



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hamilton Unified School District	Jeremy Powell, Ed.D. Superintendent	jpowell@husdschools.org 530 826 3261

General Information

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

Hamilton Unified School District (HUSD) is located in Hamilton City, a rural agricultural community in northern California; approximately 15 miles east of Chico. We consist of 6 schools serving approximately 780 students, Hamilton Elementary School (HES), Hamilton High School (HHS), Ella Barkley alternative education, Hamilton State Pre-School, and Hamilton Adult School. HUSD serves the town of Hamilton City, population of 1,759 and the outlying farming community.

All schools in the HUSD family strive to close the achievement gap, beginning with the consistent commitment to the professional learning communities' model. Teachers are all highly qualified within their specific content areas. Specialists include ELD coach and embedded counseling services at HES and HS. A systemic intervention plan is in place for K-12 with additional support before, during and after school. This year resources were utilized to implement Academic Parent Teacher Teams in order to increase parent academic skills as they assist their children. In addition, HHS prides itself on it's academics, athletics, and agriculture programs. There are six different AP courses offered to students, and a full complement of classes that meet the A-G requirements for UC/CSU. Athletics are highly supported by the community. Each year we typically send athletes to championship competitions. Agriculture is one of the premier CTE pathways in Glenn County. We are the only high school in Glenn county that has a school farm where students can raise animals to show at the Glenn County Fair.

On March 16, 2020 District Administration met with all teachers to inform them that starting the next day, March 17, 2020, we would be closing our school district due to the COVID-19 outbreak. From that day forward, HUSD did not hold in-person classes for the remainder of the 2019-2020 school year. Our teachers worked tirelessly to provide social/emotional support, as well as, academic support.

Stakeholder Engagement

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

After our school closure, there was an initial effort to engage our community in understanding how COVID-19 was spread throughout our community, how we would work to further educate and feed our students, what steps the District was taking to help educate their children, and how the District was working to ensure a safe return to school. Stakeholder feedback was made through multiple modalities including: School Board Meetings utilizing Zoom; ongoing teacher classes using Zoom and other online platforms; surveys sent to parents that collected both electronic information (through Google Forms) and paper surveys that were distributed during our Grab-and-Go lunches; surveys sent to all staff (utilizing Google Forms); Hamilton Unified Leadership Committee meetings using Zoom; and Social Media Platforms including: the HUSD App, Web page, Twitter, Facebook, and Instagram. Parents have been encouraged to email or call Administration with any questions, concerns and to provide input. Administration responded to all of these forms of communication.

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

To help all stakeholders participate remotely in public meetings and public hearings, and in compliance with the Governor's Executive Order N-25-20 issued on March 12, 2020, all board members and members of the public were allowed to attend the Hamilton Unified School Board Meetings through Zoom and Facebook live (hosted on the Hamilton Unified School District Facebook page). These arrangements were made to allow both viewing of the school board meetings and to allow public comment. Meeting dates utilizing Zoom and Facebook Live include: March 25, 2020; April 22, 2020; April 28, 2020; May 20, 2020; June 10, 2020; June 24, 2020; July 22, 2020; August 26, 2020 and will continue being hosted on Zoom and Facebook Live until the Executive Order is removed.

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

Below are responses received via Google Forms and paper surveys that were conducted May and June of 2020. In total, we had 80 responses with 42 parent responses and 38 staff responses:

Concern for Student Learning Loss due to COVID-19:

Staff Response: Not at all (0); Slightly Concerned (3), Concerned (12), Extremely Concerned (13)

Parent Response: Not at all (7); Slightly Concerned (16), Concerned (12), Extremely Concerned (5)

Concern for Student Social/Emotional Well Being due to COVID-19:

Staff Response: Not at all (0); Slightly Concerned (6), Concerned (6), Extremely Concerned (15)

Parent Response: Not at all (19); Slightly Concerned (12), Concerned (9), Extremely Concerned (1)

Student Participation in Learning during COVID-19 Closure:

Staff Response: Almost none of the day (2); A little bit of the day (15); Some of the day (10); Most of the day (1); Almost all of the day (2)

Parent Response: Almost none of the day (4); A little bit of the day (9); Some of the day (18); Most of the day (3); Almost all of the day (5)
Type of Home Internet Access:
Staff Response: No reliable internet (2); Most have reliable internet, but through Smartphone (8); Most have reliable internet, but slow (9);
Most access to high speed internet (8)
Parent Response: No reliable internet (0); Have reliable internet, but through Smartphone (0); Have reliable internet, but slow (12); Have
access to high speed internet (29)
Return to School Preferred Model:
Staff Response: Traditional School Model with Safety Precautions (20); Blended Model (31); Distance Learning (0)
Parent Response: Traditional School Model with Safety Precautions (19); Blended Model (21); Distance Learning (2)
Concern for Personal Safety:
Staff: Not at all Concerned (6); Slightly Concerned (20); Concerned (13); Extremely Concerned (12)

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

All aspects of the Learning Continuity and Attendance Plan were influenced by stakeholder input. This included the Hamilton Unified Return to School Framework. During the public board meeting that was held live via Zoom and on Facebook Live the board reviewed the plan during the regularly scheduled Board Meeting on June 24, 2020 and approved the HUSD Return to School Framework during their regularly scheduled meeting on July 22, 2020 and is attached to this document.

Continuity of Learning

In-Person Instructional Offerings

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

HUSD will offer In-Person instruction when the Health Department and the Governor deems it to be safe to do so. When this opportunity arises, Hamilton Unified will follow all safety precautions with disinfecting all common surface areas frequently, distancing students at all times and in all areas, providing face masks/shields to students and staff, staggered arrival and dismissal times, and limited outdoor play time. All schools within the Hamilton Unified School District will be starting with Distance Learning. Teachers will have a live interaction daily with their students as well as with their peers. Teachers, classified staff, administration, school psychologist, GCOE clinicians, and the special education team will be working together to ensure students needs (both academically and social emotionally) are being addressed. This will be accomplished through zoom meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction and personal phone calls made. Students will be assessed at the start of school and continued ever two weeks to

ensure the students learning and areas of needs are being addressed and supported for each student. Students who are new to Hamilton Unified and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. This assessment will be given virtually. Extra support will be provided to students by the teacher as well as Para Professionals. Hamilton Unified School District will utilize the following schedule when we return to school (as presented in our HUSD Return to School Framework:

K-5 Blended Model Return to School:

Will be utilized only IF required to reduce campus capacity by 50%.

TK-5th grade students will be split in AM/PM sessions by households to the best of the districts ability.

Monday-Thursday:

AM Synchronous Session: 8:10-11:10

Cleaning: 11:10-12:10

PM Synchronous Session: 12:10-3:10

Asynchronous Session will run 50 minutes daily for 1st-3rd and 60 minutes for 4th & 5th

Friday will be used for Intervention/Enrichment and Teacher Preparation.

Student attendance will be monitored.

All classrooms and school facilities will be cleaned between sessions.

6-12 Grade Blended Model Return to School:

Will be utilized only IF required to reduce campus capacity by 50%.

6th-12th grade students will be split by households to the best of the districts ability.

“A” Session:

Week 1: Monday/Wednesday/Friday

Week 2: Tuesday/Thursday

“B” Session:

Week 1: Tuesday/Thursday

Week 2: Monday/Wednesday/Friday

Students will attend all classes when at school

Student grades and attendance will be monitored.

All Health and Safety precautions will be followed.

All classrooms will be cleaned between periods and school facilities will be cleaned nightly

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

Description	Total Funds	Contributing
Hiring Additional Certificated Staff (4 long term substitutes)	67,000	Yes

Description	Total Funds	Contributing
Hiring of Additional Classified Staff (2 Para Professionals, 4 Custodial Services, 1 Special Education Aide, 1 Cafeteria Support, LVN)	\$70,000	Yes
Extended Learning for Additional instructional time for academic support at Hamilton High and Elementary	\$20,000	Yes
Extended Support from Boys and Girls Club for child care.	\$40,000	Yes
Purchase of PPE for Staff and Student Safety	\$51,682	Yes

Distance Learning Program

Continuity of Instruction

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

To provide continuity of instruction for our students, HUSD has worked purchased online versions and resources for all adopted curriculum and textbooks and additional programs that allow seamless communication and information exchange between our teachers, students, and their parents. We are continuing to utilize CLEVER as a one-stop-shop for students to login to a single webpage and access all online resources. To help monitor student progress, the District has purchased Illuminate data systems and will be implementing this program throughout the Fall semester. The District has also purchased devices for teachers to provide distance learning. Zoom used to deliver daily lessons live to students with their peers and allow for social interaction between teaching staff and students and students with their peers. Grade Level Standards will be covered with emphasis on Essential Standards to ensure a deeper level of learning. Various forms of checking for understanding and progress assessments will be administered frequently. Intervention support for students will be provided by staff through Zoom and/or by phone (one on one or small group) Integrated and Designated supports for English Learners. Special Education accommodations and supports for students with IEPs. Translation support to families will be provided through our Spanish speaking staff for communication to our parents.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

To provide equitable access to both devices and curriculum, the District has delivered Chromebooks to students in grades TK-12. The District will be distributing 75 hotspots that will provide internet services to students who currently do not have internet. In addition to the 75 hotspots, the District has also requested additional 200 Chromebooks and 75 hotspots from the California Department of Education. HUSD will distribute Chrome books, headphones (as needed) and hot spots to students and staff to ensure all have equal access and the opportunities to deliver quality education. If and when the students are back on campus, great emphasis and time will be dedicated to sanitizing recess equipment, bathrooms, common surface areas and classrooms throughout the day. Staff will be trained on how to sanitize and expectations for educating their students on social distancing, hand washing, face masks usage, procedures for coughing / sneezing. Hand sanitizing stations have been installed in all classrooms and common areas. Educational platforms will be streamlined by teachers utilizing, Zoom, Google Classroom and others.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The District is currently implementing the following combination of Synchronous and Asynchronous schedule to ensure accurate measurement of instructional time and to meet the state mandated minute requirements:

TK-Kinder: 180 daily instructional minutes

180 minutes: Synchronous Learning via Zoom in ELA/Math/Science/Social Studies/ELD

1st-3rd Grade: 230 daily instructional minutes

180 minutes: Synchronous Learning via Zoom in ELA/Math/Science/Social Studies/ELD

50 minutes: Asynchronous Learning via various teacher approved platforms

4th-5th Grade: 240 daily instructional minutes

180 minutes: Synchronous Learning via Zoom in ELA/Math/Science/Social Studies/ELD

60 minutes: Asynchronous Learning via various teacher approved platforms

6th-12th Grade: 240 daily instructional minutes

240+ Synchronous instructional minutes

*Our 6th-12th Grade students are required to follow their regular daily schedule while Distance Learning. Upon our return to school, the Blended Model return to school plan will be implemented.

Google Classroom will be utilized to post assessments for students as well as the online STAR assessment Program utilized by the District and once active, we will use the Illuminate Assessment Platform. Teachers will have initial assessments given to students to check their academic level at the start of the school year. Students' academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Students will be issued grades this fall. Teachers will maintain a log documenting daily participation of each students

attendance to the live contact times and their daily work completion. This will be submitted to the administration on a weekly basis. Both teacher and administration will be following up with students/parents if there is a concern in any of these areas.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

To help promote and support effective distance learning, the following Professional Development has been provided to our staff:
August 6th and 7th: Glenn County Office of Education instructional services team provided two-hour training on each which focused on synchronous and asynchronous learning for all of our staff members. To continue to support our staff and their professional development, we will have an additional professional development day on September 21 to review and refine our current practices and/or provide additional support to the effectiveness of these programs.

Staff Roles and Responsibilities

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

As a result of COVID-19, our staff are being required to not only monitor student learning and attendance, they are also required to monitor active engagement with in their classrooms setting. This has been accomplished with attendance tracking through our SMS system (Aeries) with the addition of specific codes that differentiate attendance and active participation. Teachers are required to enter these daily and they are reviewed by office staff and administration for attendance and participation.

Supports for Pupils with Unique Needs

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

Students with unique needs have been identified through various modalities and are closely monitored by their teachers and our support staff. Additional staffing has been hired to ensure that these students continue to receive access to the necessary services required of their unique needs. HUSD also received support from the Glenn County Office of Education. As part of their support for foster youth and homeless students, a Glenn County Foster Youth liaison will collaborate and coordinate services as needed with each school site, Department of Social Services, and the Glenn County Behavioral Health. Systems will be in place to communicate with school administration and student teachers on supporting student needs in academics, behavior, and social emotional learning. For serving homeless, foster youth who are on an IEP will be provided the supports that are legally established within that plan. These supports often include: housing support, social work and mental health clinician time and connection to resources for the family. For English language learners on IEPs, Glenn County SELPA team, in partnership with HUSD staff and administration, will provide the same supports provided during a regular school year including English language development, vocabulary support and development, reading comprehension support, primary language instruction, translations, interpretation services, and other specialized academic interventions.

All teachers, including those working with GCOE in Hamilton Unified will have daily contact for all students, including students with these needs ensure regular and consistent contact with the learner and can pivot, change or add services depending on their need. Special education services will be provided as outlined in each student's IEP. All IEPs are discussed and agreed upon by a team including parents, sometimes the student, service providers, education specialist, general education teacher(s), and administrators. While we have overarching goals for distance learning, each student's individual program will look unique to their needs, present levels, goals and services.

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

Description	Total Funds	Contributing
Upgrade/Purchase Core Curriculum to provide both print and digital resources.	\$65,000	Yes
Certificated and Classified Staff Professional Development Days (3 in total-August 6th, 7th, and Sept 21st)	\$82,000	Yes
Upgrade of instructional technology including devices and accessories for staff and staff connectivity.	\$55,000	Yes
Upgrade of instructional technology including devices and accessories for students including internet security.	\$65,000	Yes
Additional Materials and Supplies	\$90,000	Yes

Pupil Learning Loss

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

HUSD is closely monitoring the learning progress, and potential loss of learning, our students are facing in several ways. With a focus on English Language Arts, Math, and our English Learners. In addition to teacher support, the students will be utilizing software programs (STAR, Illuminate, and others) to accelerate and remediate their learning. Instructional support staff's time will be focused on supporting the students within the learning groups (English Learners, Foster, Homeless, Special Needs students, Socio-Economically Disadvantage) in both Math and English Language Arts during their dedicated time supporting the classroom teacher. The certificated reading intervention support will monitor student growth regularly. The intervention teacher will work in small groups with students to accelerate their learning and recoup learning loss.

Pupil Learning Loss Strategies

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

To help minimize student learning loss during our Spring shutdown, the Hamilton Unified School District first offered packets within the first week of our closure (beginning March 17). As we were comfortable that student's technology needs were met, including the distribution of Chromebooks and working with parents on internet access, we then transitioned to a online distance learning mode. Our teachers were trained in Zoom, Google Classroom, and other platforms to provide instructional support. In continuing with our Distance Learning model for the beginning of the 2020-2021 school year, we are continuing with those same platforms, but also looking closely at intervention and support beyond the regular daily instruction. Our staff is reviewing IEPs, various assessment data, and looking at to build intervention and support, first, for our English Learners, Low-income students, foster youth, and students with exceptional needs, and homeless students.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

These services will be implemented through an already strong PLC model throughout the Hamilton Unified School District. Teachers, in their PLC's (or PODS) will examine comparative data, cohort match, and student growth data to examine the needs and to reflect upon the effectiveness of our instructional practices. This information will be shared with parents and students through our Standards Based Report Cards, progress reports, parent conferences, and data reviews.

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

Description	Total Funds	Contributing
	15,000	Yes

Mental Health and Social and Emotional Well-Being

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

Hamilton Unified School District is extremely concerned about the mental health of our students, staff, and community. To support all three stakeholder groups, we have extended our contracted hours for Mental Health Clinicians for both the High School and Elementary School. We have a clinician from Glenn County Office of Education at the High School five days a week for four hours and at the Elementary School three days a week for four hours. We have also purchased the “Second Step” social/emotional training program for grades K-8 to help students cope with both issues associated with the COVID-19 outbreak, but also how to cope with other difficult times or obstacles they may face. The District has also enabled an anonymous reporting system through their website and app to help staff, students, parents, and community members report struggling students or families. Trauma informed practices will be shared with the staff and procedures to follow for our students and parents. Staff will also be trained on how they can be aware of their own well-being and mental stability. Administration will ensure to continue staff relations and supports during this time.

Pupil and Family Engagement and Outreach

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

The District has worked to continually update our parents and students in several different ways. We are using our Aeries Communication to sent out frequent updates and messages via phone, email, and text to our families to ensure they are aware of services being provided by the district and to have the most recent information on the changing plans for our opening of school. Our staff are also routinely making home visits to have direct communication with our families on a regular basis. Beyond Aeries communication and home visits, we are also active on Facebook, Instagram, and Twitter to broaden our communication platform and reach. We also have an app that allows parents to view information on their smart phone or home device. Teachers will track daily connections with students and academic engagement. Teachers will work to communicate through email, Aeries connect, by phone or other preferred method to parents whose students are not in attendance on a daily basis. For students who teachers are not able to connect with, those names will be shared with the Principal to follow up with the parents. The District Deans of Students, site administrators, and Glenn County Clinicians will also support this by making home

visits with the Principal as needed. The District's parent liaison will assist in communicating with parents who speak Spanish. In District families could be at risk of being SARB'ed

School Nutrition

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

All guidelines from the National School Lunch Program and the California Department of Education Nutrition Services are being followed closely. We are offering a Grab-and-Go pick up daily at our Elementary school for all students from 11:00 am through 12:30 pm that offers both breakfast and lunch meals. Students who receive free lunch received their meals free of charge, while students who are at the reduced rate or full pay rate will be billed accordingly.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional Mental Health Clinician time at both the Elementary and High School	\$65,000	Yes
Pupil Engagement and Outreach	Community Liaison	\$15,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.32%	\$1,657,376

Required Descriptions

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

The District has hired additional teachers and classified staff to support student needs across the District in the area of English Language Arts and Math. These additional teachers are not assigned to one classroom but instead are assigned to support students who are foster youth, homeless, English Learners, and/or socio-economically disadvantaged students as a priority to support these students in meeting their academic goals. Additional Clinicians from GCOE will be checking in with these students as a priority to ensure they're social-emotionally stable and attending to their virtual class lessons. Through support from the Boys and Girls Club staff after school engagement and extra curricular opportunities will be offered virtually with these students in mind first in order to provide them with an outlet and positive opportunity outside of the academic rigor. Para professionals will be utilized to meet with the students who have experienced learning loss in Math and/or English Language Arts.

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

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

HAMILTON UNIFIED SCHOOL DISTRICT RETURN TO SCHOOL FRAMEWORK

DRAFT PRESENTED TO HUSD SCHOOL BOARD: JUNE 24, 2020;
APPROVAL BY HUSD SCHOOL BOARD: JULY 22, 2020



HUSD RETURN TO SCHOOL ESSENTIAL POINTS:

- ✓ **CALENDARS** School will begin on August 11th with Distance Learning.
- ✓ **RETURN TO SCHOOL** Once allowed by Governor Order, based on County Health Data, decision will be made the 3rd Monday of each month with expectation to initially return with Blended Model or (upon parent requests) Independent Study.
- ✓ **HEALTH AND SAFETY** Parents will monitor their child for Flu symptoms before leaving home; School will visually and verbally screen once student arrive on campus or are picked up by school transportation.
- ✓ **MASKS** Masks are mandated by Governor Order to be worn by all staff and students upon entry to school facilities.
- ✓ **NUTRITION** Breakfast and Lunch nutrition services will be provided through Grab-and-Go sack meals.
- ✓ **CLEANING & DISINFECTING** Significant efforts are underway to increase custodial staff and increase daily cleaning and disinfecting.
- ✓ **ILLNESS PROCEDURES** Explicit procedures are in place following California Department of Public Health COVID-19 Framework.
- ✓ **TRANSPORTATION** Seating will be established to provide maximum distance between students. Students should social distance while waiting for bus.
- ✓ **NO SCHOOL VISITORS** Anyone required to enter the school building must remain in a dedicated location and sign in. Masks will be required at all times by visitors.

GUIDING DOCUMENTS:

- Hamilton Staff and Parent Survey Results
- Hamilton Unified Leadership Committee (HULC)
- Pandemic Plan for Learning and Safe Schools
- Glenn County COVID-19 Recovery & Reopening Plan
- California Department of Public Health COVID-19 Industry Guidance: Schools and School-Based Programs
- California Department of Education: Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools
- California School Board Association: Uncertain Road Ahead--Reopening Schools in the Time of COVID 19



REOPENING SCHOOL AT A GLANCE

FACILITY & TRANSPORTATION PREPARATIONS	STUDENT HEALTH & SAFETY PLAN:	STAFF, STUDENT, & PARENT EDUCATION	STAFF & STUDENT HEALTH MONITORING	LEARNING SUPPORTS
<ul style="list-style-type: none"> • All CDE and Health Department Guidelines will be followed. • All school facilities will be cleaned and disinfected daily. • Physical barriers may be installed where social distancing not possible. • Social distancing will be required for all school transportation. • Additional staff will be hired to clean/disinfect and support social distancing/supervision of students. 	<ul style="list-style-type: none"> • Survey data and district meetings allowed families and staff to provide input on return to school plans, policies, and concerns. • All students will be provided a cloth face covering and <u>3-12 grade students will be required to wear it throughout the school day.</u> • All staff will be provided a face covering and <u>will be required to wear it</u> when interacting with students and groups. • All school lunches will be pre-packaged. • Future guidance will be based on forthcoming 	<ul style="list-style-type: none"> • Cleaning and disinfecting supplies will be provided in all classrooms and common areas to all staff members. • Staff and students will be trained on proper hand washing and other hygiene techniques. • Parents will be provided information on hygiene recommendations and symptoms of illness. 	<ul style="list-style-type: none"> • Verbal/visual check of all staff and students will be conducted upon entering school daily. • Temperature checks will be conducted on individuals students showing signs of illness. • Staff will be trained to recognize signs of illness. • Families will be notified when a student or staff member has tested positive for COVID-19. • Office staff will designate separate space for students who are ill. • Access to school volunteers and visitors will be limited. 	<ul style="list-style-type: none"> • Multiple Learning environments will be offered. • All 6th-12th Grade students will have Chromebooks checked out for school and home use. • All TK-5th grade students will have classroom sets of devices • Families in need of reliable, high speed internet, will be provided wireless hotspots. • Site based counseling services will be provided.

RETURN TO SCHOOL CORE PRINCIPLES

- Principle #1: Health and Safety of Staff, Students, and Parents
- Principle #2: Adaptable and High Quality Instruction
- Principle #3: Equitable Academic Supports for All Students
- Principle #4: Ongoing Social-Emotional & Mental Health Support



PRINCIPLE #1: HEALTH AND SAFETY OF STUDENTS, PARENTS, AND STAFF

Overarching Considerations:

- Staff and Student Health and Well being are at the forefront of our decision making.
- The State Pandemic Plan for Learning and Safe Schools will be followed.
- The Glenn County COVID-19 Recovery & Reopening Plan will be followed.
- The District needs to take appropriate proactive and precautionary measures to protect students, staff, and the community of Hamilton City.
- Glenn County will be consulted throughout our return to school process.
- Professional Development for teachers is a focus to support student health and safety.
- Parents need to play an important role in pre-screening for illness.
- Students need the tools to understand how virus are spread and steps they can take to lessen their likelihood of becoming ill.



PRINCIPLE #1: HEALTH AND SAFETY OF STUDENTS, PARENTS, AND STAFF

Staff

Focus on training and additional student supports:

- Provide disinfecting supplies in classroom and training on proper use before first student attendance day.
- Provide screening criteria for staff to use for verbal/visual check of students as they enter campus and classroom.
- Hire of additional staff focused on disinfection of surfaces, common areas, and classrooms.
- Schedule cleaning in throughout the day in classroom and work spaces.
- Develop plan that ensures physical distancing in their work environment.
- Provide facial covering for all staff members.



PRINCIPLE #1: HEALTH AND SAFETY OF STUDENTS, PARENTS, AND STAFF

Students

Focus on Personal and Classroom Hygiene:

- Instruction on proper hygiene, social distancing, and understanding symptoms of illness.
- Provide hand sanitizer in all classrooms.
- Provide cloth mask for all students and have masks available for all students.
- Post reminders throughout campus (inside and outside) of proper hygiene practices.
- Schedule for regular use of hand sanitizer or hand washing:
 - Entering campus or school bus
 - Entering and leaving shared areas



PRINCIPLE #1: HEALTH AND SAFETY OF STUDENTS, PARENTS, AND STAFF

Parents

Focus on Pre-Screening and Education:

- Provide active and passive screening criteria to use before sending their child to school.
- Provide training on symptoms of illness, what to do if child ill, and resources for support.
- Create list of hygiene and classroom items students should have when coming back to school.
- Ongoing and timely communication from school and district regarding health and safety matters.



PRINCIPLE #2: ADAPTABLE AND HIGH QUALITY INSTRUCTION

Overarching Considerations:

- HUSD will follow all State and Federal Guidelines to ensure the highest quality education for our students.
- Direct contact with teachers and classmates as often as safely possible.
- Provision of high quality educational resources regardless of mode of instruction.
- Accountability for completion of work, specifically at the Jr. High and High School Levels.
- Ongoing teacher, parent, and student collaboration and communication to support student learning.
- Ability to quickly adapt to changing health and safety needs of whole school, single classroom, or individual student.



PRINCIPLE #2: ADAPTABLE AND HIGH QUALITY INSTRUCTION

- Full Return to School (with health and safety measures):
- Blended Model Return to School (with health and safety measures):
 - Will be utilized if required to reduce daily students on campus by 50%.
- Distance Learning Model:
 - Will be utilized only **IF** required to continue to have campus closed.
- Independent Study Model:
 - Voluntary for students who do not wish to attend in person classes.



PRINCIPLE #2: ADAPTABLE AND HIGH QUALITY INSTRUCTION

Full Return to School:

- All students will attend school daily.
- All health and safety precautions will be followed.
- All 6th-12th grade students will have Chromebooks checked out to take home daily.
- All TK-5th grade students will have assigned devices in the classroom that will only be used by individual student.
- T-mobile internet hotspots will be provided to households that do not have reliable access to high speed internet.



PRINCIPLE #2: ADAPTABLE AND HIGH QUALITY INSTRUCTION

K-5 Blended Model Return to School:

- Will be utilized only **IF** required to reduce campus capacity by 50%.
- TK-5th grade students will be split in AM/PM sessions by households to the best of the districts ability.
- Monday-Thursday:
 - AM Session: 8:10-11:00
 - Cleaning: 11:00-12:10
 - PM Session: 12:10-3:05
- Friday will be used for Intervention/Enrichment and Teacher Preparation.
- Student attendance will be monitored.
- All Health and Safety precautions will be followed.
- All classrooms and school facilities will be cleaned between sessions.



PRINCIPLE #2: ADAPTABLE AND HIGH QUALITY INSTRUCTION

6-12 Grade Blended Model Return to School:

- Will be utilized only **IF** required to reduce campus capacity by 50%.
 - 6th-12th grade students will be split by households to the best of the districts ability.
 - “A” Session:
 - Week 1: Monday/Wednesday/Friday
 - Week 2: Tuesday/Thursday
 - “B” Session:
 - Week 1: Tuesday/Thursday
 - Week 2: Monday/Wednesday/Friday
 - Students will attend all classes when at school
 - Student grades and attendance will be monitored.
 - All Health and Safety precautions will be followed.
- All classrooms will be cleaned between periods and school facilities will be cleaned nightly



PRINCIPLE #2: ADAPTABLE AND HIGH QUALITY INSTRUCTION

Distance Learning Model:

- K-5 will follow the Blended Learning Model
- 6th-12th grade students will follow their full return to school schedule, but through Zoom and other educational technology platforms.
- Will be utilized only **IF** required to continue to have campus closed.
- Friday will be used for Intervention/Enrichment and Teacher Preparation.
- Student accountability measures will be in place including the ability to earn A-F grades, Credit, and No Credit for failing course expectations.
- Student attendance will be monitored.
- In-person small group instruction may be allowed.
- All health and safety precautions will be followed.



PRINCIPLE #2: ADAPTABLE AND HIGH QUALITY INSTRUCTION

Independent Study Model:

- Voluntary for students who do not wish to attend in person classes.
- Parent will be responsible for primary instruction under supervision of certificated teacher.
- Student **MUST** show ongoing growth in all academic areas.
- Weekly/Monthly check-in with a certificated teacher will be mandatory.
- In-person Small Group Instruction may occur.



PRINCIPLE #3: EQUITABLE ACADEMIC SUPPORT FOR ALL STUDENTS

Overarching Considerations:

- Equitability of resources for ALL students
- Equitability of services for ALL students:

Support Plan:

- All 6th-12th grade students will have Chromebooks checked out to take home daily.
- All TK-5th grade students will have assigned devices in the classroom that will only be used by student.
- Internet hotspots will be provided to families that do not have reliable access to high speed internet.
- Students with disabilities, learning differences, or are struggling academically, small group and one-on-one support will be provided virtually or, if allowed by Glenn County Public Health, in small groups.
- Students, parents, and teachers will continue to use, and be instructed on how to use, various digital platforms including: Google Classroom, Zoom, Aeries Online, and the HUSD mobile app.



PRINCIPLE #4: ONGOING SOCIAL-EMOTIONAL & MENTAL HEALTH SUPPORT

Overarching Considerations:

- Trauma support needs to be in place and available for all students, families, and staff.
- District should provide site-based and individualized support as needed.

Support Plan:

- Site Based Counseling Services will be available daily to all students.
- Mental Health Resource Guide will be published providing district, county, and regional support programs for individuals and families.
- Teacher Training on Social-Emotional and Mental Health supports.
- Frequent “check-ins” with students and appropriate follow-up.



COVID-19 SURVEY RESPONSE DATA

Survey Data Collection Method:

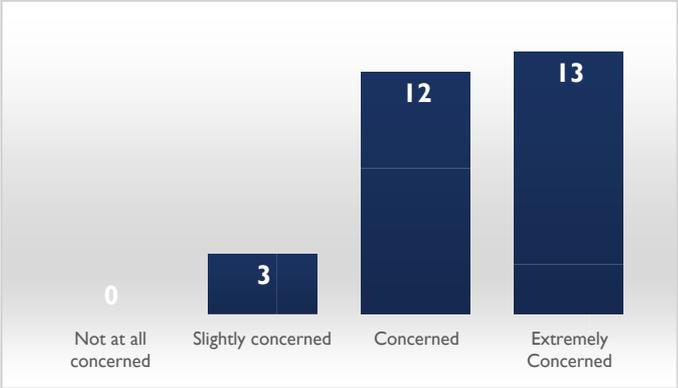
- Survey data was collected in May and June of 2020:
- Online entry via Google Forms, paper survey, and face to face data collection.
- Staff Survey Responses: 38 responses
- Parent Survey Responses: 42 individual responses



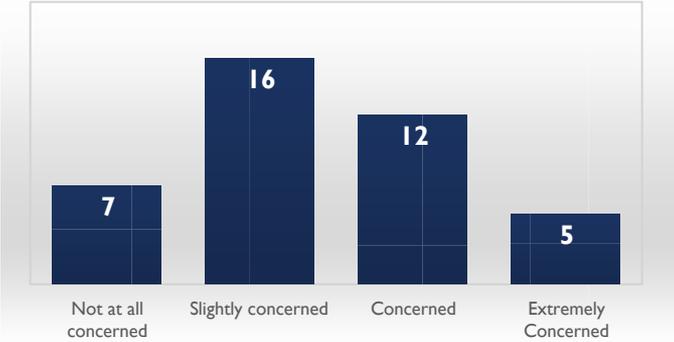
COVID-19 SURVEY RESPONSE DATA

Concern for Student Learning Loss due to COVID-19:

Staff Response



Parent Response



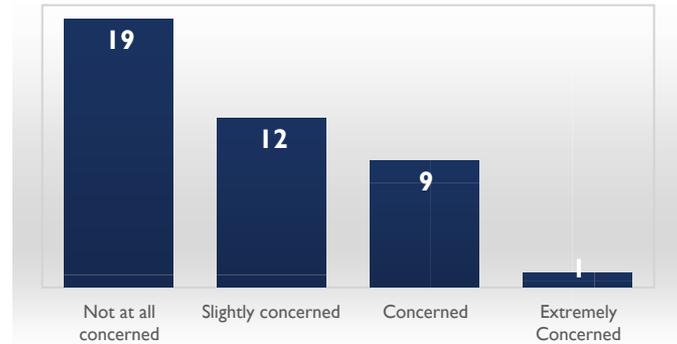
COVID-19 SURVEY RESPONSE DATA

Concern for Student Social/Emotional Well Being due to COVID-19:

Staff Response



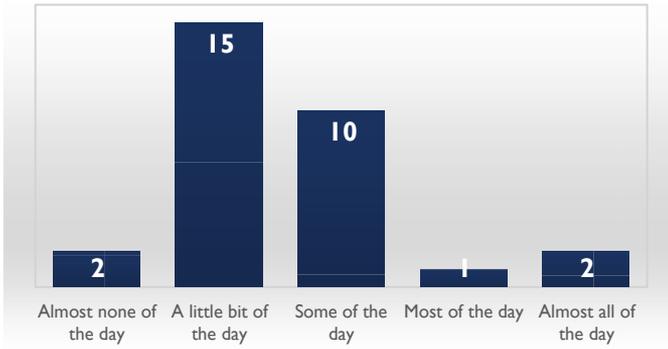
Parent Response



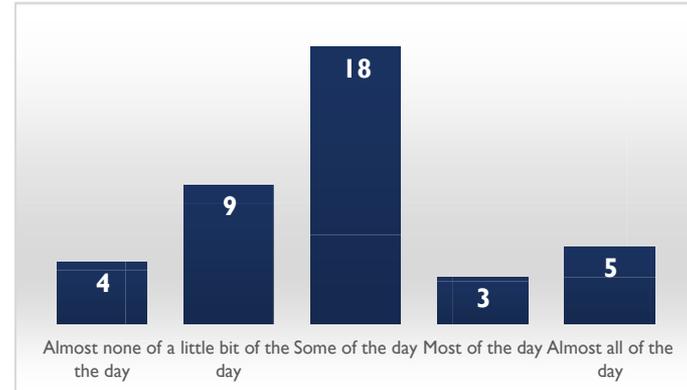
COVID-19 SURVEY RESPONSE DATA

Student Participation in Learning during COVID-19 Closure:

Staff Response



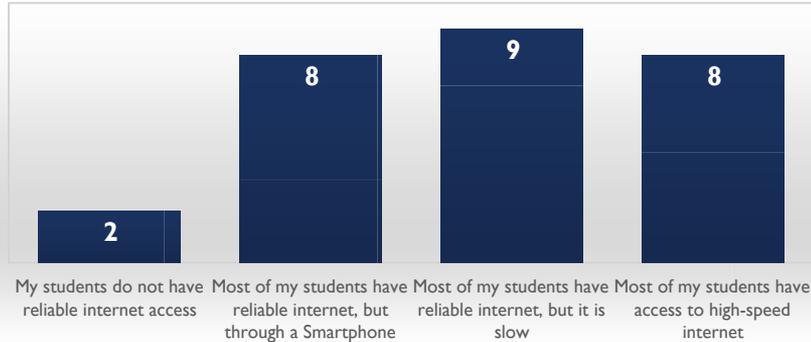
Parent Response



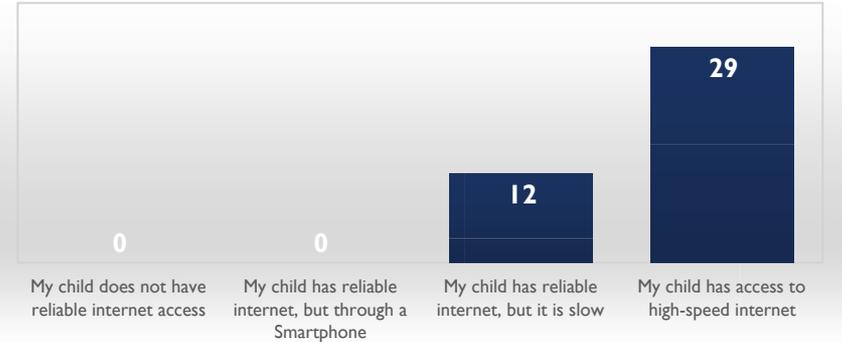
COVID-19 SURVEY RESPONSE DATA

Type of Home Internet Access:

Staff Response



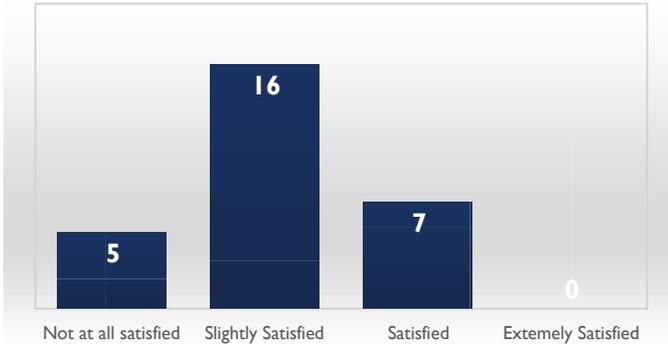
Parent Response



COVID-19 SURVEY RESPONSE DATA

Communication during COVID-19 Closure:

From Parent to Staff



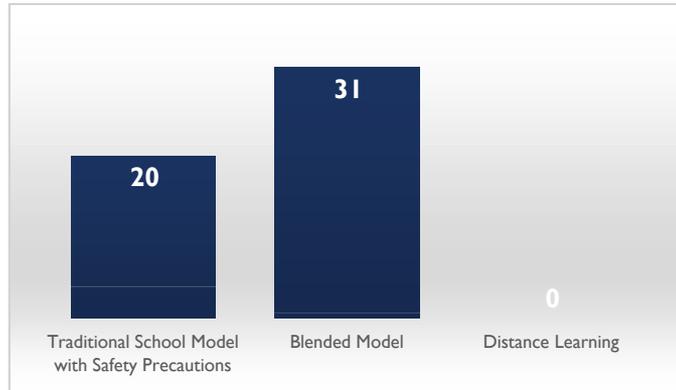
From Staff to Parent



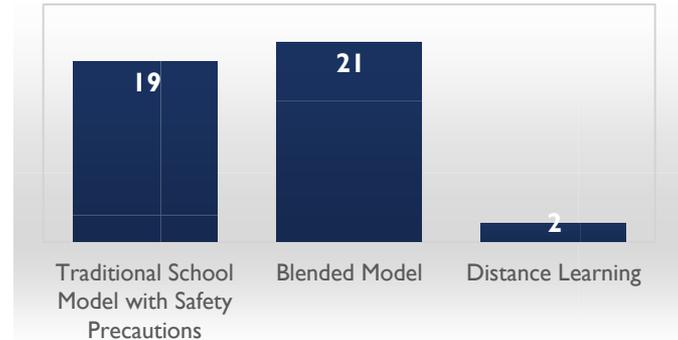
COVID-19 SURVEY RESPONSE DATA

Return to School Preferred Model:

Staff Response



Parent Response



COVID-19 SURVEY RESPONSE DATA

Staff Concern for Personal Safety:

