



TYPE: Regular Board Meeting

DATE: 2/17/2022 **TIME:** 6:00 PM **CODE:**

LOCATION: Via Zoom Teleconferencing

Closed session begins at 6:00 pm; Open Session begins at 7:00 pm. All documents relating to the following agenda items are available for public review in the Administrative Office of the Harmony Union School District during office hours at least 72 hours prior to the scheduled Board meeting. The Harmony District Board of Education meetings are open to the public, except for certain subjects that are addressed in closed session in accordance with the Ralph M. Brown Act. If anyone wishes to attend and requires special accommodations due to a handicapping condition, as outlined in the Americans with Disabilities Act, please contact the superintendent at least two working days prior to the meeting.

1.0 Call to Order

2.0 Pledge of Allegiance

3.0 Approval of the Agenda

4.0 Public Comment

- 4.1 For Closed Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting. Info

5.0 Closed Session

- 5.1 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: HUTA Info/Action
- 5.2 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: CSEA Info/Action
- 5.3 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957: Superintendent Review Process with Dr. Paul Porter Info

6.0 Reconvene to Open Session

- 6.1 Report out on any action taken during closed session Info

7.0 Communication

- A) Reports

- 7.1 HUTA Report
- 7.2 ARK Report
- 7.3 Student Report
- 7.4 Board Member Reports
- 7.5 Superintendent/Principal's Report
- 7.6 Pathways Director Report

B) Public Comment

7.7 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

C) Correspondence

8.0	Consent Agenda	Action
8.1	Vendor Warrants	Action
8.2	Approve Minutes from regular meeting held on 1/19/2022	Action
8.3	Approve the Consent Agenda	Action
9.0	Information/Correspondence/Discussion	
9.1	Enrollment Report	Info
9.2	Business Office Updates- Stacy Kalember	Info
9.3	School Accountability Report Cards (SARC)	Info
9.4	Update: Scanning and Storage of Class I, II, III records- Cloud storage plan options	Info
10.0	Action Items	
10.1	Consideration of MOU between HUSD and County of Sonoma for managing Occidental Community Center.	Action
10.2	Consideration of request for leave- Kelsey Gehring	Action
10.3	Consideration of Resolution for Closing School Facilities Fund 35	Action
10.4	Consideration of HUSD's 2021-22 Comprehensive School Safety Plan	Action

(CSSP)

- | | | |
|------|--|-------------|
| 10.5 | Consideration of HUSD's Updated COVID Safety Plan | Action |
| 10.6 | Consideration of HUSD Calendar for 2022-2023 School Year | Action |
| 10.7 | First Reading of updated and new board policies: BP 0420.42 Charter School Renewal BP 1312.3 Uniform Complaint Procedures AR 1312.3 Uniform Complaint Procedures E(1) 1312.3 Uniform Complaint Procedures E(2) 1312.3 Uniform Complaint Procedures AR 3515.6 Criminal Background Checks for Contractors AR 4217.3 Layoff/Rehire AR 5125 Student Records AR 5145.3 Nondiscrimination/Harassment BP 5148 Child Care and Development AR 5148 Child Care and Development BP 5148.2 Before/After School Programs AR 5148.2 Before/After School Programs BP 5148.3 Preschool/Early Childhood Education AR 5148.3 Preschool/Early Childhood Education BP 6112 School Day AR 6112 School Day BP 6143 Courses Of Study AR 6143 Courses Of Study BP 6158 Independent Study AR 6158 Independent Study BP 6170.1 Transitional Kindergarten BB 9150 Student Board Members BB 9320 Meetings And Notices Fill in Blanks | Info/Action |

11.0 Adjournment

12.0 Next Board Meeting

Agendas have been posted at the Harmony School public bulletin board and the Harmony Union School District Website at www.harmonyusd.org.



Meeting Date: 2/17/2022 - 6:00 PM

Category: Public Comment

Type: Info

Subject:

4.1 For Closed Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures.

Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

**Background
Information:**

Fiscal Implications:


Recommendation:

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	2/17/2022 - 6:00 PM
Category:	Closed Session
Type:	Info/Action
Subject:	5.1 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: HUTA
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	-
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date: 2/17/2022 - 6:00 PM
Category: Closed Session
Type: Info/Action
Subject: 5.2 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6
CONFERENCE WITH LABOR NEGOTIATOR
Name of Agency Negotiator: Matthew Morgan
Name of organization representing employees: CSEA

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

Background Information:

Fiscal Implications:

Recommendation: -

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date:	2/17/2022 - 6:00 PM
Category:	Closed Session
Type:	Info
Subject:	5.3 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957: Superintendent Review Process with Dr. Paul Porter
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	2/17/2022 - 6:00 PM
Category:	Reconvene to Open Session
Type:	Info
Subject:	6.1 Report out on any action taken during closed session
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	none- information only

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date: 2/17/2022 - 6:00 PM

Category: Reports

Type: Info

Subject: 7.1 HUTA Report

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

**Background
Information:**

Fiscal Implications:

Recommendation:

Approvals:



Harmony Union School District

AGENDA ITEM

Meeting Date: 2/17/2022 - 6:00 PM

Category: Reports

Type: Info

Subject: 7.2 ARK Report

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

**Background
Information:**

Fiscal Implications:

Recommendation:

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date: 2/17/2022 - 6:00 PM

Category: Reports

Type: Info

Subject: 7.3 Student Report

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

**Background
Information:**

Fiscal Implications:

Recommendation:

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	2/17/2022 - 6:00 PM
Category:	Reports
Type:	Info
Subject:	7.4 Board Member Reports
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	

Approvals:

Recommended
By:

A handwritten signature in black ink that reads "Matthew Morgan".

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM


Meeting Date: 2/17/2022 - 6:00 PM
Category: Reports
Type: Info
Subject: 7.5 Superintendent/Principal's Report

Strategic Plans:

Policy:

Enclosure

File Attachment:

 Superintendent's Report
2022-02-17.pdf

Description:

**Background
Information:**

Fiscal Implications:

Recommendation:

Approvals:

Recommended
By:

A handwritten signature in black ink that reads "Matthew Morgan".

Matthew Morgan - Superintendent/Principal



Superintendent Report 2022-02-17

Finance

We are awaiting news on several important bills working their way through the Assembly and Senate, notable AB578. This bill if passed, would provide significant funding for the 21/22 and 22/23 school year using enrollment from 2019/2020. This bill was entered into the process because so many districts have seen significant drops in enrollment during the pandemic, and yet, they maintained a higher cost of service due to the impacts of distance learning and expanded learning support programs as we returned to in person instruction. We likely will not know the result until May 2022.

Transition Kindergarten

The Transition Kindergarten class will begin blended instruction starting February 22.

Facilities

We have had a couple HVAC heat systems go down over the past several weeks, with the same unit that caused the smoke alarm several months ago failing. Maintenance teams fixed the problem staff room unit. The 4th grade class heater was also repaired today.

Security

We had new electrical outlets and photocell installed in the parking lot streetlamps that will allow the installation of security cameras all the way out to the entrance. We are currently contacting camera system vendors for pricing and options. Along these lines, we had a theft of one of our COVID wash stations over the weekend. The suspect was caught on camera and information was forwarded to authorities.

Bond Project

The bond committee met to discuss updates to the field project as it is going out to bid. Several elements that were not in the original plan were reviewed including the path near the assembly hall and the hall itself, the area near the rear gazebo (1st and 2nd grade) and the track and playground surface material. We will be reconvening to share information on surfaces for the track and playground shortly.

COVID

Significant update to the COVID safety plan are expected in the coming weeks. We will discuss this in greater detail during the agenda item. Testing has continued with a return to once weekly testing now that we have reduced in risk threshold. We have seen a significant drop in COVID cases in the last 2 weeks. We are now able to provide rapid tests and PCR tests as needed, which has helped individuals return from quarantine faster.

The School received another shipment of PPE from the Feds this week, including masks, sanitizer, cleaning supplies and additional rapid tests assigned to each staff person.

Our latest vaccination updates bring the school to 59% of students vaccinated and 98% of staff. We are still watching legislation works its way through the assembly and senate. The Pan bill disallows personal believe exemptions whereas earlier proposals had included it. If the bill passes, or another like it, we expect 12-18 year old students will be required to be vaccinated in the fall, while younger students < 12



would not have the requirement until the spring. Staff will continue to watch the progress of these bills and update the community as soon as more information is available.

Youth Truth Survey

We are working with Youth Truth to conduct our student/staff and parent survey in April to advise our LCAP development. The multi-year contract will be brought to the March board meeting.



Harmony Union School District

AGENDA ITEM


Meeting Date: 2/17/2022 - 6:00 PM
Category: Reports
Type: Info
Subject: 7.6 Pathways Director Report


Strategic Plans:


Policy:

Enclosure

File Attachment:

 Board Bundle 2.16.22.pdf

 Pathways Mid-Year LCAP
Update Presentation
2.16.22.pdf

 PCS Director HUSD Board
Report 2-17-22.docx.pdf

Description:

**Background
Information:**

Fiscal Implications:

Recommendation:

Approvals:

PATHWAYS CHARTER SCHOOL BOARD REPORT

TOPIC/AGENDA ITEM: CONSENT ITEMS

6.4 New Employees and VCI Approvals

New Employees

Name: Barbara Bickford

Hire Date: 2/10/22

Location: All

Position Title: Interim Executive Director

Position FTE: 15 days per month

Contract Term: 2/10/22 – 6/30/22

Salary: \$775 per day

Pathways Charter School

Monthly Financial Presentation – January 2022

January Highlights

Highlights

- P-1 ADA **8 below budget**, (\$70K)+ impact on forecast.
- Revenue above budget +**\$57K**.
- Expenses above budget (**\$66K**) for approved purchases.
- Cash ended month **\$1.96 million**.

Compliance and Reporting

- Supplement to the Annual Update to the 2021-22 LCAP for Board prior to Feb 28th.
- Second interim report due March 15th.

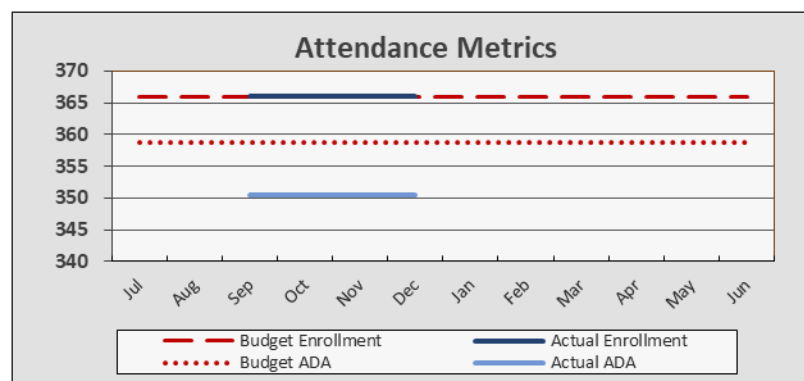
Attendance Data and Metrics



Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
<i>Average Enrollment</i>	366	366	366
<i>ADA</i>	350	350	359
<i>Attendance Rate</i>	95.7%	95.7%	98.0%
<i>Unduplicated %</i>	42.3%	42.3%	41.3%
<i>Revenue per ADA</i>		\$12,898	\$12,441
<i>Expenses per ADA</i>		\$13,463	\$12,968

Attendance Metrics



P-1 attendance 350.4, down 8 compared to budget.
 Enrollment trending at budget, attendance average below budget.
 LCFF is calculated at \$9,957 per ADA (increased UPP).

Revenue

January Updates

- SPED funding increased \$32K.
- Local - reimbursement for Chromebook purchases, offset by increased expenses.
- Increased ESSER III in current year \$26K.
- \$78K grants recognized during 2020/21, reducing 2021/22 forecast.

	2020/21	2021/22	2022/23	2023/24
Expanded Learning Opportunities Grant	\$ 21,307	\$ 258,127	\$ -	\$ -
ESSER II	56,685	92,186	-	-
ESSER III	-	26,333	167,292	140,959
One-Time Funding plan	\$ 77,992	\$ 376,647	\$ 167,292	\$ 140,959

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	\$ 2,057,621	\$ 2,034,189	\$ 23,432	\$ 3,488,942	\$ 3,559,207	\$ (70,264)
Federal Revenue	46,634	250,423	(203,789)	390,052	354,810	35,242
Other State Revenue	262,663	366,430	(103,768)	576,833	544,809	32,024
Other Local Revenue	2,134	1,995	139	63,615	3,662	59,953
Total Revenue	\$ 2,369,052	\$ 2,653,038	\$ (283,986)	\$ 4,519,442	\$ 4,462,487	\$ 56,955



Expenses

- **January Updates**
 - **Expenses near budget:**
 - **Supplies – Increased Chromebooks, offset with additional revenue.**

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 1,124,351	\$ 1,141,876	\$ 17,525	\$ 2,082,292	\$ 2,089,989	\$ 7,696
Classified Salaries	212,224	210,482	(1,742)	373,436	371,694	(1,742)
Benefits	474,117	482,557	8,440	853,448	857,503	4,055
Books and Supplies	267,029	204,302	(62,727)	373,922	308,785	(65,137)
Subagreement Services	76,543	97,432	20,889	210,864	210,864	-
Operations	69,704	76,151	6,447	140,153	140,154	0
Facilities	206,021	208,498	2,477	343,160	344,027	867
Professional Services	137,859	157,183	19,324	307,581	304,996	(2,586)
Depreciation	17,451	13,826	(3,625)	32,693	23,492	(9,201)
Total Expenses	\$ 2,585,299	\$ 2,592,306	\$ 7,007	\$ 4,717,550	\$ 4,651,504	\$ (66,047)

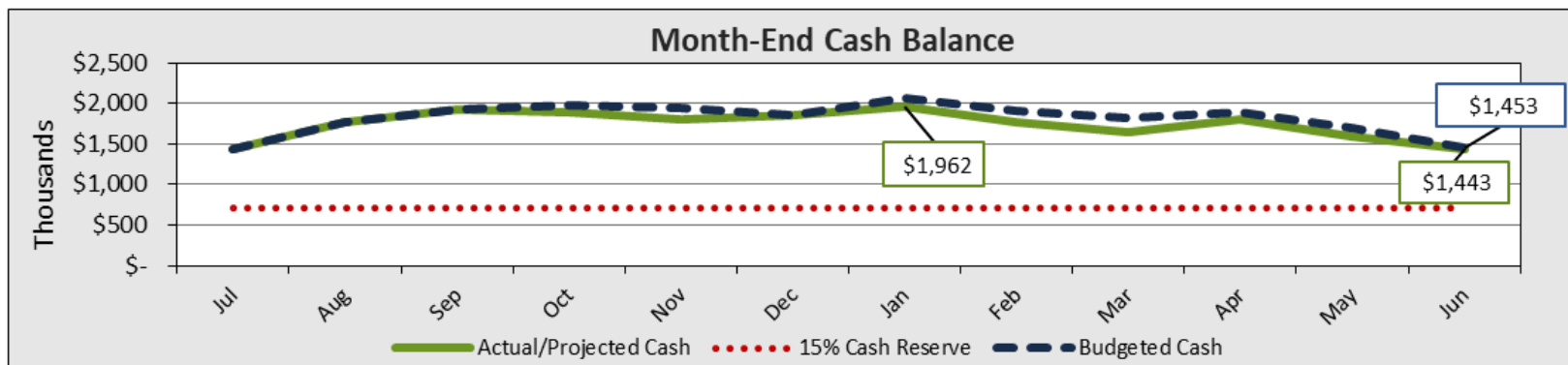
Surplus / (Deficit) & Fund Balance

- Forecast current year deficit -4% near budget.
- Fund balance is forecast **\$1.84 million**, 39%, maintaining balance above recommended 17% reserve.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (216,247)	\$ 60,732	\$ (276,979)	\$ (198,108)	\$ (189,017)	\$ (9,091)
Beginning Fund Balance	<u>2,041,065</u>	<u>2,041,065</u>		<u>2,041,065</u>	<u>2,041,065</u>	
Ending Fund Balance	<u>\$ 1,824,818</u>	<u>\$ 2,101,797</u>		<u>\$ 1,842,957</u>	<u>\$ 1,852,048</u>	
<i>As a % of Annual Expenses</i>	38.7%	45.2%		39.1%	39.8%	

Cash Balance

- Current cash \$1.96 million, 42% of expenses.
- Cash surplus is forecast to remain steady throughout the year.



Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2019/20). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	PCS	Yes	No	http://www.cde.ca.gov/ta/ac/sa/
DATA	Feb-11	CALPADS - Fall 1 Amendment extended deadline - The deadline was extended by two weeks due to system performance and data validation issues. This is the final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	PCS	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Feb-15	Board of Equalization Property Tax Exemption - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	Feb-20	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	Yes	https://www.cde.ca.gov/fq/aa/pa/
FINANCE	Feb-24	E-Rate FCC Form 470 Due date (FY2022) - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 24, 2022 is the deadline to certify an FY2022 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2022 filing window.	PCS	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Feb-28	Supplement to the Annual Update to the 2021-22 LCAP - LEAs are required to prepare a one-time supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan (LCAP) and provide a report to their board at a regularly schedule meeting on or before February 28, 2022. At this meeting, the LEA must include all of the following: • The Supplement to the Annual Update for the 2021-22 LCAP (2021-22 Supplement); • All available mid-year outcome data related to metrics identified in the 2021-22 LCAP; and • Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP. The report is an information item, and does not require approval at this meeting. The 2021-22 Supplement will be submitted for review and approval as part of the LEA's 2022-23 LCAP.	PCS with Charter Impact support	No	No	https://www.cde.ca.gov/fq/aa/co/cars.asp
DATA	Feb-28	Civil Rights Data Collection: The CRDC is a federally mandated survey that is administered by OCR and is part of its strategy for administering and enforcing civil rights statutes. OCR has authority under Section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)), and the regulations implementing several civil rights statutes to collect data that are necessary to ensure compliance with civil rights laws within its jurisdiction. The CRDC collects data on factors that impact education equity and opportunities for students.	PCS with Charter Impact support	No	No	https://www2.ed.gov/about/offices/list/ocr/data.html

Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Mar-01	Every Student Succeeds Act Per-Pupil Expenditure Application -The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
DATA	Mar-11	CALPADS - Fall 2 deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services.	PCS	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Mar-11	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	Mar-15	2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/calendar19district.asp
FINANCE	Mar-25	E-Rate FCC Form 471 Due date (FY2022) - To apply for program discounts, applicants file an FCC Form 471 in EPC to provide USAC with information about the services they are requesting and the discount(s) for which they are eligible. The FCC Form 471 must be certified by March 25, 2021.	PCS	No	No	https://www.usac.org/si/tools/forms/

Appendices

As of January 31, 2022

- Cash Flow – Monthly and Annual Forecast
- Statement of Financial Position (Balance Sheet)
- Statement of Cash Flows
- Detailed Month and YTD Budget vs. Actual
- Accounts Payable Aging
- Check Register

Pathways Charter School

Financial Package
January 31, 2022

Presented by:



PATHWAYS CHARTER SCHOOL

Monthly Cash Flow/Forecast FY21-22

Revised 2/10/22

ADA = 350.40

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Revised Budget Total	Favorable / (Unfav.)
ADA = 358.68																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	86,875	86,875	156,375	156,375	156,375	156,375	156,375	80,658	80,658	80,658	80,658	-	80,659	1,358,918	1,461,076	(102,157)
8012 Education Protection Account	-	-	129,470	-	-	129,470	-	-	-	215,274	-	158,071	-	632,285	632,285	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	101,167	202,333	134,889	134,889	134,889	134,889	134,954	173,243	86,622	86,622	86,622	86,622	1,497,739	1,465,846	31,893
	86,875	188,042	488,178	291,264	291,264	420,734	291,264	215,612	253,902	382,554	167,280	244,693	167,281	3,488,942	3,559,207	(70,264)
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	68,328	68,328	69,943	(1,615)
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	14,854	-	-	44,563	59,417	58,842	575
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	2,554	-	-	7,661	10,215	10,046	169
8296 Other Federal Revenue	-	-	-	2,500	-	-	24,978	-	-	123,546	-	101,068	-	252,092	215,979	36,113
8299 Prior Year Federal Revenue	-	-	-	6,712	-	-	12,444	-	-	-	-	(19,156)	-	0	-	0
	-	-	-	9,212	-	-	37,422	-	-	140,954	-	81,912	120,552	390,052	354,810	35,242
Other State Revenue																
8311 State Special Education	13,233	13,233	23,819	23,819	23,819	23,819	23,819	23,819	23,819	23,819	23,819	-	23,819	264,656	264,656	-
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 Mandated Cost	-	-	-	-	-	12,276	-	-	-	-	-	-	-	12,276	12,281	(5)
8560 State Lottery	-	-	-	-	-	-	29,144	-	-	22,496	-	-	28,251	79,891	81,779	(1,888)
8598 Prior Year Revenue	1,531	-	7	-	-	-	-	-	-	-	-	-	-	1,538	1,538	-
8599 Other State Revenue	-	-	-	74,143	-	-	-	-	-	-	-	144,328	-	218,471	184,554	33,917
	14,764	13,233	23,826	97,962	23,819	36,095	52,963	23,819	23,819	46,315	23,819	144,328	52,070	576,833	544,809	32,024
Other Local Revenue																
8660 Interest Revenue	142	177	86	448	117	99	328	333	333	333	333	333	-	3,062	3,404	(342)
8689 Other Fees and Contracts	-	-	257	10	-	211	-	-	-	-	-	59,814	-	60,292	257	60,035
8699 School Fundraising	-	-	-	120	-	140	-	-	-	-	-	-	-	260	-	260
	142	177	343	578	117	450	328	333	333	333	333	60,147	-	63,615	3,662	59,953
Total Revenue	101,781	201,452	512,347	399,016	315,200	457,279	381,977	239,765	278,054	570,156	191,432	531,080	339,903	4,519,442	4,462,487	56,955
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	110,364	124,170	118,860	120,660	115,283	112,990	114,052	114,052	114,052	114,052	114,052	-	1,272,586	1,256,285	(16,301)
1170 Teachers' Substitute Hours	-	-	-	1,320	(1,320)	221	-	1,591	1,591	1,591	1,591	1,591	-	8,175	14,318	6,143
1175 Teachers' Extra Duty/Stipends	5,914	2,597	2,454	2,454	2,454	2,454	3,454	5,000	5,000	5,000	5,000	5,000	-	46,784	51,057	4,273
1200 Pupil Support Salaries	-	21,336	23,947	23,757	23,443	22,953	23,976	28,983	28,983	28,983	28,983	28,983	-	284,326	300,475	16,148
1300 Administrators' Salaries	9,754	40,887	41,962	41,962	41,962	41,962	42,118	41,963	41,963	41,963	41,963	41,963	-	470,421	467,855	(2,567)
	15,668	175,184	192,534	188,354	187,200	182,874	182,538	191,588	191,588	191,588	191,588	191,588	-	2,082,292	2,089,989	7,696
Classified Salaries																
2400 Clerical and Office Staff Salaries	16,965	22,912	41,635	32,714	29,002	36,198	32,798	32,242	32,242	32,242	32,242	32,242	-	373,436	371,694	(1,742)
	16,965	22,912	41,635	32,714	29,002	36,198	32,798	32,242	32,242	32,242	32,242	32,242	-	373,436	371,694	(1,742)
Benefits																
3101 STRS	2,651	27,435	28,124	27,915	27,915	27,880	25,891	30,421	30,421	30,421	30,421	30,421	-	319,915	325,763	5,848
3202 PERS	3,887	7,983	13,579	11,432	10,505	11,886	11,029	10,135	10,135	10,135	10,135	10,135	-	120,977	116,335	(4,642)
3301 OASDI	1,017	2,107	3,763	3,093	2,843	3,260	3,049	2,743	2,743	2,743	2,743	2,743	-	32,846	31,483	(1,362)
3311 Medicare	461	2,689	3,210	3,020	2,950	2,998	2,939	3,290	3,290	3,290	3,290	3,290	-	34,716	35,382	666
3401 Health and Welfare	33,669	21,016	28,299	22,948	25,610	25,856	27,396	25,575	25,575	25,575	25,575	25,575	-	312,669	313,159	490
3501 State Unemployment	(1,743)	927	1,107	1,041	1,017	1,034	1,013	3,185	1,593	796	796	796	-	11,563	13,572	2,009
3601 Workers' Compensation	1,906	1,906	(2,018)	1,906	1,906	1,906	1,906	2,269	2,269	2,269	2,269	2,269	-	20,763	21,809	1,047
	41,848	64,062	76,064	71,355	72,745	74,820	73,222	77,618	76,026	75,229	75,229	75,229	-	853,448	857,503	4,055

PATHWAYS CHARTER SCHOOL

Monthly Cash Flow/Forecast FY21-22

Revised 2/10/22

ADA = 350.40

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Revised Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	-	(961)	-	10,089	1,415	1,201	-	0	0	0	0	0	-	11,744	10,000	(1,744)
4302 School Supplies	538	974	22,366	11,531	5,978	2,848	3,440	11,087	11,087	11,087	11,087	11,087	-	103,109	104,310	1,201
4305 Software	5,197	15,742	8,629	10,151	3,213	2,424	10,922	6,308	6,308	6,308	6,308	6,308	-	87,819	87,819	-
4310 Office Expense	229	2,396	3,211	6,263	10,211	824	1,060	961	961	961	961	961	-	29,000	24,000	(5,000)
4311 Business Meals	-	-	769	-	-	-	-	346	346	346	346	346	-	2,500	2,500	-
4400 Noncapitalized Equipment	34,834	19,494	6,485	2,270	60,369	532	(50)	1,803	1,803	1,803	1,803	1,803	-	132,950	73,356	(59,594)
4700 Food Services	-	406	406	406	406	406	406	873	873	873	873	873	-	6,800	6,800	-
	40,798	38,050	41,866	40,710	81,592	8,235	15,777	21,379	21,379	21,379	21,379	21,379	-	373,922	308,785	(65,137)
Subagreement Services																
5102 Special Education	-	-	3,651	17,713	20,405	11,626	14,608	22,000	22,000	22,000	22,000	22,000	-	178,000	178,000	-
5105 Security	94	581	94	808	94	-	188	140	140	140	140	140	-	2,559	2,559	-
5106 Other Educational Consultants	630	614	1,022	1,189	1,880	1,364	(17)	4,725	4,725	4,725	4,725	4,725	-	30,305	30,305	-
	724	1,195	4,767	19,710	22,379	12,990	14,779	26,864	26,864	26,864	26,864	26,864	-	210,864	210,864	-
Operations and Housekeeping																
5201 Auto and Travel	-	24	87	296	120	24	89	1,672	1,672	1,672	1,672	1,672	-	9,000	9,000	-
5300 Dues & Memberships	1,154	994	846	846	846	946	916	474	474	474	474	474	-	8,917	8,917	-
5400 Insurance	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	-	49,644	49,645	0
5501 Utilities	621	1,459	2,021	1,353	481	1,860	6,327	2,175	2,175	2,175	2,175	2,175	-	25,000	25,000	-
5502 Janitorial Services	200	2,522	475	1,492	2,437	1,724	1,679	3,834	3,834	3,834	3,834	3,834	-	29,700	29,700	-
5900 Communications	76	1,355	447	473	1,971	1,296	1,635	1,368	1,368	1,368	1,368	1,368	-	14,092	14,092	-
5901 Postage and Shipping	-	64	192	81	14	1,149	153	429	429	429	429	429	-	3,800	3,800	-
	6,188	10,556	8,205	8,678	10,005	11,135	14,937	14,090	14,090	14,090	14,090	14,090	-	140,153	140,154	0
Facilities, Repairs and Other Leases																
5601 Rent	19,465	23,965	23,965	23,965	23,965	23,965	24,009	24,116	24,116	24,116	24,116	24,116	-	283,883	284,444	561
5602 Additional Rent	213	213	213	213	213	213	220	371	371	371	371	371	-	3,351	3,975	623
5603 Equipment Leases	1,374	817	817	1,432	1,432	277	1,772	1,149	1,149	1,149	1,149	1,149	-	13,664	13,346	(317)
5610 Repairs and Maintenance	-	18,299	10,732	-	4,271	-	-	1,792	1,792	1,792	1,792	1,792	-	42,262	42,262	-
	21,053	43,294	35,727	25,610	29,881	24,455	26,000	27,428	27,428	27,428	27,428	27,428	-	343,160	344,027	867
Professional/Consulting Services																
5801 IT	-	-	-	-	-	-	1,628	-	-	-	-	-	-	1,628	-	(1,628)
5802 Audit & Taxes	-	-	-	4,500	-	-	1,000	-	-	-	-	-	6,300	11,800	11,800	-
5803 Legal	-	1,407	695	3,465	645	1,222	-	993	993	993	993	993	-	12,400	12,400	-
5804 Professional Development	-	190	250	136	(80)	-	129	1,875	1,875	1,875	1,875	1,875	-	10,000	10,000	-
5805 General Consulting	-	5,200	6,369	14,440	-	21,409	36,351	15,986	15,986	15,986	15,986	15,986	-	163,700	163,700	-
5806 Special Activities/Field Trips	-	-	-	200	576	80	810	307	307	307	307	307	-	3,200	3,200	-
5807 Bank Charges	30	30	57	35	60	141	92	92	92	92	92	92	-	903	942	39
5809 Other taxes and fees	94	185	-	109	-	48	-	25	25	25	25	25	-	560	560	-
5810 Payroll Service Fee	20	475	466	338	335	335	794	707	707	707	707	707	-	6,300	6,300	-
5811 Management Fee	7,509	7,509	7,509	-	-	4,885	6,007	9,134	9,134	9,134	9,134	9,134	-	79,090	78,094	(997)
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	16,800	-	16,800	16,800	-
5815 Public Relations/Recruitment	-	175	-	-	-	-	-	205	205	205	205	205	-	1,200	1,200	-
	7,653	15,171	15,347	23,223	1,536	28,120	46,810	29,324	29,324	29,324	29,324	52,424	-	307,581	304,996	(2,586)
Depreciation																
6900 Depreciation Expense	1,933	1,933	2,227	2,227	2,227	3,077	3,826	3,048	3,048	3,048	3,048	3,048	-	32,693	23,492	(9,201)
	1,933	1,933	2,227	2,227	2,227	3,077	3,826	3,048	3,048	3,048	3,048	3,048	-	32,693	23,492	(9,201)
Total Expenses	152,830	372,357	418,373	412,582	436,567	381,904	410,686	423,582	421,990	421,193	421,193	444,293	-	4,717,550	4,651,504	(66,047)
Monthly Surplus (Deficit)	(51,049)	(170,905)	93,974	(13,566)	(121,367)	75,375	(28,709)	(183,818)	(143,936)	148,962	(229,761)	86,787	339,903	(198,109)	(189,017)	(9,091)

PATHWAYS CHARTER SCHOOL

Monthly Cash Flow/Forecast FY21-22

Revised 2/10/22

ADA = 350.40

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Revised Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(51,049)	(170,905)	93,974	(13,566)	(121,367)	75,375	(28,709)	(183,818)	(143,936)	148,962	(229,761)	86,787	339,903	(198,109)		
Cash flows from operating activities																
Depreciation/Amortization	1,933	1,933	2,227	2,227	2,227	3,077	3,826	3,048	3,048	3,048	3,048	3,048	-	32,693		
Public Funding Receivables	281,349	447,030	60,040	29,933	-	-	42,482	-	-	-	-	-	83,263	604,193		
Grants and Contributions Rec.	(94)	-	-	-	-	-	-	-	-	-	-	-	-	(94)		
Prepaid Expenses	(25,006)	5,539	(4,151)	1,040	9,574	(2,824)	(4,776)	1,880	1,880	1,880	7,923	7,923	-	881		
Accounts Payable	(103,733)	-	-	(7,529)	16,667	(16,667)	6,934	-	-	-	-	-	-	(104,329)		
Accrued Expenses	(14,233)	31,633	24,652	(3,024)	5,416	6,670	6,556	(7,022)	6,406	6,406	6,406	(141,772)	-	(71,906)		
Deferred Revenue	-	16,385	-	(41,726)	2,115	-	108,516	-	-	-	-	(187,218)	-	(101,928)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(10,000)	-	-	(26,333)	(22,478)	-	-	-	-	-	-	(58,811)		
Total Change in Cash	89,167	331,614	166,742	(32,645)	(85,368)	39,298	112,350	(185,911)	(132,601)	160,297	(212,384)	(147,970)				
Cash, Beginning of Month	1,340,618	1,429,785	1,761,399	1,928,141	1,895,496	1,810,128	1,849,426	1,961,776	1,775,865	1,643,264	1,803,561	1,591,177				
Cash, End of Month	1,429,785	1,761,399	1,928,141	1,895,496	1,810,128	1,849,426	1,961,776	1,775,865	1,643,264	1,803,561	1,591,177	1,443,208				

Pathways Charter School

Statement of Financial Position

January 31, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 1,961,776	\$ 1,340,618	\$ 621,158	46%
Accounts Receivable	265	171	94	55%
Public Funding Receivables	83,263	944,096	(860,833)	-91%
Prepaid Expenses	90,591	69,986	20,604	29%
Total Current Assets	2,135,895	2,354,871	(218,977)	-9%
Long-Term Assets				
Property & Equipment, Net	68,459	27,099	41,360	153%
Deposits	4,500	4,500	-	0%
Total Long Term Assets	72,959	31,599	41,360	131%
Total Assets	\$ 2,208,854	\$ 2,386,470	\$ (177,616)	-7%
Liabilities				
Current Liabilities				
Accounts Payable	\$ (595)	\$ 103,733	\$ (104,329)	-101%
Accrued Liabilities	134,483	76,814	57,669	75%
Deferred Revenue	248,483	163,193	85,290	52%
Total Current Liabilities	382,371	343,741	38,631	11%
Total Liabilities	382,371	343,741	38,631	11%
Total Net Assets	1,826,482	2,042,729	(216,247)	-11%
Total Liabilities and Net Assets	\$ 2,208,854	\$ 2,386,470	\$ (177,616)	-7%

Pathways Charter School

Statement of Cash Flows

For the period ended January 31, 2022

	Month Ended 01/31/22	YTD Ended 01/31/22
Cash Flows from Operating Activities		
Change in Net Assets	\$ (28,709)	\$ (216,247)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,826	17,451
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	42,482	860,833
Grants, Contributions & Pledges Receivable	-	(94)
Prepaid Expenses	(4,776)	(20,604)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	6,934	(104,329)
Accrued Expenses	6,556	57,669
Deferred Revenue	108,516	85,290
Total Cash Flows from Operating Activities	134,828	679,969
Cash Flows from Investing Activities		
Purchase of Property & Equipment	(22,478)	(58,811)
Total Cash Flows from Investing Activities	(22,478)	(58,811)
Change in Cash & Cash Equivalents	112,350	621,158
Cash & Cash Equivalents, Beginning of Period	1,849,426	1,340,618
Cash and Cash Equivalents, End of Period	\$ 1,961,776	\$ 1,961,776

Budget vs Actual

For the period ended January 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 156,375	\$ 156,375	\$ -	\$ 955,625	\$ 955,625	\$ -	\$ 1,461,076
Education Protection Account	-	129,470	(129,470)	258,940	258,940	-	632,285
In Lieu of Property Taxes	134,889	129,031	5,858	843,056	819,624	23,432	1,465,846
Total State Aid - Revenue Limit	291,264	414,876	(123,612)	2,057,621	2,034,189	23,432	3,559,207
Federal Revenue							
Special Education - Entitlement	-	-	-	-	-	-	69,943
Title I, Part A - Basic Low Income	-	14,711	(14,711)	-	29,421	(29,421)	58,842
Title II, Part A - Teacher Quality	-	2,512	(2,512)	-	5,023	(5,023)	10,046
Other Federal Revenue	2,500	107,990	(105,490)	5,000	215,979	(210,979)	215,979
Prior Year Federal Revenue	34,922	-	34,922	41,634	-	41,634	-
Total Federal Revenue	37,422	125,212	(87,790)	46,634	250,423	(203,789)	354,810
Other State Revenue							
State Special Education	23,819	23,819	-	145,561	145,561	-	264,656
Mandated Cost	-	-	-	12,276	12,281	(5)	12,281
State Lottery	29,144	22,496	6,649	29,144	22,496	6,649	81,779
Prior Year Revenue	-	-	-	1,538	1,538	-	1,538
Other State Revenue	-	92,277	(92,277)	74,143	184,554	(110,411)	184,554
Total Other State Revenue	52,963	138,592	(85,628)	262,663	366,430	(103,768)	544,809
Other Local Revenue							3,661
Interest Revenue	328	333	(5)	1,396	1,737	(342)	3,404
Other Fees and Contracts	-	-	-	478	257	221	257
School Fundraising	-	-	-	260	-	260	-
Total Other Local Revenue	328	333	(5)	2,134	1,995	139	3,661
Total Revenues	\$ 381,977	\$ 679,013	\$ (297,035)	\$ 2,369,052	\$ 2,653,038	\$ (283,986)	\$ 4,462,487
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 112,990	\$ 113,528	\$ 538	\$ 702,326	\$ 688,645	\$ (13,681)	\$ 1,256,285
Teachers' Substitute Hours	-	1,591	1,591	221	6,364	6,143	14,318
Teachers' Extra Duty/Stipends	3,454	4,455	1,000	21,784	28,784	7,000	51,057
Pupil Support Salaries	23,976	28,355	4,379	139,412	158,702	19,290	300,475
Administrators' Salaries	42,118	41,695	(423)	260,609	259,382	(1,227)	467,855
Total Certificated Salaries	182,538	189,623	7,084	1,124,351	1,141,876	17,525	2,089,989
Classified Salaries							
Support Salaries	-	-	-	-	-	-	-
Clerical and Office Staff Salaries	32,798	32,242	(555)	212,224	210,482	(1,742)	371,694
Total Classified Salaries	32,798	32,242	(555)	212,224	210,482	(1,742)	371,694
Benefits							
State Teachers' Retirement System, certificated positior	25,891	29,728	3,837	167,810	177,123	9,312	325,763
Public Employees' Retirement System, classified positioi	11,029	10,099	(931)	70,300	65,842	(4,458)	116,335
OASDI/Medicare/Alternative, certificated positions	3,049	2,733	(316)	19,131	17,819	(1,312)	31,483
Medicare/Alternative, certificated positions	2,939	3,225	286	18,266	19,258	992	35,382
Health and Welfare Benefits, certificated positions	27,396	25,575	(1,821)	184,794	185,284	490	313,159
State Unemployment Insurance, certificated positions	1,013	3,906	2,893	4,397	6,541	2,144	13,572
Workers' Compensation Insurance, certificated position	1,906	2,224	318	9,418	10,690	1,272	21,809
Total Benefits	73,222	77,489	4,267	474,117	482,557	8,440	857,503
Books & Supplies							
Textbooks and Core Materials	-	1,218	1,218	11,744	3,910	(7,834)	10,000
School Supplies	3,440	8,937	5,497	47,676	59,626	11,950	104,310
Software	10,922	6,472	(4,449)	56,278	55,458	(820)	87,819
Office Expense	1,060	2,018	959	24,193	13,909	(10,284)	24,000
Business Meals	-	192	192	769	1,539	769	2,500
Noncapitalized Equipment	(50)	1,394	1,444	123,934	66,388	(57,546)	73,356
Food Services	406	665	260	2,435	3,473	1,038	6,800
Total Books & Supplies	15,777	20,897	5,120	267,029	204,302	(62,727)	308,785
Subagreement Services							
Special Education	50,958	19,372	(31,586)	104,353	81,139	(23,213)	178,000
Security	188	199	11	1,859	1,564	(295)	2,559
Other Educational Consultants	(17)	3,115	3,133	6,682	14,728	8,046	30,305

Budget vs Actual

For the period ended January 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Subagreement Services	51,129	22,687	(28,443)	112,894	97,432	(15,462)	210,864
Operations & Housekeeping							
Auto and Travel	89	988	899	639	4,061	3,423	9,000
Dues & Memberships	916	658	(258)	6,549	5,627	(922)	8,917
Insurance	4,137	4,137	0	28,959	28,959	0	49,645
Utilities	6,327	2,322	(4,005)	14,123	13,390	(733)	25,000
Janitorial Services	1,679	2,945	1,266	10,529	14,976	4,447	29,700
Communications	1,635	1,357	(278)	7,253	7,306	53	14,092
Postage and Shipping	153	394	241	1,653	1,831	178	3,800
Total Operations & Housekeeping	14,937	12,801	(2,136)	69,704	76,151	6,447	140,154
Facilities, Repairs & Other Leases							
Rent	24,009	24,116	108	163,300	163,862	561	284,444
Additional Rent	220	371	151	1,498	2,122	623	3,975
Equipment Leases	1,772	1,149	(623)	7,920	7,603	(317)	13,346
Repairs and Maintenance	-	1,470	1,470	33,302	34,911	1,609	42,262
Total Facilities, Repairs & Other Leases	26,000	27,106	1,106	206,021	208,498	2,477	344,027
Professional/Consulting Services							
IT	1,628	-	(1,628)	1,628	-	(1,628)	-
Audit & Taxes	1,000	-	(1,000)	5,500	11,800	6,300	11,800
Legal	-	1,144	1,144	7,433	6,679	(754)	12,400
Professional Development	129	1,062	933	625	4,689	4,063	10,000
General Consulting	-	16,903	16,903	47,418	79,183	31,764	163,700
Special Activities/Field Trips	810	356	(454)	1,666	1,422	(243)	3,200
Bank Charges	92	92	(0)	445	484	39	942
Other Taxes and Fees	-	31	31	436	404	(32)	560
Payroll Service Fee	794	593	(201)	2,764	3,334	570	6,300
Management Fee	6,007	6,508	501	33,419	48,558	15,139	78,094
County Fees	-	-	-	-	-	-	16,800
Public Relations/Recruitment	-	114	114	175	631	456	1,200
Total Professional/Consulting Services	10,460	26,803	16,344	101,509	157,183	55,675	304,995
Depreciation							
Depreciation Expense	3,826	1,933	(1,893)	17,451	13,826	(3,624)	23,492
Total Depreciation	3,826	1,933	(1,893)	17,451	13,826	(3,624)	23,492
Interest Expense	-	-	-	-	-	-	-
Total Expenses	\$ 410,686	\$ 411,580	\$ 894	\$ 2,585,299	\$ 2,592,306	\$ 7,007	\$ 4,651,504
Change in Net Assets	(28,709)	267,432	(296,141)	(216,247)	60,732	(276,979)	(189,017)
Net Assets, Beginning of Period	1,855,191			2,042,729			
Net Assets, End of Period	\$ 1,826,482			\$ 1,826,482			

Pathways Charter School

Accounts Payable Aging

January 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Charter Impact Inc.	10909	7/1/2021	7/31/2021	\$ -	\$ -	\$ -	\$ -	(7,509)	(7,509)
Charter Impact Inc.	11912	1/1/2022	1/1/2022	6,007	-	-	-	-	6,007
Charter Impact Inc.	11981	11/30/2021	12/1/2021	66	-	-	-	-	66
Charter Impact Inc.	12015	12/31/2021	1/1/2022	66	-	-	-	-	66
Charter Impact Inc.	PR123121	12/31/2021	12/31/2021	544	-	-	-	-	544
Charter Impact Inc.	QTR22021	7/27/2021	8/26/2021	-	-	-	-	(20)	(20)
Charter Impact Inc.	QTR42021	1/16/2022	2/15/2022	20	-	-	-	-	20
Charter Impact Inc.	W2s2021	1/23/2022	1/23/2022	230	-	-	-	-	230
Total Outstanding Invoices				\$ 6,934	\$ -	\$ -	\$ -	\$ (7,529)	\$ (595)

Pathways Charter School

Check Register

For the period ended January 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
1045	Erika Paredes	1/13/2022	200.00
1046	Erika Paredes	1/24/2022	200.00
13924	SCOE	1/7/2022	44,152.22
13925	SCOE	1/7/2022	14,916.37
13926	Alhambra	1/14/2022	65.81
13927	Allied Administrators for Delta Dental	1/14/2022	3,338.50
13928	Becoming Independent	1/14/2022	35.00
13929	Cengage Learning	1/14/2022	100.72
13930	CharterSafe	1/14/2022	6,042.00
13931	City of Rohnert Park	1/14/2022	1,825.69
13932	City of Rohnert Park	1/14/2022	129.52
13933	Document Tracking Services	1/14/2022	395.00
13934	Downing Heating & Air Conditioning, Inc.	1/14/2022	22,478.00
13935	First Choice Coffee Services	1/14/2022	106.00
13936	Houghton Mifflin Harcourt Publishing Co.	1/14/2022	142.63
13937	Inland Finance Company	1/14/2022	405.85
13938	Kaiser Foundation Health Plan	1/14/2022	23,181.32
13939	Keystone Therapy & Training Services	1/14/2022	28,880.00
13940	Oak Meadow, Inc.	1/14/2022	290.00
13941	Office Depot	1/14/2022	209.90
13942	PG&E	1/14/2022	24.64
13943	PG&E	1/14/2022	529.86
13944	PG&E	1/14/2022	187.26
13945	PG&E	1/14/2022	848.25
13946	PG&E	1/14/2022	714.12
13947	PresenceLearning, Inc.	1/14/2022	10,321.05
13948	Rainbow Resource Center, Inc.	1/14/2022	542.63
13949	Savvas Learning Company LLC	1/14/2022	122.90
13950	School Pathways, LLC	1/14/2022	14,674.62
13951	Sonic	1/14/2022	249.50
13952	Sonoma County EAC	1/14/2022	70.00
13953	Speech Language and Learning Services of Northern Californ	1/14/2022	2,550.00
13954	Sylvan Learning of Santa Rosa	1/14/2022	855.00
13955	T-Mobile	1/14/2022	910.00
13956	UHS Premium Billing	1/14/2022	4,157.56
13957	Vision Service Plan - (CA)	1/14/2022	350.66
13958	WageWorks, Inc.	1/14/2022	34.56
13959	Warren Security Systems, Inc.	1/14/2022	94.00
13960	Aflac	1/21/2022	326.16
13961	Chavan & Associates LLP	1/21/2022	1,000.00
13962	Compass	1/21/2022	1,400.00
13963	Follett School Solutions, Inc.	1/21/2022	1,060.35
13964	Hampton Maintenance, LLC	1/21/2022	1,279.00
13965	Kristi Harris	1/21/2022	997.50
13966	Office Depot	1/21/2022	61.91
13967	PresenceLearning, Inc.	1/21/2022	5,629.80
13968	Rainbow Resource Center, Inc.	1/21/2022	614.41
13969	Redwood Pediatric Therapy Assoc.	1/21/2022	325.00
13970	Savvas Learning Company LLC	1/21/2022	76.52
13971	William H. Sadlier, Inc.	1/21/2022	26.10
13972	Department of Justice	1/25/2022	1,707.60
13973	Matrix Trust Company	1/25/2022	1,000.00
13974	PenServ Plan Services, Inc.	1/25/2022	100.00
13975	Reliastar Life Insurance Company	1/25/2022	400.00
13976	Voya CALSTRS Plan Admin	1/25/2022	4,050.00
13977	150-170 Professional Center Drive, LLC	1/26/2022	15,181.55
13978	Georgia Street Plaza	1/26/2022	5,515.65
13979	La Plaza Offices, LLC	1/26/2022	2,179.77
13980	AAA Business Supplies & Interiors	1/28/2022	324.58
13981	All About Learning Press, Inc.	1/28/2022	131.93
13982	AT&T	1/28/2022	23.83
13983	AT&T	1/28/2022	39.40
13984	Canon Financial Services, Inc	1/28/2022	1,771.89
13985	Cengage Learning Inc.	1/28/2022	250.35
13986	Jill Dorsey	1/28/2022	143.00
13987	Oak Meadow, Inc.	1/28/2022	16.20
13988	Office Depot	1/28/2022	64.23


Pathways Charter School

Check Register

For the period ended January 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
13989	Rainbow Resource Center, Inc.	1/28/2022	285.23
13990	Renaissance	1/28/2022	104.00
13991	Savvas Learning Company LLC	1/28/2022	85.94
13992	School Specialty, LLC	1/28/2022	80.65
13993	Studies Weekly	1/28/2022	65.44
13994	U.S. Bank	1/28/2022	224.12
13995	UHS Premium Billing	1/28/2022	4,157.56
13996	Warren Security Systems, Inc.	1/28/2022	94.00
PCS220114-01	Julie Carter	1/14/2022	2,937.50
PCS220114-02	KiwiCo, Inc	1/14/2022	200.29
PCS220114-03	KiwiCo, Inc	1/14/2022	278.25
PCS220114-04	PRIME65	1/14/2022	339.73
PCS220114-05	Purchase Power	1/14/2022	1,041.94
PCS220121-01	Julie Carter	1/21/2022	15.37
PCS220121-02	KiwiCo, Inc	1/21/2022	114.17
PCS220121-03	Naomi Yedlosky	1/21/2022	43.12
PCS220121-04	PRIME65	1/21/2022	1,627.61

Total Disbursements issued in January \$ 241,722.79



Pathways Charter Mid-Year LCAP Update



February 16th, 2022



Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

Mid-year Update: LCAP Metrics

Outcome is
Unknown

Outcome is
In Progress

Outcome is
Known

At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Mid-year Update: LCAP Expenditure & Implementation of Actions

Outcome is
Unknown

Outcome is
In Progress

Outcome is
Known


Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the First Interim budget update.

LCAP Goal #1

Math: FOCUS:

By 2023, increase math performance in grades 3rd-11th by 40 points measured on the SBAC for EL and Low Income students and 25 points for the all student group.

LCAP Goal #1 - Metrics

 Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Implement standards	Met	Maintain Met	Unknown	Unknown
Ren all student proficient or meeting SGP	74%		65%	Partially Known
Ren EL above proficient or meeting SGP	44%	50%	40%	Partially Known
CAASPP all student	-76.2	-50	Test is in May	Unknown
CAASPP EL students	-162.1	-122	Test is in May	Unknown
CAASPP Low INcome	-104	-80	Test is in May	Unknown

LCAP Goal #1 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Technology Support	\$19,500	\$35,774	We have exceeded this goal as we have now purchased enough student devices to almost meet a 1:1 model.
Instructional Support	\$156,000	\$56,193	Online and on-site classes are running well. Online classes are particularly popular. Our new Math Tutor is serving high needs populations across the school.
Family Support	\$17,500	\$4,636	We have implemented the math coach position and expanded parent support workshops. More work needs to be done to increase attendance at these events.

LCAP Goal #2

Mobility: FOCUS:

By 2023, through offering quality instruction/materials informed by UDL, a range of programs outcomes (alt course of study) and an increase in accessibility for remote students in an IS model, we will improve the performance of students in their 1st or 2nd year of enrollment at Pathways.

LCAP Goal #2 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Graduation rate/Dropout rate	Graduation rate: Maintained	Maintain graduation rate above 75%	89.3%	Known
Mobility rate	44.5%	Below 40%	23.5%	In Progress
Distance from 3 for Year 1 students	Average 10 points lower than all student group	Narrow the gap to 5 points	n/a	Unknown
Credit completion	Pathways 90% compared to other districts of students 80%	Maintain above 90%	Maintained above 90%	In Progress

LCAP Goal #2 - Metrics (continued)

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Chronic Absenteeism	Dashboard declined .7 points/ Rate is 4.2%	Keep below 5%	11.5%	In Progress
Suspension Rate	Blue	Keep below 5%	0%	In Progress
Expulsion rate	Blue	Keep below 5%	0%	In Progress
Middle School drop out rate	0	Keep below 10%	1.6%	In Progress
Attendance rate	ADA 98.12%		P1 ADA 96.30%	In Progress

LCAP Goal #2 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Improve coursework delivery	\$103,500	\$28,880	This goal is In Progress. The CDP teams have curated a range of online google sites loaded with custom curriculum. Team is exploring Ca Min Alternative Diploma.
Support new families	\$44,000	\$12,898	We have greatly increased our support of Spanish speaking families. Principals have been offering coffee chats but attendance is low. We decided against moving to Parent Square.
Expand access to social emotional supports	\$221,500	\$43,320	Our partnership with Keystone Therapy is working out extremely well. We are serving a range of students, parents and staff and expanding delivery formats to include art therapy and groups.

LCAP Goal #3

CCI: BROAD:

By 2023, PCS will strengthen guidance and support services (adding and refining CTE pathways, improving guidance services, JC Jumpstart) to maintain an overall dashboard status of “prepared” and local measures, through access to a to g, CTE pathways and dual enrollment while still fitting within our IS model and school’s defined mission.

LCAP Goal #3 - Metrics

<u>Metric</u>	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
A-G Completion/CCI Indicator	Increased + 3.9%	Lower “not prepared” group to less than 50%	Data not available until year end	Unknown
CTE Completion/CCI	Increased + 3.9%	Lower “not prepared” group to less than 50%	Data not available until year end	Unknown
<u>Students enrolled in CC</u>	2020-21: 28 college classes (18%)	Increase to 20%	Fall number of college classes: 11	Spring In Progress
CTE participants	45 students or 20%	Maintain at 20% +	32 without counting Leadership; 47 with	In Progress
<u>CTE Completers</u>	2 students	Increase to 6 students per year	5 students; 7 pathways on track (2021-22), possibly 2 additional	In Progress

LCAP Goal #3 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
CTE Support Programs	\$150,000	\$37,006	We are successfully running four Pathways and are continuing to refine curriculum. The job shadow program was shifted to a virtual format. More student outreach and education is planned.
Guidance Coordinator Programs	\$45,000	\$5,508	Continued work with Student Service Generalists and modified enrollment form.
Articulation of 21st Century Skills	\$26,500	\$8,474	Study group met early in the year but due to staff stress the group's progress has slowed.

LCAP Goal #4

ELA: BROAD:

By 2023, PCS will raise the ELA proficiency of all students by 25 points as measured by SBAC scores. In addition, for EL and Low Income students their scores will improve by at least 25 points as a subgroup.

LCAP Goal #4 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
SBAC ELA performance (all students)	12.6 points below standard	12.5 points above standard	n/a	Unknown
SBAC ELA performance (EL students)	102.6 points below standard	77 points below standard	n/a	Unknown
SBAC ELA performance (low income students)	47.7 points below standard	23 points below standard	n/a	Unknown
Ren percentage meeting proficient or SGP	77%	Keep above 75%	63%	In Progress

LCAP Goal #4 - Metrics (continued)

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Ren % meeting proficient/SGP (EL)	65%	Move up to 70%	64%	In Progress
Implementation of CCSS (ELA/ ELD)	Met	Maintain Met	The same	In Progress
EL progress in ELPAC	Placed at “medium” level	Maintain medium (45-55%)	55%	In Progress
EL reclassification	3.85%	Increase to 5%	27% *see notes below	In Progress
ELD Program quality	Almost Met	Improve to Met	Significant expansion and improvements	In Progress

LCAP Goal #4 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Instructional Support & ELD Expansion	\$165,000	\$35,981	ELD services have been expanded and improved upon. Teacher collaboration has expanded.
Parent Engagement and support	\$75,000	\$33,448	Significant expansion of parent outreach and support. Plans to form a mini DELAC still under development.
Teacher Training	\$41,500	\$7,964	Teachers have received ongoing training as well as tools loaded at newly created ELD Support google site.

Impact to the Budget Overview for Parents

When Pathways Charter adopted our LCAP and Budget on June 16th, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in BOP	Amount per Budget Act
Total LCFF Funds	\$4,196,248	\$3,559,207
LCFF Supplemental/ Concentration Grants	\$314,211	\$271,681

Prompt 1: Educational Partner Engagement for Budget Act funds:

*Briefly summarize the LEA's efforts to engage Educational Partners, with focus on:
<Revise list based on LEA's received funds>*

- *Educator Effectiveness Block Grant*
- *Expanded Learning Opportunities Program*

Prompt 2: Use of Additional Concentration Funding:

Our LEA does not receive this additional funding.

Prompt 3: Educational Partner Engagement for One-Time Federal Funds:

Pathways created a comprehensive engagement process which solicited input from all stakeholders in a variety of meaningful ways. This included:

- Data walk and discussion with staff in January 2021
- Staff meeting discussions in Jan-March 2021
- Parent survey on needs in distance learning three times during the 2020-21 school year
- Parent survey plans for spring 2021 adjustments
- Administrative team retreat to integrate WASC Action plan and LCAP goals and reflect on progress and needs in both August 2020 and January 2021
- Staff meeting and staff survey on areas of greatest needs and actions/services
- Board presentation and option for input in spring and fall 2021
- Parent advisory council meetings in spring 2021
- Annual parent survey & parent survey about safe return to schools and priority conditions in spring 2021.
- Finance Committee meetings monthly in fall 2021 to draft ESSER III & ELO plans

Prompt 4: Implementation of the ESSER III Expenditure Plan:

Pathways will use the funds in three primary areas:

1. **Covid mitigation** with the focus on improving ventilation and air filtration and the balanced directed towards other supports such as PPE.
2. **Academic supports** divided between **social-emotional supports** to and then direct academic interventions and support with a focus on ELA and math which supports LCAP goal #1..
3. **Increase connectivity** through the purchase of more student technology devices and ongoing support for wifi hotspots which supports LCAP goal #2.

Prompt 5: Using fiscal resources consistent with LCAP:

Pathways is using the additional funding to support LCAP goals as follows:

ESSER III

- *Ventilation work allow safe learning to occur at learning centers. A large portion of these classes are math and English, as well as ELD services, which supports **LCAP goals #1 and #4.***
- *Academic Enrichment funds and programs directly support **LCAP goals #1 and #4 on math and ELA.***
- *Increased connectivity supports **LCAP goal #2 on mobility** by keeping students connected to the school.*

Prompt 5: Using fiscal resources consistent with LCAP (continued):

ELO

(1.) *Extended Instructional Time: Supports the two academic area **LCAP goals (1 and 4)** as well as the **CCI goal #3** by helping students complete series of coursework*

(2.) *Accelerating progress: Math Tutor supports our focus **LCAP goal #1** on math*

(3.) *Integrated Supports: Social Emotion Contract with Keystone Therapy Services supports both academic goals by helping students being prepared to learn as well as **LCAP goal #2** on mobility by helping kids feel safe at school*

(4.) *Supports for credit deficient students support **LCAP goal #3** on CCI*

Closing

Despite the challenges of the COVID-19 Pandemic, Pathways Charter School is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students.

Questions?



HUSD Board Report
Feb. 17, 2022
Barbara Bickford
Interim Pathways Director

Director Transition: I began serving as Interim Director on Friday, Feb. 4. For February I will work most days. After that I will work on average 3 days a week through June. Sara left excellent documents and next steps in a very organized transition plan. The principal team has been very helpful.

Budget: I met with Jim Weber of C&I to review the budget. We discussed the timeline to develop the budget for 2022-21. We anticipate an enrollment of 400. We are in the process of surveying current students/families for intent to return next year. We will complete this process by March 14 and have better clarity of enrollment projections.

COVID: Students returned to classes. The number of cases has decreased significantly.
Grants: No new updates.

Compliance Reporting: SARC completed. LCAP Supplemental attached, 2nd Interim in progress for March meeting.

Pathways Board Agenda 1/19/22

7.0 Information, Correspondence, Discussion

7.1 January Financial Presentation (Jim Weber, Charter Impact) 7.2 Update on Enrollment and Staffing

7.3 Update from Finance Committee on Budget Development 7.4 Discussion re: Current and Upcoming Board Vacancies

7.5 Update on Draft COVID Safety Plan

7.6 Presentation of LCAP Supplement Update

8.0 Action Items

8.1 Determination on the Need to Teleconference Board Meetings due to Public Health Emergency

8.2 Approval of Incentive for Early Notification of Teacher Retirement

8.2 Consideration of new day for remaining Board meetings in Spring 2022



Meeting Date: 2/17/2022 - 6:00 PM

Category: Public Comment

Type: Info

Subject:

7.7 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures.

Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

**Background
Information:**

Fiscal Implications:

Recommendation:

Approvals:


Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date:	2/17/2022 - 6:00 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.1 Vendor Warrants
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 Vendor Warrants_1-14 through 2-8-2022.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Approve through the consent agenda

Approvals:

Recommended
By:

A handwritten signature in black ink that reads "Matthew Morgan".

Matthew Morgan - Superintendent/Principal

Checks Dated 01/14/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1875777	01/14/2022	Amazon Capital Services	03-4310	Site Council Grants		966.26
1875778	01/14/2022	Comcast	01-5911	Phones & Internet - January 2022	88.53	
			03-5911	Phones & Internet - January 2022	354.13	442.66
1875779	01/14/2022	Coolpoint Refrigeration	13-5630	Freezer Repair		170.00
1875780	01/14/2022	Employment Dev. Dept. Sdi	01-9555	EDD - UI - 4th Quarter 2021		3,338.71
1875781	01/14/2022	Harmony Revolving Account	01-9557	Reimbursement to HUSD Revolving acct - for EDD		2,848.10
1875782	01/14/2022	McPhail Fuel Company	01-5510	Propane	323.02	
			03-5510	Propane	1,292.06	1,615.08
1875783	01/14/2022	Veritable Vegetable	13-4710	Cafeteria		419.85
1876696	01/21/2022	Amazon Capital Services	01-4310	Classroom and Cafeteria supplies	44.77	
				Supplies & Toner	12.15	
			01-4350	School, Biz & custodial Supplies	7.54	
			01-4370	COVID Supplies - purchased through Amazon	12.57	
				School, Biz & custodial Supplies	17.87	
			03-4310	Site Council Grants	432.01	
				Supplies & Toner	48.60	
			03-4350	School, Biz & custodial Supplies	30.14	
			03-4370	COVID Supplies - purchased through Amazon	36.24	
				School, Biz & custodial Supplies	71.47	713.36
1876697	01/21/2022	Clover Stornetta Farms	13-4710	Cafeteria		750.38
1876698	01/21/2022	DBA Intrinsic Environment, Health & Safety	01-4300	HVAC, MERV & HEPA Filters and ventilation assessment	32.26	
			01-5830	HVAC, MERV & HEPA Filters and ventilation assessment	894.80	
			03-4300	HVAC, MERV & HEPA Filters and ventilation assessment	129.03	
			03-5830	HVAC, MERV & HEPA Filters and ventilation assessment	3,579.20	4,635.29
1876699	01/21/2022	Flinn Scientific, Inc.	03-4310	Science Curriculum Materials		64.15
1876700	01/21/2022	Nordby Electric, Inc.	01-5630	Parking lot lights & GFCI WP Outlets	654.21	
				Power to hot water heater - office bathroom [labor & parts]	191.60	
			03-5630	Parking lot lights & GFCI WP Outlets	2,616.83	
				Power to hot water heater - office bathroom [labor & parts]	766.41	4,229.05
1876701	01/21/2022	Solutions West	01-5830	Board assistance with Supt Evaluation	1,300.00	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 01/14/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1876701	01/21/2022	Solutions West	03-5830	Board assistance with Supt Evaluation	5,200.00	6,500.00
1876702	01/21/2022	Towne Communications, Inc. dba Quest UCSS	01-5830	Fixing paging system feature on phone system	94.55	
			03-5830	Fixing paging system feature on phone system	378.20	472.75
1876703	01/21/2022	Veritable Vegetable	13-4710	Cafeteria		569.50
1877281	01/26/2022	Peters Figueroa, Heather A	03-4310	Chrome Book Stands - Site Council Grant		98.25
1877282	01/26/2022	Gasper, Krista M	01-4370	Reimbursement for the purchase of seeds for the garden	49.20	
			03-4370	Reimbursement for the purchase of seeds for the garden	196.79	245.99
1877283	01/26/2022	Alpha Analytical Lab, Inc.	01-5884	Water Testing	54.20	
			03-5884	Water Testing	216.80	271.00
1877284	01/26/2022	Amazon Capital Services	Cancelled	Classroom and Cafeteria supplies	76.48	*
				COVID Supplies - purchased through Amazon	85.92	*
				School, Biz & custodial Supplies	56.36	*
				Site Council Grants	220.88	439.64 *
		Cancelled on 02/08/2022				
1877285	01/26/2022	Clover Stornetta Farms	13-4710	Cafeteria		383.80
1877286	01/26/2022	Flinn Scientific, Inc.	03-4310	Science Curriculum Materials		201.16
1877287	01/26/2022	Water Walkers, Inc DBA Health-e-Pro	13-5806	Food Service Software		3,118.85
1877288	01/26/2022	School & College Legal Service	01-5202	Review of New Legislation impacting Education for 2022	9.00	
			03-5202	Review of New Legislation impacting Education for 2022	36.00	45.00
1877289	01/26/2022	Sonoma County Office Of Ed.	01-5800	Program Fee 2021-2022	700.00	
			03-5800	Program Fee 2021-2022	2,800.00	3,500.00
1877290	01/26/2022	Veritable Vegetable	13-4710	Cafeteria		260.50
1877291	01/26/2022	West County Trans. Agency	01-5205	Field Trip Bay Area Discovery Museum	130.55	
			03-5205	Field Trip Bay Area Discovery Museum	522.20	652.75
1877932	01/28/2022	Collins, Kyle L	01-4310	Curriculum materials & classroom supplies	239.21	
			03-4310	Curriculum materials & classroom supplies	257.20	496.41
1877933	01/28/2022	Larramendy, Deborah R	01-5862	Reimbursement for fingerprints	12.40	
			03-5862	Reimbursement for fingerprints	49.60	62.00
1877934	01/28/2022	Amazon Capital Services	01-4310	Care Corner supplies	109.98	

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ESCAPE ONLINE

Checks Dated 01/14/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1877934	01/28/2022	Amazon Capital Services	01-4310	Care Corner supplies & Staff room hospitality	42.10	
			01-4350	Care Corner supplies & Staff room hospitality	22.76	
			01-4370	School, Biz & custodial Supplies	8.19	
			03-4310	PBL Purchases	13.22	
			03-4350	Care Corner supplies & Staff room hospitality	91.04	
			03-4370	School, Biz & custodial Supplies	32.78	320.07
1877935	01/28/2022	California Charter Schools	03-5300	2021-22 Membership Year		1,410.00
1877936	01/28/2022	Fishman Supply Company	01-4370	Custodial & Maintenance Supplies	35.86	
			03-4370	Custodial & Maintenance Supplies	143.43	179.29
1877937	01/28/2022	Major Alarm, Inc.	01-5590	Fire & Security and Repairs	5.52	
			01-5630	Fire & Security and Repairs	5.48	
			03-5590	Fire & Security and Repairs	22.09	
			03-5630	Fire & Security and Repairs	21.91	55.00
1877938	01/28/2022	Gene Gaffney Insurance Inc. DBA:Open Door Ins Services	01-5440	22/23 Accident Policy Premium	429.00	
			03-5440	22/23 Accident Policy Premium	1,716.00	2,145.00
1878474	02/02/2022	Amazon Capital Services	01-4310	Classroom and Cafeteria supplies	123.71	
				Classroom supplies [Weiss]	73.72	
			01-4350	School, Biz & custodial Supplies	11.37	
			01-4370	COVID Supplies - purchased through Amazon	40.00	
			03-4310	Site Council Grants	325.20	
			03-4350	School, Biz & custodial Supplies	45.47	
			03-4370	COVID Supplies - purchased through Amazon	115.34	734.81
1878475	02/02/2022	Clover Stornetta Farms	13-4710	Cafeteria		423.30
1878476	02/02/2022	Follett School Solutions, Inc.	03-4310	Library books & Supplies		313.96
1878477	02/02/2022	Honey Bucket	01-5600	Port-o-Potties	52.78	
			03-5600	Port-o-Potties	211.08	263.86
1878478	02/02/2022	Pacific Gas & Electric Company	01-5520	Electricity	1,282.85	
			03-5520	Electricity	5,131.40	6,414.25
1878479	02/02/2022	TLCD Architecture	21-6210	HUSD Field & Playground		3,904.76
1878480	02/02/2022	Union Hotel	13-4710	Cafeteria		500.00
1878481	02/02/2022	US Bancorp Service Center	01-4310	Credit Card Statement	24.04	
			01-4340	Credit Card Statement	12.99	
			01-4350	Credit Card Statement	30.30	

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ESCAPE ONLINE

Checks Dated 01/14/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1878481	02/02/2022	US Bancorp Service Center	01-5806	Credit Card Statement	31.10	
			01-5950	Credit Card Statement	15.65	
			03-4310	Credit Card Statement	209.22	
			03-4340	Credit Card Statement	226.97	
			03-4350	Credit Card Statement	121.19	
			03-5806	Credit Card Statement	124.38	
			03-5830	Credit Card Statement	14.05	
			13-4710	Credit Card Statement	17.39	827.28
1878482	02/02/2022	Veritable Vegetable	13-4710	Cafeteria		650.90
1879110	02/04/2022	Mills, Jordan E	03-4310	Reimbursement for PBL tree project		35.10
1879111	02/04/2022	Allen Brothers	13-4710	Cafeteria		426.19
1879112	02/04/2022	Alpha Analytical Lab, Inc.	01-5884	Water Testing	11.20	
			03-5884	Water Testing	44.80	56.00
1879113	02/04/2022	Amazon Capital Services	01-4310	Classroom and Cafeteria supplies	18.48	
			01-4350	School, Biz & custodial Supplies	6.43	
			01-4370	COVID Supplies - purchased through Amazon	22.12	
				School, Biz & custodial Supplies	4.85	
			03-4310	Site Council Grants	220.88	
			03-4350	School, Biz & custodial Supplies	25.70	
			03-4370	COVID Supplies - purchased through Amazon	63.80	
				School, Biz & custodial Supplies	19.38	381.64
1879114	02/04/2022	Castino Inc.	13-4710	Cafeteria		280.08
1879115	02/04/2022	Clover Stornetta Farms	13-4710	Cafeteria		58.00
1879116	02/04/2022	Document Tracking Services	01-5830	Licensing agreement		595.00
1879117	02/04/2022	Hogan Systems, Inc.	13-5630	Install new Cafeteria Sink Faucet Spout		747.04
1879118	02/04/2022	Home Depot	01-4370	Custodial supplies	14.14	
			03-4370	Custodial supplies	56.55	70.69
1879119	02/04/2022	KAMIND IT, Inc.	01-4340	Office 365 Enterprise	9.75	
			03-4340	Office 365 Enterprise	39.00	48.75
1879120	02/04/2022	Occidental Hardware	01-4370	Garden & Custodial/Maintenance Supplies	3.96	
			03-4370	Garden & Custodial/Maintenance Supplies	15.82	19.78
1879121	02/04/2022	Office Depot	01-4350	School, Biz & custodial Supplies	27.74	
			03-4310	Classroom and Cafeteria supplies	54.29	
			03-4350	School, Biz & custodial Supplies	110.94	192.97
1879122	02/04/2022	Recology Sonoma Marin	01-5560	Monthly - Garbage, Recycle	91.37	
			03-5560	Monthly - Garbage, Recycle	365.49	456.86

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ESCAPE ONLINE

Checks Dated 01/14/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1879123	02/04/2022	Sebastopol Hardware	01-4370	Garden & Custodial/Maintenance Supplies	26.43	
			03-4370	Garden & Custodial/Maintenance Supplies	105.73	132.16
1879124	02/04/2022	Stericycle, Inc.	01-5805	Confidential Shredding	20.35	
			03-5805	Confidential Shredding	81.40	101.75
1879125	02/04/2022	Teacher's Curriculum Institute	01-4110	Textbooks		114.00
1879126	02/04/2022	West Music Company, Inc.	03-4400	music class supplies/instruments		111.98
Total Number of Checks					59	59,480.96


	Count	Amount
Cancel	1	1,758.56
Net Issue		<u>57,722.40</u>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	35	14,378.46
03	General Fund/charter School	39	31,982.32
13	Cafeteria Fund	15	8,775.78
21	Building Fund	1	3,904.76
Total Number of Checks		58	59,041.32
Less Unpaid Sales Tax Liability			<u>.00</u>
Net (Check Amount)			<u>59,041.32</u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



Meeting Date:	2/17/2022 - 6:00 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.2 Approve Minutes from regular meeting held on 1/19/2022
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 Minutes 122022.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Approve through the consent agenda

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal

Harmony Union School District
Board Meeting Minutes
Thursday, January 20, 2022 (6:00 PM)

ROLL CALL

Mariah Lander
Yuri Koslen
Amanda Solter
Bradley Mills

Charlie Laird absent

1.0 Call to Order

Meeting called to order at 6:04 pm.

2.0 Pledge of Allegiance

3.0 Approval of the Agenda

Motion to approve the agenda made by Yuri Koslen, seconded by Amanda Solter. All voted in favor, motion passed. Dr Paul Porter in attendance with the board for closed session.

4.0 Public Comment

4.1 For Closed Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

5.0 Closed Session

Closed session began at 6:05-7:03 pm Dr Paul Porter in attendance.

5.4 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957: Superintendent Review Process with Dr. Paul Porter

6.0 Reconvene to Open Session

6.1 Report out on any action taken during closed session

Recommendation: none- information only
nothing to report out

7.0 Communication

A) Reports

7.1 HUTA Report

Park Guthrie thanked the board for the care package!

7.2 ARK Report

none

7.3 Student Report

none

7.4 Board Member Reports

nothing ML- listened to capital advisers report.

7.5 Pathways Director Report

Executive director Sara Jordan presented her last report.

7.6 Superintendent/Principal's Report

Superintendent/Principal Matthew Morgan presented his report.

B) Public Comment

7.7 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

Recommendation:

Park- spoke that the admin is doing an amazing job with the covid stuff. Carrie C- question about teachers/student ratio with the tk's moving into kinder. will be 2/23 ratio. question about communication regarding enrollment

C) Correspondence

8.0 Consent Agenda

8.1 Vendor Warrants

Recommendation: Approve through the consent agenda

ORIGINAL - Motion

Member **(Yuri Koslen)** Moved, Member **(Amanda Solter)** Seconded to approve the **ORIGINAL** motion 'Approve through the consent agenda'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

- Mariah Lander Yes
- Yuri Koslen Yes
- Amanda Solter Yes
- Bradley Mills Yes

8.2 Approve Quarterly report, October 1 to December 31, 2021, regarding any complaints covered by the Williams Act

Recommendation: Approve through the consent agenda

ORIGINAL - Motion

Member **(Yuri Koslen)** Moved, Member **(Amanda Solter)** Seconded to approve the **ORIGINAL** motion 'Approve through the consent agenda'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

- Mariah Lander Yes
- Yuri Koslen Yes
- Amanda Solter Yes
- Bradley Mills Yes

8.3 Minutes from regular meeting 12/09/2021

Recommendation: Approve through the consent agenda

ORIGINAL - Motion

Member **(Yuri Koslen)** Moved, Member **(Amanda Solter)** Seconded to approve the **ORIGINAL** motion 'Approve through the consent agenda'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

- Mariah Lander Yes
- Yuri Koslen Yes
- Amanda Solter Yes
- Bradley Mills Yes

8.4 Approve the Consent Agenda

The Consent Agenda, sometimes called the Consent Calendar, is for routine items that require Board action. Board members may request that any consent item be removed for purposes of discussion, and then acted upon as a separate item.

Recommendation: That Board approves the consent agenda as shown.

ORIGINAL - Motion

Member (**Yuri Koslen**) Moved, Member (**Amanda Solter**) Seconded to approve the **ORIGINAL** motion 'That Board approves the consent agenda as shown'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Bradley Mills Yes

9.0 Information/Correspondence/Discussion

9.1 Discussion of community survey questions and outreach process for superintendent review with Dr Paul Porter

Recommendation: Information only at this time

Dr Porter has been hired to conduct the superintendent review. This has not been done before, so we will do this this way this year. Emails and surveys will be out to the community within the next couple of weeks with a goal of completion at the end of march. The more community survey input the better- feedback will really help guide the process

ORIGINAL - Motion

Member (**xxxxx**) Moved, Member (**xxxxx**) Seconded to approve the **ORIGINAL** motion 'Information only at this time'. Upon a roll call vote being taken, the vote was: Aye: (**xx**) Nay: (**xx**). The motion (). (**xx**) - (**xx**)

9.2 Director Transition Plan- Pathways Charter

Sara presented the director transition plan for her exit from pathways. Working with SCOE for a potential interim to be in place during the transition.

9.3 Consideration and Discussion of Place Based Learning Vision Statement

Recommendation: Information only at this time.

Presentation of draft of Place Based Learning Vision Statement. this is a draft- will bring back to be adopted. any feedback can go to Matthew to go to the PBL committee.

ORIGINAL - Motion

Member (**xxxxx**) Moved, Member (**xxxxx**) Seconded to approve the **ORIGINAL** motion 'Information only at this time'. Upon a roll call vote being taken, the vote was: Aye: (**xx**) Nay: (**xx**). The motion (). (**xx**) - (**xx**)

9.6 Battery assessment from Sonoma Clean Power and Terra Verde Energy

Recommendation: Information only at this time

additional info- if we were to be designated as a county evacuation site, the battery would be covered battery backup. to include HVAC will be more expensive. although there is funding available through the state at 30%, the funds are quickly diminishing. We can put in an application with no commitment. More research will be done and will be brought back to the board. We need a solution. Would be good for the community. What would the burden be to the district to become an emergency evacuation site. Will do more research about this as well. Research on the bond also and if any changes can

be made to accommodate this project. Bond is already oversubscribed with the field project. Phase 3 parking lot may not happen.

ORIGINAL - Motion

Member (xxxxx) Moved, Member (xxxxx) Seconded to approve the **ORIGINAL** motion 'Information only at this time'. Upon a roll call vote being taken, the vote was: Aye: (xx) Nay: (xx). The motion (). (xx) - (xx)

9.7 Discussion of campus security upgrades and development of timeline for upgrades

Recommendation: Information and discussion only

place on each board meeting- facilities, what is needed etc. alarm system, fire system- no sensors in the main building, some buildings are grouped and not easily identifiable. keep this fresh in our minds. would be good for historical reasons.

ORIGINAL - Motion

Member (xxxxx) Moved, Member (xxxxx) Seconded to approve the **ORIGINAL** motion 'Information and discussion only'. Upon a roll call vote being taken, the vote was: Aye: (xx) Nay: (xx). The motion (). (xx) - (xx)

9.8 Letter from SCOE recognizing that Harmony will be able to meet its fiscal obligations as reported on the First Interim Report for the 2021-22 Budget.

Harmony 21-22 First Interim

Letter from SCOE recognizing that Harmony will be able to meet its fiscal obligations as reported on the First Interim Report for the 2021-22 Budget.

Recommendation:

info only

10.0 Action Items

10.1 Consideration of 2020-2021 Audit Report and Certification

The Board will receive and consider the District's 2020-21 audit report as prepared according to California law by the independent contract audit firm, Nigro & Nigro.

Recommendation: For the Board to consider approval of the 2020-2021 audit.

ORIGINAL - Motion

Member (Yuri Koslen) Moved, Member (Amanda Solter) Seconded to approve the **ORIGINAL** motion 'For the Board to consider approval of the 2020-2021 audit'. Upon a roll call vote being taken, the vote was: Aye: 4 Nay: 0. The motion **Carried. 4 - 0**

Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Bradley Mills Yes

10.2 Consideration of 2020-21 Bond Audit Report and Certification

The Board will receive and consider the District's 2020-21 Bond audit report as prepared according to California law by the independent contract audit firm, Nigro & Nigro.

Recommendation: For the Board to consider approval of the 2020-21 Bond audit.

ORIGINAL - Motion

Member (**Yuri Koslen**) Moved, Member (**Amanda Solter**) Seconded to approve the **ORIGINAL** motion 'For the Board to consider approval of the 2020-21 Bond audit'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Bradley Mills Yes

10.4 Consideration to move \$5,000 from Fund 17 to Fund 01 to cover the fee of the Contract re Services between Maria Freebairn-Smith and HUSD re Board-Staff Restorative Justice Intervention

Recommendation: The Board approves to move \$5,000 from Fund 17 to Fund 01 to cover the fee of the Contract re Services between Maria Freebairn-Smith and HUSD re Board-Staff Restorative Justice Intervention

table

ORIGINAL - Motion

Member (**xxxxx**) Moved, Member (**xxxxx**) Seconded to approve the **ORIGINAL** motion 'The Board approves to move \$5,000 from Fund 17 to Fund 01 to cover the fee of the Contract re Services between Maria Freebairn-Smith and HUSD re Board-Staff Restorative Justice Intervention'. Upon a roll call vote being taken, the vote was: Aye: (**xx**) Nay: (**xx**). The motion (). (**xx**) - (**xx**)

10.5 Consideration of J13A Waivers for emergency closures due to power outages: 9/15/2021, 10/25/2021, 10/26/2021

HUSD was closed due to power outages on 9/15/2021, 10/25/2021 and 10/26/2021.

Recommendation: For the board to consider approving and accepting the J13 A waivers for the Emergency Closure dates 9/15/2021, 10/25/2021 and 10/26/2021.

ORIGINAL - Motion

Member (**Amanda Solter**) Moved, Member (**Yuri Koslen**) Seconded to approve the **ORIGINAL** motion 'For the board to consider approving and accepting the J13 A waivers for the Emergency Closure dates 9/15/2021, 10/25/2021 and 10/26/2021'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Bradley Mills Yes

10.6 Consideration of MOU between HUSD and County of Sonoma for managing Occidental Community Center.

Recommendation: That the board approve the MOU between HUSD and County of Sonoma for management of Occidental Community Center. This itemed was tabled 11/2021.

table

ORIGINAL - Motion

Member (**xxxxx**) Moved, Member (**xxxxx**) Seconded to approve the **ORIGINAL** motion 'That the board approve the MOU between HUSD and County of Sonoma for management of Occidental Community Center. This itemed was tabled 11/2021'. Upon

a roll call vote being taken, the vote was: Aye: **(xx)** Nay: **(xx)**. The motion (). **(xx)** - **(xx)**

10.7 Discussion with possible action of raising the pay rate for substitute teachers.

Recommendation: That the Board approves substitute teacher pay raise to \$200 per day.

Proposed increase to \$225 per day. Long term sub 300. Until the end of this school year- readdress next school year.

ORIGINAL - Motion

Member **(Yuri Koslen)** Moved, Member **(Amanda Solter)** Seconded to approve the **ORIGINAL** motion 'That the Board approves substitute teacher pay raise to \$200 per day'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Bradley Mills Yes

10.8 Consideration of contracts related to Bond Field Project: Proposal from IOR Bruce Mansell regarding Inspector of Record Services; Proposal from LACO regarding Special Testing & Inspections; Cost estimate from Brunsing regarding Geo Construction Services.

Recommendation: That the board approve proposal from IOR Bruce Mansell regarding Inspector of Record Services, the proposal from LACO regarding Special Testing & Inspections, and the cost estimate from Brunsing regarding Geo Construction Services for bond field project.

bond project on website? adjourned 9:39 pm. Next meeting 2/17

ORIGINAL - Motion

Member **(Yuri Koslen)** Moved, Member **(Amanda Solter)** Seconded to approve the **ORIGINAL** motion 'That the board approve proposal from IOR Bruce Mansell regarding Inspector of Record Services, the proposal from LACO regarding Special Testing & Inspections, and the cost estimate from Brunsing regarding Geo Construction Services for bond field project'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Bradley Mills Yes

11.0 Next Board Meeting

12.0 Adjournment

suzi heron



Harmony Union School District

AGENDA ITEM

Meeting Date: 2/17/2022 - 6:00 PM
Category: Consent Agenda
Type: Action
Subject: 8.3 Approve the Consent Agenda

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

The Consent Agenda, sometimes called the Consent Calendar, is for routine items that require Board action. Board members may request that any consent item be removed for purposes of discussion, and then acted upon as a separate item.

Background Information:

Fiscal Implications:

Recommendation:

That Board approves the consent agenda as shown.

Approvals:


Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date: 2/17/2022 - 6:00 PM
Category: Information/Correspondence/Discussion
Type: Info
Subject: 9.1 Enrollment Report
Strategic Plans:
Policy:
Enclosure

File Attachment:

 FEBRUARY_HUSD
ENROLLMENT REPORT 2021-
2022 (2).pdf

Description:

**Background
Information:**

Fiscal Implications:

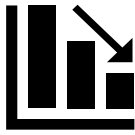
Recommendation:

Approvals:

Recommended
By:

A handwritten signature in black ink that reads "Matthew Morgan".

Matthew Morgan - Superintendent/Principal



Harmony Union School District

Enrollment Report

FEBRUARY 2022

Teacher	Grade	Aug 2021	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
Johnston	TK - Non ADA	0	0	0	0	0	0	0				
Johnston	TK - ADA	5	5	5	5	5	5	5				
Golden	K	18	18	18	18	19	19	19				
Ginn	1st	21	21	21	20	21	21	21				

		44	44	44	43	45	45	45	0	0	0	0
Home/Hospital		0	0	1	0	0	0	0	0	0	0	0

Teacher	Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Figueroa	2nd	19	19	20	20	21	20	19				
Gehring	3rd	14	14	14	14	13	13	14				
Monroe	3rd	17	17	16	17	17	17	16				
Ferguson	4th	14	14	14	14	14	14	14				
McGovern	5th	23	22	22	23	23	23	23				
Guthrie	6th	23	22	21	21	23	21	21				
Collins	7th	13	13	12	12	12	12	12				
Lanning/Turneure	8th	20	20	20	20	20	20	19				
		143	141	140	141	143	140	138	0	0	0	0

TOTAL	187	185	184	184	188	185	183	0	0	0	0
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Date Entered:

8/19/2021	9/10/2021	10/14/2021	11/10/2021	12/9/2021	1/14/2022	2/14/2022				
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Enrolled:

1 - 3rd grade [returning student]

Un-Enrolled:

1 - 2nd [parent will homeschool - affidavit on file], 1 - 3rd & 1 - 8th [both to Pathways Charter]

In-House Changes:



Meeting Date:	2/17/2022 - 6:00 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.2 Business Office Updates- Stacy Kalember
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	

Approvals:


Recommended
By:


Matthew Morgan - Superintendent/Principal



Meeting Date:	2/17/2022 - 6:00 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.3 School Accountability Report Cards (SARC)
Strategic Plans:	
Policy:	
Enclosure	

File Attachment:

 2021 SARC Salmon Creek School (1).pdf

 2021 SARC Harmony Elementary (1).pdf

Description:

California public & nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics.

Background Information:

By February 1 of each year, every school in California is required by state law to publish a SARC. The SARC contains information about the conditions and performance of each California public school. The SARC must be approved by the school's Site Council and accepted by the school board.

Fiscal Implications:**Recommendation:**

For the Board to accept the School Accountability Report for Harmony Elementary and Salmon Creek Charter.

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal

Salmon Creek School - A Charter School

2021 School Accountability Report Card



Harmony

Union School District

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Salmon Creek School - A Charter School
Street	1935 Bohemian Hwy.
City, State, Zip	Occidental, Ca, 95465-9104
Phone Number	707-874-1205
Principal	Mr Matthew Morgan
Email Address	mmorgan@harmonyusd.org
School Website	www.harmonyusd.org
County-District-School (CDS) Code	49707306110639

2021-22 District Contact Information

District Name	Salmon Creek Charter, Grades 2 through 8
Phone Number	(707) 874-1205
Superintendent	Matthew Morgan
Email Address	mmorgan@harmonyusd.org
District Website Address	www.harmonyusd.org

2021-22 School Overview

District Mission Statement

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

Our Goals for HUSD:

- Students will engage in a rigorous academic curriculum that is differentiated and grounded in real-world experiences and applications.
- Students will access, evaluate, and responsibly use both print and technological resources.
- Students will be eco-literate citizens who care about the environment and are empowered to make a difference.
- Students will exercise positive leadership, valuing and supporting one another as contributing citizens of our community and world.

2021-22 School Overview

- Students will have the knowledge and confidence to make healthy nutritional choices, live physically active lives, and demonstrate social and emotional awareness.

Our Values as an Educational Community

As educators we all believe:

- Students leaving our schools will demonstrate respect for themselves, for their peers, adults, and all living things, the environment and their school.
- We are all responsible and accountable for our actions.
- All children can and want to learn.
- We will inspire children to become enthusiastic life-long learners; the whole community shares the responsibility for life-long education of all students.
- Our students and staff will demonstrate compassion and tolerance.
- With our help our students will make meaningful connections between their education and their environment.
- Our students will learn and appreciate the value of a healthy lifestyle.

Our Vision for this Educational Community:

- Our staff will teach to the skill levels, learning styles, and cultural uniqueness of each of our students and utilize hands-on activities and technology through integrated instruction.
- As the foundation of the school curriculum, place-based learning will enable our students to become effective stewards of their environment. In this process students will become critical and creative thinkers, effective communicators, and problem solvers.
- Students will develop skills necessary to live a healthy lifestyle through comprehensive counseling, school garden, health and Physical Education programs.
- Our schools will encourage and support parents in being active partners within the school community and to provide a supportive learning environment at home.

At Harmony Union School District our students are constantly reminded of our core beliefs in being SAFE, RESPECTFUL, and RESPONSIBLE. An experienced support staff, committed parent volunteers, and an involved and caring community support a dedicated teaching faculty. We regularly hold collaborative events and activities for all stakeholders.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	34
Grade 3	17
Grade 4	26
Grade 5	26
Grade 6	20
Grade 7	21
Grade 8	16
Total Enrollment	160

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.8
American Indian or Alaska Native	0.6
Filipino	0.6
Hispanic or Latino	13.1
Two or More Races	12.5
White	72.5
English Learners	0.6
Socioeconomically Disadvantaged	28.1
Students with Disabilities	6.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		01/31/2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 2-6: Reading California, published by Houghton-Mifflin. Grades 7-8 Pearson Literature CA Reading and Language: Board adopted 2005. Differentiated Reading Program using Guided Reading and Daily 5 in grades 2-3, core literature and novel studies in grades 4-8. Grades K-8 Writing By Design A Systematic Approach to School-Wide Standards Based Writing Instruction, published by Education Consultants (Proven Solutions from Experts). Teachers have transitioned into CA Common Core State Standards.	Yes	0
Mathematics	Grades 2-5: Bridges: Board approved 2017. Grades 7-8: Introduction to Algebra, published by Regents of University of California: Board approved 2011. Grades 6-8 CPM, published	Yes	0

	Teachers have transitioned into CA Common Core State Standards.		
Science	Grades 2-5: FOSS, Lawrence Hall of Science, distributed by Delta Education, Inc. 6-8 Focus on CA Earth, Physical, and Life, published by Prentice Hall: Board adopted 2006.	Yes	0
History-Social Science	Grades 2-5: California Vistas, published by Macmillan/McGraw Hill. 5-8 History Alive!, published by History Alive!: Board adopted 2019.	Yes	0
Foreign Language			
Health	Health is taught using the standards through the Physical Education Classes	Yes	0
Visual and Performing Arts	Meet the Masters Art/History Curriculum is used.	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Harmony Union School District houses Harmony Elementary School and Salmon Creek--A Charter School on one campus. The District continually maintains and updates both long and short-range goals to keep the campus clean, safe, and well maintained to provide a conducive environment for student learning in today's society. Recent \$9.6 Million Bond has provided for significant upgrades and funding to complete all deferred maintenance projects. Regular maintenance and upkeep are routinely performed to keep the school in good working order. Restrooms were remodeled in summer 2019. No complaints have been filed about cleanliness or upkeep. Our custodial and maintenance staff includes 1 full-time head custodian and 1 full-time custodian. In addition, students, staff, parents, and volunteers are regularly reminded and encouraged to take individual responsibility for the care and upkeep of our facilities, environment and equipment.

Year and month of the most recent FIT report

01/31/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms remodeled in summer 2019
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			New roof for 50% of facility installed summer 2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	116	102	87.93	12.07	64.71
Female	59	52	88.14	11.86	67.31
Male	57	50	87.72	12.28	62
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	12	9	75	25	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	91	81	89.01	10.99	60.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	27	87.1	12.9	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	116	101	87.07	12.93	48.51
Female	59	52	88.14	11.86	44.23
Male	57	49	85.96	14.04	53.06
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	12	9	75.00	25.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	91	80	87.91	12.09	47.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	27	87.10	12.90	40.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	51.52	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	33	84.62	15.38	51.52
Female	22	18	81.82	18.18	55.56
Male	17	15	88.24	11.76	46.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	27	87.10	12.90	48.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

ARK Education Foundation:

The ARK is the Harmony Union School District's non-profit Education Foundation and Parent Group. Harmony Elementary School is supported on a continual basis by a network of parent volunteers who assist teachers and staff in and out of the classroom. Throughout the year volunteers work tirelessly, raising funds that support many activities and programs for the students and teachers at Harmony Elementary School. The ARK Education Foundation is also invaluable for their ongoing support to Harmony Elementary School. Harmony Union School District always welcomes and appreciates our large community of parent volunteers.

School Site Council/Charter Advisory Board:

The Site Council/Charter Advisory Board serves as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The Legislative intent for the formation of school site council is that individuals who are most affected by the operation of the school should have a major role in the decisions regarding how a school functions. Education should be a joint effort of parents, teachers, administrators and other school staff; all who share the common goal in making sure our students are successful. Harmony Union School District's Site Council is also the district's Charter Advisory Board. This group meets once a month and parent/community members are elected to the Site Council/Charter Advisory Board every two years. The group also consists of teachers, classified employees, and students that are elected by their peer groups to serve a two-year staggered term. If you are interested in becoming a part of the Site Council/Charter Advisory Board please contact the school office.

Governance Committees:

Parents are invited to serve on ad hoc committees in the support of active projects and inquiries for the school. Recent committees include the Bond Committee, Place Based Learning, and Community Connections.

Harmony Union School District Board of Trustees:

The Board is comprised of five members, each serving a four-year term. Members are elected through the general election held in November. The Board serves for both Harmony Elementary School and Salmon Creek Middle School--A Charter School. Candidates must be California citizens, registered voters, and live within district boundaries. Agendas for the monthly meetings are posted on the school campus. The main functions of the Board are to employ and evaluate the superintendent, establish district policy and monitor the budget; and to set and monitor the implementation of annual and long-range goals. To learn more, please call the superintendent at 874-1205.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	168	163	22	13.5
Female	84	82	12	14.6
Male	84	81	10	12.3
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	21	21	2	9.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	20	20	3	15.0
White	124	119	16	13.4
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	2	0	0	0.0
Socioeconomically Disadvantaged	68	66	16	24.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	14	12	1	8.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.49	0.00	0.40	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.78	1.65	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Harmony Union School District maintains a school-wide comprehensive safety plan that is reviewed and updated annually by the School Site Council/Charter Advisory Board and the Board of Trustees. All administrative staff and key safety support staff have received training in National Incident Management System (NIMS) and State Emergency Management System (SEMS). Throughout the year staff and students practice various safety drills (lock-down, fire drill, earthquake drill, and evacuation). HUSD's safety committee meets multiple times a year. A copy of the Harmony Union School District's Comprehensive Safety Plan is available for review in the district office.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2	9	1		
3	18	1	1	
4	24		2	
5	27		2	
6	25		2	
Other	21		1	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2	18	1		
3	13	2		
4	21	1	2	
5	22		2	
6	24		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2	11	3		
3	6	3		
4	12	4		
5	10	5		
6	9	4		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	200

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,171	\$2,151	\$13,020	\$70,028
District	N/A	N/A	\$15,382	\$77,912
Percent Difference - School Site and District	N/A	N/A	-16.6	-10.7
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	42.6	-3.3

2020-21 Types of Services Funded

Harmony Union School District offers an after school Academic Support Class. Standardized data is used each year to determine what grade level and academic area the class should focus on. Students are referred to the class by teachers with parent input. Harmony utilizes an Academic Coaching Workshop model to provide targeted supports for differentiated learning for all students in ELA and Mathematics.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,392	\$47,265
Mid-Range Teacher Salary	\$75,545	\$69,813
Highest Teacher Salary	\$96,246	\$91,237
Average Principal Salary (Elementary)	\$0	\$113,466
Average Principal Salary (Middle)	\$0	\$115,186
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$150,000	\$131,359
Percent of Budget for Teacher Salaries	21%	30%
Percent of Budget for Administrative Salaries	5%	7%

Professional Development

Both Classified and Certificated Staff participate professional development days and activities. These are offered three times during the year. In addition, staff has the opportunity to attend various conferences and trainings offered around the State or through the Sonoma County Office of Education. Harmony Elementary School Staff are Highly Qualified teachers and all have CLAD Certification.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3
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Harmony Elementary

2021 School Accountability Report Card



Harmony

Union School District

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Harmony Elementary
Street	1935 Bohemian Hwy
City, State, Zip	Occidental, CA 95465-0279
Phone Number	707-874-1205
Principal	Matthew Morgan
Email Address	mmorgan@harmonyusd.org
School Website	www.harmonyusd.org
County-District-School (CDS) Code	49707306051775

2021-22 District Contact Information

District Name	Harmony Union School District
Phone Number	(707) 874-1205
Superintendent	Matthew Morgan
Email Address	mmorgan@harmonyusd.org
District Website Address	www.harmonyusd.org

2021-22 School Overview

District Mission Statement

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

Our Goals for HUSD:

- Students will engage in a rigorous academic curriculum that is differentiated and grounded in real-world experiences and applications.
- Students will access, evaluate, and responsibly use both print and technological resources.
- Students will be eco-literate citizens who care about the environment and are empowered to make a difference.
- Students will exercise positive leadership, valuing and supporting one another as contributing citizens of our community and world.

2021-22 School Overview

- Students will have the knowledge and confidence to make healthy nutritional choices, live physically active lives, and demonstrate social and emotional awareness.

Our Values as an Educational Community

As educators we all believe:

- Students leaving our schools will demonstrate respect for themselves, for their peers, adults, and all living things, the environment and their school.
- We are all responsible and accountable for our actions.
- All children can and want to learn.
- We will inspire children to become enthusiastic life-long learners; the whole community shares the responsibility for life-long education of all students.
- Our students and staff will demonstrate compassion and tolerance.
- With our help our students will make meaningful connections between their education and their environment.
- Our students will learn and appreciate the value of a healthy lifestyle.

Our Vision for this Educational Community:

- Our staff will teach to the skill levels, learning styles, and cultural uniqueness of each of our students and utilize hands-on activities and technology through integrated instruction.
- As the foundation of the school curriculum, place-based learning will enable our students to become effective stewards of their environment. In this process students will become critical and creative thinkers, effective communicators, and problem solvers.
- Students will develop skills necessary to live a healthy lifestyle through comprehensive counseling, school garden, health and Physical Education programs.
- Our schools will encourage and support parents in being active partners within the school community and to provide a supportive learning environment at home.

At Harmony Union School District our students are constantly reminded of our core beliefs in being SAFE, RESPECTFUL, and RESPONSIBLE. An experienced support staff, committed parent volunteers, and an involved and caring community support a dedicated teaching faculty. We regularly hold collaborative events and activities for all stakeholders.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	19
Grade 1	21
Total Enrollment	40

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.5
Male	57.5
Filipino	2.5
Hispanic or Latino	12.5
Two or More Races	5
White	80
Socioeconomically Disadvantaged	17.5
Students with Disabilities	5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		01/31/2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-1: Reading California, published by Houghton-Mifflin. Board adopted 2005. Differentiated Reading Program using Guided Reading and Daily 5. Grades K-1: Writing by Design, A Systematic Approach to School-Wide Standards Based Writing Instruction, published by Education Consultants. Board Approved 2011. Transitional Kindergarten: Handwriting Without Tears and incorporated Learning Foundations Teachers are transitioning into Common Core State Standards.	Yes	0
Mathematics	Grades TK-1: Bridges!: Board adopted 2017. Teachers have transitioned into CA Common Core State Standards.	Yes	0

Science	Grades TK-1: FOSS, Lawrence Hall of Science, distributed by Delta Education, Inc. Board adopted 2006.	Yes	0
History-Social Science	Grades TK-5: California Vistas, published by Macmillan/McGraw -Hill. Board adopted 2006	Yes	0
Foreign Language			
Health	Health is taught through the physical education class.	Yes	0
Visual and Performing Arts	Music program updated for 2021-2022, significant investment in new instruments and music		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Harmony Union School District houses Harmony Elementary School and Salmon Creek--A Charter School on one campus. The District continually maintains and updates both long and short-range goals to keep the campus clean, safe, and well maintained to provide a conducive environment for student learning in today's society. Recent \$9.6 Million Bond has provided for significant upgrades and funding to complete all deferred maintenance projects. Regular maintenance and upkeep are routinely performed to keep the school in good working order. Restrooms were remodeled in summer 2019. No complaints have been filed about cleanliness or upkeep. Our custodial and maintenance staff includes 1 full-time head custodian and 1 full-time custodian. In addition, students, staff, parents, and volunteers are regularly reminded and encouraged to take individual responsibility for the care and upkeep of our facilities, environment and equipment.

Year and month of the most recent FIT report

01/31/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms remodeled in summer 2019
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			New roof for 50% of facility installed summer 2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

ARK Education Foundation:

The ARK is the Harmony Union School District's non-profit Education Foundation and Parent Group. Harmony Elementary School is supported on a continual basis by a network of parent volunteers who assist teachers and staff in and out of the classroom. Throughout the year volunteers work tirelessly, raising funds that support many activities and programs for the students and teachers at Harmony Elementary School. The ARK Education Foundation is also invaluable for their ongoing support to Harmony Elementary School. Harmony Union School District always welcomes and appreciates our large community of parent volunteers.

School Site Council/Charter Advisory Board:

The Site Council/Charter Advisory Board serves as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The Legislative intent for the formation of school site council is that individuals who are most affected by the operation of the school should have a major role in the decisions regarding how a school functions. Education should be a joint effort of parents, teachers, administrators and other school staff; all who share the common goal in making sure our students are successful. Harmony Union School District's Site Council is also the district's Charter Advisory Board. This group meets once a month and parent/community members are elected to the Site Council/Charter Advisory Board every two years. The group also consists of teachers, classified employees, and students that are elected by their peer groups to serve a two-year staggered term. If you are interested in becoming a part of the Site Council/Charter Advisory Board please contact the school office.

Governance Committees:

Parents are invited to serve on ad hoc committees in the support of active projects and inquiries for the school. Recent committees include the Bond Committee, Place Based Learning, and Community Connections.

Harmony Union School District Board of Trustees:

The Board is comprised of five members, each serving a four-year term. Members are elected through the general election held in November. The Board serves for both Harmony Elementary School and Salmon Creek Middle School--A Charter School. Candidates must be California citizens, registered voters, and live within district boundaries. Agendas for the monthly

2021-22 Opportunities for Parental Involvement

meetings are posted on the school campus. The main functions of the Board are to employ and evaluate the superintendent, establish district policy and monitor the budget; and to set and monitor the implementation of annual and long-range goals. To learn more, please call the superintendent at 874- 1205.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	48	46	7	15.2
Female	22	21	2	9.5
Male	26	25	5	20.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	5	5	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	39	38	7	18.4
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	10	10	2	20.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	3	3	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.40	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.65	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Harmony Union School District maintains a school-wide comprehensive safety plan that is reviewed and updated annually by the School Site Council/Charter Advisory Board and the Board of Trustees. All administrative staff and key safety support staff have received training in National Incident Management System (NIMS) and State Emergency Management System (SEMS). Throughout the year staff and students practice various safety drills (lock-down, fire drill, earthquake drill, and evacuation). HUSD's safety committee meets multiple times a year. A copy of the Harmony Union School District's Comprehensive Safety Plan is available for review in the district office.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	1	
1	20	1		
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1	1	
1	17	2		
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	3		
1	7	3		
2				
3				
4				
5				
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	200

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$35,989	\$14,440	\$21,549	72933
District	N/A	N/A	\$15,382	\$77,912
Percent Difference - School Site and District	N/A	N/A	33.4	-6.6
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	87.4	0.8

2020-21 Types of Services Funded

Harmony Union School District offers an after school Academic Support Class. Standardized data is used each year to determine what grade level and academic area the class should focus on. Students are referred to the class by teachers with parent input.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,392	\$47,265
Mid-Range Teacher Salary	\$75,545	\$69,813
Highest Teacher Salary	\$96,246	\$91,237
Average Principal Salary (Elementary)	\$0	\$113,466
Average Principal Salary (Middle)	\$0	\$115,186
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$150,000	\$131,359
Percent of Budget for Teacher Salaries	21%	30%
Percent of Budget for Administrative Salaries	5%	7%

Professional Development

Both Classified and Certificated Staff participate professional development days and activities. These are offered three times during the year. In addition, staff has the opportunity to attend various conferences and trainings offered around the State or through the Sonoma County Office of Education. Harmony Elementary School Staff are Highly Qualified teachers and all have CLAD Certification.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
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Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3
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Harmony Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Harmony Union School District
Phone Number	(707) 874-1205
Superintendent	Matthew Morgan
Email Address	mmorgan@harmonyusd.org
District Website Address	www.harmonyusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.



Meeting Date:	2/17/2022 - 6:00 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.4 Update: Scanning and Storage of Class I, II, III records- Cloud storage plan options
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	

The District office would like to begin storing Class I, II and III records digitally. This would include records that have been physically stored on campus in the storage portable. The scanning and storing of the files will be done through SCOE. The District and SCOE will each retain a copy of each file. The files retained by the District will be stored in Google Cloud. This will begin December 2019.

Background Information:

***SCOE has recently raised its rates to \$200 per box from \$92, however, they will honor the \$92 quote they originally gave us. SCOE will give us the scanned documents on a hard drive and we are looking into doing our own cloud storage. The District would like to allocate \$10,000 this year to begin the process, and budget for more next year.

***The Board asked that this item be brought forward to this meeting with plan options for Cloud storage

Fiscal Implications:




Recommendation: Information only

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	2/17/2022 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	10.1 Consideration of MOU between HUSD and County of Sonoma for managing Occidental Community Center.
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 Occidental Community Center License Agreement.pdf  Draft SCOPE Budget.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the board approve the MOU between HUSD and County of Sonoma for management of Occidental Community Center. This item was tabled 11/2021.
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal

**REVOCABLE LICENSE AGREEMENT FOR USE OF
COUNTY FACILITIES
OCCIDENTAL COMMUNITY CENTER**

This Agreement, made and entered into between the County of Sonoma, a political subdivision of the State of California, hereinafter called the County, and Harmony Union School District, hereinafter called the Licensee.

RECITALS

WHEREAS, the Harmony Union School District has requested the use of the Occidental Community Center to provide community programs and services for the benefit of the people of Sonoma County; and

WHEREAS, the Harmony Union School District has used the Occidental Community Center for 25 years providing community programs and services, facilities and grounds maintenance, staffing, and refuse disposal for the Occidental Community Center; and

WHEREAS, in the judgment of the Board of Supervisors, it is in the best interest of the citizens of Occidental to continue to allow the Harmony Union School District to use the Occidental Community Center; now

THEREFORE, in consideration of the premises and of the agreements of the respective parties herein set forth, it is mutually agreed as follows:

AGREEMENT

1. License. The County gives its permission, subject to all the terms and conditions of this Agreement, to use that portion of County real property described in Section 2 below.
2. Premises. Licensee is hereby permitted to use the County real property as specifically shown or described in **Exhibit A** and **Exhibit B** attached hereto and made a part hereof (hereinafter, "the premises"), consisting of the Occidental Community Center and adjacent tennis courts, located at 3920 Bohemian Highway, Occidental, California.
3. Non-exclusive License. The license herein granted is non-exclusive. County continues to maintain and control the premises including, without limitation, leasing, sub-leasing and granting of additional licenses.
4. Term. The term of this Agreement shall be one (1) year, commencing on August 30, 2012, and expiring at midnight on August 29, 2013, unless terminated earlier in accordance with Section 18 below. The Director of Regional Parks is authorized to extend the term of this agreement for periods not to exceed a cumulative total of four (4) years beyond the initial term.
5. Operating Budget and Fees. Licensee shall prepare and submit a County approved Operating Budget by August 30 each year. Licensee shall require each facility user to pay fees.

Fees must be approved by the Board of Supervisors and published in advance. Operating Budget is included in **Exhibit C** attached hereto and made a part hereof. Fee Schedule is included in **Exhibit D** attached hereto and made a part hereof.

6. Accounting Requirements. Licensee shall maintain and provide to County full and accurate accounting records of all Licensee's business conducted in the Occidental Community Center in conformance with the following:

6.1 Form, Retention and Inspection. Records shall be kept in conformance with accepted accounting practices, in a form satisfactory to County's Auditor Controller. Records shall be maintained separably from the records of any other operations Licensee may have, and shall be retained for at least four years. Licensee shall make the records available at reasonable times for inspection and audit by County.

6.2 Annual Accounting Report. Licensee shall submit to County an annual accounting report containing a detailed statement which includes revenue and expenses for operations and maintenance and any funds held for long-term operations and maintenance under this license and such other information as County's Auditor-Controller may reasonably require. The annual report shall be submitted by October 1 of each year for the prior fiscal year ending June 30, beginning October 1, 2013. The Director shall review the report for sufficiency and may contact licensee if any questions are raised. Failure by Licensee to conform to Accounting Requirements may be cause for termination under Section 20 below.

7. Consideration. Licensee shall:

7.1 In lieu of rent for the term of this Agreement, perform the maintenance and operation functions described below.

Provide at its sole cost and expense all staff, equipment, supplies, services and materials necessary to the operation of the Center as a community facility and necessary to the normal maintenance of the building in a safe, clean, and attractive condition. Operation days and hours are identified in appendix (x). As used herein, normal maintenance includes cleaning, sweeping, mopping, dusting, window cleaning, wall cleaning, sanitizing, changing light bulbs, and provision of all janitorial, toiletry and cleaning supplies. A list of cleaning supplies being used shall be submitted to County for approval prior to their use. Material Data Safety Sheets for all cleaning supplies shall be maintained by Licensee in Center office.

7.2 Provide a schedule of annual ongoing use of the Center by members of the public; prepare license agreements; verify insurance; and collect fees associated with these uses. Provide at its sole cost and expense all staff, equipment, supplies, services, and materials necessary to prepare and clean up Center after these uses.

7.3 Review and set rental rates for booking of the building as needed to offset maintenance and operational costs.

8. Use. Licensee's use shall be limited to: the use of the Premises (Occidental Community Center) to provide community programs and services for the benefit of the people of Sonoma County. No other use shall be permitted.

9. Equipment Installation and Operation. Licensee may install the equipment, at its sole cost and expense, subject to the prior written approval of County of the type, location and connection methods. Licensee's equipment shall be installed, operated and maintained in accordance with the highest standards now or hereafter generally employed for similar equipment. In the event the installation, operation or maintenance of said equipment causes any direct or indirect interference with the operation of County's facilities, equipment or the equipment of County's tenants, or other licensees, Licensee shall correct said interference, at its sole cost and expense, to the satisfaction of County. In the event said interference cannot be corrected, Licensee shall promptly remove said equipment. Such equipment shall be the property of Licensee unless affixed to the building

10. County Obligations. County shall:

10.1 Review and approve building use schedules and any changes therein.

10.2 Pay all electricity, gas, water utility and refuse charges.

10.3 Provide, at its sole cost and expense, fire insurance for building and all facilities and County personal property within building.

10.4 Provide, at its sole cost and expense, all major repairs to the Center and its mechanical equipment. As used herein a major repair includes any matter requiring specialized skills and equipment necessary to repair roof, mechanical systems, electrical systems or structure.

10.5

11. Possessory Interest. Licensee expressly recognizes and understands that this Agreement may create a possessory interest subject to property taxation and that Licensee may be subject to the payment of property taxes levied on such interest.

12. Compliance with Laws. Licensee has represented to County and hereby warrants that Licensee has complied with all laws applicable to the acceptance and use of the license herein granted. Licensee shall observe and comply at all times with all applicable federal, state and county statutes and ordinances, rules, regulations, directives, and orders of governmental agencies now in force or which may hereinafter be in force relating to or affecting the use of the license herein granted.

13. Waste; Nuisance. Licensee shall not commit, suffer, or permit the commission by others of: (i) any waste or nuisance on the premises; (ii) any action or use of the premises which interferes or conflicts with the use of the premises by County or any authorized person; or (iii) any action on the premises in violation of any laws or ordinances.

14. Inspection. County shall be permitted to enter and inspect the licensed premises at any and all times.

15. Extent of Grant of License. This Agreement and the license herein granted are valid only to the extent of County's jurisdiction as a landowner or tenant of the premises. Acquisition of any other necessary permits or entitlements for use are the responsibility of Licensee.

NOTHING CONTAINED IN THIS AGREEMENT SHALL BE CONSTRUED AS A RELINQUISHMENT OF ANY RIGHTS NOW HELD BY COUNTY.

16. Deposit Refund. Licensee agrees that the deposit, if any be required, made upon execution by Licensee of this Agreement shall not be refundable for any reason unless County, in its absolute discretion, determines such a refund, in whole or in part, to be warranted.

17. On-liability of County. County, its officers, agents, and employees shall not be liable to Licensee for any loss or damage to Licensee or Licensee's property from any cause. Licensee expressly waives all claims against County, its officers, agents, and employees, unless such injury or damage is caused by or due to the sole negligence or willful misconduct of County, its officers, agents, and employees.

18. Indemnification. Licensee agrees to accept all responsibility for loss or damage to any person or entity, including County, and to indemnify, hold harmless, and release County, its officers, agents, and employees, from and against any actions, claims, damages, liabilities, disabilities, or expenses, that may be asserted by any person or entity, including Licensee, that arise out of, pertain to, or relate to Licensee's or its agents', employees', contractors', subcontractors', or invitees' performance or obligations under this Agreement. Licensee agrees to provide a complete defense for any claim or action brought against County based upon a claim relating to such Licensee's or its agents', employees', contractors', subcontractors', or invitees' performance or obligations under this Agreement. Licensee's obligations under this Section apply whether or not there is concurrent negligence on County's part, but to the extent required by law, excluding liability due to County's conduct. County shall have the right to select its legal counsel at Licensee's expense, subject to Licensee's approval, which shall not be unreasonably withheld. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for Licensee or its agents under workers' compensation acts, disability benefits acts, or other employee benefit acts.

19. Insurance. With respect to performance of work under this Agreement, Licensee shall maintain and shall require all of its subcontractors, Licensees, and other agents to maintain, insurance as described in **Exhibit E**, which is attached hereto and incorporated herein by this reference

20. Termination. This agreement may be terminated by either party for any reason whatsoever upon thirty (30) days prior written notice.

21. License is Personal. The license herein granted is personal to Licensee and no right hereunder may be assigned, sublet, or otherwise transferred in whole or in part without the prior written consent of County, and any attempt to assign, sublet or transfer shall be of no force or effect whatsoever unless and until County shall have given its written consent thereto. County may withhold its consent for any reason.

22. Provisions are Conditions of Use/Occupancy. Each provision of this Agreement shall be deemed a condition of the right of Licensee to use or continue to occupy the premises. Notwithstanding anything stated to the contrary herein, if Licensee fails to perform any provision of this Agreement at the time and in the manner herein provided, County may at its option

immediately terminate this Agreement; this right to terminate shall be cumulative to any other legal right or remedy available to County.

23. Licensee to Act in Independent Capacity. Licensee, its officers, agents, and employees shall act in an independent capacity and shall not represent themselves to be or be construed to be officers, agents, or employees of County.

24. License Not a Lease. This Agreement does not constitute a lease, but constitutes a mere revocable license and Licensee is limited to the use of the premises expressly and specifically described above. If access routes are not specifically described in Section 2 of this Agreement, Licensee shall be entitled to use only the access route(s) designated by the County. Licensee shall have no right or privilege in any respect whatsoever to use any other part of the property of County for any purpose whatsoever. Licensee disclaims any interest that when coupled with the license herein granted would render it irrevocable.

25. Notice. All notices shall be made in writing and shall be given by personal delivery or by U.S. Mail or courier service. Notices, bills, and payments shall be addressed as follows:

If to County:

County of Sonoma Regional Parks Department
2300 County Center Drive, #120A
Santa Rosa, CA 95403

If to Licensee:

Harmony Union School District
1111 College Ave. Santa Rosa, CA 95404

When a notice is given by a generally recognized overnight courier service, the notice shall be deemed received on the next business day. When a copy of a notice is sent by facsimile or email, the notice shall be deemed received upon transmission as long as (1) the original copy of the notice is promptly deposited in the U.S. mail and postmarked on the date of the facsimile or email (for a payment, on or before the due date), (2) the sender has a written confirmation of the facsimile transmission or email, and (3) the facsimile or email is transmitted before 5 p.m. (recipient's time). In all other instances, notices, shall be effective upon receipt by the recipient. Changes may be made in the names and addresses of the person to whom notices are to be given by giving notice pursuant to this paragraph.

26. No Continuing Waiver. The waiver by County of any breach of any of the provisions of this Agreement shall not constitute a continuing waiver of any subsequent breach of the same, or of any other provision of this Agreement.

27. Surrender. Upon the expiration or sooner termination of this Agreement, Licensee, at its sole cost and expense, shall remove, revise, or relocate such of its structures and equipment as is designated by County, restore the premises to its original condition, and vacate the premises. Should Licensee neglect to restore the premises to a condition satisfactory to County, County may perform such work or have the work performed, and Licensee shall immediately reimburse County for all direct and indirect costs associated with such work upon receipt of a statement therefore.

28. General Provisions.

28.1 Time of Essence. Time is and shall be of the essence of this Agreement and of each and every provision contained in this Agreement.

28.2 Incorporation of Prior Agreements; Amendments. This Agreement contains all the agreements of the parties with respect to any matter mentioned herein. No prior agreement, or understanding pertaining to any such matter, shall be effective. This Agreement may be modified in writing only, signed by the parties in interest at the time of the modification, and this sentence may not be modified or waived by any oral agreement, whether executed or unexecuted.

28.3 Binding Effect; Choice of Law. This Agreement shall be binding upon and inure to the benefit of the parties, their personal representatives, successors, and assigns. This Agreement shall be construed and interpreted according to the substantive law of the State of California, regardless of the law of conflicts to the contrary in any jurisdiction. Any action to enforce the terms of this Agreement or for the breach thereof shall be brought and tried in the County of Sonoma.

28.4 No Third Party Beneficiaries. Nothing contained in this Agreement shall be construed to create and the parties do not intend to create any rights in third parties.

28.5 Construction of Agreement; Severability. To the extent allowed by law, the provisions in this Agreement shall be construed and given effect in a manner that avoids any violation of statute, regulation, or law. County and Licensee agree that in the event any provision in this Agreement is held to be invalid or void by any court of competent jurisdiction, the invalidity of any such provision shall in no way affect any other provision in this Agreement. Licensee and County acknowledge that they have each contributed to the making of this Agreement and that, in the event of a dispute over the interpretation of this Agreement, the language of the Agreement will not be construed against one party in favor of the other. Licensee and County further acknowledge that they have each had an adequate opportunity to consult with counsel in the negotiation and preparation of this Agreement.

28.6 Relationship. The parties intend by this Agreement to establish the relationship of licensor and licensee only, and do not intend to create a partnership, joint venture, joint enterprise, or any business relationship other than that of licensor and licensee.

28.7 Captions. The captions in this Agreement are for convenience only and are not a part of this Agreement. The captions do not in any way limit or amplify the provisions hereof, and shall have no effect upon the construction or interpretation of any part hereof.

28.8 Nondiscrimination. Licensee shall comply with all applicable federal, state, and local laws, rules, and regulations in regard to nondiscrimination in employment because of race, color, ancestry, national origin, religion, sex, marital status, age, medical condition, pregnancy, disability, sexual orientation or other prohibited basis, including without limitation, the County's Non-Discrimination Policy. All nondiscrimination rules or regulations required by law to be included in this Agreement are incorporated herein by this reference.

28.9 AIDS Discrimination. Licensee agrees to comply with the provisions of Chapter 19, Article II, of the Sonoma County Code prohibiting discrimination in housing, employment, and services because of AIDS or HIV infection during the term of this Agreement and any extensions of the term.

27. Contract Enforcement. The Director of Regional Parks or his designee has the authority to enforce provisions of this Agreement. LICENSEE HAS CAREFULLY READ AND CONSIDERED THE TERMS AND CONDITIONS SET FORTH IN THIS AGREEMENT AND HEREBY AGREES THAT LICENSEE SHALL BE BOUND BY ALL SAID TERMS AND CONDITIONS.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first written above.

LICENSEE:
Harmony Union School District

By: _____ Name: _____ Title: _ Date:

COUNTY: COUNTY OF SONOMA

CERTIFICATES OF INSURANCE ON FILE WITH AND APPROVED AS TO SUBSTANCE FOR COUNTY:

By: _____ Department Head

Date: _____

APPROVED AS TO FORM FOR COUNTY:

By:

County Counsel

Date: _____

By:

Chair

Board of Supervisors




Date: _____

ATTEST:

Clerk of the Board of Supervisors

Costs	Hours/Week	Hours/Year	\$/Hour	Extended
Custodial	5	265	\$30.00	\$7,950.00
Booking & Key Management	2	104	\$40.00	\$4,160.00
Materials and Supplies				\$1,500.00
			TOTAL	\$13,610.00
Income				
Booking	10	520	\$25/hr	13,000



Meeting Date:	2/17/2022 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	10.2 Consideration of request for leave- Kelsey Gehring
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 leave letter .pdf  Letter - Kaiser Permanente.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the board approve leave request for Kelsey Gehring.
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal

January 18, 2022

Dear Harmony Union Governing School Board,

I am writing this letter to request an Unpaid Maternity Leave (section 10.3.2.1) and Family Care Leave (section 10.4.2) per our HUTA contract.

This leave will last for the entirety of the 2022-2023 school year, my estimated due date is July 29, 2022. I plan to return to HUSD for the 2023-2024 school year.

Thank you so much for your past and continued support of employee's families here on campus, I am grateful to work in such an amazing environment.

Sincerely,
Kelsey Gehring

The Permanente Medical Group, Inc.

OBSTETRICS AND GYNECOLOGY

2240 MERCURY WAY

SANTA ROSA CA 95407-5463

Dept: 707-570-3400

Main: 707-393-4000

January 17, 2022

To Whom it may concern:

Kelsey J Gehring is under my care for pregnancy. She has an estimated due date of 7/31/2022

Thank you

Jenny Vesona-Murray, MD

This letter was originally viewed by Kelsey J Gehring on 1/17/2022 7:40 PM.

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[Close](#)




Meeting Date:	2/17/2022 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	10.3 Consideration of Resolution for Closing School Facilities Fund 35
Strategic Plans:	
Policy:	

Enclosure

File Attachment:

 Consideration of Resolution for Closing School Facilities Fund 35.pdf

 SCOE Financial Advisor and HUSD's Auditor's recommendations to close Fund 35.pdf

Description:

Background Information:

Fund 35 was previously voted to close in January 2011. It was never closed. Fund 35 has not been used by the district in over 10 years. Both HUSD's SCOE Financial Advisor and HUSD's Auditor recommend closing the Fund.

Fiscal Implications:

Recommendation:

The Board passes Resolution for Closing School Facilities Fund 35.

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal

HARMONY UNION SCHOOL DISTRICT
1935 Bohemian Hwy.
Occidental, CA 95465

RESOLUTION NO. 2021/22 - 4

RESOLUTION FOR CLOSING THE SCHOOL FACILITIES FUND 35

WHEREAS, the Harmony Union School District established the School Facilities Fund 35 and,

WHEREAS, the Harmony Union School District no longer has use of the School Facilities Fund (35) and,

WHEREAS, the Harmony Union School District has a remaining balance of monies in the School Facilities Fund and the District has determined this balance can be transferred to Special Reserve for Capital Outlay Projects Fund 40.

THEREFORE, BE IT RESOLVED that the Governing Board of the Harmony Union School District transfer all monies, including interest earned, from the School Facilities Fund to Special Reserve for Capital Outlay Projects Fund 40.

BE IT FURTHER RESOLVED, that the School Facilities Fund 35 will be closed from the books of Harmony Union School District.

BE IT FURTHER RESOLVED that any future interest accrued in Fund 35 will be transferred to the Special Reserve for Capital Outlay Projects Fund 40.

The foregoing Resolution was introduced by Board Member _____, who moved its adoption, seconded by Board Member _____, and adopted this 17th day of February 2022, by the following roll call vote:

TRUSTEE	VOTE
Yuri Kolsen	_____
Charlie Laird	_____
Mariah Lander	_____
Bradley Mills	_____
Amanda Solter	_____

AYES: _____ NOES: _____ ABSENT/NOT VOTING: _____

WHEREUPON, the President declared the foregoing Resolution adopted, and SO ORDERED.

Clerk, Board of Trustees



Stacy Kalember <skalember@harmonyusd.org>

Fund 35

9 messages

Stacy Kalember <skalember@harmonyusd.org>
To: Heather Rantala <hrantala@scoe.org>

Thu, Feb 3, 2022 at 10:00 AM

Hey Heather,

I hope you're doing well.

Harmony's Fund 35 is still active with a whopping \$10.70.

Is there any reason to keep this fund open or should I recommend to my board to close it?

Thank you!!

Stacy Kalember
Chief Business Official
Harmony Union School District
1935 Bohemian Hwy
Occidental, CA 95465
Tel: (707) 874-1205 ext. 12

Heather Rantala <hrantala@scoe.org>
To: Stacy Kalember <skalember@harmonyusd.org>

Thu, Feb 3, 2022 at 1:40 PM

Hi Stacy,

You could close it if you don't think you'll need it. The other option is to get it to a \$0 balance so that it does not need to be included in each reporting period and it's still open in case it is needed at a later time. I have seen districts move the interest to another fund (i.e. fund 21 or fund 40). I highly recommend getting your auditors blessing on it though before you move forward.

If going that route, you'll do a 76xx transfer from Fund 35 to move the interest earned. It is still earning interest so you may have to transfer it a couple of times before it stays at a \$0 balance.

I hope that helps.

Sincerely,

Heather Rantala
District Fiscal Management Advisor
Sonoma County Office of Education
Phone: (707) 524-2629

[Quoted text hidden]

Stacy Kalember <skalember@harmonyusd.org>
To: Heather Rantala <hrantala@scoe.org>

Sun, Feb 6, 2022 at 11:51 AM

Thank you!!!

I'll check with my auditor. 👍

Stacy Kalember
Chief Business Official
Harmony Union School District
1935 Bohemian Hwy
Occidental, CA 95465
Tel: (707) 874-1205 ext. 12

[Quoted text hidden]

Stacy Kalember <skalember@harmonyusd.org>
To: Jessica Berry <jberry@nncpas.com>, Stacey Coe <scoe@nncpas.com>

Sun, Feb 6, 2022 at 11:53 AM

Hey ladies,

I asked my SCOE financial advisor about closing Harmony's Fund 35. Her response is below. I will do whatever you suggest.

Thank you!!

Stacy Kalember
Chief Business Official
Harmony Union School District
1935 Bohemian Hwy
Occidental, CA 95465
Tel: (707) 874-1205 ext. 12

[Quoted text hidden]

Jessica Berry <jberry@nncpas.com>
To: Stacy Kalember <skalember@harmonyusd.org>, Stacey Coe <scoe@nncpas.com>

Mon, Feb 7, 2022 at 8:51 AM

If you aren't using it I would recommend closing (easier for audit and then you don't have to worry about transactions accidentally getting posted there and then having to be moved.) If you want to zero it out that's an option as well. It's a small enough dollar amount that I will admit I'm not overly concerned about it, but generally if closing out funds from one capital projects type-account you would move it into another capital project related account.

[Quoted text hidden]

Stacy Kalember <skalember@harmonyusd.org>
To: Jessica Berry <jberry@nncpas.com>
Cc: Stacey Coe <scoe@nncpas.com>, Matthew Morgan <mmorgan@harmonyusd.org>, Suzi Heron <sheron@harmonyusd.org>

Mon, Feb 7, 2022 at 12:39 PM

I'm happy to close it.

I'll create a resolution to close it and present it at the February Board Meeting including moving any dollar amount to Fund 40.

Thanks, Jessica!

Stacy Kalember
Chief Business Official
Harmony Union School District
1935 Bohemian Hwy
Occidental, CA 95465
Tel: (707) 874-1205 ext. 12

[Quoted text hidden]

Stacy Kalember <skalember@harmonyusd.org>
To: Jessica Berry <jberry@nncpas.com>
Cc: Stacey Coe <scoe@nncpas.com>

Mon, Feb 14, 2022 at 9:29 AM

A hiccup.

I just found in my archived files that Fund 35 was voted by the Harmony USD School Board back in January 2011 to close said fund and transfer the funds to the general account. Needless to say, it was never done.

What do I need to do? Should I ask the Harmony USD School Board to again vote to close it, and then I'll move the remaining funds to Fund 40? It seems too late to move the funds now using the 2011 approved resolution, plus the resolution moved the remaining funds of Fund 35 to the general account, rather than a capital projects type-account.


I've attached the 2011 resolution hereto.

Thank you!
Stacy

Stacy Kalember
Chief Business Official
Harmony Union School District
1935 Bohemian Hwy
Occidental, CA 95465
Tel: (707) 874-1205 ext. 12

On Mon, Feb 7, 2022 at 8:51 AM Jessica Berry <jberry@nncpas.com> wrote:

[Quoted text hidden]

 **Close_fund_35.pdf**
28K

Jessica Berry <jberry@nncpas.com>
To: Stacy Kalember <skalember@harmonyusd.org>
Cc: Stacey Coe <scoe@nncpas.com>

Mon, Feb 14, 2022 at 10:49 AM

I would go ahead and do a new resolution for the board, I agree that one is a bit outdated to use at this point in time

[Quoted text hidden]

Stacy Kalember <skalember@harmonyusd.org>
To: Jessica Berry <jberry@nncpas.com>
Cc: Stacey Coe <scoe@nncpas.com>

Mon, Feb 14, 2022 at 11:04 AM

Thanks 👍

Stacy Kalember
Chief Business Official
Harmony Union School District
1935 Bohemian Hwy
Occidental, CA 95465
Tel: (707) 874-1205 ext. 12

[Quoted text hidden]



Meeting Date:	2/17/2022 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	10.4 Consideration of HUSD's 2021-22 Comprehensive School Safety Plan (CSSP)
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 2021-22 Comprehensive School Safety Plan Harmony USD 2-2022.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the board approve HUSD's 2021-22 Comprehensive School Safety Plan (CSSP)
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal

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

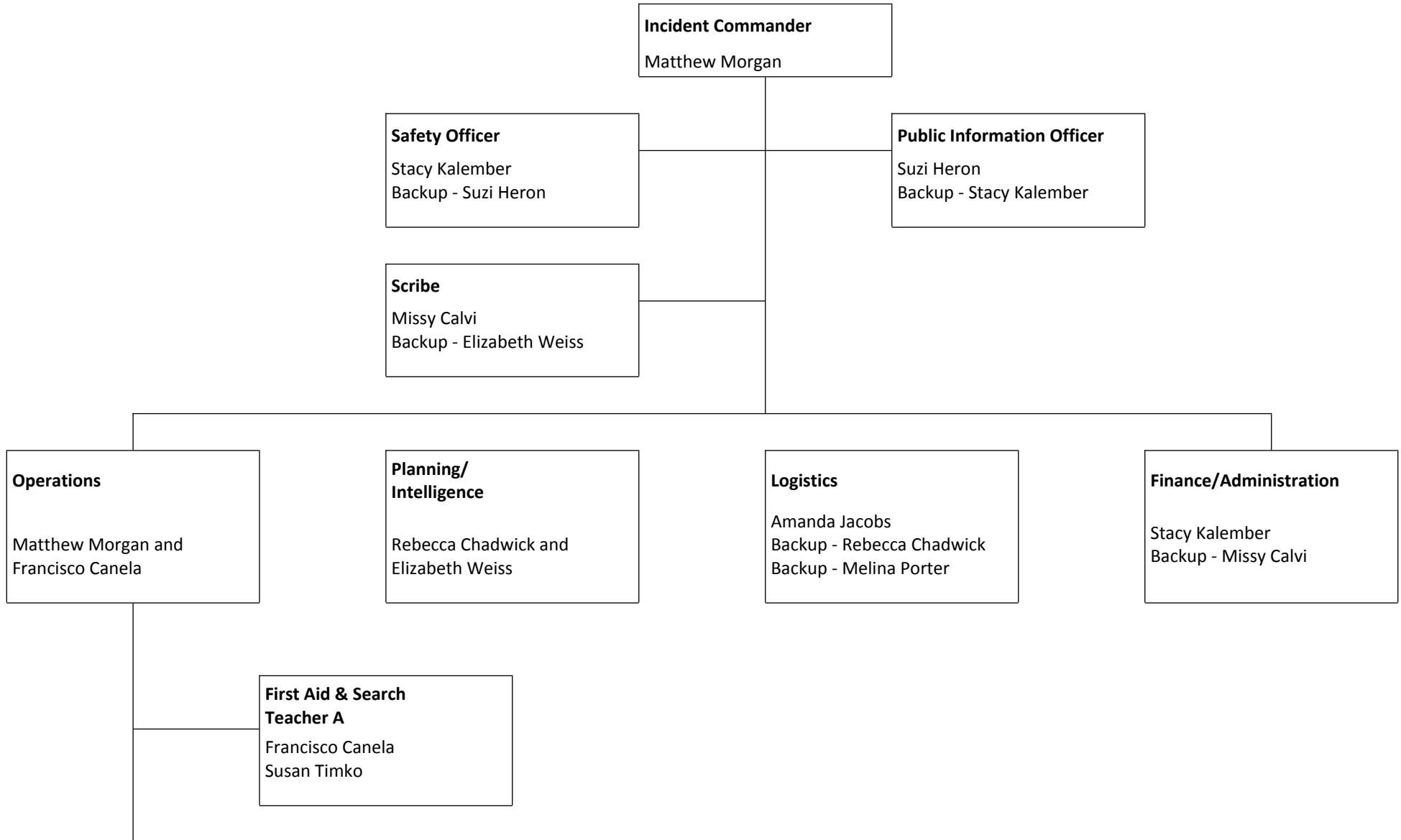
Utilities, Responders and Communication Resources

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.

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.

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- 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.

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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

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.

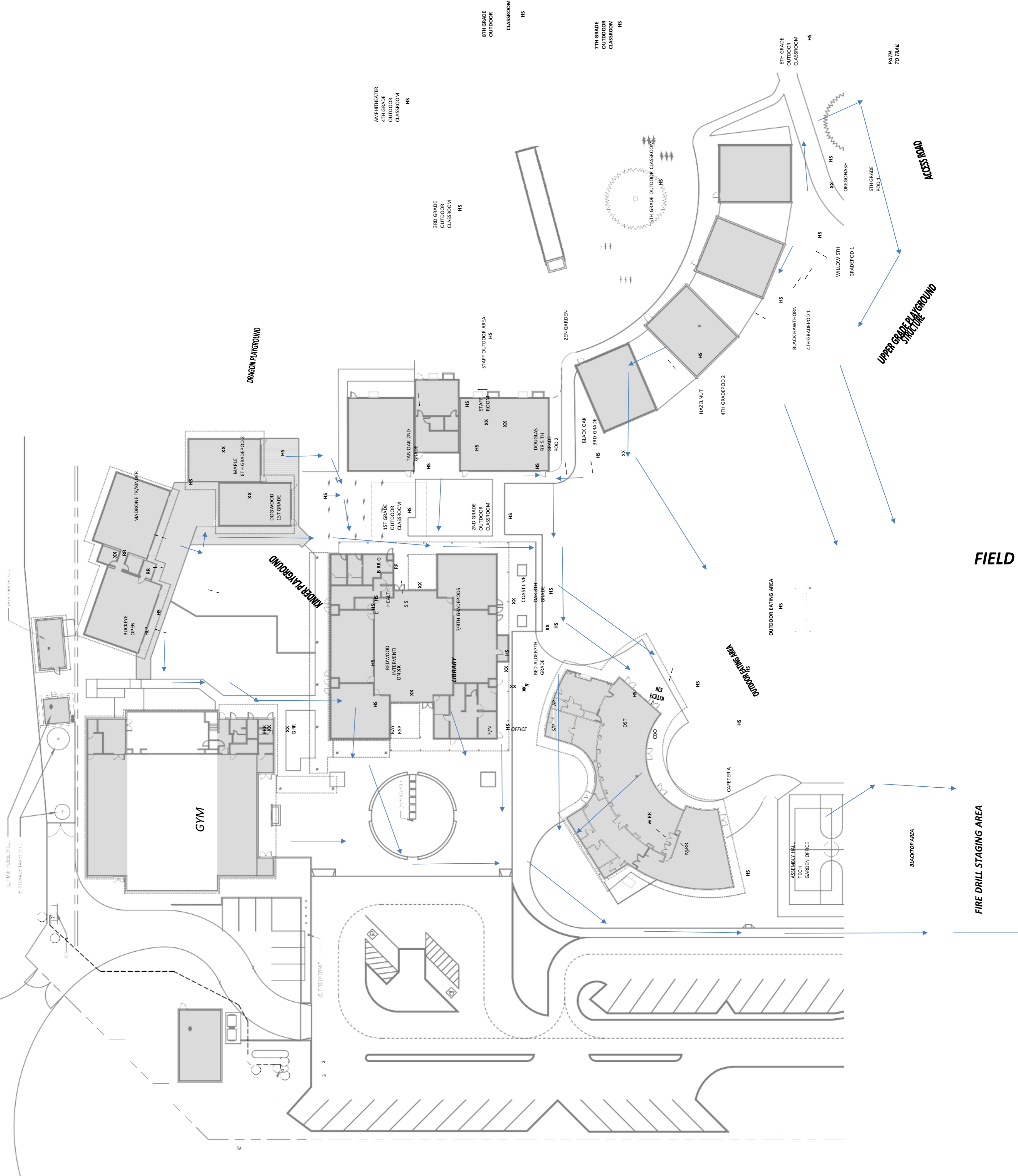
Unlawful Demonstration or Walkout

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.



DATE: 10/15/2014
 DRAWN BY: J.C.
 PROJECT: J.C.

(E)POL

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

FIRE DRILL STAGING AREA

FIELD

UPPER GRADE PLAYGROUND STRUCTURE

ACCESS ROAD

PATH TO TRAIL

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.

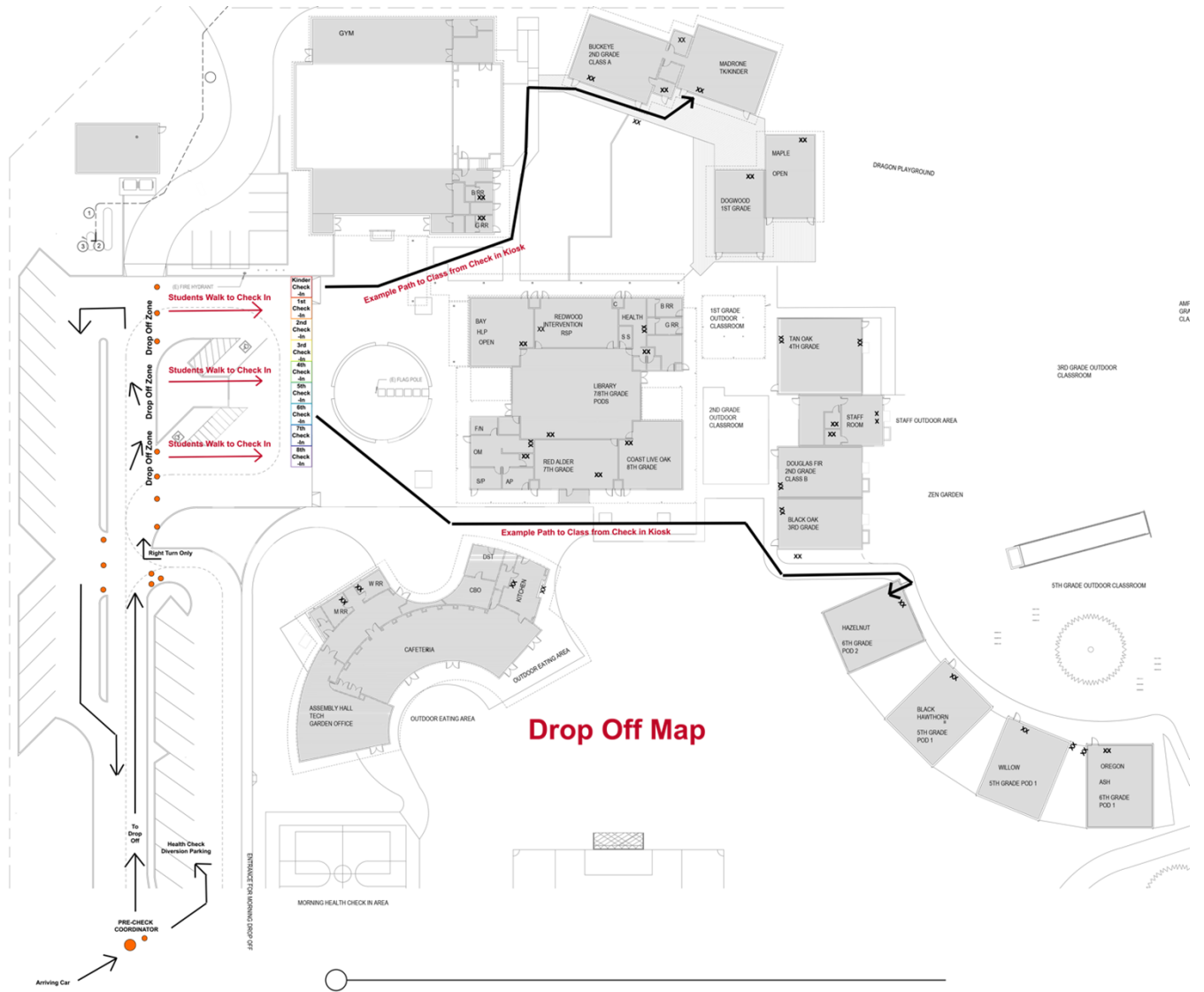
C. Plan for screening on arrival (i.e.: temp checks, questionnaire, etc.) for both staff and students:

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.

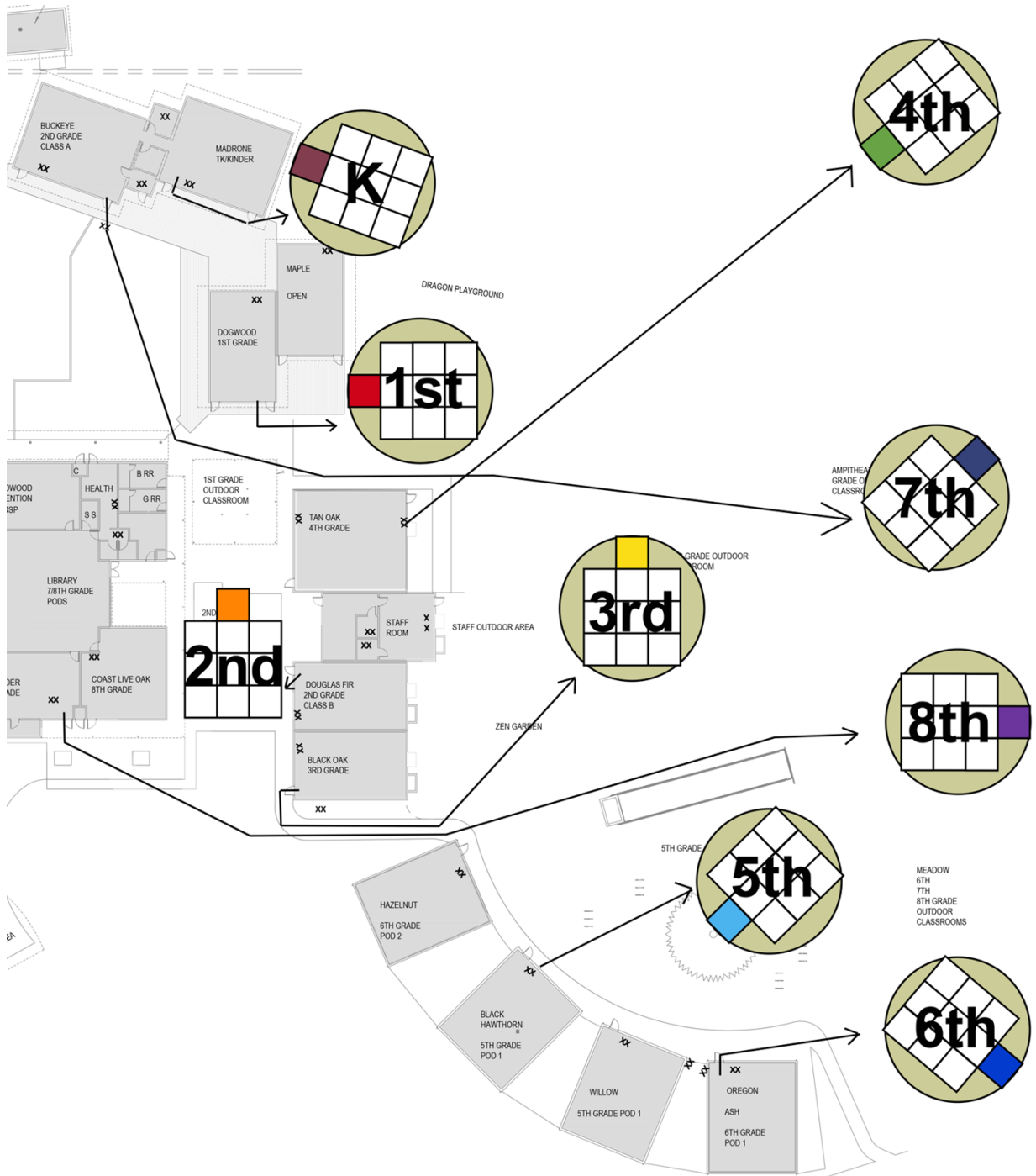
Master Schedule					
1st Period	8:30	9:10		Class	
Passing	9:10	9:15		Passing	
2nd Period	9:15	10:00		Class	
Brunch	10:00	10:20	T-K	Snack	Kinder Play
			1/2	Snack	Dragon Play
			3/4	Snack	Structure
			5/6	Structure	Snack
			7/8	Blacktop	Snack
3rd Period	10:20	11:05		Class	
Passing	11:05	11:10			
4th Period	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.

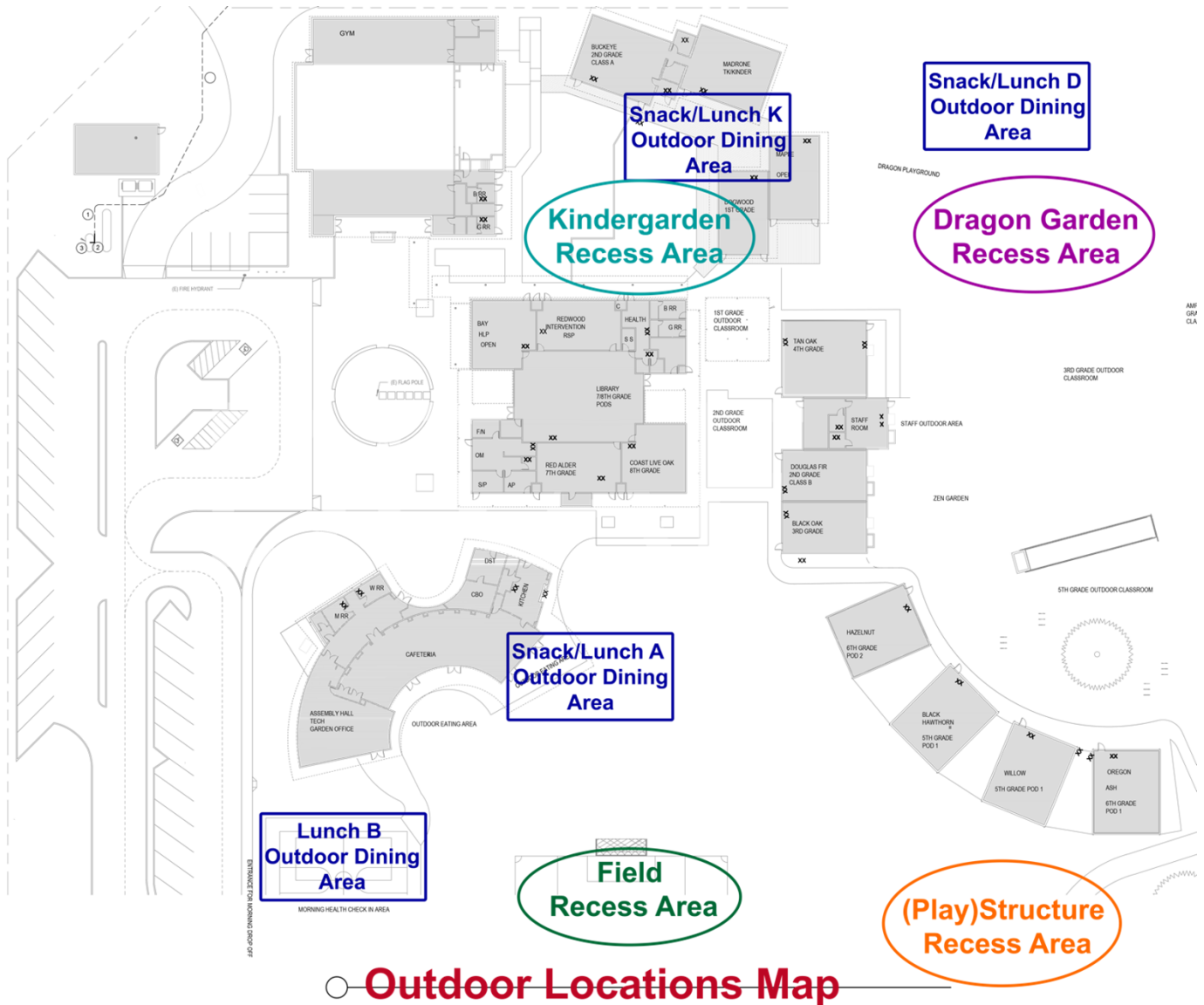


Outdoor Classroom Locations

Cafeteria and Dining Area Transit

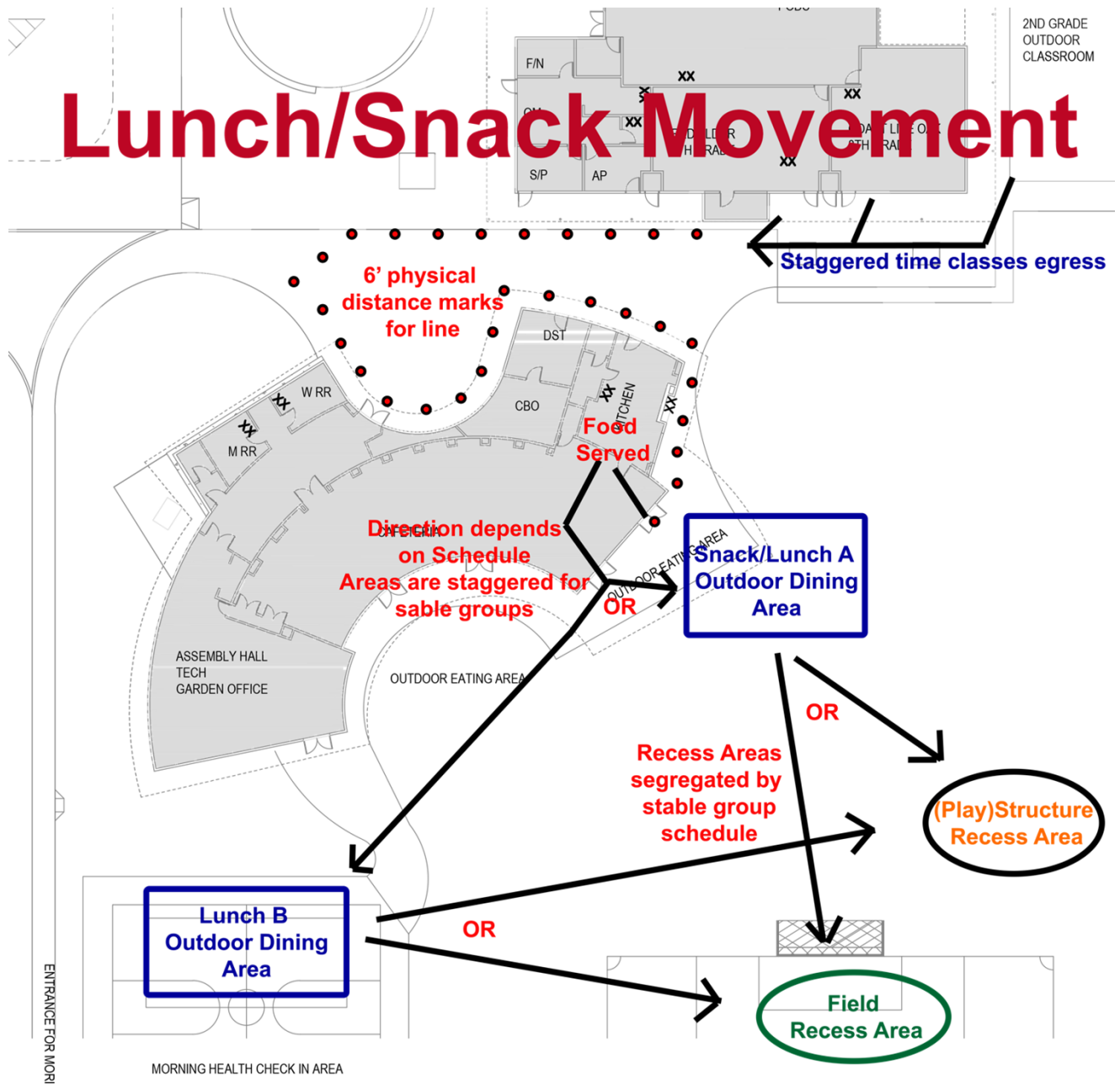
Dining occurs out of doors. As seen in the master schedule above, all lunch sessions served by the cafeteria are staggered for each stable group. The master schedule notes which outdoor seating area will be used for each dining group (A, B, D or K). These areas are identified in the outdoor locations 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 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.

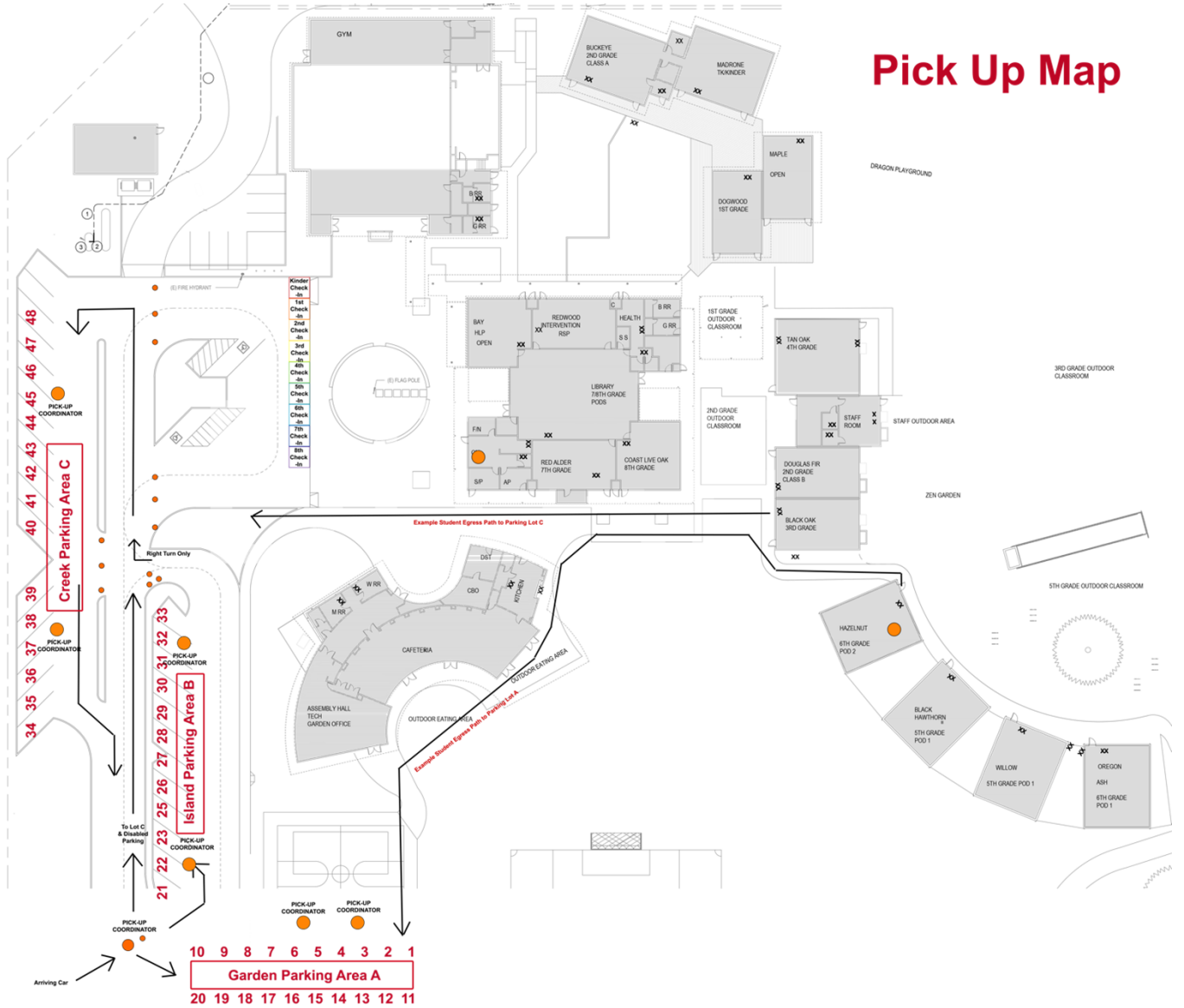
C. How school/district plans to encourage a zero-mingling policy after school:

- 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:

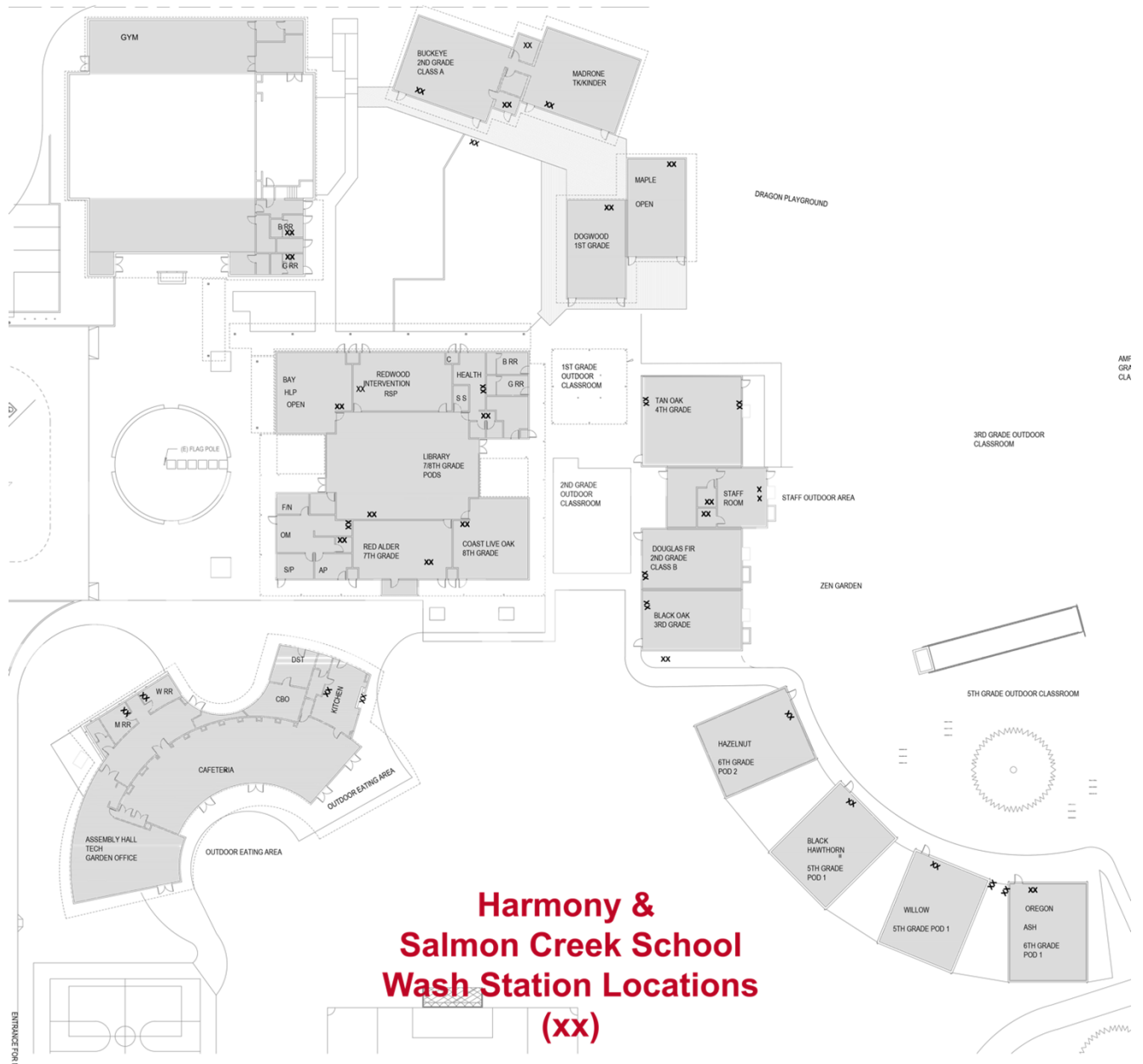
- Routine handwashing will be built into the daily schedule and emphasized by staff.
- Students will wash hands upon arrival, before and after eating, after using the restroom, after being outside the classroom (e.g., PE or recess), before leaving to go home, and as needed throughout the day.
- New handwashing 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

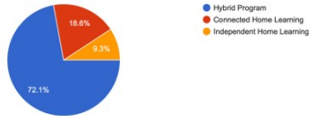
Parent Forums

November 17, 2020
February 11, 2021

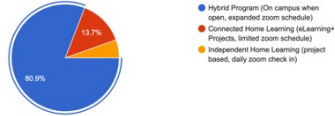
Parent Surveys

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

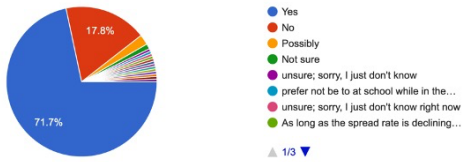
Which program is your student CURRENTLY enrolled in (Trimester 2)?
183 responses



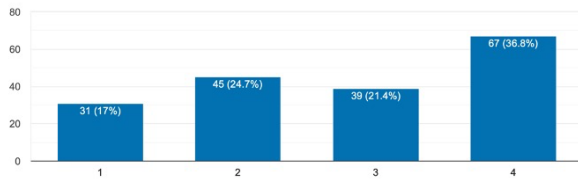
Which program do you request for your student for the NEXT Trimester (Trimester 3: March 1-June 3, 2021)?
183 responses



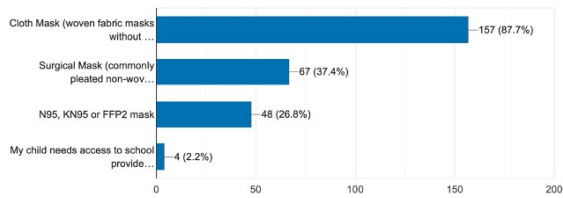
Would you be willing to have your child return to ON CAMPUS classes while case spread in Sonoma County was in the low purple range (between 8-25 new cases daily per 100,000 residents)?
180 responses



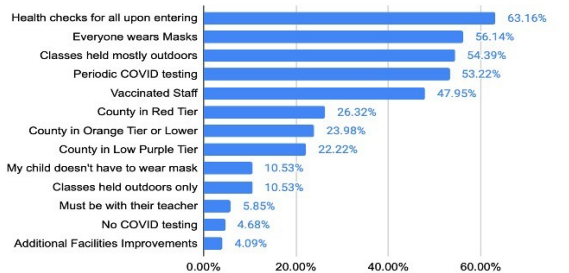
How comfortable do you feel about having your child return to ON CAMPUS classes when the case spread in the county is in the low PURPLE range (...ween 8-25 new cases daily per 100,000 residents)?
182 responses



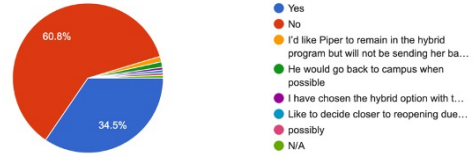
What kind of mask does your child have available to them that they could wear daily on campus?
179 responses



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 _____ . **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

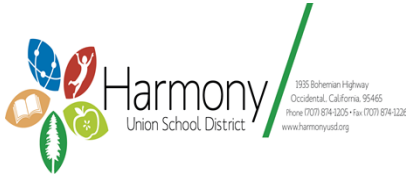
Please contact your healthcare provider for any other questions. Thank you for helping

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
<p><u>POSITIVE CASE</u></p> <p style="background-color: #4F81BD; color: white; padding: 5px;">Someone has been confirmed positive for COVID-19</p>	<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	<input type="text"/>	<input type="text"/>
		Appx total for at-home Quarantine:	
		<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.

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.



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.

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)

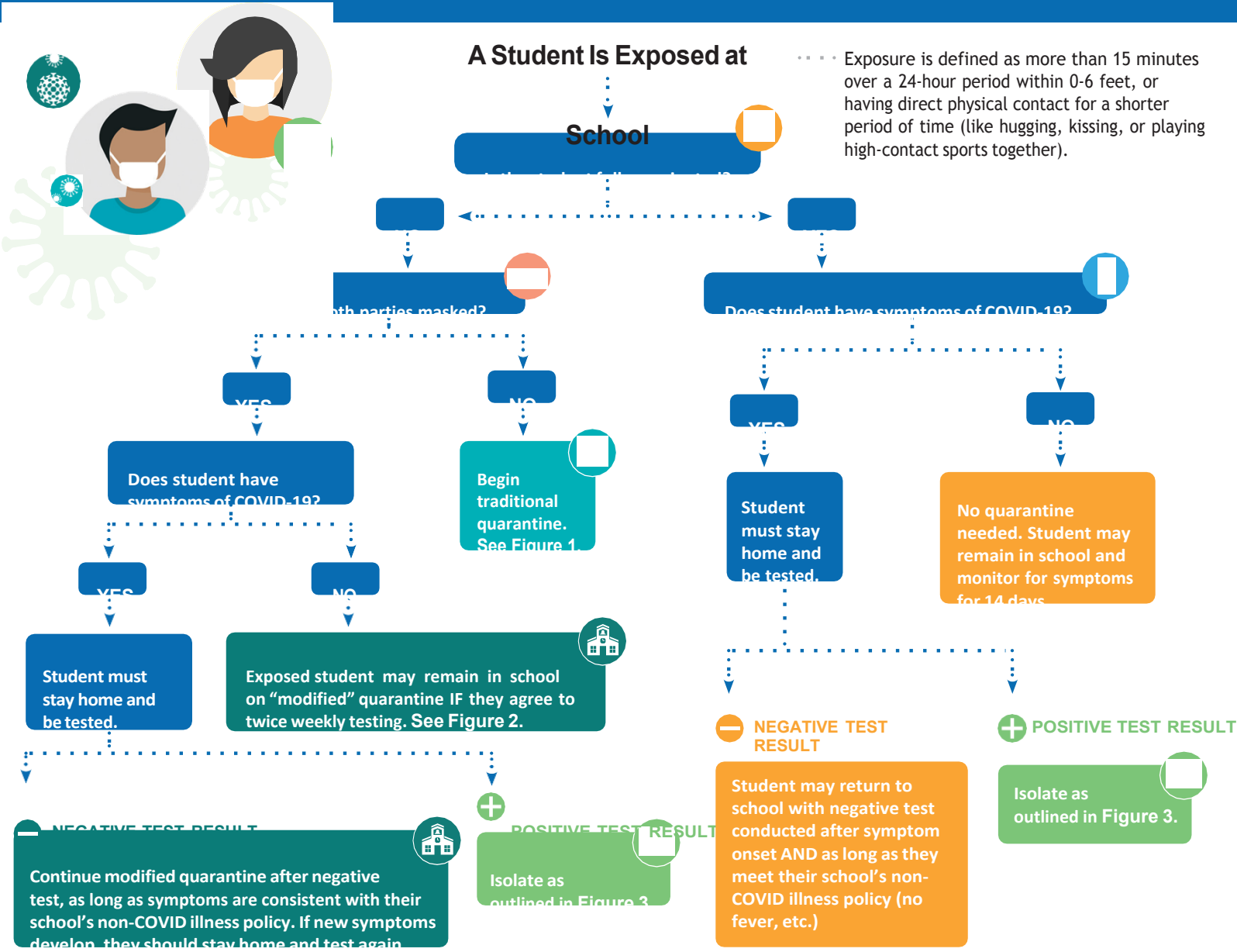


Figure 1

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.



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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SECTION ACTIVITY LOG: Event Log continued

Time	Incidents, Messages, Notes	Action Taken
Completed by (Name and Position):	Date:	

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 _____ Signature		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 ParenUGuardian/Authorized Adult

TEAM ROSTER

School Year: _____

Section: _____

Team: _____

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		
Caller's voice (circle all that apply)		Approx. age		
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

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

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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.

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:

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

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

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/PTO 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.

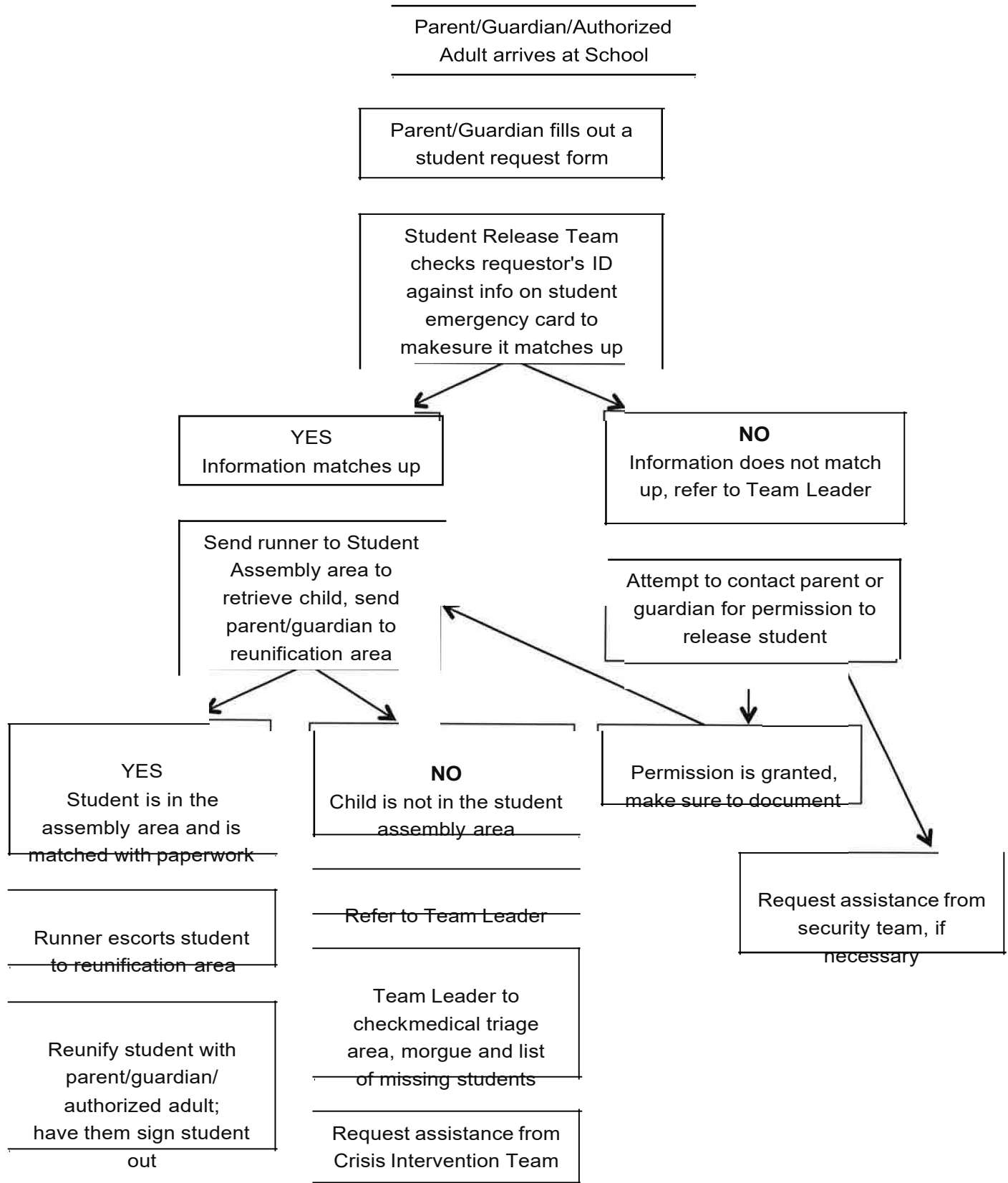
Maintenance/Site Security Team Actions:

- 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





Meeting Date:	2/17/2022 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	10.5 Consideration of HUSD's Updated COVID Safety Plan
Strategic Plans:	
Policy:	
Enclosure	

File Attachment:  COVID Safety Protocols Proposed vs Current.pdf

Description:

Background Information:

Fiscal Implications:

Recommendation: That the board approves HUSD's Updated COVID Safety Plan

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal

Proposed COVID Safety Protocols Spring 2022



Activity, Behavior, Mitigation		Pandemic Conditions			
		Low	Moderate	Substantial	High
		<small>TBD Case Rate sugg. < 5 /100k *If Student Vax Rate >85%, USE CDC CR <10/100k</small>	<small>TBD Case Rate sugg. 6 - 10 /100k *If Student Vax Rate >85%, USE CDC CR 10 - 50/100k</small>	<small>TEMP Case Rate 10 - 50 /100k *If Student Vax Rate >85%, USE CDC CR 50-100/100k</small>	<small>TEMP Case Rate > 50 /100k *If Student Vax Rate >85%, USE CDC CR > 100 /100k</small>
Indoor Masking (Pending CDPH)	Required	NO	YES	YES	YES
	Note	If positive case found in class group, masks required for 2 weeks following (incubation period)	KN95/94 Recommended	KN95/94 Recommended	KN95/KN94 Recommended
Outdoor Masking	Required	NO	NO	NO	YES
	Note				KN95/94 Recommended
Testing Students & Staff	Surveillance	NO	YES - Every 2 weeks (DOF)	YES - Weekly (DOF)	YES - Twice Weekly (DOF)
	Quarantine	Neg Rapid @ 5d / 10d w/o	Neg Rapid @ 5d / 10d w/o	Neg Rapid @ 5d / 10d w/o	Neg Rapid @ 5d / 10d w/o
Social Distancing	Classroom	NO	NO	NO	NO
	Outdoor Dining	NO	NO	YES > 6 ft	YES > 6 ft
	Indoor Dining	NO	YES > 6 ft	YES > 6 ft	YES > 12 ft
	Playground	NO	NO	NO	NO
Volunteer with Students	Vaccination Required	NO	YES	YES	YES
	Rapid Testing	YES Neg Rapid 24hrs +Doc	YES Neg Rapid 24hrs +Doc	YES Neg Rapid 24hrs +Doc	YES Neg Rapid 24hrs +Doc
Volunteers no Students	Vaccination Required	NO	NO	NO	YES
	Rapid Testing	NO	NO	YES Neg Rapid 24hrs +Doc	YES Neg Rapid 24hrs +Doc
Field Trips	Permitted	YES	YES	YES	YES, Local only
	Student/Staff Vehicle	Private Vehicles or Bus	Bus Only	Bus Only	Bus Only
	Volunteer Vehicle	Private Vehicles or Bus	Private Vehicle Only	Private Vehicle Only	Private Vehicle Only
Overnight Field Trips	Permitted	YES	YES	NO	NO
	Vaccination Required	NO (21/22)	YES	NO	NO
	Rapid Testing	YES Neg Rapid 24hrs +Doc	YES Neg Rapid 24hrs +Doc	YES Neg Rapid 24hrs +Doc	YES Neg Rapid 24hrs +Doc
Events, Gatherings & Assemblies	Students & Staff	YES	YES	YES	YES <100
	Families	YES	YES	YES	NO
	Inter-school	YES	YES	NO	NO
Performances	Participant Masking	NO	NO	NO	YES
	Audience Masking	NO	NO	Yes	Yes
League Athletics	K-8	YES	YES Indoor sports w/masks	YES Indoor sports w/masks	NO
	High School	YES	YES	YES Indoor sports w/masks	YES Indoor sports w/masks
	Specators	YES	YES Indoor sports w/masks	YES Indoor sports w/masks	YES Indoor sports w/masks
Hand Washing		YES	YES	YES	YES
Drop Off/Pick-up		Standard	Standard	Modified	Modified
Vaccination Required	Staff (21-22)	YES or Test 2x Weekly	YES or Test 2x Weekly	YES or Test 2x Weekly	YES or Test 2x Weekly
	12+ Students (21-22)	NO	NO	NO	NO
	5-11 Students (21-22)	NO	NO	NO	NO
Campus Accessibility	Buildings - Business	OPEN	OPEN	OPEN	OPEN
	Buildings - Casual	> 4 PM	> 4PM	> 4PM	> 4PM or Health Order
	Play/Field/Trial	> 3:15PM	> 3:15PM	> 3:15PM	> 3:15 PM or Health Order
	Garden	> 4 PM	> 4PM	> 4PM	> 4PM or Health Order
Board Meetings, Committees, Parent Conferences	Small Group 2-10	YES	YES	YES (Zoom Offered)	YES (Zoom Preferred)
	Medium Group 11-50	YES	YES	YES (Zoom Offered)	NO (Zoom Offered or Out)
	Large Group 50+	YES	YES	NO (Zoom Offered)	NO (Zoom Offered)
Dining	Outdoors	YES	YES	YES SD > 6 ft	YES SD > 6 ft
	Indoors	YES	YES SD > 6 ft	YES SD > 6 ft	YES SD > 12 ft
Ventilation/Filtration	Non-Smoke Day	Standard CO2 < 800	Standard CO2 < 700	Standard CO2 < 700	Standard CO2 < 700
	Smoke >150	Windows Closed If CO2 < 1000	Windows Closed If CO2 < 800	Windows Closed If CO2 < 800	Windows Open
Music- Choir/Woodwinds/Brass	Outdoors	YES	YES	YES with masks/covers	YES with masks/covers
	Indoors	YES	YES with masks/covers	YES with masks/covers	NO
Bussing	Masks	NO	NO	YES	YES
	Social Distancing	NO	NO	YES	YES

Adopted COVID Safety Protocols Fall 2021

*Reflecting Protocols from Fall 2021 COVID Safety Plan

Activity, Behavior, Mitigation		Pandemic Conditions			
		Minimal	Moderate	Substantial	Widespread
		TBD Case Rate < 1 /100k <small>Student Vaccination Rate as of 9/2021 < 10%</small>	TBD Case Rate 1 - 3.9 /100k <small>Student Vaccination Rate as of 9/2021 < 10%</small>	TBD Case Rate 4-7 /100k <small>Student Vaccination Rate as of 9/2021 < 10%</small>	Case Rate > 7 /100k <small>Student Vaccination Rate as of 9/2021 < 10%</small>
Indoor Masking	Required	YES	YES	YES	YES
	Note	Fall 2021: KN95 not readily available			
Outdoor Masking	Required	YES	YES	YES	YES
	Note	Fall 2021: KN95 not readily available			
Testing Students & Staff	Surveillance	NO	YES - Every 2 weeks (DOF)	YES - Every 2 weeks (DOF)	YES - Twice Weekly (DOF)
	Quarantine	10-14 Day Quarantine, Rapid Tests not readily available			
Social Distancing	Classroom	NO	NO	NO	NO
	Outdoor Dining	YES > 6 ft	YES > 6 ft	YES > 6 ft	YES > 6 ft
	Indoor Dining	YES > 6 ft	YES > 6 ft	YES > 6 ft	YES > 12 ft
	Playground	NO	NO	NO	NO
Volunteer with Students	Vaccination Required	No Volunteers Permitted			
	Rapid Testing	Rapid Tests not readily available			
Volunteers no Students	Vaccination Required	No Volunteers Permitted			
	Rapid Testing	Rapid Tests not readily available			
Field Trips	Permitted	YES	YES	YES	No
	Student/Staff Vehicle	Bus Only	Bus Only	Bus Only	Bus Only
	Volunteer Vehicle	No Volunteers Permitted			
Overnight Field Trips	Permitted	NO	NO	NO	NO
	Vaccination Required	NO	NO	NO	NO
	Rapid Testing	Rapid Tests not readily available			
Events, Gatherings & Assemblies	Students & Staff	YES	YES	YES	NO
	Families	YES	YES	YES	NO
	Inter-school	NO	NO	NO	NO
Performances	Participant Masking	YES	YES	YES	YES
	Audience Masking	YES	YES	YES	Yes
League Athletics	K-8	NO	NO	NO	NO
	High School	NO	NO	NO	NO
	Specators	NO	NO	NO	NO
Hand Washing		YES	YES	YES	YES
Drop Off/Pick-up		No Mingling	No Mingling	No Mingling	No Mingling
Vaccination Required	Staff (21-22)	NO	NO	NO	NO
	12+ Students (21-22)	NO	NO	NO	NO
	5-11 Students (21-22)	NO	NO	NO	NO
Campus Accessibility	Buildings - Business	OPEN	OPEN	OPEN	Closed
	Buildings - Casual	> 4 PM	> 4PM	> 4PM	Closed
	Play/Field/Trail	> 3:15PM	> 3:15PM	> 3:15PM	Closed
	Garden	> 4 PM	> 4PM	> 4PM	Closed
Board Meetings, Committees, Parent Conferences	Small Group 2-10	YES	YES	YES (Zoom Offered)	YES (Zoom Preferred)
	Medium Group 11-50	YES	YES	YES (Zoom Offered)	NO (Zoom Offered or Out)
	Large Group 50+	YES	YES	NO (Zoom Offered)	NO (Zoom Offered)
Dining	Outdoors	YES SD > 6 ft	YES SD > 6 ft	YES SD > 6 ft	YES SD > 6 ft
	Indoors	YES SD > 12 ft	YES SD > 12 ft	YES SD > 12 ft	YES SD > 12 ft
Ventilation/Filtration	Non-Smoke Day	Standard CO2 < 800	Standard CO2 < 700	Standard CO2 < 700	Standard CO2 < 700
	Smoke >150	Windows Closed If CO2 < 1000	Windows Closed If CO2 < 800	Windows Closed If CO2 < 800	Windows Open
Music-Choir/Woodwinds/Brass	Outdoors	YES	YES	YES	YES
	Indoors	YES	NO	NO	NO
Bussing	Masks	YES	YES	YES	YES
	Social Distancing	YES	YES	YES	YES



Meeting Date:	2/17/2022 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	10.6 Consideration of HUSD Calendar for 2022-2023 School Year
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 HUSD Calendar 2022-2023 Draft 02072.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the board adopt the HUSD Calendar for 2022-2023
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal



2022-2023 Harmony Union School District Calendar

134	School Day (Full Length)
46	School Day (Minimum Length)
5	Teacher In Service Day (No Students)
28	Holiday/Break (No Students)
2	Emergency Day (No Students Unless Needed)
150	Summer Vacation or Weekend (No Students)

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jul 4 Observe Fourth of July

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan 2 New Year Holiday
Jan 3 Teacher In Service
Jan 26 Martin Luther King Day

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug 15 Teacher In-Service
Aug 16 Teacher Work Day
Aug 17 First Day of School

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Feb 17 Observe Lincoln's Day
Feb 13-16 Conference Week
Feb 20 Presidents Day

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sep 5 Labor Day

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Mar 20-24 Spring Break

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct 6 Autumn Festival
Oct 7 Teacher Work Day
Oct 10-14 Conference Week
Oct 17 Teacher In-Service

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Apr 20 Spring Festival
Apr 20 Emergency Day*
Apr 24 Emergency Day*
*OFF Unless Needed

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Nov 11 Veterans Day
Nov 21-25 Thanksgiving

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May 29 Memorial Day

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Dec 15 Winter Festival
Dec 19-30 Winter Break

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Jun 7 Summer Festival
Jun 7 Last Day of School
Jun 8 Teacher Work Day



Meeting Date: 2/17/2022 - 6:00 PM

Category: Action Items

Type: Info/Action


Subject: 10.7 First Reading of updated and new board policies:
 BP 0420.42 Charter School Renewal
 BP 1312.3 Uniform Complaint Procedures
 AR 1312.3 Uniform Complaint Procedures
 E(1) 1312.3 Uniform Complaint Procedures
 E(2) 1312.3 Uniform Complaint Procedures
 AR 3515.6 Criminal Background Checks for Contractors
 AR 4217.3 Layoff/Rehire
 AR 5125 Student Records
 AR 5145.3 Nondiscrimination/Harassment
 BP 5148 Child Care and Development
 AR 5148 Child Care and Development
 BP 5148.2 Before/After School Programs
 AR 5148.2 Before/After School Programs
 BP 5148.3 Preschool/Early Childhood Education
 AR 5148.3 Preschool/Early Childhood Education
 BP 6112 School Day
 AR 6112 School Day
 BP 6143 Courses Of Study
 AR 6143 Courses Of Study
 BP 6158 Independent Study
 AR 6158 Independent Study
 BP 6170.1 Transitional Kindergarten
 BB 9150 Student Board Members
 BB 9320 Meetings And Notices Fill in Blanks

Strategic Plans:

Policy:

Enclosure

File Attachment:

 Dec Update Checklist.pdf

 Dec Guidesheet.pdf

Description:

Background Information:

Fiscal Implications:

Recommendation: None- first reading

Approvals:

Recommended By:

Matthew Morgan - Superintendent/Principal

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2021

District Name: _____

Contact Name: _____ Phone: _____ Email: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0420.42	Charter School Renewal		
BP 1312.3	Uniform Complaint Procedures		
AR 1312.3	Uniform Complaint Procedures	<p>Fill in Blanks</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>OPTION 1: <input type="checkbox"/></p> <p>OPTION 2: <input type="checkbox"/></p>	
E(1) 1312.3	Uniform Complaint Procedures		
E(2) 1312.3	Uniform Complaint Procedures	<p>Fill in Blanks</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
AR 3515.6	Criminal Background Checks for Contractors		
AR 4217.3	Layoff/Rehire	<p>OPTION 1: <input type="checkbox"/></p> <p>OPTION 2: <input type="checkbox"/></p>	
AR 5125	Student Records		
AR 5145.3	Nondiscrimination/Harassment	<p>Fill in Blanks</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
BP 5148	Child Care and Development		

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2021

District Name: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 5148	Child Care and Development		
BP 5148.2	Before/After School Programs	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 5148.2	Before/After School Programs		
BP 5148.3	Preschool/Early Childhood Education		
AR 5148.3	Preschool/Early Childhood Education		
BP 6112	School Day		
AR 6112	School Day		
BP 6143	Courses Of Study		
AR 6143	Courses Of Study		
BP 6158	Independent Study		
AR 6158	Independent Study		
BP 6170.1	Transitional Kindergarten		
BB 9150	Student Board Members		
BB 9320	Meetings And Notices	Fill in Blanks <hr/> <hr/> <hr/> <hr/>	

CSBA POLICY GUIDE SHEET

December 2021

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0420.42 - Charter School Renewal

Policy updated to reflect **NEW LAW (AB 130, 2021)** which extends the term by two years for all charter schools whose term expires on or between January 1, 2022 and June 30, 2025 and requires, for renewals and denials, that the most recent years for which state data is available preceding the renewal or denial decision be used in determining whether specified criteria are met if the two consecutive years preceding the renewal or denial include the 2019-20 or 2020-21 school year. Policy also updated for clarity and consistency with law.

Board Policy 1312.3 - Uniform Complaint Procedures

Policy updated to reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections, ensure consistency with the California Department of Education's 2021-22 federal program monitoring instrument, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add Item #3 to the section regarding "Non-UCP Complaints" that any complaint alleging that a student, while in an education program or activity as specified, was subjected to sexual harassment as defined in 34 CFR 106.30 be addressed through federal Title IX complaint procedures, and clarify in Item #5 that complaints alleging a physical safety concern that interferes with a free appropriate public education is a non-UCP complaint.

Administrative Regulation 1312.3 - Uniform Complaint Procedures

Regulation updated to delete outdated and/or repealed U.S. Department of Education's Office for Civil Rights (OCR) references and where appropriate add current OCR material, ensure consistency with the California Department of Education's 2021-22 federal program monitoring instrument, clarify posting requirements for the annual notification, compliance officer contact information and information related to Title IX, add material regarding the requirement for an administrator who is not designated as a compliance officer who receives a complaint to notify the compliance officer, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add descriptions to the OPTION headings for districts that do or do not allow complainants to appeal to the governing board, delete material regarding respondent being sent the investigation report at the same time it is provided to complainant as this simultaneous exchange is not required by law, amend language in regard to pursuing civil law remedies in the notice to complainants included in investigation reports for allegations of unlawful discrimination, harassment, intimidation, and bullying based on state law, clarify when either party may request reconsideration of an appeal by the Superintendent of Public Instruction, and reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections.

Exhibit(1) 1312.3 - Uniform Complaint Procedures

Exhibit updated to reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections.

Exhibit(2) 1312.3 - Uniform Complaint Procedures

Exhibit updated to reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections.

Administrative Regulation 3515.6 - Criminal Background Check for Contractors

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which requires any entity, including a sole proprietor, that has a contract with a district to ensure that employees who interact with students outside of the immediate supervision and control of the student's parent/guardian or school staff have a valid criminal

records summary and to immediately provide any subsequent arrest and conviction information received pursuant to the subsequent arrest service. Regulation also updated to delete the list of service providers as the services in Items #1-5 are no longer listed in law and the services in Item #6 regarding the construction, reconstruction, rehabilitation, or repair of a school facility are considered in another portion of the regulation, delete material regarding an exception for employees with limited contact with students as it is no longer provided for in law, generalize information regarding steps that may be taken to protect the safety of students who may come in contact with employees of contracting entities, and rearrange placement of material for clarity and context.

Administrative Regulation 4217.3 - Layoff/Rehire

Regulation updated to add descriptions to the OPTION headings for the determination of "length of service" for order of layoff purposes, reflect **NEW LAW (AB 438, 2021)** which, for both merit and non-merit districts, specifies notice requirements and hearing rights districts must provide to permanent classified employees, as defined, who are subject to layoff due to lack of work or lack of funds, including that notice be given no later than March 15, and that classified staff may be reduced due to lack of work or lack of funds when the governing board determines during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies that the district's local control funding formula apportionment per unit of average daily attendance for the fiscal year of the Budget Act has not increased by at least two percent. Regulation also updated to provide material regarding a permanent classified employee's request for a hearing, including a hearing before an administrative law judge in which the board makes the final decision regarding the sufficiency of the cause and disposition of the layoff, provide material regarding final notice before May 15 to employees affected by the layoff unless a continuance is granted, add material regarding notice to affected employees when classified positions are eliminated as a result of the expiration of a specifically funded program, and include that districts may release probationary classified employees without notice or hearing for reasons other than lack of work or lack of funds.

Administrative Regulation 5125 - Student Records

Regulation updated to enhance clarity by separating administrative guidance for requests involving changes to student records of current students and guidance related to requests for changes to gender or legal name of former students. Regulation also updated to move materials related to former students to end of regulation in new section - "Updating Name and/or Gender of Former Students."

Administrative Regulation 5145.3 - Nondiscrimination/Harassment

Regulation updated to clarify how district employees should handle requests by or on behalf of transgender and gender-nonconforming students when changing gender and legal name on student records. Regulation also updated to broaden the section on "Transgender and Gender-Nonconforming Students" to include support for intersex and nonbinary students and related definitions.

Board Policy 5148 - Child Care and Development

Policy updated to reflect **NEW LAW (AB 131, 2021)** which repealed the Child Care and Development Services Act from the Education Code and reenacted the laws in the Welfare and Institutions Code with responsibility for administering child care programs transferring to the California Department of Social Services (CDSS). Policy also updated to reflect **NEW LAW (AB 130, 2021)** pursuant to which a child's eligibility for transitional kindergarten may not impact family eligibility for a child care program and which requires, as a condition of funding, that a child care program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by CDSS.

Administrative Regulation 5148 - Child Care and Development

Regulation updated to reflect **NEW LAW (AB 131, 2021)** which (1) repealed the Child Care and Development Services Act from the Education Code and reenacted the laws in the Welfare and Institutions Code, (2) waives fees for families receiving subsidized child care services for 2021-22, and (3) requires a California State Preschool Program or child care program to provide a parent/guardian of a child transferring to a public school with specified information.

Board Policy 5148.2 - Before/After School Programs

Policy updated to reflect **NEW LAW (AB 130, 2021)** which (1) establishes the Expanded Learning Opportunities (ELO) Program, (2) allocates ELO funding to districts under a formula based on a district's percentage of unduplicated students and average daily attendance, (3) requires districts receiving funds to, for the 2021-22 school year, offer access to ELO programs to all unduplicated students in grades TK-6, provide access to such programs to at least 50 percent of enrolled unduplicated students and, commencing in the 2022-23 school year, offer access to all students in grades TK-6 inclusive and ensure that access is provided to any student whose parent/guardian requests their placement in an ELO program, and (4) requires After School Education and Safety, 21st Century Community Learning Center, and ELO programs that charge family fees to schedule fees on a sliding scale that considers family income and ability to pay and to waive the cost of such fees for a student who is eligible for free or reduced-price meals.

Administrative Regulation 5148.2 - Before/After School Programs

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which (1) establishes the Expanded Learning Opportunities (ELO) Program, (2) requires districts receiving ELO funds to, for the 2021-22 school year, offer access to ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students, (3) commencing in the 2022-23 school year, offer access to all students in grades TK-6 inclusive and ensure that access is provided to any student whose parent/guardian requests placement in an ELO program, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, (5) requires ELO programs serving transitional kindergarten and/or kindergarten students to maintain a student-to-staff member ratio of no more than 10 to 1, and (6) requires that ELO programs, for school days, provide in-person before- or after-school expanded learning opportunities that, when added to daily instructional minutes, are not less than nine hours of combined instructional time and, for intersession periods, provide in-person expanded learning opportunities of no less than nine hours per day for at least 30 non-school days. Regulation also updated to include definition of expanded learning opportunities and unduplicated student and to reflect the expectation that ELO programs will comply with all requirements for the After School Education and Safety program.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to reflect **NEW LAW (AB 131, 2021)** which amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, and to reflect **NEW LAW (AB 130, 2021)** which (1) revised the timespans for mandatory transitional kindergarten (TK) admittance requirements to be phased in starting in the 2022-23 school year to the 2025-26 school year, (2) created a grant program for the construction or modernization of new preschool classrooms pursuant to the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program, (3) requires, in combination with **NEW STATE GUIDANCE**, as a condition of funding, that a CSPP program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by the California Department of Education, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, and (5) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program. Policy also updated to reflect that a CSPP program may be a part-day or full-day program and that a child under four years of age must be served in a CSPP facility licensed in accordance with Title 22 of the California Code of Regulations. Additionally, policy updated to reflect **NEW LAW (AB 1363, 2021)** which requires the quality indicators for CSPP programs to include activities and services that meet the needs of dual language learners for support in the development of their home language and English.

Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Regulation updated to include definitions of three- and four-year-old children and to reflect **NEW LAW (AB 131, 2021)** which (1) amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, (2) clarifies that four-year-old children who are eligible to participate in a CSPP program include those children whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent/guardian has opted to retain or enroll the child

in a CSPP program, (3) requires CSPP programs to include certain components including minimum days per year for a full-day CSPP program, (4) repeals applicable code sections, (5) revises the eligibility criteria and enrollment priorities for part-day CSPP programs, (6) adds eligibility criteria and enrollment priorities for full-day CSPP programs, (7) waives fees for families receiving subsidized child care services for the 2021-22 school year, and (8) revises the order by which families must be disenrolled from CSPP programs if disenrollment is necessary. Policy also updated to delete section on "Wraparound Child Care Services" to reflect the repeal of code sections as stated above.

Board Policy 6112 - School Day

Policy updated to reflect clarification in the California Department of Education's Frequently Asked Questions about Independent Study that minimum school day requirements for regular school attendance apply to traditional independent study programs.

Administrative Regulation 6112 - School Day

Regulation updated to reflect **NEW LAW (AB 131, 2021)** which exempts activities related to the Expanded Learning Opportunity program from the calculation of the maximum school day for kindergarten and transitional kindergarten. Regulation also updated to specify when the school day may begin for students in middle and high schools, and to move material to enhance clarity.

Board Policy 6143 - Courses of Study

Policy updated to (1) expand student characteristics for which districts may not provide any course separately or require or refuse participation, (2) include that the district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares students for high school graduation and career entry, and (3) clarify that the a-g requirements for the University of California and California State University system is 15 yearlong or 30 semesters.

Administrative Regulation 6143 - Courses of Study

Regulation updated to clarify that optional instruction in prenatal care is for pregnant individuals, to reflect **NEW LAW (AB 101, 2021)** which, subject to funding in the annual Budget Act or other statute, requires a one-semester course in ethnic studies beginning in the 2025-26 school year and as a requirement for graduation beginning with students who graduate in the 2029-30 school year, clarify that the a-g requirements for the University of California and California State University system is 15 yearlong or 30 semesters, and add a new section "Financial Aid Requirements for Students in Grade 12 that reflects **NEW LAW (AB 132, 2021)** which (1) requires, starting in the 2022-23 school year, districts to confirm that each student in grade 12 completes and submits a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education and/or if a student is exempt from paying nonresident tuition, a California Dream Act Application (CADAA) to the Student Aid Commission unless the student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district, or the district, in specified circumstances, exempts the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and completes and submits an opt-out form on the student's behalf, (2) requires districts to ensure that each high school student in Grade 12, and if applicable the student's parent/guardian, be directed to any support and assistance necessary to complete the FAFSA and/or CADAA, and (3) that information shared by students and parents/guardians in completing and submitting the FAFSA and CADAA is handled in compliance with the federal Family Rights and Privacy Act and applicable state law, regardless of any person's immigration status or other personal information.

Board Policy 6158 - Independent Study

Policy updated to reflect **NEW LAW (AB 167, 2021)** which relaxes certain independent study (IS) requirements with respect to any student who is unable to attend in-person instruction due to a quarantine or school closure during the 2021-22 school year and to incorporate California Department of Education program clarifications, including that a district is permitted to (1) require students who cannot participate in classroom-based instruction during the school year due to quarantine or school closure because of infection with or exposure to COVID-19 to participate in IS, (2) claim apportionment credit for such students' participation in IS for fewer than the minimum three consecutive days generally required for IS, and (3)

obtain a signed written agreement from each participating student not later than 30 days after IS begins, rather than before a student may participate in IS.

Administrative Regulation 6158 - Independent Study

Regulation updated to reflect **NEW LAW (AB 167, 2021)** which permits districts to offer Independent Study (IS) to students who are unable to attend in-person instruction due to a quarantine pursuant to local or state public health guidance because of exposure to or infection with COVID-19. Regulation also revised to clarify that a student must be enrolled in school in order to participate in IS.

Board Policy 6170.1 - Transitional Kindergarten

Policy updated to reflect **NEW LAW (AB 130, 2021)** which (1) gradually revises the timespans for mandatory transitional kindergarten (TK) admittance such that, by the 2025-26 school year, children who turn four by September 1 will be eligible for TK, (2) establishes the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs at districts, including but not limited to TK programs, and which requires districts to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, (3) establishes the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to provide one-time grants to school districts to construct new school facilities or retrofit existing school facilities including for the purpose of providing TK classrooms, (4) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program, and (5) requires districts to maintain an average TK class enrollment of not more than 24 students for each school site and which, commencing with the 2022–23 school year, requires districts to maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. Policy also updated to reflect requirements for programs that commingle preschool-age and TK students.

Board Bylaw 9150 - Student Board Members

Bylaw updated to reflect **NEW LAW (AB 824, 2021)** which specifies circumstances under which a governing board may adjust the term of a student board member. Bylaw also updated to enhance legal accuracy and clarity.

Board Bylaw 9320 - Meetings and Notices

Bylaw updated to clarify that it is discussion among themselves, via technology, of a majority of the governing board regarding an item within the subject matter jurisdiction of the board that can result in a violation of the Brown Act, and that agenda materials are required to be made available for public inspection at the time the materials are distributed to all or a majority of the board when agenda materials relating to an open session of a regular meeting are distributed to the board less than 72 hours before the meeting. Bylaw also updated to add a new section "Teleconferencing During a Proclaimed State of Emergency" which reflects **NEW LAW (AB 361, 2021)** that (1) authorizes boards, until January 1, 2024, to conduct board meetings by teleconference, as specified, without meeting certain requirements otherwise required of teleconference meetings when holding a board meeting during a proclaimed state of emergency when state or local officials have imposed or recommend measures to promote social distancing; to determine whether, as a result of an emergency, meeting in person would present imminent risks to the health or safety of attendees; or when it has been determined, as a result of an emergency, that meeting in person would present imminent risks to the health or safety of attendees, (2) includes that the district may, in its discretion, provide a physical location from which the public may attend or comment and, (3) provides that the board may continue to conduct meetings by teleconference during proclaimed states of emergency by a majority vote finding within 30 days after teleconferencing for the first time and every 30 days thereafter that either the state of emergency continues to directly impact the ability of the board to meet safely in person or that state or local officials continue to impose or recommend measures to promote social distancing.