

# **SPRING 2021 RETURN TO SCHOOL SURVEY FINDINGS**

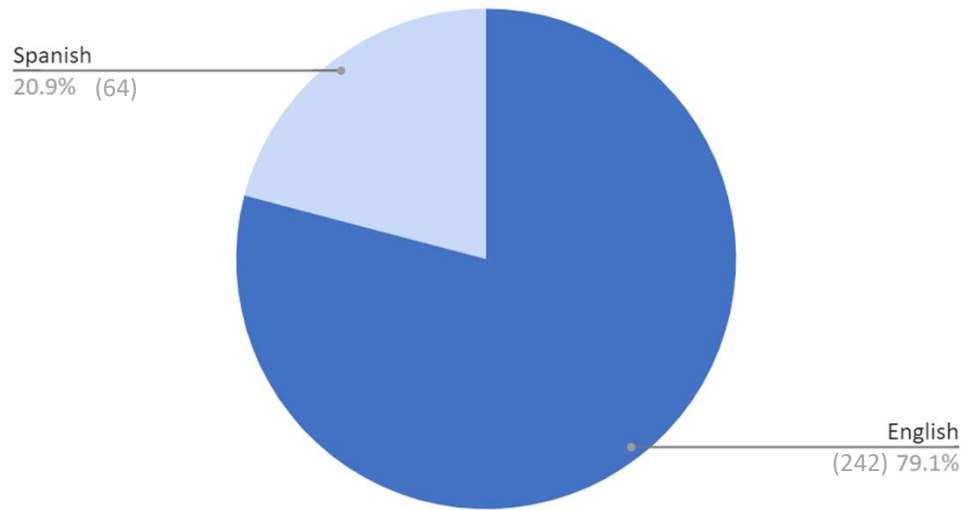
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Presented to the HUSD School Board on December 9, 2020

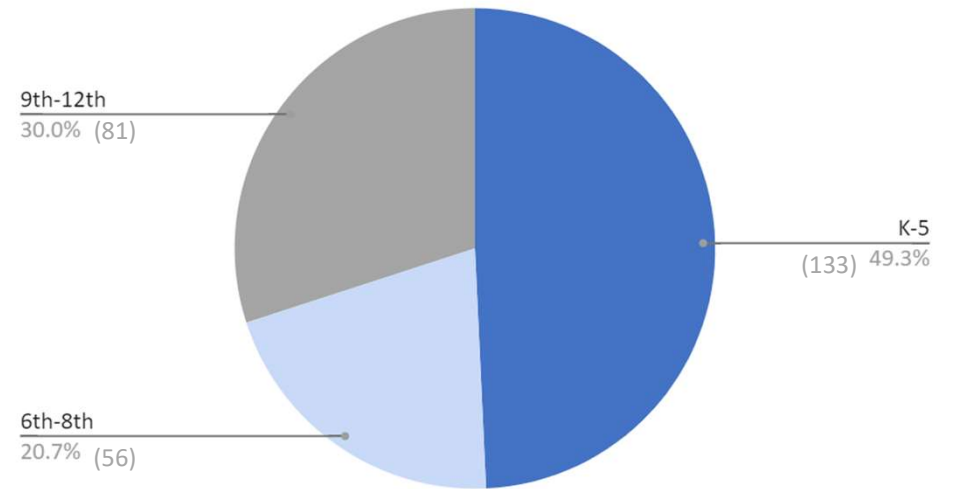
Survey results are from November 30-December 8, 2020

# Parent Survey Results

## Survey Participation Language

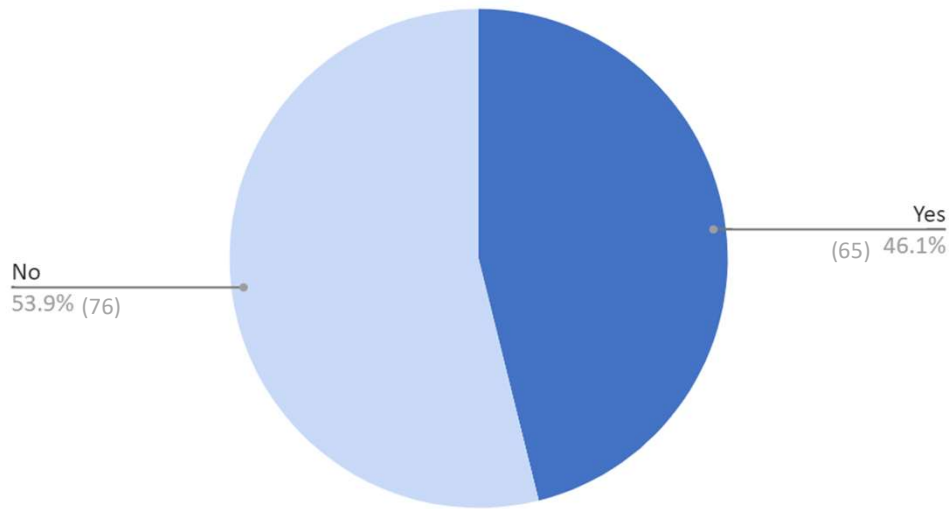


## Student Grade

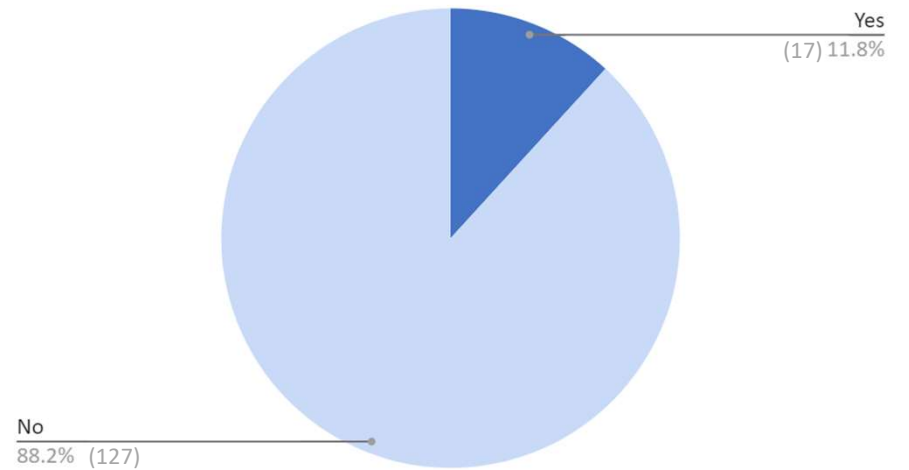


# Dual Immersion & Special Education

Is Your Child in Dual Immersion?

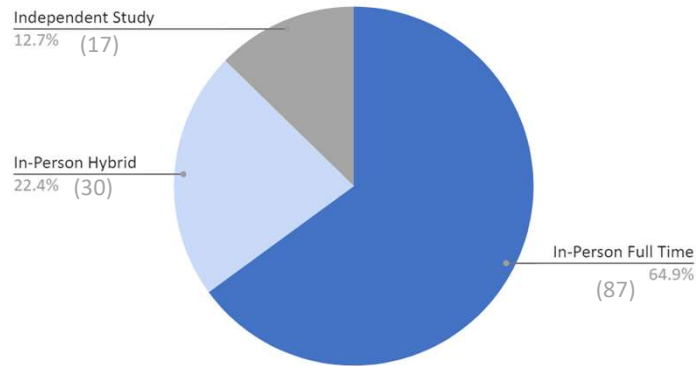


Special Education Students

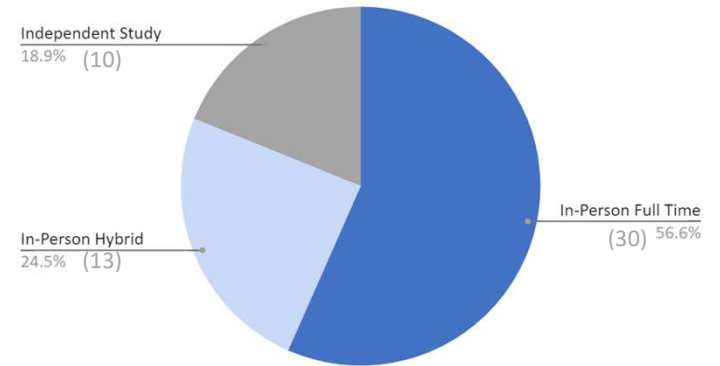


# Preferred Mode of Return-Parents

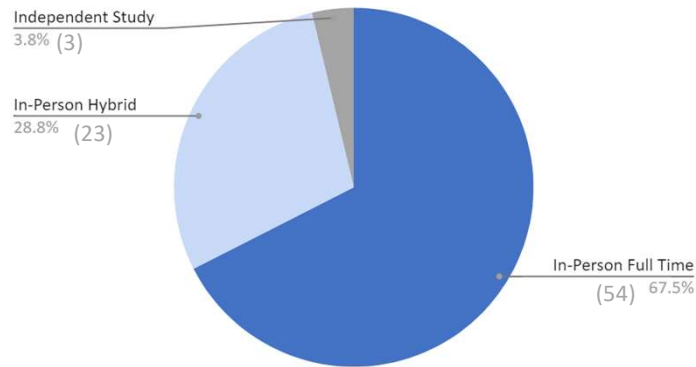
## Preferred Mode of Return to School (K-5)



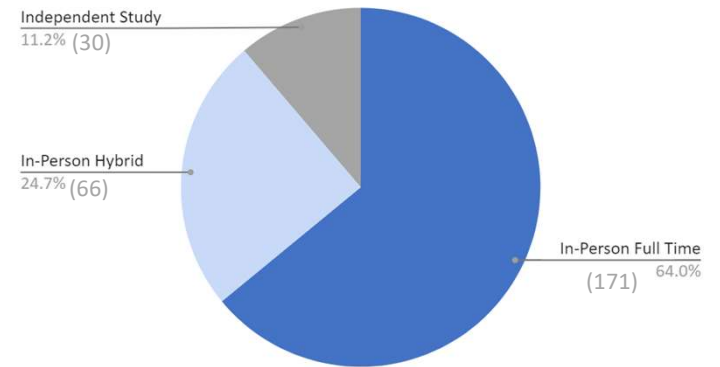
## Preferred Mode of Return to School (6-8)



## Preferred Mode of Return (9-12)

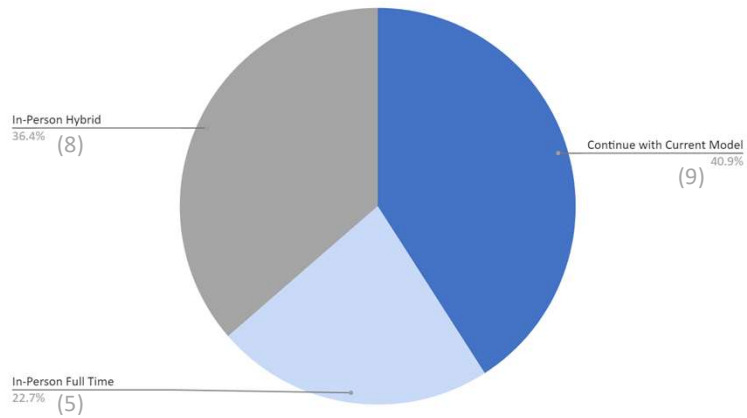


## Preferred Mode of Return (District)

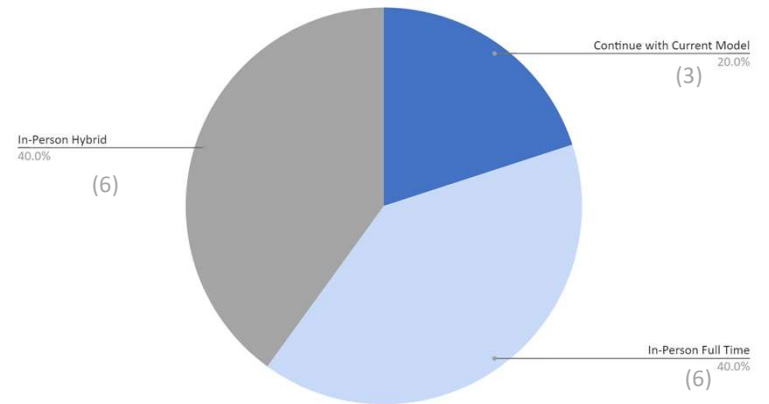


# Preferred Mode of Return-Staff

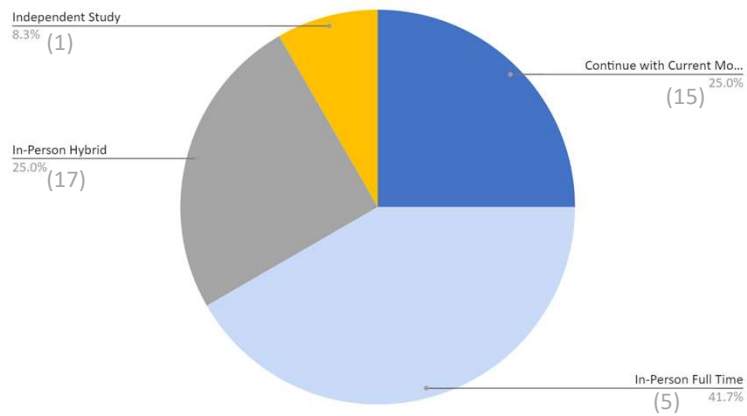
Preferred Return to School Model (K-8 Certificated)



Preferred Return to School Model (9-12 Certificated)

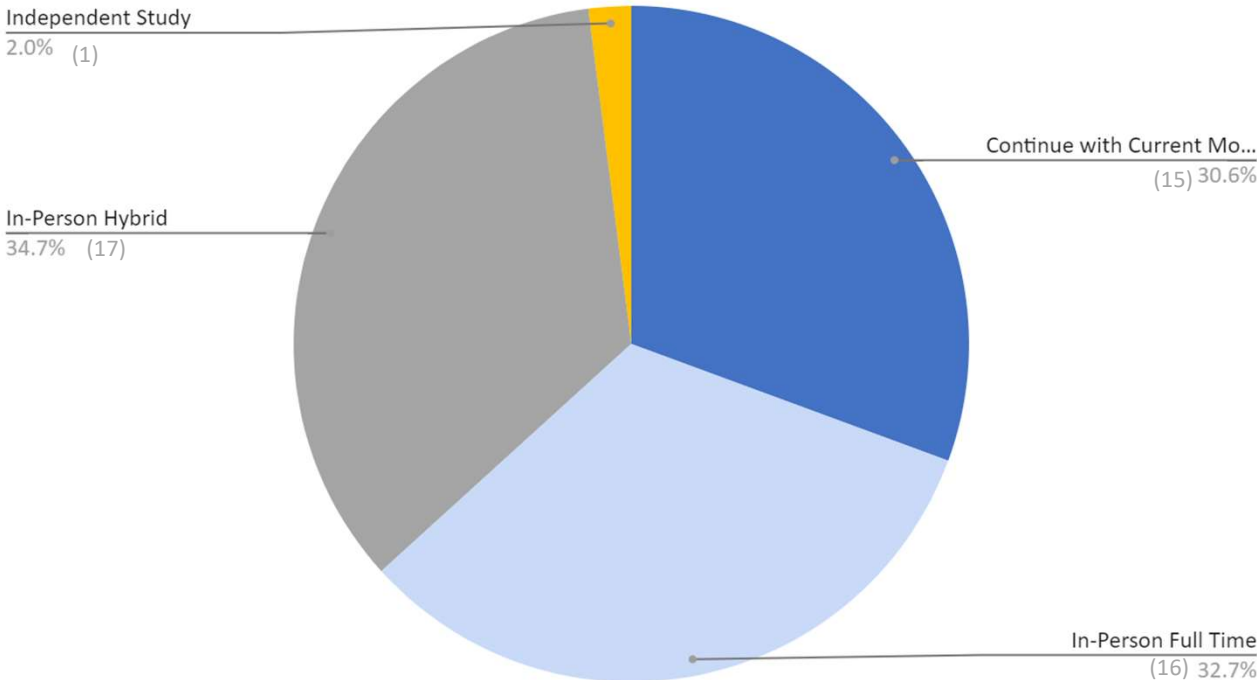


Return to School Model (Classified)



# Preferred Mode of Return-Staff

Preferred Return to School Model (All Employees)



**Parent & Staff Comments Attached**

## Parent Comments:

Make sure all parents wear a mask when dropping off and picking up their children

Thank you to all the staff and teacher

I hate zoom.

My child needs to be in class to learn...she is regressing and needs to be in front of a teacher to be able to continue with dual immersion.

My child needs to be in class to learn...he is regressing and needs to be in front of a teacher to be able to continue with dual immersion.

My daughter is in preschool but there was no option for preschool parents. Also, I have a few questions. Why is there no option offered for what is currently taking place?

I would prefer the hybrid model as long as the numbers remain low. My daughter had returned to school but after the thanksgiving break, I decided to keep her home due to the surge in cases.

Same for my son Cesar Lozano grade 6

Yes, not liking the education, at this moment.

Independent student would be my second option if we cant do full day

Why is distance learning not an option when there are high numbers of covid cases still in our county? Independent study does not work for working parents. But we still want to keep our children safe and with less possible exposure. Is the In-Person Hybrid option only 1/2 the students in class at a time? Will this allow for students to be 6 feet apart in the classroom? I selected this option above, but only because Distance learning was not an option and I couldn't leave it blank.

I have a daughter in dual immersion and she's in kindergarten. Marissa Valle and I choose the same option for her.

He has a medical condition I am extremely worried about him getting Covid at school.

I would prefer the hybrid model as long as the numbers remain low. My daughter had returned to school but after the thanksgiving break, I decided to keep her home due to the surge in cases.

Why is distance learning not an option when there are high numbers of covid cases still in our county? Independent study does not work for working parents. But we still want to keep our children safe and with less possible exposure. Is the In-Person Hybrid option only 1/2 the students in class at a time? Will this allow for students to be 6 feet apart in the classroom? I selected this option above, but only because Distance learning was not an option and I couldn't leave it blank. Why the push to get kids back in seat?

We hope that we can hold off on going straight to in person until tell vaccines are offered.

I would elect for a hybrid schedule as my second option.

For the hybrid one would they do independent study for the other two days or what would those other two days look like?



Why are the coaches asking kids to come to practice if the state has come out and stated that there is absolutely no sports or nothing to be had at this point in time ?

We are in the purple. covid going up and virtual learning should still be offered. My son deserves a safe and good quality education and get his services that he gets with his IEP. But now your saying i have to choose covid or my son getting a lesser education. So wrong

Thank you for working so hard to have our kids in person. We are thankful for all the teachers at Hamilton high.

If there is an option for half day 4 days a week, we would prefer that option.

Please sanitize! Thank you!

Yes I want my child to go back to school on spring 2021 only if is safe if the virus will be over I don't want to put my child at any risk

In person only if Glenn county remains in moderate/substantial level

Thank you faculty and staff for the dedication to our children.

Not at this time

If numbers start going down instead of up, may change mind to full time but as of right now it's a toss up between distant learning and hybrid with our current numbers continuing to rise.

You are all doing a great job in this difficult situation. Thank you!!

We would also like some sort of practices or training/conditioning program started for sports - more activity is needed for wellbeing, belonging and motivation.

# Staff Comments:

I really would like keep Fridays as intervention/enhancement for small groups.

I would want Friday to continue to be an intervention day where we see students in smaller groups and can work with them for a longer time. This would also allow us to see all or most of our students that day just in smaller sessions but more focused sessions.

Seeing Covid cases rise has me concerned for student safety and staff safety. Having a full time in-person schedule would not be safe at this time. I do not mind having Zoom in the afternoon. Families should have the choice of continuing Distance Learning not just independent study. Students need teacher instruction, whether in person or Zoom, regularly. Having students only see a teacher 2 full days and every other Friday would not be the best option for our students. They need regular practice of reading and math, in-person or Zoom. Some struggling students are not doing independent assignments regularly, since they require teacher assistance.

In-person and Zoom should not be offered. Choose one or the other. If for some reason schools are shut down or zoom is implemented, ALL staff should be mandated to return and work from school or all staff should be allowed to work from home.

How would students with IEPs be supported during the Independent Study model? What does the In-Person Hybrid model look like? Is it A-group two days and then B-group two days per week - and Friday still intervention time? How are we allowed to have In-Person Full time as an option if COVID numbers are only going up? If these questions could be reviewed during the board meeting, it would be much appreciated. Thank you!

If Glenn county moves into Red or Orange I could see having students come 2 full days however due to the rising cases I believe it is in the best interest of students and staff to stay the course on the current schedule.

I think since we are still in purple student should have the option to continue zooming with their teacher.

I am concerned we will be contributing to an even deeper learning loss if we do computer-based Independent Study with a check-in every two weeks. Our students will come back to us as the pandemic subsides, and we want them to be able to reintegrate without huge gaps in their learning and mental health. Is there a way we could provide families who choose to keep their children at home for now, with more connections and educational/socio-emotional supports? Please, let's think about equity and do our best with this option.

Zoom and teaching simultaneously is not working. Either come back full or go back to zoom for January, and hope to be back in orange in February.

Having in person and online instruction at the same time has been very difficult for staff and students.

Zooming & In-Person NOT an option; if we are forced to close, allow ALL staff to work from home or all should work from campus.

I am very concerned with students and staff returning from out of state and out of country after break. I would like to see a mandatory quarantine or a two week distance learning for all when we return from break. The high school does not have the staffing needed to come back full time 5 days a week. I would not feel safe having a classroom full of 30 students that cannot safely social distance. I am also concerned about the Covid relief ending Dec 31st. If that is not extended, what will happen if we get sick or are required to quarantine?

Have a Great Day : )

I'm assuming hybrid means we'd see half the students which I prefer to keep less students in the classroom at a time. Simultaneous in-person and Zoom is REALLY difficult.

I prefer the 3rd option. But, acknowledging that teaching simultaneously with Zoom has been too difficult, we may still need to build in time into our schedule to Zoom with kids. On a different note: I don't like the last option because there is the potential risk that it would alter things tremendously - if parents who choose it change their mind - once the semester gets going. It almost seems like a delayed start to a Traditional School Model option. In these COVID times, I would like to continue to advocate that we continue to hold them harmless. I cannot in good conscience, let students and parents go be in charge of their own learning when they have not received proper training. Distance learning was successful because of the relationships developed with teachers. Without that, students will lose motivation, not stay on course, be forced to return, or transfer to the independent study program at Orland. Parents have to work. We will need to stay connected and anticipate when students are in the middle of struggling to learn and teach themselves an entirely new way of learning then what they did in the fall. If parents choose this option, we will have to be prepared to have struggling students (who do not want to be face to face) back in the classroom and ensure everyone's safety and sanity in the least disruptive means possible. Respectfully.

Since we are now short staffed I don't believe there is any way we can come back fulltime in a safe way with covid numbers being what they are and what they are projected to be.

Our students will greatly benefit from returning to school full time in-person, mentally and academically.

I'm very concerned about the mental health of our students and their social and support networks that are primarily provided by schools. We need a return to a daily rhythm to provide stability for our community. Students will suffer academically and mental health-wise the longer schools stay closed. I say this as a mother and an employee. I also believe that with as many safety precautions as we are taking here, school is going to be the best place for students to spend the bulk of their days.

My wife and I have chosen to keep our children at home in the Orland School District for the simple reasons of safety and consistency.

-If we do the Hybrid schedule, we should stay on the same schedule as we are now at the HS to avoid confusion. Adding every other Friday would be a bonus! -DO NOT DO BOTH IN-PERSON AND ZOOM SIMULTANEOUSLY, it is too hard on the teachers. -If we go to a zoom only situation, ALL STAFF should be required to be on campus or ALL STAFF should be allowed to work from home.

how are we all going to come back in person full time if Covid numbers are going up?

# Hamilton Elementary School

## January 2021

### PROPOSED Bell Schedule TK-5

TK-2 <sup>nd</sup> Monday - Thursday		TK-2 <sup>nd</sup> Friday	
8:10-9:45	Start of School/Instruction	8:10-9:30	Start of School/Instruction
9:45-10:00	*Nutrition Break/Recess	9:30-9:45	*Nutrition Break/Recess
10:00-11:35	Instruction	9:45-11:35	Instruction
11:35-12:10	*Lunch/Recess	11:35-12:05	*Lunch/Recess
12:10-2:25	Instruction/Dismissal	12:05-12:30	Instruction/Dismissal
3 <sup>rd</sup> -5 <sup>th</sup> Monday - Thursday		3 <sup>rd</sup> -5 <sup>th</sup> Friday	
8:10-9:25	Start of School/Instruction	8:10-10:15	Start of School/Instruction
9:25-9:40	*Nutrition Break/Recess	10:15-10:30	*Nutrition Break/Recess
9:40-10:55	Instruction	10:30-12:10	Instruction
10:55-11:30	*Lunch/Recess	12:10-12:30	*Lunch/Dismissal
11:30-2:25	Instruction/Dismissal		

**\*Temporary rotation schedule due to COVID-19**

Time	Mariesa	Max
9:00-9:10	Heffley	Llamas
9:10-9:20	*Curiel	*Hernandez
9:20-9:30	Carter	Cox
9:30-9:40	*Alvarez	Godinez
9:40-9:50	*Esquivel	Larson
9:50-10:00	Bryan	

# January 2021 Hamilton Middle School PROPOSED Bell Schedule(s)

## **Monday-Thursday Regular Bell Schedule**

<b>Period One</b>	8:10 a.m.	-	9:10 a.m.	(60 minutes)
<b>Period Two</b>	9:15 a.m.	-	10:15 a.m.	(60 minutes)
<b>Period Three</b>	10:20 a.m.	-	11:20 a.m.	(60 minutes)
<b>Period Four</b>	11:25 a.m.	-	12:25 p.m.	(60 minutes)
<i>Lunch/Passing</i>	12:30 p.m.	-	1:00 p.m.	(30 minutes)
<b>Period Five/Seven</b>	1:00 p.m.	-	1:40 p.m.	(40 minutes)
<b>Period Six/Eight</b>	1:45 p.m.	-	2:25 p.m.	(40 minutes)
<b>Period Nine-Teacher prep</b>	2:25 p.m.	-	3:15 p.m.	(50 minutes)

## 2020-2021 Middle School Scheduled Minimum Days

### **Friday Bell Schedule & Minimum Day Bell Schedule**

(Alternating Fridays Periods 5,6 or Periods 8,9)  
Minimum Days- Students Dismissed at 12:30pm

<b>Period One</b>	8:10 a.m.	-	8:45 a.m.	(35 minutes)
<b>Period Two</b>	8:50 a.m.	-	9:25 a.m.	(35 minutes)
<b>Period Three</b>	9:30 a.m.	-	10:05 a.m.	(35 minutes)
<b>Period Four</b>	10:10 a.m.	-	10:45 a.m.	(35 minutes)
<i>Break/Lunch(no recess)</i>	10:45 a.m.	-	11:10 a.m.	(25 minutes)
<b>Period Five/Seven</b>	11:15 a.m.	-	11:50 a.m.	(35 minutes)
<b>Period Six/Eight</b>	11:55 a.m.	-	12:30 p.m.	(35 minutes)
<b>Period Nine – Teacher Prep</b>	1:10 p.m.	-	3:15 p.m.	(125 minutes)

- All Fridays are Minimum Days
- Tuesday March 2, 2021 (Parent/Teacher Conferences)
- Wednesday May 19, 2021 (Glenn County Fair)
- Thursday May 20, 2021 (Glenn County Fair)

# Hamilton High School

## January 2021 PROPOSED

### Bell Schedule- HYBRID

Cohort A: Last Name A-L

Cohort B: Last Name L-Z

<b>Monday</b> Period: 1, 2, 4, 6 Cohort A in-person Cohort B: Asynchronous		<b>Tuesday</b> Period: 1, 3, 5, 7 Cohort A in-person Cohort B: Asynchronous		<b>Wednesday</b> Period: 1, 2, 4, 6 Cohort B in-person Cohort A: Asynchronous		<b>Thursday</b> Period: 1, 3, 5, 7 Cohort B in-person Cohort A: Asynchronous	
Period 1	8:10-9:05	Period 1	8:10-9:05	Period 1	8:10-9:05	Period 1	8:10-9:05
Nutrition Break: 9:05-9:20		Nutrition Break: 9:05-9:20		Nutrition Break: 9:05-9:20		Nutrition Break: 9:05-9:20	
Period 2	9:20-10:45	Period 3	9:20-10:45	Period 2	9:20-10:45	Period 3	9:20-10:45
Period 4	10:55-12:20	Period 5	10:55-12:20	Period 4	10:55-12:20	Period 5	10:55-12:20
Lunch: 12:20-12:55		Lunch: 12:20-12:55		Lunch: 12:20-12:55		Lunch: 12:20-12:55	
Period 6	12:55-2:20	Period 7	12:55-2:20	Period 6	12:55-2:20	Period 7	12:55-2:20
Office Hours	2:30-3:15	Office Hours	2:30-3:15	Office Hours	2:30-3:15	Office Hours	2:30-3:15

<b>Friday Schedule</b>	
<b>Minimum Day</b>	
Periods 2,3,4,5,6,7	
January 15: A	
January 22: B	
January 29: A	
Period 2	8:10-8:45
Period 3	8:55-9:30
Period 4	9:40-10:15
Breakfast	10:15-10:30
Period 5	10:30-11:05
Period 6	11:15-11:50
Period 7	12:00-12:35



Mr. Cris Oseguera, Principal  
 (530)826-3261  
 620 Canal Street  
 Hamilton City, CA 95951

**REVISED 12/9/20:  
UPDATED WORK  
YEAR**

## HAMILTON UNIFIED SCHOOL DISTRICT Job Description

### **JOB TITLE: Social Services Coordinator (Bilingual in Spanish Required)**

<b>SALARY RANGE:</b>	Range 4 on Classified Conf. Salary Schedule	<b>DIVISION:</b>	Classified Confidential
<b>DEPARTMENT:</b>	District and Site Administration	<b>LOCATION:</b>	Various District Sites
<b>REPORTS TO:</b>	Superintendent	<b>WORK YEAR:</b>	11 months - school days only + 10 days before & 10 days after + 1 in-service day
<b>APPROVED BY:</b>	Governing Board	<b>DATE:</b>	January 1, 2021

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**SUMMARY:** The focus of the Social Services Coordinator is to connect families with support services, both within the school district and throughout the County and Region. Under general direction of the District Superintendent, the Social Services Coordinator will assist site administration with student and family services to improve the learning environment for all students. The Social Services Coordinator will develop and coordinate school to home communications for district and site administration; will assist district administrators with SARB, SST, 504 (c) and IEP as needed.

**DISTINGUISHING CHARACTERISTICS:** The job requires the ability to work closely with district administration, parents, and the community in a collaborative way to support students throughout the district.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** (May include, but is not limited to the following.)

1. Work with parents, both at school and in the home environment, to assist parent with improving student academic, behavior, health and attendance;
2. Provide community referrals, linkages, and collaboration with district and community resources to address student and family needs;
3. Coordinate district Student Attendance Review Board (SARB), attend County SARB meetings, and assist the District with county issues SARB contracts.
4. Work with site personnel to determine needs of students and assist with Student Study Team, 504 (c), IEP and other coordinated services as needed.
5. Assist with Academic Parent Teacher Teams.
6. Coordinate and Support district administration with LCAP, Data and Statistics, other educational research as needed.
7. Provide classroom support and student observations focusing on behaviors as necessary.
8. Other duties as assigned.

**Knowledge of:**

1. Work effectively with parents and students.
2. Work with and coordinate allied agencies.
3. Understand and apply social and emotional support systems for families.
4. Curriculum, instruction, and pupil service trends, strategies, and techniques.
5. Student activity, behavior management, and campus supervision and control methods, procedures, and techniques.

**Ability to:**

1. Effectively plan, organize, and coordinate assigned personnel.

2. Demonstrate a positive leadership model.
3. Effectively analyze problems, issues, and concerns, and formulate appropriate alternative solutions.
4. Communicate effectively in oral and written form.
5. Understand and carry out oral and written directions with minimal accountability controls.
6. Establish and maintain effective organizational, public, and community relationships.
7. Work effectively with site and district administration.
8. Work effectively with teachers and classified staff.
9. Identify barriers to learning and propose practical solutions to foster a positive educational environment

**EXPERIENCE AND/OR EDUCATION:** Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

1. **Experience:** One year of full time experience in providing social services environment is required. Two years of full time experience in social work preferred.
2. **Education:** Bachelor degree in social work, sociology, psychology or closely related field required.
3. **Condition of Employment:** Insurability by the District's liability insurance carrier.

**LANGUAGE SKILLS:** Ability to communicate effectively orally and in writing. Spanish Speaking required.

**MATHEMATICAL SKILLS:** Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent.

**REASONING ABILITY:** Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems in the workplace with minimal direction. Maintain cooperative working conditions with students, teachers, administrators, co-workers, and community members.

**CERTIFICATES AND LICENSES:**

1. **Certification Requirement:** Current First Aid and CPR Certifications preferred.
2. **License Requirement:** Possession of a valid California Driver's License (required by the first day of service).
3. **Other Requirements:** Proof of adequate automobile insurance as stipulated by the State of California. Must provide a DMV driving record print out that indicates a satisfactory record prior to the time of employment.

**PHYSICAL DEMANDS:** The physical demands here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to stand, walk, reach with hands and arms, and stoop or kneel. The employee must occasionally lift and/or move fifty (50) pounds or more. Specific vision abilities required by this job include close vision and the ability to adjust focus. The use of sharp implements and dangerous equipment that when improperly used may cause injury or death are utilized while performing these job functions.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The employee is continuously interacting with public, staff, and students. The employee frequently will be required to meet multiple demands from several people. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate and it may occasionally be heavy. While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts, is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, extreme cold, extreme heat, and minor risk of electrical shock.