AGENDA
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Wednesday, February 10, 2021
SELPA Board Meeting – 3:30 PM
ACUSD CLOSED Session – 4:00 PM
ACUSD OPEN Session – 5:00 PM
ACOE Open Session Immediately Following the ACUSD Meeting

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. To access the meeting online join the Zoom meeting via
https://us02web.zoom.us/j/87936470379?pwd=WDIxQ21OcW1aZmI5NG0yWGZtUzFpdz09
Meeting ID: 879 3647 0379
Passcode: 021021
One tap mobile
+16699009128,,87936470379#,,,,*021021#

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(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.)

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1.0 CALL TO ORDER

2.0 BOARD MEMBERS
   [ ] Kandi Thompson, Board President
   [ ] Deborah Pulskamp, Board Clerk
   [ ] James Marzano
   [ ] Julia Burns
   [ ] James Whitaker
   [ ] Ian McMahan, Amador High School, Student Board Member
   [ ] Kate Johnson, Argonaut High School, Student Board Member

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 1-5-21 and 1-13-21
   5.2 Superintendent’s Contract (Government Code §54957) Midyear Reflections on SMART Goals (Dr. Slavensky)
   5.3 Negotiations - with ACTA and CSEA (Government Code §54950 and §54957) (Mr. Vicari)
   5.4 Real Property (Government Code section 54956.9) – (Mr. Critchfield)

6.0 RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

7.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

8.0 PLEDGE OF ALLEGIANCE

9.0 COVID-19 HEALTH AND SAFETY UPDATE
   9.1 Report from Dr. Kerr, Amador County Public Health Officer
   9.2 Report from Dr. Slavensky, Superintendent

10.0 PRESENTATION AND RECOGNITION
   10.1 Spotlight on Schools – Pioneer VAPA Elementary School (Mr. Vicari)
       This Spotlight on Schools presentation features Pioneer VAPA Elementary School with Principal Carmen Glaister. The presentation will provide an overview of the school’s unique attributes and outstanding accomplishments.

   10.2 Resolution: ACUSD 20/21-013 National Teen Dating Violence Awareness (Mr. Snider)
       This resolution declares the month of February 2021 as National Teen Dating Violence Awareness and Prevention Month.

   10.3 Resolution: ACUSD 20/21-014 Recognizing and Honoring February 2021 as Black History Month (Mr. Snider)
       This resolution recognizes and honors February as Black History Month.

11.0 EMPLOYEE ORGANIZATIONS
   11.1 Amador County Teachers Association (ACTA) (Mr. Hunkins)
   11.2 California School Employees Association (CSEA) (Ms. Cramer)
12.0 **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.

13.0 **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.

13.1 **Minutes**
- 13.1a Board Meeting 1-27-21
- 13.1b Special Board Meeting 2-3-21

13.2 **Personnel** (Mr. Vicari)
- 13.2a Current Personnel Recommendations
- 13.2b School Year Calendars for 2021-2022, 2022-2023, and 2023-2024

13.3 **Business** (Mr. Critchfield)
- 13.3a Warrants issued between: 1/20/21 – 2/5/21

13.4 **Surplus**
- 13.4a Sutter Creek Elementary School, one smart board, Broken
- 13.4b Amador High School, four smart boards, Broken

14.0 **DISCUSSION/ACTION ITEMS**

14.1 **Multi-tiered Systems of Support (MTSS) Update – Discussion** (Mr. Snider)
In California, MTSS is an integrated, comprehensive framework that focuses on access to core instruction, student-centered learning, individualizing instruction to meet student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. **20**

14.2 **Adult Education Program Update – Discussion** (Mr. Snider)
Adult Education is a public education program for all adults. Adult schools offer free to low-cost classes for adults 18 and older. Students can get a high school diploma, general education diploma (GED), learn about jobs, learn to speak English, and learn how to become a U.S. citizen. **31**

14.3 **Updates to Health and Safety Plan during COVID-19 for a Safe Return to School – Discussion/Action** (Mr. Snider)
The COVID-19 pandemic has immensely changed our lives in so many ways. We must continue to work together to mitigate the risk in our community, while still educating and supporting the health and well-being of our students. **43**

14.4 **New Course Approvals for High Schools – Discussion/Action** (Mr. Snider)
New courses continue to be developed in response to student interest. Additionally, courses are redesigned to better meet the needs of students and to more closely align them to the California State Standards and/or CTE pathways. **86**
15.0 REPORTS
15.1 Financial Update (Mr. Critchfield)
15.2 Amador County Recreation Agency (ACRA) Update (Board Member Marzano)
15.3 Report from Superintendent (Dr. Slavensky)
15.4 Reports and Remarks from Board Members

16.0 NEXT MEETING
ACUSD Regular Meeting: Wednesday, February 24, 2021, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will tentatively start at 4:00 PM.

17.0 ADJOURNMENT
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AGENDA ITEM #: 10.2

SUBJECT:
Resolution: ACUSD 20/21-013 February 2021 as National Teen Dating Violence Awareness and Prevention Month

BACKGROUND INFORMATION:
Every February across the United States, teens and those who support them join together for a national effort to raise awareness to teen dating violence. Dating violence is more common than many people think. One in three teens in the United States will experience physical, sexual, or emotional abuse by someone they are in a relationship with before they become adults.

The district supports the designation of February, 2021 as National Teen Dating Violence Awareness and Prevention Month. Pending Board approval, this resolution will be distributed to all schools in the district and the community at large via community outreach and social marketing campaigns that are culturally appropriate to raise awareness about the dynamics of teen dating violence and support youth in learning the skills to have safe and healthy relationships.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends approval of this resolution declaring February 2021 as National Teen Dating Violence Awareness and Prevention Month.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
BEFORE THE BOARD OF TRUSTEES OF
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
COUNTY OF AMADOR, STATE OF CALIFORNIA

RESOLUTION NO. ACUSD 20/21-013
Expressing support for designation of the month of February 2021 as
“National Teen Dating Violence Awareness and Prevention Month”.

WHEREAS teen dating violence, also known as dating abuse, is a serious and growing
problem throughout California; and

WHEREAS teen dating violence intervention and prevention programs can help to ensure a
positive school climate and safe learning environment for all youth ages 12 to 24; and

WHEREAS education and outreach programs to community members address warning signs
of teen dating violence among youth before behaviors escalate, and protect the safety of
targeted youth; and

WHEREAS consistent with the Center for Disease Control and Prevention’s (CDC)
recommendations for a comprehensive primary prevention program, multiple strategies
are required such as teaching safe and healthy relationship skills, engaging influential
adults and peers, disrupting the developmental pathways toward partner violence,
creating protective environments, strengthening economic supports for families, and
supporting survivors to increase safety and lessen harm; and

WHEREAS each year, an estimated 1 in 10 high school students is physically hurt on purpose
by a dating partner; and

WHEREAS according to the CDC, Dating Matters: Strategies to Promote Healthy Teen
Relationships, 1 in 3 adolescents report verbal, emotional, physical, or sexual dating
abuse each year; and

WHEREAS according to the CDC, 1 in 11 female teens and 1 in 15 male teens reported
experiencing physical violence in the last year; and

WHEREAS according to the CDC, 1 in 9 female teens and 1 in 36 male teens reported
experiencing sexual dating violence in the last year; and

WHEREAS 43% of lesbian, gay, bisexual, transgender, queer or questioning teens reported
experiencing physical dating violence, compared to 29% of heterosexual youth; and

WHEREAS 59% of lesbian, gay, bisexual, transgender, queer or questioning teens reported
emotional abuse, compared to 46% of heterosexual youth; and

WHEREAS 50% of transgender youth reported experiencing sexual violence at some point in
their lives; and
WHEREAS teen dating violence has been linked to other forms of violence and aggression against peers, including bullying, sexual harassment, sexual violence, and physical violence; and

WHEREAS survivors of teen dating violence have increased risk for truancy, dropout, teen pregnancy, suicide, having eating disorders, and engaging in other harmful behaviors such as use of alcohol, tobacco, and other drugs; and

WHEREAS nearly half of students who experience dating violence have reported that some of the abuse took place on school grounds; and

WHEREAS survivors of teen dating violence are also at increased risk for carrying a weapon to school, being threatened or injured with a weapon at school, and damaging school property; and

WHEREAS youth who are survivors in high school are at higher risk for victimization during college, and adolescent perpetrators of dating violence are more likely to abuse their intimate partners as adults; and

WHEREAS the establishment of the month of February 2021 as National Teen Dating Violence Awareness and Prevention Month will benefit schools, communities, families, and all youth;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Trustees, that the Amador County Unified School District supports the designation of February, 2021 as National Teen Dating Violence Awareness and Prevention Month.

BE IT FURTHER RESOLVED, that this resolution be distributed to all schools in the district and the community at large via community outreach and social marketing campaigns that are culturally appropriate to raise awareness about the dynamics of teen dating violence and support youth in learning the skills to have safe and healthy relationships.

Adopted by the Board of Trustees of Amador County Unified School District, on the 10th day of February in 2021.

Kandi Thompson              Deborah Pulskamp  
President, Board of Trustees   Clerk, Board of Trustees
AGENDA ITEM #: 10.3

SUBJECT: Resolution: ACUSD 20/21-014 Recognizing and Honoring February 2021 as Black History Month

BACKGROUND INFORMATION:
Black History Month is an annual celebration of achievements by African Americans and a time for recognizing their central role in U.S. history. Also known as African American History Month, the event grew out of “Negro History Week,” the brainchild of noted historian Carter G. Woodson and other prominent African Americans.

Since 1976, every U.S. president has officially designated the month of February as Black History Month. Black History Month’s 2021 theme is, The Black Family: Representation, Identity, and Diversity. From the days of slavery to current times, the representation, identity, and diversity of the Black family has been an area of study in many academic disciplines; the focus of films, television, and literature; and the topic of social policy. The theme of family provides a unique opportunity to explore the African-American experience both past and present.

The district is honored to support and recognize February, 2021 as Black History Month.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends approval of this resolution recognizing and honoring February 2021 as Black History Month.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
BEFORE THE BOARD OF TRUSTEES OF
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
COUNTY OF AMADOR, STATE OF CALIFORNIA

RESOLUTION NO. ACUSD 20/21-014
Recognizing and Honoring February as Black History Month

WHEREAS, Black History Month encourages society and schools to celebrate the achievements of Black Americans; and

WHEREAS, the Amador County Unified School District recognizes that each student needs an opportunity to understand the common humanity underlying all people; to develop pride in his or her own identity and heritage; and to understand, respect, and accept the identity and heritage of others; and

WHEREAS, this observance permits society to re-examine its role in preserving the Civil Rights of all citizens; and

WHEREAS, corresponding school activities held during this month encourage students to continue to strive for the best education as a means to fulfill their potential; and

WHEREAS, achievements of Black Americans have benefited all mankind; and

WHEREAS, not only during the month of February 2021, but throughout the school year, it is important to recognize the contributions of Black Americans in society and to recognize disparities in student outcomes in order to move towards greater equity in our education system and the greater community. Amador County Unified School District acknowledges these contributions and reaffirms its ongoing commitment to building awareness and an inclusive society.

THEREFORE, BE IT RESOLVED by the Board of Trustees of the Amador County Unified School District do hereby adopt this resolution to recognize and honor the month of February as Black History Month.

BE IT FURTHER RESOLVED, that this resolution be distributed to all schools in the district.

Adopted by the Board of Trustees of Amador County Unified School District, on the 10th day of February in 2021.

__________________________________  __________________________________
Kandi Thompson     Deborah Pulskamp
President, Board of Trustees    Clerk, Board of Trustees
MINUTES
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Wednesday, January 27, 2021
OPEN SESSION – IMMEDIATELY FOLLOWING THE ACOE MEETING
CLOSED SESSION – IMMEDIATELY FOLLOWING THE OPEN SESSION

Meeting Location: 100% Remote via Zoom.

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. To access the meeting online join the Zoom meeting via
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1.0 CALL TO ORDER 4:45 PM

2.0 BOARD MEMBERS
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 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA
Dr. Slavensky requested the following deletions: Items 5.0 due to the pledge being done in the preceding board meeting, 8.0 due to no speakers, and 14.0.

5.0 PLEDGE OF ALLEGIANCE

6.0 COVID-19 HEALTH AND SAFETY UPDATE
6.1 Report from Dr. Kerr, Amador County Public Health Officer
Dr. Slavensky read Dr. Kerr’s written COVID-19 report. The written report can be found here.

6.2 Report from Dr. Slavensky, Superintendent
Mr. Snider provided an update about the COVID-19 vaccine clinic that was available to all Amador County Public Schools employees. The clinic dates were January 20, 2021 and January 27, 2021. Over 250 employees took advantage of the opportunity to receive the vaccine. He also provided an update about plans in progress for opening testing locations at three school campuses. Dr. Slavensky provided an update about high school athletics in California and read related information from the CDPH Outdoor and Indoor Youth Sports Guidelines, CIF Guidelines and CIF Press Release. The full discussion is here.

7.0 PRESENTATION AND RECOGNITION
7.1 Resolution: ACUSD 20/21-012 National School Counselors Week (Mr. Snider)
This resolution declares the week of February 1-5, 2021 as “National School Counselors Week.” Board Member Whitaker motioned to approve and Board Member Marzano seconded the motion. The motion passed 5-0.

8.0 EMPLOYEE ORGANIZATIONS
8.1 Amador County Teachers Association (ACTA) (Mr. Hunkins)
8.2 California School Employees Association (CSEA) (Ms. Cramer)

9.0 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.
There were no public comments.

10.0 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 Member Burns asked questions about some...
of the warrants, then motioned to approve the consent agenda. Board Clerk Pulskamp seconded the motion. **The motion passed 5-0.**

10.1 **Minutes**
- 10.1a Board Meeting 1-13-21
- 10.1b Special Board Meeting 1-21-21

10.2 **Personnel** (Mr. Vicari)
- 10.2a Current Personnel Recommendations

10.3 **Business** (Mr. Critchfield)
- 10.3a Warrants issued between: 1/1/21 – 1/19/21

10.4 **Educational Services**
- 10.4a School Accountability Report Cards (SARC)

11.0 **DISCUSSION/ACTION ITEMS**

11.1 **First Semester Highlights – Discussion** (Mr. Snider)
The first semester has been full of wonderful events at all of our schools. This report included highlights of events from each school. The full presentation is [here](#).

11.2 **Local School & Student Wellness/Mental Health Update – Discussion** (Mr. Snider)
A Wellness Committee was established in October, 2018 to accomplish the work of updating the Local School Wellness Policy. Local School Wellness Policies are an important tool for parents and school districts in promoting student wellness, preventing and reducing childhood obesity, promoting social-emotional wellness and mental health, and providing assurance that school meal nutrition guidelines meet the minimum federal school meal standards. The full presentation is [here](#).

11.3 **Employee Recognition & Wellness Plan Update – Discussion** (Mr. Vicari)
This report provided an update, highlighting the Employee Recognition and Wellness Plan. The full presentation is [here](#).

11.4 **California School Boards 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. Board Clerk Pulskamp motioned to approve and Board Member Whitaker seconded. **The motion passed 5-0.**

11.5 **California School Boards Association (CSBA) Recommended Board Policy Updates – Discussion/Action** (Dr. Slavensky)
CSBA provides multiple policy update packets each fiscal year. The policies presented for updating at this time are in the area of communication. The descriptions summarize the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly. Dr. Slavensky affirmed the board discussion about Board Bylaw 9012 on board member electronic communication held in the ACOE board meeting just before this meeting. During this time in the world when so much misinformation and disinformation is posted on social media, Dr. Slavensky also commented about the importance of sharing accurate information when communicating on social media about district business. Board Member Whitaker motioned to approve and Board Clerk Pulskamp seconded. **The motion passed 5-0.**
12.0 REPORTS

12.1 Amador County Recreation Agency (ACRA) Update (Board Member Marzano)
There was no update. Board Member Marzano’s first ACRA meeting will be held on February 9, 2021 and he will provide an update at the next ACUSD meeting on February 10, 2021.

12.2 Report from Superintendent (Dr. Slavensky)
Dr. Slavensky thanked Mr. Snider and Mr. Vicari for providing wonderful updates on student and staff wellness strategies and resources offered in the district. She also thanked all the teams that work so hard to provide these services for our students and staff.

12.3 Reports and Remarks from Board Members
Board Member Whitaker reported he attended the CTA Capital Service Member Conference at the request of the Amador County Teachers Association. A main key was communication and he stated he hopes the board will be able to talk with the different labor unions.

Board Clerk Pulskamp also attended the conference with Mr. Whitaker and agrees with Mr. Whitaker. She added that every school board member from our region talked about the diversity of opinions in their districts and the challenges they all face related to that.

Board President Thompson stated she is excited about how well both in-person learning and distance learning are going this semester. She reported that the Board attended an Ethics Workshop last week provided by the district’s legal firm and it was very beneficial.

Board Member Marzano and Board Member Burns did not have a report.

13.0 PUBLIC COMMENTS ON CLOSED SESSION

14.0 CLOSED SESSION

5.1 Minutes 1-5-21 and 1-13-21
5.2 Negotiations – with ACTA and CSEA (Government Code §§54950 and §54957) (Mr. Vicari)

15.0 RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

16.0 NEXT MEETING
ACUSD Regular Meeting: Wednesday, February 10, 2021, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will tentatively start at 4:00 PM.

17.0 ADJOURNMENT 6:22 P.M

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MINUTES
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Special Board Meeting
Wednesday, February 3, 2021
OPEN SESSION at 4:30 PM

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

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1.0 CALL TO ORDER 3:40 PM

2.0 BOARD MEMBERS
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[Government Code §54954.2]

Kandi Thompson, Board President
Deborah Pulskamp, Board Clerk
James Marzano
Julia Burns
James Whitaker
Ian McMahan, Amador High School, Student Board Member
Kate Johnson, Argonaut High School, Student Board Member

3.0 ROLL TAKEN BY THE BOARD CLERK

4.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

5.0 PLEDGE OF ALLEGIANCE

Board President Thompson led the pledge.

6.0 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.

There were no public comments

7.0 DISCUSSION/ACTION ITEMS

7.1 Superintendent Search Process – Discussion/Action (Board President Thompson)

Meet with Leadership Associates search firm advisors to discuss the following:

1. Overview of search process
2. Board / search firm protocols during the search
3. Timeline for the search
4. Board recommendation regarding community and staff groups to participate in input sessions with Leadership Associates consultants
5. Discussion of online survey
6. Board input regarding desired qualities and characteristics of new superintendent

The Board held discussion on the above six items. A recording of the discussion is available here.

8.0 NEXT MEETING

ACUSD Regular Meeting: Wednesday, February 10, 2021, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will tentatively start at 4:00 PM.

9.0 ADJOURNMENT 6:45 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
DATE: February 10, 2021

AGENDA ITEM #: 13.2a

SUBJECT:
Human Resources Consent Agenda for February 10, 2021

CURRENT PERSONNEL RECOMMENDATIONS

Certificated~ Temporary Hire
Robin Walker, temporary elementary teacher, 1 FTE, Plymouth Elementary, effective February 11, 2021 to June 5, 2021

Classified~ New Employee
Chris Marrama, Night Custodian, 8 hours/12 months, Argonaut High, effective February 11, 2021
Gabriela Lopez Prudente, Night Custodian, 8 hours/12 months, Amador High, effective February 11, 2021
Aaron Braswell, Night Custodian, 3.50 hours/12 months, Pine Grove Elementary, effective February 11, 2021
Aaron Braswell, Night Custodian, 3.50 hours/12 months, Pioneer Elementary, effective February 11, 2021

Classified~ Resignation
Earlene Thornhill, Food Service Worker II, 3.75 hours/11 months, Argonaut High, effective January 28, 2021
Christine Liptrap, Instructional Aide SPED, 3 hours/11 months, Sutter Creek Elementary, effective March 31, 2021
Christine Liptrap, Office Clerk, 3.25 hours/11 months, Sutter Creek Elementary, effective March 31, 2021
John Hewitt, Bus Driver, 6.25 hours/11 months, Transportation, effective January 26, 2021
Christine Backovich, Recess Lunch Duty, 1 hour/11 months, Ione Junior High, effective February 5, 2021
Christine Backovich, Library Media Clerk, 6 hour/11 months, Ione Junior High, effective February 5, 2021

Classified~ Reinstate from Unpaid Leave of Absence
Denise Fraboni, Itinerant TK-K Assistant, 3.5 hours/11 months, Jackson Elementary, effective February 1, 2021
RECOMMENDATION:
Superintendent Slavensky recommends the Board approves the Human Resources Consent Agenda.

PRESENTED BY:
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
Amador County Public Schools

2021-2022 District Calendar

First day of School:
August 11, 2021

Last day of School:
June 3, 2022

November-21

December-21

January-22

February-22

March-22

April-22

May-22

June-22

July-22

Total Student Attendance Days
180

First Quarter
Days Last Day of Quarter
41 October 8, 2021

Primary First Trimester
Days Last Day of Trimester
60 November 12, 2021

Second Quarter
Days Last Day of Quarter
41 December 17, 2021

Primary Second Trimester
Days Last Day of Trimester
60 February 28, 2022

Third Quarter
Days Last Day of Quarter
47 March 11, 2022

Primary Third Trimester
Days Last Day of Trimester
60 June 3, 2022

Fourth Quarter
Days Last Day of Quarter
51 June 3, 2022

Non-school day (only 12 month employees scheduled to work)

Certificated Pre-Service Days
3rd pre-service day to be scheduled by mutual agreement with site administrator

Minimum Days ~ All Schools

ACOE IA Professional Development: August 10, 2021

Minimum Days ~ Elementary Only

No school, non work day and/or observed holiday

H Holiday
N Non-school day
P Certificated Pre-Service Days
M Minimum Days ~ All Schools

E Minimum Days ~ Elementary Only

Board Approved: Summer School TBD

Certificated Pre-Service Days
ACOE IA Professional Development: August 10, 2021

No school, non work day and/or observed holiday
# Amador County Public Schools

## 2022-2023 District Calendar

### First day of School:
**August 10, 2022**

### Last day of School:
**June 2, 2023**

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### Total Student Attendance Days
- **180**

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### Certificated Pre-Service Days
- 3rd pre-service day to be scheduled by mutual agreement with site administrator

### Minimum Days ~ All Schools

### Minimum Days ~ Elementary Only

### Holiday
- Classified Employee Contract of 12 Holidays
- Non-school day (only 12 month employees scheduled to work)
- Board Approved: Summer School TBD

### Snow Day
- Snow Day 1 (if needed)
- Snow Day 2 (if needed)

### Minimum Days ~ All Schools

### Minimum Days ~ Elementary Only

### Certificated IA Professional Development
- ACOE IA Professional Development: August 10, 2021
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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
AGENDA ITEM #: 14.1

SUBJECT: Multi-Tiered System of Supports (MTSS) Report – Discussion

BACKGROUND INFORMATION:
In California, MTSS is an integrated, comprehensive framework that focuses on access to core instruction, student-centered learning, individualizing instruction to meet student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

The CA MTSS Framework provides the structure needed to achieve an inclusive, equitable, and positive learning environment for each and every child. The CA MTSS Framework brings together numerous state, regional, county, district, school, family and community resources to provide the supports needed to address each and every student's academic, behavioral and social-emotional learning through a continuum of support that is universally designed and differentiated to meet the needs of the whole child.

Inclusive Academic Instruction supported by California’s State Standards and Frameworks and Response to Instruction and Intervention (RtI2), Inclusive Behavior Instruction such as Positive Behavioral Intervention and Supports (PBIS) and Restorative Practices, and Inclusive Social Emotional Learning (SEL) guided by our CA SEL principles, are integrated together to create the core pillars of the CA MTSS Framework. Schools that implement the framework will ensure culturally responsive schools that increase attendance, prevent dropouts, lower disciplinary rates, improve school climates and boost academic performance for all students.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends that the Board have discussion about Multi-Tiered System of Supports (MTSS) and the status of development and implementation for our students.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
OBJECTIVES

★ Understand the fluid intersection between MTSS and special education
★ Define the need for special educators to be involved in the MTSS planning process
★ Highlight key structures to leverage in a strong tiered system
  ○ Offer descriptions of inclusion and inclusive practice within the MTSS framework
  ○ Articulate co-teaching as a model that supports the intersection of MTSS and special education
★ Offer extensions for staff who want to explore these concepts further

INTRODUCTION

Multi-tiered systems of support are intended to meet the needs of all learners, including students with disabilities. All students should receive Tier 1 supports. Tier 2 and Tier 3 supports are not intended to replace Tier 1 supports. At different points in their educational journey, any one student may need the supports in tiers 2 and 3 and should have equitable access to these. For example, if a student needs a service and they do not “qualify” due to predetermined constructs, we must examine whether or not our structures are effectively designed to foster student success. If students cannot access the supports they need, as soon as they need them, and instead have to fail to make progress before getting additional assistance, our system has not produced its intended results.

We must be conscientious about not labeling or siloing students according to their needs. Similarly, tiers are not placements or designations that follow students throughout their academic careers. As an example, a student may receive tier 1 supports in a classroom, tier 2 reading supports during an intervention block and tier 3 counseling services for social emotional support regardless of whether or not the student has an IEP, a 504, or a behavior plan. A student who receives these supports is not a “tier 2” or a “tier 3” student, but at that point in time, has access to reading support in tier 2 and social emotional support in tier 3 mitigates barriers that may prevent the student from accessing supports in tier 1. Alternatively, a student with an IEP may receive robust accommodations and support while receiving tier 1 instruction in the classroom and attend the same tier 2 reading support as
their classmates. In a well designed MTSS system, students receive the supports they need when they need them, from the staff members who are best able to support them, regardless of whether or not they have a documented education plan.

It is important to note that tier 3 is not synonymous with special education. In fact, students with disabilities may not need tier 3 support while students not identified as having a disability may require those supports. It is also critical to understand that MTSS does not function as a step ladder. A student may need intensive tier 3 support without first accessing tier 2 supports. For example, if a student suffers a traumatic event, individual counseling daily may be needed. We do not tell her to try attending weekly group sessions to see if those work first. If the child is in crisis, we must provide her with the level of support required regardless of a defined disability or a predetermined sequence of scaled supports.

ENGAGING SPECIAL EDUCATORS IN ALL OF THE MTSS SYSTEM DRIVERS

It is essential that special education staff play a pivotal role in all aspects of the MTSS framework. While MTSS is not a special education initiative, it supports all students, including students with disabilities. Therefore special education staff should play an integral role in the design and development of the multi-tiered system of support.

To help unpack whether this is the case, reflect on the following questions to determine if special educators have shared responsibility with respect to the leadership driver, high quality professional learning within the competency driver, and robust opportunities for general educators and special educators to co-plan and co-design in the implementation driver.

★ Are special educators represented on the leadership and implementation teams? If not, consider how to recruit colleagues in special education to be representatives on the leadership team. Their voices are critical!
★ Do special educators have a seat at the table for all professional learning options and sessions (as well as those specialized to their roles)?
★ Are there structures in place for general and special educators to co-plan and co-design instruction and be at the table together to review student assessment results? The more expertise at the table, the stronger the reflection and support educators can give across all three tiers. If not, identify the barriers that prevent special educators from learning and collaborating with general education colleagues in professional learning and discuss how to eliminate those barriers.

Created by Dr. Kristan Rodriguez & Dr. Katie Novak with the Massachusetts Department of Elementary & Secondary Education
COMPLEMENTARY STRUCTURES AND PRACTICES THAT SUPPORT STUDENTS WITH AND WITHOUT DISABILITIES

There are a number of common structures and practices that can be leveraged to support an MTSS framework. These structures and practices, when implemented well, allow for special education service delivery and ensure all students are included in high quality tier 1 instruction. Below are some examples of structures that support students with and without disabilities.

**Inclusion** is when students with disabilities are placed in the same general education setting with their non-disabled peers, with appropriate accommodations and supports to allow for access to the curriculum. In inclusive settings, general and special educators work closely together to create instructional plans that are rigorous and purposeful and meet the needs of all students. The goal of this collaboration is to intentionally design, develop, and deliver instruction and supports matched to student needs, which may or may not include accessing special education services.

**Inclusive practice** refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings. A district curriculum accommodation plan (DCAP) identifies specific strategies that help educators build inclusive environments and engage in inclusive practices. Here is a sample DCAP that uses multi-tiered systems of support as its foundation. There are a number of examples of inclusive practice in the Department’s Educator Effectiveness Guidebook for Inclusive Practice. This guidebook also aligns the evaluation rubrics with inclusive practices. For example, in the IV-B. Professional Growth standard, examples of inclusive practice include:

- Focusing on inclusive practices when conducting self-assessments and developing professional practice goals.
- Seeking and participating in professional development and other learning opportunities to broaden understanding of best practices for inclusion (including principles of Universal Design for Learning [UDL]).
- Applying new learning about evidence-based practices to improve the quality of inclusive practices or to build upon existing expertise and experience in order to expand or alter school-wide and individual inclusive practices.

**Co-teaching** is an evidence based model that exemplifies the key tenants of MTSS and particularly leverages the power of collaboration to best serve students. Friend and Cook (2013) state that “co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, blended group of learners primarily in a single, physical space” (p. 163). When implemented well, co-teaching has been proven to improve learning

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Created by Dr. Kristan Rodriguez & Dr. Katie Novak with the Massachusetts Department of Elementary & Secondary Education
outcomes of all students, not exclusively students on Individual Education Plans (IEPs) (Morgan, 2016). In many effective co-taught classrooms, it is hard for an outside observer to recognize who in the room is the special educator and who is the general educator. In a co-taught classroom, students with and without disabilities can access specially designed instruction and benefit from the collaboration and expertise of the co-teachers. In addition, it is often difficult to distinguish which students have IEPs and which ones do not. The delivery of instruction is fluid and seamless, even though students with IEPs are receiving the supports defined on their service grids. Since the same teachers are supporting discrete skill instruction through the IEP and standards based instruction through the tier 1 curriculum, there is a clearer tie between the two, thereby creating a more integrated experience for students. In addition, students who need accommodations get those regardless of their service plan and modifications are not provided exclusively to students on IEPs. Groupings are often mixed based on discrete skills that align with standards and are flexible depending upon which skill is being supported.

There are a number of resources that illustrate how the core components of MTSS support a co-teaching model and vice versa. For example, Elizabeth Stein’s book Elevating Co-Teaching through UDL (2016) shows the cross-section of UDL with effective co-taught strategies. For example, she describes the value of an asset-based mindset to support learner variability. She suggests the strategy of using a strength-based inventory with students as a tangible approach to removing deficit-based thinking. Another approach is the convergence of incorporating the UDL Guidelines into examples of co-teaching models. For example, when co-teachers are engaging in station teaching or parallel teaching, they can provide multiple options for how information is presented.

WANT TO EXTEND YOUR LEARNING?

★ Review the MTSS and special education intersections through a dental analogy.
  ○ Check out this video about MTSS not being about a location using the dental analogy.
★ Check out these activities to unpack the connections between the 6 guiding principles of IDEA and the MTSS framework.

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2 (Morgan, J. (2016). Reshaping the role of a special educator into a collaborative learning specialist. International Journal of Whole Schooling, 12(1), 40-60.)


Created by Dr. Kristan Rodriguez & Dr. Katie Novak with the Massachusetts Department of Elementary & Secondary Education
Amador County Unified School District
Elementary MTSS Cycle

Intervention Cycle #1
1st Trimester

Assessment data will be analyzed at the staff meeting prior to the end of each trimester. **

Intervention Needs Form will need to be completed prior to intervention beginning with student. Supporting documentation needs to be included.

Students in intervention should have an assessment done 6 weeks into intervention cycle to determine if they can be exited.

*See district assessment schedule to determine the assessments needed and for which grade level.

Intervention Cycle #2
2nd Trimester

Intervention Cycle #3
3rd Trimester

**Keep records of end of the year assessment data for start of new school year.

**Analyze assessment data at staff meeting prior to end of trimester.
ACUSD Secondary MTSS Process for Academic, Behavior and Social-Emotional Support

Referral to MTSS

- Completed by classroom teacher for academic, behavioral and social/emotional needs
  - Prior interventions should be attempted and documented in Aeries (Interventions tab)
- MTSS Coordinator routinely identifies additional students using grade report, attendance, and discipline referral data

MTSS Intervention (Phase 1)

- Coordinator conducts intake meeting with student
  - MTSS Coordinator completes Intake Meeting portion of the packet and shares goals with student’s support team
  - Intake meeting notes documented in Aeries (Interventions tab > Intervention Details)
  - Goals and Timeline established and documented in Aeries (Interventions tab > Goals)
- Coordinator conducts 6 Week Check-in cycle with student
  - Progress logged in packet and documented in Aeries (Interventions tab > Progress Comments)
  - Coordinator adjusts frequency of meetings based on progress
    - Exceeding/Improving: Release student and monitor periodically
    - Some progress: Begin new monitoring cycle
    - No improvement: Schedule SST #1

SST #1

- Coordinator completes SST #1 Preparation Meeting in packet
- SST team conducts pre-meeting to review concerns, attempted interventions, and available accommodations
  - Coordinator documents pre-meeting in Aeries (Interventions tab > Meetings)
- Coordinator facilitates full SST meeting with student support team.
  - Meeting notes are documented in packet and logged in Aeries (Interventions tab > Meetings)

MTSS Intervention (Phase 2)

- Coordinator conducts data review meeting with student.
  - Meeting logged in Aeries (Interventions tab > Meetings)
  - Goals and Timeline established and documented in Aeries (Interventions tab > Goals)
- Coordinator conducts 6 Week Check-in cycle with student
  - Progress logged in packet and documented in Aeries (Interventions tab > Progress Comments)
  - Coordinator adjusts frequency of meetings based on progress
  - Coordinator determines next steps based on overall improvement
    - Exceeding/Improving: Release student and monitor periodically
    - Limited progress/No improvement: Schedule SST #2
SST #2

• Coordinator completes SST #2 Preparation Meeting in packet
• Coordinator/admin review and determine additional meeting participants (ex: school psychologist, Ed Options, Nexus, Probation, etc.)
• SST team conducts pre-meeting to review concerns, attempted interventions, and available accommodations
  o Coordinator documents pre-meeting in Aeries (Interventions tab > Meetings)
• Coordinator facilitates full SST meeting with student support team.
• Tier 3 interventions/recommendations are agreed upon by team.
  o Referrals for SPED testing, counseling, alternative placement, etc. are completed.
• Meeting notes are documented in packet and logged in Aeries (Interventions tab > Meetings).
Multi-Tiered System of Supports (MTSS) for Junior High / High School Behavior

Tier 1 - Adequate for 80-85% (100% of students receive it)
- School-wide behavior expectations
- Classroom management plans
- Supervision plans during instructional and non-instructional times
- School-wide student movement
- Protocol
- Positive behavior support (system)*
- Meaningful best first instruction
- Development of positive relationships with all students
- Defining school culture
- School-home communication process

Tier 2 - Adequate support for 10-15% of students

Classroom interventions with students
- Implementation of graduated consequences within the classroom management plan
  - Classrooms management plans include: neutral clarification of graduated consequences, opportunity for compliance, private conference with student
- Communication with all stakeholders (teachers, caregivers, and administration) regarding patterns of behavior, including documentation in student information system
- Communication with all stakeholders regarding student behavioral improvement

Administrative Interventions
- Office referral process
- Appropriate retorative practices
- CA Ed Code and ACUSD Family Handbook aligned disciplinary practices
- Behavior Intervention Plan (IEP)

Data used to move among tiers
- Continued pattern of behavior despite tier 1 supports
- Documented change in pattern of behavior
- Violation of California Education Code
- Stakeholder recommendation

Tier 3 - Adequate Support for 3-5% of students

- Referral to community agencies
- Mental health evaluation
- Manifestation determination hearing
- Behavior/No-Contact Contract
- Single suspension totaling 3 days or more
- Recommendation for expulsion
- Law enforcement involvement
- Referral to multi-disciplinary team
- Alternative placement

Data used to move among tiers
- SST/IEP/504 Team Recommendations
- Continued pattern of behavior despite intervention:
- Suspensions totaling 5 days or more (in-house or out-of-school
Multi-Tiered System of Supports (MTSS) for Junior High / High School

Academic

Tier 1 - Adequate for 80-85% (100% of students receive it)
- Best First Instruction in all classes daily
- Effective use of instructional time (bell-to-bell)
- Differentiation strategies used throughout lesson (UDL, co-teaching)
- Frequent formative and interim assessment of student learning (checking for understanding, administering IABs)
- Use of data to inform instructional planning/decision-making
- Use of WICOR strategies
- Access to core curriculum for all students (including SAI)
- Grading practices accurately reflect student achievement
- Effective implementation of the CSTPs

Tier 2 - 10-15% of students
- Additional Monitoring and Support for Targeted Students
  - Individualized academic monitoring/goal-setting
  - Implementation of agreed-upon accommodations
  - Frequent stakeholder communication
  - Teacher and administrative support staff
  - "Watch list" (schoolwide identification of students who need support and close monitoring)
  - Targeted intervention classes when available

Tier 3 - 3-5% of students
- Formalized Intensive Monitoring and Support for Targeted Students (General Education & Special Education)
  - More time and intensity of interventions
  - Psycho-educational Evaluation (assessment for SpEd)
  - Access to appropriate SAI classes
  - Access to formal modifications
  - Access to formal accommodations
  - Team developed and monitored SMART goals with short-term objectives
  - Alternative placement

Data used to move among tiers
- Lower performance/GPA
- Work completion rates
- Course attendance rates
- Diagnostic testing data
Multi-Tiered System of Supports (MTSS) for Junior High / High School
Social Emotional

Tier 1 - Adequate for 80-85% (100% of students receive it)
- Development of positive relationships between staff and students
- Establishment/reinforcement of expected school wide social-emotional learning outcomes
- Use of equitable and consistent teaching practices
- Use of school wide assembly opportunities to promote inclusion, belonging, and expected school wide social-emotional learning outcomes
- Ongoing opportunities for meaningful student participation (clubs, events, activities, athletics, etc)
- Use of peer engagement and support programs (WEB, LinkCrew, ASB)
- Development of PBIS practices to promote a healthy school culture
- Designation of period or class for all-student check-in/support (Advisory, Homeroom, Study Hall, content class)
- Use of a student-needs based approach in each learning environment
- School counselor availability

Tier 2 - 10-15% of students
- MTSS support (use of targeted SEL curriculum
- Frequent stakeholder communication (Teacher and admin support staff)
- Use of conflict mediation and restorative justice practices
- Development/use of social contracts
- Development/use of structured adult support system for daily or weekly check ins
- Scheduled individual counseling or group counseling with school counselor
- Parent/student meeting with school staff

Referral to MTSS Coordinator for any of the following:
- Consistent avoidance of positive interaction with staff or students
- Continued lack of response to reinforcement of expected school wide social-emotional learning outcomes
- Reported concerns about student social-emotional needs from 3rd party
- Concerning ongoing avoidance of student participation opportunities

Tier 3 - 3-5% of students
- Individual Therapy with outside agency (Nexus, Behavioral Health, ERMHS)
- Referral to community agencies
- Referral to multidisciplinary team (MDT)
- Referral to school psychologist
- Mental health evaluation

MTSS Coordinator recommendation
SST/504/IEP/MDT team recommendation
Continued lack of response to tier 2 interventions
FEBRUARY 10, 2021

AGENDA ITEM #: 14.2

SUBJECT:
Adult Education Program Update - Discussion

BACKGROUND INFORMATION:
Adult Education is a public education program for all adults. Adult schools offer free to low-cost classes for adults 18 and older. Students can get a high school diploma, general education diploma (GED), learn about jobs, learn to speak English, and learn how to become a U.S. citizen.

Amador Adult Education strives to serve the educational and career training needs of our community. Over the course of the last three years under the leadership of Principal Kelly Hunkins, the Adult Education program has significantly expanded their offerings to the adult students of Amador County.

Amador Adult Education is dedicated to helping their students become the best version of themselves and empowering them to succeed. All academic classes and Pathways to Success courses are free to everyone 18 and over. Many courses are offered year-round. They offer child enrichment activities for school-age children while parents attend their courses including crafts, homework assistance, and outdoor activities.

Amador Adult Education has recently become the first-ever certified testing center in Amador County which will be a significant benefit to our residents.

We are pleased to present this update on the current status of Adult Education in Amador County.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends the Board hear the Adult Education program update and have discussion.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
Adult Education Update

Board of Trustees Meeting
February 12, 2021

Presenters: Kelly Hunkins, Principal

Adult Education Mission

Amador Adult Education works to meet the unique needs of our community by partnering with adults to gain skills and access education which will create new opportunities for their families and hope for a better future.
Amador Adult Education

The 7 categories of Adult Education

1. High School Diploma/High School Equivalency
   a. Adult Basic & Secondary Education
2. English as a Second Language
3. Career Technical Education
4. Workforce Readiness
5. Adults Helping School Age Children Succeed
6. Pre Apprenticeship
7. Adults with Disabilities

Amador Adult Education
CAERC 19-20 FACT SHEET

What the Data Says About Us...
Amador Adult Education

**Current Status** of the 7 categories

- **Adult Basic Education/High School Diploma**
  - Continue to hold classes at Main Campus and online
  - Provide Chromebooks to students if needed.
- **SB 554 - Adult Education Dual Enrollment**
  - Currently have 38 students enrolled
  - Already have 1 graduate and many are close

- **High School Equivalency**
  - **GED/HiSET**
    - Hold test prep classes in person/online
    - GED Testing Center COMPLETED
• English as a Second Language
  – ESL classes held Thursday Nights
  • Languages: Spanish, Russian, Khmer, Farsi
  • Provide Playcare for parents
  • New curriculum with digital literacy as the STAR

• Workforce Readiness
  – Courses held: Instructional Assistant certificate course, Digital Literacy course, Substitute teacher
  – Courses coming: Bus Driver Training, Custodial
Amador Adult Education

Who makes all of this happen?

Teachers
Diana Griffin teacher/ coordinator
Kevin Porta
Chris Garbarini
Tracy Peterson
Brett Watson
Bonni Sosa
Gladys Bell - ESL Instructional Assistant

Mark Herberger
MaryAnn Hunt
Laura Tallia
Theresa Guadagnolo

Trainers
Kelli Sanders - Instructional Assistant Course
Brittany Williams - Partner, Brittany Williams Design
Tori Moody - Partner, CPU Onsite
Kari Carpenter - Partner (AC Library) - EL Civics Course
Amador Adult Education

Who makes all of this happen?

Support Services
Lori Martinez - Transition Specialist
Angela Hayes - SPED support
Melissa Case
Toccara Sheppard
Sam Moreno
Renate Keller
Tiffany David

Amador Adult Ed Partnerships

Partnerships:

- AMADOR COUNTY CALIFORNIA
- CPU Onsite
- Central Sierra Connect
- ATCAA Amador Tuolumne Community Action Agency
- People Helping People
- Brittany Williams Graphic Design

We are meeting with many community organizations to help build a repository for wrap-around services for our students.
What’s New & What’s Next?

1. WASC
2. Expand Certificate Programs
3. Expand Testing Center to CBEST
4. Marketing Opportunities

How to get ahold of us?

Phone: 257-5110
Address: 525 Independence Drive, Suite A
Website: www.AmadorAdultEd.org
Facebook: @AmadorAdultEd
Twitter: @AmadorAdultEd
Questions

Thank You
Amador Adult Education works to meet the unique needs of the community by partnering with adults to gain skills and access education which will create new opportunities for families and hope for a better future.

164 Students Enrolled

37% are non-native English speakers

90% Percentage of students with one or more employment barrier

Top Native Language Spanish – 92%

Enrollment by Program Area

Basic Skills/Adult Secondary 53%
English Language Acquisition 33%
Short-Term Career Education/Workforce Preparation 14%

Greater Sacramento Region
Pop. 18+: 1,323,765

28 High school diplomas earned

14% - 180,207 Limited English
12% - 163,876 No HS Diploma
31% - 413,338 Near Poverty or Less

California Adult Education Program

Total Funding: $648,927

100%
# Academic Classes & High School Equivalency Testing - Sacramento Region

## STEPS

1. **Identify a Course to Take**
2. **Contact YOUR LOCAL Adult School**
3. **Register & Enroll**
4. **Begin!**

## Winter/Spring Offerings 2021

### Adult Schools

- **Amador Adult Education**
- **Center Adult School**
- **Davis Adult & Community Education**
- **El Dorado Adult Education**
- **Elk Grove Adult & Comm. Education**
- **Folsom Cordova Adult School**
- **Galt Adult School**
- **Natomas Unified Adult Education**
- **Sacramento City Adult Education**
- **San Juan Unified Adult Education**
- **Twin Rivers Adult School**
- **Washington Adult School**

### Offerings

- **Citizenship Preparation**
- **English as a Second Language**
- **Employability Skills/NWoW**
- **Mathematics - Math Skills**
- **Mathematics - Algebra**
- **High School Diploma**
- **GED Test Preparation**
- **GED Testing**
- **HiSET Test Preparation**
- **HiSET Testing**

- Available **in person**
- Available **online**
- Available **both in person and online**

**Schools and Offerings**

- Amador Adult Education: Mathematics - Algebra, GED Test Preparation
- Center Adult School: Mathematics - Algebra, High School Diploma
- Davis Adult & Community Education: Mathematics - Algebra, HiSET Test Preparation
- El Dorado Adult Education: Mathematics - Algebra, HiSET Testing
- Elk Grove Adult & Comm. Education: Mathematics - Algebra, HiSET Testing
- Folsom Cordova Adult School: Mathematics - Algebra, HiSET Testing
- Galt Adult School: Mathematics - Algebra, HiSET Testing
- Natomas Unified Adult Education: Mathematics - Algebra, HiSET Testing
- Sacramento City Adult Education: Mathematics - Algebra, HiSET Testing
- San Juan Unified Adult Education: Mathematics - Algebra, HiSET Testing
- Twin Rivers Adult School: Mathematics - Algebra, HiSET Testing
- Washington Adult School: Mathematics - Algebra, HiSET Testing
# Adult Education Career & Workforce Preparation Courses - Sacramento Region

## STEPS
- Identify a Course to Take
- Contact YOUR LOCAL Adult School
- Register & Enroll
- Begin!

## Winter/Spring Offerings 2021

<table>
<thead>
<tr>
<th>Adult Schools</th>
<th>Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador Adult Education</td>
<td>Nursing Assistant</td>
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<tr>
<td>Center Adult School</td>
<td>Construction</td>
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<tr>
<td>Davis Adult &amp; Community Education</td>
<td>Culinary</td>
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<tr>
<td>El Dorado Adult Education</td>
<td>HVAC Technician</td>
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<tr>
<td>Elk Grove Adult &amp; Comm. Education</td>
<td>Manufacturing</td>
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<tr>
<td>Folsom Cordova Adult School</td>
<td>Medical Assistant</td>
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<td>Galt Adult School</td>
<td>Med Billing &amp; Coding</td>
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<tr>
<td>Galt Adult School</td>
<td>Nursing Assistant</td>
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<tr>
<td>Natomas Unified Adult Education</td>
<td>Para-Educator</td>
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<tr>
<td>Sacramento City Adult Education</td>
<td>Pharmacy Technician</td>
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<tr>
<td>San Juan Unified Adult Education</td>
<td>Phlebotomy</td>
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<tr>
<td>Twin Rivers Adult School</td>
<td>Vocational Nursing</td>
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<tr>
<td>Washington Adult School</td>
<td>Welding</td>
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</tbody>
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- Indicates course is taught at this Adult School and is a FREE course
- Indicates course is taught at this Adult School and has a FEE
AGENDA ITEM #: 14.3

SUBJECT: Updates to Health and Safety Plan during COVID-19 for a Safe Return to School

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

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 find ourselves adopting new strategies and quickly having to revise our plans when state guidance changes.

Flexibility is key as we try to contain the spread of COVID-19. 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.

The updates presented at this time include the addition of a section for social-emotional wellness and mental health, a section with criteria that would trigger a consideration for individual schools to shift to distance learning due to staffing shortages as opposed to the entire district, updating the quarantine period from 14 days to 10 days per new CDC guidelines, and removing the word “cloth” from face coverings since any face covering is appropriate.

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 2-10-2021

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.

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. All content has been reviewed and approved by Amador County Public Health Officer Dr. Kerr.
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:
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
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 CHPH 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 students and 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 in the following situations:**

● Young children under age 2
• A physician has provided a written exemption due to an existing medical condition.
• 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 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.

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 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.

- 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 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
• 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, 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.

### Proper Disinfecting Procedures

**Regularly disinfect high-touch areas throughout the day.** Frequently touched surfaces in the school include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student Desks
- Chairs

### Inventory Controls

- Order supplies for start and plan for inventory management:
  - Cloth Face coverings — for students and staff, individuals are encouraged to use their own cloth face covering
  - Disposable masks for any student or staff member that needs one.
  - Hand sanitizer — in every room, used by every individual entering.
Spray bottles, disinfectant and paper towels — every room to clean surfaces
Gloves, goggles, masks and thermometers for use in care of sick or injured individuals
Handwashing stations if insufficient sink access at sites.

- Back stock of PPEs
- Proper ordering procedures from central location/system
- Use of district-approved products only

### Communicable Disease Response Protocols

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.

**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 contract 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 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 24 hours, and at least 10 days from the start of symptoms, and/or after the ordered quarantine/isolation period has ended, 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 Public Health Department will be in contact with the student's parent/guardian or the staff member. 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.
- 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 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 18 and 19.

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

(†) A contact is defined if in some school situations 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.
Criteria to Consider a Shift to Distance Learning due to Staffing Shortages

If any one of the following conditions occurs at a school, the principal, superintendent or superintendent’s designee, and labor partners will consult to determine if there is a need to shift to distance learning. The superintendent will inform the board president and board clerk that consultation is in progress, and will inform the Board of Trustees when a decision has been made.

Criteria:
1. Less than 50% custodial staff support is present at the site.
2. There will be more than 2 days of identifying alternatives to cover disinfecting expectations when there are not enough custodial substitutes.
3. There will be more than 2 days of identifying alternatives to cover classes when there are not enough teacher substitutes.
4. The entire office staff (principal, assistant principal, secretary, clerk) is absent or must quarantine, creating a situation where no one is available to manage safety/emergency concerns and communication needs.

In the event of a shortage of bus drivers, late routes and/or corridor bussing will be used.

Mental Health and Wellness

Positive mental health is critical to a student’s ability to learn and all students should have access to comprehensive behavioral health services to support and encourage their own well-being.

Positive mental health is essential for teachers and other staff to be engaged, motivated, and effective and all staff should also have access to comprehensive behavioral health services.

Mental and behavioral health is a continuum, ranging from wellness to illness and we strive to provide an environment that promotes the social-emotional and psychological well-being of all students and staff. The following supports are in place for students and staff:

- Access to credentialed school psychologists, school counselors, school nurses, and/or mental health practitioners who encourage and support students in making healthy decisions, managing emotions, and coping with trauma and/or crisis events.
● Preventative services provided at the schools when student needs surpass the services available within the context of the school district, in collaboration with community-based providers.

● Early identification and referral of mental and behavioral health needs among students and staff.

● A continuum of preventative school-wide efforts to develop positive relationships, social capital, and promote a culture of care within a Restorative Practices and/or Positive Behavior Interventions and Supports (PBIS) Framework.

● Opportunities for student support groups, peer mentoring, and other mentoring programs.

● Trauma Informed Care, Youth Mental Health First Aid, and Adverse Childhood Experiences (ACES) professional development opportunities.

● Two (2) additional TK-8 school counselors in addition to the existing five (5).

● Five (5) high school guidance counselors who provide both academic and social-emotional counseling. (The current ratio of students to counselors is 328:1. In California, the ratio of students to counselors is 622:1.)

● "Counselor's Hour" for students to talk about anything they may be concerned about (i.e., how they may be feeling about distance learning, etc.).

● Counselors’ Google Classrooms where students can access resources and communicate with the counselor.

● Counselors’ websites with resources and opportunities to chat. Example: https://sites.google.com/acusd.org/msvalle/announcements

● Social-emotional learning curriculum at all schools, including Second Step, Sanford Harmony, Project Success, and Botvin Lifeskills.

● Classroom presentations and lessons using the social-emotional curriculum, provided by counselors and teachers.
● Nexus Youth and Family Services support including: seeing students one on one, seeing students in groups, and presenting lessons in classrooms.

● Free counseling and mental health support through the Employee Assistance Program (EAP) for all employees, with frequent reminders sent to all staff.

● ASPIRE Referral process linking students, as needed, to mental health therapists in our community.

● List of resources in Amador County sent to all counselors, psychologists, Principals and Vice Principals.

● Multiple professional development opportunities offered including:
  o Suicide Prevention 101 for Parents: Recognizing Signs and What to Do
  o LivingWorks Start Suicide Prevention training sponsored by CDE for all staff and students in grades 7-12
  o Suicide prevention module in the mandatory training all employees are required to complete at the beginning of each school year
  o CDE's Social Emotional Learning for School Well-Being Webinar
  o Question, Persuade, Refer (QPR) training during many of our schools' staff meetings
  o Posttraumatic Growth: How to manage the human experience through COVID-19
  o Mental Strategies for Managing Your Overactive Mind: Useful Techniques for Surviving the Pandemic
  o Crisis & Youth: Self Harm and Suicidal Ideation
  o Helping Teens with their Screens
  o The Role of Sleep in the Prevention of Mental Health Disorders
  o Maintaining Hope in a Time of Profound Grief and Loss
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.
- Print the Keep Each Other Safe Guidelines in annual parent notification.
- Ask parents/guardians to provide face coverings for use when in public and send children to school with a 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 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 Guidelines 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](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 employees. 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 moderate to severe 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.
FEBRUARY 10, 2021

AGENDA ITEM #: 14.4

SUBJECT:
2021-2022 New High School Courses – Discussion/Action

BACKGROUND INFORMATION:
New courses continue to be developed in response to student interest. Additionally, courses are
redesigned to better meet the needs of students and to more closely align them to the California
State Standards and/or CTE pathways. The following is a list of courses requested for approval.

New Courses: (12 total):
The following are recommended as elective course options for interested students.
1. Studio Art I
2. Studio Art II
3. Studio Art III
4. 3D Modeling & Sculpture
5. Agricultural Government
6. Agricultural Economics
7. Intro to Culinary Techniques
8. Foodservice Production
9. AVID 11
10. Ceramics A CP
11. Publications Design 1 CP (Yearbook)
12. Publications Design 2 CP (Yearbook)

FISCAL IMPLICATIONS:
Current FTE will cover new courses.

RECOMMENDATION:
The Superintendent recommends approval of the new/updated/reclassified courses for the 2021-
2022 school year.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
ARGONAUT HIGH SCHOOL

New Course Proposal

2021-2022
Amador County Unified School District

New Course Proposal

Submitted by: Clarissa Bellotti
Name/position: Valerie Davidson/ Teacher
School: Argonaut High School
Date: 1/7/2021

BRIEF DESCRIPTION OF COURSE

The purpose of this course is to provide an inquiry-based approach to developing an understanding of current college and career ready options in the Arts, Media, and Entertainment sector which fall into three general pathways: Media and Design Arts, Performing Arts, and Production and Managerial Arts. The skills introduced in this course will present a guideline of options in the CTE Visual Arts courses available as a pathway at Argonaut High School.

Course Title: Studio Art 1
Full Year or Semester: Semester
Audience: 9th-10th
Prerequisites: None
UC/CSU “a-g” Pending
NCAA: Pending

Instructional Focus:

This course will begin the semester with a long look at what makes up the art form of graphic arts, how we develop good designs and the artistic process. Within this course, students are required to develop an artistic planning process and workflow, including keeping a daily sketchbook, which will be used as the basis for the subsequent course offerings in the Arts, Media, and Entertainment CTE Sector.

UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal approval:

Signature / Date: 2-1-21

Assistant Superintendent Approval:

Signature / Date: 

Amador County Unified School District

New Course Proposal

Submitted by: Clarissa Bellotti
Name/position: Valerie Davidson/ Teacher
School: Argonaut High School
Date: 1/7/2021

BRIEF DESCRIPTION OF COURSE

Course Title: Studio Art II
Full Year or Semester: Year
Audience: 10th-12th
Prerequisites: Studio Art 1, Advanced Art or Graphic Communications
UC/CSU “a-g” Pending
NCAA: Pending

Instructional Focus:

CTE Studio Art II is the second course of the CTE Studio Art Pathway. It is designed for students who are interested in pursuing a post-secondary education and/or career within the visual arts industry sector. Throughout this course students will continue to apply their knowledge of the Elements of Art, Principles of Design, art mediums, compositional techniques, and technology within different visual art career paths. The main goal of CTE Studio Art II is for students to hone in on preferred genres and mediums to create a body of work that will prepare them for the third class in the CTE Studio Art pathway. Students will continue to work alongside their peers and industry professionals to learn about safety procedures, professional responsibility, teamwork, workplace standards, and problem solving within the visual arts. CTE Studio Art II is aligned with CTE anchor and pathway standards.

UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal approval:  

2-1-21
Signature / Date

Assistant Superintendent Approval:

Signature / Date

Signature / Date
Amador County Unified School District
New Course Proposal

Submitted by: Clarissa Bellotti
Name/position: Valerie Davidson/Teacher
School: Argonaut High School
Date: 1/7/2021

BRIEF DESCRIPTION OF COURSE
Course Title: Studio Art III
Full Year or Semester: Year
Audience: 11th-12th
Prerequisites: Studio Art II
UC/CSU “a-g” Pending
NCAA: Pending

Instructional Focus:
CTE Studio Art III is the third and final course in the CTE Studio Art Pathway. It is designed for students who are interested in pursuing a post-secondary education and/or career within the visual arts industry sector. Throughout this course students will complete their body of work and finalize visual art portfolios. Students will also focus on their post-secondary plan including portfolio submissions and college applications. Students will continue to work alongside peers, staff, counselors, and industry professionals to demonstrate their knowledge of career paths, safety procedures, professional responsibility, teamwork, workplace standards, and problem solving within the visual arts. CTE Studio Art III is aligned with CTE anchor and pathway standards.

UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal approval: 2-1-21
Assistant Superintendent Approval:
Signature / Date Signature / Date
Amador County Unified School District
New Course Proposal

Submitted by:  Clarissa Bellotti
Name/position:  Valerie Davidson/ Teacher
School:  Argonaut High School
Date:  1/7/2021

BRIEF DESCRIPTION OF COURSE
Course Title:  3D Modeling & Sculpture
Full Year or Semester:  Year
Audience:  9th-12th
Prerequisites:  None
UC/CSU “a-g”  Pending
NCAA:  Pending

Instructional Focus:
3D Sculpture introduces students to elements and principles of art and design through the creation of various three-dimensional projects. Students will explore various techniques and mediums such as paper, metal, clay, plaster, found objects, and fibers/textiles. Students will demonstrate their understanding of art and design principles. This course will consist of guided exercises, studio projects, collaborative learning, group discussions, and the use of critiques to expand knowledge of art techniques, media and materials, artists, art movements, historical periods and career paths within the creative field of the visual and media arts. Assignments will explore the relationship between materials, techniques, and design, while allowing for personal exploration and the development of basic industry skills and career knowledge. Students will build upon their critical thinking skills as they apply them to the three-dimensional art forms and gain appreciation and understanding of the visual world.

UC Honor designation?  YES  NO
Integrated (Academics/CTE)?  YES  NO
Advanced Placement?  YES  NO

Principal approval:

Signature / Date Signature / Date

Assistant Superintendent Approval:

Signature / Date Signature / Date
Amador County Unified School District
New Course Proposal

Submitted by: Clarissa Bellotti
Name/position: Angela Mayfield/Teacher
School: Argonaut High School
Date: 1/7/2021

BRIEF DESCRIPTION OF COURSE
Course Title: Agricultural Government
Full Year or Semester: Semester
Audience: 12th
Prerequisites: 2 years of other agricultural classes and/or the permission of the instructor.
UC/CSU "a-g" Pending
NCAA: Pending

Instructional Focus:
This course is designed to familiarize students with the structure and processes of the United States Government system. Students will learn about the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government and the Bill of Rights. Students will also learn about state powers as it compares to the national government powers, and be introduced to world leadership. Students will study and discuss agricultural issues and what role the government's system plays in the agricultural industry.

UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal approval: Assistant Superintendent Approval:

Signature / Date Signature / Date
Amador County Unified School District
New Course Proposal

Submitted by: Clarissa Bellotti
Name/position: Angela Mayfield/ Teacher
School: Argonaut High School
Date: 1/7/2021

BRIEF DESCRIPTION OF COURSE
Course Title: Agricultural Economics
Full Year or Semester: Semester
Audience: 12th
Prerequisites: 2 years of other agricultural classes and/or the permission of the instructor.
UC/CSU “a-g” Pending
NCAA: Pending

Instructional Focus:
Understanding economics and regulations of the diverse agricultural industry is critical to its continued prosperity. Students will learn basic economic principles. Topics include: microeconomics, agriculture business organizations, agricultural credit, record keeping, record analysis, marketing and agricultural law (specifically the laws pertaining to Ag Cooperatives and banking). Civic activities (FFA) participation is part of the evaluation of the student’s performance.

UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal approval: [Signature]
Signature / Date: 2-1-21

Assistant Superintendent Approval:
Signature / Date: [Signature]
Signature / Date: [Signature]
Amador County Unified School District
New Course Proposal

Submitted by: Raean Gaddoni
Name/position: Raean Gadoni/CTE
School: Argonaut HS
Date: 12/16/2020

BRIEF DESCRIPTION OF COURSE
Course Title: Intro to Culinary Techniques
Full Year or Semester: Semester
Audience: 9th-10th Grade
Prerequisites: None
UC/CSU “a-g” “I” pending
NCAA: pending

Instructional Focus:
Students will be required to certify as industry Food Handlers (3 year certification) in this course to begin building their professional, digital, college and career readiness portfolio. Final projects will be eligible for FCCLA or ProStart competitions. Throughout the course, students will be graded on participation in intracurricular FCCLA activities as well as the development and maintenance of an ongoing Student Taking Action with Recognition (STAR) project. This course meets the UC/CSU “g” requirement for electives. This is the introductory course in the Foodservice and Hospitality Pathway.

UC Honor designation? NO
Integrated (Academics/CTE)? YES
Advanced Placement? No

Principal approval: 

Signature / Date Signature / Date

Assistant Superintendent Approval:

Signature / Date Signature / Date
Submitted by: Raean Gaddoni
Name/position: Raean Gadoni/CTE
School: Argonaut HS
Date: 12/15/2020

**BRIEF DESCRIPTION OF COURSE**

Course Title: Foodservice Production
Full Year or Semester: Year
Audience: 10th-11th Grade
Prerequisites: Culinary Fundamentals or Honors International Cuisine or teacher recommendation
UC/CSU “a-g” F (upon approval, modeled after Pacific Grove HS “Culinary Arts: Art of Baking” course)
NCAA: 

**Instructional Focus:**

UC Honor designation? NO
Integrated (Academics/CTE)? YES
Advanced Placement? No

Principal approval: 

Assistant Superintendent Approval: 

[Signature / Date Signature / Date]
Amador County Unified School District

New Course Proposal

Submitted by: Jessica Dorris
Name/position: Principal
School: Amador
Date: 2/1/2021

BRIEF DESCRIPTION OF COURSE

Course Title: Publications Design 2 CP (Yearbook)
Full Year or Semester: Full Year
Audience: 11th–12th grade
Prerequisites: None
UC/CSU “A-G”: Yes
NCAA: No

Instructional Focus:

This project-based course is designed to provide practical, specific journalistic experiences with the main, end result the production of a professional yearbook. The course goals focus on the expository aspect of the reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process as well as substantial reading of expository sources and other materials that develop imperative skills and rigorous training on written themes including body copy, interviewing, captions and headlines, and visuals including photography and designing layouts. Student will need to evaluate information and convey intricate or multifaceted information to the student body. Yearbook teaches real-world skills such as, meeting deadlines, teamwork, working with advanced and professional technology, communication skills, marketing skills, and independent thinking skills.

UC Honor designation? ☐ YES ☒ NO
Integrated (Academics/CTE)? ☒ YES ☐ NO
Advanced Placement? ☐ YES ☒ NO

Principal approval:                        Assistant Superintendent Approval:

Signature / Date  2/1/2021  Signature / Date  2/1/2021
Amador County Unified School District

New Course Proposal

Submitted by: Jessica Dorris
Name/position: Principal
School: Amador
Date: 2/1/2021

BRIEF DESCRIPTION OF COURSE

Course Title: Publications Design 1 CP (Yearbook)
Full Year or Semester: Full Year
Audience: 10th – 11th grade
Prerequisites: None
UC/CSU “A-G”: Yes
NCAA: No

Instructional Focus:
This project-based course is designed to provide practical, specific journalistic experiences with the main, end result the production of a professional yearbook. The course goals focus on the expository aspect of the reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process as well as substantial reading of expository sources and other materials that develop imperative skills and rigorous training on written themes including body copy, interviewing, captions and headlines, and visuals including photography and designing layouts. Student will need to evaluate information and convey intricate or multifaceted information to the student body. Yearbook teaches real-world skills such as, meeting deadlines, teamwork, working with advanced and professional technology, communication skills, marketing skills, and independent thinking skills.

UC Honor designation? ☐ YES ☒ NO
Integrated (Academics/CTE)? ☒ YES ☐ NO
Advanced Placement? ☐ YES ☒ NO

Principal approval: Assistant Superintendent Approval:

2/1/2021
Signature / Date Signature / Date
Amador County Unified School District
New Course Proposal

Submitted by: Jessica Dorris
Name/position: Principal
School: Amador
Date: 2/1/2021

BRIEF DESCRIPTION OF COURSE
Course Title: Ceramics A CP
Full Year or Semester: Full Year
Audience: 10th – 11th grade
Prerequisites: None
UC/CSU “A-G”: Yes
NCAA: No

Instructional Focus:
Ceramics is a yearlong studio art course which is designed to develop the artistic skills of the student-artist. Instruction will focus on the 3-dimensional application of the elements of art and the principles of design. Construction techniques will be emphasized through the use of diverse techniques in hand-building such as slab, mold, coil and extruding as well as throwing on the potters wheel. Students will learn to finish their work with colored slip, glazes, and relief techniques. Students will also be expected to have a comprehensive understanding of the history of this sculptural medium as it pertains to their own sense of creative expression as well as art historical and cultural references. Students will maintain a sketchbook throughout the year for idea generation, note-taking and feedback.

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<th>UC Honor designation?</th>
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<td>Advanced Placement?</td>
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Principal approval: 2/1/2021
Assistant Superintendent Approval:

Signature / Date Signature / Date
## Amador County Unified School District
### Site Funding Allocations
#### 2020-21

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<th>Title I Parent Involvement</th>
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<th>LCFF Art Supplemental</th>
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<tr>
<td>Ione Elementary</td>
<td>$30,560</td>
<td>$785</td>
<td>$19,118</td>
<td>$5,880</td>
<td>$16,497</td>
<td>$72,840</td>
</tr>
<tr>
<td>Jackson Elementary</td>
<td>$34,855</td>
<td>$895</td>
<td>$17,970</td>
<td>$5,530</td>
<td>$15,549</td>
<td>$74,799</td>
</tr>
<tr>
<td>Pine Grove Elementary</td>
<td>$18,336</td>
<td>$471</td>
<td>$11,758</td>
<td>$3,295</td>
<td>$9,968</td>
<td>$43,828</td>
</tr>
<tr>
<td>Pioneer Elementary</td>
<td>$15,032</td>
<td>$386</td>
<td>$10,610</td>
<td>$3,264</td>
<td>$7,933</td>
<td>$37,225</td>
</tr>
<tr>
<td>Plymouth Elementary</td>
<td>$14,867</td>
<td>$382</td>
<td>$11,662</td>
<td>$7,206</td>
<td>$7,336</td>
<td>$41,453</td>
</tr>
<tr>
<td>Sutter Creek Elementary</td>
<td>$20,649</td>
<td>$531</td>
<td>$14,338</td>
<td>$4,412</td>
<td>$13,443</td>
<td>$53,373</td>
</tr>
<tr>
<td>Ione Junior High</td>
<td>$26,430</td>
<td>$679</td>
<td>$15,294</td>
<td>$4,706</td>
<td>$13,716</td>
<td>$60,825</td>
</tr>
<tr>
<td>Jackson Junior High</td>
<td>$27,091</td>
<td>$696</td>
<td>$16,250</td>
<td>$5,000</td>
<td>$14,184</td>
<td>$63,221</td>
</tr>
<tr>
<td><strong>K-8 Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$447,564</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Title I</th>
<th>Title I Parent Involvement</th>
<th>LCFF Supplemental and Art Supplemental</th>
<th>Lottery</th>
<th>Total Site Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador High</td>
<td>$31,056</td>
<td>$798</td>
<td>$22,806</td>
<td>$41,827</td>
<td>$96,487</td>
</tr>
<tr>
<td>Argonaut High</td>
<td>$32,047</td>
<td>$823</td>
<td>$16,546</td>
<td>$29,659</td>
<td>$79,075</td>
</tr>
<tr>
<td>Independence High</td>
<td>$5,121</td>
<td>$132</td>
<td>$942</td>
<td>$2,970</td>
<td>$9,165</td>
</tr>
<tr>
<td>North Star</td>
<td>$4,625</td>
<td>$119</td>
<td>$1,345</td>
<td>$3,578</td>
<td>$9,667</td>
</tr>
<tr>
<td><strong>9-12 Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$194,394</strong></td>
</tr>
</tbody>
</table>

**Total Site Allocations** **$641,958**
1 Themes for the 2021–22 Governor’s Budget

- Across the proposed 2021–22 Budget, Governor Gavin Newsom targets state resources to help the state and its residents recover from the health and economic crisis of COVID-19
  - Investments to protect small business
  - Jobs creation package
  - Equitable access to housing, healthcare, and education for Californians
- While we have all been consumed by the pandemic, the state is still recovering from the historic fires of the summer
- Rebuilding the state’s financial reserves and fiscal footing is a priority
- On the public education front, Governor Newsom prioritizes addressing long-standing inequities illuminated by the pandemic
  - Early action initiatives to get young and vulnerable students back in the classroom with targeted academic interventions and opportunities to accelerate learning
  - Increased funding across all segments from early childhood education through the University of California system
2 U.S. Economic Outlook

- The fundamentals of the U.S. economy paint a promising picture for continued economic growth post COVID-19
  
  **Employment**
  - 4.1 million more payroll jobs in December than in April
  
  **Housing**
  - Single-family permits increased by 8.5% over prior year
  - Housing starts exceeded market expectations reaching 1.5 million units in November 2020, 12.8% above 2019
  
- Stock market set new all-time highs

- Stock market set new all-time highs

3 Impacts to Unemployment

- National Unemployment
  - Long-term unemployment (27+ weeks) rose to 3.9 million or 37.1%
  - Labor force participation is down to 61.5%, masking the true unemployment numbers
  - December unemployment declined by 140,000

Source: Catherine Rampell, Washington Post and UCLA Anderson Forecast

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Governor’s Proposals for the 2021–22 State Budget and K–12 Education

4 California Jobs by Wage Sector

California Jobs by High-Wage and Low-Wage Sectors
(Relative to February Pre-Pandemic Levels)

Source: CA Employment Development Department, Labor Market Information Division.

5 General Fund Budget Summary

2021–22 General Fund Budget Summary
(in millions)

<table>
<thead>
<tr>
<th>Description</th>
<th>2020–21</th>
<th>2021–22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior-Year Balance</td>
<td>$5,359</td>
<td>$12,203</td>
</tr>
<tr>
<td>Revenues and Transfers</td>
<td>$162,742</td>
<td>$158,370</td>
</tr>
<tr>
<td>Total Resources Available</td>
<td>$168,101</td>
<td>$170,573</td>
</tr>
<tr>
<td>Non-Proposition 98 Expenditures</td>
<td>$98,956</td>
<td>$103,681</td>
</tr>
<tr>
<td>Proposition 98 Expenditures</td>
<td>$56,942</td>
<td>$60,834</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$155,898</td>
<td>$164,515</td>
</tr>
<tr>
<td>Fund Balance</td>
<td>$12,203</td>
<td>$6,058</td>
</tr>
<tr>
<td>Reserve for Liquidation of Encumbrances</td>
<td>$3,175</td>
<td>$3,175</td>
</tr>
<tr>
<td>Special Fund for Economic Uncertainties</td>
<td>$9,028</td>
<td>$2,883</td>
</tr>
<tr>
<td>PSSSA*</td>
<td>$747</td>
<td>$2,988</td>
</tr>
<tr>
<td>Safety Net Reserve</td>
<td>$450</td>
<td>$450</td>
</tr>
<tr>
<td>Budget Stabilization Account/Rainy Day Fund</td>
<td>$12,536</td>
<td>$15,574</td>
</tr>
</tbody>
</table>

*Public School System Stabilization Account (PSSSA)

Source: 2021–22 Governor’s Budget Summary, page 16

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Proposition 98 (1988) determines the minimum amount that the state must spend on K–12 and community colleges in any fiscal year based on the higher of three distinct “tests”:

1. The amount of the operative test each year determines the Proposition 98 Minimum Guarantee.
2. The state can spend less than (or “suspend”) the Minimum Guarantee with a two-thirds vote of the Legislature, which has only happened twice.

**TEST 1**
- K–14 education’s share of state General Fund revenues in 1986–87 (~38%)
- Operative test for 2021–22, and has been for the last three fiscal years.

**TEST 2**
- Prior-year funding adjusted for average daily attendance (ADA) and changes in per capita personal income.
- This test is usually operative in a strong economy.

**TEST 3**
- Prior-year funding adjusted for ADA and changes in per capita General Fund revenue + 0.5%.
- This test is usually operative in a weak economy.
Governor’s Proposals for the 2021–22 State Budget and K–12 Education

8 Proposition 98

- The K–14 education budget covers a period of three fiscal years
  - The Minimum Guarantee for the prior- and current-fiscal years is adjusted as part of the annual budget process—referred to as the “true up”—to ensure the state meets its annual constitutional obligation
  - The budget year Minimum Guarantee is based on current estimates of state revenue and other factors

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Increase</th>
<th>Minimum Guarantee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019–20</td>
<td>$1.9 billion</td>
<td>Revised 2020–21 level</td>
</tr>
<tr>
<td>2020–21</td>
<td>$11.9 billion</td>
<td>Revised 2020–21 level</td>
</tr>
<tr>
<td>2021–22</td>
<td>$3.0 billion</td>
<td>Revised 2020–21 level</td>
</tr>
</tbody>
</table>

Proposition 98 Funding Over Time

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COLA—What a Difference a Year Makes

The pandemic did not have the draconian financial impacts projected in June 2020, but local educational agencies (LEAs) still have not been made whole

- The zero cost-of-living adjustment (COLA) in 2020–21 has likely fallen into a black hole as a one-time loss for the Local Control Funding Formula (LCFF), and an ongoing loss for other categorical programs

| Comparison of Statutory and Funded COLA 2020–21 and 2021–22 |
|----------------------|----------------------|----------------------|
| 2020–21   | 2021–22   | Applied to             |
| Statutory COLA | 2.31% | 1.50% | • 3.84% applied to LCFF |
| Funded COLA   | 0.00  | 3.84% | • 1.50% applied to special education and other categorical programs (e.g., Mandate Block Grant) |

Proposition 98 Reserve Deposit

- When voters passed Proposition 2 (2014), the state created the PSSSA that requires the state to make a deposit into education’s rainy day fund when four conditions are met
- The Governor proposes deposits of $747 million for 2020–21 and $2.2 billion for 2021–22, for an account total of $3.0 billion

1. Maintenance Factor
   - Met
   - Proposition 98 Maintenance Factor prior to 2014–15 is fully paid

2. Test 1
   - Met
   - Minimum Guarantee is determined by Test 1

3. ADA and COLA
   - Met
   - Proposition 98 Minimum Guarantee is sufficient to fund ADA and the higher of LCFF COLA or the Minimum Guarantee COLA

4. Capital Gains
   - Met
   - Capital gains exceed 8% of General Fund revenues

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Proposition 2 also created a policy tying deposits into the PSSSA to maximum amounts local school districts could maintain in their reserves.

The proposed deposits into the education rainy day fund amount to approximately 3.9% of the K–12 portion of Proposition 98, which would trigger the cap on district reserves for the 2022–23 fiscal year.

Cap on reserves is effective when the amount in the education rainy day fund is at least 3%.

Local reserves in adopted or revised budget cannot exceed 10% of combined assigned and unassigned general fund balances.

Basic aid and districts with fewer than 2,501 ADA are exempt from the reserve cap.

The 2020–21 Enacted Budget included almost $13 billion in K–12 LCFF deferrals.

The Governor’s Budget proposes paying down a portion of the deferrals—effectively eliminating the on-going deferrals scheduled for February through May 2022.

Note that this pay down does not impact the deferrals currently scheduled for February through June 2021!

The repayment schedule for these deferrals remains the same.
Governor’s Proposals for the 2021–22 State Budget and K–12 Education

2021–22 LCFF Funding Factors

- The Governor’s Budget proposes a 3.84% compounded COLA for 2021–22, which is applied to the LCFF base grants for each grade span.
- Two grade span adjustments (GSAs) are applied as percentage increases to the base grants.
  - Grades K–3 receive a 10.4% increase for smaller average class sizes.
  - Grades 9–12 receive a 2.6% increase in recognition of the costs of career technical education coursework.

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>2020–21 Base Grant per ADA</th>
<th>3.84% Compounded COLA</th>
<th>2021–22 Base Grant per ADA</th>
<th>GSA</th>
<th>2021–22 Adjusted Base Grant per ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–3</td>
<td>$7,702</td>
<td>$296</td>
<td>$7,998</td>
<td>$832</td>
<td>$8,830</td>
</tr>
<tr>
<td>4–6</td>
<td>$7,818</td>
<td>$300</td>
<td>$8,118</td>
<td>-</td>
<td>$8,118</td>
</tr>
<tr>
<td>7–8</td>
<td>$8,050</td>
<td>$309</td>
<td>$8,359</td>
<td>-</td>
<td>$8,359</td>
</tr>
<tr>
<td>9–12</td>
<td>$9,329</td>
<td>$358</td>
<td>$9,687</td>
<td>$252</td>
<td>$9,939</td>
</tr>
</tbody>
</table>

Supplemental and concentration (S/C) grants are calculated based on the percentage of an LEA enrolled students who are English learners, free and reduced-price meal program eligible, or foster youth—the unduplicated pupil percentage (UPP).

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>2021–22 Adjusted Base Grant per ADA</th>
<th>20% Supplemental Grant per ADA—Total UPP</th>
<th>50% Concentration Grant per ADA—UPP Above 55%</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–3</td>
<td>$8,830</td>
<td>$1,766</td>
<td>$4,415</td>
</tr>
<tr>
<td>4–6</td>
<td>$8,118</td>
<td>$1,624</td>
<td>$4,059</td>
</tr>
<tr>
<td>7–8</td>
<td>$8,359</td>
<td>$1,672</td>
<td>$4,180</td>
</tr>
<tr>
<td>9–12</td>
<td>$9,939</td>
<td>$1,988</td>
<td>$4,970</td>
</tr>
</tbody>
</table>
Governor’s Proposals for the 2021–22 State Budget and K–12 Education

**County Office of Education LCFF—Operations Grant**

The Operations Grant combines three components:

- A per-ADA amounts based on countywide ADA
- A uniform amount per district in the county
- A base amount for each county office of education (COE)

Inclusive of the estimated, compounded 3.84% COLA

<table>
<thead>
<tr>
<th>Funding Component</th>
<th>2021–22 Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each county</td>
<td>$747,423</td>
</tr>
<tr>
<td>On behalf of each school district in a county</td>
<td>$124,570 per school district</td>
</tr>
<tr>
<td>For countywide ADA:</td>
<td></td>
</tr>
<tr>
<td>1–30,000 ADA</td>
<td>$79.77 per ADA</td>
</tr>
<tr>
<td>30,001–60,000 ADA</td>
<td>$68.37 per ADA</td>
</tr>
<tr>
<td>60,001–140,000 ADA</td>
<td>$56.97 per ADA</td>
</tr>
<tr>
<td>Greater than 140,000 ADA</td>
<td>$45.58 per ADA</td>
</tr>
</tbody>
</table>

**Special Education—Base Funding**

Governor Newsom continues to prioritize students with disabilities, often citing his own experience with dyslexia.

The base special education funding formula, which provides $625 per ADA for most Special Education Local Plan Areas, will receive the estimated statutory COLA of 1.5%

- Bringing the new base funding rate to $634.38
- Unfortunately, the Newsom Administration is not proposing to make up for the 0% COLA in the current year
- At this time, no further structural changes are proposed to the Assembly Bill 602 funding formula
Governor’s Proposals for the 2021–22 State Budget and K–12 Education

18 Special Education—Early Intervention Grant

- Additionally, the Governor proposes $300 million in ongoing funds for the Special Education Early Intervention Grant
  - These grants were also provided in the 2019–20 Enacted Budget
  - In that year, funding was sent to LEAs of residence based on the number of preschoolers with disabilities
  - The funding was not restricted to serving these students
- While not yet in print, the language will be similar, but will focus on evidence-based services that directly support the school readiness of infants, toddlers, and preschoolers with a targeted focus on providing services in inclusive settings, as practicable
- Based on the latest data available, utilizing the same funding methodology as in 2019–20, SSC estimates that LEAs will receive roughly $5,900 per resident preschooler with disabilities

19 Community Schools, Mental Health, and School Climate

- **$264.9 Million** Community Schools
  Expand existing networks of community schools and establish new community schools with priority given to those in high-poverty communities
- **$450 Million** Mental Health Programs
  Investment in three mental health programs to respond to mental health needs of students and families that have been exacerbated by the COVID-19 pandemic
- **$10 Million** School Climate Surveys
  A county office of education will be chosen to assist LEAs with conducting school climate surveys to assess community needs under COVID-19

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Recognizing the extraordinary challenges faced by teachers, administrators, and classified staff during the COVID-19 pandemic, the Governor's Budget includes investments of more than $540 million one-time Proposition 98 funds to support:

- Professional Learning
- Teacher Effectiveness
- The Teacher Pipeline

In contrast, the 2020–2021 Enacted Budget included $900 million one-time Proposition 98 funds to invest in the educator workforce.

This year’s proposal narrows the focus, addressing targeted areas which will require additional educator and student support, and subject areas or programs that are significantly impacted by the pervasive teacher shortage.

**CARES* Act—Child Nutrition Reimbursements**

- Adds an additional $0.75 per meal
- $112.2 million for meal reimbursement
- Eligible LEAs are those who participated in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Seamless Summer Option, or Summer Food Service Program
- Increased reimbursement rate was in place for meals served starting March 13, 2020, through August 2020

*Coronavirus Aid, Relief, and Economic Security*
New COVID-19 Federal Stimulus Package

On December 27, 2020, President Trump signed the $2.3 trillion Consolidated Appropriations Act, 2021 into law, which includes:

- The $900 billion COVID-19 relief package, which earmarks $82 billion for education, $7 billion to expand broadband access, $10 billion for childcare, and continued funding for school meal programs
- The bill also includes an extension of the CARES Act Coronavirus Relief Fund expenditure deadline from December 30, 2020, to December 31, 2021
- The $1.4 trillion omnibus spending plan, which will keep the government funded through September 30, 2021—the end of the federal fiscal year

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Total Amount</th>
<th>California’s Estimated Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSER(^1) Fund</td>
<td>$54.3 billion</td>
<td>$6.8 billion</td>
</tr>
<tr>
<td>Higher Education Emergency Relief Fund</td>
<td>$22.7 billion</td>
<td>$2.9 billion</td>
</tr>
<tr>
<td>GEER(^2) Fund</td>
<td>$4.1 billion ($2.75 billion for private schools)</td>
<td>$341.4 million ($187.5 million for private schools)</td>
</tr>
</tbody>
</table>

- At least 90% of the ESSER funding needs to be allocated to LEAs in proportion to their 2020–21 Title I, Part A funding, expiring September 30, 2023
- The Governor’s Budget proposal does not specify how the state will spend the remaining 10%
- Governor Newsom has the discretion to spend GEER dollars on LEAs or institutions of higher education that have been “most significantly impacted by coronavirus”
- The Governor has not yet detailed how he plans to spend this round of GEER funding

\(^1\)Elementary and Secondary School Emergency Relief
\(^2\)Governor’s Emergency Education Relief
Governor Newsom is calling for swift and early action by lawmakers to appropriate at least $2 billion in one-time Proposition 98 funds to aid in the safe reopening and operation of in-person instruction for K–12 students.

**Funding Formula (per ADA)**

Base Grants = $450.00 (February reopening)  
= $337.50 (March reopening)

Additional grants above base grant based on LEA’s relative share of LCFF  
Funding based on TOTAL ADA less students enrolled in independent study

**SSC Financial Projection Dartboard**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DOF Estimated Statutory COLA</td>
<td>2.31%</td>
<td>1.50%</td>
<td>2.98%</td>
<td>3.05%</td>
<td>N/A</td>
</tr>
<tr>
<td>DOF Estimated Funded COLA</td>
<td>0.00%</td>
<td>3.84%*</td>
<td>2.98%</td>
<td>3.05%</td>
<td>N/A</td>
</tr>
<tr>
<td>SSC Estimated Statutory COLA</td>
<td>0.00%</td>
<td>3.84%*</td>
<td>1.28%</td>
<td>1.61%</td>
<td>1.90%</td>
</tr>
</tbody>
</table>

*Calculated by compounding the unfunded COLA of 2.31% from 2020–21 and the estimated statutory COLA of 1.50% in 2021–22

SSC Estimated Statutory COLA was calculated by SSC’s independent economist  
In most years, the SSC estimates and the Department of Finance (DOF) estimates are very close, so we only include the DOF calculation on the dartboard  
Due to the large difference in the estimates, we have included our estimate for your consideration
Governor’s Proposals for the 2021–22 State Budget and K–12 Education

Per-ADA Growth in Revenues and Expenditures

- Base Growth $307
- SC Growth $65
- Step & Column $171
- STRS Rate Increase $(90)
- PERS Rate Increase $21
- Special Education Contribution ?

2020-21 2021-22 2022-23 2023-24

LCFF Growth
Revenues
Expenditures

0% COLA
3.84% Compounded COLA

$200
$100
$0
$-100
$-200

$372 $307 $135 $173
$113 $173 $176 $144
$144 $22 $28 $22

CalPERS Employer Contribution Rates

- The Governor does not include any new funding towards the California Public Employers’ Retirement System (CalPERS) for LEAs
- However, previous investments reduce the employer contribution rate for CalPERS from 24.9% to 23.00% in 2021–22
- The employer contribution rates to CalPERS were modified a few times since the 2020–21 Enacted State Budget, as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Prior Projections per Dartboard</th>
<th>Adjusted by CalPERS Investment Returns</th>
<th>Projected Rates per Actuarial Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020–21*</td>
<td>20.70%</td>
<td>20.70%</td>
<td>20.70%</td>
</tr>
<tr>
<td>2021–22</td>
<td>22.84%</td>
<td>23.01%</td>
<td>23.00%**</td>
</tr>
<tr>
<td>2022–23</td>
<td>25.50%</td>
<td>26.24%</td>
<td>26.30%</td>
</tr>
<tr>
<td>2023–24</td>
<td>26.20%</td>
<td>27.14%</td>
<td>27.30%</td>
</tr>
<tr>
<td>2024–25</td>
<td>26.20%</td>
<td>27.14%</td>
<td>27.80%</td>
</tr>
<tr>
<td>2025–26</td>
<td>26.20%</td>
<td>27.14%</td>
<td>27.80%</td>
</tr>
<tr>
<td>2026–27</td>
<td>N/A</td>
<td>N/A</td>
<td>27.60%</td>
</tr>
</tbody>
</table>

*Actual for 2020–21 and estimated for future years
**Governor’s Budget Summary, pgs. 64–65

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Similar to CalPERS, the Governor does not include any new funding towards the California State Teachers’ Retirement System (CalSTRS) for LEAs. However, previous investments reduce the employer contribution rate for CalSTRS from 18.1% to 15.92%.

Reminder: On-Behalf Payments (expenditures in Resource Code 7690) have been excluded from the calculation for the Routine Restricted Maintenance Account contribution.

### CalSTRS Funding Plan Increases

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>CalSTRS Rate</th>
<th>Year-over-year change</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2013</td>
<td>8.25%</td>
<td>No increase since 1986</td>
</tr>
<tr>
<td>July 1, 2014</td>
<td>8.88%</td>
<td>0.63%</td>
</tr>
<tr>
<td>July 1, 2015</td>
<td>10.73%</td>
<td>1.85%</td>
</tr>
<tr>
<td>July 1, 2016</td>
<td>12.58%</td>
<td>1.85%</td>
</tr>
<tr>
<td>July 1, 2017</td>
<td>14.43%</td>
<td>1.85%</td>
</tr>
<tr>
<td>July 1, 2018</td>
<td>16.28%</td>
<td>1.85%</td>
</tr>
<tr>
<td>July 1, 2019</td>
<td>17.10%</td>
<td>0.82%</td>
</tr>
<tr>
<td>July 1, 2020</td>
<td>16.15%</td>
<td>- 0.95%</td>
</tr>
<tr>
<td>July 1, 2021*</td>
<td>~ 15.92%</td>
<td>~ - 0.23%</td>
</tr>
</tbody>
</table>

*Governor’s Budget Summary, pgs. 64–65

The latest statewide data available on school district reserves is from 2018–19:

<table>
<thead>
<tr>
<th>2018–19 Average Unrestricted General Fund, Plus Fund 17; Net Ending Balances¹</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unified School Districts</td>
<td>17.26%</td>
</tr>
<tr>
<td>Elementary School Districts</td>
<td>20.47%</td>
</tr>
<tr>
<td>High School Districts</td>
<td>15.64%</td>
</tr>
</tbody>
</table>

¹As a percentage of total General Fund expenditures, transfers, and other uses

Local school agencies were prepared coming into this recession. Almost all school types were at the percentage of reserves recommended by the Government Finance Officers Association of 17%—or two months—of expenditures.
Local Agency Reserves

- Reserves provide local school agency governance teams with the ability to be more strategic in reducing expenditures when faced with a financial crisis
- Reserves protect students, employees, and the public
- Current state financial projections show a deficit beginning in 2022–23, and the PSSSA balance will not last long
- LEAs with higher reserves are better equipped to protect the community they serve

Meal Service Flexibility

- Under normal circumstances, the Summer Food Service Program and Seamless Summer Option programs allowed LEAs to serve meals to students outside of the typically required group times
  - Programs were available during periods of school closure (e.g., summer recess)
- The USDA has provided flexibility twice during the 2020 calendar year
  - Current flexibility is now extended through June 30, 2021
  - Flexibility also applies to NSLP, SBP, Child and Adult Care Food Program, and Fresh Fruit and Vegetable Program
- Allows the following flexibilities for LEAs in participating programs
  - Serve meals in noncongregate setting
  - Meal service times
  - Allows parent and guardians to pick up meals for children
Governor’s Proposals for the 2021–22 State Budget and K–12 Education

32 What’s Not in the Budget?

While the Governor’s Budget proposal seems to have everything plus the kitchen sink, there are several items that LEAs would have liked to see proposed:

- COVID-19 liability coverage for LEAs
- UPP hold harmless for those LEAs seeing a drop in their official number of low-income students
- Additional CalSTRS and CalPERS employer rate reduction
- More discretionary dollars and less tied up in restrictive programs

33 Status of the LCAP for 2021–22

There’s no doubt that COVID-19 will continue to preoccupy our collective work.

And there is no doubt that our educational leaders will continue to rise to the occasion to address the multitude of needs of their students, families, and communities.

The Governor’s Budget marks just the start of discussions about the best ways to marshal our resources for academic achievement—we will have opportunities to lend our expertise to these decisions.

School Checklist

- Masks
- Sanitizer
- Disinfectant
- Plexiglass

Oh! Don’t forget school supplies!

Thank you!

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