AMADOR COUNTY UNIFIED SCHOOL DISTRICT
AMADOR COUNTY OFFICE OF EDUCATION

ACUSD BOARD – Special Study Session – Open Session –
1:00 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/3035974998?pwd=R3JHSnBPek13U0lGWFdNUkphUWM4Zz09 Meeting ID: 303 597 4998 Password: 072020 One tap mobile +16699009128,,3035974998#,,,,0#,,072020# Directions for accessing the meeting will also be included on our webpage with the meeting link. https://amadorcoe.org/minutes-agendas/

July 20, 2020
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]
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 **CONSENT AGENDA**
6.1 Current Personnel Recommendations (Mr. Vicari)

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 **REPORT FROM AMADOR COUNTY OFFICE OF EDUCATION**
8.1 Special Educators of Amador County (SEAC) President’s Report (Ms. Shaw-Escalona)
8.2 California School Employees’ Association (CSEA) Unit 827 President’s Report (Ms. Mathison)
8.3 County Superintendent (Dr. Russell)

9.0 **DISCUSSION/ACTION ITEMS**

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

9.1 **2020-2021 School Reopening Options for Consideration Due to COVID19 – 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.
10.0 **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.

11.0 **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.

12.0 **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

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*[Government Code §54954.2]*
DATE: July 20, 2020

AGENDA ITEM #: 6.1

Motion: ____________________
Second: ____________________
Vote: ____________________

SUBJECT:
Human Resources Consent Agenda for July 20, 2020

CURRENT PERSONNEL RECOMMENDATIONS

Certificated Administrator~ ACOE Transfer to ACUSD 2020-2021 School Year
Sunni Polani, program specialist, behavior intervention, itinerant, 1 FTE

Certificated~ ACOE Transfer to ACUSD 2020-2021 School Year
Miguel McGaughy, psychologist, itinerant, 1 FTE
Jerome Arzaga, psychologist, itinerant, 1 FTE
Stacey Herrera, psychologist, itinerant, 1 FTE

Certificated~ New Hire 2020-2021 School Year
Michael Dunklee, mild moderate teacher, 1 FTE, Jackson Elementary
Kasey Wilkerson, mild moderate teacher, 1 FTE, Amador High School
Sabrina Kary(Farichild), mild moderate teacher, .5 FTE Pioneer VAPA Magnet School, .5 FTE Pine Grove STEM Magnet School

Certificated~ Retirement
Brenda Glock, English teacher, 1 FTE, Ione Junior High, effective June 29, 2020
Mackenzie Mueller, PE teacher, 1 FTE, Ione Junior High, effective July 16, 2020

RECOMMENDATION:
Approve Human Resources Consent Agenda

PRESENTED BY: David Vicari, Assistant Superintendent, Human Resources & Labor Relations
AGENDA ITEM #: 9.1

SUBJECT:
2020-2021 School Reopening Options for Consideration Due to COVID-19

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, various 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 and options for reopening school. The stakeholder committees were supported by district office staff and consisted of parents, teachers, support staff, and principals. Items 2-4 listed below were developed by the stakeholder committees and contain their recommendations for reopening school.

ATTACHMENTS:
1. Slide Presentation
2. Elementary Stakeholders Committee for Reopening Schools
5. School Reopening Consult with Public Health Officer Dr. Kerr
6. Amador County Public Health Protocols for Various Scenarios on School/Cohort Closure
7. Assembly Bill 77, Sections 43500-43504

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 the staff presentation and public comments, have discussion, and take action to determine the best option for the reopening of schools.

PRESENTED BY:
Dr. Amy Slavensky, Superintendent of Schools, and Cabinet Members
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
2020-2021 SCHOOL REOPENING OPTIONS FOR CONSIDERATION

BOARD OF TRUSTEES MEETING
JULY 20, 2020
Presented by Superintendent Dr. Amy Slavensky
and Cabinet Members

Agenda
1. Current Context
2. Transitioning Students Back to Our Schools
3. Current Considerations
   ▪ Health & Safety
   ▪ Fiscal Implications
   ▪ Personnel & Labor Partners
4. Survey Information
5. Scenario Planning
6. Stakeholder Committees / Recommendations
7. Next Steps
8. Questions
9. Public Comment
10. Discussion / Action
Current Context

- School Districts are in an unprecedented situation of grappling simultaneously with a public health pandemic and budget constraints.
- Public health guidance and government orders are constantly changing.
- Adaptability and flexibility will be essential to respond to these changing situations now, and throughout the new school year.

The District’s goal is to have a full re-opening of schools as soon as it is safe and permissible to do so.

- This is extremely challenging to do, given the current COVID-19 circumstances and accompanying requirements for schools.
- Extensive collaboration with labor partners, staff, and families is ongoing.
Current Context

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.

Transitioning Students Back to Our Schools

To keep our community safe, we must modify our behaviors in schools in alignment with state and county health guidelines.
Being Nimble and Adaptable

Our planning strategy is to be fluid and swiftly responsive to rapidly changing health conditions.

Either:
• Bringing students back to school under diminishing COVID-19 conditions
• Moving students to distance learning under increasing COVID-19 conditions

Current Considerations: Health & Safety

Promoting safety with behaviors that reduce the spread of COVID-19

• Encourage and educate all students, families, and staff when not to come to school or work if sick
• Increased frequency of handwashing throughout the day
• Face coverings must be worn by all staff and students who are medically able to do so
• Staff and students have access to supplies to maintain a healthy and safe environment
• Alternative options for students and staff who are considered to be in higher risk groups
Current Considerations: Health & Safety

Maintaining a healthy environment and operations

- Follow 6-foot social distancing guidelines when designing classrooms, offices, and on busses
- Increased frequency of cleaning and disinfecting
- Wellness screening for all students and staff
- Training and education for all staff, families, and students on healthy preventative practices

Preparing for when someone gets sick

- Clear communication for families and staff on what to do when there is a suspected or confirmed COVID-19 case
- Communication pathways and response protocols for multiple scenarios:
  - Scenario A (low risk): Precautionary notification
  - Scenario B (moderate risk): Cautionary notification
  - Scenario C (high risk): Alert Public Health and affected population
Current Considerations: Fiscal Implications

- The State budget includes a zero COLA
  - Flat funding which does not support inflation and other rising costs
  - No adjustment for annual increases such as step & column, ongoing facilities costs for our aging buildings, and growing costs for special education
- Increased costs associated with in-person learning
  - Increased custodial services
  - Increased staff for supervision
  - Personal protective equipment (PPE)
  - Social distancing signage
- Availability of cash to meet our financial obligations due to state deferrals of apportionment funding

Current Considerations: Personnel & Labor Partners

- The ability to staff all classrooms in a hybrid model with qualified, appropriately credentialed teachers
- The need to ensure adequate custodial services for necessary cleaning and sanitizing
- The priority to continue collaborating effectively with our labor partners

June 19, 2020 Survey Data

- 31 of 214 teachers (14%) have indicated they are not able to return to physical classrooms
- 43 of 214 teachers (20%) have child care needs in the event of a hybrid model
Survey Information

Family & Staff Survey
- Sent to all families on June 26
- 2,410 responses = 60% of students

Teaching Survey
- Sent to all teachers on June 19
- Principals ensured all teachers responded

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<tr>
<th>Model</th>
<th>Hybrid Number</th>
<th>Distance Learning</th>
<th>Need Child Care (Elementary)</th>
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<tbody>
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<td>Number</td>
<td>1,759</td>
<td>651</td>
<td>418</td>
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<tr>
<td>Percentage</td>
<td>44% of all students</td>
<td>16% of all students</td>
<td>21% of survey respondents</td>
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</table>

<table>
<thead>
<tr>
<th>Need</th>
<th>Unable To Return To Work</th>
<th>Need Child Care</th>
<th>Yes To Teaching Distance Learning</th>
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</thead>
<tbody>
<tr>
<td>Number</td>
<td>31</td>
<td>43</td>
<td>94</td>
</tr>
<tr>
<td>Percentage</td>
<td>14% of all students</td>
<td>20% of all students</td>
<td>44% of survey respondents</td>
</tr>
</tbody>
</table>

Stakeholder Committees

Staff Committee
- Representative of all staff
- Met on June 10 and June 18

Parent / Guardian Committee
- Representative of all school sites and grade spans
- Met on June 19 and June 22

Elementary and Secondary Subcommittees
- Representatives from the original staff and parent / guardian committees
- Tasked to come up with recommendations for the Board to consider
Stakeholder Committees

**Parent/Guardian Committee**
- Vicci Fikes, Amador HS
- Amy Drake, Amador HS
- Cyndi Bonini, Argonaut HS
- James Marzano, Argonaut HS, Jackson JHS
- Patti Fisher-Misuraca, Ione community
- Deborah Pulskamp, Ione community
- Jon Bondwell, Ione Elementary
- Michaela Rider, Ione Elementary
- Sarah Scatena, Ione Elementary
- Abigail Hakala, Ione Elementary
- Sally Arnst, Jackson Elementary
- Rachelle Zimmer, Jackson Elementary
- Nikki Silveira, Jackson Elementary, Jackson JHS
- Lisa Vanwig, Jackson Elementary
- Grace Sparks, Jackson Elementary
- Neil Carlson, Jackson Elementary
- Batina Whitehead, Jackson JHS
- Brooke Wunschel, Plymouth Elementary, Ione JHS
- Alicia Vega, Plymouth Elementary, Ione JHS
- Jennifer Pritchard, Plymouth Elementary
- Regine Miller, Pine Grove Elementary
- Katie & Sean Dunham, Pioneer Elementary
- Andrea & Gary Troudtlefield, Pioneer Elementary
- Jacyn Hart, Sutter Creek Elementary/Primary
- Dana Leusch, Sutter Creek Elementary/Primary
- Matthew Hooper, Sutter Creek Elementary/Primary
- Sean Murphy, Sutter Creek Elementary/Primary

**Staff Committee**
- Linda Daly, Teacher on Special Assignment
- Michaelynn Angle, SPED Teacher, Argonaut HS
- Natalie Knittel, Teacher, Jackson JHS
- Richard Modesti, Principal, Ione JHS
- Sinead Klement, Teacher on Special Assignment
- Jessica Dorris, Principal, Amador HS
- Tracy Morlan, Speech/Language Pathologist, Pioneer Elementary
- Troy Gassaway, Principal, Argonaut HS
- Rachael Shaw-Escalonzo, SPED Teacher, Ione Elementary
- Amy Roussan, Paraprofessional, Plymouth Elementary
- Christina Cardenas, Classified Employee, Argonaut HS
- Jeni DeVall, Principal, Ione Elementary
- Lisa Neville, Teacher, Plymouth Elementary
- Megan Mathison, Paraprofessional, Jackson Elementary
- Scott Hunkins, Teacher/ACTA President, Argonaut HS
- Theresa Coomer, Transportation/CSEA President
- Amy Slavensky, District Office
- David Vicari, District Office
- Jared Critchfield, District Office
- Kathryn Brown, District Office
- Sean Sneider, District Office

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**Elementary Subcommittee**
- Patti Fisher-Misuraca (parent/teacher)
- Michawla Rider (parent)
- Abigail Hakala (parent)
- Lisa Vanwig (parent/teacher)
- Grace Sparks (parent)
- Jennifer Pritchard (parent)
- Andrea Troudtlefield (parent)
- Dana Leusch (parent)
- Linda Daly (teacher)
- Tracy Morlan (speech/language pathologist)
- Rachael Shaw-Escalonzo (sped teacher/SEAC/parent)
- Lisa Neville (teacher/ACTA)
- Megan Mathison (paraprofessional/CSEA/parent)
- Jeni DeVall (principal/parent)

**Secondary Subcommittee**
- Jessica Dorris (principal/secondary parent)
- Rich Modesti (principal)
- Sinead Klement (TOSA/secondary parent)
- Natalie Knittel (teacher/secondary parent)
- Scott Hunkins (teacher/ACTA)
- Michaelynn Angle (teacher/SEAC)
- Theresa Coomer (classified employee/CSEA/grandparent)
- Batina Whitehead (secondary parent)
- Brooke Wunschel (secondary parent)
- Cyndi Bonini (secondary parent)
- Regine Miller (secondary parent)
Scenario Planning

IF: Amador County Public Health Officer Declares Phase 1

THEN: Revitalized, Standards-Aligned Distance Learning for All Students

- Assembly Bill (AB) 77 was approved on June 26, 2020 providing new requirements for distance learning beginning with the 2020-2021 school year

Scenario Planning

Distance Learning Changes for 2020-2021
AB 77 Provides Specific Requirements for Distance Learning
(See attachment in board packet for details.)

Key AB 77 and District-Initiated Changes:
- Daily live interaction with certificated employees and peers is required
- Daily attendance taken for students
- Instructional materials sent home
- Assessments given and grades issued
- Curriculum options narrowed to a select few
- Academic and other student supports, including social-emotional learning support
- Devices and hotspots for students that need them
- 180 instructional days required
- Nutritious meals offered
Scenario Planning

Distance Learning Changes for 2020-2021
AB 77 Provides Specific Requirements for Distance Learning
(See attachment in board packet for details.)

Key AB 77 and District-Initiated Changes (Continued):
• Quality, challenging content aligned to grade level standards, equivalent to in-person instruction
• Special education, related services, and accommodations required by an IEP or 504 provided
• Designated and integrated instruction in English language development (ELD)
• Daily Minimum Instructional Minute Requirements
  • Can be a combination of in-person and distance learning
  • 180 for Kindergarten
  • 230 for grades 1-3
  • 240 for grades 4-12
  • 180 for continuation high schools
  • Minimum physical education minutes waived

Scenario Planning

IF: Amador County Public Health Officer Declares Phase 2 or 3

THEN: Rigorous, Supportive Options for Families Including a Hybrid Model and Distance Learning

Key Features:
• All key features from AB 77 apply
• This is where the hybrid models are possible
• In-person instruction to the greatest extent possible
• 6 foot distancing and masks are required on campus at all times
Scenario Planning

IF: Amador County Public Health Officer Declares Phase 4

THEN: Full Return to School Campuses with Other Options for Families

Key Features:
- This is the brick and mortar school as we know it.
- Distance Learning may still be an option for families desiring it.
- Homeschool / Independent Study may still be an option.

Elementary Subcommittee Recommendations

Three Options for Families
1. Hybrid Model
   - 2 cohorts of students
   - Each cohort attends 2 half-days per week (Monday/Tuesday or Thursday/Friday)
   - Virtual live teacher/peer interaction in the afternoon

2. Full Time Distance Learning
   - Significantly different as detailed on slides 18 & 19

3. Home School
   - Weekly meetings with teacher for instruction/support
   - Parent provides most of the instruction/support at home
Secondary Subcommittee Recommendations

Three Options for Families

1. Hybrid Model
   - 2 cohorts of students
   - Each cohort attends 2 full days per week

2. Full Time Distance Learning
   - Significantly different as detailed on slides 18 & 19

3. North Star Independent Study School
   - Weekly meetings with teacher for instruction/support
   - Parent provides most of the instruction/support at home

Additional Recommendation

Negotiate with our labor partners to:

- Delay the first day of school from Wednesday, August 12 to Monday, August 17.
- Provide 5 days of planning time and professional learning for our teachers and principals on August 10-14.
- Move the last day of school to later in June or identify 3 other non-school days during the year to become school days.
- Determine how to address 3 additional teacher work days while maintaining fiscal discipline and continuing to rebuild our reserve funds.
Planning in a Dynamic Environment

- A draft “Health & Safety Plan During Covid-19” has been developed with the current public health guidance and California Department of Education guidance on school reopening.
- As public health and state/local government orders and public health guidance are revised, these plans will be revised.
- Specific implementation details will be developed as school leaders apply this information to their school campuses, in collaboration with school staff.
- Additional actions may be added or modified as necessary during implementation.
- Given the dynamic and unprecedented situation no plan is final as it will continue to evolve

Next Steps

- Communicate the Board’s decision on school reopening to employees and families.
- Continue to collaborate and negotiate with labor partners on school reopening effects.
- Continue planning to implement school reopening with modifications for COVID-19.
- Provide mandatory COVID-19 health and safety training for all employees.
- Continue planning to better support teachers, students, and families if distance learning for all is required.
- Provide professional development and collaboration time for teachers and principals.
- Continue to keep the Board informed of progress, problems and solutions.
- Reconvene the Board as needed to revisit today’s decision.
QUESTIONS

PUBLIC COMMENT
DISCUSSION & ACTION
The Goal of the Elementary Stakeholder Committee:
The ultimate goal of the stakeholders is to go back to school with 100% of students and 100% of staff 5 full days per week when it is reasonably safe (as per Amador County Health Department) to do so. That being said, the stakeholder committee has reviewed resources including, but not limited to, the California Department of Education Guidebook and AB77. We gathered information from community members including staff and family surveys. We faced this work with the underlining consideration of how we can provide the best educational opportunities for ALL students, create options that meet the guidelines and requirements, and support both parents and teachers.

This committee also recognizes the importance of re-evaluating the distance learning model with the understanding that as the world moves forward during COVID-19 pandemic, there is the chance that the Amador County Health Department or the State Health Department could close schools and leave us with distance learning for periods of time. There is also the chance that the Amador County Health Department or the State Health Department could approve opening schools for more hours and/or more days a week. If/when this happens, students that have been Distance Learning and Homeschooling can return to the brick and mortar classroom, if space is available.

Elementary Stakeholder Committee Members:
- Patti Fisher-Misuraca (parent/teacher)
- Michaela Rider (parent)
- Abigail Hakala (parent)
- Lisa Varwig (parent/teacher)
- Grace Sparks (parent)
- Jennifer Pritchard (parent)
- Andrea Troublefield (parent)
- Dana Leusch (parent)
- Linda Daly (teacher)
- Tracy Morlan (speech/language pathologist)
- Rachael Shaw-Escalona (sped teacher/SEAC/parent)
- Lisa Neville (teacher/ACTA)
- Megan Mathison (paraprofessional/CSEA/parent)
- Jeni DeWalt (principal/parent)
Elementary Stakeholder Committee Meetings:
The Elementary Stakeholders Committee met on the following dates for a total of 12 hours. The committee members spent many more hours researching options for returning to school as well as CDC guidelines, CDE Guidebook, AB77 and other requirements and guidelines that needed to be taken into consideration.
June 30, 2020
July 2, 2020
July 7, 2020
July 9, 2020
July 10, 2020

Options for Families:
The Elementary Stakeholder Committee feels very strongly that we need to offer families options and give them choices. This committee recommends that we offer the following three options to families to choose from. These options would all function as a school within a school approach. The goal would be to utilize our current teaching staff. Parents will commit to an option with a contract including parent responsibilities and school district responsibilities. (Attendance, accountability, technology, materials, masks.....) If parents need to change their option during the school year, they will work with their student’s school. Changes will be made based on available space.

The enrollment paperwork will include a section for parents to request students being placed together for childcare purposes within the school and across the district.

Ensure that options and descriptions are provided in Spanish for our EL (Spanish) families.

Options for Teachers, Support Staff, and Administrators
- We recommend that staff be provided with the opportunity to rank their preferences for the options through a survey sent to all staff through their bargaining unit. The survey will include a clear description of each option. This is meant to ensure that each member has a voice as we plan for moving forward.
- We recommend that staff will be informed that the goal for ELP will be to provide ELP services for their school-age children because this could affect their decision making process.
- We recommend that a MOU includes language which protects site seniority (go back to their 2019-2020 site/assignment).
- We recommend that a MOU includes protections for staff that contract COVID-19 protecting their sick days.
We recommend that we survey substitute teachers so that we know how many would be willing to come back.

We recommend that staff be notified with the survey that the District is working on a Health and Safety Plan.

Fall 2020-2021 ACUSD Instructional Learning Options:
- Hybrid Model
- Distance Learning
- Homeschool Model

Hybrid Model Options:
- All students participating in the hybrid model would come to school in either group A (Monday/Tuesday) or group B (Thursday/Friday). Students would come to school for 4 hours on in-person days, and be given a combination of packets and online learning to complete the other 3 days for at-home.
- The size of the cohorts will be the number of students that will fit in the classroom in order to maintain social distancing.
- Staggered start and dismissal times will be arranged.
- Attendance will be taken daily in person and/or virtually to the cohort not in person.
- Students will be assessed in person.
- Ensuring a minimum of 1 recess per in-person instructional day is given to students.
- Grab and go meals will be provided.
- Grades will be reported each trimester on the ACUSD report card.
- An additional goal for this model would be to look for opportunities to add more in-person time based on what we can offer given health and safety requirements and current community spread.
Elementary Distance Learning as part of a Hybrid Model

- Please note this is different than the Distance Learning Only Model

### Daily Connection

For Hybrid students on the days they are not on campus:
- Document daily student participation in a weekly log and create a system to track non-participating students
- Interact live on days when cohort is not on campus to instruct, monitor progress, and maintain connections. (This will be in the afternoon on the days that teachers are meeting with the other cohort in the morning.)

### Teacher Availability/Office Hours

- Teachers are available to meet with students or answer questions in the afternoon after in class instruction and during set times on Wednesdays via Zoom/Google Meet/phone/email.
- New content taught and all live class meetings will be recorded and available for students.
<table>
<thead>
<tr>
<th>Communication</th>
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<tbody>
<tr>
<td>● Teachers will communicate with parents about learning progress and participation/attendance through email, phone, Google Meet and/or Zoom.</td>
</tr>
<tr>
<td>● Teachers will ensure collaboration with the District EL department to ensure communication with families.</td>
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<tr>
<td>● Spanish speaking staff are needed to translate documents and provide support as needed.</td>
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<table>
<thead>
<tr>
<th>Weekly Lesson Plan (Shared via Google Classroom)</th>
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</thead>
<tbody>
<tr>
<td>● Daily/weekly lesson plans must include <strong>expected due dates</strong> for any assignments.</td>
</tr>
<tr>
<td>● Lesson plans should be shared with or available for viewing by the RSP/SDC teacher for consultation on accommodations/modifications.</td>
</tr>
<tr>
<td>● Lesson plans will include hyperlinks to facilitate student log-ins. <em>Teacher training will be provided to support this component.</em></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Instructional Expectations per AB77</th>
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</thead>
<tbody>
<tr>
<td>● Teachers will engage in purposeful, <strong>standards-aligned instruction</strong>.</td>
</tr>
<tr>
<td>● Students will be learning <strong>new content/skills</strong> with the same rigor and expectations of their Distance Learning and homeschool model peers.</td>
</tr>
<tr>
<td>● Teachers will provide both live and recorded lessons/instruction on days when the cohort is not at school. (This will be in the afternoon on the days that teachers are meeting with the other cohort in the morning.)</td>
</tr>
<tr>
<td>● Pre-recorded and/or live instruction in compliance with AB77 and other lessons which are presented to the cohort not on campus in the afternoons and on Wednesdays will be recorded and available for viewing through Google Meet or Zoom. <em>Teacher training will be required to support teachers with this component.</em></td>
</tr>
<tr>
<td>● Teachers will meet virtually in a variety of settings with students to provide both whole group and small group instruction.</td>
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<table>
<thead>
<tr>
<th>Expected Daily Student Work Time</th>
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</thead>
<tbody>
<tr>
<td>Students will not participate in Distance Learning on the days they are on campus.</td>
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<td>● Grades 1-3, 230 instructional minutes (3 hours 50 minutes)</td>
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<td>● Grades 4-12, 240 instructional minutes (4 hours)</td>
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### Instructional Materials
- Board adopted material are to be used such as Benchmark, My Math, Mystery Science, FOSS, and Studies Weekly
- Weekly packets, textbooks and materials will be distributed in class.
- Teachers should refer to the [Elementary Hybrid/Distance Learning Resources](#) for additional instructional recommendations

### Feedback
- Teachers must provide feedback to students. Feedback can take the form of a grade, an evaluative or descriptive note, a question for clarification, etc.

### Attendance
- **Daily** attendance will be taken in class on days where the student is on campus and through live instruction or Google Classroom (ex. Google Forms, Question of the Day) on Distance Learning Days and input into Aeries by Friday afternoon. *Teacher training is needed to ensure that we are all recording the same way.*
- Students are expected to participate in Distance Learning on the days they are not on campus.
- Students not participating will be marked as absent.
- District attendance and SARB policies will be enforced.

### Grading
- Teachers will provide **weekly feedback** to individual students on their work submitted online.
- Teachers will complete all standards based assessments from the district 2020-2021 Assessment Plan.
- Assessments will be given in person.
- Progress reports and Report cards will be given to parents.

### Technology Services
If you have a technology-related need, please complete a [Distance Learning Tech Request form](#). This will help our team to efficiently handle all support requests.

### Counseling Services
All counselors must have a weekly schedule to check in with students. Along with this, there should be a way for students to request counseling through email, the school website, a Google Form or other means. Teachers may refer students to counselors via email if they perceive a need.

The counselors for each school are as follows: Please note: Personnel may have changed and this information will be updated soon

- Plymouth Elementary, Sutter Creek Elementary: **Yvette Valle**
- Pioneer Elementary, Pine Grove Elementary: **Sarah Yonan**
| Jackson Elementary, Jackson Junior High School: Joselyne Gonzales  
Ione Elementary: Lisa Valdez-Shaw  
Ione Junior High: Christina Bianchi  
Foster Youth: Regina Helmer  
Amador High School:  
  ○ Lara Eichman (A-K for grades 9-10 and A-L for grades 11-12)  
  ○ Kelli Thompson (L-Z for grades 9-10 and M-Z for grades 11-12)  
Argonaut High School:  
  ○ Tiffany Di Girolamo (A-K)  
  ○ Clarissa Belotti (L-Z)  
Independence, North Star, or Community School: Lori Martinez |
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<tr>
<td>Special Education</td>
<td>Amendments will need to be held for each individual student to determine needs and supports and services during COVID-19. Determination for how to place students with case managers based on parent choice of the three options.</td>
</tr>
</tbody>
</table>
| Social Emotional Learning Supports | Art: Recommendation that each class do art a minimum of 2X monthly.  
Classroom music/band: Potential for students interested in band (grades 4th-6th), would be able to be grouped in small groups and scheduled throughout Monday, Tuesday, Thursday or Friday (potentially outside of their scheduled academic time). Music with the district music teacher could be Zoom scheduled TK-6, 1 time per month on the A/B morning schedule.  
Utilize site SE curriculum to support students, both during in-person and virtual instruction.  
Site based SEL which includes the site counselor. The counselor to teach virtual lessons.  
Provide updated websites and curriculum suggestions for parents on the district website. |
| Intervention Supports | Schools will continue data cycles and evaluation of individual students' academic needs using, but not limited to, district assessments.  
Based on those needs, provide intervention through the intervention teacher on an individual or small group setting; in-person and/or virtually.  
Keep students with their classroom/cohort peers. |
Prioritize in-person opportunities for primary students. Schedule virtual lessons for secondary students as appropriate.

**Supports for English Learners**
- Reminder that we need to provide integrated instruction and designated ELD support. This will need to be part of overall lesson planning. This will be within the student’s mandated instruction minutes.

**Distance Learning Model:**
The Distance Learning Model has been updated to include all requirements from AB77. Families that choose this model are agreeing that their students will participate and interact with their teacher and peers daily. Assessments and grades will be given. Daily attendance is required and will be taken. Hot Spots and Chromebooks will be provided to families upon request. Additionally, books, materials, and packets will be available on a regular schedule for pick up at the student’s school office. Teachers will collaborate with their site and grade level peers to ensure consistency in instruction, rigor, and workload. Teachers will be given the option of providing distance learning from their classroom or home depending on health risks and guidance from the Amador County Health Department.

<table>
<thead>
<tr>
<th>DRAFT</th>
<th>Elementary Distance Learning Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Composition</strong></td>
<td></td>
</tr>
</tbody>
</table>
- Classes will consist of a single grade level or a two grade level combo.
- The goal is to keep our school site communities intact. |
| **Daily Connection** |  
- Document daily student participation in a weekly log and creating a system to track non-participating students.
- Interact live daily to instruct, monitor progress, and maintain connections. |
| **Weekly Connection** | **Weekly personal** connection with all students in your class for the purposes of: 
- Checking in on students’ well-being.
- Communicating about learning progress.
- Providing academic support for English learners and students behind academically. |
| **Options may include but are not limited to: phone, Meet, Zoom, email** | |
| **Teacher Availability/Office Hours/Communication** | Families, please remember that although many teachers are working hard to meet the needs of their students during these challenging times, they are still only contractually obligated to work a seven-hour workday. When this seven hours occurs depends on the class/grade level. Families |
can expect to receive responses to email or phone messages within one to two school days.

- Teachers are available to meet with students or answer questions daily via Zoom/Google Meet/phone/email.
- New content taught and all live class meetings will be recorded via Google meet or zoom and available for students.
- Teachers will communicate with parents about learning progress and participation/attendance.
- Teachers will ensure collaboration with the District EL department to ensure communication with families.
- Spanish speaking staff are needed to translate documents and provide support as needed.

### Weekly Lesson Plan

(Shared via Google Classroom)

- Daily/weekly lesson plans must include expected due dates for any assignments.
- Lesson plans should be shared with or available for viewing by the RSP/SDC teacher for consultation on accommodations/modifications.
- Lesson plans will include hyperlinks to facilitate student log-ins.
  *Teacher training will be provided to support this component.*

### Instructional Expectations

- Teachers will engage in purposeful, standards-aligned instruction.
- Students will be learning new content/skills with the same rigor and expectations of their hybrid and homeschool model peers.
- Teachers will provide both live and recorded lessons/instruction daily. Live instruction and other lessons will be recorded and available for viewing.
- Teachers will meet virtually in a variety of settings with students to provide both whole group and small group instruction as well as Designated ELD, and Intervention.
- Grades will be reported each trimester on the ACUSD report card.

### Attendance

- **Daily** attendance will be taken through live instruction or Google Classroom (ex. Google Forms, Question of the Day) on Distance Learning Days and input into Aeries by Friday afternoon.
  * Teacher training is needed to ensure that we are all recording the same way.*
- Students are expected to participate in Distance Learning.
- Students not participating will be marked as absent.
- District attendance and SARB policies will be enforced.
- If a student is not participating (attendance and work completion for two consecutive weeks) a meeting will be held between the teacher, student, and parent/guardian, and principal to discuss concerns and supports. If attendance and work completion do not improve the student will be exited from the Distance Learning program and placed in the Hybrid program.

<table>
<thead>
<tr>
<th>Expected Daily Student Work Time</th>
<th><strong>180 days of instruction are required</strong></th>
</tr>
</thead>
<tbody>
<tr>
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| Instructional Materials          | Board adopted material are to be used such as Benchmark, My Math, Mystery Science, FOSS, and Studies Weekly. |
|----------------------------------| Weekly packets, textbooks, and materials will be distributed by site. |
|                                  | Weekly packets at each site will be the same per grade level. |
|                                  | Teachers should refer to the [Elementary Hybrid/Distance Learning Resources](#) for additional instructional recommendations. |

| Feedback                         | Teachers must provide feedback to students. Feedback can take the form of a grade, an evaluative or descriptive note, a question for clarification, etc. |
|----------------------------------| Students who are not responding to assignments must be contacted by the teacher and/or school staff. Teachers should notify school staff if they have not received work from or communicated with a student after a full week. |
|                                  | Communication with families should be documented on the site agreed upon documentation form. |
|                                  | Report cards will be given each trimester with grades and attendance. |

| Grading                          | Virtual learning should be fair, balanced, and reasonable. It is important to adhere to this when it comes to accountability for completion of student work and assessment of learning. |
|----------------------------------| Teachers will provide **weekly feedback** to individual students on their work submitted online. |
|                                  | Assessment will be given through Google Meet, Zoom, Illuminate, or other approved learning platforms. |
|                                  | Teachers will complete all standards based assessments from the |
district 2020-2021 Assessment Plan. All Assessments can be given through Benchmark, Illuminate, Google Classroom or one-on-one on Google Meet.

- Progress reports and Report cards will be emailed to parents. Progress reports are given at October conferences and in grades 4-6 each trimester.

### Technology Services

- If you have a technology-related need, please complete a [Distance Learning Tech Request form](#). This will help our team to efficiently handle all support requests.
- Site based or video Parent workshops (multiple times & in Spanish)
- Teacher platform and enhanced curriculum workshops (Could be site based w/collaboration time & staff honing best practices and improving skills acquired during Spring distance learning)

### Counseling Services

- All counselors must have a weekly schedule to check in with students. Along with this, there should be a way for students to request counseling through email, the school website, a Google Form or other means. Teachers may refer students to counselors via counseling referral if they perceive a need.
- Possible SEL lessons taught virtually by counselors. Scheduled for each class grouping bi-weekly or monthly.

The counselors for each school are as follows: Please note: Personnel may have changed and this information will be updated soon

- Plymouth Elementary, Sutter Creek Elementary: [Yvette Valle](#)
- Pioneer Elementary, Pine Grove Elementary: [Sarah Yonan](#)
- Jackson Elementary, Jackson Junior High School: [Joselyne Gonzales](#)
- Ione Elementary: [New Hire](#)
- Ione Junior High: [New Hire](#)
- Foster Youth: [Regina Helmer](#)
- Amador High School:
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- Independence, North Star, or Community School: [Lori Martinez](#)
| Special Education | All Mild/Moderate and Designated Instructional Services (DIS) special education teachers should either have their own Google Classroom set up for all students on their caseload, or be part of a general education teacher's Google Classroom.  
Document all communication with families and students and maintain service logs for each student on your caseload. (Use SPED Service Logs shared with SPED/DIS staff.)  
We are required to hold IEP meetings. These meetings may occur in a virtual meeting format. Paperwork will still be shared with all team members. Virtual signatures will be attained after the meeting.  
Amendments will need to be held for each individual student to determine needs and supports and services during COVID-19. Determination for how to place students with case managers based on parent choice of the three options. |
|---------------------------------|-------------------------------------------------------------------------------------------------|
| Universal Accommodations       | With the overload of visual information that is being provided to our students, some accommodations that would help all students are:  
1. Use Comic Sans script  
2. Bullet or number your directions  
3. Bold, highlight, and/or color code new sections of information  
4. Limit the number of words on a page  
5. Enlarge your font to at least 12 if not 14pt.  
6. Create a column or chart for your students to respond. For example, if I want a vocabulary word, part of speech, and definition. Create a 3 column chart with those headings and the number of rows for the amount of words. |
| Social Emotional Learning Supports | - Art: Recommendation that each class do art a minimum of 2X monthly.  
- Classroom music/band: Potential for students interested in band (grades 4th-6th), would be able to be grouped in small groups and scheduled throughout Monday, Tuesday, Thursday or Friday (potentially outside of their scheduled academic time). Music with the district music teacher could be Zoom scheduled TK-6, 1 time per month on the A/B morning schedule.  
- Utilize site SE curriculum to support students, both during in-person and virtual instruction.  
- Site based SEL which includes the site counselor. The counselor to teach virtual lessons. |
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<td>• Depending on the number of students preferring each option, it is possible that a Spanish speaking cohort may be provided.</td>
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**Homeschool Model:**
The homeschool model would focus on teachers supporting parents and parents providing instruction at home for students. Interactions between teachers and students/parents/families would be either virtual or in person on a scheduled basis. Teachers would provide work packets as well as grade level pacing and support. Work packets could include paper/pencil work, workbooks, online assignments, and/or other materials. These packets would be returned on a scheduled basis and attendance would be based on work completion. These teachers would participate in district wide grade level calibration/collaboration meetings or opportunities. These teachers would work on our current elementary school campuses. The curriculum will be the same as the rest of the students to ensure an easy transition back to regular school. District assessments would be administered by the homeschool teacher and trimester report cards provided. ACUSD curriculum has already been purchased. It will provide more time flexibility for families.
### SAMPLE DRAFT Homeschool Teacher Schedule/Family Check Ins

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Prep 7:45-8:15</strong></td>
<td></td>
<td></td>
<td><strong>DEEP CLEANING OF CLASSROOMS</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Students and teachers at home due to deep cleaning</strong></td>
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<td></td>
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<td></td>
<td><strong>ALL STUDENTS</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Complete required virtual assignments and packets</strong></td>
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<td><strong>TEACHER</strong></td>
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<td></td>
<td></td>
<td></td>
<td>● Office hours</td>
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<td></td>
<td></td>
<td></td>
<td>● Weekly packet prep</td>
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<td></td>
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<td></td>
<td>● Weekly virtual assignments prep</td>
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<td></td>
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<td></td>
<td>● Grading of assignments</td>
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<td></td>
<td></td>
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<td>● District collaboration, grade level planning/calibration and PD</td>
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<tr>
<td><strong>Break 10:15-10:30</strong></td>
<td></td>
<td></td>
<td><strong>Meet with families</strong></td>
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<td><strong>Meet with families</strong></td>
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<tr>
<td><strong>Lunch 12:30-1:00</strong></td>
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<td></td>
<td><strong>Meet with families</strong></td>
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<td><strong>Meet with families</strong></td>
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<td><strong>1:00-2:45</strong></td>
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<td><strong>Meet with families</strong></td>
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<td></td>
<td><strong>Meet with families</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Prep 2:45-3:15</strong></td>
<td></td>
<td></td>
<td><strong>Meet with families</strong></td>
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</tr>
</tbody>
</table>
## Elementary Homeschool Model

<table>
<thead>
<tr>
<th>DRAFT</th>
<th><strong>Elementary Homeschool Model</strong></th>
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</thead>
</table>
| Class Composition | ● These classes will be grouped by families, not single grade levels.  
● Teachers will support students from multiple grade levels. |
| Attendance | ● Attendance will be based on how much work has been completed over the course of the week.  
● Attendance will need to be documented in AERIES at least once per week by the teacher. [Further discussion needed regarding weekly attendance](#)  
● If a student is not participating (attendance and work completion for two consecutive weeks) a meeting will be held between the teacher, student, parent/guardian, and principal to discuss concerns and supports. If attendance and work completion do not improve the student will be exited from the Homeschool program and placed in the Hybrid program. |
| Teacher/Student/Family Connection | A **personal** connection with all students/families in your class for the purpose of:  
  ● Checking in on students’ well being  
  ● Communicating about learning progress  
  ● Providing academic supports for students  
  ● Distributing instructional materials *These can be picked up from the school office* |
| Teacher Availability/Office Hours/Communication | Families, please remember that although many teachers are working hard to meet the needs of their students during these challenging times, they are still only contractually obligated to work a seven- hour workday. When this seven hours occurs depends on the class/grade level. Families can expect to receive responses to email or phone messages within **one to two school days**.  
Teachers will work with the District EL department to ensure communication between class and EL families. |
| Instructional Expectations | ● Teachers will provide purposeful, **standards-aligned instructional materials**. *See Instructional Materials*  
  ● Students will be learning **new content/skills** with the same rigor and expectations of their hybrid and Distance Learning model peers.  
  ● Instructional supports and pacing recommendations to be comparable to their peers will be provided to parents.  
  ● Online support will also be provided to families for the purpose. |
| Expected Daily Student Work Time | **180 days of instruction are required**  
  **Instructional Minutes**  
  **AB 77. Section 43501**  
  ● K, 180 instructional minutes (3 hours)  
  ● Grades 1-3, 230 instructional minutes (3 hours 50 minutes)  
  ● Grades 4-12, 240 instructional minutes (4 hours) |
| Instructional Materials | ● Board adopted material is to be used such as Benchmark, My Math, Mystery Science, FOSS, and Studies Weekly.  
  ● Regularly scheduled packets, textbooks and materials will be distributed by site.  
  ● Teachers should refer to the [Elementary Hybrid/Distance Learning Resources](#) for additional instructional recommendations. |
| Feedback | ● Communication with families should be documented on the site agreed upon documentation form.  
● Report cards will be given each trimester with grades and attendance.  
● Teachers will give feedback on the pacing recommendations to align with the other two programs by collecting completed work to review. |
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<tr>
<td>Assessments</td>
<td>● Assessment will be given through Google Meet, Illuminate, or other approved learning platforms by the teacher.</td>
</tr>
</tbody>
</table>
| Grading | ● Report cards will be completed by the teacher and emailed to parents.  
● Report cards will be based on district assessments and attendance data. |
| Technology Services | If you have a technology-related need, please complete a Distance Learning Tech Request form. This will help our team to efficiently handle all support requests. |
| Counseling Services | All counselors must have a weekly schedule to check in with students. Along with this, there should be a way for students to request counseling through email, the school website, a Google Form or other means. Teachers may refer students to counselors via email if they perceive a need. 

The counselors for each school are as follows: Please note: Personnel may have changed and this information will be updated soon 

● Plymouth Elementary, Sutter Creek Elementary: Yvette Valle  
● Pioneer Elementary, Pine Grove Elementary: Sarah Yonan  
● Jackson Elementary, Jackson Junior High School: Joselyne Gonzales  
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● Argonaut High School:  
  ○ Tiffany Di Girolamo (A-K)  
  ○ Clarissa Belotti (L-Z) |
**Independence, North Star, or Community School:** Lori Martinez

### Special Education

All Mild/Moderate and Designated Instructional Services (DIS) special education teachers should either have their own Google Classroom set up for all students on their caseload, or be part of a general education teacher's Google Classroom.

Document all communication with families and students and maintain service logs for each student on your caseload. (Use SPED Service Logs shared with SPED/DIS staff.)

If you are able to hold an IEP over the phone with every member of the IEP in attendance, go ahead and hold the meeting. You will need to create a new meeting notice that reflects that the new meeting was held by telephone or teleconference.

**NOTE:** Speak with the family and ask what they prefer. If they prefer to hold a meeting at a later time face to face, then grant that request. Teleconferencing IEP meetings may present logistical challenges.

### Universal Accommodations

With the overload of visual information that is being provided to our students, some accommodations that would help all students are:

1. Use Comic Sans script
2. Bullet or number your directions
3. Bold, highlight, and/or color code new sections of information
4. Limit the number of words on a page
5. Enlarge your font to at least 12 if not 14pt.
6. Create a column or chart for your students to respond. For example, if I want a vocabulary word, part of speech, and definition. Create a 3 column chart with those headings and the number of rows for the amount of words.

### Support for English Learners

- Depending on number of students preferring each option, it is possible that a Spanish speaking cohort may be provided.

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**Staggered Start Times/Release Times:**
In order to keep with social distancing and do temperature checks, staggering start times would be needed. This would need to be tailored to the specific needs of each site.

**Recess:**
Site specific for distancing, restrooms, hand washing and supervision. Recesses will need to be staggered to limit the number of students and/or classes at any given time. There will be designated areas and students will be reminded to practice social distancing. Social distancing posters will be displayed on playgrounds.

**Breakfast/Lunch:**
Grab and go breakfast/snack will be provided to be eaten outside during recess time. Hands will be washed before and after eating. **Would this be a free breakfast for everyone?**

Grab and go lunch will be provided to take home.

**Child Care / Extended Learning Program (ELP):**
- To be offered to students at each school whether on site or off.
- Priority to essential workers (to include teachers’ children).
- Offered 5 days/week
- 8:00-6:00 and to include days when students are not participating in in-person class.
- Place students from the same classes in the same ELP group in order to minimize potential virus spread as much as possible.
- Enroll by the level of need (prioritizing students of essential workers), then a lottery if we have a large number needing it.

**Transportation:**
- Place students from the same bus routes in the same grade level classes in order to minimize potential virus spread as much as possible.
- Students sit in order of pick up from rear forward (so they do not pass each other)
- Students line up from last drop off to first in the same seat order for afternoon drop off.
- Clean each bus between pick-ups/drop-offs.
- Every person on the bus will wear a mask per CDC guidelines.
- Refer to the Health and Safety Plan.

**Back to School/Meet and Greet:**
Virtual introduction to class and grade level expectations, live or pre-recorded. Ideally this would be available to parents before school starts.
District-wide parent/student/staff training & guidance in State requirements around social distancing including, but not limited to, masks, physical distancing, how to remove masks & how/when to wash or sanitize hands. Additional training and support around technology, district pre-recorded videos available. Potential of using students to help make some videos to peer teach.

**School within a School Approach:**
The school within a school approach takes into consideration that circumstances that we are faced with are fluid and can be changed based on Public Health guidance. A school within a school means that all three options for students/parents are housed within our current school facilities, utilizing current staff and facilities. Elementary site administrators would be able to facilitate all three programs within their schools.

We recognize that teachers have many questions about who would teach the different options. If you teach distance learning or the homeschool model, would you be guaranteed to keep your previous school, grade level, teaching assignment once we are able to return to a more traditional model for school? Teachers have an individual contract, assignment and seniority which will not change. Answers to these questions would need to be negotiated with each impacted bargaining unit.

Health and safety Needs: *Please refer to the DRAFT ACUSD Health and Safety Plan for Guidance*  

**DRAFT - ACUSD Health and Safety Plan**

- Staff and students will wear face coverings per County Public Health Department guidance. Different types of face covering will be provided to staff and students (face shield and drape, cloth mask, mask with see through window).
- Only staff will be allowed on campus before school. Social distancing will be practiced as best as possible by all individuals waiting to enter the campus.
- Staff will self-evaluate every morning for COVID-19 symptoms.
- Staff will receive a temperature check upon arrival.
- Students must be accompanied by an adult until they receive their temperature check.
- Temperature checks will be taken at different entry gates (if possible) and students will go directly to class once on campus. Students will be assigned which gate they will enter the campus. If a student is late, a temperature check will be taken in the office upon arrival. Parents and children will social distance in line. Social distancing posters will be posted by entry gates. Each site will determine their entry plan.
- If a student has a fever, they cannot be at school for 24 hours after the fever is gone
or 14 days if exhibiting COVID-19 symptoms and will be tested.

- If a staff member is exhibiting COVID-19 symptoms, they will self-isolate for 14 days and/or is tested and a substitute teacher will take over until they are able to return.
- **Substitute teacher training needed.**
- If a student has a fever during the school day, the parent will be notified to pick them up. The student will be isolated (e.g. the patio outside the office) and required to wear a mask until picked up. Parents must have people on their emergency card who can/will pick up students **IMMEDIATELY.** If the child is not picked up within an hour, the Sheriff will be called to help contact the parent.
- Designated room for quarantine of anyone who is ill (site specific)
- Plastic barriers will be put up in the offices. Plastic barriers will also be considered for other higher traffic areas as identified by individual sites.
- Bathrooms and hallways will be monitored. If possible, hallways will be traveled in one direction. Social distancing posters will be displayed in hallways.
- Students will be dismissed from designated areas, like the arrival procedure. Each site to determine their plan.
- Classrooms will be cleaned at the end of each day by the M1 (Maintenance 1) or Night Custodian and deep cleaned between Cohorts on Wednesdays.
- There will not be parent volunteers.
- Students will have their own supplies to use. Each site will send out supply lists to families.
- Students may have their own activity bins/containers to use.
- Student belongings will be kept in a closed backpack at their seat or outside.
- Hand washing stations will be positioned near classrooms and restrooms. The number of stations to be determined by school population and custodial supports. Proper handwashing posters will be displayed by the stations.
- Ventilation will be assessed in every room. Systems will be turned off if CDC guidelines are not met and windows and doors utilized.
- Purchase air fagger(s) for each site.
- Sufficient support staff will be available: lunch supervision, hand washing and restroom supervision, drop off and pick up assistance, TK-K aides, custodial/maintenance...
- Drinking fountains will not be used and students will bring a personal water bottle.
- Floors, hallways, eating and line up areas will be marked/taped with 6 feet distances.
- Students will sit 6 feet apart in classrooms. For classrooms with tables instead of desks, utilize partitions.
- For staff who work in smaller spaces/offices, appropriate PPE, barriers, etc. will be required.
**Instructional Support Needs:**

- TK-K teachers need instructional aides to help with a variety of supports (mask wearing, handwashing, ensuring social distancing, bathroom monitoring, etc.) TK/K are necessary for any in-person instruction.
  - As per the hybrid model options proposed, Wednesdays would not be a day with students on campus. We could utilize these TK-K instructional aides to help make packets for any or all 3 options. This would also limit the number of people needing to use copy areas (which are often tight spaces).
- Technology personnel for ongoing parent and teacher support
- Strong and working Wi-Fi to support distance learning
- Paper protocol for distributing and returning packets and materials.
- Cleaning guidelines and procedures training for ALL staff, including custodial/maintenance & kitchen staff (see recommended DRAFT ACUSD Health and Safety Plan)
- Health & safety guidelines and procedures training for entire school staff
- Purchases of chrome books to provide for a one to one with backup and replace damaged tech.
- A clear plan of action if a student does not have their materials/Chromebook/packet/water bottle...at school or home (contract?)
- A clear plan if a student is not attending online class or in person class. Who attempts contact? How many times? Then what? Consequences?
- District purchase of online support platforms
- Parent technology workshops (provided multiple times and in Spanish)
- Teacher technology workshops for approved platforms and curriculum
- Curriculum guides and assessment materials for distance, intervention and home school teachers.
- 2 Passcode books with student and family information, including telephones, parent and student emails, student passwords for past year's platforms. (One would be kept at home.)
- Guides, materials and training for substitute teachers.
- Extra PPE in classrooms
Secondary Subcommittee Proposal for the Reopening of Schools

Background:

This subcommittee convened to meet for three sessions with the purpose of developing a recommendation for the reopening of school that addresses the specific needs of secondary students and their families. The committee was co-facilitated by principals Jessica Dorris (Amador High) and Rich Modesti (Ione Junior High). Committee members included Sinead Klement (TOSA/secondary parent), Natalie Knittel (teacher/secondary parent), Scott Hunkins (teacher/ACTA), Michaelynn Angie (teacher/SEAC), Theresa Cramer (classified employee/CSEA/grandparent), Betina Whitehead (secondary parent), Brook Wunschel (secondary parent), Cyndi Bonini (secondary parent) and Regine Miller (secondary parent). The subcommittee voiced various priorities to guide the work, which included the following:

- Considering the needs of students, families, and staff
- Supporting teachers
- Providing as much in-person instructional time for students as possible
- Thinking creatively to find solutions
- Addressing the social-emotional needs of students
- Finding a way to return all students to school full-time

During the first meeting that was held on June 29th, the committee shared priorities and reviewed the health and safety guidelines that must be followed. The scope of the subcommittee was established as serving two primary roles: to develop recommendations for viable secondary hybrid models and to represent the needs of our stakeholders by gathering feedback and questions that require clarification/investigation. The second meeting on July 6th was an opportunity to share potential models developed by the committee and to discuss the benefits and drawbacks of each model. On July 6th, the committee elected to recommend two hybrid models, which are each detailed in this proposal. On July 10th, the committee met for the final time to review the hybrid models and to ensure this proposal included all aspects for consideration that addressed our stated priorities and purpose.

It is important to note that the strong will of our caring committee members is to safely return all students to school full-time. If conditions improve to make this possible, the committee was reassured that school staff is well-equipped to respond accordingly. Therefore, the subcommittee collaborated around the complex work of planning for a less than ideal situation that would require hybrid and/or distance learning only. The absence of a model for full-time in-person school merely represents the focus of this committee’s work to find solutions within the parameters of our current health guidelines.
Hybrid Learning:

The preferred choice by all committee members is a hybrid model in which students attend school for a full day rather than a half day. The committee recognizes that this will require significant organization for managing unstructured times like lunch and passing periods. Below is a model full-day bell schedule that was developed and reviewed by the committee. This schedule addresses concerns related to ensuring social distancing and providing both student supervision and a duty-free lunch for teachers. The sample schedule is color-coded in the tutorial/lunch period block to demonstrate the activity of each group of students. Yellow represents one group and blue represents the other.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 8:45</td>
<td>Screening/temp checks</td>
<td>Multiple designated locations with space for students to wait socially distanced (probably not office)</td>
</tr>
<tr>
<td>8:45 – 9:58</td>
<td>Period 1 or 2</td>
<td>73 minutes long</td>
</tr>
<tr>
<td>9:58 – 10:06</td>
<td>Passing Period</td>
<td>2 cycles, 4 min each</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Idea: Odd numbered classrooms go first, followed by even numbered classrooms</td>
</tr>
<tr>
<td>10:06 – 11:19</td>
<td>Period 3 or 4</td>
<td>73 minutes long</td>
</tr>
<tr>
<td>11:19 – 11:23</td>
<td>Passing Period</td>
<td>4 minutes for selected half of students to move to tutorial classroom (such as all students in odd classrooms)</td>
</tr>
<tr>
<td>11:23 – 11:57</td>
<td>1st Tutorial/Study Hall</td>
<td>34 minutes for students to work independently on classwork</td>
</tr>
<tr>
<td>11:23 – 11:53</td>
<td>1st Lunch</td>
<td>Remaining students (students in even classrooms) go to lunch. Teachers from those rooms will have duty free lunch at this time.</td>
</tr>
<tr>
<td>11:53 – 11:57</td>
<td>Passing Period</td>
<td>4 minutes for students on first lunch to report to tutorial classroom. Teachers on first lunch will return to their room to receive students for tutorial.</td>
</tr>
<tr>
<td>11:57 – 12:31</td>
<td>2nd Tutorial/Study Hall</td>
<td>34 minutes for students to work independently on classwork</td>
</tr>
<tr>
<td>11:57 – 12:27</td>
<td>2nd Lunch</td>
<td>Students who had First Tutorial go to lunch. Teachers who supervised First Tutorial will have duty free lunch.</td>
</tr>
<tr>
<td>12:27 – 12:31</td>
<td>Passing Period</td>
<td>4 minutes for students and teachers on second lunch to report to Learning Block 3 classroom.</td>
</tr>
<tr>
<td>12:31 – 12:35</td>
<td>Passing Period</td>
<td>4 minutes for students who had second tutorial to report to Period 5/6 classroom.</td>
</tr>
<tr>
<td>12:35 – 1:48</td>
<td>Period 5 or 6</td>
<td>73 minutes long</td>
</tr>
<tr>
<td>1:48 – 1:56</td>
<td>Passing Period</td>
<td>2 cycles, 4 min each</td>
</tr>
<tr>
<td>1:56 – 3:08</td>
<td>Period 7 or 8</td>
<td>72 minutes long</td>
</tr>
<tr>
<td>3:08 – 3:12</td>
<td>Dismissal</td>
<td>2 cycles, 2 minutes apart</td>
</tr>
</tbody>
</table>
The recommended full day rotating block hybrid model is provided on Page 4. Because students would attend school for an entire day, class periods would be longer, allowing for more in-depth instruction. More effective in-person instruction would then enable teachers to have greater flexibility with how to plan independent learning opportunities for the remainder of the week that build on content taught in class. Teachers would not be reliant on hosting virtual sessions to teach important concepts, but could provide all students with related assignments, handouts, and texts for completion at home. Of all considered options, a full-day hybrid would most closely resemble traditional modes of teaching and learning.

The subcommittee did consider and discuss a half-day model, but with increased frequency so that students came more frequently. Such a model would involve teachers instructing in person for a full day, except the morning would be dedicated to one track of students and the afternoon would be for the other track of students. Although periods would be short, the benefit would be that students would receive almost daily in-person instruction. Logistically, however, the subcommittee did not feel that this was a viable option. Half days would be a hardship on families, but it would also be extremely difficult to sanitize well between groups of students. If transportation is to be provided, this model would also not allow for adequate time to return the first track of students home and pick up a different track to come to school. The subcommittee was concerned about the potential cost increase that would be associated with bringing two groups of students to campus on the same day. Also, this model would not support the needs of many types of courses that rely on ample instructional and student work time with tools and materials that can only be accessed at school.

The subcommittee discussed at length including all five days of the week as in-person instructional days versus the four proposed. However, the inconsistency created by students reporting three days one week and two the next could become a hardship for families who are trying to plan effectively. Additionally, there are several weekday holidays in the school calendar. A track of students could potentially miss a significant amount of in-person instructional time without an unscheduled day being available to hold makeup sessions. After careful consideration, the drawbacks were determined to be greater than the benefits, thus four days have been recommended.

The subcommittee also discussed the particular days of the week that should be designated as in-person instructional days for each track. It was acknowledged that the elementary and secondary plans should be closely aligned for the benefit of families. Although the secondary subcommittee prefers the schedule as displayed below, there could also be a benefit to scheduling each track to attend consecutive days. For example, Track 1 could attend Monday/Tuesday and Track 2 could attend Thursday/Friday. The subcommittee feels strongly that consistency and simplicity for all students, staff, and families should be the ultimate deciding factor.

The subcommittee discussed the importance of classified staff returning to campus in order to support student safety and to help manage the logistics of the significant transition that the proposal represents. There was consensus among the committee regarding the need for certificated staff support and the benefit that classified staff, particularly those associated with supervision and specific skill sets (textbook checkout, etc.), would offer to both certificated staff and to students alike. The subcommittee feels
It strongly that all classified staff should return to campus in the fall. If that is not an option, the subcommittee discussed prioritizing classified staff by those staff members who have a unique skill set that is not shared by other staff members and those who are directly associated with supervising students and/or supporting student academic, social/emotional, or behavioral needs.

**Rotating Block Hybrid Model**
*(Preferred Choice)*

- Total student enrollment at each school is separated into two tracks* to allow for fewer students on campus at a time
- Each track will attend school two full days per week
- Students will attend four class periods the first day and four different periods the next day

<table>
<thead>
<tr>
<th></th>
<th>Track 1: Last Name A – L</th>
<th>Track 2: Last Name M – Z</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track 1</td>
<td>• Full day on-campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Periods 1, 3, 5, 7</td>
<td></td>
</tr>
<tr>
<td>Track 2</td>
<td>• Independent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>distance learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Virtual and/or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hard-copy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assignments</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track 2</td>
<td>• Full day on-campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Periods 1, 3, 5, 7</td>
<td></td>
</tr>
<tr>
<td>Track 1</td>
<td>• Independent</td>
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<tr>
<td></td>
<td>distance learning</td>
<td></td>
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<tr>
<td></td>
<td>• Virtual and/or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hard-copy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assignments</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>All Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Distance learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Virtual office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hours by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>appointment</td>
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</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>Track 1</td>
<td>Track 2</td>
</tr>
<tr>
<td></td>
<td>• Full day on-campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Periods 2, 4, 6, 8</td>
<td></td>
</tr>
<tr>
<td>Track 2</td>
<td>• Independent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>distance learning</td>
<td></td>
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<tr>
<td></td>
<td>• Virtual and/or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hard-copy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assignments</td>
<td></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Track 1</td>
<td>Track 2</td>
</tr>
<tr>
<td></td>
<td>• Full day on-campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Periods 2, 4, 6, 8</td>
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<tr>
<td>Track 2</td>
<td>• Independent</td>
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<td></td>
<td>distance learning</td>
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<td></td>
<td>• Virtual and/or</td>
<td></td>
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<tr>
<td></td>
<td>hard-copy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assignments</td>
<td></td>
</tr>
</tbody>
</table>

* Tracks will be primarily determined by the student’s last name. However, adjustments can be made based on family need.
If a full-day hybrid is not deemed feasible, the subcommittee reviewed a previously discussed half-day model, included on Page 6. This model is far less preferred by the subcommittee and the stakeholders who have provided input to members of the team. A primary concern voiced by the subcommittee is that a half-day schedule creates significant conflicts for working families. Additionally, class periods would only be half as long and would impact the ability of teachers to provide in-depth guided instruction and meaningful activities. This limitation would ultimately require accompanying supported distance learning, such as Zoom/Google Meet sessions and instructional video links to teach important concepts. Students with internet access limitations would be at a disadvantage by not having equal access to important instruction.

Another valid concern with this model is related to teacher workload. Supported distance learning requires a significant amount of time to plan, assess progress, and provide feedback to students, given the number of classes and student contacts at the secondary level. With this model, teachers would be required to continue this full-time work while adding an additional morning of in-person instruction four days a week.

The subcommittee voiced doubts that this model would be sustainable for teachers and worthwhile for students because of the shortened class periods. However, this model is more viable than a half-day with a morning and afternoon session. For that reason alone, it is detailed on the next page.
**Rotating Block Hybrid Model**

- Total student enrollment at each school is separated into two tracks* to allow for fewer students on campus at a time
- Each track will attend school two half-days per week
- Each track will also attend two half-days of supported distance learning per week

<table>
<thead>
<tr>
<th>Track 1: Last Name A – L</th>
<th>Track 2: Last Name M – Z</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td>Track 1</td>
<td>Track 2</td>
</tr>
<tr>
<td>- Half-day on-campus instruction (Periods 1, 3, 5, 7)</td>
<td>- Half-day on-campus instruction (Periods 1, 3, 5, 7)</td>
</tr>
<tr>
<td>- Half-day independent distance learning(^\ast)</td>
<td>- Half-day independent distance learning</td>
</tr>
<tr>
<td><strong>Track 2</strong></td>
<td><strong>Track 1</strong></td>
</tr>
<tr>
<td>- Half-day independent distance learning</td>
<td>- Half-day independent distance learning</td>
</tr>
<tr>
<td>- Half-day supported distance learning (Periods 2, 4, 6, 8)</td>
<td>- Half-day supported distance learning (Periods 2, 4, 6, 8)</td>
</tr>
</tbody>
</table>

\(^\ast\) Tracks will be primarily determined by the student’s last name. However, adjustments can be made based on family need.

\(^\wedge\) **Independent distance learning** refers to electronic and/or hard-copy assignments that students complete individually.

\(^\&\) **Supported distance learning** refers to planned virtual activities facilitated by the teacher, such as Zoom/Google Meet sessions, Google Classroom discussions, etc.
Distance Learning:

The subcommittee reviewed data from the family survey for all secondary schools. For all schools except North Star, there was vastly more interest in a hybrid learning versus full-time distance learning. However, the data indicates there will certainly be families who will request distance learning. The subcommittee recognizes that a robust distance learning option should be provided for these families. The subcommittee discussed ideas for providing distance learning instruction, included in the table below.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Instruction/Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Edgenuity (for High School)</td>
<td>● North Star Independent Study</td>
</tr>
<tr>
<td>● UC Scout (free if we provide the teacher of record)</td>
<td>● Teachers who cannot return to a campus*</td>
</tr>
<tr>
<td></td>
<td>*Can these teachers serve students across the district, utilizing their credential versus traditional job location?</td>
</tr>
</tbody>
</table>

Given the degree of work required to conduct distance learning, the subcommittee does not feel that any teacher providing hybrid instruction should also provide instruction to distance learning-only students. Hybrid instruction teachers should only be responsible for in-person instruction and providing independent distance learning assignments for days when hybrid students do not report to school.

It is recommended that an open enrollment period and application process be established for families to elect full-time distance learning. Since nearly 80% of survey respondents prefer a hybrid, this should be the model provided to all students, with the option to enroll in full-time distance learning as an alternative.

Conclusion:

The sub committee's recommendations are as follows:

- Full-day hybrid model
- Opt-in full-time distance learning, staffed with teachers who are not facilitating hybrid learning
- Response to gathered stakeholder questions (organized and included on page 8), to facilitate planning for staff and families and ease frustrations and concerns

The secondary subcommittee would like to acknowledge that we understand the complexities related to reopening schools. It is our sincere hope that our collaboration will help inform a decision that provides students with the best possible response to these challenges.
<table>
<thead>
<tr>
<th><strong>Questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distance Learning-Related Questions:</strong></td>
</tr>
</tbody>
</table>
| 1. Will students have some flexibility in class selection from Edgenuity?  
   a. Will all Edgenuity courses be available, including AP classes, foreign language, and CP sciences requiring labs?  
   b. Can languages other than Spanish be taken? When school resumes, would students be able to continue online instruction in the same language for A-G completion? |
| 2. Will programs like UC Scout also be available at no cost?  
   a. The program is free only if we can provide a teacher of record. |
| 3. What is the solution for needed classes that are not offered through Edgenuity? (Example: Ag Science for FFA eligibility) |
| 4. Will students be working solely in the Edgenuity curriculum for their learning in both junior high and high school, with subject specific teacher of record available for questions etc., or will they be getting videos/packets/assignments from an ACUSD teacher? |
| 5. Will students on Edgenuity be able to work at their own pace? |
| 6. Will students be able to set their own schedule, or will they be required to work during set times virtually with teachers? |
| 7. How will sensitive content like Health be covered in an online format? |
| **Staffing** |
| 1. If 30% of staff does not return to in person instruction, will they be used as distance learning teachers? |
| 2. If we are short on qualified single subject teachers, what are our options? |
| 3. Will long term subs be brought in and expected to navigate hybrid learning and complex subject matter material? |
| 4. What are our options if a teacher cannot attend school?  
   a. Example: Could a teacher at Amador teach Argonaut students in a subject if their teacher cannot be at school? |
|                          | 5. Do we have adequate staff to properly sanitize throughout a school day?  
|                          | 6. How will sick days be handled? Subs are already limited, so what is the plan if staff is exposed/tests positive for COVID and must quarantine for 2 weeks?  
|                          | 7. Will the state and/or District Office support sick pay, or will it be staff responsibility even if required to return?  
|                          | 8. How will DIS providers be scheduled with so many variations on when students would attend school?  
| **Health/Safety**        | 1. Are students allowed to use wipes like the wipes that are used at Walmart to wipe the carts? (Not meaning the use of janitorial cleaning products)  
| **Equity and Student Support** | 1. Will students participating in distance learning be able to participate in sports/extracurricular activities as they become available?  
|                          | 2. Will transportation be provided for all families in need?  
|                          | 3. What is the plan for meeting IEP minutes?  
|                          | 4. If a SPED student needs additional support, what can be done?  
| **Timeline**             | 1. Will a decision regarding Hybrid and/or Distance Learning only be for the semester or for the year?  
|                          | 2. If a decision is not for the entire year, when would parents be updated with specific information?  
| **Enrollment**           | 1. What is the flexibility to change an enrollment decision if the one selected is no longer working for a family?  
|                          | 2. Will students in distance learning be enrolled at their school site or North Star?
Health and Safety Plan during COVID-19
DRAFT

The COVID-19 pandemic has immensely changed our lives in so many ways. As we wait for a vaccine and treatment, we must work together to mitigate the risk in our community, while still educating and supporting the health and well-being of our students.

We are establishing new norms within our schools and office spaces - understanding it will take time and constant positive reinforcement to teach and learn these new ways of being. We urge our community to lean into this new normal and create a physically and emotionally safe space for everyone.

Physical distancing does not come naturally or easy. Maintaining physical distance violates so many of our social norms, especially for those we are closest with.

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

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

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

Health Precautions for Students and Staff

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

Personal Preventative Measures

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

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

Mitigation Measures for Students and Staff

Health Screening:

Passive (Self) Screening: Staff and students must self-screen for symptoms at home daily. This is called passive screening. If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow Stay at Home and Return to School Requirements. Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines.
Active Screening - Temperature Checks and Procedures: Active screening requires all students and staff entering a site or school bus to be screened for illness including a temperature check and review of signs and symptoms of illness. Any student or staff with a temperature of 100.4 degrees or higher, or signs or symptoms of illness per Stay at Home Requirements shall return home. Students and staff must enter through required controlled entry and exit locations at each site. Sites shall set up controlled entry and exit screening locations and ensure staff and students understand and follow disease prevention precautions. Students and staff approaching the entry must be wearing a cloth face covering (if able). Face coverings will be available for those who do not have their own.

Process for Daily Student Screening:
- Students will wait in a line with appropriate physical distancing, and visual cues will be used to indicate spacing. Signage with reminders about distancing, masks, hygiene, and stay at home rules will be posted.
- Parents/guardians and students must wear a face cloth covering if able.
- If possible, have the parent/guardian remain with the student while screening occurs, in case the student is not well enough to attend school.

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

Physical Distancing

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

**Face Coverings**

**Wear a cloth face covering.**
Wearing a cloth face covering prevents a person from spreading respiratory droplets while talking, singing, breathing, or coughing. They are primarily meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.

**Cloth face coverings protect our community from the spread of COVID-19:**
Wearing a cloth face covering is required for all ACUSD staff, students, parents/guardians and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual, per the Department of Public Health. A list of exceptions can be found on the following page.

**Face coverings should be worn at all times including:**
- While entering or exiting school grounds or district spaces
- While on school grounds with few exceptions
- While on a school bus
- Engaged in work, whether at the workplace or performing work off-site, when:
  - Interacting in-person with any member of the public;
  - Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time.

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

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

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

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

The cloth face covering guidance is based on the current public health orders, however these procedures may be revised if additional relevant guidance is issued.
Practice Hand Hygiene

Wash or Sanitize Hands Frequently
All students and staff must wash hands frequently. If soap and water are not available use district approved greater than 60% alcohol-based hand sanitizer. This district will provide written instruction and signage on proper hand washing techniques. The following guidelines are recommended for school settings. At minimum, students and staff must wash their hands or use hand sanitizer:

- Upon arrival to the school site
- Before lunch
- Before leaving the site
- Upon entry to any new classroom
- When using the restroom
- When visibly dirty
- After using a tissue, coughing into hands
- Upon arriving home

Use Respiratory Hygiene

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

Staff Working in the Community

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

Mitigation Standards for ACUSD Sites

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

**Ventilation and Air Flow**
- Sites will replace all HVAC filters 4 times per year (at the conclusion of each quarter) as is the standard practice.
- Sites will run continuous HVAC fans operating throughout the 24-hour cycle.
- Reprogram HVAC systems to run when windows and doors are open.
- Keep windows and doors open, if possible, to increase airflow.

**Entrances & Exits (Pick-Up & Drop-Off)**
ACUSD will take every measure to minimize crowding at drop-off and pick-up times:
- Consider staggering start and end times.
- Student pick-up and drop-off should occur outside the school gates/entrance. Encourage parents to stay in cars when picking students up.
- Add visual cues or barriers to direct traffic flow and ensure distancing if there is queuing.
- Develop signage and processes to minimize interactions between families.
- If possible, divide student entry points rather than funneling all students through the same entry space. These approaches can limit the amount of close contact between students in high-traffic situations and times.
- Schools may need to lock entrances that are not set up with screening staff.
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.

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

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

Classrooms

- Sanitizer will be provided in every classroom.
- Classrooms should open windows and doors if possible to maximize ventilation.
- Classroom layout should include:
  - 6 feet of distance between all student desks/seating
  - Continuous spacing of 6 feet must be provided for teaching staff at the front of the classroom
  - Enough room near walls for students to move out of their desks
  - Limited use of large tables where students may slide around and breach the 6 ft of spacing between individuals. If using tables, mark off areas and alternate seating at each end of the table to ensure distancing
- Develop activities that model and reinforce good hygiene and physical distancing practices
- Limit sharing of materials/supplies; consider individual supply bags versus communal bins
- For younger students: Modify activities that bring students close together to maintain distance between students
- Use classroom materials to help students visualize the required 6-foot distance between people
- Provide supplies and protocol for disinfecting surfaces between classes or when student groups change
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.
- If necessary, utilize other campus spaces for instructional activities (e.g., gyms, auditoriums, cafeterias, outdoors).
Common areas
● Evaluate areas such as yards, quads, library, cafeteria, playground, and make modifications to encourage social distancing, for example: dots 6 feet apart, squares, lines, arrows, and taped off barriers.
● Drinking fountains may be closed — encourage the use of reusable water bottles for students to use throughout the day, identify water sources.

Support areas
● Consider providing a safe place for students who need additional supports, study areas, after school tutoring, or internet access during distance learning.
● Set up these areas to comply with distancing guidelines using tape, signage etc.
● Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.
● Post clear signage for occupancy, hygiene, distancing.
● Provide supplies for disinfecting surfaces between students.

Bathrooms
● Ensure all bathrooms have soap and paper towels, refuse containers.
  ○ Paper towels will be provided and are recommended for use over air dryers.
● Evaluate stalls and urinals to ensure at least 6 feet distancing of users. Tape off or install barriers.
● Post clear signage for occupancy, hygiene, distancing.
● Avoid taking large groups to the bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess) or maintain distancing in a line.

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

Recess/yards and Play Spaces
● Maintain cohorts or small groups; discourage mixing of large groups of students.
● Stagger playground use rather than allowing multiple classes to play together.
● Limit activities where multiple classes interact.
● Wash hands or use hand sanitizer before and after recess.
● Maintain at least 6 feet of space from other children as much as possible.
  ○ When possible, build in visual cues that demonstrate physical spacing.
● Evaluate feasibility of opening play structures with the need to disinfect, as well as the risks of disinfecting high touch areas of the play structure between groups.
● If picnic benches or seating is available outside — provide visual cues to reinforce 6-foot spacing.

**Large gatherings — i.e., field trips & assemblies**

- Cancel activities and events like field trips, Civic Permits, participant assemblies, athletic events, practices, special performances, program-wide meetings, or spirit nights where large groups would gather.
- Transition field trips to free virtual opportunities.
- Change events to a virtual format where appropriate.

**PE Classes/Athletics**

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

**School Bus/Transportation**

All Personal Hygiene Requirements must be followed on the school bus. In order to practice physical distancing on a school bus, the seating capacity must be reduced. This may necessitate the use of a seating chart to designate which seats are available. Consider using a bus aide to ensure appropriate distancing and perform symptom screening per CDE guidance.

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

**ACUSD Disinfecting Materials**

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

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

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

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

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

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

It is critical that individuals read and follow the directions for any cleaning product every time before use.

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**Proper Disinfecting Procedures**

**Regularly disinfect high-touch areas throughout the day.** Frequently touched surfaces in the school include, but are not limited to:
- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student Desks
- Chairs

**Inventory Controls**
- Order supplies for start and plan for inventory management:
  - Cloth face coverings — for students and staff, individuals can be encouraged to use their own cloth face covering
  - Disposable masks for care room.
  - Hand sanitizer — in every room, used by every individual entering
  - Spray bottles and disinfectant and paper towels — every room to clean surfaces
  - Gloves, goggles, masks and thermometers for use in care of sick or injured individuals
  - Handwashing stations if insufficient sink access at sites.
- Back stock of PPEs
- Proper ordering procedures from central location/system
- Use of district-approved products only

**Communicable Disease Response Protocols**

Communicable Disease Response protocols will help the district quickly identify communicable diseases, prevent the spread within the ACUSD community, and reduce potential harm.
The response plan is contingent upon the type of disease and direction from Amador County Public Health.

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

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

Responsibilities of School Site Staff

1. Sites must prepare for when someone gets sick. Individuals who have symptoms of illness must be immediately separated to prevent possible transmission of disease to others. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms. Sick students and sick staff must:
   a. Be quickly separated from other students/staff until picked up by parent/guardian
   b. Maintain more than 6 feet of distance from others, preferably in a separate room that is well ventilated
   c. Wear a disposable mask
   d. Attending staff must use standard precautions when assisting a sick individual. For suspected COVID-19 this includes, disposable face mask, eye covering/face shield and gloves
   e. Call parent/guardian for immediate pick up
      i. If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home
      ii. Provide parent/guardian or staff member with Stay at Home/When to Return to School instructions
   f. Disinfect all surfaces after the student/staff leaves and before use by others
   g. If COVID-19 is suspected, contact your school nurse or Human Resources. Follow Communicable Disease Response Protocols for notifying Human Resources for possible outbreaks of infectious disease

2. Collect and track illness-related absence information at the time of student or staff absence.
a. Train attendance staff to support contract tracing as directed by the Amador County Health Department
b. School site staff responsible for entering attendance data into Aeries will also list reasons for illness, symptoms, and date of onset in the “Comments” section

3. Follow HIPAA confidentiality laws noting that communicable disease concerns are confidential, and all staff are expected to protect health information except to report to Human Resources per below.

4. Contact the Human Resources Department

5. Designated Human Resources staff will report all COVID-19 diagnoses, as well as any unusually high number of illness-related student and staff absences, to the county health department.

6. Require students and staff to remain home per Stay at Home Requirements.
   a. Stay home if experiencing the following symptoms of illness: fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. *Subject to change as revised by CDC.*
   b. Stay home if advised to isolate or quarantine by your doctor or the health department due to COVID-19 precautions. Reasons may include:
      i. Recent contact with a person with COVID-19
      ii. Recent diagnosis with COVID-19
      iii. Recent travel from somewhere outside the U.S.
   c. Return to school or work when free of symptoms for 72 hours or after 10 days from the start of symptoms, and after the ordered quarantine/isolation period, if applicable.

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

Responsibilities of the Human Resources Department

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

2. Communicable disease concerns are confidential and all staff are expected to protect this health information and mitigate any public concern or fear.

3. Human Resources staff will consult with and verify all information with Amador County Public Health.

4. Advise staff or family that Amador County Public Health will provide documentation should a staff member or student be required to quarantine due to COVID-19 exposure.
5. Human Resources staff will inform the District Cabinet of any confirmed cases or confirmed exposures.
6. Human Resources staff will update school site administrators regarding the guidance received from Amador County Public Health.
7. Based on the guidance provided by Amador County Public Health, Human Resources staff will communicate with school site and department staff regarding any next steps or additional resources needed (i.e. maintenance crews, nurses, counselors, psychologists, and safety and security measures).
8. Human Resources staff will advise schools to follow any specific Amador County Public Health guidance on cleaning and disinfecting. CDC’s “Reopening Guidance” for cleaning and disinfecting of school buildings includes disinfecting hard, horizontal, and frequently touched surfaces such as tables, desks, chairs, handrails, equipment, and door handles in buildings and rooms with a CDC-approved product rated for SARS-CoV-2, Rhinovirus or Human Coronavirus.
9. Human Resources staff will collaborate with the Superintendent’s office and school sites to provide any required family communication. The most accurate and up-to-date medical information will be used for all communication.
10. The established communication channels listed below will be used depending on level of exposure and public health recommendations. Translation of communications will be provided based on the threshold languages of the community.
   a. Parent Letters (printed, email, SMS, phone)
   b. School and District Websites
   c. School and District Social Media
   d. All call

**Notification of a Confirmed Case of COVID-19**
- The Centers for Disease Control (CDC) has designated COVID-19 as a reportable communicable disease. Therefore, in the event a student or staff member tests positive for COVID-19, the Amador County Public Health Department will notify the student or staff member. Amador County Public Health will issue directions and recommendations to the patient. It is our expectation that Amador County Public Health will also notify the school district.
- If a student or staff member notifies school or district staff that they have been diagnosed with COVID-19, staff must immediately contact Human Resources per above.
- Human Resources staff will verify all reported information with the patient and Amador County Public Health, following all guidance or directives provided by Amador County Public Health.
● Amador County Public Health will inform district and site level staff with the guidance provided by the Health Department.

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

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

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

Levels of exposure and resulting closures / restrictions
○ Scenario 1: Symptoms. Send student or staff member home. Not a closure.
○ Scenario 2: Close Contact. If family member or close contact tests positive, send report to school administrator, contact public health, send student or staff member home. Not a closure.
○ Scenario 3: Student or staff member tests positive. Individual self-reports, family quarantine for 14 days. Closure of cohort for 14 days and immediate shift to distance learning.
○ Scenario 4: Negative test after 1, 2, or 3 above. Student or staff may return 3 days after symptoms resolve, unless in contact with positive family member. Then 14 day quarantine. Not a closure.

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

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

Administrator Checklist:

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

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

25% or more of a classroom, or 10% or more of the school population is sick with similar symptoms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Checklist:

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

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

Key Communication Points and Strategy

Messaging Before School Starts

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

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

Ongoing Communications

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

Messaging on Resources/Support

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

- Establish and advertise widely a single source/webpage for up to date information on the planning, pandemic response and expectations for staff, students, and families.
- Utilize Communications to distribute accurate information.
- Training of community liaisons currently at school sites.
- Meetings with Parent groups.
- Announcements during school hours - before school, between classes, before recess and at lunch to reinforce personal hygiene guidelines.
- Designate a staff/community liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.
- Use all-calls, all emails, superintendent letters, school site websites, remind texts.
- Use electronic billboards/ marquee boards.
- Use banners, signage through the school to reinforce messaging.
- Translation of communications should be provided based on the threshold languages of the community.
The guidelines below will reduce the risk of spreading illness at school. Guidelines may change over time.

**Health Screening**

**Every Day Before School:** Check your child’s temperature and look for signs of illness

Your child should stay home if they:
- Have any of these symptoms, or have been diagnosed with COVID-19
- Have been told to isolate or quarantine by your doctor or the health department
- Had recent contact with someone with COVID-19
- Recently traveled somewhere outside the U.S.

Please note that your child may be required to stay home and participate in distance learning for up to 10-14 days based on public health guidelines. Report your child’s absence and symptoms to the school each day.

**Use Cough/Sneeze Hygiene**

Teach children to sneeze into a tissue or elbow. Throw tissue away in a waste container. Wash hands with soap and water or use hand sanitizer. Do not touch face.

**Practice Hand Hygiene**

Students should wash hands before leaving home and upon returning home. All students will wash hands often or use hand sanitizer at school.

**Use Cloth Face Coverings at School**

Children should come to school with a cloth face covering, unless a doctor says not to, or the child can’t safely wear one due to their developmental level. Wash cloth face coverings daily at home. Face coverings may be available at school if needed.

**Maintain Physical Distancing at School**

Keep at least 6 feet away from other people. Space is the best way to avoid the spread of COVID-19. Do not form groups with other parents during drop off and pick up.
For Students and Staff During COVID-19

These policies are based on public health guidance from the CDC. For any return to school outside of these guidelines students must bring a doctor’s note. Contact your school nurse if you have questions about returning to school after illness.

Keep your child home if they have any of the following symptoms:
- Fever or chills
- 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
- Diarrhea

Keep your child home if they have been told to quarantine or isolate due to COVID-19 precautions:
- Advised to isolate or quarantine by your doctor or the health department
- Recently had contact with a person with COVID-19
- Has been diagnosed with COVID-19
- Recently traveled somewhere outside the U.S.

If your child misses school call the school office daily and report your child’s symptoms.

Your child may return to school after:
- They have had no symptoms listed above for at least 72 hours (three full days) without the use of medicine.
  AND
- At least 10 days have passed since the day the symptoms first appeared.

*These return to school guidelines omit “other symptoms have improved” from the CDC recommended guidelines with the intention of keeping people with any symptoms of illness away from school to protect the health of other students and staff. In all cases, follow the guidance of your doctor and local health department. For return to school outside of these guidelines students must bring a doctor’s note or receive clearance from the school nurse.

Children with non-infectious chronic conditions should not be excluded from attending school. For instance, a child with allergy symptoms may have congestion, but is not a reason to exclude that child from school. Please notify the school if your child has a chronic condition such as allergies, asthma, or migraines to prevent unnecessary exclusion. If there are questions about individual cases, contact your school nurse or health services.

Sources:
Considerations for Schools. Updated May 19, 2020. CDC
Steps to prevent the spread of COVID-19 if you are sick. CDC
Quarantine and Isolation. CDC
SCREENING REQUIREMENTS

For All Persons Entering School Sites

Universal screening procedures of students and staff reduce the risk of transmitting infectious disease including COVID-19 at school.

All students and staff entering a site must be screened for illness.

Any student or staff with a temperature of 100 degrees or higher, or any sign or symptoms of illness per Stay at Home Requirements (Appendix B) shall return home.

Sites shall set up controlled entry and exit locations in order to effectively screen all persons entering to ensure they understand and follow disease prevention precautions. Post signage conspicuously — if you are sick do not come to school, distancing, face covering, and hand hygiene rules.

Students and staff approaching the entry must be wearing a cloth face covering. Provide face coverings for those who do not have their own.

If possible, the parent/guardian will remain with the student while screening occurs, in case the student is not well enough to attend school and needs to return home. Students will wait in a line with physical distancing. Place spot markers on the ground to indicate spacing. Post signage - indicating symptoms being screened for.

Staff will screen student:
- Take temperature.
- Ask if any signs or symptoms of illness – how are you today? Are you sick at all?
- Look at the student.

If the temperature is less than 100 degrees, and the student reports no sign or symptoms of illness, and the student appears well then release to wash hands and enter campus.
- If the student has a sign of illness send to a designated isolation area to call the parent and return home with Stay at Home Requirements (Appendix B) information for the parent.
- If staff is unable to reach the parent the student must be isolated in a separate “isolation area” following the Guidelines for Caring for Sick Children (Appendix F) on site until the parent can be reached.

Sources:
Opening Schools Guidelines, California Department of Education, June 2020
Considerations for Schools. Updated May 19, 2020, CDC.
Steps to prevent the spread of COVID-19 if you are sick. CDC
Quarantine and Isolation. CDC
PERSONAL HYGIENE REQUIREMENTS

For Students and Staff During COVID-19 Pandemic

COVID-19 is mostly spread by respiratory droplets released when people talk, sing, laugh, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose, mouth, or eyes causing infection. Personal prevention practices, such as handwashing, using masks and cough/sneeze etiquette are important principles to reduce spread. (CDC)

Wash Hands Frequently
All students and staff should wash hands frequently. If soap and water are not available use alcohol-based hand sanitizer. The following guidelines are recommended for school settings.

Wash hands or use hand sanitizer:
- Upon arrival to the school site
- Before lunch
- Before leaving the site
- Upon entry to any new classroom
- When using the restroom
- When visibly dirty
- After using a tissue, coughing into hands
- Upon arriving home

*Visible signage and reminders effective hand washing and use of sanitizer to all students and staff.

Use Face Masks
A cloth face covering should be worn by all individuals on school sites unless it is not recommended by a physician or is inappropriate for the developmental level of the individual.

When can you take the mask off?
- Persons who are eating or drinking, provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence.
- Persons who are engaged in outdoor work or recreation when alone and able to maintain a distance of at least six feet from others.

*Visible signage reminders on appropriate use and handling of face masks to all students and staff.

Promote Respiratory Hygiene
Reinforce cough/sneeze etiquette including use of tissues and elbows using signage, training, lessons.

Maintain at least 6 feet distance from others.
Keeping distance from others is the best way to avoid being exposed to respiratory secretions that are expelled into the air when other people talk, cough or breathe.

Sources:
Considerations for Schools. Updated May 19, 2020. CDC.
When and How to Wash Hands. CDC.
Use of Face Coverings to Help Slow the Spread of COVID-19. CDC.
FIRST AID, NURSING PROCEDURES, MEDICATION

And Expanded Needs to Isolate Sick Students

First aid situations, to the degree possible, should be handled by the student and in the classroom to prevent office congregation and possible cross exposure. The following recommendations are made:

All classrooms should be provided with first aid supplies for minor concerns. (e.g. minor scrapes, nosebleeds, bug bites). Items may include band-aids, gloves, gauze, soap, paper towels, etc. To the extent possible, students provide self-care. Students who are not feeling well will wear a cloth face covering when sent to the office and should take their belongings with them.

Students needing first aid, medication, medical procedures, who are ill, or who were previously cared for in the health office will now need to be separated into designated well care and sick care areas. The sick care area must be an isolated space set up to keep students with possible COVID-19 symptoms separate from well students.

As students enter the office with unscheduled needs, if they complain of illness symptoms ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 isolation (sick room), call parent, and send home.
## Well Student Area

<table>
<thead>
<tr>
<th>First Aid</th>
<th>Seizures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medications</td>
<td>Hungry</td>
</tr>
<tr>
<td>Diabetes</td>
<td>Behavior</td>
</tr>
<tr>
<td>Asthma Care</td>
<td>Tired</td>
</tr>
<tr>
<td>Allergies</td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
<td></td>
</tr>
</tbody>
</table>

**Staffing:** A trained staff member, school nurse, or medical staff provides care.

**PPE:** Staff delivering care will wear cloth face covering and use standard precautions if at risk of exposure to blood or body fluids.

### Room requirements:
- Sink, soap, and paper towels available
- Have access to the bathroom
- Cot and/or chairs for resting students
- Table, counter, or desk
- First aid supplies
- Medication and procedure
- Computer or laptop to access IC to contact parents

### Supplies
- First aid supplies
- PPE - gloves and masks
- Soap and paper towels
- Water for drinking
- Cot cover paper
- Disinfecting supplies - solution and paper towels

### Student procedure:
- Student must wash hands upon arrival
- Place face covering on student if not already wearing one
- Use standard precautions when assisting students in first aid or procedures
- Disinfect surfaces after student leaves and before use by others

## Sick Student Area/COVID-19 Symptom Area

<table>
<thead>
<tr>
<th>Symptom Area</th>
<th>New loss of taste or smell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fever (100 degrees or higher)</td>
<td>Sore throat</td>
</tr>
<tr>
<td>Cough</td>
<td>Congestion or runny nose</td>
</tr>
<tr>
<td>Shortness of breath</td>
<td>Nausea or vomiting, diarrhea</td>
</tr>
<tr>
<td>Difficulty breathing</td>
<td></td>
</tr>
<tr>
<td>Muscle or body aches</td>
<td></td>
</tr>
<tr>
<td>Headache</td>
<td></td>
</tr>
</tbody>
</table>

**Staffing:** A trained staff member, school nurse, or medical staff assesses and provides care. If this is a separate room, additional staff may be necessary to monitor students if not visible by the staff member providing well-student care.

**PPE:** Staff must wear gloves, disposable mask, and eye protection/face shield.

### Room requirements:
- The room must be well-ventilated (open windows and door)
- Consider a barrier such as a plexiglass between staff and sick students
- Have a sink, soap, and paper towels
- Have access to restroom nearby
- Cot and chairs for waiting students
- Phone
- Table, counter, or desk
- Computer or laptop to access IC to contact parents

### Supplies
- PPE - gloves, masks, face shield
- Vomit bags
- Thermometer
- Water for drinking
- Soap and paper towels
- Disinfecting supplies - solutions and paper towels
- Cot cover paper

### Student procedure:
- Student must wash hands upon arrival
- Place a surgical mask on the sick student
- Use standard precautions when assisting sick students - for suspected COVID-19 this includes, mask, face shield, and gloves
- Provide care keeping as much distance and little contact as possible
- Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19
- Take temperature. Ask about and document any symptoms
- Call parent/guardian for immediate pick up
- If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home
- Provide parent/guardian with Stay at Home/When to Return to School guidelines (Appendix B)
- Disinfect all surfaces after the student leaves and before use by others
- If symptoms indicate that COVID-19 is suspected contact your school nurse or Health Services:
- Follow Communicable Disease Guidelines for notifying Health Services for possible outbreaks of infectious disease
GUIDELINES FOR TAKING CARE OF SICK STUDENTS

Sites must prepare taking care of students and staff when they get sick at school. Due to the risk of possibly transmitting COVID-19 to others, individuals who have symptoms of illness must be immediately separated to an isolation area. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms.

Sick students must stay in the isolated Sick Student Area area until picked by parent/guardian.
- The room must be well-ventilated - windows and doors left wide open.
- Maintain at least 6 ft distance from others
- Sick individual must wear a disposable mask.
- Staff must use COVID-19 standard precautions when assisting sick students
- Wear a disposable mask, face shield, and gloves
- Maintain as much distancing and limit contact as possible.

Provide parent/guardian with Stay at Home and When to Return to School instructions.

If the parent/guardian cannot pick up students consider procedures for arranging transportation to their home.

Disinfect all surfaces after the student leaves and before use by others.

If COVID-19 is suspected follow Communicable Disease Guidelines for notifying Student Support & Health Services of possible outbreaks of infectious disease.

Sources:
Opening Schools Guidelines. California Department of Education. June 2020
Considerations for Schools. Updated May 19, 2020, CDC.
When and How to Wash Hands, CDC.
Use of Face Coverings to Help Slow the Spread of COVID-19, CDC.
Staff Training
- Rationale for district guidelines
- Self-screening and when to stay home
- Physical distancing guidelines and their importance
- Use of face coverings
- Screening practices
- COVID-19 symptom identification and what to do
- Cleaning and disinfection training
- Anti-bullying, anti-racism,
- Resources, stress management, mental health, self-care

Student Training
- What is Covid-19?
- Self-screening and when to stay home.
- Precautions we are taking and why - distancing, face covering, hand washing, stay at home guidelines.
- Handwashing How To
- How to use a facemask.
- What is 6 feet
- Cleaning their space
- Anti-bullying, anti-racism
- Resources, stress management, mental health, self-care

Parent/Guardian Training
- What is COVID-19?
- Rationale for district guidelines
- Self-screening. When to keep students home if they are ill and the length of time they must stay home.
- Taking and monitoring temperatures at home.
- Hygiene precautions - distancing, face covering, hand washing
- Need for accurate contact information and multiple emergency contacts
- Importance of coming to school quickly to pick up their child, if called
- Anti-bullying, anti-racism
- Resources - stress management, mental health, self-care
In order to reduce the spread of COVID-19 at school, we will use a combination of measures to prevent the spread of COVID-19 and break the chain of infection. Every space and group of kids will be different, the idea is to minimize risk of transmission using

<table>
<thead>
<tr>
<th>Physical Distancing</th>
<th>Hand Hygiene &amp; High Touch Surfaces</th>
<th>Cloth Face Coverings</th>
<th>Cough/Sneeze Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rearrange desks and common seating spaces to maximize the space (left between participants and at the front of the room). Use visual aids to help communicate proper distance (e.g. hula hoop, tape on carpet, arm span).</td>
<td>Create a hand washing or hand sanitizer routine upon entering the classroom. Place bottles of hand sanitizer at the entrance. Allow time for handwashing or use of alcohol-based hand sanitizer before eating and upon returning to the classroom.</td>
<td>Model wearing a face covering in the classroom. Provide access to face cloth coverings at entrances. Cloth Face Coverings for Children During COVID-19.</td>
<td>Have facial tissue available in the classroom, or packets of tissue in a baggie for each student.</td>
</tr>
<tr>
<td>Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).</td>
<td>Avoid community supplies when possible. If shared supplies are necessary, consider using designated bins for clean and used supplies. Community supplies are considered high-touch and should be cleaned frequently.</td>
<td>Decorate cloth face coverings as a class activity.</td>
<td>Hang Cover Your Cough posters. Wash Your Hands, and Stay Home if You Are Ill posters in your room.</td>
</tr>
<tr>
<td>Hold classes outside and encourage participants to spread out whenever possible.</td>
<td>Ensure adequate supplies to minimize the sharing of high-touch materials to the extent possible, assign supplies to a single student, or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use.</td>
<td>Encourage students to wear a cloth face covering correctly. Review how to put one on and take it off. Encourage students to avoid touching their face with their hands as much as possible.</td>
<td>Have an open-top wastebasket available in the classroom, or baggies at individual desks to reduce children walking around the classroom.</td>
</tr>
<tr>
<td>Consider use of cardboard “offices” as a mechanical barrier between students.</td>
<td>Do not share equipment between staff, volunteers, and participants when possible.</td>
<td>Hang pictures of students and staff both with and without a mask.</td>
<td>Show videos that teach proper cough/sneeze etiquette and handwashing.</td>
</tr>
<tr>
<td>Use visual cues to demonstrate physical spacing (spacing dot/markers).</td>
<td>Do not allow students to bring toys or personal items to school. Avoid sharing electronic devices, toys, books, and other games or learning aids.</td>
<td>Develop a system for students to express their frustrations or feelings (e.g. desk cards, email, etc.) since facial expressions can be difficult to discern while wearing a cloth face covering.</td>
<td>Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19. Look for visible signs of illness in students or staff. Send any visibly sick students to the office.</td>
</tr>
<tr>
<td>Use visual aids (e.g., painter's tape, stickers) to illustrate traffic flow and appropriate spacing to support social distancing.</td>
<td>Keep child's belongings separated from others and in individually labeled containers, cubbies, or areas. Store backpacks/jackets at desks.</td>
<td>For group work, group students in the virtual setting to reduce movement of students around the room.</td>
<td>Limit volunteers to the classroom.</td>
</tr>
<tr>
<td>Allow children to alternate sitting and standing at their desk rather than walking around the room. Encourage stretching.</td>
<td>Give students their own fidget toys, or create their own calm down space rather than a fidget box or classroom time out space.</td>
<td></td>
<td></td>
</tr>
</tbody>
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HAND HYGEINE: ROUTINE IDEAS FOR TEACHERS

When teaching handwashing reinforce the concept of classroom community, protecting and caring for each other. Use videos to teach and demonstrate handwashing. Practice hand washing yourself.

- Video for young children: CDC - Wash Your Hands! (30 seconds)
- Video for older children: CDC - Fight Germs, Wash Your Hands! (3 minutes)
- Classroom resources for teaching about handwashing: Minnesota Department of Health

Hand Washing Routine: Teaching Younger Students
Proper handwashing, especially for the younger students, can be challenging. Establishing a routine at the entrance to the classroom at the beginning of the day, after recess and before lunch helps to keep students and staff healthy while ensuring washing is lasting long enough to rid the hands of germs. Engaging helpers (if desired) makes this a community activity of protecting one's self, as well as protecting your fellow classmates and teacher.

Supplies
- Spray bottle with clean water
- District approved pump hand soap
- Paper towels and tongs
- 3-4 student helpers (wash hands first, put on face cover)

Procedure
1. When lining up to enter the classroom (while ensuring proper distancing)
   a. Helper 1 with spray bottle wets the lined-up student’s outstretched hands
   b. Helper 2 dispenses small amount of soap onto the wetted hands
2. Student scrubs hands together and begins counting to 20 or humming Happy Birthday (quietly to self) or going through the ABCs as they slowly make their way to the sink.
3. Student rinses hands after 20 seconds of vigorous scrubbing.
4. Helper 3 provides towel (with clean tongs – fine motor skill practice)
5. Helper 4 ensures used towels are properly disposed of.

Hand Washing Routine: Idea for Rooms without a Sink
For rooms without a sink you may have all students use the same process as above at a sink near the classroom. If this is not feasible use hand sanitizer with >60% alcohol.

Supplies: Hand Sanitizer >60% alcohol in pump use multiple bottles

Procedure:
1. Students line up to enter the classroom separated 6 feet apart.
2. Helpers with hand sanitizer pumps a dime sized amount into the lined-up student’s outstretched hands
3. Students rub hands together being sure to wet thoroughly all parts of hands, top and in between fingers.
Educational settings in California are home to 6.3 million children and comprise 15% of California’s population. School-based vaccination has been shown to be an effective measure in immunizing mass numbers of children and adolescents. When a COVID-19 vaccine becomes available the district will coordinate with Sacramento County public health to provide immunizations. In counties throughout California, where school nurses have delivered influenza vaccinations it has been shown to reduce pediatric hospitalizations and increase student attendance when compared to other counties where such services were unavailable.
Cover your Cough

Stop the spread of germs that can make you and others sick!

Cover your mouth and nose with a tissue when you cough or sneeze. Put your used tissue in the waste basket.

You may be asked to put on a facemask to protect others.

If you don’t have a tissue, cough or sneeze into your upper sleeve or elbow, not your hands.

Wash hands often with soap and warm water for 20 seconds. If soap and water are not available, use an alcohol-based hand rub.
School Reopening Consult with Public Health Officer Dr. Kerr
7/15/2020

Meeting attendees: Dr. Kerr, Dr. Steve Russell, Sean Snider, and Dr. Amy Slavensky

General Comments:
- Epidemiology in Amador County is different from Stanislaus, Sacramento, and other counties on watch lists. COVID-19 activity continues to be monitored and school recommendations will be consistent with state guidelines.
- Dr. Kerr supports hybrid model with full distance learning as an option. Current situation in Amador County does not warrant an order for full distance learning.
- Emerging science is showing that transmission between children and from children to adults is less common than adult to child or adult to adult transmission.
- There is a concern about frequent contact between adults and mixing of student groups.

Would you approve a plan with 100% students?
- Only following physical distancing guidelines and other health and safety guidelines.

Possible Edits to DRAFT Health & Safety Plan
- Drive-through temperature check is preferred as opposed to having adults get out of cars and form lines.
- Face covering guidance was reviewed last night with California Department of Public Health (CDPH)
  - Official state guidance for school-aged children coming out soon.
- Amador County Public Health and ACUSD will coordinate response to COVID-19 cases within the confidentiality framework of HIPPA and FERPA.
- Testing is backlogged. State is prioritizing testing for high risk groups such as those who are older, hospitalized, etc. Children are generally not considered high risk. Some individual children may be due to chronic medical conditions.
- Transportation strategy: Students from same household may be seated together not following 6-foot distance requirement. They still need to wear masks to avoid exposing others on the bus.
- Food Service should be grab and go only, with no buffet, no shared meals, etc., with staff using gloves, students eating outdoors with shade canopies, keeping student cohorts together during lunch, etc.
- Important to keep cohorts of students together. High school is especially difficult with a full day hybrid, passing periods, lunch, etc.
- Keep face coverings on even when temperature is being checked (i.e., at all times).
- Learning and eating outdoors as much as possible is important.
What triggers a school or classroom level closure?

- A State Standard is being developed to address this.
- An example response framework and communication plan has been developed by Marin County:
  - Levels of exposure and resulting closures / restrictions
    - Scenario 1: Symptoms. Send student or staff member home. **Not a closure.**
    - Scenario 2: Close Contact. If family member or close contact tests positive, send report to school administrator, contact Amador County Public Health, send student or staff member home. **Not a closure.**
    - Scenario 3: Student or staff member tests positive. Individual self-reports, family quarantine for 14 days. **Closure of cohort/classroom** for 14 days and immediate shift to distance learning.
    - Scenario 4: Negative test after 1, 2, or 3 above. Student or staff may return 3 days after symptoms resolve, unless in contact with positive family member. Then 14 day quarantine. **Not a closure.**
  - **Entire school closure comes into play if a student or staff member tests positive and there has been significant mixing or contact with other students in other cohorts. This is why keeping cohorts together is critical.**

Any and all decisions regarding plans for school will be collaboratively developed with the Public Health Officer.
Amador County Public Health Protocols for the Onset of Symptoms, Potential Exposure to and/or Close Contact with an Individual Testing Positive for COVID-19 in a School Classroom/Cohort Setting

Scenario 1
A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.

Action
- Student or Staff: Report information to administrator, sent home, quarantine
- Healthcare provider/Public Health for testing
  - Cohort OPEN

Communication
- No action needed

Scenario 2
A family member or someone in close contact with a student or staff member test positive for COVID-19.

Action
- Student or Staff: Report information to administrator, sent home, quarantine
- Contact Healthcare provider/Public Health for testing
  - Cohort OPEN

Communication
To: Student Families and Staff
- Template Letter: Household Member or contact w/C19+

Scenario 3
A student or staff member tests positive for COVID-19.

Action
- Student or Staff: Report information to administrator, sent home, quarantine
- Families of Students and Staff: quarantine and contact
- Healthcare provider/Public Health for testing
  - Cohort CLOSED for 14 days from last exposure

Communication
To: Student Families and Staff
- Phone call and
- Template Letter:
  - Confirmed C19+ in Cohort

Scenario 4
A student or staff member tests negative for COVID-19 after any of the reasons in scenarios 1, 2 or 3.

Action
- Student or Staff: May return to cohort 3 days after symptoms resolve, however must continue isolation if in contact with C19+ family member
  - Cohort OPEN

Communication
To: Student Families and Staff
- Template Letter: Household Member or contact w/C19+

For more detailed information visit http://www.amador.gov/services/covid-19
Assembly Bill 77, Sections 43500-43504
Source: https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB77

43500. For purposes of this part, the following definitions apply:

(a) “Distance learning” means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency. Distance learning may include, but is not limited to, all of the following:

(1) Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.

(2) Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.

(3) The use of print materials incorporating assignments that are the subject of written or oral feedback.

(b) “In-person instruction” means instruction under the immediate physical supervision and control of a certificated employee of the local educational agency while engaged in educational activities required of the pupil.

(c) “Local educational agency” means a school district, county office of education, or charter school, excluding a charter school classified as a nonclassroom-based charter school pursuant to Sections 47612.5 and 47634.2 as of the 2019–20 fiscal year.

43501. For the 2020–21 school year, the minimum schoolday for a local educational agency is as follows:

(a) 180 instructional minutes in kindergarten.

(b) 230 instructional minutes in grades 1 to 3, inclusive.

(c) 240 instructional minutes in grades 4 to 12, inclusive.

(d) 180 instructional minutes for pupils in grades 11 and 12 that are also enrolled part time in classes of the California State University or the University of California for which academic credit will be provided upon satisfactory completion of enrolled courses.

(e) 180 instructional minutes for any pupil who is also a special part-time student enrolled in a community college under Article 1 (commencing with Section 48800) of Chapter 5 of Part 27 of Division 4 and who will receive academic credit upon satisfactory completion of enrolled courses.

(f) 180 instructional minutes for pupils enrolled in a continuation high school.

43502. (a) For purposes of calculating apportionments for the 2020–21 fiscal year, a local educational agency shall offer in-person instruction, and may offer distance learning, pursuant to the requirements of this part.

(b) Notwithstanding Sections 41601, 42238.05 to 42238.053, inclusive, and 46010, for purposes of calculating apportionments for the 2020–21 fiscal year for a local educational agency, except for a new charter school that is authorized by the governing board of a school district or county board of education on or before June 1, 2020, or approved by the state board at its July 8 and 9, 2020, meeting and that is beginning instruction in the 2020–21 school year, the department shall use the average daily attendance in the 2019–20 fiscal year reported for both the second period and the annual period apportionment that...
included all full school months from July 1, 2019, to February 29, 2020, inclusive, and extended year average daily attendance attributed to the 2019–20 school year reported pursuant to Section 96 of the act adding this part. Any positive adjustment to average daily attendance for the 2019–20 fiscal year in the second or annual period attendance report submitted to the Superintendent after August 17, 2020, shall be substantiated by concurrence from an independent auditor.

(c) For the 2020–21 fiscal year, a local educational agency shall satisfy the annual instructional day requirements described in Sections 41420, 46200.5, and 46208, and in Section 11960 of Title 5 of the California Code of Regulations through in-person instruction or a combination of in-person instruction and distance learning pursuant to this part.

(d) (1) For the 2020–21 fiscal year, a local educational agency shall not be required to offer the annual instructional minutes that it would otherwise have offered pupils to meet the requirements of Sections 46207 and 47612.5, or the implementing regulations for those sections.

(2) For the 2020–21 fiscal year, a local educational agency shall not be required to offer the minimum instructional minutes in physical education required pursuant to Sections 51210, 51220, 51222, and 51223.

(e) For the 2020–21 school year, instructional minutes shall be determined as follows:

(1) For in-person instruction, instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the local educational agency who possesses a valid certification document, registered as required by law.

(2) For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.

(3) For a combined day of instruction delivered through both in-person instruction and distance learning, time scheduled under the immediate supervision of an employee of the local educational agency who possesses a valid certification document can be combined with assignments made under the general supervision of an employee of the local educational agency who possesses a valid certification document as registered by law to meet the equivalent of a minimum day of instruction.

(f) For the 2020–21 school year, the process by which a local educational agency receives credit for a material decrease in average daily attendance for apportionment pursuant to Section 46392 due to an event described in Section 46392 that occurs during the 2020–21 fiscal year is suspended for all local educational agencies.

(g) Except for a new charter school that is authorized by the governing board of a school district or county board of education on or before June 1, 2020, or approved by the state board at its July 8 and 9, 2020, meeting, and that is beginning instruction in the 2020–21 school year, for purposes of any calculations that would use average daily attendance, the Superintendent, consistent with subdivision (b), shall use the local educational agency’s average daily attendance in the 2019–20 school year in place of its average daily attendance in the 2020–21 school year.

43503.

(a) (1) For the 2020–21 school year, a local educational agency that offers distance learning shall comply with the requirements of subdivision (b).

(2) Distance learning may be offered under either of the following circumstances:

(A) On a local educational agency or schoolwide level as a result of an order or guidance from a state public health officer or a local public health officer.
(B) For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

(b) Distance learning shall include all of the following:

(1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.

(2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

(3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

(4) Special education, related services, and any other services required by a pupil’s individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.

(5) Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

(6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

(c) Pursuant to Sections 49550 and 47613.5, school districts, county offices of education, and charter schools shall provide nutritionally adequate meals for pupils who are eligible for free and reduced-price meals, whether engaged in in-person instruction or distance learning, contingent upon the department receiving an approved waiver from the United States Department of Agriculture, for each day of the scheduled school year.

43504.

(a) The compulsory education requirements described in Section 48200 continue to apply for the 2020–21 school year.

(b) A local educational agency shall offer in-person instruction to the greatest extent possible.

(c) For the 2020–21 school year, for purposes of the requirement on school districts to offer 180 instructional days per school year pursuant to Section 46208 and the requirement on charter schools to offer 175 instructional days per school year pursuant to Section 11960 of Title 5 of the California Code of Regulations, an instructional day is a day in which all pupils are scheduled for the length of the day established by the governing board or body of the local educational agency in a classroom under the immediate supervision of a certificated employee or in distance learning that meets the minimum requirements described in this part.

(d) (1) Each local educational agency shall document daily participation for each pupil on each schoolday, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a schoolday shall be documented as absent for that schoolday.
(2) For purposes of this section, daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

(e) Each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

(f) (1) A pupil who does not participate daily in either in-person instruction pursuant to subdivision (b) or distance learning pursuant to subdivision (d) shall be deemed absent by the local educational agency. A local educational agency shall use documentation of the absence for purposes of reporting its chronic absenteeism rates in its local control and accountability plan.

(2) Each local educational agency shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.

(g) Each school shall regularly communicate with parents and guardians regarding a pupil’s academic progress.

(h) The Controller shall include instructions necessary to enforce the requirements of this part in the 2020–21 audit guide required by Section 14502.1.

(i) (1) For a school district or charter school that offers fewer than the instructional days required in subdivision (c), the Superintendent shall withhold from the local educational agency’s local control funding formula grant apportionment for the prior year average daily attendance of each affected grade level, the sum of .0056 multiplied by that apportionment for each day less than what was required pursuant to this section.

(2) For a local educational agency that does not meet the requirements in subdivision (d), (e), or (f), the Superintendent shall withhold from the local educational agency’s local control funding formula grant apportionment the percentage of days out of compliance multiplied by the derived value of average daily attendance, all multiplied by the average daily attendance of each affected grade level. For purposes of this paragraph, the percentage of days out of compliance is equivalent to the number of days out of compliance divided by the total number of instructional days required to be offered.

(3) A local educational agency that provides distance learning shall not be penalized for instruction provided before September 1, 2020, that fails to meet the requirements of this section.
State Report Card

Criteria for Moving to Stage 2 on the Resilience Roadmap

Thanks to the millions of Californians who are abiding by the Stay at Home order, the state has made significant progress in bending the curve. While we aren't out of the woods yet, we are in a position to begin the process of gradually reopening certain sectors of our economy in counties meeting certain criteria.

Background:

On April 14, Governor Gavin Newsom outlined six indicators the state would consider when modifying the Stay at Home order. They include:

- Ability to test, contact trace, isolate, and support the exposed
- Ability to protect those at high risk for COVID-19
- Surge capacity for hospital and health systems
- Therapeutic development to meet the demand
- Ability of businesses, schools, and childcare facilities to support physical distancing
- Determination of when to reinstitute measures like Stay at Home

On April 28, the Governor also announced four “Resilience Roadmap Stages” that California would use to guide its gradual reopening process. The four stages are:

- Stage 1: Safety and Preparedness
- Stage 2: Lower Risk Workplaces
- Stage 3: Higher Risk Workplaces
- Stage 4: End of Stay at Home Order

California has been in Stage 1 since the statewide Stay at Home Order took effect on March 16. Data suggests that Californians’ actions to stay home over the past month and a half have stabilized the curve as well as ICU hospitalizations. This is why today, the Governor has announced that the state will move to Stage 2 to gradually reopen some lower risk workplaces with some adaptations. The following section outlines progress made in order to confidently move to the next stage.
Reminder: Until California is protected, our actions will be aligned to achieve the following:

- Ensure our ability to care for the sick within our hospitals
- Prevent infection in people who are at high risk for severe disease
- Build the capacity to protect the health and well-being of the public
- Reduce social, emotional, and economic disruptions

### Stability of Hospitalizations

California has seen a stabilization and modest decline of its COVID-19 ICU rates over the past few weeks.
Personal Protective Equipment Inventory

California has worked since the beginning of this pandemic to secure PPE to fight COVID-19.

On-Hand Today:

- 18.2 million surgical masks
- 5.8 million face shields
- 7.2 million gloves

Ordered:
- Hundreds of millions of surgical and n95 masks

Surge Capacity

California moved quickly to prepare for a possible COVID-19 surge and that early action has paid off. The state has:

- Prepared 14 facilities statewide ready to accept patients
- 2,072 beds ready to accept patients
- 10,000+ ventilators throughout the state not in use

Growing Testing Capacity

California has worked around the clock to expand its testing capacity – and the state has made significant progress. The state has:

- Met its May 1 testing goal of 25,000 a day
- Standing up 86 new sites across the state, especially focused on rural areas

Expanding Contact Tracing Capabilities

California is expanding its contact tracing capacity to help mitigate the spread of the virus. The state:

- Is rapidly identifying up to 10,000 individuals to serve as contact tracers
- Launching a statewide virtual training academy
- Launching a statewide data management platform