



**Sequoia Union Board of Trustees
Notice of a Regular Board Meeting
July 27, 2020 at 6:00 p.m.**

Due to current health recommendations this meeting will occur online. Access to the open session meeting will be available through the following options:

Web: <https://global.gotomeeting.com/join/935398941>

Phone: (872) 240-3412, Access Code: 935-398-941

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District office located at 23958 Ave. 324, Lemon Cove, California during normal business hours and on the website at <https://www.sequoiaunion.org/>

1. CALL TO ORDER

2. FLAG SALUTE

3. APPROVE AGENDA

4. COMMENTS FROM THE PUBLIC

Board Policy #9323 allows each individual speaker three minutes for public comment. See [special notice for public comment submission](#) procedure during Stay at Home Order for details on submission of comments to <https://bit.ly/SUpbliccomment> to submit comments one hour prior to the scheduled meeting opening.

5. REPORTS & DISCUSSION

- 5.1. [Update on State Guidelines for reopening schools](#)
- 5.2. [Update on Sequoia Union plan for reopening school in distance learning](#)
- 5.3. [Learning Continuity and Attendance Plan](#)

(CONTINUED ON NEXT PAGE)



6. CONSENT ACTION ITEMS

- 6.1 Approval of the Regular Meeting [Minutes for July 15, 2020](#)

7. OTHER ACTION ITEMS

- 7.1. [COVID 19 Mitigation Plan](#) and [Resolution](#)
7.2. [Reopening of Schools State Waiver](#)
7.3. [T-Mobile EmpowerED Program](#)
7.4. [Interdistrict Transfers](#)

8. ORGANIZATIONAL BUSINESS

- 8.1. Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings (N. Ray)

9. Closed Session

- 9.1 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT
(Government Code section 54957)
9.2 THREAT TO PUBLIC SERVICES OR FACILITY;
(Government Code section 54957)
9.3 CONFERENCE WITH LABOR NEGOTIATOR AGENCY DESIGNATED REPRESENTATIVE
SUPERINTENDENT/PRINCIPAL
(Government Code section 54957.6)

10. ADJOURNMENT



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: July 27, 2020
TOPIC: Update on State Guidelines for the reopening of our School.

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Governor Gavin Newsom Lays Out Pandemic Plan for Learning and Safe Schools

Published Jul 17, 2020

Plan centers on rigorous instruction for students even when schools are physically closed

Decisions to open in-person will be determined by local data that the public can track on a daily basis. Schools open for in-person instruction will implement precautions, including a requirement that students in 3rd grade and above wear masks

Newsom: "In California, health data will determine when a school can be physically open – and when it must close – but learning should never stop"

SACRAMENTO Governor Gavin Newsom today announced his plan for learning and safe schools ahead of the 2020-2021 school year, as the California Department of Public Health issued a framework for when and how schools should reopen for in-person instruction.

"Learning is non-negotiable," said Governor Newsom. "The virus will be with us for a year or more, and school districts must provide meaningful instruction in the midst of this pandemic. In California, health data will determine when a school can be physically open – and when it must close – but learning should never stop. Students, staff, and parents all prefer in-classroom instruction – but only if it can be done safely."

The Governor's plan centers on five key areas:

1) Safe in-person school based on local health data

The California Department of Public Health today issued updated schools guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. CDPH currently uses six indicators to track the level of COVID-19 infection in each California county as well as the preparedness of the county health care system – data that includes the number of new infections per 100,000 residents, the test positivity rate, and the change in hospitalization rate, among others. Any county that does not meet the state's benchmarks is put on the County Monitoring List.

Schools located in counties that are on the Monitoring List must not physically open for in-person instruction until their county has come off the Monitoring List for 14 consecutive

days. Schools in counties that have not been on the Monitoring List for the prior 14 days may begin in person instruction, following public health guidelines. School community members - including parents, teachers, staff and students - can track daily data on whether and why their county is on the Monitoring List at <https://covid19.ca.gov/roadmap-counties/#track> data.

There is a single exception. Local health officers may grant a waiver to allow elementary schools to reopen in person instruction if the waiver is requested by the district superintendent, in consultation with labor, parents and community-based organizations. When considering a waiver request, the local health officer must consider local data and consult with the California Department of Public Health.

The Department also issued updated guidance for when schools must physically close and revert to distance learning because of COVID 19 infections. Following a confirmed case of a student who was at school during his or her infectious period, other exposed students and staff should be quarantined for 14 days. The school should revert to distance learning when multiple cohorts have cases or 5 percent of students and staff test positive within a 14 day period. The district should revert to distance learning when 25 percent or more of its schools have been physically closed due to COVID 19 within 14 days. Closure decisions should be made in consultation with local health officers. After 14 days, school districts may return to in person instruction with the approval of the local public health officer.

2) Strong **mask requirements** for anyone in the school

In the updated guidance, all staff and students in 3rd grade and above will be required to wear a mask or face covering. Students in 2nd grade and below are strongly encouraged to wear a face covering. Students should be provided a face covering if they do not have one. The state has delivered over 18 million face coverings to schools to support them to reopen and ensure all students can participate in learning.

3) Physical distancing requirements & other **adaptations**

In the updated guidance, CDPH requires that all adults stay 6 feet from one another and 6 feet away from children, while students should maintain 6 feet of distance from one another as practicable. Anyone entering the school must do a health screen, and any student or staff exhibiting a fever or other symptoms will be immediately sent home. The guidance also provides that if anyone in a student or staff member's household is sick, they too should stay home.

4) **Regular testing and dedicated contact tracing for outbreaks at schools**

The public health guidance recommends staff in every California school be tested for COVID-19 periodically based on local disease trends and as testing capacity allows.

The Governor also announced today that the state will provide resources and technical assistance for COVID-19 investigations in school settings.

5) Rigorous distance learning

Over the course of the pandemic, most schools will likely face physical closure at some point due to COVID 19. The Legislature and Governor Newsom enacted a budget that provided \$5.3 billion in additional funding to support learning, and set requirements to ensure schools provide rigorous and grade-appropriate instruction. Under newly enacted state law, school districts are required to provide:

- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.

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- Class assignments that are challenging and equivalent to in-person instruction.
 - Targeted supports and interventions for English learners and special education students,

The full guidance from the California Department of Public Health can be found here: <https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

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SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: July 27, 2020
TOPIC: Update on Sequoia Union plan for reopening our school in distance learning.

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | ELEMENTARY SCHOOL

UPDATED – Re-Opening of our School Plan – Distance Learning

UPDATED – Re-Opening of our School Plan – Distance Learning



- Sequoia Union will provide Distance Learning in all of the following acceptable formats:
- Interaction and instruction between teachers and students through the use of technology
- Video and audio instruction between the students and teachers that relies on computer or communications technology
- Hard copies of materials that are subject to feedback

UPDATED – Re-Opening of our School Plan – Distance Learning



- **Sequoia Union's Distance Learning program will ensure the following:**
- Student access to internet connectivity and devices to participate in the educational program
- Quality, challenging content aligned to grade level standards equivalent to in-person instruction
- Support to address the needs of all students
- Special education, related services, and accommodations required by an individualized education program
- Designated and integrated instruction in English language development
- Daily live interaction with certificated employees and peers



UPDATED – Re-Opening of our School Plan – Distance Learning

- Sequoia Union will follow the new state guidelines for Distance Learning Days and Minutes:
- 180 minutes for Kindergarten = 3 hours
- 230 minutes for grades One through Three = 3.8 hours
- 240 minutes for grades Four through Eight = 4 hours
- Sequoia Union will abide by the State Guidelines for Distance Learning Instructional Minutes, “instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the District who possesses a valid certification document.”
- 180 days of Instruction



UPDATED – Re-Opening of our School Plan – Distance Learning

- Sequoia Union will follow the [State Guidelines for Distance Learning Daily Participation Logs](#); [Weekly Engagement Records](#); and [Attendance](#)
- Sequoia Union will document daily participation of each student on each school day (this must begin by Sept. 1st)
- If a student cannot be documented to have participated that day, they must be marked absent (students can demonstrate daily participation in many different ways: completion of regular assignments; completion of assessments; direct digital contact with an employee of the District).
- Sequoia Union will ensure a weekly engagement record is completed for each student participating in distance learning

UPDATED – Re-Opening of our School Plan – Distance Learning



- Sequoia Union will develop written tiered re-engagement strategies for students who are absent from distance learning for more than three school days, or 60% of the instructional days in a school week.



UPDATED – Re-Opening of our School Plan – Distance Learning

- Sequoia Union will provide professional development on August 3rd and 4th to our Teaching staff tailored around their specific requests for distance learning strategies and best practices. This information was provided through a District Survey of Certificated Staff.
- August 5th we will welcome Classified Staff back and Classified and Certificated Staff will prepare student information and work packets for the first week (plus one day) of instruction.
- August 7th is the official “first day of school.”
- Over the days of August 10th through August 21st teachers will schedule students and parents into Orientation. The Orientation sessions will provide students with a technology device; a hotspot if there is no internet in the home; training on how to access the programs and platforms offered; and updated packets of work
- By August 24th all grade levels should be actively participating in Distance Learning through technology and all other means. Certificated staff will push out the daily digital lessons from their classroom and Classified staff will be on campus to assist Certificated staff in our Digital Learning efforts

UPDATED – Re-Opening of our School Plan – Distance Learning



- Districts have until September 1st, 2020 to get completely setup and ready to go with all aspects of their plan. If a District fails to complete the daily participation log, weekly engagement letter, or abide by the attendance requirements, then the Superintendent of Public Instruction is required to withhold funds from the District's LCFF grant moneys as specified under SB 98.

UPDATED – Re-Opening of our School Plan – Distance Learning



QQ'S



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: July 27, 2020
TOPIC: Review State of California's new Learning Continuity and Attendance Plan

Small School, Big Heart

23958 AVE 324/P.O. BOX 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



Learning Continuity and Attendance Plan (2020-21)

The instructions for completing the Learning Continuity and Attendance Plan follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary Charter School	Ken Horn Superintendent-Principal	kenhorn@sequoiaunion.org (559) 564-2106

General Information

A description of the LEA, its schools, and its students.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback including efforts to reach students, families, educators, and other stakeholders who do not have internet or speak languages other than English, and a description of the overall stakeholder process and how the stakeholder engagement was considered before finalizing the Learning Continuity Plan.

A summary of the feedback provided by specific stakeholder groups.

A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

A description of the options provided for remote participation in public hearings.

Continuity of Learning

In-Person Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, with an emphasis on students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Distance Learning Program

Continuity of Instruction

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Access to Devices and Connectivity

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

Pupil Participation and Progress

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.

Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

Staff Roles and Responsibilities

A description of the new roles and responsibilities of affected staff as a result of COVID-19.

Supports for Pupils with Unique Needs

A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness.

Effectiveness of Implemented Pupil Learning Loss Strategies

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

Pupil Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

School Nutrition

A description of how the LEA will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in both in-person instruction and distance learning, as applicable.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

Federal Funds Used to Backfill Reductions to the Local Control Funding Formula

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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A description of how the LEA utilized any federal funds provided to backfill reductions to the local control funding formula on a dollar-for-dollar basis generated on the basis of the number and concentration of unduplicated pupils.

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SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: July 27, 2020
TOPIC: Review Regular Meeting Minutes from the July 15, 2020 Board Meeting.

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION ELEMENTARY SCHOOL

Board of Trustees Regular Meeting Minutes July 15, 2020

The Board of Trustees of the Sequoia Union School District held a virtual meeting on July 15, 2020. The meeting was accessible to the public online (<https://global/gotomeeting.com/join/935398941>) and also available by phone ((872) 240-3412. Access Code: 935-398-941.

Members Present

Anna Eynaud, James McNulty, Lane Anderson (Caller 02), Nicole Ray, Brad Ward

Members Absent

None

Visitors Present

Diana Hernandez, Ken Horn, John Sphanh Cassady, Caller 01, Caller03, Caller 04, Caller 05, Caller 06 Caller 07, Caller 08, Caller 9, Susam Emerson, Hope Wagner, Nayeli Rodriguez, Ciaira Machado, Joel Nunes, Mark & Lucilina Brackett, Nick Keller, Janene Keller, Jonathan Verhoeven, Kelley Ritchie, Sista Duncan, Erika Mendoza Garcia, Kellie Zerlang, Adolfo & Noemi Reyes, Hannah Stanley, Joey Howell, John Rios, Gladys Ramirez, Christy Ward, Jerry Line, John Rios, Lisa, RM, Dewayne Spalding/Bouhaben, Stephanie, Win Doyle, VF, Stephanie Amaral, Desitni Guglielmoni, Arcka S, Robert Benik, Jenna Holly, Laura Stables, Jon Cotta, Brett Ward

1. Call to Order

President of the Board, Nicole Ray called the meeting to order at 6:03 p.m.

2. Flag Salute

President of the Board, Nicole Ray led in the flag salute

3. Agenda Approval

On the motion of James McNulty, seconded by Brad Ward the Board voted to approve the agenda as written.

4. Comments from the Public

Comments as submitted were held to be discussed during 6.3 Review and Approve Return to School plan

5. Reports and Discussion

5.1 Superintendent Ken Horn provided overview of what has transpired at Sequoia Union:

- COVID-19 exposure that led Mr. Horn to be quarantined and work remotely
- Update on the survey and hard data from surveys for re-opening the School District with a plan to be discussed in depth during action items
- Purchase of COVID-19 essentials for students and staff for the start of the year and update that TCOE will also provide a small supply after the start of the year

5.2 Diana Hernandez presented Business Department: Budget Updates

- Review and requesting approval SB858: Substantiation of Need for Assigned and Unsigned Ending Fund and where and how funds will be allocated. The SB858 is required to approved at the time the Proposed Budget is approved
- Good News! District Interfund Loan from the 17/18 School Year was incorrect and not updated. Per Sara Smigiera at TCOE it will



SEQUOIA UNION ELEMENTARY SCHOOL

reflect correctly in 20/21 School Year

- Follow up with the Board regarding: Closing Books for 19/20 School Year, End of Year Reports, Audit Date, Training with Elaine (Retired CBO)

6. Other Action Items

- 6.1 Review and Approve Progress Payment No. 2 for Tavioli Construction (N. Keller). Mr. Keller provided updates advised that the pipe is 95% complete, there were some issues regarding propane area by the gym. Furthermore, there is good progress and completion will be mid to late August.

- 6.2 Mr. Keller presented on State Board Claim#10: material cost and request that Payment No. 2 be Board approved.

On the motion of Anna Eynaud, seconded by James McNulty the Board voted to approve Payment No. 2 in the amount of \$98,674.75 to Travioli Construction.

On the motion of James McNulty, seconded by Anna Eynaud the Board voted to approve Application as Board President to execute Claim #1.

- 6.3 Review and Approve Return to School Plan
Board President Nicole Ray, recited the Board Policy on public comment and proceeded to open the floor to comments from the public

Melanie White: commented on COVID-19 increase and risk to our students

Linda Mars: commented on re-opening of schools and rid fear and false science beliefs

Board President, Nicole Ray thanked the visitors for their public comment

Superintendent Ken Horn reviewed data collection from Survey #2 discussion followed by this presentation which trailed with public comments.

Board members requested clarification with option plans to choose and 6 feet social distancing if cases arise including contact tracing

Public Comments trailed:

Dewayne Spalding: Concerned with tech device assistance with Kindergarten, questioned if there would be training/tech support ofr parents.

Continued discussion regarding face mask, ability to physical distancing as practicable, having lower grade levels on campus while upper grades distance learning, families' opposition to face mask/shield for students, assessment of families who would return with provisions as mandated by the State of CA.

Public Comments Continued:



SEQUOIA UNION | ELEMENTARY SCHOOL

Laura Stables: Refused for children to wear face mask
Jon Cotta: How will COVID-19 exposure be addressed
Nayeli Rodriguez: Commented that school should re-open as Plan B
Jon Cotta: Concerned with child's ability to learn with mask and hearing clarity
Arcka: Can the District consider pushing back start date.
Cindy Ward: Concerned/questioned the ability that service minutes for Special Education students be met as stated in their IEP

Mr. Horn response to Cindy Ward that accommodations will be made to meet the needs of our Special Education students.

On the motion of Lane Anderson, seconded by James McNulty the board voted to adopt Plan-A to do physical distancing using protective equipment pending the parent survey.

The Board requests that clarification regarding Social distancing and PPE be provided at the July 27th Board meeting.

6.4 COVID Mitigation Matrix Resolution 20-21-002

Mr. Horn advised that Lozano Smith submitted the plan late in the afternoon which only provided half of the information requested. He will set aside and present the full plan at the next Board Meeting July 27, 2020.

6.5 Approval of 2020/2021 Instructional Calendar on the motion of Anna Eynaud, seconded by James McNulty the board voted to approve the 2020/2021 Instructional calendar.

6.6 CUPCCA Public Notice-Resolution 20-21-001 Mr. Horn presented CUPCCA. On the motion of Lane Anderson, seconded by James McNulty the board voted to approve CUPCCAA –Resolution 20-21-001.

6.7 Declaration of Need GLAP Credential. Mr. Horn presents the need for a teacher to teach out of her credential. On the motion of James McNulty, seconded by Lane Anderson the Board voted to approve the Declaration of Need GLAP Credential.

6.8 Declaration of Need Substitute Teachers. Mr. Horn presented on substitute needs in the District. On the motion of Anna Eynaud, seconded by Brad Ward the Board voted to approve Declaration of Need Substitute Teachers

6.9 Review and Approve SB858 Form: Substantiation of Need for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves. On the motion of James McNulty, seconded by Anna Eynaud the Board voted to approve the SB858 Form.

6.10 Approval of Interdistrict Agreement Requests. On the motion of Anna Eynaud, seconded by Lane Anderson the Board voted to approve the Interdistrict Agreement Requests.



SEQUOIA UNION | ELEMENTARY SCHOOL

7 Organizational Business

7.1 Consideration of Agenda Items the Board wishes to discuss in future Meetings. No items presented.

8 Adjournment

On the motion of Anna Eynaud, seconded by James McNulty the meeting adjourned at 8:48 p.m.



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: July 27, 2020
TOPIC: Review and discuss the COVID-19 Mitigation plan and read and approve the accompanying Resolution.

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Screening Requirements: Employees, Students & Others Entering District Campuses

<p>California Department of Public Health (“CDPH”)</p> <p>COVID-19 Industry Guidance: Schools and School-Based Programs https://files.covid19.ca.gov/pdf/guidance-schools.pdf</p>	<p>California Department of Education (“CDE”)</p> <p>Stronger Together A Guidebook for the Safe Reopening of Schools https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf</p>	<p>Centers for Disease Control and Prevention (“CDC”)</p> <p>Considerations for Schools https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</p> <p>Considerations for K-12 Schools: Readiness and Planning Tool https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/School-Admin-K12-readiness-and-planning-tool.pdf</p>	<p>American Academy of Pediatrics (“AAP”)</p> <p>COVID-19 Planning Considerations: Guidance for School Re-entry https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/</p>
<p>7. Check for Signs and Symptoms • Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19.</p> <ul style="list-style-type: none"> Actively encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without 11 fear of reprisal, and ensure staff, students and students’ families are aware of these policies. Implement screening and other procedures for all staff and students entering the facility. Conduct visual wellness checks of all students and take students’ temperature with a no-touch thermometer. 	<p>Purchase a sufficient number of no-touch thermal scan thermometers for symptom screenings.</p> <p>Monitor staff and students throughout the day for signs of illness. Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures.</p> <p>Students—Entering Campuses</p> <p>i. Passive Screening. Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100.4</p>	<p>Recognize Signs and Symptoms</p> <ul style="list-style-type: none"> If feasible, conduct daily health checks (e.g., temperature screening and/or or symptom checking) of staff and students. Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC’s supplemental <u>Guidance for Child Care Programs that Remain Open</u> as a guide for screening children and 	<p>Bussing</p> <ul style="list-style-type: none"> Ideally, for students riding the bus, symptom screening would be performed prior to being dropped off at the bus. Having bus drivers or monitors perform these screenings is problematic, as they may face a situation in which a student screens positive yet the parent has left, and the driver would be faced with leaving the student alone

<ul style="list-style-type: none"> • Ask all individuals about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. • Document/track incidents of possible exposure and notify local health officials, staff and families immediately of any positive case of COVID-19 while maintaining confidentiality.... • Monitor staff and students throughout the day for signs of illness; send home students and staff with a fever of 100.4 degrees or higher, cough or other COVID-19 symptoms. 	<p>degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.</p> <p>ii. <u>Active Screening</u>. Engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. 1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners, such as</p>	<p>CDC's General Business FAQs for screening staff.</p> <p>(https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html)</p> <p>Symptom screening and testing are strategies to identify individuals with COVID-19. In addition to screening and testing, <u>contact tracing</u> is an effective disease control strategy that involves investigating cases and their contacts—typically by asking individuals to <u>isolate</u> and contacts to <u>quarantine</u> at home voluntarily. Screening, testing, and contact tracing are actions that can be taken to slow and stop the spread of transmission of COVID-19.</p> <p>¹(https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren) Policies and Procedures</p> <p>Develop a plan to conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.</p>	<p>or allowing the student on the bus.</p> <p>Schools should have a policy regarding symptom screening and what to do if a student or school staff member becomes sick with COVID-19 symptoms. Temperature checks and symptom screening are a frequent part of many reopening processes to identify symptomatic persons to exclude them from entering buildings and business establishments. The list of symptoms of COVID-19 infection has grown since the start of the pandemic and the manifestations of COVID-19 infection in children, although similar, is often not the same as that for adults. School policies regarding temperature screening and temperature checks must balance the practicality of performing these screening procedures for large numbers of students and</p>
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by wearing gloves, eye protection, and a mask. 2. Thermometers must be properly cleaned and disinfected after each use

d. Staff—Entering Campuses i. Passive Screening. Instruct staff to self-screen before leaving for work (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19. ii. Active Screening. Engage in symptom screening as staff enter worksites, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all staff about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. 1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only

staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools, and the possible lost instructional time to conduct the screenings. Schools should develop plans for rapid response to a student or staff member with fever who is in the school regardless of the implementation of temperature checks or symptom screening prior to entering the school building. In many cases, it will not be practical for temperature checks to be performed prior to students arriving at school. **Parents should be instructed to keep their child at home if they are ill.** Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school. In lieu of temperature checks and symptom screening being performed after arrival to school, **methods to allow parent report of temperature checks done at home may be considered.** Resources and time may necessitate this strategy at most schools. The epidemiology of disease in children along with

type available, it should only be used when a fever is suspected.

2. Thermometers must be properly cleaned and disinfected after each use.

iii. Provide other protective equipment, as appropriate for work assignments. 1. For employees engaging in symptom screening, provide surgical masks, face shields, and disposable gloves

ii. Symptom screening, including temperature checks

evidence of the utility of temperature screenings in health systems may further justify this approach. Procedures using texting apps, phone systems, or online reporting rely on parent report and may be most practical but possibly unreliable, depending on individual family's ability to use these communication processes, especially if not made available in their primary language. Although imperfect, these processes may be most practical and likely to identify the most ill children who should not be in school. School nurses or nurse aides should be equipped to measure temperatures for any student or staff member who may become ill during the school day and should have an identified area to separate or isolate students who may have COVID-19 symptoms.

Training/Education of Employees, Students and Families

CDPH	CDE	CDC	AAP
<p>2. Promote Healthy Hygiene Practices</p> <ul style="list-style-type: none"> • Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff. • Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow. • Teach and reinforce use of cloth face coverings, masks, or face shields. Face coverings are most essential when physical distancing is not practicable. • Information should be provided to all staff and families in the school community on proper use, removal and washing of cloth face coverings. <p>6. Train All Staff and Educate Families Train all staff and provide educational materials to families in the following safety actions:</p> <ul style="list-style-type: none"> • Enhanced sanitation practices • Physical distancing guidelines and their importance • Use of face coverings • Screening practices • COVID-19 specific symptom identification <p>Consider conducting the training and education virtually, or, if in-person, ensure distancing is maintained.</p>	<p>Protective Equipment: Plan to address protective equipment needs to ensure personal health and safety in school facilities and vehicles. a. According to CDC guidance: i. Training and information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.</p> <p>3. For custodial staff, provide equipment and PPE for cleaning and disinfecting, including ... C. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.</p> <p>2. Avoiding grouping staff together for training or staff development. Consider conducting the training virtually or, if in-person, ensure distancing is maintained.</p> <p>5 Employee Issues. Engage employees on COVID-19 plans</p>	<p>Staff Training</p> <ul style="list-style-type: none"> • Train staff on all safety protocols. • Conduct training virtually or ensure that <u>social distancing</u> is maintained during training. <p><u>Education and Training</u> Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school. Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences. Teach the importance of handwashing with soap and water for at least 20 seconds. Teach the importance of social distancing and staying with small groups, if applicable. Identify who should wear cloth face coverings, and communicate the importance of wearing them. Cloth face coverings should not be placed on: Children younger than 2</p>	<p>Students and families should be taught how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (washing regularly) a cloth face covering.</p> <p>Staff should be trained on proper donning and doffing procedures and follow the CDC guidance regarding precautions when performing aerosol-generating procedures.</p> <p><u>Mental health</u> Schools should consider providing training to classroom teachers and other educators on how to talk to and support children during and after the COVID-19 pandemic. Students requiring mental health support should be referred to school mental health professionals.</p>

Information should be provided to all staff and families on proper use, removal and washing of cloth face coverings.

10. Considerations for Partial or Total Closures

o Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.

and provide necessary training and accommodations.

c. Develop and provide staff training or utilize state-provided training on: i. Disinfecting frequency and tools and chemicals used in accordance with the Healthy Schools Act, CDPR guidance, and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required. ii. Physical distancing of staff and students. iii. Symptom screening, including temperature checks. iv. Updates to the Injury and Illness Prevention Program (IIPP). v. State and local health standards and recommendations, including, but not limited to, the following:
1. Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth

years old Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help Provide information on proper use, removal, and washing of cloth face coverings. Train staff on all safety protocols. Conduct training virtually or maintain social distancing during training

	<p>face coverings. 2. Cough and sneeze etiquette. 3. Keeping one's hands away from one's face. 4. Frequent handwashing and proper technique. 5. Confidentiality around health recording and reporting. vi. Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions. vii. Training on trauma-informed practices and suicide prevention</p> <p>{ Provide trainings on secondary traumatic stress and self-care (e.g., Support for Teachers Affected by Trauma [STAT]).</p> <p>If transportation providers take the temperature of children prior to loading and unloading the school bus, the provider may need procedures in place for proper training to meet local policies.</p>		
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**BOARD OF TRUSTEES
OF THE
SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT**

RESOLUTION TO REOPEN SCHOOL,) Resolution No. ~~####~~[#2021002](#)
APPROVE THE DISTRICT’S REOPENING)
PLAN, AND DELEGATE EMERGENCY)
AUTHORITY DURING THE)
CORONAVIRUS/COVID-19 PANDEMIC)

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the COVID-19 pandemic.

WHEREAS, on March 13, 2020, the President of the United States declared a national State of Emergency due to the outbreak and spread of COVID-19.

WHEREAS, on March 19, 2020, in response to the rapid spread of COVID-19 throughout California, Governor Gavin Newsom issued a statewide stay-at-home order to preserve the public health and safety.

WHEREAS, both California and the United States remain in a current state of emergency resulting from the spread of COVID-19.

WHEREAS, Article I, Section 28 of the California Constitution declares that “[a]ll students and staff of public, primary, elementary, junior high, and senior high school ... have the inalienable right to attend campuses which are safe, secure and peaceful.”

WHEREAS, in June 2020, the California Legislature proposed Senate Bill 98, which states that school districts must offer “in-person instruction” and may provide distance learning during the 2020-2021 school year.

WHEREAS, on June 26, 2020, letters to the Senate Journal from California Senator Holly J. Mitchell and Assembly member Phillip Y. Ting stated that it is not the intent of the Senate Bill 98 to limit school districts from adopted a hybrid or mixed-delivery model and the intent is to grant flexibility to school districts to determine what instructional model to adopt during the COVID-19 pandemic.

WHEREAS, on June 29, 2020, Governor Gavin Newsom signed Senate Bill 98 and stated “[t]he preferred method of instruction will always be in-person; students gain the most from the relationships developed through in-person interactions.”

WHEREAS, Senate Bill 98 requires the District to develop a Learning Continuity and Attendance Plan by September 30, 2020 which will include details about how the District will address in-person instructional offerings, distance learning program, pupil learning loss, monitoring and support of mental health and social and emotional well-being of pupils and staff, professional development efforts, pupil engagement and outreach; and school nutrition.

WHEREAS, the District sought employee and public input in developing this plan, including engaging with its certificated labor partners, classified staff, and community, and will do so in developing the Learning Continuity and Attendance Plan and its Distance Learning Plan.

WHEREAS, the District took into consideration Federal, State, and local laws; Federal, State, and local public health guidance; California Department of Education guidance; among other relevant information.

WHEREAS, the Board of Trustees remains committed to a safe learning environment for students and staff and high instructional outcomes for our students.

WHEREAS, it is imperative that the Superintendent/Principal/designee have the tools to ensure the health and safety of students, staff, and families and to ensure student learning continues as health conditions, health risks, Governor orders, and laws change.

WHEREAS, California Education Code section 35161 permits the Board to delegate to an officer or employee of the District any of the Board's powers and duties, and the Board desires to clearly delegate to the District Superintendent/Principal/designees certain powers and duties during the 2020-2021 school year to address changing needs related to reopening school after the emergency closure and during the COVID-19 pandemic state of emergency, such as being able to order exclusions of staff and students who are sick, close a classroom, or take any necessary action as emergencies warrant.

WHEREAS, Board Policy 3516.5 authorizes the Superintendent/Principal to close the school site, change the regular school day schedule, or take any necessary action when emergencies warrant. Board Policies 0450 and 3516 also provide the Superintendent/Principal with direction on the creation of the District's comprehensive safety plan and the District's emergencies and disaster preparedness plan, which provide reasonable steps to prevent and/or mitigate the impact of an emergency on District students, staff, and the school. Board Policy 2210 authorizes the Superintendent/Principal to take immediate action that is necessary to avoid any risk to the safety or security of students, staff, or district property and act on behalf of the District in a manner that is consistent with law and other relevant Board Policies. [DISTRICT to ensure these policies have been adopted.]

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the Board of Trustees hereby declares that the COVID-19 pandemic emergency is continuing and ongoing.

BE IT FURTHER RESOLVED AND ORDERED that the Board of Trustees is committed to ensuring that any decisions related to physically reopening school shall be based

BE IT FURTHER RESOLVED AND ORDERED that should any portion of this Resolution be held invalid, the invalidity shall not affect other provisions or applications of the Resolution which can be given effect without the invalid provisions or application, and to this end the provisions of this Resolution are declared to be severable.

BE IT FURTHER RESOLVED AND ORDERED that this Resolution is an emergency measure within the mandate and jurisdiction of the Board and is necessary for the immediate welfare of the school and its students. Therefore, this Resolution shall become effective immediately upon its adoption and shall remain in effect until repealed by formal Board action.

PASSED AND ADOPTED by the Board of Trustees of the Sequoia Union Elementary School District, Lemon Cove, California at a public meeting thereof duly called and held on July 27, 2020.

AYES: _____

NAYS: _____

ABSENT: _____

ABSTAIN: _____

I, Nicole Ray, Board President of the Board of Trustees of the Sequoia Union Elementary School District, do hereby certify that the foregoing is a full and correct copy of a Resolution adopted by the Board at a duly called and conducted meeting held on July 27, 2020.

Nicole Ray
President, Board of Trustees
Sequoia Union Elementary School District
Lemon Cove, California



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: July 27, 2020
TOPIC: Review and discuss the Reopening of our Schools State Waiver

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

California Distance Learning Waiver

There is a single exception to the required Distance Learning for School Districts in Counties that are on the Monitoring List. The exception is that local health officers may grant a waiver to allow elementary schools to reopen in-person instruction if the waiver is requested by the district superintendent, in consultation with labor, parents and community-based organizations. When considering a waiver request, the local health officer must consider local data and consult with the California Department of Public Health.

Tulare County Superintendent of Schools, Tim Hire is requesting Districts decide if they support any of the following:

1. A complete schoolwide waiver (Elementary Schools Only), maintaining the States physical distancing and face covering mandates (this would be Plan-B)
2. A Tk-2 waiver, maintaining the States physical distancing and face covering mandates (this would be either Plan-B, or a morning and afternoon daily session)
3. Student groups (special education students; English Learner students; response to intervention (RTI) students

*(There is no guarantee that any waiver will be approved or what the timeframe will be for an answer on the approval, so in the meantime we will implement Distance Learning.)



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: July 27, 2020
TOPIC: Review and discuss the T-Mobile EmpowerED Program

Small School, Big Heart

23958 AVE 324/P.O. BOX 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

T-Mobile EmpowerED Program

Once the DocuSign process is completed, we'll be able to get your order in queue for fulfillment.

- Sequoia Union Elementary School District will be ordering 75 hotspots at \$0/each for use with Unlimited Plans
- 75 hotspots will have the \$20 unlimited Data plan approved by T-Mobile EmpowerED and will maintain the monthly rate plan over the 12 month term.
- The EmpowerED program will pay for Static IP and Web Titan filtering solution.
- T-Mobile will provide a temporary suspend at no cost for up to 30 days for implementation.
- You are permitted to suspend up to 2 months at no cost during the summer term, however, the suspended months do not count toward the 12-month commitment.
- You commit to maintaining the services for at least 12-months of billable usage.
- Students must have access to a computing device to use at home under the program.
- T-Mobile will be shipping the devices to an alternate address for staging/kitting/implementation purposes then shipping the devices to the districts designated shipping address at no cost.
- Total agreement cost to Sequoia Union Elementary School District: \$18,000

I look forward to your approval and again congratulations!

T-Mobile EmpowerED Program Unlimited Data	12 Month Program
# of Students Total	75
Monthly Cost For Service Per Hotspot	<u>\$20</u>
Award Per Student	<u>\$84</u>
Total Award to District	\$6,300
Award to Cover Hotspot Hardware	\$6,300
Net Disbursement to District to Apply Toward Service	\$0
Monthly Fee @ \$20 per Student	\$1,500
One Time Hardware Cost	\$0
Net Monthly Cost Per Hotspot	\$20.00
Net Monthly Cost to District	\$1,500
Net Annual Cost to District	\$18,000



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: July 27, 2020
TOPIC: Review and Interdistrict Transfers OUT

Small School, Big Heart

23958 AVE 324/P.O. BOX 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

**Interdistrict OUT
For Board Approval
2020-2021 School Year**

Month: July

Home District Sequoia Union

Student Name	Grade	District of Choice	Continuing/New
Lily Lorenzi	8 th	Exeter Unified/Wilson Middle	Continuing: Currently attending Wilson