MINUTES
AMADOR COUNTY OFFICE OF EDUCATION
BOARD OF TRUSTEES
Wednesday, July 21, 2021
ACOE Open Session – Immediately Following the ACUSD Meeting

Meeting Location: Amador County Administration Building, 810 Court St, Jackson, CA

NOTE: A copy of the Board agenda and backup materials is available for inspection and review on the Amador County Office of Education Website at www.amadorcoe.org. An audio recording of the Board Meeting is made. If you are in need of a hard copy of the agenda, please email dlasich@acusd.org

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

If a person or group of persons disrupt the orderly conduct of a meeting, the legislative body has a right to order those persons removed from the meeting. If order still cannot be restored after removal of the individuals disrupting the meeting, members of the legislative body can order the room cleared and continue with the meeting. (Government Code §54957.9; Penal Code §8403; Elections Code §18340; Acosta v. City of Costa Mesa (9th Cir. 2013) 718 F.3d 800; White v. City of Norwalk (9th Cir. 1990) 900F.2d 1421, 1425.)

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

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

1.0 CALL TO ORDER 8:06 PM

2.0 BOARD MEMBERS
[X] Kandi Thompson, Board President
[X] Deborah Pulskamp, Board Clerk
[X] James Marzano
[ ] Julia Burns
[X] James Whitaker

3.0 ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD
Board Member Burns was absent.

4.0 ADDITIONS.DELETIONS OR CORRECTIONS TO THE AGENDA
None.

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]
5.0 PLEDGE OF ALLEGIANCE

6.0 PRESENTATION AND RECOGNITION

7.0 EMPLOYEE ORGANIZATIONS
7.1 Special Educators of Amador County (SEAC)
There was no report.

7.2 California School Employees Association (CSEA)
There was no report.

8.0 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 or Communications Specialist.

There were no public comments.

9.0 CONSENT AGENDA
The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website.
Board Member Marzano motioned to approve the consent agenda and Board Member Whitaker seconded the motion.
The motion passed 4-0.

9.1 Minutes
9.1a Board Meeting: 6-23-21

9.2 Business (Mr. Critchfield)
9.2a Warrants issued between: 6/18/2021 – 7/12/2021 $207,115.76
9.2b ACOE 2021-2022 Payroll Dates

9.3 Educational Services (Mr. Snider)
9.3a Williams Act Quarterly Report for April – June 2021

10.0 DISCUSSION/ACTION ITEMS
10.1 Resolution: ACOE 21/22-001 In Support of Reducing Youth Access to and use of Flavored Tobacco Products (Mr. Snider)
The FDA is working toward issuing proposed standards within the next year to ban menthol as a characterizing flavor in cigarettes and ban all characterizing flavors (including menthol) in cigars. This decision is based on clear science and evidence establishing the addictiveness and harm of these products and builds on important, previous actions that banned other flavored cigarettes in 2009. Nexus Youth and Family Services helps with tobacco use prevention education each year in Amador County Public Schools.
Board Clerk Pulskamp had question about TOSA positions.
Board Clerk Pulskamp motioned to approve and Board Member Whitaker seconded the motion.
The motion passed 4-0.
11.0 INFORMATIONAL ONLY
11.1 Personnel
   11.1a Personnel Items approved by ACOE Superintendent July 21, 2021
   11.1b School Calendar 2021-2022

12.0 REPORTS
12.1 Report from Superintendent (Dr. Russell)
Superintendent Russell welcomed Dr. Gibson and looking forward to working with her.
12.2 Reports and Remarks from Board Members
No report from Board Members.
Board Clerk Pulskamp thanked Superintendent Russell for welcoming Dr. Gibson so well.

13.0 NEXT MEETING
ACOE Regular Meeting: Wednesday, August 11, 2021, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. ACOE meeting will be immediately following the ACUSD meeting.

14.0 ADJOURNMENT  8:11 PM
* 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. Please note that business hours have changed due to COVID-19. If you are need of a hard copy of the agenda, please email Debra Lasich at dlasich@acusd.org

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]
Payroll 7/1/2021-7/31/2021: 180,994.81

### 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
# ACUSD/ACOE 2021-2022 Calendar

**Board Approved:**

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| First Quarter | August 12, 2020 - October 9, 2020 | 42 |
| Second Quarter | October 12, 2020 - December 18, 2020 | 41 | 83 |
| Thrid Quarter | January 4, 2021 - March 12, 2021 | 47 |
| Fourth Quarter | March 15, 2021 - June 4, 2021 | 50 | 97 | 180 |

**TOTAL: 180**
AUGUST 11, 2021

AGENDA ITEM #: 10.1

SUBJECT:
Resolution: ACOE 21/22-002 Temporary Inter-Fund Transfer – Discussion/Action

BACKGROUND INFORMATION:
Amador County Office of Education receives the majority of our funding in December and April through Property Tax collection. There may be a time that borrowing in the months prior to receiving Taxes may be needed to meet our obligations. This resolution will allow Amador County Office of Education to borrow cash should the need arise to meet cash obligations through the 2021-22 school year. Borrowing between funds is allowed per Education Code 42603.

FISCAL IMPLICATIONS:
Interest will be paid to the other funds for the number of days of the transfer at the rate paid by Amador County Treasurer.

RECOMMENDATION:
Superintendent Russell recommends approval of the Inter-Fund Borrowing Resolution ACOE 21/22-002.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent of Business Services
WHEREAS, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, no more than 85% of the maximum of moneys held in any fund or account during the 2020-2021 fiscal year may be transferred, and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Amador County Office of Education, in accordance with the provisions of Education Code section 42603 adopts the following authorization for the fiscal year 2021-2022 to temporarily transfer funds between the following funds provided that all transfers are approved by the Superintendent or his designee:

Fund 12 – Child Development
Fund 35 – ACOE School Facilities Fund

Approved this 11th day of August, 2021.

AYES:

NOES:

ABSENT:

Kandi Thompson, Board President
Amador County Office of Education
AGENDA ITEM #: __10.2_____

SUBJECT:
Sacramento County Office of Education (SCOE) Teacher Induction Program MOU

BACKGROUND INFORMATION:
SCOE's Teacher Induction Program assists schools and districts in providing Teacher Induction that meets both program and credentialing standards for the state of California. The program provides credentialed teachers with a specifically designed standards-based professional development series, mentoring and coaching, credentialing services, and technical assistance aligned to the California Standards for the Teaching Profession (CSTP). The two year program provides a bridge linking the theory, knowledge and skills acquired in the Preliminary Credential Program to the realities of daily classroom teaching.

New teachers design an Individual Learning Plan (ILP) and work closely with a mentor and site administrator who offer coaching and longer-term analysis of teaching practice to help new teachers develop enduring professional skills. This program is designed to blend our district and schools’ goals, the teacher’s context for teaching, and their areas for growth into a focused approach to professional development.

FISCAL IMPLICATIONS:
$3,600 funded with restricted Federal Title 2 funds (LCAP Goal 1, Action 1)

RECOMMENDATION:
The Superintendent recommends approval of the SCOE Teacher Induction MOU.

PRESENTED BY:
Sean Snider, Assistant Superintendent of Educational Services
Date: June 2, 2021

To: District Superintendents, Associate Superintendents, Chief Business Officers, District Coordinators and Partner Programs

RE: Sacramento Consortium Teacher Induction Program MOU

Dear SCOE Partner:

The Sacramento County Office of Education, as the Local Education Agency (LEA) for the SCOE School of Education, is committed to providing quality induction services.

As districts continue to navigate the current teacher shortage and a substantial percentage of teachers become eligible for retirement, it will be important to plan ahead for new hires in the years to come. In anticipation, we want to provide you with some information to assist you in planning your preliminary budgets and Local Control Accountability Plan (LCAP) with regards to California Teacher Induction for your newly hired teachers.

**Teacher Induction**

SCOE’s Teacher Induction Program (SCOE TI) assists schools and districts in providing Teacher Induction that meets both program and credentialing standards for the state of California. SCOE TI provides credentialed teachers with an individually designed, standards-based professional development plan, mentoring and coaching, credentialing services, and technical assistance aligned to the California Standards for the Teaching Profession (CSTP).

The two-year program provides a bridge linking the theory, knowledge and skills acquired in the Preliminary Credential Program to the realities of daily classroom teaching. New teachers design an Individualized Learning Plan (ILP) and work closely with a mentor and site administrator who offers “just-in-time” coaching and longer-term analysis of teaching practice to help new teachers develop enduring professional skills. Our program is designed to meld your district/school’s goals, the teacher’s context for teaching and their areas for growth, into a focused approach to professional development.

**Teacher Induction’s Connection to District LCAP Goals/Actions and District/Site Strategic Plan**

The Individualized Learning Plan teachers develop in conjunction with their mentor and site leader is an excellent opportunity to support District LCAP goals and support the strategic plan including the mission, objectives and strategies of the district and school site. A primary goal of induction is to support each teacher in developing professional learning goals that are job-embedded and practical. Site administrators can play a crucial role with new teachers by supporting teachers in understanding how induction might align with the goals of the site and district.
LCAP State Priority 1
As you work with local community groups and teacher stakeholders to develop your LCAP goals, the details below may be helpful in planning ahead for services, support and supervision for new teachers in order for them to remain highly qualified and fully credentialed.

Teacher induction goals and intern support align with several areas of the LCAP and most closely connect with Priority 1: Conditions of Learning - “Basic degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.”

Highlights of the MOU include:
- General Responsibilities for SCOE and for each partner program/district
- Fiscal Responsibilities for each party
- Ownership of materials
- Compliance with Commission on Teacher Credentialing (CTC) requirements
- Indemnification of each party

2020-2021 Fee Structure:
The fee structure created in collaboration with the Sacramento Teacher Induction Program’s Advisory Council, shall be consistent for all teacher candidates in order to keep costs stable for our partner districts.

1. Teacher Candidate cost-for-service per year for a two-year Induction Program - $1,800
2. Teacher Candidate cost-for-service for each participant who has met the Early Completion Option (ECO) criteria - $1,800 + $500 (one-time fee) = $2,300

Timeline for Completion of MOU Process and Billing Cycle:

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<th>Date</th>
<th>Event Description</th>
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<tr>
<td>July 1, 2021</td>
<td>Signed MOU between partner program and SCOE due</td>
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<tr>
<td>August 15, 2021</td>
<td>Estimate of candidate numbers from partner program due to SCOE</td>
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<tr>
<td>September 15, 2021</td>
<td>Purchase Orders completed and sent to SCOE</td>
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<tr>
<td>November 1, 2021</td>
<td>Invoices processed and sent to participating programs for payment</td>
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<tr>
<td>Oct 2 – Dec 15, 2021</td>
<td>Late hire billing processed as needed</td>
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We look forward to continuing our collaborative work in supporting teachers and students. While we are sending this electronically, we would appreciate any opportunities to meet with each of you in person at your districts or sites. Please do not hesitate to call us (916-228-2236 or 2536) if we can support you with any portion of the process.

We look forward to working with each of you in 2021-2022.

Chris Roe, Ed.D. and Tammy Patten
Directors, SCOE School of Education
Teacher Induction
croe@scoe.net
tpatten@scoe.net

2021-2022 Teacher Induction Program
District Memorandum of Understanding  
Sacramento Consortium Teacher Induction Program,  
Sacramento County Office of Education  
and AMADOR COE/USD

The Sacramento County Office of Education (SCOE) is the Local Education Agency for SCOE’s Sacramento Consortium Teacher Induction Program. SCOE partners with Charter, Private and District programs (Program Partners) to administer a Commission on Teacher Credentialing (CTC) approved, job-embedded, two-year Teacher Induction Program (Induction Program) for General Education Multiple and Single Subject and Education Specialist Clear Credential Candidates. This partnership is hereinafter referred to as the Consortium.

The Sacramento Consortium Teacher Induction Advisory Council (Advisory Council) is composed of representatives from SCOE, Program Partners, and Institutions of Higher Education. It provides feedback to the Induction Program and helps enhance PK-20 education collaboration.

The purpose of the MOU is to establish a formal working relationship between the parties to this agreement and to set forth the operative conditions, which will govern this partnership. SCOE and the participating LEAs will form a partnership in providing and coordinating services as part of the Consortium.

I. Parties
This Memorandum of Understanding (MOU) is entered between the Sacramento County Office of Education (SCOE) and the  
AMADOR COE/USD (District) to implement the Induction Program.

II. Term
The effective dates of this MOU are July 1, 2021 through June 30, 2022. Either party may terminate this agreement upon written notice submitted to the Advisory Council no later than 180 days prior to the start of the next school year.

III. Responsibilities - General

A. SCOE shall:
1. Be responsible for ensuring that the Induction Program fulfills the applicable standards of program quality and effectiveness adopted by the CTC and the California Department of Education (CDE) through the development of the Sacramento Consortium Teacher Induction Program.
2. Supply to the CTC and CDE reports and other information as requested on all matters related to program requirements and activities.
3. Employ staff to perform services as described in the Sacramento Consortium Teacher Induction Program Standards and budget guidelines.
4. Provide a workspace for SCOE’s Induction Program staff including computer, fax access and telephone, and meeting space for program activities.
5. Develop an annual program budget.
6. Establish a payment schedule and reporting requirements for the fee for service for each eligible credential candidate.
7. Develop and establish contracts with outside vendors for professional services as needed and/or required.
8. Facilitate a process for equitable distribution of services to Induction Program credential candidates and Mentors for all Consortium partners.
9. Advise participants of an Early Completion Option for “experienced and exceptional” candidates.
10. Convene the Advisory Council and develop other administrative processes as provided for in the Sacramento Consortium Teacher Induction Program Plan.
11. Participate in program evaluation.

B. District agrees to the following:
1. The District superintendent (or designee) will serve as the District Advisor. He/she shall provide feedback and support to SCOE’s Induction Program Directors and may serve on the Advisory Council. District will identify the District Advisor on Attachment 1 (attached hereto and incorporated herein) and return the attachment with its signed MOU.
2. Appoint an Induction Program Coordinator according to established guidelines to oversee all Induction Program activities within the District and assume the responsibilities established by the Consortium.
3. Assess credential candidates to ensure that they meet enrollment criteria. Enroll and serve eligible credential candidates according to induction requirements and criteria established by the Consortium.
4. Identify all teachers who are in their first year of teaching or first year of teaching in the District and other candidates who are eligible for Program services as described by CTC guidelines by September 30, 2021.
5. Confirm all participants by October 31, 2021 for purposes of invoicing.
6. Identify all school sites with eligible credential candidates and provide appropriate and sufficient information to all site administrators.
7. Communicate to all site administrators the Program requirements, including release time to participate in required observations (2-3 days) and employer input into the Candidates’ development of an Individual Learning Plan (ILP) within the first 60 days of enrollment in the program. The ILP will be solely used for professional growth and development of the participating teacher, not for evaluation or employment purposes.
8. Select experienced teachers as Induction Program Mentors according to established criteria as outlined in CTC’s 2016 Teacher Induction Program Standards. Ensure Mentors’ attendance at all required induction events including attendance at required Mentor training.
9. Assign a qualified Mentor to each eligible Candidate within 30 days of enrollment in the Program who meets the Commission’s identified criteria of a valid corresponding Clear or Life Credential, three (3) years successful teaching experience, and English learner
authorization. Pair Candidates with Mentors who most closely match their teaching assignment, including grade level, subject matter, and credential.

10. Ensure Mentors will meet in one-to-one consultations with the participating teacher(s) as described in the program.

11. District must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring.

12. Arrange for substitute teachers if necessary to allow for Mentors’ observations of their credential candidates.

13. Provide on-going information about Induction Program activities to the District’s governing board.

14. Participate in required program evaluation.

15. Agree to all completion requirements as stated in the approved induction program document.

IV. Responsibilities – Fiscal

A. SCOE, in its capacity as the Induction Program’s LEA, agrees to the following:
   1. Overall fiscal responsibility for the administration of the Induction Program.
   2. Develop and maintain a balanced budget that allocates amounts sufficient to meet the costs of implementing program responsibilities as described in the Sacramento Consortium Teacher Induction Program Plan.
   3. Expend income according to regularly established policies and procedures.

B. The District agrees to the following:
   1. Pay $1,800 per Teacher Candidate cost-for-service fee per year of a two-year Induction Program. District agrees to pay the full fee unless written notice is provided to SCOE per number 4, below.
   2. In addition to the induction program fee of $1,800, there will be an additional one-time fee of $500 for Education Specialist Level I candidates who are required to demonstrate competency in Level II content standards via the SCOE Teacher Induction Level II Portfolio process. The $500 fee will support the review of the candidate’s portfolio and recommendation for the clear Education Specialist credential.
   3. Pay $2,300 cost-for-service fee for each Teacher Candidate who has met the criteria for, and has been accepted as a candidate for the Early Completion Option (ECO), in lieu of the two-year program. ECO candidates may have different ECO completion terms. District agrees to pay the full fee unless written notice is provided to SCOE per number 4 below.
   4. Provide written notice to SCOE of any Teacher Candidate who discontinues program participation. Written notice may be provided via email to kyeagley@ scoe.net. Refund total is determined by date SCOE receives written notice, not teacher drop date.

SCOE will provide a refund to the District according to the following schedule:
<table>
<thead>
<tr>
<th>Date SCOE Receives Written Notice</th>
<th>Amount of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul. 1- Oct. 31</td>
<td>100% of Teacher Candidate fee</td>
</tr>
<tr>
<td>Nov. 1- Dec. 31</td>
<td>50% of Teacher Candidate fee</td>
</tr>
<tr>
<td>Jan 1- Jan. 31</td>
<td>25% of Teacher Candidate fee</td>
</tr>
<tr>
<td>Feb. 1-Jun. 30</td>
<td>No refund</td>
</tr>
</tbody>
</table>

5. Designate a Fiscal Contact to maintain fiscal records related to the District’s Induction Program and provide them to the Induction Program upon request.

V. Ownership of Materials
Any and all products developed by the Induction Program are the exclusive property of the Sacramento County Office of Education (SCOE). School districts, their employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the express written permission of SCOE and the Consortium. SCOE and the Induction Program shall have the authority to adapt and adopt materials developed by Induction Program for dissemination purposes.

VI. Compliance with CTC Requirements
Pursuant to Education Code Section 44227 both parties agree to adhere to the General Preconditions (requirements 1-6) established by the CTC, which are attached to this MOU as Attachment 2 and incorporated into the MOU.

VII. General Terms.
A. Entire Contract:
This contract contains the Parties’ entire written agreement. Any representations or promises not specifically detailed in this document will not be valid or binding on the Parties to this contract. Any modification to the terms of this contract must be made in writing and signed by all Parties to this contract.

B. Indemnification:
1. District agrees to defend, indemnify, and hold harmless SCOE (including its directors, agents, officers and employees) from any claim, action, or proceeding arising from any actual or alleged acts or omissions of District (its director, agents, officers, or employees) in performing its duties and obligations described in this agreement or imposed by law.

SCOE agrees to defend, indemnify, and hold harmless District (including its directors, agents, officers and employees) from any claim, action, or proceeding arising from any actual or alleged
acts or omissions of SCOE (its director, agents, officers, or employees) in performing its duties and obligations described in this agreement or imposed by law.

2. Each party shall be responsible for maintaining the confidentiality of employee data to the extent required by law. If either party fails to comply with this requirement it shall hold the non-offending party harmless and indemnify that party for the breach of confidentiality.

3. The principles of comparative fault shall govern this agreement. This provision shall survive the termination of this agreement.

C. Independent Agents:
This MOU is by and between two independent agents and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association. The employees and agents of each party shall not be entitled to the employment benefits of the other by virtue of this agreement. Each party shall remain responsible for worker’s compensation and other employment laws for their respective employees.

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

E. Force Majeure
No party shall be liable to the other for delays or failures in performance under this MOU for events beyond their reasonable control, including acts of God, war, government regulation, terrorism, disaster, strikes of a third-party, civil disorder, curtailment of transportation facilities, pandemics, infectious disease outbreak, or similar occurrence beyond the party’s control, making it impossible, illegal, or commercially impracticable for one or both parties to perform its obligations under this MOU, in whole or in part.

F. Execution of Agreement:
This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.
G. Signatures:
By affixing its signature to this Contract, each Party warrants and represents that each has the
authority to enter into this contract and to perform all obligations under the contract, and further
that the signatory of this contract is authorized to legally bind the Party.

By: ____________________________  By: ____________________________
Signature of Authorized Official
Sacramento County Office of Education

Printed Name: ____________________________

Title: Director, Financial Services

Date: ____________________________

________________________________

AMADOR COE/USD

Printed Name: ____________________________

Title: ____________________________

Date: ____________________________
Teacher Induction Program
Preconditions and Program Standards

Commission on Teacher Credentialing

Standards Adopted
October 2016

Handbook Revised June 26, 2017
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Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

This handbook is available at:
http://www.ctc.ca.gov/
Teacher Induction

The Teacher Induction standards govern the program for Preliminary Multiple Subject, Single Subject and Education Specialist teachers complete to earn a Clear Teaching Credential.

Preconditions for Teacher Induction Programs

1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching.

2. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant’s enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant’s employment.

3. Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program.

5. The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

6. An Induction program sponsor must make available and must advise participants of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria.
Induction Program Design for Mentoring
Clear Teaching Credential Candidates

Standard 1: Program Purpose
Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system as described in the following standards that helps each candidate work to meet the California Standards for the Teaching Profession.

Standard 2: Components of the Mentoring Design
The Induction program’s mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both “just in time” and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program’s design features both individually and as a whole must serve to strengthen the candidate’s professional practice and contribute to the candidate’s future retention in the profession.

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System
The Individualized Learning Plan (ILP) must address the California Standards for the Teaching Profession and provide the road map for candidates’ induction work during their time in the program along with guidance for the mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate’s job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate’s specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate’s professional interests such as, for example, advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate’s caseload, consultation, collaboration, co-teaching, and collaborating with para-educators and service providers. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP. In addition, the mentoring process must support each candidate’s consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the

Commission on Teacher Credentialing
Teacher Induction Program

Handbook Revised
June 2017

2
ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

**Standard 4: Qualifications, Selection and Training of Mentors**
The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program’s design. Qualifications for mentors must include but are not limited to:

- Knowledge of the context and the content area of the candidate’s teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- Providing “just in time” support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically reviewing the ILP with candidates and making adjustments as needed

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- Program processes designed to support candidate growth and effectiveness

**Standard 5: Determining Candidate Competence for the Clear Credential Recommendation**
The Induction program must assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate’s successful completion of the activities outlined in the ILP.

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor’s verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the
program’s design. The Induction program’s recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

**Standard 6: Program Responsibilities for Assuring Quality of Program Services**

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.
CURRENT CONSIDERATIONS

Administrative Certificated~ Promotion
Lisa Valdez Shaw, 1 FTE, Program Specialist, Itinerant to 1 FTE, Director of Special Education, District Office, effective August 2, 2021

Classified~ New Hire
Danae Boyce, Instructional Aide, 6 hours/11 months, Jackson Elementary, effective August 10, 2021
Kate Mann, Administrative Assistant III/Child Development, 8 hours/12 months, District Office, effective August 2, 2021
Rebekkah Gale, Instructional Aide, 6 hours/11 months, Jackson Elementary, effective August 10, 2021
Cathleen Beatovich, Instructional Aide, 6 hours/11 months, Jackson Elementary, effective August 10, 2021

\[\text{County Superintendent} \quad \text{8/2/21}\]

Date
## AMADOR COUNTY OFFICE OF EDUCATION

### Certificated Designated Instruction & Service (DIS)

2021-2022 Salary Schedule

- 14.25% Salary Increase, Effective July 1, 2021
- Insurance Cap $10,050
- 183 Day Work Calendar

**Plus 2% Off Schedule for 2021-22**

*Board Approved: ____________*

### Column

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*Employees placed on Column III Step 1 will be frozen at Step 1 until all requirements of Column III are met (30 post-BA semester units)*

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<td>Special Education Stipend</td>
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On July 12, 2021, the California Department of Public Health (CDPH) published its updated guidance for K-12 schools for the 2021-2022 school year. The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. This plan is based on current guidance as of 3:00 pm on August 5, 2021, and is subject to change based on additional guidance issued by CDPH after this date and time.

According to the CDPH, the surest path to safe and full in-person instruction at the outset of the school year, as well as minimizing missed school days in an ongoing basis, is a strong emphasis on the following: vaccination for all eligible individuals to get COVID-19 rates down throughout the community; universal masking in schools (which enables no minimum physical distancing), allowing all students access to full in-person learning, and more targeted quarantine practices, keeping students in school; and access to a robust COVID-19 testing program as an available additional safety layer. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are fully implemented. This is consistent with the Centers for Disease Control (CDC) K-12 School Guidance.

Masks are one of the most effective and simplest safety mitigation layers to prevent in-school transmission of COVID-19 infections and to support full time in-person instruction in K-12 schools. COVID-19 is transmitted primarily by aerosols (airborne transmission), and less frequently by droplets. Physical distancing is generally used to reduce only droplet transmission, whereas masks are one of the most effective measures for source control of both aerosols and droplets. Therefore, masks best promote both safety and in-person learning by reducing the need for physical distancing. Additionally, under the new guidance from the CDC, universal masking also permits modified quarantine practices under certain conditions in K-12 settings, further promoting more instructional time for students.
CDPH will continue to assess conditions on an ongoing basis, and will determine no later than November 1, 2021, whether to update mask requirements or recommendations. Indicators, conditions, and science review will include vaccination coverage status, consideration of whether vaccines are available for children under 12, community case and hospitalization rates, outbreaks, and ongoing vaccine effectiveness against circulating variants of COVID, in alignment with the CDC-recommended indicators to guide K-12 school operations.

This guidance is designed to enable all schools to offer and provide full in-person instruction to all students safely, consistent with the current scientific evidence about COVID-19, even if pandemic dynamics shift throughout the school year, affected by vaccination rates and the potential emergence of viral variants.

This guidance includes mandatory requirements, in addition to recommendations and resources to inform decision-making. Stricter guidance may be issued by local public health officials or other authorities.


**Safety Measures for California’s K-12 Schools**

1. **Masks**
   
a. Masks are optional outdoors for all students and staff in K-12 school settings. Because of this, teachers are encouraged to find an outdoor space to conduct class as much as possible to minimize the amount of time masks are required.

b. K-12 students are required to mask indoors, with limited exemptions per CDPH face mask guidance. Adults in K-12 school settings are required to mask when sharing indoor spaces with students.

c. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

d. Schools must develop and implement local protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.

e. Consistent with guidance from the 2020-21 school year, schools must develop and implement local protocols to enforce the mask requirements. Additionally, schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering, including independent study.
f. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used by a teacher or teaching assistant instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering (mask) in indoor settings outside of the classroom.

For students who are not exempt from wearing a face covering per the CDPH Face Coverings Guidance updated August 2, 2021 section titled, “Safety Measures for K-12 Schools – Item #1: Masks”, the following enforcement process will apply:

- Students will be redirected by staff any time a mask is not worn, or not worn properly, while indoors on school property.
- Students refusing to wear a mask after being redirected by a staff member to do so, or after being provided a mask by a staff member, will be referred to the office for consultation. A staff member will meet with the student and review all CDPH guidelines and emphasize proper mask wearing requirements.
- If a student continues to not follow redirection after meeting with school staff, a meeting with the principal, parent and student will be scheduled immediately.
- Students continuing to refuse to wear a mask after the parent conference will have the following options - Option 1: Go through the Mask Exemption Process if applicable, or Option 2: Enroll in the district’s Independent Study/Virtual Learning program option (see details below).

<table>
<thead>
<tr>
<th>Option 1: Mask Exemption Process per CDPH Guidance for K-12 Schools- Safety Measures- Masks</th>
<th>Option 2: Enroll in the district’s Independent Study/Virtual Learning program</th>
</tr>
</thead>
</table>
- Certain students with mental health or medical conditions, and disabilities may be exempt from the mask requirement.  
- Parents complete the Student Face Covering Exemption Request Form in order to begin the process for mask exemption.  
- Parents may attest to their student’s eligibility for an exemption unless a medical professional’s attestation is required by CDPH guidance.  
- Until the request form process is fully approved and completed, students attending in person learning will be required to wear a face covering.  
- The Mask Exemption Process will be as follows:  
  - Parents will request the COVID-19 Student Mask Exemption Form from their school site office.  
  - Once a parent attests, or provides a medical professional’s attestation if required by CDPH guidance, the parent will bring the form to the designated location for review to determine if a valid exemption exists. The initial decision will be made within 24 hours of receipt. Exemption exists if one of the following is met: | - Contact school site administration for enrollment:  
  - TK-6 - John Hawley at Pine Grove Virtual Academy; 296-2800 or jhawley@acusd.org  
  - 7-12 - Kelly Hunkins at North Star Academy; 257-5100 or khunkins@acusd.org |
<table>
<thead>
<tr>
<th>Condition</th>
<th>Details</th>
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<tr>
<td>The student has a medical condition</td>
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<tr>
<td>The student has a mental health condition</td>
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<td>The student has a communication disability</td>
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<tr>
<td>The student’s learning is inhibited because they are hearing impaired</td>
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</tbody>
</table>

- If the student is found to be exempt from wearing a face covering, it will be determined if an alternative face covering (such as a face shield with a drape) can be used by the student.

- Once the process has been completed, the approved COVID-19 Student Mask Exemption Form will be provided to the teacher(s) of record for the student and the school administrator for that student.

- If the mask exemption is denied, the parent will be notified and informed their student will be required to wear a mask at school. A parent may appeal this decision to the ACOE Superintendent for review.

- Parents must note the process can take up to 2 work days for full exemption approval from the time they submit the COVID-19 Student Mask Exemption Form.
The term “close contact” in this document means the following: within 6’ for 15 cumulative minutes or more, in a 24 hour period while indoors.

- If there is an exposure in the classroom the following must occur per CDPH and ACPH:
  - Any student not wearing a mask, who was a close contact with an individual who was also not wearing a mask and has a positive COVID-19 test must:
    - Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
    - Remain in quarantine until after day 10 from the date of last exposure without testing, OR
    - Remain in quarantine until after day 7 if a COVID-19 test is completed after day 5 from the date of last exposure, and tests negative.
○ Any student not wearing a mask, who was a close contact with an individual who was wearing a mask and has a positive COVID-19 test must:
  ■ Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
  ■ Remain in quarantine until after day 10 from the date of last exposure without testing, OR
  ■ Remain in quarantine until after day 7 if a COVID-19 test is completed after day 5 from the date of last exposure, and tests negative.

○ Any student wearing a mask, who was a close contact with an individual who was not wearing a mask and has a positive COVID-19 test must:
  ■ Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
  ■ Remain in quarantine until after day 10 from the date of last exposure without testing, OR
  ■ Remain in quarantine until after day 7 if a COVID-19 test is completed after day 5 from the date of last exposure, and tests negative.

○ Any student wearing a mask, who was a close contact with an individual who was also wearing a mask and has a positive COVID-19 test may continue to attend school for in person instruction if they:
  ■ Are asymptomatic
  ■ Continue to appropriately mask as required
  ■ Undergo at least twice a week testing during the 10 day modified quarantine
  ■ Full quarantine applies for all extra-curricular activities at school, including sports, and activities within the community setting
  ■ Remain in modified quarantine until after day 10 from the date of last exposure without testing, OR
  ■ Remain in modified quarantine until after day 7 if a COVID-19 test is completed after day 5 from the date of last exposure, and tests negative.

○ Any staff member wearing a mask, who was a close contact with a student who was not wearing a mask and has a positive COVID-19 test may discontinue quarantine:
  ■ After day 10 from the date of last exposure without testing,
  ■ Continue to quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
  ■ Any student or staff member who is a close contact and is fully vaccinated as verified by the district can:
    ○ Refrain from quarantine, wear a mask, and get tested 3-5 days following a known exposure, even if they remain asymptomatic
    ○ Students and parents must screen for symptoms each morning prior to arriving on campus, and stay home if symptoms are present

2. Physical Distancing
   a. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with CDC K-12 School Guidance.

3. Health Screening:
   a. 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.
4. Ventilation Recommendations
   a. For indoor spaces, ventilation should be optimized, which can be done by following CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools.

5. Recommendations for staying home when sick and getting tested:
   a. Follow the strategy for Staying Home when Sick and Getting Tested from the CDC.
   b. Getting tested for COVID-19 when symptoms are consistent with COVID-19 will help with rapid contact tracing and prevent possible spread at schools.
   c. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:
      i. At least 24 hours have passed since resolution of fever without the use of fever reducing medications; and
      ii. Other symptoms have improved; and
      iii. They have a negative test for COVID-19, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis, OR at least 10 days have passed since symptom onset.

6. Screening testing recommendations:
   a. A robust testing program is one key strategy to allow schools to continue to remain open. Testing can modify quarantine as allowed under the K-12 School Guidance, and it also supports minimizing missed school days. As of August 5, 2021, testing is available for employees at Pine Grove Elementary School and Ione Junior High School, and for students and employees at Amador High School and Argonaut High School. Our goal is to have testing available for students and staff at all school campuses soon after the start of the 2021-2022 school year.

7. Case reporting, contact tracing and investigation
   a. Per AB 86 (2021) and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department.
   b. Each school should have a COVID-19 liaison to assist the local health department with contact tracing and investigation. The LEA should also have a lead liaison.
8. Quarantine recommendations for vaccinated close contacts
   a. For the purposes of this guidance, people are considered fully vaccinated: two weeks or more after they have received the second dose in a 2-dose series (Pfizer or Moderna), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson [J&J]/Janssen).
   b. Close contacts who are fully vaccinated can:
      i. Refrain from quarantine and testing following a known exposure as long as they remain asymptomatic.
      ii. Following a known exposure at work, fully vaccinated workers do not need to quarantine if asymptomatic.

9. Quarantine recommendations for unvaccinated students for exposures when both parties were wearing a mask, as required in K-12 indoor settings. These are adapted from the CDC K-12 guidance and CDC definition of a close contact.
   a. When both parties were wearing a mask in the indoor classroom setting, unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet indoors) may undergo a modified 10-day quarantine as follows. They may continue to attend school for in-person instruction if they:
      i. Are asymptomatic;
      ii. Continue to appropriately mask, as required;
      iii. Undergo at least twice weekly testing during the 10-day quarantine; and
      iv. Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.

10. Quarantine recommendations for: unvaccinated close contacts who were not wearing masks or for whom the infected individual was not wearing a mask during the indoor exposure; or unvaccinated students as described in #9 above.
    a. For these contacts, those who remain asymptomatic, meaning they have NOT had any symptoms, may discontinue self-quarantine under the following conditions:
       i. Quarantine can end after Day 10 from the date of last exposure without testing; OR
       ii. Quarantine can end after Day 7 if a diagnostic specimen is collected after Day 5 from the date of last exposure and tests negative.
    b. To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts must:
       i. Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
       ii. Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from last known exposure.
    c. If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested, and contact their healthcare provider with any questions regarding their care.
11. Isolation recommendations
   a. Both vaccinated and unvaccinated people who test positive for COVID-19 should immediately self-isolate. In the event a student or staff member tests positive, the scenario 3 letter (confirmed COVID case) will be sent home to the families of impacted students. The scenario 2 (close contact), and scenario 4 (follow-up to scenario 2- close contact) letters are discontinued effective the 2021-2022 school year.
   b. Those who are **symptomatic** may discontinue self-isolation only under the following conditions:
      i. At least 10 days have passed since symptom onset; AND
      ii. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
      iii. Other symptoms have improved
   c. People with COVID-19 who are **asymptomatic**, meaning that they have NOT had any symptoms, may discontinue isolation under the following conditions:
      i. At least 10 days have passed since the date of the first positive COVID-19 test.
      ii. If they develop symptoms, then the strategies for discontinuing isolation for symptomatic persons (see above) should be used.

12. Hand hygiene recommendations
   a. Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
   b. Promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves.
   c. Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

13. Cleaning recommendations
   a. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.
   b. For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see Cleaning and Disinfecting Your Facility.
c. If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfect the spaces occupied by that person during that time.

14. Food service recommendations
   a. Maximize physical distance as much as possible while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as classrooms or the gymnasium can help facilitate distancing. Arrange for eating outdoors as much as feasible.
   b. Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.
   c. Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.

15. School Bus/Transportation
   a. All requirements apply to the school bus as well.
      i. All riders must wear a mask while riding the bus, unless exempted.
      ii. Good ventilation with open/partially open windows is recommended.
      iii. Buses should be cleaned daily and cleaned and disinfected after transporting any individual who is exhibiting symptoms of COVID-19.

16. Responding to students or staff exhibiting symptoms at school:
   a. 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:
      i. Be quickly separated from other students/staff until picked up by parent/guardian
      ii. Maintain more than 6 feet of distance from others, preferably in a separate room that is well ventilated
      iii. Wear a disposable mask
      iv. 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
      v. Call parent/guardian for immediate pick up
         1. If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home
         2. Provide parent/guardian or staff member with Stay at Home/When to Return to School instructions
      vi. Disinfect all surfaces after the student/staff leaves and before use by others
vii. 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
b. Collect and track illness-related absence information at the time of student or staff absence.
   i. Train attendance staff to support contract tracing as directed by the Amador County Health Department
   ii. 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
c. Follow HIPAA confidentiality laws noting that communicable disease concerns are confidential, and all staff are expected to protect health information.
d. Contact the Human Resources Department
e. 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. 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.
f. Require students and staff to remain home per Stay at Home Requirements.
   i. 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.
   ii. Stay home if advised to isolate or quarantine by your doctor or the health department due to COVID-19 precautions. Reasons may include:
      1. Recent contact with a person with COVID-19
      2. Recent diagnosis with COVID-19
      3. Recent travel from anywhere with widespread COVID transmission
   iii. The COVID-19 Decision Tree for People in Schools, Youth, and Child Care Programs will be used to determine stay at home, isolation, or quarantine lengths on a case by case basis. Return to school or work when free of symptoms for 24 hours, and at least 10 days have passed from the start of symptoms or the date the positive test was collected, and/or after the ordered quarantine/isolation period has ended, as applicable.
g. Additional activities may be required as advised by Human Resources following county health department orders.

*See Appendix B for a flow chart of what to do if a student is sick.*
17. Vaccination verification considerations

a. To inform implementation of prevention strategies that vary by vaccination status (testing, contact tracing efforts, and quarantine and isolation practices), refer to the CDPH vaccine verification recommendations. Reasons for determining vaccination status include:
   i. Employees who are not fully vaccinated, or who decline to verify vaccine status, are required to continue to wear approved face coverings at work indoors, except when briefly eating or drinking or alone in a room or vehicle.
   ii. Fully vaccinated employees (2 weeks after your last COVID-19 vaccine) who are not working directly in contact with students and where no students are present, can choose to not wear face coverings while indoors at work. If an employee has been vaccinated against COVID-19 and wishes to remove their face covering, the District is required to document the employee’s COVID-19 vaccination status. Contact the Human Resources Office if you did not receive the vaccination verification form to complete.
   iii. Fully vaccinated students and staff do not need to quarantine in the event of an exposure, as long as they remain asymptomatic and follow all current CDPH/CDC recommendations as detailed on page 8.

b. Options for Providing Proof of Vaccination:
   i. Covid-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card1) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
   ii. A photo of a vaccination card as a separate document; OR
   iii. A photo of the client’s vaccine card stored on a phone or electronic device; OR
   iv. Documentation of vaccination from a healthcare provider; OR
   v. Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type. The QR code must also confirm the vaccine record as an official record of the state of California; OR
   vi. Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.

18. COVID-19 Safety Planning Transparency Recommendations

a. In order to build trust in the school community and support successful return to school, it is a best practice to provide transparency to the school community regarding the school’s safety plans. It is recommended that at a minimum all local educational agencies (LEAs) post a safety plan, communicating the safety measures in place for 2021-22, on the LEA’s website and at schools, and disseminate to families in advance of the start of the school year.
Additional considerations or other populations

1. Disabilities or other health care needs recommendations
   a. When implementing this guidance, schools should carefully consider how to address the legal requirements related to provision of a free appropriate public education and requirements to reasonably accommodate disabilities, which continue to apply.
   b. Refer to the CDC K-12 guidance section on “Disabilities or other health care needs” for additional recommendations.

2. Visitor recommendations
   a. Schools should review their rules for visitors and family engagement activities.
   b. Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated, particularly in areas where there is moderate-to high COVID-19 community transmission.
   c. Schools should not limit access for direct service providers, but can ensure compliance with school visitor polices.
   d. Schools should continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as flu or COVID-19, should stay home and seek testing and care.

3. Additional information about how this guidance applies to other supervised settings for K-12 school-aged children and youth (including activities such as band, drama) is forthcoming. Childcare settings and providers remain subject to separate guidance.

Cal/OSHA Regulations for K-12 School Settings

Workplace safety practices are governed by Cal/OSHA. The following regulations adopted by CalOSHA on June 17, 2021 are specific to K-12 school settings, and were effective immediately:

- Any employees, working directly in contact with students and while students are present, must continue to wear face coverings at all times indoors while students are present, regardless of vaccination status.
- There are no face covering requirements outdoors regardless of vaccination status for adults and students (except in the event of a major workplace COVID-19 outbreak).
- All requirements for physical distancing and barriers have been removed, regardless of employee vaccination status (except in the event of a workplace COVID-19 outbreak).
- Fully vaccinated employees (2 weeks after your last COVID-19 vaccine) who are not working directly in contact with students and where no students are present, can choose to not wear face coverings while indoors at work. If an employee has been vaccinated against COVID-19 and wishes to remove their face covering, the District is required to document the employee’s
COVID-19 vaccination status. Contact the Human Resources Office if you did not receive the vaccination verification form to complete.

- Employers must provide face coverings to any employee who requests one, regardless of vaccination status.
- Employers must provide unvaccinated employees with approved respirators, such as N-95 for voluntary use when working indoors or in a vehicle with others, upon request.
- The definition of a sufficient face covering at work now includes only a medical, surgical, or two-fabric layer mask, or N-95 respirator. Please refer to the CDPH “Get the Most Out of Masking” document. https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Get-the-Most-out-of-Masking.aspx#
- Employees who are not fully vaccinated, or who decline to verify vaccine status, are required to continue to wear approved face coverings at work indoors, except when briefly eating or drinking or alone in a room or vehicle.
- Employers must notify employees of the benefits of the COVID-19 vaccine, including that the vaccine has been effective at preventing serious illness or death. Here is information on the COVID-19 Vaccine and the benefits of the vaccine.
- All visitors to any indoor District facility must wear face coverings while inside those facilities if they are not fully vaccinated against COVID-19, unless they meet one of the following:
  - They are under 2 years of age.
  - They have a medical condition, mental condition, or disability that prevents wearing a face covering.
  - They are hearing impaired or actively communicating with a person who is hearing impaired where the ability to see the mouth is essential for communication.
- Employers must evaluate whether it is necessary to implement physical distancing and barriers during an outbreak (3 or more cases in an exposed group of employees).
- Employers must implement physical distancing and barriers during a major outbreak (20 or more cases in an exposed group of employees).
- Employers must evaluate ventilation systems to maximize outdoor air and increase filtrations efficiency, and evaluate the use of additional air cleaning systems.

For additional information on the revised CalOSHA regulations for the workplace, visit https://www.dir.ca.gov/dosh/coronavirus/Revisions-FAQ.html

This plan will be updated throughout the 2021-2022 school year, as needed, as the CDPH and/or Cal/OSHA guidance and regulations change.
CLOSE CONTACT QUARANTINE FLOW CHART
FOR SUPERVISED SCHOOL SETTINGS
2021-2022 COVID-19 PUBLIC HEALTH GUIDANCE FOR K-12 SCHOOLS IN CALIFORNIA

IS THE CLOSE CONTACT* A STUDENT OR EMPLOYEE?

STUDENT

IS THE STUDENT SYMPTOMATIC?
YES
Exclude from school and get tested for COVID-19.

NO

IS THE STUDENT VACCINATED?
YES
May continue in school. Continue to mask and monitor for symptoms.

NO

COVID TEST RESULT**
POSITIVE
Isolation
Exclude from school. Isolate for 10 days from symptom onset (and 24 hours without fever and improved symptoms).

NEGATIVE
Return to school after 24 hours without fever and improved symptoms.

WEERE THE CASE AND CLOSE CONTACT BOTH MASKED INDOORS?
YES

NO

OR

Modified Quarantine
May continue in school if:
• Remain asymptomatic.
• Continue to mask.
• 2x weekly testing**
• and
• Continue to quarantine for all extracurricular activities

(is symptoms develop, exclude from school and test for COVID-19).

EMPLOYEE

IS THE EMPLOYEE SYMPTOMATIC?
YES
Exclude from worksite and get tested for COVID-19.

NO

IS THE EMPLOYEE VACCINATED?
YES

NO

TEST RESULT**
POSITIVE
Isolation
Exclude from worksite. Isolate for 10 days from symptom onset (and 24 hours without fever and improved symptoms).

OR

Return to worksite after 24 hours without fever and improved symptoms.

NEGATIVE
May continue at worksite. Continue to mask and monitor for symptoms.

IMPORTANT: All close contact information (including masking information) should be sent to public health via the secure fax line at 223-1562. Quarantine instructions will be provided during contact tracing.

*Close contact is defined as within 6 feet for more than 15 minutes over a 24-hour period.

**Recommend PCR, antigen testing if PCR is not accessible

***2x weekly testing can be antigen test

SYMPTOMS: High Risk (need 1): fever/chills (100.4°F), difficulty breathing, loss of taste or smell, new or worsening cough. Lower Risk (need 2): sore throat, congestion/runny nose, headache, body aches, nausea/vomiting/diarrhea. If only one low risk symptom, follow school illness policy.
**WHAT TO DO IF A STUDENT IS SICK FLOW CHART**

**STUDENT PRESENTS WITH SYMPTOMS**
- **High Risk** (need 1): fever/chills (100.4°F), difficulty breathing, loss of taste or smell, new or worsening cough.
- **Lower Risk** (need 2): sore throat, congestion/runny nose, headache, body aches, nausea/vomiting/diarrhea.

**If any one low-risk symptom, follow the school’s policy.**

**CONTACT PROGRAM ADMINISTRATOR OR ASSIGNED SCHOOL NURSE TO CONDUCT VERBAL, VISUAL, AND PHYSICAL ASSESSMENT.**

**VERBAL:**
- When did the symptoms start?
- Any exposure to someone ill?
- What are your signs and symptoms?

**VISUAL:**
- Flushed cheeks, difficulty breathing, fatigue, extreme restlessness, agitation, coughing

**PHYSICAL:**
- >100.4 degrees F
- >96% pulse oximetry

**VISUAL, VERBAL, AND/OR PHYSICAL CONCERNS IDENTIFIED**

**NO**
- OBSERVE FOR 10 MINUTES
- IMPROVEMENT?

**YES**
- ISOLATE AND PREPARE TOSEND HOME
- FOLLOW-UP WITH STUDENT/FAMILY, NOTIFY PUBLIC HEALTH FOR SUSPECTED COVID-19 CASE

**RETURN TO CLASS**
- CALL AND NOTIFY PARENTS

**RETURN TO SCHOOL OPTIONS**

**TEST FOR COVID-19**
- **IF POSITIVE:**
  1) Self-isolate for at least 10 days from date of test or when symptoms first started and
  2) fever-free for 24-hours without fever-reducing medication and
  3) symptoms improved and
  4) release from isolation has been cleared with Public Health.
- **IF NEGATIVE:**
  1) Fever-free for 24-hours without fever-reducing medication and
  2) symptoms have improved

- Provide test result to school nurse or administrator.

**ALTERNATE DIAGNOSIS FROM HEALTHCARE PROVIDER**
- **IF CHILD IS NOT TESTED OR ALTERNATE DIAGNOSIS IS NOT AVAILABLE**
- **ASSUME STUDENT IS COVID-19 POSITIVE**
  1) Self-isolate for at least 10 days from when symptoms first started and
  2) fever-free for 24-hours without fever-reducing medication and
  3) symptoms improved

**CLOSE CONTACTS CAN CONTINUE TO STAY IN SCHOOL PENDING TEST RESULTS**
- **IF TEST RESULT IS POSITIVE**
  Quarantine close contacts and notify Public Health.
- **IF TEST RESULT TAKES >4 DAYS TO RECEIVE**
  Quarantine close contacts and notify Public Health to determine next steps.

**CLOSE CONTACTS CAN CONTINUE TO STAY IN SCHOOL**
- Contact Public Health to determine next steps.

**QUARANTINE CLOSE CONTACTS AND NOTIFY PUBLIC HEALTH**
- Quarantine close contacts as defined by someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more in a 24-hour period starting from two days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) and until the patient is isolated, regardless if the contact was wearing a mask. See CDC Return to School Guidelines.