Minutes
AMADOR COUNTY OFFICE OF EDUCATION
BOARD OF TRUSTEES
Wednesday, October 7, 2020

IMMEDIATELY FOLLOWING ACOE BOARD WORKSHOP

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/89966602412?pwd=L3JvVH1pqUGJ1T0E4SjFwZ3BKQVlvZz09

Meeting ID: 899 6660 2412
Passcode: 100720
One tap mobile
+16699009128,,89966602412#,,,,,,0#,,100720#

NOTE: A copy of the Board agenda and backup materials is available for inspection and review at Amador County Office of Education, 217 Rex Ave., Jackson, CA during regular business hours. In addition, this agenda has been posted on the Amador County Unified School District Website at www.amadorcoe.org. An audio recording of the Board Meeting is made.

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

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

1.0 CALL TO ORDER 6:41PM

2.0 BOARD MEMBERS
[X] Susan Ross – Board President
[X] Kandi Thompson – Board Clerk
[ ] Deborah Pulskamp
[X] James Marzano
[X] Janet White
[ ] Ian McMah, 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  **ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA**
There were none.

5.0  **PRESENTATION AND RECOGNITION**
5.1  **Resolution: ACOE 20/21-005 National Bullying Prevention Month** (Mr. Snider)
This resolution declares the month of October as “National Bullying Prevention Month.”

Mr. Snider read this resolution. This is a companion item with the district.
Board Clerk Thompson made motion to approve, and Board Member Marzano seconded the motion. **The motion passed 4-0.**

5.2  **Resolution: ACOE 20/21-007 Week of the School Administrator** (Mr. Vicari)
This resolution declares the second full week in the month of October as “Week of the School Administrator.”

Mr. Vicari read this resolution and also names of the administrators.
Board Clerk Thompson moved to approve, and Board Member Marzano seconded the motion.
**The motion passed 4-0.**

6.0  **EMPLOYEE ORGANIZATIONS**
6.1  Special Educators of Amador County (SEAC) (Representative)
6.2  California School Employees Association (CSEA 827) (Representative)

Megan Mathison, CSEA 827 President, commented on MOU that was recently signed.
She talked about aides returning to work and some who are working from home. She also talked about how wages have not been increased for five years.
Dr. Russell commented, how he appreciated all the work she had done and also includes her work at Jackson Elementary helping navigate the reading program.

7.0  **PUBLIC COMMENTS**
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.

8.0  **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 at [www.amadorcoe.org](http://www.amadorcoe.org).

Board Clerk Thompson moved to approve, and Board Member Marzano seconded the motion. **The motion passed 4-0.**

8.1  **Minutes**
8.1a  Board Meeting – September 23, 2020

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*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]
8.2 **Business** (Mr. Critchfield)
8.2a Warrants issued between September 17, 2020 – September 25, 2020 $513,104.15

8.3 **Educational Services** (Mr. Snider)
8.3a Williams Act Quarterly Report for September 2020

8.4 **Donations**
8.4a Extended Learning Program (ELP) received a donation of $5,000 from Sutter Creek Church of the Nazarene.

9.0 **DISCUSSION/ACTION ITEMS**

Public comments regarding Discussion/Action Items will be addressed during the Discussion/Action agenda items. 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 each agenda item. 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.*

9.1 **Contract Approval with American River Construction – Discussion/Action** (Mr. Critchfield)

This contract is for site and utility work for the placement of the Special Education Facility at Jackson Junior High School. In 2012, the Amador County Office of Education (ACOE) received approval from the Office of Public School Construction (OPSC) for funding under the State School Facility Program (SFP) through Financial Hardship. The final Application for Funding was filled with the OPSC on March 18, 2014 and placed on the State Allocation Board’s (SAB) ‘Acknowledged’ list awaiting funding from a future statewide general obligation bond. Proposition 51 was approved by voters in November 2016. The OPSC processed the ACOE’s application and an apportionment was approved by the SAB on October 24, 2018.

On June 28, 2019, the Amador County Public Schools Board of Trustees approved entering into an agreement with Silver Creek Industries for the pre-fabricated building consisting of two classrooms, a restroom and a therapy room. The OPSC released funds to the ACOE on February 19, 2019 for the construction of the facility that includes site preparation. The building is nearing completion and the ACOE must enter into a construction contract for site and utility work for the placement of the building.

In March 2020, the County Office of Education received two (2) bids that exceeded the budget for the performance on this work. The bids were rejected in May 2020.

In reviewing the project, the handicap ramps were redesigned to simplify the ADA access. In addition, the current bid climate is favorable. On August 21, 2020, the project was re-advertised with the intent of attracting interest from a larger pool of contractors with competitive bids that are within the current budget. A total of four (4) bids were received.

American River Construction was the lowest bidder for this project.

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*Government Code §54954.2*
Mr. Critchfield presented the contract with American River Construction that was the lowest bidder and also have a local contractor in Ione doing the work. Project should be completed for next school year by August 2021. He went over diagrams that was presented in the board packet. Recommended from Superintendent Russell to accept this contract.

Board Clerk Thompson asked who the representative was and if we know him. Jared said “no”, but we have worked with him. Mr. Critchfield then went over the location of the building.

Board Member Marzano had question about the field. Jared explained a small portion will cut into it. Also, in the future would like to add a kitchen. This project is through a state funded grant.

Board Clerk Thompson moved to approve, and Board Member Marzano seconded the motion. The motion passed 4-0.

9.2 Approve Change Order for Argonaut High School and Plymouth Elementary School Special Education Facility Project – Discussion/Action (Mr. Critchfield)

In order to complete site and facility work for the Special Education Facilities at Argonaut High School and Plymouth Elementary, the Board awarded the contract to McCuen Construction for a total of $300,000 for Plymouth Elementary School and $710,000 for Argonaut High School. This change order will add an additional $86,620.65 to Plymouth Elementary School’s contract and $55,561.36 to Argonaut High School’s contract. The totals will be as follows:

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<th>Argonaut</th>
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<td>$300,000.00 – Original Contract</td>
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<td>$98,000.00 – Previous Change Orders</td>
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<td><strong>$484,620.65 – New Contract Total</strong></td>
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Please refer to the following document for a thorough description of each change order.

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<td>9.2b</td>
<td>Amador County Special Education Facilities Change Order Descriptions</td>
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Mr. Critchfield reported they have identified some issues to resolve and there is still money left in project. He talked about issues with paving and now can pave out to street. He also talked about drainage issues. We now have enough room in the project to take care of. Mr. Critchfield recommends approval on these change orders.

Board Member Marzano asked about the change order and if this money was coming out of our pocket would we be taking care of this.

Superintendent Russell asked how much money we have in each of these projects. Jared commented we should have enough to buy furniture and that he wants to zero funds out.

Board Member Marzano moved to approve, and Board President Ross seconded the motion. The motion passed 4-0.
9.3 California School Board Association (CSBA) Board Policy Update – Discussion/Action (Mr. Critchfield)
CSBA provides multiple policy update packets each fiscal year. The policy presented for updating at this time is in the area of Food Services. The descriptions summarize the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly.

BP 3555 – Nutrition Program Compliance (BP revised)
Policy updated to include the county office of education and to update language about the compliant process.

Mr. Critchfield commented this is a companion item with the district.
Board President Ross moved to approve, and Board Member White seconded the motion. The motion passed 4-0.

9.4 Memorandum of Understanding (MOU), Systems of Management, Advocacy and Resource Team (AB2083) – Discussion/Action (Mr. Snider)
In April, 2020 Judge Renee’ Day convened a team from various local public agencies to begin the work of developing this MOU. The goal of this MOU is to address systemic barriers to the traditional provision of interagency services, particularly when it comes to foster youth.

It is the intent of the Systems Partners to create a single service plan and maintain an administrative team with collaborative authority over the interrelated child welfare, juvenile justice, education, and mental health children’s systems of care.

The mission of the Systems is to ensure all public programs for children and families will provide services in an integrated, comprehensive, culturally responsive, and evidence-based/best Practice manner, regardless of the agency door by which children and families enter. The vision is that all children, adults, and families in Amador County will be self-sufficient in keeping themselves, their children, and their families safe, healthy, at home, in school or employed, out of trouble, and economically stable.

Mr. Snider commented this is a companion item with the district.
Board Member Marzano moved to approve, and Board Clerk Thompson seconded the motion. The motion passed 4-0.

10.0 INFORMATIONAL ONLY
10.1 Personnel
10.1a Personnel Items approved by COE Superintendent September 18, 2020
10.1b Personnel Items approved by COE Superintendent October 7, 2020
10.1c Temporary Salary Schedule Increase for Certificated Substitutes
10.1d Certificated Substitute Salary Schedule

11.0 REPORTS
11.1 Report from Superintendent (Dr. Russell)
We have been moving forward on the opening of our SH programs on October 19th. He has been meeting with our administrators to see if they have everything they need to open school with.

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**Report and Remarks from Board Members**

Board Clerk Thompson had a question about item 10.1c, “Temporary Salary Schedule Increase for Certificated Substitutes” and if Board needs to approve. Board President Ross said no. This is just information only on the county side.

**NEXT MEETING**

ACOE Regular Meeting: Wednesday, November 4, 2020, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. ACOE Board Meeting is immediately following ACUSD meeting.

**ADJOURNMENT** 7:12PM

*The Amador County Office of Education 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) 257-5330. 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.*
### Payroll 10/1/2020-10/23/2020: 30,378.12

**WARRANTS**

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If there are any questions regarding any of the payments, please contact Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333
NOVEMBER 4, 2020

AGENDA ITEM #: 7.3a

SUBJECT:
Comprehensive School Safety Plans

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

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

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

FISCAL IMPLICATIONS:
There is no fiscal impact.

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

PRESENTED BY:
Sean Snider, Assistant Superintendent of Educational Services
AGENDA ITEM #: 8.1

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

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

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

BP 6159.1 – Procedural Safeguards and Complaints for Special Education (BP revised)
The following mandated policy reflects the federal Individuals with Disabilities Education Act (20 USC 1400-1482), implementing federal regulations (34 CFR 300.1-300.818) and conforming state legislation.

Education Code 56195.8 and 20 USC 1415 mandates all entities providing special education to adopt policy on procedural safeguards, and Education Code 56500.1 requires entities providing special education to establish and maintain all procedural safeguards granted by federal law. For California law related to due process rights and due process hearing rights and procedures, see Education Code 56501-56509 and 5 CCR 3082. For federal due process procedure requirements, see 34 CFR 300.500-300.520.

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

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

FISCAL IMPLICATIONS:
None.

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

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

BP 6159
Instruction

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

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

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

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

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

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

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

Legal Reference:
EDUCATION CODE
46392 Emergencies
51225.3 Requirements for high school graduation and diploma
56040.3 Assistive technology
56055 Rights of foster parents pertaining to foster child's education
56136 Guidelines for low incidence disabilities areas
56195.8 Adoption of policies
56321 Development or revision of IEP
56321.5 Notice to include right to electronically record
56340.1-56347 Instructional planning and individualized education program
56350-563524 IEP for visually impaired students
56380 IEP reviews; notice of right to request
56390-56392 Certificate of completion, special education
56500-56509 Procedural safeguards
60650.1-60659 High school exit examination, especially:
60852.3 High school exit examination, exemption for students with disabilities
FAMILY CODE
6500-6502 Age of majority

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

CODE OF REGULATIONS, TITLE 5
853-853.5 State assessments, accommodations
1218-1218 High School Exit Examination, accommodations for students with disabilities
3010-3018 Identification, referral and assessment
3040-3043 Instructional planning and the individualized education program
3051-3053 Implementation of the individualized education program

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

CODE OF FEDERAL REGULATIONS, TITLE 34
300.3-300.818 Individuals with Disabilities Education Act

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

Management Resources:
FEDERAL REGISTER

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Frequently Asked Questions: Promotion, Retention, and Grading (Students with Disabilities)
California Practitioners' Guide for Educating English Learners with Disabilities, July 2019

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

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

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

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

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

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

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

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

Any complaint alleging the district or county office's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.
Legal Reference:
EDUCATION CODE
56000  Education for individuals with disabilities
56001  Provision of the special education programs
56020-56035  Definitions
56195.7  Written agreements
56195.8  Adoption of policies for programs and services
56300-56385  Identification and referral, assessment
56440-56447.1  Programs for individuals between the ages of three and five years
56500-56509  Procedural safeguards, including due process rights
56600-56606  Evaluation, audits and information
CODE OF REGULATIONS, TITLE 5
3000-3100  Regulations governing special education
3080-3089  Procedural safeguards
3200-3205  Special education compliance complaints
4600-4671  Uniform complaint procedures
UNITED STATES CODE, TITLE 20
1232g  Family Educational Rights and Privacy Act
1400-1482  Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794  Section 504 of the Rehabilitation Act
UNITED STATES CODE, TITLE 42
11434  Homeless assistance
CODE OF FEDERAL REGULATIONS, TITLE 34
99.10-99.22  Inspection, review and procedures for amending education records
104.36  Procedural safeguards
300.1-300.818  Assistance to states for the education of students with disabilities, especially:
300.150-300.153  State compliance complaints
300.500-300.520  Procedural safeguards and due process for parents and students
COURT DECISIONS

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

Policy  AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted:  May 9, 2018  Jackson, California
The Board of Trustees recognizes its responsibility to provide all district students, including students with disabilities, a free appropriate public education to students with disabilities in accordance with law. When the district or county office of education is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet the students' needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

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

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

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

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

(c.f. 6159 - Individualized Education Program)

The district or county office of education shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A. (Education Code 56365)
In accordance with law, any student with disabilities placed in a nonpublic, nonsectarian school or agency NPS/A shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, the procedural safeguards, due process rights, and periodic review of the student's IEP. (Education Code 56195.8, 56342.1)

(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Individualized Education Program; Placement)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

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

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

(cf. 1431 - Waivers)

Legal Reference:
EDUCATION CODE
56034-56035 Definitions of nonpublic, nonsectarian school and agency
56042 Placement not to be recommended by attorney with conflict of interest
56101 Waivers
56163 Certification
56168 Responsibility for education of student in hospital or health facility school
56195.8 Adoption of policies
56342.1 Individualized education program; placement
56360-56369 Implementation of special education
56711 Computation of state aid
56740-56743 Apportionments and reports
56760 Annual budget plan; service proportions
56775.5 Reimbursement of assessment and identification costs
56836.20-56836.21 Special education funding; SELPA contracts with nonpublic nonsectarian schools

FAMILY CODE
7911-7912 Interstate compact on placement of children

GOVERNMENT CODE
7570-7587 Intergency responsibilities for providing services to disabled children; especially:
7572.55 Seriously emotionally disturbed child; out-of-state placement

WELFARE AND INSTITUTIONS CODE
362.2 Out-of-home placement for IEP
727.1 Out-of-state placement of wards of court

CODE OF REGULATIONS, TITLE 5
3001 Definitions
3051-3051.24 Special education; standards for related services and staff qualifications
3060-3070 Nonpublic, nonsectarian school and agency services
UNITED STATES CODE, TITLE 20
1400-1487 Individuals with Disabilities Education Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.129-300.148 Children with disabilities in private schools
COURT DECISIONS

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

Policy AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted: May 9, 2018 Jackson, California
AGENDA ITEM #:  8.2

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

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

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

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

FISCAL IMPLICATIONS:
None.

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

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
Amador COE and USD
Board Policy
Infectious Diseases

BP 5141.22
Students

Infectious Diseases Prevention

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

Infectious Disease Prevention

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

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

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

The Superintendent or designee shall ensure that The district or county office’s comprehensive
health education program shall provide age-appropriate information about the prevention of infectious diseases, including the nature of bloodborne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. nature and symptoms of communicable diseases, their transmission, and how to help prevent the spread of contagious diseases.

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

Universal Precautions

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

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

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

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

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

Students with Infectious Diseases

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

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

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

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

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

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

Policy  AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted:  May 9, 2018        Jackson, California
Amador COE and USD
Board Policy
Physical Education And Activity

BP 6142.7
Instruction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Physical Fitness Testing

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

Temporary Exemptions

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

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

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

Two-Year Exemptions

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

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

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

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

(cf. 6112 - School Day)

Permanent Exemptions

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

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

2. The student is enrolled as a postgraduate student.

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

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

Other Exemptions

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

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

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

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

cf. 6178.2 - Regional Occupational Center/Program

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

(cf. 6145.2 - Athletic Competition)

Program Evaluation

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

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

Legal Reference:
EDUCATION CODE
220  Prohibition of discrimination
221.5  Sex equity in education
33126  School accountability report card
33350-33354  CDE responsibilities re: physical education
35256  School accountability report card
44250-44277  Credential types
49066  Grades; physical education class
51210  Course of study, grades 1-6
51220  Course of study, grades 7-12
51222  Physical education
51223  Physical education, elementary schools
51241  Temporary, two-year or permanent exemption from physical education
51242  Exemption from physical education for athletic program participants
52316  Excuse from attending physical education classes
60800  Physical performance test
CODE OF REGULATIONS, TITLE 5
1040-1044 Physical performance test
1040-1048 Physical performance test
3051.5 Adapted physical education for individuals with exceptional needs
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
10060 Criteria for high school physical education programs
80020 Additional assignment authorizations for specific credentials
80037 Designated subjects teaching credential; special teaching authorization in physical education
80046.1 Added authorization to teach adapted physical education
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42
1758b Local wellness policy
CODE OF FEDERAL REGULATIONS, TITLE 34
106.33 Nondiscrimination on the basis of sex; comparable facilities
106.34 Nondiscrimination on the basis of sex; access to classes and schools
300.108 Assistance to states for the education of children with disabilities; physical education
ATTORNEY GENERAL OPINIONS
COURT DECISIONS
Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975
Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959
Management Resources:
CSBA PUBLICATIONS
Districts at Risk from Lawsuits Regarding PE Instructional Minute Requirement, Legal Alert, May 2015
Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010
Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev. February 2010
Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009
Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009
Physical Education and California Schools, Policy Brief, rev. October 2007
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Policy AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted: May 9, 2018 Jackson, California
AGENDA ITEM#: 8.3  
SUBJECT: 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. As we wait for a vaccine and treatment, we must work together to mitigate the risk in our community, while still educating and supporting the health and well-being of our students.

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

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

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

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

FISCAL IMPLICATIONS: There are no fiscal implications

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

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

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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.

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Public Health Recommendations

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

Health Precautions for Students and Staff

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

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

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

Personal Preventative Measures

To help prevent additional spread and to keep our schools open, our students and staff will be required to practice the following personal prevention measures:

- Physical distancing
• Hand hygiene
• Face coverings
• Cough/sneeze etiquette
• Active and passive screening

Mitigation Measures for Students and Staff

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

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

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

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

Physical Distancing

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

Face Coverings

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

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

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

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

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

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

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

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

Practice Hand Hygiene

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

**Use Respiratory Hygiene**

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

**Staff Working in the Community**

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

**Mitigation Standards for ACUSD Sites**

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

**Ventilation and Air Flow**

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

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

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

Classrooms
- Sanitizer will be provided in every classroom.
● Classrooms should open windows and doors if possible to maximize ventilation.
● Utilize other campus spaces for instructional activities (e.g., gyms, auditoriums, cafeterias, outdoors) whenever possible.
● Per the California Department of Public Health, classroom layout should:
  ○ Maximize space between seating and desks.
  ○ Distance teacher and other staff desks at least six feet away from student desks.
  ○ Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
    ▲ 6 feet of distance between all student desks/seating
    ▲ Continuous spacing of 6 feet must be provided for teaching staff at the front of the classroom
    ▲ Enough room near walls for students to move out of their desks
    ▲ Limited use of large tables where students may slide around and breach the 6 ft. of spacing between individuals. If using tables, mark off areas and alternate seating at each end of the table to ensure distancing
● Develop activities that model and reinforce good hygiene and physical distancing practices.
● Limit sharing of materials/supplies; consider individual supply bags versus communal bins.
● For younger students: Modify activities that bring students close together to maintain distance between students.
● Use classroom materials to help students visualize the required 6-foot distance between people.
● Provide supplies and protocol for disinfecting surfaces as frequently as possible, such as between classes or when student groups change.
● Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.

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

Support areas
Consider providing a safe place for students who need additional supports, study areas, after school tutoring, or internet access during distance learning.

- Set up these areas to comply with distancing guidelines using tape, signage etc.
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.
- Post clear signage for occupancy, hygiene, distancing.
- Provide supplies for disinfecting surfaces between students.

**Bathrooms**

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

**Hallways**

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

**Recess/yards and Play Spaces**

- Maintain cohorts or small groups; discourage mixing of large groups of students.
- Stagger playground use rather than allowing multiple classes to play together.
- Divide playground into sections, allowing each class their own section.
- Limit activities where multiple classes interact.
- Wash hands or use hand sanitizer before and after recess.
- Maintain at least 6 feet of space from other children as much as possible.
  - When possible, build in visual cues that demonstrate physical spacing.
- Evaluate feasibility of opening play structures with the need to disinfect, as well as the risks of disinfecting high touch areas of the play structure between groups.
- If picnic benches or seating is available outside — provide visual cues to reinforce 6-foot spacing.
Large gatherings — i.e., field trips & assemblies
- Cancel activities and events like field trips, science camp, Civic Permits, participant assemblies, athletic events, practices, special performances, program-wide meetings, or spirit nights where large groups would gather.
- Transition field trips to free virtual opportunities.
- Change events to a virtual format where appropriate.

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

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

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

**ACUSD Disinfecting Materials**

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

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

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

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

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

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

**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 care room 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.

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

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

Responsibilities of School Site Staff
1. Sites must prepare for when someone gets sick. Individuals who have symptoms of illness must be immediately separated to prevent possible transmission of disease to others. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms. **Sick students and sick staff must:**
   a. Be quickly separated from other students/staff until picked up by parent/guardian
   b. Maintain more than 6 feet of distance from others, preferably in a separate room that is well ventilated
   c. Wear a disposable mask
   d. Attending staff must use standard precautions when assisting a sick individual. For suspected COVID-19 this includes, disposable face mask, eye covering/face shield and gloves
   e. Call parent/guardian for immediate pick up
      i. If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home
      ii. Provide parent/guardian or staff member with Stay at Home/When to Return to School instructions
   f. Disinfect all surfaces after the student/staff leaves and before use by others
   g. If COVID-19 is suspected, contact your school nurse or Human Resources. Follow Communicable Disease Response Protocols for notifying Human Resources for possible outbreaks of infectious disease
2. Collect and track illness-related absence information at the time of student or staff absence.
   a. Train attendance staff to support 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 somewhere outside the U.S anywhere with widespread COVID transmission
   c. The COVID-19 Decision Tree for People in Schools, Youth, and Child Care Programs, will be used to determine stay at home, isolation, or quarantine lengths on a case by case basis. return to school or work when free of symptoms for 72 24 hours, or and after at least 10 days from the start of symptoms, and/or after the ordered quarantine/isolation period has ended, if as applicable.

7. Additional activities may be required as advised by Human Resources following county health department orders.

**Responsibilities of the Human Resources Department**

1. Human Resources staff will work to verify any reported concern, including speaking directly to families and/or staff when appropriate.

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

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

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

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

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

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

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

10. The established communication channels listed below will be used depending on level of exposure and public health recommendations. Translation of communications will be provided based on the threshold languages of the community.

   a. Parent Letters (printed, email, SMS, phone)
   b. School and District Websites
   c. School and District Social Media
   d. All call

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What are the criteria for closing a school?

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

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

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

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

What are the criteria for closing a school district?

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

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

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

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

Administrator Checklist:

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

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

- Signs and Symptoms of COVID-19
- Physical distancing
- Face covering requirement
- Stay home when sick guidelines
- Cough and sneeze hygiene
- Occupancy limits
- Mental Well-Being and Crisis Support Lines
- Know and ensure that staff follows Communicable Disease Response Protocols for Illness during COVID-19 Pandemic.
Contact Human Resources immediately if: A student or staff is diagnosed with, is suspected of having, or has been exposed to COVID-19 or other reportable communicable disease

Contact Human Resources immediately if: 25% or more of a classroom, or 10% or more of the school population is sick with similar symptoms

Ensure teaching staff provides students with distance learning opportunities, full-credit options, and extended time to complete missing assignments due to illness related absences.

Ensure staff and student attendance is entered in a timely manner on a daily basis. Document and take notice of any patterns of absences with similar symptoms.

Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature, homework submission, etc.).

Provide designated space and supervision for sick students until they are able to go home (i.e. Sick Student Area) that is not used by other individuals.

Provide designated space and supervision for students who need first aid, medication administration, procedures at school, etc. (i.e. Well Student Area).

Reinforce Stay at Home Requirements by sending home any students or staff who have signs or symptoms of illness.

Ensure office staff have appropriate resources to support sick students or staff including non-touch thermometer, face covering/mask, water and hand soap, hand sanitizer, facial tissues, gloves, goggles or face shields.

Follow any guidance provided by Human Resources and Amador County Public Health.

Ensure all appropriate staff are aware of students with health needs and are familiar with any Emergency Care Plans, including all substitute staff.

Encourage activities and strategies that promote positive coping for Adults and Children during times of stress.

Direct any person with heightened concerns to District resources and Amador County Public Health resources. Discuss concerns with School Nurse and/or Student Support and Health Services staff.
Office Staff/Attendance Staff Checklist:

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

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

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

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

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

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

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

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

Student Checklist:

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

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

Key Communication Points and Strategy

Messaging Before School Starts

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

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

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

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

Communication Strategies for School Site Staff and Administration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Linens, clothing, and other items that go in the laundry
- In order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry.
- Wash items as appropriate in accordance with the manufacturer’s instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Dirty laundry that has been in contact with an ill person can be washed with other people’s items.
- Clean and disinfect hampers or other carts for transporting laundry according to guidance above for hard or soft surfaces.

Caution will need to be practiced during use of locker rooms for changing by groups of students at a time (limited number to accommodate keeping six foot distancing at any given time, must keep face covering on while in the locker room, etc.)

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

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

**Will we be notifying Public Health about every contact and case we hear about?**
Yes, the schools and Public Health will need to coordinate and collaborate regarding cases and contacts to maintain containment. It is possible that contacts may have been exposed outside of the Amador County jurisdiction, and the school may learn about those while Amador County Public Health may not. Usually positive cases will come to our attention via the State’s electronic data exchange within a day of test results becoming available. The positive case has usually already been notified by the time Public Health receives the lab results, so on occasion the case patient/family may contact the school before Public Health is made aware.

Last month, the superintendents designated liaisons to contact Public Health with utmost attention to confidentiality. For example, no names of cases or contacts can be shared via unencrypted email (because of HIPAA). Communication may happen via a phone call to (209)223-6407, secure fax to (209)223-1562 or via secure, encrypted email messaging.

Mr. Snider is designated to communicate with Public Health regarding students/families.
Mr. Vicari is designated to communicate with Public Health regarding employee staff.
Mrs. Custodio is designated to communicate with Public Health regarding ELP and State preschools.
Lisa Shaw is designated to communicate with Public Health regarding students with disabilities.

Principals/managers are to report cases / contacts / concerns to the above liaisons, who will then communicate with Public Health

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

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

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

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

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

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

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

Given the relatively high risk, waiting 14 days after return from travel before in-person appointments is advisable.
CURRENT CONSIDERATIONS

Certificated~ Voluntary Transfer
Haley Van Lieshout, mild moderate teacher, 1 FTE, Ione Junior High to adaptive physical education teacher, .5 FTE, Itinerant, effective October 19, 2020

Department Chair
Jackson Elementary
Sarah Crow

Classified~ Unpaid Leave of Absence
Christina Hulsebosch, Instructional Aide, 5.5 hours/11 months, Ione Junior High. Start date October 19, 2020 thru April 19, 2021

Classified~ New Employee
Robert Barge, Maintenance Worker I, 8 hours/12 months, Triglia, effective November 5, 2020

County Superintendent

Date

Board Date October 7, 2020