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COVID-19 Challenges

On March 4, 2020, the Governor of California, Gavin Newsom, declared a state of emergency to prepare for the spread of COVID-19. District administration directed sites to begin preparing for distance learning in the event of potential school closures and directed custodial staff to focus on disinfecting areas of high traffic throughout district buildings.

On March 13, 2020, Hesperia Unified School District (HUSD) made the decision to close schools due to the COVID-19 pandemic after consulting with the San Bernardino County Superintendent of Schools and the San Bernardino County Department of Public Health, and following the executive order of Governor Gavin Newsom. Initially, with only one week before Spring Break, the district aspired to reopen on or about April 1st. On March 16, 2020, Nutrition Services began serving meals at three locations: Cedar Middle School, Hesperia High School, and Sultana High School. On March 18, 2020, learning resources were provided on the district website for grades TK -12, including resources for special education and English learners. Employees termed “essential” for the purposes of maintaining district operations continued to report to work during this time.

On March 19, 2020, Governor Newsom issued a “stay-at-home” order and an emergency board meeting was called. The board acted to approve a resolution delegating authority to the superintendent to take necessary action to protect students and staff from the spread of the COVID-19. Plans were made to distribute Chromebooks to elementary students (secondary students were already in possession of their Chromebooks) on April 2nd and 3rd, with distance learning beginning on April 6th. Meanwhile, in consultation with the San Bernardino County Superintendent of Schools and the San Bernardino County Department of Public Health, the decision to keep sites physically closed and provide distance learning for the remainder of the school year was made on April 1, 2020.

Meals continued to be provided to families, professional development was provided to teachers, district-level staff met regularly with site administration via video conferencing, virtual graduations were developed and drive-through diploma ceremonies were conducted, and district business continued to the best of its abilities. In preparation for the 2020-21 school year, three task forces were assembled to develop a continuum of options to open the new school year. This document summarized the findings from each of the task forces, as well as other committees engaged in safety and pandemic response. As the COVID-19 Pandemic developed, this document was updated addressing guidance and guidelines as released by the state.

On July 17, 2020 Governor Newsom announced new guidelines requiring counties be off the State’s COVID-19 watch list for 14 consecutive days before resuming in-person class instruction. On August 3, 2020 the California Department of Public Health (CDPH) released the In-Person Learning Elementary Education Waiver Process. On August 24, 2020 the CDPH issued cohort guidance. HUSD is developing plans and applications to address the new guidelines.
2020 School Planning Introduction

The health and safety of our students, staff, and families are of the utmost importance. As COVID-19 continues to change our collective landscape, our schools will work together to leverage resources, share best practices, and advocate for regulatory flexibility, including state and federal waivers to enable us to provide the best possible programs for all students. Hesperia Unified School District is fully committed to working together to prepare for the reopening of schools for the 2020-21 school year. In doing so, committees were organized with the purpose of addressing safety and the pandemic. Moreover, three task forces were assembled to develop a continuum of options to open schools in the 2020-21 school year. Each option sharply focuses on academic instruction to enhance student performance, as well as athletics and extracurricular activities to support the physical, mental, and social well-being of our students.

This document is a summary of the findings from each of the task forces, as well as other committees engaged in safety and pandemic response, utilizing information and guidance available as of September 24, 2020. Furthermore, this document has been developed with input from the San Bernardino County Department of Public Health. These options are subject to change as public health guidelines are updated. It is important to note HUSD may engage in one or a combination of instructional options and, as new information becomes available about health and safety, may transition to a different option.

The three options are as follows:

**DISTANCE LEARNING**
Maximize student learning, reduce the negative impacts of school closures, and prevent the spread of COVID-19 in a distance learning format should pandemic circumstances require continued distance education or if circumstances called for school closures during any part of the 2020-21 school year.

**BLENDED LEARNING**
Maximize student learning, reduce the negative impacts of school closures, and prevent the spread of COVID-19 through a blend of on-line and in-person learning should distancing requirements limit the number of students on a school site at any given time.

**IN-PERSON LEARNING**
Maximize student learning, reduce the negative impacts of school closures, and prevent the spread of COVID-19 in the full reopening of schools.
Acknowledgements

The Hesperia Unified School District 2020-2021 School Year Planning Guide was created with guidance and input from three task forces: Distance Learning, Blended Learning, and In-Person Learning.

Members of the committee include:

**DISTANCE LEARNING**
- Amanda Arceo
  Coordinator Educational Services
- Shannon Earath
  Elementary Principal
- James Elgan
  Elementary Principal
- Jenifer Calderon
  Secondary Assistant Principal
- Theresa Kallenberger
  Elementary Principal
- Paula Kondratko
  Instructional Coach, HTA Rep.
- Elaine Nelson, Ed.D.
  Coordinator Special Services
- Nichole Rodriguez
  Secondary Assistant Principal
- Michael Tepner
  Director Information Technology

**BLENDED LEARNING**
- Aaron Atkins
  Secondary Teacher
- Elizabeth Bell
  Elementary Teacher
- Alicia Bonnett
  Secondary Principal
- David Cain
  Instructional Coach
- Mike Capps
  Secondary Principal
- Alex Cristales
  Director Educational Services
- Melissa King
  Secondary Teacher
- Jason Kleber
  Secondary Teacher
- Eric Land
  Elementary Principal
- Garrett Mansfield
  Special Education Teacher
- Joseph Martinez
  Secondary Assistant Principal
- Teri McCollum
  Coordinator Special Services
- Robert McCollum
  Assistant Superintendent
- Teriño Muzquiz
  Elementary Teacher
- Kristine Phillips
  Secondary Teacher
- McKenzie Tarango, Ed.D.
  Coordinator Educational Services
- Valerie Turpen
  Director Educational Services

**IN-PERSON LEARNING**
- Scott Ahlgren
  Secondary Principal
- Dennis Canady
  Secondary Teacher, HTA Rep.
- Adam Estrada, J.D.
  Assistant Director, Risk Mgmt.
- Matt Fedders, J.D.
  Director Special Services
- Christa Laureretta
  Attendance Clerk
- Matt Machado
  Director Maintenance & Operations
- Brenda Harris-Mague
  Nurse
- Chris Mauger
  Elementary Principal
- Isaac Newman-Gomez
  Director Student Services
- David Olney
  Superintendent
- Ruben Ortega
  Supervisor Maintenance & Operations
- Alicia Rodriguez
  Elementary Teacher
- Michelle Smith
  Director Educational Services
- Jeremy Topete
  Secondary Teacher
- Shauna Warnock
  Director Risk Management
- Arlene Yanes
  CSEA Representative
- Jovy Yankaskas
  Deputy Superintendent

Consultation From:
- Business Services
- Nutrition Services
- Personnel Services
- Transportation
**GENERAL INFORMATION**

**Hesperia Unified School District Operations**

- **Incident Commander** - David Olney, Superintendent
- **Liaison Officer** - Jovy Yankaskas, Deputy Superintendent
- **Public Information Officer** - Robert McCollum, Assistant Superintendent
- **Safety Officer** - Isaac Newman-Gomez, Director of Student Services
- **Situation and Resources** - Steve Hinojos, Chief of Police
- **Distance Learning Lead** - Amanda Arceo, Coordinator of Staff Development
- **Blended Learning Lead** - Valerie Turpen, Director of Elementary Education
- **School Reopening Lead** - Michelle Smith, Director of Secondary Education
- **Special Education Lead** - Matt Fedders, Director of Special Services
- **Risk Management Lead** - Shauna Warnock, Director of Risk Management

**Government Agencies**

<table>
<thead>
<tr>
<th>San Bernardino County Superintendent of Schools:</th>
<th>(909) 386-2406</th>
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<tbody>
<tr>
<td>Barbara Alejandre, Chief Intergovernmental Relations Officer</td>
<td></td>
</tr>
<tr>
<td>San Bernardino County Department of Public Health:</td>
<td>(909) 387-9146</td>
</tr>
<tr>
<td>Corwin Porter, Director</td>
<td></td>
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<tr>
<td>California Department of Education</td>
<td>COVID19@ cde.ca.gov</td>
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<tr>
<td>California Department of Public Health</td>
<td>(833) 544-2374</td>
</tr>
<tr>
<td>Center for Disease Control</td>
<td>(800) 232-4636</td>
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**Guiding Documents**

- California Department of Public Health - [COVID-19 Industry Guidance: Schools and School-Based Programs](#)
- California Department of Education - [Stronger Together – A Guidebook for Safe Reopening of California’s Public Schools](#)
- San Bernardino County - [COVID-19 Containment Plan](#)
- Assembly Bill 77 [Education Finance: education omnibus budget trailer bill](#)
- California State Government - [COVID19.ca.gov](#)
- California Department of Public Health - [Guidance for the Use of Face Coverings](#)
- San Bernardino County Readiness and Reopening Plan - [May 22, 2020](#)
- San Bernardino County COVID-19 Response Guidance for K-12 Schools – [August 2020](#)
The purpose of Option I: Distance Learning, is to provide a means to meet the academic and social-emotional needs of our students during which time access to campus is restricted. We acknowledge distance learning cannot substitute for daily in-person instructional programs, but also recognize the need to maintain the health and safety of our students, staff and community. We are committed to partnering with our families and community to make the best possible learning experiences when this format is necessary.

HEALTH & SAFETY OF STUDENTS AND STAFF
Following the guidelines of the Centers for Disease Control and Prevention (CDC), California Department of Education (CDE), California Department of Public Health (CDPH), the World Health Organization (WHO), and San Bernardino County Department of Public Health (SBCDPH), distance learning will be utilized in the event it is the best option available to address the health and safety concerns presented by the COVID-19 pandemic.

Facilities: The Administrative and Educational Support Center (AESC) and all school sites will remain open to staff members as well as for essential services for students and families. All facilities will be cleaned and disinfected daily, with special attention to frequent touchpoints such as door handles and light switches. Soap dispensers or hand sanitizers will be accessible in all restrooms and high traffic areas. To prevent the spread of COVID-19, access to drinking fountains may be restricted.

Campus Access/Visitors: Campuses will be available for essential services. Staff will work from their assigned work sites as they provide distance learning unless a local governmental order necessitates otherwise.

Staff and Student Precautionary Measures:

Health Screenings: In alignment with the California Department of Public Health’s COVID-19 Industry Guidance: Schools and SchoolBased Programs, and The Centers for Disease Control and Prevention (CDC) staff will be expected to be vigilant in daily self-assessing for possible symptoms of illness. If experiencing one or more of the identified COVID-19 symptoms, staff must stay home from work until symptom-free, without medication, for 24 hours, and at least 10 days have passed since symptoms first appeared. In the event that students and/or parents are visiting campus during Distance Learning, they will also be expected to have self-assessed their health status and will be asked not to enter in the event of one or more symptoms. Further details may be found in Appendix C: Hesperia Unified School District Emergency Operations Plan, 2020 – 2021 Pandemic Addendum, and Appendix D: HUSD COVID-19 Response Procedures for Employees.

Hygiene Practices and Use of Personal Protective Equipment: While on any District site, staff and visitors will be expected to wear a face covering as required by the Department of Public Health and/or local guidelines. Additionally, regular washing of hands, avoiding touching the face, and avoiding sharing of any items is recommended. The reception areas of all campuses will be equipped with protective shields.
Social Distancing: Any staff, student, or community member on campus will be expected to maintain six-feet physical distancing as practicable.

Response to a Case: If a staff member suspects or tests positive for COVID-19, the guidelines found in Appendix C: HUSD COVID-19 Response Procedures for Employees will be followed. If a student suspects or tests positive for COVID-19 students are not to return until they have met CDC criteria to discontinue home isolation. For additional resources or information staff and families are encouraged to reach out to district LVNs and/or RNs.

Meals, Outside Activities, & Other: During distance learning, Nutrition Services will provide meals to students at central locations throughout the community. At which time students can pick up meals at the designated site during the designated day and time as posted on hesperiausd.org and shared on social media outlets. If you have any questions or concerns regarding student meals, please contact the Nutrition Services Department at 760-948-1051, ext. 7909.

Transportation: There will be limited transportation in Option I: Distance Learning, as access to school sites will be restricted. On a case-by-case basis certain populations will have access to transportation for on-site intervention, enrichment, and/or cohort purposes. In the event transportation is provided, students may be expected to social distance and wear face coverings as required by the Department of Public Health and/or local guidelines. Physical distancing safeguards are discussed in further detail in Appendix B under Bus/Transportation Guidance. HUSD will work with First Student to identify the best strategies for each route. Transportation eligibility is established in HUSD’s Administrative Regulation 3541(a).

INSTRUCTIONAL PROGRAMS

In preparing today’s student for tomorrow’s world, HUSD is committed to developing deep levels of literacy through the 6 Cs and innovation. HUSD will offer distance learning through a variety of delivery methods as appropriate for individual needs. Distance learning opportunities may include video, audio, and/or written instruction in which the primary mode of communication between the student and teacher is online interaction, asynchronous video (rerecorded), synchronous video (using Zoom or Google Meets), and other instruction that relies on computer or communications technology. Distance learning may also include the use of print materials with written or oral feedback. HUSD has identified a “Core 4” of instructional tools and methods for distance learning. The Core 4 will be supported through training and professional learning.

Core 4:
- Platform for learning: Google Classroom
- Synchronous learning tools: Google Meet and Zoom
- Asynchronous learning tools: YouTube, My VR Spot, and ScreenCastify
- Organizational tool: Google Drive

In order to inform instruction and gauge student learning during the course of distance learning, it is important to consider and solidify a systematic cycle of assessments, including initial screenings and formative and summative assessments. For data to lead to meaningful change in student outcomes, teachers and administrators will have designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. This will aid in informing instruction for all students, including
those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness.

Schedule/Format: A consistent daily schedule is important to support student well-being. It is recommended that a daily routine is followed to provide for consistency, familiarity with routines and opportunities for one or teachers to connect with their learners. The recommended online learning for an elementary student is between 1-2 hours, middle school students 2-3 hours, and high school students 3-4 hours per a scheduled school day. Middle school and high school teachers could utilize a pattern schedule to ensure the student is focusing on specific courses each day. For example, Monday and Wednesday would be new learning for Math and Social Studies, while Tuesday and Thursday would be new learning for English and Science and Friday would be a focus on PE and electives. Another option would be block schedule. Monday and Thursday would focus on periods 1,3 and 5 while Tuesday and Friday would focus on periods 2, 4, and 6. Wednesday would be utilized as a planning day, office hours and reteach.

Attendance and Engagement: Attendance will be recorded in Infinite Campus and tracked by assignments and weekly synchronous contact. Attendance will be gathered in several different ways. Students’ login access to Google Classroom will indicate attendance. Completion of assignments may also be used as an indication of attendance. Other means of checking attendance for younger students will be communicated to parents via email or phone and they will require parent partnership.

When a student is absent or has not participated for three days in a given week, the following tiered reengagement plan will be followed:

**Tier 1:** The teacher will attempt to contact the student and family via phone and email.

**Tier 2:** If unable to reengage the student, the teacher will refer the case to administration. The administrator, counselor, and/or other support staff will attempt to connect with the family via phone, email, and a letter home.

**Tier 3:** If the school site office staff is still unable to reengage the student, the case will be referred to Student Services. The Student Services team, through their HELPS program, will enlist the attendance review board and school social worker to attempt to connect with the family via phone, email, and a letter home.

**Tier 4:** If the attempts to reengage the student have still been unsuccessful, the Student Services team will enlist the support of the HUSD Police Department for a family wellness check.

**Student Support:** Understanding school closures may have impacted the progression of student learning referred to as the COVID-19 slide, HUSD will take steps to ensure distance learning opportunities are available and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers may use multiple methods of providing instruction to meet student needs such as in-person one to one, small groups, or phone calls.
intervention. All online programming and internet content shall meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies.

**English Language Learners:** English learners will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish this, all English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]). The guiding principles identified in the California English Learner Roadmap Policy will guide the implementation of distance learning instruction. HUSD will provide language instruction services to English learners through designated and integrated ELD to enable their meaningful participation. These practices may include remote instruction, telephone calls, meetings held on digital platforms, supplemental physical or virtual resources, online options for data tracking, and documentation of services, supports, and accommodations provided, instructional packets, or assigning projects and written assignments to English learners. If you have any questions or concerns regarding English Language Learners, please contact the PK-12 Programs & Monitoring Office at 760-244-4411, ext. 7263.

**Special Education:** Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. HUSD staff will work with each family and student to determine what Free Appropriate Public Education (FAPE) looks like for each student and family during COVID-19 as it may be different from the IEP developed pre-COVID-19. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction. Additional information regarding special education can be found in Appendix G or click here. If you have any questions or concerns regarding special education services, please contact the Special Services Office at 760-244-4411, ext. 7209.

**Homeless and Foster Youth:** Through the District Liaison and the District Social Worker, the needs of homeless and foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently and formerly in foster care and that have experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. HUSD will support students experiencing homelessness by delivering resources to students who lack transportation to pick them up. Equally important, HUSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities, whether online or in-person. HUSD is committed to providing Homeless and Foster Youth students access to mental health providers to support students virtually and/or on-site at schools. Students and their caregivers will be provided with information, resources, and/or support for social and emotional well-being, trauma-
informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments. If you have any questions or concerns regarding Homeless or Foster Youth students, please contact the Student Services Office at 760-244-4411, ext. 7233.

Other Student Populations: Consideration will be given to other student populations and their unique learning needs. Groups of students may need to meet in small groups for instruction and support. This may include Transitional Kindergarten as well as Kindergarten, and others as identified. Bussing accommodations will be provided, as possible for these in-person interventions.

Auxiliary Programs:

Preschool: Preschool programs will support students through online learning and availability of printed materials. Virtual instruction will be provided Monday through Thursday. Teachers will contact students who do not have access to a device via phone and/or secure a device for the student. Parents will be provided guidance and support for assisting their children at home. Newsletters will be sent to families to provide support, resources, fun/creative family activities, and valuable information. If you have any questions or concerns regarding preschool, please contact the Family Resource Center at 760-244-4411, ext. 6776 or ext. 6777.

Adult Education: Hesperia Adult School will continue to provide courses for the community through a primarily online format. Contact (760) 244-1771 for details.

Dual Enrollment and Early College Academy: All Victor Valley College and Barstow College courses will be conducted virtually, through an online learning format at this time.

Technology Use/Devices: All HUSD students are learning to become safe, ethical, and responsible digital citizens. HUSD recognizes that schools and families both play a role in helping children develop the skills and behaviors needed to make positive contributions to the online community. During distance learning, parents and caregivers will play a critical role in monitoring and mentoring their children as they use technology to learn with others online. Students are expected to use district technology responsibly in accordance with the district’s Acceptable Use Agreement. Common Sense Media will be utilized as a resource for staff, students, and families in learning and teaching about digital citizenship. All students will be issued a device for distance learning. Free WIFI is accessible in the parking lot of each school, a map of best locations is located on the district website. Social distancing safeguards are applicable while utilizing free WIFI in district parking lots. If you have any questions or concerns regarding technology use and or devices, please contact the Information Technology Department at 760-244-4411, ext. 8285.

Athletics and Extra-Curricular Activities: As schools reopen, students will be able to return to athletics and extra-curricular activities as allowable based upon the health and safety guidelines in place at the time. A tiered approach to the return to athletics has been developed and can be
found in Appendix B: *HUSD Emergency Plan 2020-21 Pandemic Addendum*. During distance learning, all large gatherings and social events are to be postponed.

**PARENT AND COMMUNITY ENGAGEMENT**

**Family Resource Center:** The mission of the Family Resource Center is to build stronger, healthier families by offering content that educates, informs and inspires people to achieve immediate and lasting change in their lives and providing supportive services to empower and strengthen our community. The center is to provide parent education classes as well as connections to local resources and programs. For more information on services provided, call (760) 244-4411 ext. 6776 or visit the website at [www.husdfamilyresources.org](http://www.husdfamilyresources.org).

**Passive Screening:** In accordance with the *CDE Safe Reopening Guidelines*, parents are requested to screen students before leaving for school (check temperature to ensure temperature is below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19. Parents of sick students are asked that students not return until they have met [CDC criteria to discontinue home isolation](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/about.html).

**Communication:** HUSD is committed to trust and transparency through active and continual two-way communication with clear, consistent, and specific communication protocols at the site and district level. As we prepare to safely reopen schools and proceed into the 2020-21 school year, HUSD will utilize personalized and automated phone and email communication methods, hesperiausd.org, and social media outlets to communicate critical information and ongoing updates with families and the community at large. In accordance with *Section 11310 of Title V California Code of Regulations*, HUSD will provide communications in English and Spanish to meet the needs of stakeholders. In addition, HUSD recognizes because parents may have children enrolled in multiple schools across districts, it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent in engaging parents and the community as partners in learning.

**STAFF SUPPORT**

**Professional Learning:** Staff will be supported in providing effective teaching and learning in a distance learning environment. Professional learning opportunities may include the use of technology to accelerate or enhance learning, the Core 4, social and emotional learning, as well as district and site focus. HUSD has a professional development website to provide easy to access and bite-size PD for teachers, click [here](http://www.husdfamilyresources.org) to access the website.

**Grading:** Distance learning will be used for providing instruction in new materials for academic advancement. Therefore, work will be collected, feedback will be provided, and grades will be issued. Feedback is the key to student mastery of essential learning targets and content knowledge, not just assignment completion. Grading of distance learning assignments and assessments of end-of-course knowledge and understanding of the subject matter shall be consistent with district policy on grading for equivalent courses. In accordance with *HUSD BP 5121(a)*, teachers will continue with appropriate and effective grading practices. In developing grading frameworks, teachers are encouraged to evaluate essential learning targets. This is done...
by determining targets that are “essential” for student mastery of essential learning targets and evaluating the students’ content knowledge. For more information see Leading to Change / Effective Grading Practices - Douglas B. Reeves and Tips From Dr. Marzano - Formative Assessment & Standards-Based Grading.

SOCIAL & EMOTIONAL SUPPORT
The District recognizes the need to support the whole child. Social and emotional support will be provided first and foremost by the classroom teacher, with teachers being provided professional development in social and emotional learning (SEL) practices during distance learning. Students in need of additional support will have remote access to school counselors, school psychologists, administrators, a social worker, and/or outside agencies. Although school sites are not fully open, essential mental health services through the Student Assistance Program (SAP) at Desert Mountain Children's Center are still available by phone and/or video conferencing systems such as FaceTime, Messenger, or Skype. If a parent is concerned about how their child is emotionally responding to COVID-19 or other issues, they are encouraged to contact Desert Mountain Children’s Center at (760) 552-6700. Hesperia Unified School District has also entered into a partnership with CareSolace as a service provider to help connect students, staff, and families to any mental health and wellness support they may need, both in-person and remotely. The link to this service can be found on the District website.

HESPERIA
UNIFIED SCHOOL DISTRICT

During distance learning, Nutrition Services will provide meals to students at central locations throughout the community. At which time students can pick up meals at the designated site during the designated day and time as posted on hesperiausd.org, Appendix L, and shared on social media outlets.

There will be no transportation in Option I: Distance Learning, as access to school sites will be restricted. On a case-by-case basis certain populations will have access to transportation for on-site intervention, enrichment, and/or cohort purposes.

HUSD will survey students' access to technological devices and the Internet. To the extent possible, the district shall make technical and academic support available to all students. Free WIFI is accessible in the parking lot of each school, a map of best locations is located on the district website.
OPTION II Blended Learning

The purpose of Option II: Blended Learning, is to provide a means to meet the academic and social-emotional needs of our students while social distancing is needed to maintain the health and safety of our students and community. We are committed to partnering with our families and community to make the best possible learning experiences when this format is necessary.

HEALTH & SAFETY OF STUDENTS AND STAFF

Following the guidelines of the Centers for Disease Control and Prevention (CDC), California Department of Education (CDE), California Department of Public Health (CDPH), the World Health Organization (WHO), and San Bernardino County Department of Public Health (SBCDPH), blended learning will be utilized in the event it is the least restrictive manner to deliver instruction.

Facilities: The Administrative and Educational Support Center (AESC) and all school sites will be open to staff, students, and families. All facilities will be cleaned and disinfected daily, with special attention to frequent touch points such as door handles and light switches. Soap dispensers or hand sanitizers will be accessible in all restrooms and high traffic areas. Splash shields will be provided for all reception areas, along with touch-free trash receptacles and visual reminders for illness prevention. Office and classroom furniture will be disinfected daily, with special attention to high traffic areas. To prevent the spread of COVID-19, access to drinking fountains may be restricted.

Campus Access/Visitors: Campuses will be open to students and staff; visitors will be limited to essential visitors.

Staff and Student Precautionary Measures:

Health Screenings: In alignment with the California Department of Public Health’s COVID-19 Industry Guidance: Schools and SchoolBased Programs, and The Centers for Disease Control and Prevention (CDC) staff will be expected to be vigilant in daily self-assessing for possible symptoms of illness. If experiencing one or more of the identified COVID-19 symptoms, staff must stay home from work until symptom-free, without medication, for 24 hours, and at least 10 days have passed since symptoms first appeared. Students, parents, and essential visitors on campus during Blended Learning, will also be expected to have self-assessed their health status and will be asked not to enter in the event of one or more symptoms. Families will be requested to perform illness screening of their students before leaving for school (check temperature, observe for illness symptoms outlined above) and keep students at home if they have symptoms consistent with illness or if they have had close contact with a person diagnosed with COVID-19. Further details can be found in Appendix C: Hesperia Unified School District Emergency Operations Plan, 2020 – 2021 Pandemic Addendum, and Appendix D: HUSD COVID-19 Response Procedures for Employees.
Hygiene Practices and Use of Personal Protective Equipment: While on any District site, staff, students, and essential visitors may be expected to wear face coverings as required by the Department of Public Health and/or local guidelines. Additionally, regular washing of hands, avoiding touching the face, and avoiding sharing of any items is recommended. The reception areas of all campuses will be equipped with protective shields and health offices will have added PPE to protect against illness and infection. Staff, students, and parents will be provided education and training on health screening and healthy hygiene such as proper handwashing, use of face coverings, and proper techniques for preventing the spread of COVID-19 and all illnesses. Schools will develop routines for handwashing at the beginning of the day and after lunch, recess, and restroom breaks.

Social Distancing: Routes will be designated for entry and exit, maximizing the number of entrances and minimizing contact between students, staff, and families. The number of individuals allowed to enter offices at one time may be limited. Classrooms will be arranged to maximize space between students and minimize face to face contact. As much as practicable, student groups will remain in one learning space to reduce movement and interaction. Outdoor spaces will be utilized as much as possible for teaching and learning, as well as staggered lunches and activities.

Response to a Case: If a staff member suspects or tests positive for COVID-19, the guidelines found in Appendix C: HUSD COVID-19 Response Procedures for Employees will be followed. If a student suspects or tests positive for COVID-19 students are not to return until they have met CDC criteria to discontinue home isolation. For additional resources or information staff and families are encouraged to reach out to district LVNs and/or RNs.

Meals, Outside Activities, & Other: Schools will serve meals daily while staggering cafeteria access as necessary to allow for social distancing. Recess will be modified to ensure social distancing which may include limited access to outdoor equipment. Students participating in distance learning or independent study will have access to pick up meals daily. If you have any questions or concerns regarding student meals, please contact the Nutrition Services Department at 760-948-1051, ext. 7909.

Transportation: Transportation will be provided to students in a modified method allowing students to engage in physical distancing on the school bus as practicable. Students may be expected to wear face coverings as required by the Department of Public Health and/or local guidelines. HUSD will work with First Student to identify the best strategies for each route. Physical distancing safeguards are discussed in further detail in Appendix B under Bus/Transportation Guidance. HUSD will work with First Student to identify the best strategies for each route.

INSTRUCTIONAL PROGRAMS
In preparing today’s student for tomorrow’s world, HUSD is committed to developing deep levels of literacy through the 6 Cs and innovation. HUSD will offer blended learning through a variety of delivery methods as appropriate for the individual student, grade level and subject matter. Blended learning is designed to leverage technology in order to accelerate, individualize, and deepen learning through a model whereby students attend in-person classes twice weekly and work remotely the remainder of the
week. Blended learning will provide a platform for teachers to personalize instruction to meet the individual needs of each student through small group learning and online instruction. The framework encourages teachers to deliver direct instruction to students at home where lessons can be paused, repeated, or slowed down for student understanding. Additionally, student independent practice and exploration occurs in the home through various methods. In class, the teacher works with small groups, provides additional targeted instruction, and facilitates student discussions. Wednesdays will be used as a time for students to continue to focus on the learning assignments and reflect on their own learning goals.

In order to inform instruction and gauge student learning during the course of blended learning, it is important to consider and solidify a systematic cycle of assessments including initial screenings and formative and summative assessments. For data to lead to meaningful change in student outcomes, teachers and administrators will have designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. This will aid in informing instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness.

Schedule/Format:

**Preschool:** HUSD will provide access to Preschool for a total of 120 students during the 2020-21 school year. Students will be assigned to an AM or PM session in groups of 8 with one teacher and one assistant assigned to each session. During the course of the session, each student will be assessed for symptoms of COVID-19. Online learning will take place on the days the respective group is at home. If you have any questions or concerns regarding preschool, please contact the Family Resource Center at 760-244-4411, ext. 6776 or ext. 6777.

**TK/K:** Transitional Kindergarten and Kindergarten students may be given the opportunity to attend daily, with half of the students attending class in the morning and the other half attending in the afternoon. This would provide for daily interaction with these young learners while providing for social distancing.

**1st-12th:** Students will report to school on two designated days as assigned, for in-person instruction. On the other days, students will be engaged in enrichment opportunities aligned with academic goals established by the teacher. Below is an example of such schedule.

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In-school M &amp; Th (Full day w/busing)</td>
<td>• In-school T &amp; F (Full day w/busing)</td>
</tr>
<tr>
<td>• Distance learning T &amp; F</td>
<td>• Distance learning M &amp; Th</td>
</tr>
</tbody>
</table>

**Wednesday**

• Teachers maintain school-wide Collaboration Wednesday time
• Students will engage in distance learning
• Optional intervention and/or enrichment on Wednesdays (by teacher invitation only)
• Parent Conferencing time slots
• Site-Guided on this day
• Possible Whole Group SEL Meeting via Virtual Calls
**Special Education**: Students will report to school on two designated days as assigned, for in-person instruction. On the other days, students will be engaged in enrichment opportunities aligned with individual goals established in the student’s Individualized Education Plan (IEP). The teacher is encouraged to meet daily with all students (virtually or in-person) to provide social-emotional support and specialized academic instruction. The district will make every effort to increase the number of school days for students in specialized programs where smaller class sizes allow for increased on-campus opportunities while maintaining social distancing guidelines. When possible, related services (speech, OT, APE, etc.) will be provided to students in-person when the student is on campus for instruction.

**Attendance and Engagement**: For a student’s assigned in-school days, attendance will be recorded in Infinite Campus and tracked in alignment with Board Policy 5113. For the online/at home learning days, attendance may be recorded through assignments submitted and/or other synchronous and asynchronous contact. Absences for illness will be considered excused absences and students and staff are encouraged to stay home when ill.

**Student Support**: Understanding that school closures have impacted the progression of student learning referred to as the COVID-19 slide, HUSD will take steps to ensure opportunities for intervention and remediation are available and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting, students of special populations teachers may use multiple methods of providing instruction to meet student needs such as in-person one to one, small groups, or phone calls intervention.

**English Language Learners**: English learners will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish this, all English learners will receive a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]). The guiding principles identified in the [California English Learner Roadmap Policy](#) will guide the implementation of blended learning instruction. HUSD will provide language instruction services to English learners through designated and integrated ELD to enable their meaningful participation. During the course of blended learning these practices may include: a small group in-person or remote instruction, tutoring, telephone calls, meetings in-person or via a digital platform, supplemental physical or virtual resources, online options for data tracking, and documentation of services, supports, and accommodations provided, instructional packets, or assigning projects and written assignments to English learners. If you have any questions or concerns regarding English Language Learners, please contact the PK-12 Programs & Monitoring Office at 760-244-4411, ext. 7263.

**Special Education**: Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. The IEP is the roadmap for each student with a disability and, in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in blended learning as well as what accommodations and modality of learning allow the greatest access. HUSD staff will
work with each family and student to determine what Free Appropriate Public Education (FAPE) looks like for each student and family during COVID-19 as it may be different from the IEP developed pre-COVID-19. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during both on-campus and distance learning instruction. If you have any questions or concerns regarding special education services, please contact the Special Services Office at 760-244-4411, ext. 7209.

**Homeless and Foster Youth:** Through the District Liaison and the District Social Worker, the needs of homeless and foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently and formerly in foster care and that have experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. HUSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities, whether online or in-person. HUSD is committed to providing Homeless and Foster Youth students access to mental health providers to support students virtually and/or on-site at schools. Students and their caregivers will be provided information, resources, and or support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments. If you have any questions or concerns regarding Homeless or Foster Youth students, please contact the Student Services Office at 760-244-4411, ext. 7233.

**Other Student Populations:** Consideration will be given to other student populations and their unique learning needs. Groups of students may need to meet in small groups for additional instruction and support on Wednesdays. Modified schedules may be developed as the needs of students are more clearly identified.

**Auxiliary Programs:**

- **Adult Education:** Hesperia Adult School will provide online and in-person courses for the community, abiding by any distancing requirements in place. Contact (760) 244-1771 for details.

- **Dual Enrollment and Early College Academy:** All Victor Valley College and Barstow College courses will be conducted virtually, through an online learning format at this time.

**Technology Use/Devices:** All HUSD students are learning to become safe, ethical, and responsible digital citizens. HUSD recognizes that schools and families both play a role in helping children develop the skills and behaviors needed to make positive contributions to the online community. Teachers, parents, and caregivers play a critical role in monitoring and mentoring students as they use technology to learn with others online. Students are expected to use district technology responsibly in accordance with the district's Acceptable Use Agreement. Common Sense Media will be utilized as a resource for staff, students, and families in learning and teaching about digital citizenship. All students will be issued a device for the distance learning component of blended learning. Free WiFi is accessible in the parking lot of each school, a map of best locations is located on the [district website](#). Social distancing safeguards are applicable while utilizing free WiFi.
WIFI in district parking lots. If you have any questions or concerns regarding technology use and/or devices, please contact the Information Technology Department at 760-244-4411, ext. 8285.

Athletics and Extra-Curricular Activities: As schools reopen, students will be able to return to athletics and extra-curricular activities as allowable based upon the guidelines in place at the time. A tiered approach to the return to athletics has been developed and can be found in Appendix B: HUSD Emergency Plan 2020-21 Pandemic Addendum. All large gatherings and social events will remain postponed until the local guidance permits for their resumption.

PARENT AND COMMUNITY ENGAGEMENT

Family Resource Center: The mission of the Family Resource Center is to build stronger, healthier families by offering content that educates, informs and inspires people to achieve immediate and lasting change in their lives and providing supportive services to empower and strengthen our community. The center is to provide parent education classes as well as connections to local resources and programs. For more information on services provided, call (760) 244-4411 ext. 6776 or visit the website at www.husdfamilyresources.org.

Passive Screening: In accordance with the CDE Stronger Together - A Guidebook for Safe Reopening of California’s Public Schools, Parents are requested to screen students before leaving for school (check temperature to ensure temperature is below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19. Parents of sick students are asked that students not return until they have met CDC criteria to discontinue home isolation.

Communication: HUSD is committed to trust and transparency through active and continual two-way communication with clear, consistent, and specific communication protocols at the site and district level. As we prepare to safely reopen schools and proceed into the 2020-21 school year, HUSD will utilize personalized and automated phone and email communication methods, the District website at hesperiausd.org, and social media outlets to communicate critical information and ongoing updates with families and the community at large. In accordance with Section 11310 of Title V California Code of Regulations, HUSD will provide communications in English and Spanish to meet the needs of stakeholders. In addition, HUSD recognizes that because parents may have children enrolled in multiple schools across districts, it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent in engaging parents and the community as partners in learning.

STAFF SUPPORT

Professional Learning: HUSD will provide training for all staff in virus transmission, self-assessment health screening, visual health screenings of others, hygiene techniques, and sanitizing practices. Districtwide professional development will be offered through a tiered approach to support teachers in implementing a blended learning teaching and learning format. Teachers will also be provided with support and professional learning on addressing the learning gaps of all students and meeting their SEL needs. This may be accomplished through established Professional Learning Communities (PLCs), the collaboration Wednesday schedule, and through
support from the site academic coaches. HUSD has a professional development website to provide easy to access and bite-size PD for teachers, click here to access the website.

**Grading:** Feedback is the key to student mastery of essential learning targets and content knowledge, not just assignment completion. Grading of both in-class and at-home assignments and assessments of end-of-course knowledge and understanding of the subject matter shall be consistent with district policy on grading. In accordance with *HUSD BP 5121(a)*, teachers will continue with appropriate and effective grading practices. In developing grading frameworks teachers are encouraged to evaluate essential learning targets. This is done by determining targets that are “essential” for student mastery of essential learning targets and evaluating the students' content knowledge. For more information see *Leading to Change / Effective Grading Practices - Douglas B. Reeves* and *Tips From Dr. Marzano - Formative Assessment & Standards-Based Grading*.

**SOCIAL & EMOTIONAL SUPPORT**
The District recognizes the need to support the whole child, especially following school closures. Social and emotional support will be provided first and foremost within the classroom with teachers being provided professional development in social and emotional learning (SEL) practices. Students in need of additional support will have access to school counselors, school psychologists, administrators, a social worker, and/or outside agencies. Essential mental health services are available through the Student Assistance Program (SAP) at Desert Mountain Children’s Center. Hesperia Unified School District has also entered into a partnership with CareSolace as a service provider to help connect students, staff, and families to any mental health and wellness support they may need, both in-person and remotely. The link to this service can be found on the District website. Additionally, the district Mental Health and Wellness Committee meets regularly, provides professional learning opportunities, and identifies the needs and supports available for the school community. In addition to the District SEL Plan and SEL Resource Guide, each school site will develop an SEL plan that identifies Tier I, Tier II, and Tier III supports for staff and students.
OPTION III In-Person Learning

The purpose of Option 3, Full Reopening, is to meet the academic and social-emotional needs of our students in an on-campus setting. The intended outcome of reopening schools is to maximize student learning and reduce the negative impacts of school closures while diligently following guidelines to prevent the spread of COVID-19 as much as possible. Learning is best accomplished in a face-to-face format; therefore, it is the goal of HUSD to return to campus and return to the highest quality education as soon as is practicable. However, recognizing the extenuating needs of some vulnerable populations, distance learning or independent study may be offered as needed to those students even after schools reopen.

HEALTH & SAFETY OF STUDENTS AND STAFF

Following the guidelines of the Centers for Disease Control and Prevention (CDC), California Department of Education (CDE), California Department of Public Health (CDPH), the World Health Organization (WHO), and San Bernardino County Department of Public Health (SBCDPH), reopening schools will be done with the utmost caution and attention to maintaining the physical and mental health and well-being of staff and students. Precautions will be taken to protect staff, students, and community members from the spread of COVID-19 and other illnesses (see the Pandemic Custodial Illness Prevention Plan in Appendix B).

Facilities: The Administrative and Educational Support Center (AESC) and all school sites will be open to staff, students, and families. All facilities will be cleaned and disinfected daily, with special attention to frequent touchpoints such as door handles and light switches. Soap dispensers or hand sanitizers will be accessible in all restrooms and high traffic areas. Splash shields will be provided for all reception areas, along with touch-free trash receptacles and visual reminders for illness prevention. Office and classroom furniture will be disinfected daily, with special attention to high traffic areas. To prevent the spread of COVID-19, access to drinking fountains may be restricted.

Campus Access/Visitors: Campuses will be open, however, there may be limits to nonessential visitors, volunteers, and activities that involve outside groups.

Staff and Student Precautionary Measures:

Health Screenings: In alignment with the California Department of Public Health’s COVID-19 Industry Guidance: Schools and School-Based Programs, and The Centers for Disease Control and Prevention (CDC) staff will be expected to be vigilant in daily self-assessing for possible symptoms of illness. If experiencing one or more of the identified COVID-19 symptoms, staff must stay home from work until symptom-free, without medication, for 24 hours, and at least 10 days have passed since symptoms first appeared. Families will be requested to perform illness screening of their students before leaving for school (check temperature, observe for illness symptoms outlined above) and to keep students at home if they have symptoms consistent with illness or if they have had close contact.

**Hygiene Practices and Use of Personal Protective Equipment:** While on any District site, staff, students, and visitors may be expected to wear a face covering as required by the Department of Public Health and/or local guidelines. Additionally, regular washing and/or sanitizing of hands, avoiding touching the face, and avoiding sharing of any items is recommended. The reception areas of all campuses will be equipped with protective shields. Health offices will be equipped with greater access to PPE. Staff, students, and parents will be provided education and training on health screening and healthy hygiene such as proper handwashing, use of face coverings, and proper techniques for preventing the spread of COVID-19 and other illnesses. Schools will develop routines for handwashing at the beginning of the day and after lunch, recess, and restroom breaks.

**Social Distancing:** Routes will be designated for entry and exit, maximizing the number of entrances and minimizing contact between students, staff, and families. The number of individuals allowed to enter offices at one time may be limited. Classrooms will be arranged to maximize space between students and minimize face to face contact. As much as practicable, student groups will remain in one learning space to reduce movement and interaction. Outdoor spaces will be utilized as much as possible for teaching and learning, as well as lunch and other activities.

**Response to a Case:** If a staff member suspects or tests positive for COVID-19, the guidelines found in Appendix C: HUSD COVID-19 Response Procedures for Employees will be followed. If a student suspects or tests positive for COVID-19 students are not to return until they have met CDC criteria to discontinue home isolation. For additional resources or information staff and families are encouraged to reach out to district LVNs and/or RNs.

**Meals, Outside Activities, & Other:** Meals will be provided per established protocols under normal operating conditions. Care will be taken to distance students and groups of students while in the cafeteria as practicable. This may require adjustments to current lunch schedules with increased number of lunch times and fewer students out on campus at a time. Lunch tables and other surfaces will be disinfected between groups of students. Outside activities will be conducted with fewer groups of students out at a time and designated areas for each class or grade level in order to reduce the sharing of equipment. Consideration will be given to reducing the number of students in the locker room at a time and the distance between students while in the locker room, as well as other auxiliary spaces. If you have any questions or concerns regarding student meals, please contact the Nutrition Services Department at 760-948-1051, ext. 7909.

**Transportation:** Transportation will be provided to students in a modified method allowing students to engage in physical distancing on the school bus as practicable. Students may be expected to wear face coverings as required by the Department of Public Health and/or local guidelines. Physical distancing safeguards are discussed in further detail in Appendix B under Bus/Transportation Guidance. HUSD will work with First Student to identify the best strategies
for each route. Transportation eligibility is established in HUSD’s Administrative Regulation 3541(a).

INSTRUCTIONAL PROGRAMS
In preparing today’s student for tomorrow’s world, HUSD is committed to developing deep levels of literacy through the 6 Cs and innovation. Each school site has developed a specific focus to help achieve this commitment. With schools reopening, these priorities will be augmented with a more targeted effort to meet the individual academic and social-emotional needs of students, given the time spent without face to face instruction. HUSD will continue to support a coherent instructional framework, engaging and effective instructional practices that integrates technology to accelerate the learning.

Schedule/Format: With schools reopening, the schedule will return to its pre-closure status. Special consideration will be given to providing time for the increased need for intervention and remediation and providing a safe and healthy learning environment. Staff will implement as much social distancing for staff and students as possible and will limit the sharing of supplies and equipment. Recognizing the extenuating needs of some vulnerable populations, distance learning or independent study may be offered as needed for those students. Distance learning has been described previously in this document and differs from independent study insomuch as there is greater and more regular contact with the teacher, albeit remotely. Independent study is an alternative to classroom instruction, with students being given assignments and then meeting weekly with an instructor to turn in assignments and seek additional guidance.

Attendance and Engagement: While schools are fully open, regular attendance will be expected per Board Policy 5113. Absences for illness will be considered excused absences and students and staff are encouraged to stay home when ill.

Student Support: Understanding school closures have impacted the progression of student learning referred to as the COVID-19 slide, HUSD will take steps to ensure opportunities for intervention and remediation are available and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers may use multiple methods of providing instruction to meet student needs such as in-person one to one, small groups, or phone calls intervention.

English Language Learners: English learners will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish this, all English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]). The guiding principles identified in the California English Learner Roadmap Policy will guide the implementation of learning. HUSD will provide language instruction services to English learners through designated and integrated ELD. If you have any questions or concerns regarding English Language Learners, please contact the PK-12 Programs & Monitoring Office at 760-244-4411, ext. 7263.

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opportunities and provide support when necessary. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student as well as what accommodations and modality of learning allow the greatest access. HUSD staff will work with each family and student to determine what Free Appropriate Public Education (FAPE) looks like for each student and family during COVID-19 as it may be different from the IEP developed pre-COVID-19. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided to students whether on-campus or participating in distance learning. If you have any questions or concerns regarding special education services, please contact the Special Services Office at 760-244-4411, ext. 7209.

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**Passive Screening:** In accordance with the CDE Safe Reopening Guidelines, parents are requested to screen students before leaving for school (check temperature to ensure temperature is below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19. Parents of sick students are asked that students not return until they have met CDC criteria to discontinue home isolation.

**Communication:** HUSD is committed to trust and transparency through active and continual two-way communication with clear, consistent, and specific communication protocols at the site and district level. During this unprecedented pandemic, HUSD will utilize personalized and automated phone and email communication methods, the District website at hesperiausd.org, and social media outlets to communicate critical information and ongoing updates with families and the community at large. In accordance with Section 11310 of Title V California Code of Regulations, HUSD will provide communications in English and Spanish to meet the needs of stakeholders. HUSD recognizes that because parents may have children enrolled in multiple schools across districts, it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent in engaging parents and the community as partners in learning.

**STAFF SUPPORT**

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professional development website to provide easy to access and bite-size PD for teachers, click [here](#) to access the website.

**Grading:** Feedback is the key to student mastery of essential learning targets and content knowledge, not just assignment completion. Grading shall be consistent with the district policy on grading. In accordance with HUSD BP 5121(a), teachers will continue with appropriate and effective grading practices. In developing grading frameworks, teachers are encouraged to evaluate essential learning targets. This is done by determining targets that are “essential” for student mastery of essential learning targets and evaluating the students' content knowledge. For more information see [Leading to Change / Effective Grading Practices - Douglas B. Reeves](#) and [Tips From Dr. Marzano - Formative Assessment & Standards-Based Grading](#).

**SOCIAL & EMOTIONAL SUPPORT**

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Appendix A: COVID-19 Planning Assumptions

Public Health Assumptions:

1. The virus that causes COVID-19 will remain in circulation, and people will be susceptible to the virus until an effective vaccine is developed and widely used.
2. A vaccine is not likely to be in broad use for the next 12 to 18 months.
3. During this time, improvements in understanding the virus and in testing will allow public health officials to act with greater precision when taking steps to slow the rate of infection. Broad stay-at-home orders and long-term school closures are less likely to be needed in the future.
4. Children and staff with significant health condition will continue to be especially vulnerable during this time.
5. Teaching and reinforcing prevention behaviors (social distancing, face coverings, handwashing and cough/sneeze etiquette) and promoting flu vaccinations will continue to be important strategies in slowing the spread of this and other infectious diseases.
6. Frequent cleaning and disinfection of high-touch surfaces will also be needed throughout this period.

School Operation Assumptions:

1. Conditions are not likely to improve quickly enough to allow schools to resume normal (pre-pandemic) operations for the 2020-21 school year.
2. When stay-at-home orders are lifted and schools are permitted to re-open, it is likely that operations will need to be modified until schools resume normal operations. Easing of restrictions is likely to be stepped down in phases. Should viral transmission flare up, schools will need to be prepared to respond quickly and be flexible to adjust to reclosing and reopening of campuses as needed.
3. It is recommended in order to fully return to pre-COVID-19 operations the following will need to occur:
   a. The California stay-at-home order has been lifted
   b. The County stay-at-home order has been lifted
   c. The directive to physically distance has been removed
   d. Restrictions on group gatherings have been lifted
APPENDIX A: COVID-19 PLANNING ASSUMPTIONS ...CONTINUED

Economic Impact Assumptions:

The economic impacts of the pandemic will have significant and lasting impacts on schools.

1. **Funding**: State tax revenues have fallen well below those of previous years and reductions in school funding are likely. Leaders will need to advocate for regulatory flexibility, including state and federal waivers to address unprecedented financial challenges.

2. **Need for increased services**: School nutrition programs will be needed by more students and will become a more significant portion of their access to food. Accommodations to provide continued access to meals for children who are ill or required to self-isolate may be necessary until COVID-19 is controlled. LEAs will need to respond to increased student and family mental health and wellness needs. The number of children and families experiencing homelessness and eligible for the support services and protections required under the federal McKinney-Vento Act will likely increase. Structural changes (staggered schedules and/or blended learning configurations), the need for enhanced cleaning, and protective equipment to implement social distancing will need to be addressed.

3. **Potential COVID-19 Effect on Attendance**: Schools have the responsibility to serve all students and will need to continue offering distance learning to ensure student access to learning. Students and staff with COVID-19, and those who are directly exposed, will probably need to stay off campus for two or more weeks. In larger households, children may be required to stay off-campus for an extended period if the virus affects other members of their family. These quarantine protocols underscore the need to maintain high quality, flexible, distance learning options throughout the school year.

Social-Emotional Assumptions:

The social-emotional impacts of the pandemic will continue to affect many students and staff.

1. **Fear, loss, and isolation will result in the need for increased and continuing mental health supports.** The impact of ongoing social distancing restrictions may overwhelm the coping skills of many. Coping for people with pre-existing mental health concerns will be very difficult.

2. **Social distancing requirements may impede schools’ ability to engage students through athletics, the performing arts, and other extracurricular programs that involve close contact or large gatherings.**

Community Assumptions:

1. **Public Response**: There will continue to be a broad spectrum of opinions in the community regarding government and school responses (from schools are overreacting to under reacting) to COVID-19.

2. **Local Decisions**: The challenges posed by COVID-19, and the duration of this threat, will make it more difficult for school districts to make unified regional decisions. Differences in resources, negotiations, community concerns, and direction from county public health services in response to local conditions will impact decision-making.
Appendix B: HUSD Emergency Plan 2020-21 Pandemic Addendum

Purpose
This Disaster Preparedness Pandemic Addendum is meant to aid school sites, and the school district, in preparing for pandemic health restrictions regardless of academic setting. In the event of a pandemic state of emergency the school district office must discern what academic setting is most appropriate (i.e. distance learning, blended learning, traditional learning, etc.). These guidelines will adapt to ever changing federal, state and local agency guidelines and to align with changes in the HUSD academic setting per the district office. In accordance with CDC guidelines, “implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of the community”. The following guidance is a compilation of local, state and federal health department guidance: San Bernardino County Health Department, California Department of Health, Center for Disease Control and California Department of Education.

School Site Guidance

1. Students and staff must stay home when sick and until symptom-free for 24 hours and at least 10 days after symptoms first appeared.
   - Persistent dry cough
   - Persistent shortness of breath
   - Fever of 100.4 degrees or higher (flushed, red cheeks, lethargic)
   - Overall body aches
   - Persistent red eyes (not from allergies or environment)
   - Congestion/runny nose
   - Nausea
   - Diarrhea
   - Any other significant cold-like/flu-like symptoms

2. Strongly encourage students/staff to wash hands frequently with soap and water for at least 20 seconds. When hand washing is not an option, encourage students and staff to use hand sanitizer with at least 60% alcohol.

3. Students and staff are strongly encouraged to cover coughs with a sleeve or tissue and immediately wash their hands with soap and water afterward. Students and/or staff with repetitive coughing should go to the health office for follow-up screening.

4. Make every effort to ensure classrooms have ample tissues, as well as no-touch trash cans.

5. Custodians should routinely clean and sanitize frequently touched surfaces. Non-custodial staff should also have access to sanitizing equipment for their optional use.

6. School sites will separate known symptomatic students and staff from others until they can go home.

7. Site administration should discontinue attendance related intervention and/or enrichment until further notice (i.e. perfect attendance, SARB and tardies).

8. School sites will close common area playground shared equipment.

9. School sites should adhere to current state and local health and safety requirements (i.e face coverings, social distancing, hygiene, etc.).

10. Parents with students who have health conditions that place them at higher risk of illness complications should contact their school site and explore the possibility of distance learning.
opportunities. Approval should not require a doctor’s note during a pandemic state of emergency.

11. School staff will be trained on visual screening of students upon arrival. Visual screening may require secondary screening in the front office/health office.

12. Students and staff are strongly encouraged to social distance through increased spacing, small groups and limited mixing between groups, if feasible.

13. Staff working in an indoor setting should make every effort to cycle fresh air in when feasible i.e. open doors, open windows etc. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

14. No campus visitors should be allowed other than those required by Ed. Code/law. Allowed visitors shall adhere to all health and safety requirements (i.e face coverings, social distancing, hygiene, etc.) or they will not be allowed access for any reason. Schools should consider digital meetings/visitations whenever possible.

15. Staff should take an educational approach to helping individuals not adhering to health and safety requirements except in situations where malicious and purposeful intent to harm others is found to be present.

16. Site administration will communicate with HUSD district nurses, HUSD District Office and Public health agencies regarding any pandemic-related developments.

Site Administration Guidance

1. Site principals are encouraged to work with the district office to ensure sites have adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, face coverings (as feasible) and no-touch trash cans.

2. Develop a school site schedule for following the HUSD Pandemic Custodial Illness Prevention Plan.

3. Work with staff to clean and disinfect frequently touched surfaces (e.g., door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.

4. Consider installing physical barriers between employees and the public where practical, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain 6 feet apart (e.g., reception desks, health offices, etc.). Collaborate with HUSD risk management when doing so.

5. Schools should provide physical guides/markers on floors or sidewalks and/or signs on walls, to promote social distancing (i.e. lunch lines, bus lines, campus entry/exit gates, front office/attendance/counseling lines, classroom ramps, etc.).

6. Consider daily staff broadcast/all-call announcements regarding limiting the spread of illness.

7. Make efforts to ensure that bathroom soap dispensers remain stocked and accessible.

8. Ensure that site health offices and front offices are properly supplied to complete follow-up screenings and help possibly ill students and staff.

9. Secure a secluded location to send symptomatic students and/or staff until they can go home.

10. Post important health information on campus, social media and websites. Examples: Click Here Click Here, Click Here, Click Here
11. Communicate with HUSD district nurses, HUSD district office and public health agencies regarding pandemic-related developments.
12. Ensure that your team is familiar with site and district emergency preparedness plans.
13. Site administration should be aware of cleaning supplies/chemicals that staff bring to campus. Site plant supervisors/lead custodians should have safety data sheets for those supplies/chemicals.
14. HUSD district office personnel will frequently communicate with site administrative teams to ensure that all safety protocols are adhered to.

Varied Atmosphere Guidance

Bus/Transportation Guidance:
1. Face coverings are required by the Department of Public Health and/or local guidelines for all students and staff on the bus until further notice. Bus drivers will have extra face coverings for students in need.
2. Create as much distance between children as possible on school buses. Consider seating children one per row, skipping rows, etc. when practicable (i.e. loading students from back to front, same household students may share seats upon arrival, etc.).
3. Isolate any student showing symptoms on the bus with at least 6 feet of distance from others.
4. Make every effort to cycle fresh air (i.e. open windows etc.). Do not open windows if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children on the bus.
5. Clean and disinfect frequently touched surfaces on school buses at least daily or between use as much as possible.
6. All students will be visually screened by bus drivers. Those deemed in need of a secondary screening will be isolated on the bus with at least 6 feet of distance from others and will be handed off to school staff upon arrival for escort to the office for secondary screening.
7. Students who refuse to wear a face covering will be isolated on the bus with at least 6 feet of distance from others. Site administration will be notified. Administration will contact the parent to reemphasize the Department of Public Health and/or local guidelines for face coverings while on the bus. The first refusal to wear a face covering will result in a warning. The second refusal to wear a face covering will result in loss of bus privileges for five school days. The third refusal to wear a face covering will result in loss of bus privileges for the remainder of the semester.

In-class Guidance:
1. Staff should strongly consider reconfiguring classrooms so that seats are separated as much as possible and not facing each other whenever feasible.
2. Teachers and/or classroom staff should make every effort to cycle fresh air in when feasible i.e. open windows etc. Do not open windows/doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children in the classroom.
3. Discourage sharing of items that are difficult to clean or disinfect.
4. Make every effort to keep each child’s belongings separated from others’.
5. Staff is strongly encouraged to sanitize classroom supplies/high touch materials between individual or small group use or ensure adequate supplies to minimize sharing of high touch
materials to the extent possible (e.g., assigning each student their own art supplies, equipment, etc.).
6. Strongly discourage sharing electronic devices, toys, books, and other games or learning aids unless disinfected between individual use.

**Before-School/After-School/Passing Period Guidance:**
1. Outdoor supervision staff should encourage social distancing through increased spacing, small groups and limited mixing between groups as much as possible.
2. Indoor access should only be made available when inclement weather creates an added need i.e. rain, excessive heat, etc.
3. Staff should take an educational approach to helping individuals not adhering to health and safety requirements except in situations where malicious and purposeful intent to harm others is found to be present.

**Lunch Guidance:**
1. Lunch supervision staff should encourage social distancing through increased spacing, small groups and limited mixing between groups as much as possible.
2. Schools should provide physical guides/markers on floors to encourage social distancing in lunch lines.
3. Indoor access should only be available for lunch pick-up in the cafeterias and/or when weather makes increased access a need i.e. rain, excessive heat, etc.
4. Lunch time activities which require physical contact are strongly discouraged until further notice.
5. School sites should consider multiple lunch schedules to limit group size.
6. Sharing of food between students not living within the same household is strongly discouraged.

**PE Guidance:**
1. Access to the locker rooms should be limited to small groups/rotations or not allowed at all.
2. Teachers are strongly encouraged to focus on academic PE activities and/or social distance compliant physical activities (examples: running, calisthenics, tennis, baseball, softball, kickball, badmitten, volleyball, etc).
3. Use of shared equipment (i.e. tennis ball, baseball, volleyball, etc.) should be limited.
4. Staff should sanitize necessary shared equipment frequently.

**Social Events, Parent Events, Assemblies & Field Trips:**
1. Social events, such as dances, pep rallies and assemblies shall be postponed until further notice.
2. Schools should pursue virtual activities and events in lieu of field trips, student assemblies, school-wide parent meetings, and spirit nights, if possible.
Illness Prevention Screening Protocols

**HUSD Self-Screening Protocols:**
The district requires all staff and students to be vigilant in daily self-assessing for possible symptoms of illness. If you are experiencing one or more of the following symptoms, you **MUST** stay home from work/school until symptom free, without medication, for 24 hours and at least 10 days after symptoms first appeared. Staff/students must notify their school/employer of their absence due to illness.

- Persistent dry cough
- Persistent shortness of breath
- Fever of 100.4 degrees or higher (flushed, red cheeks, lethargic)
- Overall body aches
- Persistent red eyes (not from allergies or environment)
- Congestion/runny nose
- Nausea
- Diarrhea
- Any other significant cold-like/flu-like symptoms

**HUSD Visual Screening Protocols:**
The district requires that all staff be vigilant in observing possible symptoms of illness. If you see one or more of the following symptoms, send the individual (adult or child) to the health office for secondary screening.

- Persistent dry cough
- Persistent shortness of breath
- Fever of 100.4 degrees or higher (flushed, red cheeks, lethargic)
- Overall body aches
- Persistent red eyes (not from allergies or environment)
- Congestion/runny nose
- Nausea
- Diarrhea
- Any other significant cold-like/flu-like symptoms

*Note: All HUSD staff will complete a target solution training which pairs with the guidance above.*

**HUSD Secondary Screening Protocols:**
If an individual is referred to secondary screening, trained staff should take the following steps to determine the proper course of action:

1. Secondary screener and symptomatic person **MUST** wear appropriate PPE during screening.
2. Temperature check
3. Reassess symptoms
4. Review underlying health conditions and personal history
   a. Ask about the duration of the symptoms
   b. Ask if anyone else in the household is showing symptoms
5. Determine plan of action based on screening and document in the HUSD secondary screening google form.

Return to class: Call home to notify parents that a secondary screening was completed and the student was sent back to class.

Isolate and send home: Isolate the student, call home to notify parents that a secondary screening was completed and the student must be picked up as soon as possible. The student may NOT ride the bus home for any reason.

*Note: All health techs, administrators and designated site office staff (as decided by site administration) will digitally or physically attend a training which pairs with the guidance above.*

HUSD Pandemic Custodial Illness Prevention Plan

**Custodial Protocols:**

**Pre-School, Special Education, Kindergarten and TK classrooms:** Disinfect, with Waxie 710 disinfectant, all desks, tables, chairs, counters, doors, door handles, sinks, water fountains, light switches, and other touch points as frequently as possible and every day. Vacuum and mop, with Waxie 710 disinfectant, every day.

**1st-12th Grade Classrooms:** Disinfect, with Waxie 710 disinfectant, all desks, tables, chairs, counters, doors, door handles, sinks, water fountains, light switches and other touch points as frequently as possible and every day. Vacuum once a week. Mop, with Waxie 710 disinfectant, 3 times per week.

**School Offices/Staff Areas:** Disinfect, with disinfectant, all desks, tables, chairs, counters, doors, door handles, sinks, water fountains, light switches and other touch points as frequently as possible and every day. Vacuum once a week. Mop, with disinfectant, 3 times per week.

**Health Offices:** Disinfect, with disinfectant, all tables, chairs, benches, counters, doors, door handles, sinks, water fountains, light switches, beds and other touch points as frequently as possible and every day. Mop, with disinfectant, every day.

**School Site Isolation Rooms:** Disinfect, with disinfectant, all tables, chairs, benches, counters, doors, door handles, sinks, light switches, beds and other touch points immediately after a student or staff member has occupied the room and left to go home. Mop, with disinfectant, immediately after a student or staff member has occupied the room and left to go home.

**Cafeteria/Multi-Purpose Room:** Disinfect, with food safe sanitizer, all tables, chairs, benches, counters, doors, door handles, sinks, water fountains, light switches and other touch points as frequently as possible and every day. Vacuum once a week. Mop, with disinfectant, as frequently as possible and every day.

**Gymnasiums:** Disinfect, with disinfectant, all tables, doors, door handles, water fountains, light switches and other touch points every day. Autoscrub/mop, with disinfectant, every day. Disinfect bleachers, with disinfectant, after every event with spectators.
Locker-rooms: Disinfect, with disinfectant, all tables, chairs, benches, doors, door handles, outward facing locker surfaces, locker locks, water fountains, light switches and other touch points every day. Autoscrub/mop, with disinfectant, every day.

Common Areas/Playgrounds: Disinfect, with disinfectant, all common touch points and playground equipment every day.

Restrooms: Restrooms will be cleaned and disinfected, with disinfectant, as many times as possible and every day. Mop, with disinfectant, every day. Hand soap will remain readily available at all times in all restrooms.

New Custodial Practices/Equipment:

1. School sites shall maintain a date and time log for completion of the duties to be shared with site administration and appropriate district office personnel
2. Marked increase in disinfectant frequency, protocols and procedures
3. Single use disinfectant wipes only
4. Protexus PX300ES backpack cordless electrostatic lithium-ion battery-powered sprayers
5. PURTABs effervescent sanitizing/disinfection tablets
6. Increased hand sanitizing stations

Athletics/Competition/Performance Guidance

Mission
Hesperia Unified School District (HUSD) recognizes that athletics/activities programs are not only essential to the learning of all students involved, but also a key to lifelong success for many of our students. As such, HUSD is committed to following federal, state and local health agency guidelines during our tiered reopening of our athletics/activities programs while minimizing the risk of transmission of illness to students, families, coaches and the community. The HUSD tiered reopening of our athletics/activities programs will be guided by what is feasible, practical, acceptable, and tailored to the needs of the community so that we may help our students participate in these highly meaningful and essential programs in the safest way possible. In accordance with the California Department of Health Youth Sports COVID-19 Guidance and San Bernardino County Department of Health Guidance HUSD approves the following:

Tier 1 (Implemented August 19th, 2020; Updated September 23rd, 2020):

1. small group and/or individualized strength/conditioning/skills/practice ONLY
2. All staff are required to train students on proper illness prevention/hygiene protocols
3. All staff/players will agree to the illness prevention pledge
4. All staff will complete illness screening training prior to the first practice
5. Small groups of at most 10 students or less and no mixing between groups
6. Staff will make every effort to ensure that small group members remain the same everyday
7. Social distancing of 6 feet
8. Avoid equipment sharing whenever possible, and if unavoidable, clean and disinfect shared equipment between use by different people to reduce the risk of illness spread
9. No guest/visitor attendees at practices
10. Per California guidance for the use of face coverings, in outdoor settings face coverings are required when maintaining a physical distance of 6 feet from persons who are not members of the same household or residence is not feasible. However, it is important to note that social distancing during Tier 1 athletics practices is required at all times.
   *Players/coaches should take a break from exercise if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet and sticks to the player’s face and obstructs breathing. Masks that restrict airflow under heavy exertion (such as N-95 masks) are not advised for exercise.
11. Staff will provide frequent visual screening for all who attend
12. Staff will be available for secondary screenings, as needed
13. Per California youth sports guidance, practices/conditioning should take place outdoors to the maximum extent practicable. No indoor practices are permitted at this time. Once San Bernardino County moves into the Red tier this policy will be revisited.
14. Hand washing or hand sanitizer** will be readily available and frequently encouraged
   **Hand sanitizer with at least 60% ethanol or 70% isopropanol alcohol. Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children under 9. Isopropanol hand sanitizers are more toxic when ingested or absorbed in skin. Do not use hand sanitizers that may contain methanol which can be hazardous when ingested or absorbed. If you suspect poisoning, contact Poison Control right away at 1-800-222-1222
15. Symptomatic athletes/coaches are not allowed to participate until cleared by HUSD Risk Management in concordance with current local health department guidance***
   ***As of 8/11/20 local health department guidance is as follows 1) If diagnosis is confirmed to be other than COVID-19 (e.g, stomach virus, ear infection, etc) follow normal school policies to return to school; 2) If person has been tested and received a negative COVID-19 test, they may return to work after they have had no fever for 24 hours (without the use of fever reducing medication) and they have felt well for at least 24 hours; 3) If person has not been tested for COVID-19, they may return to work after 10 days have passed since symptoms first appeared, and it has been at least 24 hours since last fever (without the use of fever reducing medication) and it has been 3 days of symptom improvement including coughing and shortness of breath
16. No locker room use
17. No in-person games, exhibitions and/or performances
18. Monitor progress, maintain communication with local, state and federal agencies and alter rules as needed

Tier 2 (TBD):
Date and specific guidelines to be determined when the joint decision is made to progress in tiers. Tiered progression will be based on overall safety indicators, compliance with current health guidance on a case-by-case basis with school site/district collaboration.

Tier 3 (TBD):
Date and specific guidelines to be determined when the joint decision is made to progress in tiers. Tiered progression will be based on overall safety indicators, compliance with current health guidance on a case-by-case basis with school site/district collaboration.

Note: Athletics/activities programs are not to apply consequences as a direct result of attendance related issues due to illness or general safety concerns. Students who were ill or had general safety concerns will be afforded the opportunity to try out for the teams when they are capable and feel safe to do so.
**Confirmed COVID-19 Guidance:**
Upon medical confirmation of any athlete or coach testing positive for COVID-19 that team’s coach/es will immediately communicate with HUSD Students Services and HUSD Risk management, who will, in turn, contact local health agencies to react appropriately. Information of the confirmed case will be communicated with that team’s coaches, athletes and parents as soon as possible while also maintaining medical confidentiality. Any athlete and/or coach who tests positive for COVID-19 will immediately self-quarantine until that individual provides the Athletic Director with a release to return to play from a health care provider or after 14-day quarantine AND being symptom free, without medication, for 24 hours. School Site, HUSD District Office and Local Health Agency officials will collaboratively decide if further quarantine and/or suspension of athletic activities are merited.

**School Site Protocols in Response to Confirmed COVID Case**
HUSD will remain prepared for possible COVID-19 cases and/or exposure in district facilities. The following protocols can be used to help school sites work collaboratively with the district office and local health agencies to maintain safety for students, staff and the community.

**When a Confirmed Case Has Entered a School:**
When a student, teacher or staff member tests positive for COVID-19 and has exposed others at the school, HUSD will implement the following procedures regardless of the level of community spread:

1. In consultation with the local public health department, the appropriate school official may decide whether school closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
2. Collaborate with HUSD risk management regarding further health and safety actions i.e. contact tracing, sanitation, closures, self-quarantine, isolation, etc.
3. After collaborating with HUSD risk management implement communication plans for any possible school closures, including students, parents, teachers, staff and the community.
4. Refer employees to HUSD personnel for information regarding labor laws and other pertinent information.
5. Provide guidance to parents, teachers and staff reminding them of the importance of adhering to current health and safety requirements while a school is closed.
6. Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
7. Maintain regular communications with the local public health department.
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<th>HEALTH TECHNICIAN</th>
<th>SCHOOL SITE</th>
<th>SCHOOL NUMBER &amp; EXT.</th>
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<td>WEBER, TERA</td>
<td>MESQUITE TRAILS</td>
<td>760-949-3149 Ext. 2202</td>
<td><a href="mailto:TERA.WEBER@HESPERIAUSD.ORG">TERA.WEBER@HESPERIAUSD.ORG</a></td>
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<tr>
<td>OSBORNE, NICOLE</td>
<td>TOPAZ</td>
<td>760-244-4622 Ext. 2104</td>
<td><a href="mailto:NICOLE.OSBORNE@HESPERIAUSD.ORG">NICOLE.OSBORNE@HESPERIAUSD.ORG</a></td>
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<td>WILSON, SYDNEY</td>
<td>EUCALYPTUS</td>
<td>760-949-0815 Ext. 1594</td>
<td><a href="mailto:SYDNEY.WILSON@HESPERIAUSD.ORG">SYDNEY.WILSON@HESPERIAUSD.ORG</a></td>
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<td>RANCHERO MIDDLE</td>
<td>760-948-0175 Ext. 3413</td>
<td><a href="mailto:STEPHANIE.GONZALES@HESPERIAUSD.ORG">STEPHANIE.GONZALES@HESPERIAUSD.ORG</a></td>
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<td>HILLE, KIRA</td>
<td>SULTANA</td>
<td>760-947-6777 Ext. 493</td>
<td><a href="mailto:KIRA.HILLE@HESPERIAUSD.ORG">KIRA.HILLE@HESPERIAUSD.ORG</a></td>
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<td>KNIGHT, JESCELYN</td>
<td>MISSION CREST/CNY RIDGE</td>
<td>760-949-8265 Ext. 2606</td>
<td><a href="mailto:JESCELYN.KNIGHT@HESPERIAUSD.ORG">JESCELYN.KNIGHT@HESPERIAUSD.ORG</a></td>
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<td>ARELLANES, HAILEY</td>
<td>CARMEL</td>
<td>760-947-3188 Ext. 1904</td>
<td>HAILEY <a href="mailto:Arellanes@HESPERIAUSD.ORG">Arellanes@HESPERIAUSD.ORG</a></td>
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<td>RICHARDSON, DESIREE</td>
<td>KINGSTON</td>
<td>760-244-8869 Ext. 1605</td>
<td><a href="mailto:DESIREE.RICHARDSON@HESPERIAUSD.ORG">DESIREE.RICHARDSON@HESPERIAUSD.ORG</a></td>
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<td>SHORE, MEGHAN</td>
<td>COTTONWOOD</td>
<td>760-949-1390 Ext. 1493</td>
<td><a href="mailto:MEGHAN.SHORE@HESPERIAUSD.ORG">MEGHAN.SHORE@HESPERIAUSD.ORG</a></td>
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<tr>
<td>RAMIREZ, CINDY</td>
<td>HESPERIA HIGH</td>
<td>760-244-9898 Ext. 3920</td>
<td><a href="mailto:CINDY.RAMIREZ@HESPERIAUSD.ORG">CINDY.RAMIREZ@HESPERIAUSD.ORG</a></td>
</tr>
<tr>
<td>OROZCO, SHELIA</td>
<td>CEDAR MIDDLE SCHOOL</td>
<td>760-244-6093 Ext. 3309</td>
<td><a href="mailto:SHELIA.OROZCO@HESPERIAUSD.ORG">SHELIA.OROZCO@HESPERIAUSD.ORG</a></td>
</tr>
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<td>SANTANA, MARTHA</td>
<td>CYPRESS</td>
<td>760-949-2596 Ext. 2394</td>
<td><a href="mailto:MARTHA.SANTANA@HESPERIAUSD.ORG">MARTHA.SANTANA@HESPERIAUSD.ORG</a></td>
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<td>THOMAS, BRANDI</td>
<td>LIME STREET</td>
<td>760-244-0512 Ext. 1879</td>
<td><a href="mailto:BRANDI.THOMAS@HESPERIAUSD.ORG">BRANDI.THOMAS@HESPERIAUSD.ORG</a></td>
</tr>
<tr>
<td>TRAVIS, RENEE</td>
<td>JUNIPER/MOJAVE HS</td>
<td>760-244-6161 Ext. 1247 JUNIPER Ext:3999 MOJAVE</td>
<td><a href="mailto:RENEE.TRAVIS@HESPERIAUSD.ORG">RENEE.TRAVIS@HESPERIAUSD.ORG</a></td>
</tr>
<tr>
<td>TRUJILLO, LUREEN</td>
<td>HESPERIA JR. HIGH</td>
<td>760-244-9386 Ext. 3107</td>
<td><a href="mailto:LUREEN.TRUJILLO@HESPERIAUSD.ORG">LUREEN.TRUJILLO@HESPERIAUSD.ORG</a></td>
</tr>
<tr>
<td>VICENIO, RACHEL</td>
<td>HOLLYVALLE</td>
<td>760-947-3484 Ext. 2005</td>
<td><a href="mailto:RACHEL.VICENCIO@HESPERIAUSD.ORG">RACHEL.VICENCIO@HESPERIAUSD.ORG</a></td>
</tr>
<tr>
<td>CARR, NATASHA</td>
<td>KRystal</td>
<td>760-948-3611 Ext. 2705</td>
<td><a href="mailto:NATASHA.CARR@HESPERIAUSD.ORG">NATASHA.CARR@HESPERIAUSD.ORG</a></td>
</tr>
<tr>
<td>TANNER, RENEE</td>
<td>MAPLE</td>
<td>760-244-3096 Ext. 1704</td>
<td><a href="mailto:RENEE.TANNER@HESPERIAUSD.ORG">RENEE.TANNER@HESPERIAUSD.ORG</a></td>
</tr>
<tr>
<td>BLACK, SPECIAL</td>
<td>MESA</td>
<td>760-244-3709 Ext. 1396</td>
<td><a href="mailto:SPECIAL.BLACK@HESPERIAUSD.ORG">SPECIAL.BLACK@HESPERIAUSD.ORG</a></td>
</tr>
<tr>
<td>WOLFE, RAELNE</td>
<td>OAK HILLS</td>
<td>760-244-2283 Ext. 4779</td>
<td><a href="mailto:RAELNE.WOLFE@HESPERIAUSD.ORG">RAELNE.WOLFE@HESPERIAUSD.ORG</a></td>
</tr>
<tr>
<td>MYERS, MARLENE</td>
<td>JOSHUA CIRCLE</td>
<td>760-244-6133 Ext. 1194</td>
<td><a href="mailto:MARLENE.MYERS@HESPERIAUSD.ORG">MARLENE.MYERS@HESPERIAUSD.ORG</a></td>
</tr>
</tbody>
</table>
Appendix C: HUSD COVID-19 Response Procedures for Employees

Hesperia Unified School District is committed to the health and safety of our employees, students, and community. Employees are expected to wear facial coverings as required by the Department of Public Health and/or local guidelines, as well as practice social distancing when possible and when in common areas at work. In an effort to prevent the spread of COVID-19 and other communicable diseases, employees who are sick are required to stay home.

Hesperia USD will follow the procedures outlined below as feasible:

1. Administration will contact the Director of Risk Management to report suspected or confirmed cases of COVID-19. She will then contact the appropriate agencies and Personnel. Upon confirmation of a positive case, determination will be made as to who was in close contact with the ill employee. Staff will be notified of possible exposure while making every effort to protect the privacy of the ill employee and their family members. Individual options may also be discussed.

2. In the event that an employee exhibits signs of illness, including symptoms of COVID-19 per District Screening protocols, or becomes ill during the workday, they will be isolated from others, given information on how to obtain a COVID-19 test, and sent home. If it is not possible for the employee to immediately leave the site/department, every effort will be made to keep them isolated from others in a safe and comfortable isolation area while waiting for transportation.

3. Employees who test negative for COVID-19 will be returned to work as soon as practicable. Time off-work while awaiting test results will be paid and will not come out of the employee’s personal leave.

4. Employees who refuse to be tested for COVID-19, and instead choose to self-quarantine, will be required to stay off-work for two weeks. Time off-work will come out of the employee’s Emergency Paid Sick Leave under HR 6201 or any other available leave.

5. Employees who test positive for COVID-19 will remain off-work and will use the emergency paid sick leave under HR 6201 or any other available leave. At least 1 day (24 hours) must pass since the employee’s last fever, defined as resolution of fever without use of fever reducing medication and improvement in symptoms (e.g., cough, shortness of breath); and at least 10 days must pass since symptoms first appeared before returning to work. These guidelines are in alignment with the CDC, Department of Public Health and/or local guidelines and will be updated as the situation evolves.

6. Any area where the employee had been throughout the course of their time on campus will be cordoned off and disinfected per District disinfecting protocols.
Appendix D: Considerations for Partial or Total Closures

1. When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, implement the following steps:
   a. In consultation with the local public health department, the appropriate school official may decide whether school closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
   b. Given standard guidance for isolation at home for at least 14 days after close contact, the classroom or office where the patient was based will typically need to close temporarily as students or staff isolate.
   c. Additional close contacts at school outside of a classroom should also isolate at home.
   d. Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
   e. Implement communication plans for school closure to include outreach to students, parents, teachers, staff and the community.
   f. Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable for public local educational agencies.
   g. Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
   h. Develop a plan for continuity of education.
   i. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
   j. Maintain regular communications with the local public health department.
2. Close the affected school site for a minimum of 2 days for cleaning.
3. Immediately transition the affected site(s) to the HUSD Distance Learning plan.
4. Follow CDC guidelines for quarantine.
Appendix E: General Operating Procedures

For Healthy Hygiene Practices, HUSD will:

1. Train staff (in person and/or through Target Solutions) in virus transmission, self-assessment health screening, visual health screenings of others, hygiene techniques, and sanitizing practices
2. Post visuals around campus for illness prevention
3. Provide face coverings for all employees
4. Verify that all restrooms have soap dispensers
5. Increase the number of hand sanitizer dispensers in high traffic areas at all sites
6. Regularly monitor soap and hand sanitizer dispensers for product and working condition
7. Provide three “splash shields” for each reception area; visitors must wear face coverings as required by the Department of Public Health and/or local guidelines, staff goes to visitor at reception area rather than visitors to staff
8. Limit the number of visitors in the office at any one time
9. Require visitors to wear face coverings as they enter the campus as required by the Department of Public Health and/or local guidelines
10. Limit nonessential visitors, volunteers, and activities that involve outside groups
11. Educate students and parents on health screening and healthy hygiene such as proper hand washing, use of face coverings, and proper techniques for preventing the spread of coronavirus and all illnesses
12. Engage students in routines for hand washing upon arrival, before and after lunch, and at recesses and restroom breaks, etc.

To Maintain Healthy Operations, HUSD will:

1. Recruit and train guest teachers on Illness Prevention
2. Monitor staff absenteeism
3. Monitor types of illnesses and symptoms of students and staff
4. Identify a liaison at each site for illness documentation and communication
5. Establish and maintain a communication system allowing staff and families to report illness and maintain confidentiality
6. Support staff and students who are at higher risk
7. Coordinate with local public health agencies for reporting, testing, and support
Appendix F: Classroom and Instructional Procedures

To implement distancing inside and outside the classroom, and minimize contact HUSD will:

1. Bus Arrival and Departure:
   a. Face coverings as required by the Department of Public Health and/or local guidelines for all students and staff on the bus until further notice. Bus drivers will have extra face coverings for students in need.
   b. Create as much distance between children as possible on school buses. Consider seating children one per row, skipping rows, etc. when practicable (i.e. loading students from back to front, same household students may share seats upon arrival, etc.).
   c. Isolate any student showing symptoms on the bus with at least 6 feet of distance from others.
   d. Make every effort to cycle fresh air in i.e. open windows etc. Do not open windows if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children on the bus.
   e. Clean and disinfect frequently touched surfaces on school buses at least daily or between use as much as possible.
   f. All students will be visually screened by bus drivers. Those deemed in need of a secondary screening will be isolated on the bus with at least 6 feet of distance from others. and will be handed off to school staff upon arrival for escort to the office for secondary screening.
   g. Students who refuse to wear a face covering as required by the Department of Public Health and/or local guidelines will be isolated on the bus with at least 6 feet of distance from others. Site administration will be notified. Administration will contact the parent to reemphasize the need for face coverings while on the bus. The first refusal to wear a face covering will result in a warning. The second refusal to wear a face covering will result in loss of bus privileges for five school days. The third refusal to wear a face covering will result in loss of bus privileges for the remainder of the semester.
   h. Designate routes for student entry and exit, maximizing the number of entrances and minimizing contact between students, staff, and families.

2. Screening for Illness:
   a. Persistent dry cough
   b. Persistent shortness of breath
   c. Fever of 100.4 degrees or higher (flushed, red cheeks, lethargic)
   d. Overall body aches
   e. Persistent red eyes (not from allergies or environment)
   f. Congestion/runny nose
   g. Nausea
   h. Diarrhea
   i. Any other significant cold-like/flu-like symptoms

For a comprehensive and updated list of symptoms go to the Centers for Disease Control and Prevention

3. Require all staff and students to be vigilant in daily self-assessing for possible symptoms of illness. If you are experiencing one or more of the symptoms, you MUST stay home from work/school until symptom free, without medication, for 24 hours and at least 10 days after symptoms first appeared. Staff/students must notify their school/employer of their absence due to illness.
4. Require all staff be vigilant in observing possible symptoms of illness in all students. If you see one or more of the symptoms, send the student to the health office for secondary screening.

5. If an individual is referred to secondary screening, trained staff should take the following steps to determine the proper course of action:

   a. Secondary screener and screenee MUST wear a face covering during screening as required by the Department of Public Health and/or local guidelines
   b. Temperature check
   c. Reassess symptoms
   d. Review underlying health conditions and personal history
   e. Ask about the duration of the symptoms
   f. Ask if anyone else in the household is showing symptoms
   g. Determine plan of action based on screening:

      Return to class: Call home to notify parents that a secondary screening was completed and the student was sent back to class.
      OR
      Isolate and send home: Isolate the student, call home to notify parents that a secondary screening was completed and the student must be picked up as soon as possible. The student may NOT ride the bus home for any reason.

6. When a staff member, child, or visitor becomes sick:

   a. Identify, on each site, an isolation room or area.
   b. Immediately isolate the ill staff member or student, requiring them to wear a face covering.
   c. Establish procedures to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms.
   d. Notify local health officials, staff and all families immediately of any positive case of COVID-19 while maintaining confidentiality as required by state and federal laws.
   e. Close off areas used by any sick person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning. Keep disinfectant products away from students.
   f. Advise sick staff members and students not to return until they have met CDC criteria to discontinue home isolation, including 3 days with no fever, symptoms have improved and 10 days since symptoms first appeared.
   g. Ensure that students have access to instruction when out of class, as required by federal and state law.

7. Classroom Space:

   a. Maximize space between seating areas and desks
   b. Distance teacher and other staff desks at least six feet away from student desks/tables
   c. Arrange desks to minimize face-to-face contact
   d. Minimize movement of students and teachers as much as practicable
e. Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation
f. Implement procedures for turning in assignments to minimize contact
g. Encourage the use of outdoor space, weather permitting, as an extension of the learning environment and an option for lunch and other gatherings
h. Keep student belongings separated and labeled. Ensure personal belongings are taken home daily to be cleaned
i. Ensure adequate supplies to minimize sharing of materials and resources

8. Non-Classroom Spaces:
   a. Limit communal activities where practicable
   b. Alternately stagger use, properly space occupants
   c. Disinfect between uses

9. Nutrition Services:
   a. Lunch supervision staff should encourage social distancing through increased spacing, small groups and limited mixing between groups as much as possible
   b. Schools should provide physical guides, such as tape on floors to encourage social distancing of at least six feet in lunch lines
   c. Indoor access should only be available for lunch pick-up in the cafeterias and/or when weather makes increased access a need i.e. rain, excessive heat, etc.
   d. Lunch time activities which require physical contact are strongly discouraged until further notice
   e. School sites should consider multiple lunch schedules to limit group size
   f. Sharing of food between students not living within the same household is strongly discouraged
Appendix G: Special Education Classroom and Instructional Procedures

HESPERIA UNIFIED SCHOOL DISTRICT

Special Education and Related Services During Distance Learning

The following information is provided to assist special educators in preparing for the 2020-2021 school year in a distance learning format. Special Education staff should seek the assistance of their site administration, school psychologist, and/or district office special education administration for additional direction and guidance.

IEP Team Meetings

On June 29, 2020, Governor Gavin Newsom signed Senate Bill 98 (SB 98) that adds a new emergency distance learning component to individualized education programs (IEPs).

What that means for HUSD is that all IEPs must be amended (through addendum or meeting) to add an emergency distance learning component to each students’ IEP. THIS WILL NOT CHANGE FAPE SERVICES LINES IN THE IEP. This new plan and the services provided through distance learning should be added in the notes section.

Although SELPA is working on adding a new section to the IEP, for now, all teachers will use the notes section of the IEP to document an emergency distance learning plan. Teachers will paste the following statement into the notes section of a new IEP: Click here for new IEP language.

In addition to adding the above language, please consider the following as you plan IEP meetings:

- If the student’s annual or triennial is coming up, consider holding a full annual or triennial.
- Consider assessing the student prior to the IEP meeting to ensure present levels of performance are accurate. If a student has made severe regression, consider modifying services, supports, and goals.

Teacher’s to do list:

- Talk to parents about new IEP language and offer addendum or IEP meeting to add information.

Instruction and Specialized Academic Instruction (SAI)

Instruction of students with special needs through distance learning will be challenging. It will require your creativity and persistence in attempting different models. Although you will not need to provide the services listed in the service lines of the IEP, you will need to develop a plan of service and support for each individual student based on their individual needs. The same plan for each student is not individualized.

Students who attend general education classes should receive their instruction from the general education teacher with additional support provided by the special education teacher. This will include accommodations and modifications to the general ed curriculum, daily or weekly appointments with special education teachers to review classwork, instructional assistant check-ins, and modifications to assignments.

Students in self-contained programs will receive instruction from their special education teacher on a daily basis. Special education teachers may present material in whole group, small group, or individual meetings.

A student’s present level of academic performance should drive instruction. It is essential that each teacher assess each student’s present level of performance toward their IEP goals. This will establish a baseline for this year’s progress of goals that will be due each quarter.
Teacher’s to do list:

√ Talk to parents about new IEP language and offer addendum or IEP meeting to add information.

√ Plan your instructional day to include group and/or individual meetings with students on a daily basis.

Use of Instructional Assistants

The paraprofessionals (Sped I, Sped II, or IAMF) can and should be working with you and your students during the school day. It is essential that you develop opportunities for your paraprofessionals to work with students. Several teachers utilized their paras in many dynamic ways in the spring. Some paras participated in whole group zoom meetings and also ran small group zoom breakout sessions with small groups of students. Others shared their hobbies of cooking, gardening, and more by leading demonstration classes with students. 1:1 aides can work with a broader group of students working on social skills, or academic skills groups. The key is to get them involved early and often. Don’t forget to work with your site to ensure paras have the needed technology to participate.

*non-public instructional assistants may provide 1:1 services in person in the student’s home. Please consider how this service would be utilized to assist with distance learning.

Teacher’s to do list:

√ Talk to parents about new IEP language and offer addendum or IEP meeting to add information.

√ Plan your instructional day to include group and/or individual meetings with students on a daily basis.

Identify fun and creative ways to involve your paraprofessionals in distance learning.

Engagement/Service Logs

All teachers will be required to complete an Engagement/Service Log detailing their interactions with each student. Engagement logs for special education should contain the following and be completed for each interaction:

- Student’s name
- Date
- Subject/Area of Need
- Service Provided
- Accommodations and/or modifications provided
- For students in general education- How was the service uniquely tailored to the individual? How was it made accessible and obtainable?
- Student response? How did the student respond to the instruction?
- Notes

Teacher’s to do list:

√ Talk to parents about new IEP language and offer addendum or IEP meeting to add information.

√ Plan your instructional day to include group and/or individual meetings with students on a daily basis.

√ Identify fun and creative ways to involve your paraprofessionals in distance learning.

√ Prepare engagement log for new school year. Here is a SAMPLE! (This is just a sample. Teachers have discretion to create a log that suits them.)
So now that you have a rundown of a few things that need to be done, we need to also share this information with parents.

**Connecting with Parents & Students**

At the end of this week, special education parents will receive a letter from the district confirming that we are distance learning to begin the year. Parents will be notified that special education case workers will be contacting parents to introduce themselves and give an overview of the start of the year. The letter also explains the need to amend each IEP to meet new state law requirements.

The following items should be discussed with parents when making contact:

- The need to amend the IEP through addendum or meeting. If this discussion is thorough enough, the parent may be agreeable to sign an addendum to make these changes without an IEP meeting. Otherwise an IEP will need to be scheduled.
- How instruction will be provided during distance learning? Including how services have changed. (instead of 60 minutes of SAI daily, your child will receive... Instead of a 1:1 aid, your child will receive...)
- What additional supports and services each STUDENT will receive as part of the district’s offer of FAPE? (I will meet online weekly with STUDENT to...)
- Related service providers (APE, SLP, OT, PT, etc.) will also be making contact with parents to share information on their services

**Teacher’s to do list:**

- Talk to parents about new IEP language and offer addendum or IEP meeting to add information.
- Plan your instructional day to include group and/or individual meetings with students on a daily basis.
- Identify fun and creative ways to involve your paraprofessionals in distance learning.
- Prepare engagement log for new school year. Here is a SAMPLE!

- Contact parents to introduce yourself, notify parent of IEP changes, and to establish instructional schedule.

**Other Items of Interest**

**Assessments**

Assessments for initial and triennial IEPs should be conducted within assessment timelines. Students may be brought in for individual testing as long as social distancing and PPE guidelines are followed. If a student is brought in for assessment and the student does not comply with guidelines, the assessment should be rescheduled. Assessments that can be administered online should be administered in that manner while the district is distance learning.

**DMCC Services**

The Desert Mountain Children’s Center is currently offering online counseling and support to students/families in need. Please refer students using form DM100a or have the parent call the DMCC at (760) 956-2345.
Appendix H: COVID-19 Self Screening Policy and Acknowledgement

Hesperia Unified School District is committed to the health and safety of our employees, students, and community. Employees are expected to practice social distancing when possible and wear face coverings as required by the Department of Public Health and/or local guidelines.

The district requires all staff to be vigilant in daily assessment for possible symptoms of illness. If you are experiencing one or more of the following symptoms, you MUST stay home from work until symptom free, without medication, for 24 hours and at least 10 days after symptoms first appeared. Staff must notify their employer supervisor of their absence due to illness.

- Persistent dry cough
- Persistent shortness of breath
- Fever of 100.4 degrees or higher (flushed, red cheeks, lethargic)
- Overall body aches
- Persistent red eyes (not from allergies or environment)
- Congestion/runny nose
- Nausea
- Diarrhea
- Any other significant cold-like/flu-like symptoms

I acknowledge the following:
There is currently no vaccine to prevent COVID-19 infection. The best way to prevent infection is to avoid being exposed to this virus. Safety and health procedures to help prevent the spread of COVID-19 include:

- Stay home from work when sick.
- Practice social distancing from others when possible.
- Frequently wash hands with soap and water for at least 20 seconds.
- Use hand sanitizer with at least 60% alcohol if soap and water are not available.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Place used tissues in a wastebasket.
- Avoid the sharing of supplies, technology equipment, etc. or sanitize between use.
- Wear face coverings as required by the Department of Public Health and/or local guidelines.
- Notify your supervisor if you experience symptoms of acute respiratory illness (i.e., persistent dry cough, persistent shortness of breath, fever of 100.4 degrees or higher, overall body aches, persistent red eyes not from allergies or environment or any other significant cold-like/flu-like symptoms) so you can be separated from others and be sent home immediately.

Additionally:
- There is a potential risk for contracting COVID-19 while at work.
- Cleaning and disinfecting practices may help to reduce the spread of COVID-19, but cannot stop the spread.
- Due to the nature of our facilities and programs, social distancing of 6 feet per person among students and staff in a school or office setting is not always possible.

Acknowledgment
I have read Hesperia Unified School District’s Self Screening Protocols and COVID-19 Acknowledgement, and fully understand the potential risks of COVID-19. While Hesperia Unified School District is making significant efforts to ensure the safety of students and staff, I acknowledge our schools, transportation, offices, and athletic environments are not guaranteed to be COVID-19 free environments.
Appendix I: Reasonable Accommodations Due to COVID

1. Employee notifies supervisor of concerns related to the performance of his/her essential job functions.
2. Supervisor provides the Request for a Reasonable Accommodation form to the concerned employee, along with the medical verification form, which must be completed by employee's physician.
3. Employee returns completed forms to Personnel.
4. Personnel coordinates with Risk Management and the supervisor to begin the Interactive Process with the employee.
5. A meeting is held to determine whether or not the District can reasonably accommodate the employee's request (e.g., work from home, alter employee's work location or environment, modify employee's schedule, provide PPE, provide access to any available leaves, etc.).
6. If the employee can be accommodated, Personnel and Risk Management will review the agreed-upon accommodations every thirty days.

Forms to follow on next pages:
REQUEST FOR REASONABLE ACCOMMODATION — COVID-19

This form must be completed in order for an employee of the Hesperia Unified School District to request reasonable accommodation to perform the essential functions of his/her position due to concerns related to COVID-19.

Your request for reasonable accommodation will be reviewed in accordance with Administrative Regulation 4032 by Risk Management, in coordination with the Personnel Department.

(This side of form to be completed by employee)

Your name: __________________________ SSN#: __________________________

(please print)

Address: ____________________________________________________________

City/State/Zip: ______________________________________________________

Telephone number: (home) __________________________ (work) ______________

Current position: Div/Dept:

Reason(s) for Request:

☐ Age (60 years old or over)
☐ Underlying health condition (medical verification required)
☐ Live with someone who is 60 years or older
☐ Live with someone who has an underlying health condition (medical verification required)

Accommodation requested:

___________________________________________________________________________________

___________________________________________________________________________________

________________________________________________________________________

(Attach additional sheets if necessary)

NOTE: If your request is due to an underlying health condition, in order for your request to be considered, you must attach the District's Medical Verification/ADA form which has been completed by your physician.

Signature: __________________________ Date: __________________________

(Employee)

Return this completed form to: Paige Moyer, Director-Personnel Services
Hesperia Unified School District, Hesperia CA  92345; fax (760) 244-6193.
### Hesperia Unified School District

**Medical Verification**

**To be completed by employee/applicant:** [Please print or type]

<table>
<thead>
<tr>
<th>Employee’s name:</th>
<th>Position:</th>
</tr>
</thead>
</table>

**Position Applying For:**

---

**To be completed by physician/psychiatrist:** [Please print or type]

The medical information below is requested by Hesperia Unified School District so that the District may evaluate a request for reasonable accommodation made by the above employee/applicant under the Americans with Disabilities Act and related state law ("ADA"). The District seeks information to help it determine whether the employee/applicant has a "covered disability" and the nature and extent of the employee/applicant's "functional limitations." Under the ADA, a "disability" is defined as "a physical or mental impairment which limits one or more major life activities." Examples of major life activities include performing manual tasks, walking, seeing, hearing, speaking, learning, and working.

1. Does employee/applicant have a physical or mental impairment which in your opinion limits one or more major life activities?  
   Yes ___ No ___  
   (Do not state the medical cause/diagnosis of the impairment.)

2. What major life activity or activities are limited?

3. What is the probable duration of the impairment?

4. What functional limitations does the impairment place on the employee/applicant's ability to perform the essential job functions of the position or on the applicant's ability to complete the job application and selection process? (See attached job description/functional job analysis, and other relevant documents, attached hereto. Attach additional sheets if necessary.)

5. In your opinion, would the employment of the above person pose a significant risk of harm to himself/herself/or other persons?  
   Yes ___ No ___

6. If your answer to number 5 is "Yes," what is the specific risk involved?  
   The duration of the risk?  
   The nature and severity of the potential harm?  
   The likelihood that the potential harm will occur?  
   The imminence of the potential harm?  
   What reasonable accommodation(s), if any, could eliminate the risk or reduce it to an acceptable level?

7. Please state any suggestions you may have as to how the employee/applicant can perform the essential job functions of position with accommodation(s) provided by the District or how the applicant can complete the job application and selection process with accommodation(s)? (Attach additional sheets if necessary.)

---

**Physician/Psychiatrist’s Name:**

**Business Address/Telephone Number:**

**Signature:**

**Date:**

---

Revised 9/24/20
HESPERIA UNIFIED SCHOOL DISTRICT
Authorization to Receive or Release Medical Information

AUTHORIZATION:

I hereby authorize Dr. ______________________ of ______________________

Street Address

_________________________, ________________________, __________________
City                                               State Zip          Telephone Number

to furnish to an agent, designee, or representative of the Hesperia Unified School
District the information requested in the District's "Medical Verification/ADA" form
for the purpose of making a decision regarding the Patient's reasonable
accommodation request.

DURATION:

This authorization shall become effective immediately and shall remain in effect as
long as necessary for the Hesperia Unified School District to accomplish the above-
stated purpose.

EMPLOYEE/APPLICANT COPY:

I further understand that I have a right to receive a copy of this authorization upon
my request. I hereby request a copy of this authorization and by my initials below
acknowledge its receipt.

_____ Yes          _____ No          Initial: _______

SIGNATURE:

Employee/Applicant: ___________________________          Date: ________

Revised 9/24/20
REASONABLE ACCOMMODATION

Except when undue hardship would result to the district, the Superintendent or designee shall provide reasonable accommodation:
1. In the job application process, to any qualified job applicant with a disability
2. To enable any qualified employee with a disability to perform the essential functions of the position he/she holds or desires to hold or to enjoy equal benefits or other terms, conditions, and privileges of employment as other similarly situated employees without disabilities

No employee or job applicant who requests an accommodation for his/her physical or mental disability shall be subjected to discrimination or to any punishment or sanction, regardless of whether the request for accommodation was granted. (Government Code 12940)

The district designates the position specified in BP/AR 4030 - Nondiscrimination in Employment as the coordinator of its efforts to comply with the Americans with Disabilities Act (ADA) and to investigate any and all related complaints.

(cf. 4030 - Nondiscrimination in Employment)

Definitions

Disability, with respect to an individual, is defined as any of the following: (Government Code 12926; 29 CFR 1630.2)
1. A physical or mental impairment that limits one or more of the major life activities
2. A record of such an impairment
3. Being regarded as having such an impairment

Limits shall be determined without regard to mitigating measures such as medications, assistive devices, prosthetics or reasonable accommodations, unless the mitigating measure itself limits a major life activity. (Government Code 12926)

Essential functions are the fundamental job duties of the position the individual with a disability holds or desires. The term does not include the marginal functions of the position. (Government Code 12926; 29 CFR 1630.2)

Reasonable accommodation means: (Government Code 12926; 29 CFR 1630.2)
1. For a qualified job applicant with a disability, modifications or adjustments to the job application process that enable him/her to be considered for the position he/she desires

AR 4032(b)

REASONABLE ACCOMMODATION (continued)

2. For a qualified employee with a disability, modifications or adjustments to the work environment, or to the manner or circumstances under which the position the employee holds or desires is customarily performed, that enable him/her to perform the essential functions of that position or to enjoy equal benefits and privileges of employment as are enjoyed by the district's other similarly situated employees without disabilities

Qualified individual with a disability means a job applicant or employee with a disability who: (29 CFR 1630.15, 1630.2)
1. Satisfies the requisite skill, experience, education, and other job-related requirements of the employment position he/she holds or desires
2. Can perform the essential functions of the position with or without reasonable accommodation
3. Would not pose a significant risk of substantial harm, which cannot be eliminated or reduced by reasonable accommodation, to himself/herself or others in the job he/she holds or desires

Undue hardship is a determination based on an individualized assessment of current circumstances that shows that the provision of a specific accommodation would cause significant difficulty or expense to the district. (29 CFR 1630.2)

Request for Reasonable Accommodation

1. Request by Job Applicant
A job applicant who is a qualified individual with a disability may request a reasonable accommodation in order to participate in the application and selection process for available District positions.
The applicant requesting accommodation must first put the request in writing by completing the District's form entitled, "Request for Reasonable Accommodation—Job Applicant." This form is available from the District office. The District shall assist the applicant as appropriate to put his/her request in writing on the specified form.

2. Request by Employee
An employee who is a qualified individual with a disability may request a reasonable accommodation in order to perform the essential job duties of his or her position or in order to enjoy the benefits of employment equivalent to those available to nondisabled employees.

AR 4032(c)
REASONABLE ACCOMMODATION (continued)
The employee requesting accommodation must first put the request in writing by submitting a doctor's note with restrictions which may affect the employee's ability to perform the essential functions of his/her position, or by completing the District's form entitled, "Request for Reasonable Accommodation—Employee." This form is available from the District office. The District shall assist the employee as appropriate to put his/her request in writing on the specified form.

Medical Verification
When the disability or the need for accommodation is not obvious, the coordinator or designee may ask the employee to supply reasonable documentation about his/her disability. In requesting this documentation, the coordinator or designee shall specify the types of information that are being sought about the employee's condition, the employee's functional limitations, and the need for reasonable accommodation. The employee may be asked to sign a limited release allowing the coordinator or designee to submit a list of specific questions to his/her health care or vocational professional.

If the documentation submitted by the employee does not indicate the existence of a qualifying disability or explain the need for reasonable accommodation, the coordinator or designee shall request additional documentation that specifies the missing information. If the
employee does not submit such additional documentation in a timely manner, the coordinator or designee may require him/her to submit to an examination by a health care professional selected and paid for by the district.

The district may make a medical or psychological inquiry of a job applicant or require him/her to submit to a medical or psychological examination after he/she has been given a conditional offer of employment but before the commencement of his/her job duties, provided the inquiry or examination is job-related, consistent with business necessity, and required for all incoming employees in the same job classification. (Government Code 12940)

The coordinator or designee shall not request any job applicant's or employee's genetic information except as authorized by law. (42 USC 2000ff-1, 42 USC 2000ff-5)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

In accordance with law, the coordinator or designee shall take steps to ensure the confidentiality of information related to medical conditions or history. As applicable, he/she shall notify the supervisor or manager of the qualified individual of any reasonable accommodation granted the individual and may notify first aid and safety personnel when the disability of the qualified individual may require emergency treatment. (42 USC 12112)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)

AR 4032(d)
REASONABLE ACCOMMODATION (continued)
Granting Reasonable Accommodation
Upon receiving a request for reasonable accommodation from a qualified individual with a disability, the coordinator or designee shall:
1. Determine the essential functions of the job involved
2. Engage in an informal, interactive process with the individual to review the request for accommodation, identify the precise limitations resulting from the disability, identify potential accommodations, and assess their effectiveness
3. Develop a plan for reasonable accommodation which will enable the individual to perform the essential functions of the job or gain equal access to a benefit or privilege of employment without imposing undue hardship on the district
A determination of undue hardship should be based on several factors, including: (29 CFR 1630.2)
a. The nature and net cost of the accommodation needed, taking into consideration the availability of tax credits and deductions and/or outside funding
b. The overall financial resources of the facility making the accommodation, the number of persons employed at this facility, and the effect on expenses and resources of the facility
c. The overall financial resources, number of employees, and the number, type, and location of facilities of the district
d. The type of operation of the district, including the composition, structure, and functions of the workforce and the geographic separateness and administrative or fiscal relationship of the facility making the accommodation to other district facilities
e. The impact of the accommodation on the operation of the facility, including the impact on the ability of other employees to perform their duties and the impact on the facility's ability to conduct business

The coordinator may confer with the site administrator, any medical advisor chosen by the district, and/or other district staff before making a final decision as to the accommodation.

AR 4032(e)

REASONABLE ACCOMMODATION (continued)

Appeal Process

Any qualified individual with a disability who is not satisfied with the decision of the coordinator may appeal in writing to the Superintendent or designee. This appeal shall be made within 10 working days of receiving the decision and shall include:

1. A clear, concise statement of the reasons for the appeal
2. A statement of the specific remedy sought

The Superintendent or designee shall consult with the coordinator or designee and shall review the appeal, together with any available supporting documents. The Superintendent or designee shall give the individual his/her decision within 15 working days of receiving the appeal.

Any further appeal for reasonable accommodation shall be considered a complaint concerning discrimination in employment and may be taken to the Governing Board in accordance with the district's procedure for such complaints.

The employee or applicant may also appeal directly to the Office for Civil Rights.

Legal Reference: (see next page)

AR 4032(f)

REASONABLE ACCOMMODATION (continued)

Legal Reference:

CIVIL CODE
51 Unruh Civil Rights Act
GOVERNMENT CODE
12900-12996 Fair Employment and Housing Act
UNITED STATES CODE, TITLE 29
701-794e Vocational Rehabilitation Act
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act, especially:
35.107 Designation of employee
36.101-36.608 Nondiscrimination on the basis of disability by public facilities

COURT DECISIONS

Management Resources:
EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

Revised 9/24/20
WEB SITES
Department of Fair Employment and Housing: http://www.dfeh.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Regulation HESPERIA UNIFIED SCHOOL DISTRICT

approved: August 5, 2019 Hesperia, California
Appendix J: HUSD & HTA 2020-2021 Reopening MOU

MEMORANDUM OF UNDERSTANDING BETWEEN
HESPERIA UNIFIED SCHOOL DISTRICT AND
HESPERIA TEACHERS ASSOCIATION

2020-2021 REOPENING OF SCHOOLS DURING THE COVID-19 PANDEMIC

The Hesperia Unified School District (District) and the Hesperia Teachers Association (Association or HTA) enter into this Memorandum of Understanding (MOU) regarding the reopening of schools for the 2020-2021 school year.

The District and Association agree to the following:

1. As of the date of execution of this MOU, the schools of the District shall start the 2020-2021 school year under a distance learning (online) model. The parties acknowledge that more issues, known and unknown at this time, may require further negotiations to effectuate the safety of students and staff as schools reopen. The District will continue to consider the guidance of the California Department of Education and the San Bernardino County Health Department and other governmental entities related to pandemic health and safety matters.

2. The instructional scenario set forth in this MOU is meant to be adaptable and flexible in accordance with District determinations, guidance from the State of California and/or the County of San Bernardino, as well as the needs of students and staff of the District. Adjustments to the instructional model before and/or after the commencement of the 2020-2021 school year shall be determined by the District in consultation with the Association and appropriate public health and safety guidance. Any adjustment to the distance learning model back to traditional instruction or a hybrid model will include a two-week transition period during which the parties shall meet and negotiate the effects of any such transition.

Distance Learning Instruction

a. Distance learning is defined by students receiving instruction from a location away from campus.

b. In the expectation that the 2020-2021 school year will commence with a distance learning model under Stage 2 conditions (pursuant to California Department of Public Health (CDPH) guidance), bargaining unit members may work remotely or may access and work from their assigned classroom/workspace during regular school hours; however, it is the District’s preference that bargaining unit members work from their assigned classroom/office, unless there is need for accommodation.

i. If the county is designated to be in Stage 1 and/or under a stay-at-home order, all bargaining unit members shall work remotely until the designation is changed or the stay-at-home order is lifted. If a unit member needs to access their classroom/office during this time, they shall make arrangements with their site administration.
ii. If the County is taken off the CDPH monitoring list or granted a CDPH-approved waiver or CDPH-approved variance, the District reserves the right to direct unit members to return to their assigned classrooms to provide limited small group interaction, at which time the parties will promptly meet and confer to negotiate the effects of the unit members’ returning to their classrooms. This includes but is not limited to small group instruction, intervention, special education, EL support, supporting students’ transition back to school sites.

iii. If the county is designated to be in Stage 3, if it has not yet occurred pursuant to this MOU, then the parties will promptly meet and confer to negotiate the effects of transition to a hybrid or traditional instructional model, as appropriate.

c. Bargaining unit members in an at-risk group (e.g., age, health, etc.) requesting an accommodation shall follow the process set forth in the appendix of the 2020-21 HUSD School Year Planning Document (“Plan”).

d. Bargaining unit members who have been either exposed to COVID and/or exhibiting symptoms shall follow the process set forth in the appendix of the Plan.

e. Students will receive daily live interaction with unit members for purposes of instruction, progress monitoring, and maintaining school connectedness. This real-time interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders and consistent with this MOU.

f. This daily live interaction shall be designed to meet the needs of students at the discretion of the classroom teacher. All bargaining unit members are responsible for providing administrators access to all virtual platforms.

g. 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.

h. The workday for bargaining unit members is set forth in Article Thirteen (13) of the CBA. Unit members are expected to work from either their home or assigned classroom/office (e.g., not on vacation). If the need arises for a unit member to provide remote instruction from another location, the unit member shall meet with site or District administration to discuss accommodations.

i. It is expected that all bargaining unit members, if contacted by the District during regular work hours, respond no later than 24-hours. Bargaining unit members working remotely shall be available to report to the District or their assigned school office within 24-hours, as necessary.

j. Subject to a meet and confer with HTA, the District reserves the right to direct a bargaining unit member to work from their assigned classroom/office when there is a reasonable concern a member’s performance is less than satisfactory (e.g., unreliable internet access, unresponsiveness to students, parents, or administration, etc.).
k. 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), 4-12 (240 daily minutes), and Continuation High School (180 daily minutes) are currently in effect for the 2020-2021 school year.

l. 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.

m. School staff, department, collaboration, and leadership meetings shall occur as specified in the CBA. Virtual meetings shall follow the same schedule and time as any contractual meeting. All bargaining unit members shall attend contractually designated meetings.

n. To meet the expectations of SB98, (instruction provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction), teachers will provide a combination of synchronous and asynchronous interactions daily, aligned with the site distance learning schedule. The District recommends at least three (3) hours of daily live interaction with students via Google Meet, Zoom or other District approved video conferencing platform. Examples of interactions include: Whole class, small group, individual support.

**Distance Learning Instructional Schedule**

a. See Appendix A of the MOU for sample schedules.

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

**Accountability Requirements**

a. Unit members shall document daily participation/attendance for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning when assigned to do so shall be documented as absent by the distance learning teacher.

b. Evidence of daily student participation in distance learning shall be obtained using:
   
   i. Evidence of participation in online activities;
   
   ii. Completion of regular assignments and/or assessments;
   
   iii. Contacts between employees of the District and pupils or parents or guardians; and
   
   iv. Evidence provided by related service provider communication logs.

   c. Unit members shall continue to respond to parent or student communications in a timely fashion to the same extent they would during traditional instruction.
d. The District shall ensure that a unit member complete a weekly engagement record for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

e. The District shall develop written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. These procedures shall require school site staff to make contact with the pupil’s parents or guardians pursuant to the requirements of Education Code Section 43504(f).

Special Education

a. Special Education teachers of students with disabilities will provide continuity of learning through a variety of distance learning resources as deemed appropriate by the IEP Team so that Special Education students have reasonable access under the circumstances to the same learning opportunities as other students.

b. Special Education teachers of students with disabilities will provide continuity of learning through a variety of distance learning resources as deemed appropriate by the IEP Team so that students have reasonable access, under the circumstances, to the same learning opportunities as their general education peers, with the accommodations and modifications per their IEP, during distance learning.

c. Related Service Providers (Speech Therapists, Adaptive PE teachers, etc.) will prepare distance learning activities that can be completed at home as appropriate. Communication logs will be maintained. The District shall ensure that video conferencing platforms used to provide required minutes are FERPA compliant.

d. In order to complete annual IEPs and IEPs that are in process with all testing completed, per the federally mandated timelines, digital options to meet and collaborate on a student’s IEP will be implemented (video or telephonic) during the school closures. Under the leadership of the school’s administrator and the guidance of the student’s case manager, the school will assemble the legally mandated team members, unless a written team member’s excusal is completed by the student’s parent/guardian and attached to the IEP in WebIEP. Initial, triennial, and Part B to C IEPs will be completed within required timelines unless mutually agreed upon by the parent and LEA.

Professional Development and Preservice

a. Ongoing professional development and support coordinated through District leadership, site leadership, instructional coaches, and/or PLCs will be provided throughout distance learning.

Hygiene and Health

a. The District will provide appropriate personal protective equipment (PPE) to all unit members required to report to school sites.
b. In-lieu of using District-provided PPE, unit members may bring their own PPE so long as the PPE complies with public health guidelines and provides equivalent protection to the PPE provided by the District.

c. All bargaining unit members shall adhere to health and safety protocols as determined by the superintendent and outlined in the Plan.

d. Face coverings shall not be required of staff when there is a valid medical/behavioral reason verified in writing from a medical professional.

e. All unit members shall be required to wash their hands or use hand sanitizer upon entering District sites and every time a classroom is entered.

f. Administrators will notify bargaining unit members if their regularly assigned workspace is going to be occupied to provide additional spaces for physical distancing and stable cohorts.

Duration

a. This MOU shall remain in effect through December 31, 2020, or upon an order from the State or District that requires all bargaining unit employees to return to work in a traditional school environment and work schedule, whichever occurs first, excluding summer school programs and the Extended School Year (ESY).

b. Due to the evolving nature of conditions under the pandemic, either party may reopen this MOU for further negotiation at any time.

APPENDIX A

ELEMENTARY SAMPLE SCHEDULE 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-</td>
<td>Set up for synchronous &amp; asynchronous</td>
<td>Set up for synchronous &amp; asynchronous</td>
<td>Collaboration Time/PLCs</td>
<td>Set up for synchronous &amp; asynchronous</td>
<td>Set up for synchronous &amp; asynchronous</td>
</tr>
<tr>
<td>8:45</td>
<td>lessons</td>
<td>lessons</td>
<td>lessons</td>
<td>lessons</td>
<td>lessons</td>
</tr>
<tr>
<td>8:45-</td>
<td>Morning meeting-whole class</td>
<td>Morning meeting-whole class</td>
<td>Meetings and/or PD</td>
<td>Morning meeting-whole class</td>
<td>Morning meeting-whole class</td>
</tr>
<tr>
<td>9:00</td>
<td>Reading groups</td>
<td>Reading groups</td>
<td>Meetings and/or PD</td>
<td>Reading groups</td>
<td>Reading groups</td>
</tr>
<tr>
<td>10:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Office hours and parent communication</td>
<td>Office hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>Math groups</td>
<td>Math groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15-1:00</td>
<td>Writing/Social Studies/Science</td>
<td>Writing/Social</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studies/Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student checkins for SEL support</td>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>checkins for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEL support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-3:00</td>
<td>Office hours and parent communication</td>
<td>Office hours</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>and parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>communication</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Designated ELD shall be provided during English/Language Arts blocks

*Office hours are designed for individualized support and communication

*These are examples. School sites shall submit their individual schedules for approval prior to August 6th.*

**ELEMENTARY SAMPLE SCHEDULE 2**

Students will follow a daily class schedule 5 days a week, and have live interactions with teachers and classmates. Below are sample schedules for grades K-3, 4-6. In these samples, highlighted portions represent the time that students will spend interacting with a teacher live. During the other time slots, students will be working independently alone or with a parent/guardian helper (for primary grades).

**K-3 Sample Schedule**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meeting and Social Emotional Learning</td>
<td>30 minutes</td>
</tr>
<tr>
<td>ELA Listening and Learning whole group instruction with teacher</td>
<td>20 minutes</td>
</tr>
<tr>
<td>• Integration of coherently ordered literary and informational text</td>
<td></td>
</tr>
<tr>
<td>• Speaking &amp; Listening</td>
<td></td>
</tr>
<tr>
<td>• Vocabulary Development</td>
<td></td>
</tr>
<tr>
<td>• Shared Writing</td>
<td></td>
</tr>
<tr>
<td>ELA Listening and Learning independent practice</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Brain Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Activity</td>
<td>Time</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>ELA Skills whole group instruction with teacher</td>
<td>20 minutes</td>
</tr>
<tr>
<td>• Print Concepts</td>
<td></td>
</tr>
<tr>
<td>• Phonological Awareness</td>
<td></td>
</tr>
<tr>
<td>• Phonics</td>
<td></td>
</tr>
<tr>
<td>• Fluency</td>
<td></td>
</tr>
<tr>
<td>• Writing Foundations</td>
<td></td>
</tr>
<tr>
<td>ELA Skills independent practice</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Lunch and Recess/Break</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Math whole group instruction with teacher</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Math independent practice</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Brian Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Extended Learning instruction with teacher</td>
<td>40 minutes</td>
</tr>
<tr>
<td>• Science</td>
<td></td>
</tr>
<tr>
<td>• Social Studies</td>
<td></td>
</tr>
<tr>
<td>• PE</td>
<td></td>
</tr>
<tr>
<td>• STEM</td>
<td></td>
</tr>
<tr>
<td>Special Areas or Project-based/Inquiry-based learning with teacher</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

- Actual student schedules will not follow this exact order of subjects
- Special Areas and Extended Learning will be at different times of day by grade level
- Students may be invited to receive small group instruction/support during independent practice times.

### 4-6 Sample Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meeting and Social Emotional Learning</td>
<td>30 minutes</td>
</tr>
<tr>
<td>ELA Part 1 whole group instruction with teacher</td>
<td>20 minutes</td>
</tr>
<tr>
<td>□ Integration of literary and informational text</td>
<td></td>
</tr>
<tr>
<td>□ Writing instruction</td>
<td></td>
</tr>
<tr>
<td>ELA Part 1 independent practice</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Brain Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>ELA Part 2 whole group instruction with teacher</td>
<td>20 minutes</td>
</tr>
<tr>
<td>□ Integration of literary and informational text</td>
<td></td>
</tr>
<tr>
<td>□ Writing instruction</td>
<td></td>
</tr>
<tr>
<td>ELA Part 2 independent practice</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>
Lunch and Recess/Break | 30 minutes  
---|---
Math whole group instruction with teacher | 30 minutes  
Math independent practice | 30 minutes  
Brian Break | 5 minutes  
Extended Learning instruction with teacher  
• Science  
• Social Studies  
• PE  
• STEM | 40 minutes  
Special Areas or Project-based/Inquiry-based learning with teacher | 30 minutes  

- Actual student schedules will not follow this exact order of subjects  
- Special Areas and Extended Learning will be at different times of day by grade level  
- Students may be invited to receive small group instruction/support during independent practice times.

SECONDARY SAMPLE SCHEDULES

High School Sample Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7:30-8:30</strong></td>
<td>Set Up for synchronous &amp; asynchronous lessons</td>
<td>Set Up for synchronous &amp; asynchronous lessons</td>
<td>Collaboration Time/PLCs</td>
<td>Set Up for synchronous &amp; asynchronous lessons</td>
<td>Set Up for synchronous &amp; asynchronous lessons</td>
</tr>
<tr>
<td><strong>8:30-10:00</strong></td>
<td>Period 1</td>
<td>Period 4</td>
<td>Meetings and/or PD</td>
<td>Period 1</td>
<td>Period 4</td>
</tr>
<tr>
<td><strong>10:00-</strong></td>
<td>Period 2</td>
<td>Period 5</td>
<td></td>
<td>Period 2</td>
<td>Period 5</td>
</tr>
<tr>
<td><strong>11:30-12:00</strong></td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td><strong>12:00-1:30</strong></td>
<td>Period 3</td>
<td>Period 6</td>
<td>Student check-ins for SEL support</td>
<td>Period 3</td>
<td>Period 6</td>
</tr>
<tr>
<td><strong>1:30-2:30</strong></td>
<td>Office Hours and Parent Communication</td>
<td>Office Hours and Parent Communication</td>
<td>Office Hours and Parent Communication</td>
<td>Office Hours and Parent Communication</td>
<td></td>
</tr>
</tbody>
</table>

Middle School Sample Schedules

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:30-9:30</strong></td>
<td>Set Up for synchronous &amp; asynchronous lessons</td>
<td>Set Up for synchronous &amp; asynchronous lessons</td>
<td>Collaboration Time/PLCs</td>
<td>Set Up for synchronous &amp; asynchronous lessons</td>
<td>Set Up for synchronous &amp; asynchronous lessons</td>
</tr>
<tr>
<td><strong>9:30-11:00</strong></td>
<td>Math</td>
<td>Language Arts</td>
<td>Meetings and/or PD</td>
<td>Math</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
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</tr>
<tr>
<td>8:30-9:30</td>
<td>Set Up for synchronous &amp;</td>
<td>Set Up for synchronous &amp;</td>
<td>Collaboration Time/PLCs</td>
<td>Set Up for synchronous &amp;</td>
<td>Set Up for synchronous &amp;</td>
</tr>
<tr>
<td></td>
<td>asynchronous lessons</td>
<td>asynchronous lessons</td>
<td></td>
<td>asynchronous lessons</td>
<td>asynchronous lessons</td>
</tr>
<tr>
<td>9:30-10:45</td>
<td>Period 1</td>
<td>Period 4</td>
<td>Meetings and/or PD</td>
<td>Period 1</td>
<td>Period 4</td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>Period 2</td>
<td>Period 5</td>
<td></td>
<td>Period 2</td>
<td>Period 5</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-1:45</td>
<td>Period 3</td>
<td>Period 6</td>
<td>Student check-ins for SEL</td>
<td>Period 3</td>
<td>Period 6</td>
</tr>
<tr>
<td>1:45-3:00</td>
<td>Office Hours and Parent</td>
<td>Period 7</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Period 7</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Communication</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Designated ELD shall be provided during English/Language Arts blocks
*Office hours are designed for individualized support and communication *These are examples. School sites shall submit their individual schedules for approval prior to August 6th.*

FOR THE ASSOCIATION: ______________________________

FOR THE DISTRICT: ______________________________

______________________________  ______________________________
Date                                                           Date

______________________________  ______________________________
Date                                                           Date

A signed copy available in Personnel

Revised 9/24/20
Appendix K: HUSD & CSEA 2020-2021 Reopening MOU

MEMORANDUM OF UNDERSTANDING BETWEEN
THE HESPERIA UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION AND ITS CHAPTER #684
RETURN IMPACTS AND EFFECTS ON THE CSEA BARGAINING UNIT

This memorandum of understanding is agreed to between Hesperia Unified School District ("The District") and the California School Employees Association and its Hesperia Chapter 684 (together "CSEA") concerning the impacts and effects of distance learning during the 2020-2021 school year.

The parties agree that nothing herein limits the District's authority to exercise its powers as established by law, the applicable collective bargaining agreement, board policies, and administrative regulations. The District and CSEA recognize the importance of maintaining safe facilities and operations, for the benefit of the students and communities served by the District and its teachers and staff. We recognize the importance of prudent measures to prevent District employees, students, their families, or other people using District facilities from being exposed to or infected with coronavirus. Care should be taken to identify potential exposure and prevent the spread of the disease. We agree that continuity of District operations should be maintained, and provisions should be made for District employees who are impacted by the epidemic.

To these ends, the District and CSEA agree as follows:

1. Safety:
   A. Reporting Unsafe Conditions

   Should a bargaining unit member have a reasonable belief that workplace conditions pose a risk to his/her health or safety, he/she should first discuss the issue with his/her supervisor. If the matter is not resolved to the bargaining unit member's satisfaction, he/she should initiate the process as outlined in Article 11-E of the Collective Bargaining Agreement. If the unsafe condition relates to COVID-19, the District agrees to meet and confer as specified in Article 11-E; this shall commence within one working day of the request. Bargaining unit members may be directed to complete alternate work or work under modified conditions as directed until conditions are made safe for the completion of the original assignment, provided modification sufficiently addresses safety concern(s).

   B. Protocols

   The District and CSEA shall implement practices and protocols which align with guidance issued by state and local public health and safety officials, as they are implemented and amended. The agreed-upon practices and protocols are subject to change to align with updated guidance, and as of the date of ratification of this agreement, they include, but are not limited to:

   Safety Equipment and Supplies:

   - The District has provided portable hand sanitizing stations;

   1
• The District will make appropriate changes needed to comply with any public health and safety requirements (e.g., social distancing, facial coverings, barriers, hand-washing, etc.).
• The District will continue to provide supplies for preventive measures (e.g., facial coverings, soap and water, disposable towels or tissues, hand sanitizer, etc.);
• The District will provide personal protective equipment (PPE), where appropriate, as follows:
  o For staff engaged in secondary symptom screening:
    ▪ Facial coverings and disposable gloves
  o For office staff, library staff, food service staff, and any staff with potential public or student contact:
    ▪ Facial coverings, disposable gloves, and sneeze guards
  o For custodial staff:
    ▪ Facial coverings, gloves appropriate for all cleaning and disinfecting, including supplies and equipment for deep cleaning and disinfecting (e.g., gloves, eye protection, facial coverings, etc.)
• The District shall purchase a sufficient number of no-touch thermal scan thermometers for secondary symptom screenings.

Practices and Protocols:

• The District has developed a 2020-21 Plan for Re-opening “The Plan” with input from all stake holders. The Plan shall remain posted on the District Website. The Plan is a working document that the committee is continuing to meet and discuss as the COVID-19 situation changes. As changes are made to The Plan the District agrees to update The Plan on the District website and email all Unit Members notifying them of the changes. The District also agrees to continue to invite and include CSEA in all committee meetings pertaining to The Plan.
• All bargaining unit members shall adhere to health and safety protocols as determined by the Superintendent and outlined in The Plan.
• Bargaining Unit Members will refrain as much as feasible from congregating in work environments, break rooms, staff rooms, offices, and bathrooms;
• The District shall implement appropriate limitations on access to school sites in accordance with the Plan and any applicable District policies;
• The District shall establish and maintain a routine “deep-cleaning/sanitizing” schedule in accordance with State guidelines and orders. “Deep-cleaning schedule/sanitizing” is defined as a plan for keeping school facilities at a high level of cleanliness, particularly sanitizing high-touch surfaces;
• The District agrees to adhere to state and local public health and safety guidance regarding any necessary temporary closure(s) and deep cleaning of affected classrooms and areas that an infected person(s) visited; and
• The District agrees to maintain an updated Injury and Illness Prevention Plan (IIPP) to address unique circumstances during COVID-19 crisis and agrees to make updates accessible to employees and parents.

2. Nutrition Services
• The District will continue to provide grab and go lunches while schools are providing distance learning;
• The District will post signs on how to assist in the prevention of the spread of COVID-19;
• The Nutrition Services management team will review and update standard operating procedures, as needed, for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens;
• Nutrition Services employees will be trained on health and safety protocols, including correct application of disinfectants and maintaining physical distancing; and
• The District may adjust employee shifts to minimize number of staff in the kitchen.

3. **Testing and Tracing**
   - The District will adhere to the process specified in the Plan for testing and contact tracing for when any on-site person(s) have tested positive for COVID-19, including notifying bargaining unit members who have been exposed to COVID-19 at work.
   - Employees who have tested positive for COVID-19 will be notified by the District of their available leaves and referred to the most up to date information in the appendix of the Plan for return-to-work protocols.
   - If COVID-19 testing is required by the District due to a possible COVID-19 exposure while working, the District shall provide COVID-19 testing at no expense to bargaining unit members where potential exposure has occurred.
   - CSEA agrees to cooperate with the District in any necessary public health actions, such as contact tracing of infected individuals.

4. **Leave Provisions**
   - District shall not contest workers’ compensation claims that COVID-19 disease is caused by work exposure, without good cause, for employees who are diagnosed positive by a physician with COVID-19 within 14 days of notification of exposure at work.
   - In the event any District facility must be closed temporarily for health or safety reasons, or due to government mandate (e.g., stay-at-home order), CSEA bargaining unit members will not suffer any loss of pay or benefits for the period of closure or curtailment.
   - Should a bargaining unit member need to request a reasonable accommodation due to age or an underlying health condition, he/she must inform his/her immediate supervisor as soon as the need for an accommodation is known.
   - Bargaining unit members who are unable to work due to a COVID-related issue will be entitled to all available leave, including that which is provided for in HR 6201. The leave provisions provided under HR 6201 will be accessed prior to deducting any available personal leaves.
5. **Returning Personnel**

- The District agrees to give CSEA two (2) weeks notice prior to Phase II. During this two (2) week period the District and CSEA will meet and negotiate the effects of Phase II.
- Due to the continuation of distance learning at the beginning of the 2020-21 school year, the District recognizes that some classified staff may be able to perform their duties remotely. If a Unit Member wishes to work remotely, he/she shall meet with their supervisor, who shall make a determination as to the feasibility of the request.
- If the request to work remotely has been granted, the Unit Member is expected to work from home (e.g. not on vacation).
- Unit Members working remotely shall be available to report to the District or their assigned work location within 24 hours, as necessary.
- The District reserves the right to re-direct a bargaining unit member to work from their assigned site/department when there is a reasonable concern a member’s performance is less than satisfactory (e.g. unreliable internet access, unresponsiveness to students, parents, and/or administrators, etc.)
- All classifications are expected to return to work at their regularly assigned hours and site for the 2020-21 school year.
- The District and CSEA acknowledge that California Education Code §45101(a) requires that all classified positions have set duties. However, due to the unforeseen and unprecedented nature of the current conditions, CSEA and the District recognize that some CSEA bargaining unit positions may be asked to perform duties not contained within their current job description; in such cases, this will not constitute a reclassification (unless the parties mutually intend for this to result in a formal reclassification).
- When the need for a bargaining unit member to perform job duties outside of their current job description arises, reasonable attempts will be made to have the duties performed within the same job family.
- All bargaining unit members asked to perform job duties outside of their current job description will have appropriate training for the duties they are expected to perform prior to performing them.
- The District may temporarily transfer bargaining unit members to perform duties at a site other than their regular assigned site, as needed. The District will ask for volunteers prior to directing any unit members to change sites.
- If the need to temporarily transfer to a different site arises with no volunteers, the District shall temporarily transfer the least senior unit member in the classification at the site, unless there is another Unit Member with skills uniquely suited to the assigned task. The unit member shall be given 24 hour notice of transfer.
- The District and CSEA agree this is a temporary solution to a current need and shall not be considered a waiver of CSEA’s right to negotiate the transfer of duties. This shall not be precedent setting for either party. All temporary transfer of duties will be shared with CSEA.

6. **Training**

- The District agrees to provide additional training related to COVID-19 and its impact on the workplace.
• All trainings provided will be in accordance with the guidance from state and local public health and safety officials.
• Virtual trainings will be considered prior to in person trainings being conducted.

CSEA support for full funding: CSEA will support efforts to maintain funding pursuant to Education Code §§ 41422 and 46392 in the event of a closure of any District facilities due to epidemic.

Information and Further Negotiation: The District and CSEA agree that it is important to share relevant information either party receives from local health authorities about COVID-19 pandemic; therefore, both parties will endeavor to do so to the greatest extent possible.

Compliance with further governmental orders: The parties recognize that the COVID-19 pandemic is evolving and so is governmental response. The parties will comply with all requirements included within further state or federal legislation or orders as they affect the terms and conditions of employment of bargaining unit employees and will bargain as needed over the effects of such further directives.

Duration of Agreement: This MOU shall remain in effect through December 31, 2020. The parties recognize the potential for changing conditions and agree to meet and negotiate, as needed, to modify and/or extend the duration of this MOU.

It is agreed and understood that this agreement is subject to all approvals required by CSEA policy and the Hesperia Unified School District Governing Board.

HUSD
Karen Kelly-Pelaez
Assistant Superintendent, Personnel

Paige-Mayer
Director, Personnel

Dr. George Landon
Assistant Superintendent, Business Services

Kortney Grimm
Director, Fiscal Services

Faysel Bell
Principal, Hesperia Junior High School

CSEA
Ahlene Yanes

Melvoul-Cusino

Romah Aguilar

Anne Grigsby

Jeff Parker

Revised 9/24/20
James Elgin  
Principal, Joshua Circle Elementary School  

Alicia Bonnett  
Principal, Ranchero Middle School  

Robert McCollum  
Assistant Superintendent, Innovative Technology and Communication  

Isaia Newman-Gomez  
Director, Student Services  

Shadee Johnson (LRR)  
Date  
8/5/20  

Date  
8/1/20  

Date  
8/5/20  

Date  
8/2/20
Appendix L: “GRAB-AND-GO” Meal Service

Starting Wed, Sept 9th
Date: Mon – Thurs*
Time: 11:00am – 12:00pm
*Friday’s meals will be included in Thursday’s pickup.

Lunch, Super Snack, and Next Day’s Breakfast will be provided.
Limit one (1) set of meals per child.
Menus are subject to change depending on vendor availability and unforeseen circumstances.
Enrolled HUSD students with food allergies may be accommodated on a case-by-case basis by contacting nutrition.services@hesperiausd.org.
Children do not need to be present.

PICKUP LOCATIONS
- Carmel Elementary
- *NEW* Cedar Middle School
- Cottonwood Elementary
- Eucalyptus Elementary
- Hesperia High School
- Hesperia Junior High
- Juniper Elementary
- Lime St Elementary
- Maple Elementary
- Mesa Grande Elementary
- *NEW* Mission Crest Elementary
- Ranchero Middle School
- Topaz Preparatory

*NEW* Bus Stops (see specific times & locations)

Visit http://lunches.hesperiausd.org for more info, an interactive Google map of the bus stops, online Meal Applications, menus, and heating instructions.

Dates, times, and locations may be subject to change. This institution is an equal opportunity provider.
GRAB-AND-GO MEAL SERVICE FAQ

Who is eligible for grab-and-go meals?
All children ages 2 - 18.

When and where will grab-and-go meals be served?
Grab-and-Go meals will be served from 11am – 12 pm on Monday – Thursday at our Drive-Thru School Locations (see list below). Friday’s meals will be included in Thursday’s pickup.

- Carmel Elementary
- Cedar Middle School
- Cottonwood Elementary
- Eucalyptus Elementary
- Hesperia High School
- Hesperia Junior High
- Juniper Elementary
- Lime St Elementary
- Maple Elementary
- Mesa Grande Elementary
- Mission Crest Elementary
- Ranchero Middle School
- Topaz Preparatory

Meals will be available at select Bus Stop Locations on Monday - Thursday. Please check each individual Bus Stop in the Google map below for specific times. Friday’s meals will also be included in Thursday’s pickup.

Click here for more information and Grab-And-Go Meal Service FAQ
Appendix M: Letter to Parents: Signs & Symptoms Screening

HESPERIA UNIFIED SCHOOL DISTRICT
ADMINISTRATION & EDUCATIONAL SUPPORT CENTER

Dear Parent(s)/Guardian(s),

Signs and Symptoms Screening
As students are transitioned back to in-person instruction, it is vital to the health of the students/staff/community that parents/guardians monitor their children for signs of infectious illness every day. Students who are sick should NOT attend school in-person. People with COVID-19 have a wide range of reported symptoms—ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure and can include:

- Fever or chills
- New uncontrolled cough
- Shortness of breath
- Fatigue
- Muscle or body aches
- New onset of severe headache
- New loss of smell or taste
- Sore throat
- Congestion or runny nose
- Diarrhea, vomiting, abdominal pain, nausea

Symptom screening at home can be helpful to determine if a student currently has an infectious illness that could impair their ability to learn, or is at risk of transmitting an infectious illness to other students or to school staff. The Centers for Disease Control and Prevention (CDC) recommends daily home screening in the morning before your child leaves for school using the following screening tool:

Section 1: Symptoms: Please check any and all symptoms present
___ Fever (100.4 degrees Fahrenheit or higher) or chills
___ New uncontrolled cough
___ Shortness of breath
___ Fatigue
___ Muscle or body aches
___ New onset of severe headache
___ New loss of taste or smell
___ Sore throat
___ Congestion or runny nose
___ Diarrhea, vomiting, abdominal pain, nausea

Section 2: Close Contact/Potential Exposure: Check all that apply
Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19 within the last 14 days.

Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to COVID-19 within the last 14 days.

Should a student exhibit signs and symptoms while at school or during an extracurricular activity, he/she will be isolated from other students and staff until picked up. The student will NOT be able to ride the bus home.
Return to School Policies

- If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student would be excused from school until symptom-free for 24 hours without fever reducing medications.
- If the student or parent or caregiver answers YES to any question in Section 1 and YES to any question in Section 2, the student should be referred for evaluation by their healthcare provider and possible testing. Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results should stay home, isolate themselves from others, monitor their health, and follow directions from their healthcare provider.
- Schools should not require testing results as a part of return to school policies. Students who have received a negative test result should be allowed to return to school once they have been symptom-free for 24 hours without fever reducing medications. Students diagnosed with COVID-19 or who answer YES to any component of Section 1 AND YES to any question in Section 2 should be permitted to return to school in line with current CDC recommendations:
  - At least 10 days since symptoms first appeared, AND
  - Symptom-free for 24 hours without fever reducing medications
- If a student answers yes to both sections of the screening tool OR tests positive for Covid-19, siblings will be excused also.
- Anyone who has had close contact with someone with Covid-19 should stay home for 14 days after their last exposure to that person.

If you have any questions do not hesitate to contact health services (760) 244-4411, extensions 7447, 7279, 7360, 7267.