

Galt Joint Union Elementary School District
Board of Education
“Building a Bright Future for All Learners”

Regular Board Meeting
November 18, 2020
6:00 p.m. Closed Session
7:00 p.m. Open Session

To Join Meeting
Webinar: <https://galt-k12-ca.zoom.us/j/81757513900?pwd=eHBuWkNMUVZMSnRicDFDTi9CYWZyUT09>
Webinar ID: 817 5751 3900
Passcode: 690119
Telephone: 669-900-6833

Location: The Board meeting is a blended hybrid meeting with the trustees convening at a school location and broadcasted through teleconference for public access.

AGENDA

The teleconference meeting is being recorded and is being held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020.

The public may observe the open session meeting by using the zoom link or phone number on the agenda.

Public Comment will be accepted by teleconference following the teleconference protocol included in the board packet.

- Public Comment is limited to three minutes or less.
- Comments indicating agenda topics can also be emailed to kbock@galt.k12.ca.us by 12:00 p.m. on November 17, 2020 and is limited to 450 words.

Individuals requiring reasonable modifications to access the meeting or accommodations in order to observe or participate in the Board meeting are invited to contact Kauai Bock at 209-744-4545 or at kbock@galt.k12.ca.us by November 17, 2020.

- A. 6:00 p.m. – Closed Session:** Vernon E. Greer Elementary, Room 3
- B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session**
 - 1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
- C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session**
- D. Teleconference Board Meeting Protocol**
- E. Recognition**
 - 1. Board Member Service Recognition

F. Reports

LCAP GOAL 1

Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

LCAP GOAL 2

Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

LCAP GOAL 3

Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

1 CalSCHLS Survey 2020-21

LCAP GOAL 4

School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning

1. Robert L. McCaffrey Middle School Track Progress

OTHER REPORTS

1. Food Services

G. Routine Matters/New Business

202.133 Consent Calendar

MOTION

a. Approval of the Agenda

At a regular meeting, the Board may take action upon an item of business not appearing on the posted agenda if, first, the Board publicly identifies the item, and second, one or more of the following occurs:

- 1) The Board, by a majority vote of the full Board, decides that an emergency (as defined in Government Code section 54956.5) exists; or
- 2) Upon a decision by a two-thirds vote of the Board, or if less than two-thirds of the Board members are present, a unanimous vote of those present, the Board decides that there is a need to take immediate action and that the need for action came to the attention of the District after the agenda was posted; or
- 3) The item was posted on the agenda of a prior meeting of the Board occurring not more than five calendar days prior to the date of this meeting, and at the prior meeting, the item was continued to this meeting.

b. Minutes: October 28, 2020 Regular Board Meeting

Minutes: November 4, 2020 Special Closed Session Board Meeting

c. Payment of Warrants:

Vendor Warrant Numbers: 21375462-21375527, 21376569-21376616, 21377668-21377691

Certificated/Classified Payrolls Dated: 10/30/2020, 11/10/2020

d. Personnel

1. Resignations/Retirement
2. Leave of Absence Request
3. New Hires

e. Donations

202.134 Consent Calendar (Continued) – Items Removed for Later Consideration

CC
Items
Removed

202.135 Board Consideration to Establish December 14, 2020 at 7:00 at the Galt Joint Union Elementary School District Office as the Annual Organizational Meeting and Regular Monthly Meeting per Education Code §35143

MOTION

- | | | |
|---------|--|--------|
| 202.136 | Board Consideration of Nominations for California School Boards Association (CSBA) Delegate Assembly, Subregion 6-B | MOTION |
| 202.137 | Board Consideration of Approval of Memorandum Of Understanding (MOU) between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding Inclusion of the “School Social Worker” (“SSW”) Job Classification into the CSEA Bargaining Unit | MOTION |
| 202.138 | Board Consideration of Approval of Memorandum Of Understanding (MOU) between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Amending the MOU Dated August 3, 2020 Concerning the Impacts and Effects of Resumed District Operations Under COVID 19 Conditions | MOTION |
| 202.139 | Board Consideration of Approval of Memorandum Of Understanding (MOU) between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding the Classified School Employee Summer Assistance Program | MOTION |
| 202.140 | Board Consideration and Possible Action on Potential Memorandum of Understanding Between Galt Elementary Faculty Association (GEFA) and GJUESD Regarding On Campus Blended Instruction | MOTION |

H. Public Comments for topics not on the agenda

Public comment is limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time.

I. Pending Agenda Items

1. School District Properties
2. Low Performing Block Grant: Mathematics

The next regular meeting of the GJUESD Board of Education: Tentative, December 14, 2020

Board agenda materials are available for review at the address below.

Galt Joint Union Elementary School District
 1018 C Street, Suite 210, Galt, CA 95632
 (209) 744-4545



Board Meeting Agenda Item Information

Meeting Date: November 18, 2020	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX
<p>1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano</p> <ul style="list-style-type: none">▪ Employee Agency: (GEFA) Galt Elementary Faculty Association▪ Employee Agency: (CSEA) California School Employee Association▪ Non-Represented Employees	



Galt Joint Union Elementary School District
BOARD MEETING WEBINAR PROTOCOL

SESSION INTRODUCTION

1. Session is being recorded
2. Devices are muted

MAKING PUBLIC COMMENT PER ACTION ITEM

Email Public Comment

1. Email public comments, sent to kbock@galt.k12.ca.us by 12:00 p.m. on the Tuesday prior to the board meeting, will be read aloud by a meeting facilitator.
2. Email public comment is limited to 450 words.

Teleconference Webinar Public Conference

1. As the board meeting progresses, **please use the raised hand icon** to make public comment for items on the agenda.
2. A meeting facilitator will announce your name, when it is your turn to provide public comment.
3. When unmuted, please state your name and indicate the agenda topic you are commenting upon.
4. Public comment is three minutes.

BOARD VOTE and CONNECTIVITY

1. For action items, the motion will be followed by a roll call vote.
2. Should a board member lose connectivity by teleconference or phone, the meeting will be delayed five minutes before reconvening.



Board Meeting Agenda Item Information

Meeting Date: November 18, 2020	Agenda Item: Recognition
Presenter: Karen Schauer	Action Item: Information Item: XX Public Hearing:

1. Board Member Service Recognition

John Gordon and Matthew Felix, Board members, will be recognized for their service as a GJUESD Board of Trustee.



Board Meeting Agenda Item Information

Meeting Date: November 18, 2020	Agenda Item: Reports
Presenter: Karen Schauer	Action Item: Information Item: XX

LCAP GOAL 1

Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

LCAP GOAL 2

Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

LCAP GOAL 3

Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

1. CalSCHLS Survey 2020-21

LCAP GOAL 4

School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning

1. Robert L. McCaffrey Middle School Track Progress

OTHER REPORTS

1. Food Services



LCAP GOAL 3

Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

1. CalSCHLS Survey 2020-21

Plan for Year Two Survey: New CalSCHLS Survey for 2020-21

During the last school year, the district administered the CalSCHLS survey to staff, parents and students. The CalSCHLS elementary student, secondary student, and parent Core Modules have been expanded this year to help districts better understand the impacts of COVID-19 and how best to support students' social, emotional, and academic needs. An example of a question on the Core Modules ask respondents whether students attend school in person every weekday (in-person instructional model), whether they participate in school remotely from home (remote instructional model), or whether they participate in school both remotely and in-person (hybrid instructional model). Based on responses to this question, survey respondents are directed to questions only relevant to their instructional model.

The expanded student Core Modules measure students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social emotional well-being. The items come from the [Learning from Home Survey](#) and the [Social and Emotional Health Module](#). The parent Core Module has been expanded to include questions about experiences, perceptions, and concerns about students not being able to attend school in person and the district's remote learning program.

With another three-year Local Control Accountability Plan (LCAP) cycle beginning for 2021-22 amidst changing and historic educational times, our plan is to administer the improved CalSCHLS survey by next February or March as part of the planning development process.



LCAP GOAL 4

School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning

1. Robert L. McCaffrey Middle School Track Progress

We are pleased with the construction process on the McCaffrey Middle School Track and Field. The attached pictures were taken November 9th. The project is expected to be completed the week of November 16th. We appreciate the collaboration and teamwork from PBK Architects and S+B James Construction.

Robert L. McCaffrey Middle School Track





OTHER REPORTS

1. **Food Services**

Nick Svoboda, Food & Nutrition Supervisor

GALT FOOD & NUTRITION SERVICES

MOBILE LUNCH PROGRAM

2020-2021 CURBSIDE SERVICE



FUNDING

- SSO-Seamless Summer Option
- Supper Meals
- Retro Active
- Income Applications
- Extended Deadlines
- September 1, 2020- June 30, 2021
- 3 sites with Enrichment Programs
- August 2020-Resubmitted Claim
- Down approx. 60 families at three sites
- December 10th to adjust

THEME FOR THIS YEAR: STAND PROUD

- ❑ You Are Vital to This Community
- ❑ Go do your best
- ❑ Look for ways to improve our program
- ❑ Remember, students look to you as a role model



5 ELEMENTARY SITES & MCCAFFREY MIDDLE

All Food & Nutrition Staff: Every Day/All Day

Yard Staff- one or two at each site: packing,
serving, & traffic patrol

Custodians: setting up canopies, cleaning, &
sanitizing kitchens



SERVING HOT LUNCH & BREAKFAST FOR THE FOLLOWING DAY



PACKING MEALS IN A NEW WAY





NEW RECIPES

BAKED POTATO WITH CHEESE & BROCCOLI



PIZZA SANDWICH



CURBSIDE MON-FRI

Elem.

11:00am-1:00pm

McCaffrey

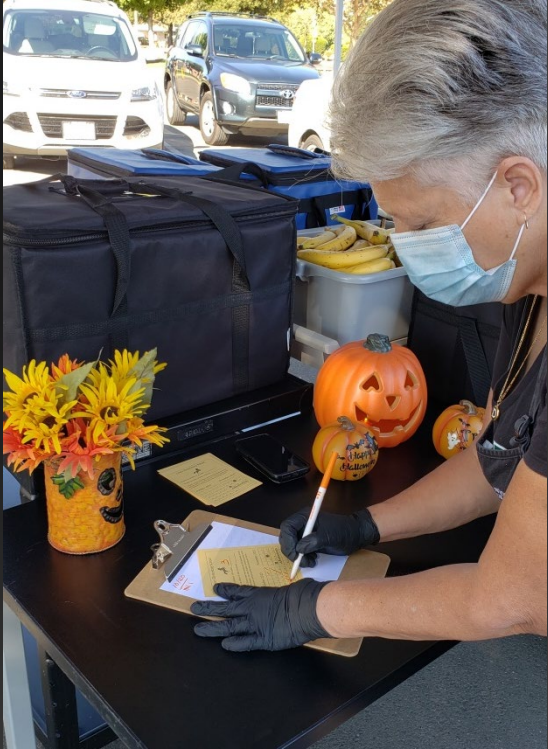
10:30am-12:00pm





MEAL CARDS

ALL CHILDREN IN THE
COMMUNITY 18 & UNDER



VISIT MOST CONVENIENT SITE
FOR ALL MEALS



SCARECROW CONTEST



Valley Oaks: IN & Out



River Oaks: Candy Land



Vernon Greer: Witches of Westside



Robert McCaffrey: Fun on the Farm

**A LETTER TO THE
MARENGO RANCH
LUNCH GODS!**



Dear lunch gods, you have been dearly close and helpful to us, you have been rewarded a watermelon suprise, please enjoy and keep on the amazing work and stay healthy!

Sincerely -
P.S. WASH YOUR HANDS!

☆★♡

POSSIBLE SERVICE MODELS= BLENDED DINNING EXPERIENCES

- ❑ Breakfast & Lunch Grab n' Go on campus
- ❑ Meals Served in Multi
- ❑ Meals Delivered to Classes
- ❑ Take Home Grab n' Go
- ❑ Hot cooked items, cold meals, and reheatable items



WRAP-UP

- ❑ We are wearing our PPE
- ❑ Packaging food
- ❑ Limiting curbside contact
- ❑ Focusing on serving our customers
- ❑ Smiling with our eyes!





Board Meeting Agenda Item Information

Meeting Date: November 18, 2020	Agenda Item: 202.133 Board Consideration of Approval of Consent Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:
<ul style="list-style-type: none"> a. Approval of the Agenda b. Minutes: October 28, 2020 Regular Board Meeting Minutes: November 4, 2020 Special Closed Session Board Meeting c. Payment of Warrants: <u>Vendor Warrant Numbers:</u> 21375462-21375527, 21376569-21376616, 21377668-21377691 <u>Certificated/Classified Payrolls Dated:</u> 10/30/2020, 11/10/2020 d. Personnel <ul style="list-style-type: none"> 1. Resignations/Retirement 2. Leave of Absence Request 3. New Hires e. Donations 	

Galt Joint Union Elementary School District
Board of Education
"Building a Bright Future for All Learners"

<p>Regular Board Meeting Zoom Teleconference Link</p>	<p>October 28, 2020 Open Session Meeting ID: 874 8888 6962 Phone Participation: 669-900-6833</p>
<p>Board Members Present</p> <p>Grace Malson Thomas Silva Wesley Cagle Matthew Felix John Gordon</p>	<p style="text-align: right;">Administrators Present</p> <p style="text-align: right;">Karen Schauer Lois Yount Ron Rammer Kuljeet Nijjar David Nelson</p> <p style="text-align: right;">Claudia Del Toro-Anguiano Donna Mayo-Whitlock Jennifer Porter Stephanie Simonich Donna Gill</p>

MINUTES

This meeting is being held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020

- A. Grace Malson announced items to be discussed in Closed Session.**
- B. Closed Session was called to order at 6:00 p.m.**
Present for the closed session: Karen Schauer, Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Grace Malson, Thomas Silva, Wesley Cagle, Matthew Felix, John Gordon
 - 1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
- C. Closed Session adjourned at 7:05 p.m.** The open meeting was called to order at 7:16 p.m. by Grace Malson. She announced no action taken in closed session, followed by the flag salute.
- D. Karen Schauer shared the Teleconference Board Meeting Protocol**
- E. Recognition**
 - 1. Lois Yount, Business Director, recognized Cassidy Harmon, recipient of the Derivi Castellanos Architects (DCA) Scholarship [Technology Device].
- F. Governance Team Discussion**

1. The Board discussed the California School Boards Association (CSBA) Annual Education Conference, a virtual event. Board members will notify district office staff if they can attend by the registration deadline.

G. Routine Matters/New Business

202.122 A motion was made by John Gordon to approve the Consent Calendar, MOTION
seconded by Matthew Felix and unanimously carried.

- a. Approval of the Agenda
- b. Minutes: September 23, 2020, Regular Board Meeting
Minutes: October 14, 2020, Special Board Meeting
- c. Payment of Warrants:
Vendor Warrant Numbers: 21370500-21370569, 21371617-21371676,
21372200-21372233, 21373515-21373568, 21374474-21374553
Certificated/Classified Payrolls Dated: 9/30/2020 and 10/9/2020
- d. Personnel

Resignations

Name	Position	Effective Date	Site
Cantu, Stacey	Teacher	10/2/2020	Lake Canyon Elementary
Henriquez, Rebecca	Instructional Asst., Preschool	10/13/2020	Fairsite
Holland, Mason	Instructional Asst. Special Education		Marengo Ranch Elementary
Pigorsch, Nicholas	Warehouse Worker	10/02/2020	District Office
Salim, Samia	Instructional Asst.	10/15/2020	River Oaks Elementary
Velasquez, Guadalupe	Instructional Asst., Preschool	10/30/2020	Fairsite School Readiness Center

Leave of Absence Requests

Name	Position	Effective Date	Site
Baglietto, Cheryl	Health Asst.	09/21/2020- 10/02/2020	Greer Elementary
Hopper, Joyce	Bus Driver	10/15/2020- 10/30/2020	Transportation

New Hires/Reassignment

Name	Position	Site
Barajas, Diana	Guest Teacher	N/A
Bravo, Martha (Reassignment)	Custodian	Greer Elementary
Frizzi, Alessandra	Guest Teacher	N/A
McMillan, Darian	Guest Teacher	N/A
Sagert, David	Classified Substitute	N/A
Wolfe, Elizabeth	Teacher	Lake Canyon Elementary

- e. Donations

202.123	Consent Calendar (Continued) – Items Removed for Later Consideration	CC Items Removed
202.124	A motion was made by Thomas Silva to approve Edupoint License Agreement for the Use of the Synergy Student Educational Platform, seconded by Wesley Cagle and unanimously carried.	Edupoint Agreement
202.125	A motion was made by Wesley Cagle to approve Pupil Transportation Information, LLC PTI School Transportation Consultation Services Agreement for Professional Services with Timothy W. Purvis, seconded by Matthew Felix and unanimously carried.	PTI Cons Agreement
202.126	A Public Hearing of Resolution No. 5 Approving an Alternative Level 1 Developer Fees on New Residential, Commercial, and Industrial Construction within the GJUESD was held. There was no public comment.	Public Hearing Res #5
202.127	A motion was made by John Gordon to approve Resolution No. 5 Approving an Alternative Level 1 Developer Fees on New Residential, Commercial, and Industrial Construction within the GJUESD, seconded by Thomas Silva and unanimously carried.	Res #5 Level 1 Dev Fees
202.128	A Public Hearing of Resolution No. 6 Approving an Alternative Level 2 Fee on New Residential Construction for the GJUESD was held. There was no public comment.	Public Hearing Res #6
202.129	A motion was made by John Gordon to approve Resolution No. 6 Approving an Alternative Level 2 Fee on New Residential Construction for the GJUESD, seconded by Grace Malson and unanimously carried.	Res #6 Level 2 Fees
202.130	A motion was made by Wesley Cagle to Approve Changing the November Regular Board Meeting Date from November 25, 2020, to November 18, 2020, seconded by Matthew Felix and unanimously carried.	Nov. Mtg. Date
202.131	A motion was made by Matthew Felix to Increase the Substitute Teacher Daily Rate from: <ul style="list-style-type: none"> • \$125 – Elementary School • \$130 – Middle School • \$135 – More than 15 days per pay period To <ul style="list-style-type: none"> • \$150 – per day • \$160 – long term (more than 15 days per pay period) Effective November 17, 2020, seconded by Thomas Silva and unanimously carried.	Sub Teacher
202.132	A motion was made by John Gordon to approve the Memorandum Of Understanding Between the California School Employees Association (CSEA) and its Galt Chapter #362 (CSEA) and the GJUESD Regarding Reduction in Hours – Personnel Technician, seconded by Wesley Cagle and unanimously carried.	CSEA MOU

202.133 The Memorandum of Understanding Between Galt Elementary Faculty Association (GEFA) and GJUESD Regarding On Campus Blended Instruction was tabled by Grace Malson.

GEFA MOU

Karen Schauer, Superintendent, reported teachers, classified staff, administrators, supervisors, and others had provided educational opportunities throughout the pandemic, and the contributions of everyone has been outstanding.

With Board approval of the GJUESD Initial Transitional Reopening Schools model last August, the District will follow the law to reopen schools safely. The created model ranged from distance learning to blended learning to in-person learning, depending on the pandemic level set by the State of California. Additionally, Sacramento County Public Health has issued guidance allowing schools to reopen; thus, the District has been on a reopening path.

Dr. Schauer stated the District is at a critical point to move forward. On October 14, 2020, the Board received reopening progress information at a special board meeting and discussed the next steps. The direction was for the superintendent to prepare to reopen schools at the beginning of the 2nd trimester. Additionally, a Memorandum of Understanding was approved to begin on-campus services for high needs learners starting the week of October 19 with volunteer staff participation. Following that board meeting, the District has continued efforts to prepare for reopening with labor unions.

H. Reports

LCAP GOAL 1

Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

1. GJUESD Initial Transitional Reopening Schools Update

Karen Schauer shared a potential timeline for reopening schools. She emphasized that progress is being made with both labor unions, but more time is needed to reach agreements so the District can truly be systems ready to open safely and efficiently. She indicated transition week could begin November 16 with all teachers and support staff working on the school campus throughout the transition week, including training and practice for safety procedures and classroom preparation for on-campus instruction. Currently, 18 teachers are working on-campus with small cohorts of high needs children.

Dr. Schauer shared a sample elementary school AM/PM schedule and asked Jennifer Porter, Elementary School Principal, to address the sample.

Ms. Porter reported students would receive in-person instruction four days per week. In the sample AM schedule, students would receive in-person instruction in the classroom from 8:10-10:40, and students would work on independent, teacher-assigned work in the afternoon.

In the PM schedule, students would receive in-person instruction in the classroom from 12:20-2:50, and students would work on independent, teacher, assigned work in the morning. All lunches would be delivered to the classroom.

Wesley Cagle, Board Member, asked how schools would decide what students go to school in the AM and what students go to school in the PM, and why was this schedule determined to be the best?

Ms. Porter stated that the distribution of students would need to be thought out carefully. She indicated the most equitable solution might be to place students alphabetically while considering some families' unique needs.

Ms. Porter further stated the AM/PM schedule is being considered because students would go to a school campus four days a week instead of two as in an A/B model. She indicated this schedule allows for personalized and individualized instruction. Mondays would be used for planning and communicating with parents.

Grace Malson, Board President, asked if after school care would be available?

Donna Whitlock, Educational Services Director, reported the After School Education and Safety (ASES) program would be available on campus for small cohorts at limited capacity. The District is planning to open for after school services at three school sites. The other sites may continue with the SOAR program supported by Galt Parks and Recreation department. She indicated the Galt Parks and Recreation department has successfully run programs through the summer with safety protocols in place and no evidence of pandemic infection. Additionally, there is the potential for additional childcare for staff.

John Gordon, Board Member, asked Ms. Porter to describe what 2.5 hours of direct instruction would look like and how it differs from distance learning?

Ms. Porter stated that there would be a heavy concentration on math, writing, reading, and language arts, as those areas can be challenging to teach during distance learning. Additionally, because there would be no recess, physical education and music would take place through Zoom.

Thomas Silva, Board Member, stated that playtime should be incorporated at some point.

Karen Schauer shared a sample middle school, grades 7-8, AM/PM schedule. She indicated it is a similar schedule for elementary to help families with coordination. She asked Ron Rammer, Middle School Principal, to address the sample.

Ron Rammer reported the example is a working model. It's a similar block in the AM and PM as the elementary schools. The middle school teachers are single-subject teachers, so students participate in 6 classroom periods each week. Currently, students are receiving 900 minutes of synchronous class time. Synchronous time is reduced to 480 minutes in this example. Students will have a lot of asynchronous work. The question to consider is whether students benefit more from being physically present with their teacher.

Thomas Silva asked Mr. Rammer to describe what 2.5 hours of direct instruction would look like.

Mr. Rammer stated parents would only be able to drop their children off at school during the drop-off window of time, and students would be required to go straight to their classroom. Students would attend 3 periods a day with 5 minutes in-between classes following designated patterns on a typical day. The student would be assigned teams and use assigned gates for entry and exit.

Mr. Rammer shared challenges that the middle school may encounter include mixing students for some classes, including exploratory and advanced math. Logistically there is a lot to consider.

Grace Malson asked if band, choir, or physical education would be offered.

Mr. Rammer stated that band and choir would be offered as an exploratory class. Physical education would be provided to all students per health guidelines.

John Gordon asked if there would be enough time to clean classrooms in between class periods.

Mr. Rammer stated that students arriving to class would clean their desk before the start of class. He indicated other districts that have opened for in-person learning are using this method successfully. The teacher sprays the desk, and the student wipes it down. This practice would be confirmed once a scheduling model is approved.

Thomas Silva inquired about the use of disinfectant foggers. Specifically, are the chemicals used safe, and can this information be added to the GJUESD website?

Lois Yount reported the chemicals used are approved by the Environmental Protection Agency (EPA). She will have the datasheets related to these chemicals placed on the GJUESD website. She indicated the same product is being used on school buses.

Karen Schauer shared the next steps. They include:

1. By Friday, October 30, parent and staff communications on reopening progress and timelines
2. November 2, 4, and 5: labor negotiations meetings with GEFA and CSEA
3. Plans for expanded learning and/or childcare services finalized
4. Pending Tentative Agreement(s): schedule a special board meeting for a potential tentative agreement
5. November/December: convene a meeting for the 2020-21 District Advisory Committee
6. November roll-out of GJUESD reopening school publication with consolidated safety procedures, schedules, and reopening plans

Additionally, the District is working on a publication that will be a compilation of information related to reopening schools in an easy to view format.

Wesley Cagle stated that health and safety guidance is on the District website now.

Karen Schauer added that information is being updated on the website as it is received. She added that all district staff and students would be required to wear face masks. It will be a condition of employment and attendance.

Donna Whitlock reported the health and safety guidelines to indicate all students in grades 2-8 must wear face masks. It is strongly encouraged that younger children also use face masks or face shields. She suggested there will be some medical exemptions and alternative options for small group learning.

Lois Yount added that plexiglass had been installed where needed. It is recommended to follow social distance guidance; students remain at a desk as much as possible.

David Nelson, Elementary School Principal, addressed the Board. He stated that teachers are giving their very best. He recognized and commended their contributions. He indicated they are learning new teaching techniques and becoming experts in things they've never done before. Everyone wants what is best for kids and wants to bring kids back to school because we know that's best academically. He also wants to understand the teacher's individual needs without judgment. Ultimately feedback from families is that they want their kids back at school.

The Board took a 7-minute break at this point in the meeting.

I. Public Comment

The Board received a public comment regarding the reopening of schools by: Danielle Goldberg, Emily Dermon, Lizette Avalos, Christa Dunkel, Jenifer Johnson, Karen Gumm, Kathleen Pletcher, Lori Corona, Jennifer Waters, Coral Sage, Kelly Vlcek, Heidi Freedman, Kari Montgomery, Arianne Aguilera, Joanna Nelson, Christina Ceccarelli, Christina Lawrie, Monica Brixley, Brenda Crosier, Sabrena Fry, Amy Mangili, Jim Vlcek, Michelle Perez, Emily Lewis, Megan Haas, Erika Duenas, Tracey Leveroni, Kathy Loesch, Kim Lizama, Nicole Williamson, Maria Bernal, Sara Murray, Martha Velma, Nicole Williamson, Lisa Rhodes, Sunshine Umeda, Heather Wetzel, Tracy Watt, Mrs. Hoff, Tiffany Laurence, Regina De Melo Gonzalez, Lisa Rhodes, Sara Murray, Elaine Trull, Susan Payne, Chelsea Haight, Olivia Rhodes, and Annette Kunze.

Karen Schauer summarized reopening schools next steps. She indicated the plan teachers and support staff to work on the school campus throughout the November 18, 2020 transition planning week. All TK-8 schools would plan to relaunch distance learning while phasing in a synchronous blended schedule on-campus the week of November 30, 2020. The District is working with labor unions next week and will send out a FAQ with timelines and sample schedules by Friday, October 30, 2020.

LCAP GOAL 3

Processes and measures for continuous improvement and accountability are applied throughout the District, including personalized evaluation processes for educators.

1. The CalSCHLS Survey 2020-21 report was tabled until the Board's next regular meeting.

LCAP GOAL 4

School facilities are safe, healthy, hazard-free, clean, and equipped for 21st-century learning

1. The Robert L. McCaffrey Middle School Track Progress report was tabled until the Board's next regular meeting.

OTHER REPORTS

1. The Food Services report was tabled until the Board's next regular meeting.
2. Karen Schauer reported no complaints during the Williams Uniform Complaint Process Quarter 1 Report.

J. Pending Agenda Items

1. School District Properties
2. Low Performing Block Grant: Mathematics

Adjournment: 11:59 p.m.

Wesley Cagle, Clerk

Date



**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
BOARD OF EDUCATION**
"Building a Bright Future for All Learners"

Special Board Meeting
Meeting ID

Wednesday, November 4, 2020
Announcement of Items to be Discussed: 816 5557 1851
Closed Session: 891 9753 2988

Board Members Present

Grace Malson
Thomas Silva
Wesley Cagle
Matthew Felix
John Gordon

Administrators Present

Karen Schauer Donna Mayo-Whitlock
Lois Yount Claudia Del Toro-Anguiano

MINUTES

The meeting is being held pursuant to Executive Order N-25-20 issued by
California Governor Gavin Newsom on March 12, 2020

A. Flag salute. Grace Malson announced items to be discussed in Closed Session

B. Public Comment: Karen Schauer read aloud public comments received via email from Elizabeth Bartkowski, Coleen Wilson, Coral Sage, and Savannah Jones.

C. Closed Session was called to order at 6:07 p.m.

Present for closed session: Karen Schauer, Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Grace Malson, Thomas Silva, Wesley Cagle, Matthew Felix, John Gordon, and Christian Keiner, Attorney at Law, Dannis Voliver Kelley

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees

D. Closed Session adjourned at 8:14 p.m.

Grace Malson announced no action taken in closed session.

Wesley Cagle, Clerk

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirements

Name	Position	Effective Date	Site
Stinson, Tracy (Retirement 20 years)	Fiscal Services Supvr.	06/30/2021	District Office

Leave of Absence Requests

Name	Position	Effective Date	Site
Arredondo, Rosa	Yard Supervisor	10/23/20-11/6/20	Greer
Fritts, Tonya	Yard Supervisor	11/02/20-12/18/20	River Oaks
Gamboa-Sandoval, Nancy	Instructional Asst., Bilingual	11/30/20-12/18/20	Lake Canyon
Rodriguez, Oscar	Yard Supervisor	11/06/20-06/04/21	Marengo Ranch
Valencia, Isabel	Health Asst.	10/20/20-11/20/20	Marengo Ranch

New Hires/Reassignment

Name	Position	Site
Beckett, William	Warehouse/Delivery Driver	District Office
Garcia, Irma (Reassignment)	Personnel Technician	District Office
Medlock, Matthew	Custodian	Valley Oaks
Papineau, Trevor	Custodian	Greer Elementary
Sagert, David	Custodian	Marengo Ranch
Semas, Stephanie (Reassignment)	Human Resources Coordinator	District Office



CONSENT CALENDAR

Donations

Food and Nutrition Services Scarecrow Contest

- John Durand and McFarland Ranch donated 14 pumpkins
- Cafe Latte donated a \$10.00 gift certificate
- Domino Pizza donated \$200 in gift certificates
- Goldstar foods donated 12 hats and aprons
- Lois Yount made a monetary donation
- Starbucks donated six pounds of coffee
- Sysco Foods donated 48 hot links
- Denny's donated 12 free meal cards



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632

209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: November 18, 2020	Agenda Item: 202.134 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Karen Schauer	Action Item: XX Information Item:

The Board will have the opportunity to address any items that are moved from the consent calendar.



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: November 18, 2020	Agenda Item: 202.135 Board Consideration to Establish December 14, 2020, at 7:00 at the Galt Joint Union Elementary School District Office as the Annual Organizational Meeting and Regular Monthly Meeting per Education Code §35143
Presenter: Karen Schauer	Action Item: XX Information Item:

Under the provisions of Education Code section 35143, your governing board is required to set an annual organizational meeting within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meeting in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. (Board members are seated the second Friday of December following the November election [Education Code § 5017])

The 15-day period for 2020 is December 11 – 25, 2020.

The day and time of the annual meeting are to be selected by the governing board at its regular meeting held immediately before the beginning of the 15-day period, and the board shall notify the County Superintendent of Schools of the day and time selected.

Education Code Section 35143

The governing board of each school district shall hold an annual **organizational meeting**. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office.

Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools of the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, prior to the first day of such 15-day period and after the regular meeting of the board held immediately prior to the first day of such 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. He shall notify in writing all members and members-elect of the date and time.

At the annual meeting the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk.

At the annual meeting each city board of education shall organize by electing a president from its members.

At the annual meeting the governing board of each other type of school district, except a community college district, shall elect one of its members clerk of the district.

As an alternative to the procedures set forth in this section, a city board of education whose members are elected in accordance with a city charter for terms of office commencing in December, may hold its annual organizational meeting required in this section between December 15 and January 14, inclusive, as provided in rules and regulations which shall be adopted by such board. At the annual meeting the city board of education shall organize by electing a president and vice president from its members who shall serve in such office during the period January 15 next to the following January 14, unless removed from such office by majority vote of all members of the city board of education.

Education Code Section 5017

Each person elected at a regular biennial governing board member election shall hold office for a term of four years commencing on the second Friday in December next succeeding his or her election. Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his or her successor has qualified. The term of the successor shall begin upon the expiration of the term of his or her predecessor.



Board Meeting Agenda Item Information

Meeting Date: November 18, 2020	Agenda Item: 202.136 Board Consideration of Nominations for California School Boards Association (CSBA) Delegate Assembly, Subregion 6-B
Presenter: Karen Schauer	Action Item: XX Information Item:

Each year, member boards elect representatives to the California School Boards Association's Delegate Assembly. The Delegate Assembly is a vital link in the Association's governance and sets the general policy direction. Working with member boards, the Board of Directors, Executive Committee, and Delegates ensure the Association promotes the interests of California's school districts and county offices of education. Delegates with terms that end in 2021 are up for election.

Delegates elected in 2021 will serve a two-year term beginning April 1, 2021 through March 31, 2023. There are two required Delegate Assembly meetings each year; in 2021, the dates are May 15-16 and November 30 - December 1.

Nominations and biographical sketch forms for CSBA's Delegate Assembly are being accepted until Thursday, **January 7, 2021**.

Delegate Assembly District Nomination Form for 2021 Election



TO BE COMPLETED BY THE NOMINATING BOARD

Deadline: Thursday, January 7, 2021 | No late submissions accepted

This form is required. Please submit this Nomination Form via e-mail to nominations@csba.org no later than 11:59 p.m. on January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2021. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.

CSBA Region/subregion # _____

See "CSBA REGION INDEX FOR DISTRICTS & COE"

The Board of Education of the _____
(Nominating District)

voted to nominate _____ **. The nominee is a member of the**
(Nominee)

_____ **which is a member of the**
(Nominee's Board)

California School Boards Association.

The nominee has consented to this nomination.

Board Clerk or Board Secretary (signature)

Date

Board Clerk or Board Secretary (print name)

ONLY ONE NOMINEE PER NOMINATION FORM

Delegate Assembly Biographical Sketch Form for 2021 Election



Deadline: Thursday, January 7, 2021 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state “see résumé.” Do not re-type this form. It is the candidate’s responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org no later than 11:59 p.m.. on January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2021.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____ Date: _____

Name: _____ CSBA Region & subregion #: _____

District or COE: _____ Years on board: _____

Profession: _____ Contact Number (Cell Home Bus.): _____

Primary E-mail: _____

Are you an incumbent Delegate? Yes No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Delegate Assembly Important Dates



2021 Delegate Assembly Election

Thursday, January 7:	Deadline for Nomination Forms and Biographical Sketch Forms
Monday, February 1:	Ballots sent to member boards
Monday, March 15:	Deadline for ballots to be sent back to CSBA
By Wednesday, March 31:	Ballots will be counted
Thursday, April 1:	First day of new 2-year term for Delegates elected in 2021

2021 Delegate Assembly Meeting Dates

Saturday – Sunday, May 15 - 16
(scheduled to occur in Sacramento)

Tuesday – Wednesday, November 30 - December 1
(scheduled to occur in San Diego)

2022 Delegate Assembly Meeting Dates

Saturday – Sunday, May 21-22
(scheduled to occur in Sacramento)

Tuesday – Wednesday, November 29 - 30
(scheduled to occur in San Diego)



DELEGATE ASSEMBLY ROSTER with terms (Updated 10/28/2020)

◇ = District or COE appointment

REGION 1 – 4 Delegates (4 elected)

Director: Frank Magarino (Del Norte County USD)

Subregion 1-A (Del Norte, Humboldt)

Donald McArthur (Del Norte County USD), 2021

Lisa Ollivier (Eureka City Schools), 2022

Subregion 1-B (Lake, Mendocino)

Tyler Nelson (Ukiah USD), 2022

Region 1 County

David Browning (Lake COE), 2021

REGION 2 – 4 Delegates (4 elected)

Director: Sherry Crawford (Siskiyou COE)

Subregion 2-A (Modoc, Siskiyou, Trinity)

Gregg Gunkel (Siskiyou Union HSD), 2021

Subregion 2-B (Shasta)

Vacant, 2021

Subregion 2-C (Lassen, Plumas)

Vacant, 2022

Region 2 County

Brenda Duchi (Siskiyou COE), 2022

REGION 3 – 8 Delegates (8 elected)

Director: A.C. (Tony) Ubalde (Vallejo City USD)

Subregion 3-A (Sonoma)

Jeremy Brott (Bennett Valley Union SD), 2022

Laurie Fong (Santa Rosa City Schools), 2021

Subregion 3-B (Napa)

Indira Lopez (Calistoga Joint USD), 2021

Subregion 3-C (Solano)

Diane Ferrucci (Benicia USD), 2021

David Isom (Fairfield-Suisun USD), 2021

Michael Silva (Vacaville USD), 2022

Subregion 3-D (Marin)

Greg Knell (San Rafael City Schools), 2022

Region 3 County

Gina Cuclis (Sonoma COE), 2021

Delegate-at-Large

Dana Dean (Solano COE)

REGION 4 – 8 Delegates (8 elected)

Director: Paige Stauss (Roseville Joint Union HSD)

Subregion 4-A (Glenn, Tehama)

Vacant, 2022

Subregion 4-B (Butte)

Sandra Barnes (Oroville City ESD), 2021

Subregion 4-C (Colusa, Sutter, Yuba)

Talwinder Chetra (Live Oaks USD), 2022

Silvia Vaca (Williams USD), 2021

Subregion 4-D (Nevada, Placer, Sierra)

Julann Brown (Auburn Union ESD), 2021

Alisa Fong (Roseville City SD), 2021

Renee Nash (Eureka Union SD), 2022

Region 4 County

David Patterson (Placer COE), 2022

Delegate-at-Large

Mike Walsh (Butte COE)

REGION 5 – 10 Delegates (7 elected/3 appointed ◇)

Director: Alisa MacAvoy (Redwood City ESD)

Subregion 5-A (San Francisco)

Jenny Lam (San Francisco County USD)◇, 2021

Rachel Norton (San Francisco County USD)◇, 2021

Vacant (San Francisco County USD)◇, 2022

Subregion 5-B (San Mateo)

Davina Drabkin (Burlingame ESD), 2021

Carrie Du Bois (Sequoia Union HSD), 2021

Eddie Flores (South San Francisco USD), 2022

Amy Koo (Belmont-Redwood Shores SD), 2022

Clayton Koo (Jefferson ESD), 2022

Gregory Land (San Mateo Union HSD), 2021

Region 5 County

Beverly Gerard (San Mateo COE), 2021

REGION 6 – 18 Delegates (11 elected/7 appointed ◇)

Director: Darrel Woo (Sacramento City USD)

Subregion 6-A (Yolo)

Jackie Wong (Washington USD), 2022

Subregion 6-B (Sacramento)

Beth Albiani (Elk Grove USD)◇, 2021

Michael Baker (Twin Rivers USD)◇, 2021

Pam Costa (San Juan USD)◇, 2021

Craig DeLuz (Robla ESD), 2022

Basim Elkarra (Twin Rivers USD), 2021

John Gordon (Galt Joint Union ESD), 2021

Lisa Kaplan (Natomas USD), 2021

Mike McKibbin (San Juan USD)◇, 2022

JoAnne Reinking (Folsom-Cordova USD), 2022

Edward Short (Folsom-Cordova USD), 2021

Bobbie Singh-Allen (Elk Grove USD)◇, 2022

Vacant, 2021

Vacant (Sacramento City USD)◇, 2022

Vacant (Sacramento City USD)◇, 2021

Subregion 6-C (Alpine, El Dorado, Mono)

Misty diVittorio (Placerville Union ESD), 2022

Suzanna George (Rescue Union ESD), 2021

Region 6 County

Shelton Yip (Yolo COE), 2022

REGION 7 – 19 Delegates (14 elected/5 appointed ◇)

Director: Yolanda Peña Mendrek (Liberty Union HSD)

Subregion 7-A (Contra Costa)

Elizabeth Bettis (Walnut Creek ESD), 2021

Rachel Hurd (San Ramon Valley USD)◇, 2022

Linda Mayo (Mt. Diablo USD)◇, 2021

Meredith Meade (Lafayette SD), 2021

Marina Ramos (John Swett USD), 2022



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
 209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

<p>Meeting Date: November 18, 2020</p>	<p>Agenda Item: 202.137 Board Consideration of Approval of Memorandum Of Understanding (MOU) between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding Inclusion of the "School Social Worker" ("SSW") Job Classification into the CSEA Bargaining Unit</p>
<p>Presenter: Karen Schauer</p>	<p>Action Item: XX Information Item:</p>

CSEA ratified an agreement to include school social workers as members of the classified bargaining unit.

Board approval is recommended.

Fiscal Impact: Projected up to \$16,000 dependent on negotiations.

UNIT MODIFICATION
MEMORANDUM OF UNDERSTANDING (MOU)
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL (DISTRICT)

The following is a Memorandum of Understanding (“MOU”) between the Galt Joint Union Elementary School District (“District”) and the California School Employees Association and its Galt Chapter #362 (“CSEA”) pertaining to the inclusion of the “School Social Worker” (“SSW”) job classification into the CSEA bargaining unit. The parties agree to the following terms and conditions:

- School Social Worker Job Classification
 - The parties agree the SSW’s share a community of interest with the Classified employees represented by CSEA and shall be included in the CSEA bargaining unit.
 - The parties agree to negotiate the inclusion of the SSW job classification into the Collective Bargaining Agreement (“CBA”) during the 20-21 re-opener negotiations. The parties agree to status quo on all matters pertaining to the SSW job classification until negotiations are complete.
 - For the purposes of calculating seniority and all rights pertaining to seniority under the CBA, the parties agree that District hire date shall be used.
 - The parties agree to notify the Public Employment Relations Board (“PERB”) of the CSEA bargaining unit modification via a joint application, however, CSEA shall only disclose “proof of support” to PERB.
- This agreement shall go into effect upon formal ratification by both parties.



Lori Jones, Chapter President
CSEA Chapter #362

Date 10-6-2020



Karen Schauer, Superintendent
Galt Joint Union Elementary School District

Date 10-6-2020



Mauricio Vides, Labor Relations Representative
CSEA

Date 10/7/20



Board Meeting Agenda Item Information

Meeting Date: November 18, 2020	Agenda Item: 202.138 Board Consideration of Approval of Memorandum Of Understanding (MOU) between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Amending the MOU Dated August 3, 2020, Concerning the Impacts and Effects of Resumed District Operations Under COVID 19 Conditions
Presenter: Karen Schauer	Action Item: XX Information Item:

Pending ratification, this agreement supports classified employees providing services for 1) transitioning to an in-person blended instructional model through temporary schedule changes and 2) employee childcare staffing needs.

Board approval is recommended.

Fiscal Impact is depended on final staffing needs and would be covered by state or federal emergency funds.

ADDENDUM
COVID-19 RE-OPENING
MEMORANDUM OF UNDERSTANDING (MOU)
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL (DISTRICT)


This Amendment hereby amends the Memorandum Of Understanding dated August 3, 2020, between the Galt Joint Union Elementary School District ("District") and the California School Employees Association and its Galt Chapter #362 ("CSEA"), collectively referred to as the "parties."

To these ends, the District and CSEA agree as follows:

- 19) **Temporary Change to Start and End Times:** To maintain safe and productive operations during a potential re-opening of schools, the parties agree the start/end times of Classified Employees may need to be temporarily adjusted. The District agrees to first seek volunteers from impacted bargaining unit Classifications. If an insufficient number of volunteers agree to a temporary change in start/end times, the District may offer to temporarily increase the hours of impacted bargaining unit Classifications. The parties agree the need for a temporary increase of hours may vary by site, department, and position. The District shall offer a temporary increase of hours to impacted Classifications by site via seniority. The parties agree no employee shall lose any contracted hours or pay. Prior to implementing an involuntary change to hours not consistent with a negotiated agreement, the District agrees to bargain with CSEA. Upon expiration of this agreement the parties agree employees impacted by a temporary change to start/end times shall return to status quo unless mutually agreed upon otherwise.

- 20) **Distance Learning Homework Club:** The parties understand the COVID-19 Pandemic has presented unprecedented challenges to employees with childcare responsibilities and their ability to balance those responsibilities with the operational services of the District. The Distance Learning Homework Club shall provide District employees with the opportunity to receive childcare services, free of charge, for their school age children during an employee's contracted hours. The District agrees to staff the Distance Learning Homework Club with short term employees subject to the terms of the August 3, 2020, MOU. In the event, that an insufficient number of short term employees are available prior to the start date of the Distance Learning Homework Club, the parties agree that Classified employees may be temporarily re-assigned to the Distance Learning Homework Club until such time as short term employees become available. In such a scenario, the District shall first seek volunteers from the Classified bargaining unit. The District shall maintain discretion in the selection of volunteers. No volunteers shall lose their position, hours or pay. If an insufficient number of volunteers are available, the District may temporarily reassign Classified employees to staff the Distance Learning Homework Club. The District will seek to reassign Classified employees from the site first. In the event a temporary transfer is necessary, the impacted Classified employee shall return to their original site/assignment when a short-term employee is available. No Classified employee impacted by a re-assignment or transfer shall lose their position, hours or pay. Classified employees who staff this program and are offered to work additional hours in the Distance Learning Homework Club beyond their contracted time shall retain their salary range/step for those additional hours.

21) This Amendment shall not alter the terms and conditions of the Memorandum of Understanding dated August 3, 2020 except as agreed upon herein.



Lori Jones, Chapter President
CSEA Chapter #362

11-5-2020

Date



Karen Schauer, Superintendent
Gal Joint Union Elementary School District

Nov. 5, 2020

Date



Mauricio Vides, Labor Relations Representative
CSEA

11/5/20

Date



Board Meeting Agenda Item Information

Meeting Date: November 18, 2020	Agenda Item: 202.139 Board Consideration of Approval of Memorandum Of Understanding (MOU) between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding the Classified School Employee Summer Assistance Program
Presenter: Lois Yount	Action Item: XX Information Item:

Assembly Bill 1808 has allocated \$50 million for classified employees to utilize as part of the Classified School Employee Summer Assistance Program (CSESAP). This MOU outlines employees eligible to participate in the program, employee withholdings, and State matching funds. Voluntary employer withholdings would take effect in the 2020-21 school year. Employees may elect to withhold up to 10% of his/her regular monthly pay. The employee would receive State matching funds when disbursed by the California Department of Education in 2021.

Pending CSEA ratification, Board approval is recommended.

Fiscal Impact: Approximately \$11,625 in statutory benefits based on current participation.

MEMORANDUM OF UNDERSTANDING
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL (DISTRICT)

The following is a Memorandum of Understanding ("MOU") between the Galt Joint Union Elementary School District ("District") and the California School Employees Association and its Galt Chapter #362 ("CSEA"). The District and CSEA agree to the following terms and conditions:

WHEREAS, the State of California via Education Code 45500 ("ED Code 45500") has allocated \$60 million for Classified Employees to utilize as part of the Classified School Employee Summer Assistance Program ("CSESAP"); and

WHEREAS, the CSESAP requires a Local Education Agency to notify Classified Employees by January 1, 2021; and

WHEREAS, CSEA is the exclusive representative for the Classified Employees employed the District; and

WHEREAS, the District and CSEA believe Classified Employees employed the District should be afforded the opportunity to participate in the CSESAP; and

NOW THEREFORE, in accordance with the foregoing recitals, the parties agree to the following:

1. The District agrees to participate in the CSESAP and extends this benefit option to the bargaining unit:
 - a. Prior to January 1, 2021, the District agrees to send a notification informing Classified Employees of the District's intent to participate in the CSESAP;
 - b. The notification shall outline the eligibility requirements of the CSESAP as well as any other information required by ED CODE 45500;
 - c. The District agrees to comply with all timelines as established by the California Department of Education ("CDE").
2. Eligibility for the program:
 - a. Classified Employees must work in assignments of less than 11 months per fiscal year;
 - b. Classified Employees must have worked for the District for one year as of March 1, 2021;
 - c. Classified Employees regular annual pay must not be more than \$62,400.00
3. Withholdings:
 - a. Participating Classified Employees may elect to withhold an amount not to exceed 10% of his/her regular monthly pay during the 2021-2022 school year.


- b. No later than 30 days after the start of the 2021-2022 school year, an employee may withdraw his/her election to participate in the program or reduce the amount withheld from his/her pay, however a participating member will not be allowed to increase the withholding amount
- c. If an employee separates from employment during the 2021-2022 school year, the employee shall be paid any monies withheld from his/her paycheck pursuant to this program;
- d. If employees regular pay is at risk of being insufficient for the elected withholding to be deducted, the withholdings pursuant to this program will be stopped.

4. State matching funds:

- a. If the CDE matching funds are prorated, the participating unit member shall only be entitled to the matching funds as provided by the CDE;
- b. Participating unit members shall receive payment of the amounts withheld plus the amount apportioned by the CDE in either one or two payments;

5. Disclaimer:

- a. Eligible unit members who agree to participate in the CSESAP do so voluntarily and agree that such participation is done so at the participating unit member's own risk. Nothing contained in this MOU or any subsequent statement from the District regarding the CSESAP should be considered or taken as financial or retirement advice. All participating unit members are advised to consult a financial planner, retirement specialist and/or accountant regarding any potential risks of participating in the CSESAP.



Lori Jones, Chapter President
CSEA Chapter #362

11-5-2020

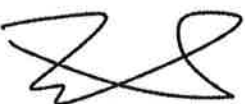
Date



Karen Schauer, Superintendent
Gull Joint Union Elementary School District

11-5-2020

Date



Mauricio Vides, Labor Relations Representative
CSEA

11/5/20

Date



Board Meeting Agenda Item Information

Meeting Date: November 18, 2020	Agenda Item: 202.140 Board Consideration and Possible Action on Potential Memorandum of Understanding Between Galt Elementary Faculty Association (GEFA) and GJUESD Regarding On Campus Blended Instruction
Presenter: Karen Schauer	Action Item: XX Information Item:

GJUESD and GEFA are working together to reach a tentative agreement to support the transition to an on-campus, blended learning model for in-person instruction.

GEFA and management will negotiate on Monday, November 16, 2020.

The possible tentative agreement considers on-campus, blended learning provisions for:

1. in-person instruction transition and schedule
2. health and safety
3. work hours
4. leaves

Pending reaching a tentative agreement, board approval, and GEFA ratification, the next steps include:

1. Parent communication sent out regarding blended learning schedule placements
2. Complete staffing for home learning services for parents requesting continued distance learning for their child
3. Finalize childcare services through ASES grant program, possibly the City of Galt SOAR program and other agencies
4. November and December roll-out of safety procedures to staff and families
5. Convene the 2020-21 District Advisory Committee on December 7 for reopening progress, feedback, and improvement

Attachments:

1. Initial Transitional Reopening Schools Model
2. Blended Models Comparison
3. November Parent Communication and FAQ
4. COVID-19 Staff Commitment to Safety
5. COVID-19 Parent/Student Commitment to Safety
6. COVID-19 Worksite Specific Plan
7. Staff and Student Health and Safety Guidance

**Memorandum of Understanding Between
Galt Joint Union Elementary School District (District)
And
Galt Elementary Faculty Association (GEFA)
Regarding In-Person, On Campus Blended Instruction
November 16, 2020**

The Galt Joint Union School District ("District") and the Galt Elementary Faculty Association ("Association"), jointly known as the Parties ("Parties") enter into this Memorandum of Understanding ("MOU") regarding the issues related to the coronavirus COVID-19 and the progression of opening schools under a blended model during the 2020-2021 school year. The Parties reaffirm previous MOUs by and between the Parties regarding the COVID-19 emergency.

As of the date of this MOU, the Parties recognize that the COVID-19 pandemic necessitates significant modifications to the operation of schools to minimize the health risks associated with COVID-19 infection for all students, staff, and their families while also providing equitable access to education for students. The mutual goal is to do no harm to students and staff while providing the best possible learning opportunities for students. This agreement only applies to the temporary effects due to COVID-19 in 2020-2021 and shall not be precedent setting for future contract negotiations.

The Parties acknowledge that local health orders must be followed per the law. The District will utilize local health recommendations and the Governor's metrics to determine the safe reopening of schools. The Parties will continue to meet and negotiate safety measures and how to safely reopen our schools under the guidance parameters outlined above, with negotiated safety measures in place before the reopening of schools.

The Parties affirm the obligation to comply with all provisions of the Collective Bargaining Agreement ("CBA") except as otherwise agreed to in this MOU. Further, the Parties affirm that all provisions of the Educational Employment Relations Act ("EERA") California Government Codes 3540 et seq. apply and remain in effect.

The School Board approved Initial Transitional Reopening Schools Model included in this agreement as Addendum "A" provides conditions under which students and staff can return to in-person learning or return to distance learning if conditions worsen. The Blended Model shall be in effect until conditions permit the transition to the modified traditional model based upon health conditions and board of trustees direction. The Parties will work together to ensure that equitable services to high needs learners are provided. All Bargaining Unit members shall work at their designated site while providing

services under the Blended Learning Model.

The Parties also share a joint goal to fully implement Senate Bill 98 (Education Code section 43500 et. seq.) by offering in-person instruction to the greatest extent possible as conditions become safe for staff and students.

The Parties agree to the following:

ARTICLE 1: DEFINITIONS

1.0 "Blended" - a learning model in which students receive instruction in a blend of at home and at school manner.

1.0.1 Instructional configurations for 'blended' learning models may vary based on accommodations requested by bargaining unit members. Accommodations will consider the number of students requesting distance learning, classroom size, teacher or professional learning community ("PLC") regrouping considerations.

1.1 "Classroom" - Any academic, learning, assessment, or instructional space used by students, certificated, classified, parents, administrators, or other adults on a school campus. This applies to both indoor and outdoor learning spaces, and includes libraries, computer or scientific laboratories, study halls, or any other common space on a school campus.

1.2 "Cohort" - Students in small, stable groups with fixed membership that stays together for all activities (e.g. instruction, lunch, recess) as much as practicable. Cohort members should minimize/avoid contact with other groups or individuals who are not part of the cohort. For in-person instruction in the Blended model, the maximum cohort size is determined by the number of student desks that meet the 6 feet physical distancing requirements in the classroom. The average classroom can safely accommodate up to 16 students.

1.3 "Common Equipment" - Any school equipment or structures that are designed to be used or shared by more than one individual. This includes, but is not limited to, technology, books, computers, recess/playground equipment, physical education equipment, pens, pencils, etc.

1.4 "Common Space" - Any indoor or outdoor space on a school campus designed or commonly used by more than one group of individuals. This includes, but is not limited to, school offices, nurse stations, playgrounds, blacktops, quads or outdoor gathering spaces, hallways, bathrooms, etc.

1.5 "Hand Sanitizer" - Product must contain at least 60% alcohol. Ethyl alcohol is preferred and should be used when there is the potential of unsupervised use by children. Isopropyl alcohol hand sanitizers are more toxic and can be absorbed through the skin. Hand sanitizers containing methanol are toxic and shall not be used. (See CDC and FDA Advisories.)

1.6 "Personal Protective Equipment ("PPE")" - Equipment that is used to limit or prohibit the transmission or infection of COVID-19 from person to person. It is also commonly referred to as Essential Protective Equipment or Essential Protective Gear and includes face coverings, masks, face shields with neck guards, barriers, gloves, goggles, etc.

1.7 "Physical Distancing" - Social distancing to help decrease the spread of the virus by increasing the space between people to at least six (6) feet and reducing the number of different people with whom a person interacts.

1.8 "Core Subjects" - At the middle school level, core subjects (4) refers to English Language Arts, Mathematics, Science, and History-Social Studies.

ARTICLE 2: TRANSITION TO A BLENDED MODEL

The Parties agree that teachers and certificated employees will provide on campus instruction within the Blended Model, beginning no earlier than January 4, 2021.

2.1 During the transition from Distance Learning to a Blended Model (the week of December 14-18 or January 13-15), the daily synchronous instructional minutes will be a minimum of 60 minutes to allow teachers time to prepare for in-person instruction. To meet the required daily instructional minutes, students will be assigned asynchronous work.

2.2 With changing pandemic conditions, it is anticipated that the District will experience multiple instructional models during the 2020-21 school year. Transitioning to a more or less restrictive model can happen based upon the orders of the California Governor, and/or directives and guidance of the California Department of Public Health, and /or Sacramento County Department of Health along with the District Board of Trustees direction.

2.2.1 When transitioning to a less restrictive model, bargaining unit members will be informed of additional transition dates that may occur with two weeks' notice. The Parties will continue to communicate regularly and further negotiate any impacts related to transitioning instructional program models throughout the school year.

ARTICLE 3: IN-PERSON INSTRUCTION

3.1 Human resources personnel will contact bargaining unit member(s) expressing concerns about returning to discuss potential alternative assignments, possible leave(s), or engage in the interactive dialogue process.

3.2 Should the District have a need for a home learning program for students unable to attend on campus instruction, District teachers may apply.

3.2.1 Criterion for selection include:

Employee Need (Medical Provider Note for preexisting conditions increasing sensitivity to COVID)

Employee lives with someone (Medical Provider Note for preexisting conditions increasing sensitivity to COVID)

ARTICLE 4: SCHEDULES

Teachers will provide in-person instructional services following the schedule(s) set forth below. During blended learning while in the Red and Orange Tiers, Speech, RSP, Psychologists, Adaptive Physical Education, Music, Physical Education("PE"), and full time Exploratory teachers will develop schedules and work collaboratively with site administration. The schedules may include remote location and/or in person on campus services during synchronous and asynchronous time. Speech services will be provided during asynchronous time to the extent possible.

When necessary, staff may provide specialized/targeted services for individual students or to students in more than one cohort if the specialist is moving between classrooms for a limited amount of time during the school day. Case managers will resume one-to-one special education assessments when blended learning begins. All bargaining unit members will provide services on campus during the In-Person Modified Traditional (Yellow Tier).

4.1 For the 2020-21 school year, the **minimum school day** for a local educational agency is as follows:

- a) Instructional minutes for Preschool: FD- 420, Pt Day- 180, Special Day class- 150
- b) 180 instructional minutes for transitional kindergarten/kindergarten
- c) 230 instructional minutes for grades 1-3 and full day kindergarten
- d) 240 instructional minutes for grades 4-8

4.2 The preschool schedule is as follows:

Wrap Around Full Day/Part Day Classes	Part Day: 4 Year old	Part Day: 3 Year Old	Part Day: Special Day Class - Special Education
<p>Monday - Friday</p> <p>Part Day Students 8:00-11:30 11:30 dismissal</p> <p><i>10 minute morning teacher break</i></p> <p>Full Day students: 8:00-3:00</p>	<p>Cohort A: ½ class Monday/Tuesday /alternate Wed.</p> <p>Cohort B: ½ class Thursday/Friday/alternate Wed</p> <p>AM Part-Day Hours 8:30-11:30</p> <p>PM Part-Day Hours 11:30-2:30</p> <p>(8:00-8:30 prep to provide packets for 2 days per week)</p>	<p>Cohort A: ½ class Tuesday/Wednesday</p> <p>Cohort B: ½ class Thursday/Friday</p> <p>AM Part-day Hours 8:30-11:30</p> <p>Mondays: Playgroup 9:00-11:00 Distance Learning for non-returning (1 Zoom + packets)</p>	<p>Monday - Friday</p> <p>AM Class: 8:00-10:30</p> <p>10:30-12:30 Lunch; custodial</p> <p>PM Class 12:30-3:00</p>

4.3 Special Education Special Day Class(“SDC”)

Special Education SDC teachers shall provide services and instruction consistent with the District proposed schedules with the understanding that adjustments may be needed in order to provide Individualized Education Plan(“IEP”) services to the greatest extent possible. The District will work collaboratively with case managers to create a daily schedule that will provide adequate case management time, prep time and service delivery time.

The District will address any implementation needs, such as additional staffing needs and/or technology resources. *For example, if SDC bargaining unit members opt to have Galt Learning Equity and Excellence(“GLEE”) students or students who choose the GLEE 2.0 option then students may remain on caseload. In these configurations, additional instructional support/tech may be provided.*

District SDC Schedule:

- Elementary: AM/PM Schedule or 8:10 am - 12:30 pm
- MMS: AM/PM Block Schedule

To meet mainstreaming requirements as set forth in a student’s IEP; SDC students will livestream into their general education classroom, as appropriate with the assistance of an Instructional Assistant(“IA”).

Mainstreaming: IEP legal requirements- for core subjects

4.3.1 Students receiving SDC services will live stream with their same general education cohort for core subjects that require mainstreaming.

4.3.2 Other mainstreaming will take place during asynchronous instruction time and Monday check-ins.

4.3.3 The District will address any implementation needs, such as additional staffing needs and/or technology resources and support live stream efforts; students will be under the supervision of an IA. If the current IA support is not sufficient to monitor the remote learning, the SDC teacher will inform site administration of the need to receive additional IA support. Site administrator will communicate with the Director of Educational Services to ensure support is provided in a timely manner.

4.3.4 Live streaming will not be recorded without the permission of the live stream general education teacher.

4.4 RSP/Speech/Adaptive Physical Education Considerations

Related service providers and resource specialists will serve students primarily through distance learning and may use in-person instruction when prudent.

4.5 IEP Schedules

IEPs shall be held during the regular workday. On rare occasions that additional time beyond the workday is necessary to complete an IEP meeting, the administrator or his/her designee in attendance at the IEP shall determine whether to schedule an additional IEP date to be held during the workday, or to continue the IEP meeting beyond the work day. Bargaining unit members shall be compensated at their hourly \$40 rate for such additional time beyond the work day. IEP meetings will be held virtually; unit members may perform duties virtually for IEPs, such as consultation and collaboration, preparation, file reviews, etc.

4.6 TK-6 Elementary Schedule

Elementary schools will follow an AM/PM blended instructional model following state and county health guidelines. Mondays will be reserved mostly to provide certificated staff with time to design and refine effective blended learning opportunities. Students will be required to report to in-person instruction Tuesday - Friday.

Mondays

Monday shall be reserved for up to one hour of synchronous instruction, Common Planning Time (“CPT”) and Prep. Bargaining unit members will be provided CPT after providing a synchronous morning time with students for up to one hour. The synchronous time will include taking attendance, taking a lunch count and providing an overview for the week. This one time overview will be provided to students prior to 11:00 am. The bargaining unit members shall set aside 1.5 hours for PLC collaboration. If bargaining unit members are asked to attend an IEP, the meeting shall be scheduled after 2:00 pm. As much as possible, a general education bargaining unit member will not be asked to attend more than two (2) IEP meetings per month on Mondays. If bargaining unit members are asked to attend other types of meetings (SST, MTSS, etc.), the meetings shall be scheduled after 2:55 pm.

Tuesday-Friday

Students will be assigned to either a morning or afternoon session. The sessions will follow the schedules stated below:

Morning Session - 7:55 am- doors open

8:10-10:40 am instruction, staggered dismissal by location

1.5 hr = lunch, prep, sanitizing classrooms

Afternoon Session 12:10 pm- doors open

12:25-2:55 pm instruction, staggered dismissal by location

Transitional Kindergarten(“TK”) - Kindergarten Guidelines:

Full day kindergarten classes will follow the 1st -6th grade schedule.

If the size of the cohort meets the 6-feet of social distancing, kindergarten students will follow an adjusted AM/PM schedule. There will not be any ‘overlapping’ of classes. The following schedules will be in place:

AM Early schedule is 8:10 - 10:10 am AM Late schedule is 10:30 - 12:30 pm

PM Early schedule is 10:25 - 12:25 am PM Late schedule is 12:55 - 2:55 pm

Elementary Music and Physical Education

Music and PE teachers will follow the AM/PM instructional model. Music and PE teachers will serve full day kindergarten through sixth grade. Music and PE teachers will coordinate services to allow for ‘live’ online instruction when the students are at home; therefore, these teachers will be allowed flexibility in creating schedules. More time/services shall be provided to intermediate students. It is recognized that schedules

will provide an average of 20 hours of services per week. Schedules will be shared with the site administration and Director of Curriculum. Music and PE teachers will account for instructional minutes and will provide a grade, if or when needed, for progress monitoring and a final grade at the end of the trimester.

4.7 Middle School Schedule

The middle school will follow an AM/PM blended instructional model following state and county health guidelines. Students will be assigned to either a morning or afternoon session. The sessions will follow the schedules stated below:

Monday

Monday shall be reserved for up to one hour of synchronous instruction, Common Planning Time and Prep. Bargaining unit members will be provided CPT after providing a synchronous morning time with students for up to one hour combined. The synchronous time will include taking attendance, taking a lunch count and providing an overview for the week. This one time overview will be provided to students prior to 11:00 am.

The schedule below will be followed:

8:30- 8:45 am- 1st Period (attendance and lunch count)

8:50 -9:00 am 2nd Period

9:05 - 9:15 am 3rd Period

9:20 - 9:30 am 4th Period

PE/Exploratory do not meet with students on Monday

Core classes will be responsible for providing a minimum of 50 minutes of asynchronous work.

7th and 8th Grade AM - PM Schedules	
Period 1 and 2 Tuesday and Thursday	Period 3 and 4 Wednesday and Friday
Period 1 CORE AM 8:20 - doors open (15 minutes) 8:35-9:35 - instruction (60 minutes)	Period 3 CORE AM 8:20 - doors open (15 minutes) 8:35-9:35 - instruction (60 minutes)
Period 2 CORE AM 9:40-10:40 - instruction	Period 4 CORE AM 9:40-10:40 - instruction
PM Group A - PE, Exploratory or Advisory 8:30-9:10 (40 minutes)	PM Group A - PE, Exploratory or Advisory 8:30-9:10 (40 minutes)
PM Group B - PE, Exploratory or Advisory 9:15-9:55	PM Group B - PE, Exploratory or Advisory 9:15-9:55
PM Group C - PE, Exploratory or Advisory 10:00-10:40	PM Group C - PE, Exploratory or Advisory 10:00-10:40
Teacher lunch and preparation 10:45-12:15 (90 minutes) Sanitizing Classrooms	Teacher lunch and preparation 10:45-12:15 (90 minutes) Sanitizing Classrooms
Period 1 CORE PM 12:20 - 12:35 doors open (15 minutes) 12:35 - 1:35 - instruction (60 minutes)	Period 3 CORE PM 12:20 - 12:35 doors open (15 minutes) 12:35 -1:35 - instruction (60 minutes)
Period 2 CORE PM 1:40-2:40 - Instruction	Period 4 CORE PM 1:40- 2:40 - Instruction
AM Group A - PE, Exploratory or Advisory 12:30-1:10 (40 minutes)	AM Group A - PE, Exploratory or Advisory 12:25-1:05 (40 minutes)
AM Group B - PE, Exploratory or Advisory 1:15-1:55	AM Group B - PE, Exploratory or Advisory 1:15-1:55
AM Group C - PE, Exploratory or Advisory 2:00-2:40	AM Group C - PE, Exploratory or Advisory 2:00-2:40

At the middle school level, PE, exploratory and advisory classes will follow three (3) 40 minute live-online sessions during the morning and three (3) 40 minute live-online sessions during the afternoon. Students will have access to these sessions when students are at home.

ARTICLE 5: HEALTH AND SAFETY

The District shall follow the COVID-19 guidelines, considerations and orders issued by the Centers for Disease Control and Prevention (“CDC”), California Department of Public Health (“CDPH”), the Sacramento County Public Health Department (“SCPH”), and the District’s COVID-19 Worksite Specific Plan (Addendum “B”). Where there is a conflict between the various guidelines, considerations, or orders, the District shall make decisions to minimize potential health and safety risks for all bargaining unit members,

students, and their families within the context of the guidelines, considerations, and orders.

5.1 Personal Protective Equipment: The District shall provide appropriate PPE to all bargaining unit members. PPE may include face masks, face shields with neck drapes, gowns, and gloves. In-lieu of using District provided PPE, bargaining unit members may use their own PPE so long as the PPE complies with public health guidelines. All bargaining unit members are expected to wear face coverings while on campus.

5.2 Passive Screening: Parents/guardians will be instructed to screen students/themselves using the Frontline System before leaving for school each day (check temperature to ensure temperatures are below 100.4 degrees Fahrenheit, observe for symptoms such as fever, chills, shortness of breath, difficulty breathing, sore throat, etc.). The District nurse, health services secretary, and/or site health assistants will monitor the Frontline daily screenings.

5.2.1 Parents/guardians will be instructed to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19. See the GJUESD Student Safety Commitment Compact (Addendum "C").

5.2.2 These instructions shall be communicated to families and staff prior to the start of in-person instruction.

5.2.3 Training on the use of the Frontline system will be provided to all bargaining unit members and families.

5.2.4 Paper copy will be an acceptable method of daily screenings. These paper copies will be collected at each gate.

5.3 COVID-19 Prevention Protocol for Staff Contract will need to be completed in the Frontline system prior to December 10, 2020.

5.3.1 COVID-19 Prevention Protocol for Students Contract will need to be completed, by parents/guardians, in the Frontline System prior to December 14, 2020.

5.3.2 Staff shall affirm that they will engage in passive wellness screening daily prior to coming to work that includes a self-assessment wellness check that they are free from symptoms consistent with COVID-19 per CDC guidance.

5.4 Classroom Closure: In the event a school/classroom requires closure based upon SCPH recommendation and/or a confirmed COVID-19 infection or exposure has occurred, the District will await SCPH guidance regarding cleaning/sanitization procedure. However, at a minimum, the District will perform a deep cleaning, as per District protocols.

5.5 Face Coverings: Following October 26, 2020 SCPH guidelines, face coverings are required for children age 2 through 8th grade. Face coverings shall also be required outdoors. Children age 2 through 2nd grade can opt to wear a face shield in lieu of a face mask.

5.5.1 District will require all adults on campus to wear face coverings. Per CDPH, in limited situations where a face covering cannot be used for pedagogical or developmental reasons a face shield with drape can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable.

5.6 Health and Hygiene Practices: Teachers will instruct and model for students how to wash their hands with soap and water. Students will wash their hands or use hand sanitizer when entering the classroom.

5.6.1 Classrooms without a sink will have access to handwashing stations.

5.6.2 All classrooms and workspaces shall be provided hand sanitizer with a minimum of 60 percent ethyl alcohol.

5.6.3 Handwashing/hand sanitizing supplies shall be checked and restocked daily or as needed.

5.6.4 Classroom hygiene practices will be reinforced on a regular basis.

5.7 The District and site administration will communicate health and safety expectations and specific protocols with staff and parents/guardians.

5.7.1 Site administration shall ensure that at least six (6) feet of physical distancing is provided between staff and students and between all staff.

5.7.2 Site administration shall ensure that all staff use face coverings in accordance with CDPH guidelines and Cal/OSHA standards.

5.8 The District shall ensure minimum physical distancing of six (6) feet between all

student workspaces. The District shall ensure minimum physical distancing of six (6) feet between all educator and student workspaces, and between all employee workspaces.

5.8.1 In rare situations in a classroom where the minimum physical distancing requirement is insufficient to provide necessary academic instruction or assessments as mutually agreed to by the bargaining unit member and the site administrator, alternative and effective safety devices shall be used such as plexiglass barriers or face shields for staff.

5.8.2 Unit members who provide services and/or instruction to students unable to wear a face covering due to health concerns or when social distancing may not be possible may request a KN95 mask and shall receive up to two (2) KN95 masks per week.

5.9 Limit Sharing: Administration shall ensure adequate supplies to minimize sharing of hightouch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time. Bargaining unit members may, but are not required to, clean and disinfect between uses.

5.10 Air Ventilation and Filtration: The Parties affirm that public health officials indicate that proper ventilation is necessary to minimize the transmission and infection from COVID-19, especially for individuals in a closed space for extended periods of time, by reducing the airborne concentration of the virus and thus the risk of transmission and infection of COVID-19 through the air. All locations with functioning windows shall be encouraged to keep them open depending on weather, temperature, or air quality conditions.

5.10.1 The District shall ensure all heating, ventilation and air conditioning (“HVAC”) systems operate on the mode which delivers the most fresh air changes per hour, including disabling demand-controlled ventilation, and open outdoor air dampers to 100% as indoor and outdoor conditions safely permit.

5.10.2 HVAC air filters shall be equipped with minimum efficiency reporting value 13 (“MERV13”) filters and changed at the recommended intervals. Classroom spaces or workspaces without adequate central HVAC shall be equipped with low noise high-efficiency particulate air (“HEPA”) air filter purifiers with a large enough capacity and flow rate for the square footage of the room. Classrooms with non-functioning windows will also be equipped with HEPA filter air purifiers.

5.11 Surveillance Testing for Staff:

5.11.1 School districts and schools shall test staff periodically, as testing capacity permits and as practicable. Examples of recommended frequency include testing all staff every two months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.

5.11.2 COVID-19 testing will be available free of charge to District staff.

5.12 Effective January 1, 2021, pursuant to Assembly Bill 685, the District shall meet all notice requirements set forth in Labor Code section 6409.6.

ARTICLE 6: WORK HOURS

6.1 Bargaining unit members shall not be required to work beyond their total contractual hours in a given day (7.0 hours).

6.2 Should a bargaining unit member agree to work beyond their total contract hours in a given day at the specific request of the District or administration, that member shall be compensated at the adjunct duty hourly rate of \$40.

6.3 Bargaining unit members who are providing instruction through GLEE Academy or other home learning option shall have the option to work remotely .

6.4 Bargaining unit members who have indicated a need for accommodation(s), and who have provided required documentation, may be temporarily granted the flexibility to work from home if the District can support such accommodations.

ARTICLE 7: CHILDCARE

7.1 Childcare for school-age (TK-8) children will be provided to certificated staff. Childcare may be provided on the certificated member's site or the school within the District the student attends. There will be one or more designated childcare sites on each side of the freeway.

ARTICLE 8 - LEAVES

8.1 Use of Leaves: The Parties agree that unit members who are unable to meet the expectations included in this MOU regarding the Blended Learning Model, service work, and availability during contract hours shall use any sick leave or personal necessity leave entitlement (including Federal Families First Coronavirus Response Act ["FFCRA"] emergency paid sick leave and expanded family & medical leave) that they may be eligible for consistent with law and the Parties' collective bargaining agreement.

8.2 The Parties agree that all collectively bargained leave provisions will remain in full effect for the duration of the pandemic. Eligible unit members will also be entitled to any new COVID-19 federal and/or State leave benefits.

8.3 FFCRA: The Parties acknowledge that subject to subsequent legislation, the FFCRA includes several qualifying reasons for leave. Check with the Human Resources Department for more information and to apply.

8.4 Under the FFCRA, the federal Department of Labor has stated that certain employees qualify for paid sick time if the employee is unable to work (or unable to work remotely) due to a need for leave because the employee:

8.4.1 Is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;

8.4.2 Has been advised by a health care provider to self-quarantine related to COVID-19;

8.4.3 Is experiencing COVID-19 symptoms and is seeking a medical diagnosis;

8.4.4 Is caring for an individual subject to an order described in (8.4.1) or self-quarantine as described in (8.4.2) above;

8.4.5 Is caring for a child whose school or place of care is closed (or childcare provider is unavailable) for reasons related to COVID-19; or

8.4.6 Is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury; or

8.4.7 The FFCRA qualifying reasons included in sections 8.4.1 through and including 8.4.6 above do not include general Shelter in Place or Shelter at Home State and County orders that exempt essential service workers including K-12 employees from such orders. For example, a Shelter at Home order alone is not sufficient for eligibility for FFCRA leave. However, an individual bargaining unit member who is placed on quarantine or specifically ordered to self-isolate because of their personal COVID-19 diagnosis, exposure, or medical vulnerability may qualify for FFCRA leave with medical verification.

8.4.8 For sections 8.4.1 and 8.4.2 above, the Parties agree that a health care provider's or county public official's documentation is required.

8.5 Documentation Issues: If a unit member believes that they are able to return to work under the Blended Learning Model, but they are unable to obtain official written medical verification that they are medically released to return to work, the unit members should contact the District's Human Resources Department. The District shall determine whether a unit member can be released to return to work.

8.6 Positive Test and Tracing: If a District employee, who has worked in-person on a District site tests positive for COVID-19, as certified in writing by a licensed health care provider or by a public health official, and if such diagnosis is shared with the District, the District will notify any District employee who may have been exposed or in close contact with that person. The District will also immediately notify GEFA should such an event occur. The District shall not share the name of the District employee who tested positive for COVID-19.

8.7 The Parties agree to refer to the then applicable Staff/Student Health & Safety Guidance for Reopening Schools. In addition, the District will comply with State and County Public Health orders.

8.8 Coordination of Leave with FFCRA: If eligible for FFCRA leave, bargaining unit members may choose to supplement the two-thirds (2/3)/ up to \$200 pay provisions included in FFCRA with their own sick leave in order to make their pay whole.

8.9 Interactive Process: Depending on the availability of remote work assignments and medical restriction documentation provided by a unit member during an interactive process with the District, the Parties agree that unit member assignments and/or transfers to remote work positions for unit members may be considered to provide reasonable accommodations to unit members with healthcare restrictions. The District will consider placing a certificated substitute in the classroom as a reasonable accommodation while the teacher of record works remotely. The unit member (teacher of record) will be present online during contractual hours and coordinate instruction as appropriate with the certificated substitute. Any transfers under the interactive process shall be temporary and unit members shall be able to return to their original assignment if possible.

8.10 Although unit members who serve as caregivers for individuals with underlying conditions or who are impacted by COVID-19 do not fall within the interactive process, the District will consider accommodations for such employees upon request, on a case-by-case basis. If the request for accommodation is denied, the District will consult with the Association.

8.11 Additional COVID-Related Leave: The Parties agree that unit members shall comply with all of the safety mitigation orders from State and County Public Health regarding COVID-19. The Parties agree that, unit members shall be provided with up to 10 days of additional leave consistent with the criteria 8.4.1, 8.4.2, 8.4.3. Eligibility for this leave will be based on the following and granted at the discretion of the Human Resources division:

8.11.1 Unit member cooperates with and complies with contact tracing and

8.11.2 Unit member agrees to get tested for COVID-19 at no cost to the unit member either through medical insurance or County Public Health and provides evidence of testing and

8.11.3 Unit members will exhaust leave provided by the FFCRA. This Additional COVID Related Leave can be accessed prior to use of sick leave.

8.12 Should a unit member be required to quarantine but able to work remotely, his/her whole class(es) may go to distance learning for the duration of the unit member's quarantine.

8.13 For the 2020-2021 school year leaves related to COVID-19 must be used in the following order (not including Workers' Compensation if the employee is found to be eligible):

- a. FFCRA Leave (if eligible or available)
- b. GJEUSD provided COVID-19 leave (Section 5.11)
- c. Exhaust the member's year allotment of sick leave
- d. Individual employee sick leave bank
- e. Catastrophic leave
- f. Differential pay leave if eligible (See CBA)

ARTICLE 9: SUBSTITUTE COVERAGE

9.1 Whenever possible, bargaining unit members will call in their absence into the Frontline system and will notify administration of absence and instructional needs. Site administration/designee will arrange for substitute coverage when the instructional need is a blend of in-person, distance learning and/or GLEE.

9.2 If no certificated bargaining unit member is available to provide substitute teaching coverage, an administrator or designee will cover class until such time as a bargaining unit member or certificated substitute teacher becomes available.

9.3 Classified employees shall not provide substitute teaching coverage but may be used to assist/support students already assigned work by their regular classroom teacher.

ARTICLE 10: ADJUNCT DUTIES, COMMITTEE ASSIGNMENTS, OR EXTRA DUTY WORK

10.1 All adjunct duties, committee assignments, or extra-duty positions shall be cancelled unless such duties, assignments or positions can be reasonably performed in a virtual setting for up to 2 hours per month; one hour for staff meetings and one hour for essential student services. Bargaining unit members shall continue to receive stipends and /or additional pay as provided for under the CBA.

10.2 Bargaining unit members shall not be required to make up adjunct duty or committee assignments missed because of the blended model.

ARTICLE 11: SCHOOL CLOSURES AND OPENINGS

The Parties agree that schools and programs will reopen in either the In-Person/Blended Model or the Modified Traditional (In-Person) Instructional Model according to the agreed target dates contingent upon Sacramento County Tier Metrics. The Parties agree that the schedules for In-Person/Blended Model set forth above in this MOU shall apply and are subject to adjustment, as necessary. Any adjustments to the schedules will be done through the meet and confer process between Association and the District.

The Parties understand and agree that the Superintendent or designee will communicate decisions regarding changes to working conditions to the Association. The Parties agree to negotiate any effects of decisions related to COVID-19 with the Association as soon as practical under the MOU or new circumstances.

Emergency Closure and Reopening: The Parties agree that during the remainder of the 2020-21 school year that the District may transition from one instructional model to another as a result of any State/County/District order:

Generally, student instruction and services as follows:

- a) Distance Learning Model, inclusive of the Parties' MOU regarding on campus small cohorts targeted instruction/support (Purple Tier)
- b) In-Person Blended Model (Red Tier)
- c) In-Person Blended Model (Orange Tier)
- d) Full Return to In-Person Modified Traditional (Yellow Tier)

Tier Guidelines

- a. Purple Tier: The District will remain in and/or return to distance learning if the Sacramento County Department of Public Health returns to the Purple designation. If at any time during the duration of this agreement the County is in the Purple tier, the Parties will meet and confer and reevaluate the process for a return to in-person learning.
- b. Red/Orange Tier: If Sacramento County is assigned to a less restrictive tier (Red or Orange), the District will move to the In-Person Blended Model.
- c. It is possible that there will be a fluctuation between tiers. If Sacramento County is assigned to a more restrictive level, implementation to the appropriate instructional delivery method will resume within ten business (10) days.

Target Dates Contingent Upon Sacramento County Tier Metrics

1. **November 16, 2020:** The professional development day scheduled on November 16, 2020, shall be used for bargaining unit members to prepare for the transition to in-person instruction. Up to two (2) hours will be used by school district administrators to provide information on safety protocols and health guidelines to be followed.
2. **December 14, 2020 (week of) OR the week prior to reopening schools:** To allow preparation time for the transition to in-person instruction, bargaining unit members shall return to campus the week of December 14, 2020. During this week, synchronous instruction may be reduced to one hour to allow time for transition.
3. **November - December 2020:** Small cohort instruction and flexibility to explore various student grouping configurations, along with exploring different

instructional in-person strategies, shall continue during the months of November and December 2020.

4. **January 4, 2021:** The blended, in person, model is tentatively scheduled for January 4, 2021 with common planning time. In-person instruction is tentatively scheduled for January 5, 2021 pending State and County Health orders. Bargaining unit members shall be notified, via email, of in-person status no later than December 30, 2020.
5. **January 19, 2021:** On January 4th, should the District not be allowed to reopen by order of State and County Health Departments, the next cycle for potential reopening for in-person instruction shall be January 19, 2021. Bargaining unit members may have the ability to reduce synchronous time to one hour on January 13-15th to allow preparation time for transition.

The Parties agree and recognize that all bargaining unit members who perform their duties with reasonable care and implement social distancing measures while at work to the best of their abilities will be held harmless by the District for any COVID related injuries or illness to students or staff related to their school attendance. Under Government Code section 825 all bargaining unit members will be entitled to defense and indemnification in any claim or action against him/her arising from a COVID-related injury or illness to students caused by any act or omission of the bargaining unit member acting within the scope of his/her employment as long as the unit member reasonably cooperates in good faith in the defense of the claim or action.

This agreement is a one-time agreement to navigate the pandemic and is non-precedent setting. This MOU resolves the negotiable impacts of implementing the transition to and implementation of the above Blended Instructional Model. The Parties reserve the right to negotiate any additional impacts not already covered by the collective bargaining agreement, previous MOUs, and this MOU.

This MOU can be enforceable by Article XVI, Grievance Procedure, in the collective bargaining agreement.

This MOU does not take effect until the District begins the in-person, on campus blended model.

This MOU is subject to ratification by the GJUESD Board of Trustees and the membership of GEFA.

This MOU shall remain in full force and effect through June 30, 2021. The Parties may mutually agree to extend or modify the provisions of this mutual agreement at any time.

Tentative agreement has been reached on November 16, 2020.

Date:

Date:

On behalf of the District

On behalf of GEFA

Name:

Name:

Title:

Title:

Addendum A



Galt Joint Union Elementary School District

GJUESD *Initial* Transitional Reopening Schools Model

Transition levels are fluid and dependent on status of health pandemic and future Stay At Home Orders.

	DISTANCE LEARNING LEVEL 1 TIER 1	TARGETED, SPECIALIZED SUPPORT SERVICES TIER 1	BLENDED LEVEL 2 TIER 2	MODIFIED TRADITIONAL LEVEL 3 TIER 3 OR 4	TRADITIONAL LEVEL 4
PROGRAM	SAFETY AND PREPAREDNESS Start Date August 20, 2020	In-person targeted, support and services to small groups of students	Phase-In Reopening (1/2 of students on campus at one time)	EXPANDED REOPENING (all students on campus at one time)	FULL REOPENING (all students on campus at one time)
LEARNING LOCATION(S) & SCHEDULE	HOME 5 DAYS PER WEEK	SCHOOL 25 % Capacity	SCHOOL/HOME 2 DAYS ON CAMPUS 3 DAYS DISTANCE LEARNING	SCHOOL 5 DAYS PER WEEK	SCHOOL 5 DAYS PER WEEK
TRANSITION FACTORS	Stay At Home Order or CDPH Monitor List ● TIER 1 or Purple Risk Level = Widespread More than 7 new COVID-19 cases per 100K and more than 8% positive tests No on-campus learning or support services due to CA health conditions. Or CA Stay At Home order in place Daily live virtual learning sessions and online/electronic assignments	Satisfy all conditions detailed in the Cohorting Guidance ● TIER 1 or Purple Risk Level = Widespread More than 7 new COVID-19 cases per 100K and more than 8% positive tests Limited cohort size Restricted cohort mixing Maintain proper physical distancing, masking, cleaning and other safety measures	Public Health recommendation with Board direction ● TIER 2 or Red Risk Level = Substantial More than 4 or 7 new COVID-19 cases per 100K and more than 5-8% positive tests On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment. Direct Instruction takes place as school and Extended Learning at home.	Public Health recommendation with Board direction (Decreasing infection rate) ● TIER 3 or Orange Risk Level = Moderate More than 1 to 3.9 new COVID-19 cases per 100K and more than 2-4.9% positive tests AND/OR ● TIER 4 or Yellow Risk Level = Minimal Less than 1 COVID-19 cases per 100K and less than 2% positive tests On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment. Core instruction and Extended Learning takes place at school. OPTION: Extended Learning takes place at home.	Public Health Recommendation with Board direction No restrictions or requirements for social distancing, gatherings and personal protective equipment use. Learning takes place at school with homework as an extension of learning.

End of 1st Trimester
11/13/2020

End of 2nd Trimester
3/5/2021

End of 3rd Trimester
6/4/2021

9/23/2020
TIER 1/Purple
Distance Learning
6.2 cases/100K
4.6% Positivity

9/29/2020
TIER 2/Red
Distance Learning
6.6 cases/100k
4.6 positivity

11/10/2020
TIER1/Purple
Distance Learning
9.7 cases/100k
4.1 positivity

ELEMENTARY SCHOOL WAIVER

- TK-6: Permits school districts to reopen for in-person instruction with the following transition factors:
- Consultation with labor, parent and community organizations
 - Publish elementary school reopening plans
 - Address Health and Safety topics consistent with guidance from California Department of Public Health (CDPH) and the local health department

TIER FRAMEWORK, California Blueprint for a Safer Economy

- California Department of Public Health (CDPH) will release updated tier assignments on Tuesdays
- A county must remain in a tier for a minimum of three weeks before being able to advance to a less restrictive tier
- Must meet criteria for the next less restrictive tier for both measures for the prior two consecutive weeks in order to progress to the next tier

Addendum B

Galt Joint Union Elementary School District

COVID-19 Worksite Specific Plan

Revised 11/13/2020

It is the policy of the Galt Joint Union Elementary School District to provide safe working conditions for all employees and to promote continuing, vital safety awareness at all levels, from top management to the individual worker. With the spread of COVID-19, the District must remain vigilant in mitigating the outbreak.

This plan is guided by the State Public Health [Guidance & Checklist](#) and CDC Recommendations and in accordance with [Cal/OSHA Guidelines](#) on Protecting Workers from COVID-19.

A. Responsibilities of Certificated and Classified Management

All management must be familiar with this Plan and be ready to answer questions from employees. Management must set a good example by following this Plan at all times. This involves practicing good personal hygiene and site safety practices to prevent the spread of the virus. Management must encourage this same behavior from all employees.

Person(s) responsible for implementing and training staff on the site-specific plan:

- McCaffrey Middle School: Ron Rammer
- River Oaks Elementary School: Donna Gill
- Marengo Ranch Elementary School: Jennifer Porter
- Lake Canyon Elementary School: Judi Hayes
- Valley Oaks Elementary School: David Nelson
- Greer Elementary School: Stephanie Simonich
- Fairsite Preschool and School Readiness Center: Kuljeet Nijjar
- Transportation and Maintenance Department: Kerri Gardner/Lois Yount
- District Office: Lois Yount

B. Risk Assessment

School Employees are considered medium exposure risk, and in some cases, lower exposure risk.

MEDIUM EXPOSURE RISK Jobs that require frequent/close contact with people who may be infected, but who are not known or suspected patients. Workers in this category include: • Those who may have contact with the general public (e.g., schools, high-population-density work environments, some high-volume retail settings), including individuals returning from locations with widespread COVID-19 transmission.

LOWER EXPOSURE RISK Jobs that do not require contact with people known to be, or suspected of being, infected. • Workers in this category have minimal occupational contact with the public and other coworkers. For more information, see the Guidance on Preparing Workplaces for COVID-19.

C. Individual Control Measures

- Self symptom screenings and/or temperature checks.
- Students and staff are expected to check their temperature before coming to work/school.
- Encourage workers who are sick or exhibiting symptoms of COVID-19 to stay home.
- Encourage frequent handwashing and use of hand sanitizer.

- Classrooms without a sink will be provided a handwashing station.
- Provide disposable gloves to workers using cleaners and disinfectants if required. Consider gloves a supplement to frequent hand washing for other cleaning, tasks such as handling commonly touched items or conducting symptom screening.
- Require face coverings according to the State Public Health Guidance.
- Close or increase distance between tables/chairs in breakrooms or provide break areas in open space to ensure physical distancing. Post maximum capacity limitations in staff rooms, work rooms, conference rooms, and bathrooms.
- Communicate frequently to visitors & members of the public that they should use face masks/covers.

D. Cleaning & Disinfecting Protocols

- Perform thorough cleaning in high traffic areas.
- Frequently disinfect commonly used surfaces and personal work areas.
- Clean and sanitize shared equipment between each use.
- Clean touchable surfaces between shifts or between users, whichever is more frequent.
- Equip shared spaces with proper sanitation products, including hand sanitizer and sanitizing wipes and ensure availability.
- Ensure that sanitary facilities stay operational and stocked at all times.
- Use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions and Cal/OSHA requirements.
- Provide time for workers to implement cleaning practices before and after shifts and consider third-party cleaning companies.
- Install hand sanitizing dispenser in classrooms, offices, and common workplaces.
- Items shared between staff and students will be eliminated or minimized.

E. Physical Distancing Guidelines

- Implement measures to physically separate workers by at least six feet using measures such as physical partitions or visual cues (e.g., floor markings, colored tape, or signs to indicate to where workers should stand).
- Reconfigure office spaces, cubicles, etc. and decrease maximum capacity for conference and meeting areas.
- Adjust in-person meetings, if they are necessary, to ensure physical distancing.
- Stagger employee breaks, in compliance with wage and hour regulations, if needed.
- Reconfigure, restrict, or close common areas and provide alternative where physical distancing can be practiced.
- Utilize work practices, when feasible and necessary, to limit the number of employees at the office at one time, such as telework and modified work schedules.

F. Training and Communication to Employees

Training Information as required by the California Department of Public Health Guidance is sourced from the CDC and should be provided to all employees and include the following information:
(click on each item and follow link)

1. Information on COVID-19: A respiratory virus and is mainly spread through droplets created when a person who is infected coughs, sneezes, or talks.
2. Preventing the Spread: Social distance, wash your hands, cover your mouth and nose, clean & disinfect.

3. Vulnerable/High Risk Individuals: Older adults, people with medical conditions, people with disabilities, pregnancy and breastfeeding
4. Self-Screening Instructions/Symptom Checks based on the CDC Guidelines: Fever or chills, cough, shortness of breath, fatigue, headache, sore throat. This list does not include all possible symptoms.
5. Sick Employees: The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.
6. When to seek medical attention: Look for emergency warning signs for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately: Trouble breathing, Persistent pain or pressure in the chest, New confusion, Inability to wake or stay awake, Bluish lips or face. *This list is not all possible symptoms.* Please call your medical provider for any other symptoms that are severe or concerning to you. Call 911 or call ahead to your local emergency facility: Notify the operator that you are seeking care for someone who has or may have COVID-19.

7. The importance of hand washing

8. The importance of physical distancing, both at work and off work time

9. Face Coverings:

- Face Covering Requirements: See https://www.saccounty.net/COVID-19/Documents/SCPH_COVID-19_Reopening_Guidance_for_Schools_10-13-2020.pdf#search=COVID%2D19%20Reopening%20Guidance%20for%20Schools

Under 2 years old – No

2 years old -2nd Grade – Required (face shield is an acceptable alternative)

3rd Grade-High School – Yes, unless exempt.

- [Face coverings, masks, and respirators](#) – Information & Overview
- [Face coverings, masks & respirators](#) - Handout
- [Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](#) – CDC Recommendations

10. Face Masks/Shields:

- Following November 10, 2020 county health guidelines, face coverings are strongly encouraged for children age 2 through 2nd grade and required for grades 3 and up in all indoor spaces and outdoors when social distancing of 6 feet or greater cannot be achieved and consistently maintained. The district is requiring face coverings for children age 2 through 8th grade. Children age 2 through 2nd grade can opt to wear a face shield in lieu of a face mask.
- District will require all adults on campus to wear face coverings. Per CDPH, in limited situations where a face covering cannot be used for pedagogical or developmental reasons a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable.
 - Although evidence on face shields is limited, the available data suggest that the following face shields may provide better source control than others:
 - Face shields that wrap around the sides of the wearer’s face and extend below the chin.
 - Hooded face shields.
 - Face shield wearers should wash their hands before and after removing the face shield and avoid touching their eyes, nose and mouth when removing it.

- Disposable face shields should only be worn for a single use and disposed of according to manufacturer instructions.
- Reusable face shields should be cleaned and disinfected after each use according to manufacturer instructions or by following [CDC face shield cleaning instructions](#)

11. [Healthy Schools Act](#) – Integrated Pest Management Training: Provide annual Healthy Schools Act (free online) training [to all teachers, staff, and volunteers who use sanitizing wipes or sprays](#).

The training materials below were developed to contain the required components of COVID-19 awareness as well as optional supplemental information on Coping with Stress and De-escalation techniques when responding to others.

- Training [Handout Materials from SIA Website](#)
Date Provided to Employees: All call sent on July 29, 2020
- Hour Zero Training Module
Date Completed by Employees: Due as staff return to work.

G. Suspected or Confirmed Cases of COVID-19 in the Workplace

Employees who have symptoms when they arrive at work or become sick during the day should immediately be separated from other employees and students and sent home. The principal or supervisor will contact Human Resource before sending an employee home. Employees who develop symptoms outside of work should notify their supervisor and stay home. The Health Assistance will notify the district nurse when students are sent home with symptoms. The district nurse will report to the County Health Department.

Isolation Locations By Site:

- McCaffrey Middle School: Stage
- River Oaks Elementary School: Room 8
- Marengo Ranch Elementary School: Stage
- Lake Canyon Elementary School: Room 5
- Valley Oaks Elementary School: Stage
- Greer Elementary School: Stage
- Fairsite Preschool and School Readiness Center: Admin Building

H. Process to Investigate COVID-19 Cases in the Workplace:

- CDPH Outbreak Management - [Responding to COVID-19 in the Workplace](#)
- Cal/OSHA [Recording and Reporting Requirements for COVID-19 Cases](#)

I. Required Postings – COVID-19

- Your County Social Distancing Protocol – See [Local Resources](#)
- Workplace Safety Social Distancing Information - [Poster Template](#)

J. Establish a process to check this site plan for compliance and to document and correct deficiencies.

1. The administrator or designee will perform a twice-weekly inspection to ensure PPE's are available to employees.
2. The administrator will communicate with custodians to ensure cleaning and disinfecting protocols are practiced.

3. The administrator will remind and encourage staff to practice physical distancing, wear face coverings, and frequent handwashing.

K. Meal Distribution During the AM/PM Model

Students will be taking home breakfast and lunch Tuesday-Friday

Families can pick up meals on Mondays

- Valley Oaks: Delivered to classrooms
AM: 10:00-10:15
PM : 2:00-2:25
- Marengo Ranch: Delivered to classrooms
AM: By 10:15
PM: By 2:15
- Greer: Delivered to classrooms
AM: By 10:15
PM: By 2:15
- River Oaks: Delivered to classrooms
AM: By 10:15
PM: By 2:15
- Lake Canyon: Delivered to classrooms
AM: By 10:15
PM: By 2:15
- Fairsite: Delivered to classrooms
AM: By 10:15
PM: By 1:00
- McCaffrey: Students pick up at dismissal times
AM: 10:40
PM: 2:45

L. Gates and Bathroom Assignments

- Administration has assigned grade levels/classes certain gates to enter and exit the campus. Grade levels/classes have been assigned bathrooms to use. Yard supervisors will monitor bathrooms throughout the day.

ATTACHMENTS

- Sample signage
- Guidance for cleaning and disinfecting
- Sacramento County COVID-19 Reopening Guidance for Schools (November 10, 2020)
- California Department of Public Health COVID-19 Industry Guide (August 3, 2020)
- Schools Insurance Authority COVID-19 Training Guide
- CDC Coronavirus Disease 2019 (COVID-19)
- Personal Protective Equipment Inventory Form
- Student Health and Safety Protocol

Addendum C



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 / 209-744-4553 fax / www.galt.k12.ca.us

COVID-19 STUDENT SAFETY COMMITMENT

We are very excited to welcome our students and families back to school on campus! We want you to know that we take the health and safety of our students and staff very seriously. We commit to partnering with you to do all we can to ensure you feel safe and secure.

Please read the protocols below and **initial** each one as your commitment to partner with us during this time. We can do this TOGETHER!

I COMMIT TO A DAILY SELF SCREENING:

- Temperature check; if at or above 100.4°, student will not be allowed at school and will be sent home.
- If student experiences any of the following symptoms, that are unusual for the student, student must stay home. **Symptoms include:**

Cough	Headache	Difficulty Breathing
Chills and Body Aches	Shortness of Breath	Sore Throat
New Loss of Taste or Smell	Diarrhea	Nausea or Vomiting

I COMMIT TO SOCIAL DISTANCING:

- Maximize space; stay at least 6 feet from others.
- Do not gather in large groups.

I COMMIT TO PROTECTING MYSELF AND OTHERS:

- Face masks must be worn by staff/students, PreK – adult. For children two years old – 2nd grade, a face shield is an acceptable alternative (also an alternative for students medically exempt).
- Wash hands frequently with soap and water or use hand sanitizer.
- Cover coughs and sneezes with a tissue; cough or sneeze into the inside of your sleeve or elbow.

Returning to School After Symptoms:

- Fever free (without the use of fever reducing medicine) for 72 hours **and** other symptoms have improved
- If tested positive: At least 14 days have passed since COVID-19 symptoms first appeared and 72 hours of no fever to return to school.
- If tested positive but never developed symptoms: May return to school 10 days after the date of first positive test.

Parent Signature

Student Signature

Parent Name

Date

Karen Schauer Ed.D., District Superintendent ~ Lois Yount, Business Director
Claudia Del Toro-Anguiano, Curriculum Director ~ Donna Mayo-Whitlock, Educational Services Director

Board of Trustees: Grace Malson, Thomas Silva, Wesley Cagle, Matthew Felix, John Gordon



Galt Joint Union Elementary School District

GJUESD *Initial* Transitional Reopening Schools Model

Transition levels are fluid and dependent on status of health pandemic and future Stay At Home Orders.

	DISTANCE LEARNING LEVEL 1 TIER 1	TARGETED, SPECIALIZED SUPPORT SERVICES TIER 1	BLENDED LEVEL 2 TIER 2	MODIFIED TRADITIONAL LEVEL 3 TIER 3 OR 4	TRADITIONAL LEVEL 4
PROGRAM	SAFETY AND PREPAREDNESS Start Date August 20, 2020	In-person targeted, support and services to small groups of students	Phase-In Reopening (1/2 of students on campus at one time)	EXPANDED REOPENING (all students on campus at one time)	FULL REOPENING (all students on campus at one time)
LEARNING LOCATION(S) & SCHEDULE	HOME 5 DAYS PER WEEK	SCHOOL 25 % Capacity	SCHOOL/HOME 2 DAYS ON CAMPUS 3 DAYS DISTANCE LEARNING	SCHOOL 5 DAYS PER WEEK	SCHOOL 5 DAYS PER WEEK
TRANSITION FACTORS	Stay At Home Order or CDPH Monitor List ● TIER 1 or Purple Risk Level = Widespread More than 7 new COVID-19 cases per 100K and more than 8% positive tests No on-campus learning or support services due to CA health conditions. Or CA Stay At Home order in place Daily live virtual learning sessions and online/electronic assignments	Satisfy all conditions detailed in the Cohorting Guidance ● TIER 1 or Purple Risk Level = Widespread More than 7 new COVID-19 cases per 100K and more than 8% positive tests Limited cohort size Restricted cohort mixing Maintain proper physical distancing, masking, cleaning and other safety measures	Public Health recommendation with Board direction ● TIER 2 or Red Risk Level = Substantial More than 4 or 7 new COVID-19 cases per 100K and more than 5-8% positive tests On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment. Direct Instruction takes place as school and Extended Learning at home.	Public Health recommendation with Board direction (Decreasing infection rate) ● TIER 3 or Orange Risk Level = Moderate More than 1 to 3.9 new COVID-19 cases per 100K and more than 2-4.9% positive tests AND/OR ● TIER 4 or Yellow Risk Level = Minimal Less than 1 COVID-19 cases per 100K and less than 2% positive tests On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment. Core instruction and Extended Learning takes place at school. OPTION: Extended Learning takes place at home.	Public Health Recommendation with Board direction No restrictions or requirements for social distancing, gatherings and personal protective equipment use. Learning takes place at school with homework as an extension of learning.

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11/13/2020

End of 2nd Trimester
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9/29/2020
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TIER1/Purple
Distance Learning
9.7 cases/100k
4.1 positivity

ELEMENTARY SCHOOL WAIVER

- TK-6: Permits school districts to reopen for in-person instruction with the following transition factors:
- Consultation with labor, parent and community organizations
 - Publish elementary school reopening plans
 - Address Health and Safety topics consistent with guidance from California Department of Public Health (CDPH) and the local health department

TIER FRAMEWORK, California Blueprint for a Safer Economy

- California Department of Public Health (CDPH) will release updated tier assignments on Tuesdays
- A county must remain in a tier for a minimum of three weeks before being able to advance to a less restrictive tier
- Must meet criteria for the next less restrictive tier for both measures for the prior two consecutive weeks in order to progress to the next tier

BLENDED LEARNING COMPARISON

The intent of all blended learning models is to adjust schedules to reduce the number of students on campus at one time. A blended model consists of both in-person and online instruction and it provides the most flexibility. We can customize the schedule to meet the needs of our students.

Below is a brief comparison of the two blended models that were considered for our district. To maximize learning and to support greater consistency with uninterrupted core instruction, the AM/PM model was selected for our students.

Feature	AM/PM Model	A/B Model
General Description	Students are divided in half, with half of the students coming in the morning and half coming in the afternoon. Students come to school <u>four half days/week</u> - Tuesday-Friday.	Students are divided in half, with half of the students coming two days per week. Students come to school <u>two minimum days</u> - Tuesday/Thursday or Wednesday/Friday.
Required Instructional Minutes	The required number of daily instructional minutes for both in-person and online are: TK/K = 180 minutes 1st - 3rd =230 minutes 4th - 8th = 240 minutes	The required number of daily instructional minutes for both in-person and online are: TK/K = 180 minutes 1st - 3rd =230 minutes 4th - 8th = 240 minutes
Time at School	Students attend school 2.5 hours per day (10 hrs/week) and spend the other part of the day working from home on assignments provided by the teacher.	Students attend school 4 hours per day (8 hours/week) and spend the other days working from home on assignments provided by the teacher.
Social Distancing	Greater ability to maintain and enforce 6 feet of social distancing when students are at school for only 2.5 hours.	Difficulty maintaining a stable cohort when students need breaks, travel to/from PE/music, restroom, etc..
Sample Elementary Schedule	Monday (both AM/PM) 8:00 - 9:00 am Online live instruction <u>Tuesday - Friday</u> AM: 8:00 - 10:30 am PM: 12:00 - 2:30 pm	Monday (both A & B groups) 8:00 - 9:00 am Online live instruction Tuesday - Thursday <u>or</u> Wednesday- Friday 8:00 - 12:00 pm
Access to Support	For four consecutive days: -students receive small group instruction -students have direct access to IA support	For two , non-consecutive days: -students receive small group instruction -students have direct access to IA support
Solidification of Learning	Potential to master standards and potential to apply newly learned skills is <u>much higher</u> when students can apply newly learned learning over a period of four days with multiple approaches.	Challenging to master standards and apply new learning with only two days of instructions. It becomes more complex to address needs with long gaps between the introduction and application of skills.
Focus on Core Subjects	Allows for greater focus on core subjects. Also allows flexibility with physical education, music, and exploratories since these opportunities are offered while the students are at home.	Allows for physical education, music, and exploratories to be part of the school day.



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632

209-744 4545 / 209-744-4553 fax / www.galt.k12.ca.us

November 13, 2020

Dear Parents,

I hope you are doing well as the holiday season approaches. This update provides you with information on 1) the tier status of the COVID-19 conditions for Sacramento County, 2) our schools continuing with distance learning until further notice, 3) a new FAQ, and 4) upcoming health and safety webinars.

Due to increasing COVID-19 case rates, Sacramento County has moved back to a more restrictive Tier 1 Purple Level. Given the pandemic Tier Level change, **students will continue with distance learning and small cohorts until further notice.** We will plan to transition students to in-person instruction or participate in a home distance learning program when pandemic conditions improve. Small cohorts of high needs learners may continue in-person support services in November and December.

A Frequently Asked Question (FAQ) update has also been prepared to provide you with more specific information about the transitional blended learning program, school schedules, distance learning options and safety. In addition, the parent survey has been reopened on the school district website for parents who would like to change their learning preference request through Tuesday, November 17.

We hope to present more specific information on the blended learning schedules, once finalized with our certificated union. These schedules will provide the most instructional time possible for your child. More information will be presented on the new schedules at the November 18, 2020 board meeting.

While current conditions do not permit schools to reopen, the more gradual reopening period allows more time for families to prepare and for teachers and support staff to reorganize instruction and services for the in-person blended program.

Also, to assist families in preparing for safe in-person instruction, a student health and safety teleconference is scheduled with topics including 1) daily self-screening, 2) social distancing, 3) face coverings use and 4) returning to school after illness. The sessions will be recorded and posted on the GJUESD website and are scheduled for:

1. English: Monday, November 16 at 5:00p.m.
<https://galt-k12-ca.zoom.us/j/88291111730?pwd=eUJ4YThldXpzcG5GcGlwWlplLQ0VoQT09>
Meeting ID: 882 9111 1730
Passcode: 552172
2. Spanish: Tuesday, November 17 at 5:00 p.m.
<https://galt-k12-ca.zoom.us/j/81872300849?pwd=c1lnejRMcE9RKzJjZGl1cmtHY2g1UT09>
Meeting ID: 818 7230 0849
Passcode: 276724

Thank you for your involvement and commitment to our schools and your child's education. We appreciate your grace, patience, feedback and flexibility while we do our best to provide a safe and effective learning environment for your child throughout the pandemic emergency period.

Sincerely,

Karen Schauer, Ed.D.
GJUESD Superintendent

Karen Schauer Ed.D., District Superintendent ~ Lois Yount, Business Director
Claudia Del Toro-Anguiano, Curriculum Director ~ Donna Mayo-Whitlock, Educational Services Director

Board of Trustees: Grace Malson, Thomas Silva, Wesley Cagle, Matthew Felix, John Gordon



GJUESD Reopening Schools Frequently Asked Questions

November 12, 2020

1. **Blended AM/PM Reopening Model**
2. **Online Distance Learning**
3. **Health and Safety**

BLENDED AM/PM REOPENING MODEL	
<p>What is the purpose of transitioning to a blended AM/PM schedule when pandemic conditions improve?</p>	<p>The California Department of Public Health created a COVID-19 and Reopening In-Person Learning Framework for K-12 schools. The document outlines specific guidelines for schools and school-based programs. This includes implementing physical distancing inside and outside the classroom along with implementing other safety guidance.</p> <p>The intent of the blended learning model is to adjust schedules to reduce the number of students on campus at one time by 50%. A blended model consists of both in-person and online instruction. In addition, families have the option to remain in an online format which will further decrease the number of students on campus.</p> <p><u>By pivoting to a Blended AM/PM schedule:</u></p> <ul style="list-style-type: none"> • Students meet with their teacher 4 days per week • Students receive 10 hours of in-person instruction per week • Reading instruction: 4 days per week of reading groups • Requires less time per day of independent “asynchronous” work • The schedule can be customized to meet the varying needs of our students. An AM/PM schedule supports accommodations flexibility for staff and students for greater learning and relationship continuity.
<p>Why didn't the District choose to transition to the blended A/B two days per week model?</p>	<p>The A/B model involves students attending in-person instruction for 2 days per week and continuing asynchronous learning 3 days per week. This model would provide less in-person instruction per week that is important for learning engagement, academic success and meeting social-emotional needs.</p> <ul style="list-style-type: none"> • For A/B model, students meet in-person with their teacher 2 days per week, part days only • Students receive less in-person instruction: 8 hours per week • Reading instruction: 2 days per week

	<ul style="list-style-type: none"> • 3 full days of independent “asynchronous” work
<p>What does an AM/PM schedule involve?</p>	<p>Students will attend class in person 4 days per week (Tuesday through Friday). In the AM/PM Blended Learning Model half of the students attending in the morning and the other half in the afternoon. Students will attend in-person school for approximately 2.5 hours per day and spend the other part of their day working from home on assignments provided by their teacher.</p> <p><u>ELEMENTARY SCHEDULE</u></p> <p>AM COHORT 1 7:55 am- doors open 8:10-10:40 In-Person Instruction at school 12:25-2:55 Asynchronous assigned work at home, Virtual Live: PE, Music</p> <p>PM COHORT 2 8:10-10:40 Asynchronous assigned work at home, Virtual Live: PE, Music 12:10 pm- doors open 12:25-2:55 In-Person Instruction at school</p> <p><u>MIDDLE SCHOOL SCHEDULE</u></p> <p>8:20 am- doors open AM COHORT 1 8:35-10:40 In-Person Instruction at school 12:30-2:40 Synchronous PE, Exploratory or Advisory and Asynchronous assigned work at home</p> <p>12:20 pm- doors open PM COHORT 2 8:30-10:40 Synchronous PE, Exploratory or Advisory and Asynchronous assigned work at home 12:35-2:40 In-Person Instruction at school</p> <p>Middle School In person instructional schedule</p> <ul style="list-style-type: none"> • Tues/Thurs periods 1-2 Core • Wed/Fri periods 3-4 Core
<p>How many students will be in a classroom?</p>	<p>Class enrollments will be divided into AM and PM classes in order to maintain six (6) feet of physical distance between student desks. We anticipate approximately 12-16 students in a class at a time.</p>
<p>Will my child have access to activities during the AM/PM schedule?</p>	<p>Due to the limited amount of time on campus and our goal to maximize in-person instruction, students will not have a grade level recess or lunch.</p> <p>The focus of elementary on-campus time will be on English Language Arts and Mathematics.</p>

	In middle school the students will receive the 4 core subjects (English Language Arts, Math, Science and History-Social Science). Music and exploratory classes will provide live online lessons during the morning and afternoon sessions.
What process will be used to identify if a child is in the AM or PM schedule?	Classes will be divided in half with students assigned to either an AM or PM group alphabetically and by student need. School staff will work to have siblings on the same schedule.
What if I need a specific time, AM or PM?	<p>We understand that some families may have unique circumstances/needs that require a certain schedule. If you have a unique and critical situation that requires a specific schedule, please submit your request to your child's school principal.</p> <p>Your request will be reviewed for consideration by the school principal. Please understand that the District and your child's school will not be able to accommodate all requests.</p>
Are there supports in place to help parents who work?	We are continuing to work with Galt Parks and Recreation and other agencies to identify <u>potential</u> childcare options and opportunities.
Will home-to-school transportation be provided for students?	<p>Restrictions related to COVID-19 have significantly decreased the number of students allowed on our buses. School districts are required to provide transportation for Special Education students as well as Foster and Homeless youth. Any remaining availability will be prioritized based on families who qualify for free and reduced meals (considering their home distance to school). The Transportation Department will continue to communicate transportation availability with families who have indicated a transportation need on the parent survey.</p> <p>The Transportation Department remains committed to providing transportation services for students while adhering to COVID-19 safety guidelines. The Transportation Department is available to answer questions by calling 209-745-1059.</p>
DISTANCE LEARNING	
I do not want my child returning to in-person instruction. What are my options?	No family will be forced to return to in-person learning. We will continue to offer online instruction through our dedicated GLEE Home Learning Academy. We are also exploring individual school site-based online options.
If I stay on Distance Learning, will my child continue with the same teacher and program that they have now?	The District is currently assessing the number of students that will continue on Distance Learning. If the numbers are larger than anticipated, it may be necessary to reassign Distance Learning students to the District's GLEE Academy or reassign students to other teachers to balance Distance Learning enrollment numbers.

<p>If I opt to attend GLEE Academy, will I be able to retain my spot at my child's current school?</p>	<p>Neighborhood Schools - We plan to allow students to return to their neighborhood school for the 2021/2022. We do not foresee problems in allowing this to happen.</p>
<p>If I opt for the GLEE Academy and later decide that I want my child to return to in-person instruction, can we transition back onto campus?</p>	<p>Students who transfer to GLEE Academy will be committing to completing the entire trimester. If at that time they wish to transition back to their neighborhood school they will be able to if space is still available.</p>
<p>HEALTH AND SAFETY</p>	
<p>What safety protocols will be in place?</p>	<p>With guidance from the California Department of Public Health (CDPH) and Sacramento Department of Public Health (SCPH) the District has created the following safety guidelines: Staff/Student Health & Safety Guidance For Reopening Schools</p>
<p>How will the classrooms and bathrooms be cleaned between cohorts?</p>	<p>Classrooms will be sanitized between the AM and PM cohorts and cleaned each evening. In middle school, students will be asked to wipe down their desk/personal space upon arrival to class. Bathrooms will be cleaned throughout the day and each evening.</p>
<p>Will visitors be allowed on campus?</p>	<p>While in Tier Red, visitors will be kept to a minimum. Only those essential to the running of the school will be allowed access in order to minimize risks of exposure. Any individual coming on to a school campus must adhere to all Sacramento County Department of Public Health guidelines which include social distancing, facial coverings and additional indoor requirements mandated by the County.</p>
<p>Why are facial coverings required?</p>	<p>The District is adhering to the CDPH and SCPH public face covering requirement that all staff/students must wear a face covering:</p> <ul style="list-style-type: none"> • Under two years old – No • Students PreK - 2nd grade - Yes (a face shield is an acceptable alternative) • Students 3rd grade - High School – Yes • Staff: Yes; In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g. communicating or assisting young children or those with special needs) a face shield with a drape can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable". Staff must return to wearing face covering outside the classroom.

	<p>Exemptions to face coverings</p> <ul style="list-style-type: none"> • Students with certain documented medical conditions, mental health conditions, or disability that prevents them from wearing a face covering. (A face shield may be used in lieu of face masks) • Students who are hearing impaired or communicating with a person who is hearing impaired • While eating/drinking, if physical distancing is maintained
<p>What type of facial coverings are acceptable for students to wear to school?</p>	<p>Acceptable forms of facial coverings include:</p> <ul style="list-style-type: none"> • Cloth facial coverings • Disposable surgical masks • Facial shields for students, PreK-2nd grade • Facial shields WITH a drape, Grades 3-8 <p>Facial coverings NOT acceptable on campus include:</p> <ul style="list-style-type: none"> • Bandanas • Masks with exhalation valves or vents • For 3rd grade on up- Facial shields without a drape included <p>Please note that facial coverings must cover the mouth and nose.</p>
<p>Why are we preparing to transition from distance learning to in-person instruction?</p>	<p>Our school district has developed a board-approved reopening model plan to fulfill <i>California Education Code 42504</i>, citing that “a local educational agency shall offer in-person instruction to the greatest extent possible.” Our plan starts with a Distance Learning program and advances to in person instruction over time aligned to improving health conditions.</p> <p>According to the Governor of California’s Blueprint to a Safer Economy, schools are allowed to open to in-person instruction if the County is able to remain in the less restrictive Tier 2 (or Red) risk level for at least 2 weeks.</p>



COVID-19 STAFF COMMITMENT TO SAFETY

We are very excited to welcome our staff and students back to school on campus! We want you to know that we take the health and safety of our staff and students very seriously. We commit to partnering with you to do all we can to ensure you feel safe and secure.

Please read the protocols below and **initial** each one as your commitment to partner with us during this time. We can do this TOGETHER!

I COMMIT TO A DAILY SELF SCREENING:

- Temperature check; if at or above 100.4°, stay home.
- If you experience any of the following symptoms, that are unusual for you, in the last 14 days, stay home and contact your healthcare provider for assessment. **Symptoms include:**

Cough	Headache	Difficulty Breathing
Chills and Body Aches	Shortness of Breath	Sore Throat
New Loss of Taste or Smell	Diarrhea	Nausea or Vomiting
- If COVID-19 positive, it requires 10 days of isolation with 72 hours of no fever to return to work.
- In the past 14 days, if you have been in close contact with anyone who displays the known symptoms above or has tested positive for COVID-19, please contact your immediate supervisor.

I COMMIT TO SOCIAL DISTANCING:

- Maximize space; stay at least 6 feet from others.
- Do not gather in large groups.

I COMMIT TO PROTECTING MYSELF AND OTHERS:

- Face masks must be worn by staff/students, PreK – adult. For children two years old – 2nd grade, a face shield is an acceptable alternative (also an alternative for students medically exempt).
- Wash your hands frequently with soap and water or use hand sanitizer.
- Cover coughs and sneezes.

Returning to Work After Symptoms:

- Clearance from their health care provider, per District Policy.
- Fever free (without the use of fever reducing medicine) for 72 hours and
- Other symptoms have improved and
- At least 10 days have passed since COVID-19 symptoms first appeared.

Employee Signature

Date

Employee Name

Karen Schauer Ed.D., District Superintendent ~ Lois Yount, Business Director
Claudia Del Toro-Anguiano, Curriculum Director ~ Donna Mayo-Whitlock, Educational Services Director

Board of Trustees: Grace Malson, Thomas Silva, Wesley Cagle, Matthew Felix, John Gordon



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 / 209-744-4553 fax / www.galt.k12.ca.us

COVID-19 STUDENT SAFETY COMMITMENT

We are very excited to welcome our students and families back to school on campus! We want you to know that we take the health and safety of our students and staff very seriously. We commit to partnering with you to do all we can to ensure you feel safe and secure.

Please read the protocols below and **initial** each one as your commitment to partner with us during this time. We can do this TOGETHER!

I COMMIT TO A DAILY SELF SCREENING:

- Temperature check; if at or above 100.4°, student must stay home.
- If student experiences any of the following symptoms, that are unusual for the student, student must stay home. **Symptoms include:**

Cough	Headache	Difficulty Breathing
Chills and Body Aches	Shortness of Breath	Sore Throat
New Loss of Taste or Smell	Diarrhea	Nausea or Vomiting

I COMMIT TO SOCIAL DISTANCING:

- Maximize space; stay at least 6 feet from others.
- Do not gather in large groups.

I COMMIT TO PROTECTING MYSELF AND OTHERS:

- Face masks must be worn by staff/students, PreK – adult. For children two years old – 2nd grade, a face shield is an acceptable alternative (also an alternative for students medically exempt).
- Wash hands frequently with soap and water or use hand sanitizer.
- Cover coughs and sneezes with a tissue; cough or sneeze into the inside of your sleeve or elbow.

Returning to School After Symptoms:

- Fever free (without the use of fever reducing medicine) for 72 hours **and** other symptoms have improved
- If tested positive: At least 14 days have passed since COVID-19 symptoms first appeared and 72 hours of no fever to return to school.
- If tested positive but never developed symptoms: May return to school 10 days after the date of first positive test.

Parent Signature

Student Signature

Parent Name

Date

Karen Schauer Ed.D., District Superintendent ~ Lois Yount, Business Director
Claudia Del Toro-Anguiano, Curriculum Director ~ Donna Mayo-Whitlock, Educational Services Director

Board of Trustees: Grace Malson, Thomas Silva, Wesley Cagle, Matthew Felix, John Gordon

Galt Joint Union Elementary School District

COVID-19 Worksite Specific Plan

Revised 11/13/2020

It is the policy of the Galt Joint Union Elementary School District to provide safe working conditions for all employees and to promote continuing, vital safety awareness at all levels, from top management to the individual worker. With the spread of COVID-19, the District must remain vigilant in mitigating the outbreak.

This plan is guided by the State Public Health Guidance & Checklist and CDC Recommendations and in accordance with Cal/OSHA Guidelines on Protecting Workers from COVID-19.

A. Responsibilities of Certificated and Classified Management

All management must be familiar with this Plan and be ready to answer questions from employees. Management must set a good example by following this Plan at all times. This involves practicing good personal hygiene and site safety practices to prevent the spread of the virus. Management must encourage this same behavior from all employees.

Person(s) responsible for implementing and training staff on the site-specific plan:

- McCaffrey Middle School: Ron Rammer
- River Oaks Elementary School: Donna Gill
- Marengo Ranch Elementary School: Jennifer Porter
- Lake Canyon Elementary School: Judi Hayes
- Valley Oaks Elementary School: David Nelson
- Greer Elementary School: Stephanie Simonich
- Fairsite Preschool and School Readiness Center: Kuljeet Nijjar
- Transportation and Maintenance Department: Kerri Gardner/Lois Yount
- District Office: Lois Yount

B. Risk Assessment

School Employees are considered medium exposure risk, and in some cases, lower exposure risk.

MEDIUM EXPOSURE RISK Jobs that require frequent/close contact with people who may be infected, but who are not known or suspected patients. Workers in this category include: • Those who may have contact with the general public (e.g., schools, high-population-density work environments, some high-volume retail settings), including individuals returning from locations with widespread COVID-19 transmission.

LOWER EXPOSURE RISK Jobs that do not require contact with people known to be, or suspected of being, infected. • Workers in this category have minimal occupational contact with the public and other coworkers. For more information, see the Guidance on Preparing Workplaces for COVID-19.

C. Individual Control Measures

- Self symptom screenings and/or temperature checks.
- Students and staff are expected to check their temperature before coming to work/school.
- Encourage workers who are sick or exhibiting symptoms of COVID-19 to stay home.
- Encourage frequent handwashing and use of hand sanitizer.

- Classrooms without a sink will be provided a handwashing station.
- Provide disposable gloves to workers using cleaners and disinfectants if required. Consider gloves a supplement to frequent hand washing for other cleaning, tasks such as handling commonly touched items or conducting symptom screening.
- Require face coverings according to the State Public Health Guidance.
- Close or increase distance between tables/chairs in breakrooms or provide break areas in open space to ensure physical distancing. Post maximum capacity limitations in staff rooms, work rooms, conference rooms, and bathrooms.
- Communicate frequently to visitors & members of the public that they should use face masks/covers.

D. Cleaning & Disinfecting Protocols

- Perform thorough cleaning in high traffic areas.
- Frequently disinfect commonly used surfaces and personal work areas.
- Clean and sanitize shared equipment between each use.
- Clean touchable surfaces between shifts or between users, whichever is more frequent.
- Equip shared spaces with proper sanitation products, including hand sanitizer and sanitizing wipes and ensure availability.
- Ensure that sanitary facilities stay operational and stocked at all times.
- Use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions and Cal/OSHA requirements.
- Provide time for workers to implement cleaning practices before and after shifts and consider third-party cleaning companies.
- Install hand sanitizing dispenser in classrooms, offices, and common workplaces.
- Items shared between staff and students will be eliminated or minimized.

E. Physical Distancing Guidelines

- Implement measures to physically separate workers by at least six feet using measures such as physical partitions or visual cues (e.g., floor markings, colored tape, or signs to indicate to where workers should stand).
- Reconfigure office spaces, cubicles, etc. and decrease maximum capacity for conference and meeting areas.
- Adjust in-person meetings, if they are necessary, to ensure physical distancing.
- Stagger employee breaks, in compliance with wage and hour regulations, if needed.
- Reconfigure, restrict, or close common areas and provide alternative where physical distancing can be practiced.
- Utilize work practices, when feasible and necessary, to limit the number of employees at the office at one time, such as telework and modified work schedules.

F. Training and Communication to Employees

Training Information as required by the California Department of Public Health Guidance is sourced from the CDC and should be provided to all employees and include the following information:
(click on each item and follow link)

1. Information on COVID-19: A respiratory virus and is mainly spread through droplets created when a person who is infected coughs, sneezes, or talks.
2. Preventing the Spread: Social distance, wash your hands, cover your mouth and nose, clean & disinfect.

3. Vulnerable/High Risk Individuals: Older adults, people with medical conditions, people with disabilities, pregnancy and breastfeeding
4. Self-Screening Instructions/Symptom Checks based on the CDC Guidelines: Fever or chills, cough, shortness of breath, fatigue, headache, sore throat. This list does not include all possible symptoms.
5. Sick Employees: The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.
6. When to seek medical attention: Look for emergency warning signs for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately: Trouble breathing, Persistent pain or pressure in the chest, New confusion, Inability to wake or stay awake, Bluish lips or face. *This list is not all possible symptoms.* Please call your medical provider for any other symptoms that are severe or concerning to you. Call 911 or call ahead to your local emergency facility: Notify the operator that you are seeking care for someone who has or may have COVID-19.
7. The importance of hand washing
8. The importance of physical distancing, both at work and off work time
9. Face Coverings:

- Face Covering Requirements: See https://www.saccounty.net/COVID-19/Documents/SCPH_COVID-19_Reopening_Guidance_for_Schools_10-13-2020.pdf#search=COVID%2D19%20Reopening%20Guidance%20for%20Schools

Under 2 years old – No

2 years old -2nd Grade – Required (face shield is an acceptable alternative)

3rd Grade-High School – Yes, unless exempt.

- [Face coverings, masks, and respirators](#) – Information & Overview
- [Face coverings, masks & respirators](#) - Handout
- [Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](#) – CDC Recommendations

10. Face Masks/Shields:

- Following November 10, 2020 county health guidelines, face coverings are strongly encouraged for children age 2 through 2nd grade and required for grades 3 and up in all indoor spaces and outdoors when social distancing of 6 feet or greater cannot be achieved and consistently maintained. The district is requiring face coverings for children age 2 through 8th grade. Children age 2 through 2nd grade can opt to wear a face shield in lieu of a face mask.
- District will require all adults on campus to wear face coverings. Per CDPH, in limited situations where a face covering cannot be used for pedagogical or developmental reasons a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable.
 - Although evidence on face shields is limited, the available data suggest that the following face shields may provide better source control than others:
 - Face shields that wrap around the sides of the wearer’s face and extend below the chin.
 - Hooded face shields.
 - Face shield wearers should wash their hands before and after removing the face shield and avoid touching their eyes, nose and mouth when removing it.

- Disposable face shields should only be worn for a single use and disposed of according to manufacturer instructions.
- Reusable face shields should be cleaned and disinfected after each use according to manufacturer instructions or by following [CDC face shield cleaning instructions](#)

11. [Healthy Schools Act](#) – Integrated Pest Management Training: Provide annual Healthy Schools Act (free online) training [to all teachers, staff, and volunteers who use sanitizing wipes or sprays](#).

The training materials below were developed to contain the required components of COVID-19 awareness as well as optional supplemental information on Coping with Stress and De-escalation techniques when responding to others.

- Training [Handout Materials from SIA Website](#)
Date Provided to Employees: All call sent on July 29, 2020
- Hour Zero Training Module
Date Completed by Employees: Due as staff return to work.

G. Suspected or Confirmed Cases of COVID-19 in the Workplace

Employees who have symptoms when they arrive at work or become sick during the day should immediately be separated from other employees and students and sent home. The principal or supervisor will contact Human Resource before sending an employee home. Employees who develop symptoms outside of work should notify their supervisor and stay home. The Health Assistance will notify the district nurse when students are sent home with symptoms. The district nurse will report to the County Health Department.

Isolation Locations By Site:

- McCaffrey Middle School: Stage
- River Oaks Elementary School: Room 8
- Marengo Ranch Elementary School: Stage
- Lake Canyon Elementary School: Room 5
- Valley Oaks Elementary School: Stage
- Greer Elementary School: Stage
- Fairsite Preschool and School Readiness Center: Admin Building

H. Process to Investigate COVID-19 Cases in the Workplace:

- CDPH Outbreak Management - [Responding to COVID-19 in the Workplace](#)
- Cal/OSHA [Recording and Reporting Requirements for COVID-19 Cases](#)

I. Required Postings – COVID-19

- Your County Social Distancing Protocol – See [Local Resources](#)
- Workplace Safety Social Distancing Information - [Poster Template](#)

J. Establish a process to check this site plan for compliance and to document and correct deficiencies.

1. The administrator or designee will perform a twice-weekly inspection to ensure PPE's are available to employees.
2. The administrator will communicate with custodians to ensure cleaning and disinfecting protocols are practiced.

3. The administrator will remind and encourage staff to practice physical distancing, wear face coverings, and frequent handwashing.

K. Meal Distribution During the AM/PM Model

Students will be taking home breakfast and lunch Tuesday-Friday

Families can pick up meals on Mondays

- Valley Oaks: Delivered to classrooms
AM: 10:00-10:15
PM : 2:00-2:25
- Marengo Ranch: Delivered to classrooms
AM: By 10:15
PM: By 2:15
- Greer: Delivered to classrooms
AM: By 10:15
PM: By 2:15
- River Oaks: Delivered to classrooms
AM: By 10:15
PM: By 2:15
- Lake Canyon: Delivered to classrooms
AM: By 10:15
PM: By 2:15
- Fairsite: Delivered to classrooms
AM: By 10:15
PM: By 1:00
- McCaffrey: Students pick up at dismissal times
AM: 10:40
PM: 2:45

L. Gates and Bathroom Assignments

- Administration has assigned grade levels/classes certain gates to enter and exit the campus. Grade levels/classes have been assigned bathrooms to use. Yard supervisors will monitor bathrooms throughout the day.



Galt Joint Union Elementary School District
STAFF/STUDENT HEALTH & SAFETY GUIDANCE
FOR REOPENING SCHOOLS (11/9/20)

The purpose of this document is to outline the Galt Joint Union Elementary School District’s return-to-school health and safety guidance for the 2020-21 school year. The health and safety of our students, families, and staff have been the utmost priority during the COVID-19 pandemic and in developing these procedures to re-open campuses. This plan was developed following guidance from the Center for Disease Control (CDC), California Department of Education (CDE), California Department of Public Health (CDPH), Sacramento Department of Public Health (SCPH). These procedures are subject to change according to changes in state and local guidance and recommendations from Public Health.

Index of CDPH Priority Health & Safety Guidance

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Live Links to Important Guidance Documents:

[GJUESD Reopening School Matrix](#)

[COVID-19 Now What Flowchart](#)

[GJUESD COVID-19 Worksite Specific Plan](#)

[CDHP Guidance For Face Coverings](#)

[COVID-19 Industry Guidance: Schools and School-Based Programs](#)

[CDPH School Reopening Recommendations](#)

[SCPH Protocols for Schools](#)

[Handwashing: Clean Hands Save Lives](#)

[SCPH Student Symptom Decision Tree](#)

1. Cleaning and Disinfection: How shared surfaces will be regularly cleaned and disinfected and how the use of shared items will be minimized

The district supports staff and students' health and safety and strives to maintain a healthy and clean environment. Staff will ensure that frequently touched surfaces are cleaned and disinfected daily and as practicable throughout the day using the Environmental Protection Agency (EPA) approved products. Staff and students will begin each school day in a freshly disinfected classroom environment.

- a. Classrooms are sanitized between cohorts of students
- b. High traffic areas are thoroughly cleaned daily and commonly used surfaces and personal work areas shall be frequently disinfected.
- c. Shared equipment is cleaned and sanitized between each use.
- d. Shared spaces are equipped with proper sanitation products, including hand sanitizer and sanitizing wipes and ensure availability.
- e. Bathroom facilities will stay operational and stocked at all times and cleaned twice daily
- f. Hand sanitizing dispensers have been installed in classrooms, offices, and common workplaces.
- g. Portable handwashing stations will be installed near classrooms without sinks.

2. Cohorting: How students will be kept in small stable groups with fixed membership that stay together for all activities and minimize/avoid contact with other groups or individuals who are not part of the cohort

A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts. Students must remain in the same space and cohorts as small and consistent as practicable to reduce possibilities for infection, including for recess and lunch. Keep the same students and teachers or staff with each group, to the greatest extent practicable.

- a. **Targeted Small Group Instruction** (during school closure)
 - Limiting cohort size: No more than 16 persons based upon public health guidance; campus at 25% capacity
 - Restricting cohort mixing: Stable cohorts stay together during the day.
 - Supervising adults and students must not interact with other cohorts.
 - Maintaining proper physical distancing, masking, cleaning and other safety measures.
- b. **Reopening Schools under the Blended Model** (Red Tier; Level 2)
 - Limiting number of students on campus: 50 percent of students may be on campus at any one time.
 - Stable groups should stay together during the day.
 - 1 class is considered a cohort with with ½ of the students present at the same time
 - Maintaining proper physical distancing, masking, cleaning and other safety measures.
- c. **Reopening Schools under the Modified Traditional** (Orange/Yellow Tiers; Levels 3/4)
 - 100% of students may be on campus at one time.
 - Restricting group (cohort) mixing: Stable groups should stay together during the day. 1 classroom is considered a stable cohort
 - Maintaining proper physical distancing, masking, cleaning and other safety measures.

3. Entrance, Egress and Movement within the School: How movement of students, staff and parents will be managed to avoid close contact and/or mixing of cohorts

a. Arrival

- Parents dropping off students will be asked to arrive as close to arrival time as possible, wait in their cars until the morning bell, maintain physical distancing and wear a face covering
- **Several designated gates for entry will be provided to reduce congregation of students arriving on campus**
- Gate Monitors will be stationed at each entrance and check for completion of pre-screening compliance requirement. (Daily Frontline submission on honor system)
- Students arriving by bus submit the screening form upon boarding the bus. Bus monitor will walk students on campus
- Students report directly to their classroom
- Playground area not permitted for use during arrival
- Parents with kinder students will not be allowed to enter the campus without a face-covering

b. Dismissal

- Students will exit school immediately after being dismissed
- **Designated gates for exit will be provided**
- Playground area not permitted for use during dismissal
- Parents picking up students will be asked to arrive as close to dismissal time as possible, to wait in their cars, maintain physical distancing and wear a face covering

c. Non-Classroom Spaces

- Nonessential visitors will be limited
- Congregate movement on sidewalks will be minimized
- Guidelines will be placed on ground/floors that students can follow to enable physical distancing

4. Face coverings and other essential Protective Gear: How CDPH's face covering requirements will be satisfied and enforced

- a. Face coverings must be used following CDPH guidelines,** particularly in indoor environments, on school buses, and areas where physical distancing alone is insufficient to prevent disease transmission.
- b. Students are encouraged to wear their personal cloth face coverings.** However, disposable face masks will be provided to students who do not have personal face coverings.
- c. All staff/students must wear a face covering:**
- Under two years old - No
 - Students PreK - 2nd grade - Yes, (a face shield is an acceptable alternative) unless exempt
 - Students 3rd grade - High School - Yes, unless exempt
 - Staff: Yes; In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g. communicating or assisting young children or those with special needs) a face shield with a drape can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable". Staff must return to wearing face covering outside the classroom.
- d. Exemptions to face coverings**

- Students with certain documented medical conditions, mental health conditions, or disability that prevents them from wearing a face covering. (A face shield may be used in lieu of face masks)
- Students who are hearing impaired or communicating with a person who is hearing impaired
- While eating/drinking, if physical distancing is maintained

5. Daily Health Screenings for Students and Staff: How staff/students will be screened for symptoms of COVID-19 and how ill students of staff will be separated from others and sent home

- a. Families are required to screen their students before coming to school.**
 - Before arriving on campus, parents/guardians will submit an online screening form (through the Frontline App) daily for each student (paper screening forms will also be available). Students with completed screenings will proceed onto campus
 - Families who are unable to take temperatures at home can call the school and health office will arrange to have their child's temperature taken at school
 - Students arriving without having completed the Frontline screening (or a paper form) will step aside and be quickly screened by a monitor.
 - After a Frontline report is run at 8:00 am, students who have not completed a screening will be called to the office to be screened with temperature checks; parents will be contacted and reminded to complete the Frontline app daily.
 - Students with a temperature ≥ 100.4 or any of the listed symptoms should stay home
- b. All Staff will self-screen themselves daily before presenting to their work location**
 - An electronic screening form will be submitted daily by employees
 - Staff with a temperature ≥ 100.4 or any of the listed symptoms should stay home and call in their absence.
- c. Staff will be observant of students who are observed to be symptomatic or do not look well.**
- d. Staff will follow the following procedures for students becoming symptomatic at school:**
 - Staff should call the health office and advise they are sending a symptomatic student to the health office
 - Health office staff should perform quick triage of symptomatic students in the triage area before entering health office
 - Take brief health history to rule out chronic conditions that could be the cause of symptoms (allergies, asthma or other respiratory conditions)
 - Take temperature using a no-contact thermometer
 - If COVID-19 symptoms are present after a health screening and the check-list is performed, the student will be escorted to the designated isolation room until the parent/guardian can pick-up the student
 - Health staff will then report to the District Nurse & provide a copy of the screening results
- e. If the temperature is < 100 degrees and the student has no observed symptoms, allow him/her to rest in the health office/student area for 10 minutes.**
 - If not feeling better after 10 minutes, place in the isolation area, call parents/guardian to pick up the student

- Health staff to take a full set of vitals and report to the school nurse

f. Isolating Students

- Any student or staff exhibiting symptoms will be asked to wait in an isolation area until they can be transported home/healthcare facility. (i.e. spare room, conference room) with Physical distancing marked off or in separate rooms with external ventilation
- Staff should wear appropriate PPE (i.e., gloves, gowns, masks, etc.). Restroom facilities need to be nearby for sick students (separate space) as younger students may have GI symptoms
- Ventilate the room to outside air after student leaves and clean area 24 hours after use

6. Healthy Hygiene Practices: The availability of handwashing areas and hand sanitizer, and how their use will be promoted and incorporated into routines

- a. Parents are encouraged to screen their student's temperature at home, and if the temperature is ≥ 100.04 degrees, keep the student at home and contact the student's health care provider.
- b. Students must keep their personal property to themselves and keep nonschool-related items at home.
- c. Remind parents to keep students home who are sick or have been in contact with a person with COVID-19.
- d. Students and staff should wash their hands frequently and after sharing equipment, eating, coughing, sneezing, or using the restroom.
- e. Continue to teach students appropriate hygiene, including coughing and sneezing inside the elbow or a tissue.
- f. Students and staff should use hand sanitizer when hand-washing is not practicable.
- g. Avoid touching your eyes, nose, and mouth with unwashed hands.
- h. [CDHP Guidance For Face Coverings](#), [Student Symptom Tree](#) and [COVID-19 Now What Flowchart](#) should be provided to staff and families.
- i. Strongly recommended that all students and staff be immunized against influenza.

7. Identification and Tracing of Contacts: Actions that staff will take when there is a confirmed case. Confirmation that all schools have designated staff persons to support contact tracing

a. Communication Guidelines & Reporting COVID-19 Cases

- Site Administrator will notify the District Nurse/Designee and Superintendent
- District Nurse/Designee calls Sacramento County Public Health at 916-875-5881 and speaks to a public health nurse
- Site Administrator notifies school community of a known case (Blackboard email)
- District Nurse/Designee will follow the contact tracing procedures for notifying staff and families of any exposure to a positive case of COVID-19 at school while maintaining confidentiality, as required under FERPA and state law related to the privacy of educational records. All notifications must remain confidential.

b. Contact Tracing for Confirmed COVID-19 Cases

- If a positive case (staff/student with COVID-19) is identified within a school, the school contact tracing Point of Contact (POC) tracer can help public health officials comprehensively trace potential contacts that may have been exposed.
- The SCPH will guide the school district in contact tracing. The POC tracer should reach out to the SCPH school team. Together with the team and the contact tracing,

POC will identify potentially exposed contacts to a case and determine what measures should be taken following the CDPH Reopening In-Person Learning Framework for K-12 Schools.

- The POC tracer works with the patient (staff/student) to help them recall everyone with whom they have had close contact during the timeframe while they may have been infectious.
- Health staff then warn these exposed individuals (contacts) of their potential exposure as rapidly and sensitively as possible.
- Contacts are informed that they may have been exposed to a patient with the infection; they are not told the patient's identity who may have exposed them.
- Contacts are provided with education, information, and support to understand their risk:
 - what they should do to separate themselves from others who are not exposed
 - monitor themselves for illness, and the possibility that they could spread the infection to others even if they do not feel ill.

c. Protocol for returning to school following an illness

- If under the treatment of a medical provider, medical documentation to return is required.
- Students/staff who were symptomatic and thought or knew they had COVID-19 may return when:
 - At least ten days have passed since COVID symptoms first appeared
 - No fever for at least 72 hours (three full days without the use of fever-reducing medications, and
 - Respiratory symptoms have improved (e.g., cough, shortness of breath)
- Students/staff who have no symptoms but tested positive for COVID-19 may return when:
 - It has been ten days since their first positive test and they continue to have no symptoms OR they have received two negative tests in a row, at least 24 hours apart
- If student/staff has been exposed to someone who has tested positive for COVID-19, they may return to school/work following a 14-day quarantine and they have no symptoms:
 - Exposure = Individual who has had close contact (< 6 feet) for \geq 15 minutes

8. Physical Distancing: How space and routines will be arranged to allow for the physical distancing of students and staff

a. In the Classroom

- Social Distancing in classrooms with students assigned & seated 6 feet apart from each other and teacher, as practicable
- When students are required to be seated less than 6 feet apart, plexiglass divided will be in place
- Sharing of instructional items will be limited.
- Roaming in the classrooms will be limited.
- Activities involving singing must take place outdoors.
- When lining up, during transitions, etc. students will keep 6 feet apart.

b. Playground

- Use of shared playground equipment may be limited or closed Equipment will be closed during the initial Blended reopening model)
- Playground areas will be assigned to specific cohorts
- Drinking fountains will not be accessible (students encouraged to bring water bottles); District has ordered water bottles for students
- Lining up will be 6 feet apart
- Yard supervisors will encourage physical activities that require less contact with surfaces
- When the sharing of equipment- cleaning and disinfecting will take place between uses
- All persons will wear a face-covering

c. Sidewalks

- Designated routes for traffic flow
- Congregate movement will be minimized as much as practicable

d. BFLC

- One way traffic for entering and exiting BFLC
- Students using BFLC will be assigned a seat
- Only furniture that can be sanitized will be available for student use

e. Busses

- Students will have assigned seating
- When sharing a seat, students will need to wear a face-covering
- Bus drivers will wear face coverings
- Bus rails will be sanitized frequently

f. Student Gatherings

- Assemblies, rallies, dances, and sports will temporarily be on hold
- Field trips are on hold
- MakerSpaces will remain closed

9. Staff Training And Family Education: How staff will be trained and families will be educated on the application and enforcement of the district's reopening plan

a. Staff Training:

- Each school site has a COVID-19 Worksite Specific Plan available to staff
- All staff are required to complete the Covid-19 training module before returning to work onsite
- All staff were emailed COVID-19 required training information from SIA on July 29, 2020
- Staff will sign a *Staff Commitment to Safety* that they will abide by the information provided in the *Staff/Students Health and Safety Guidelines*. This document will be kept confidential.

b. Family Education:

- These *Staff/Students Health and Safety Guidelines* will be posted on the District's website and hard copies will also be available in every school office
- Families will sign a *Student Commitment to Safety* that they will abide by the information provided in the *Staff/Students Health and Safety Guidelines*. This document will be kept confidential.
- A recorded health and safety informational video will also be posted on District's website

- Children should stay at home if they are sick and/or if they were exposed to someone with COVID-19.
- People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Symptoms include:
 1. Fever (≥ 100.4 degrees F) or chills
 2. Cough
 3. Shortness of breath or difficulty breathing
 4. Fatigue
 5. Muscle or body aches
 6. Headache
 7. New loss of taste or smell
 8. Sore throat
 9. Congestion or runny nose
 10. Nausea or vomiting
 11. Diarrhea
- c. Parents directed to quarantine their child at home may discontinue isolation under the following conditions:
 - At least three days (72 hours) have passed *since recovery*, defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath); and,
 - At least ten days have passed *since symptoms first appeared*.
- d. Prevention includes the daily taking and monitoring student temperatures at home
- e. Provide the school with accurate contact information and multiple emergency contacts
- f. The importance of parent/guardian coming to school quickly (within 15 minutes) to pick up their child, if called
- g. The Importance of reinforcing handwashing, use of face coverings and maintaining appropriate distance/space

10. Testing of Staff and Students: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Also describes how staff will be tested periodically to detect asymptomatic infections

- a. **Surveillance Testing for Staff:**
 - School staff are essential workers, and staff includes teachers, paraprofessionals, cafeteria workers, janitors, bus drivers, or any other school employee who may have contact with students or other staff. School districts and schools shall test staff periodically, as testing capacity permits and as practicable. Examples of recommended frequency include testing all staff every two months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.
 - COVID-19 testing will be available free of charge to District staff.
- b. **Response Testing for Staff & Students (when staff or student has symptoms or if there is known exposure)**
 - CDPH recommends testing if staff/students are exhibiting symptoms consistent with COVID-19 and for contacts of a confirmed case

- The SCDH Services is partnering with UC Davis Health, StemExpress and local community agencies to provide Community-Based Testing Sites for free COVID-19 testing by appointment for Sacramento County residents: [COVID-19 Symptom Screening Mobile Testing](#) and, locally in Galt
 - **Thursdays, 8:00-12:00 pm in Galt: Chabolla Community Center**
 - **Appointments: 209-366-7180 or <https://galt7662.setmore.com>**
- In order to expedite testing the individual can be tested either by their healthcare provider or through the Sacramento County Public Health Lab. Testing at the Public Health Lab is at no charge but needs to be arranged by calling the Public Health contact person

11. [Triggers for Switching to Distance Learning:](#) The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction

Closing Cohorts within a School

- a. A student or staff member of a cohort test positive for COVID-19:
 - The cohort will be closed for 14 days from last exposure
 - The cohort will continue instruction through distance learning during closure
 - Site will follow other SCDH recommended actions
- b. A student or staff member of a cohort has been in close contact with a person who has tested positive for COVID-19:
 - Cohort remains open
 - Site follows other SCDH recommended actions
- c. A student or staff member of a cohort responds “yes” to one of the health screening questions
 - Student or staff member does not enter the campus and sent home
 - Cohort remains open
 - Site follows other SCDH recommended actions

School Closure

- a. Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer.
- b. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.
- c. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.
- d. Schools may typically reopen after 14 days and the following have occurred:
 - Cleaning and disinfection
 - Public health investigation
 - Consultation with the local public health department

District Closure

- a. A superintendent should close a school district if 25% or more of schools in the district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.
- b. The district may typically reopen after 14 days, in consultation with the local public health department.

12. Communication Plans: How the Superintendent will communicate with students, staff and parents about cases and exposures at school, consistent with the privacy requirements such as FERPA and HIPAA

- a. In order to best communicate with families and staff during these changing times of the COVID-19 pandemic, GJUESD will continue to utilize multiple methods of communication. These include automated emails, phone calls, district website, resource documents, letters, social media, and personal outreach. These communications will provide families with the most up to date information about COVID-19. If a staff member or student should become infected with COVID-19, district communication may vary depending on the specific circumstance of a case in the school community.
- b. Documentation/Tracking incidents of possible exposure will be ongoing. Notification will be made to local health officials of affected staff, student, and/or immediate family members (or same household) of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state laws related to the privacy of education and records.

