# COVID19 Strategic Plan 2020-2021

# ■ TABLE OF CONTENTS

# ■ MISSION STATEMENT

The COVID19 Pandemic requires resolute, comprehensive, and dynamic measures to limit risks to our community. The latest scientific understanding of this novel virus has been employed to develop the following strategic plan. The goal of this plan is to protect our community from adverse impacts of the pandemic while securing the robust educational progress, healthy development and well-being of all students.

The most important resource in responding to this pandemic is our community cohesion. It is through our collective ingenuity, persistence, logical reasoning, integrity and compassion for each other's well-being that we will whether this pandemic successfully. E Pluribus Unum.

# ■ INTRODUCTION

We are in a time of unprecedented change for our educational system. Harmony Union School District is resolute in our efforts to provide high quality instruction in a comprehensive curriculum, social and emotional learning, with equity and innovation at its core, even in the midst of the Pandemic. This plan was written in consultation with teachers, staff and parents. It is based upon the most recent guidance from the Sonoma County of Office of Education (SCOE) Roadmap to Safely Reopening Schools, the Sonoma County Public Health Guidelines, and the California Department of Public Health (CDPH) Guidelines.

The plan includes health and safety, communications, and models for providing learning for students in the safest environment possible. These strategies are based on the best available public health data with acknowledgment to the incredible efforts of the scientific and medical community to provide evidence-based understanding and recommendations in the midst of a hostile disinformation campaign and intense political pressure.

Understanding that our community is in a state of constant change, HUSD has developed several instructional programs to provide families options as they navigate the pandemic according to their unique circumstances. The options include a Hybrid program and a Home Learning Program. The Hybrid program includes classes on campus (when possible), while the Home Learning Program (lead by parent instruction) includes two tracks:
1. **Home Learning Connected** is a blended program using eLearning and teleconference tutorials.
2. **Home Learning Independent** is a remote learning program that relies on paper and pencil and project-based learning with minimal technological engagement.

It is our priority to open schools for students, but only when it is safe to do so. HUSD will follow the State and Health Department requirements regarding reopening. County and local conditions will also be taken into account when making determinations on opening or closure. HUSD will communicate with our families and community throughout the pandemic to ensure all are appraised of current conditions as they change.

# ■ GLOSSARY OF TERMS

**Asynchronous Learning:** learning occurs at different times and at a different pace without real- time interaction between student and teacher.

**Authentic assessment:** is the measurement of "intellectual accomplishments that are worthwhile, significant, and meaningful" as contrasted to multiple choice standardized tests. Authentic assessment can be devised by the teacher, or in collaboration with the student by engaging student voice

**HUSD**: Harmony Union School District

**Cohort:** an academic group that consists of a part of the class, scheduled together for in person instruction, working together, progressing through the same academic curriculum

**COVID-19**: a mild to severe viral/respiratory illness that is caused by a coronavirus; is transmitted chiefly by contact with infectious material (e.g. respiratory droplets) or with objects or surfaces contaminated by the causative virus, and is characterized especially by fever, cough, and shortness of breath and may progress to pneumonia and respiratory failure

**Distance Learning**: a method of teaching and learning where teachers and students do not meet in a brick and mortar classroom but instead use online resources and virtual classrooms

**EL**: English Learner

**ELD**: English Language Development: Instruction to students with primary languages other than English to speak, listen, read and write in English and to develop critical English language skills necessary for academic content in English

**Essential Standards**: Standards that are a carefully selected subset of the total list of the grade- specific and course-specific State Common Core Learning Standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course

**Flipped Learning/Flipped Classroom:** a model of learning where students receive remotely the directions and assignments, materials, and readings/videos prior to in-person instruction. When students are on campus, learning is provided through active and engaging and robust opportunities for students to practice and demonstrate their learning

**Home Learning**: a learning Track in which students work 100% remotely by participating in zoom class meetings, on-line platforms, and other grade level work made available as an option to in person instruction during the pandemic.

**Hybrid/Blended Learning Model:** combines face-to-face and online teaching into one cohesive experience. A portion of the students are in-person on-campus learning, while the other portion of students work online or remotely

**Mitigate**: to cause to become less harsh or hostile; to make less severe or painful

**Pandemic**: an outbreak of a disease that occurs over a wide geographic area and affects an exceptionally high proportion of the population

**Performance Task:** A learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency

**Personal Protective Equipment (PPE)**: personal protective equipment, commonly referred to as "PPE"; worn to minimize exposure to hazards that cause serious injuries or illnesses

**PSPS**: Public Service Power Shutoff is an action to temporarily interrupt electric power transmission due to severe weather conditions

**RULER:** A research-based social emotional learning program created by the Yale Center for Emotional Intelligence. RULER is used to help students, families, and educators build emotional intelligence. RULER is an acronym (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions) used to remember the different aspects of emotional intelligence.

**Social Distancing**: maintaining a greater than usual physical distance from other people or avoiding direct contact with people or objects in public places during a pandemic in order to minimize exposure and reduce the transmission of infection

**Social Emotional Learning:** is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Social Emotional Wellness**: is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress

**Synchronous Learning:** learning that occurs concurrently with other students and that happens live or in real time

**Toolbox:** a social emotional curriculum plan that teaches important personal proficiencies for self-awareness, self-management, healthy relationships, and responsible decision making

# ■ PANDEMIC CONTEXT

**COVID-19**

Not all aspects about the nature of the virus are known, HOWEVER, much is known, and more research is deepening our understanding of the virus and how it functions. We are indebted to the collaboration of scientists and health care practitioners across the globe.  much has been corroborated by public health providers and scientists across the globe. The development of our response is based on the following understandings of the COVID19 Virus:

- The symptoms of an infection can be similar to a flu. Though symptoms and their severity can vary significantly.
- Fever is not always present. Low blood oxygen level is a common symptom.
- Asymptomatic infections are possible, perhaps 30-50% of infected individuals may experience COVID without observed symptoms.
- Asymptomatic or pre-symptomatic carriers can spread the illness.
- Children can carry and spread the virus.
- Symptomatic carriers are more efficient at spreading the illness (symptomatic individuals discharge fluids more prevalently through coughing, elevated viral loads etc.).
- Airborne or surface droplet spread is suspected as the most likely medium for spread.
- The R value of the virus can be very high, perhaps between R 2.0-4.0 in the general population without spread suppression measures, but in enclosed spaces or in specific cases of super-spreaders, the R value can be exceedingly high (see choir case in Washington).
- R value less than 1 in a population leads to the extinguishing of the virus.
- R value of 1 maintains the spread at a steady pace
- R value above 1 expands the spread, compounding the quantity of infections as time progresses
- The virus is potentially deadly, with a death rate far above flu
- There may be lingering outcomes for survivors and there have been cases of stroke/clotting and inflammation unassociated with flu symptoms or combined.
- The infection can be long lasting, weeks not days.
- The surfaces can be cleaned effectively with disinfectants.
- Masks can reduce communication of the virus by approximately 75%
- Frequent, thorough hand washing and/or using >70% alcohol-based hand sanitizers can be effective at reducing the presence of virus on the hands.
- Airborne particles from sneezes and coughs can be suspended in interior air spaces for hours. The virus has been found to persist for hours and even days on some surfaces.

**Strategic Considerations**
- R Value is the key factor that is targeted by most mitigation strategies. The R value is the rate of infection. An R value of 1 maintains the spread at a steady pace…one person infects one other person (linear growth). An R value less than 1 in a population leads to the extinguishing of the virus. An R value above 1 expands the spread, compounding the quantity of infections as time progresses (exponential curve)

- Dealing with a pandemic requires consistent cooperative action by all members of the community. To extinguish a socially communicated virus requires collective efforts. If one segment of a community allows the virus to spread without mitigation then the virus is able to sustain its replication over time…bridging the time that the rest of the community is sheltering in place… allowing the virus to stay alive and incubate…waiting for other areas of the community who had practiced the mitigation strategies to "open up" again. Thus, a community effort is only as successful as the weakest practices in the inter-linked members of the community.

**Goals**
- Protect our community by reducing the risk of infection for staff, children and families to as near 0 as possible.
- Protect the academic progress of students and ensure equity of progress for all students.
- Continue to provide, as much as possible, a comprehensive education program.
- Ensure "high risk" individuals are provided accommodations to ensure that their access to educational opportunity is not obstructed by their medical circumstances.

■ DETERMINING RISK AND SCHOOL CLOSURE

# 7 Factors of the Epidemic

There are several factors of epidemics that, in aggregate, provide a *risk profile* to inform deliberations on whether to open or close schools. Explicit guidelines for opening or closing schools has not been released by the Department of Public Health. However, county level data tracking and *thresholds* for watch listing counties are published. In the absence of direct public health orders for school closures, it is suggested that school governance bodies use Public Health Department data and watch list thresholds to inform opening deliberations.

The following is presented as a summary of seven factors that educational leaders can use to assess, in real time, the prevailing conditions of an epidemic. Such assessments, conducted over time, can help leaders discern trends in the epidemic. Understanding these trends is helpful in forecasting pandemic conditions so that planners can reasonably anticipate future conditions and consider the mitigation efforts that schools should prepare to employ in response.

These 7 factors include
1. **Transmission Rates**
2. **Prevalence**
3. **Testing Availability**
4. **Healthcare Capacity**
5. **Mitigation Engagement**
6. **Disease Outcomes**
7. **Susceptibility**

These factors are presented as points of consideration for opening and closing schools during the epidemic. Included in the discussion of each factor below is a table of "key measures" that offer relative indication of favorable or unfavorable conditions, but does not represent, in objective terms, actual *real* quantitative risk estimates. In absence of such knowledge, the greatest value in observing these factors comes in tracking their change over time. This comparison of change over time provides a basis for ascertaining the trend in the epidemic, which has value in forecasting future pandemic conditions and in turn, planning for those future conditions.

**A Note about Data**
Data has the potential to be distorted due to statistical biases and errors that compromises its utility. It is important that analysis of epidemic factors recognizes that available data may be flawed or incomplete. Proceeding with an operating assumption that data carries with it some uncertainty is preferable to assuming inerrancy. In addition, significant concerns grow of manipulation and suppression of data by political agents. Such deceit is malevolent; hobbling efforts to protect the health and public safety of the people.

# 1. Transmission
**Rate of Spread (R Value)**

The R value, or the Reproduction Rate of the virus, is essential to understand the risk for infection in the community. There are several R values used in epidemiology, but for our purposes, the Effective Reproduction Rate ($R_e$) is used. $R_e$ measures the rate of spread of the virus within community and is impacted by population density, mitigations strategies and their fidelity in implementation, along with the rate of disappearance of the illness and the prevalence of susceptibility for infection in the population.

R Value is a key factor measuring the success or failure of mitigation strategies in the community and can be used to infer the risk of infection for a person within a given population.
- An R value of 1 maintains the spread. When R=1, one person infects, on average, one additional person before they are no longer infectious (due to recover or death).
- An R value less than 1 leads to an extinguishing of the virus in the community. For example, if the R value is 0.5, if 2 people were infectious at the same time, only one of them would, on average, cause an infection in another person.
- R value above 1 expands the spread, compounding the quantity of infections as time progresses. Exponential growth is the outcome of sustained R values above 1

The Following Chart Illustrates caseloads over time (generations) for various R values.

|         | Gen 1     | Gen 2 | Gen 3 | Gen 4  | Gen 5 |
|---------|-----------|-------|-------|--------|-------|
| R = 0.5 | 100 Cases | 50    | 25    | ~13    | ~6    |
| R = 1.0 | 100 Cases | 100   | 100   | 100    | 100   |
| R = 1.5 | 100 Cases | 150   | 225   | ~338   | ~506  |
| R = 2   | 100 Cases | 200   | 400   | 800    | 1600  |

The R value of COVID-19 appears to be high, perhaps R 2.0 - 6.0 without mitigations in place. In April, 2020 *after* shelter in place orders, San Francisco was reported to have had an R value of ~0.8, and cases were confined or declined. Upon reopening, as of late June 2020, the R value for SF was reported as ~1.2, leading to an increase in cases. As with many measures, R should be considered within the context of other factors, particularly the overall caseload: An R Value of 0.8 when the caseload is at 10,000 presents a different risk factor than if the caseload is 10.

**Data Source**
A source of current R values for Sonoma County has not been identified. Local news reports have periodically identified R values for surrounding counties, notably San Francisco.

**Proposed risk thresholds of Reproduction Rate data (R Value):**
| | |
|---|---|
| 0 – 0.5 | Very Favorable |
| 0.5 – 0.9 | Favorable |
| 0.9 – 1.2 | Unfavorable |
| 1.2+ | Very Unfavorable |

## 2. Prevalence
**Case rate & Active Cases**

The amount of cases present in a community increases or decreases the potential for contagion on the school campus. The risk of exposure to infectious individuals rises and falls along with the percentage of infected individuals within the population. The Case Rate is usually reported as the number of cases per 100,000 individuals.

The case rate generally does not account for all cases in the community. If testing is not universally available, the raw number of new cases daily is likely incomplete, and the data must be considered in this light. The actual number of cases in a community may be higher or lower depending on sampling profile, perhaps by an order of magnitude. If testing is frequent, broad and immediate, then case rate will come closer to the true rate in the community but the profile will likely yield a lower testing positivity rate as more non-infected individuals will be included in the testing pool.

**Data Source**
The CDPH uses a 14-day episode for calculating its case rate, with more than 100 cases per 100,000 people causing a county to be flagged. The active case count percentage *is* reported on the county COVID dashboard can be used as a similar measure. To help interpret the active cases number, it is important to know the overall number of tests provided and the percent positive results to gain greater insights into trends.  Lacking that information, the following measure of % active cases, can be sourced at the Sonoma County COVID data dashboard.

**Proposed risk thresholds of Case Rate data (Active Cases)**
0 – 0.02(0-2 in 100,000)               Very Favorable
0.03 – 0.05      (3-5 in 10,000)                Favorable
0.06 – 0.10      (6-10 in 10,000)               Unfavorable
0.11+               (11+ in 10,000 or 1+ in 1000)    Very Unfavorable

## 3. Testing Availability & Latency of results

In order to have accurate data on the conditions in the community, testing must have LOW latency and easy accessibility. If the measures of testing availability and latency are unfavorable, risk increases in the decision-making process. Elevated risk due to incomplete or delayed data must be considering the safety of school closure and reopening.

- **Availability**
  When testing was severely constrained at the start of the epidemic, active case counts were unreliable to assess the extent of transmission and prevalence. As tests became available, data became more reliable. Testing availability can also introduce biases into the data. Typically, people who are sick are more likely to be tested. This selection bias must be understood to be able to extrapolate from the data approximately the rate and prevalence of the virus the community is. Generally, the more testing, the lower the margin of error when extrapolating to demographic trends. Thus, there is greater confidence in decision making when data is broad. Test availability can be measured by wait time required to receive testing.
- **Latency of results**
  If testing does not provide results for days or even weeks, then cohort exposure control, contact tracing, and self-quarantine protocols are hobbled. In addition, Case Rate data becomes stale and clouds the understanding of the actual risk profile of the pandemic at any point in time. Test data is ALWAYS a lagging indicator but the extent of LAG increases or decreases the confidence that can be placed on data used to inform decisions.

A source for such data below has yet to be identified. Tracking news reports of trends in testing availability could be used, but an official source should be referenced.

**Proposed risk thresholds of Test Availability**
**Time from request to test**
Immediate      Very Favorable
0 – 24          Favorable
24 – 48 Unfavorable
> 48            Very Unfavorable

**Proposed risk thresholds of Test Results Latency**
**Time in hours from testing to results**
0 – 24          Very Favorable
25 – 48 Favorable
48 – 72 Unfavorable
> 72            Very Unfavorable

## 4. Healthcare Capacity

Much of the early conversation in COVID management related to "flattening the curve". The curve in the phrase refers to the increasing case count experiencing transmission of the virus. The goal in flattening the curve is to reduce the overall number of cases, and the suppress the number of cases below hospital capacity limits to ensure that all infected individuals are able to get full intervention support. If the total population of cases surpasses the capacity of hospitals, then care becomes rationed, and not all individuals are able to receive treatments necessary

As an epidemic expands, hospital capacity is strained which has the potential to impact outcomes, not only for COVID patients, but for patients with other conditions that may be excluded from access to treatment due to rationing. Hospital capacity is often measured in both the increase/decrease in hospitalization rates, as well as the % availability of ICU beds and/or ventilators.

The Sonoma County COVID Dashboard provides both hospitalization rates as well as ICU availability (also ventilator availability).

**Proposed risk thresholds of Hospitalization Rate**
**Change in 3 day average of COVID hospitalized patients**

| | |
|---|---|
| < -5% | Very Favorable |
| 0 – (-5)% | Favorable |
| 1% – 9% | Unfavorable |
| > 96 | Very Unfavorable |

**Proposed risk thresholds of ICU Beds**
**Percentage of Beds Available**

| | |
|---|---|
| > 40% | Very Favorable |
| 20-40% | Favorable |
| 10-20% Available | Unfavorable |
| 0-10% Available | Very Unfavorable |

## 5. Mitigation Engagement

As can be observed by comparing national responses to the pandemic globally, some countries have instituted more effective mitigation and prevention efforts than others. As of July 2020, successful responses include a dynamic set of tools to stall and diminish transmission of the virus. Shutdowns of public and private congregation, comprehensive mask use, increased sanitation and hygiene, and comprehensive testing, contact tracing and mandatory quarantines are effective at extinguishing the virus in a community.

All parts of this system must be operating in order to achieve successful elimination or low prevalence management. Solidarity by the public in following these protocols is essential. Epidemic response success is held captive by non-participants and resistors. Sadly, the COVID response in the United States has been corrupted by intentional politicization of mitigation measures. Therefore, an important measure of epidemic trends must take into account the social behavior trends in the local community. Such a measure would consider the potential for success of various mitigation/prevention tools.

Fidelity to sanitation and hygiene practices is difficult to measure. Shutdowns are observable, generally through state notification of reopening "stages" or through state "watch list" interventions describing closures of businesses and industries. Mask use is easily observable, but anecdotal. Some surveys are published, periodically, of self-reported mask use. These surveys may be helpful, however their granularity to the county level is not typically published. Contact tracing capacity can also be measured, but an available data source has not been identified. In place of this, descriptive measures are provided and require subjective analysis of social trends to characterize each measure.

**Proposed risk thresholds of Contact Tracing Capacity In hours until initiation**

| | |
|---|---|
| Immediate | Very Favorable |
| 0 – 24 | Favorable |
| 24 – 48 | Unfavorable |
| > 48 | Very Unfavorable |

**Proposed risk thresholds for % public Mask Use**

| | |
|---|---|
| 90-100% | Very Favorable |
| 80-90% | Favorable |
| 60-80% | Unfavorable |
| 0-60% | Very Unfavorable |

## 6. Disease Outcomes: COVID Itself

Because COVID is a *novel* virus, there are many aspects of its impact that is not yet understood. It is difficult then, to measure all potential risks that the disease poses to student and staff. As more information becomes available, confidence will increase in risk assessment.

As of July 2020 the following outcomes of the virus have been demonstrated in data, though peer review is still pending on some claims:

      Some cases are asymptomatic
      Some cases are mild
      Mild cases can demonstrate lingering effects
      Children and adults are susceptible for infection
      A rare inflammatory response has been observed in some children
      Pre-existing conditions are correlated with increased risk for severe cases
      Increased age correlates with increasingly poor outcomes
      COVID impacts not only the respiratory system, but can also impact other organ systems
      COVID infection can debilitate the patient for weeks or months
      Permanent damage to organs is observed in some cases
      ~20% of symptomatic cases require some medical intervention
      ~5% of symptomatic infections require ICU/Vents]
      Infection Fatality Rate is estimated at 0.65% (CDC 07/12/20)

The potential for severe outcomes from COVID-19 infection is demonstrably high. Though children appear at lower risk for adverse cases, they appear capable of transmitting illness to older staff and families. As such, schools can serve as vectors for an illness that, beyond the mortality rate, leaves many recovering patients with long term ailments.  Even those that ultimately recover, may struggle through the illness over many weeks or months. The potential of severe COVID-19 outcomes should be understood and must be considered in discussion of school closure.

      **Risk thresholds for Outcomes N/A**

# 7. Susceptibility

As time progresses in the pandemic, the factor of susceptibility becomes a more significant player impacting risks of infection. Susceptibility is the extent to which individuals in the population can be infected. In illnesses that induce immunity in recovered patients, as the virus spreads among the population, the percentage of recovered individuals in the community grows. And as the percentage of recovered (now immune) individuals increases, the transmission rate decreases due to reduction in available uninfected hosts. Whether by natural acquisition of immunity through infection and recovery, or through vaccination, if immunity is possible, then the susceptibility of the population will decrease over time. "Herd immunity" is a colloquialism for a population with LOW susceptibility for future infection

Herd immunity thresholds vary depending on the virus, but percentages of immune individuals necessary for herd immunity ranges from 60-90%. Even if herd immunity is not reached, increasing numbers of immune individuals in a population has the potential to slow the transmission rate.

COVID-19 is still being researched to determine the ability of individuals to develop and retain immunity. Some research indicates at least short-term immunity is possible. Cases have also been noted however, of reinfections of individuals who had previously recovered and tested negative. This is not necessarily unusual, as development of immunity, either through from infection or vaccination, is not 100%. It is essential for long term planning to determine the nature of immunity development for COVID-19.

Early research into the persistence of COVID-19 anti-bodies is inconclusive to date. Recent reports of the role of T-Cells and their presence in recovered individuals may suggest T-Cells as a potential pathway for immunity. If T-Cells are indeed the primary agent governing immunity, this may prove favorable as T-Cell regulated immunity tends to persist longer in individuals than that only mediated by anti-bodies.

Though herd immunity is a favorable factor that minimizes risk for individuals in the community, it takes a great deal of time to develop herd immunity in an epidemic with these features. After 6 months of COVID's presence, the percent of individuals with evidence of antibodies is limited in many communities. The number of deaths, the numbers of recovered individuals with adverse long-term impacts, and the extensive social disruption caused by COVID-19 should dissuade any reasonable individual to consider pursuit of herd immunity through natural acquisition.

In the first 6 months of COVID, New York City alone lost 22,000 lives. Even after this scale of loss, only ~21% of population demonstrate antibodies in testing. It may be that more accurate immunity tests will reveal more extensive immunity, but taking these numbers into consideration, continued spread of the virus in New York city would likely produce an additional 60,000+ deaths before the susceptibility for infection in the community reaches thresholds for herd immunity. Naturally acquired herd

immunity in New York City could mean almost 1 in 100 new Yorkers would die from COVID19 in the process. An unknown number of adverse cases would survive.

Many vaccines are entering stage 3 trials in humans. Several teams have published preliminary results and they are promising. COVID-19 may be able to be controlled with vaccination. It should be cautioned however, that availability of such vaccines may not arrive for 6-12 months, well into 2021. In addition, the virus continues to evolve and as it does so, vaccines developed months ago based upon a difference generation of virus, may not be as effective against later generations. Thankfully, early reports are that the virus demonstrates a slower rate of genetic change.

Finally, given the disinformation campaign already effecting vaccinations rates in the United States, and given the same disinformation organizations are rallying resistance to mask wearing in COVID-19, early surveys are showing over 40% of Americans stating they would not pursue vaccination if it became available. These are troubling numbers. It may be that, between naturally acquired immunity, and the portion of the population amenable to vaccination, herd immunity could be reached. But such an eventuality is surely 12 months or more away (Summer 2021 or later).

**Proposed risk thresholds for % of population immune**
90-100%    Very Favorable
80-90% Favorable
60-80% Unfavorable
0-60%    Very Unfavorable

# ■ COVID-19 EPIDEMIC RISK PROFILE FORM

| Date | | | | |
|---|---|---|---|---|
| | | | | |
| County | | | | |
| County on Watchlist | | No | Yes | |
| County Stage | 4 | 3 | 2 | 1 |
| | | | | |
| Transmission Rates | Very Favorable | Favorable | Unfavorable | Very Unfavorable |
| R Value | 0 – 0.5 | 0.5 – 0.9 | 0.9 – 1.2 | 1.2+ |
| | | | | |
| Prevalence | Very Favorable | Favorable | Unfavorable | Very Unfavorable |
| Case Rate | 0 – 0.02% | 0.03 – 0.05% | 0.06 – 0.10% | 0.11+% |
| | | | | |
| Testing Availability | Very Favorable | Favorable | Unfavorable | Very Unfavorable |
| Time to Testing | Immediate | 0 - 24 | 25 - 48 | 48+ |
| Time to Results | 0 - 24 | 25-48 | 48 - 72 | 73+ |
| | | | | |
| Healthcare Capacity | Very Favorable | Favorable | Unfavorable | Very Unfavorable |
| Hospitalization Rate | < -5% | (-1) - (-5%) | 0 - 9% | 10+ % |
| % ICU Beds Available | 40+% | 20 - 40% | 10 - 20% | 0 - 10% |
| | | | | |
| Mitigation Engagement | Very Favorable | Favorable | Unfavorable | Very Unfavorable |
| Time to Contact Tracing | Immediate | 0 - 24 | 25 - 48 | 48+ |
| % Public Mask Use | 90 - 100% | 80 - 90% | 60-80% | 0-60% |
| | | | | |
| Disease Outcomes | N/A | | | |
| | | | | |
| Susceptibility | Very Favorable | Favorable | Unfavorable | Very Unfavorable |
| % of Population Immune | 90 - 100% | 80 - 90% | 60-80% | 0-60% |

# ■ PLAN GUIDING PRINCIPALS

## Considerations

The collaboration of Faculty and Staff was essential to the development of this plan. The planning process is ongoing and as conditions and guidelines changes, this plan will be adapted. The following summarizes the considerations guiding plan development:

**Connection**
- Social-Emotional Wellness
- Connection to classroom community
- Transition back to school

**Instruction**
- Clear expectations
- Essential Standards
- Flexible instructional strategies
- Assessment to guide instruction and progress monitoring
- Access to support and intervention

**Safety**
- Follow County and State Health Guidelines
- Create safety protocol and systems
- COVID training for students, parents, and staff

**Technology**
- Ensure technology access for all students
- Provide technology support for students and families
- Offer consistency with online platforms

**Communication**
- Consistent communication will take place between the district, schools, and teachers and parents.

**Professional Development for Teachers and Staff**
- Training on most effective practices for each model (page 15)
- Time for on-going learning, planning, collaborating with grade level team members
- Time to design lessons/curriculum together, vertically with, grade level teams
- Safety training on COVID-19

**Guiding Principles**
- Safeguard the health and safety of students and staff
- Comply with the State, County Health Department, and CDC guidelines
- Consider input and feedback from multiple sources
- Ensure equitable access to teaching and learning, prioritizing needs of most vulnerable students
- Foster student learning and progress
- Reduce negative or unintended consequences
- Maintain positive learning environments
- Attend to social and emotional needs

# ■ RESOURCES AND COLLABORATION

The HUSD COVID19 Strategic Plan was developed in alignment with the following publications and guidance:

Sonoma County Road Map to Reopening Schools Safely:
https://www.scoe.org/files/Sonoma_County_Road_Map_to_Safe_Reopening_FINAL_v4.pdf

Sonoma County Office of Education Roadmap to Reopening Schools: Parent Guide:
https://www.scoe.org/files/Roadmap_to_Reopening_Schools_Parent_Guide.pdf

California Department of Education: Stronger Together: A Guidebook for the Safe Reopening of California's schools
https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf

A Guidebook for the Safe Reopening of California's Public Schools Video Overview:
https://www.cde.ca.gov/ls/he/hn/reop20200622.asp

Center for Disease Control Cleaning Guidelines:
https://www.cdc.gov/coronavirus/2019- ncov/community/disinfecting-building- facility.html

CA Assembly Bill 98: Education Finance Trailer Bill:
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=20192020 0SB98

American Academy of Pediatrics:
https://services.aap.org/en/pages/2019-novel- coronavirus- covid-19-infections/clinical-guidance/covid-19-planning-considerations- return-to-in-person- education-in-schools/

California Department of Public Health COVID Guidance
https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Guidance.aspx

Sonoma County Department of Health orders:
https://socoemergency.org/emergency/novel- coronavirus/health-orders/

And in with consideration and input from:
        Faculty and Staff of Harmony Union School District
        Parent Surveys, Forums, Discussions and Feedback

# ■ HEALTH AND SAFETY

## Essential of Transmission Reduction
- Home Health Screening
- Health Screening upon entry to school
- Personal Protective Equipment (PPE) for all staff
- Mandatory mask use
- 6 foot physical distancing
- Eye protection as required
- Keeping hands from face
- 6 foot physical distancing
- Creation of cohort pods of limited outgroup interaction to assist in isolation of social networks
- Clearly defined processes and protocols for student and staff movement on campus, including but not limited to busing, in-class, hallways, lunch, recess/break, and before/after school
- COVID safety training for staff, student, parents, and community
- Sanitation--frequent restroom cleaning, daily cleaning, and deep cleaning per CDC guidelines

The Health and Safety recommendations focus on the student/staff health and safety, sanitation, and preparation and maintenance of all facilities. There are expectations for overall safety for students, staff, parents, and the community. Together, we can lower the risk of the spread of COVID-19 and promote a positive and nurturing learning environment for our students.

All recommendations are based on mitigating risk and following the stages set out by our County Public Health Officer, Center for Disease Control (CDC) and other scientific and educational authorities. The District will be flexible and responsive to change. Cleaning and safety standards, by best effort, will adhere to current recommendations.

## Health and Safety Communication Information
Communication formats include but are not limited to communications through AERIES, telephone, text messaging, email, flyers, website, and in-person.
- Coordinate notification of staff, students/parents (following Public Health Guidelines) when there has been a COVID-19 exposure at a school site or other district worksite
- Collect and report data to the Sonoma County Public Health Office
- Assist in Contact Tracing in conjunction with Public Health guidelines
- Provide for the dissemination of related communications
- Set up COVID-19 related training for students, parents, and staff.
- Promoting Behaviors that Reduce the Spread of COVID-19

Using multiple resources listed above, the following steps promote healthy behaviors to reduce the spread of COVID-19.

- **Stay home when in doubt**. This applies to students, staff, parents, and members of the community. No one should come to school with a fever or nausea or the following COVID-type symptoms:
  1. ('flu-like' with no fever): Headache, loss of smell, muscle pains, cough, sore throat, chest pain, no fever.
  2. ('flu-like' with fever): Headache, loss of smell, cough, sore throat, hoarseness, fever, loss of appetite.
  3. (gastrointestinal): Headache, loss of smell, loss of appetite, diarrhea, sore throat, chest pain, no cough.
  4. (severe level one, fatigue): Headache, loss of smell, cough, fever, hoarseness, chest pain, fatigue.
  5. (severe level two, confusion): Headache, loss of smell, loss of appetite, cough, fever, hoarseness, sore throat, chest pain, fatigue, confusion, muscle pain.
  6. (severe level three, abdominal and respiratory): Headache, loss of smell, loss of appetite, cough, fever, hoarseness, sore throat, chest pain, fatigue, confusion, muscle pain, shortness of breath, diarrhea, abdominal pain.
- Education of such will be provided to staff about when they should stay home, families about when their child(ren) should stay home, and when either staff or a student can return to work or school
- Require employees and students who are sick or who have recently had close contact (longer than 15 minutes) with a person with COVID-19 to stay home.
- Students and staff will continue to report their absences when they need to stay home.
- Staff and students should stay home if they or a member of their household has tested positive for or are showing COVID-19 symptoms.
- Follow the Sonoma County Public Health Orders and the Sonoma County Roadmap to
- Safe Reopening's criteria that will guide Students and Staff on when to return to work.

## Hygiene and Etiquette

- Videos, flyers, and onsite demonstrations will be used to teach and reinforce handwashing with soap and water for at least 20 seconds.
- If soap and water are not readily available, hand sanitizer that contains at least 70% alcohol will be available in classrooms and offices. Children under 9 years old should use hand sanitizer under adult supervision.
- Staff and students will be encouraged to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. If soap and water are not available, hand sanitizer should be used.

## Personal Protective Equipment and Supplies

- Face coverings are required for all persons (staff, students, parents, or community members) who are at any district or school site unless they have physical exemption from the mandatory mask requirement. The District has purchased an ample supply of face masks. Staff will also be provided with the option of a District purchased face shield.

- Face-covering may be removed during breaks during designated times and in designated outdoor areas with mandatory EXPANDED physical distancing of 12 feet.
- Eating and drinking will occur outdoors. Face coverings will not be required while students and staff are engaged in eating or drinking. Mandatory Physical distancing must be maintained.
- Training will be provided for students and staff in the proper use and etiquette of all face coverings.
- HUSD will continue to monitor and update requirements for face coverings based on guidance from the Sonoma County Roadmap to a Safe Reopening and CDPH.

## Signs and Messages

Signs that promote protective measures will be posted in visible locations throughout the School. These include, but are not limited to, self-assessment of possible COVID-19 symptoms/exposure, when to stay home, proper use of PPE, access to training and where to obtain more information.

## Cleaning and Disinfection

HUSD will ensure all maintenance staff are up to date on COVID 19 cleaning and sanitizing procedures. Staff members are trained in the proper cleaning of frequently touched surfaces (e.g. door handles, desks, sink handles, restrooms etc.) and other areas of the schools and additional equipment for sanitizing surfaces has been purchased. HUSD will install new water bottle filling stations and all staff and students are encouraged to bring a water bottle for filling. Disposable cups will be provided in the absence of a personalized water bottle. Drinking fountains will not be used.

Schedules will be set up to provide for cleaning during and after the day and to provide increased cleaning and to disinfect due to COVID. Cleaning supplies will continue to be stored away from children. We will use the most effective but least toxic chemicals approved by CDC for COVID-19 per the Environmental Protection Agency and Integrated Pest Management procedures. Additional sterilizing equipment has been purchased and will be employed.

The use of shared objects (e.g., physical education equipment, art supplies, toys, musical instruments, computers) will be significantly limited at this time unless they can be cleaned after a single use. In addition, there will be no shared school supplies. The list is limited to items students use each day but cannot be shared now (for example: crayons, pencils, glue, scissors, paper, rulers). Staff engaged in cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection in addition to PPE as required by product instructions. **All students will be provided with personal backpacks and supplies that they can carry from classroom to outdoor classroom to minimize sharing of common tools.**

Outdoor activities, including instruction, will be encouraged. Students should come prepared for increased outdoor activities. They should wear layers of clothing or bring additional clothing.

HVAC filters of at least MERV16 will be changed before school starts in August and will continue to be changed on the regular replacement cycle. Stand alone air purifiers will be provided for classrooms with ductless HVAC systems. In addition to HVAC, best practices for classroom and office ventilation are to have windows and doors open to allow air flow to provide as much fresh air as possible. Box fans will be set up at opposite ends of the classroom, one for drawing air in, the other for push air out to increase Air Changes Per Hour (ACPH).

## Modified Classroom Layouts

Currently, the Sonoma County Public Health Department requires districts to seat students 6' apart (chair to chair) and to avoid having students face each other. As conditions improve, seating may become more flexible. Seating at tables or desks is spaced at least six feet apart.

- The six-foot space is relevant to the distance between people; portions of desks or tables may be within the six-foot distance between people.
- For all positions that perform one-on-one legally required student testing (e.g. school psychologist and the speech pathologist) approved plexiglass separators will be provided.
- The number of persons allowed in the restrooms at one time will be established based on social distancing requirements based on the size of the restroom including available stalls and restrooms will be cleaned throughout the day.

## Masks

Per Sonoma County Public Health (7/8/20) and the Governor's order: Face coverings should be worn by staff and students per Sonoma County Public Health guidance and are most essential in times when physical distancing is difficult. This will be updated as orders change.

## Before School Protocols at Home:

Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school. Any person who feels ill should stay home. Staff members shall perform self-health checks prior to coming to school
Parents shall perform health check for their children: CDC Parent Checklist: https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html

**Parents are instructed to keep their child at home if they are ill.**
- Take your child's temperature each morning before school—students with a fever of 100.4 or more shall not be sent to school
- Students may return to school when they have been fever free for 24 hours without the use of fever reducing medication
- Notice for coughing, sneezing, respiratory issues, gastrointestinal tract symptoms* or other signs of illness. Do not send children to school who display these symptoms.

*A student or staff member excluded because of symptoms of COVID-19 will be encouraged to contact their health care provider to discuss testing and medical care. In the absence of testing, students or staff should follow local health department guidance for exclusion.*

# Back to School | COVID-19 Screening Tool ✔

*Recommended tool to screen students, teachers, and staff for symptoms of COVID-19.*

## SYMPTOMS

| Are you experiencing any of these COVID-19 symptoms? | YES | NO |
| --- | --- | --- |
| Cough | ☐ | ☐ |
| Fever | ☐ | ☐ |
| Chills | ☐ | ☐ |
| Sore throat | ☐ | ☐ |
| Feeling achy | ☐ | ☐ |
| Shortness of breath / difficulty breathing | ☐ | ☐ |
| Nausea or vomiting | ☐ | ☐ |
| New or unusual headache in the last 24 hours | ☐ | ☐ |
| Diarrhea | ☐ | ☐ |
| Loss of taste or smell | ☐ | ☐ |
| Tingling or numbness | ☐ | ☐ |

## RISK FACTORS

| Do any of the following risk factors apply to you? | YES | NO |
| --- | --- | --- |
| In the last 24 hours have you been in contact with anyone with a known case of the COVID-19 virus? | ☐ | ☐ |

If you checked "YES" to any of the above questions you may have risk factors for COVID-19. Please contact your primary care provider to seek guidance before you or your child attends school.

**Sonoma County**
Office of Education

## Transportation to School

- Non-bus and non-carpool modes of transportation for children is strongly encouraged during the pandemic.
- West County Transportation Protocols https://www.schoolbusing.org/ for student distancing, mask use, and cleaning will be followed.
- American Academy of Pediatrics guidelines https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in- person-education-in-schools/)

Ideally, for students riding the bus, symptom screening would be performed prior to being dropped off at the bus. Parents are highly encouraged to perform this health screen check.

- Students will wear masks on the bus.
- Assigned seating; if possible, assign seats by group (same students sit together each day).
- Tape marks showing students where to sit.
- Drivers should be a minimum of 6 feet from students; driver must wear face covering; consider physical barrier for driver (e.g., plexiglass).
- Have windows open if weather allows.

## Arriving at School

Entry into the school Campus will occur in front of the main office at identified checkpoints
All entrants to campus must submit to health checks
Lines for morning checks will adhere to 6' social distancing between family groups
After clearance of morning check, student may make way to designated location to await start of class
Volunteers will not be allowed on campus during the Pandemic.

## Recess and Play Areas

- Play structures will be off limits
- Multiple play areas shall be designated at each school. Cohorts will rotate through them (e.g.—field, basketball, foursquare blacktop/field) A yard duty will be stationed at each. Equipment (balls, jump ropes, etc.) will be designated and used by class.
- Students should bring their own water bottles and not use drinking fountains (they have been turned off) There are water bottle filling stations in each classroom (sinks), and in each multi-purpose room
- Note: American Pediatrics--Enforcing physical distancing in an outside playground is difficult and may not be the most effective method of risk mitigation. Emphasis should be placed on grouping students and limiting the size of groups participating in playground time. Outdoor transmission of virus is known to be much lower than indoor transmission.

## Meals/Cafeteria

- Students will eat at outside designated tables weather permitting—Tables will be moved further apart. Some students may be assigned the MUR with alternating tables, as the need arises.

- The HUSD Cafeteria will provide bagged or pre-plated lunches to be eaten outdoors when at all possible
- Eating periods will be staggered to permit 6' distancing
- Hand sanitizer stations will be located at each seating area (not each table) and students are to wash or sanitize hands before and after eating.
- Rainy day schedules will accommodate required distancing.

## Restrooms

- Student restrooms will be cleaned at regular intervals throughout the day.
- To the extent possible, doors and windows will be left open.
- When possible, bathrooms will be configured for single use.
- Staff bathrooms we be cleaned at increased frequency

## In Class

- All filters will be changed before the first day of school and as an extra measure, air purifiers are in each class to be used when the windows can't be kept open or at the discretion of the teacher.

- Furniture is placed to permit 6' distancing from student chair to chair and to give 6' from the teacher to students.

## Dismissal from School

Dismissal will occur following social distancing guidelines. Students will not be picked up from the classroom but will assemble in socially distanced pods at the front of the school.

## Common Spaces

Common or shared spaces such as cafeterias, libraries, and playgrounds will operate with staggered schedules that are determined by the site administrators. The schedules will promote social distancing guidelines to ensure staff and student safety while in these areas.

## Protections Higher Risk Individuals:

The Home Learning Program tracks will be offered for students who are medically fragile or would be put at risk by in-person instruction, whose parents request to learn from home, or who are self-quarantining because of exposure to COVID.

Students in this category will contact their principal to receive their educational program. Parents may request this option for their child for other COVID-19 related reasons. Parents should commit to the program for a quarter/trimester at a time until school resumes fully on campus

## Symptom Assessment

Parents will be required to keep sick students or students who have had close contact with a person with COVID-19 at home. The same will hold for staff members.

Staff and students will safely and respectfully receive a temperature check before they enter any HUSD facility.
.
Students will have temperature checks prior to entering classrooms and will not be allowed into classrooms if their temperature is 100.4 or greater.

The COVID-19 self-checklist protocol will be in place at the start of school.  Students, staff, and parents are required to follow the protocol before entry onto a school site. Anyone, staff or student, who shows symptoms of COVID-19 will be denied entry to HUSD facilities
.

## Isolation and Quarantine

Staff and students should self-monitor throughout the day for symptoms of illness. Persons exhibiting COVID-19 symptoms, will be isolated on the campus in the designated room.

Students exhibiting symptoms will be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility. School nurses and other office health staff should use CDC's "Standard and Transmission-Based Precautions" when caring for sick people.

## Visitors to Campus

Nonessential visitors, volunteers, and community members will not be allowed within the campus (outside of front entry and office) during instructional hours. Anyone entering a HUSD Facility will be subject to the same precautionary measures including a temperature check and COVID-19 Self-Check protocol as outlined above.

Staff meetings, IEP/504/SST meetings, and Parent-Teacher Conferences shall be held via Zoom or over the phone.

# ■ STUDENT ABSENCES AND ATTENDANCE

Any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 must stay home in accordance with state and local health directives. Per Education Code 48205, student absences due to illness or quarantine are considered excused absences.

When a student is absent for COVID-19 reasons, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted to their school but is not required (unless the student already has been absent 10% of the school days to date.) The student may return to school when they submit a clearance from their doctor to their school.

Any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 is directed to stay home in accordance with state and local health directives. Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202). For such time that the student is excluded from campus, instruction and assignments shall be provided to the student to complete at home in order remain current with in person instruction.

Per Education Code 48205, student absences due to illness or quarantine are considered excused absences. When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine is requested

## Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System each day. For attendance taking purposes, teachers mark students present or absent during in-person learning for both **Hybrid** and **Connected Home Learning Students**. Attendance for the **Independent Home Learning** program is met through the following:

- participating in the daily class meeting
- evidence of participation in online activities
- completion of regular assignments
- completion of assessments
- contacts between any HUSD staff member and a student or their parent/guardian

Teachers will take attendance as required by AB 98 and any other state or federal mandates. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Students who are absent from home learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered attendance reengagement process.

**Attendance Reengagement Process**

**Tier 1**
- The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.
- Teachers or the attendance clerk will attempt to make contact with the student and parent.
- Attendance information will be available for parents through the Student Information Portal.

**Tier 2**
- Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk and school principal.
- As part of the re-engagement strategy, the school site principal will attempt to reach out and determine the cause for the absence and will:
  - Ensure that communication with the parent is working, phone dialer, emails, and internet access;
  - Determine if there is a breakdown in communication and make any corrections; and
  - Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences from distance learning could include:
  - A conference with the principal;
  - Other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions; and
  - Discussion of the intervention of the student being removed from Supported Home Study or Home Learning.

**Tier 3**
- If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance, then a follow-up Student Attendance Review Board meeting will be held. The school administrator may develop an Attendance Plan that includes
  - Teacher engagement
  - Both reward and consequences for further attendance;
- Review of the family circumstance for outside connection with health and social service
- Make a recommendation to transitioning the student to full in-person learning.

# ■ WHEN SOMEONE BECOMES ILL

Each school site will identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19. Any students or staff exhibiting symptoms will immediately be required to wait in the designated isolation area until they can be transported home or to a healthcare facility.

If a staff member or student becomes sick, and a family member cannot be reached or is not available to pick up the individual, 911 will be called. 911 will be called if the severity of illness appears to be immediately life-threatening. (See Illness Assessment Chart below).

**Staff and Students who exhibit COVID-19 should not return to school or work until they have been cleared by their physician.**

**Isolation Rooms** will be cleaned and disinfected throughout the day if used. If someone is confirmed to have contracted COVID-19 and has been in an Isolation Room, it may be necessary to temporarily relocate the Isolation Room for at least 24 hours. To the extent possible, these rooms will be adjusted for negative airflow to the extent possible.

Sonoma County Health Notification for Student/Staff Illness Public Health Nurses will notify a school/district when a student or staff member is confirmed positive with COVID-19 and will lead contact tracing efforts as needed. HUSD will work with the County Health Department through their existing protocols to conduct testing and contact tracing, as needed, and identify whether quarantine of impacted students and staff is necessary. Contacts will be identified based on the duration of the contact, the proximity of the contact, and the number of people.

# ■ COVID-19 PUBLIC HEALTH NOTIFICATION FLOWCHART

Sonoma County

## COVID-19 Notification Process

in the event of a case at school

Call the Schools Public Health Hotline (shared with district superintendents & COVID-19 liaisons)

### CONFIRMED POSITIVE CASE

If school/district learns of a confirmed case/cases involving a student/staff member before being contacted by public health, they should contact public health via the school hotline number. When contacting public health about a student, district should work with their legal counsel to ensure that FERPA* protocols are being followed.

In consultation with Public Health, the appropriate school official may decide whether a class, school, or district closure is warranted, using the guidance provided by California Department of Public Health (CDPH) (p. 2)

- School/district supports contact tracing and follows FERPA protocol for students
- Where necessary, communicates information about quarantine of affected classes/ after school programs/bus cohorts to the affected groups
- Notifies general school community without disclosing personally identifiable information of students or staff
- Ensures proper cleaning of affected classrooms and common areas or the entire school campus before they are reopened

Page 1

When an individual is confirmed to have COVID-19, Public Health will work with the individual/family to identify "close contacts." ** If the individual had close contacts at a school, the public health nurse contacts the school /district via the COVID-19 liaison.

Public Health works with COVID-19 Liaison to conduct contact tracing and notify exposed children/staff following FERPA protocol for student information.

Public Health determines whether quarantine and testing is necessary based on length of exposure, number of people exposed, and closeness of contact.

Public Health notifies school/district when it is safe to reopen the classroom or school, and school/district makes final determination when to reopen based on CDPH guidance (p. 2)

### SUSPECTED/POSSIBLE CASE

If a student/staff member becomes ill at school with a fever or other COVID symptoms, minimize contact and isolate immediately. Anyone interacting with them must wear a mask, gloves, and other PPE as appropriate. The ill person should wear a mask and go to a dedicated room and be safely sent home as soon as possible. If symptoms are severe***, send person to a healthcare provider or call 911. Wait 24 hours before cleaning dedicated room.

If a student/staff member becomes ill at home, they should NOT come to school. Staff should be accommodated or given sick leave. Ill students must continue to have access to instruction.

Affected individual/family contacts doctor for evaluation, COVID-19 testing eligibility, and clearance to return to school. If unable to obtain medical clearance due to lack of health care, advise not to return to school until they have met district criteria or CDC criteria to discontinue home isolation.

The public health department will contact the school if the individual is confirmed to have COVID-19, at which point the school will follow the "confirmed positive case" procedures outlined to the left.

*FERPA (Federal Educational Rights and Privacy Act) Protocol: If a school/district contacts public health regarding a student illness, they should work with their legal counsel to ensure that they follow proper FERPA protocols for student privacy.

**Close Contact: For contact tracing, only "close contacts" will be notified by public health. This is defined as someone who has been exposed to the sick individual at a distance of six feet or less for more than 15 minutes, irrespective of face coverings.

***Severe Symptoms: Symptoms that would require immediate medical attention include: Trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, bluish lips or face.

# ■ PARTIAL OR TOTAL SITE CLOSURES

The need to quarantine an entire class group or school site will be determined by Sonoma County Public Health officials depending on the extent of exposure (duration, numbers exposed, the closeness of contact, and other factors). For reference, see the Sonoma County Road Map to a Safe Reopening.

If a student or staff member is confirmed to have COVID-19, the classroom or facility may need to be closed for at least 24 hours before it can be cleaned and an alternative area to continue class will be provided. When a student, teacher, or staff member tests positive for COVID-19 and exposes others at the school, the district will work with Sonoma County Public Health to determine next steps.

## When to Close a Class/School/District

Guidance from California Department of Public Health          See the full guidelines at cdph.ca.gov

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

If a student/staff member has symptoms, they should be sent home with a recommendation to be tested. The school/classroom remains open until a case is confirmed positive. If the test returns positive, refer to the flowchart on p. 1 for next steps. If the student/staff member is tested and the results are negative, the student/staff member can return to work 3 days after symptoms resolve.

### When to Close a Class

With public health, consider closing if one or more students or staff members is confirmed to have COVID-19

### When to Close a School

With public health, consider closing if multiple "cohorts" or classes have confirmed cases OR 5% of all students/staff have confirmed cases

### When to Close the District

25% or more of schools in a district have closed due to COVID-19.

### When to Reopen

Schools may typically reopen after 14 days and the following have occurred:
 Cleaning and disinfection
 Public health investigation
 Consultation with the local public health department

Page 2

30

# ■ COMMUNICATION

Providing regular, transparent, communication in our school community is always a priority, but especially so in these uncertain and stressful times. Clear, timely communication is necessary to help ensure that staff, families and the greater community are kept informed and provided an avenue through which to share questions and/or concerns. HUSD is committed to providing on-going communication throughout the pandemic.

- ▪ Publications: Planning guides and documents will be hosted on the school website
- ▪ Recorded PSAs: Will be linked form the school website and notifications will be distributed via email and text
- ▪ Live Broadcasts: Notifications will be distributed via email and text.  Recordings of live sessions will be posted and linked from the school website.
- ▪ Guidance and Update Notifications: Will occur via email and text
- ▪ Emergency Updates: Will occur via phone calls and text
- ▪ Inquiries: Can be received via phone or email or snail mail

Additional information is updated through the following agencies and news organizations
- ▪ Sonoma County Office of Education (SCOE):  has a full website of Covid 19 resources that is updated frequently

- ▪ Media: *Santa Rosa Press Democra*t, KBBF-FM and KSRO, are the main media outlets for our families as well as *La Voz* bilingual monthly newspaper, Wine Country Radio stations (Spanish and English), Amaturo radio group (Spanish and English), KRCB public radio and TV, KCBS radio, KQED radio, and Bay Area TV stations (KPIX, KGO, KTVU, KNTV, Univision, Telemundo).

# ■ SOCIAL EMOTIONAL WELLNESS

In an effort to support our students and families, we have consistent and impactful social-emotional learning (SEL) practices built into the school day. HUSD believes that physical, emotional and social wellness are inseparable and are necessary for students to engage in formal learning. Our wellness goals include:

- ▪ Supporting staff social-emotional needs as we transition into hybrid learning
- ▪ Building relationships, social-emotional skills, and classroom community for our students and families
- ▪ Providing resources, guidance, and support for teachers to integrate and implement SEL practices during this new transition.

## Social-Emotional Skills

Social-Emotional Learning is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress. Our Programs endeavor to maintain an inclusive and positive school culture. Toolbox offer explicit instruction and provide students the tools they need to be a fully functioning part of the school community.

The Anchors Tools of Emotional Intelligence are evidence-based tools designed to develop and enhance emotional intelligence. RULER includes four primary tools: Charter, Mood Meter, Meta- Moment, and Blueprint. Click on the anchor tool title below to learn more about each one.



Toolbox
Toolbox is a simple and practical metaphor directing children to the experience and awareness of 12 innate "Tools" that already exist inside them. Opening the door to authentic relationship to self and others, TOOLBOX naturally encourages social equity through empathy, understanding, and 12 skills or practices to navigate the complexities of everyday life.

The power of TOOLBOX resides in the moment-to-moment invitation to the "common language" and "practices" of TOOLBOX. A strength/asset-based vocabulary shared among children, educators, and parents that gives children their own solutions using the 12 strategies and practices of TOOLBOX.

# TOOLBOX
BY DOVETAIL LEARNING

# The 12 Tools
*Tools for Learning • Tools for Life*

## Breathing Tool
*I calm myself and check-in.*

## Quiet/Safe Place Tool
*I remember my quiet/safe place.*

## Listening Tool
*I listen with my ears, eyes, and heart.*

## Empathy Tool
*I care for others. I care for myself.*
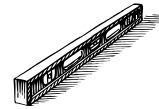
## Personal Space Tool
*I have a right to my space and so do you.*

## Using Our Words Tool
*I use the "right" words in the "right" way.*

## Garbage Can Tool
*I let the little things go.*

## Taking Time Tool
*I take time-in and time-away.*

## Please & Thank You Tool
*I treat others with kindness and appreciation.*

## Apology & Forgiveness Tool
*I admit my mistakes and work to forgive yours.*

## Patience Tool
*I am strong enough to wait.*

## Courage Tool
*I have the courage to do the "right" thing.*

www.dovetaillearning.org

# ■ COUNSELING

Counseling Support Services will be provided throughout the pandemic both by the school counselor as well as third party agencies. HUSD has teamed up with 2 additional counseling service agencies to provide extensive support services for students and families. Faculty and staff will be monitoring student well-being throughout both on campus and remote services. Referrals may be made by Faculty and Staff as well as by Parents or children themselves.  If a family is interested in support services, they should contact the main office at 707-874-1205

## ■ EDUCATIONAL PROGRAM DURING COVID

**IMPACTS OF THE PANDEMIC**

After spending much of the spring in distance learning, it is clear that our initial response, though valiant, was not able to make up for the lost instruction and support that would have occurred if we had remained in session on campus. As such, Harmony is both concerned and dedicated to developing plans of action that provide quality education even in the midst of the pandemic.

We have learned much from our early response, and have used this information, and feedback from our parent community to inform our program design for next year. We acknowledge that there is much curriculum from spring that was not covered, and there will be instructional gaps for our children, if we do not incorporate this material in revised scope and sequence for the next year.

So too, it is apparent, the differences in the capacity and vision for distance learning and home school programs in our families. As a result, some students were more engaged in the distance learning programs than others, and we expect there to be differences in progress that may persist as we return to regular session. Thus, we must redouble our efforts to ensure that all students get support necessary to close gaps and bring them to grade level proficiency regardless of the model of program they choose to pursue in 2020-2021

## ■ MODELS OF INSTRUCTION

In recognition of the changing conditions of the pandemic and the unique circumstances of each family, HUSD designed a variety of instructional programs to provide families the opportunity to select an educational model that best suits their needs. The 3 parent surveys conducted May, June and July were instrumental information in the development of these plans. Surveys demonstrated that 30% of the families at Harmony preferred an full time home learning experience for students. Further, parents expressed many concerns about the conditions for on-campus programs, both concerns about safety considerations not being taken seriously enough, or, alternately, that safety considerations would adversely impact the on-campus experience for children.

Faculty and staff meetings were held in May, June and July to inform instructional model development, as well as safety protocols and environmental modifications of the site. Faculty and Staff were instrumental in determining the best instructional design for each program.

In light of these deliberations, HUSD is offering both a Hybrid Track with two modes (Open and Closed Campus) as well as a Home Learning Track with 2 separate models, one reliant on technological connection to learning services, the other independent from technological integration (in response to limited internet availability for some families). The two programs include and on-campus Hybrid program, and an Independent Study Home School program.

# ■ SELECTING PROGRAMS

Parents will be invited to make their program selection 2 weeks in advance of the start of the trimester, with selections due 1 week in advance of the trimester starting.  Families that do not make a selection will, by default, be enrolled in the Hybrid Program.  Students may not change programs until the transition to the next trimester.

# ■ THE HYBRID PROGRAM

The Hybrid Program uses a modified schedule and Enhanced Social Distancing measures to allow students to attend classes on campus when the epidemic conditions merit and open campus.  The Hybrid Model uses a blended program of synchronous instruction (either in the classroom or via remote teleconference) along with eLearning platforms to extend student learning when not working directly with the instructor.  The Hybrid program is taught by a grade level teacher, who is responsible for development and implementation of curriculum, as well as monitoring and supporting student progress towards academic standards.

## Hybrid Program Enhanced Social Distancing Concepts:
- Compartmentalizing populations to limit extent of transmission, assist in contact tracing, and support limited quarantine impacts. The school will pursue small cohorts which includes splitting classes into subgroups, if necessary, to yield ideal social distancing groups.
- Maintaining physical distance from each other (6ft)
- Using consistent spaces.
- Minimizing shared spaces and equipment
- Reducing the number of different adult contacts for a given cohort
- Reducing fluid/droplet spread through good hygiene
  - Wearing Masks
  - Washing Hands
  - Limiting touching
- Extensive, Intensive, Frequent Sanitization.

## Hybrid Program with Open Campus
- Small Cohorts, no more than 16-24 students depending on size of classroom (following physical distancing guidelines)
- Separate classrooms for cohorts that require splits to reduce density in the classroom
- The teacher and paraprofessional will alternate cohort groups throughout the week
- 4 days of on campus Instruction
- 1 day of off campus distance learning
- Ability to shift into full time distance learning through use of common on and off campus tools and curriculum.
- Shortened day 9:00am - 2:15pm Monday - Thursday

- Staggered lunches and recess periods to compartmentalize play groups
- Mask use indoors and outdoors.
- Use of outdoor classrooms when possible
- 7th and 8th grade students will interact with only one teacher each day.

## Hybrid Program During Campus Closure: Full Time Distance Learning

- Should there be another Shelter in Place or other health reason that students cannot come on campus, the hybrid program will shift into a 100% distance learning model, using the same tools and strategies practices on the Friday off campus days.
- This is an updated and rigorous distance learning program, supported by legislation, to require daily interaction with a teacher, and monitor attendance, work completion, and engagement
- Feedback on work will be provided and grades will be given in the format the school usually uses.
- All teachers will be provided with training on delivery of online lessons as well as how to effectively engage learners at home.
- Each class will work together as one cohesive group with daily lessons both recorded and in person with the teacher. Instructional time may be live with a teacher or a recorded lesson from the class teacher or a teacher from another class.
- The grade level curriculum will continue with standards-based lessons, social emotional learning activities, and strong teacher support.
- During Distance Learning students will receive grades and feedback just as if they were in the physical classroom.
- Students will also continue to receive lessons from support teachers as necessary. Staff will assign students to these classes as appropriate. We will also offer a variety of supports for students who may struggle with areas of the curriculum.

# ■ THE HOME LEARNING PROGRAM

The Home Learning Program is modelled on a traditional independent study program.  State guidelines for full time distance learning requires students to fulfill their attendance requirements through one of two methods: Daily synchronous contact with their instructor, or completion of an Independent Study Master Agreement and documentation of work completed to attest to a students adequate attendance.  The Home Learning Program requires parent leadership in instruction at home, with the HUSD teacher providing curriculum and monitoring support.

- Home Learning Teachers will have a case load not to exceed 24 students
- The Home Learning Program is designed for 5 day at home curriculum, but 1 day of optional enrichment weekly will be offered on campus when the school is open.
- The IS program will provide 2 options for Curriculum:
  - **Connected**: A blended learning program using both synchronous teleconferencing with the Home Learning Teacher, as well as integration of an eLearning platform for curriculum management. The parent is the primary instructor.
  - **Independent**: A teacher and parent curriculum collaboration with parent playing the role of lead instructor and the teacher providing curriculum, assessment and progress monitoring support.  Curriculum is mostly paper/pencil and project based.  Some remote program opportunities will be provided for instructional support and socialization, but such remote opportunities will be optional to the family.
- The Home Learning program requires parent engagement and leadership for home instruction
- Parent will meet with Home Learning Teacher every fortnight (two weeks) to review progress and develop plans for the following two weeks of instruction.
- Attendance will be assigned based upon work time equivalency.
- An Independent Study Master Agreement is required before a student may being the Independent Home Learning Program.
- The Parent assumes the responsibility to fulfill the requirements of the Master Agreement including collection of adequate work samples to demonstrate time equivalency.

## Student with Unique Health Needs

For students who have health issues or other reasons their parents are not yet ready to send them back to school, they may choose either of our Home Learning tracks. In the Home Learning Program students are assigned to a Supervising Home Learning Teacher who plans, supports, and grades their schoolwork on California State Standards by providing textbooks and curriculum to parents. The teacher will have daily interaction with the students in a multiage cohort. Parents serve as learning coaches for their children. Parents must commit to their child(ren) staying in this program for the entire trimester. At the end of each trimester, parents can choose to have their child(ren) return to the Hybrid Learning model or remain on the Home Learning Program.

# ■ PROGRAM COMPARISON CHART Part 1

| Harmony Union School District | | COVID-19 Program Comparison | | | |
|---|---|---|---|---|---|
| | | **HYBRID LEARNING** | | **HOME LEARNING** | |
| | | Campus Open | Campus Closed | Connected | Independent |
| Description | | Teacher develops curriculum and leads instruction. Program is **BLENDED** (f2f+online). Uses both paper and digital curriculum | | Teacher and Parent develop curriculum collaboratively. Parent implements curriculum and leads instruction with Harmony Teacher providing targeted support for select disciplines. | |
| Model Components | In Person | 50-70%* | 0% | 0% (10%)** | 0% (10%)** |
| | Digital | 20-50%* | 50% | 50% | 10% |
| | Home Study | 10% | 50% | 50% | 90% |
| Responsible for Lesson Instruction | | Teacher | Teacher | Parent | Parent |
| ON Campus Days | | 4 | 0 | 1 (0)** | 1 (0)** |
| | | Monday-Thursday | | Friday | Friday |
| OFF Campus Days | | 1 | 5 | 4 (5)** | 4 (5)** |
| | | Friday | Monday-Friday | Monday-Thursday | Monday-Thursday |
| Remote Morning Class Circle | | 1 Day | 5 Days | 5 Days | 0 |
| | | (Once Weekly) | (Daily) | (Daily) | |
| | | Required | Required | Required | |
| Remote Small Group **INSTRUCTION** | | 1 per Week | 1 - 2 per Day (5-10/wk) | 0 | 0 |
| | | 30-45 min per session | 30-45 min per session | | |
| | | Friday | Monday-Thursday | | |
| | | Attendance Required | Attendance Required | | |
| Remote Small Group **TUTORIAL** | | 1 Session Weekly Daily (HW Club) | | 2-3 Sessions Offered Daily (Teacher & HW Club) | |
| | | 30-45 min per session | 30-45 min per session | 30-45 min per session | |
| | | Friday | Monday-Friday | Monday-Thursday | Monday-Thursday |
| | | As Needed | As Needed | As Needed | As Needed |
| Physical Education | | 110 Min Weekly | 20-30 Min per Day | 20-30 Min per Day | |
| School Based Social | | High | Moderate | Moderate | Very Low |

# ■ PROGRAM COMPARISON CHART Part 2

| | | HYBRID LEARNING | | | | HOME LEARNING | | | |
|---|---|---|---|---|---|---|---|---|---|
| Social Distancing Required | | Yes on campus | | | | Yes on campus | | | |
| Masks Required | | Yes on campus | | | | Yes on campus | | | |
| Required Screen Minutes per Day | Grade | Mon-Thurs | Friday | Mon-Thurs | Friday | Mon-Thurs | Friday | Mon-Thurs | Friday |
| | TK-K | 0 | 30-45 | 30-45 | 30-45 | 30-45 | 30-45 | 0 | 0 |
| | 1-3 | 0 | 30-60 | 90-120 | 30-60 | 30-45 | 30-45 | 0 | 0 |
| | 4-6 | 0 | 60-90 | 90-120 | 60-90 | 30-45 | 30-45 | 0 | 0 |
| | 7-8 | 0 | 60-90 | 90-120 | 60-90 | 30-45 | 30-45 | 0 | 0 |
| Independent Study Minutes per Day (Includes both Digital and PP) | Grade | Mon-Thurs | Friday | Mon-Thurs | Friday | Mon-Thurs | Friday | Mon-Thurs | Friday |
| | TK-K | Varies | 135-150 | 135-150 | 135-150 | 135-150 | 135-150 | 180 | 180 |
| | 1-3 | Varies | 170-200 | 130-160 | 160-190 | 185-200 | 185-200 | 230 | 230 |
| | 4-6 | Varies | 150-180 | 120-150 | 150-180 | 195-210 | 195-210 | 240 | 240 |
| | 7-8 | Varies | 150-180 | 120-150 | 150-180 | 195-210 | 195-210 | 240 | 240 |
| Parent Portal for Work Submission, Monitoring & Progress | TK-K | Seesaw | | | | Google Classroom & Edmentum | | | |
| | 1-3 | | | | | | | | |
| | 4-6 | Google Classroom* | | | | | | | |
| | 7-8 | | | | | | | | |
| Teacher - Parent Planning | | As Needed | | As Needed | | Every 2 Weeks | | Every 2 Weeks | |
| Class Parent Meeting | | Trimesterly + As Needed | | | | 0 | | | |
| IEP Support | | Yes | | | | Yes | | | |
| 504 Support | | Yes | | | | Yes | | | |
| Support  Support Team (MTSS) | | Yes | | | | Yes | | | |
| Duration of Commitment | | 1 Trimester | | | | 1 Trimester | | | |
| Office Hours | | Remote As Needed | | 3-4 Days | | 5 Days | | 5 Days | |
| | | | | | | Daily | | Daily | |
| Remote Recess Activites | | Twice Weekly | | Twice Weekly | | Twice Weekly | | Twice Weekly | |

\* Depends on Cohort (whole or split), and amount of digital instruction in class

\*\* Optional

\*\*\* Varies depending on student fluency

| Projected Program Enrollments | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | TK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
| Total Enroll | 5 | 17 | 22 | 34 | 19 | 30 | 31 | 20 | 22 | 17 | 217 |
| Hybrid Enroll | 4 | 12 | 15 | 23 | 10 | 23 | 19 | 15 | 15 | 13 | 149 |
| Class Name | Kinder | | 1 | 2.1 / 2.2 | 3 | 4A / 4B | 5A / 5B | 6 | 7 | 8 | |
| Cohort Size | 16 | | 15 | 12 / 11 | 10 | 12 / 11 | 10 / 9 | 15 | 15 | 13 | |
| Classroom | Bukeye | Madrone | Dogwood | Maple / Douglas Fir | Black Oak | Tan Oak - Alternate Cohort | Willow / Black Hawthorne | Oregon Ash | Coast Live Oak | Red Alder | |
| Home Learning | 1 | 5 | 7 | 11 | 9 | 7 | 12 | 5 | 7 | 4 | 68 |
| Connected | 1 | 3 | 6 | 8 | 6 | 5 | 8 | 4 | 6 | 3 | 50 |
| Independent | | 2 | 1 | 3 | 3 | 2 | 4 | 1 | 1 | 1 | 18 |

| Start | End | Kinder | 1 | 2.1 | 2.2 | 3 | 4A | 4B | 5A | 5B | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | |

**Bell Schedule for HYBRID On Campus**

| Start | End | Kinder | 1 | 2.1 | 2.2 | 3 | 4A | 4B | 5A | 5B | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9:00 | 9:15 | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class |
| 9:15 | 9:30 | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class |
| 9:30 | 9:45 | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class |
| 9:45 | 10:00 | Snack | Snack | Recess | Snack | Class | Snack | Recess | Class | Class | Recess | Class | Class |
| 10:00 | 10:15 | Recess | Recess | Snack | Recess | Class | Recess | Snack | Class | Class | Snack | Class | Class |
| 10:15 | 10:30 | Recess | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class |
| 10:30 | 10:45 | Class | Class | Class | Class | Snack | Class | Class | Snack | Recess | Class | Snack | Recess |
| 10:45 | 11:00 | Class | Class | Class | Class | Recess | Class | Class | Recess | Snack | Class | Recess | Snack |
| 11:00 | 11:15 | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class |
| 11:15 | 11:30 | Lunch | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class |
| 11:30 | 11:45 | Recess | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class |
| 11:45 | 12:00 | Class | Lunch | Class | Lunch | Class | Lunch | Lunch | Class | Class | Lunch | Class | Class |
| 12:00 | 12:15 | Class | Recess | Class | Recess | Class | Recess | Recess | Class | Class | Recess | Class | Class |
| 12:15 | 12:30 | Class | Recess | Class | Recess | Class | Recess | Recess | Class | Class | Recess | Class | Class |
| 12:30 | 12:45 | Recess | Class | Lunch | Class | Recess | Class | Class | Recess | Lunch | Class | Recess | Lunch |
| 12:45 | 1:00 | Recess | Class | Recess | Class | Recess | Class | Class | Recess | Recess | Class | Recess | Recess |
| 1:00 | 1:15 | Recess | Class | Recess | Class | Lunch | Class | Class | Lunch | Recess | Class | Lunch | Recess |
| 1:15 | 1:30 | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class |
| 1:30 | 1:45 | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class |
| 1:45 | 2:15 | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class | Class |
| 2:15 | | Dismissal | | | | | | | | | | | |

| Home Learning Schedule | | | | | | |
|---|---|---|---|---|---|---|
| **Start Time** | **End Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **9:00 AM** | **9:30 AM** | Morning Circle | Morning Circle | Morning Circle | Morning Circle | Morning Circle |
| **9:30 AM** | **9:45 AM** | Break | Break | Break | Break | Break |
| **9:45 AM** | **10:15 AM** | Optional Reading Group Support | Optional Writing Group | Optional Reading Group | Optional Writing Group | On Campus Enrichment If Open |
| **10:15 AM** | **10:30 AM** | Break | Break | Break | Break | |
| **10:30 AM** | **11:00 AM** | Optional Math Group Support | Optional Math Group Support | Optional Math Group Support | Optional Math Group Support | |
| **11:00 AM** | **12:00 PM** | Independent Activites | Independent Activites | Independent Activites | Independent Activites | |
| **12:00 PM** | **12:30 PM** | Lunch | Lunch | Lunch | Lunch | Lunch |
| **12:30 PM** | **2:30 PM** | Independent Activites | Independent Activites | Independent Activites | Independent Activites | Independent Activites |
| **2:30 PM** | **3:30 PM** | Optional Study Hall | Optional Study Hall | Optional Study Hall | Optional Study Hall | Optional Study Hall |

Remote Zoom
Independent Activities
Nutrition & Movement
Office Hours

Harmony
Union School District

## TK-K Weekly Schedule Closed Campus Hybrid

| Start Time | End Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|---|
| 9:00 AM | 9:30 AM | Morning Zoom "Circle Time" | Morning Zoom "Circle Time" | Morning Zoom "Circle Time" | Morning Zoom "Circle Time" | Morning Zoom "Circle Time" |
| 9:30 AM | 10:00 AM | TK: Phonics / K: Small Group | K: Small Group / TK: Phonics | TK: Phonics / K: Small Group | K: Small Group / TK: Phonics | Zoo Phonics / Parent Meeting |
| 10:00 AM | 10:30 AM | Morning Break & Movement | Morning Break & Movement | Morning Break & Movement | Morning Break & Movement | Morning Break & Movement |
| 10:30 AM | 11:00 AM | Core Academics | Core Academics | Core Academics | Core Academics | Core Academics |
| 11:00 AM | 11:30 AM | Brain Games, puzzles, STEM | Social Studies | Journaling | Science | Enrichment Garden/Nutrition |
| 11:30 AM | 12:30 PM | Lunch Break & Movement | Lunch Break & Movement | Lunch Break & Movement | Lunch Break & Movement | Lunch Break & Movement |
| 12:30 PM | 1:00 PM | Mindful Monday & Yoga | Tinker Tuesday MAKER Time | Art | Fine Motor | Toolbox / Social Emtional |
| 1:00 PM | 1:30 PM | Home Reading | Home Reading | Home Reading | Home Reading | Home Reading (Response) |
| 1:30 PM | 2:30 PM | Home Reading | Office Hours | Office Hours | Office Hours | Office Hours |

- Remote Zoom
- Independent Activities
- Nutrition & Movement
- Office Hours

| | | | | 1st-3rd Weekly Schedule Closed Campus Hybrid | | |
|---|---|---|---|---|---|---|
| Start Time | End Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00 AM | 9:15 AM | Morning Zoom | Morning Zoom | Morning Zoom | Morning Zoom | Morning Zoom (9;00-9:30) |
| 9:15 AM | 10:15 AM | ELA | ELA | ELA | ELA | Independent Activites |
| 10:15 AM | 10:30 AM | Break | Break | Break | Break | Break |
| 10:30 AM | 11:15 AM | Math | Math | Math | Math | Independent Activites |
| 11:15 AM | 12:00 PM | Independent Activites | Independent Activites | Independent Activites | Independent Activites | Independent Activites |
| 12:00 PM | 12:30 PM | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:30 PM | 1:30 PM | Independent Activites | Independent Activites | Independent Activites | Independent Activites | Independent Activites |
| 1:30 PM | 2:20 PM | Independent Activites | Office Hours | Office Hours | Office Hours | Independent Activites |

Remote Zoom
Hybrid Zoom
Independent Activities
Nutrition & Movement
Office Hours

Harmony
Union School District

| 4th-6th Weekly Schedule Closed Campus Hybrid | | | | | | |
|---|---|---|---|---|---|---|
| **Start Time** | **End Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **9:00 AM** | **9:30 AM** | Morning meet | Morning meet | Morning meet | Morning meet | Morning meet |
| **9:30 AM** | **9:45 AM** | Break | Break | Break | Break | Break |
| **9:45 AM** | **10:15 AM** | Math A | Math A | Math A | Math A | Independent Activites |
| **10:15 AM** | **10:30 AM** | Break | Break | Break | Break | Break |
| **10:30 AM** | **11:00 AM** | Math B | Math B | Math B | Math B | Independent Activites |
| **11:00 AM** | **11:15 AM** | Break | Break | Break | Break | Break |
| **11:15 AM** | **12:00 PM** | Lang arts A | Lang arts B | Lang arts A | Lang arts B | Independent Activites |
| **12:00 PM** | **12:30 PM** | Lunch | Lunch | Lunch | Lunch | Lunch |
| **12:30 PM** | **1:15 PM** | Science/SS B | Science/SS A | Science/SS B | Science/SS A | Independent Activites |
| **1:15 PM** | **1:30 PM** | Break | Break | Break | Break | Break |
| **1:30 PM** | **3:00 PM** | Independent Activites | Office hours | Independent Activites | Office hours | Work Completion |

Remote Zoom
Independent Activities
Nutrition & Movement
Office Hours

| | | | | 7th-8th Weekly Schedule Closed Campus Hybrid | | |
|---|---|---|---|---|---|---|
| **Start Time** | **End Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 9:00 AM | 10:30 AM | Class Zoom | Class Zoom | Class Zoom | Class Zoom | Class Zoom |
| 10:30 AM | 10:50 AM | Morning Break | Morning Break | Morning Break | Morning Break | Morning Break |
| 10:50 AM | 11:50 AM | Independent Activites | Independent Activites | Independent Activites | Independent Activites | Independent Activites |
| 11:50 AM | 12:20 PM | Movement | Movement | Movement | Movement | Movement |
| 12:20 PM | 12:50 PM | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:50 PM | 1:50 PM | Independent Activites | Independent Activites | Independent Activites | Independent Activites | Independent Activites |
| 1:50 PM | 3:00 PM | Independent Activites | Art | Independent Activites | Art | Independent Activites |

Remote Zoom
Independent Activities
Nutrition & Movement
Office Hours

Harmony
Union School District

# ■ GRADING AND ASSESSMENTS

## Assessments

There are multiple ways to assess student progress and understanding of grade and subject level content. These may include content exams, projects, presentations, and performance tasks, among other things. Performance tasks may be described as multi-step academic exercises that allow students to demonstrate the application, synthesis, creativity, etc., with content knowledge in a real and/or imagined context. Performance tasks are often accompanied by rubrics that allow for levels of performance and subtle differences in assessment feedback to students.

In hybrid and distance learning, certain types of assessments such as performance tasks may be used more than others. Assessments may serve both formative and summative purposes, providing teachers the necessary information to make instructional decisions and supporting students in receiving feedback to adjust the demonstration of learning.

HUSD will be using software service platforms to provide in person and remote assessments for students to monitor progress, adjust instruction, and identify students who could benefit from additional support.

## Grading

As in typical program design, grades will be marked for all students. For Home Learning students, the Home Learning Teacher assigns grades for the completed work. For Hybrid students, the class teacher provides grades. Progress reports will be provided as needed prior to completion of the trimester term to assist parents in monitoring student progress.

# ■ STUDENT SERVICES

## Special Education

The COVID-19 pandemic has highlighted the many ways in which public schools strengthen the fabric of community life and provide a safety net for our most vulnerable students. Each and every student deserves to learn in a supportive environment where they can thrive, and it is our mission to continue to provide an environment for our students to flourish.

To every extent possible, students with exceptional needs shall have the elements in their Individualized Education Program (IEP) met. This could include both in-person and distance learning settings. Student's Case Managers will be required to meet with families to determine which, if any, services need to be adjusted.

During this time, regardless of the model, all elements of the Individual with Disabilities Education Act (IDEA) must be met. Service providers such as Speech and Language or Counseling services must continue to provide services, either through online services or in- person as developed in the IEP.

Students with mild to moderate disabilities may benefit from hybrid models that include some time in-person and some time in the distance learning model depending on their age. These decisions will be made in consultation with the IEP Team.

The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning and a hybrid environment as well as what accommodations and modality of learning allows the greatest access.

To support the student's access to the general education classroom within the Hybrid and Home Learning Models, and to meet the required elements of the Individuals with Disabilities Education Act (IDEA), HUSD will:

- Provide services in the IEP in the least restrictive setting.
- Meet current service obligations of all IEPs, or modify current IEPs to meet the needs of any changes in service.
- All Related Service Providers, School Psychologists, Speech and Language Pathologists, Adapted Physical Education, and School Nurses shall provide services to the students they are assigned as outlined in each student's IEP.

If families are experiencing any concerns with the distance learning or hybrid model, Case Managers and HUSD Faculty and Staff are available to support your student.

## English Learners

According to the California Department of Education's *Stronger Together* guidebook, English learners will need additional support to rebalance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of both designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

The California English Learner Roadmap Policy, Principle One addresses the need to embrace our English learners as assets to our schools and community and Principle Two the need to provide meaningful access to a full standards-based and relevant curriculum through Designated and Integrated ELD language instruction services that are required to be provided to all English learner students regardless of grade and proficiency level.

English learners shall be provided with a minimum of 30 minutes a day of Designated ELD instruction by a certificated staff member. This Designated ELD instruction shall be targeted at EL proficiency levels with groupings of not more than two proficiency levels, aligned to the 2012 California English

Language Development Standards, focused on communicative purposes, not discrete grammar instruction, address the speaking, listening reading and writing domains and include systematic development of academic vocabulary.

## Learning Support

In Spring 2020, HUSD convened a Student Resource Team to monitor and provide tiered support for students in need of academic or emotional support during the pandemic.  HUSD will continue with this team for 2020-2021.  The Student Resource Team will monitor student progress and act upon Faculty and Parent referrals to provide targeted assistance to students for both academic and social emotional needs.  The Student Resource Team will collaborate with families to provide remote services to ensure the continuity of learning and well-being for all students.

## Counseling

Counseling Support Services will be provided throughout the pandemic both by the school counselor as well as third party agencies. Referrals may be made by Faculty and Staff as well as by Parents or children themselves.  If a family is interested in support services, they should contact the main office at 707-874-1205

## ■ INSTRUCTIONAL TECHNOLOGY

Harmony Union School District is committed to integrating high quality digital instructional materials to enable and enhance student learning by providing a variety of activities that include options for in-depth learning through authentic problem solving and experiences and utilizing best practices that improve access to learning for all participants.

A survey to staff about common applications and platforms used for the upcoming school year resulted in the selection for the Hybrid Program of Google Classroom for grades 4-8 and Seesaw for grades K-3. All students in the Home Learning Program will use Google Classroom. Other software applications that are commonly used include Zoom for video conferencing. Additional software platforms that may be assigned include Lexia, IXL, Dreambox, Khan Academy and Edmentum.

Teachers will use several strategies to continue student learning of state standards including a "flipped classroom" (i.e., A model of learning where students receive remotely the directions and assignments, materials, and readings/videos prior to in-person instruction.) When students are on campus, learning is active and provides engaging and robust opportunities for students to practice and demonstrate their learning.

## Devices

All Students, both in the Hybrid and Home Learning programs will be provided an up to date Chromebook as a 1:1 device.  For on campus classes, each student must bring their device with them.

Spare devices will be available for use in the event a student forgets their device at home, but these devices cannot be shared during the same day and must be cleaned between users.

## Internet Connections

The Spring shelter in place revealed significant shortcomings in the availability of broadband to many of our families.  As such, Harmony provided cellular hotspots to families in need.  HUSD will again be providing pre-paid hotspots to families in need. HUSD recognizes that even with cellular hotspots provided, some students experience very limited or no internet connectively.  As such, HUSD encourages parents in this situation to consider the INDEPENDENT Home Learning Program.  In addition, alternate learning locations when connectively is required.  HUSD is investigation the ability to provide landline hotspots in select district locations.

# ■ EXTRA CURRICULAR ACTIVITIES

## Field Trips

Field Trips are suspended until further notice

## Athletics

Athletics are suspended for the 2020-2021 school year

## After School Care

After School Care will not be provided at the end of the day.  Parents must be able to pickup students at the dismissal time (2:15pm on Monday, Tuesday, Wednesday and Thursday)

## Student Clubs

Students clubs may be maintained in a remote platform depending on the availably of advising staff to provide such an option for student participation

## Homework Club

Homework Club will be offered remotely daily for students 1st through 8th. Information for the Homework Club zoom schedule will be provided to families at the start of the trimester.

## Remote Recess

Recess zoom sessions will be provided throughout the week for different grade level groups. Information about the recess schedule will be provided to families at the start of the trimester.

# ■ GENERAL COVID PROTOCOLS

## Daily Operations
**Arrival (drop-off to classroom)**
- Drop-off: at front of school
- Designated areas, social distancing, designated line up spots
- Staff to provide hand sanitizer and/or monitor washing stations
- K drop-off parents walk students and attend to them in designated area
- Late arrivals go to the office

**Student Well Checks**
- Parent checklist each morning
- All student temperature checks while lining up outside door

**Staff Well Checks**
- Teachers complete questions before arrival
- Aides sign-in, initials indicating they completed checklist

**Recess and Lunch**
- Escort students to and from class to eat/play area
- Eat and play with cohort group
- Staggered recess
- Designated areas for each group to eat and play
- Play structure off limit
- Equipment bag for each class to use at recess
- Hygiene (wash hands before and after play)

**Dismissal (classroom to pick- up)**
- All students dismissed from lower area
- Wash/sanitize hands before leaving class
- Escort students from class
- Expanded wait/ line-up area, without parents
- Social distancing markers (line-up and bus area)

## Campus Wide Protocols
**Hygiene**
- Hand sanitizer units in all classrooms
- Teach and reinforce proper hygiene
- Plastic shields between bathroom sinks
- Water bottles and water filling stations (vs. water fountains)
- Outside hand-washing stations (hands-free)
- Attendance via aeries (train staff)
- Plexiglass shield by office door (limit people inside office)

**Activities**

- No assemblies, field trips
- No classroom volunteers

**Signage**
- Use positive language/framing
- Arrows or signs on shared walkways

**Health/Safety Supplies**
- Soap, paper towels, hand sanitizer, disinfectant

**Use of Facilities by Faculty and Staff**
- Staff will minimize their time and use of shared spaces
- Staff will schedule time in classrooms to minimize physical interaction with colleagues
- Ventilation and filtration protocols will be followed
- All mask and hygiene protocols will be followed

**Faculty and Staff Meetings**
- Will be held by zoom until later notice
- Staff will be provided devices to assist them to attend remote meetings.

**Board Meetings**
- Will be held by zoom until later notice

**IEP/SST Meetings**
- Will be held by zoom until later notice

# Classroom Protocols

**Physical Distance**
- All students face forward
- Students seated 4-6' apart * (per health guidelines)
- Turn to talk/share for short duration of time
- Teacher proximity (<6') with students for less than 15 minutes
- Frequent face-covering breaks outside
- Designated areas for each class for break/outdoor learning time

**Cohort Model**
- Friday-office hours, teacher planning, prep, PD

**Hygiene**
- Teach, reinforce proper hand washing, sneezing, etc.

**Movement**
- Move in single file (outside classrooms)
- Teach, reinforce movement within classroom
- Line up outside bathrooms

**Supplies (shared objects)**
- 1:1 devices
- Returned books sit in container/disinfected before re-use
- Individual supplies/no sharing of supplies
- Wipes by those items that are shared (staplers, etc.)

**Water**

- Students asked to bring own water bottles
- Water bottle refill stations

**Air/Ventilation**
- Air purifiers on during school day
- Fans on during day
- Outdoor classes when possible

**Face Coverings (students/staff)**
- Staff face shields and masks
- Students wear masks

**Outdoor Breaks**
- Frequent face-covering breaks outside
- Designated areas for each class for break/outdoor learning

# ■ PSPS and Other Emergencies

HUSD will notify families in the event of a pending PSPS event. During the PSPS event, some services may be interrupted. Hard Copy packets will be available to provide for a continuity of learning for days in which power is interrupted, either to the school site, to the teacher's home office, or to the student's home. HUSD intends to remain "in session" for the purposes of attendance during PSPS days in the midst of the Pandemic. Further guidance will be provided in the event of a pending PSPS.

# ■ PROFESSIONAL DEVELOPMENT AND TRAINING

HUSD will provide buyback time for staff to pursue collaborative program development and Training in the most effective practices for each model before school begins. The District will provide extended preparatory time in the academic schedule weekly to support collaboration and planning. The District will also provide opportunities to network with grade level peers in other districts to share best practices and strategies. Faculty and Staff are encouraged to request training opportunities that will support their success and well being. Trainings will be pursued via remote modalities. In person trainings will not be scheduled until the further clearance.

# ■ CONCLUSION

The *COVID 19 Strategic Plan* provides detailed information on Harmony Union School District's response to teaching and learning during a pandemic. By detailing the additional health and safety measures that will be implemented to mitigate the threat of the virus, it outlines the District's commitment to and readiness for the 2020-21 academic year.

As the District monitors health and safety guidance related to COVID-19, it is essential that we are flexible and adaptable as change occurs. To that end, the District will evaluate emerging academic and mental health programs and services in order to serve our most vulnerable students, providing continued and consistent support.

Our many challenges--fires, PSPS, and COVID-19—as traumatic as they are, are also opportunities for reflection and renewal as we prioritize our core commitment to providing an equitable, accessible, and engaging educational experience where our students and staff feel valued and inspired to rise above any challenge or barrier.

Through the *Strategic Plan*, no matter the challenges we encounter, we will embrace the opportunity to design an educational experience that will overcome any learning loss and send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.