

CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES
BOARD MEETING AGENDA
July 27, 2020 6:30 pm

Via Zoom Meeting: <https://zoom.us/j/99975798851?pwd=SVN5VmpENm16anBJTIREbzdlNzdNz09>
Meeting ID: 999 7579 8851 Password: 71320 Call in: 1-669-900-6833

1.0 CALL TO ORDER

2.0 CONSENT AGENDA

2.1 Approval of Minutes, June 8, 2020, June 9, 2020, and June 17, 2020

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS

The Board reserves the right to limit speakers to three minutes only. The Board may comment but cannot take action at this time. The Board President may refer the matter to the Superintendent for review, if appropriate.

4.0 REPORTS

- 4.1 Cutten Ridgewood PTA Report
- 4.2 Cutten Ridgewood Student Foundation Report
- 4.3 HBTA Report

5.0 INFORMATION / POSSIBLE ACTION ITEMS

- 5.1 Consider Approval of Injury and Illness Prevention Program COVID-19 Addendum
- 5.2 Consider Changes to Board of Trustees Conflict-of-Interest Codes
- 5.3 Consider Approval of Associate Principal Position and Job Description
- 5.4 Consider Approval of 2020-2021 Site-Specific Protection Plans
- 5.5 Consider Approval of 2020-2021 Blended Learning Plan
- 5.6 Consider Approval of 2020-2021 Distance Learning Plan
- 5.7 Consider Options for Re-opening
- 5.8 Consider Options for Bus Service

6.0 BOARD MEMBER & ADMINSTRATOR COMMENTS / COMMUNICATION

7.0 ADJOURNMENT

NOTICE: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at Ridgewood School, 2060 Ridgewood Drive, Eureka.

CUTTEN SCHOOL DISTRICT

BOARD MINUTES

June 8, 2020

6:30 p.m.

Meeting was Held via a ZOOM platform

1.0 CALL TO ORDER – The meeting was called to order at 6:37 p.m.

Board members in attendance: Becky Reece, Andy Sundquist, Mary DeWald,
Dennis Reinholtsen and Verne Skjonsby

2.0 CONSENT AGENDA

2.1 Motion by Verne Skjonsby, second by Becky Reece to approve the consent agenda. Motion carried via roll call vote, 5-0.

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS

3.1 The board heard comments regarding reflecting back on virtual learning: how we did, what we learned. Other comments included the desire of parents and children to get back on campus for school and the need to address the emotional needs of students. One attendee offered, if needed, to coordinate others in making masks for needed PPE requirements.

4.0 REPORTS

4.1 August Deshais reported on behalf of the School Site Council that the District Wellness Policy was reviewed and approved. The last meeting held was the final meeting of the year. The Council is waiting until September for elections for any open positions.

4.2 Melissa Seymour spoke on behalf of the HBTA, noting that teachers have decided to learn more about the district's budget and so may have questions for Sue and Jeannemarie in the coming weeks. They believe that now is a good time to look at staffing needs, with the priority being to keep programs that effect students and their needs. HBTA is glad to know that administration agrees with this point.

5.0 CORRESPONDENCE

5.1 The Board reviewed the interest apportionment letters from the County of Humboldt.

6.0 PUBLIC HEARINGS

6.1 Andy Sundquist, Board President, opened the meeting for a public hearing on the EPA and spending plan to spend all the funds on teachers' salaries. There being no public comment, the President closed the public hearing.

6.2 Andy Sundquist, Board President, opened the meeting for a public hearing on the 2020-21 district budget. The board listened to numerous comments, carefully considering each point made. The President closed the public hearing.

7.0 INFORMATION / POSSIBLE ACTION ITEMS

7.1 Motion by Dennis Reinholtsen, second by Verne Skjonsby, to approve Resolution 1020-11, EPA Spending Plan. Motion carried via roll call vote, 5-0.

7.2 Motion by Becky Reece, second by Verne Skjonsby, to approve the COVID-19 Operations Written Report. Motion carried via roll call vote, 5-0.

7.3 The Board reviewed the District Wellness Policy and made no changes.

- 7.4 Motion by Verne Skjonsby, second by Dennis Reinholtsen to approve a new Cutten School District Mission Statement. Motion carried via roll call vote, 5-0.
- 7.5 Motion by Becky Reece, second by Verne Skjonsby to approve Resolution 1020-14 Regarding elimination of Classified Employee Services: 8.25 FTE Instructional Aide Positions; .50 FTE MAP Coordinator Positions; .25 FTE Speech Coordinator Position; .7813 FTE Kitchen Aide Positions; 1.0 FTE library Technician Position; .40 FTE After School Program Aide Position and .925 FTE After School Program Coordinator Positions. Motion carried via roll call vote, 5-0.
- 7.6 Motion by Dennis Reinholtsen, second by Verne Skjonsby to approve Resolution 1020-15 Regarding Creating Certain Classified Employee services: 6.75 FTE Instructional Aide Positions. Motion carried via roll call vote, 5-0.
- 7.7 Motion by Dennis Reinholtsen, second by Verne Skjonsby to adopt Resolution 1020-16, *Regarding Creating Certain Classified Employee Services: .50 FTE Library Technician*. Motion carried via roll call vote, 5-0.
- 7.8 Motion by Verne Skjonsby, second by Becky Reece to adopt Resolution 1020-17, *Regarding Creating Certain Classified Employee Services: .3125 FTE Kitchen Aide*. Motion carried via roll call vote, 5-0.
- 7.9 Motion by Dennis Reinholtsen, second by Becky Reece to accept certificated employee resignations: .40 FTE TIP Coordinator; .20 FTE MAP Coordinator, .25 FTE MAP Coordinator and .20 FTE Tier III Teacher. Motion carried via roll call vote, 5-0.
- 7.10 Motion by Dennis Reinholtsen, second by Verne Skjonsby to approve elimination of vacated positions: 40 FTE TIP Coordinator; .20 FTE MAP Coordinator, .25 FTE MAP Coordinator and .20 FTE Tier III Teacher. Motion carried via roll call vote, 5-0.

8.0 SUPERINTENDENT/PRINCIPAL'S REPORT

- 8.1 Sue Ivey reported that both administrators are meeting with teachers individually to close out this very unusual year. They have been great conversations. August Deshais reported that teachers are meeting by phone or Zoom with each family to close out the school year. These meetings are an opportunity to review end-of-year progress reports, discuss any concerns heading into summer and just to connect with families. Sixth grade promotion may look different but that isn't stopping the district from honoring and celebrating sixth graders. Wednesday night There is a live viewing of a promotion ceremony video Wednesday night. Two of the PTA scholarship recipients, Stasia Young and Marina Benson, will be speaking to the remote audience. Several grade levels are planning farewell drive-through events on Wednesday and Thursday at both schools. Guidelines from Public Health and HCOE are being followed to ensure these events are safe for all. The Cutten play structure is fully assembled and received a preliminary inspection by Taylin Titus from HCOE. Sue indicated that the solar project is moving forward. By early July, all panels will be up, and the final phase of the project will be to do the groundwork to hook everything up. Sue reported that she met with Rich Fenton to continue working on getting old modernization projects cleared up. Sue indicated that she remains in regular contact with HCOE and meets with Chris Hartley, his team and other superintendents weekly. The Consolidated Application has been delayed because of uncertainty in federal funding and federal waivers. CDE has moved the release of the application to July 6. HCOE will revise the instructions to reflect the new application, send it out the first week of July and set a due date at the end of July. This is the first time in recent history that the Con App has not been brought to the school board in a fiscal year. Sue reviewed the key features in the Assembly's proposed budget; negotiations between the state assembly and Governor Newsom have begun. The Legislature expects to meet the June 15 deadline to pass a balanced budget bill. August shared we will continue to work on development of a robust Remote Learning Plan, started within the Leadership Team, based on eventual state guidelines and all that we have learned over the past months. Several teachers have already offered to help review this over the summer. To plan for next year, several committees made up of

teachers will meet over the summer. In other news, Sue shared State Superintendent Tony Thurmond and CDE team members have produced a new guidance document that was released today. The three key considerations for opening schools are: face coverings for students and staff; social distancing of six feet for students and staff; and daily symptom screening. Also, the guidance notes that cleaning is paramount and, if possible, teaching outside or with open doors and windows is preferable.

9.0 BOARD MEMBER & ADMINISTRATOR COMMENTS / COMMUNICATION

- 9.1 Dennis Reinholtsen offered his congratulations to Mary DeWald and the other teachers recently honored for their commitment to teaching; he watched the video presentation and said it was fun.
- 9.2 Verne Skjonsby offered his thanks to all staff for their willingness to "go with the flow" these past months and the remainder of the Board agreed.
- 9.3 Motion by Becky Reece, second by Verne Skjonsby, to correct the date in item 3.1 from 2018-2019 to 2020-2021. Motion carried via roll call vote, 5-0.

10.0 ADJOURNMENT

- 10.1 The meeting was adjourned at 7:42 p.m.

Respectfully submitted,



Sue Ivey
Secretary to the Board

CUTTEN SCHOOL DISTRICT
BOARD MINUTES
June 9, 2020
5:30 p.m.
Meeting was Held via a Zoom Platform

- 1.0 CALL TO ORDER – The meeting was called to order at 5:30 p.m.
Board members in attendance: Becky Reece, Andy Sundquist, Mary DeWald,
Dennis Reinholtsen and Verne Skjonsby
- 2.0 VISITOR COMMENTS ON NON-AGENDA ITEMS - None
- 3.0 INFORMATION / POSSIBLE ACTION ITEMS
 - 3.1 Motion by Verne Skjonsby, second by Dennis Reinholtsen, to adopt the 2020-2021 District budget as presented. Motion carried 5-0.
- 4.0 BOARD MEMBER & ADMINISTRATOR COMMENTS / COMMUNICATION - None
- 5.0 ADJOURNMENT
 - 5.1 The meeting was adjourned at 5:55 p.m.

Respectfully submitted,



Sue Ivey
Secretary to the Board

CUTTEN SCHOOL DISTRICT

BOARD MINUTES

June 17, 2020

5:30 p.m.

Ridgewood School Commons

- 1.0 CALL TO ORDER – The meeting was called to order at 5:33 p.m.
Board members in attendance: Andy Sundquist, Mary DeWald, Dennis Reinholtsen, Becky Reece, and Verne Skjonsby
- 2.0 VISITOR COMMENT ON NONAGENDA ITEMS – None Offered
- 3.0 INFORMATION / POSSIBLE ACTION ITEM
 - 3.1 Motion was made by Dennis Reinholtsen and seconded by Becky Reece to approve adoption of Resolution 1020-18 Regarding Elimination of Classified Employee Services: .4875 FTE After School Program Director. Motion carried via roll call vote 5-0.
 - 3.2 2020 – 21 School Reopening Plan was discussed. There are many factors to consider; for example, scheduling, playground, masks and other protective measures, transportation, and the meal program. Administration has requested involvement from the teaching staff, and many have stepped forward to be on a planning committee during the summer. Trustees would like to know how many students in this district have siblings that attend ECS. No action was taken.
- 4.0 ADJOURNMENT – The meeting was adjourned at 6:13 p.m.

Respectfully submitted,



Sue Ivey
Secretary to the Board



Cutten • Ridgewood Student Foundation

August XX, 2020

Dear Cutten and Ridgewood Families,

The Cutten Ridgewood Student Foundation (CRSF) Board has made the decision to go dormant for the 2020/21 school year. Please know CRSF has the best interest of our school community in mind and that we will reevaluate our board reopening in the 2021/22 school year. We appreciate the support of the community over the years. It has truly made a positive difference in our students' learning experience in the Cutten School District.

On another note, we hope you have had the opportunity to check out the new play structure at Cutten School, made possible through CRSF, PTA, the Cutten District, and a grant from Gametime. It would not have been possible without the support of our fantastic Cutten/Ridgewood community!

Sincerely,

The CRSF Board

President - Lucky Syphanthong

Vice President - Melissa Hall

Secretary - Jen Code

Treasurer - Christina Baxter

Media Chair - Catie Bermers



Arcata Elementary Teachers Association	Freshwater Teachers Association	McKinleyville Teachers Association
Blue Lake Union Elementary School Teachers/NHTA	Humboldt Bay Teachers Association	Northern Humboldt H.S. Teachers Association
Del Norte Teachers Association	Hydesville Teachers Association	Rio Dell Teachers Association
Eureka Teachers Association	Jacoby Creek Teachers Association	South Bay Teachers Association
Ferndale Union Teachers Association	Klamath-Trinity Teachers Association	Southern Humboldt Teachers Association
Fortuna Elementary Teachers Association	Loleta Teachers Association	Teachers Association of Pacific Union
Fortuna Union High School Teachers Association	Mattole Valley Teachers Association	Trinidad Teachers Association

1,100+ Educators United Because in Humboldt & Del Norte Counties All Students Need Safe & Healthy Schools

An open letter for safe and healthy schools:

Our students, educators, and their families have experienced unprecedented challenges and difficulties during the COVID-19 pandemic. Students have had their educational environments interrupted, and educators have worked tirelessly to address their students' academic, socio-emotional, and physical health needs while also having to care for their own families at home.

Community Support

All students need community support in providing a safe and healthy school as we work together to re-open and grow the economy. The successes we have achieved so-far are due to the dedication and sacrifices of educators, parents, and students working together with supportive administrators. We must maintain successful collaboration and negotiation where it has occurred.

Unfortunately, not all students received a consistently equitable education as a result of crisis learning. We call on all districts to adequately support students, educators, and their families in order to provide the most safe and healthy learning environments during this pandemic. We expect that educators, administrators, and communities in all of Humboldt & Del Norte's school districts will come together as we work to provide the best possible educational experience for the 2020-2021 school year.

Humboldt & Del Norte County Educators call for all students, parents, school leaders, and communities to unite because all students need safe and healthy schools.

Safe & Healthy Schools

The health and safety of our students, educators, and families is paramount as we return to school. No future is secure without health and safety in place. Doing so requires:

- Decisions and plans for re-opening of schools to be based on medical science combined with educational best-practices to maximize students' health and safety;
- Current Humboldt & Del Norte County Health Departments, Cal-OSHA, and CDC guidelines are the minimum levels to be guaranteed and enacted which include, but not limited to the following:

- Reduced student class size cohorts
 - Social/Physical Distancing at all times and limited interactions of people at school sites
 - Hand-washing stations being properly supplied
 - Essential Protective Equipment (masks, gloves, hand sanitizer, soap, water) being provided
 - COVID-19 Testing being available for students and educators while ensuring medical confidentiality
 - County, State, and Federal guidelines being shared with educators, parents, and administrators as the recommendations change.
- Establishing clear protocols when someone is sick (students and staff), communicating protocols to students, parents, and educators, and ensuring all protocols are followed;
 - Creating district and site-based plans to limit symptomatic and asymptomatic spread of COVID-19;
 - Providing fully-paid COVID-19 FMLA Leave to guarantee educators do not feel pressure to come to work if sick;
 - Daily cleaning and disinfecting protocols being in place;
 - Ensuring safe and clean classrooms and common areas at all times;
 - Implementing age-appropriate safety measures that may vary between grade levels and school sites;
 - Safety trainings be done for our students and educators prior to or upon returning to schools; and
 - All safety issues are bargained by educators' unions with their respective district to ensure students, educators and administrators remain safe and healthy at school.

Effective Classroom Learning Environments

Our students' education is vitally important and must ensure maximum academic and social-emotional growth for all the students we serve. District's plans for instruction to resume need to be based on the needs of students at every grade level, must recognize and respond to the challenges educators face in providing distance learning instruction, and must provide educators the freedom to design and implement lessons, assessments, and feedback to students that is educationally sound at all times. Professional educators know what best-practices are for our students and always strive to advance our students' educational performance.

- Educators' voices along with the needs of students, parents, and administrators must drive all academic plans for our students in the 2020-2021 school year.
- Successful plans require collaborative processes from the beginning stages of planning and development and require substantial and meaningful involvement of educators. Educators from all grade levels should be the majority of the members of any committee developing plans.

Students Need Equitable Access to Resources and Professional Educators:

The COVID-19 pandemic has highlighted the extreme disparities that exist in our communities based on race, class, gender, socio-economic status, and rural versus urban divide. The academic (including

learning abilities and modalities), social-emotional, physical, medical, and technological needs of our students must be addressed with equity at the center. Educators know we must work diligently to lift up all students. Equity and social justice plans need to be incorporated into everything we do.

Providing a one-size-fits-all plan will not ensure equitable access but will only serve to leave some students further behind. We call for plans to have multiple options that will allow academic and social-emotional growth for all students.

Not all students and educators are able to access the traditional school environment due to having compromised immune systems or are at higher risk of complications from COVID-19 due to pre-existing medical conditions. Students must be provided learning options, including online learning, that address this concern. Educators with at-risk medical conditions or with family members that are at-risk should be allowed to provide educational services that accommodate the needs of the educators consistent with agreements made between the local union and the district.

Continuum of Distance Learning Options & Blended Options Needed:

As we start to re-open schools, and until a vaccine is developed for COVID-19, our students, educators, and their families will need a variety of educational options to maximize the educational advancement of all students in as safe an environment as possible.

These options must include a focus on providing students with equitable access to education, while also maintaining student privacy rights.

All options must be locally developed and could include:

- Limiting the number of students on campus based on social distancing requirements. Plans like this must address the following student, parent, and educator concerns:
 - How does the plan ensure health and safety of students and educators?
 - How does the plan provide equitable access to resources to meet the academic, socio-emotional, and physical needs of our students and educators?
 - How does the educational plan address age-specific concerns by grade levels?
 - How many days per week is a student on campus?
 - How many hours are students receiving instruction (on campus, virtual, distance learning, etc.) per day?
 - What options exist for students who cannot receive instruction at home?
 - What options exist for educators that have children or dependents receiving education from home?
 - How does this new plan allow for sufficient planning, preparation, and collaboration time for educators to maximize student learning?
 - How do we ensure that students who are not able to meet expectations due to hardships from the pandemic are not negatively impacted academically?
- Online instruction could be offered if the virtual classroom environment can protect students' and their educators' safety from inappropriate or harmful outside intruders from accessing the virtual classroom. This option must be implemented in an age-appropriate manner and allow for all students to equitably access this mode of education.

All proposals that impact the days, hours, safety, or other student learning conditions implemented by their educators will be contractually bargained to ensure that our students', educators', and their families' issues and concerns are addressed and agreed to before being implemented.

Investing in Our Students

Students, parents, and educators know that now is the time to invest more resources in our students' education. Unfortunately, the economic crisis created by the COVID-19 pandemic is causing our students to face drastic cuts to their academic and social-emotional supports right at the time when they deserve more investment, not less.

Educators call for immediate action at the local, state, and federal levels that secures our students' future by investing in our students' education and in our students' communities.

- Now more than ever our students need smaller class sizes to guarantee health, safety, and to maximize academic growth.
- Our students need a sufficient number of nurses, counselors, speech-language pathologists, librarians and psychologists to continue academic success and to provide equitable supports.
- School districts must do more to secure our students' future. If cuts are made by school districts, they must start farthest away from our students and their educators. Educators know that districts must streamline spending and ensure that all dollars spent are on programs and items that directly impact our students' abilities to thrive.
- Counties, cities, and local communities must come together to stop cuts and to increase funding for our students and the public services that lift up our communities. We call for the passage of the Schools & Communities First measure on the November 2020 ballot as one way to invest in public education and our communities in order to secure our students' future.
- We can only secure our students' future if we stop budget cuts from impacting them directly. California must ensure that all budget cuts remain far away from our students and their classrooms, be they virtual or physical.
- The federal government must provide vital resources to public schools so we can secure our students' future. We need our elected officials to act in support of our students.

Public educators in Humboldt & Del Norte Counties stand together in our call for all students, parents, educators, administrators, and communities to unite because **All Students Need Safe & Healthy Schools:**



Liz Jacobson, Arcata Elementary TA



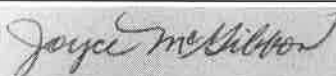
Ann Youmans, Arcata Elementary TA



Ann Lawlor, Blue Lake TA



Marshall Jones, Del Norte TA



Joyce McGibbon, Eureka TA



Jessy Frisk, Ferndale Union TA



Casey Pape, Fortuna Elementary TA

Inma Thompson, Fortuna Union HSTA

Andrew Pierce, Freshwater TA

Melissa Seymour, Humboldt Bay TA

Rachael Riggs, Hydesville TA

Catherine Girard, Jacoby Creek TA

Maggie Lee Peters, Klamath Trinity TA

Heather Nyberg-Austrus, Loleta TA

Malia Freedlund, Mattole Valley TA

Angela Burkhardt, McKinleyville TA

Phyllis Nolan, McKinleyville TA

Wendy Zamboni, Northern Humboldt
HSTA

April Hubner, Rio Dell TA

Kristina Darby, South Bay TA

Laura Lameris, Southern Humboldt TA

Stefanie Watson, TA of Pacific Union

Stephanie Strasser, Trinidad TA

CUTTEN SCHOOL DISTRICT

INJURY AND ILLNESS PREVENTION PROGRAM

COVID-19 ADDENDUM

Purpose

It is the policy of the Cutten School District to ensure a safe and healthy environment for employees, staff, and students. Communicable and infectious diseases such as COVID-19 are minimized by providing prevention, education, identification through examination, surveillance, immunization, treatment and follow-up, isolation, and reporting.

Due to the widespread of COVID-19 in the community Cutten School District has implemented the following infection control measures, including applicable and relevant recommendations from the Centers for Disease Control and Prevention (CDC) and our state and local guidelines.

Introduction

What is Covid-19?

On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan China. The new name of this disease is Coronavirus disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as “2019 novel coronavirus” or “2019-nCoV”. There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease, caused by a new coronavirus that has not previously been seen in humans. There is currently no vaccine to prevent COVID-19.

What are the Symptoms of Covid-19?:

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell

Procedures to Help Prevent the Spread of COVID-19

Protect Yourself

Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing serious complications from COVID-19 illness.

How does it spread?

There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19). The best way to prevent illness is to avoid being exposed to this virus.

- The virus is thought to spread mainly from person-to-person.
- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- Through respiratory droplets that can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

To prevent the spread of respiratory infections from one person to the next, frequent hand washing is recommended.

Germs can spread from other people or surfaces when:

- Touching eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blowing nose, coughing, or sneezing into hands and then touching other people's hands or common objects.
- Touching an item or surface in a public area that may be frequently touched by other people, such as door handles, tables, etc.

Hand Hygiene

Hand hygiene procedures include the use of alcohol-based hand rubs and hand washing with soap and water. Washing hands with soap and water is the best way to get rid of germs in most situations, and it's one of the most effective ways to prevent the spread of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer (containing at least 60% alcohol).

Properly hand wash with soap and water by:

- Wet hands first with water (avoid using hot water).
- Apply soap to hands.
- Rub hands vigorously for at least 15 seconds, covering all surfaces of hands and fingers.
- Rinse hands with water and dry thoroughly with paper towel.
- Use paper towel to turn off water faucet.

Alcohol-based hand rub is an ideal method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids), and may not remove harmful chemicals from hands like pesticides and

heavy metals, in which case soap and water should be used. Hand hygiene stations should be strategically placed to ensure easy access.

Using Alcohol-based Hand Rub (follow manufacturer's directions):

- Dispense the recommended volume of product;
- Apply product to the palm of one hand; and
- Rub hands together, covering all surfaces of hands and fingers until they are dry (no rinsing is required), this should take around 20 seconds.

Handwashing facilities will be maintained to provide adequate supply of hand washing soap and paper towels.

Coughing and Sneezing Etiquette

Covering coughs and sneezes and keeping hands clean can help prevent the spread of serious respiratory illnesses.

Germs can be easily spread by:

- Coughing, sneezing, or talking
- Touching your face with unwashed hands after touching contaminated surfaces or objects
- Touching surfaces or objects that may be frequently touched by other people
- Covering coughs and sneezes and washing hands are especially important for infection control measures in healthcare settings, such as emergency departments, doctor's offices, and clinics.

To help stop the spread of germs:

- Cover mouth and nose with a tissue when coughing or sneezing.
- Throw used tissues in the trash
- If a tissue is not available, cough or sneeze into the elbow, not in hands.
- Immediately wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean hands with a hand sanitizer that contains at least 60% alcohol.

Avoid Close Contact – Distancing

Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is at least 6 feet. To help prevent the spread of respiratory disease, employees should avoid close contact with people who are sick.

Each site will have a plan in place to ensure social distancing at their location. The plan may include, but is not limited to the following:

- Implementing flexible work hours by rotating or staggering shifts to limit the number of employees on site at the same time
- Increasing physical space between employees by modifying the workspace.
- Avoiding shared work spaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible. If they must be shared, following the cleaning and disinfecting the building and facility guidelines to clean and disinfect shared workspaces and work items before and after use.

- Increasing physical space between employees and public by offering drive-through service or physical barriers such as partitions.
- Using signs, tape marks, or other visual cues on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
- Close or limited access to common areas where employees are likely to congregate and interact.
- Delivering services and holding meetings remotely by phone, video or internet.
- Limiting any unnecessary travel with passenger(s) from one site to another in work vehicles and personal employee vehicles.
- Eliminating all non-essential and non-related services, such as entertainment activities.
- Using videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, holding meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.

Employees will also be asked to practice social distancing outdoors including, but not limited to the following:

- When working in sports fields, playgrounds, assembly areas, and/or other outdoor areas
- Before starting the work shift
- After the work shift
- Coming and going from vehicles
- Entering, working and exiting physical buildings or other structures
- During breaks and lunch periods

If an Employee is Sick

Employees will be asked to monitor their health each day, and are asked to notify their supervisor before their scheduled shift and prior to arriving at the site, if they have been exposed to someone with COVID-19 or you have a temperature of 100.4 or more, tiredness, chills, shortness of breath, difficulty breathing, nausea, vomiting, diarrhea, sore throat, loss of taste or smell, cough, or muscle pain.

If an employee is not feeling well and is exhibiting symptoms that may be attributed to COVID-19, such as acute respiratory symptoms or a fever, Cutten School District will:

- Immediately send employees with acute respiratory illness symptoms home or to medical care as soon as possible
- Actively encourage sick employees to stay home.
- If an employee goes home because they are sick, follow the cleaning and disinfecting the building and facility guidelines to disinfect the area/room/office where the person worked, the tools and equipment they used prior to use by others.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.

Personal Protective Equipment

While engineering and administrative controls are considered more effective in minimizing exposure to COVID-19, PPE may also be needed to prevent certain exposures. While correctly using PPE can help

prevent some exposures, it should not take the place of other prevention strategies. Examples of PPE include: gloves, goggles, face shields, face masks, and respiratory protection, when appropriate. During an outbreak of an infectious disease, such as COVID-19, recommendations for PPE specific to occupations or job tasks may change depending on geographic location, updated risk assessments for workers, and information on PPE effectiveness in preventing the spread of COVID-19.

Unless otherwise directed by your supervisor, all employees must cover their mouth and nose with a cloth face cover when around others.

- You could spread COVID-19 to others even if you do not feel sick.
- Everyone should wear a cloth face cover.
 - Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- The cloth face cover is meant to protect other people in case you are infected.
- Do NOT use a facemask meant for a healthcare worker.
- Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

Washing Facilities

Notify your supervisor if any washing facilities do not have an adequate supply of suitable cleansing agents, water and single-use towels or blowers.

Cleaning and Disinfecting

Cutten School District will establish routine schedules to clean and disinfect common surfaces and objects in the workplace. This includes, but is not limited to, classroom technology devices, containers, counters, tables, desks, chairs, benches, door handles, knobs, drinking fountains, refrigerators, vending machines, portable restroom and bathroom surfaces, automobiles and buses – inside and out, and trash cans.

The process of disinfecting includes providing disinfecting products, that are EPA approved for use against the virus that causes COVID-19 and following the manufacturer's instructions for all cleaning and disinfection products (e.g., safety requirements, PPE, concentration, contact time.)

Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.

Disinfectants kill germs on surfaces after cleaning, that can further lower the risk of spreading infection. Employees will need to follow the district's approved disinfecting products and procedures when using disinfectants. Disinfecting procedures include:

- Some surfaces only need to be cleaned with soap and water. For example, surfaces and objects that are not frequently touched should be cleaned and do not require additional disinfection.
- Clean and disinfect frequently touched surfaces daily and shared workspaces and work items before and after use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Keep all disinfectants out of the reach of children. Disinfectants should typically not be applied on items used by children, especially any items that children might put in their mouths. Many disinfectants are toxic when swallowed.

- Do not overuse or stockpile disinfectants or other supplies.
- Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.
- Areas unoccupied for 7 or more days need only routine cleaning.
- Outdoor areas generally require normal routine cleaning and do not require disinfection.

Electronics

For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines:

- Consider putting a wipeable cover on electronics.
- Follow manufacturer’s instruction for cleaning and disinfecting.
- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

Cleaning and Disinfecting Building or Facility if Someone is Sick:

- Close off areas used by the sick person.
- Open outside doors and windows to increase air circulation in the area.
 - Wait 24 hours before you clean or disinfect.
 - If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the sick person, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls.
- Always wash immediately after removing gloves and after contact with a sick person.
- If more than 7 days since the sick person visited or used the facility, additional cleaning and disinfection is not necessary.
- Continue routine cleaning and disinfection

Employee Training

Cutten School District will provide regular training for employees on the following topics:

- What is COVID-19 and how is it spread
- Signs and symptoms of COVID-19
- When to seek medical attention if not feeling well
- Prevention of the spread of COVID-19 if you are sick
- Physical and social distancing guidelines
- Importance of washing hands with soap and water or use of hand sanitizer if soap and water are not readily available.
- Reminders and methods to avoid touching eyes, nose and mouth
- Coughing and sneezing etiquette
- Safely using cleansers and disinfectants

Compliance

This addendum will be reviewed regularly and according to federal, state and local requirements. These guidelines and written addendum are subject to change as information is received and the situation evolves.



CALIFORNIA Fair Political Practices Commission

Should you Amend Your Agency's Conflict of Interest Code?

A local agency's conflict of interest code must reflect the current structure of the organization and properly identify officials and employees who should be filing Statements of Economic Interests ([Form 700](#)). A code tells public officials, governmental employees, and consultants what financial interests must disclose on the Form 700. It helps provide transparency in local government as required under the Political Reform Act.

Biennial Review of Conflict of Interest Codes

To ensure conflict of interest codes remain current and accurate, each local agency is required to review its code at least every even-numbered year. The agency should receive a Biennial Notice as a reminder of this obligation from its code reviewing body.

The County Board of Supervisors is the code reviewing body for county agencies and the code reviewing body for city agencies is the City Council.

When determining whether to amend, an agency should carefully review its current conflict of interest code and consider the following:

- Is the current code more than five years old?
- Have there been any substantial changes to the agency's organizational structure since the current code was adopted?
- Have any positions been eliminated or renamed since the current code was adopted?
- Have any new positions been added since the current code was adopted?
- Have there been any substantial changes in duties or responsibilities for any positions since the current code was adopted?

The resources on the FPPC website provide guidance to local agencies about amending codes. The information is categorized based on the jurisdiction of the agency. If you answered yes to any of the above questions, your agency's conflict of interest code will likely need to be amended. Each category must complete the enclosed Biennial Notice and return it to their reviewing body. The code reviewing body will provide further instructions on the code amendment and approval process.

Statutory Authority

Government Code Sections 87302, 87302.6, 87303, 87306, 87306.5, 87307, 87309, 87310, 87311, and 87314.

Conflict Of Interest Code

I. Adoption

In compliance with the Political Reform Act of 1974, California Government Code 81000, et seq., the Cutten Elementary School District hereby adopts this Conflict of Interest Code, which shall apply to all district Board members and designated employees of this public agency, as specifically required by California Government Code 87300.

II. Designated Employees

Employees of the Cutten Elementary School District, including board members, who hold positions which involve the making, or participation in the making, of decisions which may foreseeably have a material effect on any financial interest shall be designated employees. All persons who hold the positions specifically enumerated in Exhibit A are designated employees.

III. Disclosure Statement - Filing

- A. Each designated employee, including Board members, shall file an annual statement at the time and manner prescribed in this Code disclosing investments in business entities, interests in real property and income which might foreseeably be affected materially by the operations of the Cutten Elementary School District. Statements shall be made on forms prescribed by the Fair Political Practices Commission and supplied by the Cutten Elementary School District.
- B. It has been determined that it is foreseeable that the types of investments, interest in real property, and income listed in the disclosure categories in Exhibit B may be affected materially by decisions made or participated in by the designated employee by virtue of his or her position. Such interests are reportable if held by the designated employee.
- C. An initial statement shall be filed by each designated employee within 30 days after the effective date of this Conflict of Interest Code disclosing investments and interests in real property which were held on the effective date of the code. Thereafter, each person already in a position when it is designated by an amendment to this code shall file an initial statement within 30 days after the effective date of the amendment.
- D. Annual statements shall be filed during the month of February disclosing reportable investments, interests in real property and income during the preceding calendar year.
- E. Persons assuming designated positions after the effective date of this code shall file assuming office statements within 30 days after assuming the designated position.
- F. Within 30 days after leaving a position, a leaving office statement shall be filed by each person who leaves a designated position specified in Exhibit A, disclosing his or her reportable investments, interests in real property, and income during the period since the closing date of the previous statement filed pursuant to this Code. The statement shall include any investments in business entities, interests in real property, and income held or received at any time during the period covered by the statement, whether or not they are still held at the time of filing.
- G. Any person who resigns within 12 months of initial appointment, or within 30 days of the date of notice provided by the filing officer to file an assuming office statement, is not deemed to have assumed office or left office, provided he or she did not make or participate in the making of, or use his or her position to influence any decision and did not receive or become entitled to receive any form of payment as a result of his or her appointment. Such persons shall not file

either an assuming or leaving office statement. Such persons shall file a written resignation with the Humboldt County Superintendent of Schools and shall also file a written statement declaring that during the period between appointment and resignation he or she did not make, participate in the making, or use the position to influence any decision of the agency or receive, or become entitled to receive, any form of payment by virtue of being appointed to the position.

- H. All disclosure statements shall be filed by designated employees with the Cutten Elementary School District, which shall make and retain a copy. In addition, the Cutten Elementary School District shall forward the statements to the Humboldt County Board of Supervisors.

IV. Contents of Disclosure Statements

A. Investments and Interests in Real Property

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

1. A statement of the nature of the investment or interest;
2. The name of the business entity in which each investment is held and a general description of the business activity in which the business entity is engaged;
3. The address or other precise location of the real property;
4. A statement whether the fair market value of the investment or interest in real property exceeds two thousand dollars (\$2,000), exceeds ten thousand dollars (\$10,000), exceeds one hundred thousand dollars (\$100,000), or exceeds one million dollars (\$1,000,000).
5. If the property or investment was partially or wholly acquired or disposed of during the period covered by the statement, the date of acquisition or disposal.

B. Personal Income

When personal income is required to be reported under this Code, the statement shall contain the following:

1. The name and address of each source of income aggregating five hundred dollars (\$500) or more in value or fifty dollars (\$50) or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
2. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars (\$1,000) or less, greater than one thousand dollars (\$1,000), ten thousand dollars (\$10,000), or greater than one hundred thousand dollars (\$100,000);
3. A description of the consideration, if any, for which the income was received;
4. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift; and the date on which the gift was received;
5. In the case of a loan, the annual interest rate and the security, if any, given for the loan.
6. No designated employee shall accept any honorarium as defined in Government Code 89501.
7. No designated employee shall accept any gifts with a total value of more than four hundred twenty dollars (\$420) in a calendar year from any single source.

C. Business Entity Income

When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:

1. The name, address, and a general description of the business activity of the business entity;
2. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such person was equal to or greater than ten thousand dollars (\$10,000).

D. Business Positions

When business positions are required to be reported, a designated employee shall list the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management, a description of the business activity in which the business entity is engaged, and the designated employee's position with the business entity.

V. Disqualification

No designated employee shall make, participate in making or in any way attempt to use his or her official position to influence the making of any government decision which he or she knows or has reason to know will have a reasonable foreseeable material financial effect, distinguishable from its effect on the public generally, on the official, or a member of his or her immediate family, or on:

- A. Any business entity in which the designated employee has a direct or indirect investment worth two thousand dollars (\$2,000) or more;
- B. Any real property in which the designated employee has a direct or indirect interest worth two thousand dollars (\$2,000) or more;
- C. Any source of income, other than gifts and other than loans by a commercial lending institution in the regular course of business on terms available to the public without regard to official status, aggregating five hundred dollars (\$500) or more in value provided to, received by or promised to the designated employee within 12 months prior to the time when the decision is made;
- D. Any business entity in which a designated employee is a director, officer, partner, trustee, employee, or holds any position of management; or
- E. Any donor of, or any intermediary or agent for a donor of, a gift or gifts aggregating \$420 or more in value provided to, received by or promised to the designated employee within 12 months prior to the time when the decision is made.

VI. Definition of Terms

Except as otherwise provided, the definitions contained in the Political Reform Act of 1974, Government Code 82000 et seq., the Regulations to the Act and amendments to the Regulations, shall be incorporated into this Conflict of Interest Code.

EXHIBIT A

DESIGNATED POSITIONS

- I. Persons* occupying the following positions are designated employees and shall disclose financial interests on all categories defined in Exhibit B:
 - A. Members of the Board of Education
 - B. District Superintendent
 - C. Business Manager
- II. Persons* occupying the following positions are designated employees and must disclose financial interests defined in categories 2 and 3 of Exhibit B:

Principals

* Consultants shall be included in the list of designated employees and shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation:

The Superintendent may determine in writing that a particular consultant, although a "designated" position, is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code.

EXHIBIT B

DISCLOSURE CATEGORIES

I. CATEGORY 1

- A. Interest in real property¹, other than the employee's principal residence, which is located in whole or in part within the Cutten Elementary School District, or within two miles of the boundaries of the district, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property, if the fair market value of the interest is greater than two thousand dollars (\$2,000).
- B. Investments² and business positions in business entities or income from sources which engage in building construction or design within the Cutten Elementary School District.
- C. Investments² and business positions in business entities or income from sources which engage in the acquisition or disposal of real property within the Cutten Elementary School District.

II. CATEGORY 2

Investments and business positions in business entities or income from sources which manufacture or sell supplies, books, machinery or equipment of the type utilized by the Cutten Elementary School District.

III. CATEGORY 3

Investments and business positions in business entities or income from sources which are contractors or subcontractors engaged in the performance of work or services of the type utilized by the Cutten Elementary School District.

¹ Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.

² Investments include:

1. Any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments, and any partnership interest or other ownership interest.
2. A pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, or beneficially, a ten percent interest or greater.

Exhibit Revised: April 9, 1980

Exhibit Revised: October 13, 2014

BOARD MEMBER COMPLIANCE

CONFLICT OF INTEREST

The Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the Cutten School District and the public. In accordance with law, Board members and designated employees shall disclose any conflict of interest and, as necessary, shall abstain from participating in related decisions.

Board members shall not be financially interested in any contract made by the Board or any contract made acting in their capacity as Board members.

A Board member shall not be considered to be financially interested in a contract if any of the exceptions set forth in Government Code 1091.5 apply to the Board member.

A Board member who maintains a remote interest in a contract considered by the Board as defined in Government Code 1091 shall disclose the interest in a meeting of the Board and have the disclosure noted in the official minutes of the Board. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract.

A Board member shall not engage in any employment or activity which is inconsistent with, incompatible with, in conflict with or inimical to the Board member's duties.

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700. A Board member who leaves office, or a designated employee who leaves Cutten Elementary School District employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office or employment.

No spouse or dependent of a Board member shall enter into employment with the Cutten School District except as provided below:

1. A Board member shall not be deemed to be financially interested in a contract between the Board and the Board member's minor child as long as the Board member's interest in the contract is disclosed to the Board, noted in the minutes of the Board, and thereafter the Board authorizes, approves or ratifies the contract by a vote sufficient for the purpose. The Board member shall abstain from voting on the contract and shall not attempt to influence other members of the Board to approve the contract.
2. A Board member shall not be deemed to be interested financially in a contract between the board member's spouse and the Cutten School District provided the Board member's spouse has been employed there for at least one year prior to the Board member's selection or appointment.

Board members shall adhere to the Conflict of Interest Code adopted pursuant to the provisions of Government Code 87300, et seq., and to the California Code of Regulations, Title 2, 18100, et seq. (Regulations of the Fair Political Practices Commission).

Conflict of Interest under the Political Reform Act

A Board member or designated employee shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's or designated employee's "economic interests," unless the effect is indistinguishable for the effect on the public generally or the Board member's or designated employee's participation is legally required.

A Board member or designated employee makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits the Cutten School District to any course of action, or enters into any contractual agreement on behalf of the Cutten Elementary School District.

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue.

Conflict of Interest under Government Code 1090

Board members and designated employees shall not be financially interested in any contract made by the Board or Superintendent on behalf of the Cutten School District, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member or designated employee has such a financial interest, the Cutten School District is barred from entering into the contract.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the Cutten School District.

The Board shall review its Conflict of Interest Code biennially in even numbered years and report to the Humboldt County Board of Supervisors by October 1 of that year if amendments are to be made to its Code or if no amendments are necessary.

Legal Reference: EDUCATION CODE

1006 Qualifications for holding office

35230-35240 Corrupt practices

GOVERNMENT CODE

1090-1098 Prohibitions applicable to specified officers 1125-1129 Incompatible activities

81000-91015 Political Reform Act of 1974, especially: 82011 Code reviewing body

82019 Definition of "designated employee"

82028 Definition of "gifts"

82030 Definition of "income"

82033 Definition of "interest in real property"

82034 Definition of "investment"

87100-87103.6 General prohibitions

87200-87210 Disclosure

87300-87313 Conflict of interest code

87500 Statements of economic interests

89501-89503 Honoraria and gifts

89506 Travel payments, advances and reimbursements

91000-91015 Enforcement

CODE OF REGULATIONS, TITLE 2

18100-18730 Regulations of the Fair Political Practices Commission 18702.5 Public Identification of a conflict of interest for Section 87200 filers COURT DECISIONS

Kunec v. Brea Redevelopment Agency (1997) 55 Cal.App. 4th 511 ATTORNEY GENERAL OPINIONS

92 Ops.Cal.Atty.Gen. 26 (2009)

92 Ops.Cal.Atty.Gen. 26 (2009)

89 Ops.Cal.Atty.Gen. 217 (2006)

86 Ops.Cal.Atty.Gen. 138 (2003)

85 Ops.Cal.Atty.Gen. 60 (2002)

82 Ops.Cal.Atty.Gen. 83 (1999)

80 Ops.Cal.Atty.Gen. 320 (1997)

69 Ops.Cal.Atty.Gen. 255 (1986)

68 Ops.Cal.Atty.Gen. 171 (1985)

65 Ops.Cal.Atty.Gen. 606 (1982)

First Reading: November 2, 1990

Second Reading: December 10, 1990

Revised: October 13, 2014

Cutten School District
Associate Principal Job Description

Primary Purpose:

Assist the district superintendent and school principal in overall administration of instructional program and district level operations.

Qualifications:

Possess California Administrative Services Credential

Experience:

Minimum of five years experience as a classroom teacher. Prior administrative experience preferred, but not required.

Responsibilities and Duties:

- Assist with the daily operation of the school
- Ensure that each classroom has an excellent teacher committed to their success
- Set clear standards for student and staff achievement
- Maintain a safe and respectful school culture
- Maintain and oversee systems for collecting and tracking data on school progress toward achievement of goals
- Liaise with parents and facilitate parent education about school matters
- Serve as an active presence during school hours to monitor school culture and create positive change
- Supervise student behavior in school common areas
- Keep accurate student discipline records
- Observe and mentor teaching and non-teaching staff
- Support teachers to create and sustain classroom management systems
- Recruit, train, and retain teaching and non-teaching school staff
- Attend meetings for school staff and parents as required
- Proactively identify and solve problems that arise
- Plan short term and long term strategic goals related to district goals
- Proactively address concerns identified by teachers
- Perform other duties as required and assigned by principal and superintendent

Associate Principal Responsibilities

This is not a complete list; rather, a sample of the kinds of support that this position has allowed.

- Took full responsibility for certain projects, including the State Nutrition Program Audit and Employee Handbook.
- Participated in development of improvement plans with staff, parents, and community members.
- Assisted superintendent in interviewing, selecting, and orienting new staff.
- Assisted superintendent in conducting conferences on student and school issues with parents, students, and teachers.
- Assisted in the development of school board agendas and packets.
- Tracked school board requirements and helped research, create and gather necessary documents.
- Assisted the district in adopting board policies, job descriptions and other legally mandated documentation.
- Served on the District Bargaining Team and followed up with necessary related tasks.
- Served on the Bond Implementation Committee and followed up with necessary related tasks.
- Attended IEP and Student Study Team Meetings in absence of superintendent/principal.
- Assisted in all aspects of development and annual LCAP requirements.
- Communicated and assisted with the district business manager in matters related to the budget and compliance oversight.
- Provided supervision of campus operations when superintendent/principal was off campus
- Provided supervision of students to relieve a teacher for an emergency or when a teacher was absent and no substitute teachers were available.
- Responded to a teacher's call to help regulate a student's emotional state so that s/he can return to the class as soon as possible.
- Communicated with parents when needed.
- Followed up with student conflict issues that occur in the classroom, on the school bus and at recess times.
- Assisted social worker with attendance monitoring, tracking of students who are at risk of chronic absenteeism and truancy, and notification to families of truancy and chronic absenteeism.
- Accompanied social worker on home visits.
- Attended community events and board meetings.

In addition, these necessary qualities were observed:

- Regularly maintained emotional control under stress.
- Worked effectively with frequent interruptions.
- Consistently available for occasional prolonged and irregular hours.



Ridgewood School
Site-Specific Protection Plan
Cutten School District

School or District Site Name	
Ridgewood School	
Facility Address	
2060 Ridgewood Drive, Eureka, CA 95503	
This COVID-19 School Site-Specific Protection Plan (SSPP) was most recently updated on:	
July 22, 2020	
The person(s) responsible for implementation of this Plan is:	
Name: Susan Ivey	Title: Superintendent/Principal
I, Susan Ivey, certify that all staff and parents have been provided a copy of this SSPP and that staff have received training as required and described in this SSPP.	
Signature:	Date:

Specific Control Measures and Screenings

1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.
2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment. **Please see attached Injury and Illness Prevention Program COVID-19 Addendum.**
3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols. **Students will participate in health and safety practices lessons, and will be taught classroom routines that will maximize safety. Hand washing videos will be shown to students regularly. In addition to the annual trainings already provided, the following online trainings and recorded webinars will be provided to all staff prior to the opening of schools:**
 - *Coronavirus Awareness*
 - *Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings*
 - *Coronavirus: Cleaning and Disinfecting Your Workplace*
 - *Coronavirus: Managing Stress and Anxiety*
 - *Coronavirus: Preparing Your Household*
 - *Coronavirus: Transitioning to a Remote Workforce*
 - *IPM for Teachers and Office Staff (20 minutes Keenan)*
4. A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to Public Health and participate in the school's COVID-19 Task Force. The name of this person is:

Susan Ivey, Superintendent



Ridgewood School

Site-Specific Protection Plan

Cutten School District

5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces. Schools are directed to use EPA-approved disinfectants for COVID-19.
6. Health screening for each student is conducted daily prior to leaving home and includes symptoms and history of exposure and temperature screening. In the classroom, teachers are vigilant for signs of illness in students and follow these school protocols when a child becomes ill:
 - **The student is directed to continue to wear a mask and will be isolated to a room with adult supervision.**
 - **The parent/guardian is notified, and instructed to pick up the student from school immediately. If the symptoms become severe, the student will be transported to the hospital. The school secretary or other staff member will report this to the County Health Officers and CDPH.**
 - **Areas that have been used by a sick person is not to be used again until fully disinfected. Custodians will use proper disinfection procedures and PPE while cleaning the area, waiting 24 hours before entering, if at all possible.**
 - **Cohorts of students are given an alternative learning space if needed.**
 - **The Parent/guardian is informed that the student may not return to school until CDC criteria has been met to discontinue home isolation, including 3 days with no fever, a decrease in symptoms, and a minimum of 10 days since symptoms first appeared.**
 - **Cohorts exposed to a student that tests positive is required to follow the County Health Officers guidance. This may require a 14-day quarantine.**
 - **Access to distance learning is made available to a student who is absent due to a COVID-19 related illness.**
7. Staff and students who are sick are expected to stay home.
8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19, including surveillance testing for staff at the beginning and on an agreed upon schedule throughout the school year. This may include testing of students with appropriate parental permissions obtained in advance.
9. Protocols, actions and template communications are in place for the following COVID-19 related scenarios (link: [Humboldt County Public Health Protocols & Communication Templates](#) for each scenario):
 - a. A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.
 - b. A family member or someone in close contact with a student or staff member test positive for COVID-19.
 - c. A student or staff member tests positive for COVID-19.
 - d. A student or staff member tests negative for COVID-19 after any of the reasons in scenarios a, b or c.

The table below was provided by CDPH and can be found in the document titled [COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year](#).



Ridgewood School

Site-Specific Protection Plan

Cutten School District

	Student or Staff with:	Action	Communication
1	<p>COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)</p> <p>Symptom Screening: Per CA School Sector Specific Guidelines</p>	<p>Send home</p> <p>Recommend testing (If positive, see #3, if negative, see #4)</p> <p>School/classroom remain open</p>	No Action needed
2	Close contact (†) with a confirmed COVID-19 case	<p>Send home</p> <p>Quarantine for 14 days from last exposure</p> <p>Recommend testing (but will not shorten 14- day quarantine)</p> <p>School/classroom remain open</p>	Consider school community notification of a known contact
3	Confirmed COVID-19 case infection	<p>Notify the local public health department</p> <p>Isolate case and exclude from school for 10 days from symptom onset or test date</p> <p>Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious</p> <p>Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14- day quarantine)</p> <p>Disinfection and cleaning of classroom and primary spaces where case spent significant time</p> <p>School remains open</p>	School community notification of a known case
4	Tests negative after symptoms	<p>May return to school 3 days after symptoms resolve</p> <p>School/classroom remain open</p>	Consider school community notification if prior awareness of testing

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) 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.



Ridgewood School

Site-Specific Protection Plan

Cutten School District

10. Distance staff desks at least 6 feet from student desks. Where practicable, physical distancing of six feet is maintained between students within a classroom or instructional area (distance of 3-6 feet is acceptable if other safety precautions are in place as specified in this document). Maximize distancing between desks to the extent possible by redesigning classroom space and removing non-essential furnishings. Facial coverings and other measures are intended to support the effectiveness of all levels of distancing.
11. For elementary students, stable classroom cohorts (up to standard class size at each respective grade level) are maintained throughout each school day, and through each quarter or semester, with an assigned primary cohort teacher, and systems are in place to prevent the mixing of classroom cohorts. Prioritize stability of classroom cohorts over strict physical distancing.
12. Where practicable, desks are arranged facing forward to minimize face to face proximity between students.
13. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort. **Whenever possible, staff will interact with student cohorts through virtual means, e.g. music instruction, gifted services. Staff members will wash hands thoroughly and change face coverings between classroom cohorts.**
14. Routes for entry and exit to the campus will be designated for each classroom cohort, using as many entrances/exits as feasible. **Ridgewood School has two points of entry. Students will be assigned one of the two entrance gates based on cohort. Due to staggered arrival times, congregation at entries will be minimized.**
15. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts. **All schedules, including arrival, recess, and dismissal will be staggered to minimize student contact. Lunches will be served in classrooms.**
16. Congregate movement through hallways will be minimized as much as practicable. **Cohorts will be on staggered arrival, dismissal and break schedules. Hallways are marked for directionality and spacing between individuals.**
18. Large gatherings (i.e., school assemblies) are currently prohibited.
19. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort. **The use of picnic tables outside classrooms will be encouraged. The school garden provides another opportunity for conducting class outside. The campus has large fields in the front and back of the school facilities.**
20. Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces, and shared equipment will be cleaned between uses.
21. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses.



Ridgewood School

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22. Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable.
23. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals. **Sinks are available in all classrooms. Students will wash hands upon arrival at school, and will wash again before snack, after recess, and before lunch. If a student puts their hands in their mouth or nose, they will be told to wash their hands immediately. Hand sanitizer will also be available in every classroom.**
24. Face coverings must be used in accordance with CDPH guidelines ([link to document](#)).
25. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.
26. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited and each student will have separate individually labeled boxes or cubbies.
27. Sharing of electronic devices, clothing, books and other games or learning aides will be avoided as much as practicable.
28. Use of privacy boards or clear screens will be considered as much as practicable.
29. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines.
30. This School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates.

Cleaning and Disinfecting Protocols

<input checked="" type="checkbox"/>	Thorough cleaning in high traffic areas is performed regularly. Commonly used surfaces are frequently disinfected.	<input checked="" type="checkbox"/>	Sanitizing supplies are provided to promote employees' personal hygiene. This may include tissues, no-touch trash cans, hand soap, adequate time for hand-washing, alcohol-based hand sanitizers, disinfectants, and disposable towels.
<input checked="" type="checkbox"/>	All shared equipment and touchable surfaces are cleaned and sanitized between each use.	<input checked="" type="checkbox"/>	Cleaning products are used that meet the Environmental Protection Agency (EPA)'s-approved for use against COVID-19 list.
<input checked="" type="checkbox"/>	All entrances and exits are equipped with proper sanitation products, including hand sanitizer and/or sanitizing wipes.	<input checked="" type="checkbox"/>	School hours and/or other procedures have been modified to provide adequate time for regular, thorough cleaning, product stocking, or other measures.



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<input checked="" type="checkbox"/>	Hand washing facilities will be made available and will stay operational and stocked at all times and additional soap, paper towels, and hand sanitizer are supplied when needed. Antimicrobial soaps are not required or recommended. Sanitizers containing methanol may not be used.	<input checked="" type="checkbox"/>	Hands-free devices have been installed, if possible, including motion sensor lights, contact-less payment systems, automatic soap and paper towel dispensers, and timecard systems.
<input checked="" type="checkbox"/>	Hand sanitizer will be provided where indoor plumbing is not readily available.	<input checked="" type="checkbox"/>	Staff is provided adequate time to implement cleaning practices before and after shifts.

Schedule for Cleaning and Disinfecting high traffic areas and commonly used surfaces.

Fill in the fields below with the schedule for how often each area is disinfected.

Mark N/A for all that do not apply to your specific worksite and add any that are missing to "Other"

Classrooms:	Offices:
Daily, and/or between cohort use.	Daily
Restrooms:	Telephones:
Minimally, once per hour. Adult restrooms will be equipped with a spray disinfectant to be used after each use.	Disinfected before and after use if the telephone is used by someone other than whom it has been assigned.
Handrails / door handles / shelving:	Handwashing facilities:
Bathroom and classroom doors will be left open as much as possible to avoid touching door handles. Otherwise, door handles will be cleaned hourly. Shelving will be cleaned as necessary, depending on level of use.	Sink handles in classrooms will be cleaned after each use.
Copy Machines / Scanners / Faxes:	Common Areas:
After each use.	See below.
Playground Structures:	Outdoor Common Areas:
<p>CDC guidelines will be followed:</p> <ul style="list-style-type: none"> Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public. 	<p>CDC guidelines will be followed:</p> <ul style="list-style-type: none"> Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.



Ridgewood School

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<ul style="list-style-type: none"> High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely (between each use by cohorts). 	
Indoor Common Areas:	Other:
Common areas will be disinfected daily. Note: Entry into school offices will be minimized, except by the staff member assigned to the area.	

Physical Distancing Guidelines

<input checked="" type="checkbox"/>	Staff breaks and break rooms are managed to allow employees to eat on premises in designated areas where they can remain 6 feet apart.	<input checked="" type="checkbox"/>	Tape or other markings have been placed at least six feet apart on sidewalks or other walkways near public entrances with signs directing students to use the markings to maintain distance.
<input checked="" type="checkbox"/>	Staff desks are 6 feet from students. Where practicable, physical distancing of six feet is maintained to the greatest extent possible within a classroom or instructional area. Three to six feet is acceptable where requirements herein are in practice;	<input checked="" type="checkbox"/>	All desks or individual workstations within office settings are separated by at least six feet or employees otherwise maintain six feet if workspace is limited.
<input checked="" type="checkbox"/>	Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable;	<input checked="" type="checkbox"/>	The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort;

Notification of COVID-19 Positive Case at School or Office Site

<input checked="" type="checkbox"/>	County of Humboldt Public Health is notified of all positive COVID-19 cases.	<input checked="" type="checkbox"/>	Employers and employees are aware that they can call Humboldt Public Health if a suspected exposure has occurred at 707-268-2182.
<input checked="" type="checkbox"/>	If a student or staff member is diagnosed with COVID-19, Humboldt County Public Health may ask for assistance in the assessment of potential worksite exposures, and will advise on any recommended testing, quarantine, or isolation instructions.	<input checked="" type="checkbox"/>	Protocols, actions and template communications are in place for COVID-19 related scenarios: <ul style="list-style-type: none"> Student Symptom Checklist Humboldt County Public Health Protocols on the onset of Symptoms

Training

Staff have been or will be trained on the following topics:

<input checked="" type="checkbox"/>	Information from the Centers for Disease Control and Prevention (CDC) on COVID-19, how to prevent it from spreading, and which	<input checked="" type="checkbox"/>	Manufacturer's directions and Cal/OSHA requirements for safe use of
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Ridgewood School

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	underlying health conditions may make individuals more susceptible to contracting the virus.		personal hygiene and cleaning products.
<input checked="" type="checkbox"/>	Self-screening at home, including temperature and/or symptom checks using CDC guidelines.	<input checked="" type="checkbox"/>	The importance of physical distancing, both at work and off work time (see Physical Distancing section above).
<input checked="" type="checkbox"/>	The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.	<input checked="" type="checkbox"/>	Proper use of face coverings, including:
<input checked="" type="checkbox"/>	The importance of seeking medical attention if an employees' symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC's webpage.	<input checked="" type="checkbox"/>	Face coverings do not protect the wearer and are not personal protective equipment (PPE).

Compliance and Documentation

<input checked="" type="checkbox"/>	This school site / office is regularly inspected for compliance with this School Site-Specific Protection Plan (SSPP) and any deficiencies are documented and corrected.
<input checked="" type="checkbox"/>	All school sites and offices operations will continue to be accessible to students and staff with disabilities, complying with the Americans with Disabilities Act, Title III which covers private business entities.
<input checked="" type="checkbox"/>	This school site has created a Task Force to support SSPP activities. This group meets regularly.

Resource Documents:

- [The Road Ahead: Humboldt County Schools Re-Opening Framework](#)
- [Humboldt County Public Health and Human Services](#)
- [Humboldt County Public Health Local Orders](#)
- [California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs](#)
- [Center for Disease Control - Schools Decision Tree](#)
- [California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)



Cutten School

Site-Specific Protection Plan

Cutten School District

School or District Site Name:	
Cutten School	
Facility Address:	
4182 Walnut Drive, Eureka, CA 95503	
This COVID-19 School Site-Specific Protection Plan (SSPP) was most recently updated on:	
July 22, 2020	
The person(s) responsible for implementation of this Plan is:	
Name: August M. Deshais	Title: Principal
I, August M. Deshais, certify that all staff and parents have been provided a copy of this SSPP and that staff have received training as required and described in this SSPP.	
Signature:	Date:

Specific Control Measures and Screenings

1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.
2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment. **Please see attached Injury and Illness Prevention Program COVID-19 Addendum.**
3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols. **Students will participate in health and safety practices lessons, and will be taught classroom routines that will maximize safety. Hand washing videos will be shown to students regularly. In addition to the annual trainings already provided, the following online trainings and recorded webinars will be provided to all staff prior to the opening of schools:**
 - *Coronavirus Awareness*
 - *Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings*
 - *Coronavirus: Cleaning and Disinfecting Your Workplace*
 - *Coronavirus: Managing Stress and Anxiety*
 - *Coronavirus: Preparing Your Household*
 - *Coronavirus: Transitioning to a Remote Workforce*
 - *IPM for Teachers and Office Staff (20 minutes Keenan)*
4. A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to Public Health and participate in the school’s COVID-19 Task Force. The name of this person is:

August M. Deshais, Principal



Cutten School

Site-Specific Protection Plan

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5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces. Schools are directed to use EPA-approved disinfectants for COVID-19.
6. Health screening for each student is conducted daily prior to leaving home and includes symptoms and history of exposure and temperature screening. In the classroom, teachers are vigilant for signs of illness in students and follow these school protocols when a child becomes ill:
 - **The student is directed to continue to wear a mask and will be isolated to a room with adult supervision.**
 - **The parent/guardian is notified, and instructed to pick up the student from school immediately. If the symptoms become severe, the student will be transported to the hospital. The school secretary or other staff member will report this to the County Health Officers and CDPH.**
 - **Areas that have been used by a sick person is not to be used again until fully disinfected. Custodians will use proper disinfection procedures and PPE while cleaning the area, waiting 24 hours before entering, if at all possible.**
 - **Cohorts of students are given an alternative learning space if needed.**
 - **The Parent/guardian is informed that the student may not return to school until CDC criteria has been met to discontinue home isolation, including 3 days with no fever, a decrease in symptoms, and a minimum of 10 days since symptoms first appeared.**
 - **Cohorts exposed to a student that tests positive is required to follow the County Health Officers guidance. This may require a 14-day quarantine.**
 - **Access to distance learning is made available to a student who is absent due to a COVID-19 related illness.**
7. Staff and students who are sick are expected to stay home.
8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19, including surveillance testing for staff at the beginning and on an agreed upon schedule throughout the school year. This may include testing of students with appropriate parental permissions obtained in advance.
9. Protocols, actions and template communications are in place for the following COVID-19 related scenarios (link: [Humboldt County Public Health Protocols & Communication Templates](#) for each scenario):
 - a. A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.
 - b. A family member or someone in close contact with a student or staff member test positive for COVID-19.
 - c. A student or staff member tests positive for COVID-19.
 - d. A student or staff member tests negative for COVID-19 after any of the reasons in scenarios a, b or c.

The table below was provided by CDPH and can be found in the document titled [COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year](#).



Cutten School

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	Student or Staff with:	Action	Communication
1	<p>COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)</p> <p>Symptom Screening: Per CA School Sector Specific Guidelines</p>	<p>Send home</p> <p>Recommend testing (If positive, see #3, if negative, see #4)</p> <p>School/classroom remain open</p>	No Action needed
2	Close contact (†) with a confirmed COVID- 19 case	<p>Send home</p> <p>Quarantine for 14 days from last exposure</p> <p>Recommend testing (but will not shorten 14- day quarantine)</p> <p>School/classroom remain open</p>	Consider school community notification of a known contact
3	Confirmed COVID-19 case infection	<p>Notify the local public health department</p> <p>Isolate case and exclude from school for 10 days from symptom onset or test date</p> <p>Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious</p> <p>Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14- day quarantine)</p> <p>Disinfection and cleaning of classroom and primary spaces where case spent significant time</p> <p>School remains open</p>	School community notification of a known case
4	Tests negative after symptoms	<p>May return to school 3 days after symptoms resolve</p> <p>School/classroom remain open</p>	Consider school community notification if prior awareness of testing

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) 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.



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10. Distance staff desks at least 6 feet from student desks. Where practicable, physical distancing of six feet is maintained between students within a classroom or instructional area (distance of 3-6 feet is acceptable if other safety precautions are in place as specified in this document). Maximize distancing between desks to the extent possible by redesigning classroom space and removing non-essential furnishings. Facial coverings and other measures are intended to support the effectiveness of all levels of distancing.
11. For elementary students, stable classroom cohorts (up to standard class size at each respective grade level) are maintained throughout each school day, and through each quarter or semester, with an assigned primary cohort teacher, and systems are in place to prevent the mixing of classroom cohorts. Prioritize stability of classroom cohorts over strict physical distancing.
12. Where practicable, desks are arranged facing forward to minimize face to face proximity between students.
13. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort. **Whenever possible, staff will interact with student cohorts through virtual means, e.g. music instruction, gifted services. Staff members will wash hands thoroughly and change face coverings between classroom cohorts.**
14. Routes for entry and exit to the campus will be designated for each classroom cohort, using as many entrances/exits as feasible. **Cutten School will have one primary point of entry (the drive through drop off area at the back of school), but physically distanced routes will be marked to each of the three building wings to encourage safe spacing between students.**
15. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts. **All schedules, including arrival, recess, and dismissal will be staggered to minimize student contact. Lunches will not be served on campus, but instead “grab and go” lunches will be sent home with students.**
16. Congregate movement through hallways will be minimized as much as practicable. **Classrooms will be on staggered break schedules. Hallways are marked for directionality and spacing between individuals.**
18. Large gatherings (i.e., school assemblies) are currently prohibited.
19. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort. **Covered hallways and picnic tables outside of each classroom will be utilized for outdoor instruction.**
20. Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces, and shared equipment will be cleaned between uses.
21. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses.



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22. Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable.
23. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals. **Sinks are available in all classrooms. Students will wash hands upon arrival at school, and will wash again before snack, after recess, and before lunch. If a student puts their hands in their mouth or nose, they will be told to wash their hands immediately. Hand sanitizer will also be available in every classroom.**
24. Face coverings must be used in accordance with CDPH guidelines ([link to document](#)).
25. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.
26. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited and each student will have separate individually labeled boxes or cubbies.
27. Sharing of electronic devices, clothing, books and other games or learning aides will be avoided as much as practicable.
28. Use of privacy boards or clear screens will be considered as much as practicable.
29. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines.
30. This School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates.

Cleaning and Disinfecting Protocols

<input checked="" type="checkbox"/>	Thorough cleaning in high traffic areas is performed regularly. Commonly used surfaces are frequently disinfected.	<input checked="" type="checkbox"/>	Sanitizing supplies are provided to promote employees' personal hygiene. This may include tissues, no-touch trash cans, hand soap, adequate time for hand-washing, alcohol-based hand sanitizers, disinfectants, and disposable towels.
<input checked="" type="checkbox"/>	All shared equipment and touchable surfaces are cleaned and sanitized between each use.	<input checked="" type="checkbox"/>	Cleaning products are used that meet the Environmental Protection Agency (EPA)'s-approved for use against COVID-19 list.
<input checked="" type="checkbox"/>	All entrances and exits are equipped with proper sanitation products, including hand sanitizer and/or sanitizing wipes.	<input checked="" type="checkbox"/>	School hours and/or other procedures have been modified to provide adequate time for regular, thorough cleaning, product stocking, or other measures.



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<input checked="" type="checkbox"/>	Hand washing facilities will be made available and will stay operational and stocked at all times and additional soap, paper towels, and hand sanitizer are supplied when needed. Antimicrobial soaps are not required or recommended. Sanitizers containing methanol may not be used.	<input checked="" type="checkbox"/>	Hands-free devices have been installed, if possible, including motion sensor lights, contactless payment systems, automatic soap and paper towel dispensers, and timecard systems.
<input checked="" type="checkbox"/>	Hand sanitizer will be provided where indoor plumbing is not readily available.	<input checked="" type="checkbox"/>	Staff is provided adequate time to implement cleaning practices before and after shifts.

Schedule for Cleaning and Disinfecting high traffic areas and commonly used surfaces.

Fill in the fields below with the schedule for how often each area is disinfected.

Mark N/A for all that do not apply to your specific worksite and add any that are missing to "Other"

Classrooms:	Offices:
Daily, and/or between cohort use.	Daily
Restrooms:	Telephones:
Minimally, once per hour. Adult restrooms will be equipped with a spray disinfectant to be used after each use.	Disinfected before and after use if the telephone is used by someone other than whom it has been assigned.
Handrails / door handles / shelving:	Handwashing facilities:
Bathroom and classroom doors will be left open as much as possible to avoid touching door handles. Otherwise, door handles will be cleaned hourly. Shelving will be cleaned as necessary, depending on level of use.	Sink handles in classrooms will be cleaned after each use.
Copy Machines / Scanners / Faxes:	Common Areas:
After each use.	See below.
Playground Structures:	Outdoor Common Areas:
<p>CDC guidelines will be followed:</p> <ul style="list-style-type: none"> Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public. 	<p>CDC guidelines will be followed:</p> <ul style="list-style-type: none"> Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.



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<ul style="list-style-type: none"> • High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely (between each use by cohorts). 	
Indoor Common Areas:	Other:
Common areas will be disinfected daily. Note: Entry into school offices will be minimized, except by the staff member assigned to the area.	

Physical Distancing Guidelines

<input checked="" type="checkbox"/>	Staff breaks and break rooms are managed to allow employees to eat on premises in designated areas where they can remain 6 feet apart.	<input checked="" type="checkbox"/>	Tape or other markings have been placed at least six feet apart on sidewalks or other walkways near public entrances with signs directing students to use the markings to maintain distance.
<input checked="" type="checkbox"/>	Staff desks are 6 feet from students. Where practicable, physical distancing of six feet is maintained to the greatest extent possible within a classroom or instructional area. Three to six feet is acceptable where requirements herein are in practice;	<input checked="" type="checkbox"/>	All desks or individual workstations within office settings are separated by at least six feet or employees otherwise maintain six feet if workspace is limited.
<input checked="" type="checkbox"/>	Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable;	<input checked="" type="checkbox"/>	The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort;

Notification of COVID-19 Positive Case at School or Office Site

<input checked="" type="checkbox"/>	County of Humboldt Public Health is notified of all positive COVID-19 cases.	<input checked="" type="checkbox"/>	Employers and employees are aware that they can call Humboldt Public Health if a suspected exposure has occurred at 707-268-2182.
<input checked="" type="checkbox"/>	If a student or staff member is diagnosed with COVID-19, Humboldt County Public Health may ask for assistance in the assessment of potential worksite exposures, and will advise on any recommended testing, quarantine, or isolation instructions.	<input checked="" type="checkbox"/>	Protocols, actions and template communications are in place for COVID-19 related scenarios: <ul style="list-style-type: none"> • Student Symptom Checklist • Humboldt County Public Health Protocols on the onset of Symptoms



Cutten School

Site-Specific Protection Plan

Cutten School District

Training

Staff have been or will be trained on the following topics:

<input checked="" type="checkbox"/>	Information from the Centers for Disease Control and Prevention (CDC) on COVID-19, how to prevent it from spreading, and which underlying health conditions may make individuals more susceptible to contracting the virus.	<input checked="" type="checkbox"/>	Manufacturer's directions and Cal/OSHA requirements for safe use of personal hygiene and cleaning products.
<input checked="" type="checkbox"/>	Self-screening at home, including temperature and/or symptom checks using CDC guidelines.	<input checked="" type="checkbox"/>	The importance of physical distancing, both at work and off work time (see Physical Distancing section above).
<input checked="" type="checkbox"/>	The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.	<input checked="" type="checkbox"/>	Proper use of face coverings, including:
<input checked="" type="checkbox"/>	The importance of seeking medical attention if an employees' symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC's webpage.	<input checked="" type="checkbox"/>	Face coverings do not protect the wearer and are not personal protective equipment (PPE).

Compliance and Documentation

<input checked="" type="checkbox"/>	This school site / office is regularly inspected for compliance with this School Site-Specific Protection Plan (SSPP) and any deficiencies are documented and corrected.
<input checked="" type="checkbox"/>	All school sites and offices operations will continue to be accessible to students and staff with disabilities, complying with the Americans with Disabilities Act. Title III which covers private business entities.
<input checked="" type="checkbox"/>	This school site has created a Task Force to support SSPP activities. This group meets regularly.

Resource Documents:

- [The Road Ahead: Humboldt County Schools Re-Opening Framework](#)
- [Humboldt County Public Health and Human Services](#)
- [Humboldt County Public Health Local Orders](#)
- [California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs](#)
- [Center for Disease Control - Schools Decision Tree](#)
- [California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)



Cutten School District *Blended Learning Plan*

Introduction

Cutten School District continues to monitor updated guidance from the Center for Disease Control (CDC), the California Department of Public Health (CDPH), the California Department of Education (CDE), and Humboldt County Department of Health and Social Services (DHSS) to support and promote emerging best practices to share with our Cutten community. These best practices are based on alignment with local, state and federal guidelines in coordination with our county's Public Health Officer.

This blended learning plan will serve as guidance for students, staff, and families. This plan will serve as a model for our campus to meet the guidelines set forth by the above agencies to bring our students back together and provide site-based classroom instruction as safely as possible. The blended learning plan will incorporate both site-based classroom instruction and distance learning.

Families may request to participate only in distance learning and will be given the option to continue with distance learning only or join their class cohort at the end of each trimester. You may request a copy of our distance learning plan from either school office, or click [here](#) to find it on our District website.

Key Factors that Have Informed Our Decisions

- **Feedback** gathered from online surveys, emails, conversations with staff, students, and community.
- **Planning Committees made up of teachers and administrators** have provided thoughtful input.
- **Safety** is at the center of all decision-making.
- **Flexibility is essential** as we adapt to changing circumstances.

Cutten School's Blended Learning Philosophy

Blended learning is a response to a changing global environment that inspires and ignites continuous learning opportunities for all students in their classroom and at home; where families continue to partner with our teachers to provide students with educational experiences that provide academic learning and build connection, community, and compassion.

Cutten School District's Blended Learning Plan

Students participating in blended learning will attend school 5 days per week. The school schedule will be an AM/PM shift model, coupled with daily home assignments for grades 1st – 6th.

Cohort 1 will be on campus 8:00 - 11:00 Monday through Friday.

Cohort 2 will be on campus 12:00 - 3:00 Monday through Friday.

- For grades 1st – 3rd, 50 minutes of daily home assignments will supplement site-based instruction.
- For grades 4th – 6th, 60 minutes of daily home assignments will supplement site-based instruction.
- Classrooms will be thoroughly disinfected daily from 11:00 – 12:00 between cohorts, and after 3:00.
- Each site's social worker will be available to support teachers in addressing the social-emotional needs of students.
- Cohorts of students will stay with their teachers and/or classroom aides throughout their learning day. Teachers or classroom aides will supervise their cohorts during recess times. Playgrounds will be divided into zones to separate cohorts when they are out at the same time.
- Siblings will be given priority to be on the same track.



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- Families will be given the opportunity to provide input regarding their cohort schedule to meet their specific needs. The District will try to accommodate if reasonably possible.

Families will be notified if they are in the AM or PM cohort at the beginning of August.

Classroom Spaces and Social Distancing

- Classrooms will be arranged with spaces between desks and students will be instructed on how to be safe in their classroom environment.
- Teachers will arrange their lessons and choice time activities to facilitate space between students.
- Teachers will instruct students to turn assignments in as they leave the classroom, or the teacher will walk around the classroom to collect assignments.
- Supplies will be provided to students for individual use and kept in a labeled tub or bag, or collected by the teacher/aide and disinfected after each use.
- Students in grades 2-6 will have access to assigned Chromebooks and headphones in order to limit sharing.
- If needed, parents/guardians of students will be able to check out a district Chromebook for learning during times students are not on campus. Chromebooks will be disinfected before returning to classroom use.
- Per state and county guidelines, face coverings must be worn by all adults as well as all students in grades 3 - 6. Students in grades TK - 2 are strongly encouraged to wear masks. Limited medical exemptions are allowed with a doctor's note.
- Increased cleaning and sanitizing of school facilities will occur on a regular basis.

Non-Classroom Spaces and Social Distancing

- All outside Facilities Use Permits, even when these activities would take place after school hours, are suspended.
- All program volunteers, other than student teachers, have been suspended. University fieldwork students will be evaluated on a case by case basis to determine possible risk factors.
- Classes will have access to outdoor spaces during non-recess times. These areas can also be used as outdoor learning spaces as seen fit by the classroom teacher.
- Break time will be with their teacher/aide and class cohort.
- Until further notice, play structures are not accessible.
- Hallways will have clear entry and exit spaces to encourage students to move through them with safe social distancing.
- Students will enter and exit the campus through different points to help avoid group congregation.
- See masking guidelines in the previous section.

Personal Items

- Students will not be allowed to bring personal items such as toys from home.
- Students will have personal supply tubs for classroom use. These will contain items such as pencils, crayons, glue, scissors, and basic Math/ELA manipulatives. The tubs will be labeled with each child's name. Tubs will be stored in student desks if applicable, or in a designated space in the classroom.



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- Students will have assigned hooks/cubbies in their classrooms for their jacket/sweatshirt and lunchbox only.
- We encourage students to bring water bottles from home. They may fill the water bottles in the classroom. Water bottles will be left in the classroom with the option to take home every week for cleaning. They must be disinfected before being returned to the classroom.

Breakfast and Lunch Program

- Breakfast and lunch will be available for students each day.
- Lunch will no longer be eaten on campus. The district will provide “grab and go” lunches for purchase and through the free and reduced meal program.
- All cafeteria/food service staff will be trained according to CDC and CDPH COVID-19 food handling guidelines.

Enrichment Classes

- Music classes will be taught using a remote learning model.
- GATE enrichment will be taught using a remote learning model.
- All classroom presentations by outside speakers are suspended.

Support Services

- Instructional aides will continue to support student learning in classrooms daily.
- Students with IEPs will be supported through direct instruction using a pull-out model.
 - Enhanced safety precautions will be taken, including limiting student group sizes, plexiglass dividers, disinfecting between learning sessions, and assigning materials to individual students

School Arrival and Departure

- Students may arrive no more than 10 minutes before their cohort start time and must be picked up promptly at dismissal time.
- There will be no before or after school care program.
- Parents/Guardians will be encouraged to complete health screenings at home and submit results through a data collection app.
- Students who arrive at school without health screening results submitted must be screened upon entry onto the campus.
- The District will provide limited bus service based on transportation hardship.
- Parents/Guardians will not walk their children to class. Rather, they will walk them to identified entry points.
- See masking guidelines above in the section on Classroom Spaces and Social Distancing.

Signs or Symptoms of COVID-19

- Students who are sick or medically fragile will not be penalized for staying home and engaging in distance learning.
- As students and staff enter campus, they will be required to complete a brief survey regarding COVID-19 symptoms, as well as get a temperature check.
- Any allergies and/or health history of students who are at risk of being exposed or who have



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temperatures above 100.4 will be communicated immediately to the front office.

- School staff will monitor students visually throughout the day to ensure that they do not develop fevers or other COVID-19 symptoms.
- Upon entering their classroom or any other building on campus, students will wash their hands with soap and water and/or have access to hand sanitizer.
- Students will be sent home if it is determined that they display COVID-19 symptoms.
- Administration will work with County Health Officers and CDPH to notify families and staff of potential exposure.

If a Student or Staff Member Becomes Sick

- If students or staff members display COVID-19 symptoms or become sick while on campus, they will be directed to continue to wear their masks and isolate themselves in designated areas under direct staff supervision.
- If students display symptoms, the school will notify parents/guardians immediately. If the symptoms become severe, they will be transported to the hospital. If symptoms are not severe Parents/Guardians will have the option to either transport home or to seek medical treatment. The front office will report this to the County Health Officers and CDPH.
- If an adult becomes sick, they will be directed to leave campus and either go home or seek medical treatment. If the symptoms become severe, they will be transported to the hospital. The front office will report this to the County Health Officers and CDPH.
- Areas that have been used by a sick person will not be used again until full disinfection. Custodial staff will use proper disinfection procedures and PPE while cleaning the area, waiting 24 hours before entering, if at all possible.
- Cohorts of students will be given an alternative learning space if practicable.
- We will instruct sick staff members and students not to return until they have met Public Health criteria to discontinue home isolation, including 3 days with no fever, a decrease in symptoms, and a minimum of 10 days since symptoms first appeared
- Cohorts exposed to a student or staff member that tests positive will be required to follow the County Health Officers guidance. This may require a 14 day quarantine.
- We will provide all students with access to distance learning when they are out of class due to COVID-19 related illnesses.

On-Going Support and Resources:

[Cutten Website](#)

[Humboldt County Office of Education](#)

[Guidance from the California Department of Education](#)

[Guidance from the Humboldt County Department of Health and Human Services](#)

[Guidance from the California Department of Public Health](#)

[Center for Disease Control and Prevention](#)



Cutten School District
Distance Learning Plan

Building a better world... one student at a time.

Ridgewood School
(Grades TK - 2)



Cutten School
(Grades 3-6)



Distance Learning Plan

Cutten School District

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Principles of Distance Learning

Cutten School District is committed to delivering a dynamic educational experience for all students. Yet there are rare occasions when external circumstances or world events will impinge upon the District's ability to operate the campus and deliver lessons on site. Under these circumstances, the District is compelled to develop alternate methods for teaching and student learning. For this reason, the following plan was developed to ensure the continuity of learning and intellectual engagement for our students.

This plan is founded on the following principles:

- 1. Maintaining teaching and learning*
- 2. Providing the necessary resources to support the transition to distance learning.*
- 3. Supporting students, and parents/guardians as they transition to distance learning.*
- 4. Providing access for all students.*
- 5. Maintaining a partnership between families and school staff*

Overview

California Department of Education Definition of Distance Learning

Distance learning means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

The following distance learning plan outlines an approach to maintaining instruction and learning using digital and online resources in the event of an extended period of distance learning or campus closure. Information regarding School Plans in the event of an emergency are based on the Comprehensive Safe School Plan and are communicated by the Superintendent or Designee. This document focuses instead on the distance learning platforms and approaches teachers will use to ensure continuity of student education should an event cause a disruption in campus operations.

Emergency Response Task Force

In the event of a major disruption of campus operations or urgent campus closure, the Cutten School District administration and Board of Trustees leadership will convene to assess the situation and make recommendations for the District's response. The Emergency Response Task Force, (Administrators, Facility Manager, Social Workers, one Board Member and a lead teacher from each site) will maintain communication with the Board of Trustees, which will advise and direct the Emergency Response Task Force in the planning and response to any situation that leads to an extended District closure. The decision to close the school campuses and initiate the distance learning plan will be made by the Superintendent, who will work in consultation with the Board of Trustees.

Depending on the cause for campus closure, the District may be required to delay the initiation of the distance learning plan. For instance, in the event of a natural disaster such as an earthquake, the District may need to stabilize the campus infrastructure (i.e., information technology network, digital platforms, physical campus, buildings and systems, etc.) before initiating online instruction. In the event that there is no advance warning for campus closure, the District will communicate with families on the timing of the start of distance learning as early as possible. In the event of a campus closure, the District will communicate with students, parents / guardians, and employees using the District website, and mass notification system, and will include the exact date for the beginning of distance learning for students, and the designated workdays for faculty and staff to initiate distance work. The first two days of campus closure will be dedicated to teacher preparation and will be designated as work days for all District employees. Students will be expected to begin engaging in distance learning on Day 3 of a campus closure.

Example Campus Closure Scenario

The Superintendent announces that the campus will be closed for an extended period beginning the next school day.

- **Day 1 and Day 2:** All District staff will be required to report to work, either remotely or physically, depending on the situation and as conditions allow.
- **Day 3 by 8:00 AM:** Teachers will post lessons for students and chromebooks will be available for checkout. Distance Learning begins at this point.

The District will communicate with the exact timeline as early as possible via mass notification, personal phone calls, and Remind messaging. The initial communication will be followed with more detailed information, and instructions from administration and teachers.

Distance Learning Approach

The District recognizes that distance learning cannot replicate the kind of learning experience that takes place in a dynamic and inspiring school environment where talented teachers and bright students engage through personal daily contact, and engaging discussion.

However, when such an experience cannot be possible, there are many alternative and effective approaches available to our teachers in order to continue instruction and to connect students in meaningful learning. The use of the most effective teaching and learning technological tools in the classroom is not new to Cutten District. At all grade levels, our teachers are accustomed to using technology to advance learning goals for students.

In a distance learning approach, teachers make use of a range of technological tools and online platforms that are already available to them and their students, ensuring greater familiarity. By utilizing tools to which students are accustomed, they can adapt more smoothly to a distance learning approach.

An important component of distance learning is paper assignments for the different content areas. Teachers provide packets of work that comes largely from the district-adopted curriculum and also includes supplemental material. Work is directly aligned to state standards. Because this is the materials used in on-campus learning, the format of these assignments is already familiar to students. Students continue to engage in learning by reading a range of texts and materials designed to develop critical reading skills as well as provide content knowledge in specific subject areas. While not an exact substitute for classroom learning, teachers can maintain productive and developmentally appropriate lessons using a broad range of resources, approaches, and methodologies.

Participation and Attendance

Students are required to participate in online meetings and be on time. All assignments are to be completed, whether they are online or paper assignments. Attendance and tardies will be tracked and addressed with the same process as in school learning. If there are underlying issues that impact participation and attendance, please contact your teacher as soon as possible.

Guidelines for Parents/Guardians

We understand that a shift to a distance learning approach will require our students and families to make adjustments. A continued partnership with parents and guardians can play a vital part of ensuring the success of the plan. Teachers, school principals, and support staff are all available to support and guide students should they need help. Below are some guidelines for parents/guardians to enable students to become successful at distance learning:

Establish a Regular Schedule for Your Child and Stay Engaged with their Learning:

Once distance learning is initiated by the District, it will be important for parents/guardians to help students establish and maintain a routine and structure for their day, beginning with a regular bedtime and wake-up time each day. While some of our students may want to stay up late and sleep in, establishing a regular school day routine will help your child retain a sense of normalcy and stay engaged in learning. Be sure to help your child build in “breaks” during the school day, encouraging them to stand up and move around so they are not remaining sedentary throughout the day. Begin and close each “school day” with a brief check-in as well as checking in throughout the day at regular intervals to ensure that your child is successfully engaging in distance learning. Reach out to your child’s teacher if you observe your child struggling to stay focused. Setting clear expectations with your child about regular school day hours will help your child maintain a routine and stay on top of his/her school work.

Create a Study Space for Your Child: Productive learning relies on a conducive environment. We recommend that you create a separate, quiet space in your home for your child to study. The family room sofa with close proximity to a television or your child’s bedroom may not be the optimal place for your child to learn. We recommend that you choose an open area in the family living space (kitchen table, dining room, etc.) to avoid isolating your child and to allow parents/guardians to monitor your child’s learning and screen activity. A room with strong wireless connection will also be important.

Stay in Communication with your Child’s Teachers: Your child’s teachers and administrators will maintain regular communication with parents/guardians. The frequency of the communications will depend on your child’s age, developmental stage, and level of independence. While teachers are available as resources for your child and for you, please keep in mind that our teachers will need to be in regular email communication with all of their families), so we ask that you be mindful when communicating with

teachers, strive to be succinct, and focus on the essential.

Encourage Independence and Allow for Productive Struggle:

Stay engaged in your children’s learning by asking them questions and having them share their thoughts while encouraging their independence so they can take ownership of their own learning. Some productive struggle is essential to learning, so we ask that parents allow their children to grapple with problems and come up with ideas for tackling them. Stepping in too quickly to help solve problems will deprive your child of the opportunity to learn, try new approaches, and gain greater independence and confidence. If your child becomes discouraged and/or overwhelmed by school work, please reach out to your child’s teachers and the social workers.

Help your Child Maintain Social Contact with Peers:

It will be very important for your child to stay in social contact (through virtual means) with their friends and peers during a campus closure. Encourage your child to interact with friends through Facetime / Google Meet or through phone conversations. Students can form study groups created by their teachers or informal groups that they develop on their own. Social community.

Encourage Physical Activity and Movement and Monitor Student Stress:

Teachers will provide opportunities for regular physical activities. Movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus for more effective learning and retention. Parents should monitor student stress levels and reach out to social workers for advice. Interactions, even through virtual means, will help your child stay connected and feel a part of the school as needed.

FAQs

Below are some anticipated questions with responses. For more detailed information on the distance learning approach for each division, please see the appropriate section below.

How will the District ensure that my child is continuing to learn?

Teachers have been working closely with administrators and with their grade level colleagues to develop lesson plans using online platforms and digital resources to ensure continuity of learning for students. Students will continue to be engaged with their teachers through a range of methods, including video, online discussions, email, and phone communication. Teachers, school administrators, and the social workers will be available to communicate with students and parents on an ongoing and regular basis during a campus closure to ensure that individual student learning needs are being met.

How will my child be assessed and graded?

Student participation and progress will be tracked on an ongoing basis. Students will receive credit for work completed. The Essential Standards Toolkit for Cutten District was developed in partnership between the Humboldt County Office of Education and several local school districts. This Essential Standards Toolkit serves to identify the primary California State Standards that should be supported and assessed at each grade level. Not only does this document serve as a communication tool for families to better understand what the curricular focus will be at our core, but it also serves as a method for teachers to track student progress towards standards mastery. This toolkit will help to inform the end of year report cards.

What resources are available to my child if he/she begins to face challenges with learning?

Your child's teacher is the first resource for your child if he/she faces learning difficulties. Teachers are available to speak with students and their parents directly as well as providing one-on-one support by Google Meet or phone. If your child begins to struggle with learning, please reach out to your child's teacher so we can put additional support in place.

My child is becoming extremely anxious about the situation that has led to the campus closure. What resources does the School have to support my child?

Children who experience heightened anxiety should consult with their pediatricians and/or psychologists. Our school social workers can offer referrals to parents and can coordinate with outside providers. During a campus closure,

parents/guardians should monitor students' mental health and seek outside support as needed.

My child has an Individual Education Plan. How will you meet the requirements of the IEP?

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans will be provided additional support by their Resource Program teachers or 504 Coordinators. Resource Program teachers and 504 Coordinators will communicate with families to determine needed support for all students to access their education and make progress toward their goals. Resource Program teachers and 504 Coordinators will work with General Education Teachers to ensure that all students have access to the General Education Curriculum. Students will be provided individualized work and will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures.

I'm concerned that my child will have prolonged screen time. What other learning supports will the teacher provide?

Not all distance learning is dependent on extended periods of screen time. Students will continue to be assigned work that will need to be completed without screens, including reading, writing, solving math problems, hands-on projects, and other special projects. Teachers have been asked to be mindful of the kinds of assignments they are creating to avoid extended screen use. Please reach out to your child's teacher if you observe your child having difficulties focusing due to increased screen time. Your child's teacher can provide one-on-one Zoom/Google Meet sessions and phone check-ins.

My child is not feeling well and is not able to engage in learning. Is there a way to report an "excused absence" so he won't be penalized for not engaging in distance learning?

If your child becomes ill while the District is using a distance learning approach, contact the school office to report your child's "absence" from school. Your child's teacher will work with your child and with you to ensure that he/she is able to make up any missed work and provide necessary extensions for assignment deadlines.

Distance Learning Student Expectations

Cutten School District asks our students to think about how they can meet the expectations of being Safe, Responsible, and Respectful at all times. Even at a distance, we know our students will continue to meet our expectations. Below are expectations for entering an online class, participating in whole-group or in small-group activities, participating in one-on-one instruction, or in breakout rooms.

BE SAFE

- Use equipment as intended. Chromebooks are to remain indoors, kept in a safe place when not in use, and not used around food or liquids.
- Interactions with classmates must be under the direction of your classroom teacher.
- Access only websites to which your teacher has provided a link.
- Keep your screen in one place. Please don't walk around with your screen during the meeting.

BE RESPECTFUL

- Say and type kind words/emojis to others.
- Listen.
- Take turns.
- Respect others' work.
- Respect others' cultures, opinions, and points of view.
- Raise your hand if you would like to speak.
- Think about what you want to share before sharing it.
- Avoid sitting where other background noise may interfere with the meeting
- Limit side conversations with others who may be near your work space.
- Be patient. Remember that your teacher is also new to teaching in this manner. Keep your video on at all times, and audio muted unless asked otherwise.

BE RESPONSIBLE

- Log in on time.
- Be ready to learn when you enter the meeting.
- Have needed supplies easily accessible to assist with online lessons...pencils, paper, markers, etc...
- Be prepared by using the restroom or eating before your meeting starts.
- Be dressed for school when you come to your meeting.
- Choose a distraction-free space, with siblings, friends and pets away from your learning area.
- Come to the meeting on time.
- Participate in all activities.
- Have your materials with you and your device plugged in or charged.
- Ask questions when you have them.
- Be present - avoid multitasking.
- Dress like you would for in-person school.
- Remain muted until directed by an adult to unmute.

Distance Learning Plan

The goals for the distance learning plan are to keep our children engaged so they can learn and grow, while also providing them with meaningful opportunities for connection and community. We will provide opportunities for them to read, write, develop mathematical skills and concepts, share ideas, explore, create, play, and move.

Teachers will use familiar and predictable structures to meet the needs of our children. Each day, our children will receive a warm greeting from their classroom teachers, a “morning message,” and lessons/ learning objectives from their teachers, much as they would normally see on a regular school day. The District will use a landing page on the website for families to quickly and easily access each day’s work.

When campus closure has been announced by the Superintendent, students and parents will receive additional information from the school administrators and classroom teachers.

Students and faculty members will be offered a Cutten School District Chromebook and charger to bring home during the period of distance learning. Chromebooks should only be used for school functions, and students and families should review the Cutten School District Technology Contract and expectation. Many of our technology platforms (i.e., GSuite, etc.) are not device dependent, so families may choose to access the learning platforms through family devices, such as phones, laptops, etc. Certain learning apps, however, have been preloaded onto Chromebooks, so students must use the District-issued Chromebooks to access those learning apps.

Questions regarding technology, including how to access the internet, Google Classroom, or Zoom from your device, should be directed to your classroom teacher or Susie Smelser (csditco@cuttensd.org), technology technician.

Technological Tools, Digital Resources, and Platforms

Tools	Users	Description
Mass Notification System	Staff and Families	Email, text, and/or prerecorded voice messages will be used for all major announcements from the District. Faculty and Staff will continue to use email to communicate with families.
Messaging	Remind	The Remind App will be used for two-way messaging between teachers and parents/guardians of students.
District Website Google G Suite, including Google Classroom	All Students and Families	Grade level teams will create weekly class assignment schedules that will be accessible on the district website. Explicit instructions will be included, and links to educational resources will be embedded in the schedules. Each teacher will maintain a Google Classroom site to provide individualized, unique material for the students in that class. Google Meet will be used for video conferencing in small or whole groups.
Online Learning Platforms	Students and Teachers	Teachers will assign classwork to be accessed on district-selected platforms including, but not limited to: Raz-Kids, EPIC, ReadWorks, Accelerated Reader, Starfall, Khan Academy, IXL, Mystery Science, GoNoodle, and district-adopted curriculum online platforms.

Roles and Responsibilities of the District

Roles	Responsibilities
Leadership Team (Principals and teachers)	<ul style="list-style-type: none"> ● Establish clear communication channels to all families ● Provide ongoing updates to families and faculty/staff ● Support all families in the distance learning plan ● Support teachers in implementing high-quality instruction and feedback in a distance learning model ● Provide models and examples of strong distance learning units, lessons and projects ● Be a model of flexibility, optimism, creativity, and openness
Classroom Teachers	<ul style="list-style-type: none"> ● Collaborate with other members of their grade level team and special education teachers, to design daily distance learning experiences for students ● Foster a sense of community and connectedness between and among students and families ● Provide students/families with timely communication and feedback ● Leverage technology to allow for personalized and differentiated learning ● Be a model of flexibility, optimism, creativity, and openness
Leadership Team (Principals and teachers)	<ul style="list-style-type: none"> ● Establish clear communication channels to all constituencies ● Provide ongoing updates to families and faculty/staff ● Support all constituents in the distance learning plan ● Support teachers in implementing high-quality instruction and feedback in a distance learning model ● Provide models and examples of strong distance learning units, lessons and projects ● Be a model of flexibility, optimism, creativity, and openness
Classroom Teachers	<ul style="list-style-type: none"> ● Collaborate with other members of the team, as well as Special teachers, to design daily distance learning experiences for students ● Foster a sense of community and connectedness between and among students and families ● Provide students/families with timely communication and feedback ● Leverage technology to allow for personalized and differentiated learning ● Be a model of flexibility, optimism, creativity, and openness
Music Teacher	<ul style="list-style-type: none"> ● Communicate regularly with classroom teachers to provide instruction for students who receive accommodations and support in small groups or 1:1 ● Support students in differentiating lessons by grade levels ● Communicate regularly with students/families who receive accommodations to support learning ● Provide supplementary lessons for students who may benefit from additional instrumental instruction
School Social Workers	<ul style="list-style-type: none"> ● Provide staff and families with resources and technological guidance to help support distance learning ● Monitor the wellness of children, families, and staff and provide interventions or resources as needed ● Be accessible to all community members ● Proactively send community-wide tips, strategies, and updates to support wellness and health
Technology Staff	<ul style="list-style-type: none"> ● Develop tutorials for staff as needed ● Develop tutorials for families to problem solve common technology challenges ● Be available as a help desk for all staff and families to provide on demand support ● Continually monitor the needs of staff and families and provide ideas, and trouble-shooting support

Student and Families

All students are expected to participate in distance learning during a campus closure. Any learning activities or assessments not completed will need to be worked on outside of the scheduled time. In exceptional circumstances or illness, parents of students who are unable to participate should notify the School as they would for any school absence, and those students will be given special consideration.

Student Roles and Responsibilities	
<ul style="list-style-type: none"> ● Establish a daily routine for your school work ● Find a comfortable, distraction-free place in your home where you can work ● Check the website each day to learn about your goals and assignments for the day ● Complete all daily assignments ● Put forth your best effort ● Do your best to meet deadlines ● Communicate with your classroom teachers as needed 	
For questions about...	Reach out to...
A lesson, assignment, etc.	Your classroom teacher
A technology problem	Technology staff csditco@cuttensd.org
A social-emotional problem	Miranda Johnston (Ridgewood) mjohnston@cuttensd.org Kristyn Fresz (Cutten) kfresz@cuttensd.org
Any other questions	Principals: Sue Ivey (Ridgewood) August Deshais (Cutten)

Family Roles and Responsibilities

The most effective distance learning plan involves the entire student team: the teacher and other school staff, the student, and the family. All play a significant role in ensuring that students stay ahead of the learning. Families are encouraged to implement the following recommendations, and to reach out proactively should they run into challenges.

- Establish routines and expectations for your child
- Establish beginning and end-of-day check-ins with your child
- Help them create a comfortable, distraction-free place to work
- Monitor communications from the School and your child's teacher
- Partner with your child's teacher and reach out should any challenges arise
- Help your child to plan out their work for the day and check in to keep them focused and on task
- Help your child "turn his/her work in" through the channels laid out by the teacher
- Take an active role in your child's learning and assist them in walking through instructions when needed
- Provide opportunities for your child to play and move outside
- Take advantage of opportunities to engage your child in the arts or other creative pursuits
- Be mindful of your child's physical and emotional health
- Reach out to social workers for learning support, etc. as needed
- Monitor your child's non-academic screen time
- Set clear rules around using technology for social interactions and monitor their usage
- Be a calm presence for your child
- Be a supportive partner of teachers and the School

For questions about...	Reach out to...
A lesson, assignment, etc.	Your classroom teacher
A technology problem	Susie Smelser csditco@cuttensd.org
A social-emotional problem	Miranda Johnston (Ridgewood) mjohnston@cuttensd.org Kristyn Fresz (Cutten) kfresz@cuttensd.org
Any other questions	Principals: Sue Ivey (Ridgewood) August Deshais (Cutten)

Learning Time Frame and Content By Grade Level

Transitional Kindergarten			
Required minutes per day = 180			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Language Arts	40 Minutes	ABC Mouse Paper packets	Emergent Literacy Activities, Games & Challenges focused on language development, vocabulary, comprehension, and phonological awareness.
Math	40 Minutes	ABC Mouse Paper Packets	Emergent Numeracy Activities, Games & Challenges focused on number recognition, counting, sorting, shapes, patterns, and problem solving
Social Skills	40 Minutes	TK Tool Kits provided	Games and Activities created to support cognitive, physical, and social emotional development. This might include music, physical exercises, mindfulness work, art projects, board games, etc.
Science, Music, Art, Social Studies, or PE	30 Minutes	ABC Mouse Mystery Science	Alternate lessons in each of the content areas weekly. Remote Music Class with Mrs. Pitts
Social/Emotional	30 Minutes	Morning Meeting and Daily Wrap-Up through Google Meets	Games and activities created to support cognitive, physical, and social emotional development. This can include music, physical exercises, mindfulness work, art projects, board games, etc.

Kindergarten			
Required minutes per day = 180			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Reading	15 Minutes Instruction & 20 minutes+ of independent reading	Epic Books, RazKids and and Adopted Language Arts Curriculum	Reading Lesson focused on building word attack strategies for deepening comprehension, followed by 20 minutes of reading at student's level
Language Arts	25 Minutes	Starfall and Adopted Language Arts Curriculum	Word Work focused on phonics, spelling, and handwriting
Writing Workshop	30 Minutes	Adopted Language Arts Curriculum and Adopted Language Arts Curriculum	Writing Lesson, Task, or Prompt focused on a particular genre, craft technique, or writing strategy followed by 10-15 minutes of independent writing based on the assignment at hand
Math	30 Minutes	Khan Academy and Adopted Math Curriculum	Combination of Math Lesson, Activities, Worksheets or Games focused on number sense, basic addition/subtraction, geometry or problem solving
Science, Art, Social Studies, PE, or Music	30 Minutes	Mystery Science	Alternate lessons in each of the content areas weekly
Social/Emotional	30 Minutes	Morning Meeting and Daily Wrap-Up through Google Meets	Games and activities created to support cognitive, physical, and social emotional development. This can include music, physical exercises, mindfulness work, art projects, board games, etc.

1st Grade			
Required minutes per day = 230			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Reading	15 Minutes of Instruction & 20 minutes of independent reading	Starfall, RAZ, EPIC, IXL, Adopted Language Arts Curriculum and online/additional resources	Reading Lesson focused on building word attack strategies for deepening comprehension, followed by 20 minutes of reading at student's level
Language Arts	35 Minutes	Starfall, IXL, Adopted Language Arts Curriculum and online/additional resources	Word Work focused on phonics, spelling, and handwriting
Writing Workshop	40 Minutes	Adopted Language Arts Curriculum and online/additional resources	Writing Lesson or Prompt focused on a particular genre, craft technique, or writing strategy followed by 20 minutes of independent writing based on the assignment at hand
Math	60 Minutes	Adopted Math Curriculum, Khan Academy Kids, IXL, and online/additional resources	Combination of math lesson, activities, worksheets, or games focused on concepts, skills or content of unit
Science, Art, Social Studies, PE, or Music	30 Minutes	Mystery Science and online/additional resources	Alternate lessons in each of the content areas weekly.
Social/Emotional	30 Minutes	Morning Meeting and Daily Wrap-Up through Google Meets	Games and activities created to support cognitive, physical, and social emotional development. This can include music, physical exercises, mindfulness work, art projects, board games, etc.

2nd - 3rd Grades

Required minutes per day = 230

Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Reading	15 Minutes of Instruction & 35 minutes of independent reading	Google Meets Adopted Language Arts Curriculum and Online/Additional Resources	Reading Lesson, Book Club Assignment or Reading Task focused on building strategies and deepening comprehension, followed by 30+ minutes of reading independently
Language Arts	20 Minutes	Google Meets Adopted Language Arts Curriculum and Online/Additional Resources	Word Work focused on phonics, spelling, and handwriting
Writing Workshop	40 Minutes	Adopted Language Arts Curriculum, and Online/Additional Resources	Writing Lesson or Prompt focused on a particular genre, craft technique, or writing strategy followed by 20 minutes of independent writing based on the assignment at hand
Math	60 Minutes	Google Meets Adopted Math Curriculum, IXL, and Online/Additional resources	Combination of math lesson, activities, worksheets, or games focused on concepts, skills or content of unit
Science, Art, Social Studies, PE, or Music	30 Minutes	Adopted Curriculums and Online/Additional Resources	Alternate lessons in each of the content areas weekly. Remote Music Class with Mrs. Pitts
Social/Emotional	30 Minutes	Morning Meeting and Daily Wrap-Up through Google Meets	Games and activities created to support cognitive, physical, and social emotional development. This can include music, physical exercises, mindfulness work, art projects, board games, etc.

4th - 6th Grades

Required minutes per day = 240

Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Reading	15 minutes Instruction & 45 minutes of Independent Reading	Adopted Language Arts Curriculum, ReadWorks, and Online/Additional Resources	Reading Lesson, Book Club Assignment or Reading Task focused on building strategies and deepening comprehension, followed by 45+ minutes of reading independently
Language Arts	20 Minutes	Adopted Language Arts Curriculum and Online Resources	Word Work focused on phonics, grammar, spelling, and handwriting/keyboarding
Writing Workshop	40 Minutes	Adopted Language Arts Curriculum and Online/Additional Resources	Writing Lesson or Prompt focused on a particular genre, craft technique, or writing strategy followed by 20 minutes of independent writing based on the assignment at hand
Math	60 Minutes	Adopted Math Curriculum, Khan Academy, IXL, and Online/Additional Resources	Combination of math lessons, activities, worksheets, or games focused on concepts, skills, or content of unit.
Science, Art, Social Studies, PE, or Music	30 Minutes	Adopted Curriculums and Online/Additional Resources	Alternate lessons in each of the content areas weekly.
Social/Emotional	30 Minutes	Morning Meeting & End of Day Wrap-up through Google Meets	Games and activities created to support cognitive, physical, and social emotional development. This can include music, physical exercises, mindfulness work, art projects, board games, etc.