfaces that have frequent contact through the day.

C. Bathrooms:

Bathrooms will be cleaned twice daily, once prior to lunch with electrostatic sprayer between 10:45 and 11:30 and again at the end of the day after dismissal.

D. Cafeteria:

The cafeteria will but shut for indoor dining during COVID. Kitchen standard cleaning protocols will be followed for cleaning of the kitchen. The food service program will switch to using disposable/compostable serving products during COVID to reduce exposure to staff when handling dishware.

Outdoor dining areas will be cleaned between stable groups. Cleaning includes wiping down tables after students have departed the dining area.

E. Playgrounds:

According to CDPH Guidelines, playgrounds require only “routine maintenance. Make sure that children wash or sanitize their hands before and after using these spaces. When hand hygiene is emphasized, cleaning of outdoor structures play is not required between cohorts.” Harmony will clean the playground equipment daily with electrostatic disinfectant sprayer.

F. Offices:

The Main Office lobby will be closed to the public. A kiosk window has been assembled to serve the public without requiring their entry into the interior of the office. All offices will continue on a daily cleaning regimen including electrostatic sprayer in the evening to efficiently disinfect surfaces.

G. Hallways:

HUSD does not have interior hallways requiring enhanced. cleaning.

H. Locker rooms:

Not applicable at Harmony.

I. Gymnasium:

The gymnasium will remain closed.

J. Other: N/A

12. Plan for Shared items

How use of shared items will be minimized and/or adjusted to meet safety standards, where applicable -

A. Classroom / Office supplies:

All students have been provided with a backpack that can serve all material and equipment needs for the student while at school. All shared items have been duplicated for each individual child such that sharing is not necessary or allowed. For staff, only the copier stands as the primary shared item for the campus. Teachers have adequate technology for their own classrooms. Shared project activities in class will be re-organized to allow students to engage in the activities without requiring the sharing of equipment. In the rare case where equipment is shared, it will be disinfected after use. All supplies necessary for the student to operate autonomously, without sharing, will be provided.

B. Toys / Play equipment:

Toy and play equipment will be shared by stable groups.

C. Electronics equipment:

Electronics will not be shared. All staff have new computing devices as do all students. The only equipment of note that will be shared is the faculty copier. Protocols are in place to restrict staff from simultaneous occupation of the copy room, and response cleaning supplies are provided for staff to disinfect touch locations for the copier.

D. Tools:

Custodians have been provided with copies of tools to reduce the need to share. There are some exceptions. When shared tools are used, staff will disinfect the touchable surfaces before and after use.

E. Other:

Not applicable.

13. Handling COVID-19 / symptomatic individual

How the affected individual will be removed from group and isolated in designated space until pick-up

A. Plan/location for Isolation room / area:

The nursing station in the Northeast corner of the library complex will be activated upon return. This space has a dedicated restroom and access to a covered exterior that will serve well for a secondary isolation location, particularly for symptomatic individuals to reduce exposure of health tech/nurse managing the station. The isolation area will be cleaned thoroughly after occupant is picked up by parent/guardian.

B. PPE available for staff providing care in Isolation area:

The health technician in the nurse's station will be provided KN95 mask, gloves, face shield and protective clothing.

C. Staff trained to provide care in Isolation area:

A registered nurse staffs the isolation area. The nurse is responsible for identified IEP services, COVID testing and the temporary care of symptomatic students on site until pickup by parent/guardian.

D. Plan for staff caregiver to be fit-tested and trained to seal-check N95 respirator:

HUSD will provide appropriate training for PPE use including use of higher quality masks for the health technician.

E. Protocol for immediate removal and relocation of ill individual:

Anyone ill will be immediately sent to the isolation room and the potentially infected location will be closed to use by staff and students until thorough cleaning and disinfection. When a COVID-19 positive or otherwise ill staff member or student is identified, contact tracing will be initiated immediately. A list of close contacts will be identified and notified of the need to isolate and consult with their physician. If necessary, this list will also be submitted to the Public Health Department and any further recommendations from them will be implemented. Individuals will obtain testing via their personal healthcare providers. Those individuals who cannot obtain testing or do not have access will utilize the contracted testing facility.

When there is a work exposure, possibly affecting employees will be notified via letter which is emailed to them. They may also receive a phone call or text.

F. Protocol for disinfection of contaminated areas, including Isolation zone after pick-up:

Close off areas used by any sick person and do not use before cleaning and disinfection. Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation.

G. Instructions to give ill staff / family of ill child (re: follow-up with PCP, testing guidance):

Our sample letters for communicating with families of a class or school closures as well as notification when a student or staff member has been exposed to COVID-19 are attached.

To inform staff and families, we use the guidance from the Sonoma County Department of Health Services – see [Scenario based COVID-19 Guidance for Schools, Childcare, and Programs for Children and Youth](#) in the attachments.

H. Plan for testing symptomatic individuals:

Students and staff will get tested as soon as possible after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contacts tested positive for COVID-19. Harmony has the capacity to provide for student and some limited family contact testing. Staff members will be tested through the District contracted vendor.

14. Plans for after an Exposure Event

When someone is confirmed positive for COVID-19 and individuals were exposed onsite

A. Designated COVID Coordinator(s) and corresponding duties:

As per notice, the District will provide contact tracing as prescribed by the County Health Department. The **District Superintendent and Office Manager** have been trained in contact tracing. They will follow the training protocols outlined in the webinar and the Sonoma County Department of Health training.

The HUSD COVID Coordinator is Superintendent Matthew Morgan. The COVID coordinator is responsible for implementing a COVID exposure response including contact tracing, isolation/exclusion of exposed individuals, providing support for exposed individuals and managing communication with the community regarding exposure risk and any and all responses or program modifications related to the potential exposure.

B. Plan for confirmed COVID-19 case reporting:

- **Communication:** Follow the CDPH guidance and Cal/OSHA guidance in this area. Harmony will notify the County of Sonoma Public Health Department immediately of any positive COVID-19 case. As advised by County Health, we will also notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws. The community will be notified through either a note home or through our email blast system.
- Close off areas used by any sick person and do not use before cleaning and disinfection. Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation as recommended in Section 1.C.
- For settings in which stable classroom cohorts have been maintained: All students and staff should be instructed to get COVID-19 testing and remain quarantined at home for 10 days.
- For all settings: Provide information regarding close contacts to the County of Sonoma Public Health Department via secure fax or email. The following information will be provided to
 - Full name, address
 - Telephone number
 - Date of birth of the individual who tested positive
 - Date the individual tested positive
 - The campus location(s) at which the individual was present on-site within the 2 days preceding symptom onset or the positive test
 - The date the individual was last on-site.
 - The full name, address, and telephone number of the person making the report.

C. Plan for “Close Contact” identification:

Students or staff have close contact - following SCDHS guidelines, we will send individual home, instruct to quarantine for 10 days starting the day after last exposure and monitor symptoms for 14 days total. Recommend testing prior to returning - at least 8-10 days after last exposure or ASAP if symptoms develop. We will notify staff and families of children in cohort using Contact of a Contact Advisory letter.

D. Plan for Exposure testing for staff:

Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately and instructed to get COVID-19 testing or will be provided with a District test kit.

Students or staff that have exposure - following SCDHS guidelines, we will send individual home, instruct to quarantine for 10 days starting the day after last exposure and monitor symptoms for 14 days total. Recommend testing prior to returning - at least 8-10 days after last exposure or ASAP if symptoms develop. We will notify staff and families of children in cohort using Contact of a Contact Advisory letter.

E. Plan for Exposure testing for students:

Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately and instructed to get COVID-19 testing. The District will refer families to their own medical provider or provide one of our District provided test kits for families that are unable to secure testing.

Students or staff that have exposure - following SCDHS guidelines, we will send individual home, instruct to quarantine for 10 days starting the day after last exposure and monitor symptoms for 14 days total. Recommend testing prior to returning - at least 8-10 days after last exposure or ASAP if symptoms develop. We will notify staff and families of children in cohort using Contact of a Contact Advisory letter.

F. Support for staff in Isolation/Quarantine:

Staff members in Isolation will be provided with guidance on next steps for them as they either test with us or reach out to their primary caregiver for more information. Staff members will be provided with the required protocols for returning to work and the option to continue to work from home, if feasible. Staff will be provided leave time to support adequate quarantine and isolation as per MOUs. Staff will continue to be monitored and additional testing will be offered as time progresses.

G. Support for students in Isolation/Quarantine:

Families of students in Isolation will be provided with guidance on next steps for them as they either test with us or reach out to their primary caregiver for more information. Students will be offered distance learning, if feasible.

H. Return to school criteria for COVID-19 positive individual:

The individuals will stay home until:

- 10 days have passed since the onset of symptoms, AND
- The person has had no fever for 24 hours without the use of fever-reducing medications, AND
- Symptoms have improved
- If no symptoms, stay home until 10 days have passed since the date of the test
- A doctor's note **does not** override these criteria.

I. Return to school criteria for exposed close contacts:

We will instruct the individual to quarantine for 10 days starting the day after the last exposure. Monitor symptoms for 14 days total. Recommend testing prior to returning, at least 8-10 days after last exposure (ASAP if symptoms develop).

J. Outbreak response plan:

In consultation with Sonoma County Health Department and following the State Consolidated Guidance (see attachment), school officials will decide if closure of a stable group/classroom or the entire school is required.

- In consultation with public health, we will consider closing a class if one or more students or staff members are confirmed to have COVID-19
- In consultation with public health, we will close our entire school if multiple cohorts or classes have confirmed cases of COVID-19 OR 5% of all students/staff have confirmed cases

We will reopen in consultation with public health, typically after 10 days have passed and:

- We have cleaned and disinfected all classrooms
- Had a public health investigation
- Consulted with Sonoma County Health Department

We will communicate in writing with parents/guardians and staff to notify of any exposure or confirmed case(s) of COVID-19, ensuring that the confidentiality of that individual as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act

15. Communication Plans

How the school/district will communicate with students, families, and staff about onsite COVID-19 exposure, consistent with privacy requirements such as FERPA and HIPAA

A. Provide plan for communications with families and staff after an onsite exposure:

In the event that an individual has a confirmed case of COVID-19, we will:

- Contact SCHD using the hotline number: 707-565-4566
- In consultation with Sonoma County Health Department, school officials will decide if closure of a stable group/classroom or the entire school is required.
 - In consultation with public health, we will consider closing a class if one or more students or staff members are confirmed to have COVID-19
 - In consultation with public health, we will close our entire school if multiple cohorts or classes have confirmed cases of COVID-19 OR 5% of all students/staff have confirmed cases
- We will reopen in consultation with public health, typically after 14 days have passed and:
 - We have cleaned and disinfected all classrooms
 - Had a public health investigation
 - Consulted with Sonoma County Health Department

We will communicate in writing with parents/guardians and staff to notify of any exposure or confirmed case(s) of COVID-19, ensuring that the confidentiality of that individual as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act

16. Staff training

How staff will be trained on the application and enforcement of the plan

A. Provide plan for training staff on new COVID-19 Safety plan:

Training and Instruction

- During multiple staff meetings, plan details were shared and reviewed for understanding.
- Staff Training is conducted via the Target Solutions COVID-19 module and a COVID-19 training roster will be used to document this training.
- **Staff members may consult with administration regarding questions or concerns related to any of the plans or protocols within the plans.**

B. Provide plan for enforcing COVID-19 Safety plan with staff:

All staff have had the opportunity to review the CSP and understand that we will enforce the requirements. Staff members struggling to enforce the plan will be reminded of the need to follow all protocols to maintain safety. If this continues to be an issue, the employee may be moved to a virtual position, asked to take a leave until the plan is no longer needed, or suspended.

C. Provide plan to remain current on guidelines and best practices:

The Health Tech, District Secretary, District Nurse will all continue to monitor the regular notifications coming from both our County Office of Education and the Sonoma County Public Health Office.

17. Family education

How students and their families will be educated on the application and enforcement of the plan

A. Provide plan for educating families on new COVID-19 Safety plan:

System for Communicating

- Our goal is to ensure that we have effective two-way communication with our employees and families, in a form they can readily understand, and that it includes the following information:
- All plans (CSP, CPP & CSP Checklist) are available on our website and by request in a hard copy.
- A virtual review is provided to parents regarding all aspects of the Safety Plan during evening sessions.
- All safety issues are reviewed at monthly Board Meetings that are open to the public.

B. Provide plan for enforcing COVID-19 Safety plan with students/families:

We will not exclude students from the classroom if they occasionally fail to meet the requirements of the CSP. However, after education, training, and counseling, if a family is still unable to meet the requirements of the CSP, we will move the child(ren) back to distance learning or independent study.

C. Provide plan for continuing communication/education as guidelines change:

We will use our weekly bulletin that goes out to all families to provide updated guidance on activities at school.

18. Engineering controls

How each specific school site plans to optimize ventilation, air filtration for indoor spaces

A. Please describe any unique challenges each site may face for maintaining safe environments, in terms of ventilation/airflow and infrastructure, and how those challenges will be addressed:

Harmony has a unique site due to its large campus relative to student population. This allows for the school to host all enrolled students without A/B day schedules. The site is well disposed for the use of outdoor classrooms, which this plan implements for each grade. The outdoor spaces will provide ample natural air exchange thereby reducing exposure to students and staff. For indoor classroom use, major improvements have been made to the HVAC and filtration systems in each interior space. The goal of improvements is to maintain 5-6 Air Exchanges per Hour (ACH)

Ventilation

A study was conducted of the ventilation for each classroom space noting ACH for each. Recommendations on changes to exterior air dampers and filtration were implemented. New filters were installed in HVAC units coupled with new ionizers to improve efficiency of filters.

CO2 Monitoring

CO2 levels in a room can act as a surrogate measure for the success of ventilation in a room. The school has installed CO2 meters in its classrooms to provide monitoring of sufficient ACH in each room. All windows and doors are operable and will be open to increase air circulation. Box fans have also been provided to classrooms to increase ventilation as necessary.

HEPA Filtration

HUSD has installed high quality and high volume HEPA filtration in all classrooms. IQ Air Cleanzone SLS can provide up to 28,700 cubic feet of airflow per hour, or approximate 3 ACH for standard classroom. This is in addition to the ACH provided by the ventilation and filtration provided by the HVAC system. Smaller offices and rooms have been provided appropriately sized units as well.

19. Consultation

For schools not previously open, please indicate the organizations involved and consulted with in developing safety plan. i.e.: Labor Organizations, staff & faculty, parents/students and community, other stakeholders, continued communication without fear of reprisals, etc.

A. Labor organization(s) and date(s) consulted:

Harmony has two labor unions and several non-represented staff. From the beginning, faculty and staff have been partners in developing HUSD's COVID response. At the start of the 2020-2021 school year both HUTA (CTA) and CSEA met with administration and adopted MOU's that were endorsed by the board in the October and January meetings. In addition, frequent consultations were held during weekly Friday faculty meetings, weekly Monday leadership meetings and starting in December, weekly reopening committee meetings. As reopening approached, negotiation team members were engaged in discussion regarding reopening frameworks and conditions for return to in person instruction. Unit leadership surveyed their membership and reported back to admin staff and faculty sentiment. Dates consulted include:

Faculty and Staff meetings

Weekly, August 14, 2020 – Current

Leadership Meetings

Weekly August 10, 2020 – Current

Reopening Committee Meetings

The reopening committee was designed specifically for the purpose of ensuring that all stakeholders were involved in the consultation and development of a realistic and well considered plan. The team includes 4 parents selected by the parent support foundation, 1 Board member, 3 teachers (HUTA), 3 classified staff (CSEA) including the food service director, and 3 administrative staff including the superintendent, assistant principal and office manager.

December 15, 2020	January 28, 2021
January 7, 2021	February 4, 2021
January 14, 2021	February 11, 2021
January 21, 2021	February 18, 2021

MOU meetings

HUTA

September 4, 11, 18 and October 12, 2020 and January 12, 20, 26, February 2, 9 & 17 2021

CSEA

November 19, December 4, 2020 and February 18, 2021

B. Parent / Community Organization(s) and date(s) consulted:

Board Meetings

Monthly, but recent dates include:

December 17, 2020
January 21, 2021
January 27, 2021
February 11, 2021
February 18, 2021

Reopening Committee Meetings

As described above

December 15, 2020	January 28, 2021
January 7, 2021	February 4, 2021
January 14, 2021	February 11, 2021
January 21, 2021	February 18, 2021

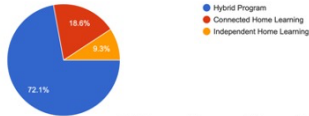
Parent Forums

November 17, 2020
February 11, 2021

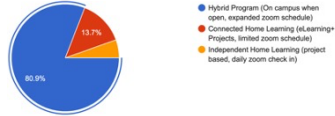
Parent Surveys

Parent surveys were conducted each trimester. The survey conducted in early February 2021 provided the following data:

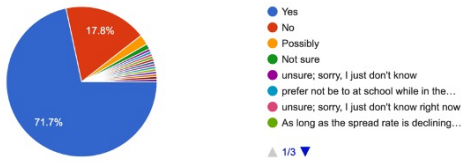
Which program is your student CURRENTLY enrolled in (Trimester 2)?
183 responses



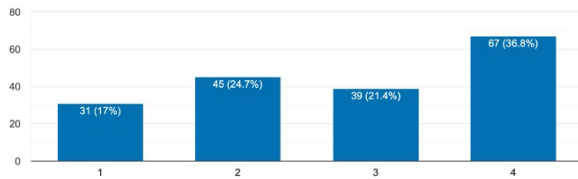
Which program do you request for your student for the NEXT Trimester (Trimester 3: March 1-June 3, 2021)?
183 responses



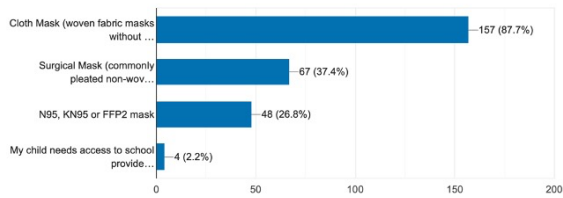
Would you be willing to have your child return to ON CAMPUS classes while case spread in Sonoma County was in the low purple range (between 8-25 new cases daily per 100,000 residents)?
180 responses



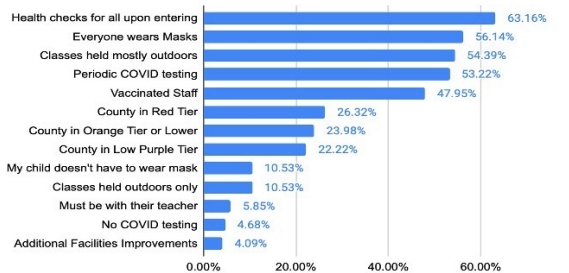
How comfortable do you feel about having your child return to ON CAMPUS classes when the case spread in the county is in the low PURPLE range (...ween 8-25 new cases daily per 100,000 residents)?
182 responses



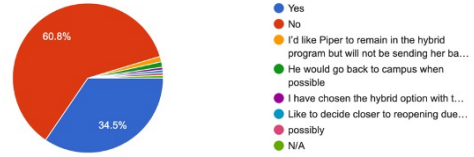
What kind of mask does your child have available to them that they could wear daily on campus?
179 responses



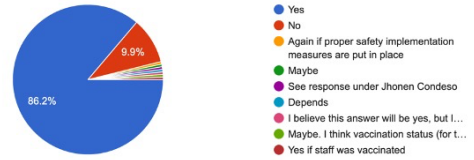
What are the key elements that need to be in place for you to feel comfortable with having your child attend school on campus



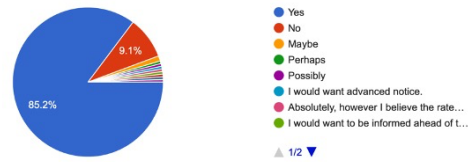
Would you like the opportunity to delay switching programs until the firm reopen date is announced?
171 responses



Would you be willing to have your child return to ON CAMPUS classes while case spread in Sonoma County was in the RED range (between 4-7 new cases daily per 100,000 residents)?
181 responses



Are you willing to have your child participate in periodic COVID testing (spitting into a clean vial) to facilitate case identification and tracking on campus?
176 responses



Though vaccines are NOT currently certified for use with children under the age of 16, are you interested in having your child vaccinated when such vaccines become available?
181 responses



C. Other:

Sonoma County Public Health Department was contacted to advise in the creation of this document and other informing policies for COVID mitigation.

Sonoma County Office of Education was consulted on numerous occasions and almost weekly leadership meetings provided ample opportunity for questions to be directed to county leadership in both the office of education and the public health department

West County sister districts including Forestville, Fort Ross, Guerneville, Gravenstein, Monte Rio, Montgomery, Oak Grove, Sebastopol and Twin Hills were consulted weekly on policy updates, status reports and guidance for reopening

HUSD COVID On Site NO Exposure Letter Sample



Date:

Dear parents, guardians, and staff:

A person with COVID-19 was recently identified at [redacted]. **At this time we do not believe that you or your child were exposed.** We will notify you immediately should this change. While the affected classroom(s) will be closed for 10 days as a precautionary measure, your/your child's classroom will remain open.

While you or your child may have not had any known exposures to COVID-19, it is still present in our community and we encourage you to continue to take steps to keep you and those around you safe. These steps include practicing social distancing from people who do not live in your household, washing your hands often, and wearing a mask or facial covering when in public.

We also encourage you to be aware of the symptoms of COVID-19 and check yourself or your child for COVID-19 symptoms before coming to work or school. Symptoms of COVID-19 include:

- Cough
- Fever
- Shortness of breath
- Nausea, vomiting, or diarrhea
- Body aches
- Headache
- Sore throat
- Runny nose
- New loss of taste or smell

If your child or anyone in your home is experiencing any of these symptoms, please keep the household home and do not come to school or work. Contact your healthcare provider and request a test for COVID-19.

Thank you for helping to keep our community safe.

Sincerely,

Matthew Morgan
Superintendent/Principal

HUSD COVID 3rd Party Student Contact Letter Sample



Date

Dear Parents/Guardians and Staff of classroom:

We want students and staff to stay safe. A student or staff member in your child's class has been in contact with a person who has tested positive for COVID-19. That student or staff member has been instructed to stay home until they are safe to come back to school. We have not identified any risk to you or your child at this time.

Your child's classroom will stay open. **You or your child can still come to school.** We will update you if anything changes. Please keep checking your child for symptoms and stay home if anyone in your home is sick.

Symptoms of COVID-19 can include:

- Cough
- Fever
- Shortness of breath
- Nausea, vomiting, or diarrhea
- Body aches
- Headache
- Sore throat
- Runny nose
- New loss of taste or smell

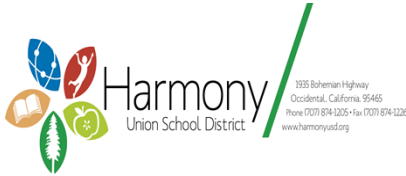
Please contact your healthcare provider for any other questions. Thank you for helping

to keep our school and community safe.

Sincerely,

Matthew Morgan
Superintendent/Principal

HUSD COVID Positive Case Possible Exposure Letter Sample



Dear parents, guardians and staff of classroom,

A person at _____ has recently tested positive for COVID-19. You or your child has been identified as someone who was in close contact with this person and is at risk for developing COVID-19.

COVID-19 is an illness caused by a virus that can be transmitted to other people when an infected person coughs, sneezes, or is in close contact with others. Symptoms of COVID-19 can include:

- Cough
- Fever
- Shortness of breath
- Nausea, vomiting, or diarrhea
- Body aches
- Headache
- Sore throat
- Runny nose
- New loss of taste or smell

Some people with COVID-19 do not have any symptoms, but can still spread the virus to others. People with COVID-19 are contagious for at least 10 days after their symptoms started, or if they don't have symptoms, 10 days after the day they tested positive. It can take up to two weeks after exposure to develop COVID-19. People who were exposed to COVID-19 should stay quarantined and not attend school or work for 10 days after the last time they were exposed, and should continue monitoring for symptoms for the following 4 days.

For more information on what it means to be quarantined, visit: www.socoemergency.org

As a precautionary measure, we have temporarily closed the affected classroom(s) for a period of at least 10 days following the last possible exposure, and will be reopening no sooner than MM-DD-YYYY. While we understand that this is a hardship for many, it helps to ensure that no further transmission of COVID-19 will occur. **You and/or your child may not go to a different day care, school, camp, or program until you/your child has completed their**

10-day quarantine.

If you or anyone in your household is currently showing symptoms of COVID-19: Please contact your healthcare provider to inform them of your symptoms and recent exposure to COVID-19. If you have difficulty getting tested with your healthcare provider, please visit: <https://socoemergency.org/emergency/novel-coronavirus/testing-and-tracing/>

If no one in your household has symptoms of COVID-19: We strongly recommend that you or your child be tested for COVID-19 8-10 days after the most recent exposure. Testing done too soon after an exposure may not be reliable, and a negative test during this time does not mean that the person won't develop COVID-19 later during their quarantine period. Because some people with COVID-19 have no symptoms, testing done too early (or not at all) increases the risk that a person may finish their quarantine but have become contagious without knowing it. Appropriate timing of testing is essential to be sure that when we reopen your classroom, there will be minimal risk to students and staff.

Thank you for your patience and understanding as we work together to keep our community safe.

Sincerely,
Matthew Morgan
Superintendent/Principal

Addendum 2021-2022



Harmony Union School District

Outline of COVID Impacted Conditions

Fall 2021-2022

SUBJECT TO CHANGE

Masks

Masks are required for all staff and student indoors and outdoors. Exceptions include:

- During meal-times
- When doing solo mask breaks
- Medical waiver by physician (Shield and drape alternative)

Testing

PCR Surveillance Testing and Antigen

Response Testing.

- PCR clears return from Quarantines
- Likely every fortnight

Quarantines

- Travel or exposure quarantines are 7-10 days
- Less days with vaccination
- Awaiting final guidance

Vaccinations

- No requirement yet.
- Strongly encouraged 12+
- 5-11 potentially eligible in late Fall.
- Very effective at reducing risk of severe COVID
- Still risk of spread (though reduced)

Schedule

EXPANDED SERVICES

M, T, W, F 8:30 – 3:05

M, T, W, F 8:30 – 1:10

All Grades, TK-8

Bussing

Regular Schedule

Increased Ventilation

Masks required

Morning Check In

Still need to fill out form

Still brief check in procedure on entry

No Temperature checks (TBC)

Drop Off

- Same as last year
- Efficient movement

Pickup

- Same as last year
- In-n-Out model

Cafeteria

- **FREE MEALS to ALL STUDENTS**
- Outdoor dining
- Efficient food delivery

Classrooms

- Social Distancing (all one class)
- Outdoor classrooms available

Enrichment

- Physical Education: Outdoors
- Health: Indoors/Outdoors
- Music:
 - Indoors: Percussion, Strings (Ukulele), Pitched Percussion
 - Outdoors: (upon approval) Recorders, Choir
- Art: Indoors/Outdoors
- Drama: Indoors/Outdoors
- Garden: Indoors/Outdoors

Sports

- TBD, League is reviewing rules
- If greenlight: Volleyball, Basketball or Cross Country

Events

- Outdoor events are OK with mitigations (depending; masks, social distance, etc)
 - Festivals, Assemblies etc.
- Indoor meetings OK with Masks
 - Back to school Night
 - Special Events

July 29, 2021

Scenario-based COVID-19 Guidance for Schools, Childcare, and Youth Programs

Updated September 1, 2021

Scenario	Action	Communication
Someone has symptoms of COVID-19	<p>Send home and recommend testing ASAP</p> <p>Cohort remains OPEN</p>	Reinforce importance of hand hygiene and facial coverings
Someone has a negative PCR result after symptoms of COVID-19	<p>To determine when they can return to campus, follow your site's policy for non-COVID illnesses. Might include:</p> <ul style="list-style-type: none"> ✓ No fever for 24 hours without use of fever-reducing medication ✓ No vomiting or diarrhea for 24 hours <p>If new symptoms develop after test, stay home and test again</p>	If symptomatic and received negative antigen result , recommend confirming results by PCR before allowing to return
A symptomatic person declines to get tested	Must provide proof of alternate diagnosis from their healthcare provider (and meet site's illness policy criteria before returning) OR they should complete 10 days of isolation (beginning the day after symptom onset) and meet Isolation Release Criteria (below) prior to returning	Encourage testing to confirm COVID-19 status , so that they may be exempt from future quarantine if exposed during the following 90 days ¹
<u>POSITIVE CASE</u> Someone has been confirmed positive for COVID-19	<ul style="list-style-type: none"> • Send home with instructions to isolate for at least 10 days, beginning the day after the first symptoms occurred, or beginning the day following their positive test was collected if they have no symptoms • They may return on Day 11 or later, when they meet the Isolation Release Criteria: <ul style="list-style-type: none"> ✓ Symptoms have improved ✓ They have been fever-free for at least 24 hours, without using medication (such as Tylenol or Motrin) • If the COVID-19 case was present on site within the last 24 hours, clean and disinfect spaces occupied by that person ❖ Identify any individuals who may have been close contacts² to the COVID-19 case on site during their infectious period, including students, staff, or visitors ❖ Follow the current quarantine guidelines for close contacts (next page) to determine who needs to quarantine, for how long, when they should get tested³, and when they can return on site⁴ 	<p>Report confirmed COVID-19 case to Public Health:</p> <p>Send completed "Case Info Gathering Tool" form to: <i>SoCo.Schools@sonoma-county.org</i></p> <p>Notify Close Contacts about the exposure, using the "Close Contact Advisory." Be sure to include details about when they should get tested, and when they may return on site</p> <p>Recommended: Notify all other staff and families of children in the class/school about the COVID-19 case using the "General Exposure Advisory"</p>

¹ After testing positive for COVID-19, it is not advised for individuals to test again for the following 90 days. It is possible that they may continue to test positive as their bodies shed dead viral fragments, and some tests may pick up on this genetic material.

² **Close contact** is generally defined as being within 6 feet of an infected individual for 15 minutes or more over the course of a day. People can be determined as close contacts in less than 15 minutes if they share eating utensils or drinks, or have direct physical contact with an infected individual (hugging, kissing, or playing moderate/high-contact sports together).

³ In certain circumstances, it is strongly advised that close contacts to do an initial test immediately after exposure, especially if there are 3 or more positive cases identified. If negative, testing should be repeated later in the quarantine period, based on current quarantine guidelines and recommendations. A negative result on an early test does not guarantee that they will not develop COVID-19 later in their quarantine period.

⁴ They must have developed no symptoms and test negative on/after the proper day to be released early from quarantine. Close contacts who are tested too soon (or not at all) after an exposure will not be released early from quarantine. They should continue to monitor for symptoms for the full 14 day period. If symptoms develop and no test is completed, an additional 10 days of isolation (beginning the day after symptom onset) must be completed before returning on site.

Quarantine & Isolation Guidelines

for schools, childcare, and other youth settings

Scenario	Criteria
<p>Person has symptoms of COVID-19 and was tested, but is still waiting for the test result</p>	<p>Stay home until the person has received their test result and a determination can be made as to how to proceed. <i>*See algorithm on Testing Fact Sheet for reference on when testing may need to be repeated/confirmed</i></p> <p>The class/group can remain OPEN until Case is confirmed positive</p>
<p>A <u>fully-vaccinated person</u> (student, child, athlete, staff, etc.) was in close contact with a confirmed COVID-19 case</p>	<p>No quarantine required - may continue returning to school and/or work as long as they remain asymptomatic. Monitor for symptoms for 14 days after last exposure.</p> <p>Recommend testing 3-5 days after last exposure, or ASAP if symptoms develop.</p>
<p>A person (not vaccinated) was a close contact to a confirmed COVID-19 case while <u>outside of the K-12 school setting</u> (at home, in the community, at sports practice, at preschool or college).</p>	<p>They must quarantine at home for 7-10 days - unless vaccinated (see above)</p> <ul style="list-style-type: none"> • May discontinue quarantine after Day 7 <u>if tested (negative) on/after Day 6</u> • May discontinue quarantine after Day 10 if <i>declined</i> testing on/after Day 6 <p>They should monitor for symptoms through Day 14</p> <p>➤ If symptoms develop, they should begin home isolation ASAP and get tested</p>
<p><u>Mask on Mask exposure:</u></p> <p>K-12 Student (not vaccinated) was a close contact to a COVID-19 case in a K-12 school setting and <u>both</u> the case and contact were wearing masks during the exposure.</p>	<p>They qualify for 10-day Modified Quarantine</p> <ul style="list-style-type: none"> • They must quarantine from extra-curricular activities for 10 days, including sports and all other activities community activities • They may continue returning to school for in-person instruction if: <ul style="list-style-type: none"> ○ They remain asymptomatic ○ They test 2x (PCR or antigen) during 10 day period ○ They continue to appropriately mask and use proper hand hygiene <p>➤ If symptoms develop, they should begin home isolation ASAP and get tested</p>
<p><u>Unmasked or partially-masked exposure:</u></p> <p>K-12 Student (not vaccinated) had close contact with a confirmed COVID-19 case while at school, but either the case or the contact were not wearing a mask</p>	<p>They do NOT qualify for Modified Quarantine.</p> <p>They must quarantine at home for 7-10 days</p> <p>If they remain asymptomatic:</p> <ul style="list-style-type: none"> • May discontinue quarantine after Day 7, if tested negative on/after Day 6 • May discontinue quarantine after Day 10, if declined testing on/after Day 6 <p>Monitor for symptoms through Day 14</p> <p>➤ If symptoms develop, they should begin home isolation ASAP and get tested</p>
<p>An employee/staff member (not vaccinated) was in close contact with a confirmed COVID-19 case</p>	<p>They must quarantine at home for 10 days minimum (per Cal/OSHA)</p> <ul style="list-style-type: none"> • We recommend getting tested on/after Day 8 • If they remain asymptomatic and do not test positive, they may return to their workplace on Day 11 <p>Monitor for symptoms through Day 14</p> <p>➤ If symptoms develop, they should begin home isolation ASAP and get tested</p>

Scenario-based FAQ

FAQ - Scenario	Recommendation
<p>Scenario A:</p> <p>A student at our school has a sibling who has been exposed to COVID-19 and is in quarantine.</p> <p>Can our student continue coming to school?</p>	<p>It is best for the exposed sibling (Sibling A) to separate from others in the home (separate bedroom and bathroom), in case they become infectious during their quarantine. Regardless of whether or not they are able to separate, the student who is not quarantining (Sibling B) may continue coming to school.</p> <p>If Sibling A begins developing symptoms, they should be tested ASAP. If Sibling A tests positive and has been in close contact with Sibling B (starting 2 days prior to their symptom onset, or 2 days prior to their positive test date if they had no symptoms), Sibling B must stay home and not return to school until after completing at-home quarantine.</p>
<p>Scenario B:</p> <p>A student at our school tested positive for COVID-19, and they were in multiple classes during their infectious period.</p> <p>Do all of the students in those classes need to quarantine?</p>	<p>Only the individuals who were in close contact to the COVID-19 case will be required to quarantine (if not vaccinated). This may not be the entire classroom if a strict classroom seating charts have been maintained (including at lunch tables, when 6-foot spacing cannot be maintained).</p> <p>The COVID Coordinator should work with the school to determine if they can confidently confirm who may have been a close contact. If this cannot be confidently confirmed, it may be best to consider the entire class as close contacts, as a precaution.</p>
<p>Scenario C:</p> <p>An athlete at our school tested positive. The day they got their result, they went and got re-tested at their primary care provider's office, which has come back negative.</p> <p>Do they still need to continue isolation?</p>	<p>Generally, negative results cannot supersede a recent positive result - meaning, yes, they need to continue isolation.</p> <p>For more details on this topic, please refer to our Testing Algorithm, found on our COVID-19 Testing Fact Sheet. There are instances where a positive antigen result should be confirmed by PCR (when the person is asymptomatic).</p> <p>Additionally, it is not recommended for people to re-test (during the next 90 days) after receiving a confirmatory positive result.</p>
<p>Scenario D:</p> <p>An athlete at our school tested positive for COVID-19, and was at practice all week.</p> <p>Does their entire team need to quarantine?</p>	<p>Not necessarily. Schools should consider the full definition of a "close contact" (see footnote of page 1) when determining who needs to quarantine. Exposure can occur very quickly during direct physical contact, therefore, some activities don't require the 15 minutes to be considered close contact.</p> <p>Different sports have different levels of risk depending on if they are played indoors or outdoors, and whether they are low contact or moderate-to-high contact activities.</p> <p>In moderate-to-high contact activities, such as football or basketball, the entire team may have had direct physical contact and therefore are considered exposed. When investigating exposure, schools should consider if players congregated on sidelines, in locker rooms, or before/after practice. Any player(s) who meet the criteria to be considered a close contact should quarantine (at home) unless fully-vaccinated and asymptomatic.</p>

Scenario-based FAQ (2)

FAQ - Scenario	Recommendation
<p>Scenario E: Childcare exposures</p> <p>A COVID-19 positive child at our daycare was present while infectious. Do all of the kids in their cohort need to quarantine?</p>	<p>In the daycare setting, proper mitigation measures (masking, distancing, etc.) and strict classroom seating charts are not always maintained.</p> <p>Because of the nature of the setting, it is not common for daycare/preschool sites to be able to confidently confirm who was and was not in close contact to the infectious case, unless the case is an infant who had minimal contact with others during the day. It may be best to quarantine the entire stable group, as a precaution.</p>
<p>Scenario F: Exposure in the home</p> <p>A student (not vaccinated) at our school/program has a household member who is positive for COVID-19.</p> <p>When can they come back to school?</p>	<p>If the student has had close contact to a positive household member, they must quarantine at home (they are NOT eligible for modified quarantine).</p> <p>If they <i>cannot separate completely</i> from the positive household member, then they are being continually exposed in the home - this means the child's quarantine "clock" does not begin until after their final exposure to the positive case - final exposure may end up being the positive case's last day of their isolation/infectious period.</p> <p>If the student can completely separate, then their quarantine can begin the day after they completely separated (the day after last exposure).</p> <p>Complete separation in the home: separate bedroom, bathroom (or use at different times of day with appropriate disinfection after use), 6ft+ physical distance, plus wearing masks while in common spaces</p>
<p>Scenario G: Allergy Symptoms</p> <p>A student at our site has sniffles or sneezing (mild symptoms).</p> <p>Do we send them home?</p> <p>Do they need to be tested?</p> <p>When can they come back?</p>	<p>When addressing children with mild symptoms, an informed decision about whether to send the child home should be made on a case-by-case basis. This decision can be made by the school nurse, or COVID liaison.</p> <p>Schools should consider if the child in question has a documented health history of allergies, if the child regularly experiences seasonal allergies and has symptoms that match their typical allergy symptoms, etc.</p> <p>However, if the child has any other COVID-19 symptoms in addition to the runny nose/allergy symptom, a possible recent exposure to COVID-19, or the runny nose fluid is not clear - then staying home, monitoring, and testing are recommended.</p> <p>If a child is sent home with symptoms (even mild ones), it is recommended they test right away for COVID-19. Those who do not test or receive an alternate diagnosis from a primary care provider will need to complete a minimum 10 day isolation as described in scenarios above.</p> <p>Those who test negative after symptom onset can return onsite when they meet the site's non-COVID illness criteria. Please note that other certain infectious diseases (like Norovirus) still need to be reported to Sonoma County Department of Public Health.</p> <p>Please report all non-COVID infectious diseases to: PHNurse@sonoma-county.org</p>

CASE INFORMATION GATHERING TOOL

Upon learning that a staff, student, or visitor has tested positive for COVID-19:

1. Fill out the form below to help you collect and organize necessary information about the positive COVID-19 Case. Please gather and include as much information as you can before moving to step 2.
2. Email form to SoCo.Schools@sonoma-county.org to report the positive Case and exposure info.
3. After reporting to Public Health, notify close contacts of the exposure and instruct for them to begin applicable quarantine. See the *Scenario-based Guidance and sample exposure advisory letter templates*.

Please note: When notifying close contacts and discussing their COVID-19 exposure, **do not disclose the identity of the person who tested positive**, as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act (FERPA).

School / Site / Location:			
Name of positive COVID-19 Case:		Date of Birth:	Parent/Guardian Name (if applicable):
<input type="checkbox"/> Case is a student . Grade/Class/Team:		Case (or Parent/Guardian) Phone #:	
<input type="checkbox"/> Case is a staff member . Position:		<input type="checkbox"/> Visitor/Other:	Case (or Parent/Guardian) email address:
Did they have a recent known exposure to COVID-19? When, where, and by whom?			
First Day Symptoms Appeared:		Last Day(s) on site:	
Type of Symptoms: (check all that apply)			<input type="checkbox"/> NO SYMPTOMS
<input type="checkbox"/> fever greater than 100.4 F/38 C	<input type="checkbox"/> headache	<input type="checkbox"/> nausea/vomiting	
<input type="checkbox"/> cough	<input type="checkbox"/> body aches	<input type="checkbox"/> diarrhea	
<input type="checkbox"/> sore throat	<input type="checkbox"/> fatigue	<input type="checkbox"/> runny nose	
<input type="checkbox"/> shortness of breath	<input type="checkbox"/> loss of smell or taste	<input type="checkbox"/> congestion	
<input type="checkbox"/> chills	<input type="checkbox"/> Other:		
Location of the COVID-19 Test?	Date of COVID-19 test?	COVID-19 Test Results:	
		<input type="checkbox"/> Positive	<input type="checkbox"/> Negative
		<input type="checkbox"/> Presumptive	<input type="checkbox"/> Pending
		<input type="checkbox"/> PCR	
		<input type="checkbox"/> Antigen	
Appx how many "close contacts" were exposed?	Appx total for Modified Quarantine:		# of fully-vacc'd contacts:
<input type="text"/> Staff <input type="text"/> Students/Children	Appx total for at-home Quarantine:	<input type="text"/>	<input type="text"/>

Additional notes about exposure:

Person Who Completed This Form:	Contact Info (phone/email):	Date:



What does it mean to be isolated?



Stay at home except to get medical care.

You should restrict activities outside your home, except for getting medical care. Do not go to work, school, or public areas. Do not use public transportation, ride-sharing, or taxis. You will need to make arrangements to have groceries and household items delivered to your home. If you need help with this, please let us know.

Separate yourself from other people in your home.

As much as possible, you should stay in a specific room and away from other people in your home. Also, you should use a separate bathroom, if available.



Wear a facemask.

You should wear a facemask when you are around other people (e.g., sharing a room or vehicle) and before you enter a healthcare provider's office. If you are not able to wear a facemask (for example, because it causes trouble breathing), then people who live with you should not stay in the same room with you, or they should wear a facemask if they enter your room.

Cover your coughs and sneezes.

Cover your mouth and nose with a tissue when you cough or sneeze. Throw used tissues in a lined trash can and wash your hands with soap and water for at least 20 seconds. If soap and water are not available, immediately clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry. Soap and water should be used preferentially if hands are visibly dirty.



Clean your hands.



Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry. Soap and water should be used preferentially if hands are visibly dirty. Avoid touching your eyes, nose, and mouth with unwashed hands.

Avoid sharing personal household items.

You should not share dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people in your home. After using these items, they should be washed thoroughly with soap and water.



Monitor your symptoms.



Seek prompt medical attention if your symptoms worsen. Before seeking care, call your healthcare provider and tell them that you have, or may have, novel coronavirus infection. Put on a facemask before you enter the facility. These steps will help the healthcare provider's office to keep other people from getting infected or exposed. Ask your healthcare provider to call the Sonoma County Public Health Department (707-565-4566). **If you need emergency medical care call 911** and tell them you have, or may have, novel coronavirus infection.

If you have questions or are having difficulty maintaining your isolation, please contact the Sonoma County Public Health Department at 707-565-4566.



What does it mean to be quarantined?



Stay at home except to get medical care.

You should restrict activities outside your home, except for getting medical care. Do not go to work, school, or public areas. Do not use public transportation, ride-sharing, or taxis. You will need to make arrangements to have groceries and household items delivered to your home. If you need help with this, please let us know.

Monitor for symptoms.

Seek prompt medical attention if you develop symptoms including fever of 100.0° F or above, feeling feverish, cough, or difficulty breathing. Before seeking care, call your healthcare provider and tell them that you are under quarantine for potential exposure to novel coronavirus (COVID-19). Put on a facemask before you enter the facility. These steps will help the healthcare provider's office to keep other people from getting infected or exposed. Ask your healthcare provider to call the Sonoma County Public Health Department (707) 565-4566. **If you need emergency medical care call 911** and be sure to tell them you may have been exposed to COVID-19.



Clean your hands.



Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry. Soap and water are best if your hands are visibly dirty. Avoid touching your eyes, nose, and mouth with unwashed hands.

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You should not share dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people in your home. After using these items, they should be washed thoroughly with soap and water.



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Cover your mouth and nose with a tissue when you cough or sneeze. Throw used tissues in a lined trash can and wash your hands with soap and water for at least 20 seconds. If soap and water are not available, immediately clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry. Soap and water should be used preferentially if hands are visibly dirty.

If you have questions or are having difficulty maintaining your quarantine, please contact the Sonoma County Public Health Department at (707) 565-4566.

STUDENT QUARANTINE PROTOCOL FOR IN-SCHOOL EXPOSURE (TK-12)

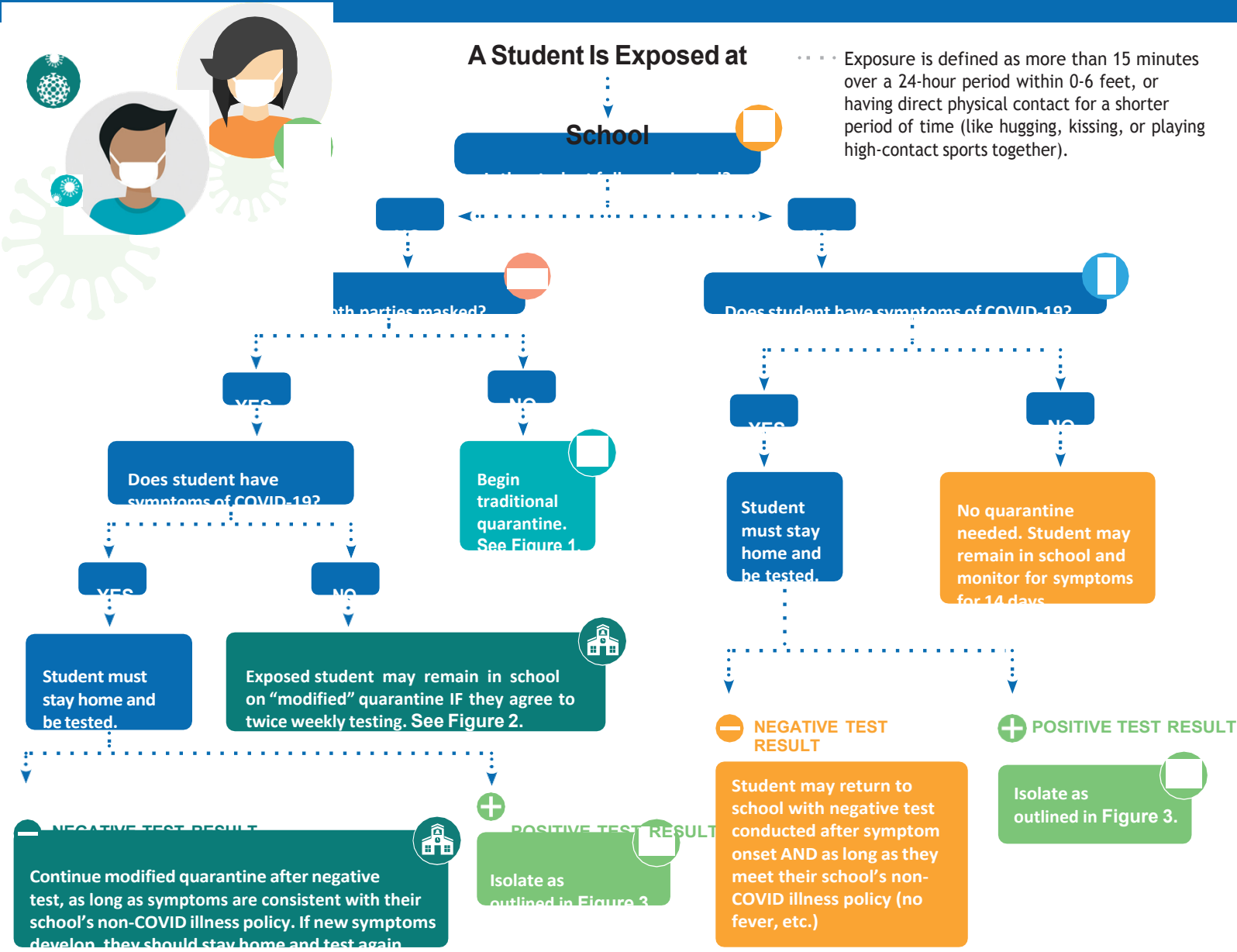


Figure 1

Traditional Quarantine *

- Stay home 10 days after the day of most recent exposure
- If tested day 6 or later, may return to school after day 7 with negative results (full quarantine shortened by 3 days with testing)
- Continue monitoring for symptoms and wearing a mask in all public settings through day 14 after last exposure

Figure 2

Modified Quarantine *

- Continue to come to school IF mask is worn at all times AND student agrees to twice weekly testing for 10 days
- Without 2x weekly testing, student must complete traditional quarantine
- No extracurricular or community activities
- Quarantine ends after day 7 with negative test conducted day 6 or later with no symptoms
- Continue monitoring for symptoms and wearing a mask in all public settings through day 14 after last exposure

Figure 3

Isolation Protocol *

If positive for COVID-19, or symptomatic and declining to test, isolate at home until:

- At least 10 days since symptoms began OR at least 10 days since the date of the first positive COVID-19 PCR test if they have no symptoms
- Fever-free for at least 24 hours without the use of fever-reducing drugs
- Other symptoms have improved

* If anyone develops symptoms, they should remain home and be tested. If they develop symptoms after a negative test was collected, they should stay home and get tested again. Anyone who develops symptoms should receive a negative PCR result and/or an alternate medical diagnosis, OR complete isolation (Figure 3) before returning.

The above flowchart applies only to TK-12 students. Regardless of masking, unvaccinated school staff who are exposed to COVID-19 at work should follow the quarantine guidance set by the most current Sonoma County Health Order. Vaccinated school staff do not need to stay home unless they develop symptoms or test positive.

When Do You Need Your Mask in California?

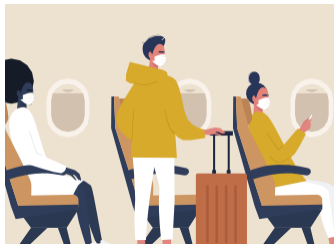


MASKS ARE RECOMMENDED for everyone in indoor public places

Due to rising covid-19 cases and hospitalizations, California recommends everyone wear masks in indoor public places (such as grocery stores and movie theaters) regardless of vaccination status.

MASKS ARE REQUIRED for everyone who is not fully vaccinated in indoor public places

People who are not fully vaccinated¹ must wear masks in all indoor public places (such as grocery stores and movie theaters) and should wear masks in outdoor crowded settings when a region is experiencing high covid transmission.



MASKS ARE REQUIRED for everyone in specific places like hospitals and public transit

Everyone must wear a mask on public transit (airports, planes, trains, buses, stations) and in healthcare settings, K-12 schools and childcare settings, correctional facilities, cooling centers, and shelters.

BUSINESSES MAY ASK you to wear a mask or show vaccination status

Businesses and event venues may require customers to wear masks or show vaccine status.

MORE RESTRICTIVE LOCAL RULES may apply

Check to see if your county has more restrictive rules based on local conditions.

YOU CAN'T BE DENIED SERVICE for choosing to wear a mask

No business or venue may deny service to a person who chooses to wear a mask.

SOME EXEMPTIONS APPLY

Children under age 2 and people with certain medical conditions are not required to wear a mask.

REDUCE YOUR RISK

covid-19 spreads more easily in indoor, closed spaces with poor airflow and in crowded places where people are close together or talking. Masks provide protection in these situations.

CHOOSE THE RIGHT MASK

Choose a mask that fits snugly over your mouth and nose and choose a mask made with two or more layers of fabric. Read more about how to [get the most out of masking](#) and see California's [masking guidance](#). An N95 respirator, that you wear for poor air quality from wildfires, provides the highest level of personal protection.

Scan the QR code to see interactive links on this flyer



¹Someone is considered fully vaccinated two weeks or more after their second dose of Pfizer/Moderna or two weeks after receiving the single dose J&J vaccine.



INCIDENT ACTION PLAN		
District/School:	Incident Name:	Date and Time Prepared
For Operational Period	From Date/Time:	To Date/Time:
General Objectives		
Objectives should be stated in measurable terms to allow for evaluation of progress. Each task assigned to a section should address a specific objective.		
Safety Message		
Safety message should summarize the known safety hazards and is written by the Safety Officer		
Approved by (IC):		

SECTION ACTIVITY LOG

Incident Name:	Date and Time Prepared:	Operational Period:
Section:	Team:	Section Chief/Team Leader:

Staff Sim In/Out Log

Name/Initials	Time In	Time Out	Destination Upon Check Out and Contact Info

Event Log

Time	Incidents, MessaQes, Notes	Action Taken

Completed By (Name and Position):	Date:
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SITUATION STATUS REPORT

Initial Assessment	Incident Name:	District/School:	Date and Time Prepared:
Immediate Assistance Required			
(e.g., search and rescue, medical, personnel, fire, communications, transportation, other)			
Condition of Students			
Status and#	Names		
Missing			
Trapped			
Deceased			
Injured	Name	Type of Injury	
Condition of Staff/Visitors			
Status and#	Names		
Missing			
Trapped			
Deceased			
Injured	Name	Type of Injury	
Condition of School Building and Grounds			
(e.g., walls cracked, fallen light fixtures, shattered windows, broken water pipes, flooding)			
Condition of Neighborhood/Other Issues			
(e.g., fallen power lines, debris-cluttered streets, road closures)			
Completed by (Name and Position):			Date:

STUDENT REQUEST FORM

STEP 1: Have parents/guardians fill out one form for each student requested. INSTRUCT THEM TO PRINT CLEARLY AND LEAVE SECTION ON RIGHT BLANK FOR STAFF USE.
 STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
 STEP 3: Send this sheet with a runner to retrieve student and bring both to the reunification area. Send requester to the reunification area.

STUDENT NAME:	GRADE:	FOR STAFF USE ONLY
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY (PRINT NAME):		AUTHORIZED ON EMERGENCY CARD? YES NO
I assume custody of the named above as a (circle one) Parent Guardian Authorized Adult <div style="text-align: center; margin-top: 20px;">Signature</div>		MEDICAL NEEDS? STUDENT STATUS (circle one): Released Custody Issues Absent Medical/First Aid Missing Deceased Other:
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? YES NO If YES, Name(s):		TIME OF RELEASE:

FORMA PIDIENDO UN ESTUDIANTE

PASO 1: Pedir que el padre/guardian rellena una forma para cada estudiante perdido. PEDIR QUE ESCRIBA EN LETRA DE MOLDE Y DEJE LA SECCI6N AL LADO DERECHO EN BLANCO PARA EL USO DEL PERSONAL DE LA ESCUELA.

PASO 2: Chequear el IC de la persona pidiendo al estudiante y asegurar que esta en la tarjeta de emergencia del estudiante.

PASO 3: Madar el "runner" a encontrar el estudiante v traerlo al **area** de reunificaci6n (Puerta de Salida).

ESTUDIANTE:	GRADO:	PARA EL USO DEL PERSONAL DE LA ESCUELA
MAESTRO/A:	FECHA/HORA:	PHOTO ID VERIFIED BY:
PEDIDO POR (Escribir nombre y apellido in letras de molde):		AUTHORIZED ON EMERGENCY CARD? YES NO
Yo asumo custodia del estudiante dombrado como (circule uno) Padre Guardian Adulto Autorizado <div style="text-align: center; margin-top: 20px;">Firma</div>		MEDICAL NEEDS?
		STUDENT STATUS (circle one): Released Custody Issues Absent Medical/First Aid Missing Deceased Other:
DESTINACION:	TELEFONO:	NOTES:
i,ESTA UD. AUTHORIZADO RECOGER A OTROS ESTUDIANTES? Si NO Si marca Si, nombre(s):		TIME OF RELEASE:

STUDENT RELEASE LOG

Student Name	Date/Time Released	Signature of Parent/Guardian/Authorized Adult

TEAM ROSTER

School Year:

| Section:

| Team:

Team Member Name

Contact Information

Team Member Name	Contact Information

MEDICAL TREATMENT LOG

Date Prepared:

Patient Name	Time	Description of Treatment	Triage Category	Initials

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

*** Refer to your local bomb threat emergency response plan for evacuation criteria**

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER HUNG UP:

PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

• Where is the bomb located? (building, floor, room, etc.)

• When will it go off?

• What does it look like?

• What kind of bomb is it?

• What will make it explode?

• Did you place the bomb? Yes No

• Why?

• What is your name?

Exact Words of Threat:

Information About Caller:

• Where is the caller located? (background/level of noise)

• Estimated age:

• Is voice familiar? If so, who does it sound like?

• Other points:

Caller's Voice Background Sounds Threat Language

u Female	Animal noises	w Incoherent
I: Male	J House noises	Message read
CJ Accent	- Kitchen noises	fJ Taped message
" Angry	:7 Street noises	C Irrational
J Calm	J Booth	CJ Profane
J Clearing throat	:7 PA system	J Well-spoken
IJ Coughing	c Conversation	
Cracking voice	n Music	
:: Crying	J Motor	
... Deep	n Clear	
J Deep breathing	C Static	
u Disguised	C Office machinery	
IJ Distinct	i.. Factory machinery	
Excited	[Local	

L Laughter

= lisp

J Loud

Nasal

L: long Distance

Other Information:

WHO TO CONTACT (Select One)

• 911

• Follow your local guidelines

For more information about this form contact the OHS Office
for Bombing Prevention at OBP@dhs.gov



Homeland Security

2014

- Normal
- Ragged
- Rapid
- Raspy
- Slow
- Slurred
- Sort
- Stutter

BOMB THREAT REPORT FORM

Call received by:		Date:		Time:	
Remain calm! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller. If given the opportunity, ask:					
What time is the bomb set for?					
Where has it been placed?					
What does it look like?					
What kind of bomb is it?					
Why are you doing this?					
Who are you?					
After the caller has hung up, take a moment to jot down some notes about the caller including the wording of the threat.					
Caller's demographics		Sex		Approx. age	
Caller's voice (circle all that apply)					
Loud	Soft	Deep	High-pitched	Raspy	
Pleasant	Intoxicated	Nasal	Angry	Stutter	
Disguised	Accent	Slurred	Slow	Calm	
Irrational	Incoherent	Raspy	Rapid	Lisp	
Other:					
Caller's language (circle all that apply)					
Well-spoken	Educated	Foul	Taped	Poor	
Background sounds (circle all that apply)					
Street noise	Voices	Music	PA system	House noises	
Motor	Office	Factory	Static	Street traffic	
Machinery	TV				
Other:					

Search and Rescue Team

Found by:

Location:

Patient Name:

Triage Category

MINOR

walking wounded

DELAYED

R<30/min; P<2 sec; M-can do

IMMEDIATE

R>30/min; P>2 sec; M-can't do

DEAD

No respirations

Actions taken:

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

Search and Rescue Team

Found by:

Location:

Patient Name:

Triage Category

MINOR

walking wounded

DELAYED

R<30/min; P<2 sec; M-can do

IMMEDIATE

R>30/min; P>2 sec; M-can't do

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Patient Name:

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IMMEDIATE

R>30/min; P>2 sec; M-can't do

DEAD

No respirations

Actions taken:

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

First Aid Team Medical Treatment Form

Injuries:

Time of treatment:

Treatment provided by:

UPDATES

Time	Action/Treatment	Initials

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

First Aid Team Medical Treatment Form

Injuries:

Time of treatment:

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UPDATES

Time	Action/Treatment	Initials

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UPDATES

Time	Action/Treatment	Initials

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Harmony Union School District Wellness Policy

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Harmony Union School District Wellness Policy

Preamble

Harmony Union School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.¹⁻² Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.³⁻⁶ In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities - do better academically.⁷⁻¹⁴ Finally, there is evidence that adequate hydration is

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? *A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors*, Journal of Adolescent Health. 2013; 52(5):523-532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234-1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899-907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz! JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005; 105(5):743-760, quiz 761-762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199-213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497-505.

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtewillig L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Vaisto J, Leppanen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills -Afol/ow-u p study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the F/TKids randomized control trial on executive control and brain/unction*. *Pediatrics* 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

associated with better cognitive performance. ^{15, 16, 17}

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

Students in the District have access to healthy foods throughout the school day- both through reimbursable school meals and other foods available throughout the school campus- in accordance with Federal and state nutrition standards;

Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;

Students will be encouraged to be physically active before, during and after school;

Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;

School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;

The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;

and

The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

L. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the **OWE** or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The **OWE** membership will represent all school levels (TK through 8) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff (e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services), and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also

include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is:

Superintendent, Harmony Union School District 1-707-874-1205

1935 Bohemian Hwy

Occidental, CA 95465

Other individuals responsible for ensuring compliance and assisting in the evaluation include the Principal, Head of Cafeteria, and the Chair of Wellness Committee, all of which can also be reached at (707)874-1205.

II. Wellness Policy Implementation. Monitoring. Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: <http://www.harmonyusd.org>

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at 1935 Bohemian Hwy, Occidental, CA 95465 Business Office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;

Documentation to demonstrate compliance with the annual public notification requirements;
The most recent assessment on the implementation of the local school wellness policy;
Documentation demonstrating the most recent assessment on the implementation of the
Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is:

Superintendent, Harmony Union School District

1935 Bohemian Hwy, Occidental, CA 95465

1-707-874-1205

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

111 Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. We will ensure that the food will be organic to the maximum extent possible, as defined by the California Certified Organic Farmers certification. Our district will also adhere to avoid the use of produce on the Dirty Dozen list whenever possible. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *Pilot Project for Procurement of Unprocessed Fruits and Vegetables*. The District also operates additional nutrition-related programs and activities including Farm to School and school gardens. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)

Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:

- Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
- Sliced or cut fruit is available daily.
- Daily fruit options are displayed in a location in the line of sight and reach of students.
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is placed in front of other beverages in all coolers.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.
- Students have the opportunity to volunteer in the lunchroom.

The District will implement the following Farm to School activities:

- Local and/or regional products are incorporated into the school meal program;
- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- School hosts a school garden;
- School hosts field trips to local farms

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during meal times.

Water cups/jugs will be available in the cafeteria if a drinking fountain is not present. All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.]

Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will

meet the applicable standards as outlined in federal, state and local policies including but not limited to Smart Snack standards . These standards aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* will meet or exceed these standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will be strongly encouraged to meet or exceed the District's nutritional guidelines including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Food and beverages will not be used as a reward, or withheld as a punishment for any reason, such as performance or behavior.

Fundraising

Foods and beverages that meet or exceed the District's nutritional guidelines may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas. On campus adult run fundraisers involving food or beverages may only occur after the end of the school day through midnight or on weekends or holidays. Food and beverages must comply with the District' Nutrition Guidelines, with the following exceptions:

a. Six times per year, elementary and middle school parents/caregivers and staff may sell food that does not meet the Nutrition Guidelines, with approval of the site administrator. Beverages must meet the Nutrition Guidelines at all times.

It is recommended that all off-campus fundraising be with either non-food items, or items that meet the District' nutrition guidelines. Administration will decide whether to allow foods that do not meet the nutrition guidelines, and if so, set and monitor a maximum frequency. Within one school year after the Board approves the Policy, the District will develop and disseminate detailed administrative regulations to put the Board' policies regarding *Competitive Foods and Beverages* into practice.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gardens, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School and CA nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day

Balancing food intake and physical activity
Eating more fruits, vegetables and whole grain products
Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
Choosing foods and beverages with little added sugars
Eating more calcium-rich foods
Preparing healthy meals and snacks
Risks of unhealthy weight control practices
Accepting body size differences
Food safety
Importance of water consumption
Importance of eating breakfast
Making healthy choices when eating at restaurants
Eating disorders
The Dietary Guidelines for Americans
Reducing sodium intake
Social influences on healthy eating, including media, family, peers and culture
How to find valid information or services related to nutrition and dietary behavior
How to develop a plan and track progress toward achieving a personal goal to eat healthfully
Resisting peer pressure related to unhealthy dietary behavior
Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the nutritional standards outlined in applicable federal, state and local policies, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

Brand names, trademarks, logos or tags, except when placed on a physically present food or

beverage product or its container.

Displays, such as on vending machine exteriors

Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.)

Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.

Advertisements in school publications or school mailings.

Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department UPTNPTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should be encouraged to participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

A pupil shall not be required to remain in school during the intermission at noon, or during any recess. (5 CCR§ 352, 5 CA ADC§ 352) The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students in place of withholding physical activity as punishment during the day (including but not limited to recess, classroom physical breaks or physical education).

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential

health education concepts (discussed in the *"Essential Physical Activity Topics in Health Education"* subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **students (TK - 8)** will receive physical education for at least 200 minutes per 10 school days throughout the school year.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades and the district will require middle students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

Schools will offer at least **20 minutes of recess** on all days during the school year This policy may be waived on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to encourage proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away

coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District will encourage students to be physically active before and after school by promoting physical activity out on the yard, in aftercare, and providing opportunity for participation in after school sports when applicable.

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue relationships with community partners (e.g. hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The chair of the wellness committee shall serve as the staff wellness subcommittee leader.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take include discussion around healthy eating, opportunities to train and participate with other staff in SK races, and regular health and welfare newsletters. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day-the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial- recurring every three years.

Student Release Actions

Some emergency situations may warrant the release or relocating of students at a time when parents expect their children to be at the school site. A school administrator will initiate student release, and many staff members (even those not on the Student Release team) will be involved.

Four Steps for Staff	Four Steps for Parents
1. Request Table staff verifies parent ID and authorization.	1. Fill out Student Request Form.
2. Staff directs parent to the Release Gate and sends a runner to find student.	2. Show photo ID at the Request Table.
3. Runner brings the student to the Release Gate. Release Gate staff verify Student Request Form is signed.	3. Move to the Release Gate to wait for student.
4. Release student to custody of authorized adult.	4. Leave campus immediately after student is released to your custody.

Incident Commander (Principal/Site Administrator) Actions:

- Set up Incident Command Post (ICP).
- Notify staff of school evacuation and communicate that this is not a drill.
- Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; evaluate evacuation spot to determine if students should be moved.
- For schools without parent parking or a turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.
- Determine medical, search and rescue or other needs after population assessment.
- Reassess situation on a regular basis. Reassign emergency teams as needed.
- Keep staff informed as to status of missing students.

Teacher/Staff Actions:

- Evacuate students to designated area and take roll.
- Report population assessment. On roll, mark student status beside name:
 - A = Absent*
 - M = Medical; student taken to the First Aid station*
 - U = Missing/Unaccounted*
- Monitor students' medical and emotional condition.
- Partner with other staff for assigned duties; report to team when activated.

Student Release Team Actions:

- Take supplies to designated Request Table and Release Gate locations.
- Set up Student Request Table, Student Release Gate, and appropriate signage to direct parents.
- For a large student body, establish several lines at the Request Table for speedier processing.
- Post signs and set out file boxes of Student Emergency Cards for each line.
- Distribute clipboards with Student Request Forms to parents in line.

- Pull cards of absent, injured and missing students. Note status on those cards and file at back of box.

Runner (staff, students, parent volunteers) Actions:

- Take Student Request Form to Student Assembly Area to find requested student.
- Retrieve student and escort him/her to Student Release Gate
- If student cannot be found, alert Team Leader and request further direction.

Maintenance/Site Security Team Actions:

- Place signs to guide parents to preferred parking area.
- Establish an access point for emergency vehicles and place traffic cones to discourage parents from blocking the area.
- Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- Report crowd control issues on school grounds to Operations Chief, request assistance if necessary.

Crisis Intervention Team Actions:

- Calm agitated parents and students.
- Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- Escort parents to First Aid Station to reunite with injured students.

Student Release Process Flow Chart

