



MEETING NOTES

Amador County Public Schools

Parent/School Community Stakeholder Committee to Explore Reopening our Schools June 19, 2020 ~ 9:00 - 11:00 AM

Learning & Leading Together!

Essential Question: In what ways can we strengthen our collaborative work to effectively lead and serve our schools, close achievement gaps, and support students and families?

- We demonstrate integrity with a focus on **students first**.
- We **build relationships** through open communication and **collaboration**.
- We embrace both the **history of our community and opportunities for growth**.

Time	Agenda	Resources & Materials
9:00	<p>1. Welcome & Purpose (Amy Slavensky)</p> <ol style="list-style-type: none"> a. Study and Synthesize Survey Results b. Understand Parameters c. Recommend Viable, Tiered Options (If/then) d. Serve as Liaison, Communicator and Ambassador <p><i>Amy welcomed the committee members and thanked them for being part of this team. She discussed the purpose of the committee with a focus on collaboration and problem solving.</i></p> <p>2. Meeting Norms (Amy Slavensky)</p> <ol style="list-style-type: none"> a. Be open-minded and respectful of others b. Use the chat box respectfully and as needed c. Share ideas and ask questions to move this critical work forward in productive manner <p><i>Amy discussed the meeting norms with the group and asked if everyone was supportive of these norms. There seemed to be agreement.</i></p> <p>3. Introductions (Sean Snider)</p> <p><i>Sean introduced himself and asked all members of the committee to introduce themselves and share what school(s) their children attend. Each person in attendance took a turn to share.</i></p> <p>4. Financial & Liability (JPA) Update (Jared Critchfield)</p> <p><i>Jared shared information about the state budget, its pending status and the impact on the district and how we may open schools in August. Jared explained that the district is currently expected to have a state revenue reduction of \$4 million and the 2020-21 annual budget is based on this. He also discussed liabilities and information from our Joint Powers Authority and insurance carrier about liabilities associated with reopening. The district's insurance carrier will not cover related risk in the event the district is not following state and county health and safety guidelines.</i></p>	<p>Attachments: 2 hybrid samples shared during the meeting</p> <p>Survey Data: https://amadorcoe.org/coronavirus-updates/</p> <p>Links to the various documents (see agenda item 6)</p>

11:00	<p>5. Stakeholder Survey Data (Sean Snider) <i>Sean asked the committee members to open their document with the survey data sent to them previously. He discussed each item one by one. The committee had discussion and asked questions.</i></p> <p>6. Guidance Documents from Various State and Local Agencies</p> <ol style="list-style-type: none"> California Department of Public Health (CDPH) See helpful summary on the next page California Department of Education (CDE) Sacramento County Office of Education (SCOE) Association of California School Administrators (ACSA) Center for Disease Control (CDC) <p><i>There was discussion about the guidance documents and the meaning of various terms such as guidance, considerations, executive orders, etc., related to risk and liabilities due to COVID19.</i></p> <p>7. Viable Scenarios for Amador County Public Schools (Sean Snider) <i>There was discussion about various scenarios for returning to school in August, including distance learning, hybrid and a full return to the physical buildings. Committee members discussed various aspects about each scenario such as the importance of returning to school in a way that promotes learning for all students, serious social-emotional concerns, health and safety issues (i.e., social distancing, the wearing of masks), and how challenging it might be to follow the guidelines. Numerous committee members expressed that returning students to school must be the top priority. Staff acknowledged this, shared their concerns, and expressed a desire to open school in a manner that safely supports all students.</i></p> <p>8. Next Steps, Reflection and Closing (Sean Snider) <i>The committee agreed to meet again on June 22, 1-3pm to further explore viable scenarios.</i></p>	
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California Department of Public Health Guidance for Schools and School-Based Programs

The following is a selection of some of the guidance's most significant measures and considerations:

Among the recommendations are that all staff and students be screened before entering school facilities and that staff use cloth face coverings at all times — gloves and surgical masks are necessary for food service workers and employees with routine contact with the public. Students should be encouraged to wear the cloth coverings when physical distancing isn't possible.

Healthy hygiene practices

- Consider portable hand washing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent practicable.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- Teach and reinforce use of cloth face coverings, masks or face shields. Face coverings are most essential when physical distancing is not practicable. Teachers can use face shields, if available, which enable younger students to see their teachers' faces and to avoid potential barriers to phonological instruction.

Intensify cleaning, disinfection and ventilation

- Staff should clean and disinfect frequently touched surfaces within school and on school buses at least daily and, as practicable, frequently throughout the day by trained custodial staff.
- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day.

Implement distancing inside and outside of the classroom

- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. Stagger arrival and drop off-times and locations as consistently as possible as to minimize scheduling challenges for families.
- Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
- Consider holding recess activities in separated areas designated by class.

Check for signs and symptoms:

- Actively encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.
- Implement screening and other procedures for all staff and students entering the facility. Conduct visual wellness checks of all students and take students' temperature with a no-touch thermometer.
- Monitor staff and students throughout the day for signs of illness; send home students and staff with a fever of 100.4 degrees or higher, cough or other COVID-19 symptoms.

Plan for when a staff member, student or visitor becomes sick

- Work with school administrators, nurses and other health care providers to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.
- Any students or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a health care facility, as soon as practicable.
- Advise sick staff members and students not to return until they have met CDC criteria to discontinue home isolation, including three days with no fever, symptoms have improved and 10 days since symptoms first appeared.

Maintain healthy operations

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know about who they are and how to contact them.
- Support staff and students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, virtual learning or independent study.