

Sacramento City Unified School District
Board of Education Special Meeting
August 19, 2021 Public Comments

Name:	Anna Molander
Comment:	<p>Superintendent and Trustees:</p> <p>With reopening just days away and COVID cases in Sacramento skyrocketing, we need more than just assurances that you will keep our children safe and that you will offer a robust and enriching Independent Study option. To date, the assurances and IS program information does not inspire confidence. And what will you do for children who are in quarantine to allow them to participate in class and work at the same pace as classmates. It's highly likely that children will be quarantined more than once this school year. Please do better. Families are leaving the District because you provide so little information. Please provide a COVID dashboard on your website that gives parents accurate and up to date information regarding COVID cases at our school sites. Other Districts nearby are doing just this. Have you hired the 45 new intervention specialists you approved last Spring? If not, isn't it too late to get qualified people? And who are they slated to help? Please provide us with more information. Please provide an update on your response regarding your lack of IDEA compliance. This needs to be on the agenda and families should be given ample opportunity to provide comment.</p>

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 8/19/2021 11:31:51 AM

Sacramento City Unified School District
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Name:	Kara Synhorst
Comment:	<p>I'm about to send my precious unvaccinated 6 year old to school. I don't know whether we will be contacted if someone he spends 6 hours in a room with is positive for Covid, because it seems like you are not counting that as a close contact if they're masked. I don't know where he'll eat if the air quality is poor. I don't know whether there is supervision in the cafeterias that allows teachers to get breaks (and eat their lunches unmasked safely). I don't know which rooms and spaces have MERV 13 filters and which have air filters. I don't know if there's a plan for when kids start dying here. How many dead kids is too many before the district goes virtual again? We are TODAY at the same case rate we were in January, when we weren't even thinking of going back yet! If California were still using tiers, we would be in the purple tier. My friends who've expressed interest in independent study have heard NOTHING. There's an information vacuum, and the district has entirely dropped the ball at making anyone feel better about it. If someone said they wanted to take my six year old boating, I'd damn well want to know whether they had a well-fitting life vest for him, whether there would be plenty of adult supervision, what kind of boat, and whether they were going to the lake or ocean. But you want me to drop off my precious child with a shrug and an "it'll be fine, don't worry, you don't need to know"?! Be transparent with the community. Be clear. Communicate. There is a leadership void here, and it's causing chaos and panic, and the worst case scenario is that it causes long-term illnesses and deaths among our community's most vulnerable members. I am looking at my box of school supplies and feeling sick at heart. I don't trust you to protect my baby, but I don't have other options, either.</p>

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 8/19/2021 11:17:56 AM

Sacramento City Unified School District
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Name:	Elizabeth Campbell
Comment:	It is clear that there is a far greater need for temporary distance learning than the district has anticipated. Unfortunately the district's current solution – assigning all distance learners to CapCity – is a poor solution for emergency, short-term distance learning for kids too young to be vaccinated, or during times of high case numbers in our community. Even with a guaranteed return to home schools after the crisis has passed, this solution causes ripple effects that impact physical school sites, concapping, waiting lists, ADA funding, staffing, and the students themselves – including those students who already depend on CapCity. Site-based independent study options are the clear solution to this problem. Allowing individual sites to provide independent study to their enrolled students not only keeps those students connected to their school communities, it allows more flexible staffing options, provides a seamless way to deliver instruction during times of quarantine, and would certainly be more cost effective in the long run. We need and want site-based independent study. Don't send our kids to CapCity; let them be safely educated by the schools to which they hope to return.

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 8/19/2021 10:56:56 AM

Sacramento City Unified School District
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Name:	Ellen Yin-Wycoff
Comment:	<p>Dear Superintendent Aguilar and SCUSD Board members: As a parent of an incoming 7th grader at the School of Engineering & Sciences (SES), I am very concerned about the current Delta variant of COVID-19 and my daughter to returning to school with this highly contagious variant. My daughter is GATE student and managed well with online instruction for the past school year and the prior year following the shutdown in March 2020. We are grateful for the excellent teachers and leadership at her former elementary school, Pony Express. Given the current conditions with COVID-19 and the Delta variant, we are appreciative of the option of requesting independent study noted in SCUSD's email to families on August 11, 2021. I have submitted a request for my daughter but I have not received any contact from the district (as of today) and I am very concerned if this request is not processed by the first day of school on September 2, 2021. This is very concerning as I am assuming I will need to send my daughter to in-person school at SES on September 2nd. Although my daughter is fully vaccinated, we are caregivers to elderly/medically compromised family members who rely on us for ongoing care. If my daughter contracts or tests positive for COVID, this will be harmful to my family as we will be unable to care for our elderly/medically fragile family members while we are in quarantine. This is not an option for us as caregivers. Right now, we need the independent study or viable online learning options for students and families that require it now while we have this COVID surge due to the highly contagious Delta variant in our community. Once we get past this Delta variant and the COVID case number decrease in our community, I fully intend to have my daughter return to SES so she can resume school with her classmates. However, it is not clear if my daughter can return to SES as her home school along with many other questions that we have about the independent study program outside of the FAQ's made available online. Will SCUSD offer a Zoom forum for families who have questions about the independent study program as soon as possible? It is essential for families to be able to get our questions and concerns answered. Additionally, WHEN can we expect to hear from the district about our requests for our students to be accepted into the independent study program? The first day of school is 2 weeks and we need to know how long this process will take. Thank you very much for your consideration! --- Ellen Yin-Wycoff</p>

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 8/18/2021 8:15:23 PM

Sacramento City Unified School District
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Name:	Catherine Warmerdam
Comment:	<p>School opens in two weeks and families are still waiting to hear more specifics about the district's plans for keeping students and staff safe from Covid. I have two areas of concern: lunchtime protocols and surveillance testing.</p> <p>We know that eating indoors poses a high risk for transmission. Where does the district stand on providing the personnel and furnishings to make outdoor dining a reality? Will schools be ready for outdoor dining on day one? We need answers. Regarding surveillance testing, if testing is part of the layered approach to safety, then a vigorous campaign aimed at getting families to sign up should have launched weeks ago. Too few families know about why or how to get their students tested. Furthermore, we need a meaningful metric to define robust testing. The goal should be to have the vast majority of students participating in a testing program. What is your plan to make that happen? Please show us that you are indeed ready to open schools by sharing these details of your safety plans with families and staff. And if you are not ready, we deserve to know that, too. Thank you.</p>

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 8/17/2021 11:33:46 PM

Sacramento City Unified School District
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Name:	Tara Thronson
Comment:	<p>Hello,</p> <p>I'm writing in my capacity as a parent of two children in SCUSD (that are not yet eligible for the COVID-19 vaccination) regarding return to full in-person school in September 2021. I continue to have outstanding questions that have not been addressed by the District and I hope to learn more tonight. Specifically: 1. Lunch - How will our children safely eat lunch? If outside, what happens on rainy or poor air quality days? Our kids need an opportunity to eat lunch without sharing air space unmasked with other children. 2. Surveillance COVID-19 Testing - With COVID funds, and the highly contagious delta variant in our community, I would feel more comfortable as a parent with weekly surveillance testing of ALL students and staff on campus (with an opt-out option, rather than opt-in) to assure cases are identified proactively to prevent spread. At a minimum this should be at elementary sites as those children are not yet eligible to be vaccinated. With the rate of COVID-19 spread in our community, I'm anxious about my unvaccinated children spending time indoors with other unvaccinated individuals, yet they can't handle another year of distance learning. I expect all our decision-makers to work in partnership to develop COVID-safe solutions that will provide our children with the quality in-person education they deserve. Best regards, Tara Thronson</p>

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 8/17/2021 9:26:27 PM

Sacramento City Unified School District
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Name:	Samantha Benton
Comment:	Can there be mandatory weekly testing for students and staff to provide for more safety?

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 8/17/2021 6:31:54 PM

From: Angela Gamez
Sent: Thursday, August 19, 2021 11:41 AM
To: SCUSD Public Comment
Subject: Independent Study

Warning! This message originates from OUTSIDE the District's email system. Please verify the sender and contents before opening attachments or clicking any links. Contact the Technology Services Help Desk at 916-643-9445 with any questions.

I am upset. As a mother of 2 children in this school district it upsets me that not one Administrator or board member is stepping up to protect the children. Unvaccinated children.

I filled out the independent study form. Have checked the SCUSD website daily. No one has reached out to me and school is set to start in a few weeks. I refuse to send my unvaccinated child back to in person learning where I know they will be exposed to covid. It is not IF it is when ! I have called the school who only knows the same information I do. I call the district office and get a run around. Unacceptable.

Let me repeat myself. I will NOT send my kids back until I can have my child vaccinated. Covid kills. It is a painful horrible death. Ask me how I know. Their grandfather passed early this year.

Your job is to protect and educate. Of which I see nothing happening. I feel you want to force everyone to in person learning. Time to step it up Mr Aguilar. Get the Independent Study up and running. Communicate with us. Show that you care for children ,parents and teachers. Its that simple.

Thanks,
Angela Gamez

August 17, 2021 *updated August 18 w/ additional signatories

Superintendent Jorge Aguilar
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

Dear Superintendent Aguilar:

A number of parents were encouraged to see the district's answers to some of the questions families have raised regarding Independent Study (IS). While a number of answers were reassuring, some answers need additional clarification. Additionally, a number of new and practical questions have been raised by parents both regarding IS as well as how safety can be achieved for parents who are considering sending their children back to their school site. The answers the district provides to these questions will likely be the decision-maker for a number of families who are currently on the fence between choosing to have their child return to campus or choose the IS option.

When our schools reopened last year, it was in an environment of reduced COVID numbers and without the new Delta variant, which is more contagious than previous variants. COVID case rates have nearly tripled in Sacramento County since our last reopening, with reports of local hospitals becoming strained due to COVID patients.

Last year, as we all faced an ever-changing environment, families received much more information, such as surveys and forums to answer questions to take the pulse of the community. The communication parents have received regarding IS and a plan to begin the school year has been minimal and entirely insufficient to allow families adequate time to make difficult decisions regarding the health and welfare of their children. The lack of communication has created an environment that paints the district as out of touch with the quickly-evolving environment facing the nation's schools and hospitals.

Parents would like reassurance from our district that they will be continuously monitoring the environment and creating the capacity to quickly pivot how students are served in order to keep them safe. As the science evolves, so should the district's communication with families and implementation of protocols to ensure all children in the district are safe.

We respectfully request that the district establish a subcommittee of board members, school personnel, students and parents to focus on evolving threats to the health and safety of our children and make recommendations for the district to consider.

We additionally respectfully request answers to the attached questions by August 20th, supplemented by Zoom community meetings to answer these questions, as well as new questions that may develop during the week of August 23rd.

We continue to recognize the complex situation we are all facing and look forward to finding a positive path forward that will meet the needs of our families and children. We look forward to your response and thank you for working to serve the educational needs of our kids.

cc: Trustee Lisa Murawski, Area 1
Trustee Christina Pritchett, Area 3
Trustee Chinua Rhodes, Area 5
Trustee Lavina Grace Phillips, Area 7

Trustee Leticia Garcia, Area 2
Trustee Jamee Villa, Area 4
Trustee Darrel Woo, Area 6

Signed by well nearly 150 SCUSD families

Angela Gamez
Rosa Parks K-8

Julie Ketchel
West Campus

Melanie Knight
Mark Twain Elementary

Jamie Canaday
Leonardo Da Vinci

Jessica Clinkenbeard
Leonardo Da Vinci

Lilibeth Bloom
Phoebe Hearst
Elementary

Maria Dal Ben
David Lubin Elementary

Dominic Dawson Soto
Alice Birney Waldorf Inspired

Patricia Dent
H. W. Harkness and George
Washington Carver

George Edmiston
Alice Birney Waldorf Inspired

Melanie Ernould
Alice Birney Waldorf Inspired

Brittany Faiola
Leonardo Da Vinci

Rob Ferrera
Theodore Judah Elementary

Jenny Ferrera
Theodore Judah Elementary

Kate Folmar
Theodore Judah Elementary

Ellika Frykman
Caleb Greenwood Elementary

Shannah Andrade
Alice Birney Waldorf Inspired

Vanessa Cudabac
New Tech

Stefani Danch
Alice Birney Waldorf Inspired

Rosa Alvarez
Golden Empire Elementary

Sara Bailey
A.M. Winn Elementary School

Jennifer Baker
David Lubin Elementary

Sara Goncalves
A.M. Winn Elementary School

Megan Goodin
A.M. Winn Elementary School

Elizabeth Gould
Alice Birney Waldorf Inspired

Jennifer Gravvat
Genevieve Didion Elementary

Devin Hallett
Sutterville Elementary

Justine Hearn
A.M. Winn Elementary School

Darra Henigan
Alice Birney Waldorf Inspired

Claudia Hernandez Leonardo
Da Vinci

Lisa Herrera Hogan
Hubert Bancroft

Jennifer Hewitt
Sutter Middle School

Kristin Goree
Hubert Bancroft

Marina Cazorla
Sutterville Elementary

Troy Flint
Washington Elementary

Erica Jaramillo
Brett Harte

Mark Holeman
Caleb Greenwood Elementary

Shawnda Westly
Caleb Greenwood Elementary

Cassandra Hoff
Phoebe Hearst Elementary

Katie Holeman
Caleb Greenwood Elementary

Alex Huerta
Leonardo Da Vinci

Beth Hurn
Leonardo Da Vinci

Cyd Jaghory
A.M. Winn Elementary School

Mo Kashmiri
William Land

Taylor Kayatta
Pony Express

Nathan Kinnick
Theodore Judah,
Sutter Middle

Heidi Kinnick
Theodore Judah,
Sutter Middle

Michelle Lahmon
Caleb Greenwood Elementary

Angela Langford
Phoebe Hearst Elementary

Amy Lapin
Washington Elementary

Rachel Libby
Washington Elementary

Jeremy Lockwood
Washington, Kit Carson

Colleen McGee
Leonardo da Vinci,
Sacramento New Tech

Kara McGuire
Alice Birney Waldorf Inspired

Sarah Mertyris
Sutterville Elementary

Kelly Mieske
Phoebe Hearst Elementary

Larissa Miller-Lerch
Leonardo Da Vinci

Bryn Mumma
Caleb Greenwood Elementary

Derek Murray
Caleb Greenwood Elementary

Annamarie Norvell
Hollywood Park Elementary

Courtney O'Connor
Crocker/Riverside

Kelly O'Neill
Sutter Middle School

Caroline Prieto
A.M. Winn Elementary School

Katie Ragle
Alice Birney Waldorf Inspired

Jennifer Reeves
Sequoia Elementary

Jeremiah Rhine
Theodore Judah Elementary

Kristina Ricci
Hubert Bancroft

Eric Richards
Alice Birney Waldorf Inspired

Ariele Rodriguez
Alice Birney Waldorf Inspired

Steph Rodriguez
Sutterville Elementary

Betty Rosauer
Sutterville Elementary

James Rosauer
Sutterville Elementary

Erica Sanchez
Leonardo Da Vinci

Sarah Sawyer
Theodore Judah Elementary

Susan Shanmugam
Crocker/Riverside

Anne Shaver
Kit Carson International
Academy

Jessica Shevlin
Theodore Judah Elementary

Janine Simac
California Middle School

Heather Simmons
J.F. Kennedy

Samuel Skow
A.M. Winn Elementary School

Kevin Smith
Phoebe Hearst Elementary

Kelly Stout
Washington Elementary

Kara Synhorst
Caleb Greenwood Elementary

Lisa Thompson
A.M. Winn Elementary School

Lysa Twardosz
Kit Carson International
Academy

Matthew Van Zandt
Theodore Judah Elementary

Orlana Van Zandt Theodore
Judah Elementary

Kristen Wagner
Theodore Judah Elementary

Sarah Watkins
Leonardo Da Vinci

Chris Watkins
Leonardo Da Vinci

Mina White
Sutterville Elementary

Schuyler Wilcox
David Lubin Elementary

Kali Williams
Washington Elementary

Tracey Wong
Alice Birney Waldorf Inspired

Lisa Wunsch
Leonardo Da Vinci

Nicole Freedman
Phoebe Hearst Elementary

Rosalva Willow
West Campus

Maggie Armstrong
Alice Birney Waldorf

Stacey Armstrong
Alice Birney Waldorf

Erin Duarte
McClatchy

Erin Gottis
Sutterville Elementary

Beth Conklin
Golden Empire

Danielle Read
Crocker Riverside

Tammy Smith
A M Winn

Colleen McGee
Leonardo da Vinci and
Sacramento New Tech

Kerry Enright
Genevieve Didion School

Robin Swanson
Theodore Judah

New signatories added
8.18.21

Amber Verdugo
A.M. Winn Elementary School

Amy Brown
Theodore Judah Elementary
Anna Molander
California Middle School and
Crocker

Barbara Vaughan Bechtold
Alice Birney Waldorf Inspired

Carrie Lewis
A.M. Winn Elementary School

Ed Fuentes
Caleb Greenwood Elementary

Ellen Yin-Wycoff
School of Engineering &
Sciences

Ernest Stermer
Genevieve Didion Elementary

Jaime Samuels
C.K. McClatchy

Josh Clark
Caleb Greenwood Elementary

Karin LeCocq
Alice Birney Waldorf Inspired

Katherine Ferreira Leonardo
Da Vinci

Kendall Wiley
Hubert Bancroft

Laura Allen
Caleb Greenwood Elementary

Lisbeth Armstrong
Alice Birney Waldorf Inspired

Michael Ferreira
Leonardo Da Vinci

Sara Allen
Sutterville Elementary

Sarah Coffey
A.M. Winn Elementary School

Sarah Soderborg Sutterville
Elementary

Sarita Serup
Crocker/Riverside Elementary

Sher Singh
Washington Elementary

Vanessa White
Alice Birney Waldorf Inspired

Vocheri Thomas
A.M. Winn Elementary School

William K Bell
Hubert Bancroft

Questions begin on following page

Independent Study (IS) Protocol

- If a family needs to move their child from the classroom to IS after the school year has started, will they be able to do so?
- If a family moves their child to IS but wishes to retain a community connection at the school they have previously attended in order to help their child adapt upon return to the classroom, is there a mechanism to do so? Would students be able to participate virtually in school activities, fundraisers, connect with a child's teacher/ peers?
- If a family chooses IS, will they be able to return their child to the same school their child was previously enrolled in, which may have been due to the lottery?
- What is the exact process for moving a student back into the classroom after IS? How will space in the classroom be saved for these students? Will this mean less social distancing and more crowding?
- What are the rules/requirements of IS? When will families be notified of these requirements?

Timing

- What is the deadline for a family to submit an application to participate in IS? How long would it take for a child to begin IS?
- If families were not notified in a timely manner of IS requirements, will they be given a reasonable amount of time to enroll their child in IS, even if it is after the school year has started?
- If families were not notified in a timely manner and are unable to enroll their child in IS by September 2nd but do not wish for their child to attend school in person, will they be granted leniency to participate in the IS program?
- Would a family be required to resubmit information, such as a birth certificate, vaccination records, which they have already provided to the district when their child was initially enrolled with the district? If so, can the district please explain why they are unable to gather information already in their possession?
- How will the district ensure that families that choose the IS option will be able to start by September 2nd with a quality educational program?
- Are the administrative hurdles to participate in the IS program overly burdensome for some families? If so, will the district ombudsperson be able to assist these families in a timely manner?
- What is the specific process the district will have for sending kids back to the classroom after their families request that they be moved from IS? How long will this transition take?

Special Education

- Is it possible that the district may choose not to offer IS to certain special education students? How would these families be notified and how would the district provide a non-classroom-based option?
- The district has a backlog of IEP requests. How does the district intend to process IEP change meetings for IS before school begins? If the district is not able to process these meetings in time, what is the expected timeline for these to take place?
- Families with children that have an IEP need specific and detailed information about how the district will provide services to their children in IS. What resources will be provided and when will they be provided?
- Will there be an ombudsperson identified to help special education families looking for assistance that can meet the existing demand for assistance?
- How will the district provide evaluations for families in a timely manner who wish to have their children assessed for an IEP? How long will this process take?

Hardship

- Will the district provide reasonable accommodations to families that may have hardships due to economic or medical circumstances and provide assistance to get their child enrolled in IS? If a family does not have transportation to pick up materials or take time off work to pick-up materials, how will the district help?
- Is the district tracking demographic data regarding families who indicate this may be difficult for them?

Consistency/Capacity

- Would the kids have the same teacher throughout their time in IS?
- When will families be notified of who their teacher is?
- What is the districts' capacity for IS? Is there a limit? Will there be a waiting list?
- What is the school supply list for IS and when will that information be made available?
- What will the district do to continue a community link with a student's previous school while they are in IS to ensure a smooth emotional transition when these students return back to their previous campuses?

In-Person Safety Concerns

Lunchtime/Recess/Safety

- What will the safety protocols be for lunch? What is the protocol being established for eating outdoors? How will this be adjusted for unsafe conditions due to smoke or inclement weather?
- Will children eating indoors be rotated to ensure social distancing can be achieved?
- What is the option for families who do not wish for their child to be unmasked during recess/outdoor activity? How can their wishes be accomplished?
- Can schools create a “masked zone” for recess for parents who would like their children to wear masks?
- Can the district require children to wear masks during recess?
- How is the district going to enforce mask wearing in the classroom and on a school site? What will the consequences be for kids that refuse to do so? How will the safety of other children be ensured?
- How will the district enforce parents/guardians wishes in situations where families co-parent and each family has differing safety wishes?
- Will all classrooms have HEPA filters? What is the clean air delivery rate for the devices the district will be using?
- What is the district masking protocol and enforcement for adults/visitors on a school site?

COVID on Campus

- How will the district define a COVID exposure at school and determine whether an exposure to COVID occurred? How and when will the district notify parents if their child has been exposed to COVID?
- Will the district provide free, on-site COVID testing for asymptomatic children whose families who wish to have them tested regardless of COVID exposure? If not, why? What would the case rate need to be for the district to make this possible?
- Will the district provide free, on-site COVID testing for children whose families wish to have them tested following an exposure to COVID at school?
- Will the district provide free, on-site COVID testing for children who have symptoms of possible COVID infection and whose families wish to have them tested?

- The CDC has emphasized the importance of providing screening testing as well as providing multiple layers of prevention strategies to keep children safe, particularly if a school is not able to provide a minimum of three feet of social distancing. How is the district implementing this guidance?
- Why is testing not provided at every school site? Many families may not have the ability to transport themselves or take time off of work to go to the limited testing centers the district is providing. How will the district ensure all families have access to testing?
- For children who have been exposed to COVID either inside or outside of school, will quarantine be required? If so, what duration of quarantine will be required?
- For children who have symptoms of possible COVID infection, what are the requirements for returning to school after isolation? Will proof of a negative COVID test be required prior to returning to school? Would children who do not undergo testing need to follow the same protocol as those with a positive test? Will the district enforce current CDC guidelines regarding isolation during COVID-19 illness?
- Since many COVID symptoms can be similar to the common cold and seasonal allergies, and do not always include a fever, how will the district prevent individuals who may have COVID from coming to school?
- If positive COVID cases begin to occur at a school site, is there a possibility all children may be shifted to IS as Distance Learning is no longer an option for the district to provide?
- If a child needs to quarantine or isolate, will they receive synchronous instruction for the period of time they are in quarantine? How will minimum instruction time be achieved for a student if they are quarantined more than once during the school year?
- Why has the district chosen not to require testing or implement contact tracing? Other districts across the state are doing so. With our hospitals at almost 85% capacity, this would have been consistent with where we were last year when testing and contact tracing were required.
- If our district had to make the decision to close a school site due to unsafe numbers what would the public process be? How would families be notified? How would this transition work for kids that were in-person and would kids that were already in IS be impacted?
- What are the metrics the district will use (case rates in the community or specific school sites, for example) to make a determination to close a school site?
- How often will the district update its dashboard regarding COVID cases? Can it be a live daily update, similar to what Elk Grove and San Juan are doing?
- How will the district ensure all staff are aware of the current and future protocols regarding safety?

Vaccinations

- Once vaccines for younger children becomes available, will the district be able to provide vaccination numbers for each school to help families with their decision-making about sending their students back in person?
- What requirements will students be expected to follow regarding vaccinations?
- Will all adults that come onto a school site be required to show proof of vaccination or a negative COVID test? If so, how will this be enforced?

Learning Loss/Trauma

- If students that are disproportionately impacted by learning loss are quarantined, what will the district do to address this gap while they are being quarantined?
- What will the district be doing for students who are suffering from trauma related to the pandemic? Many students have lost parents, siblings or loved ones. Many of their families have gone through significant economic hardship. What will the district be doing to address trauma-informed methods of care for these students?