



Hydesville Elementary School District

3050 Johnson Rd. • Hydesville, CA • 95547-0551

Board of Trustees Special Board Meeting Agenda Monday, August 24th, 2020 • 5:30 PM Closed Session; 6:00 PM (Special Session)

Topic: HESD Special Board Meeting

Time: Aug 24, 2020 05:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

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1.0 Call to Order

2.0 Public Comment *Members of the public may comment on non-agenda matters related to District business. No action may be taken on topics not listed on the agenda. Individual speakers shall be allowed three (3) minutes to address the Board. The Board shall limit the total time for public input on each item to twenty (20) minutes.*

3.0 Convene to Closed Session *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54945.5.*

3.1 Public Employee Evaluation - Superintendent (Cal. Gov. Code § 54957)

4.0 Reconvene to Open Session

4.1 Report Action Taken During Closed Session



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5.0 Reports

5.1 Communications

6.0 Discussion/Possible Action Items

- 6.1 Discuss Distance Learning start of 2020/2021 school year
- 6.2 Discussion and Consideration of Possible Action on District Distance Learning Plan
- 6.3 Discuss School Site-specific Protection Plan (SSPP)

7.0 Board Member Comments

8.0 Announcements

8.1 Upcoming Calendar of Events:

Scheduled First Distance Learning Day of School 2020/2021	August 31, 2020
Governing Board Regular Meeting	September 14, 2020

8.2 Next Regular Board Meeting: Monday, September 14th, 2020. Closed session begins at 5:30 PM, reconvening to open session at 6:30 PM.

8.3 Recommended additions to the agenda can be submitted to the board president or Superintendent seven (7) days prior to the next regular meeting date.

9.0 Adjournment

NOTICE: Any writing, not exempt from public disclosure under the California Public Records Act, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Hydesville Elementary School office.

NOTICE: Hydesville Elementary School adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the Superintendent.

ADDRESSING THE BOARD	REGULAR SESSION
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<p><i>You may speak on a matter not on the agenda at the beginning of a regular meeting during the time reserved for public comment. After being recognized by the President, you will be allowed three minutes for your presentation. The Board will take no action on the matter at this meeting. You may speak on any item on the agenda when that item is being discussed.</i></p>	<p><i>In order to address the Board, please wait for recognition by the President. Speakers are expected to be courteous and to avoid any remarks that reflect adversely on the character or motives of any person or on his or her race, religion, or political or economic views.</i></p> <p><i>The Board will hear public testimony on any given topic for a maximum of twenty (20) minutes. Each speaker will be limited to three (3) minutes. The Board may, by consensus and at its discretion, extend the time limit.</i></p>
<p style="text-align: center;">COMPLAINTS</p>	<p style="text-align: center;">CLOSED SESSION</p>
<p><i>Complaints are to be addressed by first speaking with the person directly involved. If this does not resolve the issue, the complaint should be submitted in writing to the Superintendent. The Superintendent will investigate and respond in writing. Only after exhausting these levels can a written request be submitted asking that the issue be heard by the Board.</i></p>	<p><i>While school board meetings must be open to the public, California law provides for closed sessions which are not open to the public when the Board is considering expulsions, suspensions or disciplinary actions in connection with any pupil; the appointment, employment or dismissal of a public officer or employee; or when the Board is hearing complaints or charges brought against a public officer or employee. The individual may, however, request a public hearing. In addition, the Board may hold a closed session to discuss certain aspects of negotiations with employees.</i></p>
<p><u>BOARD OF TRUSTEES</u> Thomas Valterria, President Mandy Marquez, Clerk Mollie Holmgren, Member Dave Fisch, Member Clint Victorine, Member Kevin Trone, Superintendent</p>	



Kevin Trone <ktrone@hydesvilleschool.org>

2020-2021 School Year

1 message

Fri, Aug 14, 2020 at 2:03 PM

To: "board@hydesvilleschool.org" <board@hydesvilleschool.org>

Esteemed Board Members:

I'd like to start by thanking you for serving the Hydesville Elementary School community. Thank you for keeping our children's best interests a top priority. And thank you for your concern over their health and welfare. In these challenging times, yours is truly a position I do not envy.

I'd like to introduce you to my son, Alejandro. Alejandro has been sheltering in place since the March 19th order. In the time since, he has not physically interacted with any of his friends and classmates. The only companions he's had in the last 5 months have been his immediate family members. My son is (at least in my biased opinion) a genius. At his age, he can quote a million different facts about a million different subjects. He's a voracious reader; in 4th grade he read Jules Verne's "20,000 Leagues under the Sea." He's an inventor. He loves science. He's an athlete; he surprised us all with his basketball skills. But above all, my son is a wonderful friend and classmate.

Now that you know about him, let me tell you how challenging distance learning will be for him. Even though he'll be able to use his new Chromebook (thank you Hydesville Education Foundation for the gift!), it'll be hit or miss as to whether he'll be able to log into his classes. To date, of all the Zoom meetings for both Fortuna Union High and Hydesville Elementary, and there have been quite a few, we as a family were able to actually participate in only a handful. So my son may or may not be able to "attend" his class, depending on if our internet access is working. I have worked and continue to work full time. His older siblings will be out of the house, either at their respective schools or their jobs.

What this means is that means my son will be at home, alone, trying to teach himself 7th grade via a spotty internet connection. No teacher, no friends, no parent, no siblings.

Without being disrespectful, or minimizing the tragedy that has accompanied this pandemic, I feel strongly that those families who choose in person/on site instruction should be given that option. Alejandro chooses to be with his friends and classmates, in class, on campus.

Thank you for your time.

Respectfully,

Veronica Medina

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Kevin Trone <ktrone@hydesvilleschool.org>

opening

1 message

Mon, Aug 17, 2020 at 8:41 AM

To: "Board@hydesvilleschool.org" <Board@hydesvilleschool.org>

Thank you for all the time and effort you have contributed to considerations concerning school opening.

Distance learning is ineffective and highly disappointing. If guidelines are in place as they are in other schools, Hydesville should open because the students are not receiving the education they need and deserve.

Thank you,

Nina Kayes

Sent from [Mail](#) for Windows 10

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Kevin Trone <ktrone@hydesvilleschool.org>

Distance learning

1 message

Sat, Aug 15, 2020 at 2:25 PM

To: Board@hydesvilleschool.org

Dear Hydesville School board,

My name is Heather Peugh. I'm a resident of Hydesville and have been since 1987. I have two students attending Hydesville Elementary, one in 2nd grade, and one in 6th grade.

I would like you to reconsider your decision to open school with distance learning, as our only option. I attempted to attend the previous Zoom board meeting, but the Zoom codes I had were apparently not correct, as I sat online waiting to get into the meeting for an hour and a half, only to see a message saying "the host is currently in another meeting." My two girls NEED to be in a classroom setting. My 2nd grader was already struggling to keep up, before the school closures in the Spring. And the longer she is out of a classroom, the farther behind she is falling. We've been working with her, trying to teach her to read, but I'm not a teacher. I don't have the educational knowledge to help her, and she is suffering.

And my 6th grader is struggling emotionally, being away from her peers. She couldn't sleep the nights leading up to the last board meeting, worrying about whether she was going to be able to go back to school. And she was in tears Tuesday morning, when we finally found out the outcome of the board meeting. This is a child that HATES to miss school. She would rather stay home on family vacations, than have to miss a day of school. Even taking her out of class early for appointments upsets her. So, not being able to attend school for months and now the upcoming year, has greatly affected her.

So, I implore you Board members, to reconsider the distance learning only option. Please give us families the choice, to have our children attend in person. As we drove by Redwood Prep last week and saw their students in class, my 6th grader asked if I could switch them to that school, so they could be in class. I had to explain that it didn't work that way, and she was very visibly disappointed. And now seeing that Rio Dell has given their families the option of in person learning, it's just another blow to our students. Please don't hold them back any longer. Please let our students attend class in person.

My 2nd grader needs to be in class, academically. And my 6th grader needs to be in class, emotionally.

Thank you for your time,
Heather Peugh

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Kevin Trone <ktrone@hydesvilleschool.org>

Reopening of school

1 message

Sat, Aug 15, 2020 at 2:45 PM

To: board@hydesvilleschool.org

Good afternoon board members,

I just wanted to say Thank you for all your work that you do for our children. Also wanted express some of my concerns as a parent. My son, has an IEP. I know more than just my son has one. So I'm concerned for all of those children as well as other children that may not have an IEP and just needs some extra one on one, in class help! I am also a Health Aid/ SCIA for another school. So I do know both sides of online vs in class learning. As parents we teach our children right from wrong, wash your hands, chew with mouths closed, and treat others how you want to be treated. And many more! I know some families have ill family members that just can't take the chance of getting sick and that's ok. But for those who chose or need their children to be at school face to face should have the right to. We are a small school and with those that are doing distance learning, switched schools or have chosen to do Independent study, we should have the numbers to be able to safely open school with the state mandatory regulations. Please reconsider your choices for our children that need to be in school. With other schools opening up for in school face to face learning, such as Rio Dell and the Fortuna High School, I know our children should be in school as well! Thank you Sabrina Spaulding
Sent from my iPhone

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Kevin Trone <ktrone@hydesvilleschool.org>

School reopening

1 message

Sat, Aug 15, 2020 at 11:10 AM

To: "board@hydesvilleschool.org" <board@hydesvilleschool.org>

Hello!

This is Sarah Dunlap Ashlee Dunlap's mom. I feel it is imperative that the school reopen with precautions. Fortuna and Ferndale have reopened and we have not seen a huge increase of cases. Last semester basically ended in March. I know we were blind sided but other elementary schools stepped up on a way that hydesville did not. My daughter got 2 - 1 hour sessions of zoom each week and a packet that wasn't graded. All month we have been thinking Hydesville was reopening. Have the teachers been planning for distance learning? We need the students back in school for socialization and learning. They can wear masks use hands sanitizers and wipe down their own desks. Please let me know where the school is at with all of this. Thank you so much!

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Kevin Trone <ktrone@hydesvilleschool.org>

Hydesville In Person Learning

1 message

Norm Dunlap

Sat, Aug 15, 2020 at 6:29 PM

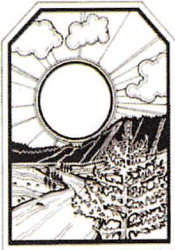
To: Board@hydesvilleschool.org

Good evening to whom it may concern my daughter goes to Hydesville school and I would like her to have in person learning. With Rio Dell, Scotia and Ferndale Elementary schools reopening there is no reason Hydesville can't reopen with precautions. Thank you for your consideration.

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**Hydesville Elementary
School District**

3050 Johnson Rd. • Hydesville, CA • 95547-0551

Distance Learning Plan

*Hydesville Elementary
School District*

Distance Learning Plan

Hydesville Elementary School District

Principles of Distance Learning	3
Overview	3
Emergency Response Task Force	4
Example Closure Scenario	4
Distance Learning Approach	5
Participation and Attendance	5
Guidelines for Parents/Guardians	6
Frequently Asked Questions	7
Distance Learning Student Expectations	8
Distance Learning Plan	9
Learning Time Frame and Content By Grade Level	13
2020-21 Distance Learning Plan	16

Principles of Distance Learning

Hydesville Elementary School District is committed to delivering a dynamic, high-quality, educational experience for all students. Yet there are rare occasions when external circumstances and world events will impinge upon the District's ability to operate the campus and deliver lessons on site. Under these circumstances, the District is compelled to develop alternate methods for teaching and student learning. For this reason, the following plan was developed to ensure the continuity of learning and intellectual engagement for our students.

This plan is founded on the following principles:

1. Maintaining teaching and learning.
2. Providing the necessary resources to support the transition to distance learning.
3. Supporting students, and parents/guardians as they transition to distance learning.
4. Providing access for all students.
5. Maintaining a partnership between families and school staff.

Overview

California Department of Education Definition of Distance Learning

Distance learning means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

The following distance learning plan outlines an approach to maintaining instruction and learning using digital and online resources in the event of an extended period of distance learning or campus closure. Information regarding School Plans in the event of an emergency are based on the Comprehensive Safe School Plan and are communicated by the Superintendent or Designee. This document focuses instead on the distance learning platforms and approaches teachers will use to ensure continuity of student education should an event cause a disruption in campus operations.

Emergency Response Task Force

In the event of a major disruption of campus operations or urgent campus closure, the Hydesville Elementary School District administration and Board of Trustees leadership will convene to assess the situation and make recommendations for the District's response. The Emergency Response Task Force, (Administrators, Facility Manager, Counselor, classified staff representatives, and teacher representatives) will maintain communication with the Board of Trustees, which will advise and direct the Emergency Response Task Force in the planning and response to any situation that leads to an extended District closure. The decision to close the school campuses and initiate the distance learning plan will be made by the Superintendent, who will work in consultation with the Board of Trustees.

Depending on the cause for campus closure, the District may be required to delay the initiation of the distance learning plan. For instance, in the event of a natural disaster such as an earthquake, the District may need to stabilize the campus infrastructure (i.e., information technology network, digital platforms, physical campus, buildings and systems, etc.) before initiating online instruction. In the event that there is no advance warning for campus closure, the District will communicate with families on the timing of the start of distance learning as early as possible. In the event of a campus closure, the District will communicate with students, parents/guardians, and employees using the District website, and mass notification system, and will include the exact date for the beginning of distance learning for students, and the designated workdays for faculty and staff to initiate distance work. The first two days of campus closure will be dedicated to teacher preparation and will be designated as work days for all District employees. Students will be expected to begin engaging in distance learning on Day 3 of a campus closure.

Example Campus Closure Scenario

The Superintendent announces that the campus will be closed for an extended period beginning the next school day.

- **Day 1 and Day 2:** All District staff will be required to physically report to work, either remotely or physically, depending on the situation and as conditions allow.
- **Day 3 by 8:00 AM:** Teachers will post lessons for students and chromebooks will be available for checkout. Distance learning begins at this point.

The District will communicate with the exact timeline as early as possible via mass notifications, personal phone calls, and SchoolWise Messaging. The initial

communication will be followed with more detailed information, and instructions from administration and teachers.

Distance Learning Approach

The District recognizes that distance learning cannot replicate the kind of learning experience that takes place in a dynamic and inspiring school environment where talented teachers and bright students engage through personal daily contact, and engaging discussion.

However, when such an experience cannot be possible, there are many alternative and effective approaches available to our teachers in order to continue instruction and to connect students in meaningful learning. The use of the most effective teaching and learning technological tools in the classroom is not new to Hydesville Elementary School District. At all grade levels, our teachers are accustomed to using technology to advance learning goals for students.

In a distance learning approach, teachers make use of a range of technological tools and online platforms that are already available to them and their students, ensuring greater familiarity. By utilizing tools to which students are accustomed, they can adapt more smoothly to a distance learning approach.

An important component of distance learning is paper assignments for the different content areas. Teachers provide packets of work that comes largely from the district-adopted curriculum and also includes supplemental material. Work is directly aligned to state standards. Because this is the materials used in on-campus learning, the format of these assignments is already familiar to students. Students continue to engage in learning by reading a range of texts and materials designed to develop critical reading skills as well as provide content knowledge in specific subject areas. While not an exact substitute for classroom learning, teachers can maintain productive and developmentally appropriate lessons using a broad range of resources, approaches, and methodologies .

Participation and Attendance

Students are required to participate in online meetings and be on time. All assignments are to be completed, whether they are online or paper assignments. Attendance and tardies will be tracked and addressed with the same processes as in-school learning. If there are underlying issues that impact participation and attendance, please contact your teacher as soon as possible.

Guidelines for Parents/Guardians

We understand that a shift to a distance learning approach will require our students and families to make adjustments. A continued partnership with parents and guardians can play a vital part of ensuring the success of the plan. Teachers, school administration, and support staff are all available to support and guide students should they need help. Below are some guidelines for parents/guardians to enable students to become successful at distance learning:

Establish a Regular Schedule for Your Child and Stay Engaged with their Learning: Once distance learning is initiated by the District, it will be important for parents/guardians to help students establish and maintain a routine and structure for their day, beginning with a regular bedtime and wake-up time each day. While some of our students may want to stay up late and sleep in, establishing a regular school day routine will help your child retain a sense of normalcy and stay engaged in learning. Be sure to help your child build in “breaks” during the school day, encouraging them to stand up and move around so they are not remaining sedentary throughout the day. Begin and close each “School Day” with a brief check-in as well as checking in throughout the day at regular intervals to ensure that your child is successfully engaging with distance learning. Setting clear expectations with your child about regular school day hours will help your child maintain a routine and stay on top of his/her school work.

Create a Study Space for Your Child: Productive learning relies on a conducive environment. We recommend that you create a separate, quiet space in your home for your child to study. The family room sofa with close proximity to a television or your child’s bedroom may not be the optimal place for your child to learn. We recommend that you choose an open area in the family living space (kitchen table, dining room, etc.) to avoid isolating your child and to allow parents/guardians to monitor your child’s learning and screen activity. A room with strong wireless connection will also be important.

Stay in Contact with Your Child’s Teacher: Your child’s teachers and administrators will maintain regular communication with parents/guardians. The frequency of the communications will depend on your child’s age, developmental stage, and level of independence. While teachers are available as resources for your child and for you, please keep in mind that our teachers will need to be in regular email communication with all of their families, so we ask that you be mindful when communicating with teachers, strive to be succinct, and focus on the essential.

Encourage Independence and Allow for Productive Struggle: Stay engaged in your children’s learning by asking them questions and having them share their thoughts while encouraging their independence so they can take ownership of their own learning. Some productive struggle is essential to learning, so we ask that parents allow their children to grapple with problems and come up with ideas for tackling them. Stepping in too quickly to help solve problems will deprive your child of the opportunity to learn, try new approaches, and gain greater independence and confidence. If your child becomes discouraged and/or overwhelmed by school work, please reach out to your child’s teachers.

Help Your Child Maintain Social Contact with Peers: It will be very important for your child to stay in social contact (through virtual means) with their friends and peers during a campus closure. Encourage your child to interact with friends through Facetime / Google Meet or through phone conversations. Students can form study groups created by their teachers or informal groups that they develop on their own.

Encourage Physical Activity and Movement and Monitor Student Stress: Teachers will provide opportunities for regular physical activities. Movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus for more effective learning and retention. Parents should monitor student stress levels and reach out to social workers for advice. Interactions, even through virtual means, will help your child stay connected and feel a part of the school as needed.

Frequently Asked Questions

Below are some anticipated questions with responses. For more detailed information on the distance learning approach, please see the appropriate sections that follow.

How will the District ensure that my child is continuing to learn?

Teachers have been working closely with administration and with their colleagues to develop lesson plans using online platforms and digital resources to ensure continuity of learning for students. Students will continue to be engaged with their teachers through a range of methods, including video, online discussions, email, and phone communication. Teachers, school administrators, and the school counselor will be available to communicate with students and parents on an ongoing and regular basis during a campus closure to ensure that individual student learning needs are being met.

How will my child be assessed and graded?

Student participation and progress will be tracked on an ongoing basis. Students will receive credit for work completed. The Essential Standards Toolkit for Hydesville Elementary School District was developed in partnership between the Humboldt County Office of Education and several local school districts. This Essential Standards Toolkit serves to identify the primary California State Standards that should be supported and assessed at each grade level. Not only does this document serve as a communication tool for families to better understand what the curricular focus will be at our core, but it also serves as a method for teachers to track student progress towards standards mastery. This toolkit will help to inform the end of year report cards.

What resources are available to my child if he/she begins to face challenges with learning?

Your child's teacher is the first resource for your child if he/she faces learning difficulties. Teachers are available to speak with students and their parents directly as well as providing one-on-one support by Google Meet or phone. If your child begins to struggle with learning, please reach out to your child's teacher so we can put additional support in place.

My child is becoming extremely anxious about the situation that has led to the campus closure. What resources does the School have to support my child?

Children who experience heightened anxiety should consult with their pediatricians and/or psychologists. Our school counselor can offer referrals to parents and can coordinate with outside providers. During a campus closure, parents/guardians should monitor students' mental health and seek outside support as needed.

My child has an Individual Education Plan. How will you meet the requirements of the IEP?

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans will be provided additional support by their Resource Program teachers or 504 Coordinators. Resource Program teachers and 504 Coordinators will communicate with families to determine needed support for all students to access their education and make progress toward their goals. Resource Program teachers and 504 Coordinators will work with General Education Teachers to ensure that all students have access to the General Education Curriculum. Students will be provided individualized work and will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures.

I'm concerned that my child will have prolonged screen time. What other learning supports will the teacher provide?

Not all distance learning is dependent on extended periods of screen time. Students will continue to be assigned work that will need to be completed without screens, including reading, writing, solving math problems, hands-on projects, and other special projects. Teachers have been asked to be mindful of the kinds of assignments they are creating to avoid extended screen use. Please reach out to your child's teacher if you observe your child having difficulties focusing due to increased screen time. Your child's teacher can provide one-on-one Zoom/Google Meet sessions and phone check-ins.

My child is not feeling well and is not able to engage in learning. Is there a way to report an "excused absence" so he won't be penalized for not engaging in distance learning?

If your child becomes ill while the District is using a distance learning approach, contact the school office to report your child's "absence" from school. Your child's teacher will work with your child and with you to ensure that he/she is able to make up any missed work and provide necessary extensions for assignment deadlines.

Distance Learning Student Expectations

Hydesville Elementary School District asks our students to think about how they can meet the expectations of being Safe, Responsible, and Respectful at all times. Even at a distance, we know our students will continue to meet our expectations. Below are expectations for entering an online class, participating in whole-group or in small-group activities, participating in one-on-one instruction, or in breakout rooms.

Be Safe

- Use equipment as intended. Chromebooks are to remain indoors, kept in a safe place when not in use, and not used around food or liquids.
- Interactions with classmates must be under the direction of your classroom teacher.
- Access only websites to which your teacher has provided a link.
- Keep your screen in one place. Please don't walk around with your screen during the meeting.

Be Respectful

- Say and type kind words/emojis to others.
- Listen.
- Take turns.
- Respect others' work.
- Respect others' cultures, opinions and points of view.
- Raise your hand if you would like to speak.
- Think about what you want to share before sharing it.
- Avoid sitting where other background noise may interfere with the meeting.
- Limit side conversations with others who may be near your work space.
- Be patient. Remember that your teacher is also new to teaching in this manner. Keep your video on at all times, and audio muted unless asked otherwise.

Be Responsible

- Log in on time.
- Be ready to learn when you enter the meeting.
- Have needed supplies easily accessible to assist with online lessons (i.e. pencils, paper, markers, etc...)
- Be prepared by using the restroom or eating before your meeting starts.
- Be dressed for school when you come to your meeting.
- Choose a distraction-free space, with siblings, friends, and pets away from your learning area.
- Participate in all activities.
- Have your materials with you and your device plugged in or charged.
- Ask questions when you have them.
- Be present- avoid multitasking.
- Dress like you would for in-person school.
- Remain muted until directed by an adult to unmute.

Distance Learning Plan

The goals for the distance learning plan are to keep our children engaged so they can learn and grow, while also providing them with meaningful opportunities for connection and community. We will provide opportunities for them to read, write, develop mathematical skills and concepts, share ideas, explore, create, play, and move.

Teachers will use familiar and predictable structures to meet the needs of our children. Each day, our children will receive a warm greeting from their classroom teachers, a “morning message,” and lessons/ learning objectives from their teachers, much as they would normally see on a regular school day. The District will use Google Classrooms for families to quickly and easily access each day’s work.

When campus closure has been announced by the Superintendent, students and parents will receive additional information from the school administrators and classroom teachers.

Students will be offered a Hydesville Elementary School District Chromebook and charger to bring home during the period of distance learning. Chromebooks should only be used for school functions, and students and families should review the Hydesville Elementary School District Technology Contract and expectation. Many of our technology platforms (i.e., GSuite, etc.) are not device dependent, so families may choose to access the learning platforms through family devices, such as phones, laptops, etc.

Questions regarding technology, including how to access the internet, Google Classroom, or Zoom from your device, should be directed to your classroom teacher or Kevin Trone, Superintendent/Principal.

Technological Tools, Digital Resources, and Platforms

Tools	Users	Description
Mass Notification System	Staff and Families	Email, text, and/or prerecorded voice messages will be used for all major announcements from the District. Faculty and Staff will continue to use email to communicate with families.
Messaging	Staff and Families	google
District Website Google G Suite (includes Google Classroom)	All Students and Families	Each teacher will maintain a Google Classroom site to provide individualized, unique materials for the students in that class. Zoom will be used for video conferencing in small and whole group settings
Online Learning Platforms	Students and Teachers	Teachers will assign classwork to be accessed on district-selected platforms including, but not limited to: EPIC, STAR Math, STAR Reading, Khan Academy, Mystery Science, TCI, and online platforms for district-adopted curriculum.

Roles and Responsibilities of the District

Roles	Responsibilities
Leadership Team (Principal and Teachers)	<ul style="list-style-type: none"> ● Establish clear communication channels to all families. ● Provide ongoing updates to families and faculty/staff ● Support all families in the distance learning plan. ● Support teachers in implementing high-quality instruction and feedback in a distance learning model. ● Provide models and examples of strong distance learning units, lessons, and projects. ● Be a model of flexibility, optimism, creativity, and openness.
Classroom Teachers	<ul style="list-style-type: none"> ● Collaborate with other staff members and special education teacher, to design a daily distance learning experience for students. ● Foster a sense of community and connectedness between and among students and families. ● Provide students/families with timely communication and feedback. ● Leverage technology to allow for personalized and differentiated learning. ● Be a model of flexibility, optimism, creativity, and openness.
School Counselor	<ul style="list-style-type: none"> ● Monitor the wellness of children, families, and staff and provide interventions or resources as needed. ● Be accessible. ● Proactively send community-wide tips, strategies, and updates to support wellness and health.
Technology Staff	<ul style="list-style-type: none"> ● Develop tutorials for staff as needed ● Develop tutorials for families to problem solve common technology challenges. ● Be available as a help desk for all staff and families to provide on demand support. ● Continually monitor the needs of staff and families to provide ideas, and trouble-shooting support.

Students and Families

All students are expected to participate in distance learning during a campus closure. Any learning activities or assessments not completed will need to be worked on outside of the scheduled time. In exceptional circumstances or illness, parents of students who are unable to participate should notify the School as they would for any school absence, and those students will be given special consideration.

Student Roles and Responsibilities	
<ul style="list-style-type: none"> ● Establish a daily routine for your school work. ● Find a comfortable, distraction-free place in your home where you can work. ● Check the website each day to learn about your goals and assignments for the day. ● Complete all daily assignments. ● Put forth your best effort. ● Do your best to meet deadlines. ● Communicate with your classroom teachers as needed. 	
For questions about....	Reach out to.....
A lesson, assignment, etc...	Your classroom teacher
A technology problem	IT Coordinator
A social-emotional problem	School Counselor: Ashlee Byrd byrd@hydesvilleschool.org
Any other questions	Kevin Trone, Superintendent/Principal superintendent@hydesvilleschool.org

Family Roles and Responsibilities

The most effective distance learning plan involves the entire student team: The teacher and other school staff, the student, and the family. All play a significant role in ensuring that students stay ahead of the learning. Families are encouraged to implement the following recommendations, and to reach out proactively should they run into challenges.

- Establish routines and expectations for your child.
- Establish beginning and end-of-day check-ins with your child.
- Help them create a comfortable, distraction-free workplace.
- Monitor communications from the School and your child’s teacher.
- Partner with your child’s teacher and reach out should any challenges arise.
- Help your child to plan out their work for the day and check in to keep them focused and on task.
- Help your child “turn his/her work in” through the channels laid out by the teacher.
- Take an active role in your child’s learning and assist them in walking through instructions when needed.
- Provide opportunities for your child to play and move outside.
- Take advantage of opportunities to engage your child in the arts or other creative pursuits.
- Be mindful of your child's physical and emotional health.
- Reach out to the counselor for support as needed.
- Monitor you child’s non-academic screen time.
- Set clear rules around using technology for social interactions and monitor their usage.
- Be a calm presence for your child.
- Be a supportive partner of teachers and the School.

For questions about...	Reach out to.....
A lesson, assignment, etc...	Your classroom teacher
A technology problem	IT Coordinator
A social-emotional problem	School Counselor: Ashlee Byrd byrd@hydesvilleschool.org
Any other questions	Kevin Trone, Superintendent/Principal superintendent@hydesvilleschool.org

Learning Time Frame and Content by Grade Level

Transitional Kindergarten/Kindergarten Required minutes per day = 180			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Language Arts	<i>40 minutes</i>	Adopted Curriculum and Technology Companion	Leveled Reading Text and Linked Phonics curriculum, small group as well as whole group lessons
Math	<i>45 minutes</i>	Adopted Curriculum and Technology Companion	Math Curriculum units along with math games, Kim Sutton supplements
Social Skills	<i>30 minutes</i>	Morning Meeting/Second Step	Mrs. Byrds Second Step lessons along with Morning Meeting with Classroom Teacher
Science, Art, Social Studies, or PE	<i>40 minutes</i>	Adopted Curriculum and Technology Companion	PE Log, Theme Art Projects, Science lessons and projects with Mystery Science, Social Studies units with Studies Weekly.
Writing	<i>25 minutes</i>	Adopted Curriculum and Technology Companion	Handwriting Practice, sentence starters and other writing opportunities

1st-3rd Grades Required minutes per day = 230			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Language Arts	<i>50 minutes</i>	Adopted Curriculum and Technology Companion	Leveled readers and linked phonics activities
Writing	<i>50 minutes</i>	Adopted Curriculum and Technology Companion	Handwriting, grammar, informative, narrative, and persuasive writing assignments.
Math	<i>50 Minutes</i>	Adopted Curriculum and Technology Companion	Math curriculum units along with math games.
Science, Music, Art, Social Studies, or PE	<i>40 minutes</i>	Adopted Curriculum and Technology Companion	Mystery Science, social studies units with Studies Weekly, Scholastic Weekly, Science Spin, PE Log, themed art projects.
Social/Emotional	<i>40 minutes</i>	Adopted Curriculum and Technology Companion	Morning Meeting with classroom teacher, Second Step

4th-8th Grades

Required minutes per day = 240

Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Language Arts/Reading/writing	<i>90 minutes</i>	Google Classroom Adopted Curriculum and Technology Companion	Grammar-Opinion-Narrative-Informative-Bibliography- Biography Novel Studies-Independent Reading-Reading for Comprehension- Newsela-Readworks-Epic
Math	<i>60 Minutes</i>	Google Classroom Adopted Curriculum and Technology Companion	KHAN Academy-Prodigy-Small Math Groups
Science, Music, Art, Social Studies, or PE	<i>60 minutes</i>	Google Classroom Adopted Curriculum and Technology Companion	Reading-Videos- Interactive Sites- Activities-Discussion-Projects-at home labs
Social/Emotional	<i>30 minutes</i>	Google Classroom	2nd Step Lessons- Morning Check-In- Class participation-KAHOOT- Vocabulary Games- Quizlet- Team Activities

2020-21 Distance Learning Plan

Learning Options

Hydesville Elementary has been hard at work planning multiple options for our families. We understand that making the decision to begin the year in a distance learning environment comes with its own set of challenges to overcome.

- Option 1: Distance Learning with a set school day schedule. With this option, students will engage in a “school day,” each day starting and ending at a regular time. Teachers will be teaching lessons live and students will have an opportunity to engage with their peers via the Zoom platform. Teachers will have the greatest opportunity to engage with their students in both whole group and small groups in this model. Class schedule will vary slightly based on grade level and instructional minute requirements set by the State of California. All classes will be utilizing the Google Classroom platform to coordinate calendars, lessons, assignments, work completion deadlines, and teacher feedback and communication.
- Option 2: Distance learning with a more flexible schedule. With this option students will also utilize the Google Classroom platform for calendars, due dates, video lessons, assignments, and teacher feedback and communication. Students will have more flexibility in their daily schedule but will still need to be completing work on a daily basis. Teachers will work to regularly communicate with students and families. Students will receive “attendance” through work completion and turn in.
- Option 3: Independent Study. This is a more traditional Independent Study model. Very similar to the independent study that you would take any other year. Families will sign a contract and receive work for a predetermined amount of time.

Required Attendance

Daily participation is required for all students regardless of which option is chosen. This may take the form of attendance in online lessons, completing assignments and/or assessments, or teacher contact with students and families. State law requires each student to receive a minimum number of instructional minutes each day. These minutes may include a combination of live instruction, independent work, homework assignments, and assessments.

Live Interactions and Daily Schedules

Students will regularly participate in real-time interactions, including class meetings and direct instruction with their teacher via Zoom. Daily and weekly schedules include time for direct instruction, small group instruction, independent work, one-on-one sessions, and other enrichment activities. In addition to live daily lessons, teachers will be holding office hours daily for students and families.

Supporting Families and Students

Teachers will be available during daily office hours to support parents and guardians during this time. In addition to scheduled class activities our school counselor will be available to meet individually with students. We will continue to work to be flexible for our families when it comes to distance learning.

HESD is committed to helping all students. We fully anticipate gradually allowing students on campus in 1-on-1 settings as our preparations and procedures allow, especially for our highest need students. We will continue to provide Special Education services to all eligible students through the IEP process.

Technology

Hydesville Elementary School has Chromebook devices available to loan to families for distance learning. Devices may be requested through the office and we will arrange pickup. We are also exploring options to provide better internet access to our families that need assistance in that area.

In addition to technology we also have desks available for families who would like to borrow one for distance learning. Please contact the office and we can arrange a pickup time.

School Lunches

Hydesville Elementary will be offering Lunch service during distance learning. We plan on having a number of different lunch pick-up locations in Hydesville for our families. Students who qualify may receive free or reduced cost lunches.

Assessing Conditions for Reopening

We understand that distance learning is challenging for many of our families and we are committed to opening our school to students when it is safe to do so. To determine readiness to return to on-campus learning, the district will be considering multiple external conditions, including state and local health orders and guidance, as well as internal conditions, such as facility preparations and screening and safety procedures.

Hydesville Elementary School is working hard to modify our facilities to prepare for in-person instruction. We are acquiring essential supplies and equipment, enhancing our cleaning and sanitation protocols, preparing safety signage and training, installing touchless fixtures where appropriate, and evaluating our air filtration systems. We are also consulting with the public health department as we develop protocols and systems for health screenings and response to illness.