Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On March 13th, the Friday before spring break, after watching the new unfold on the spread of COVID 19 in Washington and now California, Staff convened the third of preliminary planning meetings in response to the threat. Another letter was dispatched on Tuesday March 17th to families warning of the possibility of closure. On Friday March 20th, closure was announced. Since then, our students, families and staff, have been working non stop to continue education in the face of very trying circumstances. Over the spring break, in anticipation of the closure, faculty created websites, implemented new software programs, and prepared to begin instruction. Monday March 23rd was held as an inservice day to assist in distributing devices to families in need and school began in a remote model from then on.

The impact on families was significant. Many families, though impacted through loss of work, were doubly burdened with the responsibility to assist their children learn in the home. Some families were able to adapt, but others demonstrated great stress and difficulty, not only in completing work, but even in their ability to log on to zoom sessions. The digital divide has never been so clearly visible before. Approximately 20% of the school population appears to have very limited interest access. Even the provision of hotspots, that were quickly

acquired in the spring, only helped marginally as cell service is so spotty in such a rural and mountainous terrain. Antiquated Chromebooks demonstrated their limitations in running zoom conferencing,

Harmony's teachers and staff were valiant and transformative. Staff adopted new tools, shared with each other in collaboration, and worked with families to leave no child behind. Harmony transformed its MTSS workgroups into a student support team to ensure that students did not fall through the cracks. Vulnerable students were pursued to assist their connecting to their classes. Food service began food distribution downtown and the garden program produced bags upon bags of fresh organic produce that was given away to families in need. As the spring progressed, preparations for the following year began.

From May through July staff, administration, board and families collaborated via biweekly forums, surveys, zoom sessions and board meetings discussing likely scenarios and developing action plans for a multi-program reopening for 2020. The changing dynamics of the pandemic, and changing guidance from the state, caused much work to be done and then redone. Eventually, by late July, it became clear that a reopen with students on campus would likely not materialize for the first day of school, and thus the flexibly hybrid program, as well as the dedicated distance learning programs, were triggered into full time distance learning mode.

Throughout it all, parent forums were held in evenings, along with accompanying community letters to frame questions for the community and staff. Surveys administrated in late summer helped determine staffing for various program options, and advised the schedule and structure of the program. Our parent meetings also revealed a host of crisis in households, from the difficulty in managing home instruction, unemployment, health fears, and insecure food and housing, there have been many impacts from the virus, and still other obstacles that predate the pandemic but were exacerbated by the conditions that accompany it.

In reflection, the spring was a lost trimester. Though great efforts were made to continue educational progress, in many ways, systems were not in place, and families were not prepared for the model. Thus much time was spent over the summer to both prepare staff as well as to prepare families. In addition, providing multiple options and allowed family choice in the programs created an opportunity for families to find a best fit for their unique home situation.

Throughout it all, the safety and well being of students, families and staff has been paramount. Harmony followed conservative federal, state and local guidelines for health and safety. Harmony took a conservative stance on employee site work, encouraging staff to work at home whenever possible and providing equipment to staff to facilitate their safest structure to whether the shelter in place orders in the spring, and new normal of later summer and fall 2020. Similarly, all efforts were taken to protect families, including door to door technology deliveries for families in need, free lunches and produce, and access to counseling to study hall support.

The economic impact of the pandemic has been substantial to many families. Further, the emotional toll on parents and children has been stark. Strained families and socially isolation of children contributes to significant emotional stress for children, many of whom are at critical stages of social development. Opportunities to support some of these needs through zoom recess and art activities helped in some ways, but could not replicate daily social interactions for students. Attendance certainly suffered in the fall and exacerbated the social isolation for some students. This is an area of great need to address in 2021-2022

As Harmony enters the new school year Faculty and staff have worked with stakeholders to develop key programs to support families amidst the very challenging conditions of a global pandemic..

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Even amidst closure, Harmony has worked tirelessly to include families, staff, board, community, and even children in advising the development of our COVID planning. Several methods for communication and deliberation were employed in this development work including;
- Community Letters
- Public Service Videos summarizing community letters and providing updates on conditions, governmental policy and local planning
- Surveys
- Class parent meetings
- Faculty and staff meetings
- In Service Planning Intensives
- Frequent Board Meetings
- Meetings with Parent Foundation
- Parent workshops and trainings

It was clear from the beginning given the impact on families with students forced into the home, that programs would not be successful if the needs of families were not thoroughly understood and integrated into planning efforts. This is why the district developed three distinct COVID program options for families.

[A description of the options provided for remote participation in public meetings and public hearings.]

- Community Letters

Letters provided a conduit for basic public health information, as well as updates on school policy and planning. Letters were sent to the community on the following dates:

 February 27, 2020

March 11, 2020

March 16, 2020

April 9, 2020

March 23,2020

June 25, 2020

July 9, 2020

July 18, 2020

- Public Service Videos summarizing community letters and providing updates on conditions, governmental policy and local planning

February 29, 2020

March 10, 2020

March 26, 2020

March 31, 2020

July 7, 2020

- Community Forums (via Zoom)

April 1, 2020

July 14, 2020

July 28, 2020

- Surveys

Emergency Closure Food (Survey) March 2020

Technology Survey to (Staff) March 2020

Technology Survey to (Families) March 2020

Remote Classroom Survey (Families) May 2020

COVID Response Survey (Staff) June 2020

Distance Learning Best Practices Survey (Staff) July 2020

Covid Program Design Survey (Families) July 2020

HUSD Learning Program Survey (Families) July 2020

HUSD Student Enrollment Survey (Families) July 2020

- Class parent meetings

Held in spring at start of closure, and then again August 5-29 as school started in 2020-2021

- Faculty and staff meetings

Weekly faculty meetings and separate weekly leadership meetings for steering response.

- In Service Planning Intensives

Additional inservice meetings in March, June, July and August. Buyback days were implement for 5 total additional days since March 2020

- Frequent Board Meetings

Board meeting frequency increased from once per month to twice monthly on average.

- Meetings with Parent Foundation

Monthly meeting with foundation

- Parent workshops and trainings

Workshops to support parent well being were held on:

April 9, 2020

April 16, 2020

April 23, 2020

April 30, 2020

May 7, 2020

May 14, 2020

September 9, 2020

[A summary of the feedback provided by specific stakeholder groups.]

Teachers
Teachers expressed gratitude for advance warning from administration along with consternation and overwhelm at changing conditions, new technology and modalities and fears of risk associated with COVID. Teachers advocated for the acquisition of new technology and equipment for staff, along with dedicated backpacks and equipment for students during COVID reopening for 2020-2021. Advocacy for site based safety improvement led to the creation of a site committee to handle associated questions. Requests for additional training and tech support, new curricula and modifications to program structure were made and implemented.

Families (Parents and Caregivers)
Families expressed great overwhelm with taking on instructional support in the home. Technology was a frequent obstacle and induced new tech purchasing and door to door deliveries. Feeling of inadequacy and fears over the lack of student program academically along with concerns over the social isolation experienced by their children summarized much of the feedback from parents. In the majority, families were very appreciative of the rapid implementation of distance learning programs both in the spring and fall. Harmony was perceived as being far ahead of the curve from other districts and implemented more options for parents to identify best fits for their unique situations.

Students
Students expressed dismay at the loss of time with peers. Some students reported liking distance learning as it removed some of the social pressures associated with schooling. Others reported depression and isolation being away from peers and caring adults. Many students expressed overwhelm on learning tasks, both for the lack of support and the difficulty in focusing and completing assignments. Some students demonstrated strength in a home model.

Foundation

The Foundation reported concerns for family's in need, particular for the loss of enrichment and childcare options. The foundation relayed many parent concerns regarding program design, requesting flexibility for families that wanted less screen time for children. The foundation reported appreciation for parent support workshops and direct to student support by school staff.

Appendix includes data from surveys.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The 3 distinct program instructional tracks for 2020-2021 were built upon the feedback of all stakeholders. Parents in particular related a number of concerns but attempting to satisfy these concerns with one model would be impossible. For example, some parents did not want to come back to the campus in any form, while others were looking for any option to have students attend on campus. Mask wearing was variable in the parent willingness to send students on both sides of the issue. The results from the spring shelter in place also impacted the program structure and schedules.

Food service program changes were impacted by parent and staff advisement. Changes in demand observed in the spring, and surveys of parents for food service utilization impacted program design and staffing assignments. New programs were implemented to allow students in distance learning to have access to meals and food services.

Technology purchases were advised by parent survey responses and teacher and student reports of student connectively and access issues. The district allocated funding to secure new devices for a 1:1 distance learning tech initiative. Similarly, hotspots were requested and greatly increased numbers for the fall.

Site improvement and safety protocols were the direct result of faculty meetings, site committee meetings, and leadership dialogue for improvement. Weekly leadership meetings with faculty and staff throughout the summer informed decisions. In service planning

The development of the Strategic reopening plan was the culmination of the many workshops/forums/faculty meetings and committee meetings from spring through July 2020.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

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.

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.

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:
o Ensure that communication with the parent is working, phone dialer, emails, and internet access;

o Determine if there is a breakdown in communication and make any corrections; and
o 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:
o A conference with the principal;
o 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
o 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
o Teacher engagement
o 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.

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.

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 Democrat, 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.

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. The Learning Support Team, as assembled in the spring, will be reconstituted for the fall to identify, support and monitor students who demonstrate below grade level proficiency using normed assessments through exact path and other curricular sources.

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.

PROGRAM SELECTION

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
o Wearing Masks
o Washing Hands
o 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:
o 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.
o 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.

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

n 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.

n 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.

n 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.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Technology: Thermometers and Reconfigured Nurse Station	1,500	No
Technology: Computers for IAs and Paras	2,500	No
Technology: Broadcast Equipment for Board Meetings and PSAs	2,700	No
Technology: Digital Drawing Tablet	800	No Yes
Outdoor Classroom: Straw Bales for seating	1,200	No Yes
Materials and Equipment: PE Materials	2,300	No Yes
Custodial Supplies: Cleaning materials and Equipment	6,500	Yes
PPE: For staff and visitors	4,000	Yes
Construction: (anticipated) including outdoor classroom flatwork, reconfigured cafeteria, sneeze screens and other equipment to minimize spread	80,000	Yes

Description	Total Funds	Contributing
Construction: Retrofit of Plumbing fixtures to touchless	58,000	Yes
Facilities: Filters and fans for Ventilation	25,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Distance Learning at HUSD

HUSD recognizes the value of in-person, relationship-based learning and acknowledges that distance learning is not intended to serve as replacement but rather in times of necessity, can be utilized to leverage value learning away from school. The distance learning plan provides guidelines and insights about how HUSD faculty will utilize digital and experiential learning away from campus.

At the core of HUSD's approach to distance learning is the belief we should think differently about our priorities when responding to challenging circumstances, and we should embrace new opportunities for students to learn in authentic, meaningful ways.

Much was learned in the spring, and these lessons have helped us in designing a distance learning program that hews to our goal of academic growth and achievement for our students. This challenge will require the collaboration and mutual support of teachers and families to build an educational experience that supports the well being and intellectual growth of our children.

State Distance Learning Requirements:

1. Access to devices and connectivity for all students

2. Daily live interaction with teachers and other students

3. Challenging assignments equivalent to in-person classes

4. Adapted lessons for English-language learners and special education students

HUSD Distance Learning:

Communication Channels & Technology

Good Communication is always important, but particularly during a Pandemic, it is essential that all members of the community work together to maintain good communications practices. This means that both parents and families must check communication portals regularly. These portals include:

Email

Email will be used for all major communications and announcements, including those from the superintendent/principal. Faculty will also use email to communicate although they may use other platforms to interact with their students as well. In some instances, messages may be provided via video recording.

Text Message

Text Messages will be sent for important announcements that require prompt reply or attention.

Phone Recorded Voice Messaging

Some calls may be made with an autodialer and speech to text to expedite sending messages to our community.

Live Phone Calls and Teleconferences

Harmony staff will also reach out to families via phone or teleconference for in depth student support meetings as needed.

eLearning Online Portals

Systems that enable teachers and students to interact, present materials, organize classes, control assignments and take attendance, among other functions. The primary platforms HUSD will use are Seesaw, Google Classroom and Edmentum

Seesaw: (TK-4) Teaching and learning platform that enables online classrooms, so teachers can create and share content and documents in addition to creating, grading and commenting on assignments.

Google Classroom (5-8): Teaching and learning platform that enables online classrooms, so teachers can create and share content and documents in addition to creating, grading and commenting on assignments.

Edmentum Courseware: (6-8 Hybrid and Home Learning) Teaching and learning platform that enables online classrooms, so teachers can create and share content and documents in addition to creating, grading and commenting on assignments.

Edmentum Exact Path: An online assessment and intervention software to assist students in Math, Reading and Language Arts

Calvert (K-5(8) Home Learning): A K-5 comprehensive curriculum program for independent study students.

Reading Eggs: An online early reader software for students in grades K-3

Lexia: An online early reader software for students in grades K-8

IXL: An online software supporting skill development and mathematical fluency.

Class Website: Some teachers may elect to use their class websites as an additional means to communicate with families. Most teacher websites can be accessed through the HUSD website: www.harmonyusd.org. Click on "staff" tab, and pick your child's teacher from the drop down list.

School Website: HUSD will maintain general information for the public at www.harmonyusd.org.

Schoolwise: Grading platform for middle school students. Attendance and student information system (SIS) for the entire district.

Additional Tools:

Zoom: Web-based video conferencing tool with a local, desktop client and a mobile app that allows users to meet online, with or without video. Zoom users can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform.

Google Docs: Online word processor platform that can be used to write, edit, and share documents by single or multiple users.

Google Drive: Online file sharing platform that can be used to share online documents (from G Suite Applications) or other types of files (e.g., images, spreadsheets, compacted files).

Google Slides: Online presentation editing platform that can be used to write, edit, and share presentations by single or multiple users.

Google Sheets: Online spreadsheet platform that can be used to write, edit, and share spreadsheets by single or multiple users.

Google Forms: Online forms platform used for creating polls and surveys online by single or multiple users.

Access to Systems and Materials from Off-Campus

The District will ensure all students in grades K through 8 have appropriate laptop devices, chargers, books and materials needed for successful learning before the first day of school. Pick up days will be established for families to get necessary materials. Students who need them will be issued school-owned Chrome books and/or hotspots. Teachers will assemble learning kits appropriate to grade levels. Most of our technology tools are not device-specific, which means students will be able to access learning through parental devices, phones, etc., in the event that they cannot access their school Chromebook.

Technology Troubleshooting Protocols

Parents in need of tech support should email mmorgan@harmonyusd.org, sheron@harmonyusd.org and technology@harmonyusd.org

Guidelines for HUSD Teachers

The guidelines provided below are designed to assist teachers in developing their distance learning experiences and to communicate to families our best intentions.

1. Know our students' technological capabilities and support systems.

Teachers will determine what kind of online learning work is possible and optimal for students to do while working at home, and will develop fair and reasonable accommodations for those students who may not be able to complete all work online. Teachers will strive to utilize tools that students are familiar with and take the necessary time to introduce new technological platforms.

2. Utilize eLearning Online Portals

Teachers will help students know how to contact them and where to locate coursework online. Portals will have links to essential content, the best way(s) to reach the teacher, and a pacing guide for coursework. HUSD portals are:

? TK - 4: SeeSaw (fourth grade will be introduced to Google Classroom over the year)

? 5 - 8: Google Classroom

?   Home learning (K-8): Edmentum

3. Communicate often, clearly, and consistently

Regular announcements and updates will be sent via email, or through Seesaw or Google Classroom. Teachers will strive to make communications focused, clear, and simple with actionable tasks and items students need to know. Distance Learning Teachers will also be available for students during weekly office hours and to parents by appointment. *

4. Adhere to high standards and use a variety of digital tools to teach

As we continue distance learning at HUSD we will adhere to our grade-level curricular standards to the best of our ability. For the most part, we will cover content that we would otherwise cover in person, but our methods will likely need to be adapted to our online situation. We will use district adopted programs, as well as a variety of digital resources and tools. Aside from direct instruction via Zoom, teachers will leverage screencasting tools (to create simple, short tutorials that show students how to navigate online spaces, how to use a certain tool, or how to digest online content), student presentation tools and supplemental curricular material. Teachers will also include hands-on or outdoor learning activities.

5. Gather students for regular synchronous meetings.

Synchronous means students meet directly with school staff. To promote maximum student engagement and learning, teachers will work to nurture student relationships with staff and peers online. During times when school is closed, students will gather daily for synchronous learning times via Zoom (whole class and small groups). Attendance will be taken. Teachers will also offer Office Hours for students to connect with them individually. Availability will be prominently posted in the learning hub (see #2).

6. Create opportunities for asynchronous connection.

Asynchronous means that students engage in learning activities (such as watching a video) during their Independent Work (IW) time. When school is closed it's still possible to connect students to content or one another asynchronously (at different times - ie. watch a prerecorded lesson, video or presentation). Teachers may additionally use discussion forums or tools to allow for student responses and dialogue during a set time period. In these cases, teachers may post a prompt based on a reading or video previously assigned, and give students a set timeframe to post and respond to each other. For group projects, students can leverage tools like Google Drive to collaborate asynchronously.

7. Think creatively and strategically about assessment.

Students will be accountable for their learning during distance learning. Frequent assessments will inform students, teachers, and parents of student progress. Teachers will need to assess differently under these circumstances, using informal synchronous checks for understanding and asynchronous formative assessments. Teachers will establish ways to communicate assessment results to students and their parents in a timely manner.

8. Be intentional and explicit about timing and pacing.

Teachers will design concise, organized weekly plans for students with clear deadlines and explanations of coursework, being mindful of volume and pacing. Teachers recognize that students will need time and support to learn how to navigate their learning and meet expectations.

9. Seek student feedback.

In traditional classrooms, teachers are constantly paying attention to students and responding to implicit needs about the learning environment, often passively or subconsciously. In an online setting, teachers will intentionally design channels to gather that same type of feedback. Beyond observing their contributions to online discussions and how/when they're turning in assignments, teachers will use a variety of methods to monitor student progress and well-being.

10. Create opportunities for personalization.

Just as they differentiate for learners in the classroom, teachers will do their best to create multiple learning pathways in online spaces. Online learning gives students the opportunity to learn at different paces. Online learning is also an opportunity to give students voice and choice.

11. Recognize the importance of student support.

Student support in online spaces looks different than in a physical school building. Teachers will monitor student attendance and engagement. Teachers will strive to create moments throughout the week when students "check-in," either by turning in work, meeting with them/others, or contributing to online discussion. Teachers will reach out to students individually as needed,, and keep parents in the communications loop. HUSD will provide students who need it with additional support from the Student Support Team.

12. Keep parents informed.

Teachers recognize parents are trying to support their students and may need advice for helping students manage online learning. If students struggle to manage their own learning or to do online learning, teachers will help parents develop further strategies to support their children. Teachers will endeavor to keep their communication simple, with clear, actionable ways parents can support their students.

13. Reflect on our role as a teacher in virtual spaces.

Teachers will do their best to help students connect to a sense of purpose, express autonomy, and work towards mastery, even in online spaces. They will endeavor to help students locate their intrinsic motivation and keep interest alive.

14. Connect with colleagues and share strategies that work.

Teachers will stay connected to colleagues, not just to communicate information, but to support each other. They will share with each other specific strategies that are working. They will use the same tools they use to work with students to teach colleagues how they are structuring or designing learning experiences.

Guidelines for HUSD Parents

Ongoing and enhanced distance learning may be challenging for families. Parents may need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students thrived with distance learning last spring, while others struggled. The eight guidelines provided below are intended to help parents think about what they can do to help their children be successful within this next phase of distance learning.

1. Establish routines and expectations.

At school, your child is used to having set routines for lessons, classes, breaks and lunch. One way to help your child at home is to create a set routine, whenever possible. Review your child's schedule and make a plan each day. Students will begin their studies at 9:00 am each day with a class Zoom meeting, followed by assignments and smaller group Zoom meetings throughout the day. Build in breaks and physical activity. Keep normal bedtime routines for younger children and expect the same from your middle school-aged students, too. (Don't let them stay up late and sleep in!) We strongly encourage families to set these routines on day one of distance learning.

2. Define the physical space for your child's study.

Giving students a dedicated flat tabletop workspace helps them stay organized, and reinforces that they are in school-mode. Make sure the workspace has easy access to supplies, is near a strong wireless internet signal, if possible, and access to electricity to keep the Chromebook charged. Keeping supplies organized in backpacks near the dedicated workspace will help students access supplies quickly and preserve them for when we return on-campus learning. As much as possible, a quiet environment can help your child focus: music, television, pets, and other children can cause unnecessary distractions. It should be a place that can be quiet at times. Above all, it should be a space where parents are present and monitoring their children's learning (for this reason, it may be advisable for your child to work in a public/family space and not in his/her bedroom. This, of course, should be determined based on your child's and family's needs).

3. Monitor communications from your child's teachers.

Teachers will communicate with parents through email. The frequency and detail of these communications will be determined by your child's ages, maturity, and their degree of independence. HUSD wants parents to contact their child's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain to them the online platforms (e.g. Seesaw, Google Classroom) teachers are using.

4. Begin and end each day with a check-in.

Parents are encouraged to start and finish each school day with a simple check-in. In the morning, ask:

? What are you learning today?

? What are your learning targets or goals?

? How will you spend your time?

? What resources or support do you need?

Parents may even consider co-creating a visual checklist that includes checkboxes. This tool is an excellent way to stay organized and teaches students how to plan their work independently. Also, it can help you support your child as they complete their assignments. This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should nevertheless. As mentioned in tip #1, establish these check-ins as regular parts of each day.

5. Take an active role in helping your child process and own their learning.

In the course of a regular school day at HUSD, your child engages with other students or adults dozens, if not hundreds, of times. These social interactions are opportunities for processing, extending, and consolidating learning. Asking your child questions about their schoolwork is a great way to stay involved and during distance learning, it can be even more beneficial for your child's studies. Ask specific questions when you are asking your child about their assignments.

Here are some examples of specific questions:

1. What is one interesting thing you learned today in [math]?

2. Can you show me how you solved your most challenging activity today?

3. What do you need help with today?

4. What is one thing that you know today that you didn't know yesterday?

5. What are two things that other classmates asked on Zoom?

6. What did you find challenging? How did you manage that challenge?

Studies show that students learn more when they talk about or explain what they are learning. So, don't worry if you don't understand all of the content in your child's lessons. Letting them explain it to you is an opportunity for your child to build confidence in what they've learned. They should feel free to do so in your home language.

6. Encourage physical activity and/or exercise.

In school, your child has natural breaks between classes, that's why reminding them to take breaks between assignments is a great idea. We recommend five to fifteen minutes of off-screen breaks per hour, as well as a few "recess" breaks for younger students.

HUSD's physical education teacher will provide activities or exercises, but it is important for parents to model and encourage exercise, too! Break-time is a perfect time to be physically active; encourage your child to stand up and stretch, take a walk outside, or play catch for 15 minutes. It can do wonders in maintaining academic focus. You may even want to consider planning extra time outdoors in the evenings. Also, think about how your children can pitch in more around the house with chores or other responsibilities. Don't let your child off the hook – expect them to pitch in!

7. Remain mindful of your child's stress or worry.

One thing is for certain: This plan is being implemented in response to unique circumstances. This can be a time of uncertainty for everyone and it is imperative for you to help your children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. For resources on ways to support your child's big feelings visit the Counselor's Corner or contact HUSD's counselor Rebecca Chadwick if you need support.

8. Keep your children social, but set rules around their social media interactions.

Social interaction is an important part of your child's well-being, and during distance learning, they will likely be experiencing less than normal. Please remind your child to reach out virtually to their classmates and friends from school. And even though you will be working to balance screen time with school and social interactions, reaching out by phone, video chat, or email are ways for them to stay socially connected with friends and classmates.

If you have an older student, keep in mind that they will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, Telegram, TikTok, or Facebook are not official, school-sanctioned channels of communication. HUSD asks parents to monitor their child's use of social media. Remind your child to be polite, respectful, and appropriate in their communications and to represent your family's values when interacting with others. A student's written words and tone can sometimes offend or cause harm to others.

Home Learning Program

During our time of Distance Learning, HUSD will be offering an Independent Study Program (ISP) for students not enrolled in our District Hybrid Program. The ISP will be offered with two different sections as defined below:

Connected Home Learning:

Parents will work with an assigned Home Study Teacher to organize curriculum for home study. Students will use an eLearning curriculum at home. There is a morning zoom session with the Home Study Teacher, but zoom requirements generally are greatly reduced compared to the Hybrid model. Synchronous direct instruction is primarily provided by the parent coach at home, with targeted support by the Home Study Teacher as needed. When the campus is open, an enrichment day is offered on campus on Fridays for Home Learning Students

Independent Home Learning:

Parents will work with an assigned Home Study Teacher to organize curriculum for home study. Students will use mostly PAPER and PENCIL, Project based curriculum at home. Instructional Zoom sessions are generally NOT REQUIRED with the Home Study Teacher, but some zoom sessions may be offered for learning support. Synchronous direct instruction is primarily provided by the parent coach at home, with targeted support by the Home Study Teacher as needed. When the campus is open, an enrichment day is offered on campus on Fridays for Home Learning Students.

Roles & Responsibilities During Distance Learning

Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of school personnel, students, and parents are delineated below.

School Personnel in Distance Learning Platform

Roles & Responsibilities

Leadership Team

?   Create and distribute HUSD's Distance Learning Plan (DLP).

?   Support faculty and students/families shifting to a distance learning environment.

?   Help teachers implement DLP and ensure high quality learning experience for all students.

?   Provide time for teacher collaboration that will support consistent implementation of our distance learning plan.

?   Regularly solicit and analyze feedback from students, teachers, and families and use results to make adjustments as necessary.

Administration

? Support all teachers and teams in the implementation of HUSD's DLP.

? Establish clear channels of communications between faculty, staff, families, and students in the event this DLP is activated.

? Provide tools, models and examples for designing and implementing outstanding distance learning units and lessons.

? Share and recommend techniques for providing feedback to students and designing new methods to assess student learning.

? Support teachers and teams in developing strategies to differentiate their instruction.

? Support families in the implementation of HUSD's DLP.

Teachers

? Collaborate with other members of the team or cohort, to design distance learning experiences for students.

? Seek innovative ways to teach online.

? Deliver engaging age-appropriate curricular material in line with HUSD and State standards.

? Develop and implement assessments to track student learning and inform teaching.

? Communicate frequently with students and, as needed, with their parents.

? Provide initial tech support to students who need it.

? Provide supplementary learning activities for ELL students as needed.

? Utilize aide time effectively.

? Notify members of the Student Support Team about students of concern.

Home Learning Teachers

? Collaborate with parents and administrators to develop and implement an independent home learning plan.

? Meet with parents and students every two weeks to review prior coursework and assign new coursework for the upcoming learning period.

? Assist parents in delivering engaging age-appropriate curricular material in line with HUSD and State standards.

? Continuously monitor curriculum implementation and student progress.

? Develop and implement assessments to track student learning and inform curricular pacing.

? Notify members of the Student Support Team about students of concern.

? Provide initial tech and/or curricular support to students and parents who need it.

RSP Teacher

? Provide support for students with IEPs and manage Special Education caseload

? Communicate regularly with general education teachers regarding students with IEPs. Ensure IEP accommodations and/or modifications on assignments, projects, and assessments are being implemented.

? Provide support for teachers in differentiating lessons and activities for students with IEPs

? Communicate regularly with students and/or their parents on the caseload

? Adhere to all IEP services and goals

? Hold IEP meetings (via Zoom), within legal annual timelines

? Monitor progress on IEP goals and communicate progress to parents each trimester

School Counselor & Student Resource Team (SRT)

? Provide counseling supports via virtual platforms as needed

? Use virtual platforms to conduct check-ins with students as needed

? Maintain a bank of resources for parents, teachers, and students for social-emotional learning and other counseling-related student needs

? Provide easily accessible forms of communication for teachers, staff, parents, and students

? Provide opportunities for referral by teachers, staff, parents, and students

? Meet regularly (counselor and SRT) to stay current and serve needs of students/families in a timely manner

? Provide a method of self-referral for students

? Host drop-in office hours for students to access services

? Provide support and services in times of crisis to students and families.

? Coordinate services with outside agencies to further meet the needs of students and families

? Serve as liaison for community-based organizations providing services to HUSD students

Physical Education Teacher

? Develop a bank of exercises and physical activities, for students and share these with classroom teachers and families.

Librarian

? Provide pickup service of library materials for teachers and students by request.

? Collaborate with colleagues to find resources for high-quality distance learning experiences and research.

? Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences.

? Maintain and update online library site for obtaining resources.

? Be available for teachers and students, as needed, for support.

Instructional Aides and Paras

? Communicate regularly with classroom teachers to identify ways to support students and contribute to this DLP.

? Monitor student learning and provide feedback to students, as requested by the designated teachers and teams.

? Provide additional, individualized student support for students who are on the Student Support Team list (if time allows).

Tech Support Team

? Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance learning environment. (aspirational?)

? Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed.

? Be available, in-person or remotely, to provide on-demand tech support help.

? Audit usage to identify students or parents who may be unavailable or out-of-reach.

Student in Distance Learning Platform

Roles & Responsibilities

? Establish daily routines for engaging in the learning experiences.

? Identify a comfortable, quiet space in your home where you can work effectively and successfully with school materials easily accessible.

? Regularly monitor online platforms (e.g. Seesaw, Google Classroom, email) to check for assignments, announcements and feedback from your teachers.

? Complete assignments with integrity and academic honesty, doing your best work.

? Meet timelines, commitments, and due dates.

? Ask for help if you need it.

? Collaborate and support your HUSD peers in their

 learning.

? Comply with HUSD's Technology Contract (real name & link needed), including expectations for online etiquette.

? Proactively seek out and communicate with adults

 at HUSD as different needs arise.

Parents/Guardians in Distance Learning Platform

Roles & Responsibilities

Provide support for your children by adhering to the Guidelines for HUSD's DL Parents:

? Establish routines and expectations.

? Define the physical space for your child's study.

? Monitor communications from your child's teachers.

? Begin and end each day with a check-in.

? Take an active role in helping your child process their learning.

? Encourage physical activity and/or exercise.

? Remain mindful of your child's stress or worry.

? Keep your child social, but set rules around their social media interactions.

Parents/Guardians in Independent Learning Platform Provide support for your children by adhering to the Guidelines for HUSD's IS Parents:

? Establish routines and expectations

? Define the physical space for your child's study

? Implement Learning Plan

? Provide daily instruction as the primary teacher for student/s.

? Attend required meetings with home learning teacher (~2x/month)

? Monitor student progress and promptly seek help from home learning teacher when needed

? Encourage physical activity and/or exercise

? Remain mindful of your child's stress or worry

? Keep your child social, but set rules around their social media interactions

TK and Kindergarten

Priorities and Considerations

The primary tools for communication between teachers and families will be the class websites, Seesaw and email. Distance learning for Kindergarten and TK children will remain holistically focused on broad language, cognitive, physical, and social-emotional development. Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal technology or specialized materials.

The Kindergarten/TK faculty will provide parents with:

? Recommended activities and experiences targeted at certain skills;

? Novel prompts responsive to current conditions designed to encourage

children and families to engage with their environment and setting;

? Art and creative design ideas intended to provide children opportunities to process their experiences while developing cognitive, language and

fine motor skills; and

? Suggested enhancements to daily experiences to support holistic

development.

Kindergarten/TK: Approximate Time Frames for Learning

Approximate Time per Day Subject Area

40 minutes Emergent literacy activities, games, and challenges focused on language development, vocabulary, comprehension, and phonological awareness.

40 minutes Emergent numeracy activities, games, and challenges focused on counting, sorting, and patterning.

40 minutes   Holistically focused activities, games, and challenges to support cognitive, physical, and social-emotional development.

60 minutes Additional learning suggestions:

Total average daily minutes: 180

Distance learning offers opportunities to explore and develop new skills or pursue sustained or extended projects.

? Learning a new board game or skill.

? Practicing mindfulness/yoga/breathing

exercises.

? Exploring a new interest or passion.

Kindergarten/TK: Student Schedule

Teachers will have zoom class meetings five times a week, along with small group breakouts for just TK and K students two times per week to target instruction. Teachers will also have office hours each day during which parents and students may contact them. Please see the student/class schedule below. This schedule is subject to change.

First through Third Grades

Priorities and Considerations

The primary tools for communication between teachers and families will be email and Seesaw. Please see the student/class schedules below.

?   Students will have both off- and on-screen learning activities designed to engage primary learners in experiences that connect to current curriculum.

?   Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement.

?   It is expected that students in grades 1 - 3 will need higher levels of support than students in upper grades.

?   Counselors are always available to support students with academic, social, or emotional needs.

Grades 1 - 3: Approximate Time Frames for Learning

Approximate Time per Day Subject Area

60 minutes   Reading/Writing (Science/Social Studies connections as appropriate)

60 minutes Mathematics

30 minutes   Science/Social Studies-related experiences and/or integrated projects

30 minutes Art, SEL, enrichment

PE, Garden and Library teachers will provide a range of activities that continue to support the current program.
- 60 minutes Class meetings (15-30)
- Reading aloud and home reading for pleasure (20)
- Additional independent learning time - will vary with student

Times include direct instruction and independent work time.

Total average daily minutes: 230

First to Third Grade Student Schedule

Teachers will have zoom class meetings online five times a week, and will check in individually with each child via video conferencing as needed. Teachers will also have office hours several days a week where parents and students can contact them. The student/class schedule below is intended to provide a general idea of how schedules will be configured for these grades. Please see schedules provided by individual teachers for more precise information for each class. Schedules are subject to change.

Fourth through Sixth Grades

Priorities and Considerations

The primary tools for communication between teachers and families will be class websites, email, Seesaw (Grade 4) and Google Classroom (Grades 5 & 6). Please see the student/class schedules below.

?   Students will have both off- and on-screen learning activities designed to engage them in experiences that connect to current curriculum.

?   Students will also have both asynchronous and synchronous learning activities.

? Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement.

? It is expected that students in these grades will be more independent than the younger students, but will continue to need some parental support and oversight.

? Learning experiences for fifth and sixth graders are designed to be completed mostly independently or in collaboration with other students.

? Resources vary by class and lesson, but will include links to videos, or graphic organizers; scanned material to read and engage with; independent reading and research material via our databases; and school subscriptions to online sources.

? Students are encouraged to be proactive in reaching out to teachers when they have questions or they are unclear about assignments.

? Counselors and advisors are always available to support students with academic, social, or emotional needs.

Grades 4 - 6: Approximate Time Frames for Learning

Approximate/average Time per Day Subject Area

60 minutes   Reading/Writing (Science/Social Studies connections as appropriate)

60 minutes Mathematics

60 minutes   Science/Social Studies

40 minutes   Art, SEL, PE, Garden, Technology and Library (specialty teachers will provide a range of activities that continue to support the current program).
- 60 + minutes Class meetings (30)
- Reading aloud and home reading for pleasure (30)
- Additional independent learning time - will vary with student

Times include direct instruction and independent work time.

Total average daily minutes: 280

Fourth - Sixth Grade Student Schedule

Teachers will have class meetings online five times a week. They will check in individually with each child via video conferencing as needed. Teachers will also have office hours each day where parents and students can contact them. The student/class schedule below is intended to provide a general idea of how schedules will be configured for these grades. Please see schedules provided by individual teachers for more precise information for each class. Schedules are subject to change.

Monday – Thursday Schedule

Student Schedule Teacher Schedule

8:30 - 9:00 Get organized for school!

9:00 - 9:30 Morning meeting

9:30 - 9:45 Break

9:45 - 10:15 Math X/Y (Math Y - IW)

10:15 - 10:30 Break

10:30 - 11:00 Math Y (Math X - IW)

11:00 - 11:15 Break

11:15 - 12:00 Language Arts A/B (alt days)

 other group does IW)

12:00 - 12:30 Lunch

12:30 - 12:45 Read aloud

12:45 - 1:30 Science/Social Studies B/A

 (alternate days)

1:30 - 1:45 Break

1:45 - 3:00 IW, PE, garden, office hours

After school Home reading

8:30 - 9:00 Planning/prep

9:00 - 9:30 Morning meeting

9:30 - 9:45 Break/prep.

9:45 - 10:15 Math X (Math Y - IW)

10:15 - 10:30 Break/prep.

10:30 - 11:00 Math Y (Math X - IW)

11:00 - 11:15 Break/prep.

11:15 - 12:00 Language Arts A/B (alt. days)

12:00 - 12:30 Lunch

12:30 - 12:45 Read aloud (some prerecorded)

12:45 - 1:30 Science/Social Studies B or A

 (alternate days)

1:30 - 1:45 Break

1:45 - 3:00 Office hours, planning

Friday Schedule

Student Schedule Teacher Schedule

8:30 - 9:00 Get organized for school!

9:00 - 9:30 Morning meeting

9:30 - 12:00 At home school work/breaks

12:00 - 12:30 Lunch

12:30 - 12:45 Read Aloud (pre-recorded)

12:45 - 1:30 At home school work

1:30 - 1:45 Break

1:45 - 3:00 IW, PE, garden, office hours

8:30 - 9:00 Planning/prep

9:00 - 9:30 Morning meeting

9:30 - 11:00 Planning/prep.

11:00 - 12:30 Staff meeting

12:30 - 1:30 Lunch

1:30 - 3:00 Office hours/planning

Seventh and Eighth Grade

Priorities and Considerations

The primary tools for communication between teachers and families will be Google Classroom and email. Please see the student/class schedules below.

? Teachers will either link materials in Google Classroom or share materials directly to each student's email.

? Distance learning for our middle school learners will focus on having a balanced, holistic learning experience. Students will have both off-screen (asynchronous) and on-screen (synchronous) learning activities designed to engage the middle school learner.

? Learning experiences are designed to be completed independently or in collaboration with other students.

?   Resources vary by class and lesson, but will include links to videos, or graphic organizers; scanned material to read and engage with; independent reading and research material via our databases; and school subscriptions to online sources. Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.

?   Counselors and advisors are always available to support students with academic, social, or emotional needs.

Seventh and Eighth Grade Student Schedule

Teachers will have class meetings online five times a week. They will check in individually with each child via video conferencing as needed. Teachers will also have office hours each day where parents and students can contact them. The student/class schedule below is intended to provide a general idea of how schedules will be configured for these grades. Please see schedules provided by individual teachers for more precise information for each class. Schedules are subject to change.

Grades 7 - 8: Approximate Time Frames for Learning

Approximate/average Time per Day Subject Area

45 minutes   Reading/Writing (Science/Social Studies connections as appropriate)

45 minutes Mathematics

45 minutes   Science/Social Studies

45 minutes   Social Studies

45 minutes   Art, SEL, PE, Garden, Technology and Library
- 45+ minutes Class meetings (30)
- Reading aloud and home reading for pleasure (30)
- Additional independent learning time - will vary with student

Times include direct instruction and independent work time.

Total average daily minutes: 280

Access to Devices and Connectivity

Tech purchases and provision from state allocation has allowed Harmony to acquire enough new Chromebook to initiate a 1:1 device program. All machines will be prepared and commissioned to students before the start of the school year along with their Learning Kits including new backpack, curriculum materials, manipulatives, and drawing and writing materials. Harmony IT staff will support the roll out and troubleshooting for parents. Harmony has opened contracts with ATT and Verizon for provision of hot spots for families that request it. The hotspots include the cost of the device plus monthly service fee. Our district is a remote rural district with poor cell reception and poor access to DSL or other landline internet service. Hotspots have been the only help for most families. Even then, some families are unable to access the internet from their homes. Families have been offered text/paper based independent study program if internet access and home sheltering is required. The Calvert program has stood in for this purpose. Distance learning uses Courseware, History Alive, Lexia, Reading Eggs, Exact Path, and Calvert to extend learning into the home.

Pupil Participation and Progress

Harmony has adopted the Edmentum East Path program to provide ongoing assessment and intervention for Math, Reading and Language Arts. Assessments will occur 4 times a year, with the initial assessment at the return to classes to determine gaps from perilous shelter in place trimester at the start of COVID. Every student, with the exception of full time independent study students, will receive synchronous instruction for at least a portion of each school day as outlined above. Synchronous instruction will be noted in the attendance summary through the SIS (Schoolwise). In addition, daily work submission through Seesaw or Google Classroom, or through the student management system of Edmentum will provide teachers a record of daily student engagement in software and coursework. Such interaction will also be noted in the SIS.

Distance Learning Professional Development

Teachers have been provided per diem at least 4 days over the summer in anticipation of reopening. This included collaborative planning time with peers as well as attendance with software and technology trainers in preparation of the roll out of new coursework and tools for students. All faculty are encouraged to take additional training and are compensated for their time. In addition, collegial sharing and training occurs in the weekly faculty and staff meetings, with dedicated 45 minutes sessions for teachers to teach each other new skills on the distance learning platforms.

Staff had additional days of PD before the start of school due to the intentional adjustment of the school calendar to afford more planning time before courses began.

Teachers were encouraged to participate in SCOE Disrupt conference with compensation for attendance.

New COVID related modules in Target Solutions Personnel training platform have been assigned to staff for completion during PD and prep time.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The District has adapted the roles and responsibilities of employees that have necessarily changed as a result of COVID-19 such as, but not limited to:

Modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students.

Changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment. Examples include:

Reallocating garden staff to assist with new distribution and support goals

Fiscal Technician added duties to procure PPE and understand FEMA regulations

Food Service director using creative means to deliver food and assess the needs of the community

Custodians preparing for distancing and safety/cleaning protocols

Certificated employees have been takse with engaging with students and delivering instruction from a distance.

Teacher variations of distance learning include:
- Direct instruction face-to-face via online tools
- Reading to students through online applications
- Demonstrating learning activities through the use technology
- Engaging students in multiple subject areas through applications on district provided devices
- Managing student behavior while working through distance learning.
- Counselors and teachers providing social emotional services through online interface to support anxiety and disengagement from the learning process

Classified employees' have been asked to provide service outside their regular job description.

Classified employees have risen to the challenge of repurposing their roles to meaningfully support the instructional environment for students.

Employees will work with their supervisor to provide added support to positions that remain essential during this period. Examples of employees embracing this include:

- Providing academic support and intervention to students struggling with this learning format.
- Reading stories to elementary students through online tools.
- Handing out food through our Child Nutrition program to ensure students have access to healthy food.
- Sanitizing work areas between use to minimize the spread of germs.
- Administrators and other staff delivered technology and instructional materials to student homes when families were not able to come and collect it or were having difficulty connection to virtual classrooms
- Monitoring student online engagement and connecting with families to resolve issues preventing student participation.

All protected employees, per SB98 are paid and provided the opportunity to work even if their position is unnecessary in the moment.

Site and District Administrators roles and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, hybrid in-person, and full-time in-person instruction at various times during the school year. Delivery of materials to homes, including tech support and hotspots. Wellness visits and socially distanced walks with students in crisis have been accommodated. Principal and AP have had to create plans to keep students and staff safe while they are on campus as well as multiple surveys, schedules and professional development opportunities

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The District has worked effectively to address the needs of English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care; and pupils who may be experiencing homelessness.

Access to Technology and Curriculum
Every child in the district has a device assigned to them for distance learning. We have also provided differentiated curriculum, both digitally and in printed form, to reinforce skills as part of our District Learning Continuity Plan. For our English Learner students, Teachers are using a comprehensive ELA curriculum with lessons for integrated ELD support. We also have curriculum to differentiate lessons for students based on their instructional level. The Technology Department has arranged for hotspots or Internet access for all students, especially for homeless, foster youth, and low-income students.

Meeting Needs of Families
Our Counselor and Learning Support Team Staff reach out to families of students who are not engaged at school, as well as families who were on their caseload before school closure, to offer additional community resources when necessary. Wellness Check home visits will be conducted for all students not responding to emails, calls, or text messages. During the home visits, families who needed support with

access to the Internet were identified and supported with obtaining Internet through local providers with free or low-cost plans. Other parents were contacted with information about how school learning is continuing even during the physical closing of the school.

To further support English Learner, foster youth, and low-income students, we have ensured that families have access to assistance in their home language for distance learning and preventative measures for protecting their families. We have surveyed families to determine the best way to communicate with them through phone calls, text, and/or emails. We have also used built-in networks for support to locate homeless families and children in order to account for every child within the district. If a teacher, principal, or parent reports a student experiencing any anxiety, our counselors and administrators provide support or prepare referrals for higher levels of service to support the family. We have encouraged parents to set up daily routines for students at home that mirror the school day, as best as possible, and shared best practices for accomplishing this.

Support for English Learners and Addressing Learning Loss
The district has hired Teacher Specialist for Reading/ELD to mitigate learning loss for students, as well as prevent future learning loss. Teacher Specialist for Reading/ELD will also provide additional support to English Learners in the areas of reading, writing, listening and speaking. While we are in a distance learning format, she will pull students virtually in small groups, or individually, to work on areas of need. She will also collaboratively with teachers to make sure they are not pulling students during their classroom synchronous learning time. The Teacher Specialist for Reading/ELD will continue to support students when we move to hybrid in- person learning and eventually to full in class instruction. She will again work with teachers to schedule additional instruction during the asynchronous portion of a student's day. All of our core curriculum embeds both integrated and designated English Language Development (ELD) into lessons. Teachers will monitor growth of English Learners as they work toward language proficiency using Exact Path assessments in ELA and Math, Lexia, as well as classroom-based assessments.

Support for Special Education Addressing Learning Loss - Related Services will be delivered as stated on each student's IEP. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, and Counseling. During distance learning, the service minutes of Resource Specialist Providers (RSP) will be adjusted to a percent of the minimum instructional minutes required for each grade. During the hybrid model, RSP services will be delivered during the asynchronous portion of the student's school day. Providers will document student engagement, IEP progress, parent communication, and mode of instruction.

Support for Homeless Students and Foster Youth
Our Foster Student Liason will work with school site personnel to support foster students, as well as students experiencing homelessness. Teachers, counselors and administrators receive yearly training on identifying and supporting students experiencing trauma, including homelessness and out of home placement (foster or living with other family or friends). Teachers, counselors and the Foster Youth Liason will work to ensure that each student receives the resources they need.

Additional Supports
Our community has been heavily impacted by natural disasters including fires, floods, and the coronavirus pandemic. Exposure to natural disasters can lead to increased symptoms of anxiety, depression, and post traumatic stress disorder (PTSD) that impact children's education, health, and wellbeing.The District is part of a Federal Grant with the Sonoma County Office of Education (SCOE) and West Sonoma County school districts are using the Substance Abuse and Mental Health Services Administration (SAMHSA) Project to support students

and families who may benefit from additional services related to recent disasters. The SAMHSA Project will offer evidence-based care to students, third grade and above, impacted by the 2017 and 2019 fires, 2019 floods, and/or the coronavirus pandemic.
The SAMHSA Project Evidenced-Based Care Approach:
1. Screening of all children for disaster-related risk using the PsySTART tool
2. Assessing higher risk children for trauma-related symptoms
3. Provision of 4-sessions of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) resilience skills to children with trauma symptoms and their parents/caregivers
4. Provision of full TF-CBT model to all children and their parents/caregivers who need more support than resilience skills alone
Harmony has also been graced with inclusion in the CHAT counseling support program offered through CPI. Chat Services will include Therapy and counseling services for identified youth and parents for an addition 10 hours per week.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Technology: Chromebook for 1:1 initiative to allow separate cohort instruction during on campus and off campus instruction	18,000	Yes
Technology: Laptop and Support Equipment for Faculty and Staff for creation and delivery of remote lessons for students on campus and in adjacent cohorts	19,500	No
Technology: Zoom licenses for faculty and staff for simulcast of class instruction to on campus and remote students	3,800	No
Technology: Hotspots & Monthly Access	9,000	Yes
Learning Supplies: Mobile kits for all students for outdoor classrooms, separate cohorts and home learning components. Includes	37,000	Yes
Curriculum: Edmentum including Exact Path assessment and Intervention as well as Reading Eggs, Courseware (Grades 6-8 for differentiated instruction) and Calvert for remote/distance learning	41,000	Yes

Description	Total Funds	Contributing
Training: Teacher and Staff Professional Development and Planning Days and registration	9,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

It is important to state that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs. Given the potential for significant gaps in instruction from the emergency spring closures due to COVID, additional assessment and intervention work is planned.

The District teachers will assess pupils to measure learning status, within any instructional delivery model, particularly in the following areas:
- English language arts Exact Path Reading and Language Arts Assessments
- English language development (ELD) - integrated ELD in ELA TK-8
- . Small group instruction 1st-5th and 6-8 as needed for identified English learners.
- Mathematics - Exact Path Math Assessments and Courseware formative assessments. Bridges Math and Calvert

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

For all students including English Learners; Low-income pupils; Foster youth; Pupils with exceptional needs; and Pupils who are experiencing homelessness the primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through asynchronous and synchronous instructional time.

The Student Resource Team will be responsible for monitoring all vulnerable students including EL, Low income, Foster youth and struggling students. The SRT will meet twice weekly taking referrals from teachers and collectively managing the case load, while assigned additional services as needed. Interventions are provided in a tier system.

At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Harmony has selected flexible adaptive curriculum for upper grades allowing for greater differentiation for struggling and advanced learners.

Tier 2 supports will be provided primarily through asynchronous and synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions (in person or via zoom) to provide additional support.

Tier 3 Students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Harmony benefits from a large pool of para professionals and classroom assistants who are able to provide additional tutoring support including 1:1 zoom sessions to provide direct guidance and work completion support to students in need.

The District will work closely with Foster Youth Liason to support personnel to assist in designing services based on identified needs. The District will meet with the ELD coordinator monthly and minimum to address the needs of English Learners and adjust instruction. The District will closely monitor students living in poverty for adacemic needs as well as social emotional concerns.
There are no homeless students as of yet. If families are homeless we will conduct a virtual SST to determine needs and supports the district can provide.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered over the course of the 2020-21 school year.

Data collected from our adopted diagnostic and personalized learning platforms will assist in the identification of learning loss. These platforms contain reporting modules that allow educators to look at student performance and growth over time at various levels. Staff is trained on how to disaggregate data by student groups, teacher created watch groups, and down to individual students. Our K-8 diagnostic platforms for language arts and mathematics include predictive reporting by standards that will assist teachers in developing student specific interventions to accelerate learning. Furthermore, the teachers are able to monitor usage and task completion to evaluate implementation. Below is a list of applications and programs that produce metrics of student learning:

Edmentum Exact Path (ELA, Reading, Mathematis)
Lexia
Courseware (6-8)
Calvert (K-8)

The Exact Path Assessment system will provide 4 data point throughout the year to provide an initial benchmark and 3 other throughout the year to determine progress. In addition, actual student engagement with the Exact Path software can provide a highly granular profile of student progress

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Technology: Exact Path	6,000	Yes
Aide and Paraprofessional Support	240,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Social Emotional Curriculum

Assisting students manage the mental health in the midst of a pandemic is essential to their well being and academic success. Faculty at Harmony have planned strategic curriculum activities to serve the needs of students experiencing trauma from the Pandemic, as well as other stimuli including stressed family environments and other natural emergencies in including fires and power shut offs.

Mindfulness Check Ins during class or remote teleconference
Teachers have planned time for breaks, positive socialization via zoom, and other centering activities for students in distance learning.

Restorative Practices
Harmony entered into an additional year contract with a restorative practices mentor and trainer to provide teacher and student instruction in restorative circles as well as provide on call services to support social crisis both in person and remotely.

EDI Training
Harmony has contracted with Equity Diversity and Inclusion trainers based in restorative practices to support staff and students working at the intersection of COVID pandemic impacts and already stressed populations due to racism and marginalization.

Counselor and Student Resource Team
The SRT and the counselor focussed a great deal of attention on the emotional well being of students in the spring. This initiative continues into the fall and includes home visits for students in crisis, zoom counseling services, pre-recorded SEL lessons for all families, and targeted outreach to parents who are in crisis.

New Counseling and Therapy Services

Our community has been heavily impacted by natural disasters including fires, floods, and the coronavirus pandemic. Exposure to natural disasters can lead to increased symptoms of anxiety, depression, and post traumatic stress disorder (PTSD) that impact children's education, health, and wellbeing.The District is part of a Federal Grant with the Sonoma County Office of Education (SCOE) and West Sonoma County school districts are using the Substance Abuse and Mental Health Services Administration (SAMHSA) Project to support students and families who may benefit from additional services related to recent disasters. The SAMHSA Project will offer evidence-based care to students, third grade and above, impacted by the 2017 and 2019 fires, 2019 floods, and/or the coronavirus pandemic.

The SAMHSA Project Evidenced-Based Care Approach:
1. Screening of all children for disaster-related risk using the PsySTART tool
2. Assessing higher risk children for trauma-related symptoms
3. Provision of 4-sessions of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) resilience skills to children with trauma symptoms and their parents/caregivers
4. Provision of full TF-CBT model to all children and their parents/caregivers who need more support than resilience skills alone Additional Staff/Parent training will be available.
All communication regarding mental health and social-emotional supports will be translated into Spanish and widely distributed.

Child and Adolescent Therapy

CPI specializes in treatment of child abuse and trauma. The program serves children and adolescents who otherwise may not have access to services they need to recover from adverse childhood experiences. The multidisciplinary staff use effective, evidence-based and clinically informed treatments that have proven to be successful in helping children and parents learn new skills in responding to traumatic life events, improve family communication, manage behavior problems, and decrease risk for future harm.

Students may qualify for CHAT funded services if they are victims of:
Physical abuse
Sexual abuse or exploitation
Emotional abuse
Neglect
Domestic or family violence (including high conflict divorce)
Child endangerment (including parental substance abuse)
Child abduction
School and community violence (including bullying)
Community hate crimes and acts of terrorism

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The District provides outreach to all pupils and their parents and guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the school determines the pupil is not engaging in instruction and is at risk of learning loss.

The District has procedures for tiered reengagement strategies for pupils who are absent from distance learning, laid out below.

Attendance Guidelines: 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/Daily Participation: Used to track attendance and ensure daily engagement by all students in learning activities. Documentation may be met through daily live interaction or virtual assignments. 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 (Schoolwise) each day. For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance is met through the following:

Required to record and track May be verified through
- Synchronous Attendance
- Completion of regular assignments and assessments via remote portal or work in class
- Contact between employees of LEA and parent/guardian
- Other methods of verification determined by LEAs Can be completed daily, weekly, or bi-weekly

Teachers must sign attendance reports (digital signatures or electronic certification acceptable)

A student is absent if there is no participation or evidence listed above by the end of the day (actual day, not school day). A student who does not participate in distance learning (is absent) on a school day shall be documented as absent for that school day. Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall participate in a re-engagement process as outlined by district policy (below).

District teachers, site administration, and district office administration have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are provided attendance accounting protocols to ensure equity and consistency throughout the district. The automated messaging system may make 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.

Engagement: Defines how a student was present – documents "whether students received synchronous or asynchronous instruction for each whole or partial day of distance learning" CDE Distance Learning FAQ)

Engagement record should be competed weekly showing:
- Whether students received synchronous or asynchronous instruction for each whole or partial day of distance learning
- Verify daily participation
- Track assignments

Daily LIve Interaction: Ed Code 43503: "two-way communication between a certificated employee and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers." (CDE Distance Learning FAQ)
- Required unless alternative plan has been developed by governing board or body of the LEA with parent and stakeholder input
- Purpose is to provide instruction, monitor progress, and maintain school/social connectedness
- Contact must include certificated employee and peers Tier 1 - Identiification

- Measuring Attendance During Distance Learning

Teachers will document daily attendance using the district's Student Information System (SIS) and based on student participation in synchronous and asynchronous activities. To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value which equal the mandated instructional minutes at each grade level. Students are logged as present if they attend the first virtual meeting of the day, then have more opportunities to engage for positive attendance such as turning in work electronically, phone or email contact with the teacher. This accounting allows for student engagement analysis at the district, grade, and classroom levels.
- The automated messaging system may make daily phone calls for each day a student is marked absent by the teacher.
- Teachers (or the attendance clerk upon request) will attempt to make contact with the student and parent.
- Attendance information will be available for parents through the Student Information Portal.
- Attendance Tracker: Teachers use an attendance tracker sheet and make a master copy and use a different copy or tab each week to track attendance. They fill it out at the end of each day. The remaining section must be filled out for students who do have a mark in the first section, indicating live learning for the day. The teachers share their file OR folder with the administrative team and the office manager.A Negative Attendance Tracking Sheet is used to track absent students.

Tier 2 - Reengagement Strategies

At the beginning of the year, teachers verify all contact information including telephone numbers, email addresses, and mailing addresses. Teachers monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. The school site Student Attendance Clerk contacts families who have not engaged during a school day to verify the reason for the absence.

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 attendance clerk or 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
- 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 will include aconference with an administrator

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, as well as alternative education programs.

Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk. As part of the re-engagement strategy, the school site attendance clerk 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

- 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 an administrator
- 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
- Discussion of the intervention of the student being removed from Supported Home Study or Home Learning (for homeschool or hybrid schedule)

Tier 3 - Intervention

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

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. Site administration supports the Student Attendance Clerk when contact is not made. If students miss 60% of the instructional week and/or are not engaged in all activities for an instructional day on a consistent basis, site administration works with the site counselor to improve engagement. If a student continues to not respond to supports, the site administrator will reach out deploying additional re-engagement strategies, such as providing resources and supporting family engagement with social services and physical well-being services. If a student continues to be absent, or has limited engagement and participation, after all support resources and services have been provided to the family, the school site will conduct a Student Attendance Review Team (SART) meeting and develop a SART contract with the family. If the student violates the SART contract the student will be referred to the Student Attendance Review Board (SARB) for further review and action.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

School Meals
Harmony's exemplary cafeteria program will remain fully staffed though meal demand is anticipated to operate at approximately 1/3 of capacity. Harmony will participate in the boundary-less summer free lunch model to serve meals to all students, regardless of district of

enrollment. Harmony has applied for and been approved for subsidized support for meal provisioning. Harmony has notified parents inviting all students to participate if interested.

Free Grocery Distribution
Harmony has partnered with the Food Bank of the Redwoods to provide free grocery pickup weekly for any family in need. Harmony anticipates 40-50 families will participate

Free Produce Distribution
In additional to the grocery distribution, Harmony will return to providing free produce bags to families. Last year Harmony provided over $8,000 in free produce from its garden.

Garden Production
The garden will continue to be managed with an eye towards providing food stability for families that are experiencing hardship during COVID.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Provision of extended sick leave for staff experiencing COVID symptoms	5,000	No
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Hiring of additional staff to ensure small cohort classes in hybrid program	90,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.27%	79127

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

In all of the below supports, vulnerable unduplicated students are considered first for provision of services. The Student Resource Team is the ombudsman for the direction and assignment of services. The services below meet the broad needs of vulnerable students by addressing the academic, social, emotional and physical well being of these students.

Paraprofessional and Instructional Staff support assist students at risk of learning loss as a priority during the Response to Intervention (RTI) time with the teachers.

School counselor, School Psychologist, SAMSHA and CHAT counselors check in with these students as a priority to ensure they're social-emotionally stable and attending to their virtual class lessons.

Student Resource Team will contact families to address their needs and provide resources as needed to help provide stability for families.

Food Service Director will work with all families in need to ensure adequate nutrition is available to families including groceries.

Technology Coordinator will ensure that all vulnerable students have access to all necessary equipment to access curriculum.

Instructional Aides are utilized to meet with the students in small groups who have experienced learning loss in Math and/or English Language Arts.

Additional technological devices (chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional instructional assistant time for English Learner group support to focus on the needs of these students. Increased services in the area of Social Emotional support with additional time (1 day) of the School Psychologist on campus as well as contracted days with counseloring services to support students and families during this time that so many families are experiencing difficulty.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Selection of COVID Survey Responses March 2020-August 2020

Harmony Remote Classroom Survey May 2020

In August, Harmony may be able to reopen the campus for in-person classes. However, the program will be modified, with enhanced social dist...t path are you intending to pursue for your child?

150 responses

- ● Return to campus for in-person classe…
- ● Remain in distance learning
- ● Shift to independent study/home scho…
- ● undecided. both kids are not intereste…
- ● On the fence between answers one a…
- ● combined on HUSD campus modified…
- ● We are not sure
- ● Undecided

▲ 1/5 ▼

If Harmony were to offer an independent study/home school program similar to Pathways or Orchard View, would you prefer such a program for...ad of returning to campus for in-person classes?

149 responses

- ● Yes
- ● No
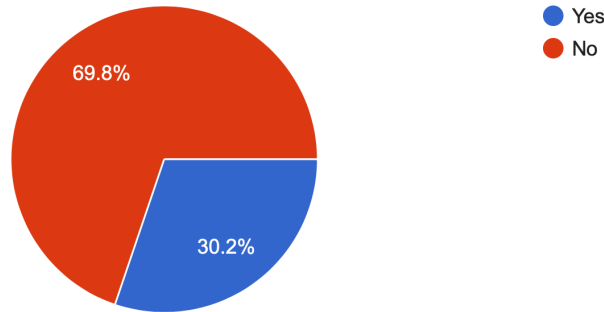
Do you plan for your child to continue enrollment at Harmony Union School District for the 2020-2021 school year?

152 responses

- ● Yes
- ● It is VERY LIKLEY
- ● Is is UNLIKELY
- ● No, my child will not continue enrollment at Harmony
- ● Not sure/can't decide at this time

What are your greatest concerns for a return to campus for in-person classes for 2020-2021?

I'm worried the mask usage will begin to effect the kids' mental:emotional health.

Compromised learning and education

I worry about the stress on the kids of having to stay apart and wear masks. And not being able to eat together. I would prefer <student> be in school on campus, but if the precautions seem overwhelming to her, I will consider a homeschool option, and we will socialize with a bubble of her friends in a more relaxed environment.

spread of virus

I am concerned that social distancing and sanitation may not be enough to keep our family safe if the pandemic continues. If other families are not following public health guidelines, then we would want to remain relatively isolated.

Burden on teachers

Enhanced distance measures interfering with learning and socialization goals

Keeping my child/family/community healthy + normal school experience

Health Safety

How to manage restroom usage safely (cleanliness, cramped indoor space), how to ensure students follow the student distance protocols, failure to adapt as the scientific knowledge evolves relative to the spread of Covid (we realize quick changes can be challenging to put into place in a school system)

My child being separated physically from friends if class is formally divided into 2 pods. This will be distressing to be assigned to totally separate class (pod) which does not overlap at all (no recess or lunch together, etc)

Getting sick is our greatest concern. We feel that it isn't worth the risk of exposure to get a few weeks to a couple months of difficult and risky class learning to inevitably end up sheltered in place again. We feel that the focusing resources on a very robust distance learning program is the best course as that is where we will Most likely end up mid to late fall anyway.

Modified environment could distract learning. I want them to enjoy school and need it to be a positive experience. My child emotional health. I don't want my child to be a yo-yo. Start in person education and then break their heart if Covid-19 worsens or the school environment doesn't work for my children

May be difficult to maintain social distancing and mask wearing with kids; concerns about disease exposure/transmission

Kids cannot successfully physical distance or stay clean. Too stressful for them in big groups.

I'm not that worried with the smaller sizes, but think additional outdoor learning opportunities or classrooms would be great. I don't personally want to have staggered days with students because different schedules would be difficult to manage.

Right now, we aren't working, so homeschool hasn't been that hard. But, in the fall, it would be a lot to manage without a tutor.

lack of social distancing

Kids wearing masks, not being able to touch, and of course the virus, but we are not concerned about contracting it, and support immune building.

Protocols not allowing for teaching. No breaks. No fun.

That the social distancing modifications will take away the social aspect of school, which was the thing that she was missing with remote learning and having to wear a mask will make it hard to focus on schoolwork.

After the freedom he had with home learning, how <student> will transition back to being enclosed in a classroom for so many hours each day.

I want so much for my child to go back to in person school so he can have the support of the staff and his friends. I am fearful though because my mother lives with us and she is in the high risk category. I don't know what the environment will look like in August and that makes it really hard to make a clear decision at this point.

Children getting used to giving each other more personal space and mask wearing outside when it is hot.

I'm personally not that concerned, but would love if there were more outdoor classroom opportunities.

Physical distancing and hand washing, especially when eating

Parents being selfish. Not reporting what is really happening with them. Sending infected kids to school for their own selfish reasons. Lying about travel and contact. Exactly what they did in February. Putting our children and other families at risk.

That the good work that Mariah has started with Clara will continue.

Getting sick

If they aren't outside, the risk of transmission is high. Mask use among children for any duration would be difficult. My preference would be to have small outdoor classes. "Camp Harmony" for several days and then take a break - eg 4-5 days off. That could help identify a possible outbreak? We did outdoor preschool and the kids were outside all day every day with the exception of extreme heat or lightning storm. Tents, gazebos, etc could help.

That the support will not be offered to working parents, if school hours/days attending are cut short

COVID-19 is not going away anytime soon, and I don't think it's realistic to expect young children to be able to maintain social distancing, nor to expect teachers/staff to be able to handle all the extra cleaning and "policing" that would be required to make classrooms safe again.

I'm afraid the kids will miss out on all the fun things they were looking forward to like the school play, field trips, and just socializing with each other.

I don't want my kids to wear a mask at school. I think outdoor classes would be great!

I don't want the kids or teachers wearing masks all day.

Transmission of the virus

Covid spreading easily because children put their hands in their mouths and this experience would be traumatic everyday having to wear masks. No in-person for us. We would love to stay with the school in distance learning but the teachers will need to step it up and be tighter on teaching so the kids don't get more behind. I believe in the school and hope Distance learning is what you will do. Or we will have to look into homeschool and have NO IDEA how to do that.

Having to have my kids sit in one spot all day with a mask on

I imagine that it will be very difficult to keep kids apart and masked at all times. Will the district be able to increase staffing in order to effectively monitor these practices? The COVID-19 epidemic continues and it is hard to tolerate the long slog. However, we care for <blank> and I am in a high-risk category, so we plan to continue social distancing until a vaccine is available.

Getting kids to practice social distancing and mask wearing will likely be challenging; disease transmission/exposure; possibility of re-closure

My Kids get sick more when they go to school.

mandatory masks :(not fun to wear a mask all day! If this is the case my child would not attend.

The ability for the children to adhere to the new protocols. I worry about there being a state of fear for the kids.

Lack of enforcement of mask use

We can't attend school unless she gets the new flu vaccine. I don't want that.

I'm afraid my child won't get to play with his friends

Outside classrooms

We are on total lockdown and so scared of compromising our family

Having adequate staff given the fluid situation

that the kids stay distanced at recess

The lack of social and emotional connections with peers, feeling like a jail.

That she will be challenged enough, <grade> was way too easy for her and she just coasted. We hope that next year she will be challenged academically so she can grow intellectually. She completely lost interest in science this year because it was presented in such a dry, boring and limiting way. We hope she will regain an excitement for science and an overall joy for learning.

Health and safety of children and staff

Staying healthy

None

n/a

Covid 19

Just the normal anxieties of wanting to know what it will look like, how our child will respond. Our guess is he will be so happy to see his friends and teachers, that he will adapt to whatever the new circumstances are.

the science and logic behind the potential for the virus to have a second wave in the fall/winter, and how that would disrupt and alter school for the second straight year. I would rather know a path is solid for the entire year, as abrupt changes are unsettling for all, especially children.

Safety and well-being of all

A fearful environment of so many restrictions that would create anxiety for my child.

School policies for social distancing, current state of Covid-19 infections in the general area

Having enough staff to cover all that needs of the students given this situation.

Covid spreading easily because children put their hands in their mouths and this experience would be traumatic everyday having to wear masks. No in-person for us. We would love to stay with the school in distance learning but the teachers will need to step it up and be tighter on teaching so the kids don't get more behind. I believe in the school and hope Distance learning is what you will do. Or we will have to look into homeschool and have NO IDEA how to do that.

Stressful learning environment, and overall "general" learning concerns (my son wasn't exactly thriving to begin with there unfortunately).

Having anyone wear a mask all day is hard. Not sure it will work for kids.

Her aid, PT/OT one to one time

Health and safety and quality of education. Distance learning allowed us to see just how little education our daughter was receiving. It laid open for all to see what the teacher was or in this case was not doing. She was basically providing childcare and striving for a good social environment which is appreciated but there was absolutely no effort to provide education in a systematic way and according to a core curriculum.

Kids going to school with symptoms

my child's and the teacher's health

The inability for all kids to be able to adhere to the guidelines. The possibility it will feel very different for the kids, being at school while wearing masks and needing to maintain a social distance.

Socializing

While I understand the social distancing protocols, if it is more like a "prison" setting than school, I would rather her not be there. our kids getting sick, and the school becoming a public health problem as a vector for spread of covid through the community

Health and Safety are number one, however as a result of the distance learning over the last two months we have come to realize the huge difference in the quality of teaching from one classroom to another. We are also very concerned over the quality of education our children are receiving even more now that such education could come at a cost to their health.

That my child will feel uncomfortable with the new distancing guidelines. Wearing masks all day and not being able to touch her classmates is not an environment we would prefer.

Children not being able to consistently practice good social distancing and mask use for more than 1-2 hours a day. Plus. my son's anxiety is especially high right now and I know that it will be challenging to get him to physically go to school in the fall.

Kids with symptoms being at school

Stressful learning environment

That the Focus be on the children s education and make it as normal as it was prior to the Virus Stuff. The Children will suffer from Unintended consequences for many years if this is not handled properly by any officials and right now, not many are focused on that. Safety - having adequate custodial staffing Social interactions - having thoughtful cohorts created to ensure meaningful social connection

In regard to our entering <grade>, our biggest concern is her ability to keep on a mask for such a long time at their age. They have no trouble putting it on and keeping it on when we go to the park or a quick outing, but tough to really imagine her keeping it on all day. Unlike our <grade> seems to understand the role of mask wearing and also is able to socially distance without reminder. Whereas our <child> is having trouble comprehending it at their age. Aside from this, of course, that the virus will still be present is unnerving, but we feel worth the risk to have our children back in school, at least given our current case numbers in Sonoma County. We do have some trepidation that their first experience with school will be strange in some regards, but are confident that children are adaptable, resilient, and that the talented staff at Harmony will make it the best possible experience it can be given the circumstances.

My greatest concern is that the school while likely move to distant learning as soon as there is a sniffle at school. As a full time working single parent it's hard to adjust to school closing at a moment's notice. Education outside the home is important. Can teachers still teach, or will they just be sanitation police? I want normalcy for our children in their school home. There is so many unknowns I understand it's challenging for everyone.

Everyone (children, staff, families) safety and well-being

Covid-19

None, que sera sera

Having him in one spot for 6 hrs with a mask on

The impact on social distancing for children. But I understand it's purpose.

Health and Safety of Children and Staff

Getting Covid-19

Not wanting it to feel like there are too many restrictions that limit kids ability to engage socially. Social distance is good, but fear around germs is not, but obviously wanting increased hygiene measures in place.

Possible exposure to coronavirus and other illnesses is a concern

Less outdoors time

That the social distancing modifications and having to wear a mask with take the social aspect out of school, which was the thing that my child was missing with remote learning.

the fact that campus will be closed frequently due to illness...causing a lot of disruption to families schedules.

testing- catching cases quickly if they do occur so that measures can be taken.

Sanitation.

Exposure to coronavirus and other illnesses are of concern

Safety

How difficult it's going to be for the faculty

What are your greatest concerns if Distance Learning was required, at times, during the 2020-2021 school year?

I am also a teacher. It is very hard to balance both. Also I feel like socialization is VERY important at the kids' age. They need to interact with people outside of their immediate family now to know how to communicate long term.

Same as above! Compromised teaching, less robust curriculum.

Screen time. If distance learning is required often and includes a lot of screen time, I would rather have more control over the curriculum, and go with a homeschool program.

None

That my child would continue to miss the social aspect of school.

None.

Socialization

My greatest concern is being able to keep my job, which is in peril if I need to be a full-time childcare provider. But I am also concerned about the need for my children to have a social life that includes teachers and peers.

Lack of socializing with peers

Lack of child care, inability to effective teach at home

Getting enough attention needed. Acknowledging the work. Not falling behind.

Isolation, sadness, inadequate education, work not being hard enough or challenging

We would appreciate more direct interaction with our teacher via zoom and interactive writing.
student falling behind

My relationship with my child will be stressed. Not sure how much my child will learn long term.

We are a family with 2 working parents so one will have to stay home at times

WIFI connectivity and isolation--I'd want small family pods for better socializing

The greatest concerns would be making sure that my children are learning as much as they would be if they were at school, and also not being able to 'normally' socialize/ see their friends.

Being able to handle structuring and teaching.

No accountability via online presence. Robot kids doing robot learning. How awkward we become after not being in social situations.

My concern with distance learning has more to do with my child feeling isolated and especially if his teacher changes how he will feel interacting with his new teacher in an online format.

Teaching at home while working would be difficult.

getting full academic program

Childcare issues

Lack of socializing

There is very little teaching possible in the traditional sense, from what I have seen so far. And nearly a complete lack of social time.

We have an only child. She has not been in the presence of another kid in months and may be that way for months to come.

My child has no siblings and the lack of interaction with other children has been awful for her in many ways. She desperately needs to be around other children to grow and learn properly.

Distance "learning" might be the only safe option, and if so, we'll do it. But there's obviously not much learning involved; it's mostly busy work and no replacement for the engagement that comes with being in a real classroom. (Please note I am not intending to criticize Harmony's efforts specifically — I'm just not seeing much benefit from the whole distance learning movement other than keeping kids busy for a couple of hours a day).

My daughter struggled with this transition immensely. Distance learning did not work for her. She did really well when I was right there with her, but she could not manage it independently at all. I think she just is really used to that authority presence, an in-class teacher, to keep her on track. This affected my work productivity and I cannot be that involved long-term. I thought she would learn to manage her time and get organized as the weeks went by, she really wanted to, but she never was able to find a routine that worked for her. I have confidence that she could, we just need to experiment more with the concept. My concern is how much she will fall behind while she finds that sweet spot.

Our inability as a fulltime + working family to be able to do this.

Strict academic learning at home like this year

There is not enough teaching lessons during the week as they would do in the classroom as it has been. Doing group teaching on a topic of substance. Worried my children are not hitting the normal learning that they should have gotten this year and will not this coming year and be behind in curriculum. More teaching will be needed, maybe more group teaching classes to LEARN. And a way to ask questions to teacher if stuck like office hours daily for kids to ask questions...

Juggling assisting them with my own work

Having no childcare is hard but we're managing. I did not answer the question about a Pathways/Orchard view model because I don't know anything about these programs. It might be helpful to explain these models and how they differ from distance learning.

We are a family with 2 parents who work outside of the home

access to friends

My greatest concern would be that my child would fall further behind.

Me being able to ensure my child is getting challenged academically and staying on top of his reading. I do not want him to slip back too far and I know that I am not a teacher, I look to our amazing educators to do what they di best. So I would miss my kids getting to learn form experts as frequently.

Lack of social interaction with other kids

My daughter missing out on the social side of school.

Prolonged social isolation for my child. For me, having to work full time with my children at home is incredibly stressful.
The lack of social support and emotional stress for my daughter

Students not being able to connect with peers, the stress of trying to get work done at home while also homeschooling,

Childcare while I'm at work, children missing seeing their friends, getting behind academically

Having proper and clear direction from the teacher

I don't have concerns as Distance Learning worked ok for us.

My ability to help teach, not having the social connections

For distance learning <student> needs a more tailored and engaging especially in math and science.

Making sure staff and families are adequately prepared for the transition

Maintaining momentum and motivation for my son.

Being home and not losing my job.

Getting students physically together to have social time.

Distance learning wasn't effective for our son, given his age and personality. We ended up going off in our own direction and just delving into some projects on subjects he was interested in. Helping him to complete a hodge-podge of unrelated daily math problems and language arts exercises was a real struggle, and one that will not be easy do once we have two children enrolled next year.
that it will be similar to the past 3 months, with no real learning/teaching happening, student fatigue, and parents being left to fill in learning gaps.

Managing work with children at home

Tracking that my child is where she's supposed to be in meeting grade level expectations. Balancing my work with her schooling.
A consistent schedule and clear goals for students

Having adequate direction from teachers.

Balancing remote learning for multiple children while working FT as a single parent

Worried my <student> is not hitting the normal learning that she should have gotten this year and will not this coming year and be behind in curriculum. So, to answer the question, More teaching will be needed, maybe more group teaching classes to LEARN or to set them up with the topic or project, then send them on their way like they did in school. It keeps them confident and accountable. Also, there needs to be a way to ask questions to teacher if stuck like office hours DAILY for kids to ask questions and to get them answered. And for the teachers to be welcoming for even simple questions knowing the connection will feed the work getting done more happily.

My kid learns basically nothing via screens and online formats. He's too distracted by the computer itself and all the work takes three times as long.

Children falling behind in studies.

Her falling behind in learning due to her physical difficulties.

Lack of exposure to other kids, opportunity to doe group projects and to have other enrichment programs.

Balancing distance learning, childcare and working FT as a single parent

Not enough academic time with structured learning. We are dual working parents and do not have the capacity to help with school during business hours.

that academically, it may be too rigorous and cause heightened anxiety during an already high stress time

My children falling behind academically. Though this year we lowered the bar for us as parents, I am not confident that should continue. I still want my children to learn and expand their mind and I know I am not the best person to do that.

Kids being on computers and tablets all the time

That the expectations are drastically reduced during distance learning compared to what is expected in person.

Being able to control the flow of work - if parents are going to do 90% of the teaching, then they should be able to determine what work is deliverable and when it is deliverable.

I think the social aspects of school are very important. I think that it is important for my children to learn how to do group projects and have exposure to other children. I am also concerned that distance learning requires full time parental oversight so it means either I or my husband any work.

Support for my child with IEP. She is not very able to self-direct. Being a parent and teacher is not sustainable for me here at home. Getting students together for "real" social time.

None, really. We are considering this for high school when he leaves Harmony.

Not enough teacher engaged learning

Reliance on screens and media

Addiction to the internet. Kids need to be limited in their access to the internet. Most parents are clueless from a technical respective on how to monitor the children s online behavior, Again Unintended consequences; children are not Adults with well-established and, grounded boundaries.

Toggling back and forth would be challenging, we would prefer to mentally prepare for remote learning rather than having to change between classroom and remote settings.

Once her class started meeting on Zoom, she lost all interest entirely. It was overwhelming for her. She is more of a one-on-one type of person, and honestly, given how stressful it was trying to get our other child, to stay on the Zoom calls, if distance learning was required, I would rather just do independent study and then check in with the teacher for a ten-minute zoom call, rather than struggle through several hours a week of required zoom calls for such a young child.

No real concerns -- faculty has done an amazing job!

My greatest concern with distance learning is two-fold. One I work full time, single mom now I'm a full-time teacher!? Oy vey! Two I'm not an educator. I feel like my child would miss out on so much that in person learning offers.

Managing work with children at home (doing this now and still in "survival mode" - haven't found a rhythm that works well for all yet).

Being home to coordinate their school and keep my job.

Trying to juggle my work with helping my children

Needing to go back to work and still manage to keep up with the curriculum

It would be very difficult if it was the sameness this year with so much screen time. It has put a tole on my kid. It even disrupted her sleeping habits because of staring at a screen for 4-5 hours a day. It is a very unnatural learning environment. To sit in front of a screen without interaction for hours at a time. I would hope for more textbook and maybe paper packet to avoid too much screen time. And Zoom classes that are more interactive.

We don't want to continue being both parents and teachers.

That my child will fall behind. She will be in 8th grade next year, then off to high school and I do not want her to be behind. She stays on top of her work independently, but I am worried that is not challenging enough for her and there may not be enough good feedback for her to improve her skills

Our students are not self-sufficient/self-motivated and require too much attention from us to stay on task while we are also trying to work

Lack of Social/emotional development among his peers. I'm a terrible teacher!

loneliness for my kiddo

a divide between families/kids that believe it is necessary and those that believe it is simply a hoax.

Keeping them on track with the workload

Keeping my student self-motivated and on task, while managing full time work schedules is of great concern and has proven to be very difficult

lack of social interaction

At home support with working parents

I have two children and one doesn't want to do anything

If the school was required to shift to distance learning again, we would need the following equipment provided by the school
66 responses
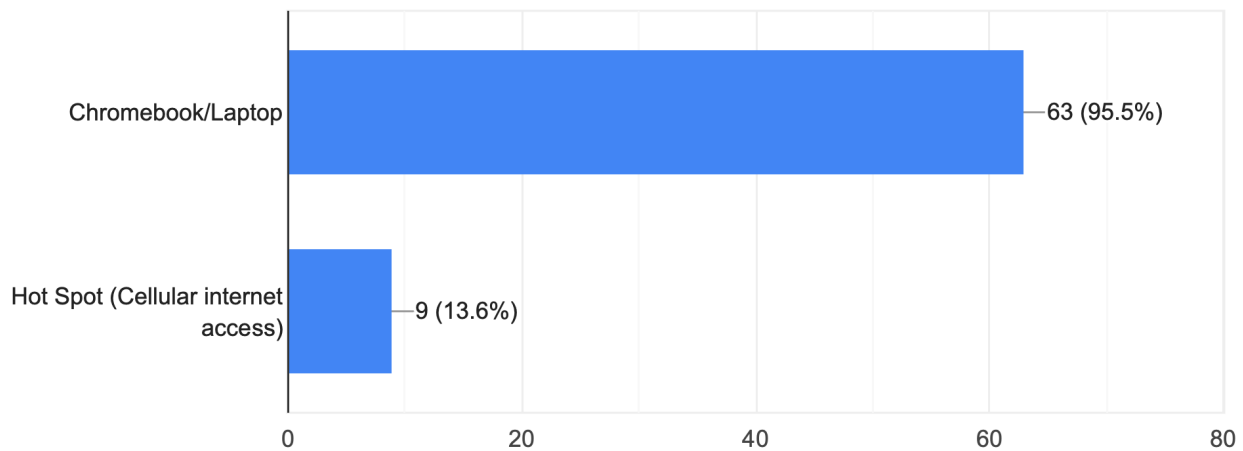
On average, how much time did your child spend with distance learning activities each day, both online and off?
151 responses

- Up to 1 hour
- 2 - 3 hours
- 4 -5 hours
- More than 5 hours
- 1-2 hours
- Approximately 2.5 hours of academic l…
- This child will be entering K, so has no…
- It varried a lot. On average between 1…

△ 1/2 ▼
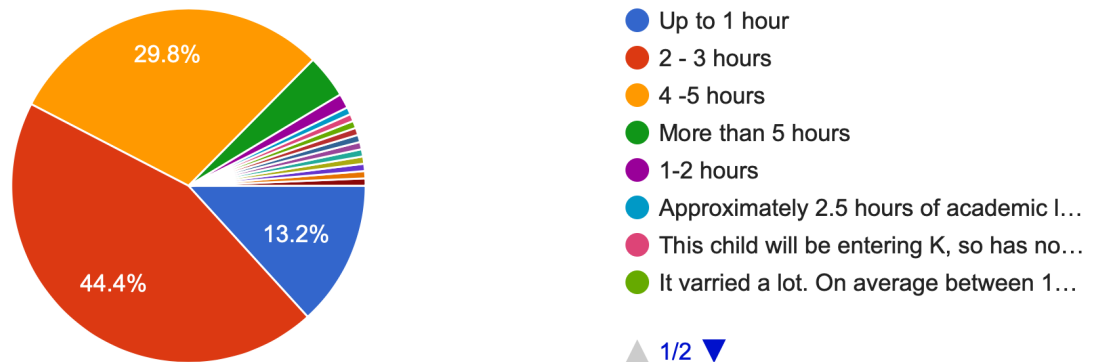
How would you rate your child's workload during distance learning?
150 responses

Legend:
- Way too much
- Too much
- Just the right amount
- Too little
- Way too little

Chart labels: 67.3%, 9.3%, 16%
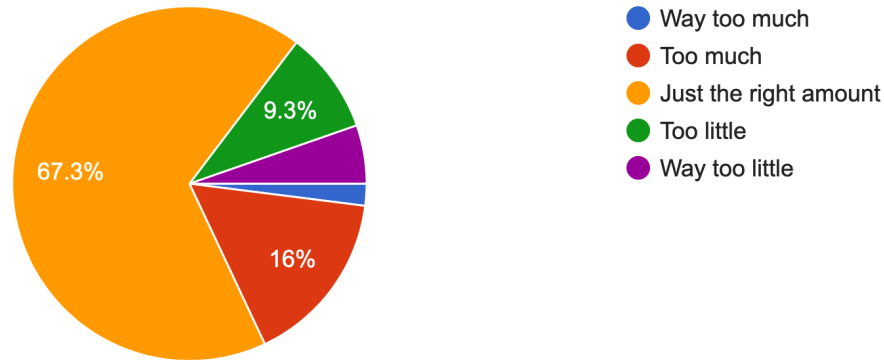
When assignment choices were provided to your child there were....
152 responses

Legend:
- Too many choices
- Just the right amount of choices
- Too few choices
- Not applicable/Don't know

Chart labels: 52%, 16.4%, 24.3%
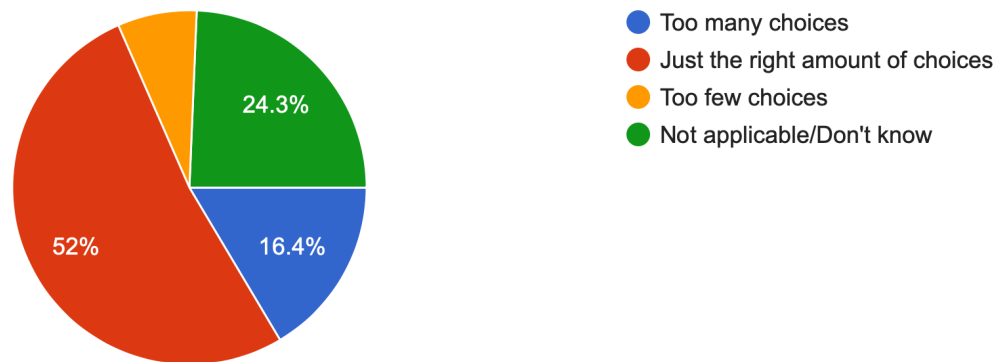
What kind of activities were the most engaging and rewarding for your child?

Science labs

Reading

Long term creative projects, like the Tree House, were very engaging. Reading on her own. Any time she had to read a piece of literature on the computer, she didn't seem to absorb any of it!

Art projects

Zoom meetings

Anything without a screen

Zoom contact with teacher and classmates

Zoom and epic were favorites. Kahn was effective. Writing back and forth with her teacher was good and established connection, fostered encouragement, added motivation.

lexia and IKL

My child likes Ixl program and enjoys viewing audio books. He does good with work books.

Creative outlets

tree house, problem solving, playing games with family for learning.

Definitely not Zoom... My two <students> really do not like Zoom classroom calls. After about half an hour each, they both ask if they can get off. The calls don't hold their attention, they seem to feel very separated, and are finding the screen creates a barrier to real connection. My upcoming <grade> likes having options of books to read on Epic. He enjoys doing Lexia, IXL, and Khan Academy. He likes hands-on activities like following a recipe and making pancakes by himself, or helping to set up irrigation and the veggie gardens.

math on accelus, visiting speakers

Zoom classroom every morning and study hall. She did a lot of work via FaceTime with a classmate daily which was great. They'd chat over work, laugh a bit, and got it done.

The one's where students got to work on assignments together.

Working together with his parents on Brain Pop, the history readings and math.

Writing letters to teachers. Talking with his teacher on video chat

Projects that she turned in and presented to the class.

Beginning math, site words

building projects

Working with peers, zoom class and working with peers after zoom class on doing work together in small groups/pairs

Reading books, art and some Lexia/online learning

Creating videos to post, free choice reading, treehouse building project

Art

Project based. She checks off the math and reading time just fine but gets excited about projects. But is she learning anything by making a roller coaster or a tree house? I haven't seen all the supplementary material so. It sure. She is very engaged in her own nature learning at home through backyard gardening and bugs and so on. If there was a way to customize the project to the student interest we'd have a home run.

The zoom calls with her classmates and teachers. She longed for the interaction with others. Otherwise, felt she was never challenged academically.

My child prefers to dig into "big projects", which she is capable of doing mostly on her own.

Art projects

Stories on epic!

Lexia

None. It was all academic.

when there were online group classes LEARNING and DOING what they would do in person in the classroom
Independent reading

Lexia, IxL, Khan Academy

Leveling up in Epic and Lexia; building or maker-type projects

cracker club was his favorite

See-Saw was sort of a boring platform with very little assignments offered weekly and very few classmates using it. The weekly assignments would take us less than an hour to complete. I felt there was very little structure and assignments provide by the teacher/ school these past few months. I was disappointed by the total lack of direction. But, please know I completely understand our teacher were totally caught off guard with this situation and not trained to become online/ homeschool guidance counselors. I get that. Yet, if we are to continue with distance learning. I would need to retire early and buy an additional computer...because what is really tough is trying to work from home and teach all on one laptop. I also worry about the added screen time with distance learning (too many Zooms) but am un-sure about the alternatives.

Project-based learning in science and humanities - having the ability to choose her own topic, and have that be something she loved, was hugely rewarding for her.

Seesaw seemed to be a good format. The videos form teachers were impactful Some of the online learning tools (IXL- EPIC!- LEXIA)

The extracurricular historical role playing game.

Activities with teacher and class on zoom.

The novelty of listening to podcasts and watching videos were very engaging to him. The most rewarding were the math websites, I think.

Epic!

Hands on projects and podcasts

Garden activities, Zoom Circus, drawing/painting, youtube stories.

Building, meeting and talking with his teacher and class, making videos

Classroom discussion, connecting with peers, getting to show peers his pets. Also the direct lessons online and individual meetings with Mrs. McGovern hoping explain things to him

she liked Epic because she could research anything she wanted and read for hours

None. Erica did not support my student well at all

Writing and reading.

Class zooms, video projects (both videos provided by Harmony Staff as well as video assignments completed by kids)

Writing

Not enough content and interaction.

Anything to get them off of the computer. The garden and science classes.

<student> enjoyed both project based assignments that provided for more depth, like the native animal project, as well as art projects. real classwork that was required to be turned in. The busy work and endless options that were optional were not engaging. Overall, the engagement level was low and diminished over time. The overarching reason for all was the fact there were zero (not exaggerated, zero) learning/teaching sessions with the teacher. 4th grade is a transition grade, moving toward genuine lessons/teaching, so this was unacceptable.

Seesaw and math games

The online programs of Lexie and IXL combined with reading and math worksheets. The ongoing native animal project.

<student> enjoyed <teacher's> virtual field trips, and engaged well with her guided writing lessons

Zooms, 1:1 with <teacher> (anything w/interaction)

the project such as building a tree house with presentation., the videos, pictures and worksheets

Life skills. Zoom sessions to stay connected.

Her reading and sounding words out.

Occidential young writers workshops shop. Khan academy

Hands on activities

skills practice, hands on science, learning videos

Art projects. Those that had a video form the teacher as well as some work to complete. The online computer programs that are guided lessons

Outdoor

Art, reading

We stopped using the work coming from the school and engaged in our own independent study. I can see the teacher was doing good work, but the amount of screen time required for distance learning was unacceptable to me.

Our son really like seesaw and engaging with his class. He loved Yoga and movement.

Projects, creative writing, informative videos or guided tutorials, virtual field trips

Lexia.

Anything to get him off of the computer screen. :-)

He likes using Acellus.

Working with peers and teacher lead discussions

Zoom was well done for Kindergarten, kept kids connected with each other and teachers. Having books read to them was nice.

Unknown

hands on projects, zoom meetups

Small group work (math in particular)

For us the building, creating, hands on projects were best. We enjoyed this part of distance learning the most.

Zoom meetings with class, seesaw, art projects

Zoom

Nothing, second grade learning was challenging.

Work in textbooks

Writing assignments

Zoom - Math Club, interfacing with peers and teachers; Science Videos; Learning Email

outdoor, hands-on, building. He also enjoyed journal writing

the zooms with her peers were very good. She felt that some of the instruction was boring online and difficult to find it engaging when led by her teacher. She did well with the online learning/Google classroom. I have not heard from her teachers that she was falling behind.

Lexia, IXL, and zoophonics

The nature journal. Emerson really liked doing his book art assignments.

In class lessons with the entire class

zoom with the entire class

book reports / zoom classroom meetings

Group activities

Guided art lessons, video assignments, science experiments

Art class

If your child struggled to complete distance learning work, what would be the top factors that prevented your student from completing the work?
149 responses

Which distance learning activities are most effective for your child? Check all that apply.

144 responses

Activity	Count
Live Zoom Lessons	91 (63.2%)
Independent Follow Up Lessons	47 (32.6%)
	51 (35.4%)
	43 (29.9%)
	61 (42.4%)
Links to other resources	43 (29.9%)
nothing was effective	2 (1.4%)
Lexia, IXL, Khan Academy, Reading with …	1 (0.7%)
	1 (0.7%)
	1 (0.7%)
Cooking, gardening, helping around the …	1 (0.7%)
	1 (0.7%)
	1 (0.7%)
My child learned SeeSaw pretty quickly …	1 (0.7%)
	1 (0.7%)
	1 (0.7%)
One on one Duo calls with Ms. Anna. He…	1 (0.7%)
	1 (0.7%)
	1 (0.7%)
Teacher engagement and more direction	1 (0.7%)
	1 (0.7%)
	1 (0.7%)
Working directly with mother or father	1 (0.7%)
	1 (0.7%)
	1 (0.7%)
Frankly, little or none of the content …	1 (0.7%)
	1 (0.7%)
	1 (0.7%)
IEP support zooms from staff at HUSD	1 (0.7%)
	1 (0.7%)
	1 (0.7%)
I do not want live anything, it is way …	1 (0.7%)
	1 (0.7%)
	1 (0.7%)
He did not receive any individual teach…	1 (0.7%)
	1 (0.7%)
	1 (0.7%)
anything that involves seeing and heari…	1 (0.7%)
	1 (0.7%)
	1 (0.7%)
Readworks, IXL/ Khan Academy	1 (0.7%)
	1 (0.7%)
	1 (0.7%)

Which aspects of distance learning are most challenging for your student and family? Check all that apply.

142 responses

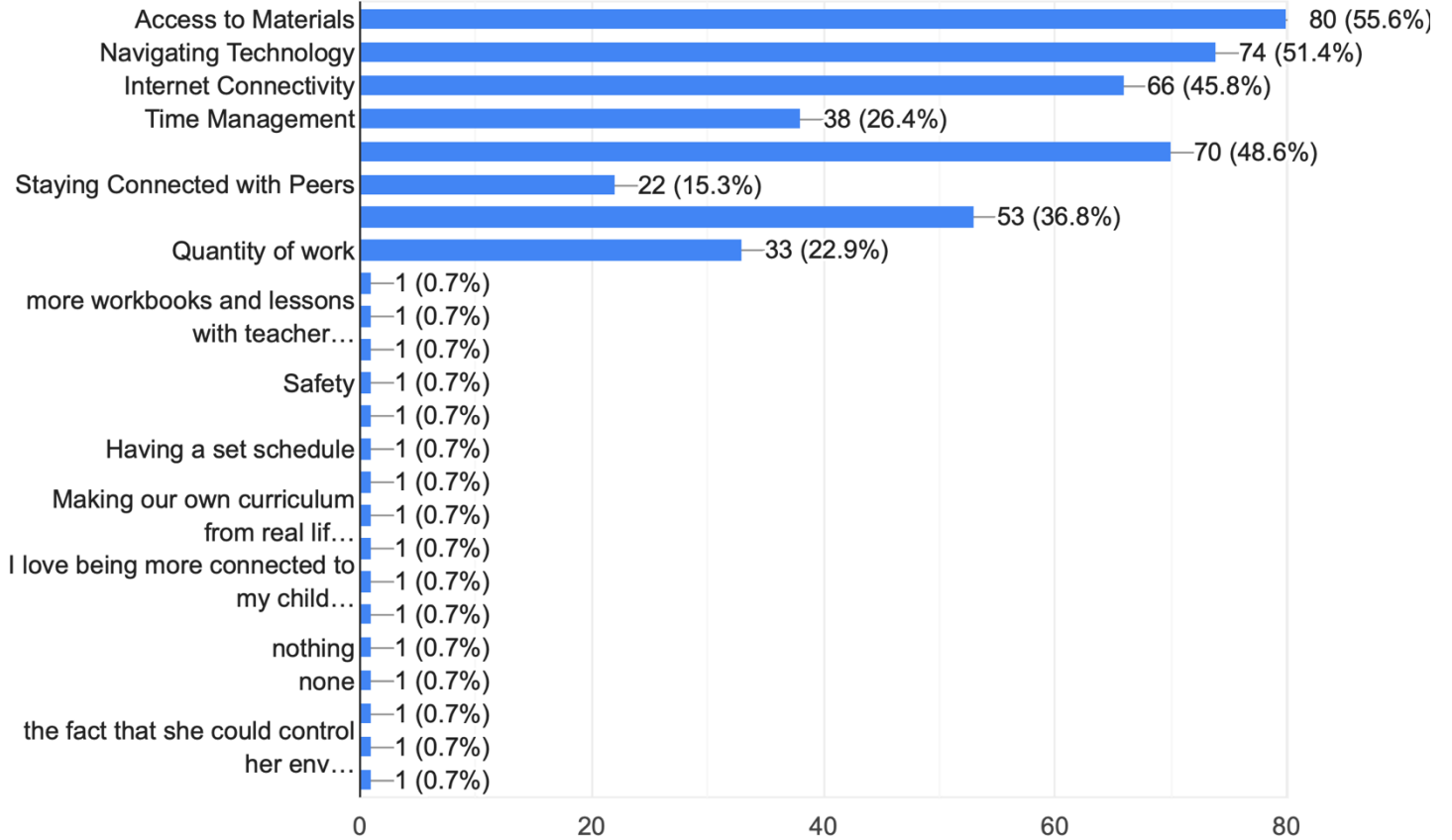| Label	Value
Access to Materials	4 (2.8%)
Navigating Technology	30 (21.1%)
Internet Connectivity	22 (15.5%)
Time Management	75 (52.8%)
Staying Connected with Peers	45 (31.7%)
	86 (60.6%)
	69 (48.6%)
Quantity of work	22 (15.5%)
There was a technology learning curve w…	3 (2.1%)
	1 (0.7%)
Knowing if we are doing enough, too muc…	1 (0.7%)
	1 (0.7%)
She struggled with/really resented PE f…	1 (0.7%)
	1 (0.7%)
Not enough assignments or direction. Fe…	1 (0.7%)
	1 (0.7%)
my child has a passion for science and …	1 (0.7%)
	1 (0.7%)
She thrived when she had clear assignme…	1 (0.7%)
	1 (0.7%)
Balancing engagement. Students needs vs…	1 (0.7%)
	1 (0.7%)
just want a set up quick lesson overvie…	1 (0.7%)
	1 (0.7%)
having 2 parents working from home as w…	1 (0.7%)
	1 (0.7%)
Limited time from parents to support wo…	1 (0.7%)
	1 (0.7%)
I am generally against any program that…	1 (0.7%)
	1 (0.7%)
I was disappointed in the complete abse…	1 (0.7%)
	1 (0.7%)
She just struggled with the day to day …	1 (0.7%)
	1 (0.7%)
parent incapable of being a teacher	1 (0.7%)
	1 (0.7%)
three kids, one parent who has to work …	1 (0.7%)
	1 (0.7%)

What aspects of distance learning are most successful for your student and family?

144 responses

| Category	Count
Access to Materials	80 (55.6%)
Navigating Technology	74 (51.4%)
Internet Connectivity	66 (45.8%)
Time Management	38 (26.4%)
	70 (48.6%)
Staying Connected with Peers	22 (15.3%)
	53 (36.8%)
Quantity of work	33 (22.9%)
more workbooks and lessons	1 (0.7%)
with teacher…	1 (0.7%)
Safety	1 (0.7%)
	1 (0.7%)
Having a set schedule	1 (0.7%)
Making our own curriculum	1 (0.7%)
from real lif…	1 (0.7%)
I love being more connected to	1 (0.7%)
my child…	1 (0.7%)
nothing	1 (0.7%)
none	1 (0.7%)
the fact that she could control	1 (0.7%)
her env…	1 (0.7%)

# Results from COVID Program Design Survey July 2020

If your child(ren) were to participate in the Hybrid Program with 4 days on-campus and 1 day distance learning, which day would you prefer for the AT-HOME distance learning day?

72 responses

- ● Monday
- ● Tuesday
- ● Wednesday
- ● Thursday
- ● Friday

77.8%
16.7%
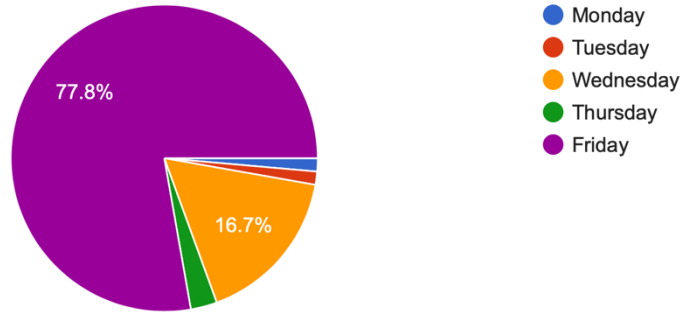
If your child(ren) were to participate in the Home Study Program with 4 days at-home and 1 day on campus, which day would you prefer for the ON-CAMPUS enrichment day?

64 responses
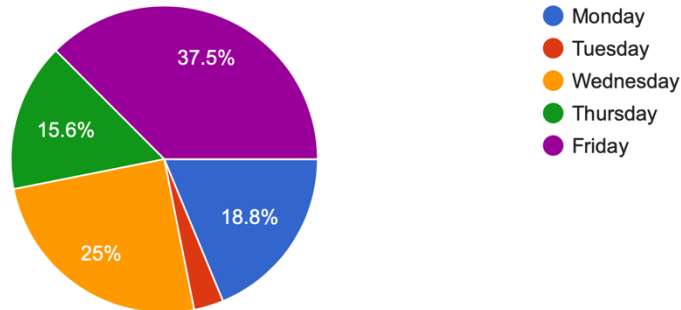
- ● Monday
- ● Tuesday
- ● Wednesday
- ● Thursday
- ● Friday

37.5%
15.6%
18.8%
25%

Do you want your Home Study Child to participate in the 1 day of on campus enrichment program weekly (Including gardening, games & art)?

26 responses

- ● Yes
- ● No
- ● IEP needs
- ● I would like it to be optional do she could go when we feel it's safe to join.
- ● Maybe if it's outdoors and also if we d…
- ● Unsure at this time.
- ● It depends, we have a family member…
- ● Yes if it's voluntary and if we feel safe
- ● Only if it becomes safe to do so.

53.8%

Do you want your Home Study Child to participate in the 1 day of on campus enrichment program weekly (Including gardening, games & art)?

14 responses
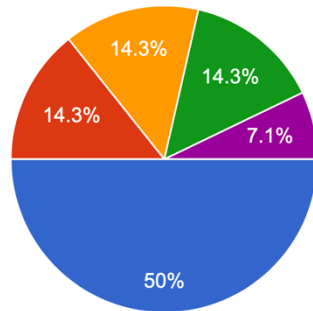
- Yes
- No
- No second child
- Maybe if it's outside and depending if have to commit every week and activities
- Most likely when it becomes an option. But still unsure what that will look like.

50%
14.3%
14.3%
14.3%
7.1%

If the HYBRID Program is forced to stay in 100% Distance Learning for the trimester because of COVID shutdown, would you prefer your child par...ather than in the dedicated Home Study Program?
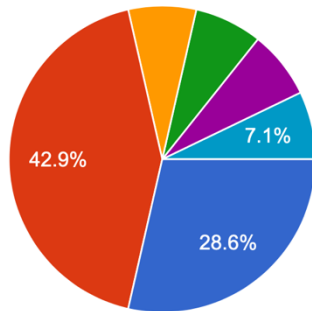
26 responses
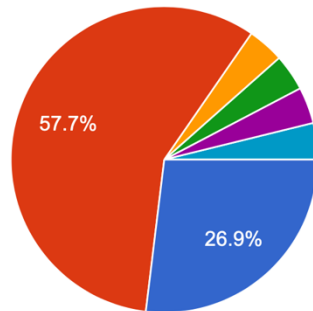
- I would prefer my child participated in the Distance Learning Program run by…
- I would prefer my child participated in the Home Study remote activities only
- I'm confused by this question. I would prefer my student stay in the program…
- If HYBRID distance learning could minimize Zoom-type instruction, I WO…
- I would prefer the Hybrid DL but I woul…
- Great question! We're not sure what w…

57.7%
26.9%

If the HYBRID Program is forced to stay in 100% Distance Learning for the trimester because of COVID shutdown, would you prefer your child par...ather than in the dedicated Home Study Program?

14 responses

- I would prefer my child participated in the Distance Learning Program run by…
- I would prefer my child participated in the Home Study remote activities only
- see response in child 1
- If the HYBRID Distance Learning program would minimize Zoom-type in…
- I am wanting as much consistency as we can to allow us all to thrive in the c…
- Zara would thrive in either setting

42.9%

28.6%

7.1%

The Home Study Program can be designed with more or less computer curriculum. In ADDITION to daily zoom check ins, How many hours of computer curriculum do you prefer for your child weekly?

14 responses
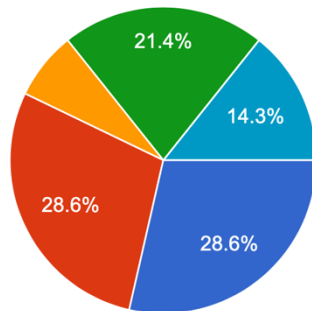
- 1-2 Hours
- 2-4 Hours
- 5-6 Hours
- 7-8 Hours
- 9-10 Hours
- 10+ Hours

21.4%

14.3%

28.6%

28.6%

The Home Study Program can be designed with more or less computer curriculum. In ADDITION to daily zoom check ins, How many hours of computer curriculum do you prefer for your child weekly?
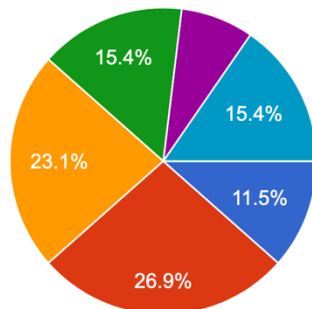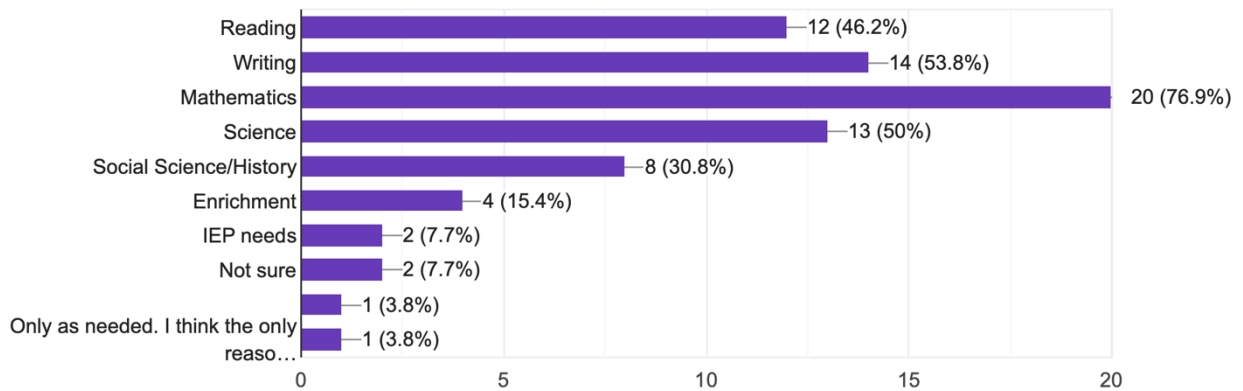
26 responses

- 1-2 Hours
- 2-4 Hours
- 5-6 Hours
- 7-8 Hours
- 9-10 Hours
- 10+ Hours
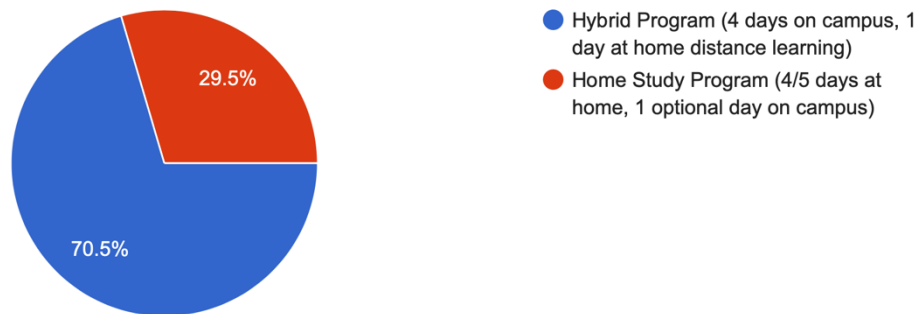
15.4%

15.4%

23.1%

11.5%

26.9%

Though the Home Study program relies on the parent to provide much of the instructional support at home, Harmony can provide direct instructional s...u prefer to have direct instructional support for?
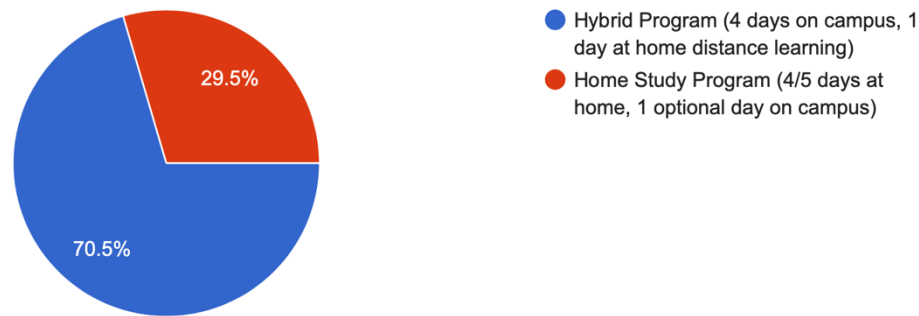
26 responses

Category	Value
Reading	12 (46.2%)
Writing	14 (53.8%)
Mathematics	20 (76.9%)
Science	13 (50%)
Social Science/History	8 (30.8%)
Enrichment	4 (15.4%)
IEP needs	2 (7.7%)
Not sure	2 (7.7%)
Only as needed. I think the only reaso...	1 (3.8%)
	1 (3.8%)

Program Choice for Child 1

88 responses

- Hybrid Program (4 days on campus, 1 day at home distance learning) — 70.5%
- Home Study Program (4/5 days at home, 1 optional day on campus) — 29.5%

Program Choice for Child 2

88 responses

- 🔵 Hybrid Program (4 days on campus, 1 day at home distance learning)
- 🔴 Home Study Program (4/5 days at home, 1 optional day on campus)

29.5%

70.5%

Comments

I would prefer home study four days (IEP special needs and a basic check in and one on one).

Is it be possible that the grade teacher have live instruction for home study students once a week?

How many hours per day and week do i need to commit to make this successful?

I am able to take on the responsibility of teaching (delivery of lessons), but I would like to make sure there is adequate support for lesson creation and curriculum.

If we sign up for HS, and school resumes, at what point can they enter into the on campus Hybrid option?

I would prefer an adherence to an IB program.
My kids really don't like Zoom or video computer learning. They lack focus when there's a screen. So, I'm selecting Home Study so that I have more control over how much screen time is required for learning. It would be great to have some schoolwork overlap with the Hybrid option for the older grades (for example, if the hybrid students are using IXL, I'd like to keep using that platform as well).

For some reason, being with the class on Zoom was a bit of a waste of time because they never got used to it and would always ask if they "could be done yet," never really paying attention. If the hybrid distance-learning option was able to minimize the Zoom type instruction, I would be more inclined to stick with the hybrid distance-learning option.

My drivers for choosing the program are safety for all and consistency. I would prefer to commit to one way of learning per trimester if possible, to allow us to get into a groove and be able to plan better. I feel that will allow teachers, parents, and students to be more successful.

<Student> seemed most engaged with doing IXL, Lexia and Khan Academy.

I am uncertain how long each day my child would need. I am open to whatever works. If it becomes truly safe to do so I am open to on campus study as well

I'm assuming the curriculum will include all the materials I need since I would find it challenging to find materials on my own.

Our main concern is that he receives direct instructions in math. We also love the idea that <student> will be able to participate with the <grade> teach and hybrid cohort!!!

It would be very beneficial for the upper grades of the grade level teacher could record the core lessons when they are taught in class with students. Of course, this only applies once hybrid students are back on campus.

I am choosing the home study for flexibility; we would like to do some traveling. A daily telecommunication would be possible if it were a simple phone call, but I am concerned about my plan if the daily telecommunication must be via zoom and requiring internet connection.

How many hours to commit to and how to support them

<grade> is such an important time for socialization. <teacher> does a wonderful job helping kids learn to be together. <they> also teach mindfulness. <teacher> does a wonderful job with <program>. I am concerned that this will be missing from my child's education.

Would you have to commit to the once a week in person? Or could it be week to week depending on child needs?