

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

Special Board Meeting
October 14, 2020
6:00 p.m. Closed Session
7:00 p.m. Open Session

To Join Meeting
Webinar/Meeting ID: <https://galt-k12-ca.zoom.us/j/86267467363?pwd=RmdsdGUzbllWY1YvK0Z0aUVldVFSdz09>
Passcode: 945436
Telephone: 669-900-6833

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 open and closed session is being held by phone or video conference.

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 email or teleconference following the teleconference protocol included in the board packet.

- Comments indicating agenda topics can also be emailed to kbock@galt.k12.ca.us by 12:00 p.m. on Tuesday, October 13, 2020 and is limited to 450 words.
- Public Comment is limited to three minutes or less.

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 12:00 p.m. on Wednesday, October 14, 2020.

A. 6:00 p.m. – Closed Session: Video Teleconference

B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session

1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Proposed School Site Within Simmerhorn Project and Related Projects, Government Code §54956.8
 - East Galt Infill Annexation/Simmerhorn Ranch Project
 - Summerfield at Twin Cities Project
 - Fairway Oaks Project District Project
2. 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. Study Session Agenda

I. Review Session Goals

1. Update board of trustees on reopening progress.
2. Share and discuss survey results and comment themes.
3. Receive board direction on next steps.

II. Reopening Progress

1. Transitional Model Review & Current Pandemic Severity Level
2. Survey Results and Comment Themes
3. PBK School Site Facilities Safety Review
4. Preparation for On Campus Instruction and Services: Small Group & Blended Model
5. Labor Union Efforts

III. Survey Results and Comment Themes

IV. Galt Pathways Infographic

V. Governance Team Discussion and Direction

VI. Next Steps

F. New Business

- 202.121** Board Consideration and Possible Action of Memorandum of Understanding Between Galt Elementary Faculty Association (GEFA) and GJUESD Regarding On Campus Small Cohort Support

G. Public Comments

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.

H. Pending Agenda Items

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

I. Adjournment

The next regular meeting of the GJUESD Board of Education: October 28, 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: October 14, 2020	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX
<p>1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Proposed School Site Within Simmerhorn Project and Related Projects, Government Code §54956.8</p> <ul style="list-style-type: none"> ▪ East Galt Infill Annexation/Simmerhorn Ranch Project ▪ Summerfield at Twin Cities Project ▪ Fairway Oaks Project District Project <p>2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6</p> <p>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.

Study Session Agenda

I. Review Session Goals

1. Update board of trustees on reopening progress.
2. Share and discuss survey results and comment themes.
3. Receive board direction on next steps.

II. Reopening Progress

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III. Survey Results and Comment Themes

IV. Governance Team Discussion and Direction

V. Next Steps

Attachments:

1. Initial Transitional Reopening School Model
2. Timeline
3. Draft COVID-19 Prevention Protocol for Staff
4. Draft COVID-19 Prevention Protocol for Students
5. Draft GJUESD Employee Daily Health Questionnaire
6. COVID-19 Pre-Screening Checklist for Schools/District Office
7. Staff/Student Health & Safety Guidelines for Reopening Schools
8. Survey Results Summary: Transitioning to On-campus Learning
9. Parent Survey: Transitioning to On-campus Learning
10. Staff Survey: Transitioning to On-campus Learning
11. Memorandum of Understanding: Galt Elementary Faculty Association (GEFA)
12. Memorandum of Understanding: Classified School Employees Association (CSEA)
13. Draft Galt Pathways Infographic



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.

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

10/6/2020
TIER 2/Red
Distance Learning
5.3 cases/100k
3.4 positivity

End of 1st Trimester
11/13/2020

End of 2nd Trimester
3/5/2021

End of 3rd Trimester
6/4/2021

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

Fall Learning and Services Progression

September/October

1. Finalize employee and student testing and tracing (In process with training, data tracking, and coordination)
2. Conduct 1-to-1 English Learner & Special Education assessment ✓
3. Survey employees, parents, students concerning on-campus instruction ✓
4. Consider elementary waiver submission (County Public Health Advising, given Red Tier level status)

October/November

1. Implement small cohort group services for special education and high needs learners with employee union consultation or agreements (Tentative GEFA agreement reached October 9, 2020)
2. Total small cohort group services generally not exceeding 25% of school enrollment (Projected start week of October 19, pending ratification of GEFA tentative agreement)
3. Consider childcare arrangements, prioritizing essential school workers (Finalize need with staff & parents)

November/December

1. Finalize decisions for on campus & distance learning for trimester two (Week of October 12, 2020)
2. Return to on campus with safety modifications (Projected on-campus blended learning begins November 17, 2020)



COVID-19 Prevention Protocol for Staff

We are very excited to welcome our staff and students back to school! 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 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:

- Masks/Face Shields are required to be worn at all times for 3rd grade students through adults and encouraged for TK through 2nd grade students. Not required while eating and/or drinking.
- 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



COVID-19 Prevention Protocol for Students

We are very excited to welcome our students and families back to school! 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 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, in the last 14 days, student will not be allowed at school. **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 school.
- In the past 14 days, if student has been in close contact with anyone who displays the known symptoms above or has tested positive for COVID-19, student is requested to stay home.

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:

- Masks/Face Shields are required to be worn at all times for 3rd grade students through adults and encouraged for TK through 2nd grade students. Not required while eating and/or drinking.
- Wash your 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 and
- At least 10 days have passed since COVID-19 symptoms first appeared.
- 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



GJUESD Employee Daily Health Questionnaire 2020-2021

Please complete every morning that you are on campus or worksite by 8:30am.

Under order of the Public Health Officer, individuals must undergo a symptom check prior to coming and entering a work area. Please check your symptoms at home. Please answer all the questions below. If you answer YES to the last question, under order of the Public Health Officer you must stay home until 14 days after your last exposure or at least 10 days have passed since symptoms first appeared.

* Required

1. Please select the site you are working at today. *

- District Office
- Greer
- Valley Oaks
- River Oaks
- Lake Canyon
- Marengo Ranch
- McCaffrey
- Fairsite
- Maintenance/Transportation

2. First and Last Name *

Your answer

3. Phone Number or Extension you can be contacted at right now. *

Your answer

4. Do you have a temperature of 100.4 or greater? (If yes, you may not work on campus) *

Yes

No

5. Do you have any of these UNEXPLAINED symptoms? If yes, you should not work on campus and you should contact your medical provider. *

- Cough
- Shortness of breath or difficulty breathing
- Chills
- Fatigue
- Muscle or body aches
- Congestion or runny nose
- Sore throat
- Headache
- New loss of taste or smell
- Nausea
- Vomiting (unidentified cause, unrelated to anxiety or eating)
- Diarrhea

Yes

No

6. Have you been exposed to someone with COVID-19 in the past 14 days? *

Yes

No

Submit

Never submit passwords through Google Forms.

This form was created inside of Galt Joint Union Elementary School District. [Report Abuse](#)

 Forms

Galt Joint Union Elementary School District
COVID-19 Pre-Screening Checklist

Office Staff meeting with visitors should utilize the following pre-screening checklist. If any questions on the checklist are answered "YES", the appointment will need to be canceled.

Have you had a cough in the past 24 hours?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Have you had any of the following symptoms in the past 48 hours?	<input type="checkbox"/> Fever over 100.4 <input type="checkbox"/> Chills <input type="checkbox"/> Sore throat <input type="checkbox"/> Headache <input type="checkbox"/> Loss of taste or smell <input type="checkbox"/> None of the above
In the last 14 Days have you:	
1. Been in contact with a person diagnosed with COVID-19?	1. <input type="checkbox"/> YES <input type="checkbox"/> NO
2. Been in close contact with a person who had COVID-19 symptoms?	2. <input type="checkbox"/> YES <input type="checkbox"/> NO
Current Temperature over 100.4 degrees?	<input type="checkbox"/> YES <input type="checkbox"/> NO <small>(Staff will take temperature if visitor is unsure)</small>

Printed Name of visitor: _____ Phone Number _____

Date _____

Please maintain copy in school health office

Galt Joint Union Elementary School District
COVID-19 Pre-Screening Checklist

Office Staff meeting with visitors should utilize the following pre-screening checklist. If any questions on the checklist are answered "YES", the appointment will need to be canceled.

Have you had a cough in the past 24 hours?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Have you had any of the following symptoms in the past 48 hours?	<input type="checkbox"/> Fever over 100.4 <input type="checkbox"/> Chills <input type="checkbox"/> Sore throat <input type="checkbox"/> Headache <input type="checkbox"/> Loss of taste or smell <input type="checkbox"/> None of the above
In the last 14 Days have you:	
1. Been in contact with a person diagnosed with COVID-19?	1. <input type="checkbox"/> YES <input type="checkbox"/> NO
2. Been in close contact with a person who had COVID-19 symptoms?	2. <input type="checkbox"/> YES <input type="checkbox"/> NO
Current Temperature over 100.4 degrees?	<input type="checkbox"/> YES <input type="checkbox"/> NO <small>(Staff will take temperature if visitor is unsure)</small>

Printed Name of visitor: _____ Phone Number _____

Date _____

Please maintain copy in school health office



Galt Joint Union Elementary School District

STAFF/STUDENT HEALTH & SAFETY GUIDANCE

FOR REOPENING SCHOOLS

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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12.	Communication Plans	pg. 9

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](#)

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. High traffic areas are thoroughly cleaned daily and commonly used surfaces and personal work areas shall be frequently disinfected.
- b. Shared equipment is cleaned and sanitized between each use.
- c. Shared spaces are equipped with proper sanitation products, including hand sanitizer and sanitizing wipes and ensure availability.
- d. Sanitary facilities will stay operational and stocked at all times.
- e. Hand sanitizing dispensers have been installed in classrooms, offices, and common workplaces.
- f. Portable handwashing stations will be distributed on campus grounds.

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
 - Restricting cohort mixing: Stable cohorts should 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 (Level 2) or with approved Waiver**
 - 50 percent of students will be on campus at any one time
 - Restricting cohort mixing: Stable cohorts should stay together during the day.
 - Cohort size: 1 classroom is considered a cohort with ½ of the students in attendance at the same time
 - Maintaining proper physical distancing, masking, cleaning and other safety measures
- c. **Reopening Schools under the Modified Traditional (Level 3)**
 - 100% of students may be on campus at one time
 - Restricting cohort mixing: Stable cohorts should stay together during the day.
 - 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**
 - Arrivals will be staggered if possible
 - Several designated routes for entry should be provided

- Students report directly to their classroom
- Limited use of the office or any other school location
- Playground area not permitted for use during arrival
- Parents walking students to the school will not be allowed to enter the campus without a face-covering

b. Dismissal

- Students will exit school immediately after being dismissed
- Several designated routes for exit should 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, to maintain 6 feet distance and asked to wear a face-covering

c. Non-Classroom Spaces

- Nonessential visitors will be limited
- Congregate movement through hallways 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

- 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.
- 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.
- Face coverings should be worn by staff/students:**
 - Under two years old - No
 - Two years old-2nd grade - Strongly encouraged, a face shield is an acceptable alternative
 - 3rd grade-High School - Yes, unless exempt
- Exemptions to face coverings**
 - Students with certain 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. 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

- Families will be asked to screen students before coming to school.**
 - A tracking/screening form will be available for each student
 - Students with a temperature >100 or any of the listed symptoms should stay home
 - 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
- All staff will be observant of students who are observed to be symptomatic or do not look well.**

- c. 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)
 - All students in the health office will have a face-covering regardless of ill or well
 - 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.
- d. 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
- e. 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., health office, 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 stations 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 degrees, keep the student at home and contact the student's health care provider.
- b. Students are encouraged to keep their personal property to themselves, not to share personal items and to please keep nonschool-related items at home.
- c. Actively encourage students who are sick or have been in contact with a person with COVID-19 to stay home.
- d. Students and staff should wash their hands before 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. Portable handwashing stations should be placed on-site to minimize movement and congregations in bathrooms
- i. CDPH Guidance for the Use of Face Coverings should be provided to staff and families
- j. 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
- 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) 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 works with a 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 symptoms first appeared
 - No fever for at least 24 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
- Students will be taught to use a tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow
- Hand washing will take place when students return from any location; hand sanitizer available
- 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
- Playground areas will be assigned to specific cohorts
- Drinking fountains will not be accessible (students encouraged to bring water bottles)
- 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
- Yard supervisors will need to wear a face-covering

c. **Hallways/Pathways**

- Designated routes for traffic flow
- Congregate movement through hallways 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
- Student stores will remain closed
- Field trips are on hold

- Maker spaces 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
- All staff are required to complete a Covid-19 training module before returning to work onsite
- All staff were emailed COVID-19 required training information from SIA on July 29, 2020

b. Family Education:

- The 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
- A Health Protocol Video will also be posted on District's website
- Children who are sick should stay at home (per CDC guidelines) if they were exposed to someone with COVID-19 for 14 days after the last exposure
- 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
 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. Importance of reinforcing: Handwashing, face covering, 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:

- Once schools are reopened to at least some in-person instruction, it is recommended that *surveillance* testing be implemented based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff affected to detect potential cases as lab testing capacity allows.
- School staff is 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, 8:00-4:00 pm in Galt: Chabolla Community Center**
 - **Appointments: 209-366-7180 or <https://galt5651.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 learnings during closure
 - Site follows 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 building/should be 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 a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.
- b. Districts 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 can 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



Survey Results Summary: Transitioning to On-Campus Learning

I. KEY RESULTS SUMMARY

Survey Participation

- Employees: 317 (174 certificated, 133 classified/confidential and 10 non-represented)
- Parents: 1181 (with 80 responding to Spanish Survey)

Highlights

1. **Majority of survey respondents indicated support or ability to return to work for on campus services.**
 - Parents Small Group: 73.7% | Spanish: 86.49%
 - Parents In Person Learning: 80.22% | Spanish: 75.64%
 - Staff Small Group: 65.8%
 - Staff Blended: 64.65%
2. **Employees indicated a need to know more about the blended transitional model schedule.**
 - 46.54%
3. **A total of 73 staff members indicated they cannot return and would rather continue with distance learning**
 - 37 certificated
 - 36 classified/confidential
4. **When learners return to campus, childcare for essential workers was indicated as a need for employees and parents.**
 - A total of 52 certificated staff indicated childcare needs.
 - 33 certificated
 - 19 classified/confidential
 - A total of 346 parents indicated essential worker childcare needs.
 - A total of 99 parents indicated continuing use of bus services.

II. SURVEY COMMENT THEMES

Staff Comment Themes

1. Consistency with safety protocols is important: face coverings use, social distancing
2. Open safely but not too soon.
3. School cleaning quality and consistency
4. Want to return but wait till after flu season before bringing everyone back
5. Need time to make the on campus learning transition
6. Could primary grades look at AM/PM Model rather than blended
7. Need to see teacher's mouth to teach reading
8. How to manage teaching two places at once (distance learning and on campus with students)
9. Substitute teacher logistics with on campus learning.
10. Needing to understand FMLA/COVID leave
11. Small group through volunteers
12. Small group cohort rationale...If it is not safe enough for all, it isn't safe for any.
13. Staff childcare needs

Parent Comment Themes

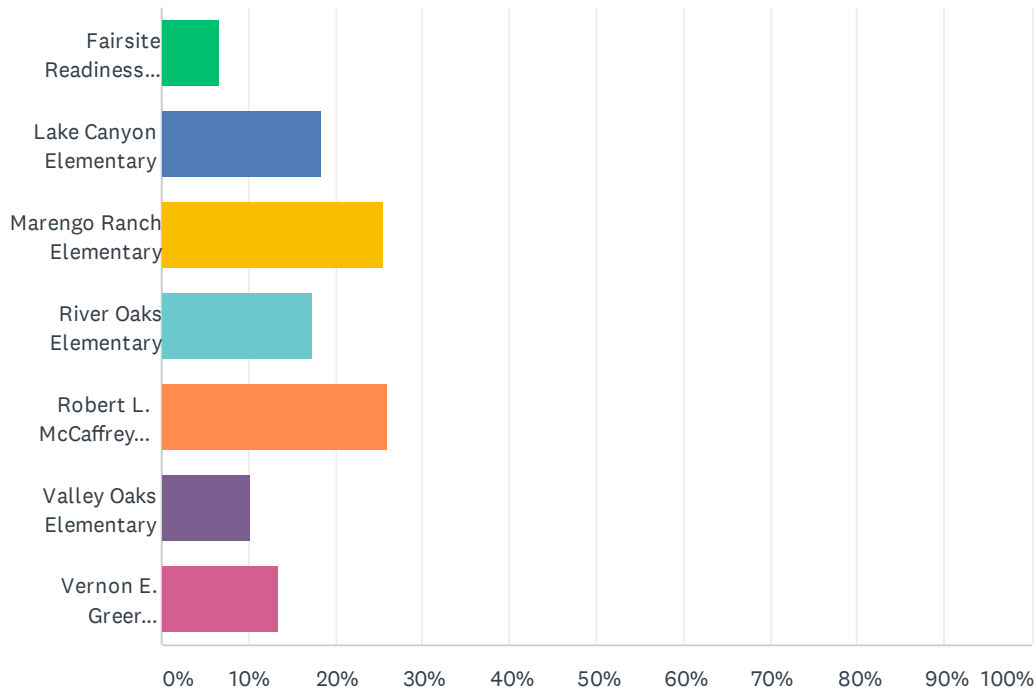
1. Open, open, open
2. Mask wearing concerns for young and special needs children
3. Expand GLEE for families who now wish to continue distance learning
4. Focus on distance learning, don't bring kids back prematurely
5. Wait till after flu season

III. IMPLICATIONS FOR ACTION

1. Communicate next steps to parents and staff for reopening that include:
 - A. Reopening date projection
 - B. Share schedule examples for the blended hybrid model with staff and families
 - C. Individual safety compact review and signatures by employees and parents
2. Finalize on campus staffing, student enrollment, childcare and transportation needs.
3. Consider expanding GLEE or love streaming lessons for the remainder of the school year for teachers and families.

Q1 Which school(s) does your child/Children attend?

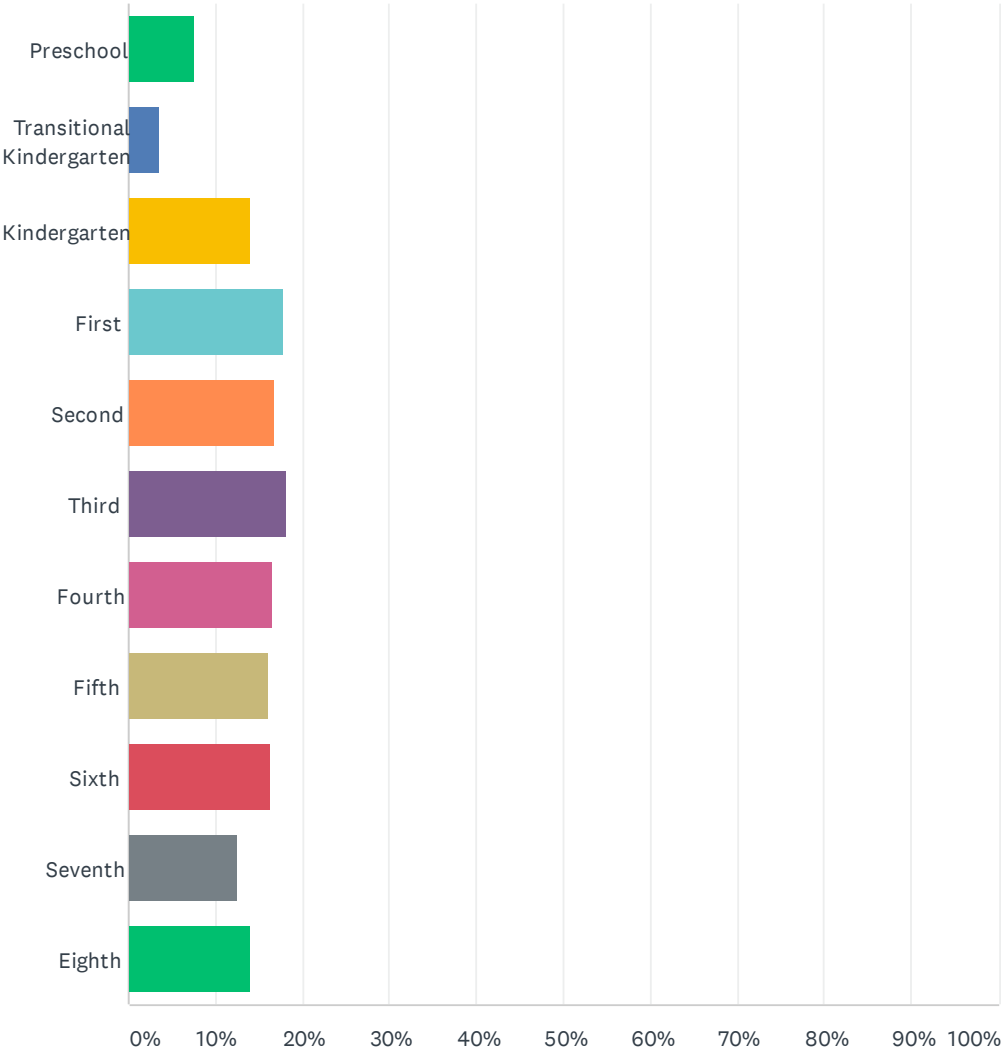
Answered: 1,101 Skipped: 1



ANSWER CHOICES	RESPONSES
Fairsite Readiness Center	6.72% 74
Lake Canyon Elementary	18.35% 202
Marengo Ranch Elementary	25.52% 281
River Oaks Elementary	17.35% 191
Robert L. McCaffrey Middle School	25.89% 285
Valley Oaks Elementary	10.35% 114
Vernon E. Greer Elementary	13.35% 147
Total Respondents: 1,101	

Q2 What grade(s) is your child/children in?

Answered: 1,099 Skipped: 3

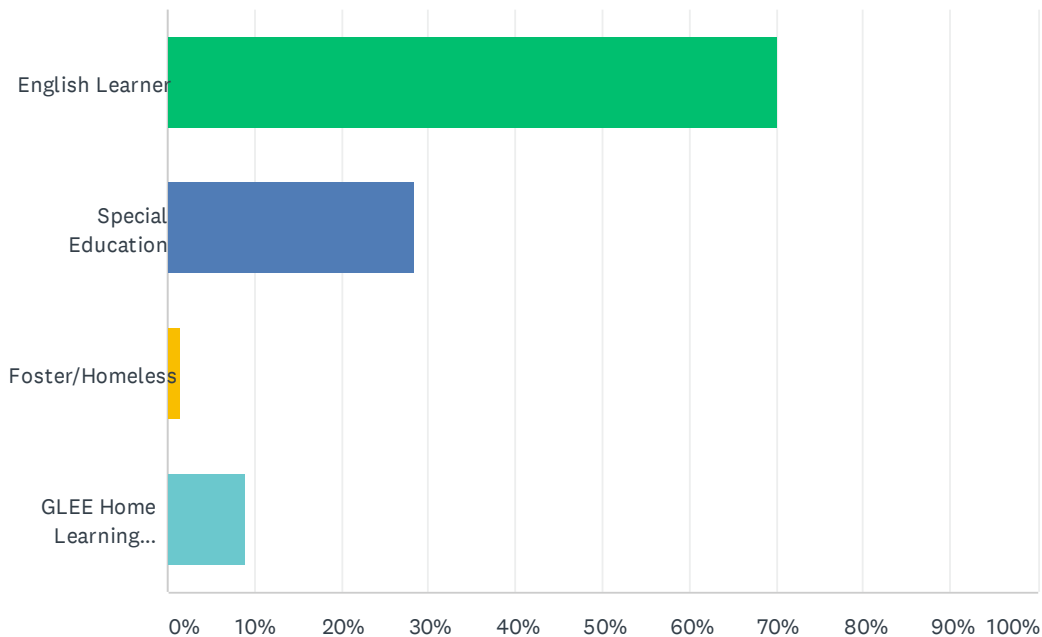


Transitioning to On-Campus Learning - Parent Survey

ANSWER CHOICES	RESPONSES	
Preschool	7.46%	82
Transitional Kindergarten	3.46%	38
Kindergarten	14.10%	155
First	17.74%	195
Second	16.74%	184
Third	18.20%	200
Fourth	16.56%	182
Fifth	16.11%	177
Sixth	16.29%	179
Seventh	12.65%	139
Eighth	14.01%	154
Total Respondents: 1,099		

Q3 Mark all that apply to some or all of your child/children:

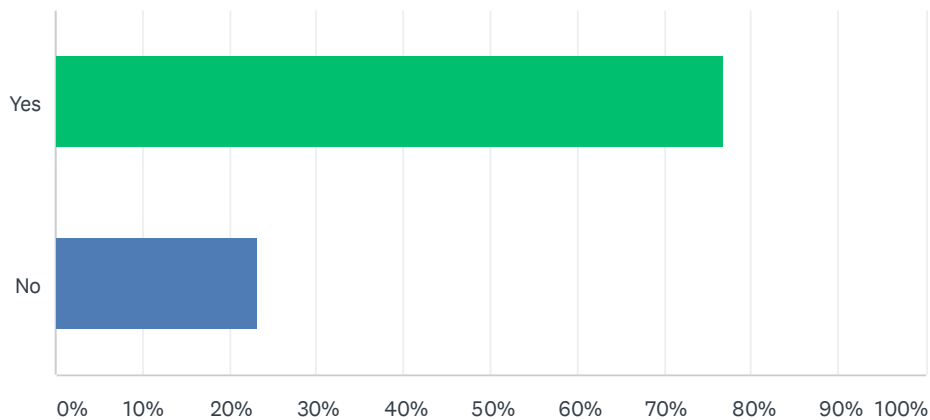
Answered: 471 Skipped: 631



ANSWER CHOICES	RESPONSES	
English Learner	70.06%	330
Special Education	28.45%	134
Foster/Homeless	1.49%	7
GLEE Home Learning Academy	8.92%	42
Total Respondents: 471		

Q4 Are you willing to send your child to school with a mask and support the requirement to wear it?

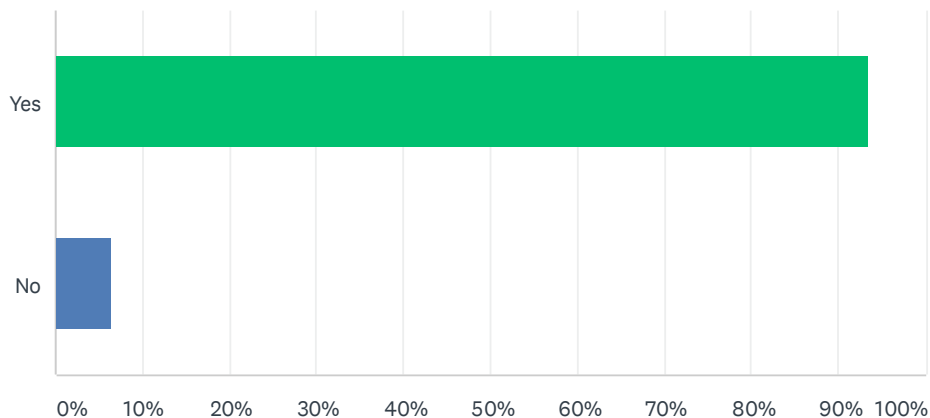
Answered: 1,085 Skipped: 17



ANSWER CHOICES	RESPONSES	
Yes	76.87%	834
No	23.13%	251
TOTAL		1,085

Q5 Are you willing, as an adult, to wear a mask any time you are on campus and maintain social distancing?

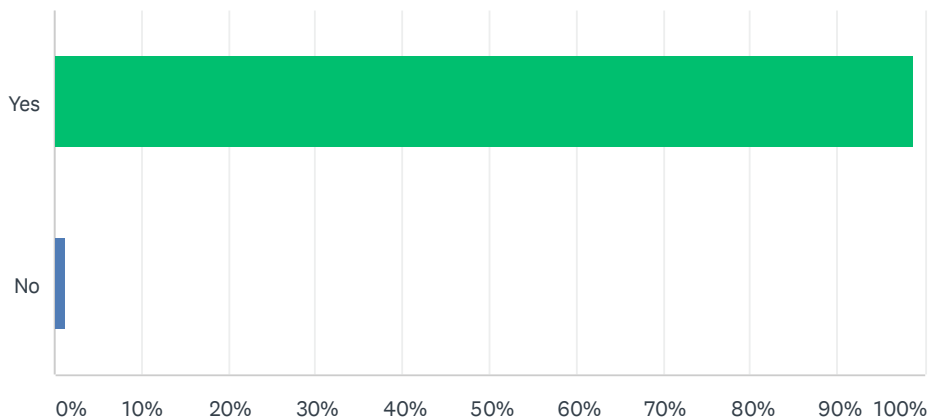
Answered: 1,097 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	93.62%	1,027
No	6.38%	70
TOTAL		1,097

Q6 Are you willing to monitor your children for symptoms at home, keep them home when necessary and contact the school to report possible symptoms?

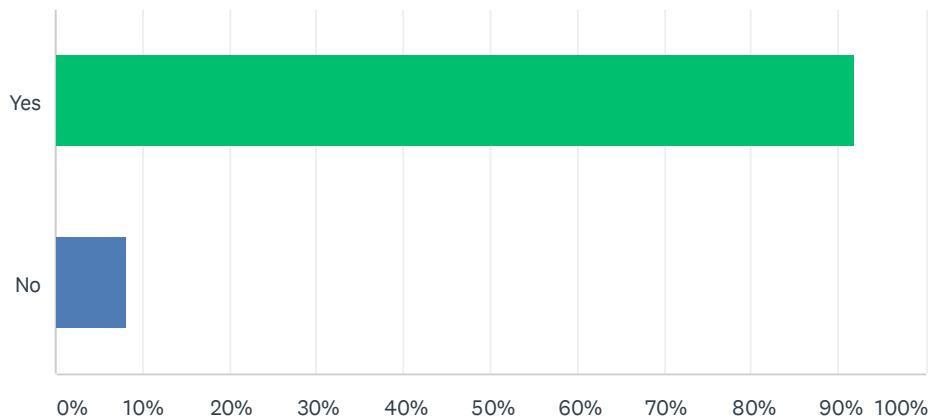
Answered: 1,093 Skipped: 9



ANSWER CHOICES	RESPONSES	
Yes	98.72%	1,079
No	1.28%	14
TOTAL		1,093

Q7 If needed, are you willing to have your child's temperature taken daily?

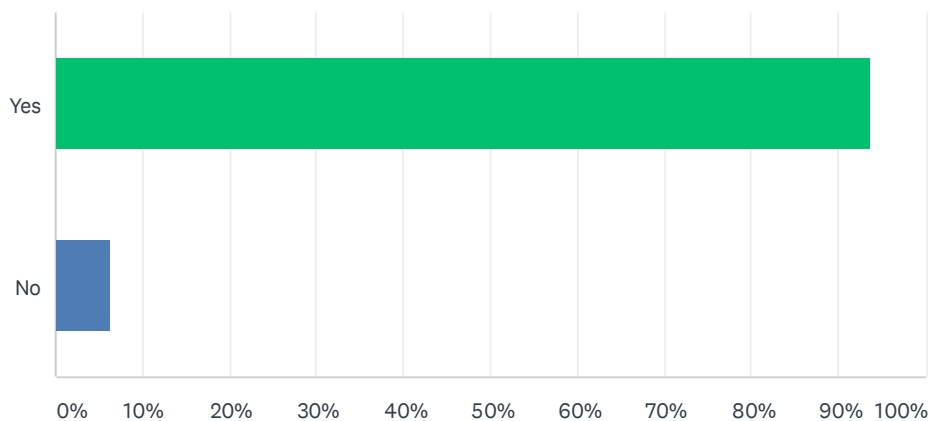
Answered: 1,095 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	91.78%	1,005
No	8.22%	90
TOTAL		1,095

Q8 Are you, as an adult, willing to have your temperature taken if seeking to speak to a staff member or enter a classroom or any learning environment on campus?

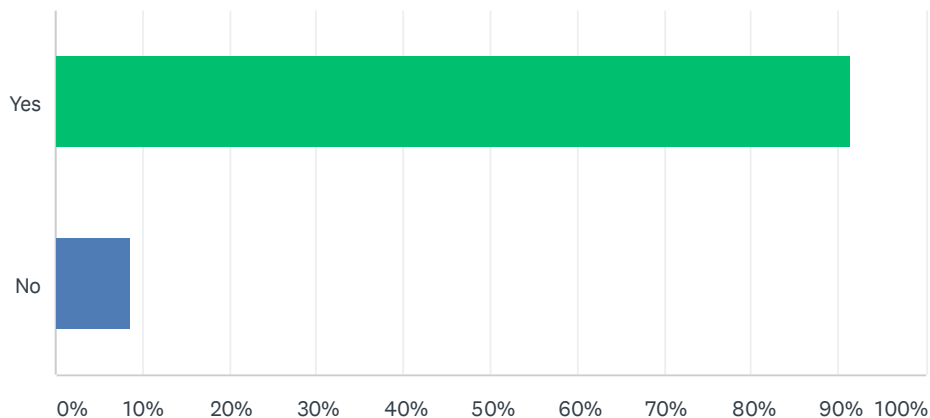
Answered: 1,092 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes	93.68%	1,023
No	6.32%	69
TOTAL		1,092

Q9 Are you willing to remain off campus except in designated zones for drop off and pickup?

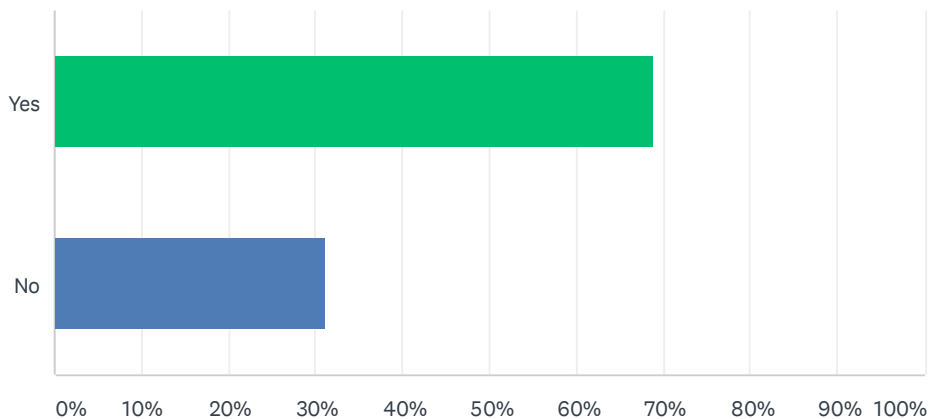
Answered: 1,093 Skipped: 9



ANSWER CHOICES	RESPONSES	
Yes	91.49%	1,000
No	8.51%	93
TOTAL		1,093

Q10 Will you support a blended model where students only attend school twice a week, and continue to have your child participate with on-line learning three times per week?

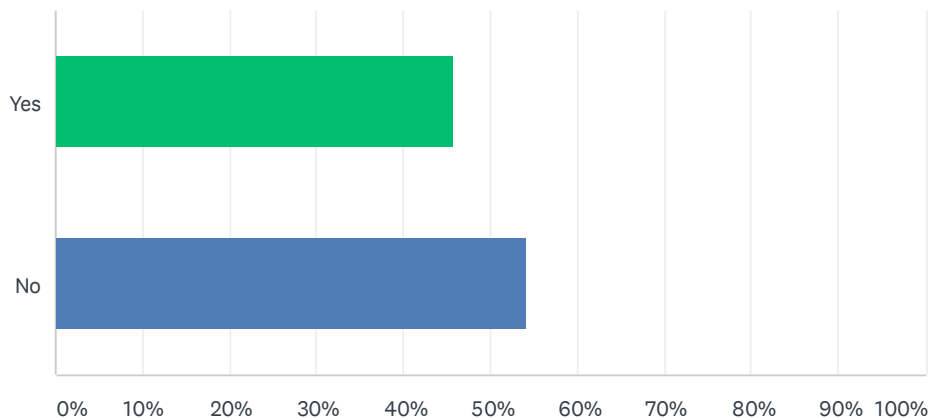
Answered: 1,084 Skipped: 18



ANSWER CHOICES	RESPONSES	
Yes	68.91%	747
No	31.09%	337
TOTAL		1,084

Q11 Will you support the possible redistribution of students that could result in your child/children having a different teacher?

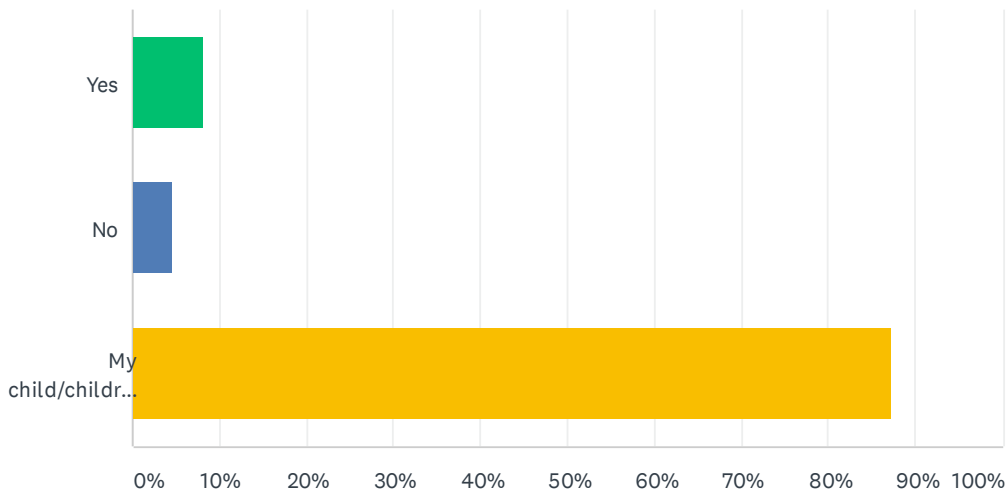
Answered: 1,087 Skipped: 15



ANSWER CHOICES	RESPONSES	
Yes	45.72%	497
No	54.28%	590
TOTAL		1,087

Q12 Will you continue to use the bus service for drop off and/or pick up?

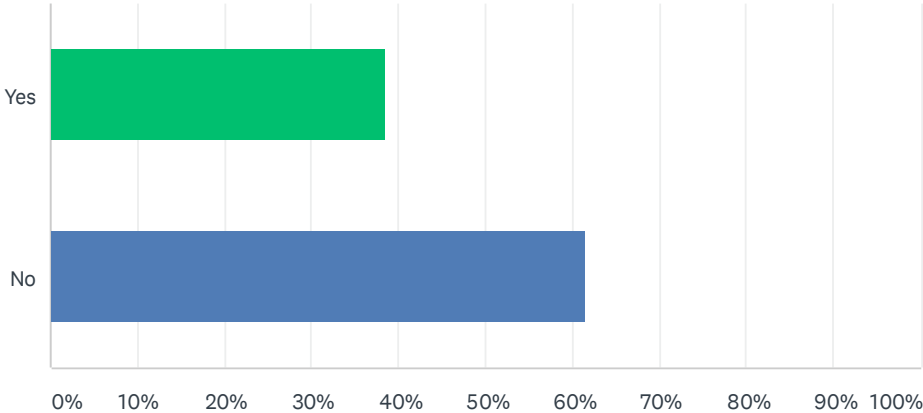
Answered: 1,097 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	8.11%	89
No	4.56%	50
My child/children do not ride the bus	87.33%	958
TOTAL		1,097

Q13 For essential workers only: will you need childcare if schools open under a blended model?

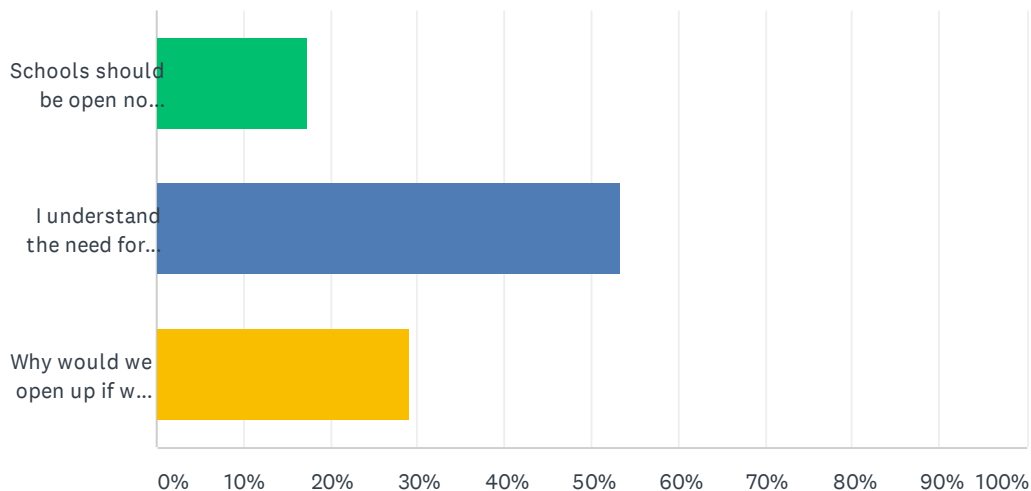
Answered: 854 Skipped: 248



ANSWER CHOICES	RESPONSES	
Yes	38.41%	328
No	61.59%	526
TOTAL		854

Q14 In the event of an outbreak, there is the possibility of closure of a classroom, a grade level or a school. During a closure, students would revert to distance learning immediately. What is your general attitude about this?

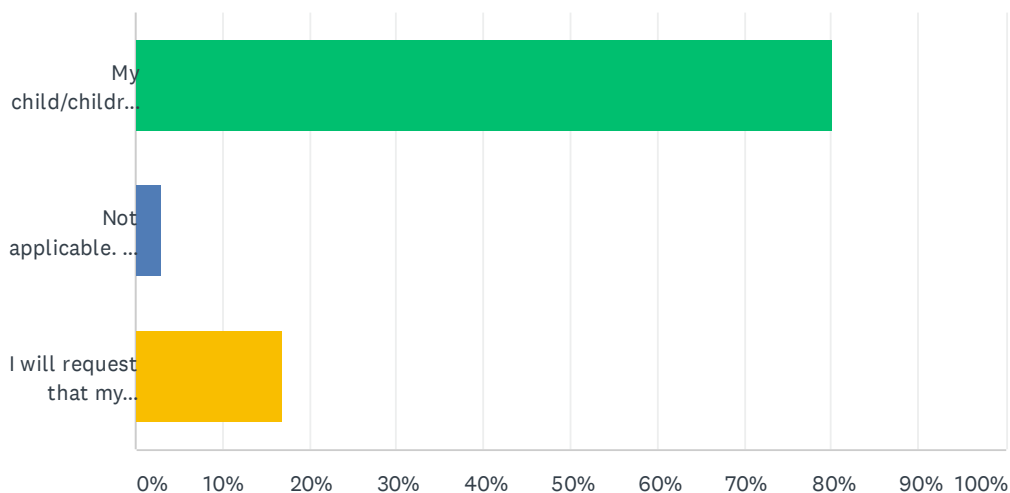
Answered: 1,100 Skipped: 2



ANSWER CHOICES	RESPONSES	
Schools should be open no matter the situation.	17.45%	192
I understand the need for safety and to quarantine if necessary.	53.36%	587
Why would we open up if we are going to close again?	29.18%	321
TOTAL		1,100

Q15 If school opens for in-person instruction, which best describes your desire:

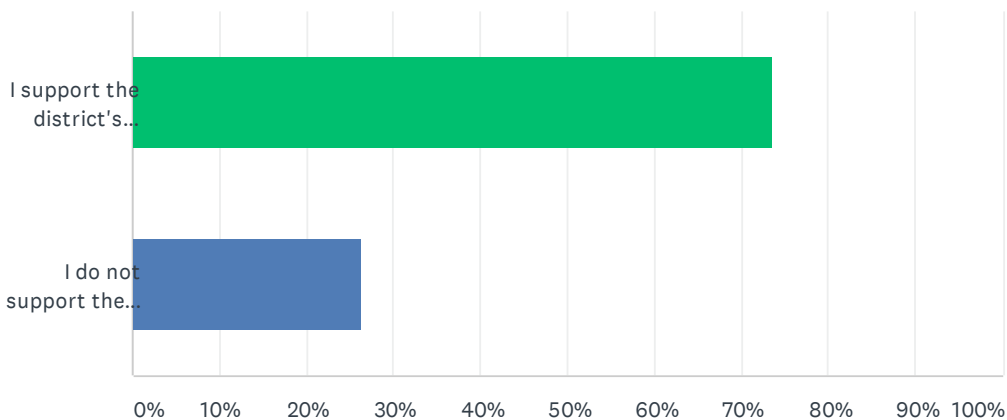
Answered: 1,087 Skipped: 15



ANSWER CHOICES	RESPONSES
My child/children will attend in-person instruction when allowed to.	80.22% 872
Not applicable. My child is enrolled in the GLEE Home Learning Academy throughout the 2020-21 school year.	2.85% 31
I will request that my child/children continue with distance learning and will seek another distance learning provider, if GJUESD cannot accommodate our needs.	16.93% 184
TOTAL	1,087

Q16 The state is permitting that 25% of the students of a school receive on-campus instruction with safety precautions in place. The cohorts being considered at this time are 1) TK-8 Special education services for SDC students 2) TK-3 literacy/language services and 3) middle school support. Please indicate your thoughts of this small group support:

Answered: 1,009 Skipped: 93



ANSWER CHOICES	RESPONSES
I support the district's focus for small group on-campus instruction for some SDC students, some TK-3 students and some middle school students which does not require the submission of an elementary school waiver.	73.74% 744
I do not support the district's focus on small group on-campus instruction without the submission and approval of a waiver.	26.26% 265
TOTAL	1,009

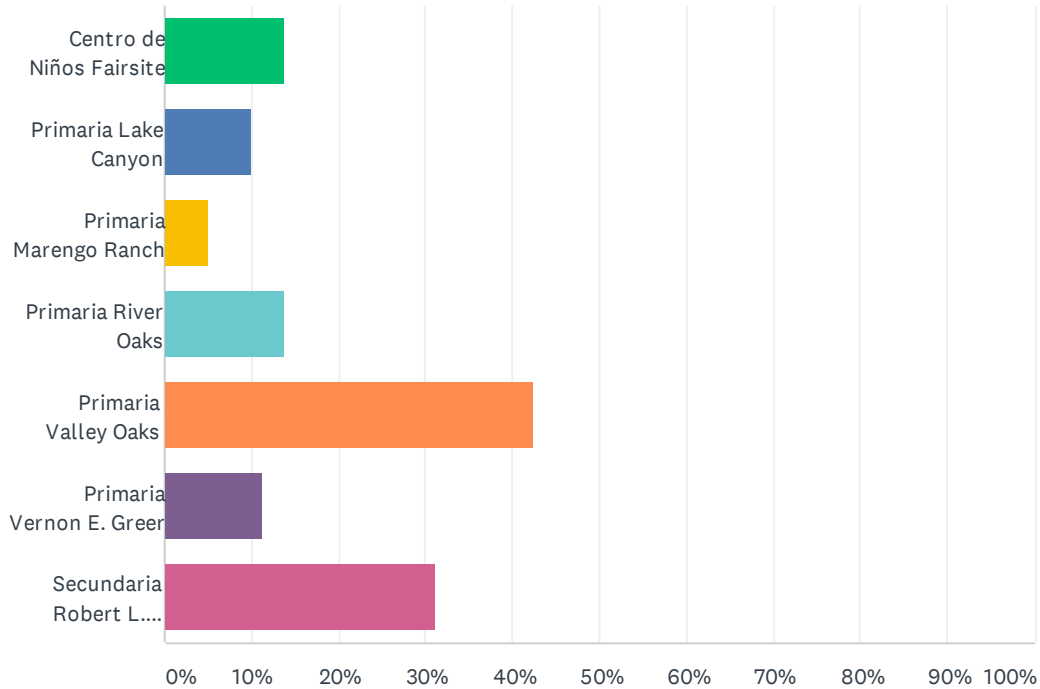
Q17 Additional comments/feedback:

Answered: 397 Skipped: 705

ANSWER CHOICES	RESPONSES	
A. Staff/Student Health and Safety Guidance for Reopening Schools:	46.60%	185
B. In-person instruction and services at school:	55.67%	221
C. Providing support to specific small groups of students:	29.47%	117
D. Other	59.19%	235

Q1 ¿A qué escuela(s) asisten sus hijos?

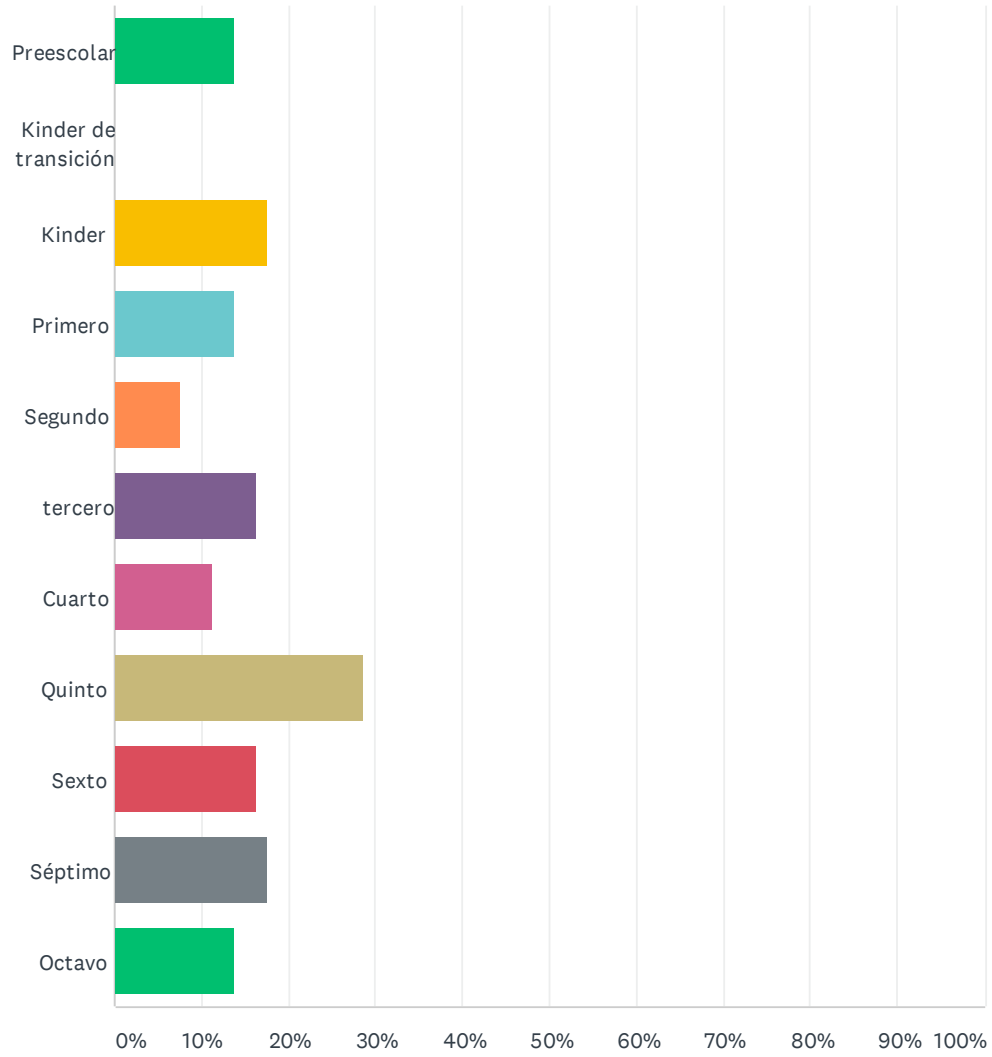
Answered: 80 Skipped: 0



ANSWER CHOICES	RESPONSES	
Centro de Niños Fairsite	13.75%	11
Primaria Lake Canyon	10.00%	8
Primaria Marengo Ranch	5.00%	4
Primaria River Oaks	13.75%	11
Primaria Valley Oaks	42.50%	34
Primaria Vernon E. Greer	11.25%	9
Secundaria Robert L. McCaffrey	31.25%	25
Total Respondents: 80		

Q2 ¿En qué grado (s) están sus hijos?

Answered: 80 Skipped: 0

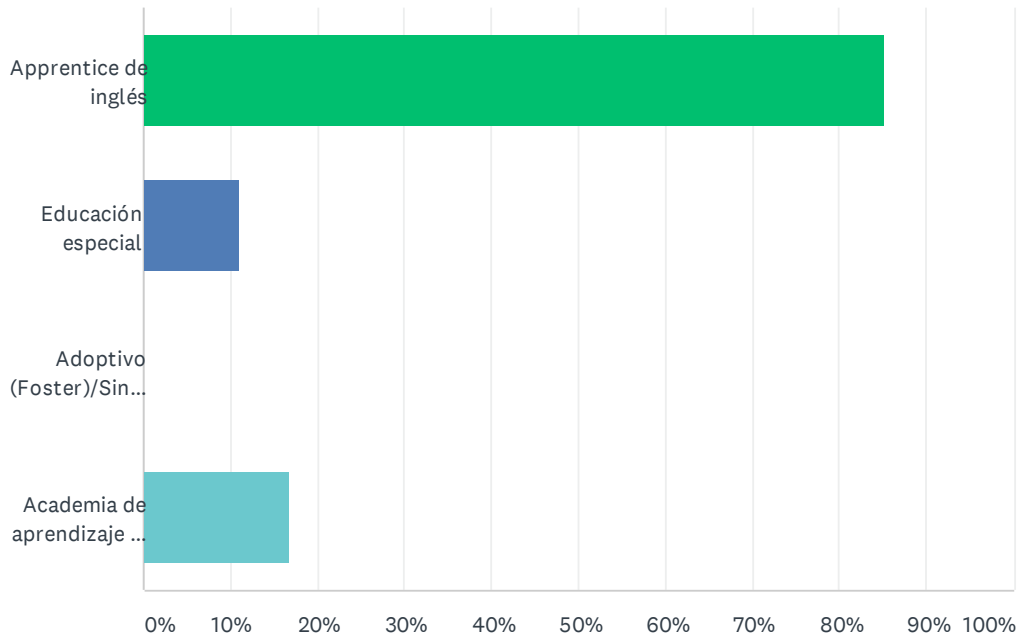


Transición al aprendizaje en las escuelas- encuesta de padres

ANSWER CHOICES	RESPONSES	
Preescolar	13.75%	11
Kinder de transición	0.00%	0
Kinder	17.50%	14
Primero	13.75%	11
Segundo	7.50%	6
tercero	16.25%	13
Cuarto	11.25%	9
Quinto	28.75%	23
Sexto	16.25%	13
Séptimo	17.50%	14
Octavo	13.75%	11
Total Respondents: 80		

Q3 Marque todo lo que se aplique a algunos o todos sus hijos:

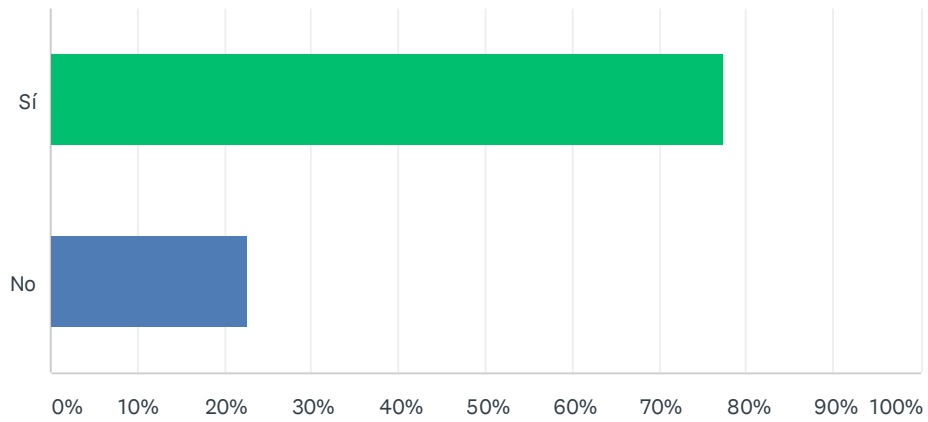
Answered: 54 Skipped: 26



ANSWER CHOICES	RESPONSES	
Apprentice de inglés	85.19%	46
Educación especial	11.11%	6
Adoptivo (Foster)/Sin hogar	0.00%	0
Academia de aprendizaje en casa de GLEE	16.67%	9
Total Respondents: 54		

Q4 ¿Está dispuesto a enviar a su hijo a la escuela con una máscara y apoyar el requisito de usarla?

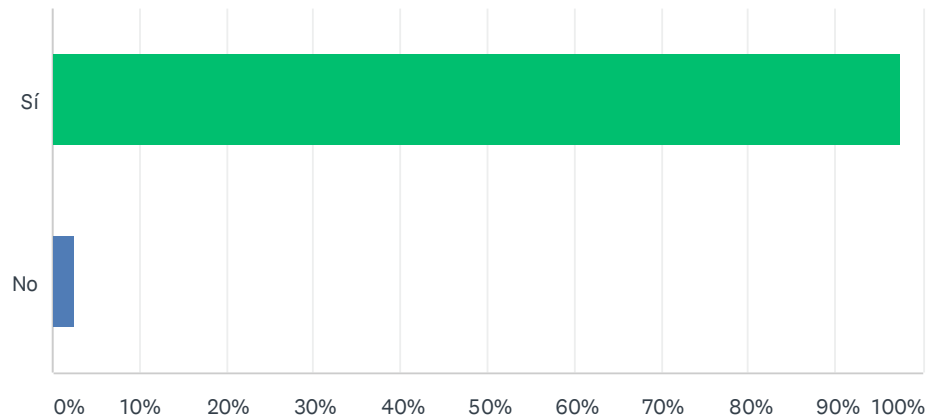
Answered: 80 Skipped: 0



ANSWER CHOICES	RESPONSES	
Sí	77.50%	62
No	22.50%	18
TOTAL		80

Q5 ¿Está dispuesto, como adulto, a usar una máscara en cualquier momento que esté en la escuela y mantener el distanciamiento social?

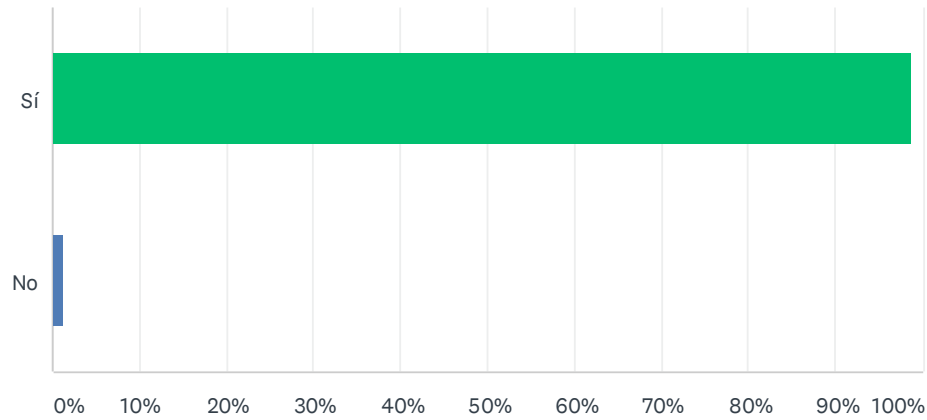
Answered: 80 Skipped: 0



ANSWER CHOICES	RESPONSES	
Sí	97.50%	78
No	2.50%	2
TOTAL		80

Q6 ¿Está dispuesto a revisar los síntomas de sus hijos en casa, mantenerlos en casa cuando sea necesario y comunicarse con la escuela para informar posibles síntomas?

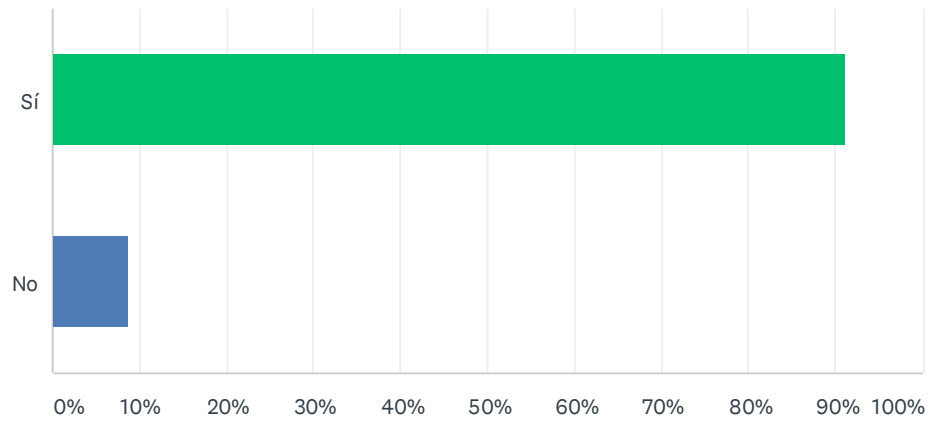
Answered: 80 Skipped: 0



ANSWER CHOICES	RESPONSES	
Sí	98.75%	79
No	1.25%	1
TOTAL		80

Q7 Si es necesario, ¿está dispuesto a que le tomen la temperatura a su hijo a diario?

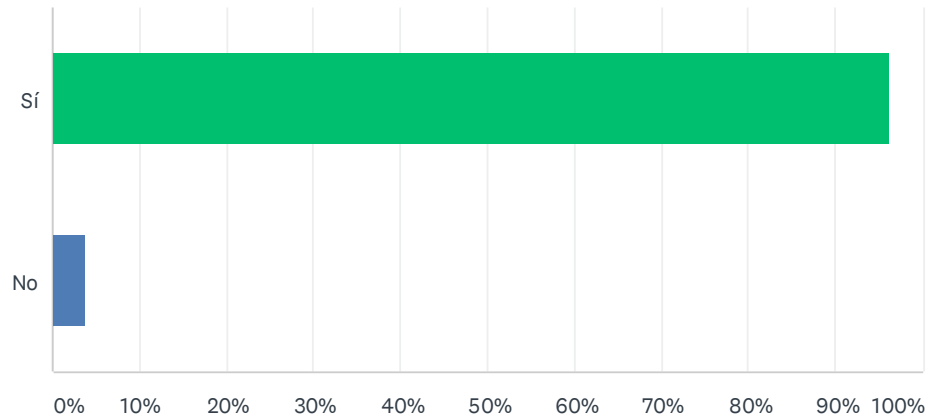
Answered: 80 Skipped: 0



ANSWER CHOICES	RESPONSES	
Sí	91.25%	73
No	8.75%	7
TOTAL		80

Q8 ¿Está usted, como adulto, dispuesto a que le tomen la temperatura si desea hablar con un miembro del personal, ingresar a un aula o cualquier entorno de aprendizaje en la escuela?

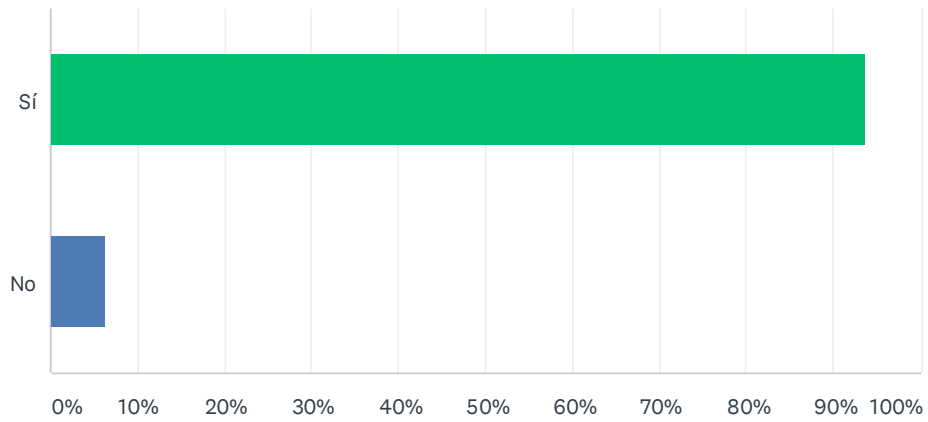
Answered: 79 Skipped: 1



ANSWER CHOICES	RESPONSES	
Sí	96.20%	76
No	3.80%	3
TOTAL		79

Q9 ¿Está dispuesto a permanecer fuera de la escuela, excepto en las zonas designadas para dejar y recoger a su niño(s)?

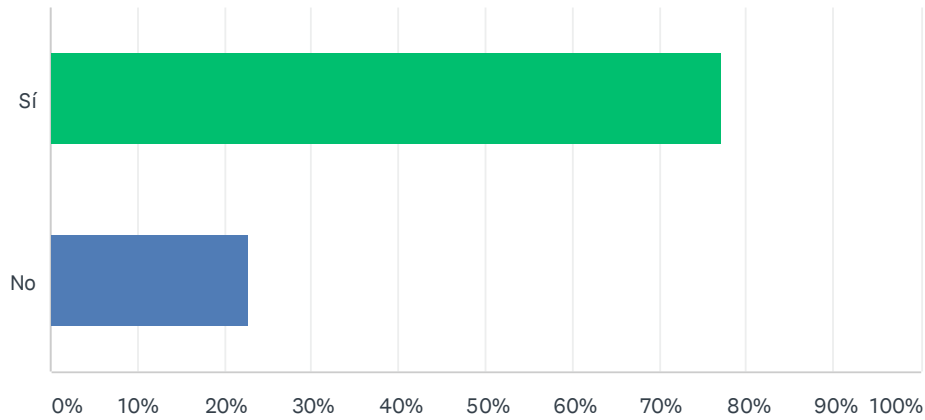
Answered: 79 Skipped: 1



ANSWER CHOICES	RESPONSES	
Sí	93.67%	74
No	6.33%	5
TOTAL		79

Q10 ¿Apoyará un modelo mixto en el que los estudiantes solo asistan a la escuela dos veces por semana y continúe haciendo que su hijo/a participe con el aprendizaje de larga distancia tres veces por semana?

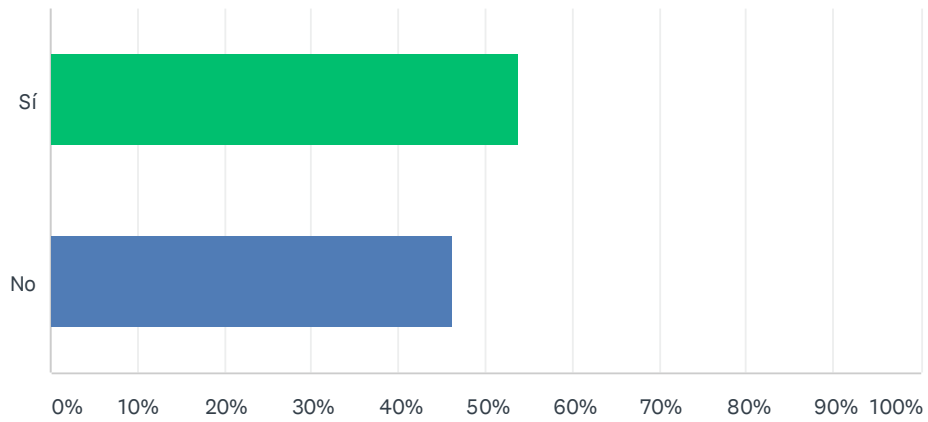
Answered: 79 Skipped: 1



ANSWER CHOICES	RESPONSES	
Sí	77.22%	61
No	22.78%	18
TOTAL		79

Q11 Apoyará la posible redistribución de estudiantes que podría resultar en que su hijo/a tenga un maestro diferente?

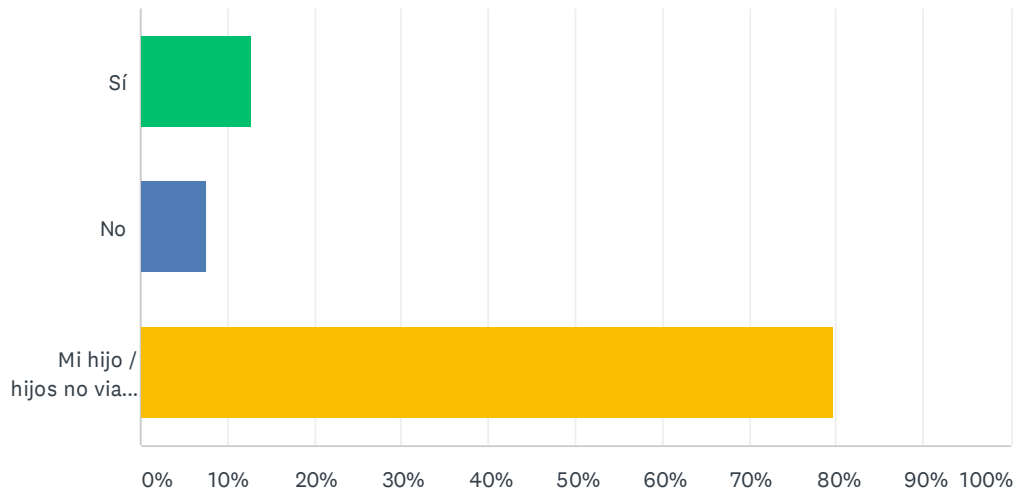
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ANSWER CHOICES	RESPONSES	
Sí	53.75%	43
No	46.25%	37
TOTAL		80

Q12 ¿Continuará utilizando el servicio de autobús para dejar/recoger su hijo/a de la escuela?

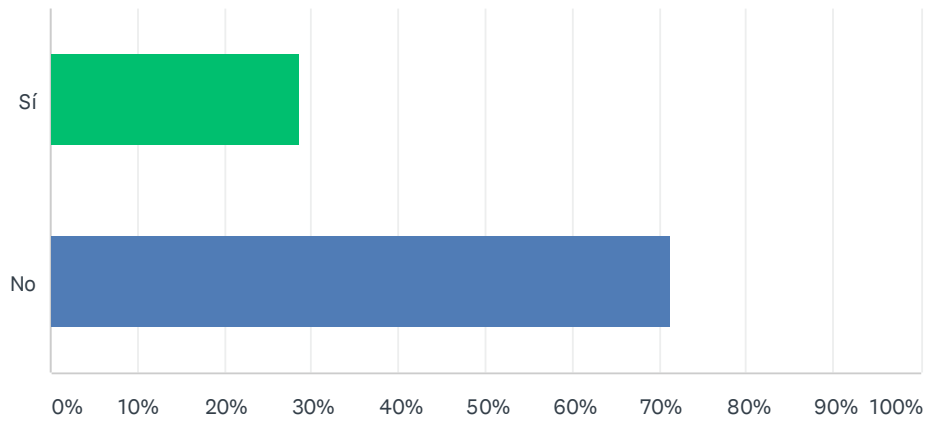
Answered: 79 Skipped: 1



ANSWER CHOICES	RESPONSES	
Sí	12.66%	10
No	7.59%	6
Mi hijo / hijos no viajan en autobús	79.75%	63
TOTAL		79

Q13 Solo para trabajadores esenciales: ¿necesitará cuidado de niños si las escuelas abren bajo un modelo mixto?

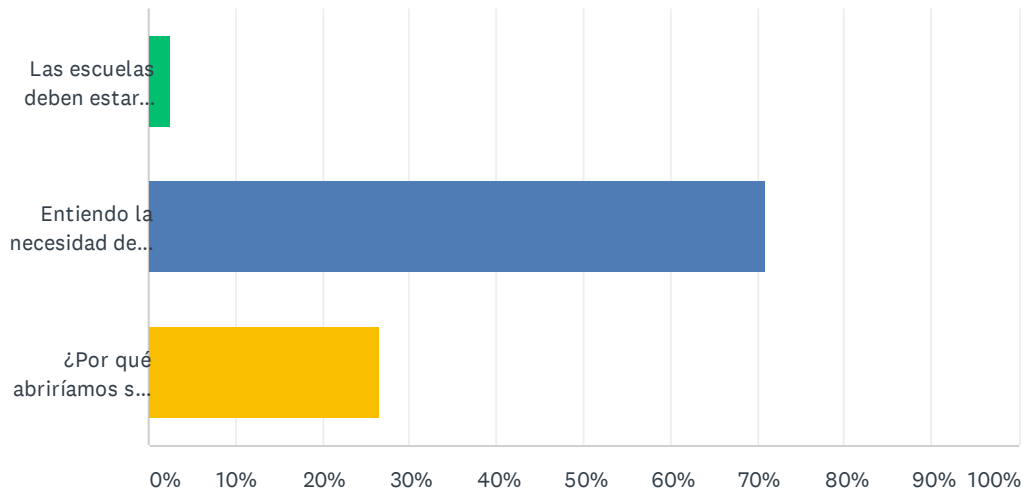
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ANSWER CHOICES	RESPONSES	
Sí	28.57%	18
No	71.43%	45
TOTAL		63

Q14 En caso de brote, existe la posibilidad de cierre de un aula, un nivel de grado o una escuela. Durante un cierre, los estudiantes volverían a la educación de larga distancia de inmediato. ¿Cuál es su actitud general al respecto?

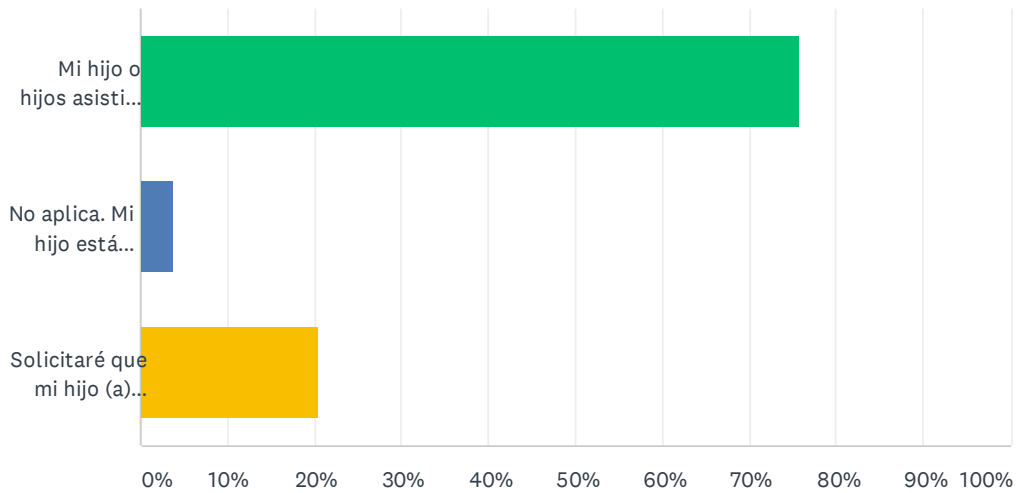
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ANSWER CHOICES	RESPONSES	
Las escuelas deben estar abiertas sin importar la situación	2.53%	2
Entiendo la necesidad de seguridad y la necesidad de ponernos en cuarentena si es necesario	70.89%	56
¿Por qué abríamos si vamos a cerrar de nuevo?	26.58%	21
TOTAL		79

Q15 Si la escuela abre para instrucción en persona, ¿cuál describe mejor su deseo?

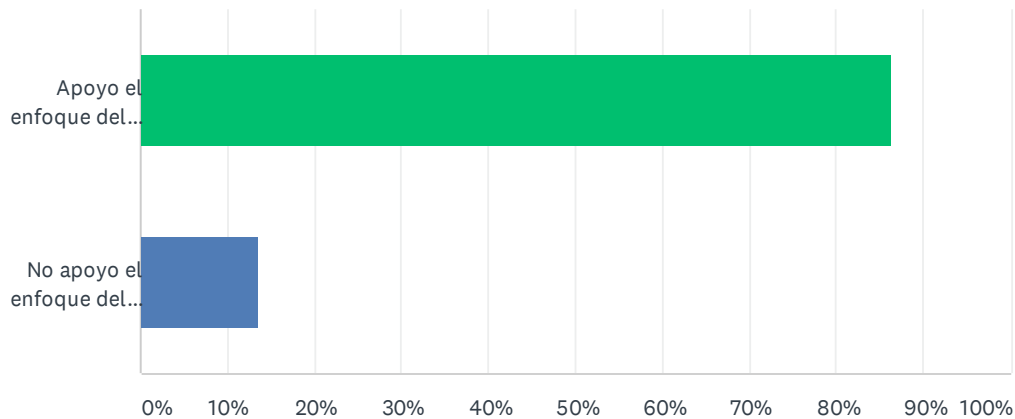
Answered: 78 Skipped: 2



ANSWER CHOICES	RESPONSES	
Mi hijo o hijos asistirán a la instrucción en persona cuando se les permita	75.64%	59
No aplica. Mi hijo está inscrito en la Academia de aprendizaje en el hogar GLEE durante el año escolar 2020-21.	3.85%	3
Solicitaré que mi hijo (a) continúe con un programa de larg a distancia y buscaré otro proveedor de aprendizaje a distancia, si GJUESD no puede satisfacer nuestras necesidades	20.51%	16
TOTAL		78

Q16 El estado está permitiendo que el 25% de los estudiantes de una escuela reciban instrucción en en persona con las precauciones de seguridad establecidas. Los grupos de estudiantes que se están considerando en este momento son 1) TK-8 estudiantes que reciben servicios de educación especial-SDC 2) TK- 3 estudiantes que necesiten servicios adicionales de lectura/lenguaje y 3) apoyo para algunos estudiantes de la secundaria.Indique sus pensamientos sobre el apoyo para algunos grupos de estudiantes:

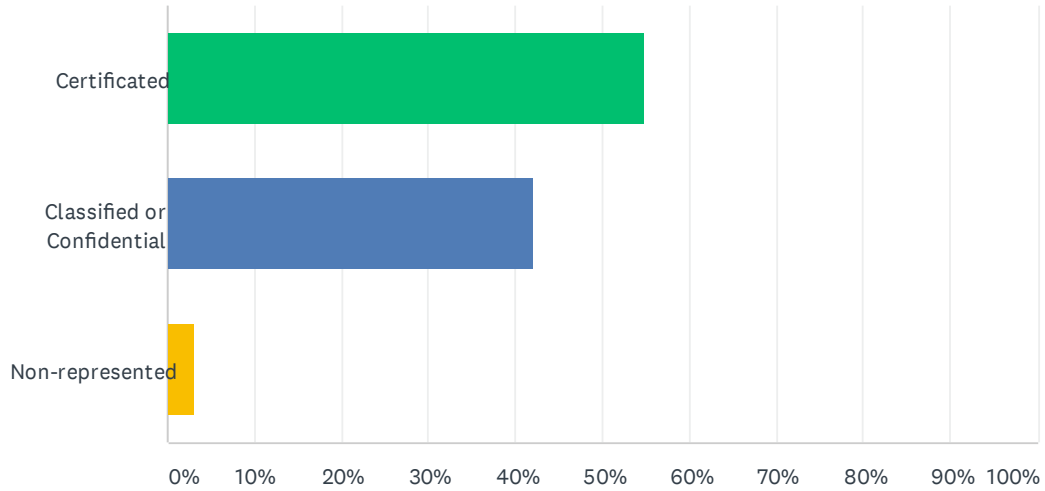
Answered: 74 Skipped: 6



ANSWER CHOICES	RESPONSES	
Apoyo el enfoque del distrito para la instrucción en las escuelas de algunos grupos de estudiantes como los que reciben servicios de educación especial, los que necesitan más apoyo el la lectura/lenguaje y apoyo para algunos estudiantes en la secundaria- apoyo esto sin la necesidad de entregar un permiso para una exención de escuelas primarias.	86.49%	64
No apoyo el enfoque del distrito en la instrucción en las escuelas para ciertos grupos de estudiantes sin entregar/recibir un permiso para una exención de escuelas primarias.	13.51%	10
TOTAL		74

Q1 What is your role?

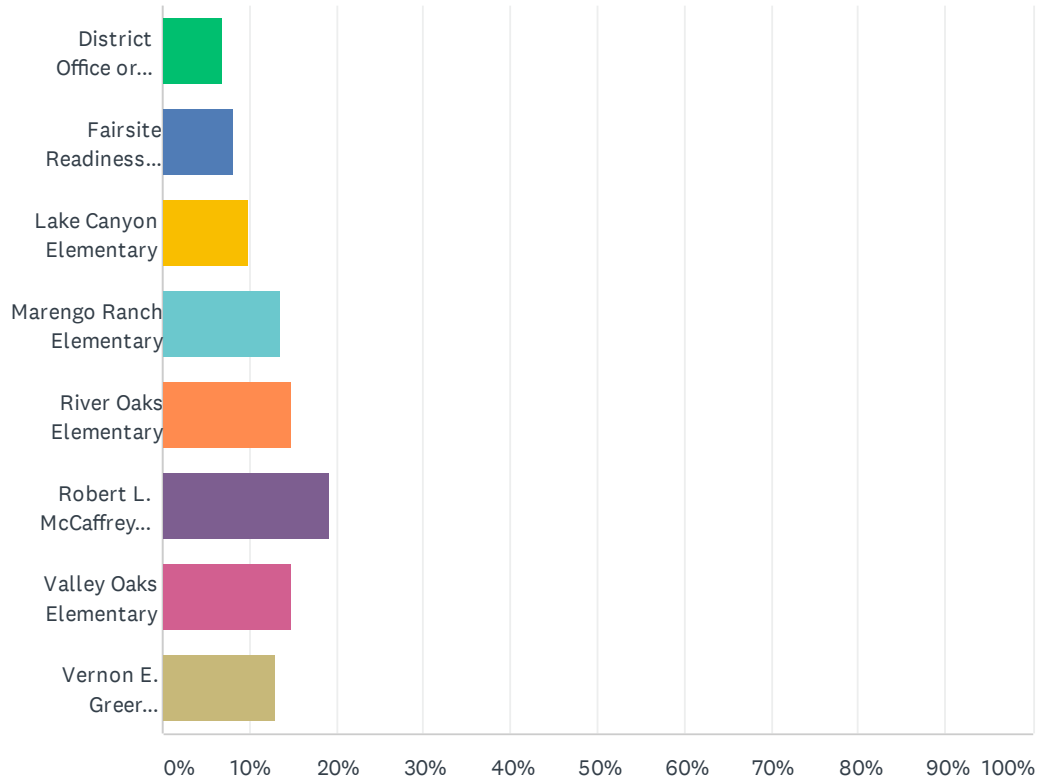
Answered: 317 Skipped: 4



ANSWER CHOICES	RESPONSES	
Certificated	54.89%	174
Classified or Confidential	41.96%	133
Non-represented	3.15%	10
TOTAL		317

Q2 What is your school or work location?

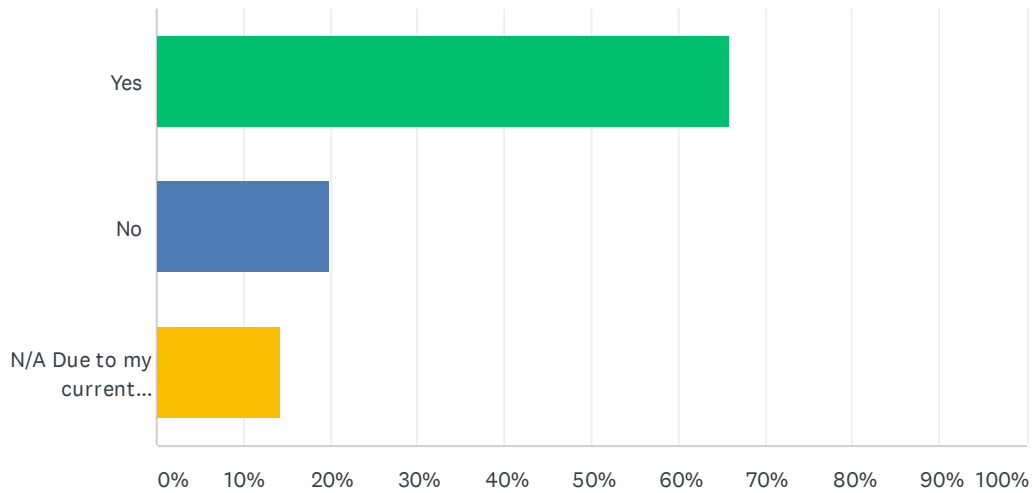
Answered: 318 Skipped: 3



ANSWER CHOICES	RESPONSES	
District Office or Maintenance, Operations and Transportation	6.92%	22
Fairsite Readiness Center	8.18%	26
Lake Canyon Elementary	9.75%	31
Marengo Ranch Elementary	13.52%	43
River Oaks Elementary	14.78%	47
Robert L. McCaffrey Middle School	19.18%	61
Valley Oaks Elementary	14.78%	47
Vernon E. Greer Elementary	12.89%	41
TOTAL		318

Q3 If workplace safety precautions are implemented, are you able to return to work and work with small groups without restrictions?

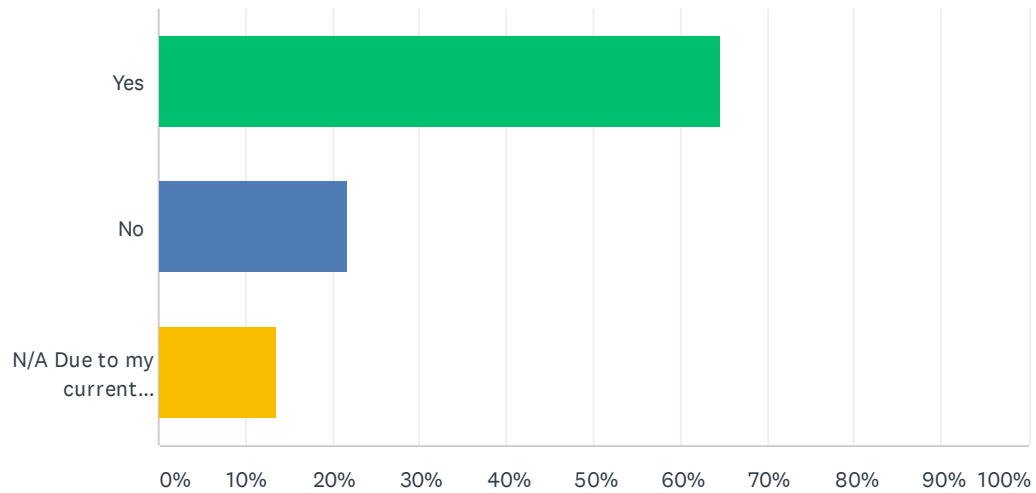
Answered: 316 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	65.82%	208
No	19.94%	63
N/A Due to my current assignment, I would not be assigned to work with a cohort group of students.	14.24%	45
TOTAL		316

Q4 If the workplace safety precautions are implemented, are you able to return to work and work in a hybrid/blended model without restrictions?

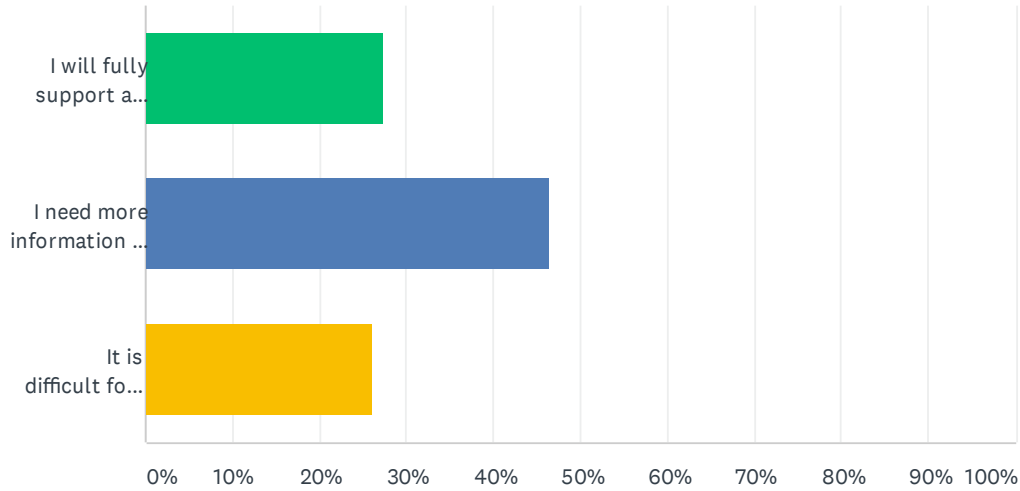
Answered: 314 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	64.65%	203
No	21.66%	68
N/A Due to my current assignment, I would not be assigned to work with a cohort group of students.	13.69%	43
TOTAL		314

Q5 To what degree will you support a hybrid/blended model?

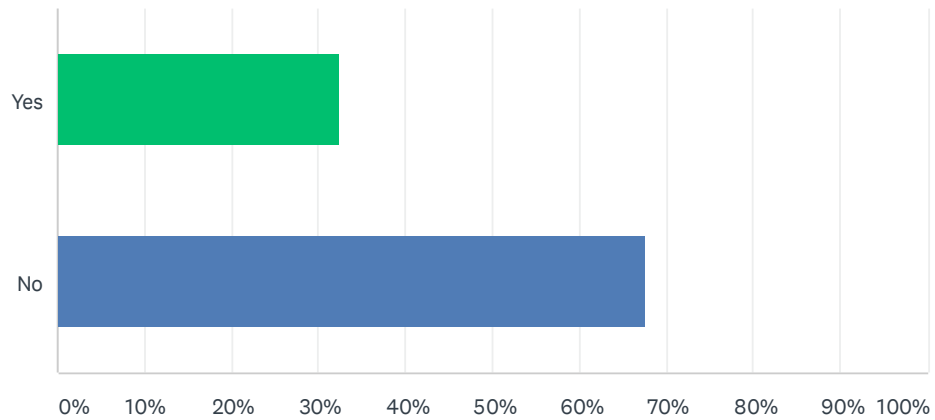
Answered: 318 Skipped: 3



ANSWER CHOICES	RESPONSES	
I will fully support a hybrid/blended model	27.36%	87
I need more information on what a hybrid/blended model will look like.	46.54%	148
It is difficult for me to support a hybrid/blended model at this time.	26.10%	83
TOTAL		318

Q6 Do you have an underlying condition that puts you at greater risk of serious complications from exposure to or contracting COVID-19?

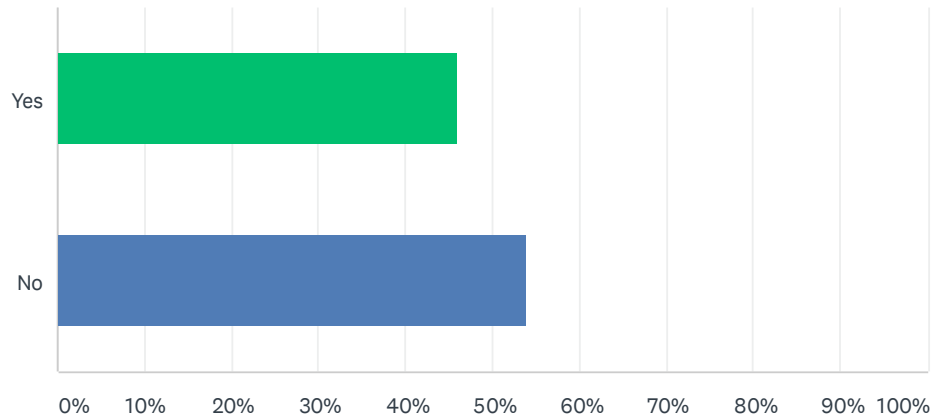
Answered: 317 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	32.49%	103
No	67.51%	214
TOTAL		317

Q7 Does any person living in your residence have an underlying condition that puts them at greater risk of serious complications from exposure to or contracting COVID-19?

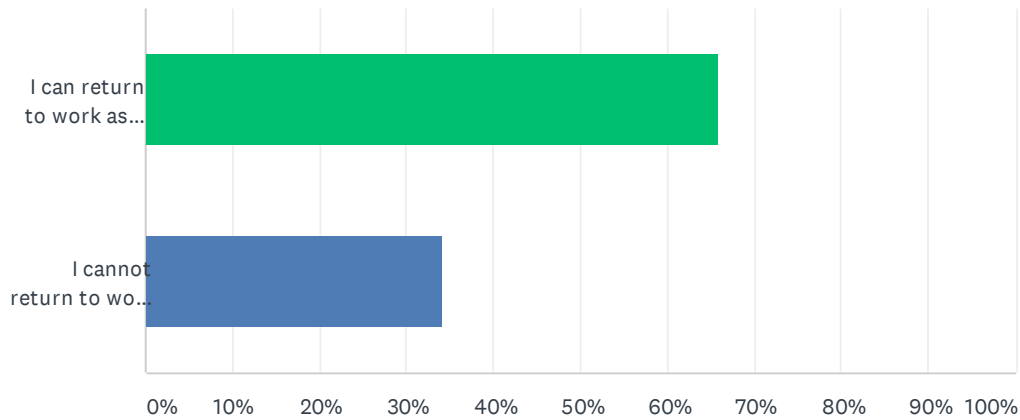
Answered: 317 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	46.06%	146
No	53.94%	171
TOTAL		317

Q8 If you answered yes to either question #6 or #7, please check the answer that most applies to you:

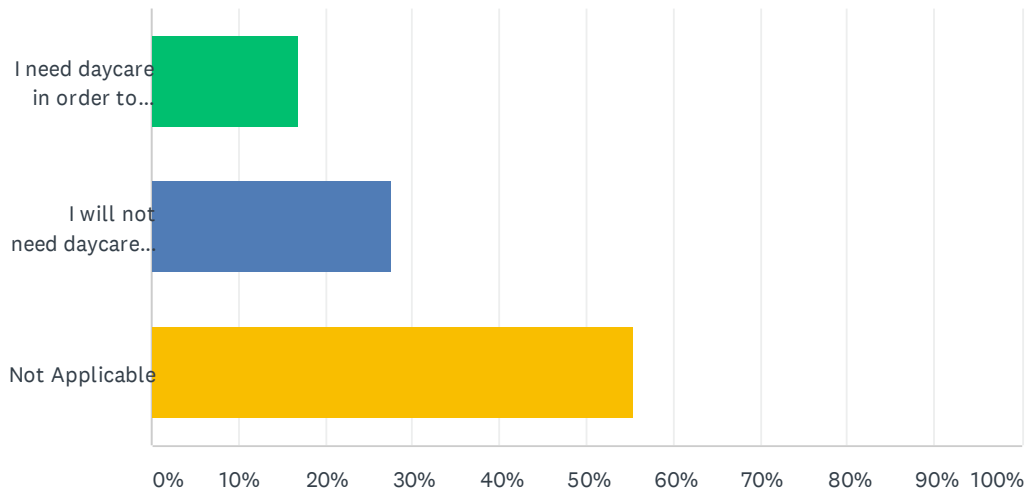
Answered: 214 Skipped: 107



ANSWER CHOICES	RESPONSES	
I can return to work as scheduled for on campus instruction or support services.	65.89%	141
I cannot return to work as scheduled for on campus instruction and would rather continue with remote learning if that is a possibility.	34.11%	73
TOTAL		214

Q9 If you have a child, under the age of 18, in your care that requires daycare, please check the response that applies to you:

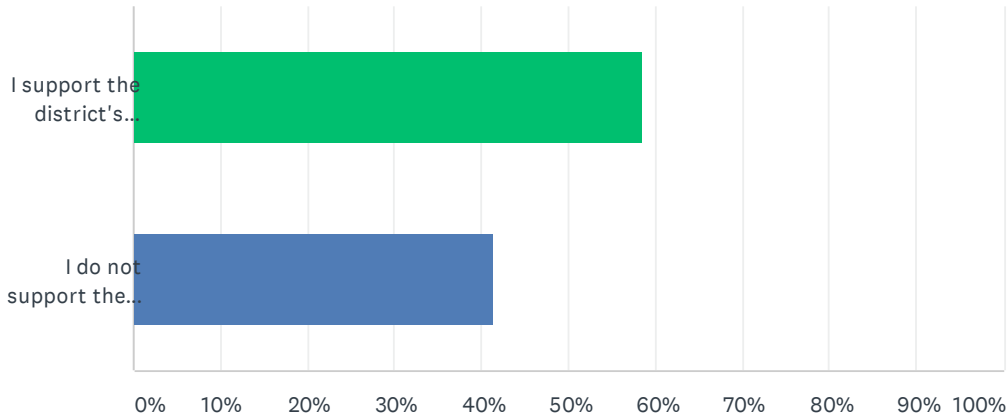
Answered: 307 Skipped: 14



ANSWER CHOICES	RESPONSES	
I need daycare in order to return to work	16.94%	52
I will not need daycare; I can make arrangements for my child/children	27.69%	85
Not Applicable	55.37%	170
TOTAL		307

Q10 The district is considering in-person instructional support for some small groups/cohorts. The state is permitting that 25% of the students at a school come on campus with safety precautions followed. The cohorts being considered at this time are 1) TK-8 SDC, 2) TK-3 focus on literacy and language and 3) middle school support with asynchronous work. Please indicate your thoughts of this supplemental support:

Answered: 300 Skipped: 21



ANSWER CHOICES	RESPONSES
I support the district's focus for small group on-campus instruction for some SDC students, some TK-3 students and some middle school students which does not require the submission of an elementary school waiver.	58.67% 176
I do not support the district's focus on small group on-campus instruction without the submission and approval of a waiver.	41.33% 124
TOTAL	300

MEMORANDUM OF UNDERSTANDING BETWEEN
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
AND
GALT ELEMENTARY FACULTY ASSOCIATION

July 30, 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 physical opening of schools and the provision of distance learning during the 2020-2021 school year.

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.

GJUESD and GEFA acknowledge the local health orders must be followed per the law. GJUESD will utilize local health recommendations and the Governor’s metrics to determine the safe reopening of schools. The District will assess the ability to commence the hybrid model at the beginning of the grading period (e.g., November 17, 2020). The parties acknowledge it could take approximately four to six weeks to transition to a hybrid model. 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.

Given the current situation throughout the county of Sacramento, and the desire to provide consistent quality education to the students in the district, the parties agree to open the 2020-2021 School Year in a Distance Learning model. 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. Level 1 Distance Learning shall be in effect for the entire first trimester. District and GEFA will work together to ensure that equitable services to high needs learners are provided.

Change in work year: (changes Article VI for this year only)

For the 2020-2021 school year, the parties agree to a 189 contract day year for teachers (191 for new teachers). The modified year allows for 8 Professional Development Days prior to instruction starting. These days will be used for teachers to prepare and train for Distance Learning. Schedules and activities will be chosen by the teacher or PLC. The district and/or site administration may determine the use of up to 10 scheduled hours virtually. Teachers will not be required to meet with students face to face. Bargaining Unit members shall not be directed or required to report to the district in person while working under the current Distance learning model.

The Parties agree to the following:

ARTICLE 1: DEFINITIONS

- 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” – A group of students that maintains social isolation and physical distancing. Cohorts are designed to remain stable and intact to prevent the spread of infection and illness arising from COVID-19.
- 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 “Face Coverings” – Cloth face coverings or masks as recommended by federal, state, and local public health guidance.
- 1.6 “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.)
- 1.7 “Personal Protective Equipment” – 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, N95 respirators, face shields, neck guards, barriers, gloves, goggles, etc.
- 1.8 “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.
- 1.9 “Synchronous Learning” - Refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time, whereas “Asynchronous Learning” will happen independently without place or time constraints.

ARTICLE 2: DISTANCE LEARNING

Consistent with *Education Code Section 43503* as amended by SB98, if as a result of the orders and guidelines issued by federal, state, or local public health officers, the District is unable to provide a safe and healthy in-person learning environment for all students as required in Sections 2.0 and 3.0, distance learning shall be offered for students.

- 2.1 All students will receive both synchronous and asynchronous instruction five days per week through distance learning. The lesson design and type of instruction provided shall be at the discretion of the teacher.
- 2.2 The minimum daily instructional minutes for grades TK-K (180 daily minutes), 1-3 (230 daily minutes), and 4-8 (240 daily minutes), are in effect for the 2020-2021 school year.

(Ed Code 43501) The minimum number of minutes can include a combination of both synchronous (live) and asynchronous (independent) learning.

- Kindergarten 180 minutes
- Full Day K- Grade 3 230 minutes
- Grade 4 - 8 240 minutes

2.3 Synchronous minimum instructional time expectation for distance learning.

2.3.1 Daily live interaction with all students is expected in grades TK-8.

2.3.2 Preschool: a minimum of 20 minutes, twice a week, must be completed through instruction; on a biweekly basis, 5 minutes will be added (may be amended if this is not in line with CDE State Preschool Guidelines).

2.3.3 Grades TK-K: a minimum of 30 daily minutes must be completed through synchronous instruction and up to an additional 1 hour of targeted small group instructional support based on student needs.

2.3.4 Grades Full Day K-1: a minimum of 40 daily minutes must be completed through synchronous instruction and up to an additional 1.5 hours of targeted small group instructional support based on student needs.

2.3.5 Grades 2-3: a minimum of 60 daily minutes must be completed through synchronous instruction and up to an additional 2 hours of targeted small group instructional support based on student needs.

2.3.6 Grades 4-6: a minimum of 90 daily minutes must be completed through synchronous instruction and up to an additional 1.5 hours of targeted small group instructional support based on student needs.

2.3.7 Grades 7-8: a minimum of 180 daily minutes must be completed through synchronous instruction and up to an additional 1 hour of targeted small group instructional support based on student needs.

2.3.8 The certification of daily instructional time will need to be certified by each sped, gen-ed, or both teachers.

- 2.4 Content shall be aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- 2.5 All TK-8 students will receive daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders and consistent with this MOU.
- 2.5.1 Daily live interaction shall be designed to meet the needs of students at the discretion of the teacher following State guidelines.
- 2.5.2 If daily live interaction is not feasible as part of regular instruction, the District shall develop an alternative plan in consultation with and based on meaningful input from students, parents, and the Association.
- 2.6 Special Education and all Related Service Providers shall provide live virtual interaction sessions in accordance with the IEP. Live interaction minutes can be adjusted if the service provider assigns a work task that, in addition to the live interaction, meets or exceeds the session duration listed on the student's IEP.
- 2.6.1 Although federal law requires distance instruction to be accessible to students with disabilities, it does not mandate specific methodologies. Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still meet their legal obligations by providing children with disabilities equally effective access to the curriculum or services provided to other students.
- 2.6.2 Special Education Unit Members shall work collaboratively with core-content Unit Members to adapt lessons to meet the needs of students in a digital learning environment and ensure that lessons and activities are appropriate, as documented in the student's IEP.
- 2.6.3 RSP and SDC service providers shall select their own platform and/or be assigned as a co-teacher to support collaboration with the general education teacher and related service providers. (A list of tech supported classroom platforms will be provided by the district)

- 2.6.4 RSP and SDC service providers shall provide modifications, accommodations, and/or specialized instruction as documented in the student's IEP.
- 2.7 General Education Bargaining Unit Members will participate in IEP meetings via virtual platform during asynchronous teacher time. If an IEP meeting is held after regular work hours, all attending bargaining unit members will be paid adjunct duty pay.
- 2.8 District shall ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work.
- 2.8.1 Site Administrator shall be responsible for contacting parents to ensure that students have Chromebooks and internet access and to inform them of their student's classroom placement.
- 2.9 District shall provide academic and other supports in distance learning that are designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
- 2.10 When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the teacher.
- 2.11 Bargaining unit members shall determine the means and methods for providing distance learning based on appropriate standards-based instruction, their resources, and their students' abilities to access the curriculum. Bargaining unit members shall be responsible for planning appropriate standards-based instruction, responding to parents and students in a timely manner, supporting diverse learners, building rapport and connections with students, regularly monitoring student work completion and participation, providing students feedback, and reporting non-participation to the site administrator for additional outreach and follow up.
- 2.12 Except for office hours and/or interactive instruction, bargaining unit members shall set their schedule and submit to site administration. Bargaining unit members are expected to work and be available during their normal contractual work hours and workdays. To provide students and parents with consistency and to avoid conflicts, office

hours/interactive instruction shall be scheduled during the same times each week. Bargaining unit members shall have time each week designated to provide student support, feedback, and clarification and may be conducted via phone, email, and/or other virtual platforms.

- 2.13 Interactive instruction should include content that requires student interaction with their teacher/classmates, content that engages a student in making a response, content that engages students in a visual way, and provides the bargaining unit member opportunities to provide the student encouragement and feedback.
- 2.14 District shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning when assigned to do so shall be documented as absent by the distance learning Teacher. Teachers will take roll and lunch count on Illuminate daily by 9:00 am in elementary school and TBA at MMS.
 - 2.14.1 Evidence of daily student participation in distance learning shall be obtained using:
 - 2.14.1.1 evidence of participation in online activities;
 - 2.14.1.2 completion of regular assignments and/or assessments; and
 - 2.14.1.3 contacts between employees of the District and pupils or parents or guardians.
- 2.15 District shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.
- 2.16 The District shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. These procedures shall require school site administrators or classified staff to contact the pupil's parents or guardians pursuant to the requirements of Education Code Sections 43504(f).
- 2.17 Classroom teachers shall regularly communicate with parents and guardians regarding a pupil's academic progress consistent with established practices and procedures for traditional in-person learning.

- 2.18 Bargaining unit members providing service in a full (non-hybrid) distance learning model may work remotely or may access and work from their assigned classroom/office workspace during regular school hours as they deem necessary. In the event a bargaining unit member reports to a district worksite, they shall be responsible for following all safety and health requirements in Article 4.0 of this MOU.
- 2.19 Any recording of live/synchronous virtual instruction is required to have the consent of the teacher and the principal pursuant to Education Code 51512.
- 2.20 District shall provide all bargaining unit members the necessary equipment and supplies in order to provide distance learning, including but not limited to technology, laptop computers, display boards, video cameras, headphones, and any other items normally provided during in-person learning.
- 2.20.1 Bargaining Unit members will be issued hotspots and ethernet cords upon request which will be returned to the District. Google Voice will be available upon request.
- 2.21 Administrators may visit Google Classrooms and Meets with a minimum of one-day prior notice if possible to the Bargaining Unit member.
- 2.22 Adjunct Duties, Committee Assignments, or Extra Duty Work
- 2.22.1 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 at no more than 2 hours per month. Bargaining unit members shall continue to receive stipends and/or additional pay as provided for under the CBA.
- 2.22.2 Bargaining Unit Members shall not be required to make up adjunct duty or committee assignments missed because of distance learning.

ARTICLE 3: LACK OF SUBSTITUTE COVERAGE

- 3.1 Bargaining unit members who provide substitute coverage for a distance learning class shall be paid their adjunct rate of pay for time worked beyond the regular workload.

- 3.2 If no certificated bargaining unit member is available to provide substitute teaching coverage, the distance learning class may be instructed by an administrator or designee until such time as a bargaining unit member or certificated substitute teacher becomes available.
- 3.3 Classified employees shall not provide substitute teaching coverage but may be used to assist students already assigned work by their regular classroom teacher.

ARTICLE 4: HEALTH AND SAFETY

- 4.1 Physical distancing of six (6) feet shall be maintained between all staff while on site and be required to wear a face covering.
- 4.2 Staff lounge capacity while maintaining physical distancing requirements shall be determined and posted on all entrances to the staff lounge.
- 4.3 Under the current distance learning model, Bargaining Unit members may access and work from their classroom/office worksite during school hours as they deem necessary. In the event a Bargaining Unit member enters a district worksite, they will notify administration or office staff when on campus. The Bargaining Unit member shall be responsible for following State, County, and local Public Health recommendations.
- 4.4 Meetings and Gatherings
 - 4.4.1 In-person meetings shall be eliminated during the pandemic when in-person instruction is not being offered (including but not limited to, staff meetings, 504s, IEPs, SSTs, Professional Development, committee meetings, district meetings, staff gatherings, parent meetings, and parent-teacher conferences). All meetings shall be held virtually and shall be scheduled outside of synchronous instruction.
 - 4.4.2 Large in-person gatherings (i.e. school assemblies) are prohibited.
 - 4.4.3 Back-To-School Night, Open House, and in-person Promotion/Graduation meetings or ceremonies shall be cancelled for the 2020-2021 school year unless mutually agreed upon by the Parties.

4.5 Other Health and Safety Issues Daily Cleaning and Disinfecting

- 4.5.1 The District shall ensure that all classroom spaces, restrooms, common spaces, and workspaces are cleaned and disinfected daily, including but not limited to desks, doorknobs, light switches, faucets, copy machines and other high touch fixtures, using the safest and most effective disinfectant necessary, as recommended by federal, state, and/or local health officials.
- 4.5.2 Daily cleaning and disinfecting as described in Section 3.30 shall be done by trained custodial personnel. Certificated unit members shall not be required to perform daily cleaning and disinfecting that falls outside the scope of the normal duties in our bargaining unit.

4.6 Air Ventilation and Filtration

- 4.6.1 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.
- 4.6.2 The District shall ensure all 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.
- 4.6.3 HVAC air filters shall be equipped with HEPA/MERV13 filters and changed at the recommended intervals.
- 4.6.4 Portable classrooms and/or other classroom spaces or workspaces without adequate central HVAC shall be equipped with low noise HEPA/MERV13 air filters with a large enough capacity and flow rate for the square footage of the room. Classrooms with non-functioning windows will be equipped with HEPA filtered air purifiers.

4.7 Health Screening, Testing, Notification, and Contact Tracing

- 4.7.1 Each school site shall have a health assistant and access to a District credentialed registered Nurse for the safety and health of all students on campus each day. The District Nurse shall:
 - 4.7.1.1 Oversee the health screening, testing, and notification of all students on the school campus;
 - 4.7.1.2 Coordinate with the District and interface with the Sacramento County Public Health Department;
 - 4.7.1.3 Primarily care for any students that manifest symptoms associated with COVID-19;
 - 4.7.1.4 Implement quarantine protocols; and
 - 4.7.1.5 Will provide resources for all students, staff, parents, and visitors on effective hygiene practices including but not limited to hand washing, physical distancing, and PPE usage.
- 4.7.2 The District shall ensure that all students, employees, and visitors are checked daily for symptoms associated with COVID-19 infection prior to entering school following county guidelines.
- 4.7.3 Health screening, testing, notification, and quarantine protocols and procedures will be created prior to in-person learning occurring.
- 4.7.4 All students and staff will be trained on these protocols and procedures.
- 4.7.5 Staff and students with any symptoms consistent with COVID-19 or who have had close contact with a person with COVID-19 shall be sent home or sent to an isolation room on site pending travel home or to a medical facility.
- 4.8 Upon notification that an employee or student has been infected with COVID-19, the District shall initiate contact tracing procedures in conjunction with the Sacramento County Public Health Department. All persons who may have come in contact with the infected individual shall be notified. District shall notify the Association President of the location(s) where the infected individual was present on the school campus during the suspected incubation/active infection period.

ARTICLE 5: LEAVES

- 5.0 The District will continue to implement the collective bargaining agreement Article XII Leaves and agrees to abide by the Families First Coronavirus Response Act (“FFCRA”) as outlined in Addendum “B”
- 5.1 Families First Coronavirus Relief Act (FFCRA expires December 31, 2020.)
- 5.1.1 For bargaining unit member self-care: Bargaining unit members (1) unable to work due to government issued quarantine or isolation order related to COVID-19, (2) advised to self-quarantine by a healthcare provider related to COVID-19 and is unable to work, (3) or experiencing symptoms of COVID-19 and is seeking diagnosis and is unable to work, a unit member shall use up to 10 days of available federal paid sick leave under the FFCRA. The District may request verification prior to placing a unit member on paid leave. District will pay a unit member’s full salary regardless of per diem pay limits in the FFCRA.
- 5.1.2 A unit member may use up to 10 days of available federal paid sick leave under the FFCRA if the member is unable to work due to the need to care for a household member. The district shall pay the per diem difference for 5 days.
- 5.3 Industrial Accident Leave/Workers Compensation
- 5.3.1 All provisions of the Education Code and CBA pertaining to Industrial Accident Leave and/or Worker’s Compensation remain in effect.
- 5.3.2 If a bargaining unit member is diagnosed with COVID-19, the District will support the unit bargaining member with the application process and advocate on behalf of the member to help ensure a positive outcome.
- 5.4 If a bargaining unit member presents with symptoms of COVID-19 and is sent home by District Office administration to obtain medical clearance to return to work, the district will place said bargaining unit member on paid leave until COVID-19 clearance is obtained or 5.1.1 or 5.3.2 is implemented.

ARTICLE 6: PAY AND BENEFITS

- 6.1 While working under an in-person learning model, a hybrid model, or a total distance learning model, or during a period of total emergency school closure, bargaining unit members shall continue to receive their full compensation and benefits. If extracurricular duties can and are performed, bargaining unit members shall continue to receive stipends and/or additional pay, as provided for under the CBA.
- 6.2 Any bargaining unit members that provide substitute coverage for an in-person class cohort, distance learning class, or hybrid class shall be paid the adjunct duty rate.

ARTICLE 7: EVALUATION

- 7.1 Non-probationary bargaining unit members shall not be evaluated or subjected to any disciplinary action on any lesson planning, implementation, delivery, and/or student assessment associated with distance learning due to the unique circumstances surrounding this crisis as long as they attempt in good faith to provide alternative learning activities to their students.
- 7.2 The evaluation process shall begin on October 1, 2020, for all probationary bargaining unit members with all observations and final evaluations concluded by the designated end date in the CBA. The Parties agree to meet and discuss the evaluation process for the 2020-2021 school year as needed.

ARTICLE 8: CONSULTATION RIGHTS AND RESERVE RIGHT TO FURTHER NEGOTIATE

- 8.1 The District and Association agree to meet and confer monthly during the pandemic to discuss textbooks, curricula, educational methods, standards, assessments, with the goal of evaluating the instructional models being used and to improve student learning outcomes.
- 8.2 The Parties shall meet to consult to provide meaningful input into the “School Site-Specific Protection Plan” before the District submits this to the Sacramento County Office of Education, the local public health department, posts it at all District sites, and shares it with all stakeholder. All “School Site-Specific Protection Plans” shall be provided to the Association President or designee at least 24 hours prior to being posted at work sites.
- 8.3 The District shall prepare a “Learning Continuity and Attendance Plan” for the 2020-2021 school year in consultation with and reflecting meaningful input from students, the Association, and parents. The District shall provide a copy of the “Learning Continuity and Attendance Plan” in draft format at least 24 hours prior to adoption of the plan by the Board of Trustees.
- 8.4 The District shall provide all bargaining unit members at a school site with the individual’s Name, cell phone number, and work email address designated as the single point of contact from each school site and/or District work location to the Sacramento County Public Health Department.

8.5 Due to the evolving nature of the pandemic, the Association reserves the right to negotiate safety and/or any impacts and effects related to the COVID-19 pandemic as needed.

ARTICLE 9: DURATION

9.1 The Parties share joint interests in keeping communications open and working collaboratively for the benefit of students, staff, parents, and the District community as events continue to unfold during the pandemic.

9.2 This MOU shall expire in full without precedent on June 30, 2021, unless extended by mutual written agreement of the Parties.

Tentative agreement has been reached 7/30/2020 at 3:00pm.

Date:

Date:

Karen Schauer
On behalf of the District

Heather Wetzel
On behalf of GEFA

Name Karen Schauer

Name Heather Wetzel

Title Superintendent

Title GEFA President



← GJUESD *Initial*/Transitional Reopening Schools Model →

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

	DISTANCE LEARNING Level 1	BLENDED Level 2	MODIFIED TRADITIONAL Level 3	TRADITIONAL Level 4
PROGRAM	SAFETY AND PREPAREDNESS Start Date August 20, 2020	PHASE-IN REOPENING <i>(1/3 of students on campus at one time)</i>	EXPANDED REOPENING <i>(all students on campus at one time)</i>	FULL REOPENING <i>(all students on campus at one time)</i>
LEARNING LOCATION(S) & SCHEDULE	HOME 5 DAYS PER WEEK	SCHOOL/HOME 2 DAYS ON CAMPUS 3 DAYS DISTANCE LEARNING	SCHOOL 5 DAYS PER WEEK	SCHOOL 5 DAYS PER WEEK
TRANSITION FACTORS	<p>Stay At Home Order or County Public Health Monitor List</p> <p>No on-campus learning or support services due to CA health conditions. Or CA Stay At Home order in place.</p> <p>Daily live virtual learning sessions and online/electronic assignments.</p>	<p>Public Health recommendation with Board direction (Decreasing infection rate)</p> <p>On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment.</p> <p>Direct Instruction takes place at school and Extended Learning at home.</p>	<p>Public Health recommendation with Board direction (Decreasing infection rate)</p> <p>On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment.</p> <p>Core instruction and Extended Learning takes place at school.</p> <p>OPTION: Extended Learning takes place at home.</p>	<p>Public Health Recommendation with Board direction</p> <p>No restrictions or requirements for social distancing, gatherings and personal protective equipment use.</p> <p>Learning takes place at school with homework as an extension of learning.</p>



ADDENDUM "B"

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 memorandum is agreed between Galt Joint Union Elementary School District and the California School Employees Association and its Galt Chapter #362 (together "CSEA") concerning the impacts and effects of resumed District operations under COVID 19 conditions.

The District and CSEA recognize the importance of maintaining safe facilities and operations, for the benefit of the students and communities served by the District and its teachers and staff. We recognize the importance of prudent measures to prevent District employees, students, their families, or other people using District facilities from being exposed to or infected with coronavirus. Care should be taken to identify potential exposure and prevent the spread of the disease. We agree that continuity of District operations should be maintained, and provisions should be made for District employees who are impacted by the epidemic.

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

- 1) In the event any District facility must be closed, or any District operations are curtailed due to the coronavirus epidemic, CSEA bargaining-unit employees will not suffer any loss of pay or benefits relative to their regular schedules for the period of closure or curtailment. Thus, for example the District will continue to pay bargaining-unit employees even if they are unable to work due to coronavirus-related reduction in use of District facilities. Employees who are not ill will not be required to use paid sick leave or any other form of paid time off during such an eventuality. The District and CSEA recognize that in such a scenario, alternative work arrangements may be made. The District and CSEA agree to meet and negotiate over such matters as outlined in section 15 of this MOU.
- 2) In the event a bargaining unit member is ill due to COVID-19 or potential exposure to COVID-19, bargaining unit members may utilize available leave, such as sick or vacation leave, to encourage the bargaining unit member not to infect others coming to work. The District shall offer leave in accordance with the Families First Coronavirus Relief Act ("FFCRA") as outlined Attachment "A" and follow the leave provisions in the Collective Bargaining Agreement ("CBA").
 - a. Other forms of leave: Employees who have exhausted accrued sick leave may use extended sick leave pursuant to the terms in the collective bargaining agreement. If an employee has exhausted all available leave, the employee may request an unpaid leave of absence up to the duration of the fiscal year. The

District will support the employee's unpaid leave of absence request for COVID related reasons.

- b. Employees may use existing forms of leave to address a childcare provider or school emergency affecting their children.
- 3) Should the District close any schools to address COVID-19, the District shall comply with requirements of California Executive Department Executive Order N-26-20 and any follow-up order issued by the Governor or Sacramento County Department of Health. CSEA will support efforts to maintain funding pursuant to Education Code §§ 41422 and 46392 in the event of a closure of any District facilities due to epidemic.
- 4) In-the event the District seeks to add additional school days to this school year or next year, the District will seek to staff such additional days first by offering the work to unit members by order of seniority. Before requiring any employee to provide additional services on an involuntary basis, the District will negotiate further with CSEA.
- 5) Reporting Unsafe Conditions
In the interest of protecting community and workplace health, any employee may report, in writing, any unsafe condition in the working environment to the immediate supervisor. The supervisor shall, within two (2) working days, respond verbally and in writing to the employee, with simultaneous copy to CSEA, stating what has been done to make the condition safe or, if no action will be taken, the reason(s) why. During this time, employees shall be able to utilize available leave until safety concerns are addressed.
- 6) The District will inform CSEA should it learn of a confirmed or likely coronavirus infection of District employees or students and at which campus or worksite said infection was found.
- 7) The District shall maintain adequate school-appropriate cleaning supplies to continuously disinfect the school site in accordance with CDPH guidance. The District shall ensure sufficient supplies of hand sanitizers, soap, hand washing stations, tissues, no-touch trash cans and paper towels. The District agrees to provide other protective equipment, as appropriate for work assignments, including but not limited to gloves, facemasks, face shields, sanitizer, soap, gowns, etc.
- 8) The District agrees to provide appropriate training to employees on re-opening safety protocols and guidelines prior to the beginning of the student instructional year.
- 9) The District shall adopt and implement procedures in accordance with federal, state, and Sacramento County Health Department orders including, but not limited to, the CDPH guidelines outlined in Attachment "B" and the CDE guidelines outlined in Attachment "C".

- 10) The District agrees to install physical barriers, such as sneeze guards and partitions at areas where maintaining physical distance of six feet is difficult.
- 11) The District and CSEA acknowledge that California Education Code §45101(a) requires that all classified positions have set duties. However, due to the current unforeseen and unprecedented nature for the current conditions CSEA and the District recognize that some CSEA bargaining unit positions may be asked to perform duties not currently contained within their current job description. The District and CSEA agree this is a temporary solution to a current need and shall not be considered a waiver of CSEA's rights to negotiate the transfer of duties as required by law. This also shall not be considered precedent setting for either party. All temporary transfer of duties shall be negotiated and include a firm ending date not to exceed past the 2020 calendar year unless mutually agreed otherwise.
- 12) Short Term Employees: The District and CSEA acknowledge the current conditions may require the hiring of short-term employees to perform work normally reserved for bargaining unit members. The District agrees CSEA bargaining unit members currently on the rehire list shall have priority to short term positions provided they apply and meet the minimum qualifications of the position. Seniority shall decide if two or more applicants apply for the same position. Refusal of a short-term position shall not count against the employee.

If no CSEA bargaining unit members on the rehire list apply, CSEA bargaining unit members on active payroll shall have priority to short term positions so long as the additional hours do not result in overtime status for those employees. CSEA bargaining unit members on active payroll will need to apply and meet the minimum qualifications of the position in order to qualify. Seniority shall decide if two or more applicants apply for the same position.

The District and CSEA agree this is a temporary solution to a current need and shall not be considered a waiver of CSEA's rights. This also shall not be considered precedent setting for either party. All short-term positions shall include a description of the duties to be performed and include a firm start & firm ending date not to exceed past the 2020-21 calendar year unless mutually agreed otherwise.
- 13) Distance Based Learning: CSEA bargaining unit positions whose primary function during the reopening is to facilitate Distant Learning Based instruction shall first be offered to employees belonging to populations deemed by the State as uniquely vulnerable to effects of the virus, provided the employee applies and provides Doctor recommendation.
- 14) Hours worked at a District or community location will be limited to what is needed for essential functions.
- 15) The District will share with CSEA all new information it receives from local health authorities about COVID-19 epidemic. The District will inform CSEA, in writing, prior

to any changes in operations and will negotiate effects on terms and conditions of employment, including occupational health and safety.


- 16) The parties recognize that the COVID-19 epidemic is evolving and so is governmental response. The parties will comply with further state or federal legislation or orders as they affect the terms and conditions of employment of bargaining unit employees and will bargain as needed over the effects of such further directives.
- 17) Disagreements arising from the enforcement of this agreement shall be discussed in monthly communications or negotiations, however, if no resolution is reached thru those measures the parties agree this MOU shall be subject to the grievance procedures outlined in the CBA with timelines commencing from the last communications or negotiations session where the issue was discussed.
- 18) This agreement shall remain in effect through June 30, 2021.



Lori Jones, Chapter President
CSEA Chapter #362

8-3-2020


Date



Karen Schauer, Superintendent
Galt Joint Union Elementary School District

8-3-2020

Date



Mauricio Vides, Labor Relations Representative
CSEA

8/3/2020

Date

Growing And Learning Together

DRAFT



The **California School Dashboard** tells us we need to focus on:

- engagement, school connectedness, and meaningful participation
- focus on Math, chronic absenteeism (particularly for homeless students and kindergarten students)

9 out of 10 parents tell us:

- School employees are caring and promote academic success for all students
- Schools treat all students with respect
- School is a safe place for their child

7 out of 10 parents tell us:

- School promote respect for all cultural beliefs and practices

9 out of 10 teachers tell us:

- schools integrate special education into daily operations

6 out of 10 teachers tell us:

- schools provide sufficient time to collaborate on service delivery

We focus on 4 things to create personalization through Social-Emotional Learning, Equity, & Inclusion

Personalized Learning

Personalized learning means that each student has a path, its a like a winding road that celebrates their unique strengths

These 5 principles of Social & Emotional Learning guide this work to personalize education

- 🌐 Adopt whole child development as the goal of education
- 👤 Commit to equity
- 👥 Build capacity
- 🤝 Partner with families and community
- 🔄 Learn and improve

Multiple Paths

There are many ways to teach and many ways to learn, so our schools use different models to encourage students to follow their own strength-based plan to prepare them for high school and beyond.

Bright Futures

In Galt, students grow and learn together through a blend of learning pathways

Continuous Improvement

Transparency

Equity

Teamwork

1 Providing high-quality learning that is safe and nimble through unforeseen changes

2 Offering whole learner educational options: in-person, blended, and home study

3 Supporting staff with the time and opportunities for ongoing planning and professional growth

4 Ensuring systems responsibility for the whole learner growth and achievement: learners, staff, parents

Health & Safety

Key Learning Resources

Supports & Opportunities

Key Partners & Initiatives

About GJUESD

- 🌿 Rural central California community
- 👤 3,500 students
- 👤 1 of 5 is an English Language Learner
- 👤 3 of 5 are low income
- 👤 430 Teachers and other staff
- 🏫 6 Schools



Board Meeting Agenda Item Information

<p>Meeting Date: October 14, 2020</p>	<p>Agenda Item: 202.121 Board Consideration and Possible Action of Memorandum of Understanding Between Galt Elementary Faculty Association (GEFA) and GJUESD Regarding On Campus Small Cohort Support</p>
<p>Presenter: Karen Schauer</p>	<p>Action Item: XX Information Item:</p>

On Thursday, October 8th, GJUESD and GEFA reached a tentative agreement to begin on campus services for high needs learners beginning the week of October 19th. Teachers will have the opportunity to volunteer for participation. At this time, the agreement is being prepared for possible GEFA membership ratification by early next week.

The MOU supports a gradual and safe transition back to on campus services by recruiting volunteer teachers and selecting small groups of high needs learners for participation one month prior to reopening for all students through a blended learning model. The October on campus cohort will help GJUESD be systems ready through:

1. Safely support a gradual reopening
2. Supporting volunteer teachers now who seek to work with small groups to further prevent additional learning loss
3. Jumpstart learning for high needs learners
4. Support flexibility for small group scheduling
5. Identify best practices that can be expanded or adapted for blended model for the November reopening
6. Build enthusiasm for November reopening

Memorandum of Understanding Between
Galt Joint Union Elementary School District
And
Galt Elementary Faculty Association
On-Campus Small Cohort Targeted Instruction/Support

The Galt Joint Union Elementary School District (District) and the Galt Elementary Faculty Association (GEFA) enter into this Memorandum of Understanding (MOU) regarding the instructional support provided to small cohorts (“Cohorts”) of high needs learners for in-person, targeted instruction and/or support services as part of a safe and gradual transition to on-campus learning.

The Parties affirm that this agreement is entirely a voluntary opportunity for certificated bargaining unit classroom teachers (Participants).

Article 1 – Definition of Small Group Cohort

1.1 In the K-12 Schools setting, Cohorts are stable groups of students with no more than 16 individuals, who are meeting for targeted support and intervention services, under the direction of the LEA, while the school is closed to in person instruction and in addition to distance learning. All of the provisions in the California Department of Public Health Cohorting Guidance, issued August 24, 2020 and updated September 4, 2020) must be followed for such Cohorts to meet, whether they are operated by LEAs, non-profits, or other providers.

Article 2 – Participants

2.1 Participants may volunteer to provide instruction to Cohorts either as an individual teacher or may coordinate a Cohort as a Professional Learning Community. The instructional focus may include early literacy/language at the primary grades and mathematics at grades 4-6. Middle school instructional support focus will vary based upon the needs of students within a Cohort.

2.2 Participants will have the option to opt out of providing support services as a Cohort at any time if circumstances change.

Article 3 – Time Period

3.1 The window for providing targeted support in a Cohort will open on October 19, 2020. Participants will decide the number of hours and number of days in which the Cohort will take place.

Article 4 – Identification of Students

- 4.1 Participating students include learners with disabilities, English language learners, homeless and foster youth, and students at higher risk of further learning loss or not participating in district learning. Eligible students will be identified by their teacher and will receive support as a voluntary opportunity for the child. The identified students of any Cohort will not change during the in-person session (approximately 3 weeks).

Article 5 – Scheduling and Support

- 5.1 Participants may conduct in-person Cohorts during synchronous or asynchronous time or during extended day. If needed, support staff will be arranged to monitor and support distance learning. Participants will develop their own schedule and work with school administration to coordinate support staff needs. Cohort schedules and student lists will be shared with site administration prior to serving students on campus.

Article 6 – Planning/Preparation Compensation

- 6.1 Adjunct duty rate of \$40 will be paid to Participants requiring additional time after the contract workday to prepare for Cohorts on campus.

Article 7 – Environment

- 7.1 Cohorts will be held in a classroom setting. One set of restrooms will be identified for each Cohort.

Article 8 – Health and Safety

- 8.1 GJUESD safety procedures, Staff/Student Health & Safety Guidance for Reopening Schools (Guidance), will be followed by all participating staff, students and parents or guardians. District Guidelines (Addendum A) for daily student and staff prescreening, face covering and PPE usage, social distancing, cleaning and sanitizing will be strictly adhered to.
- 8.2 Air Ventilation and Filtration
- 8.2.1 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.

- 8.2.2 District shall ensure all 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.
- 8.2.3 HVAC air filters shall be equipped with MERV 13 filters and changed at the recommended intervals.
- 8.2.4 Portable classrooms and/or other classroom spaces or workspaces without adequate central HVAC shall be equipped with low noise MERV13 air filters with a large enough capacity and flow rate for the square footage of the room. Classrooms with non-functioning windows will be equipped with HEPA filter air purifiers.

This agreement is a one-time agreement to navigate the pandemic and is a non-precedent setting. 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 October 8, 2020.

Date:

Date:

On behalf of the District

On behalf of GEFA

Name

Name

Title

Title



Galt Joint Union Elementary School District
STAFF/STUDENT HEALTH & SAFETY GUIDANCE
FOR REOPENING SCHOOLS

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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7.	Identification and Tracing of Contacts	pg. 5-6
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9.	Staff Training and Family Education	pg. 7-8
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11.	Triggers for Switching to Distance Learning	pg. 8-9
12.	Communication Plans	pg. 9

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](#)

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. High traffic areas are thoroughly cleaned daily and commonly used surfaces and personal work areas shall be frequently disinfected.
- b. Shared equipment is cleaned and sanitized between each use.
- c. Shared spaces are equipped with proper sanitation products, including hand sanitizer and sanitizing wipes and ensure availability.
- d. Sanitary facilities will stay operational and stocked at all times.
- e. Hand sanitizing dispensers have been installed in classrooms, offices, and common workplaces.
- f. Portable handwashing stations will be distributed on campus grounds.

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
 - Restricting cohort mixing: Stable cohorts should 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 (Level 2) or with approved Waiver**
 - 50 percent of students will be on campus at any one time.
 - Restricting cohort mixing: Stable cohorts should stay together during the day.
 - Cohort size: 1 classroom is considered a cohort with ½ of the students in attendance at the same time.
 - Maintaining proper physical distancing, masking, cleaning and other safety measures.
- c. **Reopening Schools under the Modified Traditional (Level 3)**
 - 100% of students may be on campus at one time.
 - Restricting cohort mixing: Stable cohorts should stay together during the day.
 - 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**
 - Arrivals will be staggered if possible

- Several designated routes for entry should be provided
- Students report directly to their classroom
- Limited use of the office or any other school location
- Playground area not permitted for use during arrival
- Parents walking students to the school will not be allowed to enter the campus without a face-covering

b. Dismissal

- Students will exit school immediately after being dismissed
- Several designated routes for exit should 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, to maintain 6 feet distance and asked to wear a face-covering

c. Non-Classroom Spaces

- Nonessential visitors will be limited
- Congregate movement through hallways 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. Face coverings should be worn by staff/students:**
- Under two years old - No
 - Two years old-2nd grade - Strongly encouraged, a face shield is an acceptable alternative
 - 3rd grade-High School - Yes, unless exempt
- d. Exemptions to face coverings**
- Students with certain 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. 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 will be asked to screen students before coming to school.**
- An electronic screening form will be submitted daily for each student (paper screening forms will also be available)
 - Students with a temperature >100.4 or any of the listed symptoms should stay home
 - 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

- 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
- 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)
 - All students in the health office will have a face-covering regardless of ill or well
 - 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., health office, 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 stations 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 degrees, keep the student at home and contact the student's health care provider.
- b.** Students are encouraged to keep their personal property to themselves, not to share personal items and to please keep nonschool-related items at home.
- c.** Actively encourage students who are sick or have been in contact with a person with COVID-19 to stay home.

- d. Students and staff should wash their hands 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. Portable handwashing stations should be placed on-site to minimize movement and congregations in bathrooms.
- i. CDPH Guidance for the Use of Face Coverings should be provided to staff and families.
- j. 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
- 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) 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 works with a 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 symptoms first appeared
 - No fever for at least 24 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
- Students will be taught to use a tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow
- Hand washing will take place when students return from any location; hand sanitizer available
- 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
- Playground areas will be assigned to specific cohorts
- Drinking fountains will not be accessible (students encouraged to bring water bottles)
- 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
- Yard supervisors will need to wear a face-covering

c. Hallways/Pathways

- Designated routes for traffic flow
- Congregate movement through hallways 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
- Student stores will remain closed
- Field trips are on hold
- Maker spaces 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
- All staff are required to complete a 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 compact stating that they will abide by the information provided in the COVID-19 Staff Prevention Protocols. This document will be kept confidential except by the request of a Public Health Official.

b. Family Education:

- The 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 compact stating that they will abide by the information provided in the COVID-19 Students Health and Safety Guidelines. This document will be kept confidential except by the request of a Public Health Official.
- A Health Protocol Video will also be posted on District's website
- Children who are sick should stay at home (per CDC guidelines) if they were exposed to someone with COVID-19 for 14 days after the last exposure
- 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
 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, face covering, 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:

- Once schools are reopened to at least some in-person instruction, it is recommended that *surveillance* testing be implemented based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff affected to detect potential cases as lab testing capacity allows.
- 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, 8:00-4:00 pm in Galt: Chabolla Community Center**
 - **Appointments: 209-366-7180 or <https://galt5651.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 learnings during closure

- Site follows other SCHED 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 SCHED 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 building/should be sent home
 - Cohort remains open
 - Site follows other SCHED 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 a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.
- b. Districts 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 can 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.