



AMADOR COUNTY UNIFIED SCHOOL DISTRICT

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FAQ: Frequently Asked Questions Related to the COVID19 Pandemic From ACTA with ACUSD Responses

July 30, 2020

The following responses are provided as a good faith effort in response to questions from ACTA. The information here should be considered situational related to the COVID19 pandemic and non-precedential.

Child Care

Can teachers bring their own children to their classrooms? When students are in the classroom? When students are not in the classroom? According to Dr. Kerr and our Joint Powers Authority (JPA), school age children who are enrolled in our schools may be a member of two cohorts - their own class and their parent's class. For child care purposes, a teacher's child may be supervised by his/her parent in his/her classroom and must be socially distanced from other students and must use a face covering.

Will teachers be guaranteed ELP slots if needed? Teachers are essential workers so they may enroll their own school age children in ELP on a first come, first serve basis; however, Dr. Kerr contends that the parent's class may be safer due to less contact time with others.

Communication

How will staff and families be notified of possible COVID cases? Please see the Health & Safety Plan, pages 15-16.

Funding

Who will pay for the ongoing cycle of COVID testing that is required? At this time, the state has returned to prioritized testing wherein surveillance COVID19 testing of teachers and staff is a lower priority (tier 3) and testing is not required.

How will PPE and other pandemic related costs be funded? The state and federal government have provided PPE to get the school year started and several new funding sources to support related expenses including FEMA and the CARES Act. It is still to be determined if these funds will be sufficient to cover new expenses associated with COVID19.



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Health and Safety of Teachers and Staff

Staff will be intermingling in the staff room and having to share bathrooms which increases their exposure to the virus. Where will they eat lunch and have their break? Will there be procedures put in place for sanitizing communal equipment? [Please see the Health & Safety Plan, page 9.](#)

What will happen if a staff's spouse or child who attends another school is exposed. Will that teacher's class be tested or put into quarantine/distance learning? [We will follow the guidance of our local Public Health Officer as well as the guidance in the CDPH document, COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year and COVID-19 Industry Guidance: Schools and School-Based Programs.](#) [Please also see the Health & Safety Plan, page 16.](#)

Do we have enough PPE for our staff? Will teachers be given face shields, masks, cleaning equipment, etc.? [Yes, PPE has been purchased and will be provided for all students and staff; however, it is recommended that students and staff bring their own PPE to the extent possible. Custodial staff will handle cleaning supplies and equipment.](#)

What are the procedures each day for entering the classroom (thermometers, stickers for all clear, etc)? What is the expectation there? [We will follow the guidance of our local Public Health Officer as well as the guidance in the CDPH document COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year and COVID-19 Industry Guidance: Schools and School-Based Programs.](#) [Please also see the Health & Safety Plan, pages 2, 3, and 7.](#)

Board meetings and other public gatherings are not allowed even with restrictions so why is in-person considered safe? [CDPH issued guidance for different industry sectors. We are following the industry guidance for schools. In-person educational models require compliance with CDC guidelines such as social distancing and wearing masks.](#)

How will we do fire/active shooter drills and follow these protocols? [School safety plans will need to be updated within the first few weeks of the school year to reflect compliance with CDC guidelines.](#)

#4 of the governor's requirements is "regular testing of staff." How often is this testing? In the notes it states 50% of staff every other month. How is testing done that far apart going to help prevent virus spread? Who purchases and administers these tests? [As per Dr. Kerr, at this time, the state has returned to prioritized testing wherein surveillance COVID testing of teachers, staff and students is a lower priority \(tier 3\) and testing is not required.](#)



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Health and Safety of Students & Families

Do we have enough PPE for all students? **Yes, PPE has been purchased and will be provided for all students and staff; however, it is recommended that students and staff bring their own PPE to the extent possible.**

Can our district or health department require ALL students to wear masks to school, not just the state guideline of only 3rd grade and up? It seems inequitable for some teachers to be working with masked students and others to have to spend many hours at a time with students who don't have to wear masks. **The District or Board could establish this requirement or protocol; however, it has been determined that the transmission rate among young children and from young children to adults is very low. We will follow the guidance of our local Public Health Officer as well as the guidance in the CDPH document [COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year](#) and [COVID-19 Industry Guidance: Schools and School-Based Programs](#).**

Who deals with sick children if the office staff is out? **The school administrator is responsible for all staff and students at the school.**

Will students be allowed to eat in the classrooms? Is that safer than eating in a restaurant which is currently not allowed? **Small cohorts of secondary students in the hybrid model, socially distanced appropriately, may have lunch in approved, scheduled locations. Elementary students in the hybrid model will "grab and go" with their meals, socially distanced, as they are dismissed from the campus.**

What will recess look like? Can students play on the play structure? Who will clean it between groups? How will classes be assigned to the playground so large groups do not mix? **The school administrator is responsible to establish a schedule that allows for socially distanced cohorts of students to use playground equipment with custodial staff cleaning between cohort use. If a school administrator determines this is not feasible, she/he may close areas of the playground as appropriate.**

What will be the procedure for students not dropped off or picked up on time? Will they be sitting in an area with other children from different cohorts? **Part of the registration process for the in-person hybrid model involves parents providing at least the names of 2 individuals who can come to the school immediately to pick the child up. If someone is not available, the site administrator will work with the district transportation department to find a solution to transport the student to a location designated by the parent.**



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What is your plan for families, students, and staff who have been or will be affected by COVID related loss? [School counselors are available for support and counseling as needed.](#)

What does “should” mean in regard to families reporting exposure or incidences of COVID in their home environment? (Refer to District document regarding quarantine responses) [We will follow the guidance of our local Public Health Officer as well as the guidance in the CDPH document COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year and COVID-19 Industry Guidance: Schools and School-Based Programs. Please also see the Health & Safety Plan, page 28.](#)

What if someone comes on campus and refuses to wear a mask correctly, as seen everywhere in society? Who is responsible for responding and enforcing guidelines and rules? [All school campuses are closed to the public during the pandemic. Visitors, guests and parent volunteers are not allowed on closed campuses. The school administrator is responsible for enforcing all health and safety rules and regulations. Students enrolled in the hybrid model in grades 3-12 who refuse to wear a mask will be excluded from in-person attendance and assigned to distance learning.](#)

Regarding the requirement to stay 6 feet apart, if a child cannot button his/her pants after going to the bathroom, how should a staff member help him/her? Are we allowed to help students tie their shoes? How do we help young students open their snacks while 6 feet away? What do we do if they get hurt? [When young students need help with basic skills or when students of any age need emergency assistance, staff are provided and should use rubber gloves and face masks when physically assisting students.](#)

If students can't share supplies, do their backpacks need to be separated? Can I touch their backpacks? [Backpacks and supplies should be spaced apart to allow for social distancing. Staff should use rubber gloves and face masks when physically assisting students.](#)

Will students be tested and will families be required to tell the district their results and how will it be enforced? [Please see the Health and Safety Plan, pages 13-17.](#)

Are the affected students expected to “attend school” virtually during that time? Or are we all “home sick” and therefore students and teachers are off duty? [Please see the Health & Safety Plan, page 16, as well as the CDPH document COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year.](#)



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What happens when someone, a student or staff, becomes ill or is exposed to a positive COVID case? [Please see the Health & Safety Plan, page 16, as well as the CDPH document COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year.](#)

The hours/days we may have to wait to know the outcome of a COVID test may cause an insurmountable amount of stress, grief, and worry while we are expected to continue teaching. [School counselors are available for support and counseling as needed. The Emergency Assistance Program \(EAP\) and the employer provided health benefits provide counseling services and support. EAP is provided at no cost to employees.](#)

Parents send their children to school sick all the time. For many reasons, and as a parent, I understand many of them. Parents cannot afford to take unpaid time off. Some have no sick time through their employer, some will lose their job if they don't show up, and some are independent workers and do not have an income if they do not work. While schools have always been very forgiving in these situations, that time has come to a necessary end. We can no longer risk letting a sick child lay down in the back of the classroom while their Tylenol runs its course and wait for the fever we could see in their eyes return, all the while giving parents a few more hours of childcare before they have to leave work to come pick them up. [Students' temperatures will be taken before boarding a bus or before being admitted on campus. Parents/guardians are responsible to care for their ill children. Please see the Health & Safety Plan, page 28.](#)

Will there be contact tracing if a student or staff tests positive, and within what time frame will contacts be notified? [This is the responsibility of the Amador County Public Health Officer Dr. Kerr. The District will continue to work closely with Dr. Kerr on such matters. See pages 13 - 17 of the Health and Safety Plan ,as well as the CDPH document COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year.](#)

If children and teachers are unable to get regularly tested, due to backlogged testing (Kerr meeting), how are we supposed to proceed when illnesses arise? [As per Dr. Kerr, at this time, the state has returned to prioritized testing wherein surveillance COVID testing of teachers, staff and students is a lower priority \(tier 3\) and testing is not required. When illnesses arise, school staff should follow the procedures outlined in the Health & Safety Plan, page 15 & 16.](#)

For a school to close, there needs to be a positive case. If we are unable to be tested or get results back promptly, what then? There is potential of schools staying open with increased infection and exposure to students and staff, leading to community spread. [This is the responsibility of the Amador County Public Health Officer Dr. Kerr. The District will continue to work closely with Dr. Kerr on such matters. Please see the Health & Safety Plan, page 16 and 17, as well as the CDPH document COVID-19 and Reopening In-Person Learning Framework](#)



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[for K-12 Schools in California, 2020-2021 School Year.](#) [for additional information about school and classroom closures.](#)

It's a very real possibility of teachers breaking protocol to comfort our youngest students, therefore increasing risk for all students and staff. It's very difficult to stay 6 feet away and effectively teach, especially very young students. Young children often have physical outbursts that require teachers to maintain proximity to monitor/aid in the safety of the student and their classmates. TK, K, 1st grade teachers will likely choose the care of a child over maintaining social distancing protocols, which puts us all at more risk. How can this be mitigated? [It will be essential for teachers, staff and students to follow the CDC guidelines with extra care to maintain physical distance and wear masks. In the event a staff member deems it necessary to be close to or touch a student to help him/her, masks and gloves should be worn.](#)

Staff, spouses, and/or their children work, live, shop, seek medical care, outside of Amador County exposing our staff and students to virus hot spots. We have many students who have close family ties to Stockton and other outlying areas. How will the District conduct parent education related to COVID and their responsibilities in self-reporting exposure? Staff training/education about COVID? How do we ensure that everyone follows CDC guidelines at school? [There is a new annual mandatory COVID19 training module for all employees which must be completed during the month of August 2020 and annually thereafter. COVID19 parent/family education will also be provided with support from our Joint Powers Authority \(JPA\).](#)

We estimated 5 times within a 4 hour period that our students will need to wash their hands with soap and water, based on the health and safety protocol in the board packet. That is the equivalent of 1 hour of instruction spent washing hands for 12 students (if every child spends only 1 minute for the entire process). The amount of time spent on actual instruction is minimal given handwashing protocols, and monitoring physical distancing. Teachers are not able to help in this process, so for our youngest children this may take longer than a minute each. How should this be addressed to keep the focus on learning? [The health and safety of all staff and students is the first priority; therefore; hand washing should occur following the guidelines and to the greatest extent possible without disrupting the educational experience.](#)

How many times will we (individual classrooms or sites) switch from in-person to distance learning as cases/exposures arise at different sites? Families face the scheduling uncertainty of their kids in a hybrid that could at any time be switched to distance learning for 14 days, then back to hybrid and so on as cases/suspected cases arise. If their child, cohort or school is quarantined, parents will have additional scheduling conflicts and are putting themselves at risk of quarantine. [This is the responsibility of the Amador County Public Health Officer Dr. Kerr. The District will continue to work closely with Dr. Kerr on such matters. Please see the Health & Safety Plan, page 16, for additional information about school and classroom closures.](#)



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Instructional Implications

At the secondary level, the hybrid model is dependent upon cohorts but the classes on a rotating block schedule preclude any chance to avoid mixing student populations. Is it impossible to properly maintain cohort integrity while students switch teaching groups constantly? **This is a concern and a challenge in the secondary hybrid model. Teachers and students will be expected to maintain social distancing and wear masks at all times to mitigate this concern.**

Under the hybrid model, the student population is half at once, probably by the alphabet. Will our class periods be balanced, or will I end up with 20 in one group and 10 in the other “half”? **The number of students in a hybrid model is pending the enrollment process and will be the responsibility of the school administrator to balance course cohorts or classes.**

Face to face instruction will not look like it did before COVID19. Ok, so that’s fine right? Of course, we will manage and do the best we can given the circumstances. But I ask, at what cost? We will be forced to abandon our best practices, proven strategies, and the emotional health of our students to ensure our safety and the health and safety of our loved ones? Something children will have a hard time understanding and internalizing. As a teacher and parent, this is deeply disappointing and frustrating. Our youngest students need help in the bathrooms, tying shoes, with their sweatshirts, their hair... their masks (which are very important for safety, but will also consume a great deal of time in the classroom to maintain and teach the proper usage with small children). How will this be addressed? **Just as students’ social-emotional wellness is essential so academic learning can occur, so are the health and safety of all staff and students essential so learning can occur. The District and school administration will do everything possible to provide PPE, signage, staff and family education, etc. to support school safety and health for all staff and students.**

We all agree that DL will look a lot different than it did in March. It will be better with more accountability for teachers and students. Can it also include personal distribution of supplies, books, and handouts in a small group setting? **Yes, following the new requirements in Assembly Bill 77, students will have access to their textbooks and other hard copy materials. See <https://amadorcoe.org/wp-content/uploads/AB-77.pdf> for more information.**

How will discipline work when you can’t get near the student? **Student discipline will follow agreed upon school rules and school safety plans including the use of progressive discipline and restorative practices. If physical contact or emergency assistance by the school administrator is necessary, he/she should call the proper authorities for assistance and use rubber gloves and a face mask when physically assisting students.**



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Will we be able to begin the school year with myMath workbooks and Benchmark materials? Will materials be arriving on time to every school site? **Yes, following the new requirements in Assembly Bill 77, students will have access to their textbooks and other hard copy materials. Yes, materials will be available at the school sites as per the Williams Act. Please see <https://amadorcoe.org/wp-content/uploads/AB-77.pdf> for more information.**

When and how will staff training for online platforms, online curriculum, virtual meetings, technology, COVID19, etc. occur? When and how will related parent education/training (i.e., etiquette and virtual classroom expectations) occur? **The Educational Services Department and site administrators have already planned and prepared many materials, resources and training to support the ongoing professional learning and collaboration of teachers. This will be provided before and during the school year on designated planning and staff meeting days/times.**

Is it impossible to provide equity between the accountability models for students taking DL classes and those in class? **The new Assembly Bill 77 requirements apply to both distance learning and hybrid model learning. For example, the requirements include daily live interaction with certificated employees and peers and a specified number of daily instructional minutes per grade span. This, along with principal supervision and support of all teachers, will help to ensure equity among the learning approaches.**

Is there an expectation for the DL curriculum and the hybrid curriculum to be aligned? How is this going to happen? **During traditional teaching and learning, curriculum alignment relies on teachers collaborating and working together on standards-aligned lesson plans and use of scope and sequence agreements based on the frameworks for each content area. This is also true for instruction in distance learning and a hybrid approach.**

Will enough supplies be ordered so that students will not need to share materials? Crayons, glue sticks, markers, etc. **The District provides site allocations to each school for the needed expenses to operate a school. The school administrators are responsible for ordering and providing sufficient supplies and materials for all students.**

If there are not enough properly credentialed teachers to have at least one available for both hybrid and DL, will we have to do both? Example: High school science credentials are specific to courses taught. If we only have one teacher for that course/program, do only the hybrid OR DL get the course/program and not both? Example: Culinary will only be available to some of our students? If Edgenuity is used exclusively for DL, how will we supplement so that students can complete the “wet lab” portion of science courses so that they’ll meet the A-G requirements? <https://hs-articulation.ucop.edu/guide/a-g-subject-requirements/d-science/> **This is a valid concern when offering multiple options to families. We are exploring how to use the Edgenuity online college preparation (CP) courses with available teachers who may not have the specific single subject credential that is required to teach that course in the traditional**



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educational model. Because Edgenuity provides the online teacher of record with the proper credential for each course, we understand other school districts have received waivers from the Commission on Teacher Credentialing (CTC) to allow the on-site teacher to be credentialed in another subject area. For career technical education (CTE) courses and courses with wet lab requirements, students would need to enroll in the hybrid model to benefit from those courses. In the event Amador County is placed on the Watch List for COVID19 and the schools are required by the state to move full time to distance learning, instructional adjustments will be made to ensure students benefit from instruction and are held harmless for graduation purposes, as per current and any new statute and CDE guidelines.

To accommodate for family choice and follow teacher credentialing would students be taught by a teacher from another site? What happens if we all come back in February? Do those students have to transition to a new teacher? When offering multiple options to families, students will be assigned to classes based on their enrollment choice and teacher availability. Pending negotiations, teachers will be assigned based on agreed upon prioritization criteria. Pending the status of COVID19 in our community, there may be midyear schedule and program changes to facilitate the return to on-site learning in a hybrid or traditional model.

Will hybrid students and DL students be scheduled into the same classes or separate classes? Example: No science DL teacher available so we have both. Will they be separate periods? If separate, will we redo all the student schedules if we come back full time? When offering multiple options to families, there is a commitment to have teachers assigned to either distance learning or hybrid, but not both at the same time. For example, distance learning students will have their assigned teachers dedicated to just distance learning. Pending the status of COVID19 in our community, there may be midyear schedule and program changes to facilitate the return to on-site learning in a hybrid or traditional model.

Is the goal to have all DL and hybrid students back together before the end of the year if it's safe? Who will teach them? Will they stay with the assigned teacher from the start of the year or be combined like a "normal" year? If combined, which teacher will get all the students? If DL was on Edgenuity, what is the expectation for all of the skills missed if the two curricula do not align? The ultimate goal is to return to school full-time, five days a week as soon as allowable and safe. It is expected that there may be some learning loss and some misalignment of curriculum and learning due to the extenuating circumstances associated with a pandemic. Secondary master schedules and the hybrid scenario models developed by the stakeholder committees were built to avoid excessive disruption or schedule changes in the event of a midyear transition due to COVID19.

According to UCoP, at least 20 percent of class time will include teacher-supervised, hands-on laboratory activities that are directly related to, and support, the other classwork, and that involve inquiry, observation, analysis, and write-up of investigations consistent with the practices



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of the scientific field. Teacher supervision may be synchronous or asynchronous, depending on whether the learning environment is classroom-based, fully online, or a hybrid. How can this be managed in a hybrid or distance learning classroom? [It is expected that there may be aspects of meeting various requirements that are more challenging than others due to the extenuating circumstances associated with a pandemic. The UC and CSU have responded to many of these traditional requirements with flexibility and waivers. In the event this is not possible, the Educational Services department will reach out to science content-area experts in neighboring districts and County Offices of Education to see how they are handling these issues.](#)

Does anyone know if Adobe Flash Player is extending beyond 2020? If not, most of our free virtual labs for science use flash. We hope that companies will convert products or develop new ones, but if they don't, what funding do we have? [Our technology department is aware of this issue and researching ways to address it. One of the first steps will be to reach out to the vendors of these videos to ask what they plan to do after December, 2020. If purchasing an alternative is necessary, this would be an appropriate use of CARES Act dollars.](#)

The preferred hybrid models presented for elementary and secondary do not match the groups on campus on the same days. Elementary shows two days in a row and secondary is split. For all the families, including mine who need the older children to be home with the younger children, this won't work. Both hybrid schedules chosen need to match the groups on campus for the hybrid model to be a consideration for many households. It is also less confusing for any family at more than one site. [In the hybrid model, every effort will be made to align schedules so students in one family attend school on-site the same days. The secondary plan explains the committee's willingness to adjust their on-campus days to match elementary's, and that adjustment has been made. Planned enrollment forms request this information so school administrators can develop schedules and cohorts of students accordingly.](#)

Hybrid students will be exposed to arguably more contacts given the use of daycares, other families outside of school on their off days in addition to students they see while at school, thus making their exposures increase. Cohorts will not be isolated when outside of school, causing possible exposures and infections to be greater (and outside of the control of the school). How can this be mitigated? [This is a concern and a challenge in the hybrid model. We will follow the guidance of our local Public Health Officer and the guidance in the CDPH document \[COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year\]\(#\) and \[COVID-19 Industry Guidance: Schools and School-Based Programs\]\(#\). Teachers and students will be expected to maintain social distancing and wear masks at all times when on-site. Planned family education regarding COVID19 will also support this.](#)



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Liability

Can teachers be held liable when a student contracts the virus? I am concerned about the angry/grieving parent who decides to file suit against everyone from Amy to the bus driver and all in between when their child gets sick or dies. [We do not yet have legal protection from liability issues and workers compensation issues. The Senate Bills addressing these issues are delayed. The Senate hearing is scheduled for August 20, 2020. To err on the side of caution and health and safety, the District is proactively taking action to fully comply with state and county health and safety guidelines. For more information: <https://amadorcoe.org/wp-content/uploads/Lozano-Smith-FAQ-Regarding-Reopening-Schools-June-2020.pdf>.](#)

Personnel

Do we have the necessary substitute support/pool needed and in place to ensure if any one of the many staff becomes ill that our safety plan is not compromised in any way? We didn't have enough willing subs (classified/certificated) before COVID19. I have a hard time imagining a situation in which substitutes (many of whom are older) will be jumping at the chance to work in schools and risk their health. [This is a concern and a challenge in a traditional school model. Our Human Resources Department will continue their efforts to attract, recruit and retain qualified staff and substitutes.](#)

Is there enough staff to do yard duty? Those staff members will be interacting with large groups of children not staying with one cohort as recommended. [Government Code § 3100 provides that all public employees in California are "disaster service workers" who are "subject to such disaster service activities as may be assigned to them by their superiors or by law." The current COVID-19 epidemic falls within that framework. Pending negotiations with CSEA, some classified employees may be repurposed to provide needed services, which are currently outside of their job description, due to the pandemic. For example, an instructional assistant or office clerk may assist with student supervision.](#)

Will there be school nurses on campus? [Yes. Currently there are two unfilled vacancies, and the Human Resources Department is working hard to fill them.](#)

School Facilities: Preparing, Cleaning and Sanitizing for a Safe Opening

Have safety precautions such as plexiglass in offices been installed? [Yes, this is in the planning and implementation stages.](#)

How is the air filtration system in our HVAC systems at the different school sites? Is there adequate circulation of clean air? [83 new HVAC systems have been installed throughout the](#)



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district during the last three years. Air filters are changed 3-4 times per year or more frequently if necessary. All systems are checked regularly for air flow and quality, meeting industry standards. Two district maintenance workers are certified to service HVAC systems.

Who cleans bathrooms and classrooms if we cannot get a sub-custodian? Government Code § 3100 provides that all public employees in California are “disaster service workers” who are “subject to such disaster service activities as may be assigned to them by their superiors or by law.” The current COVID-19 epidemic falls within that framework. Pending negotiations with CSEA, some classified employees may be repurposed to provide needed services, which are currently outside of their job description, due to the pandemic. For example, an instructional assistant or office clerk may assist with custodial services.

Governor Newsom spoke about a detailed cleaning process to take place at all schools. How will our district guarantee this will take place daily? Do we have enough custodians and substitute custodians to ensure this process is followed daily? [See the response above.](#) Additionally, school and district administrators will supervise and support custodial staff to ensure that daily and frequent cleaning is done between cohort groups. In the hybrid model, Wednesday is also designated as a full-day for deep cleaning between cohort groups.

Governor Newsom required social distancing of 6 feet. Is there adequate space to do social distancing in our classrooms? Many classrooms have tables to help with collaborative conversations, etc. Will these tables be replaced with desks? Lining up 6 feet apart will be difficult to accomplish with young children. [This is a challenge in the hybrid model.](#) Pending the enrollment process and actual data from families, it is forecasted that 40-50% of families will choose the hybrid model, meaning 20-25% of students would be on campus at a time. This smaller number of students would allow for social distancing in most classrooms. Outdoor education and use of the multi-purpose room or library are other options.

Have classrooms been measured and marked for 6 feet of clearance in all directions? Who is responsible for that? [District and school leaders are working collaboratively on this project.](#)

Social Emotional Support for Staff and Students

What sort of emotional support will be offered if a child or staff loses their life? [School counselors are available for support and counseling as needed.](#) Referral to outside agencies is also an option, based on need.

Questions for the Negotiations Process - TBD

How will the remote teaching positions (distance or homeschool/ind study) be assigned? By seniority? Medical need? Age? What will be the deciding factors in who gets the spots, in the



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very likely event that we have too many teachers who want remote teaching spots and not enough students?

When all this is over, will the teachers who did distance or homeschool teaching revert to their pre-COVID positions? I would hope we can negotiate a policy where a teacher's current placement is preserved while they teach in an alternative, COVID-required job.

There are currently insufficient staff numbers to cover 3 learning options with Sp. Ed. How will staffing be ensured?

At the secondary level, there are a number of single subject teachers, with electives for example, and how would both DL and hybrid teaching take place in that situation?

Teacher Evaluations – Do they happen this year and how and will they be modified?

What is the plan for use of personal sick time if a staff becomes ill?

Will our sick days be protected if we catch COVID while at work? I feel our sick days must be protected if we are sent home for quarantine due to exposure at school. It won't be our fault if we are sent home. I think we should insist our sick days be protected and the district pays us our regular wage for any and all days of virus-related absences. There is the potential for teachers to be forced into 14-day absences multiple times during the school year. We shouldn't have to burn our sick days every time.

With so many teachers anxious and fearful about returning to the classroom, how will anxiety be addressed? Will anxiety be considered as a medical need?

Are we expected to teach from home when we are sent home on a 14-day quarantine due to exposure?

In the new DL model can we have small group meetings (social distancing and wearing masks) in the beginning of the year with parents and students in place of a "Back to School" night?

Will we be allowed to work from school during distance learning, if we so choose?

The number of preps is a significant factor in the workload of a teacher. How would there be equity if there would be a wide variance between the preps assigned to a hybrid vs. DL teacher?

What if all the science or math or English, etc. teachers at one site chose DL and there was no hybrid teacher available, what happens to the students who chose hybrid? Are they taught by a sub? Are they forced to go to the other school? Are they forced into DL?