

Hydesville Elementary School District

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

Board of Trustees Meeting Agenda

Monday, August 10th, 2020 • 5:30 PM Closed Session; 6:30 PM (Regular Session)

Topic: 8/10/20 HESD Governing Board Meeting

Time: Aug 10, 2020 05:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us04web.zoom.us/j/75152814192?pwd=YURBZHdXd0VhK1RPYy9Rc3BnRk1LQT09>

Meeting ID: 751 5281 4192

Passcode: Wildcats

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 Collective Bargaining/Negotiations (Gov. Code §54957)

4.0 Reconvene to Open Session

4.1 Report Action Taken During Closed Session

4.2 Pledge of Allegiance and Reading of District Goals

5.0 Approval of Agenda Order *The Board of Trustees reserves the right to change the order in which agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.*

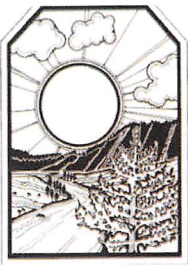
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7.0 Consent Agenda

8.1 Approval of Minutes, July 13th, 2020 Regular Board Meeting (Attachment 1)

8.2 Approval of Warrants (Attachment 2)

8.0 Community Comment Related to LCAP - *Members of the community may provide input and discussion pertaining to the Local Control Accountability Plan in an effort to address State Priority 8 (increase opportunities for parents and families to be involved in school decision-making processes).*



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9.0 Reports

- 9.1 Superintendent-Principal
- 9.2 Staff
- 9.3 Hydesville Parent Group
- 9.4 Hydesville Sports Booster Club
- 9.5 Communications
 - 9.5.1 Email from Bella Mitten, 2020 graduate (Attachment 3)
 - 9.5.2 Open letter for safe and healthy schools through Hydesville Teachers Association (HTA)(Attachment 4)
 - 9.6.3 Certificated Staff opinions on 2020/2021 school year presented by HTA (Attachment 5)

10.0 Information Items

- 10.1 Revised CDPH COVID-19 guidelines for reopening (Attachment 6)

11.0 Discussion/Possible Action Items

- 11.1 Discuss and Consideration of Possible Action on type of school reopening 2020/2021 (Attachment 7)
- 11.2 Discussion and Consideration of Possible Action on School Site-specific Protection Plan (SSPP) (Attachment 8)
- 11.3 Discussion and Consideration of Possible Action on District Distance Learning Plan (Attachment 9)
- 11.4 Discussion and Consideration of Possible Action on COVID MOU with HTA (Attachment 10)
- 11.5 Discussion and Consideration of Possible Action on Fall Con-App (Attachment 11)

12.0 Board Member Comments

13.0 Announcements

- 13.1 Upcoming Calendar of Events:

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

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

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



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14.0 Adjournment

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ADDRESSING THE BOARD	REGULAR SESSION
<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>
COMPLAINTS	CLOSED SESSION
<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>BOARD OF TRUSTEES Thomas Valterria, President Mandy Marquez, Clerk Mollie Holmgren, Member Dave Fisch, Member Clint Victorine, Member Kevin Trone, Superintendent</p>	

Attachment 1



Hydesville Elementary School District

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

Board of Trustees Meeting Minutes Monday, July 13th, 2020 • 6:30 PM (Regular Session)

Topic: June 13, 2020 HESD Governing Board Meeting
Time: Jul 13, 2020 06:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us04web.zoom.us/j/76501100779?pwd=aGZEN0RPNHVISnhmTWpQVnE0Mlp3QT09>

Meeting ID: 765 0110 0779

Password: Wildcats!

1.0 Call to Order- Thomas called to order at 6:30pm

1.1 Pledge of Allegiance and Reading of School Mission- **Thomas read the District Goals instead of the School Mission Statement.**

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*
.None

3.0 Approval of Agenda Order *The Board of Trustees reserves the right to change the order in which agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.- Mollie motioned and Clint seconded 5/0*

4.0 Consent Agenda- Mollie motioned and Dave seconded 5/0

- 4.1 Approval of Minutes, June 15th, 2020 Regular Board Meeting (Attachment 1)
- 4.2 Approval of Minutes, June 24th, 2020 Special Board Meeting (Attachment 2)
- 4.2 Approval of Warrants (Attachment 3)

5.0 Reports

5.1 Superintendent-Principal- **Kevin stated that he has been spending a lot of time finalizing the year with meetings and keeping informed about the ever changing landscape of the school.**

5.2 Staff- **None**

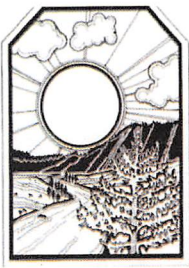
5.3 Hydesville Parent Group-**None parent group has not met recently and their next meeting will be in the beginning of August the date will be announced.**

5.4 Hydesville Sports Booster Club- **None**

5.5 Communications- **None**

6.0 Discussion/Possible Action Items

- 6.1 Discuss 2020/2021 Reopening



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6.1.1 Parent/Guardian survey (Attachment 4)- Kevin stated that the survey had a wide range of opinions 70% of families responded. Almost 70% want students on campus. and 13% want Distance Learning. As far as the other questions in the survey it's the same with a wide range of concerns. Synchronous learning is being looked at by Hydesville as well as other schools around the state.

Dave asked if there was any feedback regarding the feelings of the families? Kevin stated that everyone is very concerned.

Dave stated that children and parents need to feel safe.

Clint stated that about 2/3 of families want the children back in school. The school and teachers also want to see kids back because it's the best option for the students. He wants school to be open 5 days a week for the kids. Thomas stated that the mental health of the students is a concern and that they need to have access to their peers.

Mollie stated that it may not be safe for what we want as far as the 5 days a week open and are staff and students going to be tested? What are the options for the parents if they do not feel safe?

Clint stated that people either want all on or all off which is safer for the students. Kevin stated that from the survey reduced class sizes are what more people feel comfortable with. Similar numbers with distance learning and the blended model. Clint feels that the school is small and by splitting up classes it would not change the exposure.

Public Comment

Christina Victorine stated that Fortuna schools are all coming back. FESD has a committee that meets weekly to discuss the reopening procedures including teaching kids about washing hands correctly, getting them on the google classroom in case the school closes and other safety procedures. She stated that plan B is something that would not work for working families.

Adam Pinkerton stated that the reopening is about the health and safety of the kids and staff and he is hoping that Hydesville decides to do the distance learning instead of a full reopen.

Dawn Dill stated that she feels the blended model is the best option because the students will be familiar with the distance learning. If we open in full and then close it will be difficult for the kids to do distance learning.

Nicole Bill stated that the Fortuna preschools have opened during this closure and they are operating without having the kids wear masks. The summer program also opened and masks are not mandated. Masks should be decided individually and not mandated.

Micah Crossley asked if there was a data point on the survey regarding the zoom meetings?

Kevin replied no

Charlie Anderson stated that he supports the reopening rather than the blended model concerned about families that have many kids. Would they all be on the same schedule in the blended model?



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Thomas replied that as far as the blended model goes we have not discussed that yet.

6.1.2 Staff survey (Attachment 5)- Kevin stated that all staff members received the survey and once again there is a wide range of opinions. Most of the staff wants on campus learning whether all day or blended. 39% are good with full size classes and 72% are good with the blended. We have ordered sanitizers for all rooms, bathrooms and office, masks and face shields would be worn.

Thomas stated that the staff survey was close to matching the parent survey. Christina Victorine stated that she feels some staff members would not feel safe and is there a leave of absence or disability.

Kevin stated that he has communicated with the staff and they know about the CoVid leave.

6.1.3 Type of reopening in August 2020; In-class, distance learning, hybrid- Thomas stated that the governor closed more businesses today regardless of what is decided today it could be trumped when we look again at this in August .Clint stated that the majority of staff and parents wants to come back to school with kids in classes. There is going to be a closure, but we can't live in fear. Kids' mental health is important and they need to be in school with their peers.

Mollie stated that Dawn's comment on the blended model is best because teaching kids how to do both being in class and being safe and then virtual learning will be easier for them. She also agrees with Clint that closure is inevitable. She does not like the synchronous learning model. We need to make modifications to the school day. Many parents are not going to want their children in school. She feels that we will lose students to other homeschooling programs. We need to provide distance learning options.

Dave stated that teachers and staff need to stay in contact with families regardless of in classroom or distance learning.

Kevin stated that the staff will start the planning process and he is getting a committee together for the planning of the upcoming school year.

Dave wanted to know if we have any idea of how many parents have decided to keep their kids home and how many will be attending.

Kevin stated that the survey was an important part of that.

Mollie would like to know how many kids are not coming back.

Kevin stated that we can not make people take the survey.

Mollie asked if we could call people who did not respond.

Kevin explained that the emails are hard to identify whom they belong to.

Mandy stated that there have been many meetings regarding this and there is no way that we can plan enough for the reopening. We should plan for the direction that we want to go and be able to pivot to another direction. Decisions will not be up to us by the end of August. There were many changes today and will be in the future. Kids need normalcy and need to be safe. She is not a fan of the hybrid model. She is concerned because their hands are tied due to the schools budget



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and the states budget. As board members we need to plan for the best and be able to respond when told it's not the best decision.

Thomas stated that a month ago he thought we would fully open, but things have changed and he feels the hybrid is the best option to be able to move forward. He is concerned about a full stop if opened and then going to distance learning. He is concerned about staff and students getting sick, he agrees with Mandy that our hands are tied and agrees with Clint regarding that closure is inevitable.

Clint stated that he is concerned about the hybrid model because when parents are at work how are the kids going to do it. If teachers can work at night to help these kids he's not pushing that, but the kids won't do it during the day or at daycare. He wants a full open plan accepted and get it going.

PUBLIC COMMENT:

Stacia Seftton stated that they have 3 kids in hydesville this year and health is important, but mental health of the kids is extremely important. She feels the the hybrid model will not work for her kids because they couldn't sit through the zoom meeting. Socialization between the kids is very important.

Micah Crossley stated that he jumped on board with the parents today if 70% say to go back to school we should serve them and also serve the 30% that want the hybrid model. Parents are going to need to find child care. We need to concentrate on the mental health of the kids.

Christina Victorine stated that Mollie said the kids need time to virtually learn. FES is going to open fully and start training immediately on google classroom. If there is a shut down the kids will know what to do. Everything is being done on the chromebooks. The mental health of her kids is very important as physical health.

Krissy Mora stated that she would like to see a full reopen with a plan for the hybrid being second. When we had to do the distance learning last year for the first month was exciting for her kids, but went downhill very quickly.

Rachael Riggs stated that to plan and prep for this takes a lot of time and the teachers have one paid day only and you might consider extra paia days for planning. The option for teachers is 10weeks COVID leave and they get $\frac{2}{3}$ of their pay and the rest is unpaid.

Krissy Mora stated that it was very difficult to do the distance learning all at the same time with her three children.

Nicole Bill stated that she supports 5 days a week in school, but she is concerned about the masks cause her kids are in speech.

Keri Anderson stated that this year they will have 3 children in hydesville and with the distance learning last year with only her 2 boys it was very difficult. Kids did not get everything they would have in the classroom setting.

Mandy Marquez stated that the budget plays a huge part in the reopen and it would be great to be able to pay teachers and wanted to know if we would lose funding due to the reopen?



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Kevin stated that it depends on the model and providing we follow state regulations for reopening then we wouldn't lose any funding. Our funding is based on last year's numbers.

Mandy stated that with technology being a barrier what is required monetarily for this.

Kevin stated that there is a lot of money going towards hand sanitizers and cleaning solutions.

Mollie thanked everyone for attending and all the input because sometimes it is very difficult to make decisions without comments. She also stated that she stands for the full reopen with earlier dismissal to give enough time to clean and for teachers to contact the students that are on the distance learning model.

Clint thanked everyone and stated that he feels strongly that the full reopen is the best plan for the kids.

Dave stated that the full reopen is best for the kids mental health and that social interaction is very important.

Mandy stated that she is for the full reopen and she likes the idea of shorter days for cleaning and connecting with the distance learning kids. Families will not be coming back with a full reopen.

Thomas stated that he feels the hybrid is the best option for 2020-2021. He said that there are two board positions that are up for election and that today is the first day to register if anyone is interested.

6.1.4 Current COVID-19 safety guidelines for reopening (Attachment 6)-Kevin stated that things are constantly changing and that the blended models' difficulty is in achieving requirements for full return which we cannot meet the 6ft requirements in classrooms. State masking orders kids 2 and older to wear them and the staff either face masks or shields.

Mandy stated the FES face masks are not mandated and distance between desks are 2-3 ft. not 6-10 ft. Everyone is all over the board for what's correct.

Kevin stated that he agrees with Mandy and also stated that CoVid screening for kids at school and we will do our best to come up with a plan to make sure that everyone is safe.

6.1.5 Guardian/Parent engagement - Singular classroom communication tool- Kevin stated that we need to communicate to better engage the parents one thing discussed at staff meeting is to transition between the 2 models and all classrooms will be on google classroom.

Mandy asked if we were removing all platforms except for google classroom?

Kevin stated that he has not had that discussion with the staff at this time.

Thomas stated that our ultimate goal is to only have 1 platform.

6.1.6 Alternate instruction model, when/if needed for quarantine purposes- Thomas stated that if we have full in class and it gets quarantine from the Covid then what. Kevin stated that the decision comes from Public Health. The class would be quarantined for 2 weeks and they would shift to distance learning with google classroom.



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6.2 Discuss Budget workshop follow-up from business services contractor, Northern Humboldt Union High School District (Attachment 7) **Thomas stated that the discussion is about budget cuts, allotments to programs and raising lunch prices.**

Kevin stated that if we cut a ½ hour off the aides it would be a savings of \$15,735 and he would caution the cutting of aides hours. If we have a full reopen to remove time from this would make it very difficult to cohort the kids. We are going to have multiple recesses and we need our aides.

Thomas stated that if the school day is shorter would the ½ hour be such a huge impact.

Kevin stated that there is no recess done after lunch.

Clint asked if the aides stagger or all show up at once?

Kevin replied that they are staggered.

Clint asked if we could stagger parent drop off times?

Kevin replied that would be impossible to do.

Mollie asked if the aides come in at the same time as teachers?

Kevin replied no

Mandy stated that cuts need to be made.

Thomas asked how much the athletics program would save us?

Kevin replied \$16,000 last year we spent \$11,100

Thomas stated that he cannot see us spending that much this year.

Clint stated that the athletics money should be reassigned for the 20-21 school year.

Mandy stated that there will not be any fall sports and asked if that money gets reassigned will it be taken away for the 21-22 school year?

Kevin replied that it does not affect next year it will only be removed for 1 year.

Thomas stated that we will have a deficit for the 21-22 school year and we are addressing cuts today for the upcoming school year. If the interventionist position is cut that would save us \$13,900.00 and we are trying to get to \$51,000 for this year alone. The kitchen position is a reduction from 1.0 FTE to .8 but there are no layoffs allowed in nutrition, transportation and custodians. How does the reduction affect the school?

Kevin stated that reduction is allowed.

Clint asked if she can be reassigned to another position?

Kevin replied no as far as kitchen and transportation goes they get paid out of those funds and they need to work in those positions.

Mollie asked if she participated in the FUHS lunch program?

Kevin replied No

Mollie asked what has she done the past 4 months?

Kevin replied not much

Mollie asked what is our plan for the lunch program?

Kevin replied that we will be delivering lunch to classrooms and packing lunches for pick up.

Mollie asked about the 2 aide positions that are not getting filled for 6th and 7th grade.

Kevin replied that 6th and 7th grade were combined for the 1 aide

Mollie stated that now there is no one in that position.

Kevin stated that we need to look at this and see how our budget cuts will affect this.



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6.3 Consideration of and Possible Action on Resolution Regarding Elimination of Classified Employee Services (Attachment 8)- **Thomas stated that he feels we should keep all the aides**

Arlene stated that the interventionist job is important especially when parents feel that their kids will be falling behind. She also said that the staff complains to her regarding that position and she has complained to the superintendents. When staff work there hours and other people do not it gets very discouraging. The kitchen position is not a full time position and has never been worked the 8 hours that it should be for the past three years. Lindsay does a fine job, but it's not an 1.0 FTE position

Mandy stated that this is a managerial issue.

Krissy Mora stated that the interventionist position is needed for the kids that are falling behind and so are the aides. Interventionist is very important.

Thomas stated that cutting the library would save \$9,000 and cutting Ferndale Tech would save \$10,000.

Clint stated that the library is not going to be able to be opened.

Mollie stated that if there is a choice between the interventionist or kitchen being cut she would choose the kitchen. It makes more sense to keep the interventionist position and 8 hours a day for the kitchen seems excessive.

Thomas stated that we could reduce, but he is worried about the legality of that action.

Clint stated that you need to have the kitchen position at an FTE of 1.0 in order to get a good employee. She's a good sanitizer and redirect her to do other things. He feels that intervention is important also.

Mandy stated that we are legally restricted to make cuts, and that the intervention is needed and we nooe to look for ways to fund these programs.

Kevin stated that we already have 2 less aides and they need to be able to cover recess, bathroom breaks, and lunch. For the teachers to do all coverage and support the students in class will be difficult.

Mollie asked if plan B or C would have different coverage?

Kevin stated that he is not sure about 1 day in the blended mode, but shift times to work 4 day requirements for coverage does not change.

Mollie asked is school closes then what?

Kevin replied it's unknown, but the side would be quarantined also.

Mollie asked if the interventionist position could be a reduction of hours?

Kevin replied that it is not in the hours to be cut

Thomas stated that if we go back full time that the kids will be behind from where they should be and students will benefit from the intervention.

Mollie stated that she would vote no on cutting the aides hours.

Clint stated that he is comfortable with the aides doing intervention in the classroom

Kevin stated that he is comfortable with the aides hours not being cut.

Board voted on the ½ hour reduction for the aides. 1yes and 4 no motion defeated.

Mollie motioned to remove the interventionist position Clint seconded 3 yes 2 no motion passed intervention is cut for the 20-21 school year.

Mollie asked if she can motion to reduce the kitchen from 1.0 to .8?



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Thomas replied we can revisit that.

7.0 Board Member Comments

8.0 Announcements

8.1 Upcoming Calendar of Events:

Governing Board Meeting	August 10, 2020
First Day of School 2020/2021	August 31, 2020

8.2 Next Regular Board Meeting: Monday, August 10th, 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-**Thoams adjourned at 8:51 pm**

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<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>	

Attachment 2

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE - TRANSMITTAL REPORT

24 Hydesville
 Transmittal: 21000002-0 AUDIT
 Description: DORA 7/9/20
 Status: APPROVED

Fiscal Year: 2021
 Created By: ddutra
 Created Date: 07/13/2020

Total Vendor Amount 131.73

Seq	Vendor Information	Reference	Invoice Date	Invoice #	Ln	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Amount	UT Rate	UT Amount	1099
08	002166-01 P G & E BOX 997300 SACRAMENTO CA 95899-7300	PV210011-001	07/02/2020	6428751736-7 JUL	1	01-0000-0-1193-8100-5520-000-0000								1,192.30			

Total Vendor Amount 1,192.30

09	001516-01 RECOLOGY EEL RIVER PO BOX 266 FORTUNA CA 95540-0000	PV210010-001	06/30/2020	25168550	1	01-0000-0-1193-8100-5560-000-0000								105.82			
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Total Vendor Amount 105.82

Fund 01 Total 5,769.35
 Transmittal Total 5,769.35

Kevin Trone

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE - TRANSMITTAL REPORT

24 Hydesville
 Transmittal: 21000003-0 AUDIT
 Description: DORA 7/14/20
 Status: APPROVED

Fiscal Year: 2021
 Created By: ddutra
 Created Date: 07/17/2020

Seq	Vendor Information	Reference	Invoice Date	Invoice #	Ln	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Amount	UT Rate	UT Amount	1099
01	001293-01 CA DEPT OF TAX & FEE ADMINIST P.O. BOX 942879 SACRAMENTO CA 94279-8002	PV210014-001	06/30/2020	USE TAX 07/01/20	1	01-0000-0-0000-0000-9580-000-								99.00			
Total Vendor Amount														99.00			
02	030148-01 EUREKA OXYGEN CO 2810 JACOBS AVE EUREKA CA 95501	CL200016-001	06/30/2020	DM00814213	1	01-0000-0-1110-1000-5800-000-0000								11.86			
Total Vendor Amount														11.86			
03	002020-01 FOLLETT SCHOOL SOLUTIONS 91826 COLLECTION CENTER DR CHICAGO IL 60693-0000	PV210015-001	06/30/2020	1404098	1	01-0000-0-1110-1000-5884-000-0000								744.83			
Total Vendor Amount														744.83			
04	001294-01 FORTUNA ACE HARDWARE 140 SOUTH FORTUNA BLVD. FORTUNA CA 95540-0000	PV210017-001	07/15/2020	316468	1	01-8150-0-1193-8100-4381-000-0000								31.80			
Total Vendor Amount														31.80			
05	001933-01 SPURR P O BOX 45526 SAN FRANCISCO CA 94145-0526	PV210016-001	06/30/2020	107589	1	01-0000-0-1193-8100-5511-000-0000								126.93			
Total Vendor Amount														126.93			
06	002690-01 U.S.BANK CORPORATE PAYMENT CTR P.O. BOX 790428 ST LOUIS MO 63179-0428	CL200009-001	06/10/2020	USPS 6/10/20	1	01-0000-0-0000-7200-5950-000-0000								55.00			
		CL200010-001	06/12/2020	USPS 6/12/20	1	01-0000-0-0000-7200-5950-000-0000								8.30			
		CL200011-001	06/24/2020	USPS 6/24/20	1	01-0000-0-0000-7200-5950-000-0000								7.75			
		CL200012-001	06/24/2020	USPS 6/24/2020	1	01-0000-0-0000-7200-5950-000-0000								7.75			
		CL200013-001	06/25/2020	AMAZON 6/25/20	1	01-0022-0-1110-2420-4310-000-0000								61.42			
		CL200014-001	06/29/2020	AMAZON 6/29/20	1	01-0022-0-1110-2420-4310-000-0000								124.92			
		CL200015-001	06/26/2020	AMAZON 6/26/20	1	01-8150-0-1193-8100-4381-000-0000								18.94			
Total Vendor Amount														284.08			
Fund 01 Total														1,298.50			

Kevin Trone

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - TRANSMITTAL REPORT

24 Hydenville
Transmittal: 21000003-0 AUDIT
Description: DORA 7/14/20
Status: APPROVED

Fiscal Year: 2021
Created By: ddutra
Created Date: 07/17/2020

Transmittal Total 1,298.50

Karin Trice

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE - TRANSMITTAL REPORT

24 Hydenville
 Transmittal: 21000005-0 AUDIT
 Description: DORA 7/30/20
 Status: APPROVED

Fiscal Year: 2021
 Created By: ddutra
 Created Date: 08/03/2020

Seq	Vendor Information	Reference	Invoice Date	Invoice #	Ln	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Amount	UT Rate	UT Amount	1099
01	002511-01 AT&T/CALNET 2 PO BOX 9011 CAROL STREAM IL 60197-9011	PV210020-001	07/04/2020	14991592	1	01-0000-0-1193-8100-5909-000-0000								87.07			
Total Vendor Amount														87.07			
02	001294-01 FORTUNA ACE HARDWARE 140 SOUTH FORTUNA BLVD. FORTUNA CA 95540-0000	PV210021-001	07/28/2020	317015	1	01-8150-0-1193-8100-4381-000-0000								104.24			
Total Vendor Amount														104.24			
03	002199-01 HUMBOLDT COUNTY TREASURE 825 5TH STREET ROOM 125 EUREKA CA 95501-1100	PV210019-001	07/09/2020	PAYING AGENT FEE	1	01-0000-0-0000-7200-5821-000-0000								320.00			
Total Vendor Amount														320.00			
04	002166-01 P G & E BOX 997300 SACRAMENTO CA 95899-7300	PV210022-001	07/21/2020	3662253047-9 JUL	1	01-0000-0-1193-8100-5520-000-0000								8.90			
Total Vendor Amount														8.90			
05	002516-01 QUILL CORPORATION P.O. BOX 37600 PHILADELPHIA PA 19101-0600	PV210023-001 PV210024-001	07/13/2020 07/10/2020	8545597 8470025	1 1	01-0000-0-1110-1000-4310-000-0000 01-0000-0-1110-1000-4310-000-0000								34.75 844.01			
Total Vendor Amount														878.76			
06	002570-01 SUDDENLINK PO BOX 70340 PHILADELPHIA PA 19176-0340	PV210018-001	07/19/2020	7/20/20-8/19/20	1	01-0000-0-1193-8100-5909-000-0000								248.23			
Total Vendor Amount														248.23			
Fund 01 Total														1,647.20			
Transmittal Total														1,647.20			

Kevin Trone

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE - TRANSMITTAL REPORT

24 Hydesville
 Transmittal: 21000006-0 AUDIT
 Description: DORA 8/7/20
 Status: APPROVED

Fiscal Year: 2021
 Created By: ddutra
 Created Date: 08/07/2020

Seq	Vendor Information	Reference	Invoice Date	Invoice #	Ln	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Amount	UT Rate	UT Amount	1099
01	030090-01 AT&T PO BOX 5025 CAROL STREAM CA 60197-5025	PV210026-001	07/25/2020	0824106111-07252	1	01-0000-0-1193-8100-5909-000-0000								1,126.20			
Total Vendor Amount														1,126.20			
02	001201-01 HYDESVILLE COUNTY WATER DIST. PO BOX 561 HYDESVILLE CA 95547-0000	PV210025-001	07/31/2020	0210700 JUNE/JUL	1	01-0000-0-1193-8100-5530-000-0000								251.00			
Total Vendor Amount														251.00			
03	030149-01 LILY MACMILLAN PO BOX 48 CARLOTTA CA 95528	PV210027-001	08/03/2020	REIMBURSEMENT 8/	1	01-1100-0-1110-1000-4310-000-0000								153.01			
Total Vendor Amount														153.01			
04	002166-01 P G & E BOX 997300 SACRAMENTO CA 95899-7300	PV210028-001	07/31/2020	6428751736-7 JUL	1	01-0000-0-1193-8100-5520-000-0000								1,238.73			
Total Vendor Amount														1,238.73			
Fund 01 Total														2,768.94			
Transmittal Total														2,768.94			

Kevin Tran

Attachment 3



Kevin Trone <ktrone@hydesvilleschool.org>

8th grade funds

1 message

Bella Mitten <bellaannmitten@gmail.com>

Sun, Jul 12, 2020 at 6:34 PM

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

Mr. Trone and Hydesville School Board,

Thank you for deciding to give the money we raised to students. I bought a new phone with my share and I appreciate it so much because we worked so hard for that money. My time at Hydesville School was very important to me and I learned many things. Most of the teachers cared for me, taught me and helped me grow. I know I will be successful in my future because of this school and how it prepared me for high school and life.

Thank you again, Bella Ann Mitten

Attachment 4



Arcata Elementary Teachers Association	Freshwater Teachers Association	McKinleyville Teachers Association
Blue Lake Union Elementary School Teachers/NHTA	Humboldt Bay Teachers Association	Northern Humboldt H.S. Teachers Association
Del Norte Teachers Association	Hydesville Teachers Association	Rio Dell Teachers Association
Eureka Teachers Association	Jacoby Creek Teachers Association	South Bay Teachers Association
Ferndale Union Teachers Association	Klamath-Trinity Teachers Association	Southern Humboldt Teachers Association
Fortuna Elementary Teachers Association	Loleta Teachers Association	Teachers Association of Pacific Union
Fortuna Union High School Teachers Association	Mattole Valley Teachers Association	Trinidad Teachers Association

1,100+ Educators United Because in Humboldt & Del Norte Counties All Students Need Safe & Healthy Schools

An open letter for safe and healthy schools:

Our students, educators, and their families have experienced unprecedented challenges and difficulties during the COVID-19 pandemic. Students have had their educational environments interrupted, and educators have worked tirelessly to address their students' academic, socio-emotional, and physical health needs while also having to care for their own families at home.

Community Support

All students need community support in providing a safe and healthy school as we work together to re-open and grow the economy. The successes we have achieved so-far are due to the dedication and sacrifices of educators, parents, and students working together with supportive administrators. We must maintain successful collaboration and negotiation where it has occurred.

Unfortunately, not all students received a consistently equitable education as a result of crisis learning. We call on all districts to adequately support students, educators, and their families in order to provide the most safe and healthy learning environments during this pandemic. We expect that educators, administrators, and communities in all of Humboldt & Del Norte's school districts will come together as we work to provide the best possible educational experience for the 2020-2021 school year.

Humboldt & Del Norte County Educators call for all students, parents, school leaders, and communities to unite because all students need safe and healthy schools.

Safe & Healthy Schools

The health and safety of our students, educators, and families is paramount as we return to school. No future is secure without health and safety in place. Doing so requires:

- Decisions and plans for re-opening of schools to be based on medical science combined with educational best-practices to maximize students' health and safety;
- Current Humboldt & Del Norte County Health Departments, Cal-OSHA, and CDC guidelines are the minimum levels to be guaranteed and enacted which include, but not limited to the following:

- Reduced student class size cohorts
 - Social/Physical Distancing at all times and limited interactions of people at school sites
 - Hand-washing stations being properly supplied
 - Essential Protective Equipment (masks, gloves, hand sanitizer, soap, water) being provided
 - COVID-19 Testing being available for students and educators while ensuring medical confidentiality
 - County, State, and Federal guidelines being shared with educators, parents, and administrators as the recommendations change.
- Establishing clear protocols when someone is sick (students and staff), communicating protocols to students, parents, and educators, and ensuring all protocols are followed;
 - Creating district and site-based plans to limit symptomatic and asymptomatic spread of COVID-19;
 - Providing fully-paid COVID-19 FMLA Leave to guarantee educators do not feel pressure to come to work if sick;
 - Daily cleaning and disinfecting protocols being in place;
 - Ensuring safe and clean classrooms and common areas at all times;
 - Implementing age-appropriate safety measures that may vary between grade levels and school sites;
 - Safety trainings be done for our students and educators prior to or upon returning to schools; and
 - All safety issues are bargained by educators' unions with their respective district to ensure students, educators and administrators remain safe and healthy at school.

Effective Classroom Learning Environments

Our students' education is vitally important and must ensure maximum academic and social-emotional growth for all the students we serve. District's plans for instruction to resume need to be based on the needs of students at every grade level, must recognize and respond to the challenges educators face in providing distance learning instruction, and must provide educators the freedom to design and implement lessons, assessments, and feedback to students that is educationally sound at all times. Professional educators know what best-practices are for our students and always strive to advance our students' educational performance.

- Educators' voices along with the needs of students, parents, and administrators must drive all academic plans for our students in the 2020-2021 school year.
- Successful plans require collaborative processes from the beginning stages of planning and development and require substantial and meaningful involvement of educators. Educators from all grade levels should be the majority of the members of any committee developing plans.

Students Need Equitable Access to Resources and Professional Educators:

The COVID-19 pandemic has highlighted the extreme disparities that exist in our communities based on race, class, gender, socio-economic status, and rural versus urban divide. The academic (including

learning abilities and modalities), social-emotional, physical, medical, and technological needs of our students must be addressed with equity at the center. Educators know we must work diligently to lift up all students. Equity and social justice plans need to be incorporated into everything we do.

Providing a one-size-fits-all plan will not ensure equitable access but will only serve to leave some students further behind. We call for plans to have multiple options that will allow academic and social-emotional growth for all students.

Not all students and educators are able to access the traditional school environment due to having compromised immune systems or are at higher risk of complications from COVID-19 due to pre-existing medical conditions. Students must be provided learning options, including online learning, that address this concern. Educators with at-risk medical conditions or with family members that are at-risk should be allowed to provide educational services that accommodate the needs of the educators consistent with agreements made between the local union and the district.

Continuum of Distance Learning Options & Blended Options Needed:

As we start to re-open schools, and until a vaccine is developed for COVID-19, our students, educators, and their families will need a variety of educational options to maximize the educational advancement of all students in as safe an environment as possible.

These options must include a focus on providing students with equitable access to education, while also maintaining student privacy rights.

All options must be locally developed and could include:

- Limiting the number of students on campus based on social distancing requirements. Plans like this must address the following student, parent, and educator concerns:
 - How does the plan ensure health and safety of students and educators?
 - How does the plan provide equitable access to resources to meet the academic, socio-emotional, and physical needs of our students and educators?
 - How does the educational plan address age-specific concerns by grade levels?
 - How many days per week is a student on campus?
 - How many hours are students receiving instruction (on campus, virtual, distance learning, etc.) per day?
 - What options exist for students who cannot receive instruction at home?
 - What options exist for educators that have children or dependents receiving education from home?
 - How does this new plan allow for sufficient planning, preparation, and collaboration time for educators to maximize student learning?
 - How do we ensure that students who are not able to meet expectations due to hardships from the pandemic are not negatively impacted academically?
- Online instruction could be offered if the virtual classroom environment can protect students' and their educators' safety from inappropriate or harmful outside intruders from accessing the virtual classroom. This option must be implemented in an age-appropriate manner and allow for all students to equitably access this mode of education.

All proposals that impact the days, hours, safety, or other student learning conditions implemented by their educators will be contractually bargained to ensure that our students', educators', and their families' issues and concerns are addressed and agreed to before being implemented.

Investing in Our Students

Students, parents, and educators know that now is the time to invest more resources in our students' education. Unfortunately, the economic crisis created by the COVID-19 pandemic is causing our students to face drastic cuts to their academic and social-emotional supports right at the time when they deserve more investment, not less.

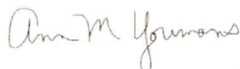
Educators call for immediate action at the local, state, and federal levels that secures our students' future by investing in our students' education and in our students' communities.

- Now more than ever our students need smaller class sizes to guarantee health, safety, and to maximize academic growth.
- Our students need a sufficient number of nurses, counselors, speech-language pathologists, librarians and psychologists to continue academic success and to provide equitable supports.
- School districts must do more to secure our students' future. If cuts are made by school districts, they must start farthest away from our students and their educators. Educators know that districts must streamline spending and ensure that all dollars spent are on programs and items that directly impact our students' abilities to thrive.
- Counties, cities, and local communities must come together to stop cuts and to increase funding for our students and the public services that lift up our communities. We call for the passage of the Schools & Communities First measure on the November 2020 ballot as one way to invest in public education and our communities in order to secure our students' future.
- We can only secure our students' future if we stop budget cuts from impacting them directly. California must ensure that all budget cuts remain far away from our students and their classrooms, be they virtual or physical.
- The federal government must provide vital resources to public schools so we can secure our students' future. We need our elected officials to act in support of our students.

Public educators in Humboldt & Del Norte Counties stand together in our call for all students, parents, educators, administrators, and communities to unite because **All Students Need Safe & Healthy Schools**:



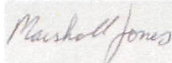
Liz Jacobson, Arcata Elementary TA



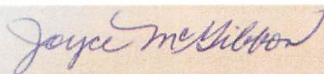
Ann Youmans, Arcata Elementary TA



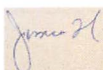
Ann Lawlor, Blue Lake TA



Marshall Jones, Del Norte TA



Joyce McGibbon, Eureka TA



Jessy Frisk, Ferndale Union TA



Casey Pape, Fortuna Elementary TA

Inma Thompson

Inma Thompson, Fortuna Union HSTA

Andrew Pierce

Andrew Pierce, Freshwater TA

Melissa Seymour

Melissa Seymour, Humboldt Bay TA

Rachael Riggs

Rachael Riggs, Hydesville TA

Catherine Girard

Catherine Girard, Jacoby Creek TA

Maggie Lee Peters

Maggie Lee Peters, Klamath Trinity TA

Heather Nyberg-Austrus

Heather Nyberg-Austrus, Loleta TA

Malia Freedlund

Malia Freedlund, Mattole Valley TA

Phyllis R. Nolan

Phyllis Nolan, McKinleyville TA

Wendy Zamboni

Wendy Zamboni, Northern Humboldt HSTA

April Hubner

April Hubner, Rio Dell TA

Kristina Darby

Kristina Darby, South Bay TA

Laura Lameris

Laura Lameris, Southern Humboldt TA

Stefanie Watson

Stefanie Watson, TA of Pacific Union

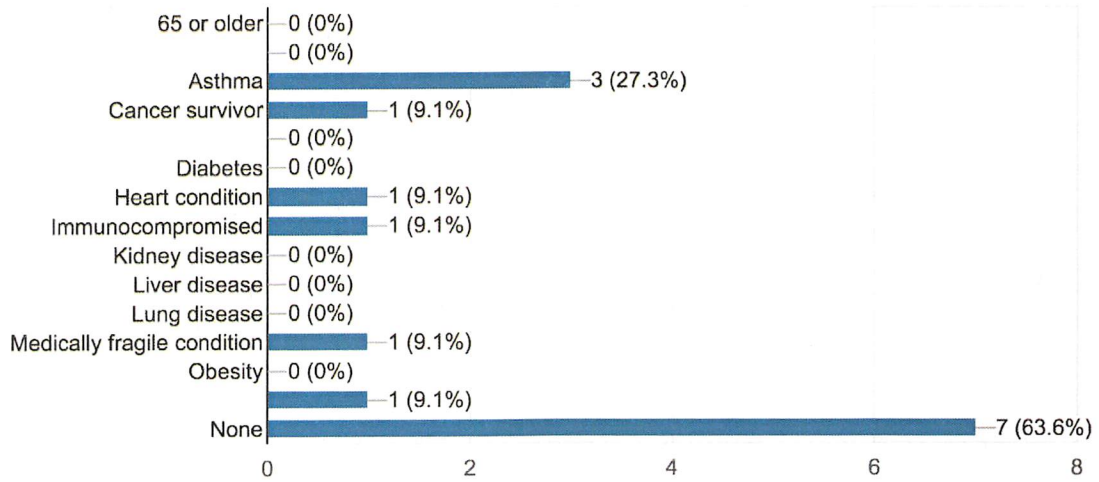
Stephanie Strasser

Stephanie Strasser, Trinidad TA

Attachment 5

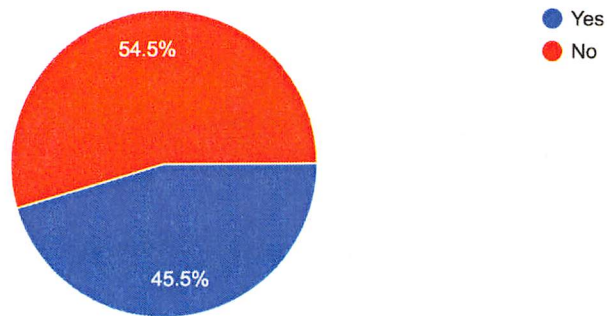
1. Please check all conditions that apply to you.

11 responses



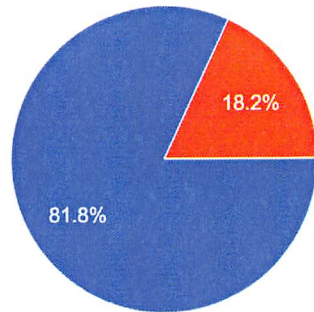
2. Do you have a medically fragile individual in your home or that you must see on a regular (at least weekly) basis?

11 responses



3. Has your perspective on safely reopening schools changed since you completed the staff survey sent by the district at the end of June?

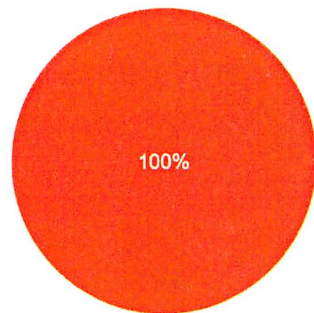
11 responses



- Yes, I am more concerned for staff and student safety
- No, I feel the same

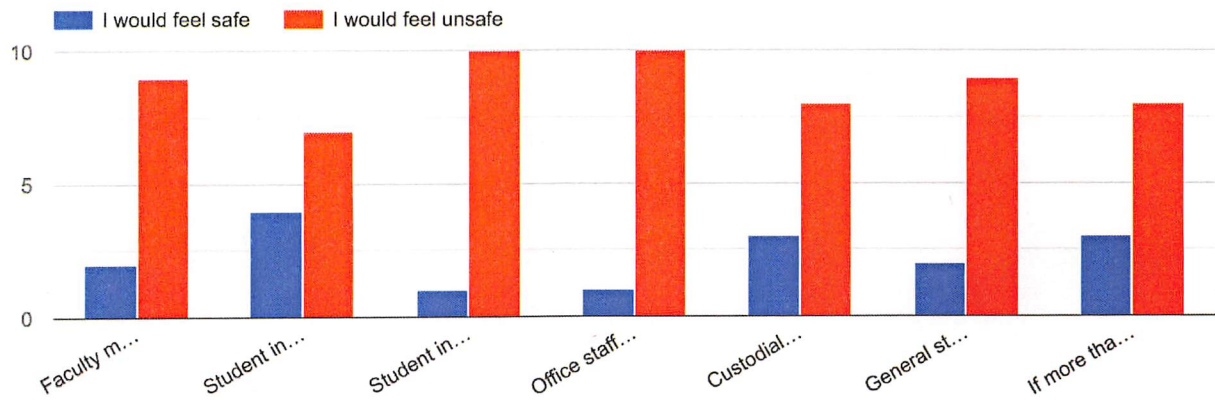
4. Have you had a COVID-19 test since the school shut down?

11 responses



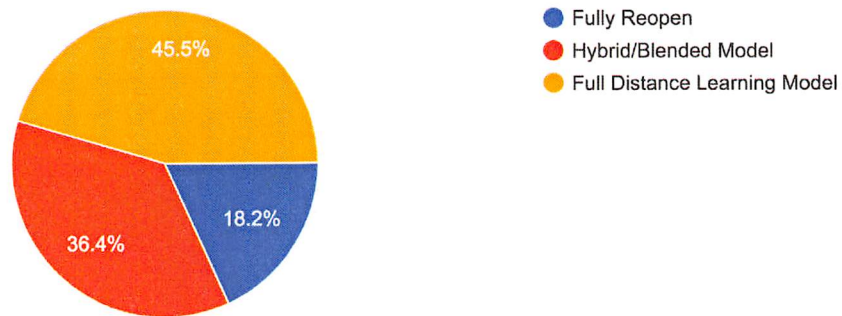
- Yes
- No

6. If we were to return to school in August with face to face student contact, please consider each of these scenarios and your reaction to it.



7. How would you like Hydesville Elementary to reopen in August?

11 responses



9. How many preservice/training days do you feel we need to have for a safe reopening?

11 responses



10. What would it take to make you feel safe AND prepared for you to start the school year in August? (i.e. safety protocols, curriculum, technology, etc.)

Technology to give each student access to learning opportunities in a distance learning model.

I do not feel it is safe to return to school at this time. It may feel safe until someone tests positive and the ripple effect of that is too great. How many people exposed and how many kids taking the virus home?

I feel as if we should spend our money on distance learning materials. Spending money on in person supplies and in person curriculum seems a waste. Then having to go to distance learning at some point will cause the distance learning portion to not be as robust and effective as it could. There isn't money to purchase materials and curriculum for both.

The only way to safely reopen in August is through a distance learning model, which most of our county is now doing. Regardless of safety protocols, there is no way to adequately mitigate the risks of face to face instruction, and face to face instruction should not be an option until virus rates are much lower in our county. Assuming we reopen with a distance learning model, I would need the following to feel safe and prepared: students need access to technology, curriculum that supports distance learning, training for the classroom aide on running small groups on Google Meets platform, and ongoing training to help us create the most robust distance learning program possible.

Curriculum that can easily transfer to distance. One to one technology

Understanding the expectations and procedures of all staff and students and holding individuals accountable. Having rigorous expectations and meeting them everyday.

It is clear that we do not have the funding or time to implement all of the safety protocols needed in order to open safely. In addition, the District is not providing us with the curriculum nor any direction in what curriculum we should purchase in order to provide a high quality distance and in person program for our students. In order for us to train the students for distance learning (as was advised by the Board) we need chrome books for each class. This lack of technology also poses a problem with having to share 1 chrome book cart amongst 6 classes and 1 chrome book cart with 3 classes. How are we supposed to efficiently clean each cart with all its computers and still have time for all the classes to use them?

I would only feel safe with complete distance learning until there is a vaccine.

To be in the classroom by the end of August will take a lot of work. Our school needs to make a lot of changes to the classrooms to make it work with the full opening. I don't know if all protocols will be in place before we open. Each student will need their own technology to use. I have concerns about how the classrooms are cleaned or not cleaned.

For any on campus learning, I need to be assured that there is going to be very small class sizes with adequate social distancing. All students are wearing masks and teachers have plexiglass walls around teaching spaces. We also need more hygienic hand washing stations since most sinks require helping hold for students to wash hands. The entire school staff also needs more time to prep before the beginning of the school and should be part of the reopen planning.

11. Is there anything else you would like the School Board and Administration to know?
Any additional comments?

I think we have gotten in the dangerous habit of comparing what we do to what Fortuna and other schools are doing. I think that is dangerous. Families choose Hydesville for a reason. If they were happy with how other schools were running things they would choose those schools for their family. We need to do things to support our unique school and community.

I believe a school board is elected to do what is the best for the students. However many adults work there as well. To totally disregard staff safety is disheartening. Teachers can not be effective if they are terrified, overwhelmed, and undervalued. It is time to start recognizing the staff at our school and respecting their feelings and opinions. The amazing staff is what makes Hydesville School what it is. Without them, it is just a building.

Distance learning is the only safe way to reopen, but it is not the easiest way to reopen. It will require a huge time commitment from teachers to learn new curriculum, learn how to set up virtual classrooms, and ensure continual engagement from students. Distance learning will require the most preparation and planning out of any reopening scenario. We also know, from the increase of COVID cases in our county, that it is only a matter of time before we are forced back to distance learning. The more time the school prepares for a full reopening, the less time we have to make sure our distance learning program is excellent, and our students deserve excellence!

I am very torn about this situation. If it were SAFE to open, why can't we eat in restaurants, have church indoors, go to the movies, etc? I would love to teach in person if I felt even 90% SAFE, I don't. I am not terrified, but it does make me very nervous. If I was not a working teacher, my child would not be returning to school full time at this point. Unfortunately, I don't have any other choice. I also don't feel like there is enough info to know if it is even possible to have a 3 foot distance between students. What if all 25 students in a class want to return? That is not realistic to have them all at once. I fully believe it is just a matter of time before we will be forced into distance learning anyways. That's why I believe a hybrid approach would be a better option at this point.

I am in favor of a hybrid/blended model return to school. I know Hydesville Elementary staff will take all the steps to keep our school safe according to public health standards. I know the chances of having a safe school environment increases with the least amount of people gathered, especially in an indoor area. Ideally distance learning is the most sensible scenario in the case of keeping everyone safe and reducing the chances of large gatherings of different community members. I also understand parents rely on schools to keep their children safe with reliable well trained individuals (individuals who enjoy teaching the students) on a consistent basis. This in mind these are the reasons why I believe a school like Hydesville has the ability to keep our community safe with a hybrid/blended model: 1) Our school is small enough to practice cohort sustainability, and if we cut the persons on campus in half it is a much more attainable feat. 2) Teachers would appreciate less students in the classroom to increase the chances of safety. 3) If a COVID case were to happen to a

member of the school community we could be able to move to distance learning in a much less drastic rate. With the possibility of only quarantining a half of one grade. 4) The hybrid model process allows students and families to understand the expectations of online learning and the ability to have person to person interactions on days they are at the school. 5) In the case the school must close again the students will be better acclimated to distance learning. 6) The school will have a full day of cleaning on Wednesday, you can't have that in a full reopening. 7) Students will be able to see other students person to person on a twice a week basis and be able to see their classmates in virtual interactions other times through the week. 8) They will receive contact from their teachers when they are distance learning, this is a good time to ask specific questions, these times could be in accordance to parent free time. 9) With all these changes to the school environment, it is not as demanding and taxing for students to get accustomed to new expectations (i.e. mask requirements, new school schedule). 10) Allows Hydesville Elementary to be a role model in the surrounding communities on how to properly use a hybrid/model and embrace both spectrums of concerns.

Regardless of how people feel about the virus the mindset of just open to close is a poor management strategy. It is not worth the money, time, energy, stress, parents/staff being in limbo and most importantly the possible long term or fatal consequences that this "opening just to close" model provides. Why wait for the Governor to close all schools due to the rising case numbers, when you can just make the right choice now?

Please take my health and the health of our community seriously. There is no safe way to teach in person at this time.

The district needs to take the safety of all Hydesville School community members a little more seriously. If we're expecting to be shut down again soon, I don't understand why we don't put more energy into a solid distance learning program for all. I think the district needs to be creative with planning how learning can look next year to meet the needs of all families and staff members.

I want to teach in my class. Numbers of those infected are up, as are numbers of tested. Makes sense. Numbers of deaths have remained at four with an average age of about 98 and not one person is hospitalized as of today. Using real math, every day the percentage of those infected that are hospitalized or have died has decreased. Think about that.

I believe COVID can harm you, And so can many other things. Our world cannot stop because we live in fear.

I am more at risk of death driving to school.

Attachment 6

A Public Health Guided Return to Site-Based Classroom Instruction

Dr. Teresa Frankovich, Humboldt County Public Health Officer

Chris Hartley, Humboldt County Superintendent of Schools

July 22, 2020

The purpose of this document is to provide public health guidance for Humboldt County educational institutions— including public, private, independent and parochial TK-12 schools for the Fall 2020-2021 school year. These guidelines are primarily based on the California Department of Public Health “Guidance for Schools and School-Based Programs,” the American Academy of Pediatrics “COVID-19 Planning Considerations: Guidance for School Re-entry,” as well as local and state public health orders. As noted by the American Academy of Pediatrics “Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits.”

For this reason, Humboldt County Public Health (HCPH) and the Humboldt County Office of Education (HCOE) support a reopening of schools. It is important to note that schools will vary in their ability to implement these COVID-19 safety strategies in their particular facilities. Similarly, the needs and preferences of students and parents may differ between and within districts. Therefore, while full reopening of schools is the goal for schools normally operating with that model, we recognize that individual schools may choose to offer a combination of on-site and distance learning and that some parents may choose to have the school provide full distance learning for their student during this pandemic. HCOE has been working collaboratively with superintendents across the district to develop [“The Road Ahead: Humboldt County Schools Re-Opening Framework.”](#)

The evolving nature of the COVID-19 pandemic requires the need to rethink common protocols and practices in the classroom setting with the understanding that these guidelines could change as the situation evolves. It is also important to recognize that these guidelines are meant to decrease transmission of COVID-19 in the school setting but even strict adherence to the guidelines will not prevent all COVID-19 infections. COVID-19 is circulating in our community and will be doing so for some time.

1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.
2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment. Antimicrobial soaps are not necessary, nor recommended. Hand sanitizers containing methanol may

Revised: July 22, 2020

not be used.

3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols.
4. A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to Public Health.
5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces.
6. All students and staff must screen for symptoms, COVID-19 exposure and fever at home prior to coming to school. Screening may also be done onsite based on local resources and plans. Temperature screening onsite is not mandated for students but will be done if there is concern about possible illness. Teachers conduct visual screening for signs of illness in students throughout the day and follow school protocols when a child becomes ill. [See attachments](#)
7. Staff and students who are ill are expected to stay home.
8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19, including surveillance testing for staff. This may include testing of students with appropriate parental permissions obtained in advance.
9. Protocols, actions and template communications are in place for the following COVID-19 (related scenarios). [See attachments](#)
 - a) A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.
 - b) A family member or someone in close contact with a student or staff member test positive for COVID-19.
 - c) A student or staff member tests positive for COVID-19. d. A student or staff member tests negative for COVID-19 after any of the reasons
 - d) A student or staff member tests negative for COVID-19 after any of the reasons in scenarios a, b or c
10. Schools will collect and share with public health, daily non-identified information on absenteeism due to illness with symptom checklist for pandemic monitoring purposes.

11. Distance staff desks at least 6 feet from student desks. Where practicable, physical distancing of six feet is maintained between students. It is recognized that six feet of distancing may not be possible in all classroom/ instructional settings and in these settings, distancing of 3-6 feet is acceptable as long as all other safety measures are in place. Facial coverings and other measures are intended to support the effectiveness of all distancing.
12. For elementary schools, stable classroom cohorts (up to standard class size at each respective grade level) are maintained throughout each school day, and through each quarter or semester, with an assigned primary cohort teacher, and systems are in place to prevent the mixing of classroom cohorts. In elementary classrooms, use of cohorts is prioritized over strict social distancing.
13. For middle and high schools, single classroom cohorts are used as practicable but larger cohorts made up of students from more than one classroom may be arranged as long as accurate attendance data for students and adults is maintained on a daily basis while avoiding school-wide mixing of students and staff. Strict social distancing is prioritized in older children and when cohorting cannot be implemented.
14. Where practicable, desks are arranged facing forward to minimize face to face proximity between students.
15. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort.
16. Routes for entry and exit to the campus will be designated for each classroom cohort, using as many entrances/exits as feasible. Minimize contacts between staff, students and families at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.
17. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts.
18. Congregate movement through hallways will be minimized as much as practicable.
19. Large gatherings (i.e., school assemblies) are currently prohibited.
20. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort.
21. Use of shared playground equipment will be limited in favor of physical activities that

require less contact with surfaces, and shared equipment will be cleaned between uses.

22. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses.
23. Activities where there is increased risk of transmission from exhaled droplets such as band and choir practice and performances, are not permitted. Activities involving singing must take place only outdoors.
24. Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable. Where cafeterias must be used, keep students together in cohort groups, ensure physical distancing and consider assigned seating. Workers or other persons handling food must use gloves in addition to facial coverings.
25. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals.
26. Face coverings must be used in accordance with CDPH guidelines ([link to document](#)).
27. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.
28. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited, and each student will have separate individually labeled boxes or cubbies.
 - a. recreational materials will be limited, and each student will have separate individually labeled boxes or cubbies.
29. Sharing of electronic devices, clothing, books and other games or learning aides will be avoided as much as practicable.
30. Use of privacy boards or clear screens will be considered as much as practicable.
31. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines.
32. A [School Site-Specific Protection Plan](#) outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates. A comprehensive risk assessment should be done of all work areas and work tasks and someone must be designated at each school to implement the plan.

Resource Documents:

[The Road Ahead: Humboldt County Schools Re-Opening Framework](#)

[Humboldt County Public Health and Human Services](#)

[Humboldt County Public Health Local Orders](#)

[California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs](#)

[Center for Disease Control - Schools Decision Tree](#)

[California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

- [COVID-19 Planning Considerations: Guidance for School Re-entry](#)

DRAFT

Attachment 7



To: Superintendents, NCSIG Member School Districts

From: Taylin Titus, Executive Director

Subject: COVID-19 Related Claims

Date: August 6, 2020

As members of Northern California ReLiEF (NCR) the North Coast Schools Insurance Group and its members are bound to the Memorandum of Coverage (MOC) document. Coverage determinations, including COVID-19 related claims, are dependent upon the causes of action against the member specified on a lawsuit. There are a variety of exposures related to COVID-19 that would be subject to coverage review. If there is a question about whether there is coverage for a specific lawsuit, it will be up to NCR's Claims & Coverage Committee to review. This Committee will make a coverage determination based on the MOC in conjunction with recommendations by independent legal counsel.

In general, NCR has an exclusion for pollutants, unless they are sudden and accidental. The definition for pollutants within the MOC includes a virus. COVID-19 is a virus, like influenza, measles or chicken pox. It is not the intent of the NCR MOC to provide coverage for virus-related claims or suits made against a school district.

In addition, NCR is anticipating other types of lawsuits against its member districts pertaining to a variety of COVID-19 related issues such as alleged violation of a student's Civil Rights due to not providing FAPE or IEP services, or employment practices claims alleging discrimination due to accommodation or failure to accommodate underlying employee health issues. These types of lawsuits will be handled under the same coverage protocols and reviewed subject to the allegations. Claims of this nature are normally subject to defense coverage under a reservation of rights.

This information is intended to be taken into consideration as you prepare for and finalize your school district's plans for the 2020-2021 school year. As pertinent information changes, you will be notified of such.

Please contact our office with questions regarding this information.



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LEGAL UPDATE

August 6, 2020

To: Superintendents, Member School Districts (K-12)
From: Carl D. Corbin, General Counsel *CDC*
Subject: Considerations in Reopening Schools
Memo No. 47-2020

As discussed in our Legal Updates Memo Nos. 43-2020 and 46-2020, Local Educational Agencies (“LEAs”)¹ located in counties that are on the California Department of Public Health (“CDPH”) monitoring list² may not provide in-person instruction until their county has been off the monitoring list for 14 calendar days. However, there is a process to obtain a waiver from the County Local Health Officer (“LHO”) to provide in-person instruction for schools with grades Transitional Kindergarten (“TK”) through Sixth grade who meet certain criteria. LEAs whose counties are not on the monitoring list have the option of providing in-person instruction, if appropriate, in accordance with their LHO guidance. We recommend that all LEAs collaborate with all relevant stakeholders, including parents, students, staff, and represented employees’ unions, prior to making the important decision to provide in-person instruction or distance learning. In addition, we also encourage LEAs to collaborate with their respective county offices of education and LHOs.

Some stakeholders are raising concerns regarding the possibility of COVID-19-related lawsuits. One option for pursuing such a lawsuit would be a common negligence suit related to exposure. A successful lawsuit of this type would likely require the plaintiff to show contact tracing and prove fault, both of which may be difficult as related to a pandemic involving an easy-spread communicable disease.

Our understanding is that the liability insurance coverage for most LEAs will not directly cover issues associated with COVID-19 exposure. Typically, schools’ liability insurance does not cover a student who contracts a communicable disease

¹ School districts, county offices of education, and charter schools.

² To verify if your county is on the monitoring list: <https://covid19.ca.gov/roadmap-counties/#track-data>. Last visited August 4, 2020.



at school.³ Even if the plaintiff was unable to substantiate his or her claim, without insurance coverage, an LEA would have to fund the entirety of the costs of defense of such a lawsuit.

Our understanding is that Assembly Bill (“AB”) 1384, which would have provided LEAs with liability protection from COVID-19 related claims insofar as the LEAs took reasonable measures to implement the applicable federal, state, and local guidance on addressing COVID-19 issues, will likely not be passed and enacted into law at this time. Although the federal government might include federal liability protection for COVID-19-related claims, it is unclear at this time what that protection would include or the scope of the protection against state-law-based claims. We are hopeful that the federal and/or California governments will enact legislation providing COVID-19 liability protection from common negligence that is similar to AB 1384; however, there is no guarantee of such action. It is also important to note that, even if there is legislative relief, it would likely only cover common negligence. This means that school staff need to be effectively trained on how to minimize the spread of communicable diseases and need to ensure that appropriate measures are implemented.

Accordingly, in addition to the aforementioned stakeholders, we also encourage LEAs, in considering in-person, a hybrid model, or distance learning, to consult with their insurance carrier and legal counsel as appropriate. Both parties can provide LEAs with information related to the above risks and options for reducing said risk.

In closing, we are all facing extreme challenges that are impacting our entire society, but especially our schools and our students. We are hopeful that all stakeholders can work together to safely provide students with quality education with as minimal disruption as possible to student learning.

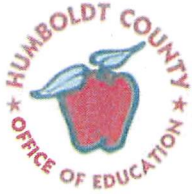
Please contact our office with questions regarding this Legal Update or any other legal matter.

The information in this Legal Update is provided as a summary of law and is not intended as legal advice. Application of the law may vary depending on the particular facts and circumstances at issue. We, therefore, recommend that you consult legal counsel to advise you on how the law applies to your specific situation.

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³ If an employee contracts COVID-19 while at work, their primary remedy is Workers’ Compensation coverage.



CHRIS HARTLEY, Ed.D., Superintendent

901 Myrtle Avenue, Eureka, California 95501-1294

Phone: 707/445-7000

FAX: 707/445-7143

www.hcoe.org

August 6, 2020

Dear Humboldt County District Superintendent,

On August 5, 2020 during our weekly scheduled Humboldt County Office of Education (HCOE) Superintendent/Charter School Leader meeting, the topic of school liability coverage and the fact that AB 1384 has stalled in committee and is currently not scheduled for hearing.

As you are aware, a critical role for HCOE is to provide support, guidance, and oversight on fiscal and programmatic matters. The potential fiscal implications for lack of liability support and the reasonable protections for public schools via AB 1384 is an important consideration when assessing the type of instructional delivery method for the start of the upcoming school year. The current AB 1384 would establish reasonable protections for public schools in order to ensure scarce school funding goes to serve students instead of potential COVID-19 litigation.

An additional role that is important to the operations and duties of HCOE is advocating for the needs of our county students, schools, and districts. Our collective efforts and advocacy for liability coverage that compliments and supports the type of instructional models districts are deciding to implement in the upcoming year remains a top priority. We will continue advocating for a passage of AB 1384 and/or other trailer bill opportunities that address this with the legislature and governor, (please look for CSBA request for letters of support via email). HCOE is committed to supporting districts and charters through ongoing advocacy and collaboration, as well as convening opportunities for districts to seek legal and liability guidance and support.

As a result, we advise you to review with your Board of Trustees appropriate independent legal advice as you formalize and/or review your decision regarding the start of the 2020 school year. Specifically, and as requested by numerous districts, School College and Legal Services will be sending out a legal update this afternoon and upon your request can provide you individualized assistance. Additionally, and at your request, our North Coast Schools Insurance Group representatives will be providing liability clarification in a separate correspondence given the current context of pending legislation.

Lastly, folks have asked for my opinion regarding the type of educational model Humboldt County Districts should use for the start of the 2020 school year. Simply put, I do not think there is a perfect "one size fits all" model and am impressed by the creativity and innovation each district has shown throughout the planning process. Each district must make a decision on what is in the best interest of its community and we know that even though our county is small in population size, our communities are diverse and take great pride and care in making decisions that best reflect their unique needs.

I would like to share how we are going to start the school year here at HCOE. Our school year will begin with Distance Learning with plans to phase in on-site instruction in the next few weeks of school. We serve students with extremely high needs and our goal is to meet their needs to the fullest extent possible, as soon as possible.

Our start with Distance Learning will allow for additional preparation and professional development for strategies like ensuring we have protective equipment and procedures for all staff and students, providing relevant staff training on health and safety standards, organized small class sizes, and

establishing routine and voluntary testing opportunities. All of which are identified in our plans that are submitted to and supported by Public Health, and are necessary criteria for welcoming students to in person instruction. Now, given the additional issues and questions regarding liability coverage shared in this correspondence, I feel even stronger that a start with Distance Learning is in the best interest of our organization.

HCOE is fully committed to supporting each district in implementing solutions that best meet your student and community needs. Our efforts in supporting and providing relevant and meaningful professional development are in full swing. Our own practices are improving with Distance Learning and we are happy to see the three cohorts for the first ever HCOE Distance Learning Academy being at full capacity!

Thank you for your dedication and support for the students in your district. I am grateful for your leadership, our county is extremely fortunate to have individuals like yourself working on behalf of our students and community during this particularly complex and important time. Please do not hesitate to reach out if you have questions.

Respectfully,



Chris Hartley

Attachment 8

DOWNLOAD THIS TEMPLATE TO UPDATE YOUR SCHOOL/DISTRICT INFORMATION

Purpose of this Document

The purpose of this document is to provide each school site and/or district office with clear guidance for reopening in a manner that provides a safer and cleaner environment for students, school staff and any essential visitors. This COVID-19 School Site-Specific Protection Plan (SSPP) is based on the template Site-Specific Protection Plan provided by Humboldt County Office of Education and Humboldt County Public Health. They are also informed by the American Academy of Pediatrics "COVID-19 Planning Considerations: Guidance for School Re-entry." It incorporates past and current Humboldt County Public Health Orders and requirements, in addition to updated guidance from the Centers for Disease Control & Prevention, the California Department of Public Health and the California Department of Education. It has been modified to meet specific guidance and requirements for schools and school offices and is intended to ensure schools and school/district offices have well developed and thorough plans in place and remain in compliance.

Description of a COVID-19 School Site-Specific Protection Plan (SSPP)

The (SSPP) template below combines state-level guidance published in the California State Resilience Road map and local Humboldt County public health policies. The State of California requires all schools to:

1. Perform a detailed risk assessment (school site walkthrough) and implement a school site-specific protection plan (SSPP)
2. Train employees on how to limit the spread of COVID-19, including how to screen themselves for symptoms and stay home if they have them
3. Implement individual control measures and screenings
4. Implement disinfecting protocols
5. Implement physical distancing guidelines

Additionally, this SSPP should be incorporated into the Comprehensive School Safety Plan.

As the COVID-19 public health crisis continues to evolve and new Public Health Orders are issued both at the State and local levels, amendments to individual schools' SSPPs may be needed in order to incorporate new requirements. The HCOE website will post and disseminate updated information and tools for you to use in developing any needed amendments.

Guidance for Developing Your School's COVID-19 School Site-Specific Protection Plan (SSPP)

1. Perform a risk assessment and school site walkthrough of your campus and office spaces and use the protocols, guidance and best practices detailed in the Public Health Guided Return to Site-Based Classroom Instruction as a guide for conducting your assessment.
2. Use the template below to create your own SSPP by filling in the required details, based on your individual school site/school or district office, to mitigate the transmission of COVID-19, along with the accompanying guidance from Humboldt County Public Health.
3. To assist you in your process, Humboldt County Public Health will provide a nurse liaison to area schools for technical assistance should questions emerge as school plans are developed. You should post the plan on your web site and/or at your school or office at a visible location, near the entrance where students, staff and visitors can easily review it without touching the document.
4. Signage also needs to be posted at each public entrance of each site to inform all students, staff and visitors that they should:
 - Avoid entering or using the facility if you have COVID-19 symptoms;
 - Maintain a minimum six-foot distance from one another;

- Sneeze and cough into a cloth or tissue or, if not available, into one’s elbow;
- Wear face coverings, as appropriate; and
- Do not shake hands or engage in any unnecessary physical contact.

Templates for signs can be downloaded for use from the CDC at

<https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc&Audience=Schools>

Tools for Developing Your School Site-Specific Protection Plan

1. COVID-19 School Site-Specific Protection Plan (SSPP) Template

The Humboldt County Office of Education is providing this template that can be used by any school or district in Humboldt to create their own School Site-Specific Protection Plan (SSPP). It contains all of the standard content already written for you to re-open your school or school office and prompts you to “fill in the blank” where unique information is required in order to complete your SSPP. The template has been reviewed and is supported by Humboldt County’s Public Health Officer.

2. School Specific Best Practices

The HCOE is monitoring updated guidance from the Center for Disease Control, the California Department of Public Health, the California Department of Education, and Humboldt County Public Health to support and promote emerging best practices to share with the school community in Humboldt. These best practices are based on alignment with local, State and federal guidelines in coordination with the county’s Public Health Officer. There is a section in the Template document that instructs you to cut/paste best practices right into your SSPP.

School or District Site Name	
Hydesville Elementary School District / Hydesville Elementary School	
Facility Address	
3050 Johnson Road, Hydesville Ca. 95547	
This COVID-19 School Site-Specific Protection Plan (SSPP) was most recently updated on:	
The person(s) responsible for implementation of this Plan is:	
Name: Kevin Trone	Title: Superintendent/Principal
I, certify that all staff and parents have been provided a copy of this SSPP and that staff have received training as required and described in this SSPP.	
Signature:	Date:

Specific Control Measures and Screenings

Hydesville Elementary School District

1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.
2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment. **Please see attached Injury and Illness Prevention Program COVID-19 Addendum.**
3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols. **Students will participate in health and safety practices lessons, and will be taught classroom routines that will maximize safety. Hand washing videos will be shown to students regularly. In addition to the annual trainings already provided, the following online trainings and recorded webinars will be provided to all staff prior to the opening of schools:**
- Coronavirus Awareness
 - Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings
 - Coronavirus: Cleaning and Disinfecting Your Workplace
 - Coronavirus: Managing Stress and Anxiety
 - Coronavirus: Preparing Your Household
 - Coronavirus: Transitioning to a Remote Workforce
 - IPM for Teachers and Office Staff (20 minutes Keenan)
4. A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to Public Health and participate in the school's COVID-19 Task Force. **The name of this person is: Kevin Trone, Superintendent/Principal**
5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces. Schools are directed to use EPA-approved disinfectants for COVID-19.
6. Health screening for each student is conducted daily prior to leaving home and includes symptoms and, history of exposure and temperature screening. In the classroom, teachers are vigilant for signs of illness in students and follow school protocols when a child becomes ill.
- The student is directed to continue to wear a mask and will be isolated to a room with adult supervision.
 - The parent/guardian is notified, and instructed to pick up the student from school immediately. If the symptoms become severe, the student will be transported to the hospital. The school secretary or other staff member will report this to the County Health Officers and CDPH.
 - Areas that have been used by a sick person is not to be used again until fully disinfected. Custodians will use proper disinfection procedures and PPE while cleaning the area, waiting 24 hours before entering, if at all possible.
 - Cohorts of students are given an alternative learning space if needed.
 - The Parent/guardian is informed that the student may not return to school until CDC criteria has been met to discontinue home isolation, including 3 days with no fever, a decrease in symptoms, and a minimum of 10 days since symptoms first appeared.
 - Cohorts exposed to a student that tests positive is required to follow the County Health Officers guidance. This may require a 14-day quarantine.
 - Access to distance learning is made available to a student who is absent due to a COVID-19 related illness.
7. Staff and students who are sick are expected to stay home.
8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19, including surveillance testing for staff on an agreed upon schedule throughout the school year. This may include testing of students with appropriate parental permissions obtained in advance.
9. Protocols, actions and template communications are in place for the following COVID-19 related scenarios (link: [Humboldt County Public Health Protocols & Communication Templates](#) for each scenario):
- a. A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.
 - b. A family member or someone in close contact with a student or staff member test positive for COVID-19.
 - c. A student or staff member tests positive for COVID-19.
 - d. A student or staff member tests negative for COVID-19 after any of the reasons in scenarios a, b or c.

The table below was provided by CDPH and can be found in the document titled COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year.

	Student or Staff with:	Action	Communication
1	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)	Send Home Recommend testing (if positive, see #3, if negative, see #4) School/classroom remain open	No Action needed
2	Close contact (†) with a confirmed COVID-19 case	Send home Quarantine for 14 days from last exposure Recommend testing (but will not shorten 14-day quarantine) School/classroom remain open	Consider school community notification of a known contact
3	Confirmed COVID-19 case infection	Notify the local public health department Isolate case and exclude from school for 10 days from symptom onset or test date Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) Disinfection and cleaning of classroom and primary spaces where case spent significant time School remains open	School community notification of a known case
4	Tests negative after symptoms	May return to school 3 days after symptoms resolve School/classroom remain open	Consider school community notification if prior awareness of testing

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

☒ 10. Distance staff desks at least 6 feet from student desks. Where practicable, physical distancing of six feet is maintained between students within a classroom or instructional area (distance of 3-6 feet is acceptable if other safety precautions are in place as specified in this document). Maximize distancing between desks to the extent possible by

Hydesville Elementary School District

redesigning classroom space and removing non-essential furnishings. Facial coverings and other measures are intended to support the effectiveness of all levels of distancing.

11. For elementary students, stable classroom cohorts (up to standard class size at each respective grade level) are maintained throughout each school day, and through each quarter or semester, with an assigned primary cohort teacher, and systems are in place to prevent the mixing of classroom cohorts. Prioritize stability of classroom cohorts over strict physical distancing.

12. Where practicable, desks are arranged facing forward to minimize face to face proximity between students.

13. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort. **Whenever possible, staff will interact with student cohorts through virtual means. Staff members will wash hands thoroughly and change face coverings between classroom cohorts when a cohort change is necessary.**

14. Routes for entry and exit to the campus will be designated for each classroom cohort, using as many entrances/exits as feasible. **Hydesville Elementary will be employing a drive through drop off line in an effort to aide beginning of the day screening. Students will then access campus via a single gate and proceed to their classrooms via physically distanced routes to encourage safe spacing of students.**

15. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts. **Arrival schedules and recesses will be staggered to minimize student contact. Lunches will not be served on campus, but instead "grab and go" lunches will be sent home with students.**

16. Congregate movement through hallways will be minimized as much as practicable. **Students and staff will primarily be utilizing the outside doors of classrooms for entry/exit. Exceptions will be primarily for restroom utilization.**

17. Large gatherings (i.e., school assemblies) are currently prohibited.

18. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort. **Recesses for cohorts will be staggered to limit cohort mixing. Classes will be encouraged to utilize outdoor spaces as much as possible, but on a rotating basis to limit cohort mixing.**

19. Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces, and shared equipment will be cleaned between uses.

20. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses.

21. Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable.

22. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals. **Sinks are available in all classrooms. Students will wash hands upon arrival at school, and again prior to snack, after recess, and before lunch. Students who touch their nose/mouth will be immediately instructed to wash their hands again. Hand sanitizer will be available in all classrooms and common spaces.**

23. Face coverings must be used in accordance with CDPH guidelines ([link to document](#)).

24. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.

- 26. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited and each student will have separate individually labeled boxes or cubbies.
- 27. Sharing of electronic devices, clothing, books and other games or learning aides will be avoided as much as practicable.
- 28. Use of privacy boards or clear screens will be considered as much as practicable.
- 29. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines.
- 30. This School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates.

Cleaning and Disinfecting Protocols

<input checked="" type="checkbox"/>	Thorough cleaning in high traffic areas is performed regularly. Commonly used surfaces are frequently disinfected.	<input checked="" type="checkbox"/>	Sanitizing supplies are provided to promote employees’ personal hygiene. This may include tissues, no-touch trash cans, hand soap, adequate time for hand- washing, alcohol-based hand sanitizers, disinfectants, and disposable towels.
<input checked="" type="checkbox"/>	All shared equipment and touchable surfaces are cleaned and sanitized between each use.	<input checked="" type="checkbox"/>	Cleaning products are used that meet the Environmental Protection Agency (EPA)’s- approved for use against COVID-19 list.
<input checked="" type="checkbox"/>	All entrances and exits are equipped with proper sanitation products, including hand sanitizer and/or sanitizing wipes.	<input checked="" type="checkbox"/>	School hours and/or other procedures have been modified to provide adequate time for regular, thorough cleaning, product stocking, or other measures.
<input checked="" type="checkbox"/>	Hand washing facilities will be made available and will stay operational and stocked at all times and additional soap, paper towels, and hand sanitizer are supplied when needed. Antimicrobial soaps are not required or recommended. Sanitizers containing methanol may not be used.	<input checked="" type="checkbox"/>	Hands-free devices have been installed, if possible, including motion sensor lights, contact-less payment systems, automatic soap and paper towel dispensers, and timecard systems.
<input checked="" type="checkbox"/>	Hand sanitizer will be provided where indoor plumbing is not readily available.	<input checked="" type="checkbox"/>	Staff is provided adequate time to implement cleaning practices before and after shifts.

Schedule for Cleaning and Disinfecting high traffic areas and commonly used surfaces.

Hydesville Elementary School District

Fill in the fields below with the schedule for how often each area is disinfected.
 Mark N/A for all that do not apply to your specific worksite and add any that are missing to "Other"

Classrooms:	Offices:
Daily, and/or between cohort use.	Daily
Restrooms:	Telephones:
Minimally, once per hour.	Disinfected before and after use if the telephone is used by someone other than the employee to whom it has been assigned.
Handrails / door handles / shelving:	Handwashing facilities:
Bathroom and classroom doors will be left open as much as possible to avoid touching door handles. Otherwise, door handles and light switches will be cleaned hourly. Shelving will be cleaned as necessary, depending on level of use.	Sink handles in classrooms will be cleaned after each use.
Copy Machines / Scanners / Faxes:	Common Areas:
After each use.	See Below.
Playground Structures:	Outdoor Common Areas:
<p>CDC guidelines will be followed:</p> <ul style="list-style-type: none"> ● Do not spray disinfectant on outdoor playgrounds – it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public. ● High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely (between each use by cohorts). <p>Currently, we are not planning on having students access the play structure.</p>	<p>CDC guidelines will be followed:</p> <ul style="list-style-type: none"> ● Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.
Indoor Common Areas:	Other:
Common areas will be disinfected daily. Note: Entry into school offices will be minimized, to the greatest extent possible.	

Physical Distancing Guidelines

Hydesville Elementary School District

<input checked="" type="checkbox"/>	Staff breaks and break rooms are managed to allow employees to eat on premises in designated areas where they can remain 6 feet apart.	<input checked="" type="checkbox"/>	Tape or other markings have been placed at least six feet apart on sidewalks or other walkways near public entrances with signs directing students to use the markings to maintain distance.
<input checked="" type="checkbox"/>	Staff desks are 6 feet from students. Where practicable, physical distancing of six feet is maintained to the greatest extent possible within a classroom or instructional area. Three to six feet is acceptable where requirements herein are in practice;	<input checked="" type="checkbox"/>	All desks or individual workstations within office settings are separated by at least six feet or employees otherwise maintain six feet if workspace is limited.
<input checked="" type="checkbox"/>	Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable;	<input checked="" type="checkbox"/>	The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort;

Notification of COVID-19 Positive Case at School or Office Site

<input checked="" type="checkbox"/>	County of Humboldt Public Health is notified of all positive COVID-19 cases.	<input checked="" type="checkbox"/>	Employers and employees are aware that they can call Humboldt Public Health if a suspected exposure has occurred at 707-268-2182.
<input checked="" type="checkbox"/>	If a student or staff member is diagnosed with COVID-19, Humboldt County Public Health may ask for assistance in the assessment of potential worksite exposures, and will advise on any recommended testing, quarantine, or isolation instructions.	<input checked="" type="checkbox"/>	<p>Protocols, actions and template communications are in place for COVID-19 related scenarios:</p> <ul style="list-style-type: none"> • Student Symptom Checklist • Humboldt County Public Health Protocols on the onset of Symptoms

Training

Staff have been or will be trained on the following topics:

<input checked="" type="checkbox"/>	Information from the Centers for Disease Control and Prevention (CDC) on COVID-19, how to prevent it from spreading, and which underlying health conditions may make individuals more susceptible to contracting the virus.	<input checked="" type="checkbox"/>	Manufacturer’s directions and Cal/OSHA requirements for safe use of personal hygiene and cleaning products.
<input checked="" type="checkbox"/>	Self-screening at home, including temperature and/or symptom checks using CDC guidelines.	<input checked="" type="checkbox"/>	The importance of physical distancing, both at work and off

			work time (see Physical Distancing section above).
<input checked="" type="checkbox"/>	The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.	<input checked="" type="checkbox"/>	Proper use of face coverings, including:
<input checked="" type="checkbox"/>	The importance of seeking medical attention if an employees' symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC's webpage.	<input checked="" type="checkbox"/>	Face coverings do not protect the wearer and are not personal protective equipment (PPE).

Compliance and Documentation

<input checked="" type="checkbox"/>	This school site / office is regularly inspected for compliance with this School Site-Specific Protection Plan (SSPP) and any deficiencies are documented and corrected.
<input checked="" type="checkbox"/>	All school sites and offices operations will continue to be accessible to students and staff with disabilities, complying with the Americans with Disabilities Act, Title III which covers private business entities.
<input checked="" type="checkbox"/>	This school site has created a Task Force to support SSPP activities. This group meets regularly.

Resource Documents:

- [The Road Ahead: Humboldt County Schools Re-Opening Framework](#)
- [Humboldt County Public Health and Human Services](#)
- [Humboldt County Public Health Local Orders](#)
- [California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs](#)
- [Center for Disease Control - Schools Decision Tree](#)

- California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

Attachment 9



**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

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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, one Board Member and a lead teachers) 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 a landing page on the website 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	
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. Google Meet will be used for video conferencing in small or whole groups.
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@hidesvilleschool.org
Any other questions	Kevin Trone, Superintendent/Principal superintendent@hidesvilleschool.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 your 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@hidesvilleschool.org
Any other questions	Kevin Trone, Superintendent/Principal superintendent@hidesvilleschool.org

Transitional Kindergarten Required minutes per day = 180			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Language Arts	<i>40 minutes</i>		
Math	<i>40 minutes</i>		
Social Skills	<i>40 minutes</i>		
Science, Music, Art, Social Studies, or PE	<i>30 minutes</i>		
Social/Emotional	<i>30 minutes</i>		

Kindergarten Required minutes per day = 180			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Reading	<i>15 minutes instruction & 20 minutes independent</i>		
Language Arts	<i>25 minutes</i>		
Writing	<i>30 minutes</i>		
Math	<i>30 Minutes</i>		
Science, Music, Art, Social Studies, or PE	<i>30 minutes</i>		
Social/Emotional	<i>30 minutes</i>		

1st-3rd Grades Required minutes per day = 230			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Reading	<i>15 minutes instruction & 35 minutes independent</i>		
Language Arts	<i>35 minutes</i>		
Writing	<i>40 minutes</i>		
Math	<i>60 Minutes</i>		
Science, Music, Art, Social Studies, or PE	<i>30 minutes</i>		
Social/Emotional	<i>30 minutes</i>		

4th-8th Grades Required minutes per day = 240			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Reading	<i>15 minutes instruction & 45 minutes independent</i>		
Language Arts	<i>20 minutes</i>		
Writing	<i>40 minutes</i>		
Math	<i>60 Minutes</i>		
Science, Music, Art, Social Studies, or PE	<i>30 minutes</i>		
Social/Emotional	<i>30 minutes</i>		

Attachment 10

MEMORANDUM OF UNDERSTANDING
BETWEEN HYDESVILLE ELEMENTARY SCHOOL DISTRICT
AND HYDESVILLE TEACHERS ASSOCIATION REGARDING THE COVID-19
PANDEMIC AND SCHOOL OPENING DURING THE 2020-2021
SCHOOL YEAR.

August 3, 2020

The Hydesville Elementary School District ("District") and the Hydesville Elementary Teachers Association ("Association"), jointly known as the Parties ("Parties") enter into this Memorandum of Understanding ("MOU") regarding the issues related to the coronavirus COVID-19 and the opening of schools during the 2020-2021 school year.

Unless otherwise noted below, the provisions of this MOU shall supersede any provisions of the Collective Bargaining Agreement between the Parties that are in conflict for the duration of this MOU, or until modified by mutual agreement of the District and the Association. The Parties affirm the obligation to comply with all provisions of the Collective Bargaining Agreement ("CBA") not in conflict with this MOU. Further, the Parties affirm that all provisions of the Educational Employment Relations Act ("EERA") *California Government Codes 3540 et seq.* apply and remain in effect.

The Parties agree to the following:

1.0 1.01

DEFINITIONS "Cohort" - is a group of students that maintains social isolation and physical distancing. Cohorts are designed to remain stable and intact in order to prevent the spread of infection and illness arising from COVID-19.

1.02

"Common Equipment" - is any school equipment or structures that is designed to be used or shared by more than one individual. This includes, but is not limited to, technology, books, computers,

recess/playground equipment, physical education equipment, pens, pencils, etc.

1.03

"Common Space" - is any indoor space on a school campus designed or commonly used by more than one group of individuals. This includes, but is not limited to, school offices, nurse stations, hallways, bathrooms, etc.

1.04

"Face Coverings" - cloth face coverings or masks as recommended by federal, state, and local public health guidance.

1.05

"Physical Distancing" - also known as social distancing to help decrease the spread of the virus by increasing the space between people to the distance recommended by the State or local public health authority (whichever is greater),

2.0

PERSONAL PROTECTIVE EQUIPMENT ("PPE")

2.01 The District shall provide face coverings, face shields, and gloves to all unit members for every day that unit members are required to report to school sites.

2.02

In-lieu of using District-provided face coverings, unit members may bring their own face coverings so long as the face coverings comply with public health guidelines and provide equivalent protection to the face coverings provided by the District.

2.03

Unit members shall be encouraged to bring their own face coverings, but if they do not, the District will provide compliant face coverings for them, as determined by state and local orders. If a unit member requests

N95 masks, the district will provide them for the unit member.

2.04

If the District fails to provide sufficient face coverings for the day, individuals without face coverings will be sent home for the day. Unit members sent home due to lack of face coverings will receive their full daily rate of pay. Any in-person classes taught by the unit member will resume when sufficient face coverings are available.

2.06

For unit members who cannot wear a face covering due to a verified medical reason, the District will provide other appropriate PPE.

2.07

Unit members will not be asked or required to be in the presence of adults who are not wearing face coverings unless they are outdoors and maintaining a physical distance of six feet or more or if individuals have a medical reason that precludes wearing a face covering.

HYGIENE REQUIREMENTS

2.08

The District shall enforce and unit members shall comply with any applicable guidelines, orders or recommendation issued by the Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and any local public health orders, guidelines or recommendations to prevent the transmission of COVID-19. In the event of a conflict, the order, guidance or recommendation of the CDPH shall prevail.

HAND WASHING REQUIREMENTS

2.09 The Parties recognize that frequent hand washing for a minimum of 20 seconds minimizes the spread of COVID-19.

2.10

All individuals shall be requested to wash their hands or use medically

effective hand sanitizer upon entering district sites and every time a classroom is entered and exited.

2.11

The District shall comply with the following hand washing requirements:

2.11.1 Every room with a sink shall be stocked with soap, and/or effective hand sanitizer, and paper towels. The district shall make every effort to replace sink fittings with hands free options to turn the water on and off without assistance from another student or staff member.

2.11.2 Every classroom shall be provided effective hand sanitizer.

2.11.3 Non-classroom workspaces and common spaces shall be provided effective hand sanitizer.

2.11.4 Hand sanitizer or portable hand washing stations shall be provided at specified ingress and egress points on the school campus.

2.11.5 All hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked and restocked as needed.

3.0

IN-PERSON LEARNING

3.01

Adherence to Health Guidelines and Orders The Districts The District shall adhere to the COVID-19 guidelines and orders issued by the Centers for Disease Control and Prevention ("CDC"), California Department of Public Health ("CDPH"), California Department of Education ("CDE"), California Department of Industrial Relations Division of Occupational

Safety and Health ("Cal-OSHA"), and Humboldt County Public Health issued as of July 1, 2020.

3.02

The Parties agree to meet as soon as possible to negotiate the impact and effects of any:

Revisions or updates to applicable public health guidelines that are within the scope of representation under the EERA.

Physical Distancing

Classroom/Instructional/Academic Learning Spaces

3.03

The District shall plan for a minimum physical distancing between all student workspaces, between all educator and student workspaces, and between all employee workspaces as recommended by public health, according to the current health guidelines put forth by the Department of Public Health.

3.04

In situations in a classroom where the six feet of physical distancing is not possible, the District will work with the classroom teacher to create a seating arrangement that allows for the greatest distance possible between student work spaces, with the minimum possible distance being 3 feet. The seating arrangement will be approved by the teacher and Principal prior to students being in class.

3.05

No unit member shall be directed to violate the physical distancing requirement except to prevent imminent bodily or physical harm from occurring.

Lunch

3.06

Education Code 44813 requires a duty-free lunch period of at-least thirty (30) minutes each workday. Unit members will also get one 15 minute duty free break in the morning.

3.06.1 If the District requires students to stay in class for lunch due to the school site facility's inability to maintain physical distancing requirements during lunch, the District shall compensate unit members who volunteer to remain with students for this period of time. No unit member shall be required to work during the duty-free lunchtime, nor shall they be pressured or coerced to do so. It shall be the District's responsibility to provide supervision coverage.

One-Way Directions/Movement

3.08 In order to help maintain physical distancing requirements in all common walkways and congregation areas (both outdoor and indoor), the school sites shall create unidirectional pathways to the greatest extent possible. These pathways shall be clearly marked to indicate the direction of travel and physical distance spacing requirements.

School Ingress and Egress Points

3.09 Since students, parents, and staff tend to congregate in large groups at access points before and after school:

3.09.1 School sites shall identify multiple access points to be used for student and parent ingress and egress before and after school.

3.09.2 Where possible, staff, students, and parents will be assigned an ingress and egress point for use when coming to school for in-person learning.

3.09.3 School sites may designate staggered start and end times for

cohorts, but any staggered start or end times shall not create a longer or shorter workday for unit members.

Recess/Student Break Times

3.10

School site administrators, shall create plans and schedules that provide recess and break times for both students and unit members consistent with the following:

3.10.1 All recess and break times shall be designed to maintain physical distance requirements and to maintain cohort stability.

3.10.2 All recess and break times shall be staggered to minimize the number of different people with whom staff and students interact.

Meetings and Gatherings

3.11

In-person meetings shall be minimized to the greatest extent possible and consistent with applicable law during the term of the MOU (including but not limited to, staff meetings, 504s, IEPs, SSTs, professional development, committee meetings, district meetings, staff gatherings, parent meetings, and parent-teacher conferences).

3.12

Large in-person gatherings (i.e. school assemblies) will be discontinued until and unless allowed by state and local health departments.

3.12.1 Unit members are required to participate in virtual Back-To-School Night and Open House, if held, as directed by the site principal.

Student Cohorts

3.13

The Parties affirm that student cohorts are intended and designed to provide stable groupings of students with an assigned primary cohort teacher, and the District shall implement systems at the school site to minimize the mixing of classroom cohorts. Cohort size will be as small as operationally and financially practical. Cohort size will not be greater than the classroom size will allow in accordance with section 1.05, which includes ingress and egress points and teaching space.

3.14

Administrators shall limit the number of in-person visits to classroom cohorts, to the extent possible, in order to maintain the stability of the cohorts and to minimize the spread of the illness.

3.15

If students are assigned more than one course per day, the following options exist to maintain cohort stability:

3.15.1 Option 1: Student cohorts will remain in one classroom location during the school day. Unit members assigned to provide instruction to students in the cohort will rotate between cohorts during different class periods.

3.15.2 Option 2: Student cohorts will maintain stability during transitions from one classroom to another utilizing a block schedule. To help facilitate stability, staggered release times may be created.

Other Health and Safety issues Daily Cleaning and Disinfecting

3.16

The District shall ensure that all high touch areas in classrooms and common spaces are cleaned and disinfected daily (Including but not limited to doorknobs, doors, light switches, desktops, sink, faucet, railings, toilets). Certificated unit members shall not be required to perform daily cleaning and disinfecting that falls outside the scope of

their normal job duties. If these high touch areas are visibly not cleaned, it will be brought to the attention of the administrator and be cleaned immediately.

Health Screening, Testing, Notification, and Contact Tracing

3.17 The District shall follow the protocols established by the county public health officer regarding testing and reporting for COVID-19, and will notify the Association President of any confirmed cases of students and/or staff reported to the public health officer.

3.18 To the greatest extent possible, the District shall ensure that all students, employees, and visitors are checked daily for symptoms associated with COVID-19 infection prior to entering school including temperature checks.

3.18.1 Health screening, testing, notification, and quarantine protocols and procedures will be performed according to public health department guidelines.

3.18.2 All staff will be trained on these protocols and procedures prior to school starting.

3.18.3 Visitors will be limited to those who have to enter the campus.

3.19 Staff and students with any symptoms consistent with COVID-19 or who have had close contact with a person with COVID-19 shall be sent home or sent to an isolation room on site pending travel home or to a medical facility.

3.20

Upon notification that an employee or student has been infected with COVID-19, the District will cooperate with any contact tracing efforts by the Humboldt County Public Health Department. All persons who may have come in contact with the infected individual shall be notified. The District shall notify the Association President in accordance with

applicable confidentiality limitations.

Air ventilation and Filtration

3.21 The District will replace all heating system air filters before the start of school.

3.22

The District will maintain clean air filters per the manufacturer's guidelines in each classroom and instruct teachers on proper methods of maintaining maximum air circulation in the classroom.

3.23

The District will work to equip classrooms and/or workspaces with low noise portable HEPA air filters with a large enough capacity and flow rate for the square footage of the room. If the portable filters are not available for purchase by the District, unit members will be reimbursed for the purchase of a portable filter after pre-approval by the District.

4.0 DISTANCE LEARNING/HYBRID MODEL

4.01

The Parties affirm that the District shall offer in-person instruction to the greatest extent possible while also maintaining a safe and healthy learning environment for all students, educators, and their families. This is done consistent with the provisions of this MOU.

4.02 For each school day, live interactive instruction should include content that requires student interaction with their teacher/classmates, content that engages a student in making a response, content that engages students in a visual way, and provides the bargaining unit member opportunities to provide the student encouragement and feedback.

Hybrid Model of Instruction

4.03 In consultation with the Association, the District may adopt a plan that allows for half of the students assigned to a teacher-of-record's class roster to attend in-person learning two days per week as part of a stable classroom cohort Group A and for the other half of the students assigned to the roster to attend in-person learning two other days per week as part of a stable classroom cohort Group B, or the District may adopt an AM-PM schedule where one cohort attends AM four days a week and the other cohort attends PM four days a week.

4.04 One day a week will be designated for both A and B cohorts to receive distance learning. Bargaining unit members will provide live interaction, student support and feedback, communicate with parents, collaborate with other teachers, participate in professional learning and plan instruction during this time.

4.05

Unit members are required to attend weekly staff meetings.

4.06 The District shall provide all bargaining unit members the necessary equipment, supplies, training and support in order to provide distance learning.

4.07

Bargaining unit members are expected to work and be available during their normal contractual work hours and workdays.

4.08

Upon consultation with the site administrator, unit members will be permitted to work remotely. Unit members working remotely agree to the following:

4.08.1 Unit members acknowledge that during their working hours they agree to be working and they will follow all relevant working conditions and expectations in this MOU.

4.08.2 Unit members shall not post to social media reflecting that they are not working during their contracted work time.

4.08.3 Unit members acknowledge that the District will review the remote work placement regularly.

4.08.4 Unit members acknowledge that the District has the right to revoke the remote work placement if it is not consistent with Section 4.04.

4.08.5 All Unit members must make their instruction available and accessible to administrators. Posting the virtual instruction links in the Google Classroom is a sufficient form of notice.

4.08.6 Any administrator may enter a unit member's virtual classrooms at any time without prior notice to the unit member. No administrator will be denied access upon request.

4.09

In the event bargaining unit members report to a district worksite, they shall be responsible for following all safety and health requirements.

4.10

Unit members in positions whose current duties can't be fully implemented during hybrid learning may be assigned alternate duties that support the overall academic program.

Distance Learning

4.11 All students will receive synchronous and/or asynchronous instruction and content five days per week either in-person or through distance learning. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher.

4.11.1 All content shall be aligned to grade level standards that are provided at a level of quality and intellectual challenge

substantially equivalent to in-person instruction.

4.11.2 All students will receive daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders and consistent with this MOU.

4.11.2.1 This daily live interaction shall be designed to meet the needs of students at the discretion of the classroom teacher.

4.11.2.2 If daily live interaction is not feasible as part of regular instruction, the District shall develop an alternative plan in consultation with and based on meaningful input from students, parents, and the Association. The district will provide a documentation format for these efforts to ensure consistency and accountability.

4.12

The District shall provide academic and other supports in distance learning that are designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health support.

4.12.1 In order to ensure equitable access to the educational program and academic and other supports, the District may choose to provide in-person learning opportunities five (5) days per week for the students described in section 4.08 so long as they are part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU.

4.12.2

In order to provide equitable access to the educational program, special education and other related services, for pupils with an individualized education plan (IEP), the District shall ensure that all IEPs can be executed in a distance learning environment. If it is determined by the IEP team that a student should remain in an in-person learning environment five (5) days per week, the District shall offer in-person learning so long as the student is part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU.

4.13

According to *Education Code 43501* as amended by SB98 the minimum daily instructional minutes for grades TK-K (180 daily minutes), 1-3 (230 daily minutes), 4-8 (240 daily minutes), are in effect for the 2020-2021 school year.

4.13.1 When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher.

4.13.2 When providing daily instructional minutes in a Hybrid Model, any in-person learning student schedules and any distance learning student schedules shall only require the minimum instructional minutes. The bargaining unit member workday shall remain as described in the CBA. This will permit classroom teachers more time to provide instruction to both in-person and distance learning students.

4.14

The District shall determine the means and methods for providing

distance learning based instruction and provide appropriate training and support for unit members. Bargaining unit members shall be responsible for planning appropriate standards-based instruction, responding to parents and students in a timely manner, supporting diverse learners, building rapport and connections with students, regularly monitoring student work completion and participation, providing students feedback, and reporting non participation to the site administrator for additional outreach and follow-up.

4.15

Bargaining unit members are expected to work and be available during their normal contractual work hours and workdays. To provide students and parents with consistency and to avoid conflicts, office hours/interactive instruction shall be scheduled during the same times each week. Bargaining unit members shall have time each week designated to provide student support, feedback, and clarification and may be conducted via phone, email, and/or other virtual platforms.

4.16

Upon consultation with the site administrator, unit members will be permitted to work remotely. Unit members working remotely agree to the following:

4.16.1 Unit members acknowledge that during their working hours they agree to be working and they will follow all relevant working conditions and expectations in this MOU.

4.16.2 Unit members shall not post to social media reflecting that they are not working during their contracted work time.

4.16.3 Unit members acknowledge that the District will review the remote work placement regularly.

4.16.4 Unit members acknowledge that the District has the right to revoke the remote work placement if it is not consistent with Section 4.04.

4.16.5 All Unit members must make their instruction available and accessible to administrators. Posting the virtual instruction links in the Google Classroom is a sufficient form of notice.

4.16.6 Any administrator may enter a unit member's virtual classrooms at any time without prior notice to the unit member. No administrator will be denied access upon request

4.17

In the event bargaining unit members report to a district worksite, they shall be responsible for following all safety and health requirements.

4.18

Any recording of live/synchronous virtual instruction is required to have the consent of the teacher and the principal.

4.19

The District shall provide all bargaining unit members the necessary equipment and supplies in order to provide distance learning, including but not limited to technology, laptop computers, display boards, video cameras, headphones, and any other items normally provided during in-person learning.

4.20 Unit members in positions whose current duties can't be fully implemented during distance learning may be assigned alternate duties that support the overall academic program.

5.0

LEAVES

5.01 Unit members requesting a leave day for any reason (including illness) during the period that distance learning is in effect will submit a leave request.

5.02

All provisions of the CBA pertaining to Industrial Accident Leave and/or Workers' Compensation remain in effect.

5.03

The District will provide paid sick leave to eligible bargaining unit members in compliance with the Families First Coronavirus Relief Act (FFCRA). The District will pay a unit member's full salary regardless of per diem pay limits in the FFCRA. Unit members shall be permitted to utilize the leave set forth in HR 6201/FFCRA Emergency Paid Sick Leave before relying upon any applicable leaves set forth in the CBA. Unit members may combine accrued sick leave with federal leave options.

5.04

Accommodation Process (Fair Employment and Housing Act) The Parties acknowledge that the interactive accommodation process may be required in accordance with applicable law to address workplace safety for applicable employees.

5.05

To the greatest extent possible, the District agrees to protect and support employees who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk by providing options such as distance learning or working remotely.

5.06

If reasonable accommodations are not practicable, the District shall attempt to work with the employee to develop a flexible leave plan.

5.07

The District agrees to maintain procedures for keeping confidential employee communications about non-COVID health conditions.

5.08

The District agrees to initiate in a timely manner the interactive process for eligible employees.

Failed SUBSTITUTE COVERAGE

In-Person Learning

6.01 In the event a cohort is without a teacher or a substitute teacher during in-person learning, the school site administrator will find a substitute teacher or be the substitute teacher for that day when able.

6.02

In no event shall two (2) or more stable student cohorts be combined in order to provide instruction, nor shall a single cohort be divided and separated into other cohort groups.

Distance Learning/Hybrid Model

6.03 In the event a cohort is without a teacher or a substitute teacher during in-person learning, the school site administrator will find a substitute teacher or be the substitute teacher for that day when able.

6.04

If no substitute teacher is available to provide substitute teaching coverage, the cohort may be instructed by an administrator until such time as a bargaining unit member or certificated substitute teacher becomes available. Classified employees shall not substitute teach a cohort or virtual class but may be used to assist students already assigned work by their regular classroom teacher.

7.0

TRANSFERS AND ASSIGNMENTS

7.01 The following procedures shall apply to the assignment of distance learning remote work:

7.01.1 The District shall post and notify all bargaining unit members of remote assignment vacancies via district email. The vacancy shall contain the title and brief description of the position, the credential requirements for the position, and a closing date which is at least seven (7) calendar days following the posting date.

7.01.2 The unit member's request for a distance learning remote work assignment must be submitted via email. The request may include the reasons for the bargaining unit member's request, including that they are seeking the distance learning remote work assignment because either they or someone in their household is at high risk for infection and illness associated with COVID-19. Such information shall not be utilized or perceived by the District as a request for a reasonable accommodation.

7.01.3 Priority for distance learning remote work assignments shall be given to those individuals who are requesting the remote work assignment because either they or someone in their household is at high risk for infection or illness associated with COVID-19, in order of seniority.

7.01.4 If after giving priority of assignment to bargaining unit members according to Section 8.01.3, there is additional distance learning remote work available, the remaining assignments shall be filled in order of seniority for unit members with the appropriate credential qualifications.

7.01.5 When Phase 4 is implemented by the Humboldt County Health Department or By June 30, 2021, any unit member who was assigned to telework positions will be returned to their

original assignment.

8.0

PAY AND BENEFITS

8.01

While working under an in-person learning model, a hybrid model, or a total distance learning model, or during a period of total emergency school closure, bargaining unit members shall continue to receive their full compensation and benefits. If the District determines that extracurricular duties be performed, bargaining unit members shall continue to receive stipends and/or additional pay, as provided for under the CBA.

8.02

The District shall reimburse all bargaining unit members for reasonable costs associated with purchasing equipment, or improving home internet bandwidth, which is directly related to providing distance learning or a hybrid learning model of instruction. Such reimbursement shall be 1) in compliance with Board Policy and/or applicable CBA requirements for timely documentation, and 2) pre-approved by a site administrator or supervisor.

9.0

EVALUATION

9.01

Evaluations will be suspended for the 2020-2021 school year for permanent unit members unless the supervisor or the unit member requests the unit member should be evaluated this year. Probationary and temporary unit members will be evaluated according to Article 17 in the CBA.

10.0

COVID-19 EXPOSURE AND SCHOOL SITE CLOSURE

10.01 The District expects unit members to monitor their temperature and symptoms daily and follow all safety protocols addressed in this MOU and in the District and the School Site Specific Protection Plan (SSSPP).

10.02 The District will work with the Humboldt County Department of Public Health to ensure that all bargaining unit members being quarantined are given resources on how to properly quarantine.

10.03

Any classroom spaces, worksites, rooms, school sites, or other District facilities that are closed due to confirmed COVID-19 exposure in that space shall be thoroughly cleaned prior to being re-opened. The District will provide unit members a clear and concise description/checklist of what is being cleaned and hygiene protocols prior to reopening. Upon returning following any COVID cases or exposures, if a unit member notices that an area of the facility has not been cleaned then the unit member and class may be sent home until proper hygiene or cleanliness protocols have been met.

10.04

The District shall communicate any and all decisions about closures and re-opening to all bargaining unit members at a school site or district wide as appropriate. Such communication shall be by email or by telephone.

11.0

TRAINING/PREPAREDNESS DAYS

11.01

The District shall provide unit members with appropriate training on engaging with students in a virtual setting either as part of in-person learning, distance learning, or a hybrid model.

11.02

The District shall provide a minimum of 72 hours' notice to all bargaining unit members of additional required training hours or days not already provided for in the CBA or negotiated as part of the 2020-21 work year.

11.03

The District will provide any necessary training for unit members regarding health and safety protocols before the start of school.

11.04

In consultation with the Association, the District will arrange 2-5 training and professional development days prior to the opening of school in addition to the 1 scheduled pre-service day. Unit members who participate will be compensated at their per diem rate.

11.05 In the event of schoolwide learning modality changes, unit members will be given two days to plan and prepare prior to resuming instruction. In the event of a cohort closure, affected unit members will be given one day to prepare prior to resuming instruction.

12.0

SUPPORT STAFF

12.01 Physical distancing is to be maintained and PPE provided to bargaining unit members not assigned as teacher of record for a class roster. If physical distancing is not possible, alternative PPE shall be provided by the District such as plexiglass barriers, face shields, or other appropriate PPE.

12.02

To the extent practicable, alternative lessons (such as music theory, music appreciation, string or percussion instruments, physical

education with distance requirements, etc.) shall be provided for student cohorts (e.g. band, music, P.E.).

12.03

Physical distancing and PPE requirements are to be maintained in all workstations and office settings. If physical distancing is not possible due to office/room size limitations, and in order to maintain student confidentiality or privacy, alternative and effective safety devices shall be used such as plexiglass barriers, and/or face shields, or other appropriate PPE. Time spent close to others without physical distancing shall be minimized to the extent possible.

12.04

School staff shall limit the number of in-person visits to classroom cohorts in order to maintain the stability of the cohorts and to minimize the spread of the illness. Support staff not assigned as the primary cohort teacher shall use virtual methods of interacting with the student cohort, where possible. Unit members shall only interact in-person with students from three (3) classroom cohorts in the same workday in order to minimize their potential exposure to COVID-19.

13.0

ASSOCIATION RIGHTS

13.01 Representatives from the Association, including local Association leaders, the California Teachers Association, and the National Education Association, shall be granted reasonable access to District worksites upon prior notice to the Superintendent or designee. Access will be allowed provided such access does not pose a disruption to the educational environment, is otherwise unsafe or will result in a violation of applicable health/safety orders or guidelines.

14.0

GRIEVANCE AND EXPEDITED ARBITRATION

14.01 All provisions of this MOU are subject to the negotiated grievance

procedure in the CBA.

15.0

**CONSULTATION RIGHTS AND RESERVE RIGHT TO FURTHER
NEGOTIATE**

15.01 The District and Association agree to discuss the definition of educational objectives, the determination of content of courses and curriculum and the selection of textbooks (pursuant to Government Code Section 3543.2) as necessary to address changes due to COVID-19.

15.02

The District shall consult with the Association on the "Learning Continuity and Attendance Plan" and will provide a copy in draft format to the Association at least 24 hours prior to adoption of the plan by the Board of Trustees.

15.03

The District shall give written notice to the Association that action on any matter of consultation, as defined in Article 10 of the CBA, is being considered. Such notice shall be given to provide sufficient time for the parties to meet and consult in good faith.

16.0

DURATION

16.01

The Parties share joint interests in keeping communications open and working collaboratively for the benefit of students, staff, parents, and the District community as events continue to unfold during the pandemic.

16.02

This MOU shall expire in full without precedent on June 30, 2021 unless extended by mutual written agreement of the Parties.

FOR THE ASSOCIATION:

Name

Date

FOR THE DISTRICT

Name

Date

Attachment 11

2020-21 CON APP EXECUTIVE SUMMARY SPRING 2020 DATA COLLECTION

Consolidated Application for Funding Categorical Aid Programs Executive Summary for Board Information July 2020

The Consolidated Application is used by the California Department of Education to distribute funds from various Federal programs to county offices, school districts, and charter schools throughout California. Every local educational agency (LEA) certifies the Spring Release data collections to document participation in Federal programs under the Every Student Succeeds Act (ESSA) and provides assurances that the LEA will comply with the legal requirements of each program. The Spring Release of the application documents participation in various federal categorical programs and includes assurances that the LEA will comply with the legal requirements of each program. The Winter Release of the application, to be certified in February 2021, contains the LEA's entitlements for each funded program. Program entitlements are determined by formulas contained in the laws that created the programs. Out of each Federal program entitlement, LEAs allocate funds for direct administration and indirect support costs for programs operated by the LEA and allocates funds to schools for programs operated at school sites. The application is submitted online through a web-based Consolidated Application Reporting System (CARS). This Spring data collection for the 2020-2021 application must be submitted by August 17, 2020, to indicate the Hydesville Elamenatary School District requests participation in Federal programs including: *Title I, Part A (Improving Basic Programs)*, *Title I, Part D, Programs for Neglected and Delinquent Youth*, *Title II, Part A (Supporting Effective Instruction)*, *Title III, Part A (Language Instruction for English Learner and Immigrant Students)*, *Title IV, Part A (Student Support and Academic Enrichment Grants)*, *Title V, Part B Rural and Low-income Schools Program*). Federal guidelines also allow local non-profit private schools to participate with the public school district in the Federal programs included in the application. Those participating private schools are identified in this Spring data reporting.

Federal Program Descriptions

Title I, Part A: Helping Disadvantaged Children

A Federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title I, Part D: Programs for Neglected or Delinquent Youth *(County Offices)*

A Federal program to (1) improve educational services for these children so they have the opportunity to meet challenging State academic content and achievement standards; (2) provide necessary services to successfully transition from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education.

2020-21 CON APP EXECUTIVE SUMMARY SPRING 2020 DATA COLLECTION

Title II, Part A: Supporting Effective Instruction

A Federal program that increases student academic achievement through strategies such as improving teacher and principal quality and effectiveness, increasing the number of teachers and principals who are effective in improving student academic achievement in the classroom and providing low-income and minority students greater access to effective teachers, principals and school leaders.

Title III, Part A: Program for Immigrant Students

A Federal program to provide supplementary programs and services to eligible immigrant students. The purpose of the subgrant is to assist immigrant students to acquire English and achieve grade-level and graduation standards.

Title III, Part A: Program for English Learner Students:

A Federal program to provide supplementary programs and services to English learners (ELs). The purpose of the subgrant is to assist EL students to achieve high levels in academic subjects and achieve academic standards; assist teachers, principals and school leaders in developing and sustaining effective language instruction programs; promoting parental, family and community participation in language instructional programs for families of English learners.

Title IV, Part A: Student Support and Academic Enrichment Grants

A Federal program to provide all students access to a well-rounded education; improve school conditions for learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Title V, Part B: Rural and Low-income School Program (RLIS)

A Federal program available under two separate formula programs that target rural local educational agencies (LEAs) – the Rural and Low-Income School Program (RLIS) and the Small, Rural School Achievement Program (SRSA). RLIS: Funds go to eligible LEAs on a formula basis. SRSA: Data are collected via the Consolidated Application and forwarded to the U.S. Department of Education. SRSA funds are sent directly to eligible LEAs from the U.S. Department of Education.

Federal Funding Flexibility Waiver (optional statement)

In response to the Novel Coronavirus (COVID-19) pandemic, the U.S. Department of Education (ED) granted California's request for a federal flexibility waiver. For Federal Fiscal Year 2019 Funds, this waiver allows LEAs to carry over more than 15 percent of its Title I, Part A funds and waives the limitation of carryover more than once every three years. The waiver also extends the period of availability of Federal Fiscal Year 2018 funds for most ESSA programs for one additional year. The waiver of period of availability applies to the following Federal programs: Title I, Parts A, B, C, and D, Title II, Part A, Title III, Part A, Title IV, Parts A and B, Title V, Part B, Subpart 2, and McKinney-Vento Education for Homeless Children and Youth Program programs. Federal Fiscal Year 2018 funds extended through this waiver are available for use until September 30, 2021.

2020-21 CON APP EXECUTIVE SUMMARY SPRING 2020 DATA COLLECTION

School Site Responsibilities

Each school receiving Federal Funds through the Consolidated Application is required to have a comprehensive school plan known as the School Plan for Student Achievement (SPSA) describing strategies and activities to improve student achievement and close achievement gaps to ensure all students meet state standards. Supplementary services are provided by these programs to support the district's core program. Title I funded schools operating Schoolwide programs must address the components described in ESSA, Title I, section 1114, including a comprehensive needs assessment. Based on the school's comprehensive needs assessment and comprehensive school plan, schools may use funds to provide additional direct instructional support services, supplemental materials and equipment, professional development, and parent/community engagement activities. The LEA and each Title I funded school must develop, with involvement of parents, a Parent and Family Engagement policy addressing specific requirements including how the school will ensure meaningful involvement of parents and build the capacity of staff and parents to support partnerships to support student achievement. The policy must be distributed to parents of participating students. Each school's School Site Council (SSC) is required to provide input, assist in the plan/budget development and recommend to the Board annually for approval of the planned program activities and budgets as part of the School Plan for Student Achievement. The Superintendent/Principal reviews program regulations and guidelines with all administration, site staff, and School Site Councils to ensure appropriate planning, implementation and evaluation and to maintain compliance for each program. All site plans are reviewed for compliance along with goals and activities to improve student achievement and parent involvement before being forwarded to the Board for approval.

Kevin Trone

Superintendent/Principal

Board Agenda Approval : 8/10/2020

2018-19 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2020.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	\$3,452
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	

Professional Development Expenditures

Professional development for teachers	
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	3,452 \$0
2018-19 Unspent funds	\$3,452

*****Warning*****

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2019-20 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2020

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	\$4,403
Transferred-in amount	\$0
Transferred-out amount	\$0
2019-20 Total allocation	

Professional Development Expenditures

Professional development for teachers	
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	4,403 \$0
2019-20 Unspent funds	\$4,403

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2019-20 Title IV, Part A LEA Use of Funds Report

A use of funds report of year-to-date expenditures by activity.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	\$10,000	✓
Transferred-in amount	\$0	
Total funds transferred out of Title IV, Part A	\$10,000	✓
Total LEA Reservations	\$0	
2019-20 Title IV, Part A LEA adjusted allocation	\$0	
Well-Rounded		
Safe and Healthy Students		
Effective Use of Technology		
Carryover as of September 30, 2020	\$0	

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2019-20 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Kevin
Homeless liaison last name	Trone
Homeless liaison title	Superintendent / Principal
Homeless liaison email address (Format: abc@xyz.zyx)	superintendent@hydesvilleschool.org
Homeless liaison telephone number (Format: 999-999-9999)	(707) 768-3610
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

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2019-20 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	12-9-2019
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2019-20 Title I, Part A LEA allocation	23,700	\$23,702
2019-20 Title I, Part A direct or indirect services to homeless children reservation		\$100
Amount of 2019-20 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children		
Homeless services provided (Maximum 500 characters)		
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	No homeless students. No expenditures needed	

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2020-21 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca20assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Kevin Trone
Authorized Representative's Signature	Kevin Trone
Authorized Representative's Title	Superintendent/Principal
Authorized Representative's Signature Date	8-7-2020

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2020-21 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	<i>Kevin Trone</i>
Authorized Representative's Full Name	<i>Kevin Trone</i>
Authorized Representative's Title	<i>superintendent / principal</i>
Authorized Representative's Signature Date	<i>8-7-2020</i>
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2020-21 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<p>County Office of Education (COE) / District</p> <p>For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP</p>	
<p>Direct Funded Charter</p> <p>Enter the adoption date of the current LCAP</p>	
<p>Authorized Representative's Full Name</p>	<p>Kevin Tron</p>
<p>Authorized Representative's Title</p>	<p>superintendent/principal</p>

*****Warning*****

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2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	8-10-2020
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	LEA Does not have 50 English learners

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	no
Title III Immigrant ESEA Sec. 3102 SACS 4201	no

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2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	
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2020-21 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Arturo Ambriz, Fiscal Oversight and Support Office, AAmbriz@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2020-21 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	no known deficiencies

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CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Hydesville Elementary (12 62885 0000000)

- Home
- Data Entry Forms
- Certification Preview
- Certify Data
- Reports
- Users
- Contacts
- FAQs

[Program Information](#) | [Data Entry Instructions](#)

2020-21 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

Required fields are denoted with an asterisk ().*

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

- Y1: meaningful consultation occurred
- Y2: timely and meaningful consultation did not occur
- Y3: the program design is not equitable with respect to eligible private school children
- Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s): No Yes
The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

Sylvia Hanna, Federal Programs and Reporting Office | shanna@cde.ca.gov | 916-319-0945
Rina DeRose, Federal Programs and Reporting Office | RDeRose@cde.ca.gov | 916-323-0473
General CARS Questions: Consolidated Application Support Desk | consappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)