ACUSD BOARD – Closed Session – 4:00 P.M.

ACUSD BOARD – Open Session – 4:30 P.M.

ACOE BOARD – Open Session – Immediately Following the ACOE Workshop

Amador County Building, 810 Court Street, Jackson.
Remote meeting via Zoom for public access.

NOTE: Due to COVID-19 this meeting will be held via Zoom and following the meeting recorded audio will be available on our website.
Zoom offers closed captioning during live conferences for disabled persons.
To access the meeting online join the Zoom meeting via
https://us02web.zoom.us/j/89800768455?pwd=SWFXdUJ6QiINtM1VYSXhUdzR2N1Zxdz09
Meeting ID: 898 0076 8455
Passcode: 110420
One tap mobile
+16699009128,,89800768455#,,,,0#,110420# Directions for accessing the meeting will also be included on our webpage with the meeting link. https://amadorcoe.org/minutes-agendas/

November 4, 2020
AGENDA
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Wednesday, November 4, 2020
CLOSED SESSION 4:00 PM OPEN SESSION 4:30 PM

Meeting Location: Amador County Building, 810 Court Street, Jackson, Remote meeting via Zoom for public access.

NOTE: Due to COVID-19 this meeting will be available to the public via Zoom and following the meeting recorded audio will be available on our website.

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Board of Trustees meetings are meetings of the Board in public, as per the Brown Act open meeting law. All five Board Members may not have discussion outside an open meeting. This meeting is their opportunity to have discussion in order to conduct their business. Board Meetings are not meetings for the public to interact informally with the Board. Members of the public may speak formally to the Board by completing a speaker card and giving it to the Board Clerk or Communication Specialist.

If a person or group of persons disrupt the orderly conduct of a meeting, the legislative body has a right to order those persons removed from the meeting. If order still cannot be restored after removal of the individuals disrupting the meeting, members of the legislative body can order the room cleared and continue with the meeting.

(Government Code §54957.9; Penal Code §8403; Elections Code §18340; Acosta v. City of Costa Mesa (9th Cir. 2013) 718 F.3d 800; White v. City of Norwalk (9th Cir. 1990) 900F.2d 1421, 1425.)

OUR UNITY OF PURPOSE: We work as a cohesive Governance Team through discussions, actions and decisions that are thoughtful, respectful, and sensitive. We support one another in and away from the Board Room through active listening, vulnerability and honesty. We make policy decisions that ensure equitable support to increase student achievement and foster social, emotional, and physical well-being for all students.

OUR MISSION: Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.

1.0 CALL TO ORDER

2.0 BOARD MEMBERS
[ ] Susan Ross – Board President
[ ] Kandi Thompson – Board Clerk
[ ] Deborah Pulskamp

The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits.

(Government Code §54954.2)
The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits. [Government Code §54954.2]

3.0 ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4.0 PUBLIC COMMENTS ON CLOSED SESSION

5.0 CLOSED SESSION
5.1 Minutes – 10-07-20
5.2 Negotiations - with ACTA and CSEA (Government Code §54950 and §54957) (Mr. Vicari)

6.0 RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

7.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

8.0 COVID-19 HEALTH AND SAFETY UPDATE
8.1 Written Report from Dr. Kerr, Amador County Public Health Officer
8.2 Report from Dr. Slavensky, Superintendent

9.0 PRESENTATION AND RECOGNITION
9.1 School Spotlight: Amador High School (Mr. Vicari)
School Spotlight will feature Amador High School with Principal Jessica Dorris. The presentation will provide an overview of the school’s unique attributes and outstanding accomplishments.

10.0 EMPLOYEE ORGANIZATIONS
10.1 Amador County Teacher’s Association (ACTA) (Mr. Hunkins)
10.2 California School Employees Association (CSEA) (Ms. Cramer)

11.0 PUBLIC COMMENTS
Public comments regarding Discussion/Action Items will be addressed during this time. Due to Zoom limitations, all public comments should be addressed at this time. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on non-agenda items. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. NOTE: If you wish to address the Board please complete a speaker card and give it to the Board Clerk or Communications Specialist.

12.0 CONSENT AGENDA
The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website.

12.1 Minutes
12.1a Board Meeting 9-23-20

12.2 Personnel (Mr. Vicari)
12.2a Current Personnel Recommendations

12.3 Business (Mr. Critchfield)
12.3a Warrants issued between: 10/1/20 – 10/22/20
12.4 **Educational Services** (Mr. Snider)
12.4a Comprehensive School Safety Plans

12.5 **Surplus**
12.5a Pioneer Elementary School – 1 Risograph, Broken
     Pioneer Elementary School – 7 Smartboards, Broken
     Pioneer Elementary School – GBC Laminator Heat-seal, Broken
     Argonaut High School – 1 Dell Laptop, Broken
     Argonaut High School – 1 HP Desktop, Broken
     Argonaut High School – 2 Dell Monitors, Broken
     Argonaut High School – 1 Dell Desktop, Broken
     Sutter Creek Primary School – 81 Library Books, Broken

13.0 **DISCUSSION/ACTION ITEMS**

13.1 **Independent Contractor Service Agreement for Junior High and High School Mathematics Professional Development – Discussion/Action** (Mr. Snider)
Ongoing professional development in the standards and frameworks is critical to supporting teaching and learning for our students and staff. This service contract with Sacramento County Office of Education represents professional development in many important mathematics areas for our high school math teachers.

13.2 **Health & Safety Plan During COVID-19 for a Safe Return to School Update – Discussion/Action** (Mr. Snider)
The COVID-19 pandemic has immensely changed our lives in so many ways. As we wait for a vaccine and treatment, we must work together to mitigate the risk in our community, while still educating and supporting the health and well-being of our students. We are establishing new norms within our schools and office spaces - understanding it will take time and constant positive reinforcement to teach and learn these new ways of being. Wearing masks and physical distancing do not come naturally or easy. We urge our community to lean into this new normal and create a physically and emotionally safe space for everyone.

13.3 **Comprehensive Support and Improvement (CSI) Support Plan – Independence High School – Discussion/Action** (Mr. Snider)
The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. Schools eligible for CSI and ATSI are required to develop school plans to improve student outcomes.

13.4 **Recommendation to Postpone Second Special Education Study Team – Discussion/Action** (Dr. Slavensky)
On February 12, 2020, the Board of Trustees approved the recommendation of the 2019-2020 Special Education Study Team/Transfer Committee for the District to plan and support the negotiations process with labor leaders for the transfer of all administrative and classified employees who support the mild-moderate special education program from ACOE to ACUSD effective July 1, 2020, and the transfer of mild-moderate credentialed teachers from the ACOE to the ACUSD effective no later than October 31, 2020. At the February 12, 2020 meeting, the Board also took action to approve a second stakeholder Study Team to engage in a special education visioning process and explore transfer of the Designated Instructional Services (DIS) program and staff and the moderate-severe special education program services and staff from ACOE to ACUSD effective July 1, 2021.
13.5 California School Board Association (CSBA) Recommended Board Policy Updates – Discussion/Action (Ms. Brown)
CSBA provides multiple policy update packets each fiscal year. The policies presented for updating at this time are in the area of Special Education. The descriptions summarize the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly.

13.6 California School Board Association (CSBA) Recommended Board Policy Updates – Discussion/Action (Mr. Snider)
CSBA provides multiple policy update packets each fiscal year. The policies presented for updating at this time are in the area of Educational Services. The descriptions summarize the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly.

13.7 Developer Fee Resolution ACUSD 20/21-009 and Report for 2019-20 Fiscal Year will be on the December 9, 2020 Board Meeting Agenda - Discussion (Mr. Critchfield)
Per Government Code sections 66001 (d) 66006(b), the District is required to report annually to the Board and the public on the Developer Fee Fund. Prior to the report, the Superintendent must make available copy of the Resolution along with any exhibits. The Superintendent further needs to inform the Board that the time and place of the adoption meeting was mailed at least 15 days prior to the approval meeting to anyone who has requested the report.

13.8 Job Description: Coordinator of Technology – Discussion/Action (Mr. Vicari)
Working as a member of the management team of the Unified School District, the Coordinator of Technology is responsible for managing the computer operations of the entire organization. This position is responsible for providing planning, support, and direction for securing and maintaining data processing platforms and software, as well as applications and directions that impact local schools, classrooms, and students. The coordinator is also responsible for working with the District’s educational services staff to implement appropriate training and decision-making that assists teachers with their skills and use of technology in the classroom. The coordinator is responsible for the development and management of ACUSD’s Technology Master Plan.

13.9 Certificated Salary Schedule- Discussion/Action (Mr. Vicari)
On February 12, 2020, in a regularly scheduled ACUSD and Special Education Local Plan Area (SELPA) Board of Trustees meeting, the Board unanimously took action to direct and authorize the District to plan and support the negotiation process with labor leaders for the transfer of the transportation department, and all classified and administrative staff related to mild-moderate special education services from the Amador County Office of Education (ACOE) to ACUSD, effective July 1, 2020.

14.0 REPORTS
14.1 Facilities Update (Mr. Critchfield)
14.2 Report from Superintendent (Dr. Slavensky)
14.3 Reports and Remarks from Board Members

14.0 NEXT MEETING
ACUSD Regular Meeting: Wednesday, November 18, 2020, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will tentatively start at 3:30 PM.
The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits. [Government Code §54954.2]
MINUTES
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Wednesday, October 7, 2020
CLOSED SESSION 2:30 PM OPEN SESSION 3:30 PM

Meeting Location: Amador County Building, 810 Court Street, Jackson, Remote meeting via Zoom for public access.

NOTE: Due to COVID-19 this meeting will be available to the public via Zoom and following the meeting recorded audio will be available on our website. Zoom offers closed captioning during live conferences for disabled persons.
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Meeting ID: 899 6660 2412
Passcode: 100720
One tap mobile +16699009128,,89966602412#,,,,0#,100720# Directions for accessing the meeting will also be included on our webpage with the meeting link. https://amadorcoe.org/minutes-agendas/

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NOTE: A complete audio recording of the meeting is posted here: https://amadorcoe.org/minutes-agendas/.

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1.0 CALL TO ORDER
2.0 BOARD MEMBERS
[X] Susan Ross – Board President
3.0 ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4.0 PUBLIC COMMENTS ON CLOSED SESSION There were none.

5.0 CLOSED SESSION
5.1 Minutes – 9-23-20
5.2 Superintendent’s Contract (Government Code §54957) Title: Amador County Unified School District Superintendent (Mrs. Ross)
5.3 Negotiations - with ACTA and CSEA (Government Code §54950 and §54957) (Mr. Vicari)

6.0 RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION
President Ross reported that agenda item 5.1, Minutes, were unanimously approved; item 5.2, Superintendent’s Contract, was unanimously approved to extend the Superintendent’s contract to June 30, 2021; item 5.3, Negotiations with ACTA and CSEA, there was discussion and direction was given.

7.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA
Dr. Slavensky requested to add an item 8.2 for a Superintendent’s report on COVID-19.

8.0 COVID-19 HEALTH AND SAFETY UPDATE (Dr. Kerr)
8.1 Dr. Kerr provided an update on the status of Amador County regarding the COVID-19 pandemic. (See the transcript of Dr. Kerr’s comments on pages 9 and 10 of this board packet.)
8.2 Superintendent’s Report on COVID-19
Dr. Slavensky provided an update regarding completed planning actions for a safe reopening of school campuses on November 16, 2020 as well as work in progress. She encouraged the community to come together during this unprecedented time. She reported about a recent health and safety training provided for all staff with over 200 employees attending virtually. During the training, many questions were asked and the District’s Health and Safety Plan answers many of the questions. Dr. Slavensky praised the district’s leaders, teachers and staff for being stronger than ever before, and we are facing a pandemic. She said although it will not be perfect, we can safely open our schools by following the guidelines to the best of our ability, trust our leaders and team, wear a mask, and keep physical distance. Board President Ross asked if a teacher or employee has concerns about safety on their campus, who should they discuss these concerns with? Dr. Slavensky confirmed that the best person is their principal and/or assistant principal.

9.0 PRESENTATION AND RECOGNITION
9.1 School Spotlight: Sutter Creek Elementary/Primary School
The School Spotlight featured Sutter Creek Elementary/Primary School with Principal Tia Peters. The presentation provided an overview of the school’s unique attributes and outstanding accomplishments.
9.2 Resolution ACUSD 20/21-005: Week of the School Administrator (Mr. Vicari)
California’s legislature recognizes the importance of educational leadership at the school, school district, and county levels, and has designated the second full week in the month of October each
year as “Week of the School Administrator.” Amador County Unified School District publicly recognizes the contribution that school administrators make to successful pupil achievement. Dr. Slavensky recognized the hard working school and district office administrators. Board Clerk Thompson motioned to approve the resolution and Board Member Marzano seconded the motion. **The motion passed 4-0.**

9.3 Resolution ACUSD 20/21-006: National Bullying Prevention Month (Mr. Snider)
The Month of October is National Bullying Prevention Month, which is a campaign in response to the need to raise awareness of bullying that provides schools and communities with an opportunity to educate students, parents, and others about their role in bullying prevention. Board Member Marzano motioned to approve the resolution. Board President Ross seconded the motion. **The motion passed 4-0.**

9.4 Resolution ACUSD 20/21-008: Native American History Month (Mr. Vicari)
November is Native American Heritage Month, which was designated on August 3, 1990. Since then, Presidents have issued annual proclamations promoting this observance. Amador County Unified School District honors and recognizes the Native American culture, traditions, heritage and contributions of our students, parents and community members, and encourages all schools to commemorate the month of November with appropriate activities and programs. Board Member Marzano motioned to approve the resolution. Board Member White seconded the motion. **The motion passed 4-0.**

10.0 **EMPLOYEE ORGANIZATIONS**
10.1 Amador County Teacher’s Association (ACTA) (Mr. Hunkins)
Mr. Hunkins introduced Mr. Greg Wall, teacher at Amador High School, who expressed concerns about returning to in-person education. Dr. Slavensky commented that everyone is working hard to prepare the campuses and answer all of the questions. Mr. Hunkins followed by asking for more time to prepare for the return to school. Board Clerk Thompson commented that the teachers are being heard but that she feels the Board of Trustees has been very gracious with hearing the teachers and providing more time. Mr. Hunkins commented that the stress this is putting on the system is concerning. Board Member Marzano commented that he appreciated attending the New Board Member Orientation that CSBA held and that it reconfirmed who he represents and his role on the board.

10.2 California School Employees Association (CSEA) (Ms. Cramer)
There were no speakers.

11.0 **PUBLIC COMMENTS**
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Carlos Ponce, parent, thanked the board and teachers and asked that politics be removed from the situation. He stated he does not believe children should be going back to school at this time.

Marshall Wilson, student at Amador High School and student art director with the Amador Arts Council, urged the board to consider the arts and theater programs when making the plan for hybrid learning.
Lisa, mother of a high school senior, asked about AP and elective classes and any impact the hybrid model may have on her student’s credits to graduate. She asked the board to reconsider the start date and have high school’s start back on campus at the semester.

Chuck McGee III, parent, stated that his students are thriving in distance learning. He is concerned about students’ safety when returning to school in the middle of the semester.

Luke McElfish, parent, thanked Dr. Slavensky for her words and district confidence and thanked Board Clerk Thompson for her heartfelt concern. He expressed concern about ongoing questions and encouraged the board to vote on behalf of the community.

Tracy Hinman, special education teacher at Argonaut High School, referenced item 13.9 on the agenda, the Superintendent’s SMART goals, and stated concern about the plan for the second special education study team related to potential transfer of the moderate-severe special education program and the Designated Instructional Services program.

Kelly Fowler, parent, stated that her students are doing great with distance learning and she is choosing hybrid for her children so they can keep their teachers. She stated she hopes that everyone wears their mask and is concerned about the change from four half days to two full days for elementary students.

Allison, community member, stated she thinks that teachers, administrators, and parents have been in overdrive this school year and when we asked for a phased reopening to allow for planning time, the board has not been generous with time.

Pete, parent, addressed a concern about pediatric rates of COVID making it impossible to safely reopen schools and a concern about the six-foot physical distancing guideline.

Stephanie Bramer, special education teacher at Amador High School, read a letter from special education teachers regarding the transfer from ACOE to the District. She expressed concern about “remaining whole” in the transfer process including the impact of insurance changes. She asked the board to investigate this concern and compensate employees for any financial loss.

12.0 CONSENT AGENDA
The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website.

Board Clerk Thompson asked for more details with the minutes from the last meeting. Dr. Slavensky commented that the audio recording of the meetings is available on the public website following each meeting for those who wish to revisit the details.

Board Clerk Thompson requested to pull item 12.2b for further discussion. Board Clerk Thompson moved to approve the consent agenda minus agenda item 12.2b. Student Board Member Johnson seconded the motion. The motion passed 4-0.

The Board had discussion about item 12.2b. Board President Ross moved to approve agenda item 12.2b as written. Board Member White seconded the motion. The motion failed 2-2.

Board Clerk Thompson moved to approve item 12.2b with the following language change for item #6 on page 8 of the MOU (page 37 of the board packet): "During distance learning, the District and CSEA agree that CSEA bargaining unit members who may complete job duties while working from home may be allowed to telecommute on a case by case basis." Board Member Marzano seconded the motion. The motion passed 4-0.
12.1 Minutes
   12.1a Board Meeting 9-23-20

12.2 Personnel (Mr. Vicari)
   12.2a Current Personnel Recommendations
   12.2b Memorandum of Understanding (MOU) between ACUSD and CSEA #239

12.3 Business (Mr. Critchfield)
   12.3a Warrants issued between: 9/21/20 – 9/30/20

12.4 Educational Services (Mr. Snider)
   12.4a Williams Act Quarterly Report for July – September 2020

12.5 Miscellaneous
   12.5a Overnight Field Trip Request – Pioneer Elementary School – Pending COVID-19 conditions at the time of the trip.

12.6 Donations
   12.6a Ione Elementary School received a donation of sheds from The Ione Rotary Club, Ione Police Department and Cops for Kids.

12.7 Surplus
   12.7a Argonaut High School Library – 267 curriculum books, outdated

13.0 DISCUSSION/ACTION ITEMS

13.1 Sunbelt Staffing Services Contract – Discussion/Action (Mr. Snider)
The major focus of school health services is the prevention of illness and disability, and the early detection and correction of health problems among students. The school nurse meets this job goal by providing mandated and required services to each school in the District. The job postings have been posted but with limited applicants. A job offer was extended but the candidate declined. Until the position is filled, the previously approved contract with Maxim has been used; however, challenges to fill the need continue. This additional contract will provide more options until the two full-time nurse vacancies are filled. Board President Ross motioned to approve the contract. Board Member Marzano seconded the motion. The motion passed 4-0.

13.2 Capital Adult Education Regional Consortium (CAERC) Memorandum of Understanding (MOU) – Discussion/Action (Mr. Snider)
The 2013-14 state budget, under the auspices of Assembly Bill 86, appropriated $500 million to the California Community College Chancellor’s Office to provide funding for adult education. AB 86 supported the development of 71 regional adult education consortium plans that focus on expanding and improving opportunities for education and workforce services for adults. CAERC is comprised of 14 members including 11 K-12 school districts, two county offices of education, the Los Rios Community College District (four colleges), and 24 partner agencies. Board Clerk Thompson motioned to approve the MOU and Board Member Marzano seconded the motion. The motion passed 4-0.

13.3 Memorandum of Understanding (MOU), Systems of Management, Advocacy and Resource Team (AB2083) – Discussion/Action (Mr. Snider)
In April, 2020 Amador County Judge Renee’ Day convened a team from various local public agencies to begin the work of developing this MOU. The goal of this MOU is to address systemic barriers to the traditional provision of interagency services, particularly when it comes
to foster youth. Board Member Marzano motioned to approve the MOU and Board Member White seconded the motion. The motion passed 4-0.

13.4 CSBA Recommended Board Policy Updates: Nutrition Program Compliance – Discussion/Action (Mr. Critchfield)
CSBA provides multiple policy update packets each fiscal year. The policy presented for updating at this time is in the area of Food Services. The descriptions summarize the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly. Board Clerk Thompson motioned to approve the policy revisions and Board Member Marzano seconded the motion. The motion passed 4-0.

13.5 Public Hearing - Resolution ACUSD 20/21-001 for Temporary Inter-Fund Borrowing (Mr. Critchfield)
The District receives the majority of its funding in December and April through property tax collection. There may be a time that borrowing in the months prior to receiving taxes may be needed to meet the District’s obligations. This resolution will allow the District to borrow cash should the need arise to meet cash obligations through the 2020-21 school year. Borrowing between funds is allowed per Education Code 42603. There were no public comments.

13.6 Resolution ACUSD 20/21-001 for Temporary Inter-Fund Borrowing – Discussion/Action (Mr. Critchfield)
The District receives the majority of its funding in December and April through property tax collection. There may be a time that borrowing in the months prior to receiving taxes may be needed to meet the District’s obligations. This resolution will allow the District to borrow cash should the need arise to meet cash obligations through the 2020-21 school year. Borrowing between funds is allowed per Education Code 42603. Board Member Marzano motioned to approve and Board President Ross seconded the motion. The motion passed 4-0.

13.7 Temporary Substitute Teacher Rate Increase During COVID-19 – Discussion/Action (Mr. Vicari)
Currently, substitute teachers earn $110 a day, $55 half day, and long term substitutes (20+ days) earn $150 a day. This was board approved on June 27, 2007. Due to COVID-19, many of the 70+ substitute teachers in our substitute pool have chosen not to work citing the current daily substitute rate of $110. Increasing the daily substitute rate to $175, the half day rate to $87.50 and the long term rate (20+ days) to $200, will help to ensure the availability of substitutes to staff classes when needed. Board Member Marzano asked if the rate increase was comparable to other school districts. Mr. Vicari confirmed that this new temporary rate is higher than most school districts due to the need to attract and retain more applicants. Board Clerk Thompson asked about negotiating new substitute rates before this rate expires because the previous rate was too low. Mr. Vicari responded that substitute teachers are not part of a bargaining unit so the rate is not negotiated but requires Board approval. Board Member Marzano motioned to approve and Board Clerk Thompson seconded the motion. The motion passed 4-0.

13.8 Job Description: Teacher on Special Assignment (TOSA) for Career Technical Education (CTE) – Discussion/Action (Mr. Vicari)
The Teacher on Special Assignment (TOSA), Career Technical Education (CTE) assists site principals and CTE teachers in administering, monitoring and implementing the requirements for a quality CTE and dual enrollment program and all grant requirements. The TOSA provides leadership and support for the staff and collaborates with administrators, instructional staff, and community members in assuring that appropriate CTE curriculum and instructional practices are occurring in all classrooms. The TOSA meets with CTE teachers individually and in small groups, with local, regional and statewide members of the public involved in CTE, and professional learning communities to support implementation of CTE program requirements.
Board Clerk Thompson motioned to approve and Board Member White seconded the motion. The motion passed 4-0.

13.9 Superintendent’s SMART Goals – Discussion (Dr. Slavensky)
The Superintendent’s contract includes evaluation based on SMART goals. SMART is an acronym for sustainable, measurable, action-oriented, result-driven, and time-bound. This is an opportunity for the Board to discuss and approve the goals, which were developed based on feedback from the Board of Trustees in closed session on June 24, 2020. Dr. Slavensky reviewed each SMART Goal. Board Clerk Thompson mentioned a public comment about SMART goal 10 regarding a second Special Education Study Team to study the potential transfer of additional special education program from ACOE to the District. Board Clerk Thompson commented that Dr. Slavensky’s SMART goals seem to be aligned with what the Board is trying to accomplish. Board Member Marzano said he is excited to see SMART goal 2 about equity being a focus. Board President Ross feels grateful to have a responsive Superintendent listens to the needs of schools, community and the Board and puts it together in a strategic way to move forward. Board Clerk Thompson motioned to approve and Board Member White seconded the motion. The motion passed 4-0.

14.0 REPORTS

14.1 Enrollment Update (4-Year Comparison) (Mr. Critchfield)
Mr. Critchfield provided a 4-year enrollment comparison report. As anticipated, the District’s enrollment has dipped slightly due to the pandemic, though not as severely as during the recession of 2008-09. Some decline is temporary as some families disenrolled their students due to distance learning and are planning to reenroll them when the District resumes in-person learning. Mr. Critchfield reported that all school districts in the state are held harmless on attendance tracking this year and will maintain current funding levels. (The enrollment update is posted on the District’s public website: https://amadorcoe.org/minutes-agendas/.)

14.2 Financial Update (Mr. Critchfield)
Mr. Critchfield presented an update regarding current revenue, expenditures, and CARES Act funding. Board Clerk Thompson applauded Mr. Critchfield for spending the CARES Act money efficiently. Mr. Critchfield explained that the District is on track with regard to the adopted budget for the current fiscal year. (The report is posted on the District’s public website: https://amadorcoe.org/minutes-agendas/.)

14.3 Report from Superintendent (Dr. Slavensky)
Dr. Slavensky provided her report under item 8.2.

14.4 Reports and Remarks from Board Members
Student Board Member Johnson from Argonaut High School reported about freshman student body elections and ASB activities. They are thinking of creative ways to communicate with the student body during distance learning.

Board Member White reported that she feels sad about what 2020 has done to our community and that we are pitted against each other. She feels our students need to return to school and she has faith in our superintendent, cabinet and staff that we will safely welcome our students back to campuses.

Board Clerk Thompson thanked Dr. Slavensky and CSBA for providing a board candidate orientation on October 6, 2020. She stated the training was a good refresher and she feels encouraged. In response to some of the public comments today, she stated that our Board is taking everything that has been provided by the district and county, listening to our community and trying their very best for the students, community, and school district.

The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits. [Government Code §54954.2]
Board President Ross encouraged everyone to collaborate and work together. She said, “This won’t be perfect but we want to move forward and support one another.”

14.0 **NEXT MEETING**
ACUSD Regular Meeting: Wednesday, November 4, 2020, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will tentatively start at 3:30 PM.

15.0 **ADJOURNMENT** 6:38 PM
* The Amador County Unified School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent’s Office by calling (209) 257-5353. All efforts will be made for reasonable accommodations.

* Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours. Please note that business hours have changed due to COVID-19. If you are need of a hard copy of the agenda, please email the Communication Specialist at demi.wright@acusd.org
Good afternoon Board, School Administrators and Community. I appreciate the opportunity to update you on the Covid-19 situation in Amador County. As of today, Amador County has 265 cases confirmed of Covid-19 in county residents to date and as of today we have 7 active cases. Cases are released from isolation when they are no longer considered infectious.

Amador County has been in the orange or moderate tier since September 29th so we have continued in the orange tier, this is our second week at the orange tier assignment. And our current case rate per 100,000 is 1.9 and our current testing positivity rate is currently less than 1%. That is a seven day average with seven day lag for both of those measures.

I want to remind you that the epidemiologic threshold that allows schools to reopen is at least two weeks in the red tier or substantial tier. We have been beyond that point. The reasoning behind that is once a County moves out of the purple or widespread tier, the background level of Covid-19 activity in the community is considered manageable from a risk stand point of risk of Covid entering a school and manageable from a standpoint of having manageable capacity to screen for, investigate and contract trace any Covid-19 cases that should occur.

The tier assignment color, does not correspond to the level at which schools open. That is hybrid vs. full opening or staying in distance learning. That is up to the school district as they implement their health and safety plan. The tier assignment does not correspond to the use of more or fewer safety mitigation measures that are supposed to be implemented in the school setting. Like other businesses and activities, schools need to use physical distancing, face coverings, frequent hand hygiene and enhanced sanitation which are all key to limiting the risk of virus spread within any group of people outside of one’s own household.

I’d like to address the role of testing as we anticipate school’s to reopen. In particular, the role of surveillance or screen testing in A-symptomatic persons. Surveillance testing is used in the broader community at large to monitor the overall level of Covid-19 activity in a community. That plays into our test positivity rate. Surveillance and screen testing is also used in congregate living setting, like long term care facilities and correctional facilities, where the staff come and go from the community on a regular basis and if they bring covid into the facility, they can expose the often vulnerable residents of those congregate living facilities. They are often involved in hands on or very close contact situations in those facilities as well.

Sports teams have been using frequent often daily screening for Covid-19 in anticipation of close contact encounters. You’ve heard about those in the professional sports teams I’m sure, and come colleges have been using screening for students that live in congregate settings. However, even if costs were not a factor, intermittent screening of A-symptomatic, unexposed persons in K-12 schools would be of limited utility; particularly in the setting of lower community transmission of the Covid-19 virus. It is not yet
known if testing at school’s settings provides any additional reduction in person to person transmission of the virus, beyond what would be expected with implementation of other infection prevention measures. The California Department of Public Health’s framework guidance does recommend that if community transmission trends increases, for example if we were to move back to the widespread purple tier, additional testing should be considered. The framework actually states, “schools should begin testing staff or increase frequency of staff testing, but are not required to close in that kind of situations”.

We do need to be prepared for timely testing of anyone who has symptoms. Those persons are to be excluded from the school premises and isolated, pending their test results. And testing is also recommended for all persons, with or without symptoms, who have been exposed to Covid-19 as a close contact exposure, within or outside of the school setting.

Daily testing for the virus is not a substitute for infection control and distancing since it does not prevent someone from becoming infected and passing the virus on to others. As the virus has a long incubation period, even a person who has tested negative for the virus could be positive within hours or a day of testing, and can infect other people unknowingly. In that situation, a negative test could provide a false sense of security. Everyone needs to continue practicing physical distancing, use of face coverings and good hygiene regardless of testing.
Amador County Public Schools

NOVEMBER 4, 2020

AGENDA ITEM #: 8.2

SUBJECT:
COVID-19 Update – Discussion

BACKGROUND INFORMATION:
The purpose of this update is to inform the Board and the public more specifically of the work in progress and the completed action steps taken by staff to prepare for students, teachers and staff to safely return to our school campuses on November 16, 2020 in a hybrid model of learning.

On March 19, 2020, to mitigate the spread of the COVID-19 virus, Governor Newsom issued a statewide executive stay-at-home order for all non-essential activities. From March 23, 2020 to the present, Amador County Public Schools students have been engaged in distance learning. On September 23, 2020, the Board took action to reopen our school campuses on November 16, 2020 in a hybrid model of learning, following the health and safety guidelines, with the option for students to remain in distance learning if families choose to do so.

Due to the current COVID-19 pandemic conditions and the Board’s related decisions, the singular focus of our work for the past seven months has been to ensure the health and safety of all students and staff while simultaneously planning and implementing new work to continue quality and equitable teaching and learning experiences for all students, to the extent possible.

Families report that 85% of our students will return to school in the hybrid model on November 16, 2020, as per the data from the distance learning opt-in form that was sent to all families on October 8, 2020 with a due date of October 19, 2020.

79% of teachers (187 of 236) did not request a distance learning assignment and are planning to return to school in the hybrid model on November 16, 2020, as per the data received from the request form sent from Human Resources to all general education teachers, mild-moderate special education teachers, and Designated Instructional Services certificated staff the morning of October 9, 2020 with a due date of October 19, 2020. (Moderate-severe special education teachers did not receive the request form as ACOE had already determined that all moderate-severe teachers would return to in-person learning on October 19, 2020.)

73% of ACTA teachers (139 of 190) did not request a distance learning assignment and are planning to return to their school campus in the hybrid model on November 16, 2020, as per the data received by the due date from the request form. It has been reported that 15 additional requests have been sent to ACTA; if true, this may indicate 65% of ACTA teachers (124 of 190) do not request a distance learning assignment and are planning to return to school in the hybrid model on November 16, 2020.
FISCAL IMPLICATION:
State and federal CARES Act funding is supporting this work. Refer to Mr. Critchfield’s financial report to the Board on October 7, 2020 for more information.

RECOMMENDATION:
The Superintendent recommends that the Board hear the report and have discussion.

PRESENTED BY:
Dr. Amy Slavensky, Superintendent
# 2020-2021 SAFE RETURN TO CAMPUSES TIMELINE ~ WORK IN PROGRESS ~
**INTERNAL PLANNING DOCUMENT (Updated 10/28/2020)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Step</th>
<th>Staff Responsible</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>March - present</td>
<td>Negotiate the effects of distance learning and hybrid learning, as per law which dictates the scope of bargaining (As of 10/28/2020, approximately 70 hours w/ ACTA, 46 hours with SEAC, 49 hours with CSEA Unit 239, 37 hours with CSEA Unit 827.)</td>
<td>Dave Vicari, Cabinet Labor Partners</td>
<td>Ongoing</td>
</tr>
<tr>
<td>8/17/2020 - 6/4/2021</td>
<td>Use Wednesdays for school teams to plan and collaborate for distance learning and in-person learning</td>
<td>All Principals</td>
<td>Ongoing</td>
</tr>
<tr>
<td>8/17/2020</td>
<td>Open school in distance learning</td>
<td>Amy Slavensky, Cabinet</td>
<td>Done</td>
</tr>
<tr>
<td>9/11/2020</td>
<td>Send Family Survey and Teacher Survey, collect and use data for decision making</td>
<td>Sean Snider</td>
<td>Done</td>
</tr>
<tr>
<td>9/14/2020</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/23/2020</td>
<td>Board Action to return students to campuses in hybrid model on 11/16/2020</td>
<td>Board of Trustees</td>
<td>Done</td>
</tr>
<tr>
<td>9/24/2020</td>
<td>Send email to all staff, Intouch announcement to families, and press release re: Safe Return to Campuses.</td>
<td>Amy Slavensky</td>
<td>Done</td>
</tr>
<tr>
<td>9/24/2020</td>
<td>Invite families to virtual town hall meetings (9/29 &amp; 10/1) with attached documents: hybrid and DL descriptions, draft schedules, and FAQ.</td>
<td>Sean Snider, Amy Slavensky, Demi Wright</td>
<td>Done</td>
</tr>
<tr>
<td>Date</td>
<td>Task</td>
<td>Responsible Parties</td>
<td>Status</td>
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</tr>
<tr>
<td>9/24/2020</td>
<td>Advertise new substitute teacher rate of pay ($175/day) and recruit.</td>
<td>Dave Vicari</td>
<td>Done</td>
</tr>
<tr>
<td>By 9/25/2020</td>
<td>Send classroom 6 foot physical distancing plan to Sean and Jared</td>
<td>All Principals</td>
<td>Done</td>
</tr>
<tr>
<td>Week of 9/28/2020</td>
<td>Deliver an orientation session for CSEA transferred employees</td>
<td>Dave Vicari, Sean Snider</td>
<td>Done</td>
</tr>
<tr>
<td>By 10/2/2020</td>
<td>Provide protocol for sites to determine needs of at-risk students and schedule for those groups for in-person learning</td>
<td>Rich Modesti, Tia Peters</td>
<td>Done</td>
</tr>
<tr>
<td>By 10/2/2020</td>
<td>Provide principals a protocol or list of required action steps to prepare for hybrid at their specific school</td>
<td>Jeni DeWalt, Rich Modesti</td>
<td>Done</td>
</tr>
<tr>
<td>By 10/2/2020</td>
<td>6-12 Edgenuity Team to bring recommended course list to Sean Note: Team did not recommend use of Edgenuity due to lack of availability of courses. Planning pivoted to use of cameras in secondary classrooms, as per SB 820.</td>
<td>Sean Snider, Sinead Klement</td>
<td>Done</td>
</tr>
<tr>
<td>By 10/5/2020 9AM</td>
<td>Send to Cabinet site preliminary October 19th at-risk staffing plan for in-person learning (By appt. only, does not replace core instruction.) MOU: “Students and visitors will not be allowed on campus except in the case of a scheduled appointment.” (p. 4)</td>
<td>All Principals, Voluntary staffing</td>
<td>Done</td>
</tr>
<tr>
<td>Week of 10/05/2020</td>
<td>Coordinate and communicate transportation schedules for October 19 small learning cohorts</td>
<td>All Principals</td>
<td>Done</td>
</tr>
<tr>
<td>Week of 10/05/2020</td>
<td>Communicate with staff and families with schedules and expectations for October 19 small learning cohorts</td>
<td>All Principals</td>
<td>Done</td>
</tr>
<tr>
<td>Date/Time</td>
<td>Task Description</td>
<td>Responsible Parties</td>
<td>Status</td>
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</tr>
<tr>
<td>10/6/2020 2:30 PM</td>
<td>Health &amp; Safety Plan Training (All Staff)</td>
<td>Sean Snider, Dawn Leibold</td>
<td>Done</td>
</tr>
<tr>
<td>10/8/2020</td>
<td>Send enrollment “opt in” form for DL model with 10/19/2020 deadline, with updated FAQ.</td>
<td>Sean Snider, Amy Slavensky, All Principals</td>
<td>Done</td>
</tr>
<tr>
<td>Before 10/19/2020</td>
<td>Hire and train more teacher substitutes (Currently, there are over 70 who are ready to work.)</td>
<td>Dave Vicari, Sean</td>
<td>Done</td>
</tr>
<tr>
<td>Before 10/19/2020</td>
<td>Examine classified site staffing; determine if each site has necessary staff to support hybrid (custodial, etc.).</td>
<td>Dave Vicari, Cabinet</td>
<td>Done</td>
</tr>
<tr>
<td>Before 10/19/2020</td>
<td>Finalize and communicate transportation plans for October 19</td>
<td>Doug Green, All Principals</td>
<td>Done</td>
</tr>
<tr>
<td>Week of 10/19/2020</td>
<td>Finalize classroom capacity plan for physical distancing (85%)</td>
<td>All Principals</td>
<td>Done</td>
</tr>
<tr>
<td>Weeks of 10/19/2020 and 10/26/2020</td>
<td>Place physical distancing markers, signage at all needed locations on site</td>
<td>All Principals</td>
<td>In progress</td>
</tr>
<tr>
<td>From 10/19 to 11/13/2020</td>
<td>Develop and post frequent social media messages related to hybrid preparations</td>
<td>Demi Wright, All principals, send pics</td>
<td>In progress</td>
</tr>
<tr>
<td>By 9am 10/26/2020</td>
<td>Submit hybrid waterfall enrollment chart to Sean</td>
<td>Elementary Principals</td>
<td>Done</td>
</tr>
<tr>
<td>Week of 10/19/2020</td>
<td>Implement protocol for small groups of at-risk students to come back to campus for support</td>
<td>All Principals</td>
<td>Done</td>
</tr>
<tr>
<td>Week of 10/19/2020</td>
<td>Begin small group secondary clubs and enrichment to support social-emotional wellness and positive peer interactions</td>
<td>Secondary Principals</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Week of 10/19/2020</td>
<td>Develop and deploy employee health check app for daily use beginning 11/16/2020</td>
<td>Jared Critchfield, Dan Hebert</td>
<td>In progress</td>
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<tr>
<td>Week of 10/19/2020</td>
<td>Purchase and deploy temp kiosks for quick check-in and daily use beginning 11/16/2020</td>
<td>Jared Critchfield</td>
<td>Arriving week of 11/2</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Continue athletic conditioning on site following CDC guidelines</td>
<td>Secondary Principals</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Weeks of 10/26/2020 and 11/2/2020</td>
<td>Align cohorts 1 &amp; 2 for families across elementary and secondary schools, to the extent possible</td>
<td>All Principals, Michelle Hanson</td>
<td>In progress</td>
</tr>
<tr>
<td>Week of 10/26/2020</td>
<td>Finalize student daily health screening and temp check protocol</td>
<td>Sean Snider, All Principals</td>
<td>In progress</td>
</tr>
<tr>
<td>Week of 10/26/2020</td>
<td>Reconfigure elementary classes/teachers for remainder of school year</td>
<td>John Hawley, Elementary Principals</td>
<td>In progress</td>
</tr>
<tr>
<td>10/28/2020</td>
<td>Comprehensive Site Health &amp; Safety Plans due (11/4/2020 Board Agenda)</td>
<td>All Principals, Sean Snider, Kevin Griffin</td>
<td>Done</td>
</tr>
<tr>
<td>By 10/30/2020</td>
<td>Update Health &amp; Safety Plan</td>
<td>Sean Snider</td>
<td>Done</td>
</tr>
<tr>
<td>By 10/30/2020</td>
<td>Send prior written notice (PWN) to all families of students with disabilities regarding hybrid learning</td>
<td>Kathryn Brown</td>
<td>Done</td>
</tr>
<tr>
<td>By 10/30/2020</td>
<td>Communicate with all teachers who requested distance learning</td>
<td>Dave Vicari</td>
<td>In progress</td>
</tr>
<tr>
<td>Weeks of 10/26/2020 &amp; 11/2/2020</td>
<td>Work with maintenance staff to install cameras in all secondary classrooms and tape areas in the classroom that will be visible on camera</td>
<td>Secondary Principals, Site M1, Jared Critchfield</td>
<td>In progress</td>
</tr>
<tr>
<td>Weeks of 11/2 and 11/9/2020</td>
<td>Welcome teachers on site to prepare and rehearse for hybrid, including full day of prep on Wednesday (11/4)</td>
<td>All Principals</td>
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<tr>
<td>Week of 11/2/2020</td>
<td>Finalize and communicate bell schedules, expected health and safety protocols, and other important site information to staff and families</td>
<td>All Principals</td>
<td></td>
</tr>
<tr>
<td>Week of 11/2/2020</td>
<td>Deliver a welcome and orientation session for SEAC transferred employees</td>
<td>Dave Vicari</td>
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<td></td>
<td>Kathryn Brown</td>
<td></td>
</tr>
<tr>
<td>Week of 11/2/2020</td>
<td>Plan welcome back fanfare (signage, balloon arches, spirit week, etc.)</td>
<td>All Principals</td>
<td></td>
</tr>
<tr>
<td>11/4/2020 Board Agenda</td>
<td>Negotiate and implement return of classified staff on the rehire list for additional support and repurposing</td>
<td>Dave Vicari</td>
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<td>Cabinet</td>
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</tr>
<tr>
<td>By 11/6/2020</td>
<td>Facilitate necessary interactive meetings with teachers who requested distance learning</td>
<td>Dave Vicari</td>
<td></td>
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<td>In progress</td>
<td></td>
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<tr>
<td>By 11/9/2020</td>
<td>Finalize and communicate certificated staffing and class assignments</td>
<td>Dave Vicari</td>
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<td>All Principals</td>
<td></td>
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<tr>
<td>By 11/9/2020</td>
<td>Finalize and communicate any changes for special education case management.</td>
<td>Kathryn Brown</td>
<td></td>
</tr>
<tr>
<td>Week of 11/9/2020</td>
<td>Provide additional planning time for teachers who are changing assignments or sites</td>
<td>Dave Vicari</td>
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<td></td>
<td>All Principals</td>
<td></td>
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<tr>
<td>Week of 11/9/2020</td>
<td>Send school specific communication to families including staffing updates and any other new information</td>
<td>All Principals</td>
<td></td>
</tr>
<tr>
<td>Week of 11/9/2020</td>
<td>Communicate bus schedule information to families</td>
<td>Doug Green</td>
<td></td>
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<td></td>
<td></td>
<td>Theresa Cramer</td>
<td></td>
</tr>
<tr>
<td>Date/Time</td>
<td>Task Description</td>
<td>Responsible Parties</td>
<td>Status</td>
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</tr>
<tr>
<td>Week of 11/9/2020</td>
<td>Provide training to all classified employees on how to disinfect properly</td>
<td>Kevin Griffin</td>
<td></td>
</tr>
<tr>
<td>Week of 11/9/2020</td>
<td>Complete installation of MERV13 filters in all classrooms</td>
<td>All Principals</td>
<td>In progress</td>
</tr>
<tr>
<td>11/10/2020 1:00 PM</td>
<td>Provide “stay at home protocols for students and staff” training for all office staff and school administrators</td>
<td>Sean Snider, Dawn Leibold, AC Public Health</td>
<td></td>
</tr>
<tr>
<td>By 11/13/2020</td>
<td>Expand network bandwidth to ensure support for distance learning and hybrid</td>
<td>Jared Critchfield, Dan Hebert</td>
<td>In progress</td>
</tr>
<tr>
<td>Before 11/16/2020</td>
<td>Hire and train more custodial support</td>
<td>Dave Vicari, Kevin Griffin</td>
<td>In progress</td>
</tr>
<tr>
<td>Before 11/16/2020</td>
<td>Ensure all classrooms and schools will be disinfected and facilities work properly (windows open, etc.)</td>
<td>Kevin Griffin, Jared Critchfield (daily site visits)</td>
<td>In progress</td>
</tr>
<tr>
<td>Before 11/16/2020</td>
<td>Implement classroom, restroom, and all common areas disinfecting and disinfecting log protocol</td>
<td>Kevin Griffin, Site M1s, All Principals</td>
<td>In progress</td>
</tr>
<tr>
<td>11/16/2020</td>
<td>Begin hybrid and new DL models for Grades TK-12</td>
<td>All School and District Administrators</td>
<td></td>
</tr>
<tr>
<td>Week of 11/16/2020</td>
<td>High level of visibility and support on all school campuses</td>
<td>Amy Slavensky, Cabinet</td>
<td></td>
</tr>
<tr>
<td>Week of 11/30/2020</td>
<td>Conduct after action reviews to assess successes and challenges; follow up where needed</td>
<td>Amy Slavensky, Cabinet</td>
<td></td>
</tr>
<tr>
<td>Week of 12/7/2020</td>
<td>Send Family Survey &amp; Teacher/Staff Surveys, collect and use data for decision making</td>
<td>Sean Snider, Amy Slavensky</td>
<td></td>
</tr>
<tr>
<td>Week of 1/25/2021</td>
<td>Send Family Survey &amp; Teacher/Staff Surveys, collect and use data for decision making</td>
<td>Sean Snider, Amy Slavensky</td>
<td></td>
</tr>
</tbody>
</table>
| Week of 3/1/2021 | Send Family Survey & Teacher/Staff Surveys, collect and use data for decision making | Sean Snider  
Amy Slavensky |
|-----------------|--------------------------------------------------------------------------------|----------------|
| Week of 4/12/2021 | Send Family Survey & Teacher/Staff Surveys, collect and use data for decision making | Sean Snider  
Amy Slavensky |
| Week of 5/17/2021 | Send Family Survey & Teacher/Staff Surveys, collect and use data for decision making | Sean Snider  
Amy Slavensky |
| August 2020 - June 2021 | Ongoing data collection, planning, problem solving, monitoring, and continuous improvement | Amy Slavensky  
Cabinet  
All Principals |
DATE: November 4, 2020

AGENDA ITEM #: 12.2a

Motion: ________________
Second: ________________
Vote: ________________

SUBJECT:
Human Resources Consent Agenda for November 4, 2020

CURRENT PERSONNEL RECOMMENDATIONS

Certificated~ Administrator Voluntary Transfer
Rachael Shaw-Escalona, mild moderate special education teacher, 1 FTE, Ione Elementary to special education program specialist, 1 FTE, Itinerant, effective November 5, 2020

Certificated~ New Hire
Jordan Gold, mild moderate teacher, 1 FTE, Jackson Elementary, effective November 5, 2020
Miles Krier, teacher education options, 1 FTE, Independence High School, effective November 5, 2020
Derek Bovee, elementary teacher, 1 FTE, Ione Junior High, effective November 5, 2020

Certificated~ Voluntary Transfer
Josiah Mayfield, independent study teacher, 1 FTE, North Star to CTE TOSA, 1 FTE, itinerant, effective November 5, 2020

Certificated~ Resignation
Jamie Swisher, elementary teacher, 1 FTE, Sutter Creek Elementary, effective November 13, 2020

Department Chair
Jackson Elementary
Sarah Crow (ACOE)

Coaches Fall 2020-2021 School Year
Argonaut High School
Ricky Davis, Head Varsity Coach, Football
Andrew Stevens, Assistant Varsity Coach, Football
Damion Wycoff, Assistant Varsity Coach, Football
Gary Landergen, Head JV Coach, Football
Matt King, Assistant JV Coach, Football
Jazmin Haedrich, Head Varsity Coach, Volleyball
Cameron Duggan, Head Coach, Cross Country
Natalie Gaebe, Head Coach, Cheer

Amador High School
Bill Baker, Head Varsity Coach, Football
Kaleb Cagle, Assistant Varsity Coach, Football
Scott Anderson, Assistant Varsity Coach, Football
Matt Kantack, Head JV Coach, Football
Karen Mulhair, Head Varsity Coach, Cross Country
Ron Hood, Head Varsity Coach, Water Polo, boys
Jenny Ruckelshaus, Head Varsity Coach, Water Polo, girls
Jenny Upchurch, Head Varsity Coach, Cheer

**Classified ~ New Employee**
Mitchell Banicevich, Campus Supervisor, 8 hours/11 month, Argonaut High, effective November 5, 2020

**Classified ~ Promotion**
Dan Goter, from Maintenance Worker I, Pine Grove to Grounds Maintenance, 8 hours/12 months, Itinerant, effective November 5, 2020
Melissa Albrecht, from Recess Lunch to Instructional Aide SPED, 6 hours/11 months, Ione Elementary, effective November 5, 2020

**Classified ~ Retirement**
Leon Chatman, Night Custodian, 8 hours/12 months, Ione Junior High, effective December 1, 2020

**RECOMMENDATION:**
Superintendent Slavensky recommends approval of the Human Resources Consent Agenda.

**PRESENTED BY:**
David Vicari, Assistant Superintendent, Human Resources & Labor Relations

Board Date November 4, 2020
### Payroll 10/1/2020-10/23/2020: 75,516.39

#### WARRANTS

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If there are any questions regarding any of the payments, please contact Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333

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**Total:** 1,505,432.05
Amador County Public Schools

AGENDA ITEM #: 12.4a

SUBJECT:
Comprehensive School Safety Plans - Discussion

BACKGROUND INFORMATION:
The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. In accordance with Board Policy 0450 and Education Code 32288, each school shall submit their updated comprehensive safety plans to the Board for approval.

The comprehensive safety plans are detailed and are approximately 170 pages for each school site. Due to size considerations, the safety plans are available for review in the Superintendent's office at the District Office, with notification provided to Governing Board members via electronic memo and notification to the community via the District's website and social media platforms on October 30, 2020.

The Comprehensive School Safety Plans for 2020-2021 have been updated to include a section for health and safety related to COVID-19.

FISCAL IMPLICATIONS:
There is no fiscal impact.

RECOMMENDATION:
The Superintendent recommends approval of the Comprehensive School Safety Plans.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
AGENDA ITEM #: 13.1

SUBJECT:
Independent Contractor Service Agreement for Junior High and High School Mathematics Professional Development – Discussion/Action

BACKGROUND INFORMATION:
Ongoing professional development in the standards and frameworks is critical to supporting teaching and learning for our students and staff. This service contract with Sacramento County Office of Education represents professional development in many important mathematics areas for our secondary math teachers.

Ms. McClellan will continue the work begun first semester with junior high teachers to focus on the California Mathematics Framework and aligning all instruction to this guiding document, identifying priority content standards and clusters, the Standards for Mathematical Practice, and how all of this aligns with our adopted instructional materials.

Mr. Chun will provide professional development and facilitate interactive, collaborative discussions in the following areas: data analysis and planning to mitigate learning loss using the Mathematics Diagnostic Testing Project (MDTP) data, identification and implementation of priority math standards to address given limited instructional time during COVID-19, options for the third year high school math courses, Algebra 1A and Algebra 1B courses, and revisiting integrated or traditional math pathways.

All conversations will be rooted in the California Mathematics Framework, and how this aligns with our adopted instructional materials.

FISCAL IMPLICATIONS:
The contract will be funded in the amount of $8,400 from centralized Title I funds (Related to LCAP Goal 1, Action 1).

RECOMMENDATION:
The Superintendent recommends approval of the professional development contract.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
MEMORANDUM OF UNDERSTANDING
Agreement #21027
2020-2021

This Memorandum of Understanding (MOU) is between the Sacramento County Office of Education, hereinafter referred to as "SCOE," and Amador County Unified School District, hereinafter referred to as "District."

The purpose of this MOU is to detail the roles and responsibilities of SCOE and the District in regard to delivering instructional support services to staff. Once signed by both parties, this MOU is in effect, and may be terminated by either entity in writing, but not less than seven business days prior to the first day of service.

No audio or visual recording of the services provided under this agreement may be made by any means without the advance written authorization of SCOE.

A. Term: The term of this MOU shall be from October 28, 2020 - March 31, 2021.

B. SCOE agrees to:

1. Provide a primary contact person and service provider(s) for all work under this MOU.
   MOU Contact: Services provided by:
   David Chun Dave Chun
   (916) 228-2244 (916) 228-2244
dchun@scoe.net dchun@scoe.net

2. Provide the following service:
   Facilitate 10 collaboration sessions with high school math teachers. There session will focus on the following priorities:
   1. Data analysis (MDTP)
   2. Identification and implementation of priority math standards
   3. Integrate or traditional math pathways
   4. Math course offerings
      a. Third year high school math options.
      b. Options for Algebra 1.
   All sessions will be held virtually. See Exhibit A, for schedule and details, which is attached hereto and incorporated by reference.
   Location of the service
   Amador County Unified School District
   217 Rex Avenue
   Jackson, CA 95642

3. SCOE will make every effort to accommodate changes in dates as needed, however rescheduling is not guaranteed as dates are dependent on availability.

4. Provide an evaluation of services.

5. Provide training materials. Any and all training material are the exclusive property of SCOE. District and its agents must obtain written permission from SCOE before it disseminates, markets, or otherwise uses the training materials.
MEMORANDUM OF UNDERSTANDING, Agreement #21027

6. Invoice District within 30 days of execution of this MOU:
   Amador County Unified School District
   217 Rex Avenue
   Jackson, CA 95642

C. District agrees to:

   1. Provide a primary contact person for all work under this MOU.
      Sean Snider
      (209) 257-5334
      ssnider@acusd.org
   2. Ensure the site principal/district representative is present during services.
   3. Participate in an evaluation of services.
   4. Provide facility for training.
   5. Provide SCOE with a copy of attendance sign-in sheet upon request.
   6. Provide the audio-visual equipment and table supplies.
   7. Provide requested materials for participants (e.g., Teacher’s Edition).

D. Fiscal: District agrees to pay SCOE $8,400 within 60 days of invoicing.

E. General Provisions

   1. **Indemnity.** Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party’s directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party’s duties and obligations described in this agreement or imposed by law.

      a. It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.

   2. **Independent Agents.** This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.

   3. **Nondiscrimination.** Any service provided by the parties pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.
4. **Insurance.** All parties shall maintain in full force Commercial Liability Insurance with limits of no less than $1,000,000 per occurrence. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by a party to this agreement.

5. **Entire Agreement.** This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.

The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

**Sacramento County Office of Education**
Brent Malicote
Assistant Superintendent, Educational Svcs.

Signature Date

**Amador County Unified School District**
Sean Snider
Assistant Superintendent, Educational Svcs.

Signature Date
Exhibit A
Amador County Unified School District

Note: Dates, times, and content is tentative and may be adjusted to better meet the needs of the client.

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MEMORANDUM OF UNDERSTANDING
Agreement #21035
2020-2021

This Memorandum of Understanding (MOU) is between the Sacramento County Office of Education, hereinafter referred to as "SCOE," and Amador County Unified School District for lone Junior High School, hereinafter referred to as "District."

The purpose of this MOU is to detail the roles and responsibilities of SCOE and the District in regard to delivering instructional support services to staff. Once signed by both parties, this MOU is in effect, and may be terminated by either entity in writing, but not less than seven business days prior to the first day of service.

No audio or visual recording of the services provided under this agreement may be made by any means without the advance written authorization of SCOE.

A. Term: The term of this MOU shall be from January 13, 2021-May 12, 2021.

B. SCOE agrees to:

1. Provide a primary contact person and service provider(s) for all work under this MOU.
   MOU Contact: Services provided by:
   David Chun Chelsea McClellan
   (916) 228-2244 (916) 228-2245
   dchun@scoe.net cmcclellan@scoe.net

2. Provide the following service:
   A. One full day professional learning session for 6-8th grade teachers. Professional Learning topics to include (but not limited to):
      • CA Mathematics Framework/Priority Content Coherence
      • Standards for Mathematical Practice
      • Develop a road map of the 2020-21 Year: What learning was accomplished, what learning was in process, and what learning was left out or never mastered.

   B. 6.5 half days of professional learning to include (but not limited to):
      • Continuing to understand the Priority Content Standards (grounded in the CA Mathematics Framework and supporting documents) to support learning loss
      • Building Understanding of the Math Practice Standards to support mastery of the Priority Content Standards
      • Experiencing Math Routines (through Jamboard and Desmos) as a Learner to support formative assessment and "just in time" instruction
      • Social and Emotional Learning/Movement Activities and best practices

   C. 2.5 planning days to support the work and check-in with individual teachers as needed

All sessions will be held virtually. See Exhibit A, for schedule and details, which is attached hereto and incorporated by reference.
MEMORANDUM OF UNDERSTANDING, Agreement #21035

Location of the service
Ione Junior High School
450 South Mill Street
Ione, CA, 95640
(All work done virtually through zoom unless in-person professional learning is deemed safe by all parties).

3. SCOE will make every effort to accommodate changes in dates as needed, however rescheduling is not guaranteed as dates are dependent on availability.
4. Provide an evaluation of services.
5. Provide training materials. Any and all training material are the exclusive property of SCOE. District and its agents must obtain written permission from SCOE before it disseminates, markets, or otherwise uses the training materials.

6. Invoice District within 30 days of execution of this MOU:
Amador County Unified School District
217 Rex Avenue
Jackson, CA 95642

C. District agrees to:

1. Provide a primary contact person for all work under this MOU.
   Rich Modesti
   (209) 257-5353
   richard.modesti@acusd.org
2. Ensure the site principal/district representative is present during services.
3. Participate in an evaluation of services.
4. Provide facility for training.
5. Provide SCOE with a copy of attendance sign-in sheet upon request.
6. Provide the audio-visual equipment and table supplies.
7. Provide requested materials for participants (e.g., Teacher's Edition).

D. Fiscal: District agrees to pay SCOE $11,900 within 60 days of invoicing.

E. General Provisions

1. **Indemnity.** Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.
   a. It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective elected and appointed officials,
employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.

2. **Independent Agents.** This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.

3. **Nondiscrimination.** Any service provided by the parties pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

4. **Insurance.** All parties shall maintain in full force Commercial Liability Insurance with limits of no less than $1,000,000 per occurrence. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by a party to this agreement.

5. **Entire Agreement.** This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.

The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

Sacramento County Office of Education
Brent Malicote
Assistant Superintendent, Educational Services

Amador County Unified School District
Dr. Amy Slavensky
Superintendent

*Signature*  
10-21-20  
Date

*Signature*  
Date

Director Approval  
10-9-20  
Date

Page 3 of 5
Exhibit A
Ione Junior High School

Note: Dates, times, and content is tentative and may be adjusted to better meet the needs of the client.

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<td>Grade Level</td>
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<td>Includes 10 min. break Vertical Articulation of Impact of each roadmap on the next grade level and how to begin 2021-22 (Next Steps)</td>
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AGENDA ITEM #: 13.2

SUBJECT: 
Health and Safety Plan during COVID-19 for a Safe Return to School – Discussion/Action

BACKGROUND INFORMATION:
The COVID-19 pandemic has immensely changed our lives in so many ways. As we wait for a vaccine and treatment, we must work together to mitigate the risk in our community, while still educating and supporting the health and well-being of our students.

We are establishing new norms within our schools and office spaces - understanding it will take time and constant positive reinforcement to teach and learn these new ways of being. Wearing masks and physical distancing do not come naturally or easy. We urge our community to lean into this new normal and create a physically and emotionally safe space for everyone.

As we navigate our new normal, we must support each other in remaining humble and flexible. We continue to learn about COVID-19, and as the science changes our responses and this plan may need to change as well. We may find ourselves adopting new strategies or measures - and quickly having to revise our plans.

Flexibility is key as we try to contain the spread of COVID-19. As the CDC advises, there may be times when we need to return to remaining safer at home. In any situation, we will work together with our community, relying on our collective ingenuity and creativity to help us respond and address changes as needed.

All information contained in this Health and Safety Plan during COVID-19 for a Safe Return to School is taken from the California Department of Public Health’s COVID-19 INDUSTRY GUIDANCE: Schools and School- Based Programs, and the COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year.

FISCAL IMPLICATIONS:
There are no fiscal implications.

RECOMMENDATION:
The Superintendent recommends approval of the updates to the Health and Safety Plan during COVID-19 for a Safe Return to School.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
Health and Safety Plan during COVID-19
for a Safe Return to School
Updated 11-04-2020

The COVID-19 pandemic has immensely changed our lives in so many ways. As we wait for a vaccine and treatment, we must work together to mitigate the risk in our community, while still educating and supporting the health and well-being of our students.

We are establishing new norms within our schools and office spaces - understanding it will take time and constant positive reinforcement to teach and learn these new ways of being. We urge our community to lean into this new normal and create a physically and emotionally safe space for everyone.

Physical distancing does not come naturally or easy. Maintaining physical distance violates so many of our social norms, especially for those we are closest with.

As we navigate our new normal, we must support each other in remaining humble and flexible. We continue to learn about COVID-19, and as the science changes our responses may need to change as well. We may find ourselves adopting new strategies or measures - and quickly having to revise our plans.

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Public Health Recommendations

This plan was developed using recommendations from the California Department of Public Health, California Department of Education, Amador County Public Health, Sacramento County Office of Education, California School Nurses Organization, and the Centers for Disease Control to meet the unique needs of our school community.

Health Precautions for Students and Staff

How COVID-19 Spreads:
As we discuss mitigation measures, it is important for our community to know how COVID-19 is spread and controlled. COVID-19 is mostly spread by respiratory droplets released when people talk, sing, laugh, cough, or sneeze. There is also evidence that the virus spreads from contaminated surfaces to hands and then to the nose, mouth, or eyes, causing infection.

COVID-19 is thought to spread mainly through close contact from person to person, including between people who are physically near each other (within about 6 feet). People who are infected but do not show symptoms can also spread the virus to others.

- People who are physically near (within 6 feet) a person with COVID-19 or have direct contact with that person are at greatest risk of infection.
- Infections occur mainly through exposure to respiratory droplets when a person is in close contact with someone who has COVID-19.
- When people with COVID-19 cough, sneeze, sing, talk, or breathe they produce respiratory droplets. These droplets can range in size from larger droplets (some of which are visible) to smaller droplets. Small droplets can also form particles when they dry very quickly in the airstream.
- Respiratory droplets can also land on surfaces and objects. It is possible that a person could get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or eyes.
- Spread from touching surfaces is not thought to be a common way that COVID-19 spreads.

Personal Preventative Measures

To help prevent additional spread and to keep our schools open, our students and staff will be required to practice the following personal prevention measures:
- Physical distancing
- Hand hygiene
- Face coverings
- Cough/sneeze etiquette
- Active and passive screening

## Mitigation Measures for Students and Staff

### Health Screening:

**Passive (Self) Screening:** Staff and students must self-screen for symptoms at home daily. This is called passive screening. If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow Stay at Home and Return to School Requirements. Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines.

**Active Screening - Temperature Checks and Procedures:** Active screening requires all students and staff entering a site or school bus to be screened for illness including a temperature check and review of signs and symptoms of illness. Any student or staff with a temperature of 100.4 degrees or higher, or signs or symptoms of illness per Stay at Home Requirements shall return home. Students and staff must enter through required controlled entry and exit locations at each site. Sites shall set up controlled entry and exit screening locations and ensure staff and students understand and follow disease prevention precautions. Students and staff approaching the entry must be wearing a cloth face covering, unless exempted under CDC CPH criteria. Face coverings will be available for those who do not have their own.

### Process for Daily Student Screening:

- Temperature checks will be done before students leave vehicles when at all possible. If this is not possible, students will wait in a line with appropriate physical distancing. Visual cues will be used to indicate spacing. Signage with reminders about distancing, masks, hygiene, and stay at home rules will be posted.
- Parents/guardians and students must wear a face cloth covering.
- If possible, have the parent/guardian remain with the student while screening occurs, in case the student is not well enough to attend school.

### Staff instructions for student screening:

- Take temperature.
- Ask if any signs or symptoms of illness – how are you today? Are you sick at all?
● Look at the person for any visible signs of illness.
● If the temperature is less than 100.4 degrees, the student reports no sign or symptoms of illness, and the student appears well, then direct the student to wash hands and enter campus. If the student has any sign of illness and the parent is not present, send them to a designated isolation space to call the parent and return home. Provide the parent with the Stay at Home Policy information sheet.
● If staff is unable to reach the parent, the student must be isolated in a Sick Student Area following the Guidelines for Caring for Sick Children on site until the parent can be reached.

**Physical Distancing**

**Everyone must practice physical distancing.**
Per the California Department of Public Health, this means keeping at least 6 feet from other people at all times, where practicable. Maintaining adequate space is one of the best tools available to avoid exposure to COVID-19 and slow its spread. Appropriate physical distancing can sometimes be difficult to maintain, such as when walking in a busy hallway or in large crowds, making required face coverings even more vital.

**Face Coverings**

**Wear a cloth face covering.**
Wearing a cloth face covering prevents a person from spreading respiratory droplets while talking, singing, breathing, or coughing. They are primarily meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings must be worn to cover the entire mouth and nose at all times and are not surgical masks, respirators, or personal protective equipment. Per the California Department of Public Health:

- Cloth face coverings are required to be worn by all staff members.
- Cloth face coverings are strongly encouraged for students in grades TK-2.
- Cloth face coverings are required for all students in grades 3-12.

**Cloth face coverings protect our community from the spread of COVID-19:**
Wearing a cloth face covering is required for all ACUSD staff, students, parents/guardians and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual, per the Department of Public Health. A list of exceptions can be found on the following page.
Face coverings must be worn by staff and students at all times including:
- While entering or exiting school grounds or district spaces
- While on school grounds with few exceptions
- While on a school bus
- Engaged in work, whether at the workplace or performing work off-site, when:
  - Interacting in-person with any member of the public;
  - Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time.
- Students refusing to wear face coverings will be excluded from in-person attendance in the hybrid model and assigned to distance learning.

Face Shields:
- Face shields with a cloth drape, or transparent masks may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction.
- Face shields with a cloth drape **should** be used for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into the shirt.

Guidance for daily use of face coverings:
- Must be worn to cover the entire mouth and nose at all times.
- Use a freshly washed or clean face covering for each on-site visit.
- Clean your hands with soap and water or hand sanitizer before touching the face covering.
- If you are not already wearing it, apply your face covering before coming onto school grounds.
- Avoid eating or drinking while wearing the face covering.
- Cloth face coverings should not have valves, as these permit droplet release from the covering, putting others nearby at risk. ACUSD will not permit face coverings with valves.

How to remove a face covering:
- Wash your hands with soap and water or use hand sanitizer before touching the face covering. Avoid touching the front of the covering, which may be contaminated.
- Only handle the face covering by the ties, bands or loops.
- Throw any disposable face covering in a waste container.
- Wash your cloth face covering by hand with warm water and soap or in the washing machine.
• Wash your hands with soap and water or use hand sanitizer.

**Students or staff with a doctor’s written exemption are exempt from wearing a cloth face covering should not be worn** in the following situations:
• Young children, especially those under age 2
• A physician has provided a written exemption recommended avoiding use due to an existing medical condition, for example individuals with respiratory health conditions, such as asthma.
• For those with hearing impairments, or communicating with a person who is hearing impaired, where the ability to see their mouth is essential for communication. Face shields with a drape or a transparent mask would be recommended in this situation.
• Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing
• Persons who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
• Persons who are eating or drinking, provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence. Masks must be worn again as soon as the student finishes eating.
• Persons who are engaged in outdoor work or recreation when alone and able to maintain a distance of at least six feet from others.

*In each of these cases, alternate arrangements will be made including face shields with drapes, seating on the side of a classroom near windows or doors, and possibly a Plexiglas shield around the student’s desk. The cloth face covering requirement is based on the current public health orders, however these procedures may be revised if additional relevant guidance is issued.*

---

**Practice Hand Hygiene**

**Wash or Sanitize Hands Frequently**
All students and staff must wash hands frequently. If soap and water are not available use district approved greater than 60% alcohol-based hand sanitizer. The district will provide written instruction and signage on proper hand washing techniques. The following guidelines are recommended for school settings. At minimum, students and staff must wash their hands or use hand sanitizer:
• Upon arrival to the school site
• Before lunch
• Before leaving the site
● Upon entry to any new classroom
● When using the restroom
● When visibly dirty
● After using a tissue, coughing into hands
● Upon arriving home

**Use Respiratory Hygiene**

Use respiratory hygiene at all times on site. Once a tissue is used, throw it away in a waste container and then wash hands with soap and water or use hand sanitizer. Do not touch the face. Reinforce respiratory hygiene or cough/sneeze etiquette, including use of tissues and elbows by using signage, training, and lessons. See Appendix K for signage.

**Staff Working in the Community**

When going into the community for essential contact such as home visits, always use personal hygiene and distancing precautions. This includes hand washing/sanitizing, wearing a cloth face covering, distancing at least 6 feet where practicable, and respiratory hygiene. Consult with Educational Services or Health Services for specific questions, or for recommendations about situations that may put you at higher risk of exposure or may expose others to communicable disease such as COVID-19.

**Mitigation Standards for ACUSD Sites**

To protect students, staff and visitors to school sites, ACUSD staff will evaluate all spaces and make modifications in order to maximize ventilation and meet physical distancing requirements of at least 6 feet, where practicable. When staff and students return to campus, they will return to a physical space that enables all individuals to follow recommended health precautions. This includes signage in every space with occupancy limits and health hygiene reminders. To limit potential exposure, physical spaces will be designed in a way to limit close contact between individuals. Below is a list of standards to be followed at each ACUSD site:

**Ventilation and Air Flow**

● Sites will replace all HVAC filters 3 times per year (July, November, and March) as is the standard practice. MERV 13 filters will be used during COVID-19.
● Sites will run continuous HVAC fans operating throughout the 24-hour cycle
● Reprogram HVAC systems to run when windows and doors are open.
● Keep windows and doors open, if possible, to increase airflow.
Entrances & Exits (Pick-Up & Drop-Off)
ACUSD will take every measure to minimize crowding at drop-off and pick-up times:
- Consider staggering start and end times.
- Student pick-up and drop-off should occur outside the school gates/entrance. Encourage parents to stay in cars when dropping off and picking students up.
- Add visual cues or barriers to direct traffic flow and ensure distancing if there is queuing.
- Develop signage and processes to minimize interactions between families.
- If possible, divide student entry points rather than funneling all students through the same entry space. These approaches can limit the amount of close contact between students in high-traffic situations and times.
- Schools may need to lock entrances that are not set up with screening staff.
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.

Office Spaces
- Provide Plexiglas barriers when close contact is likely such as at the front desk that do not allow for physical distancing of at least 6 feet.
- Arrange staff desks at least 6 feet apart.
- Arrange desks and equipment away from flow of other staff members using the office.
- Provide individualized supplies for each workstation - limiting the number of individuals using shared objects.
- Provide additional access to hand washing or hand sanitizer - especially near shared objects like photocopiers, etc.

Designated “Care Room”
- Sites must designate an area for sick individuals where they can be isolated while waiting to be assessed and go home.
- Ensure good ventilation.
- Ensure the following supplies are available: hand sanitizer, face coverings, disinfectant, thermometer, trash can with liner.
- Room must be disinfected after each use.
- Room must be close to staff and supervised.
- If more than one individual is sick, maintain as much physical distance and ventilation as possible.

Classrooms
- Sanitizer will be provided in every classroom.
Classrooms should open windows and doors if possible to maximize ventilation.

Utilize other campus spaces for instructional activities (e.g., gyms, auditoriums, cafeterias, outdoors) whenever possible.

Per the California Department of Public Health, classroom layout should:
- Maximize space between seating and desks.
- Distance teacher and other staff desks at least six feet away from student desks.
- Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- 6 feet of distance between all student desks/seating
- Continuous spacing of 6 feet must be provided for teaching staff at the front of the classroom
- Enough room near walls for students to move out of their desks
- Limited use of large tables where students may slide around and breach the 6 ft. of spacing between individuals. If using tables, mark off areas and alternate seating at each end of the table to ensure distancing

Develop activities that model and reinforce good hygiene and physical distancing practices.

Limit sharing of materials/supplies; consider individual supply bags versus communal bins.

For younger students: Modify activities that bring students close together to maintain distance between students.

Use classroom materials to help students visualize the required 6-foot distance between people.

Provide supplies and protocol for disinfecting surfaces as frequently as possible, such as between classes or when student groups change.

Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.

Common areas
- Evaluate areas such as yards, quads, library, cafeteria, playground, and make modifications to encourage social distancing, for example: dots 6 feet apart, squares, lines, arrows, and taped off barriers.
- Drinking fountains should be closed — encourage the use of reusable water bottles for students to use throughout the day, identify water sources.

Support areas
- Consider providing a safe place for students who need additional supports, study areas, after school tutoring, or internet access during distance learning.
- Set up these areas to comply with distancing guidelines using tape, signage etc.
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.
- Post clear signage for occupancy, hygiene, distancing.
- Provide supplies for disinfecting surfaces between students.

**Bathrooms**
- Ensure all bathrooms have soap, paper towels, and refuse containers.
  - Paper towels will be provided and are recommended for use over air dryers.
- Staff should disinfect sink handles, toilet handle, and door handle in staff bathroom after each use.
- Additional staff should be assigned to disinfect student bathrooms regularly.
- Evaluate stalls and urinals to ensure at least 6 feet distancing of users **where possible**. Tape off or install barriers.
- Post clear signage for occupancy, hygiene, distancing.
- Avoid taking large groups to the bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess) or maintain distancing in a line.

**Hallways**
- Evaluate traffic flow and post arrows, signs and floor decals to guide flow in one direction. Provide delineator cones, stanchions or guide-ropes that create lanes in larger hallways.
- Post signage that encourages safe greetings, the use of cloth face coverings, and reminders to stop talking, yelling, singing, etc. while moving along hallways.

**Recess/yards and Play Spaces**
- Maintain cohorts or small groups; discourage mixing of large groups of students.
- Stagger playground use rather than allowing multiple classes to play together.
- **Divide playground into sections, allowing each class their own section.**
- Limit activities where multiple classes interact.
- Wash hands or use hand sanitizer before and after recess.
- Maintain at least 6 feet of space from other children as much as possible.
  - When possible, build in visual cues that demonstrate physical spacing.
- Evaluate feasibility of opening play structures with the need to disinfect, as well as the risks of disinfecting high touch areas of the play structure between groups.
- If picnic benches or seating is available outside — provide visual cues to reinforce 6-foot spacing.
Large gatherings — i.e., field trips & assemblies

- Cancel activities and events like field trips, science camp, Civic Permits, participant assemblies, athletic events, practices, special performances, program-wide meetings, or spirit nights where large groups would gather.
- Transition field trips to free virtual opportunities.
- Change events to a virtual format where appropriate.

PE Classes/Athletics

- Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or shared equipment until advised otherwise by state/local public health officials.
- Ensure Personal Hygiene Requirements (Appendix D) in locker rooms, including physical distancing of 6 feet, where practicable and use of face masks. This will result in fewer students in the locker room at a time.

Use of School Facilities by Outside Organizations

- All school facilities are closed for use by outside organizations until the Amador County Health Department allows mass gatherings to resume.
- The use of school facilities should mirror school reopening implementation. When schools reopen in a hybrid model or full in-person learning, then third party or non-ACUSD parties may use the facilities with all appropriate safety measures (i.e., masking, disinfecting, and physical distancing), appropriate insurance coverage, and an approved facility use agreement in place.

School Bus/Transportation

All Personal Hygiene Requirements must be followed on the school bus. In order to practice physical distancing on a school bus, the seating capacity must be reduced. This may necessitate the use of a seating chart to designate which seats are available. Consider using a bus aide to ensure appropriate distancing and perform symptom screening per CDE guidance.

- Ensure 6-foot distancing at bus stops and while loading and unloading where practicable.
- Educate parents and students on the steps they must take to keep others safe during loading and unloading.
- For active screening, the driver or bus aide must screen each rider per Screening Requirements for Entering School Sites, for symptoms before boarding the bus. If a student’s temperature is over 100.4 degrees or the student is symptomatic, the student will not board the bus to school. Parents will be asked to take the student home and follow Stay at Home Requirements.
● All riders must wear a cloth face covering while waiting for the bus and while riding the bus, unless contraindicated.
● Each rider must use hand sanitizer before entering the bus.
● Any bus seating arrangement will meet 6-foot physical distancing objectives where practicable. This may be accomplished in one of the following ways:
  ○ Seat one student to a bench on both sides of the bus, skipping every other row.
  ○ Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
● Students from the same household may sit in the same seat.
● Mark or block seats that must be left vacant.
● Ensure good ventilation with open/partially open windows.
● Prevent students from walking past each other by taking the following measures:
  ○ Seat students from the rear of the bus forward in the morning.
  ○ Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
● Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19.
● Bus drivers should be provided disinfectant and disposable gloves to support disinfection of frequently touched surfaces during the day.

**ACUSD Disinfecting Materials**

Due to the unprecedented nature of the Coronavirus (COVID-19), and the awareness surrounding it, the Amador County Unified School District understands the desire to protect students and ourselves from possible infection.

Some items an individual may normally use at home are not allowed for use in schools due to State and Federal policies in place for student health and safety, unless properly trained by the California Department of Pesticide Regulations.

Aerosol spray containers are not allowed on school property for safety reasons.

*While the district is making every effort to ensure that supplies are replenished at our school sites, the following is a list of items recommended for individual procurement and use:

**Hand Sanitizer**
It is recommended that hand sanitizer be at least 60%-65% alcohol-based in order to kill the virus and any other bacteria.

**Disinfecting Wipes**
Disinfecting wipes are effective and allowable, but it is important to read and follow all instructions. If the product is not allowed to dwell on the surface long enough (typically 5 minutes) it will not kill all virus or bacteria. Also, the wipe is only effective for use in a small area. For example, a large table or multiple desks would require multiple wipes.

<table>
<thead>
<tr>
<th>Proper Disinfecting Procedures</th>
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</thead>
<tbody>
<tr>
<td>Regularly disinfect high-touch areas throughout the day. Frequently touched surfaces in the school include, but are not limited to:</td>
</tr>
<tr>
<td>• Door handles</td>
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<tr>
<td>• Light switches</td>
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<tr>
<td>• Sink handles</td>
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<tr>
<td>• Bathroom surfaces</td>
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<tr>
<td>• Tables</td>
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<tr>
<td>• Student Desks</td>
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<tr>
<td>• Chairs</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Inventory Controls</th>
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</thead>
<tbody>
<tr>
<td>• Order supplies for start and plan for inventory management:</td>
</tr>
<tr>
<td>○ Cloth face coverings — for students and staff, individuals are encouraged to use their own cloth face covering</td>
</tr>
<tr>
<td>○ Disposable masks for care room for any student or staff member that needs one.</td>
</tr>
<tr>
<td>○ Hand sanitizer — in every room, used by every individual entering.</td>
</tr>
<tr>
<td>○ Spray bottles, disinfectant and paper towels — every room to clean surfaces</td>
</tr>
<tr>
<td>○ Gloves, goggles, masks and thermometers for use in care of sick or injured individuals</td>
</tr>
<tr>
<td>○ Handwashing stations if insufficient sink access at sites.</td>
</tr>
<tr>
<td>• Back stock of PPEs</td>
</tr>
<tr>
<td>• Proper ordering procedures from central location/system</td>
</tr>
<tr>
<td>• Use of district-approved products only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicable Disease Response Protocols</th>
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13
Communicable Disease Response protocols will help the district quickly identify communicable diseases, prevent the spread within the ACUSD community, and reduce potential harm. The response plan is contingent upon the type of disease and direction from Amador County Public Health.

There are three levels of communicable disease response:
- Incident Management (Case-by-Case or Isolated Incident)
- Outbreak (10% of school population or 25% of classroom with confirmed cases)
- Epidemic/Pandemic (widespread disease over large population or worldwide)

During this COVID-19 pandemic, the district will follow the enhanced preventative measures and heightened surveillance as detailed in this plan and directed by the state and county health departments. Protocols and procedures may change depending on the public health situation and the decisions and direction of public health leadership.

Responsibilities of School Site Staff
1. Sites must prepare for when someone gets sick. Individuals who have symptoms of illness must be immediately separated to prevent possible transmission of disease to others. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms. Sick students and sick staff must:
   a. Be quickly separated from other students/staff until picked up by parent/guardian
   b. Maintain more than 6 feet of distance from others, preferably in a separate room that is well ventilated
   c. Wear a disposable mask
   d. Attending staff must use standard precautions when assisting a sick individual. For suspected COVID-19 this includes, disposable face mask, eye covering/face shield and gloves
   e. Call parent/guardian for immediate pick up
      i. If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home
      ii. Provide parent/guardian or staff member with Stay at Home/When to Return to School instructions
   f. Disinfect all surfaces after the student/staff leaves and before use by others
   g. If COVID-19 is suspected, contact your school nurse or Human Resources. Follow Communicable Disease Response Protocols for notifying Human Resources for possible outbreaks of infectious disease
2. Collect and track illness-related absence information at the time of student or staff absence.
   a. Train attendance staff to support contact tracing as directed by the Amador County Health Department
   b. School site staff responsible for entering attendance data into Aeries will also list reasons for illness, symptoms, and date of onset in the “Comments” section
3. Follow HIPAA confidentiality laws noting that communicable disease concerns are confidential, and all staff are expected to protect health information.
4. Contact the Human Resources Department
5. Designated Human Resources staff will report all COVID-19 diagnoses, as well as any unusually high number of illness-related student and staff absences, to Amador County Public Health.
6. Require students and staff to remain home per Stay at Home Requirements.
   a. Stay home if experiencing the following symptoms of illness: fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. *Subject to change as revised by CDC.*
   b. Stay home if advised to isolate or quarantine by your doctor or the health department due to COVID-19 precautions. Reasons may include:
      i. Recent contact with a person with COVID-19
      ii. Recent diagnosis with COVID-19
      iii. Recent travel from somewhere outside the U.S. anywhere with widespread COVID transmission
   c. The COVID-19 Decision Tree for People in Schools, Youth, and Child Care Programs, will be used to determine stay at home, isolation, or quarantine lengths on a case by case basis. return to school or work when free of symptoms for 72 24 hours, or and after at least 10 days from the start of symptoms, and/or after the ordered quarantine/isolation period has ended, if as applicable.
7. Additional activities may be required as advised by Human Resources following county health department orders.

Responsibilities of the Human Resources Department
1. Human Resources staff will work to verify any reported concern, including speaking directly to families and/or staff when appropriate.
2. Communicable disease concerns are confidential and all staff are expected to protect this health information and mitigate any public concern or fear.
3. Amador County Public Health and ACUSD will coordinate response to COVID-19 cases within the confidentiality framework of HIPPA and FERPA. The Assistant Superintendent of Human Resources and Labor Relations will be the point of contact for all staff related cases and the Assistant Superintendent of Educational Services will be the point of contact for all student related cases.

4. Advise staff or family that Amador County Public Health will provide documentation should a staff member or student be required to quarantine due to COVID-19 exposure.

5. Human Resources staff will inform the District Cabinet of any confirmed cases or confirmed exposures.

6. Human Resources staff will update school site administrators regarding the guidance received from Amador County Public Health.

7. Based on the guidance provided by Amador County Public Health, Human Resources staff will communicate with school site and department staff regarding any next steps or additional resources needed (i.e. maintenance crews, nurses, counselors, psychologists, and safety and security measures).

8. Human Resources staff will advise schools to follow any specific Amador County Public Health guidance on cleaning and disinfecting. CDC’s “Reopening Guidance” for cleaning and disinfecting of school buildings includes disinfecting hard, horizontal, and frequently touched surfaces such as tables, desks, chairs, handrails, equipment, and door handles in buildings and rooms with a CDC-approved product rated for SARS-CoV-2, Rhinovirus or Human Coronavirus.

9. Human Resources staff will collaborate with the Superintendent’s office and school sites to provide any required family communication. The most accurate and up-to-date medical information will be used for all communication.

10. The established communication channels listed below will be used depending on level of exposure and public health recommendations. Translation of communications will be provided based on the threshold languages of the community.
   a. Parent Letters (printed, email, SMS, phone)
   b. School and District Websites
   c. School and District Social Media
   d. All call

**Notification of a Confirmed Case of COVID-19**

- The Centers for Disease Control (CDC) has designated COVID-19 as a reportable communicable disease. Therefore, in the event a student or staff member tests positive for COVID-19, the Amador County Public Health Department will be in contact with the student’s parent/guardian or the staff member. Amador County Public Health will issue directions and
recommendations to the patient. Amador County Public Health will also coordinate response to COVID-19 cases with ACUSD within the confidentiality framework of HIPPA and FERPA.

- If a student or staff member notifies school or district staff that they have been diagnosed with COVID-19, staff must immediately contact Human Resources per above.
- Human Resources staff will verify all reported information with the patient and Amador County Public Health, following all guidance or directives provided by Amador County Public Health.
- Amador County Public Health will inform district and site level staff with the guidance provided by the Health Department.

**Notification of a Confirmed Exposure of COVID-19**

A contact is a person who has been exposed to a person who tested positive for COVID-19. Contacts are notified by the county health department and given instructions for quarantine and return to work/school guidelines. Currently, Amador County Public Health defines a contact as someone who has been within 6 feet or less of distance for at least 15 minutes **without a face covering**.

- The contact must follow public health orders to stay at home for any period directed, which is at least 14 days.
- Note that quarantine guidelines only apply to those who have had recent close contact with an individual infected with COVID-19. Contacts of the asymptomatic quarantined individuals *(contacts of asymptomatic contacts)* do not need to stay home from school.

**Classroom, School Site, or District Wide Closures**

If a confirmed case of COVID-19 is identified within the district, the Amador County Public Health Department will provide guidance on the required measures. Responses depend on the risk of transmission of COVID-19 in schools. Many factors are considered, including timing of the course of the illness and the number and type of contacts at school. If there is determined to be risk of disease transmission at school, responses may include identifying and quarantining contacts or closing classrooms, school sites, or the district for several days or longer. For this reason, all schools and programs must have contingency plans for potential short term and long term closure and an immediate shift to distance learning.

**Levels of exposure and resulting closures / restrictions**

The following is a summary of the official California Department of Public Health guidance found on the chart and information on pages 19 and 20.
○ Scenario 1: Symptoms. Send student or staff member home. Not a closure.
○ Scenario 2: Close Contact. If family member or close contact tests positive, send report to school administrator, contact public health, send student or staff member home. Not a closure.
○ Scenario 3: Student or staff member tests positive. Individual self-reports, family quarantine for at least 14 days. Closure of cohort for 14 days and immediate shift to distance learning.
○ Scenario 4: Negative test after 1, 2, or 3 above. Student or staff may return 3 days after symptoms resolve, unless in contact with positive family member. Then 14 day quarantine. Not a closure.

● Entire school closure comes into play if a student or staff member tests positive and there has been significant mixing or contact with other students in other cohorts. This is why keeping cohorts together is critical.

***The information on page 18 and at the top of page 19 is new, but cannot be changed to red font because it is screenshots of images.***
What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

<table>
<thead>
<tr>
<th>Student or Staff with:</th>
<th>Action</th>
<th>Communication</th>
</tr>
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</table>
| 1. COVID-19 Symptoms  
  (e.g., fever, cough, 
  loss of taste or smell, 
  difficulty breathing)  
  Symptom Screening: 
  Per CA School Sector 
  Specific Guidelines | Send home  
  * Recommend testing (if positive, see #3, if negative, see #4)  
  * School/classroom remain open | No Action needed |
| 2. Close contact (†) with a confirmed COVID-19 case | Send home  
  * Quarantine for 14 days from last exposure  
  * Recommend testing (but will not shorten 14-day quarantine)  
  * School/classroom remain open | Consider school community notification of a known contact |
| 3. Confirmed COVID-19 case infection | Notify the local public health department  
  * Isolate case and exclude from school for 10 days from symptom onset or test date  
  * Identify contacts (‡), quarantine & exclude exposed contacts (likely entire cohort (‡‡)) for 14 days after the last date the case was present at school while infectious  
  * Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine)  
  * Disinfection and cleaning of classroom and primary spaces where case spent significant time  
  * School remains open | School community notification of a known case |
| 4. Tests negative after symptoms | May return to school 24 hours after symptoms resolve (unless diarrhea—wait 48 hours)  
  * School/classroom remain open | Consider school community notification if prior awareness of testing |

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

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

*What are the criteria for closing a school?*

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

*If a school is closed for in-person learning, when may it reopen?*

Schools may typically reopen after 14 days and the following have occurred:
- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

*What are the criteria for closing a school district?*

A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

*If a school district is closed, when may it reopen?*

Districts may typically reopen after 14 days, in consultation with the local public health department.
School Site Roles and Responsibilities

These roles and responsibilities must be widely shared with responsible staff and also be included in Staff Handbooks, Student/Parent Handbooks, planners or other communication means.

Administrator Checklist:

- Follow all individual health precautions for students and staff and mitigation standards for ACUSD sites.
- Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Make changes to site physical spaces and/or implement policies to enforce mitigation measures.
- Provide frequent communication about COVID-19 and cold/flu prevention efforts for students and staff. Use all modalities — email, announcements on speakers, announcements by teachers, signage, and direct instructions at staff meetings.
- Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.
- Ensure posters are placed in impactful areas. Signage should be visible in all bathrooms, classrooms, and public spaces.

Post information on social media regularly. Distribute flyers and posters widely on the following topics:

- Signs and Symptoms of COVID-19
- Physical distancing
- Face covering requirement
- Stay home when sick guidelines
- Cough and sneeze hygiene
- Occupancy limits
- Mental Well-Being and Crisis Support Lines
- Know and ensure that staff follows Communicable Disease Response Protocols for Illness during COVID-19 Pandemic.
- Contact Human Resources immediately if: A student or staff is diagnosed with, is suspected of having, or has been exposed to COVID-19 or other reportable communicable disease.
- Contact Human Resources immediately if: 25% or more of a classroom, or 10% or more of the school population is sick with similar symptoms.
- Ensure teaching staff provides students with distance learning opportunities, full-credit options, and extended time to complete missing assignments due to illness related absences.
- Ensure staff and student attendance is entered in a timely manner on a daily basis. Document and take notice of any patterns of absences with similar symptoms.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature, homework submission, etc.).
- Provide designated space and supervision for sick students until they are able to go home (i.e. Sick Student Area) that is not used by other individuals.
- Provide designated space and supervision for students who need first aid, medication administration, procedures at school, etc. (i.e. Well Student Area).
- Reinforce Stay at Home Requirements by sending home any students or staff who have signs or symptoms of illness.
- Ensure office staff have appropriate resources to support sick students or staff including non-touch thermometer, face covering/mask, water and hand soap, hand sanitizer, facial tissues, gloves, goggles or face shields.
- Follow any guidance provided by Human Resources and Amador County Public Health.
- Ensure all appropriate staff are aware of students with health needs and are familiar with any Emergency Care Plans, including all substitute staff.
- Encourage activities and strategies that promote positive coping for Adults and Children during times of stress.
- Direct any person with heightened concerns to District resources and Amador County Public Health resources. Discuss concerns with School Nurse and/or Student Support and Health Services staff.
Office Staff/Attendance Staff Checklist:

- Follow all individual health precautions for students and staff, and mitigation standards for ACUSD sites.
- Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Distribute flyers and posters widely on the following topics: physical distancing, face cloth coverings, hand hygiene, cough/cold hygiene, and staying home when sick. Ensure posters are placed near the entrance in every classroom, bathroom and other impactful areas. Post information on social media regularly.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature).
- Ensure office staff have appropriate resources to support sick students or staff, including face mask/ shield, non-touch thermometer, water and hand soap, facial tissues, gloves, and goggles.
- Reinforce Stay at Home Requirements by sending home any students or staff who are sick.
- Provide a care space for sick students and staff until they are able to go home
- Reinforce health precautions for parents - wear mask, use hand sanitizer, maintain distance.
- Ensure Staff and Student attendance is entered in a timely manner on a daily basis.
- Follow procedures if directed to document student illness symptoms in Aeries.
- Know and communicate to parents the Stay at Home Requirements for sick and exposed students.
- Work with the school nurse to follow protocols that lower the risk of infectious students being on campus.
- Direct health related questions to the school nurse or to their family doctor.
- Ensure all appropriate staff are aware of students with health needs and are familiar with any Emergency Care Plans, including all substitute staff.
Follow Communicable Disease Response Protocols for Illness during COVID-19 Pandemic if the following situations occur - contact the Human Resources Department immediately if:

- Student or staff are diagnosed with, are suspected of having, or have been exposed to COVID-19 or other communicable disease.
- 25% or more of a classroom, or 10% or more of the school, are out sick with similar symptoms.
**Teacher Checklist:**

- Follow all individual health precautions for students and staff, and mitigation standards for ACUSD sites.
- Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Reinforce and follow health precautions with your students
- Physical distancing at all times — at least 6 feet, where practicable.
- Ensure compliance with maximum occupancy of individuals in each classroom.
- Provide highly visible floor markings in all shared spaces.
- Desks must face in the same direction.
- Establish regular times for hand washing/hand sanitizer — including upon entry to school/class, before eating, whenever entering a new room, before going home.
- Proper handwashing is one of the best ways to prevent illness — show videos that teach the proper procedures for handwashing.
- Open doors and windows when possible. Maximize ventilation through the room.
- Have students remain together during recess or mealtimes (cohorting).
- Ensure distancing protocols during meals — use alternative locations such as the classroom or outside.
- Close shared spaces in classrooms — remove reading corners or hang-out spaces
- Ensure all students have individual supplies and no sharing of food or items. Store personal items backpack/jacket/lunch bag at the student desk.
- Ensure your classroom has the following district approved supplies — hand sanitizer, facial tissue, garbage cans with liners (changed daily), disinfectant spray and paper towels.
- Disinfect shared equipment such as desks, computers, piano keyboards, lab equipment, wood or auto shop tools, etc. after each student.
- Limit visitors/volunteers to the classroom — permit only those that are essential.
- Send any visibly sick students or students who say they do not feel well to the office: i.e. student has symptoms such as unusual fatigue, coughing, sneezing, runny nose, vomiting, diarrhea, appears to have a fever/flushed cheeks, diaphoretic without exercise, red/crusty eyes.
- Ensure you are aware of any students in your class with health needs and are familiar with their Emergency Care Plans, including providing this information for substitute teachers.
School Nurse Checklist:

- Follow all individual health precautions for students and staff, and mitigation standards for ACUSD sites.
- Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model, teach, positively reinforce, support, check compliance and re-teach all required public health measures. We must establish “new” norms — understanding it will take time and constant positive reinforcement. Teach everyone it is okay to correct each other — teach “please” and “thank you” to everyone when reminded about public health measures.
- Keep up to date on public health and district guidance for communicable disease management and support administrators and staff with accurate information about disease risks and precautions.
- Follow Amador Public Health guidelines to support contact tracing and other public health measures.
- Provide training and information as needed to site administrators and staff.
- Work with attendance staff to support Stay at Home Requirements.
- Provide training, monitoring and reinforcement of district procedures and any new procedures required by the health department as a result of contact tracing.
- Encourage precautions and measures that reduce risk of disease transmission. Identify risks and work with staff to improve behaviors.
- Look for visible signs of illness in students or staff - assist to ensure sites have supplies including a thermometer to check temperature.
- When possible, school nurses, nurse interns, or other community partners will provide lessons on staying healthy and preventing cold/flu (i.e., handwashing and coughing/sneezing etiquette).
- Reinforce standard wellness protocols by training staff to recognize and send home any students or staff who are sick per Stay at Home Requirements.
- Follow Communicable Disease Response Protocols for Illness during COVID-19 Pandemic for all communicable disease per Communicable Disease Chart, and contact appropriate Human Resources staff members as required.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature, etc).
Bus Drivers/Transportation Checklist:

- Follow all individual health precautions for students and staff, and mitigation standards for ACUSD sites.
- Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Ensure adequate space for physical distancing at bus stops and school loading and unloading zones
- Students from the same household may sit in the same seat without physical distancing.
- Reinforce with parent and students steps they must take to keep students and staff safe during loading and unloading
- For active screening, the driver or bus aide must screen each rider per Screening Guidelines for Entering School Sites for symptoms before boarding the bus. If the temperature is over 100.4 degrees or symptomatic, the student will not board the bus to school. Parents/guardians will be asked to take the student home and follow Stay at Home Requirements.
- All riders must wear cloth face covering while waiting for the bus and on the bus, unless contraindicated.
- Each rider must use hand sanitizer before entering the bus.
- Bus seating arrangement will meet 6-foot physical distancing objectives. Mark or block seats that must be left vacant
- Ensure good ventilation with open/partially open windows.
- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19.
Support Staff Checklist:

- Follow all individual health precautions for students and staff, and mitigation standards for ACUSD sites..
- Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Look for visible signs of illness in students or staff. Refer visibly sick students and staff to the office or school nurse. Be aware of the district Stay at Home Requirements.
- Encourage activities and strategies that promote positive coping during times of stress for adults and children.
- Encourage electronic communication rather than in person, including submitting and/or sharing electronic forms (i.e. documents requiring signature, etc).
- Provide “tele” supports rather than in-person when feasible.
- Report any concerns about suspected communicable diseases to school site Administrators or school nurse.
Operations/Custodial Staff Checklist:

- Follow all individual health precautions for students and staff, and mitigation standards for ACUSD sites.
- Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Ensure school has adequate supplies of handwashing materials, facial tissues, district-approved disinfecting cleaner, etc.
- Maintain a stock of cleaning materials and personal protective equipment to ensure readiness - order additional supplies as needed.
- Routine disinfecting: On a daily basis, disinfect all common spaces and classroom areas.
- High-touch areas and areas where sick students or staff were present should be routinely disinfected, following established district guidelines.
- Follow all established district protocols for cleaning and disinfecting.
- Contact Maintenance and Operations Department if a large-scale deep disinfecting/cleaning is required.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature or orders).
Food Service Staff Checklist:

- Follow all individual health precautions for students and staff, and mitigation standards for ACUSD sites.
- Only grab and go breakfasts and lunches are able to be served.
- Encourage outdoor eating whenever possible.
- Student cohorts should be kept together during the breakfast or lunch period.
- Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Follow department policies that reduce risk of disease transmission.
- One-way passage ways through meal delivery.
- Increase ventilation for enclosed areas (open doors and windows).
- Follow all Nutrition Services Disinfectant protocols and procedures.
- Ensure your space has the following supplies – hand sanitizer, facial tissue, garbage cans with liners (changed daily), disinfectant wipes or spray, paper towels, gloves and face coverings.

Student Checklist:

- Follow all individual health precautions for students and staff, and mitigation standards for ACUSD sites.
- Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Let your parent/guardian know if you feel sick and remain home if you have a fever or other symptoms.
- If you become ill during the school day go immediately to the school office or health office to be checked. Cloth face coverings must be worn at all times.
- Be kind and understanding with others. Use “please” and “thank you” when talking about or being reminded about public health.
- Let others make their own choices. Do not tease or bully people who look, behave, or believe differently than your family.
Parents/Guardian Checklist:

- Keep your child home per the Stay at Home Requirements.
- Contact your school office or school nurse if there are any questions about the Health Precaution guidelines.
- Call the school office when your child is sick. Report symptoms of illness.
- Call the school office if anyone in your household has been diagnosed with COVID-19 or has had close personal contact with someone with COVID-19.
- While on school grounds, follow all Individual Health Precautions for Students and Staff.
- Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette must be followed to reduce the spread of COVID-19. (CDC)
- Teach your child the public health guidelines — reinforce and practice these measures when in public.
- Be accepting of other people’s choices who may look, behave, or believe differently than your family.

Key Communication Points and Strategy

Messaging Before School Starts

- Student and staff safety is our top priority.
- School will reopen in fall 2020 with modifications to programs and services to protect children and staff from COVID-19 infection. The district will follow the guidance of state and county health departments for implementation of precautions and modifications to school programs.
- The physical and mental health and safety of our community is the responsibility of each of us. Our behaviors affect each other.
- The current CDC guidelines outline five key components: isolation of ill individuals, personal hygiene, physical distancing, use of cloth face coverings, and disinfection of surfaces. In the absence of a vaccine or herd immunity, these actions together significantly reduce the risk of spreading COVID-19.
- Print the Keep Each Other Safe Guidelines in annual parent notification.
- Ask parents/guardians to consider making provide cloth face coverings for reuse when in public and sending children to school with a cloth, reusable cloth or disposable face covering. Face coverings will be provided if a child does not have one.
• Prevention of the spread of COVID-19 and the ability of our school to remain open depends on all of us following the Personal Hygiene Guideline and the Stay at Home Requirements. We are all in this together.

Messaging During Opening
• Student and staff safety is our top priority.
• The situation is not stable and ongoing evaluation and modifications will be necessary.
• The district will follow state and county orders. District and school staff are working closely with Amador County Public Health, the California Department of Education, and surrounding districts to monitor the current situation, address concerns, inform and educate students.
• Stringent cleaning protocols are being followed. High-touch areas and areas where sick students or staff were present will be disinfected, following established district guidelines.
• Prevention of the spread of COVID-19 and the ability of our school to remain open depends on all of us following the Personal Hygiene Guideline and the Stay at Home Requirements. We are all in this together.

Ongoing Communications
• We prepare for the cold and flu season every year, by providing information about immunization clinics for eligible families, and conducting awareness campaigns to help prevent the spread of communicable diseases.
• Keep students home from school when sick and seek the advice of a healthcare provider for COVID-19 symptoms.
• Should we receive a concern regarding the exposure or confirmation of a case of COVID-19, ACUSD will respond immediately using our established protocols and guidance provided by Amador County Public Health officials and the California Department of Public Health - School Guidance on COVID-19.
• Prevention of the spread of COVID-19 and the ability of our school to remain open depends on all of us following the Personal Hygiene Guidelines and the Stay at Home Requirements. We are all in this together.

Messaging on Resources/Support
• We know this is an anxious time for our community and our hearts go out to those who are ill, have lost family members, who have lost jobs and are experiencing hardships brought on by the pandemic and mitigation measures.
• Our thoughts are with all of our families and children who are affected.
• Please note that there have been reports of students and others being stigmatized or bullied. We urge our community members to help prevent any
discrimination and to respect the privacy of our community members. We encourage everyone in our community to treat each other with compassion, respect, and kindness as we work together to keep our community healthy and physically and emotionally safe.

**Communication Strategies for School Site Staff and Administration**

- Establish and advertise widely a single source/webpage for up to date information on the planning, pandemic response and expectations for staff, students, and families.
- Utilize Communications to distribute accurate information.
- Training of community liaisons currently at school sites.
- Meetings with Parent groups.
- Announcements during school hours - before school, between classes, before recess and at lunch to reinforce personal hygiene guidelines.
- Consider designating a staff/community liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.
- Use all-calls, all emails, superintendent letters, school site websites, remind texts.
- Use electronic billboards/ marquee boards.
- Use banners, signage through the school to reinforce messaging.
- Translation of communications should be provided based on the threshold languages of the community.
Amador County Public Health Officer Dr. Kerr
Common Health and Safety Plan Questions & Answers

Below is an ongoing list of questions with answers from Amador County Public Health Officer, Dr. Kerr. These answers are based on the guidance from the California Department of Public Health.

What if desks can’t be spaced exactly 6 feet apart in classrooms?
For students, six feet is recommended but as far apart as practicable from seat-to-seat is how the guidance reads. Use of face coverings by everyone becomes even more important if distance is less than six feet. At least six feet between the teacher and students.

We are running into issues with the as practicable part to the 6 foot guidance. Is there a drop dead distance that is ”practicable”? Is 3 feet between student desks practicable? Is 4.5 feet between student desks practicable?
The further the better...definitely not less than 3 feet between chairs.
If you can do 4 or 5 that would be less risky. If only 3 feet between chairs, would increase the number of close contacts per any positive case. And in no instance should the teacher be seated closer than six feet to students.

Also, older students (over age 10) are more likely to transmit than younger students. Of course, any distance <6 feet makes constant use of face coverings even more important.

There may be occasions when students return to campus where a teacher needs to be within 6 feet of a student to provide some individual assistance. Is this allowable, and is so, what is the guidance here?
Teachers should do their best to limit the time within six feet of any other individual (students or other staff) to less than 15 minutes. This would be cumulative 15 minutes over the course of the day.

Are students able to eat in cafeterias if they can be seated 6 feet apart?
It is preferred that students eat outdoors, seated >6 feet apart. Of course, masks cannot be worn while eating, and outdoors is safer than indoors when it comes to risk of transmission. When weather or air quality would preclude eating outdoors, do not mix classroom cohorts indoors, and make sure they are seated at least 6 feet apart.

What about testing? Should all employees be tested on a regular basis?
The use of intermittent screening tests for asymptomatic, unexposed persons in K-12 schools is of limited utility, particularly in the setting of lower community transmission of the COVID-19 virus.

It is not yet known if screening testing in school settings provides any additional reduction in person-to-person transmission of the virus beyond what would be expected with implementation of other infection prevention measures. The CDPH guidance you cited recommends that if community transmission level increases schools should begin testing staff or increase frequency of staff testing, but would not be required to close.

This is the most current school testing guidance from CDC, updated the week of October 12, 2020: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html

Consistent with the CDC guidance, this is my recommendation for school testing strategy:

Priority groups for school testing would be:
1. Symptomatic persons, who would be excluded from school until test results return negative, or if positive until released from isolation.
2. Close contacts, with or without symptoms, exposed to COVID-19 within or outside of school, who would be quarantined for 14 days following their last exposure.
3. Outbreak investigation, if an outbreak at a school site occurs.

School staff are welcome to utilize the community testing site in Amador County on a voluntary basis.

Even daily testing for the virus is not a substitute for infection control and distancing measures since testing does not prevent someone from becoming infected and passing the virus along to others. Because of the virus’ long incubation period, even a person who has recently tested negative for the virus could become positive a short time after testing and can infect other people unknowingly. In that situation, a negative test can provide a false sense of security. Everyone needs to continually practice physical distancing, use of face coverings and good hygiene regardless of testing.

**When we return for in-person instruction in the hybrid model, can students check out books in the library?**
Yes
What about the librarian who will be within 6 feet of every student in order to scan the barcode?
A brief encounter to scan a barcode, with both persons wearing face coverings, would not be considered a close contact exposure (similar to going through the checkout line at a supermarket). If the library currently doesn't have a barrier (such as plexiglass) at the checkout desk, such could be considered as an added layer of protection. Also, the student could lay the book to be checked out on the desk or counter, step back to a six foot distance, and wait for the librarian to scan the book.

What is the guidance for in-person courses where students share materials or prepare food such as culinary, art classes, welding, or shop classes, etc?
In general, use of shared equipment/materials should be kept to a minimum. If these must be shared, frequent sanitizing and hand hygiene should be practiced. Students should avoid touching their face with unwashed hands.

One of our itinerant employees said they were told they cannot go to more than two schools per day, which I had not heard before. Can you clarify?
I am not aware of guidance limiting therapists to no more than 2 schools per day. If someone has a reference, please forward that to me and I will review it.

These services are mentioned within the Youth Cohort Guidance: https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx

- One-to-one specialized services can be provided to a child or youth by a support service provider that is not part of the child or youth's cohort.
- Specialized service includes but not limited to occupational therapy services, speech and language services, and other medical, behavioral services, or educational support services as part of a targeted intervention strategy.
- Services must be provided consistent with the industry guidance for Limited Services (PDF).

As long as the itinerant staff (e.g., speech and occupational therapists, nurses, etc.) are properly using PPE, especially when within six feet of a child client, they would be considered protected.

This is analogous to PPE use by healthcare providers, where there is not a limit on the number of patients/clients they may interact with proper use of PPE.

Do bathrooms need to be sanitized in between every student?
No, not between every student. Of course, the students should wash their hands after every use of the bathroom, and teach them to use a paper towel to protect their hands when turning off the tap and touching the door handle to leave the bathroom. A trash receptacle just outside the door can be used to discard the paper towel. Bathrooms should be sanitized on a regular schedule, and definitely between student groups (e.g., if you have different groups in AM vs PM)

**Will students need to wear masks while playing outside during recess?**
Whenever students are likely to interact at a distance of <6 feet, even outdoors, masks should be worn. See the new State guidance for playgrounds published yesterday (linked to the playground question).

**What guidance do you have for playground equipment at the elementary level?**
The State published playground guidance:
https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Outdoor%20Playgrounds%20and%20other%20Outdoor%20Recreational%20Facilities.aspx

**If we wash PE “loaner” clothes between uses (we have a washer and dryer), can we allow students to use them?**
Yes, per CDC guidance (pertinent section below link):
Linens, clothing, and other items that go in the laundry
- In order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry.
- Wash items as appropriate in accordance with the manufacturer’s instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Dirty laundry that has been in contact with an ill person can be washed with other people’s items.
- Clean and disinfect hampers or other carts for transporting laundry according to guidance above for hard or soft surfaces.
Caution will need to be practiced during use of locker rooms for changing by groups of students at a time (limited number to accommodate keeping six foot distancing at any given time, must keep face covering on while in the locker room, etc.)

**When is it considered a contact if people are wearing masks?**
In community settings, even with both persons wearing masks, those who spent cumulative time of 15 minutes within 6 feet of a contagious case are considered a close
contact. Wearing masks minimizes the risk of transmission between people, but may not completely mitigate it.

When should I instruct staff who are doing personal care to change their gowns?
I found a good, comprehensive reference for use of PPE during direct support in school settings published by the Minnesota Department of Public Health. Page 6 has a section on gowns, and page 13 is a useful chart that covers what PPE is recommended for various situations:
https://www.health.state.mn.us/diseases/coronavirus/schools/directsupport.pdf

Will we be notifying Public Health about every contact and case we hear about?
Yes, the schools and Public Health will need to coordinate and collaborate regarding cases and contacts to maintain containment. It is possible that contacts may have been exposed outside of the Amador County jurisdiction, and the school may learn about those while Amador County Public Health may not. Usually positive cases will come to our attention via the State’s electronic data exchange within a day of test results becoming available. The positive case has usually already been notified by the time Public Health receives the lab results, so on occasion the case patient/family may contact the school before Public Health is made aware.
Last month, the superintendents designated liaisons to contact Public Health with utmost attention to confidentiality. For example, no names of cases or contacts can be shared via unencrypted email (because of HIPAA). Communication may happen via a phone call to (209)223-6407, secure fax to (209)223-1562 or via secure, encrypted email messaging.

Mr. Snider is designated to communicate with Public Health regarding students/families.
Mr. Vicari is designated to communicate with Public Health regarding employee staff.
Mrs. Custodio is designated to communicate with Public Health regarding ELP and State preschools.
Lisa Shaw is designated to communicate with Public Health regarding students with disabilities.
Principals/managers are to report cases / contacts / concerns to the above liaisons, who will then communicate with Public Health

With our county’s move to the orange tier, can school facilities open for community or third party use? (9/30/2020)
Schools and use of school sites may reopen with Health and Safety Mitigation Plan strategies in place at the discretion of the School District, now that Amador County has progressed out of the Purple Tier for more than 2 weeks.
What about students with doctor’s notes for chronic health conditions with symptoms similar to COVID-19?
The doctor’s note establishes the child’s chronic baseline for the symptoms. There would be no exclusion unless there is a change in symptoms (worsening or new/different symptoms) from the usual baseline status.

What about students who have a doctor’s note to excuse the use of a face covering due to an underlying health condition?
A doctor’s note to excuse use of a cloth or surgical face mask that covers the nose and mouth would be treated as a medical exemption. If possible, the person being exempted from using a face covering should wear a face shield (ideally with a drape) if possible.

If they cannot wear either, they should be seated on the side of the room, closest to windows that would provide for ventilation, and at least six feet away from others. Also, use of a Plexiglas shield between exempt individuals and others would provide an additional layer of mitigation, if feasible.

When can students begin playing band instruments at school? Is it allowable if they are 10 or 15 feet apart and cover their instruments?
The California Department of Public Health updated guidance the week of October 12, 2020 to allow for outdoor band practice, as follows:

Does this guidance allow for singing or playing instruments?
Yes, outdoor singing and band practice are permitted, provided that precautions such as physical distancing and mask wearing are implemented to the maximum extent possible. Playing of wind instruments (any instrument played by the mouth, such as a trumpet or clarinet) is strongly discouraged. School officials, staff, parents, and students should be aware of the increased likelihood for transmission from exhaled droplets during singing and band practice, and physical distancing beyond 6 feet is strongly recommended for any of these activities. This updated statement is contained in the current version of FAQs for schools: https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Schools-FAQ.aspx

I’ve heard that windows and doors must be open at all times, even in extreme temperatures or inclement weather. Is this true?
No. Per the California Department of Public Health industry guidance for schools and school-based programs, “Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable.”
What air filters are required for our HVAC systems, and do we have them installed?
Per the CDPH guidance, we are to “Maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).” All HVAC units will have MERV 13 filters installed prior to November 16, 2020.

We have a student who is in Mexico and is scheduled to start coming in by appointment next week. Can we request they quarantine for 14 days before coming in?
CDC recommends precaution for any non-essential travel, including US and foreign destinations with high active case rates per population:

Given the relatively high risk, waiting 14 days after return from travel before in-person appointments is advisable.
AGENDA ITEM #: 13.3

SUBJECT: Comprehensive Support and Improvement (CSI) Support Plan- Independence High School

BACKGROUND INFORMATION:
The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. Schools eligible for CSI and ATSI are required to develop school plans to improve student outcomes.

The California School Dashboard is used to determine school eligibility for CSI. School eligibility is based on the following two categories of schools:

1. Low graduation rate
   - High schools with a graduation rate less than 67 percent averaged over two years (Based on 2018 Dashboard)
   - High schools with a graduation rate less than 68 percent averaged over two years (Beginning with 2019 Dashboard; Adopted by the State Board of Education on September 11, 2019)

2. Not less than the lowest-performing five percent of Title I schools
   - Schools with all red indicators
   - Schools with all red but one indicator of another color
   - Schools with all red and orange indicators
   - Schools with five or more indicators where the majority are red

Independence High School has just one indicator that is statistically significant enough to receive a rating (suspension rate). This indicator was red for 2019, which qualified Independence for CSI under the criteria of schools with all red indicators.

FISCAL IMPLICATIONS:
Funding in the amount of $170,123 to support the improvement plan.

RECOMMENDATION:
The Superintendent recommends approval of the CSI Support Plan for Independence High School.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
2020–21 Every Student Succeeds Act  
Comprehensive Support and Improvement Prompts Form

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador County Unified School District</td>
<td>Sean Snider, Assistant Superintendent, Educational Services</td>
<td><a href="mailto:ssnider@acusd.org">ssnider@acusd.org</a> 209-257-5334</td>
</tr>
</tbody>
</table>

**Schools Identification**

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

Independence High School

**Support for Identified Schools**

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

Independence High School is the alternative high school for Amador County Unified School District. Students 16 years of age and older requiring an alternative educational setting to the comprehensive high school may be placed at Independence based on counselor referral and parent consultation.

Independence High is striving to become a trauma invested school utilizing a project based learning (PBL) pedagogy with an emphasis in career technical education (relevance for a future). This evidence-based approach is based on the premise that once students know you care (Empathy), they will begin to trust you which is key to lowering their affect and improving their behavior which, in turn, opens the door for "engagement". We know engagement (Real world-PBL) is key, so, in turn, it lowers suspension rates, and improves attendance and graduation rates. Independence High School tries to meet students where they are at and give them hope for their future (Empowerment). These 3 E’s (engagement, empathy and empowerment) are the Independence High School motto and part of the Vision and Mission statement as well.

Sixty-four students were enrolled at Independence High during the 2019-20 school year, with 84.1% socioeconomically disadvantaged students, 0% English learners, and 4.5% foster youth. The ethnic breakdown was 70.5% white, 13.6%
American Indian, 11.6% Hispanic, and 2.3% African American. The school is located about 2.5 miles from both Amador and Argonaut High School, the two comprehensive high schools in Amador County.

With a small student population and a high concentration of at-risk students, the staff of Independence High School focus on building trusting, supportive relationships with all students. They check in daily with all students and work with them to define short and long-term personal and academic goals. Instructional staff include an English teacher, Math teacher, and Social Science teacher; students may also enroll in Science courses at Independence. A special education teacher provides services for students with Individual Education Plans (IEPs). Placement, intake, and counselling services are provided by an alternative education counselor in cooperation with the counselors from the comprehensive high schools.

Independence High School was identified for CSI in the 2019-20 school year based on results of the 2019 California School Dashboard state indicators. Dashboard results were provided to Independence staff in February 2020 identifying criteria by which the school was designated for CSI. Independence received a red performance color in suspension rate, the only state indicator with a large enough population to generate a rating. The suspension rate was 12.7% with a 2.8% increase from the prior year. The school met the “schools with all red indicators” criteria for CSI designation. The District applied for ESSA section 1003 funds and was awarded $170,123 to develop and implement a plan with stakeholders to improve student outcomes. School administrators and staff were notified of the CSI designation, District and site responsibilities, CSI plan requirements, and funding information.

ACUSD, in cooperation with Sacramento County Office of Education will provide oversight and support to Independence staff in developing their CSI plan. The following are examples of the support that will be provided:

- Assisting the school in developing and administering a site-level comprehensive needs assessment
- Review discipline practices that provide alternatives to suspension, including Restorative Justice
- Reviewing assessments to determine areas for academic improvement, growth, and strengths
- Reviewing student discipline, attendance, and counselling records to determine if individual and/or schoolwide supports (such as SEL curriculum) should be further implemented
- Identifying additional data sources because of the lack of data due to Independence’s small school size
- Reviewing overall approach to student placement at Independence
- Reviewing course options and overall approach to course selection and grading
- Because Independence currently lacks significant stakeholder engagement, supporting establishment of a School Site Council and use grant funds for stakeholder engagement activities such as parent groups, surveys, and school community forums
- Developing a process for engaging stakeholders in evidence-based planning and decision making
Monitoring and Evaluating Effectiveness

ACUSD, in cooperation with Sacramento County Office of Education will review the proposed actions and services from Independence High School to determine and utilize the most appropriate methods to monitor and evaluate plan implementation and effectiveness. District staff will review planned actions and services quarterly with Independence High staff to determine efficacy and effectiveness. Student attendance will be tracked regularly through Aeries as well as through participation in synchronous and asynchronous activities through each Google Classroom to assess engagement. Curriculum embedded assessments will be used to evaluate student learning progress toward standards mastery. Students will also be surveyed to assess their social-emotional and mental health.

Grant funds will be disbursed to support plan implementation in accordance with grant requirements, which may include staff development, purchasing supplemental instructional materials and programs, and temporary staff support for individual students as needed.
AGENDA ITEM #: 13.4

SUBJECT: Recommendation to Postpone Second Special Education Study Team – Discussion/Action

BACKGROUND INFORMATION:
On February 12, 2020, the Board of Trustees approved the recommendation of the 2019-2020 Special Education Study Team/Transfer Committee for the District to plan and support the negotiations process with labor leaders for the transfer of all administrative and classified employees who support the mild-moderate special education program from ACOE to ACUSD effective July 1, 2020, and the transfer of mild-moderate credentialed teachers from the ACOE to the ACUSD effective no later than October 31, 2020.

At the February 12, 2020 meeting, the Board also took action to approve a second stakeholder Study Team to engage in a special education visioning process and explore transfer of the Designated Instructional Services (DIS) program and staff and the moderate-severe special education program services and staff from ACOE to ACUSD effective July 1, 2021.

On March 19, 2020, to mitigate the spread of the COVID-19 virus, Governor Newsom issued a statewide executive stay-at-home order for all non-essential activities. From March 23, 2020 to the present, Amador County Public Schools students have been engaged in distance learning, and are scheduled to begin hybrid model learning on November 16, 2020. Consequently, for the past seven months, the singular focus of our work has been to ensure the health and safety of all students and staff while simultaneously planning and implementing brand new work to continue quality and equitable teaching and learning experiences for all students, to the extent possible.

FISCAL IMPLICATION:
Fiscal impact is related to the cost savings that would be captured with a reduced District contribution to ACOE which is recorded as an expense for the District and then again by ACOE. This results in a double impact on the reserve funds requiring both local educational agencies to maintain a higher reserve threshold.

RECOMMENDATION:
The Superintendent recommends the following: (a) ACOE to maintain full responsibility for the moderate-severe special education program and services; (b) postpone the second Special Education Study Team/Transfer Committee to the 2021-22 school year to study potential transfer of partial or all DIS services and service providers; and (c) the Board to have related discussion and approve this recommendation.

PRESENTED BY:
Dr. Amy Slavensky, Superintendent
Amador County Public Schools

NOVEMBER 4, 2020

AGENDA ITEM #: 13.5

SUBJECT:
California School Board Association (CSBA) Recommended Board Policy Updates – Discussion/Action

BACKGROUND INFORMATION:
CSBA provides multiple policy update packets each fiscal year. The policies presented for updating at this time are in the area of Special Education. The descriptions summarize the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly.

BP 6159 – Individualized Education Program (BP Revised)
The following Board policy should be revised for consistency with the policies and regulations of the Special Education Local Plan Area in which the district participates.

BP 6159.1 – Procedural Safeguards and Complaints for Special Education (BP revised)
The following mandated policy reflects the federal Individuals with Disabilities Education Act (20 USC 1400-1482), implementing federal regulations (34 CFR 300.1-300.818) and conforming state legislation. Education Code 56195.8 and 20 USC 1415 mandates all entities providing special education to adopt policy on procedural safeguards, and Education Code 56500.1 requires entities providing special education to establish and maintain all procedural safeguards granted by federal law. For California law related to due process rights and due process hearing rights and procedures, see Education Code 56501-56509 and 5 CCR 3082. For federal due process procedure requirements, see 34 CFR 300.500-300.520.

This policy should be revised for consistency with the policy and regulations of the Special Education Local Plan Area in which the district participates.

BP 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education (BP revised)
Education Code 56195.8 mandates districts to adopt policies for the special education programs and services they operate, including nonpublic, nonsectarian services provided to students with disabilities when no appropriate public education program is available to meet their special education needs. The nonpublic, nonsectarian school or agency (NPS/A) must be certified as meeting state standards pursuant to Education Code 56366 and 56366.1. The following policy should be revised to comply with the policies and regulations of the Special Education Local Plan Area in which the district operates.

FISCAL IMPLICATIONS:
None.

RECOMMENDATION:
The Superintendent recommends that the Board approve the Board Policy updates.

PRESENTED BY:
Kathryn Brown, Director, Special Education/SELPA
Amador COE and USD
Board Policy
Individualized Education Program

BP 6159
Instruction

The Board of Trustees desires to provide educational alternatives that afford students with disabilities full educational opportunities to all students with disabilities. Students with disabilities shall receive a free appropriate public education (FAPE) and be placed, to the maximum extent possible, shall be educated in the least restrictive environment which meets their needs to the extent provided by law, with nondisabled students.

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

For each student with disabilities, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The Superintendent or designee shall develop administrative regulations regarding the membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

The district or county office shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school

2. Students who are placed by the district in a nonpublic, nonsectarian school
3. Individuals age 18-21 years who are incarcerated in an adult correctional facility and were identified as being an individual with disabilities or had an IEP in their prior educational placement

Legal Reference:
EDUCATION CODE
46392 Emergencies
51225.3 Requirements for high school graduation and diploma
56040.3 Assistive technology
56055 Rights of foster parents pertaining to foster child's education
56136 Guidelines for low incidence disabilities areas
56195.8 Adoption of policies
56321 Development or revision of IEP
56321.5 Notice to include right to electronically record
56340.1-56347 Instructional planning and individualized education program
56350-563524 IEP for visually impaired students
56380 IEP reviews; notice of right to request
56390-56392 Certificate of completion, special education
56500-56509 Procedural safeguards
60640-60649 California Assessment of Student Performance and Progress
60850-60859 High school exit examination, especially:
60852.3 High school exit examination, exemption for students with disabilities
FAMILY CODE
6500-6502 Age of majority

GOVERNMENT CODE
7572.5 Seriously emotionally disturbed child, expanded IEP team
WELFARE AND INSTITUTIONS CODE
300 Children subject to jurisdiction
601 Minors habitually disobedient
602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5
853-853.5 State assessments, accommodations
1215.5-1218 High School Exit Examination, accommodations for students with disabilities
3021-3029 Identification, referral and assessment
3040-3043 Instructional planning and the individualized education program
3051-3053 Implementation of the individualized education program

UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34
300.1-300.818 Individuals with Disabilities Education Act

COURT DECISIONS
Schaffer v. Weast (2005) 125 S. Ct. 528
Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072
Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398
Endrew F. v. Douglas County School District Re-1, 137 S. Ct. 988
ATTORNEY GENERAL OPINIONS

Management Resources:
FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Frequently Asked Questions: Promotion, Retention, and Grading (Students with Disabilities)
California Practitioners’ Guide for Educating English Learners with Disabilities, July 2019

WEB SITES
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office of Special Education and Rehabilitative Services:
http://www.ed.gov/about/offices/list/osers/osep

Policy AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted: May 9, 2018 Jackson, California
The Board of Trustees desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

The Governing Board recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. Parents/guardians of students with disabilities shall receive written notice of their rights under the federal Individuals with Disabilities Education Act.

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.6 - Parental Notifications)
(cf. 6159 - Individualized Education Program)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education Students)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Whenever there is a dispute between the district or county office and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. The district, county office, or parent/guardian may also request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

The Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complaint procedures.

Any complaint alleging the district or county office's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.
Legal Reference:
EDUCATION CODE
56000  Education for individuals with disabilities
56001  Provision of the special education programs
56020-56035  Definitions
56195.7  Written agreements
56195.8  Adoption of policies for programs and services
56300-56385  Identification and referral, assessment
56440-56447.1  Programs for individuals between the ages of three and five years
56500-56509  Procedural safeguards, including due process rights
56600-56606  Evaluation, audits and information
CODE OF REGULATIONS, TITLE 5
3000-3100  Regulations governing special education
3080-3089  Procedural safeguards
3200-3205  Special education compliance complaints
4600-4671  Uniform complaint procedures
UNITED STATES CODE, TITLE 20
1232g  Family Educational Rights and Privacy Act
1400-1482  Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794  Section 504 of the Rehabilitation Act
UNITED STATES CODE, TITLE 42
11434  Homeless assistance
CODE OF FEDERAL REGULATIONS, TITLE 34
9.10-99.22  Inspection, review and procedures for amending education records
104.36  Procedural safeguards
300.1-300.818  Assistance to states for the education of students with disabilities, especially:
300.150-300.153  State compliance complaints
300.500-300.520  Procedural safeguards and due process for parents and students
COURT DECISIONS

Management Resources:
FEDERAL REGISTER
Final Regulations, December 1, 2008, Vol. 73, No. 231, pages 73006-73029
WEB SITES
California Department of Education, Special Education:  http://www.cde.ca.gov/sp/se
Office of Administrative Hearings, Special Education Division:
https://www.dgs.ca.gov/OAH/Case-Types/Special-Education
U.S. Department of Education, Office of Special Education Programs:
http://www.ed.gov/about/offices/list/osers/osep

Policy  AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted:  May 9, 2018  Jackson, California
Amador COE and USD
Board Policy
Nonpublic, Nonsectarian School And Agency Services For Special Education

BP 6159.2
Instruction

The Board of Trustees recognizes its responsibility to provide all district students, including students with disabilities, a free appropriate public education to students with disabilities in accordance with law. When the district or county office is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet the students' needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

In selecting nonpublic, nonsectarian schools or agencies with which the district may contract for the placement of any district student with disabilities, the Superintendent or designee shall follow the procedures specified in law and accompanying administrative regulation.

Prior to entering into a contract to place any student in a nonpublic, nonsectarian school or agency, NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities and complies with staff training requirements in accordance with Education Code 56366 and 56366.1. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any nonpublic, nonsectarian school NPS/A with which the district or county office has a contract to ensure that the school or agency's certification has not expired.

No district or county office of education student shall be placed in a nonpublic, nonsectarian school or agency, NPS/A unless the student's individualized education program (IEP) team has determined that an appropriate public education alternative does not exist and that the nonpublic, nonsectarian school or agency placement is appropriate for the student. (Education Code 56342.1)

(cf. 6159 - Individualized Education Program)
The district or county office shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A. (Education Code 56365)

In accordance with law, any student with disabilities placed in a nonpublic, nonsectarian school...
or agency NPS/A shall have all the rights and protections to which students with disabilities are
generally entitled, including, but not limited to, the procedural safeguards, due process rights,
and periodic review of the student's IEP. (Education Code 56195.8, 56342.1)

(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

During the period when any student with disabilities is placed in a nonpublic, nonsectarian
school or agency NPS/A, the student's IEP team shall retain responsibility for monitoring the
student's progress towards meeting the goals identified in his/her IEP.

The Superintendent or designee shall notify the Board prior to approving an out-of-state
placement for any district student.
The Superintendent or designee may apply to the Superintendent of Public Instruction to waive
any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code
56366.2)
(cf. 1431 - Waivers)

Legal Reference:
EDUCATION CODE
56034-56035  Definitions of nonpublic, nonsectarian school and agency
56042  Placement not to be recommended by attorney with conflict of interest
56101  Waivers
56163  Certification
56168  Responsibility for education of student in hospital or health facility school
56195.8  Adoption of policies
56342.1  Individualized education program; placement
56360-56369 Implementation of special education
56711  Computation of state aid
56740-56743  Apportionments and reports
56760  Annual budget plan; service proportions
56775.5  Reimbursement of assessment and identification costs
56836.20-56836.21  Special education funding; SELPA contracts with nonpublic nonsectarian schools
FAMILY CODE
7911-7912 Interagency compact on placement of children
GOVERNMENT CODE
7570-7587  Intergency responsibilities for providing services to disabled children; especially:
7572.55  Seriously emotionally disturbed child; out-of-state placement
WELFARE AND INSTITUTIONS CODE
362.2  Out-of-home placement for IEP
727.1  Out-of-state placement of wards of court
CODE OF REGULATIONS, TITLE 5
3001  Definitions
3051-3051.24  Special education; standards for related services and staff qualifications
3060-3070  Nonpublic, nonsectarian school and agency services
UNITED STATES CODE, TITLE 20
1400-1487  Individuals with Disabilities Education Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.129-300.148 Children with disabilities in private schools
COURT DECISIONS

Management Resources:
FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
WEB SITES
California Department of Education:  http://www.cde.ca.gov
U.S. Department of Education, Office of Special Education and Rehabilitative Services:
http://www.ed.gov/about/offices/list/osers

Policy  AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted:  May 9, 2018  Jackson, California
Amador COE and USD
Board Policy
Infectious Diseases

BP 5141.22
Students

Infectious Diseases Prevention

The Board of Trustees desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate high-quality education for all students. The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases. The Superintendent or designee shall collaborate with local and state health officials to develop and regularly update a comprehensive plan for disease prevention that promotes preventative measures, mitigation, education, communication, and training of students and staff. All measures to limit the spread of infectious diseases shall be nondiscriminatory and ensure that equity is promoted.

Infectious Disease Prevention

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

(cf. 1020 - Youth Services)
(cf. 0400 - Comprehensive Plans)
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - School Health Services)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs and operations are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district or county office’s comprehensive
Amador County Public Schools

AGENDA ITEM #: 13.6

SUBJECT:
California School Board Association (CSBA) Recommended Board Policy Updates – Discussion/Action

BACKGROUND INFORMATION:
CSBA provides multiple policy update packets each fiscal year. The policies presented for updating at this time are in the area of Educational Services. The descriptions summarize the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly.

BP 5141.22 Infectious Disease (BP revised)
In order to help protect the safety of students and staff, the Centers for Disease Control and Prevention recommend that districts develop plans for dealing with infectious disease outbreaks, including influenza or coronavirus pandemics. These contingency plans should be incorporated into the district's emergency and disaster preparedness plan.

BP 6142.7 – Physical Education and Activity (BP revised)
The revised policy is edited to reflect district practice and the grade levels offered by the district. 42 USC 1758b mandates each district participating in federal meals programs to adopt a districtwide student wellness policy, including goals for physical activity. See BP 5030 - Student Wellness for language fulfilling this mandate. The following policy also incorporates goals for physical activity.

FISCAL IMPLICATIONS:
None.

RECOMMENDATION:
The Superintendent recommends that the Board approve the Board Policy updates.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
health education program shall provide age-appropriate information about the prevention of infectious diseases, including the nature of bloodborne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. nature and symptoms of communicable diseases, their transmission, and how to help prevent the spread of contagious diseases.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.8 - Comprehensive Health Education)

**Universal Precautions**
If the local health officer notifies the district or county office of an outbreak of a communicable disease, or the imminent and proximate threat of a communicable disease outbreak or epidemic that threatens the public's health, the district shall take any action that the health officer deems necessary to control the spread of the disease. The district or county office shall comply with all applicable state and federal privacy laws in regard to any such information received from the local health officer. (Health and Safety Code 120175.5)

Students and staff shall observe universal precautions in order to prevent exposure to bloodborne pathogens and to prevent the spread of infectious diseases.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

(cf. 5141 - Health Care and Emergencies)
(cf. 6145.2 - Athletic Competition)

**Students with Infectious Diseases**

The Superintendent or designee shall exclude students from on-campus instruction only in accordance with law, Board policy, and administrative regulation. Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

(cf. 5112.2 - Exclusions from Attendance)
(cf. 6164.6 - Identification and Education Under Section 504)

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. If necessary, the Superintendent or designee shall inform the local health official of any potential outbreak. The Superintendent or designee shall ensure that student confidentiality and privacy
rights are strictly observed in accordance with law.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 5125 - Student Records)

Legal Reference:
EDUCATION CODE
48210-48216 Persons excluded
49060-49069.7 Student records
49073-49079 Privacy of pupil records
49403 Cooperation in control of communicable disease and immunization of pupils
49405 Smallpox control
49406 Examination for tuberculosis (employees)
49408 Information of use in emergencies
49602 Confidentiality of student information
51202 Instruction in personal and public health and safety
CALIFORNIA CONSTITUTION
Article 1, Section 1 Right to Privacy
CIVIL CODE
56-56.37 Confidentiality of Medical Information Act
1798-1798.76 Information Practices Act
HEALTH AND SAFETY CODE
120175.5 Local health officers and communicable diseases
120230 Exclusion for communicable disease
120325-120380 Immunization against communicable diseases
120875-120895 AIDS information
120975-121022 Mandated blood testing and confidentiality to protect public health
121475-121520 Tuberculosis tests for pupils
CODE OF REGULATIONS, TITLE 8
5193 California bloodborne pathogens standard
CODE OF REGULATIONS, TITLE 17
2500-2511 Communicable disease reporting requirements
UNITED STATES CODE, TITLE 20
1232g Family Educational and Privacy Rights Act
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
CODE OF FEDERAL REGULATIONS, TITLE 45
164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)
COURT DECISIONS

Management Resources:
CSBA PUBLICATIONS
Avian Influenza, Governance and Policy Services Fact Sheet, April 2006
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Science Safety Handbook for California Public Schools, 2014
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
School District (K-12) Pandemic Influenza Planning Checklist

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Department of Public Health: http://www.cdph.ca.gov
Centers for Disease Control and Prevention: http://www.cdc.gov
Contra Costa County Office of Education, Pandemic Flu Resources: http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit

Policy  AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted: May 9, 2018  Jackson, California
The Board of Trustees recognizes the positive benefits of physical activity on student health, well-being, and academic achievement. The district or county office shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district or county office’s physical education and activity programs shall support the district or county office’s coordinated student wellness program and encourage students' lifelong fitness.

(cf. 5030 - Student Wellness)
(cf. 6142.8 - Comprehensive Health Education)

Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The district and county office shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The district or county office’s physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)

The district or county office’s physical education program shall engage students in age-appropriate moderate to vigorous physical activity, as defined in the accompanying administrative regulation, including aerobic, muscle-strengthening, and bone-strengthening activities. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code
The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)

The district's physical education program shall engage students in moderate to vigorous physical activity, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

The Superintendent or designee shall ensure that the district's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law, develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1330.1 - Joint Use Agreements)
(cf. 5142.2 - Safe Routes to School Program)
(cf. 5148 - Child Care and Development Program)
(cf. 5148.2 - Before/After School Programs)
(cf. 6145 - Extracurricular and Cocurricular Activities)

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

(cf. 3514 - Environmental Safety)
(cf. 5141.7 - Sun Safety)

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

(cf. 1330.1 - Joint Use Agreements)
(cf. 5142.2 - Safe Routes to School Program)
(cf. 5148 - Child Care and Development Program)
Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

The district or county office shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

Temporary Exemptions

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.

2. The student is enrolled for one-half time or less.

Two-Year Exemptions

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has
satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352, 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

(cf. 6112 - School Day)

Permanent Exemptions

The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than the student would have attended if enrolled in a physical education course.

2. The student is enrolled as a postgraduate student.

3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352)

Other Exemptions

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. — (Education Code 52316)

2. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a
minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)

2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)

cf. 6178.2 - Regional Occupational Center/Program

2.3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

cf. 6145.2 - Athletic Competition

Program Evaluation

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district or county office’s program in meeting goals for physical activity--and student well-being.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:
EDUCATION CODE
220 Prohibition of discrimination
221.5 Sex equity in education
33126 School accountability report card
33350-33354 CDE responsibilities re: physical education
35256 School accountability report card
44250-44277 Credential types
49066 Grades; physical education class
51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51241 Temporary, two-year or permanent exemption from physical education
51242 Exemption from physical education for athletic program participants
52316 Excuse from attending physical education classes
60800 Physical performance test
CODE OF REGULATIONS, TITLE 5
1040-1044 Physical performance test
1040-1048 Physical performance test
3051.5 Adapted physical education for individuals with exceptional needs
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary educational programs receiving
state or federal financial assistance
10060 Criteria for high school physical education programs
80020 Additional assignment authorizations for specific credentials
80037 Designated subjects teaching credential; special teaching authorization in physical
education
80046.1 Added authorization to teach adapted physical education
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42
1758b Local wellness policy
CODE OF FEDERAL REGULATIONS, TITLE 34
106.33 Nondiscrimination on the basis of sex; comparable facilities
106.34 Nondiscrimination on the basis of sex; access to classes and schools
300.108 Assistance to states for the education of children with disabilities; physical education
ATTORNEY GENERAL OPINIONS
COURT DECISIONS
Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior
Court, Case No. CGC-13-534975
Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No.
CPF-14-513959

Management Resources:
CSBA PUBLICATIONS
Districts at Risk from Lawsuits Regarding PE Instructional Minute Requirement, Legal Alert,
May 2015
Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010
Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev. February 2010
Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009
Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic
Outcomes, Fact Sheet, November 2009
Physical Education and California Schools, Policy Brief, rev. October 2007
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009
Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005
Adapted Physical Education Guidelines for California Schools, 2003
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Health Index (SHI): Self-Assessment and Planning Guide 2014
School Health Index (SHI): A Self-Assessment and Planning Guide, Elementary School, 2017
School Health Index (SHI): A Self-Assessment and Planning Guide, Middle/High School, 2017
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
The Administrator's Assignment Manual, 2007
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
2008 Physical Activity Guidelines for Americans, October 2008
Physical Activity Guidelines for Americans, 2nd Edition, 2018
WEB SITES
CSBA: http://www.csba.org
California Healthy Kids Resource Center: http://www.californiahealthykids.org
California Project LEAN (Leaders Encouraging Activity and Nutrition): http://www.californiaprojectlean.org
Centers for Disease Control and Prevention: http://www.cdc.gov
Commission on Teacher Credentialing: http://www.ctc.ca.gov
Educational Data System, California physical fitness: http://www.eddata.com/projects/current/cpf
Healthy People 2010: http://www.healthypeople.gov
National Association for Sport and Physical Education: http://www.aahperd.org/naspe
President's Council on Physical Fitness and Sports: http://www.fitness.gov

Policy AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted: May 9, 2018 Jackson, California
AGENDA ITEM #: 13.7

SUBJECT: Informational Only:
Developer Fee Resolution ACUSD 20/21-009 and Report for 2019-20 Fiscal Year will be on the December 9, 2020 Board Meeting Agenda.

BACKGROUND INFORMATION
Per Government Code sections 66001 (d) 66006(b), the District is required to report annually to the Board and the public on the Developer Fee Fund. Prior to the report, the Superintendent must make available copy of the Resolution along with any exhibits. The Superintendent further needs to inform the Board that the time and place of the adoption meeting was mailed at least 15 days prior to the approval meeting to anyone who has requested the report.

ATTACHMENTS
1. Resolution ACUSD 19/20-010
2. Exhibit A Developer Fee Report
3. Exhibit B Developer Fee Five Year Summary
4. Attachment A Developer Fee Report of Expenditures

FISCAL IMPLICATIONS
See attached documents.

RECOMMENDATION
Superintendent Slavensky recommends the Board approve the Public Hearing to be held on December 9, 2020 at the regular Board Meeting.

PRESENTED BY
Jared Critchfield, Assistant Superintendent, Business Services
RESOLUTION OF THE GOVERNING BOARD OF THE
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
REGARDING ACCOUNTING OF DEVELOPMENT FEES
FOR 2019-2020 FISCAL YEAR
RESOLUTION ACUSD 20/21-009
IN THE FOLLOWING FUND:
Fund 25 – Capital Facilities Fund/Developer Fees
(Government Code sections 66001(d) & 66006(b))

1. Authority and Reasons for Adopting this Resolution.

   A. This District has levied school facilities fees pursuant to various resolutions, the
      most recent of which is dated May 1, 2020, and is referred to herein as the
      “School Facilities Fee Resolution” and is hereby incorporated by reference into
      this Resolution. These resolutions were adopted under the authority of Education
      Code section 17620 (formerly Government Code section 53080). These fees have
      been deposited in the following fund or account:

         Fund 25 – Capital Facilities Fund/Developer Fees (the “Fund”)

   B. Government Code sections 66001(d) and 66006(b) require this District to make
      an annual accounting of the Fund and to make additional findings every five years
      if there are any funds remaining in the Fund at the end of the prior fiscal year;

   C. Government Code sections 66001(d) and 66006(b) further require that the annual
      accounting of the Fund and those findings be made available to the public no later
      than November 5, 2020, that this information be reviewed by this Board at its next
      regularly scheduled board meeting held no earlier than 15 days after they become
      available to the public, and that notice of the time and place of this meeting (as
      well as the address at which this information may be reviewed) be mailed at least
      15 days prior to this meeting to anyone who has requested it.

   D. The Superintendent has informed this Board that a draft copy of this Resolution
      (along with Exhibits A which is hereby incorporated by reference into this
      Resolution) was made available on November 5, 2020. The Superintendent has
      further informed this Board that notice of the time and place of this meeting (as
      well as the address at which this information may be reviewed) was mailed at
      least 15 days prior to this meeting to anyone who had requested it.

   E. The Superintendent has also informed this Board that there is no new information
      which would adversely affect the validity of any of the findings made by this
      Board in its School Facilities Fee Resolution.
2. **What This Resolution Does.**

This Resolution makes various findings and takes various actions regarding the Fund as required by and in accordance with Government Code sections 66001(d) and 66006(b).

3. **Findings Regarding the Fund.**

Based on all findings and evidence contained in, referred to, or incorporated into this Resolution, as well as the evidence presented to this Board at this meeting, the Board finds each of the following with respect to the Fund for the 2019-2020 Fiscal Year:

- **A.** In reference to Government Code section 66006(b)(2), the information identified in section 1 above is correct;
- **B.** In further reference to Government Code section 66006(b)(2), this Board has reviewed the annual accounting for the Fund as contained in Exhibit A and determined that it meets the requirements set forth in Government Code section 66006(b)(1);
- **C.** In reference to Government Code section 66001(d)(1), and with respect only to that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified in Exhibit B;
- **D.** In reference to Government Code section 66001(d)(2), and with respect only to that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, the findings and evidence referenced above demonstrate that there is a reasonable relationship between the fees and the purpose for which it is charged;
- **E.** In reference to Government Code section 66001(d)(3), and with respect only to that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, all of the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified as the use to which the fees are to be put is identified in Exhibit B;
- **F.** In reference to Government Code section 66001(d)(4), and with respect only to that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, the approximate dates on which the funding referred to in paragraph e above is expected to be deposited into the appropriate account or fund is designated in Exhibit B; and
- **G.** In reference to the last sentence of Government Code section 66006(d), because all of the findings required by that subdivision have been made in the fees that were levied in paragraphs c-f above, the District is not required to refund any moneys in the Fund as provided in Government Code section 66001(e).
4. **Superintendent Authorized to Take Necessary and Appropriate Action.**

The Board further directs and authorizes the Superintendent to take on its behalf such further action as may be necessary and appropriate to effectuate this Resolution.

5. **Certificate of Resolution.**

I, ____________________________, President of the Governing Board of the Amador County Unified School District of Amador County, State of California, certify that this Resolution proposed by ____________________________, seconded by ____________________________, was duly passed and adopted by the Board, at an official and public meeting this 9th day of December 2020, by the following vote:

AYES:

NOES:

ABSENT:

__________________________________________

President of the Board of Trustees of the Amador County Unified School District of Amador County, California
EXHIBIT A
TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEARS 2019-2020
FOR THE FOLLOWING FUND OR ACCOUNT:
Fund 25 – Capital Facilities Fund/Developer Fees the “Fund”)

Per Government Code section 66006(b)(1)(A)-H as indicated:

A. A brief description of the type of fee in the Fund:

The Capital Facilities Fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development. The authority for these levies may be county/city ordinances (Government Codes sections 65970-65981) or private agreements between the LEA and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (Government Code section 66006).

Expenditures in the Capital Facilities Fund are restricted to the purposes specified in Government Code sections 65970-65981 or to the items specified in the agreements with the developer (government Code section 66006).

B. The amount of the fee: $4.08

C. The beginning and ending balance of the Fund.

See Attachment A.

D. The amount of the fees collected and the interest earned.

See Attachment A.

E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees.

See Attachment A.

F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) subdivision (a) of section 66001, and the public improvement remains incomplete:

G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be
expended, and, in the case of an interfund loan, the date on which the loan will be repaid and the rate of interest that the account or fund will receive on the loan:

H. The amount of refunds made pursuant to subdivision (e) of section 66001 and any allocations pursuant to subdivision (f) of section 66001:

N/A. No refunds or allocations were made pursuant to subdivision (e) or (f) of section 66001.
EXHIBIT B
TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEARS 2019-2020
FOR THE FOLLOWING FUND OR ACCOUNT:
Fund 25 – Capital Facilities Fund/Developer Fees (the “Fund”)

Per Government Code section 66001(d)(1)-(4) as indicated:

A. With respect to only that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to adopt for growth, anticipated growth or overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified as follows:

Future Facility Needs

B. See section 3.D of the Resolution.

C. With respect to only that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified in paragraph A above are as follows:

Future Debt Service
School Construction
Other needs identified in the future to house students as a result of growth

D. With respect to only that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, the following are the approximate dates on which the funding referred to in paragraph C above is expected to be deposited into the appropriate account or fund:

Remaining funds will be used as needed according to Government Code 66006 (b) (2).
# ATTACHMENT A  
## 2019-20  
### DEVELOPER FEE REPORT

**RESOURCES:**  
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Beginning Fund Balance, July 1, 2019</td>
<td>1,351,170</td>
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<tr>
<td>Current Year Revenue</td>
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<tr>
<td>Level 1 Developer Fees</td>
<td>670,076</td>
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<td>Developer Fees refunded</td>
<td>-</td>
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<td>STRS/PERS On Behalf - Year End Journal Entry</td>
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<tr>
<td>Interest</td>
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<td><strong>Total Revenue July 1, 2019 - June 30, 2020</strong></td>
<td>700,173</td>
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<td><strong>Total Resources</strong></td>
<td>2,051,343</td>
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**EXPENDITURES:**  

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<tr>
<th>Administrative Costs</th>
<th>Amount</th>
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<tr>
<td>District's Indirect (3% of Developer Fees collected in current year)</td>
<td>20,802</td>
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<table>
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<tr>
<th>Projects</th>
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<tr>
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<td>Argonaut Athletic Track</td>
<td>27,537</td>
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<td>Ione Elementary - Aparicio Land Lease</td>
<td>6,000</td>
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<td>Jackson Jr High-Inspect Fees</td>
<td>1,503</td>
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<tr>
<td>Amador ADA Compliant Bleachers</td>
<td>21,000</td>
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<tr>
<td>State School Facility Program Consultation</td>
<td>2,296</td>
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<tr>
<td>Argonaut Green House</td>
<td>4,504</td>
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<tr>
<td>Master Facility inventory and Utilization Plan</td>
<td>8,288</td>
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</table>

**Total Expended**                                         | 229,844|

**Ending Fund Balance, 6-30-2020**                         | 1,821,500|
DATE: November 4, 2020

AGENDA ITEM #: 13.8

SUBJECT:
Job Description: Coordinator of Technology – Discussion/Action

BACKGROUND INFORMATION:
Working as a member of the management team, the Coordinator of Technology is responsible for managing the computer operations of the entire organization. This position is responsible for providing planning, support, and direction for securing and maintaining data processing platforms and software, as well as applications and directions that impact local schools, classrooms, and students. The coordinator is also responsible for working with the District’s Educational Services staff to implement appropriate training and decision-making that assists teachers with their skills and use of technology in the classroom. The coordinator is responsible for the development and management of the district’s Technology Master Plan.

FISCAL IMPLICATIONS:
Salary and benefits total $116,156 and will be funded from the Unrestricted General Fund.

RECOMMENDATION:
The Superintendent recommends the Board of Trustees approval of the job description for the position of Coordinator of Technology.

PRESENTED BY:
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
COORDINATOR OF TECHNOLOGY

JOB DESCRIPTION:
Working as a member of the management team, the Coordinator of Technology is responsible for managing the computer operations of the entire organization. This position is responsible for providing planning, support, and direction for securing and maintaining data processing platforms and software, as well as applications and directions that impact local schools, classrooms, and students. The coordinator is also responsible for working with the District’s Educational Services staff to implement appropriate training and decision-making that assists teachers with their skills and use of technology in the classroom. The coordinator is responsible for the development and management of the district’s Technology Master Plan.

REPORTS TO:
The Coordinator shall work under the direct supervision of the Assistant Superintendent of Business Services. The Coordinator shall work in a cooperative manner with the Assistant Superintendent of Educational Services.

MAJOR RESPONSIBILITIES:
- Provide leadership and counsel to the organization regarding emerging technologies.
- Provide leadership in technology planning in collaboration with the Educational Services Department.
- Provide Internet and connectivity-related system design and oversight.
- Coordinate the assessment of current and future technology requirements of the District and County Office.
- Serve as the primary point of contact for campus and District Internet connections.
- Assist schools with infrastructure design, acquisition and development.
- Evaluate existing operational procedures for efficiency and effectiveness; implement appropriate changes as necessary.
- Provide for and maintain security of data, equipment, reports and access to systems.
- Provide for training of District users in the proper use and operation of central processing of data.
- Provide advice and assistance in negotiating with vendors to secure the highest quality products and services at the lowest possible cost to the District.
- Coordinate District efforts to secure grants and public or private sector support to augment District technology efforts.
- Coordinate repair and installation efforts.
- Serve as resource person for District administration and the Board of Trustees in terms of the evolving technology issues and concerns.
- Collaborate with the Educational Services Department to present professional development and support for certificated and classified staff.
QUALIFICATIONS AND REQUIREMENTS:

**Education and Experience**
Any combination of education and experience providing the required knowledge and abilities to qualify for this position, including:

- Five years of directly related experience including overseeing local and area network development, technology implementation, system development, and computer/data processing training.
- Instructional technology knowledge and experience at the school and/or district level.
- Bachelor’s degree in a field related to information technology and instructional technology support.

**Knowledge of**
- Effective and current instructional technology strategies.
- Local and wide area network communications.
- Interconnectivity methods and challenges involving disparate systems.
- Network security systems and methods.
- Broad in-depth knowledge of modern computer systems, hardware and software.
- Configuration and installation of both network hardware and associated software.
- Proper management methods and techniques.

**Ability to**
- Utilize computerized record keeping and database systems in an effective manner.
- Troubleshoot and diagnose computer hardware and software malfunctions.
- Communicate in an effective manner with a variety of users and stakeholders.
- Demonstrate effective project management and user management skills.
- Provide written summaries and applications in an effective and understandable manner.
- Work in a team environment.
- Organize and manage work in an effective manner; demonstrates follow through and the ability to see a project through to timely completion.

WORK DAYS AND PAY RANGE:
The Coordinator’s work year shall be 260 days and will be placed at Level III of the Classified Management Salary Schedule.
DATE: November 4, 2020

AGENDA ITEM #: 13.9

Motion: ________________
Second: ________________
Vote: ________________

SUBJECT: Certificated Salary Schedule – Discussion/Action

BACKGROUND INFORMATION:
On February 12, 2020, in a regularly scheduled ACUSD and Special Education Local Plan Area (SELPA) Board of Trustees meeting, the Board unanimously took action to direct and authorize the District to plan and support the negotiation process with labor leaders for the transfer of the transportation department, and all classified and administrative staff related to mild-moderate special education services from the Amador County Office of Education (ACOE) to ACUSD, effective July 1, 2020.

ACOE Certificated salary schedule includes a $2,000 Specialized Credential Stipend for certificated employees with a clear certification who are actively engaged in the design and delivery of specialized instruction designated on individual education plans. In order to keep ACOE teachers whole, as stated in the MOU, this stipend needs to be added to the ACUSD Certificated Salary Schedule.

FISCAL IMPLICATIONS: The total annual cost is $34,000 to be funded from Special Education Funding.

RECOMMENDATION: Superintendent Slavensky recommends approval by the Board of Trustees.

PRESENTED BY: David Vicari, Assistant Superintendent, Human Resources & Labor Relations
### AMADOR CO. UNIFIED SCHOOL DISTRICT

#### 2017/2018 Certificated and Vocational (CTE/ROP) Salary Schedule

- 3% Salary Increase effective January 1, 2018
- $500 Insurance Cap Increase to $10,050 effective July 1, 2017

Board Approved: _____________

#### Column

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<th>or</th>
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<th>DS II***</th>
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Until all requirements of Column III are met (30 post-BA semester not obtained 30 post-BA semester units, experience years/steps Credential that have not obtained 30 post-BA semester units.

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**DS/CTE=Designated Subjects/Career Technical Education Credentials**

Includes BIPT Business Industry Partnership Credentials