

AMADOR COUNTY UNIFIED SCHOOL DISTRICT AMADOR COUNTY OFFICE OF EDUCATION



ACUSD BOARD – Special Study Session – Open Session –
2:00 P.M.

Remote Meeting Via Zoom

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

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

Zoom offers closed captioning during live conferences for disabled persons.

To access the meeting online join the Zoom meeting via

<https://us02web.zoom.us/j/83679717542?pwd=ZFhrdC9RNXNCWmVyOEpzengze1pkUT09>

Meeting ID: 836 7971 7542

Passcode: 73020

One tap mobile

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Directions for accessing the meeting will also be included on our webpage with the meeting link. <https://amadorcoe.org/minutes-agendas/>

July 30, 2020

AGENDA
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

SPECIAL STUDY SESSION MEETING

Thursday, July 30, 2020

OPEN SESSION 2:00 PM

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

NOTE: Due to COVID-19 this meeting is only physically accessible to Board Members, the Superintendent, the Superintendent's Cabinet, and a media person. The meeting will be available to the public via Zoom, live streamed via Facebook by KVGC Radio, and recorded audio will be available the following day on our website. –

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NOTE: A copy of the Board agenda and backup materials is available for inspection and review on the Amador County Unified School District 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 the Communication Specialist at demi.wright@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**

2.0 **BOARD MEMBERS**

- [] Susan Ross – Board President
- [] Kandi Thompson – Board Clerk
- [] Deborah Pulskamp
- [] James Marzano
- [] Janet White

3.0 **ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD**

4.0 **ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA**

5.0 **PLEDGE OF ALLEGIANCE**

6.0 **AMADOR COUNTY PUBLIC HEALTH OFFICER** (Dr. Rita Kerr)

7.0 **EMPLOYEE ORGANIZATIONS**

- 7.1 Amador County Teachers’ Association (ACTA) President’s Report (Mr. Hunkins)
- 7.2 California School Employees’ Association (CSEA) Unit 239 President’s Report (Ms. Cramer)

8.0 **DISCUSSION/ACTION ITEMS**

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

8.1 2020-2021 School Reopening – Discussion/Action (Dr. Slavensky)

On March 4, 2020, Governor Newsom issued an executive order proclaiming a state of emergency in California due to COVID-19. On March 10, 2020, the Amador County Department of Public Health and the California Department of Public Health declared the existence of a public health emergency arising from COVID-19. On March 20, 2020, the Amador County Office of Public Health issued an Order of the Public Health Officer requiring all individuals in the County to shelter-in-place with the exception of essential activities. Effective March 23, 2020 through June 5, 2020, Amador County Public Schools moved to full-time distance learning to comply with orders and health/safety guidelines. During the months of June-July 2020, stakeholder committees met to study and explore feasible scenarios and options for reopening school. On July 20, 2020 the Board of Trustees made a decision to offer our families the three options recommended by the stakeholder committees, including full distance learning, home school/independent study school, and a hybrid of in-classroom and virtual learning. The Amador County Teachers’ Association (ACTA) has requested that the Board of Trustees call a special meeting in order to hear their voice again.

9.0 **NEXT MEETING**

ACUSD Regular Meeting: Wednesday, August 12, 2020, Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will tentatively start at 3:30 PM via Zoom.

10.0 ADJOURNMENT

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

* Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours. Please note that business hours have changed due to COVID-19. If you are need of a hard copy of the agenda, please email the Communication Specialist at jacqueline.dillard@acUSD.org

Amador County Public Schools



District

County

JULY 30, 2020

AGENDA ITEM #: 8.1

SUBJECT:

2020-2021 School Reopening

BACKGROUND INFORMATION:

On March 4, 2020, Governor Newsom issued an executive order proclaiming a state of emergency in California due to COVID-19. On March 10, 2020, the Amador County Department of Public Health and the California Department of Public Health declared the existence of a public health emergency arising from COVID-19. On March 20, 2020, the Amador County Office of Public Health issued an Order of the Public Health Officer requiring all individuals in the County to shelter-in-place with the exception of essential activities. Effective March 23, 2020 through June 5, 2020, Amador County Public Schools moved to full-time distance learning to comply with these orders and health and safety guidelines.

During the months of May-June 2020, surveys were sent to families and staff to obtain their feedback about their children’s distance learning experiences and input regarding how the District will reopen school in August 2020. During the months of June-July 2020, stakeholder committees met to study and explore feasible scenarios for reopening school. The stakeholder committees were supported by district office staff and consisted of parents, teachers, support staff, and principals.

On July 20, 2020 the Board of Trustees made a decision to offer our families the three options recommended by the stakeholder committees, including full distance learning, home school/independent study school, and a hybrid of in-classroom and virtual learning. The Board also directed Superintendent Slavensky to negotiate with our labor partners the effects of the decision, additional planning and collaboration time for teachers, and a delayed start of the school year to Monday, August 31, 2020. While this decision was made with the ultimate goal of returning to school full-time, five days a week as soon and as safely as possible, circumstances related to COVID19 in Amador County are continually changing.

The Amador County Teachers’ Association (ACTA) has requested that the Board of Trustees call a special meeting in order to hear their voice again. As per Board Bylaw 9121, the Board President is responsible to “call such meetings of the Board as he/she may deem necessary, giving notice as required by law.”

RESOURCES POSTED AT <https://amadorcoe.org/coronavirus-updates/>:

1. DRAFT Health and Safety Plan During COVID-19 for a Safe Return to School
2. Assembly Bill 77: New Law and Expectations for Distance Learning
3. Elementary Stakeholder Committee Plan
4. Secondary Stakeholder Committee Plan
5. CDPH Schools and Reopening Recommendations

ATTACHMENTS:

1. Open Letter to the ACUSD School Board from ACTA
2. Letter from CTA
3. Questions from ACTA Members about the Reopening of School

FISCAL IMPLICATIONS:

The State has provided some funding to support the implementation of health and safety guidelines and assist in the mitigation of loss of learning. The 45-day budget revision scheduled for Board consideration/approval on August 12, 2020 will provide additional information.

RECOMMENDATION:

The Superintendent recommends that the Board hear comments from Amador County Public Health Officer Dr. Kerr, our ACTA labor partners, and any public members who may want to speak, have discussion, and take action as appropriate.

PRESENTED BY:

Dr. Amy Slavensky, Superintendent of Schools

ACTA Negotiations Response - Monday, July 27, 2020

Open Letter to the ACUSD School Board

ACUSD and ACTA met this afternoon for an opening round of negotiations concerning how to start school most successfully and how to ensure the greatest safety for all students and staff. At the conclusion of the afternoon session, the ACTA negotiating team decided to send this open letter and articulate ideas and issues in the hope of convincing you to call for a special session as soon as possible.

Our overarching concern is the welfare of the students, in regards to their education, health, and well-being. We want to be clear that our ultimate goal is to return to full-time, in-person learning and provide the best life preparation possible.

Therefore, what constitutes the best path forward as we face reality today? We contend that Covid-19 cases are continuing to spike around the country, the state, and our region. We argue that there are significant unanswered questions about staffing, virus mitigation, and funding. For example, should a student at the secondary level hope to take a certain class with a specific teacher, the student is on the hybrid plan and the teacher with distance learning, then how can that happen? If a teacher is providing unique, single subject curriculum, how will students choose to only follow the teaching availability, regardless of the impact on the rest of their schedule? Consider the complications of students waiting to be on a bus, but one registers a temperature that precludes entry. What will happen when the student cannot board the bus, nor be left on the side of the road? Cohorts are designed to limit the number of students interacting, but an eight period day on a rotating block schedule completely thwarts the ability to monitor, trace, or quarantine a small group of students. How can hybrid plans be consistent? These issues are but just a few of over 60 other areas of concern. The dream of providing parents a choice

among three different plans, in reality, has become a mythological hydra daring you to deal with just one head so another two can sprout in its place.

Again, the question returns to today. The bare basics of a return to in-person learning are wholly unattainable. The conundrum of homeschool teaching, proper personnel, and training is unsolvable in the short term. Transitioning from one set up to another and the unknown of yet another produces misalignment.

Therefore, ACTA recognizes the safest, most productive, and least disruptive system is to follow the lead of many and create a distance learning program. Obviously, the experiences in the spring are reflective of an emergency intervention and a desire to hold all students harmless. The faster a decision, for this fall, can be reached will allow for planning, coordination, collaboration, and professionalism to blossom. Amador County students, families, and staffs need to return to school quickly and efficiently. The unknowns and uncertainties of a three headed monster roil the seas, when smooth sailing is the best option.

ACTA requests the ACUSD School Board to reconvene as quickly as possible to reconsider the start of school. ACTA firmly believes this is the best we can do, now.

Respectfully Submitted,

ACTA Negotiating Committee

July 8, 2020

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E. Toby Boyd

Vice President

David B. Goldberg

Secretary-Treasurer

Leslie S. Littman

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Executive Director

Joe Boyd

Hon. Governor Gavin Newsom
Hon. Assembly Speaker Anthony Rendon
Hon. Senate Pro Tem Toni Atkins
Hon. Superintendent of Public Instruction Tony Thurmond

Honorable California Leaders,

We write on behalf of the 310,000 members of the California Teachers Association and the more than nine million students we serve regarding the pending reopening of schools and colleges throughout the state. We appreciate your leadership and efforts in meeting this extraordinary challenge. We understand the dramatic impact of the pandemic on the state budget and appreciate all efforts to protect public education, while recognizing that the budget relies on \$13 billion in deferrals and additional federal funding. It is why, looking forward, we believe the state must have additional revenues to address the growing needs.

Since schools closed in March, CTA has said that the health and safety of our students and educators must always be our top priority and our guiding principle during this crisis. Much is still being learned about the COVID-19 virus. The recent surge in the infection rate and the closure of indoor activities in 26 counties gives us pause around the state's preparedness for safe in-person school instruction in a short six- to eight-week time frame. In this current situation, we believe that the "Precautionary Principle" should guide us. This means taking the most preventative action in the face of uncertainty to protect students, educators, and our communities. **Simply said, California cannot reopen schools unless they are safe.**

Unfortunately, many local districts and communities don't have the necessary resources or capacity to maintain even the most basic prevention measures of six feet physical distancing and limiting contacts, much less the other important preventative actions such as personal protective equipment (PPE), testing and tracing, or adequate ventilation and cleaning supplies.

While no one method of prevention by itself is 100 percent effective, layered strategies boost prevention with each measure knocking off some percentage of exposure and potential infection. This includes a clear and manageable plan to implement measures like physical distancing of six feet, reducing the number of contacts, face coverings, handwashing, daily health screening, support for sick and at-risk people to stay at home, robust testing, good ventilation (with absolutely no recirculated air), and cleaning and disinfecting.

We should be clear-eyed about this reality. How can we physically reopen schools with lower thresholds of safety than we currently have for restaurants or hair salons?

Safe school reopening will require the state to coordinate consistent public health department operations that offer a uniform symptoms checklist and safety protocols; data transparency and accessibility; increased testing dedicated to schools for students and staff; rapid case notification and contact tracing; isolation support and medical care for our most vulnerable students and families; and health monitoring of students to serve as early understandings of transmissions in schools and warnings of any school-based outbreaks. We also ask the state to direct the California Department of Public Health to coordinate with CalOSHA to develop and implement training for all school districts on safety protocols and to direct that Illness and Injury Prevention plans be updated and adopted prior to the first day of in-person instruction.

As educators, we too want to be back with our students doing the work that we love, but we cannot ignore science, facts, and safety. Absent a specific plan for each school that includes a clear line of responsibility and accountability we have two options:

1. A high-risk in-person opening, even under a hybrid model.
2. Start the new school year under robust distance learning protocols until the virus is contained in local communities and proper safety measures can be put into place.

It is clear that communities and school districts have not come close to meeting the threshold for a safe return to in-person learning, even under a hybrid model. In fact, with recent health orders issued in 26 counties impacting nearly 85 percent of Californians, we are going backwards. How can we reasonably expect hundreds of students, and in some cases more than 1,000 students, to come together on one campus for an entire day without putting their health and the lives of every adult on that campus at risk? Federal and state guidance regarding a phased reopening have focused on a sustained downward trajectory of COVID-19 cases for 14 days or no more than 1 COVID-19 case per 10,000 in the past 14 days. From a public health perspective, the best course of action would be to focus on improving our ability to provide robust, quality distance learning until the virus is marginalized and safety measures are addressed.

Just yesterday, on July 7, President Donald Trump implored the nation's schools to physically open amid a new wave of COVID-19 diagnoses. In doing so, he pointed to other countries' abilities to reopen their schools as evidence that America's schools needed to do the same. President Trump ignores the fact that these other countries invested heavily in PPE, health and safety protocols for education and testing – the very resources that he is threatening to withdraw. We have joined you in lobbying the federal government for more money for California to aid in the COVID-related budget impacts. We are deeply concerned that politics are being played with the lives of children and the educators who serve them.

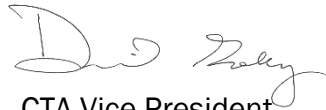
Safe school reopening and equity for our communities requires funding. While the recent budget agreement certainly buys a bit of time, it is not the investment needed to meet this critical crisis. California remains in the lower tier of school funding in this nation. At best, the billions of dollars in deferrals and structural deficit simply put off the day when our school budgets are slashed. We are a state of great innovation and wealth with the fifth largest economy in the world. We should not have to put our students and staff in harm's way. We should not compromise on funding or school safety in the home of the greatest number of billionaires in the country, who have increased their net worth by 25 percent during the first three months of the pandemic. We encourage you to adopt additional revenues, such as suspending corporate tax credits and exemptions or imposing a tax on the wealthiest billionaires to help our communities survive.

We need safe, equitable, and well-funded public schools and colleges – this is what California’s students deserve.

Sincerely,



CTA President
E. Toby Boyd



CTA Vice President
David Goldberg



CTA Secretary-Treasurer
Leslie Littman

CC: CTA Executive Director Joe Boyd
CTA Board of Directors
CTA Chapter Presidents
State Board of Education President Linda Darling-Hammond
California Federation of Teachers
Association of California School Administrators
California County Superintendents Educational Services Association
California School Boards Association
California Association of School Business Officials
California School Employees Association
SEIU State Council
California State PTA
Health Officers Association of California

Questions form ACTA Members about the Re-Opening of School

Personnel questions

Job Assignments

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 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.

Can teachers bring our children to our classrooms? When students are in the classroom? When students are not in the classroom?

Will teachers be guaranteed ELP slots if needed?

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?

Substitutes

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 COVID. I have a hard time imagining a situation in which subs (many of whom are older) will be jumping at the chance to work in schools and risk their health. Who cleans bathrooms and classrooms if we cannot get a sub-custodian or who deals with sick children if the office staff is out, what is the plan for use of personal sick time if a staff becomes ill? How will children be tested? How many times will we (individual classrooms or sites) switch from in-person to distance learning as cases/exposures arise at different sites? What will happen if a staff's spouse or their child who attends another school is exposed, will that teacher's class be tested or put into quarantine/distance learning? How will staff and families be notified of possible COVID cases? Who pays for all this and what sort of emotional support will be offered if a child or staff loses their life?

Medical Costs

Who will pay for the ongoing cycle of COVID testing that is required? During the meeting Monday I heard Rita Kerr say testing costs are the employer's responsibility, but then later Jared suggested maybe employees use their health insurance to cover that. I think we should demand NO employee pays for this testing. It's not our fault there's a pandemic. We shouldn't personally have to cover this cost.

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?

Quarantine Procedures

Are we expected to teach from home when we are sent home on a 14-day quarantine due to exposure? 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? Seems we need that clarified for all involved.

Personal Liability on Teachers

Can we 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 kid gets sick or dies. I think there must be language adopted to protect us from liability.

Health and Safety

Can our district or health dept 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. At my school, more than half of our students will be maskless. (It also seems ridiculous if we are trying to curb community transmission.)

How is the air filtration system in our HVAC systems at the different school sites? Is there adequate circulation of clean air?

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?

Do we have enough PPE for our staff and students? Specifically, will teachers be given face shields, masks, cleaning equipment, etc. as well as be given procedures each day for entering the classroom (Thermometers, stickers for all clear, etc)? What is the expectation there? (again even more time off the clock to complete these procedures)

What happens when someone, a student or staff, becomes ill or is exposed to a positive COVID case? The hours/days we would have to wait to know if it is COVID or something else is going to cause an insurmountable amount of stress, grief, and worry- and we are expected to continue teaching through these emotions. 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, 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 to pick them up.

#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? Will students be tested and will families be

required to tell the district their results and how will it be enforced. Will there be contact tracing if a student or staff tests positive, and within what time frame will contacts be notified? 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?

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? Potential of schools staying open with increased infection and exposure to students and staff- community spread.

Have safety precautions such as plexiglass in offices been installed?

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?

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.

Governor Newsom required social distancing of 6 feet. Is there adequate space to do social distance 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. Will students be allowed to eat in the classrooms? ...is that any safer than eating in a restaurant which is currently not allowed.

What will recess look like? Can they 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?

Will there be school nurses on campus?

Board meetings and other public gatherings are not allowed even with restrictions so why is in person considered safe?

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?

What is your plan for families, students, and staff who have been or will be affected by COVID related loss?

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)

Have classrooms been measured and marked for 6 feet of clearance in all directions? Who is responsible for that?

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?

We have many students who have close family ties to Stockton and other outlying areas. How will the District be conducting 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?

At the Secondary level, the hybrid model is dependent upon cohorts but the classes on a rotating block schedule preclude any chance to not mixing student populations. Is it impossible to properly maintain cohort integrity while students switch teaching groups constantly?

Educational Services

Classroom/ Instructional implications

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"?

Face to face instruction will not look like it did before COVID. 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) the list goes on and on.

How will we do fire/active shooter drills and follow these protocols?

Is there an expectation for the DL curriculum and the hybrid curriculum to be aligned? How is this going to happen?

Will enough supplies be ordered so that students will not need to share materials? Crayons, glue sticks, markers, etc.

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?

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?

How will discipline work when you can't get near the student?

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?

Staff training(platforms, online curriculum, virtual meetings, technology, COVID ED):When? How?, ongoing?

Teacher technology training: what, when, ongoing?

Parent and teacher education/training related to online meetings (etiquette and virtual classroom expectations) When? How?

Would we be allowed to work from school during DL, 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?

Is it impossible to provide equity between the accountability models for students taking DL classes and those in class?

Elementary Specific:

I'm also concerned about the requirement of staying 6 feet apart. If a child cannot button their pants after going to the bathroom, how do I help him/her? Are we not allowed to tie shoes? What do we do if they get hurt? If they can't share supplies, do their backpacks also need to be separated? Because my backpacks touch... Can I touch their backpacks? How do we open their snack while 6 feet away?

High School Specific:

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? Ex: HS science credentials are specific to courses taught. If we only have 1 teacher for that course/program, do only the hybrid OR DL get the course/program and not both? Ex: Culinary - will it only be available to some of our students?

What if all the [science/math/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?

To accommodate for family choice and follow teacher credentialing would students be taught by a teacher from the other site? What happens if we all come back in February? Do those students have to transition to a new teacher?

Will hybrid students and DL students be scheduled into the same classes or separate classes? Ex: No science DL teacher available so we have both. Will they be separate periods? (See Q4 for my concerns about being combined) If separate, will we redo all the student schedules if we come back full time?

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 2 curriculums do not align? (Thinking science here. Unless it's new, I do not know of any NGSS Edgenuity courses, and our site is heavily using NGSS standards and skills)

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/>

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 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.

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?

Other Considerations:

The preferred hybrid models presented for elementary and secondary do not match the groups on campus on the same days - elem shows 2 days in a row, 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 1 site.

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).

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.

The amount of time spent on actual instruction is minimal given handwashing protocols, and monitoring physical distancing.

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 kids often have physical outbursts that require teachers to maintain proximity to monitor/aide 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.

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 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). P.54 Teachers are not able to help in this process, so for our youngest children this may take longer than a minute each.