

MEETING MINUTES

The Santa Rosa City Schools Board Meeting of February 14, 2024, starting at 6:00 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Executive Assistant at the Santa Rosa City Hall Council Chambers (100 Santa Rosa Ave, Santa Rosa, CA 95404) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

La reunión de la mesa directiva del distrito escolar Santa Rosa City Schools del 14 de febrero de 2024, a partir de las 6:00 p. m., se llevará a cabo en un formato híbrido. El público puede asistir y **hacer comentarios en persona** presentando una tarjeta azul a la Asistente Ejecutiva en la Cámara del Ayuntamiento de Santa Rosa (100 Santa Rosa Ave, Santa Rosa, CA 95404) o ver/escuchar la reunión en formato virtual a través de Zoom. **No se aceptarán comentarios públicos a través del formato virtual.** Para obtener más información sobre cómo ver/escuchar la reunión virtualmente a través de Zoom o por teléfono, haga clic [AQUÍ](#).

Individual speakers shall be allowed up to three minutes to address the Board on each agenda or non-agenda item. The Board may limit the total time for public input on each item to 20 minutes. With Board consent, the presiding officer may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

Se les permitirán a los oradores hablar de manera individual por tres minutos ante la mesa directiva sobre cada tema incluido o no en la agenda. La mesa directiva puede limitar el tiempo total para la participación del público a 20 minutos por cada tema. Con el consentimiento de la mesa directiva, la presidenta puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. La presidenta puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

For questions or comments, please contact the Superintendent's Office at (707) 890-3800 ext. 80101 or mmartin@srcs.k12.ca.us.

To view future board meeting dates, click [HERE](#).

To view agendas and minutes from July 2016 - August 12, 2020, click [HERE](#).

To view agendas and minutes prior to July 27, 2016, please contact the Superintendent's Office at (707) 890-3800 ext. 80101, mmartin@srcs.k12.ca.us.

To view recordings of past board meetings, click [HERE](#).

MISSION: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

VISION: SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.

Attendees

Voting Members

Alegria De La Cruz, Board of Education Director

Ever Flores, Board of Education Vice President

Stephanie Manieri, Board of Education Director

Omar Medina, Board of Education President

Ed Sheffield, Board of Education Director

Roxanne McNally, Board of Education Clerk

Jeremy De La Torre, Board of Education Director

A. CALL TO ORDER (4:00 p.m.)

President Medina called the meeting to order at 4:03 pm.

1. Public Comment on Closed Session Agenda

There was no public comment on the Closed Session agenda.

B. RECESS TO CLOSED SESSION

President Medina stated that the following items will be discussed during the Closed Session:

- Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators)
- Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS); name of organization: SRTA/CSEA)
- Conference With Legal Counsel - Existing Litigation (Case name: SCV-273000; 24CV-00520; 23CV-00397; #2024010111)
- Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 1)
- Student Expulsions (Case No.: 2023/24-13)

President Medina recessed to Closed Session.

1. **Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators) [Gov. Code § 54957]**
2. **Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS); name of organization: SRTA/CSEA [Gov. Code § 54957.6])**
3. **Conference With Legal Counsel - Existing Litigation (Case name: SCV-273000; 24CV-00520; 23CV-00397; #2024010111) [Gov. Code § 54956.9]**
4. **Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 1) [Gov. Code § 54956.9]**
5. **Student Expulsions (Case No.: 2023/24-13) [Ed. Code § 48918]**

C. RECONVENE TO OPEN SESSION (6:00 p.m.)

The meeting was reconvened to Open Session at 6:20 pm.
Student Board Member Rauh was present.

1. Pledge of Allegiance

President Medina led the Pledge of Allegiance.

2. Territorial Land Acknowledgment

Indy Monday led the Territorial Land Acknowledgment.

3. Report of Actions Taken in Closed Session

During the report of Action taken in Closed Session, the Board gave direction to Superintendent Trunnell on Item B.4: Conference with Legal Counsel - Anticipated Litigation.

4. Items Considered In Closed Session for Action In Open Session

Items considered in Closed Session for action in Open Session were item B.5: Student Expulsion (Case No. 2023/24-13).

Motion Failed: Student Expulsion (Case No. 2023/24-13)

Motion made by: Jeremy De La Torre

Motion seconded by: Roxanne McNally

Voting:

Alegria De La Cruz - No

Ever Flores - No

Stephanie Manieri - No

Omar Medina - No

Ed Sheffield - Yes

Roxanne McNally - Yes
Jeremy De La Torre - Yes

5. Statements of Abstention

There were no Statements of Abstention.

6. Adjustments to Agenda

President Medina pulled consent Item G.5, Approval of Contracts.

7. Special Presentations for Student of the Month and Certificated/Classified Employees of the Month (Brook Hill Elementary School)

Principal Indy Monday of Brook Hill Elementary School presented the awards to the following individuals:

- Anthony Lorenzana, Student of the Month
- Giselle Mendoza, Classified Employee of the Month
- April Lombardo, Certificated Employee of the Month

8. School Site Parent Organization Updates (Brook Hill Elementary School)

The following individual gave a School Site Parent Organization update to the Board:

- Ej Lomeli, PFO President (read by Principal Monday)

D. REPORTS

1. California School Employee Association (CSEA) Santa Rosa 75 Report

President Mary Lehman gave a report.

2. Santa Rosa Teachers Association (SRTA) Report

President Kathryn Howell gave a report.

3. Superintendent Report

Superintendent Trunnell gave a report.

4. Board President Report

Board President Medina gave a report.

5. Board Member Reports

The following Board members gave a report:

- Trustee De La Torre
- Trustee Manieri
- Trustee Sheffield
- Trustee De La Cruz

6. Safety Report

Superintendent Trunnell invited students from the Youth Activism Club to share their perspectives on campus safety.

The following individuals addressed the Board during public comment on the Safety Report:

- Darren Treinen
- Sarah Drlik
- Sarah Jenkins
- Emilia
- Daniela
- Diana Kingsbury
- Spencer Vero
- Jason Farnham
- Bernice Espinoza
- Kelsey Vero
- Noelle Tamba
- Pam Karbowski
- Scott Kincaid
- Diego
- Maria Pozzi
- Adina Flores
- Anabel Nunez

The presentation is attached to the meeting minutes, along with supporting documents.

7. District English Learner Advisory Committee (DELAC) Report

The following individuals presented the District English Learner Advisory Committee (DELAC) report to the Board:

- Eduwiges Llamas, Director of Multilingual Services
- Adrian Juarez, DELAC President
- Miriam Rojas, DELAC Secretary
- Alejandro Suarez, Parent at HVES

8. CSBA Report

There was no CSBA Report.

E. PUBLIC COMMENT ON NON AGENDA ITEMS

There was no public comment on non-agenda items.

F. DISCUSSION / ACTION ITEMS

1. (Discussion) Restorative Practices Data

The following individuals presented the Restorative Practices Data to the Board:

- Stacy Desideri, Executive Director of Wellness & Engagement
- Gustavo Mendoza, Coordinator of Wellness & Engagement
- Restorative Specialist Team from SRCS schools
- SRCS Student representatives

The presentation lasted 53 minutes.

The duration of the Board's questions and comments lasted 46 minutes.

The presentation of the Restorative Practices Data is attached to the meeting minutes supporting documents.

2. (Action) First Read, and Possible Waiver of Second Read, of Board Policy 6158

The following individuals presented the First Read, and Possible Waiver of Second Read, of Board Policy 6158 to the Board:

- Dr. Roderick Castro, Assistant Superintendent
- Tim Zalunardo, Executive Director
- Aaron Gildengorin, Coordinator of Alternative Education

The presentation lasted 1 minute.

Motion Passed: First Read, and Possible Waiver of Second Read, of Board Policy 6158

Student Board Member Rauh preferential vote: Aye

Motion made by: Jeremy De La Torre

Motion seconded by: Alegria De La Cruz

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

3. (Action) Updates to the COVID-19 Safety Handbook

The following individuals presented the Updates to the COVID-19 Safety Handbook to the Board:

- Dr. Vicki Zands, Assistant Superintendent
- Jon Jones, Coordinator of Risk Management

The presentation lasted 5 minutes.

The updated COVID-19 Handbook and presentation are attached to the

meeting minutes supporting documents.

Motion Passed: Updates to the COVID-19 Safety Handbook
Student Board Member Rauh preferential vote: Aye

Motion made by: Alegria De La Cruz

Motion seconded by: Omar Medina

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

4. (Action) Approval of Provisional Internship Permit Application (PIP) Maleni Carrillo Gomez

Dr. Vicki Zands, Assistant Superintendent of HR, presented the Approval of Provisional Internship Permit Application (PIP) Maleni Carrillo Gomez to the Board.

Motion Passed: Approval of Provisional Internship Permit Application (PIP)
Maleni Carrillo Gomez
Student Board Member Rauh preferential vote: Aye

Motion made by: Alegria De La Cruz

Motion seconded by: Ever Flores

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

5. (Action) Second Read of Board Policy 6163.2 - Animals at School

Dr. Vicki Zands, Assistant Superintendent of Human Resources, presented the Second Read of Board Policy 6163.2 - Animals at School to the Board.

The presentation lasted 1 minute.

The Board's questions and comments lasted 8 minutes.

At 9:50 pm, Trustee Flores motioned to extend the meeting to 10:15 pm;
Trustee De La Cruz seconded the motion, and all were in favor.

The following individuals addressed the Board during public comment:

- Michael Doucette
- Cynthia McDaniel
- Connie Freeman

Trustee Flores and Trustee Manieri suggested the following friendly amendment to the Board Policy:

- Animals to provide physical, social, and emotional benefits to students and employees before, during, and after a crisis or traumatic event on campus.

Superintendent Trunnell suggested that the Second Read of Board Policy 6163.2 - Animals at School be tabled so the District can confer with their legal counsel.

Motion Passed: TABLE Second Read of Board Policy 6163.2 - Animals at School

Student Board Member Rauh preferential vote: Aye

Motion made by: Ed Sheffield

Motion seconded by: Alegria De La Cruz

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

G. CONSENT ITEMS

Motion Passed: Consent Items G.1 - G.4 and G.6 - G. 19

Student Board Member Rauh preferential vote: Aye

Motion made by: Stephanie Manieri

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

- 1. Approval of Absent Board Members**
- 2. Approval of Personnel Transactions**
- 3. Approval of Vendor Warrants**
- 4. Approval of Donations and Gifts**
- 5. Approval of Contracts**

President Medina pulled Item G.5, Approval of Contracts, because he would like to abstain from voting on the contract for Lime Foundation NextGen Trade Academy.

Motion Passed: Approval of Contracts 1 - 8 and 10-15

Student Board Member Rauh preferential vote: Aye

- Motion made by: Alegria De La Cruz
- Motion seconded by: Ed Sheffield
- Voting:
- Alegria De La Cruz - Yes
- Ever Flores - Yes
- Stephanie Manieri - Yes
- Omar Medina - Yes
- Ed Sheffield - Yes
- Roxanne McNally - Yes
- Jeremy De La Torre - Yes

Motion Passed: Contract #9 Lime Foundation NextGen Trade Academy

Student Board Member Rauh preferential vote: Aye

- Motion made by: Alegria De La Cruz
- Motion seconded by: Stephanie Manieri
- Voting:
- Alegria De La Cruz - Yes
- Ever Flores - Yes
- Stephanie Manieri - Yes
- Omar Medina - Abstain
- Ed Sheffield - Yes
- Roxanne McNally - Yes
- Jeremy De La Torre - Yes

- 6. Approval of a Title I, Part A, Schoolwide Waiver Program (SWP) for Santa Rosa High School**
- 7. Approval of the Santa Rosa High School Modified Title I Schoolwide Program (SWP) Plan/School Plan for Student Achievement (SPSA)**

8. **Approval of Award of Bid for Blast Chillers for Child Nutrition Services**
9. **Approval of Award of Bid for Horizontal Food Flow Wrapper Machine for Child Nutrition Services**
10. **Approval of the Lease Agreement with Enterprise for Vehicle Replacement for the Maintenance and Grounds Department**
11. **Approval of STRATA Master Architecture Agreement**
12. **Approval of Hibser Yamauchi Architects Master Agreement and Planning and Design of a Pre-Fabricated Maintenance Warehouse & Data Center through Schematic Design**
13. **Approval of Bridging Architectural Services Agreement with Hibser Yamauchi Architects for the District Office and Educational Center**
14. **Approval of Brelje and Race Professional Services Agreement for the District Office Topography and Underground Survey**
15. **Approval of Treva Minks Proposal for Division of State Architecture Certification**
16. **Approval of Strata Proposal and Project Assignment for Abraham Lincoln Elementary School Light Modernization Pilot & Standardization**
17. **Approval of Strata Proposal & Project Assignment for the Design of the Montgomery High School(MHS) Dance Studio Relocation**
18. **Approval of Master Agreement for Division of State Architecture (DSA) Inspector of Record Services for the Montgomery HS Two-Story Classroom Project**
19. **Approval of Revised 23-24 Extra Duty Hourly Miscellaneous Salary Schedule**

H. APPROVAL OF MINUTES

1. **Approval of Minutes of the Regular Board Meeting Held On January 24, 2024**

Motion Passed: Approval of Minutes of the Regular Board Meeting held on January 24, 2024

Student Board Member Rauh preferential vote: Aye

Motion made by: Stephanie Manieri

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Ever Flores - Abstain

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Abstain

Jeremy De La Torre - Yes

I. BOARD MEMBER REQUESTS FOR INFORMATION

J. INFORMATION ITEMS

- 1. Future Board Discussion Items**
- 2. Board Conduct and Code of Ethics**
- 3. Educational Acronyms and Abbreviations**
- 4. School Site Reports**
 - a. Brook Hill Elementary School**
- 5. 2024 Ballot for CSBA Delegate Assembly**

K. ADJOURNMENT

The meeting adjourned at 10:07 pm.

SRHS
YOUTH



ACTIVISM
2023-2024



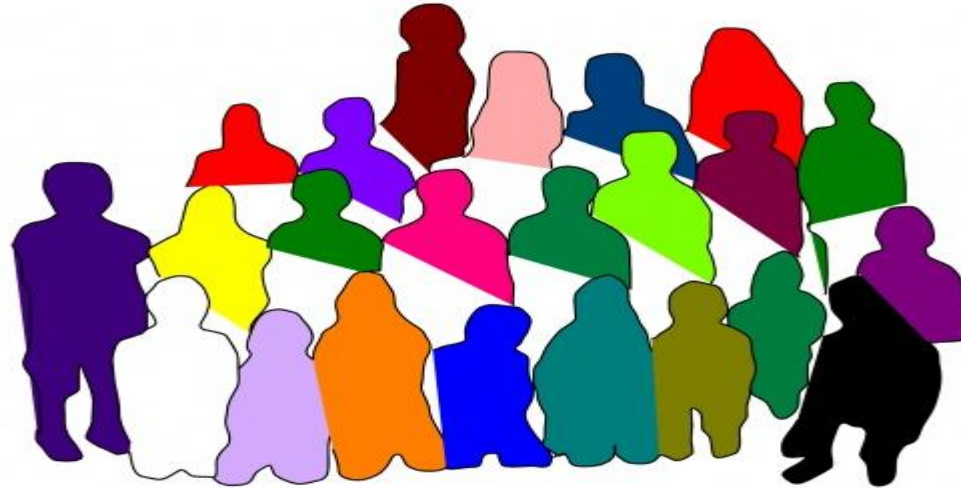
OUR MISSION



To confront local injustices and advocate for human rights and environmental awareness

To get involved and make a difference through protest, education, and discussion

WE ARE... *diverse* in our thinking and identities.



WE BELIEVE....

That racism is real.

That nonviolence and anti-racism are the solution.

In data.

In mental health supports over criminal consequences.

In investments in our schools – not *hasty* “solutions.”

That “Safety” for the few does not mean “safety” for all.

That connection and community is the cure.

FIRST OFF: WHAT IS THE SCHOOL-TO-PRISON PIPELINE?

The “school-to-prison pipeline” refers to the policies and practices that push youth – especially the most vulnerable students – out of classrooms and into the juvenile and criminal justice systems. This pipeline reflects the prioritization of incarceration over education according to the ACLU.

High profile school shootings combined with concerns about rising rates of violence among youth during the 1990s were a catalyst for federal funding for more police in schools.

“superpredator” label

This was the era during which zero-tolerance policies, including infractions in school for behavior that school administrators historically addressed, drove an increase in youth arrests and ushered in the “school-to-prison” pipeline.

Futility of youth incarceration

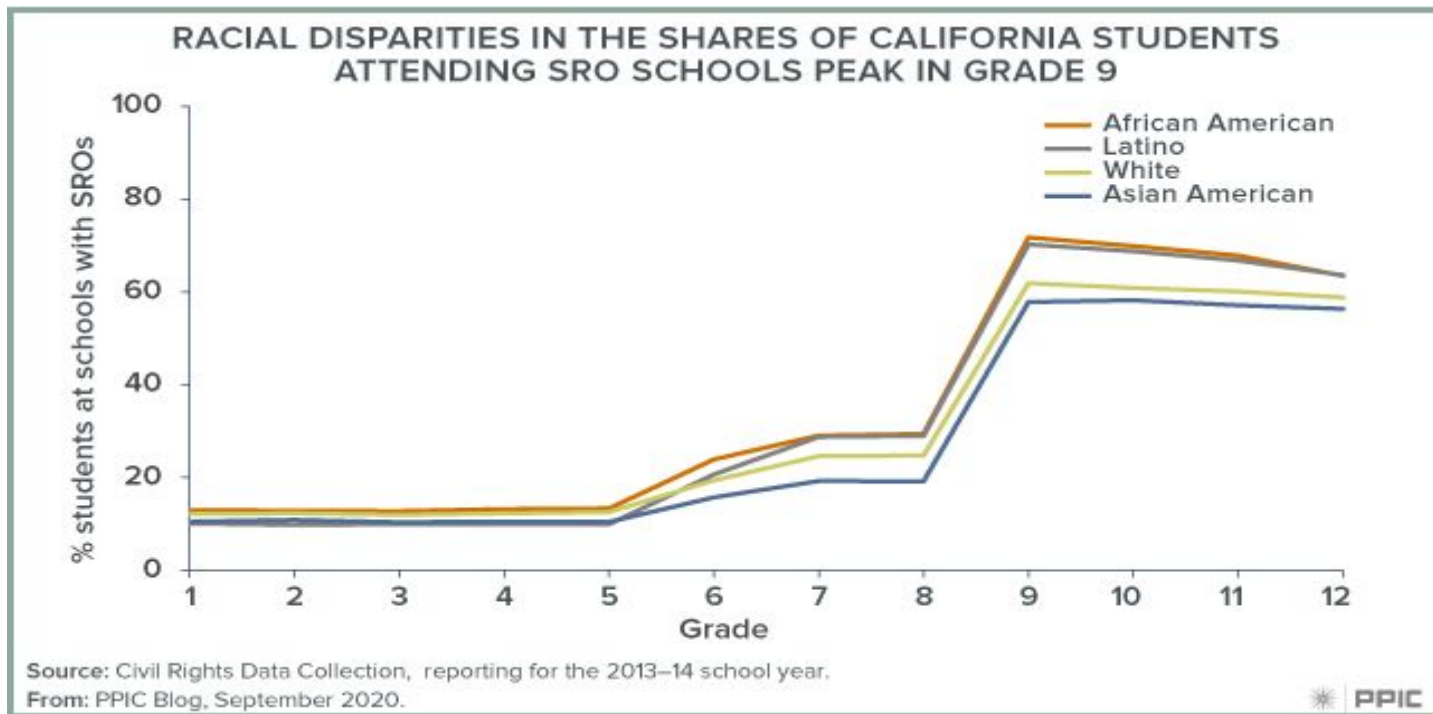
SROs have been linked with exacerbating racial disparities in justice involvement and youth being driven deeper into the juvenile and adult criminal justice systems.

TIMELINE OF POLICE IN SCHOOLS

- Police don't represent safety for everyone. Especially knowing that U.S. policing systems date back to slavery.
 - Modern-day policing can be traced back to the "Slave Patrol." The earliest formal slave patrol was created in the Carolinas in the early 1700s with one mission: to establish a system of terror and squash slave uprisings with the capacity to pursue, apprehend, and return runaway slaves to their owners. *Source: (NAACP)*
- 1948 – Los Angeles became the first to employ police officers on its school grounds when school desegregation began.
- 1954 – Brown V. Board of Education (1954): Supreme Court ruled school segregation based on race unconstitutional.
- 1950s – 1990s SRO programs first appeared around the 1950s and became widespread around the 90s following the increase in school shootings and the “war on drugs”

RACIAL DISPARITIES PERSIST

Numerous studies reveal an increase of racial disparities for Black and Latino students on campus. A 2021 study from the U.S. Department of Justice found Black and Latino students experienced increases of recorded school crime and exclusion of school.



WHAT THE DATA SHOWS

School policing is associated with harmful effects on students, which include differential experiences with SROs based on race, gender, and ability according to a 2022 study from the National Institute of Justice.

Schools with SROs report more crime – not necessarily more “safety.”

- 27%+ in property crimes
- 57% + in serious weapon.drug crimes

Past data analyzed by the ACLU shows that schools with police reported 3.5 times as many arrests as schools without police.

83% of school administrators were more prevention-oriented than the SPOs stationed in their schools.

Instead of the school administration handling issues independently, police in schools have the power to arrest us students, which can be the start of a criminal record for a young person and support the school-to-prison pipeline.

WHAT DO SROs MEAN TO US?

School Resource Officers do not always mean “safety, ” “security,” or a feeling of belonging at school.

Police presence on campus can create inequitable conditions for students who are more likely to have harmful interactions with police: like undocumented students, students of color, or students with disabilities.

Schools should be a place where all kids feel like they belong, are safe, and have the welcoming environment to grow and learn as individuals.

We should not invite more weapons on to campus when weapons are already an issue

TABLE A7

List of 25+ Common Student Behaviors Leading to School Arrests

CRIMINAL CHARGE	STUDENT BEHAVIOR
Disrupting school	<u>Spraying perfume;</u> ¹¹⁸ <u>fake burping; fake fart spray;</u> ¹¹⁹ <u>refusing to change a t-shirt depicting a hunting rifle;</u> ¹²⁰ <u>not following instructions;</u> ¹²¹ <u>criticizing a police officer</u> ¹²²
Disorderly conduct	<u>arguing;</u> ¹²³ <u>documenting bullying;</u> ¹²⁴ <u>Kicking a trashcan;</u> ¹²⁵ <u>cursing; refusing to leave the lunchroom</u> ¹²⁶
Assault	<u>Throwing a paper airplane;</u> ¹²⁷ <u>throwing a baby carrot;</u> ¹²⁸ <u>throwing skittles;</u> ¹²⁹ <u>fake fart spray</u> ¹³⁰
Weapons	<u>Science experiment (volcano);</u> ¹³¹ <u>science experiment;</u> ¹³² <u>paring knife;</u> ¹³³ <u>children's knife;</u> ¹³⁴
Battery on a police officer	<u>Five year-old with ADHD had a tantrum</u> ¹³⁵
Terroristic threats	<u>Eight year-old with a disability made a threatening statement to a teacher</u> ¹³⁶
Drug possession	<u>Carrying a maple leaf</u> ¹³⁷
Petit larceny	<u>Taking a milk carton</u> ¹³⁸
Felony forgery	<u>Buying lunch with a fake \$2 bill</u> ¹³⁹
Indecent exposure	<u>Wearing saggy pants</u> ¹⁴⁰

Table extracted from <https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/bullies-blue>)

ALTERNATIVE SOLUTIONS

Funding for essential supports such as counselors, nurses, and school psychologists

Ethnic Studies! Teach us how to love ourselves and understand our trauma and our unique history in this country.

Integrating school and community-based restorative justice approaches instead of punitive disciplinary practices as well as consistent training of administrators with these practices.

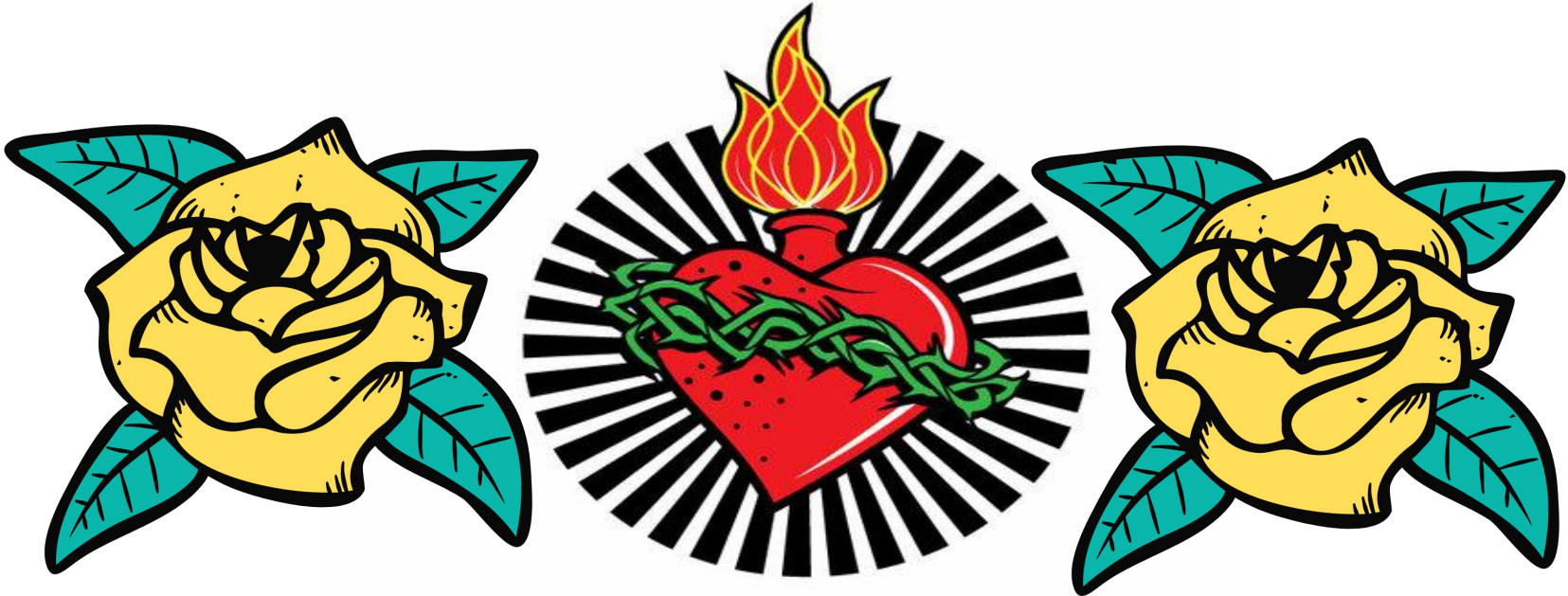
Having adequate numbers of well-trained, culturally competent, school-based counselors and mental health staff as well as just more supervisory staff.

Seeking independent surveys that provides more accurate data from a sample size that better reflects the district as a whole

Teach-in- Utilizing a Teach-in or Workshop format to inform or educate students and staff on diverse issues and alternatives regarding Safety and Belonging.

HAPPY VALENTINES DAY

Please don't take action that *you know* has a negative impact on BIPOC kids and kids with disabilities... Please make sure that you prioritize the safety and belonging of ALL of us.



OUR SOURCES

<https://www.aclu.org/publications/cops-and-no-counselors>

<https://www.aclu.org/news/criminal-law-reform/police-in-schools-continue-to-target-black-brown-and-indigenous-students-with-disabilities-the-trump-administration-has-data-thats-likely-to-prove-it>

<https://journals.sagepub.com/doi/full/10.1177/15365042211058122>

Restorative Data Presentation

February 14, 2024
Wellness and Engagement

Santa Rosa City Schools - MVP's

Mission

SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Vision

SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.

Santa Rosa City Schools - MVP's

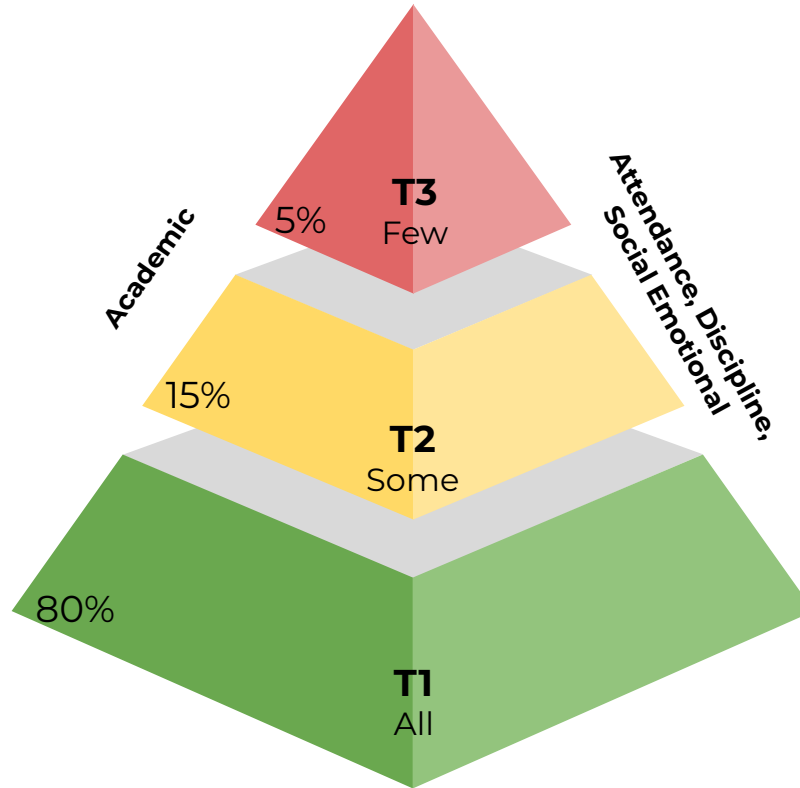
Strategic Priorities

- Priority 1: Life Ready Learners
- Priority 2: Whole Person Focus
- Priority 3: High Quality Staff
- Priority 4: Teaching and Learning Environment and Resources
- Priority 5: Equity and Excellence
- Priority 6: Family Engagement and Community Partnerships
- Priority 7: Sustainable Funding

Presentation Goals

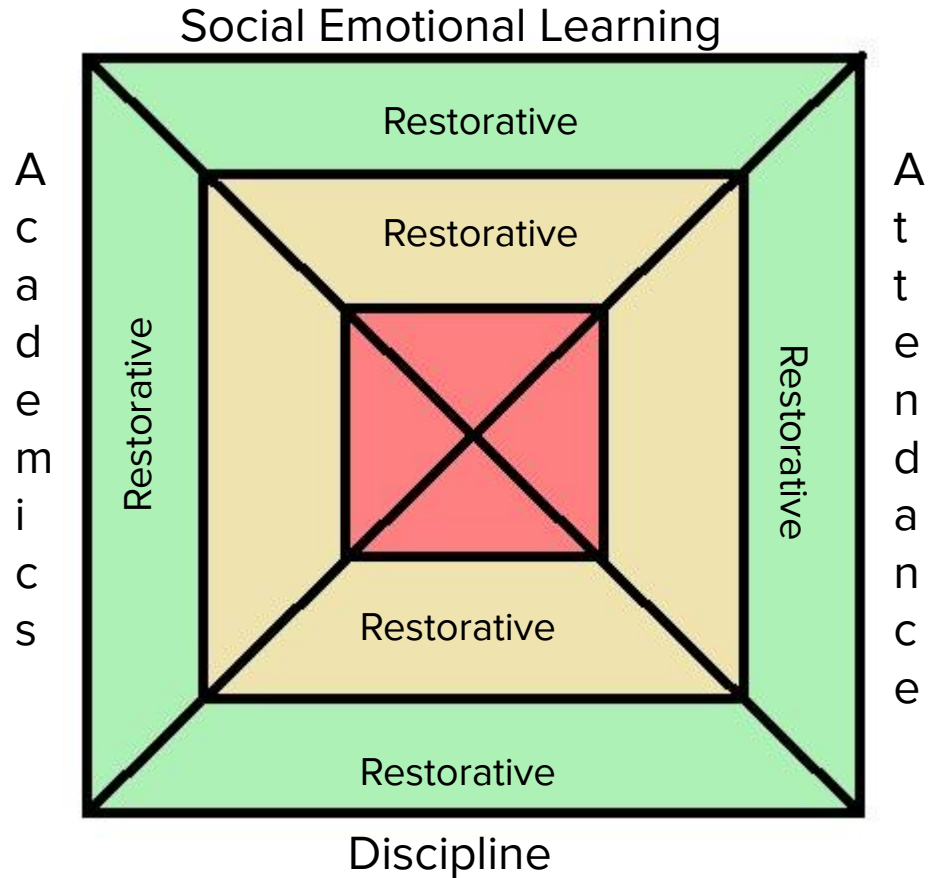
- Define Services Provided
- Share baseline data
- Share data on the provided services across grade bands
- Share trends across grade bands
- Share some voices of our community

How do we support Students?



Equity, Empathy & Engagement
Culture, Community & Connections

What are “Restorative Services”? Birds Eye View of the Pyramid



Tiered Restorative Services

- Tier 1 Direct Services--dialogues, development of interpersonal skills
- Tier 2 Direct Services--conferences, mediation,
- Classroom Circles--community and climate, academic, engagement, support
- Clubs and Programs: Safe School Ambassadors, student organizations, community organizations
- Accountability Circles

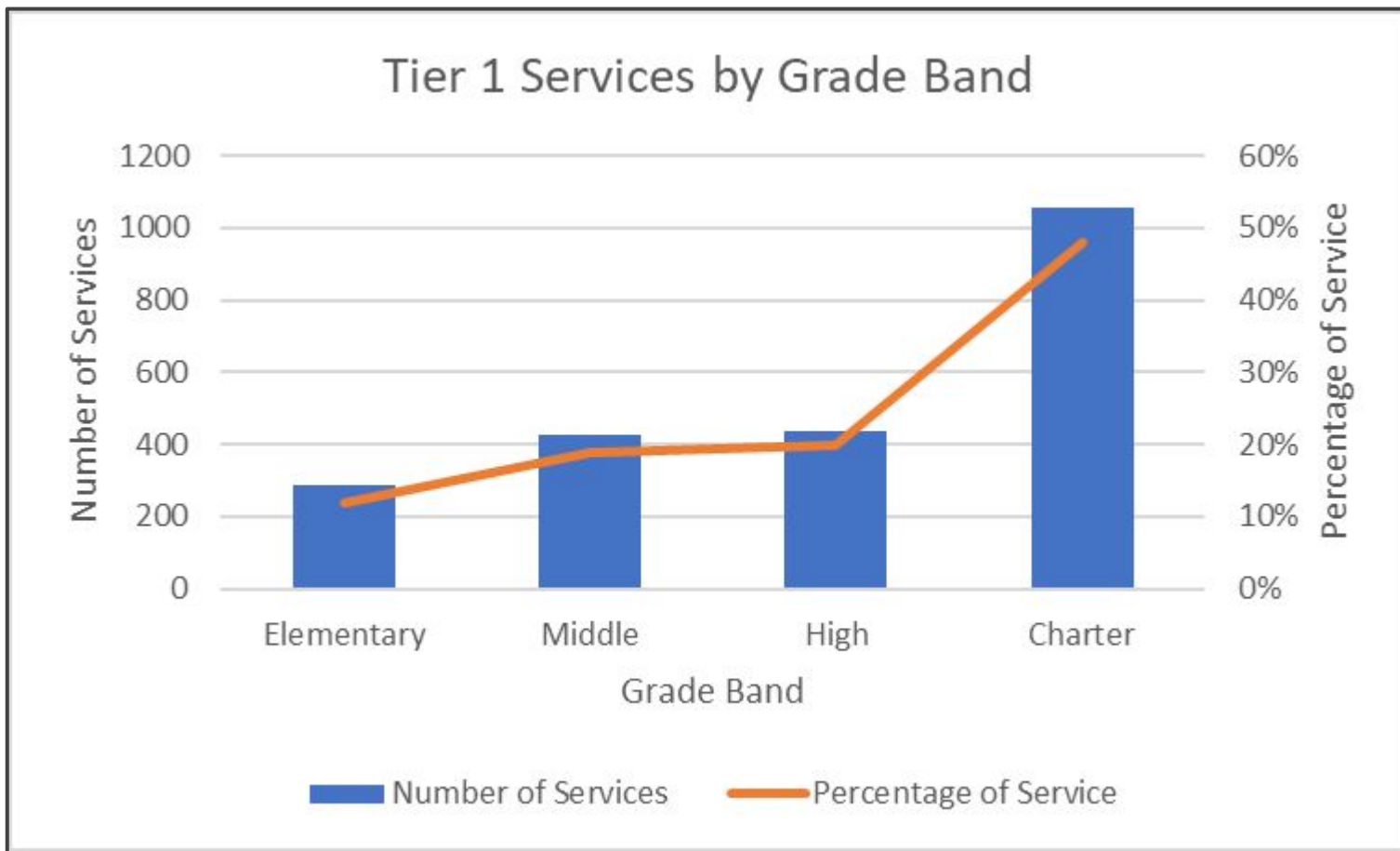
Tier 1 Direct Services to Students

2212 Direct Tier 1 services
Documented to Date

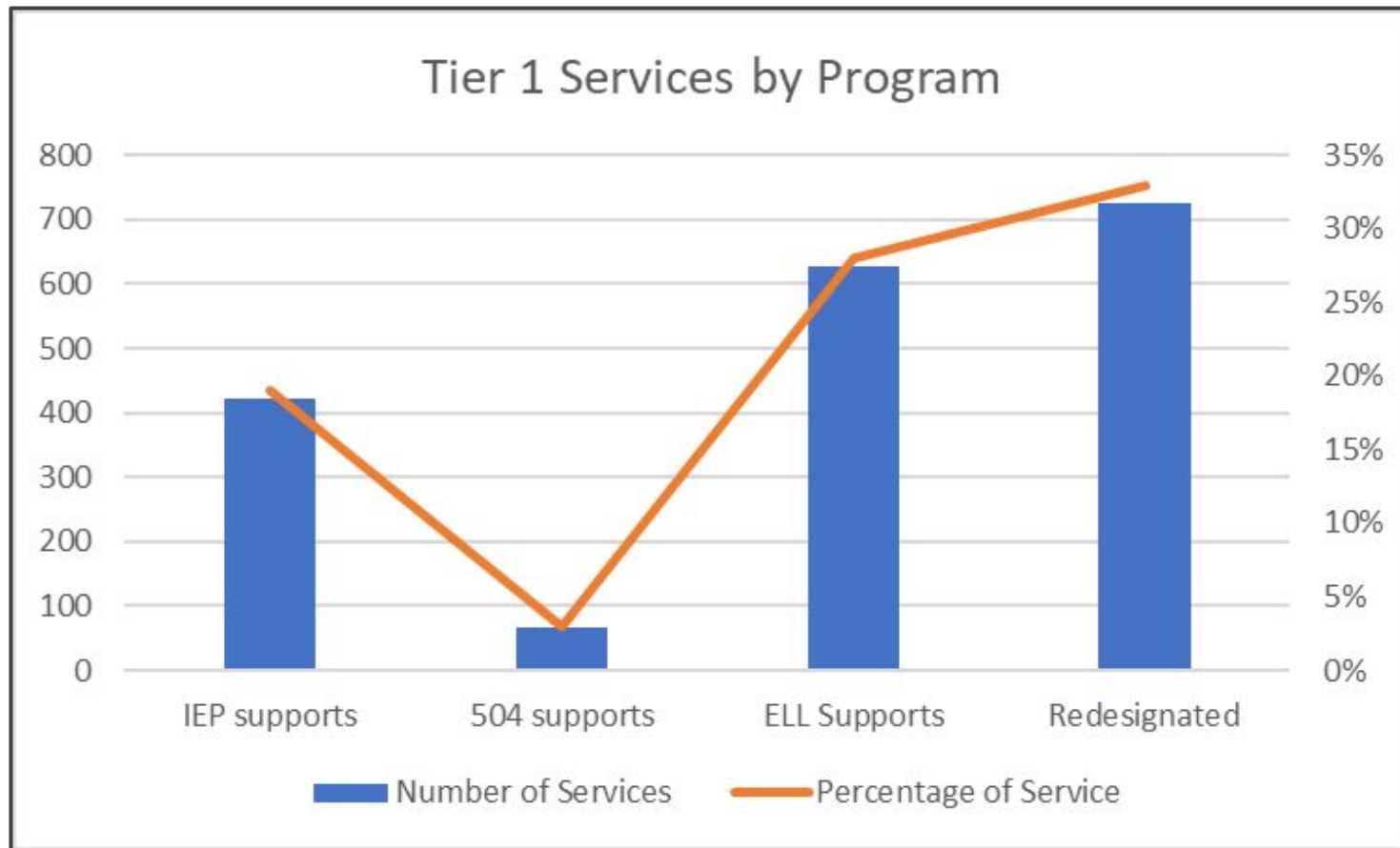
Tier 1 Direct Services to Students

From the Students

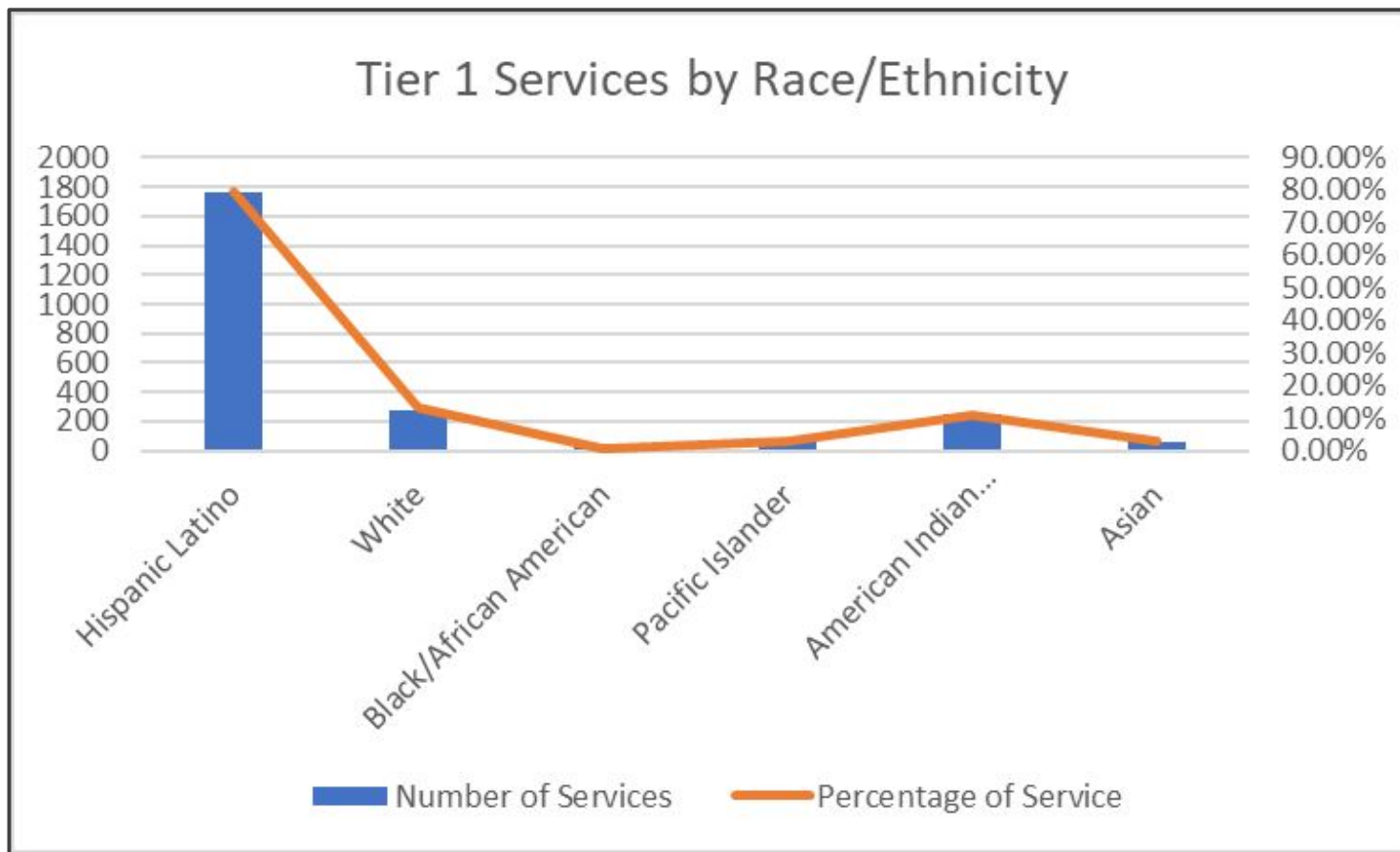
Tier 1 Direct Services to Students By Grade Band



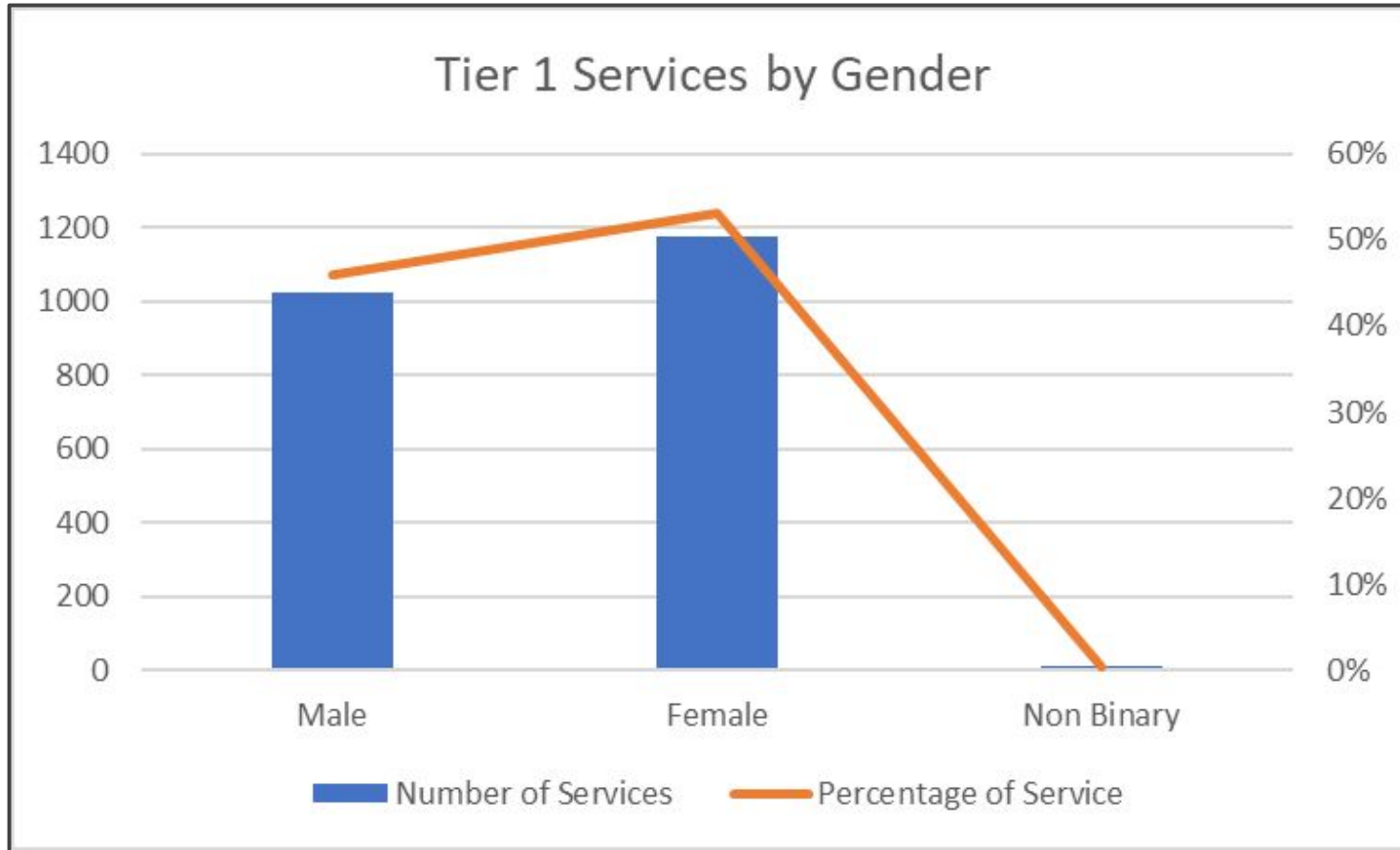
Tier 1 Direct Services to Students by Program



Tier 1 Direct Services to Students by Race/Ethnicity



Tier 1 Direct Services to Students by Gender

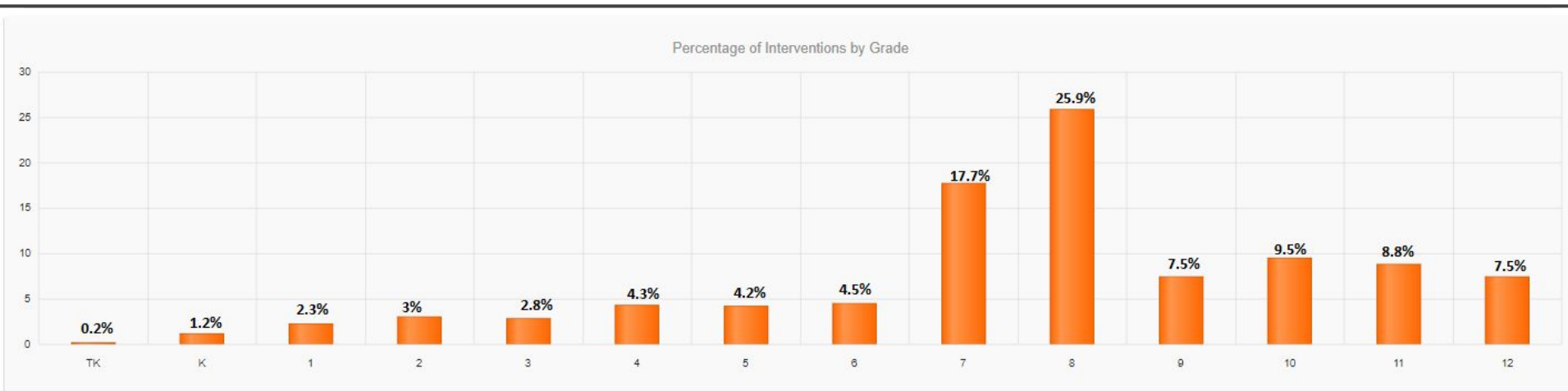


732 Direct Tier 2 services
Documented to Date

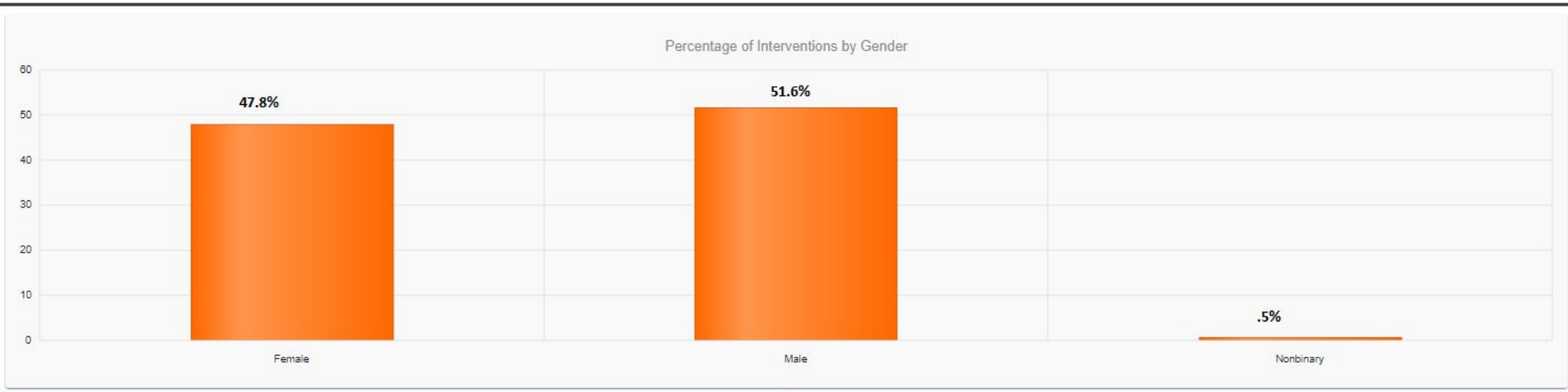
Tier 2 Direct Services to Students

From the Students

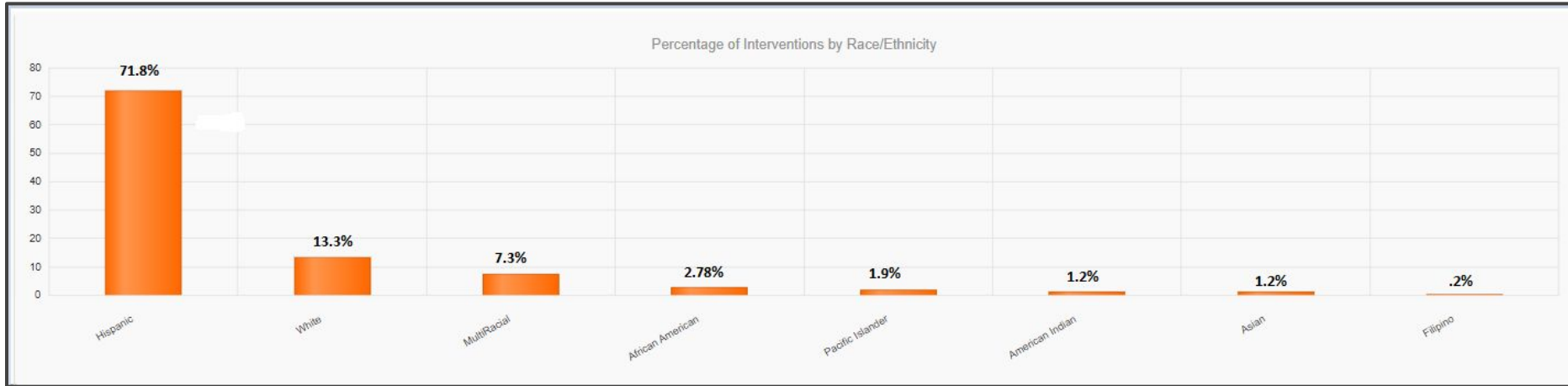
Tier 2 Direct Services to Students by Grade



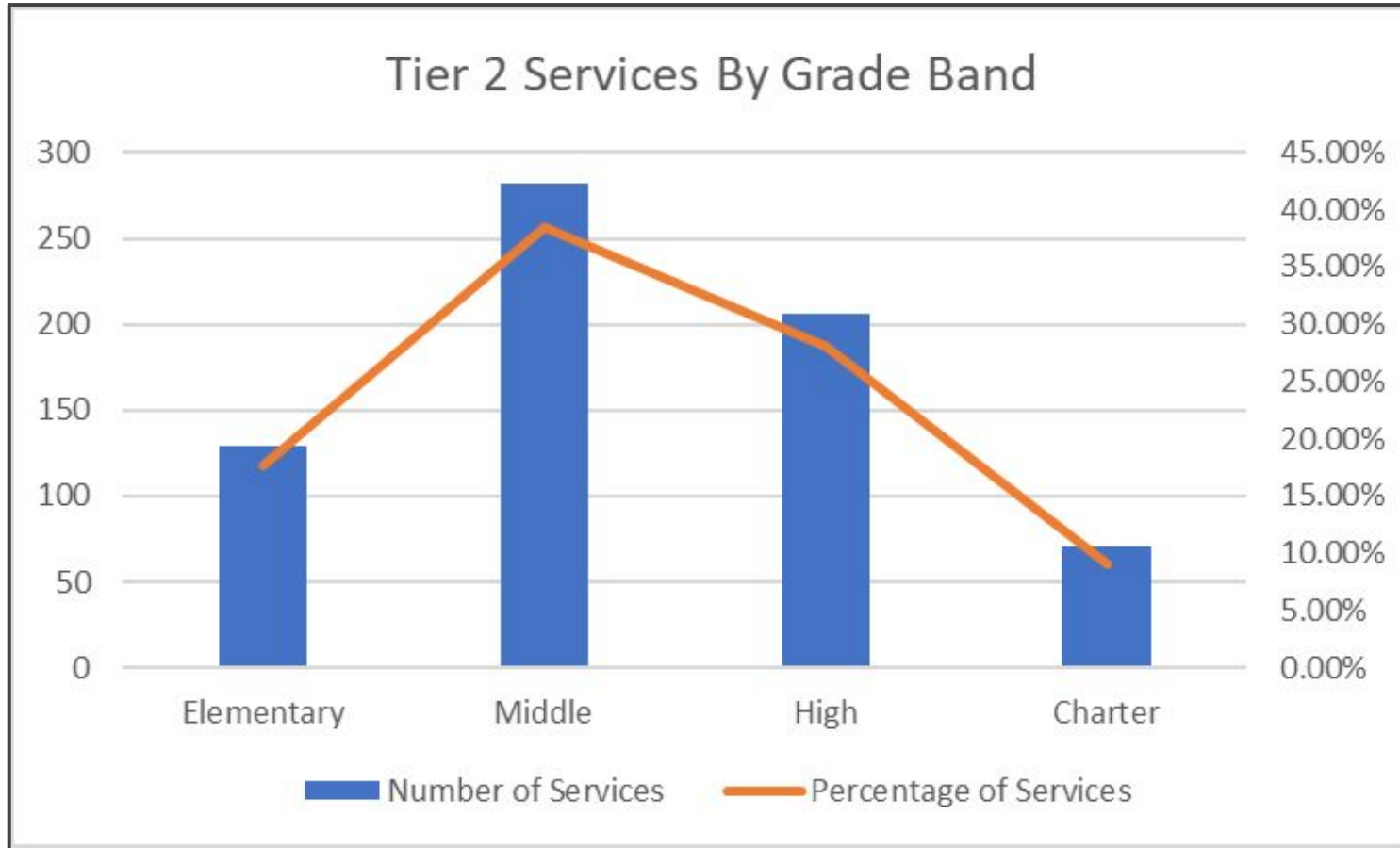
Tier 2 Direct Services to Students by Gender



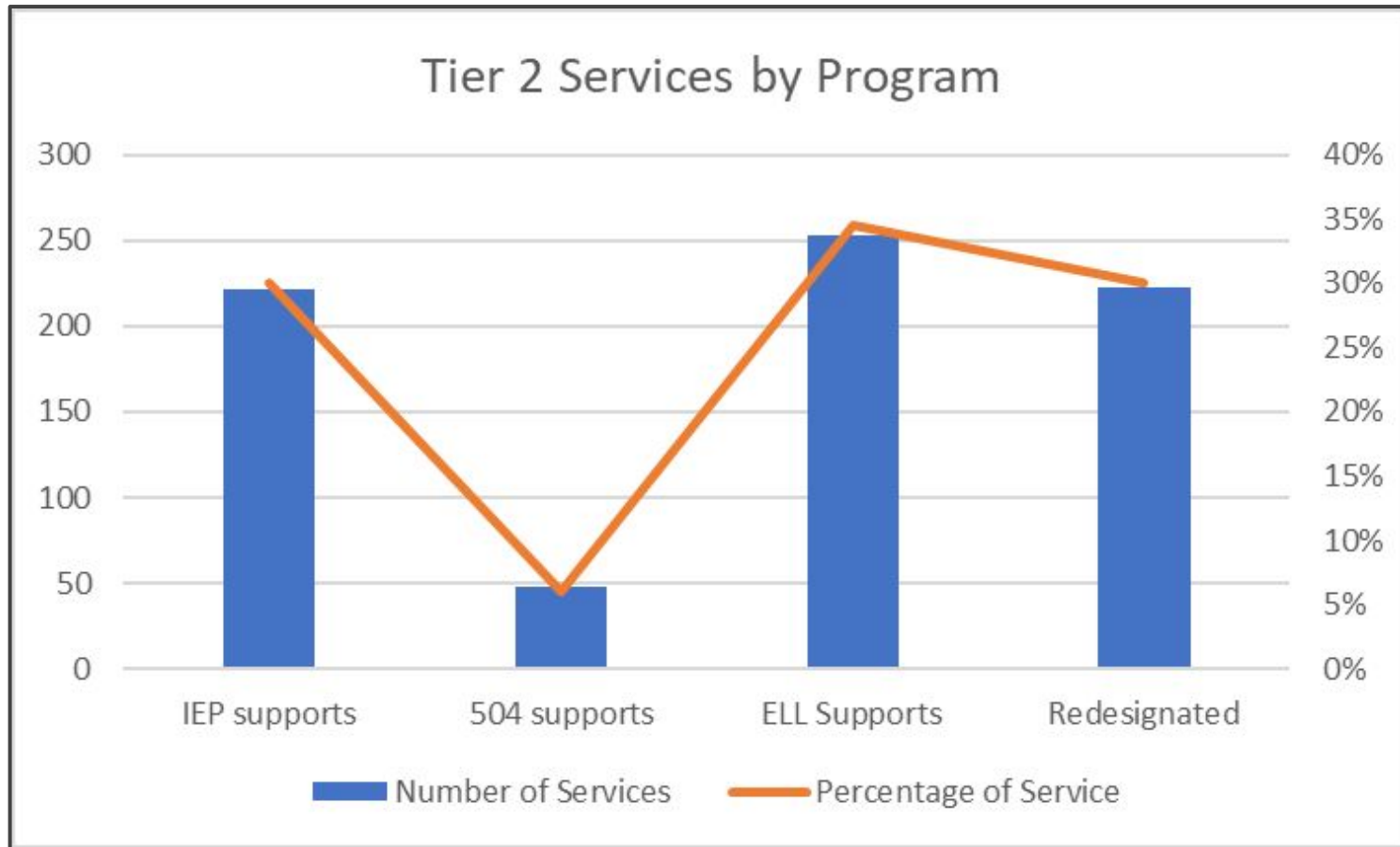
Tier 2 Direct Services to Students by Race/Ethnicity



Tier 2 Direct Services by Grade Band



Tier 2 Services by Program

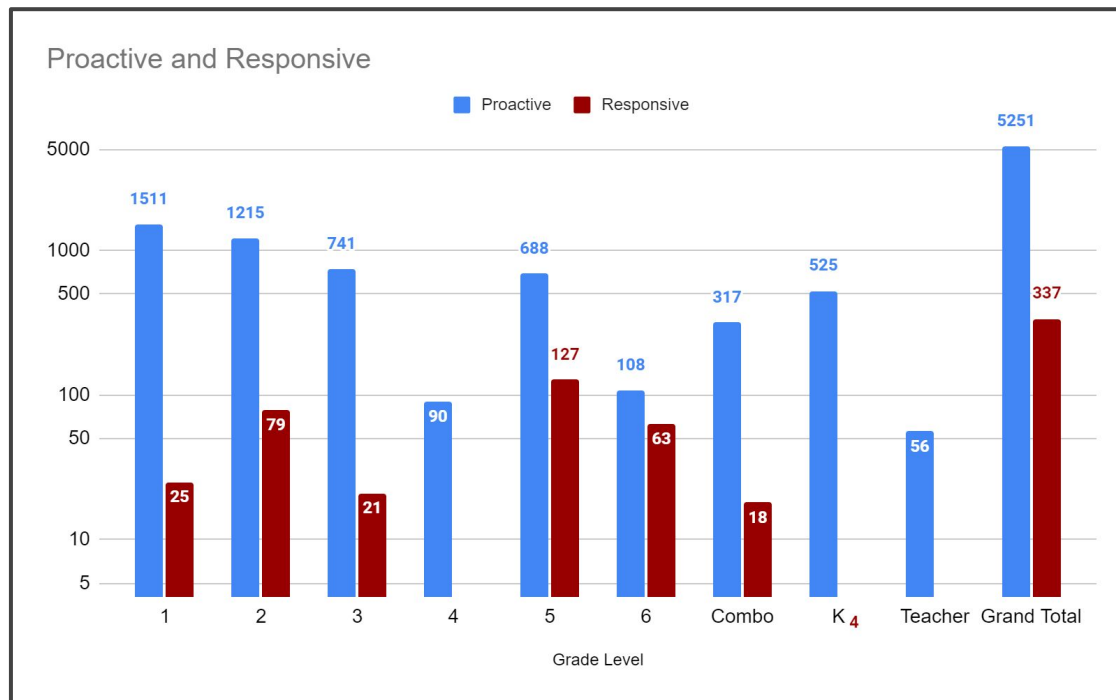


Community and Circle Services--SRCS

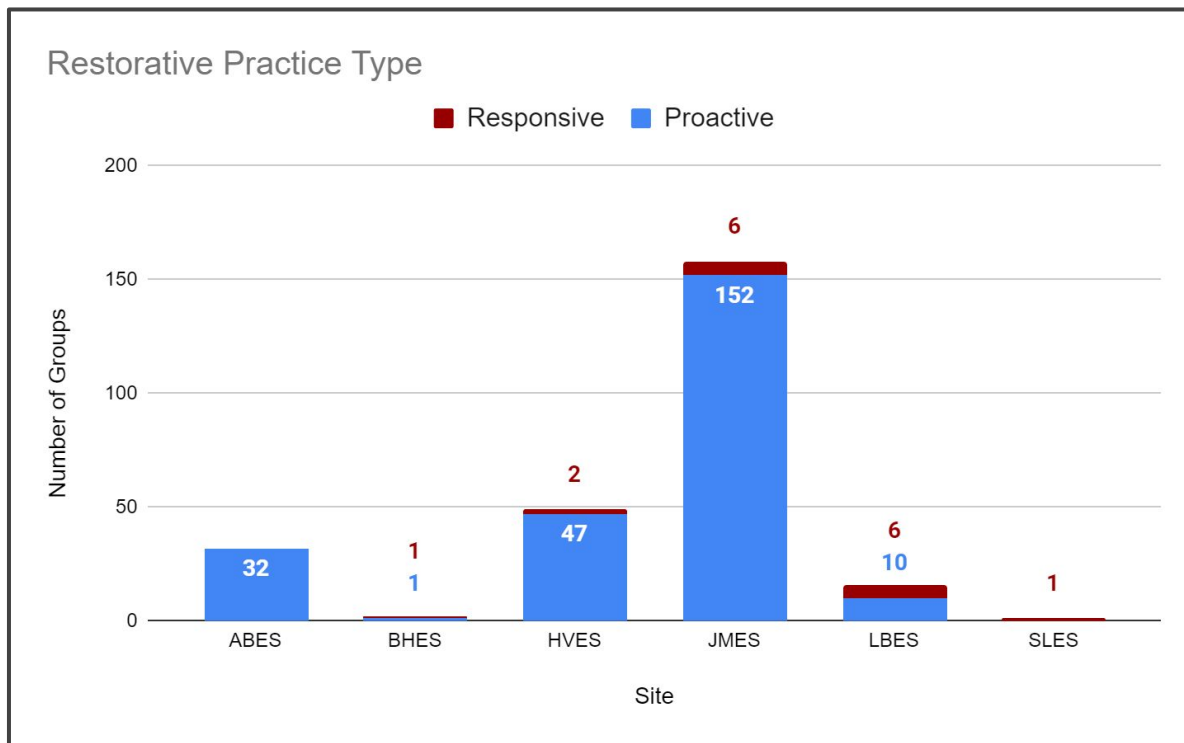


From the Students

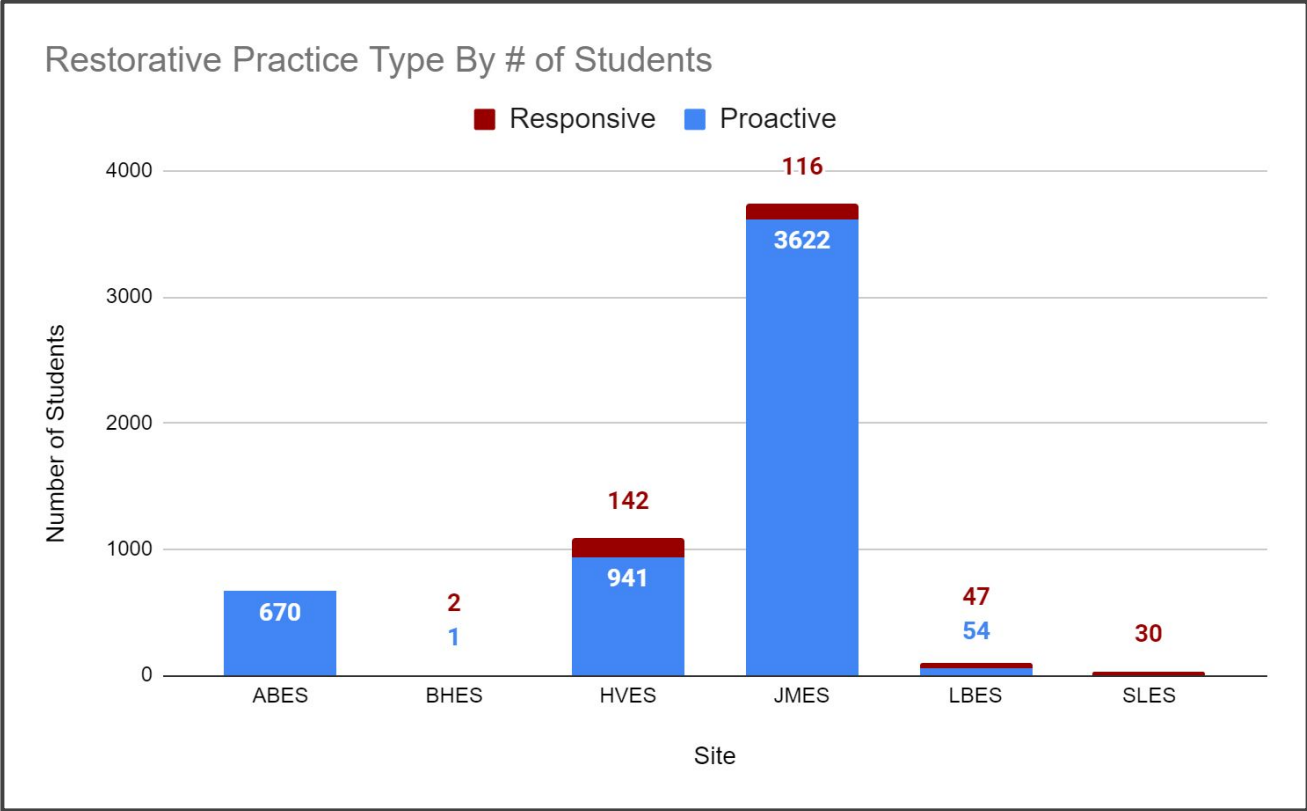
Proactive and Responsive Circles, Elementary



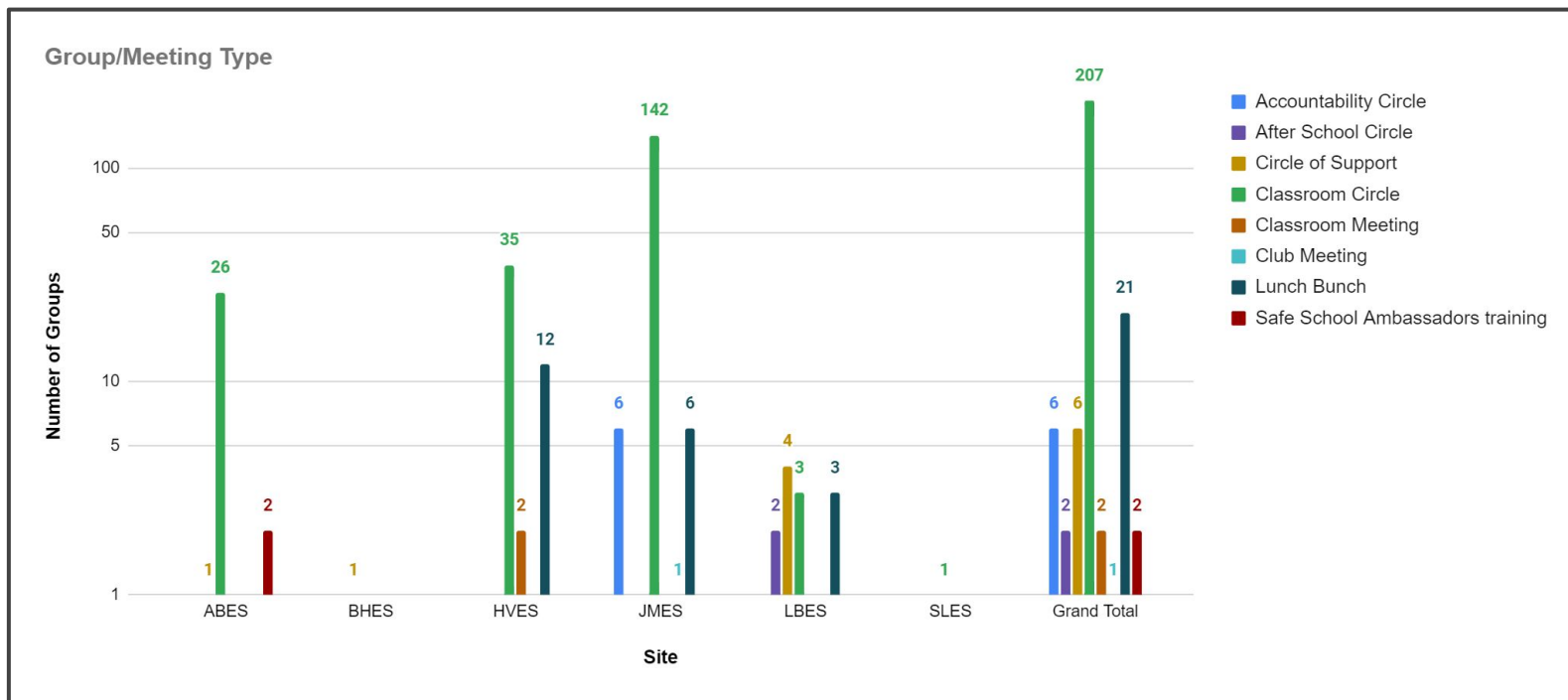
Proactive and Responsive Circles, Elementary



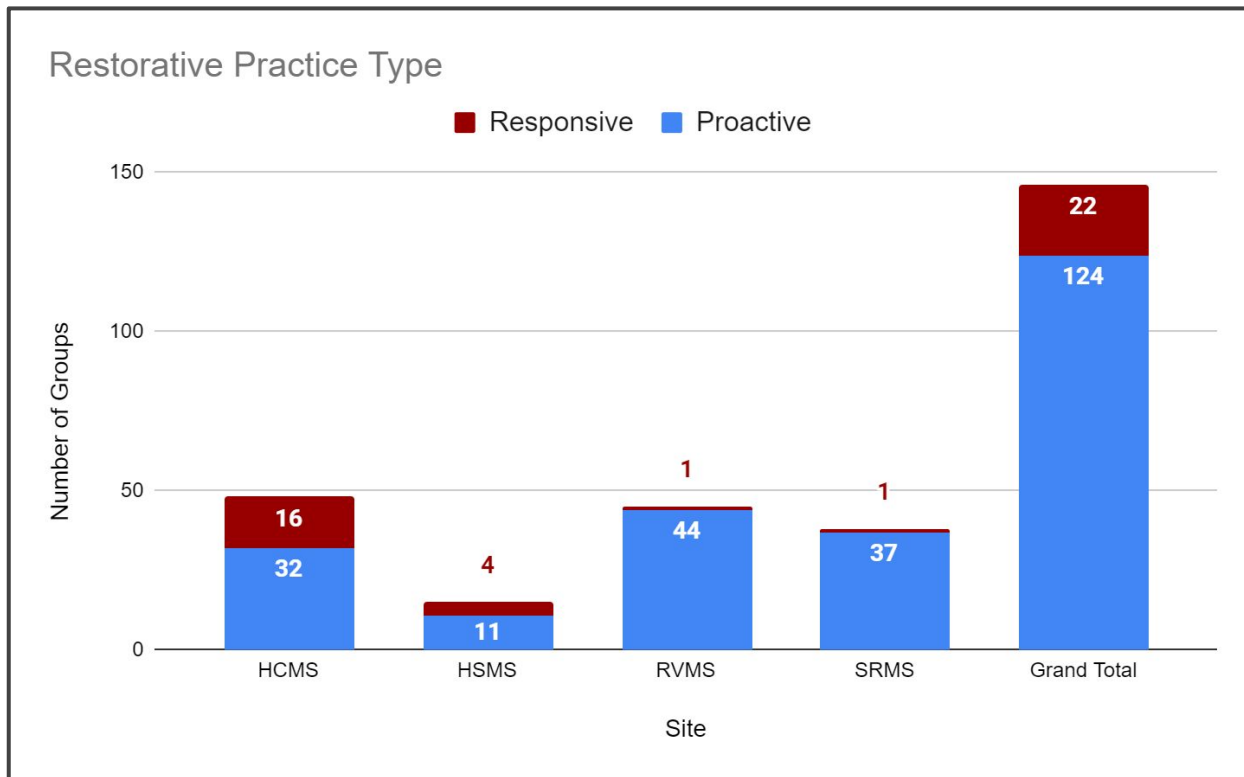
Proactive and Responsive Circles, Elementary



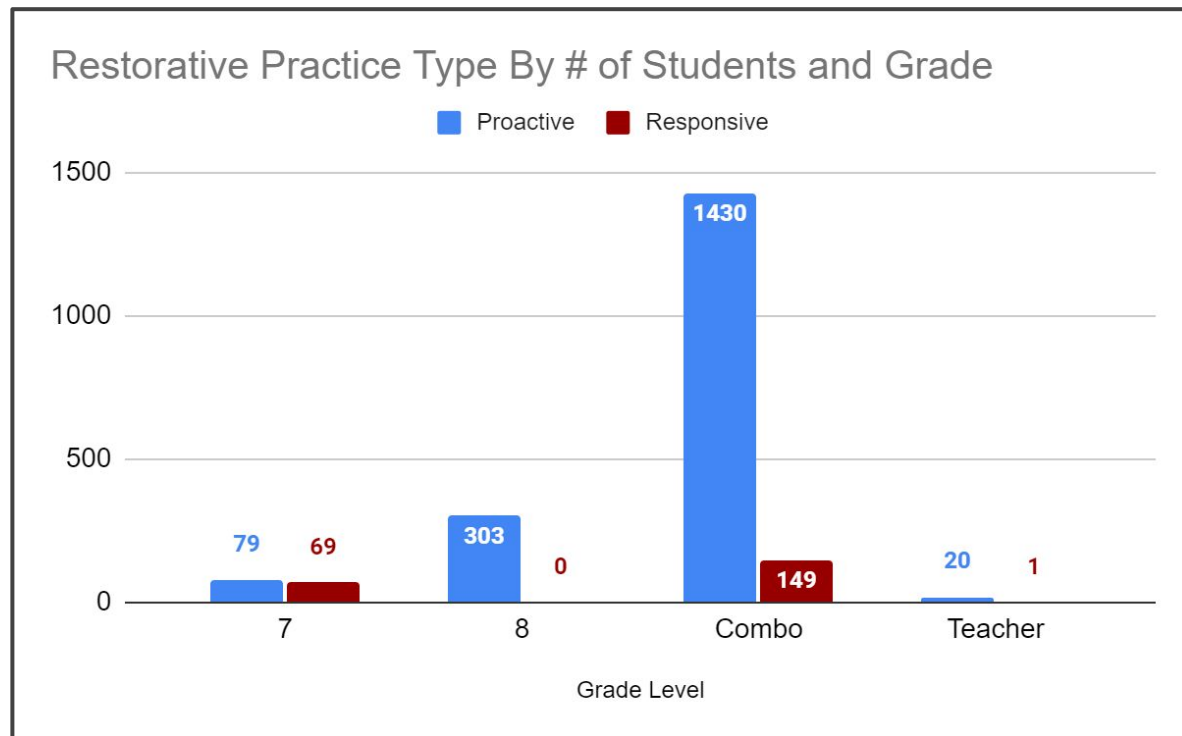
Types of Circles, Elementary



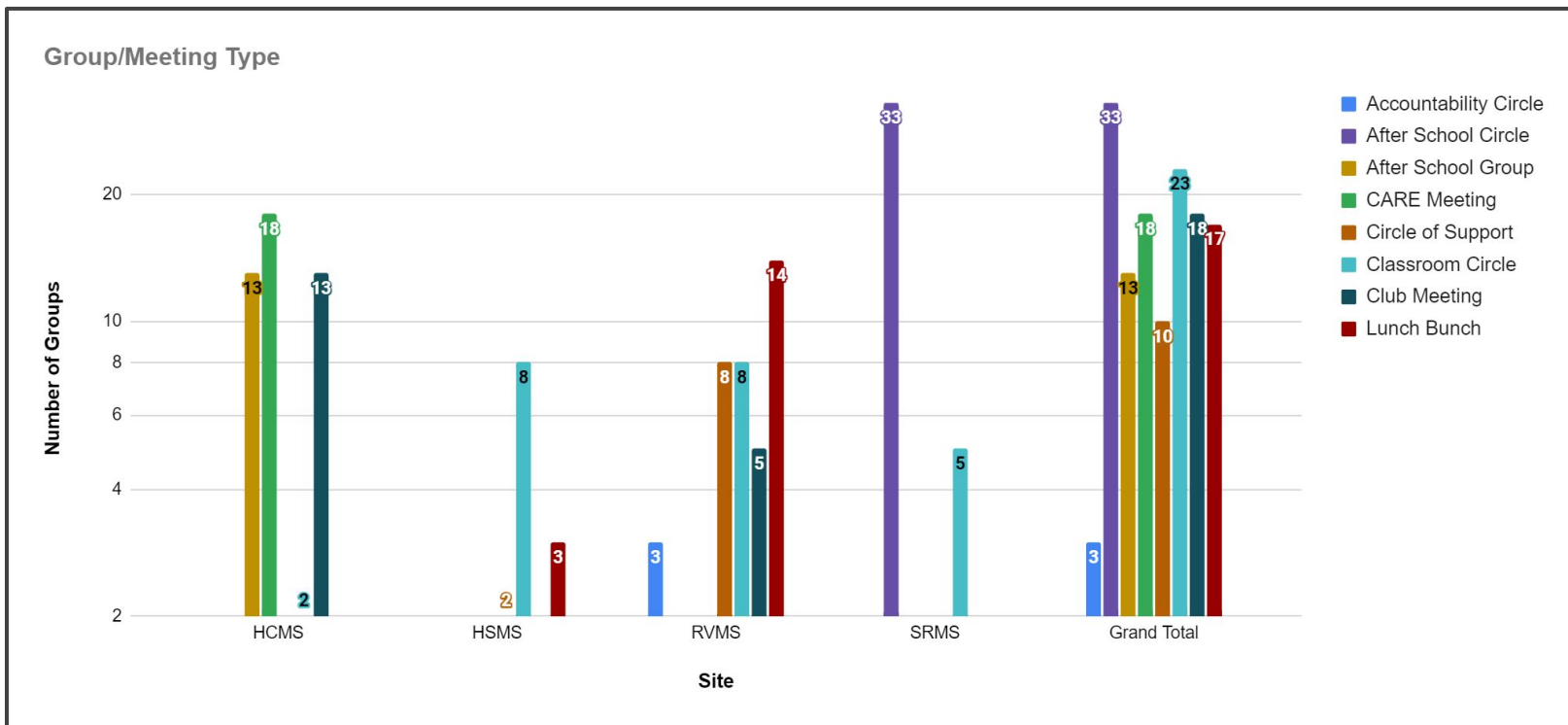
Proactive and Responsive Circles, Middle School



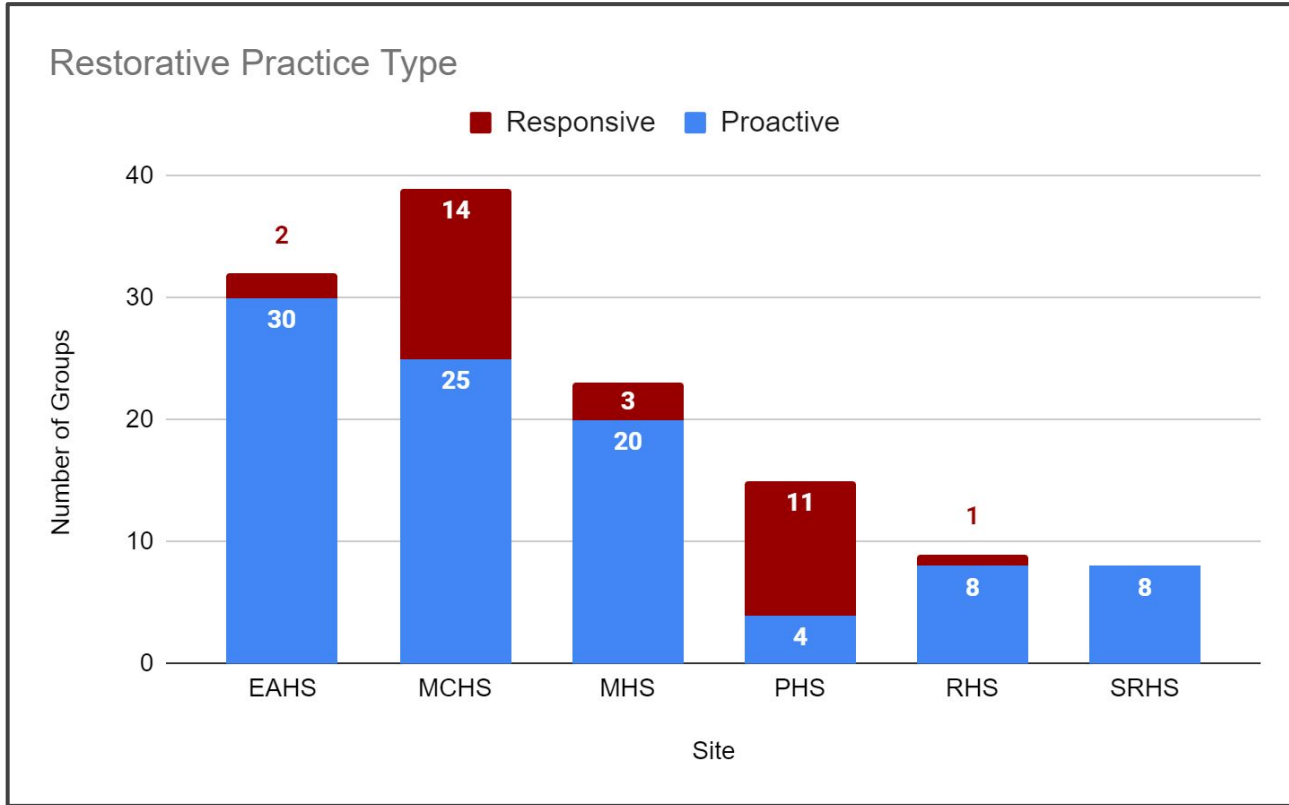
Proactive and Responsive Circles, Middle School



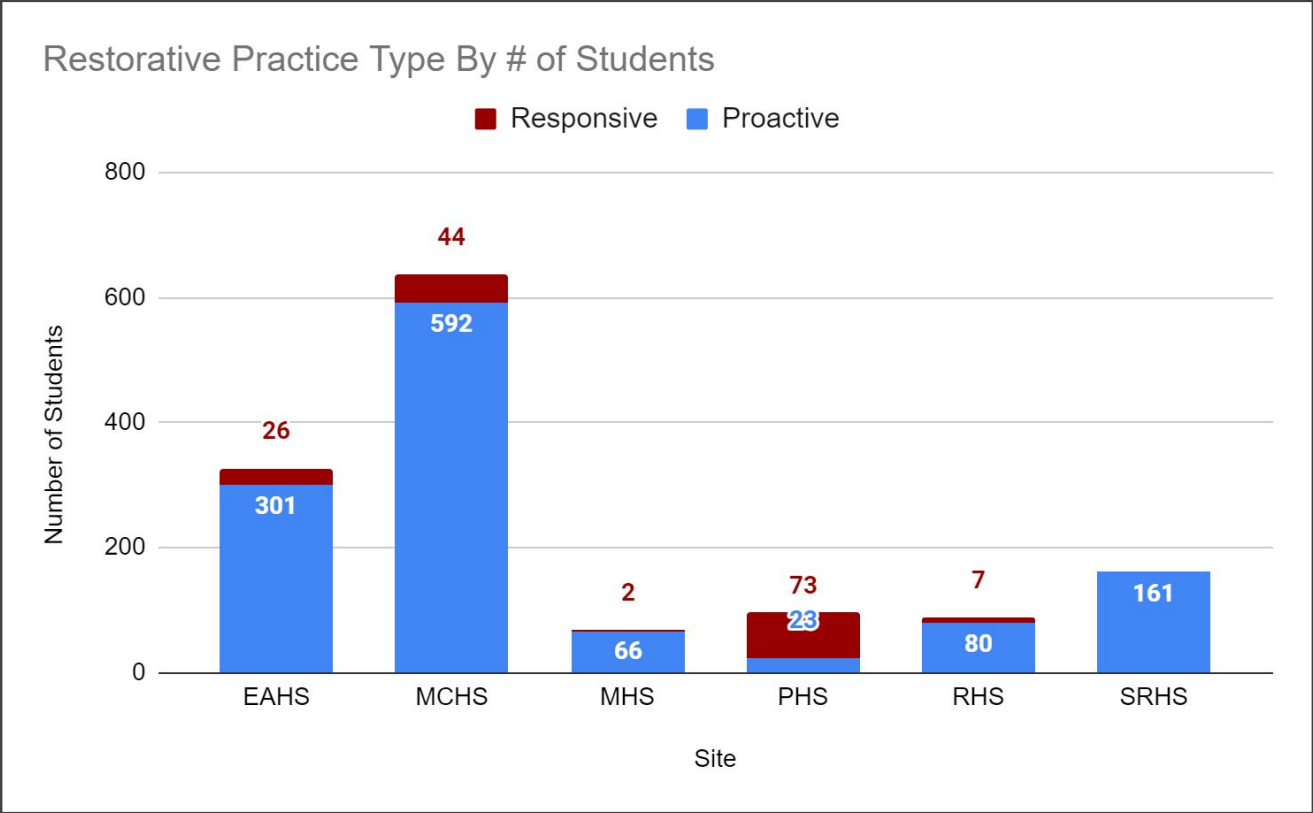
Types of Circles, Middle School



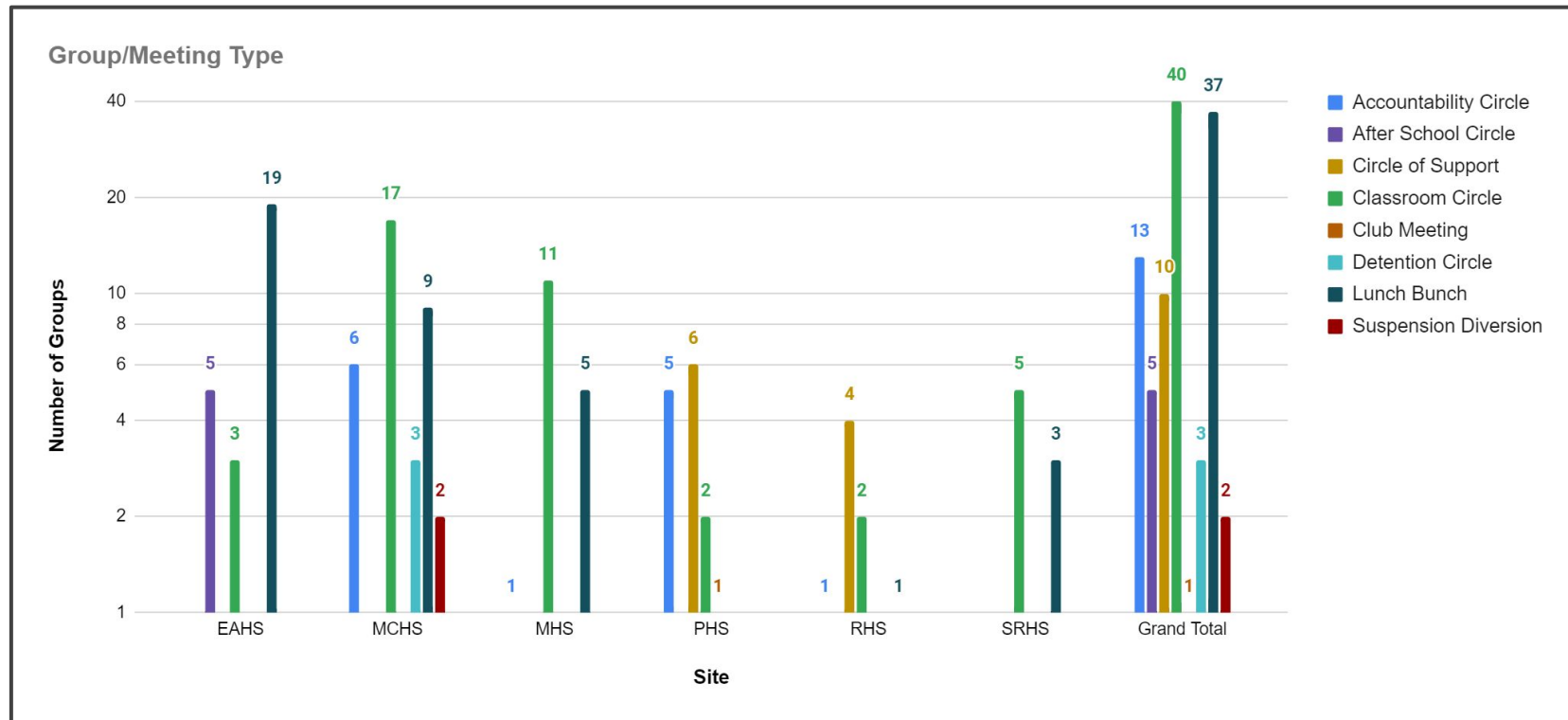
Proactive and Responsive Circles, High School



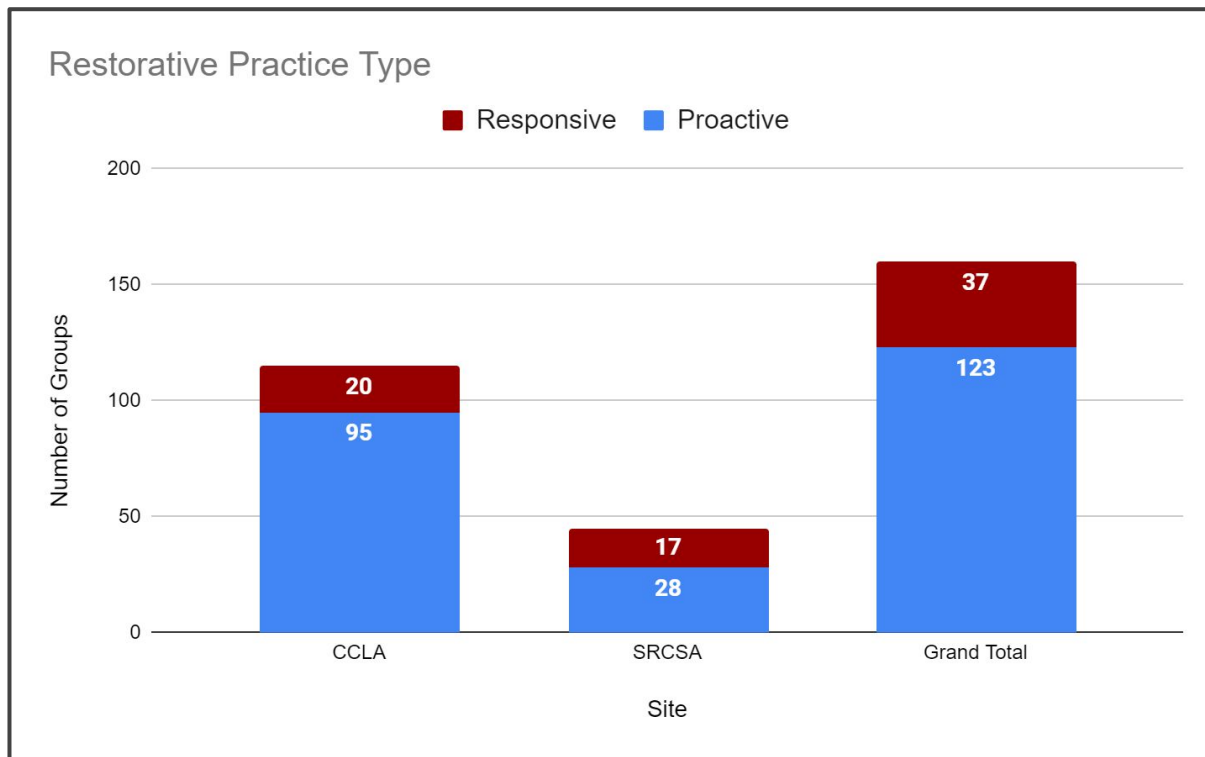
Proactive and Responsive Circles, High School



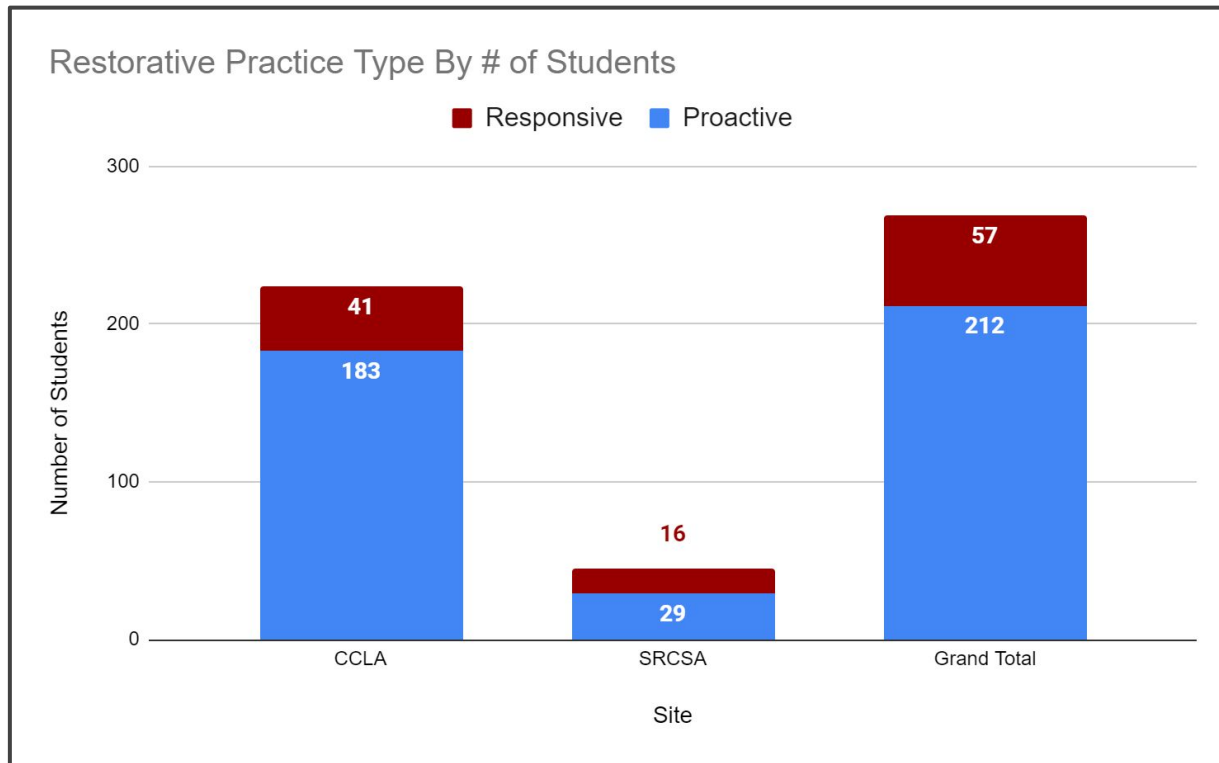
Types of Circles, High School



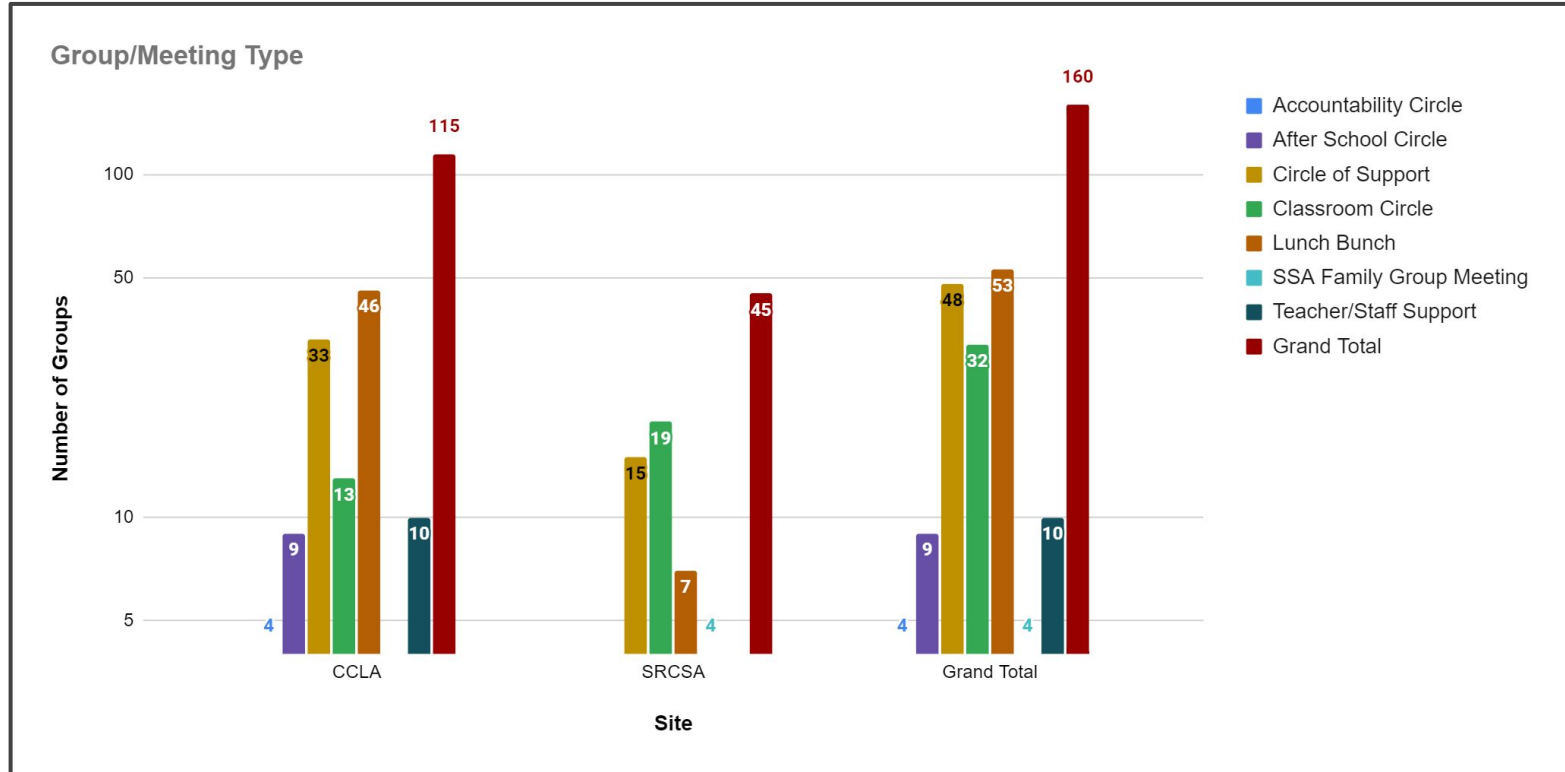
Proactive and Responsive Circles, Charter School



Proactive and Responsive Circles, Charter Schools



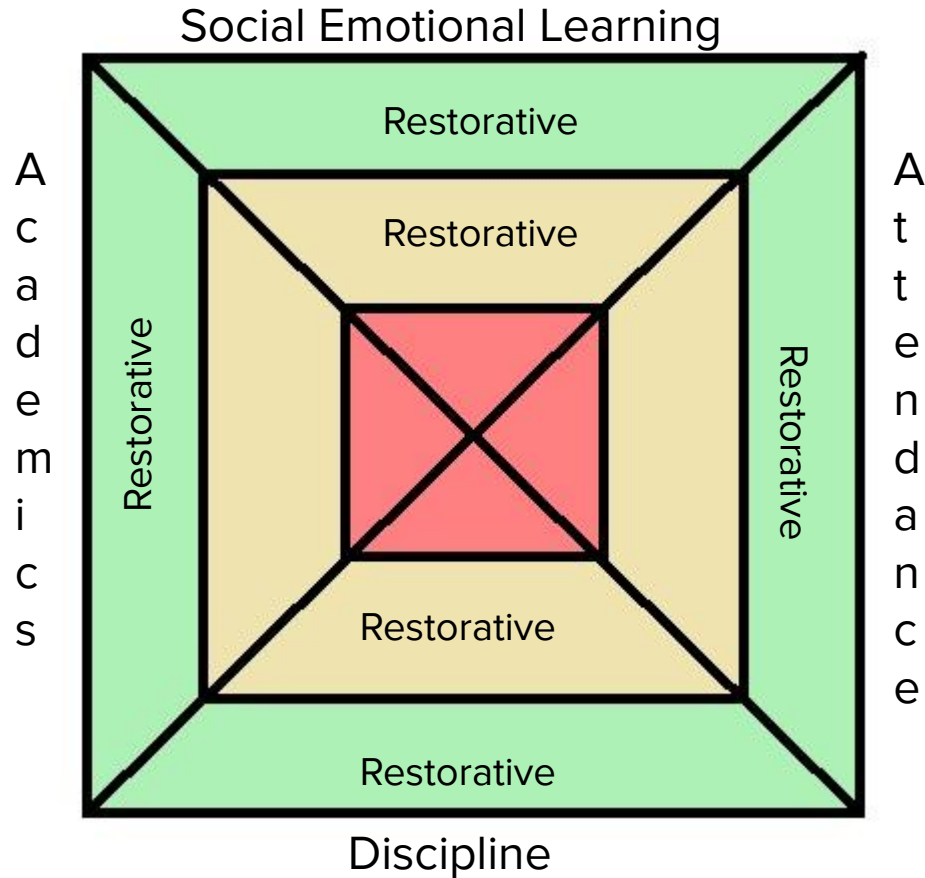
Types of Circles, Charter School



Next Steps and Growth Ideas

- Continue tracking restorative interventions provided to SRCS community
- Develop longitudinal data across grade bands and year
- Explore trends across Restorative Services and potential impact on attendance, discipline and academic achievement
- Broaden training to include Administration and Staff
- Bring restorative practices to EVERY staff, every department, every community

What Can “Restorative Services” Grow to Be?



Questions?

Appendix

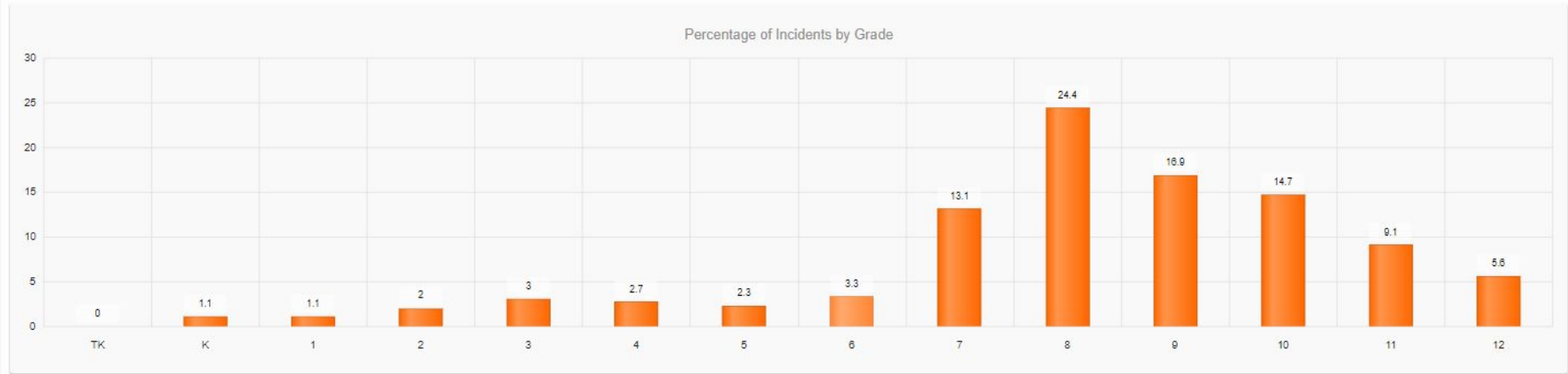
SRCS Discipline to date --By Grade

Discipline Dashboard

Year To Date - [Download Details](#)

Show Percentage of Referrals [Refresh](#) [Edit Codes](#) [Export as Image](#)

Incidents by Grade



Tier 1 Direct Services--SRCS by Grade Band

Grade Band	Number of Services	Percentage of Service
Elementary	285	12%
Middle	426	19%
High	437	20%
Charter	1058	48%

Tier 1 Services--SRCS by Program

Program	Number of Services	Percentage of Service
IEP supports	422	19%
504 supports	66	3%
ELL Supports	626	28%
Redesignated	725	33%

Tier 1 Services--SRCS by Race/Ethnicity

Race/Ethnicity	Number of Services	Percentage of Service
Hispanic Latino	1763	79.7%
White	278	13%
Black/African American	49	0.4%
Pacific Islander	68	3%
American Indian Alaskan Native	244	11%
Asian	62	2.8%

Tier 1 Services--SRCS by Gender

Gender	Number of Services	Percentage of Service
Male	1024	46%
Female	1177	53%
Non Binary	11	0.4%

Tier 2 Direct Services--SRCS by Grade Band

Grade Band	Number of Services	Percentage of Services
Elementary	129	17.6%
Middle	282	38.5%
High	206	28%
Charter	71	9%

Tier 2 Services--SRCS by Program

Program	Number of Services	Percentage of Service
IEP supports	221	30%
504 supports	48	6%
ELL Supports	253	34.5%
Redesignated	223	30%

Proactive and Responsive Circles, Elementary

<i>SUM of Number of Students</i>	<i>Restorative Practice Type</i>		
<i>Grade Level</i>	Proactive	Responsive	Grand Total
1	1511	25	1536
2	1215	79	1294
3	741	21	762
4	90		90
5	688	127	815
6	108	63	171
Combo	317	18	335
K	525	4	529
Teacher	56		56
Grand Total	5251	337	5588

Proactive and Responsive Circles, Elementary

<i>COUNT</i> <i>Site</i>	<i>Restorative Practice Type</i>		Grand Total
	Proactive	Responsive	
ABES	32		32
BHES	1	1	2
HVES	47	2	49
JMES	152	6	158
LBES	10	6	16
SLES		1	1
Grand Total	242	16	258

Proactive and Responsive Circles, Elementary

<i>SUM of Number of Students</i>	<i>Restorative Practice Type</i>		
<i>Site</i>	Proactive	Responsive	Grand Total
ABES	670		670
BHES	1	2	3
HVES	941	142	1083
JMES	3622	116	3738
LBES	54	47	101
SLES		30	30
Grand Total	5288	337	5625

Proactive and Responsive Circles, Middle School

<i>COUNT</i>	<i>Restorative Practice Type</i>		
<i>Site</i>	Proactive	Responsive	Grand Total
HCMS	32	16	48
HSMS	11	4	15
RVMS	44	1	45
SRMS	37	1	38
Grand Total	124	22	146

Proactive and Responsive Circles, Middle School

<i>SUM of Number of Students</i>	<i>Restorative Practice Type</i>		
<i>Grade Level</i>	Proactive	Responsive	Grand Total
7	79	69	148
8	303	0	303
Combo	1430	149	1579
Teacher	20	1	21
Grand Total	1832	219	2051

Proactive and Responsive Circles, Middle School

<i>SUM of Number of Students</i>	<i>Group/Meeting Type</i>										
<i>Site</i>	Accountability Circle	After School Circle	After School Group	CARE Meeting	Circle of Support	Classroom Circle	Club Meeting	Lunch Bunch	SSA Training	Teacher/Staff Support	Grand Total
HCMS			231	156		34	115		78		614
HSMS					15	116		23			154
RVMS	23				85	113	50	185		48	504
SRMS		685				94					779
Grand Total	23	685	231	156	100	357	165	208	78	48	2051

Proactive and Responsive Circles, High School

<i>COUNT</i>	<i>Restorative Practice Type</i>		
<i>Site</i>	Proactive	Responsive	Grand Total
EAHS	30	2	32
MCHS	25	14	39
MHS	20	3	23
PHS	4	11	15
RHS	8	1	9
SRHS	8		8
Grand Total	95	31	126

Proactive and Responsive Circles, High School

<i>SUM of Number of Students</i>	<i>Restorative Practice Type</i>		
<i>Site</i>	Proactive	Responsive	Grand Total
EAHS	301	26	327
MCHS	592	44	636
MHS	66	2	68
PHS	23	73	96
RHS	80	7	87
SRHS	161		161
Grand Total	1223	152	1375

Proactive and Responsive Circles, Charter School

<i>COUNT</i>	<i>Restorative Practice Type</i>		
<i>Site</i>	Proactive	Responsive	Grand Total
CCLA	95	20	115
SRCSA	28	17	45
Grand Total	123	37	160

Proactive and Responsive Circles, Charter Schools

<i>SUM of Number of Students</i>	<i>Restorative Practice Type</i>		
<i>Site</i>	Proactive	Responsive	Grand Total
CCLA	183	41	224
SRCSA	29	16	45
Grand Total	212	57	269

Policy 6158: Independent Study

Status: Pending

Original Adopted Date: 05/24/2017 **Last Revised Date:** 02/14/2024

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered for short- or long-term placements, on a full-time or part-time basis, and/or in conjunction with part- or full-time classroom study.

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult education students. (Education Code 51747; 5 CCR 11701)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

Student participation in independent study shall be voluntary and no student shall be required to participate. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days. (Education Code 46300)

General Independent Study Requirements

The Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for participation and is likely to succeed as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes shall be the same for all students at each school including students participating in independent study, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of programs. When necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date specified in the student's written agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of

California (UC) or the California State University (CSU) as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that all students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who are: (Education Code 51747)

1. Not generating attendance for more than ten percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar
2. Not participating in synchronous instructional offerings pursuant to Education Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span
3. In violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include local programs intended to address chronic absenteeism, as applicable, including but not limited to the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation

3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall, for students who participate in an independent study program for 15 school days or more, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. (Education Code 51747)

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals, of the student's need to participate in independent study, shall be submitted to the Superintendent or designee. (Education Code 51747)

The Superintendent or designee shall ensure that a written agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747)

For student participation for 15 school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of less than

15 school days, a signed written agreement shall be obtained within ten school days of the first day of the student's enrollment. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program

or plan, students in foster care or experiencing homelessness, and students requiring mental health supports

8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. Before the commencement of independent study projected to last for 15 school days or more, or within ten school days of the first day of enrollment for independent study for less than 15 school days, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under 18 years of age, the certificated employee responsible for the general supervision of independent study, and for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE).

(Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades,

assignments, and assessments for each student for independent study assignments.
(Education Code 51747.5)

Signed written and supplemental agreements, assignment records, work samples, and attendance records may be maintained as an electronic file in accordance with Education Code 51747 and 51749.6, as applicable.

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11700-11705	Independent study
Ed. Code 17289	<u>Exemption for facilities</u>
Ed. Code 41020	<u>Requirement for annual audit</u>
Ed. Code 41422	<u>Emergency conditions and apportionments</u>
Ed. Code 42238	<u>Revenue limits</u>
Ed. Code 42238.05	<u>Local control funding formula; average daily attendance</u>
Ed. Code 44865	<u>Qualifications for independent study teachers</u>
Ed. Code 46100	<u>Length of school day</u>
Ed. Code 46200-46208	<u>Incentives for longer instructional day and year</u>
Ed. Code 46300-46307.1	<u>Methods of computing average daily attendance</u>
Ed. Code 46390-46393	<u>Emergency average daily attendance</u>
Ed. Code 46600	<u>Interdistrict attendance computation</u>
Ed. Code 47612-47612.1	<u>Charter School Operation</u>

Ed. Code 47612.5	<u>Charter schools operations; general requirements</u>
Ed. Code 48204	<u>Residency requirements for school attendance</u>
Ed. Code 48206.3	<u>Home or hospital instruction; students with temporary disabilities</u>
Ed. Code 48220	<u>Classes of children exempted</u>
Ed. Code 48340	<u>Improvement of pupil attendance</u>
Ed. Code 48915	<u>Expulsion; particular circumstances</u>
Ed. Code 48916.1	<u>Educational program requirements for expelled students</u>
Ed. Code 48917	<u>Suspension of expulsion order</u>
Ed. Code 49011	<u>Student fees</u>
Ed. Code 51225.3	<u>High school graduation requirements</u>
Ed. Code 51744-51749.6	<u>Independent study</u>
Ed. Code 52060	<u>Local control and accountability plan</u>
Ed. Code 52523	<u>Adult education as supplement to high school curriculum; criteria</u>
Ed. Code 56026	<u>Individual with exceptional needs</u>
Ed. Code 58500-58512	<u>Alternative schools and programs of choice</u>
Fam. Code 6550-6552	<u>Caregivers</u>

Federal	Description
20 USC 6301	Highly qualified teachers
20 USC 6311	State plan

Management Resources	Description
California Department of Education Publication	Legal Requirements for Independent Study
California Department of Education Publication	Conducting Individualized Determinations of Need
California Department of Education Publication	2021-22 AA & IT Independent Study FAQs
California Department of Education Publication	<u>California Digital Learning Integration and Standards Guidance, May 2021</u>
California Department of Education Publication	Elements of Exemplary Independent Study

Court Decision	Modesto City Schools v. Education Audits Appeal Panel (2004) 123 Cal.App.4th 1365
Education Audit Appeals Panel Publication	Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California Consortium for Independent Study</u>
Website	<u>California Department of Education, Independent Study</u>
Website	<u>Education Audit Appeals Panel</u>

Cross References

Code	Description
0410	<u>Nondiscrimination In District Programs And Activities</u>
0420.4	<u>Charter School Authorization</u>
0420.4	<u>Charter School Authorization</u>
0470	<u>COVID-19 Mitigation Plan</u>
0500	<u>Accountability</u>
3260	<u>Fees And Charges</u>
3260	<u>Fees And Charges</u>
3516.5	<u>Emergency Schedules</u>
3580	<u>District Records</u>
3580	<u>District Records</u>
4112.2	<u>Certification</u>
4112.2	<u>Certification</u>
4131	<u>Staff Development</u>
5111.1	<u>District Residency</u>
5111.1	<u>District Residency</u>
5112.3	<u>Student Leave Of Absence</u>
5112.3	<u>Student Leave Of Absence</u>
5113	<u>Absences And Excuses</u>
5113	<u>Absences And Excuses</u>
5113.1	<u>Chronic Absence And Truancy</u>

5113.1	<u>Chronic Absence And Truancy</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5126	<u>Awards For Achievement</u>
5126	<u>Awards For Achievement</u>
5141.22	<u>Infectious Diseases</u>
5141.22	<u>Infectious Diseases</u>
5141.31	<u>Immunizations</u>
5141.31	<u>Immunizations</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5145.6	<u>Parent/Guardian Notifications</u>
5145.6-E(1)	<u>Parent/Guardian Notifications</u>
5146	<u>Married/Pregnant/Parenting Students</u>
5147	<u>Dropout Prevention</u>
6000	<u>Concepts And Roles</u>
6011	<u>Academic Standards</u>
6111	<u>School Calendar</u>
6112	<u>School Day</u>
6112	<u>School Day</u>
6142.4	<u>Service Learning/Community Service Classes</u>
6143	<u>Courses Of Study</u>
6143	<u>Courses Of Study</u>
6146.1	<u>High School Graduation Requirements</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6152	<u>Class Assignment</u>

6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6162.5	<u>Student Assessment</u>
6162.51	<u>State Academic Achievement Tests</u>
6162.51	<u>State Academic Achievement Tests</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6183	<u>Home And Hospital Instruction</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education</u>
6185	<u>Community Day School</u>
6185	<u>Community Day School</u>
6200	<u>Adult Education</u>
6200	<u>Adult Education</u>

Agreement: We have read through all pages (1-4) of this agreement and hereby agree to all the conditions set forth within.

Signatures: _____
Student Parent/Guardian

_____ Date Program Administrator Teacher

Duration: _____
start date end date

Student and teacher agree to meet according to the following schedule:

Day: _____ **Time:** _____ **Teacher:** _____

**INDEPENDENT STUDY PROGRAM
SANTA ROSA CITY SCHOOLS DISTRICT
PARENT/GUARDIAN MASTER AGREEMENT
FALL SEMESTER –**

As Parent/Guardian of: _____, I understand that:

- o The major objective of Independent Study is to provide a voluntary educational alternative for my student for the duration of one semester.
- o Individual course objectives are consistent with, and evaluated in the same manner that they would be if my student were enrolled in a traditional school program. The student may add or drop courses as necessary during the semester.
- o It is my responsibility to ensure that my student participates in all state and local testing. You will be notified of times, dates, and any requirements for your student's participation.
- o I am liable for the cost of replacement, or repair of damaged or lost books and other materials that are checked out to my student.
- o Unless otherwise indicated, a teacher or supervisor will meet with my student on a regular basis to direct and measure progress. The teacher or the supervisor in consultation with my student will determine the time and location of meetings.
- o It is my responsibility to provide transportation to the school site for my student. In order for my student to complete high school consistent with the traditional high school, I need to encourage my student to do more than the minimum study requirements. I have the right to appeal any decision about my student's placement, school program or transfer according to the Independent Study Program's procedures.
- o I am responsible for providing supervision of my student during normal school hours, 8:00 a.m. – 3:00 p.m., that my student is to remain home during these hours, and that schoolwork is to be completed at home.
- o My student may not be employed 8:00 a.m. – 3:00 p.m., Monday through Friday.
- o My student is not allowed to visit the campus of another school during normal school hours without the permission of that school's administration.

I also understand and agree to the conditions listed on the "Student" Master Agreement.

Parent/Guardian Signature: _____ Date: _____

**INDEPENDENT STUDY PROGRAM
SANTA ROSA CITY SCHOOLS DISTRICT
STUDENT MASTER AGREEMENT
FALL SEMESTER –**

I, _____ (student), understand that:

- o Independent Study is an education alternative that I have voluntarily selected for the duration of one semester. The Independent Study Program does not provide all courses necessary for completion of graduation requirements through Santa Rosa City Schools District. By enrolling in this Program, I have not waived any rights as a student, and I am entitled to all services and resources provided by Santa Rosa City Schools.
- o If I am a student with an Individualized Education Plan (I.E.P.), my I.E.P. must specifically provide for my enrollment in Independent Study and Services.
- o Failure to follow the discipline and behavior guidelines established by this District may result in dismissal from the Independent Study Program.
- o I will not be allowed to visit the campus of another school during normal school hours without the permission of that school's administration.

I agree to:

- o Be supervised by an Independent Study Teacher or other approved resource personnel.
- o Meet regularly with the assigned Independent Study teacher or supervisor. The frequency, date, time and location will be determined by my work assignments.
- o Participate in all state and local testing. It is my responsibility to arrive on time and complete all required testing.
- o To promptly reschedule any appointment missed due to an emergency and that failure to report to an appointment and/or failure to submit evidence of completed assignments can result in one or more of the following:
 1. A letter of concern to student and parent
 2. A scheduled teacher/parent/student appointment
 3. A special meeting with the teacher, counselor or principal
 4. An increased number of hours that the student must be in the Independent Study Center
 5. Revocation of a work permit until school productivity is considered satisfactory by the teacher
 6. Termination of the agreement and placement into another educational program
- o Be responsible for my own transportation and understand that lack of transportation is not an acceptable reason for failing to meet during the assigned time.
- o Remain home during normal school hours (8:00 a.m. – 3:00 p.m.) under the supervision of parent/guardian and complete my assigned work at home and achieve at least the minimum performance requirements of the course of study.

I understand that credit, which is based on mastery of learning, can only be issued after I have successfully completed an activity, and it has been evaluated. I realize that a minimum of 15 hours of work is needed for each unit of credit unless otherwise contracted with the teacher.

Student Signature: _____ Date: _____

SANTA ROSA CITY SCHOOLS

COVID-19 SAFETY HANDBOOK

2023-2024

(updated 2-14-24)

(draft updates in red)



Anna Trunnell

Santa Rosa City Schools Superintendent
srcschools.org/school2021



Amie Carter, Ph.D.

Sonoma County Superintendent of Schools
scoe.org/covid

More resources can be found at:

[Sonoma County Emergency and Preparedness Information](#)
[SCOE: Coronavirus Information for Schools and Families](#)

For questions about COVID-19, please call the Sonoma County Health and Human Services phone call center at (707) 565-4400.

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COVID-19 Student, Employee, and Volunteer Quick Reference Quarantine Guidance



STUDENTS & STAFF - sick or fever (or otherwise symptomatic)

DAY 0	DAY 1	DAY 2+
<p>Student feels sick or has fever.</p> <p>IMMEDIATELY ISOLATE. Send home or stay home. Student gets COVID-19 test* <i>(Please provide test results to school.)</i></p>	<p>If test is NEGATIVE, student can return to campus when:</p> <ul style="list-style-type: none">• Feeling better, with symptoms resolving AND• Fever has been gone for at least 24 hours without fever reducing medication.	<p>Continue to monitor for recurring or worsening symptoms. Consider re-testing if symptoms worsen or return.</p> <hr/> <p>* If sick student is not tested (or otherwise cannot provide test results) and there is not another diagnosis from a health care provider, student should stay home for at least 24 hours or until symptoms improve.</p>

STUDENTS - COVID Positive

DAY 0	DAY 1	DAY 2+
<p>Student is POSITIVE for COVID-19 <i>(Please provide test results to the school.)</i></p> <ul style="list-style-type: none">• If student feels sick at any time, Day 0 is first sick day.• If never sick, Day 0 is the day student was swabbed.	<p>Student stays home for at least 24 hours after positive test or symptom onset, whichever is earliest.</p>	<p>Student may return when:</p> <ul style="list-style-type: none">• Feeling better, with symptoms resolving AND• Fever has been gone for at least 24 hours without fever-reducing medication, AND• Student strongly recommended wear a mask through Day 10.

STAFF & VOLUNTEERS - COVID Positive

DAY 0	DAY 1	DAY 2+
<p>Employee is POSITIVE for COVID-19 <i>(Please provide test results to the school.)</i></p> <ul style="list-style-type: none">• If employee feels sick at any time, Day 0 is first sick day.• If never sick, Day 0 is the day student was swabbed.	<p>Employee stays home for at least 24 hours after positive test or symptom onset, whichever is earliest.</p>	<p>Employee may return when:</p> <ul style="list-style-type: none">• Feeling better, with symptoms resolving AND• Fever has been gone for at least 24 hours without fever-reducing medication, AND• Employee required wear a mask through Day 10.

Revised 1-9-2024 - CDPH - Cal/OSHA

I developed symptoms of COVID-19.

What do I do?



SYMPTOMS



- GO HOME RIGHT AWAY
- Get tested (Antigen preferred) and stay home until you get your test results. *(Please provide test results to the school or department.)*

Did you test positive?

Yes

No

Follow **ISOLATION**
Guidance

Are you fever-free and are your
symptoms improving?

Yes

No

¿Es usted contacto cercano o
potencialmente ha estado
expuesto a COVID-19?

Yes

No

Follow **CLOSE CONTACTS**
Guidance

Stay home at least until you
are fever-free and other
symptoms are improving.
Consider re-testing in 3-5
days.

You may return to K-12 setting (work or school) unless otherwise
directed as per alternate diagnosis.

** If sick student is not tested (or otherwise cannot provide test results) and there is not another diagnosis from a health care provider, student or employee should stay home for at least 24 hours or until symptoms improve.*



I tested positive for COVID-19. What do I do?



ISOLATION



- Please provide test results to school or department supervisor.
- Stay home for at least 24 hours.
- Wear a mask for 10 days.



Do you have symptoms after 24 hours?

Yes



Continue to stay home until symptoms improve or resolve, and you are fever-free for at least 24 hours without the use of fever-reducing medications.

No



- End Isolation after 24 hours.
- If employee or volunteer, required to wear a mask for 10 days.

** If sick student is not tested (or otherwise cannot provide test results) and there is not another diagnosis from a health care provider, student or employee should stay home for at least 24 hours or until symptoms improve.*



I was potentially exposed to, or am a confirmed close contact with someone with COVID-19.

What do I do?



CLOSE CONTACTS

Do you have symptoms?

Yes

Follow **SYMPTOMS** Guidance

No

- YOU DO NOT NEED TO QUARANTINE.
- Recommended to get tested (*Antigen preferred*)

Did you test positive?

Yes

Follow **ISOLATION** Guidance

No

- Continue normal activities.
- Recommended to wear a mask for 10 days.

* If sick student is not tested (or otherwise cannot provide test results) and there is not another diagnosis from a health care provider, student or employee should stay home for at least 24 hours or until symptoms improve.



Overview

The goal of Santa Rosa City Schools is to ensure a safer return to school for all students and staff. This handbook was developed in partnership with the Sonoma County Office of Education (SCOE) and reviewed by the Sonoma County Department of Health Services (SCDHS) to support a healthier school environment during the COVID-19 pandemic. We are implementing enhanced health and safety practices and protocols, which includes intensifying cleaning and disinfecting of common spaces, restrooms, and frequently touched surfaces throughout our schools, maintaining physical distancing and stable classroom cohorts, and increasing personal protective behaviors (e.g., handwashing and face covering) based on guidance from the Sonoma County Office of Education (SCOE), Sonoma County Department of Health Services (SCDHS), California Department of Education (CDE), the California Department of Public Health (CDPH), and the Centers for Disease Control (CDC).

Please follow these recommendations and guidelines to help us maintain a safe and healthy learning environment:

- Instruct your child / children in proper hand washing and mask wearing.
- Limit travel and social activity to reduce possible exposure to COVID-19.
- Limit participation in group activities and gatherings with mixed households.
- Maintain physical distance and wear face coverings.
 - Face coverings are strongly recommended for all students, staff, and the public while in Santa Rosa City Schools offices and school campuses.
 - Instruct your child in safely wearing and taking off masks. Encourage your child to arrive at school with a face-covering daily (pack a back-up face covering in their backpack).
- Check your household and child/children each morning for signs of illness.
 - Do daily health self checks to ensure no COVID-19 symptoms are present.
 - Do not pre-medicate your child with symptomatic relief medications (e.g., ibuprofen [Motrin], acetaminophen [Tylenol], pseudoephedrine / Sudafed, diphenhydramine [Benadryl]) *unless for known, chronic conditions; such as seasonal allergies, sinusitis.*
 - Do NOT send your child/children to school if they exhibit any symptoms of COVID-19. Per [CDC](#), people with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus.
- Notify the school** immediately:
 - If your child has symptoms of COVID-19.
 - If your child tests positive for COVID-19.

Promoting Behaviors to Reduce the Spread of COVID-19 at School

These are our expectations for overall safety for students, staff, parents, and the community. Together, we can lower the risk of the spread of COVID-19 and promote a positive and nurturing learning environment for our students.

Masking



Effective March 28, 2022 masks are “strongly recommended” in all indoor SRCS settings.

Masking either indoors or outdoors is not currently required but it is “strongly recommended”. However, as part of a tiered safety strategy, in the instance of higher level of community transmission, it may become a requirement, as noted in Appendix A.



Under recent guideline updates, the minimally acceptable type of mask that is recommended is a surgical or fabric mask with three or more layers. See chart below. These masks are made available and provided at each school location for students, staff, and visitors.

Types of Face Coverings

Face coverings are **strongly recommended** to be worn by everyone on campus unless exempt for medical reasons. If a student does not have a face covering or has lost theirs, one will be provided upon request. See the [CDPH Guidance for the Use of Face Coverings](#) for more information.

Face coverings should not be placed on:

- Children younger than 2 years old
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the face-covering without assistance

A face covering should:

- be well-fitting (covers only the nose and mouth and surrounding areas of the lower face)
- have no valves
- if cloth, have at least two layers of fabric
- be appropriate and meet district dress code requirements (e.g. no inappropriate fabric patterns, no Halloween masks, no hate symbols, etc.)

When putting on or removing your mask, make sure your hands are clean and try not to touch the mask itself, but rather the earloops. For a demonstration, watch [CDC How to Safely Wear and Take Off a Cloth Face Covering \(English\)](#) ([Spanish](#)).

COVID-19 Community Level County Check

Find community levels and prevention steps by county

The California Department of Public Health and Sonoma County Department of Health Services align with the CDC COVID-19 Community Level data for regional masking guidance. To stay up-to-date on local masking recommendations based on “Low, Medium, High” COVID-19 Community Level go online to: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html>

Choosing your Mask

Cloth Masks

Cloth masks can only work well if they are tight fitting and made of materials that filter out small particles. Good cloth masks have:

- Two layers of **tightly woven** cotton with a third layer of non-woven fabric. The third layer could be a mask filter insert, or a synthetic fabric such as polypropylene.
- Nose wires to reduce gaps from the nose.
- Adjustable ear loops or straps that go around the head to reduce gaps from the face.

Face coverings without these properties should not be used in higher risk situations if other options are available. Examples of less effective face coverings are two-layer cotton masks, bandanas, and gaiters.



The CDC provides a list of commercially available face coverings that meet minimum filtration and breathability requirements (ASTM F3502-21). If purchasing a mask that conforms with American Society for Testing and Materials standards, choose a mask rated as "Level 2" which will provide better filtration than a Level 1 mask. A Level 1 mask has a filtration efficiency of at least 20% while a Level 2 mask has a filtration efficiency of at least 50%. The optional leakage ratio test provides additional information on the likelihood the mask will fit to provide an adequate seal to the wearer's face. Higher leakage ratios indicate a better fit.

Medical Masks (also called Surgical Masks or Disposable Face Masks)

Medical masks include various types of loose-fitting disposable masks. The fit of a medical mask can be improved with a simple [modification](#) or by using a [mask brace](#) (fitted). Look for the following when buying medical masks:

- Masks with three layers of non-woven material.
- An adjustable nose bridge.
- Surgical masks with ties may provide a closer fit than ear loops.

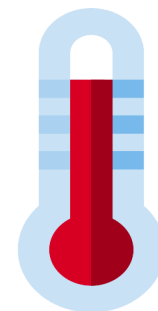
Passed ASTM F2100; ASTM F2100 level 2 for higher filtration efficiency (American Society for Testing and Materials).

Isolation and Quarantine Guidance

When to Stay Home from School

1. **If your child has a fever of 100.4°F or higher or any symptoms of illness.** Parents/guardians should check their child/children for symptoms of illness **every morning** before bringing them to school. If your child has any of the following symptoms of COVID-19, they must NOT come to school and you should consult your healthcare provider about testing.

- Fever (100.4 or greater)
- Dry cough
- Sore throat
- Shortness of breath
- Possible loss of taste or smell
- Headache
- Nausea, vomiting or diarrhea
- New onset of runny nose
- Muscle or body aches
- Fatigue or lethargy



As of ~~March 13, 2023~~ February 14, 2024, there are changes for the K-12 guidance for Isolation and Quarantine. Below are the active recommendations:

For Students: (as of ~~March 13, 2023~~ February 14, 2024)

Isolation: When someone needs to separate for others because they have been tested confirmed “positive” for COVID-19

Students Who Test Positive for COVID-19 (Positive Cases) and are symptomatic	Recommended Action
<p>Students who test positive for COVID regardless of vaccination status, or previous infection, and who have symptoms of COVID-19 as described on page 8</p>	<ul style="list-style-type: none"> ● Stay home for at least 5 days a minimum of 24 hours from the day of symptom onset. ● Isolation can end after day 5 24 hours if symptoms are not present or are resolving and individual is fever-free for at least 24 hours without the use of fever-reducing medication. ● If fever is present, isolation should be continued until the fever is resolved for at least 24 hours without the help of a fever-reducing medication. ● Per CDPH masking guidance, it is strongly recommended persons who tested positive wear a well-fitting mask around others for a total of 10 days, especially in indoor settings. (see Section below on masking for additional information) ● Avoid contact with people at higher-risk for severe COVID-19 for 10 days*. Higher-risk individuals include the elderly, those who live in congregate care facilities, those who have immunocompromising conditions, and that put them at higher risk for serious illness.
Students Who Test Positive for COVID-19 (Positive Cases) and are asymptomatic (No symptoms)	Recommended Action
<p>Students who test positive for COVID regardless of vaccination status, or previous infection, but do NOT have symptoms.</p>	<ul style="list-style-type: none"> ● Monitor for symptoms. If symptoms are not present, isolation and quarantine are not required. ● Per CDPH masking guidance, it is strongly recommended that persons who tested positive, or who have been in contact with others who have tested positive or show symptoms wear a well-fitting mask around others for a total of 10 days, especially in indoor settings. (see Section below on masking for additional information) ● Avoid contact with people at higher-risk for severe COVID-19 for 10 days*. Higher-risk individuals include the elderly, those who live in congregate care facilities, those who have immunocompromising conditions, and that put them at higher risk for serious illness.

Isolation Area

If a child develops symptoms at school, parents/guardians will be contacted to pick up their child within 30 minutes. If the school is unable to reach the child's parents within 5 minutes, the emergency contact will be called to pick up the child. **The student cannot wait in an isolation area for the rest of the school day.**



If a student becomes ill or develops symptoms of COVID-19 while on campus, they will be required to wait in an isolation area until they can be transported home or to a healthcare facility, depending on the severity of symptoms.

The isolation area is separate from the regular health office on campus. Students with non COVID-19 health needs may continue to use the health office when necessary.

Isolation Protocol: If a Student Develops Symptoms at School

If a student develops a fever of 100.4°F or higher and/or symptoms consistent with COVID-19, the student will be placed in an isolation area and observed until they are picked up. **Students must be picked up within 30 minutes by a parent/guardian or an emergency contact.**

- Parents/guardians must always have a plan for picking up their children. **IMPORTANT: Siblings and/or other household members attending school may continue to attend school and participate in classroom activities unless they also become symptomatic and/or test positive for COVID-19.**
- Please contact your child's healthcare provider to schedule an appointment and/or schedule COVID-19 testing. Additionally, SRCS provides free COVID testing to staff, students and families. **See page -- for information.**
- **A student who has tested positive for COVID will not be allowed to return to school until the symptomatic student:**
 - has symptoms resolved or are improving* *and* they are fever-free for 24 hours without the use of fever-reducing medications.
 - has received an alternate diagnosis (migraine, strep throat, etc.) from a healthcare provider *and* their symptoms are improving* *and* they are fever-free for 24 hours without the use of fever-reducing medications.
 - has tested positive for COVID-19 and has completed the **5-day minimum 24-hour** isolation period *and* their symptoms are improving* *and* they are fever-free for 24 hours without the use of fever-reducing medications.
- Per Public Health guidance, symptomatic students who decline testing must complete a **minimum 24-hour-5 day** quarantine period, ~~with day 1 starting the day after the symptoms first started,~~ *and* be fever-free for 24 hours without the use of fever-reducing medications before returning to school.
- Please call your school as soon as possible if your child is diagnosed with COVID-19.

**Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation*

IMPORTANT: Children who are isolated or quarantined at home cannot participate either in in-person instruction or in any extra-curricular activities (including child care, athletics, clubs, etc.).

Parents/guardians must notify the school immediately if their child tests positive for COVID-19.

To report an illness or absence, please contact your school office

- Parents/guardians should keep their child home and inform the school immediately if their child
 - is being evaluated for COVID-19; or,
 - has tested positive for COVID-19;



- This information will be kept confidential.
- Student absences related to illness or quarantine are considered excused absences (Ed Code 48205).
- School phone numbers are available at srcschools.org/ourschools.

Student Quarantine Guidance

K-12 Students Who are Exposed to COVID-19 in any setting	Recommended Action:
https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2022-23-School-Year.aspx	
<p>Any K-12 student (regardless of vaccination status, masking, prior infection, etc.) who</p> <ul style="list-style-type: none"> • Shared indoor air space for at least 15 minutes (within 24hrs) with a positive COVID-19 Case. 	<ul style="list-style-type: none"> • Stay in school for in-person instruction. • May continue with extracurricular activities and don't need to quarantine outside of school. • Should get tested for COVID-19 with at least one diagnostic test (<i>Antigen preferred</i>) obtained within 3-5 days after last exposure (even if the student tested positive for COVID-19 within the last 90 days). • Strongly recommended to wear a well-fitting face covering when around others. • If symptoms develop, stay home and test as soon as possible. (<i>Antigen preferred</i>) • Strongly encouraged to get vaccinated (and booster if eligible). • In the event of wide-scale and/or repeated exposures, broader (e.g., grade-wide or campus-wide) once weekly testing for COVID-19 or a return to mandated masking may be considered until such time that exposure events become less frequent.

FOR STAFF ONLY

BELOW ARE THE MOST RECENT GUIDELINES FROM THE CALIFORNIA DEPARTMENT OF PUBLIC HEALTH AND CONFIRMED BY SONOMA COUNTY DEPARTMENT OF HEALTH SERVICES (~~March 13, 2023~~ [January 9, 2024](#))

CDPH Isolation and Quarantine Updates. ~~Effective 3-13-23~~ [2/14/24](#)

Isolation recommendations for the SRCS Staff (COVID positive)

Employees and Volunteers who Test Positive for COVID-19 (Isolation) and are symptomatic	Recommended Action

<ul style="list-style-type: none"> Employees and Volunteers who test positive for COVID, regardless of vaccination status, previous infection or lack of symptoms and are symptomatic 	<ul style="list-style-type: none"> Stay home for at least 5 days a minimum of 24 hours from the day of symptom onset. Isolation can end after day 5 24 hours if symptoms are not present or are resolving and individual is fever-free for at least 24 hours without the use of fever-reducing medication. If fever is present, isolation should be continued until fever is resolved for at least 24 hours without the help of a fever-reducing medication. Per Cal/OSHA ETS, employees returning early from quarantine (after the required minimum 24-hours day 5 but before day 10) are required to wear a well-fitting face covering when onsite Day 10, especially in indoor settings. This mandate is currently in place through February 3, 2025. (see page 7 for additional masking information). Avoid contact with people at higher-risk for severe COVID-19 for 10 days*. Higher-risk individuals include the elderly, those who live in congregate care facilities, those who have immunocompromising conditions, and that put them at higher risk for serious illness.
<p>Employees and Volunteers who Test Positive for COVID-19 (Isolation) but are asymptomatic (No symptoms)</p>	<p>Recommended Action</p>
<ul style="list-style-type: none"> Employees and Volunteers who test positive for COVID, regardless of vaccination status, previous infection; but do NOT have symptoms. 	<ul style="list-style-type: none"> Monitor for symptoms. If symptoms are not present, isolation and quarantine are not required. Per Cal/OSHA ETS masking guidance, it is required that employees and volunteers who tested positive wear a well-fitting mask when onsite for a total of 10 days, especially in indoor settings. This mandate is currently in place through February 3, 2025. (see page 7 for additional masking information.) Avoid contact with people at higher-risk for severe COVID-19 for 10 days*. Higher-risk individuals include the elderly, those who live in congregate care facilities, those who have immunocompromising conditions, and that put them at higher risk for serious illness.

Recommendations for the SRCS Staff Exposed to COVID-19

<p>Asymptomatic Staff Who are Exposed to Someone with COVID-19 (No Quarantine)</p>	<p>Recommended Action</p>
<ul style="list-style-type: none"> Everyone, regardless of vaccination status or history of prior COVID infection. 	<ul style="list-style-type: none"> Recommended to test for potential infection between days 3-5 post-exposure to mitigate potential spread. (<i>Antigen preferred</i>) Strongly recommended to wear a well-fitting face covering when around others for 10 days, especially in indoor settings (see Section below on masking for additional information) If testing positive, follow isolation recommendations above. If symptoms develop, test and stay home.

[Booster Eligibility Table Link](#)

Health and Hygiene Practices

Everyone at school will be expected to follow good health and hygiene practices so that we can keep our campus safe. In addition to daily health screening, we can also promote safe and healthy schools by wearing a mask, keeping physical distance, practicing excellent hand hygiene and participating in asymptomatic testing.

Hand Hygiene

Frequent hand hygiene is one of the most important preventative practices to help slow the spread of COVID-19 and will be encouraged at school. Hand hygiene stations will be accessible on campus.

Students and staff will be required to wash or sanitize their hands upon arrival to school each day before entering the classroom. Time for hand hygiene will be scheduled throughout the day including before eating and before returning to the classroom after recess.



Five steps to proper handwashing

1. Wet your hands with clean, running water (warm-cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

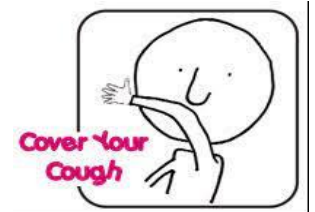
How to use hand sanitizer

1. Apply the hand sanitizer to the palm of one hand (read the label to learn the correct amount).
2. Rub the sanitizer over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.

Cough Etiquette and Other Important Health and Hygiene Practices

Please help us teach your child these important preventative measures to reduce the spread of COVID-19 and other illnesses.

- Even while wearing a mask, cough and sneeze away from other people.
- Wash or sanitize your hands frequently.
- Avoid touching the eyes, nose, and mouth with unwashed hands.
- Avoid close contact with anyone who is sick.
- Maintain as much physical distance from others outside your home.
- Avoid touching drinking fountains with your lips or mouth
- Please discuss the importance of physical distancing measures while not at school, including discouraging students from gathering elsewhere.



Encourage your child to ask questions and express their feelings with you and their teachers. Remember that your child may have different reactions to stress; be patient and understanding.

Arrival at School and Departure from School

Distance Limiting to whatever practical extent possible remains a recommendation of our Guidelines. However, At the time of this Handbook update Santa Rosa City Schools is not restricting Parent (Visitor) presence on campus **for student drop-off and pickup**. (Parent (Visitor) presence onsite beyond drop-off and pickup should be considered Volunteers or "Workers" and be processed via Human Resources through our District's volunteer compliance verification program.)

When on campus for school business, all **parents** and **guardians** are asked to:

- Mask (strongly recommended)
- Remain as distanced as practically possible from others
- Check into the office if onsite for longer than student drop-off or pickup

Immunizations

Immunization requirements for admission to school remain unchanged for the 2023-2024 school year. According to the California Department of Public Health's Shots for School website: <https://www.shotsforschool.org>.

COVID-19 Vaccinations

Vaccinations can prevent or lessen the severity of illness by working with the body's natural defenses to help safely develop immunity to disease. Not only do vaccinations provide individual-level protection, but high vaccination coverage reduces the burden of disease in schools and communities and may help protect individuals who are not vaccinated or those who may not develop a strong immune response from vaccination.

COVID-19 Vaccinations - Student

As of this guidance, COVID-19 vaccinations are NOT a requirement of enrollment. That may change in the future. Students are strongly encouraged to be vaccinated as they become eligible. There is no requirement for vaccinations for students as a condition for in-person learning. Students that are vaccinated, if exposed, generally have far less severe symptoms. Full vaccinations and now a "Booster" are considered the highest level of care. When available, Boosters are a recommended step for full student and staff safety from COVID-19. See [Booster Eligibility](#)



COVID-19 Vaccinations - Staff

All eligible staff are strongly recommended to be fully vaccinated and recommended to receive a booster, if eligible.

- All volunteers including classroom volunteers, chaperones, snack bar workers, etc. shall follow the current vaccination guidelines for staff.
- All vendors respective and prospective must follow the same vaccination guidelines for staff.

Student and Staff COVID-19 Testing

~~Symptomatic and Asymptomatic Testing (no symptoms)~~

[Note on changes to testing recommendations](#)

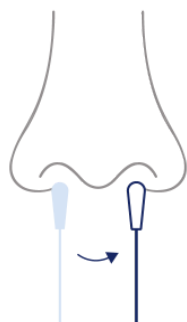
CDPH no longer recommends testing for all close contacts and instead recommends testing only for:

- All people with new COVID-19 symptoms.

- Close contacts who are at higher risk of severe disease or who have contact with people who are at higher risk of severe disease.

Free COVID-19 Rapid Antigen Tests available to all SRCS Students and Staff

Santa Rosa City Schools provides free Antigen Rapid Testing to **students and staff** of SRCS. (Note: Voluntary weekly Asymptomatic (no symptoms) testing is an additional safety measure to prevent the possible spread of COVID-19. Without symptoms, many people with COVID-19 infections may be unaware they are carriers of the virus and may not be taking precautions to isolate themselves and protect others.)



- No out of pocket cost for anyone taking the test
- Pre-Registration is required (see details linked below)
- Self-administered shallow nasal swab
- Results within minutes



To stay up to date on SRCS COVID-19 testing locations and schedule visit the SRCS website at: <https://www.srcschools.org/Page/4485>

To Pre-Register for testing, use the link below:

<https://my.primary.health//srccityschools>

For **other testing COVID testing options** sites operated through the Sonoma County Public Health Services, please visit - [Sonoma County Testing Locations](#)

Best Practices

Activities, Special Events, Visitors, and Field Trips

Particularly during surges of COVID-19, school dances, large assemblies, and other school-based crowded events, especially those held indoors, all have the potential to cause substantial spread of COVID-19 within and beyond the school community. Prior to hosting large events, schools are encouraged to review the [Safe and SMART Events Playbook \(PDF\)](#) for mitigation strategies that should be considered.

Parent volunteers are allowed on campus to supervise indoor and outdoor activities and are subject to the same safety guidelines (vaccine, masking, etc) as staff. Parents that are coming for a “single” conference such as an SST, or an IEP may come on campus and follow all masking and sanitization protocols. However “volunteers and other parents that “work” (even without compensation) are required to follow the guidelines outlined by the Board, and they are:



- They have been Fingerprint Cleared
- They have provided their TB clearance
- They are recommended to be fully vaccinated as of April 1, 2022
- They maintain all other requirements of the SRCS COVID Safety Plan

Student activities such as dances and school events will be allowed under these guidelines:

- There is a fixed, reduced capacity (Effective April 1, 2022, under 1000 attendees indoors, under 10,000 attendees outdoors, per CDPH). As an example priority will be given to Seniors in order to promote their “senior experience” when possible.
- Events will be held outdoors when possible.
- All participants are strongly encouraged to wear masks at all times, even outdoors.
- Food, if provided, is to be served outdoors if possible, and in a manner that safely maintains social distancing.
- All events must have the pre-approval of Education Services.

Field Trips will be allowed if all components of the CSP can be followed.

- For any Field Trip, masking at ALL times will be strongly recommended.
- Transportation for any event must ensure social distance at the maximum extent possible.
- Windows are to be open when possible.

Students participating in an overnight school field trip are recommended to be fully vaccinated and boosted if eligible. If not, then it is recommended that students submit a negative antigen COVID test taken within 24 hours prior to the trip.

Staff that are chaperones are recommended to be fully vaccinated and boosted if eligible.

Volunteers are recommended to be fully vaccinated and boosted if eligible.

Additional guidelines and best practices for field trips, overnight trips, activities, and social events will be reviewed on a case-by-case basis by District administration. Under higher levels of community transmission such activities and events may be canceled as noted in Appendix A.

Overnight Considerations

The following Best Practices were released by Sonoma County Department of Health Services :

Registration:

- Strongly encourage up-to-date vaccination for all attendees
- Verify vaccination status for all students, staff, volunteers, and chaperones attending the trip
- If not fully-vaccinated, recommend negative diagnostic COVID-19 test (PCR collected within 3 days or antigen collected within 24 hours of trip)
- Preassign groups, roommates, and carpooling cohorts

Pre-screening:

- Assess students visually symptom check at time of arrival and departure for all students, staff, and volunteers
- Maintain a log of all attendees

Masking:

- All attendees should follow current local and state guidelines for masking

- Masks are Strongly Recommended

Environment:

- Consider holding activities outside; if indoors, open doors and windows to increase ventilation and distance at least feet apart
- Increase airflow from central HVAC
- Have hand sanitizer readily available after activities and as needed

Miscellaneous:

- Consider shortening the length of the planned event (to limit the length of potential exposure)
- The school should be prepared to implement strategies for when someone gets sick, including an area to isolate symptomatic attendees and a plan to transport symptomatic individuals home
- Masks should be made available upon request

Student Athletics

Certain activities that involve increased and forceful exhalation can pose increased risk for getting and spreading COVID-19, particularly if conducted indoors, in poorly ventilated settings, and/or without the use of masks. Accordingly, SRCS may consider implementing additional measures to mitigate transmission in these settings, including screening testing and vaccination, particularly during COVID-19 outbreaks or surges. *-per CDPH K-12 Guidance 2022-2023*

Indoor Sports

- Masks are strongly recommended for **all participants, coaches, personnel**, and **spectators** pursuant to existing state and local health orders.
- There is a fixed, reduced capacity (Effective April 1, 2022, under 1000 attendees indoors, per CDPH

Outdoor Sports

- Strongly recommend that masks be worn outdoors by spectators while at a large event. Encourage social distancing of spectators as much as possible.
- There is a fixed, reduced capacity (Effective April 1, 2022,) under 10,000 attendees outdoors, per CDPH

Locker Room

- Players should arrive dressed to play as much as possible.
- When practical, it is recommended to avoid having different teams use a locker room at the same time.
- Strongly recommend mask use in locker rooms.
- Consider closing showers

Transportation Recommendations

Team Buses and Vans

- It is strongly recommended that all occupants keep masks on while traveling on school- events.
- Keep windows open. Turn the fan on high and set it to outdoor air.
- If more than one vehicle is used, have the same people ride together to and from the activity.

Carpooling

- Encourage participants and staff who carpool to ride with the same people each time travel occurs
- Everyone in the vehicle is Strongly encouraged to wear a face mask.

- Keep windows open. Turn the fan on high and set it to outdoor air.

Music and VAPA (Visual And Performing Arts)

The following are safety measures for all of our Santa Rosa City Schools music classrooms and VAPA settings, inclusive of current CDPH guidelines:

- Students adhere to all masking requirements unless wearing a mask during play has been determined to pose a choking hazard by a well-recognized health authority, such as the American Academy of Pediatrics.
- For (1) the playing of musical instruments that cannot be done with a face covering (e.g., wind instruments); or (2) when wearing a mask during play poses a choking hazard, at least one of the following options is required:
 - Conduct these activities outdoors;
 - Use modified face coverings and bell coverings when playing wind and brass instruments, and maintain 3 feet of physical distancing;
 - Recommended to perform at least weekly screening testing with either PCR testing (1:1 or pooled PCR) or antigen testing of all individuals, including those who are fully vaccinated.
- Students wash/sanitize hands when entering and exiting the music classroom, and more frequently as needed
- Students **may not** share instrument mouthpieces under any circumstances
- Instruments will be returned and sanitized before distribution to another student
- Unless a specified distance is otherwise identified, students spread out in music classrooms as much as possible, which may require students who are able to be standing for longer periods of time than they are used to
- Games and movement activities be modified to reduce hand holding, physical contact, loud voices, and vigorous movement around music classrooms.

For Choral (Chanting and Singing):

- Students are recommended to remain masked while speaking, chanting, and/or singing. In cases for which the majority of the music activity will be continuous group singing, double masking or use of choral masks is strongly recommended
- It is recommended that students sing at least 3 feet apart when indoors, and 6 feet is strongly recommended
- It is recommended that students who are able to stand while singing do so to allow greater physical distancing
- Take breaks between singing to limit continuous periods of singing
- Consider singing outdoors

For Wind Instruments:

- It is recommended that students who are able stand while playing do so to allow greater physical distancing
- Every student will be issued their own instrument for use
- Students will be provided with instrument specific PPE, such as bell covers to be placed on the end of their instruments
- Whenever possible, students playing woodwinds will remove their “instrument bag” PPE and disassemble their instruments outside
- Students will be provided with “Instrument Masks” when playing their instrument
- When not playing, students will cover their “instrument masks” with a 2nd mask to further reduce aerosol transmission
- Students play at least 3 ft apart indoors using instrument masks and bell covers
- Playing wind instruments outside is strongly recommended

For Recorders:

- It is recommended that students who are able stand while playing do so to allow greater physical distancing
- In schools that are using recorders, each student will be issued their own soprano recorder to use for the school year
- Recorder playing should happen through a provided mask adapted to allow the recorder mouthpiece to fit

through it

- Recorders be outfitted with gauze/covers to be placed at the top and on the end of their instrument
- Students play at least 3 ft apart indoors using modified masks and PPE
- Playing outside is strongly recommended
- Students play instruments in small groups whenever possible

For String Instruments:

- It is recommended that students who are able stand while playing do so to allow greater physical distancing
- In music classes comprised entirely of string instruments, students are expected to follow guidelines provided for their other, non music classes

For Performances:

- Performances must meet the district and CDPH guidelines for large events
- All performances should be approved through the site administration prior to confirming

Other Music Classrooms:

- Adhere to other masking requirements or recommendations.
- Wash/sanitize hands
- Spread out as much as possible

Shared Objects

The following guidelines are recommended regarding shared objects:

- Discourage students from sharing items that are difficult to clean, sanitize and disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies or other areas (when practical).
- Limit sharing of supplies between students and disinfect (when practical) between uses if sharing is unavoidable.
- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit the use of supplies and equipment by one group of children at a time and clean and disinfect (when practical) between uses.



Food Guidelines and Food Services

Santa Rosa City Schools plans to adhere to the following guidelines:



- There is no need to limit food service approaches to single use items and packaged meals.
- Students may bring snacks, but should be discouraged from sharing open consumable contents with one another.
- Students will be required to wash hands or use hand sanitizer before and after eating.
- Maximize physical distance as much as possible while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as classrooms or the gymnasium can help facilitate distancing. Arrange for eating outdoors as much as feasible.
- Students are encouraged to wear a mask while eating in a congregate setting, pull the mask down while taking a bite, and replace the mask after the bite.
- Per routine practice, surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals

Water Access

- Drinking fountains may be open and used by students and staff. Routine cleaning is recommended.
- When possible, students should bring **a personal labeled water bottle of their own from home that they do not share**. Refilling stations will be available. There will be bottled water for students who do not have a bottle.

Passing Periods

Follow the directions for passing period safety that has been established at your school. Some schools might dismiss classrooms in a staggered manner to minimize contact. Hallways indoors might be one-way and students will always stay to the right side of outdoor breezeways and walking areas throughout school campuses. Maintain physical distance from others as you travel between classrooms.

Student Parking Lots

Your school will provide information on specific protocols for student parking. In general, students are encouraged to wear a mask, minimize their time in the parking lot, and maintain social distance from others.

Cleaning Facilities

In general, routine cleaning is enough to sufficiently remove the virus that causes COVID-19 from surfaces. If disinfectants are used, use asthma-safer products.

ISOLATION and COVID-19 Case Definitions (all settings)

COVID-19 "Case"

A **Case** is defined as a person who has tested positive for COVID-19, regardless of vaccination status, previous infection, or symptom status. **All Cases** should complete Isolation 1 (below).

To Note: If a person develops COVID-like symptoms but declines to get tested, current guidance recommends they also follow protocol for Isolation.

<p>COVID-19 Infectious Period</p>	<p>The COVID-19 infectious period used to determine exposure of contacts starts:</p> <p>For symptomatic confirmed cases, 2 days before the confirmed case had any symptoms (symptom onset date is Day 0) through Days 5-10 after symptoms first appeared AND 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved, OR</p> <p>For asymptomatic confirmed cases, 2 days before the positive specimen collection date (collection date is Day 0) through Day 5 after positive specimen collection date for their first positive COVID-19 test.</p> <p>“Infectious period” for the purpose of cases the Cal/OSHA COVID-19 Prevention Non-Emergency Standards, is now defined as:</p> <ul style="list-style-type: none"> ● For COVID-19 cases with symptoms, it is a minimum of 24 hours from the day of symptom onset: <ul style="list-style-type: none"> ○ COVID-19 cases may return if 24 hours have passed with no fever, without the use of fever-reducing medications, AND ○ Their symptoms are mild and improving. ● For COVID-19 cases with no symptoms, there is no infectious period for the purpose of isolation or exclusion. If symptoms develop, the criteria above will apply.
<p>Isolation (Cases)</p>	<p>Isolation separates those infected with a contagious disease from people who are not infected.</p> <p>Day 0 of Isolation is the day their first symptoms began (or the day their positive test was collected, if they develop no symptoms). The full isolation period lasts for 5 days. Isolation requires a minimum duration of 24 hours from symptom onset.</p> <p>Cases can be released from Isolation when they meet the Isolation Release Criteria.</p>
<p>Isolation Release Criteria</p>	<p>A Case can be released any time after 5 days 24 hours of Isolation if:</p> <ul style="list-style-type: none"> ➔ Fever has resolved for at least 24 hours, AND ➔ Other symptoms (if present) are resolving (or have resolved), AND ➔ They are strongly recommended to wear a well-fitted mask around others for the remainder of 10 days (especially indoors). Staff and Volunteers are required to do so under Cal/OSHA ETS. ➔ Avoid contact with people at higher-risk for severe COVID-19 for 10 days*. Higher-risk individuals include the elderly, those who live in congregate care facilities, those who have immunocompromising conditions, and that put them at higher risk for serious illness. <p>Once an individual is released from Isolation, they are considered “recovered.”</p>

1 Positive COVID-19 Cases involved in any school, childcare, community, or youth settings should follow these Isolation guidelines. However, Quarantine guidelines may vary by setting and nature of exposure. Please refer to specific corresponding pages for Quarantine guidance.

~~2 People who are confirmed positive for COVID-19 (by diagnostic testing) are exempt from future quarantine if they are exposed to COVID-19 again in the 90 days following their infection. Without the positive diagnostic test, they are not considered confirmed, and are not exempted from future quarantine or testing (should either be required). Should recently confirmed cases be required to test during a following that 90-day window, they should test by antigen, as a PCR test may pick up a positive result, even after the individual is no longer infectious (due to dead viral genetic material still being present in the body).~~

QUARANTINE & COVID-19 Contact Definitions (all settings)

<p>COVID-19 “Contact”</p>	<p>Someone is a COVID-19 Contact if they had close contact with an infectious COVID-19 Case.</p> <p>Close contact is defined as having shared indoor space with an infected person for a cumulative total of 15 minutes (or more) over a 24-hour period— OR if they <i>briefly</i>:</p> <ul style="list-style-type: none"> o Had direct physical contact with a COVID-19 Case (hugged, kissed, etc.) o Provided direct care for someone sick with COVID-19 o Were sneezed/coughed on by a COVID-19 Case o Shared eating/drinking utensils with a COVID-19 Case
<p>Close Contact Recommendations</p>	<p>After being exposed, these individuals should:</p> <ul style="list-style-type: none"> → Test between Days 3-5 days after exposure (or right away if symptoms develop) → Strongly recommended to wear a well-fitting mask around others for 10 days, especially indoors

General Scenario-based Guidance (all settings)

Scenario	Actions	Considerations
<p>Scenario 1:</p> <p>Someone has symptoms of COVID-19</p>	<p>Recommended to be tested as soon as possible, and isolated while waiting for results, and until a determination can be made as to how to proceed.</p> <p>Tests can be PCR or antigen* (*preferred). Over-the-counter (OTC) tests are acceptable if they are FDA approved.</p>	<p>Reinforce importance of testing to confirm COVID status</p> <p>FDA-approved PCR & Antigen tests</p> <p>Result verification methods are outlined in OTC Testing Guidance.</p>
<p>Scenario 2:</p> <p>Someone tests negative after symptom onset</p>	<p>They may return when they meet the criteria of your site’s non-COVID illness policy.</p> <p>Individual policies will vary by site/district, but <i>might include</i>:</p> <ul style="list-style-type: none"> → No fever for a certain number of hours → No vomiting or diarrhea for a certain number of hours <p><i>If new or differing symptoms develop after testing, test again.</i></p>	<p>If they have symptoms specific to COVID (ie: loss of taste or smell) and receive a negative antigen result, consider testing by PCR and/or again within-24-48 hours by antigen.</p>
<p>Scenario 3:</p> <p>Someone declines to get tested after symptom onset</p>	<p>Before returning, they must either:</p> <p>Provide proof of alternate diagnosis (from a Health Care Provider) and meet your site’s non-COVID illness policy criteria (see above)</p> <p>OR: May alternatively complete Isolation and meet the Isolation Release Criteria prior to returning.</p>	<p>Encourage testing to confirm COVID-19 status.</p>

<p>Scenario 4:</p> <p>(+) Positive COVID-19 CASE</p> <p>Someone has been confirmed positive for COVID-19</p>	<p>The COVID-19 Case should be sent home with instructions to complete Isolation. The Case must meet the Isolation Release Criteria prior to returning.</p> <p>If the Case was on-site during their infectious period, Identify and notify exposed group of students, staff, and visitors who shared indoor space with an infectious Case on-site.</p> <p>Report the Case to Public Health via directives outlined from the SRCS COVID Department. Please complete all required fields, and as many of the optional ones as you can. This reporting may be done in batches, or one case at a time.</p>	<p>For the Group-Tracing approach (K-12 students only), refer to the Group-Tracing Advisory templates</p>
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Quarantine Guidance for K-12 STUDENTS, STAFF, and VOLUNTEERS exposed to a positive case of COVID-19 in a K-12 Setting

Exposed Group of Students, Staff, and Volunteers	Guidelines
<p>Exposed group of K-12 students, staff, and volunteers who shared indoor space with an infectious Case in a K-12 setting, for 15 minutes (or more) over the course of 24 hours.</p> <p>All of the exposed students, staff, and volunteers are included in this group, regardless of:</p> <ul style="list-style-type: none"> • their vaccination status • recent infection, or • mask status during exposure <p>The intent of this approach is to minimize the time it takes to identify and notify the exposed individuals (considering the context of Omicron and subsequent variants, which has a much shorter incubation period)</p>	<ul style="list-style-type: none"> • Should be notified of the exposure (Group-Tracing Advisory templates) • Do not need to quarantine • May stay in school for in-person instruction after exposure • Strongly recommended to wear a well-fitting mask around others. • May continue with extracurricular activities • Recommended to get tested for COVID-19 within 3-5 days after last exposure (Testing more often is always an option.) • Should stay home and test as soon as possible if symptoms develop. <p>In the event of wide-scale and/or repeated exposures (ie: in one classroom, grade-wide or campus-wide), weekly testing or further mitigation strategies may be considered until such time that exposure events on-site become less frequent.</p> <p>For more details on this approach, please refer to: CDPH K-12 Q&A / FAQ and CDPH Group-Tracing Approach for K-12 Students</p>

Scenario-based FAQ (all settings)

FAQ - Scenario	Recommendation
<p>Scenario A: A student at our school tested positive for COVID-19, and they were in multiple classes during their infectious period.</p> <p>Do all of the students in those classes need to quarantine?</p>	<p>Not at this time. Close contacts or those potentially exposed to a positive case of COVID-19 are not required to quarantine unless they begin to demonstrate symptoms and/or test positive for COVID-19.</p> <p>Individuals who were exposed to COVID-19 are recommended to monitor for symptoms and consider testing within 3-5 days of last known exposure.</p>
<p>Scenario B: Sports Exposure</p> <p>An athlete at our school tested positive for COVID-19, and was at sports practice all week.</p> <p>Does their entire team need to quarantine?</p>	<p>Not at this time. Close contacts or those potentially exposed to a positive case of COVID-19 are not required to quarantine unless they begin to demonstrate symptoms and/or test positive for COVID-19.</p> <p>Different sports carry different levels of risk depending on if they are played indoors or outdoors, and whether they are low-contact or moderate/high- contact activities.</p> <p>In moderate or high-contact activities, such as football or basketball, the entire team may have had direct physical contact during play, and therefore are considered exposed. When investigating exposure, schools should consider if players congregated on sidelines, in locker rooms, or before/after practice.</p> <p>Individuals who were exposed to COVID-19, particularly in circumstances of direct physical contact, are recommended to monitor for symptoms and consider testing within 3-5 days of last known exposure.</p>

Scenario-based FAQ (2) (all settings)

FAQ - Scenario	Recommendation
<p>Scenario C: Preschool exposure</p> <p>A COVID-19 positive child at our preschool was present while infectious. Do all of the kids in their cohort need to quarantine?</p>	<p>In the preschool setting, safe mitigation measures (vaccination, masking, distancing, etc.) and strict classroom seating charts are not always possible.</p> <p>Because of the nature of the setting, it is not common for daycare/preschool sites to be able to confidently confirm who was and was not in close contact with the infectious case, unless the case is an infant or someone who was known to have minimal contact with others during the day. As a precaution, it may be best to consider the entire stable group as potentially exposed, especially indoors. It is recommended that all individuals who were of potential risk of exposure be monitored for symptomatic onset, and consider testing for COVID within 3-5 days of last known potential exposure. However, unless symptoms develop among the exposed group, they are not required to quarantine</p>

<p>Scenario D: Household Exposure</p> <p>Someone from our school/program has a household member who is positive for COVID-19.</p>	<p>At this time, individuals who have been exposed to COVID-19 in the home or other forms of close contact are not required to isolate or quarantine. It is recommended they monitor for symptoms and test for potential COVID positivity, including asymptomatic COVID presence.</p> <p>Wearing masks is strongly recommended when sharing common spaces (both the positive Case and the other household members)</p>
<p>Scenario E: Allergy Symptoms</p> <p>A student at our site has sniffles (mild allergy-like symptoms).</p> <p>Do they need to be tested?</p> <p>When can they come back?</p>	<p>An informed decision about what warrants testing should be made on a case-by-case basis. This decision can be made by the school nurse, or by COVID liaison in conjunction with Public Health as needed. Schools should consider if the child in question has a documented health history of allergies (alternate diagnosis), and be sure their current symptoms match their typical baseline symptoms for the diagnosis. If there is a change from their baseline symptoms, this would require follow-up (and possibly testing).</p> <p>However, if the person has any other COVID-19 symptoms, recent exposure to COVID-19, or if the nasal discharge is not clear - then it is recommended that they test right away, and be isolated while waiting for results.</p> <p>Those who test negative after symptom onset can return to the site when they meet the criteria of your site's non-COVID illness policy.</p> <p>Please note that other certain infectious diseases (like Norovirus) still need to be reported to the Sonoma County Department of Public Health.</p> <p>Please report all non-COVID infectious diseases to: PHNurse@sonoma-county.org</p>

Communication Plans

Communication will play a vital role as we return to in-person learning. The primary communication platform will continue to be ParentSquare. All staff and families are encouraged to activate their account to receive timely and important information. The district and school sites will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

ParentSquare

Santa Rosa City Schools uses ParentSquare for school communication, primarily with email, text and app notifications. ParentSquare automatically generates an account for each parent, using their preferred email address and phone number originating in the student information system. For email or cell phone number changes, please contact your student's school. ParentSquare can only recognize you as a parent/guardian if your school has the same email and/or textable cell phone information for you in our system.



We encourage parents to access their accounts so they can download the mobile app and update their preferences on when and how they are notified. Log into [ParentSquare](#) today. To learn more, visit our [ParentSquare webpage](#).

School Actions and Communications in Case of Possible Exposure at School

The district and school sites will continue to communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA. Families will be notified of school or cohort closures and any restrictions in place to prevent COVID-19 exposure (*for example*: limited hours of operation) as soon as possible, via ParentSquare.

In the event that an individual at school has a confirmed case of COVID-19, SRCS will:

- Contact Sonoma County Public Health Department.
- In consultation with the Sonoma County Health Department, school officials will decide if closure of a stable group/classroom or the entire school is required.
 - in consultation with Public Health, we will consider closing a class/stable group if suspected, probable, or confirmed epidemiologically linked COVID-19 presence constitutes an outbreak
 - in consultation with Public Health, we will close our entire school if multiple cohorts or classes/stable groups have confirmed cases of COVID-19 OR 5% of all students/staff have confirmed cases
- We will reopen in consultation with Public Health, typically after 10 days have passed and:
 - we have cleaned and disinfected all classrooms
 - we have consulted with Sonoma County Health Department
- We will communicate in writing with parents/guardians and staff to notify of any exposure or confirmed case(s) of COVID-19, maintaining the privacy of the individual(s). You can read our [sample letters](#) for communicating with parents/guardians of a class or school closure as well as notification when a student or staff member has been exposed to COVID-19.

Resources for Families

[Tool Kits for Families](#)

[California Safe Schools for All - parents page](#)

[Get the Most out of Masking](#) →

Appendix A: Tiered Interventions

Responses for COVID Transmission Rate Changes

For a comprehensive review of CDC guidelines for tiered interventions in response to COVID-19 transmission rates categorized as **Low**, **Medium**, or **High**.

Please see the “**COVID-19 Community Level and COVID-19 Prevention**” chart (revised 3-24-2022) at: https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html#anchor_47145

Effective 2/14/24

Updated isolation & quarantine guidance as per Cal/OSHA 1-9-2024 revised “Infectious period” definitions and CDPH revised testing recommendations:

- Isolation and quarantine guidance has been revised in accordance with updated “Infectious period” definitions.
- COVID testing is no longer recommended for all close contacts, but instead recommends testing only for specific criteria.

Effective 3/29/23

- Updated isolation & quarantine guidance as per CDPH revised mandates of 3/13/23 to:
 - reduce mandated quarantine to 5 days for confirmed positive and/or symptomatic persons.
 - end quarantine after 5 days (if symptoms are resolving) without requiring follow-up testing.
- Removed exemption accommodations for persons with recent (~90 days) infection history.
- CDPH recommendation/prioritization Antigen/OTC as preferred method confirmation testing.
- Updated definition of parameters for “close contact”
- Updated considerations in defining COVID19 “infectious period”.
- Cal/OSHA extension of COVID ETS mandates to February 3, 2025.

Effective 10/26/22

SRCS puts into effect the 9-13-2022 CDPH Health Order rescinding the mandate that requires COVID-19 Vaccine Verification for Workers in Schools, and rescinding mandated weekly testing for unvaccinated or partially vaccinated workers in schools.

Effective 9/20/22

Incorporated CDC masking advisory as current guidance for CDPH and SCDHS recommendations, and included link to CDC regional masking guidance.

Effective 8/24

Santa Rosa City Schools Board of Education approved a resolution to authorize the Superintendent to take all appropriate actions to respond to the Coronavirus (COVID-19) Pandemic including, but not limited to, any action:

- To ensure and protect the welfare, safety and educational wellbeing of all students;
- To ensure and protect the welfare and safety of persons working for the District which shall include its agents, employees, representatives and all others acting for or on behalf of the District;
- To provide necessary staffing and instruction;
- To modify school and work schedules;
- To declare an emergency pursuant to Government Code § 3100 et seq., and to assign District employees (in their capacity as disaster service workers) to perform such disaster service activities as may be assigned to them;
- To cancel or modify any activities, programs, or courses, up to and including the temporary closure of the District.
- To protect District property.
- To make further declarations of emergency and to take emergency action as permitted by law.
- The Superintendent shall be accountable to the Board for all areas of operation under his/her authority. (Board Policy 2210)

Effective 7/29

- CDPH has prioritized Antigen testing for K-12 settings (in lieu of PCR) and will be discontinuing the Color portal for K-12 by September 2022.
- In general, routine cleaning is enough to sufficiently remove the virus that causes COVID-19 from surfaces.
- Drinking fountains may be open and used by students and staff. Routine cleaning is recommended.

Effective 7/6

- SRCS is CLIA certified for CDPH and FDA approved in-house professional COVID-19 testing with the BinaxNOW testing program.

Effective 6/30

- Voluntary student “pool” testing is on indefinite hiatus, or has been discontinued at this time.

Effective 5/6

- Cal/OSHA stipulation update mandating staff and volunteers returning early from quarantine (between days 6-10) are required to wear a well-fitting mask while on the worksite through day 10.

Effective 4/14

- Close Contact/Group Tracing isolation/quarantine protocols have been retired
- Uniformity of isolation and quarantine protocols regardless of vaccination status or origin of infectious status.

Effective 4/1

- Gathered events now have a fixed reduced capacity of 1,000 persons indoors, and 10,000 persons outdoors.
- Food no longer needs to be served in prepared "Grab-n-Go" packaging.

Effective 3/28/22

- Universal mask requirement changed to "strongly recommended" regardless of vaccination status
- Voluntary student "pool" testing schedule reduced to twice-monthly
- Mandated testing of "unvaccinated" staff reduced to once-weekly by April 1, 2022
- Booster requirement removed as qualifying exemption for staff enrollment for mandated weekly testing

Effective 2/24/22

- Remove Daily health screener through Parent Square for students and employees
- Remove Temperature taking for Indoor sports events
- Allow In-person meetings that maintain other precautions e.g. Masking, Ventilation, Spacing when possible.



State of California's

➤ COVID-19 Non-Emergency Regulation Guidance

& corresponding updates to the
SRCS COVID Safety Handbook
February 14, 2024

SANTA ROSA CITY SCHOOLS
COVID-19 SAFETY HANDBOOK
2023-2024 (updated 3-29-23)





Topics for Review

- As per the January 9, 2024 [CDPH & Cal/OSHA Non-Emergency Regulation Guidance](#) updates:
 - Revised defining characteristics of “Infectious Period”
 - Reduction of isolation & quarantine duration
 - Removed requirement for asymptomatic isolation
 - Narrowed criteria for recommended COVID testing



Revised definition of “Infectious Period”:

- For COVID-19 cases **with symptoms**, it is a minimum of 24 hours from the day of symptom onset (Day 0):
 - COVID-19 cases may return if 24 hours fever-free, without the use of fever-reducing medications, AND
 - Their symptoms are mild and improving
- For COVID-19 cases **with no symptoms**, there is no infectious period for the purpose of isolation or exclusion. If symptoms develop, the criteria above will apply.



CDPH no longer recommends testing for all close contacts, and instead recommends testing only for:

- All people with new COVID-19 symptoms
- Close contacts who are at higher risk of severe disease or who have contact with people who are at higher risk of severe disease



Thank You

Questions?

Policy 6163.2: Animals At School

Status: PENDING

Original Adopted Date: 10/01/1996 | **Last Revised Date:** 01/24/2024 |

The Governing Board recognizes that animals can contribute to the district's instructional program by being effective teaching aids to students and by assisting individuals with disabilities to access district programs and activities. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures.

A. Service Animals

The District allows services animals that assist individuals with disabilities consistent with Americans with Disabilities Act (ADA) regulations and California Civil Code section 54.2. A "service animal" is defined as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition." (28 CFR 35.104)

B. Therapy Animals

The Board also recognizes that therapy animals (or comfort animals) used on campus can provide physical, social, and emotional benefits to students and employees in the event of a crisis or traumatic event on campus. Therapy animals must be approved by the Superintendent or designee before they can be permitted on campus.

C. Facility Animals

Instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures. Facility animals must be approved by the Superintendent or designee before they can be permitted on campus.

D. Emotional Support Animals

Emotional support animals are not service animals and are not covered under the Americans with Disabilities Act. Such animals may, however, be permitted as reasonable accommodations for students under section 504 or for staff by participation in an interactive process with the appropriate district supervisor.

The Superintendent or designee shall develop rules and procedures to ensure that when animals are brought to school, the health, safety, and welfare of students, staff, and the animals are protected. However, the district assumes no liability for the safety of animals allowed on district property.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

13 CCR 1216
Civ. Code 54.1
Civ. Code 54.2
Ed. Code 233.5
Ed. Code 39839
Ed. Code 51202
Ed. Code 51540
Gov. Code 810-996.6
Gov. Code 815
Gov. Code 835
Veh. Code 21113

Federal

20 USC 1400-1482
28 CFR 35.104
28 CFR 35.136
29 USC 794

Management Resources

Court Decision
CSBA Publication

CSBA Publication
Federal Register

Website
Website
Website
Website
Website

Description

[Transportation of property](#)
[Access to public places](#)
[Guide, signal, or service dogs; right to accompany](#)
[Teaching of principles](#)
[Transportation of guide dogs, signal dogs, service dogs](#)
[Instruction in personal and public health and safety](#)
[Humane treatment of animals](#)
[Government Claims Act](#)
[Liability for injuries generally; immunity of public entity](#)
[Conditions of liability](#)
[Public grounds](#)

Description

Individuals with Disabilities Education Act
Definitions, auxiliary aids and services
Service animals
Rehabilitation Act of 1973; Section 504

Description

Sullivan v. Vallejo City USD, (1990) 731 F.Supp. 947
Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008
Asthma Management in the Schools, Policy Brief, March 2008
Rules and Regulations, September 15, 2010, Vol. 75, Number 178, pages 56164-56236
[CSBA District and County Office of Education Legal Services](#)
[Humane Society of the United States](#)
[American Society for the Prevention of Cruelty to Animals](#)
[CSBA](#)
[U.S. Department of Education, Office for Civil Rights](#)

Cross References

Code

0410
3320
3320
3514
3514
3530
3530
3541.2
5131.1
5131.1
5141
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5141.21
5141.21
5141.22
5141.22

Description

[Nondiscrimination In District Programs And Activities](#)
[Claims And Actions Against The District](#)
[Claims And Actions Against The District](#)
[Environmental Safety](#)
[Environmental Safety](#)
[Risk Management/Insurance](#)
[Risk Management/Insurance](#)
[Transportation For Students With Disabilities](#)
[Bus Conduct](#)
[Bus Conduct](#)
[Health Care And Emergencies](#)
[Health Care And Emergencies](#)
[Administering Medication And Monitoring Health Conditions](#)
[Administering Medication And Monitoring Health Conditions](#)
[Infectious Diseases](#)
[Infectious Diseases](#)

5141.23	<u>Asthma Management</u>
5141.23	<u>Asthma Management</u>
5142	<u>Safety</u>
5142	<u>Safety</u>
6142.4	<u>Service Learning/Community Service Classes</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>

Animals At School

Use of Animals for Instructional Purposes

Before any student or employee brings an animal to school for an instructional purpose, he/she shall receive written permission from the Human Resources department or designee. The Human Resources department or designee shall give such permission only after he/she has provided written notification to all parents/guardians of students in the affected class, asking them to verify whether their child has any known allergies, asthma, or other health condition that may be aggravated by the animal's presence. When a parent/guardian has provided notification that his/her child has an allergy, asthma, or other health condition that may be aggravated by the animal, the principal shall take appropriate measures to protect the student from exposure to the animal.

(cf. [3514](#) - Environmental Safety)

(cf. [5141.21](#) - Administering Medication and Monitoring Health Conditions)

(cf. 5141.23 - Asthma Management)

All animals brought to school must be in good physical condition and must be appropriately immunized. The teacher shall ensure that the species of animal is appropriate for the instructional purpose and age and maturity of the students.

All animals brought to school shall be adequately fed, effectively controlled, humanely treated, and properly housed in cages or containers suitable for the species. The teacher shall ensure that cages and containers are cleaned regularly and that waste materials are removed and disposed of in an appropriate manner.

(cf. [5141](#) - Health Care and Emergencies)

(cf. [5142](#) - Safety)

The teacher shall ensure that students receive instructions regarding the proper handling of and personal hygiene around animals.

(cf. [5141.22](#) - Infectious Diseases)

Except for service animals, as defined below, all animals are prohibited on school transportation services. (Education Code [39839](#); 13 CCR [1216](#))

(cf. [3541.2](#) - Transportation for Students with Disabilities)

(cf. 5131.1 - Bus Conduct)

Use of Assistance Animals by Individuals with Disabilities

As established and defined by the Americans with Disabilities Act (ADA) and its accompanying regulations, individuals with disabilities shall be permitted to bring their assistive animals on District property in accordance with this policy. An assistance animal is defined as an animal that is necessary as a reasonable accommodation for a person with a disability pursuant to 2 CCR § 11065.

A "service animal" means any dog that is individually trained to do or perform tasks for the benefit of an individual with a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or task performed by a service animal must be directly related to the individual's disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purposes of this definition. Emotional support animals are not considered "service animals."

An "emotional support animal" means a domesticated animal that is individually necessary for the emotional support, well-being, comfort, or companionship of an individual with a disability. The tasks performed by an emotional support animal must be directly related to the individual's disability. Non-human primates are specifically excluded from this definition.

Individuals with disabilities may be accompanied on school premises and on school transportation by service animals, including specially trained guide dogs, signal dogs, or service dogs. (Education Code [39839](#); Civil Code [54.2](#); 28 CFR [35.136](#))

All requests to bring an emotional support or service animal to a school property and/or facility and/or school function must be made in writing, at least 10 business days prior to the date the staff member plans to bring the animal. The Human Resources department or designee shall, in accordance with this policy, confirm that the animal is authorized under this policy and shall provide the staff member with a copy of this policy and require the staff member to acknowledge in writing that he/she has received a copy of the policy, he/she understand the contents of the policy, and he/she agree to comply with the policy. As part of the approval process, the requester must meet the minimum standards as required by the Human Resources department or designee and outlined below.

The Human Resources department or designee shall review and approve or deny requests to bring an emotional support or service animal to school property and/or facility and/or school function on a case-by-case basis. This approval process shall include an Interactive Process meeting with the Human Resources department or designee, the requester, and if applicable, a representative from the bargaining unit and other individuals deemed appropriate by the District. The purpose of the meeting will be to review the request, letter from a medical professional describing the employees limitation and possible accommodations. If approved, staff will receive the attached formal approval letter.

The Human Resources department or designee shall give such permission to bring an emotional support or service animal to school property and/or facility and/or school function only after he/she has provided written notification to all parents/guardians of students in the affected class(es) and staff in the affected class(es), asking them to verify whether their child or if staff have any known allergies, asthma, or other health condition that may be aggravated by the service animal's presence. When an individual has provided notification that his/her child or the staff member has provided notification that he/she has an allergy, asthma, or other health condition that may be aggravated by the service animal, the Human Resources department or designee shall take appropriate measures to protect the student or staff member from exposure to the service animal. When an individual whose health is aggravated by the service animal's presence and an individual who uses an emotional support or service animal must spend time in the same room or facility (for example, in a school classroom or at a school cafeteria) both individuals should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility. If it is not possible to assign the student or staff member to different locations, the emotional support animal will need to stay home.

Minimum standards for assistive animals include, but are not limited to, the following. Employers may require that an assistive animal in the workplace:

- (A) is free from offensive odors and displays habits appropriate to the work environment, for example, the elimination of urine and feces;

(B) does not engage in behavior that endangers the health or safety of the individual with a disability or others in the workplace including students;

(C) must be under the control of the owner at all times through being confined within the premises of the owner, firmly secured by means of a collar and chain, crate or other device so that it cannot stray beyond the premises on which it is secured, or under the reasonable control of some person(s) and methods, so that the assistive animal cannot approach any human or animal without permission;

(D) does not distract students and employees from their education and work duties;

(E) for dogs, provide annual proof of vaccinations including, but not limited to: DHLPPC (Distemper, Hepatitis, Leptospirosis, Parainfluenza, Parvovirus, Coronavirus), Bordetella, and Rabies

(F) possess a valid pet's license pursuant to the County of Sonoma; and

(G) does not pose any health or safety risk (*e.g.*, allergies or fear of animals) for students, employees, and other members of the public.

(H) maintain liability insurance of at least \$1,000,000 and assume liability should the animal bit someone on campus.

Further, if an employee requests permission to bring an assistive animal into the workplace as a reasonable accommodation, prior to allowing the animal to be in the workplace, the employer may require that the employee supply:

(1) a letter from the employee's health care provider stating that the employee has a disability and explaining why the employee requires the presence of the assistive animal in the workplace (*e.g.*, why the animal is necessary as an accommodation to allow the employee to perform the essential functions of the job);

(2) confirmation that the animal meets the standards set forth in section 11065(a)(2). Such confirmation may include information provided by the individual with a disability. The employer may challenge that the animal meets that standards set forth in section 11065(a)(2) within the first two weeks the assistive animal is in the work place based on objective evidence of offensive or disruptive behavior. An employer may require an annual recertification from the employee of the continued need for the animal;

(3) disclosure of information related to the animal including, but not limited to, the dog's breed, age, weight, medical history, and history of all altercations, incidents, or events whereby a person may have been harmed or exposed to harm.

Use of Therapy Animals on Campus

A "therapy dog" is a dog that has been trained to provide comfort to students and staff in times of crisis or a traumatic event on campus. Therapy dogs must be handled by a trained individual the entire time that the dog is on campus. In addition, therapy dogs must comply with items A-H above. Therapy dogs will be allowed on campus only if approved by the Superintendent or designee.

Use of Facility Animals on Campus

Facility dogs are used for instructional purposes to teach students a sense of responsibility and to promote the humane treatment of animals. Facility dogs are predominantly used in the extensive support needs setting. Anyone wishing to bring a facility dog on campus must show the educational benefit to students in that classroom. In addition, facility dogs must comply with A-H above and be approved by the Superintendent or designee.

Failure to follow or meet any of the above requirements may result in revocation of the District's

permission to bring an assistive animal to District property. Further, complaints made by students, parents, or staff members alleging violation of any of the above requirements may result in immediate revocation of the District's permission to bring an assistive animal until the complaints are reviewed and resolved. When an individual's service animal is excluded, he/she shall be given an opportunity to participate in the service, program, or activity without having the service animal present. (Education Code 39839; Civil Code 54.2; 28 CFR 35.136).

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [3541.2](#) - Transportation for Students with Disabilities)

(cf. [6159](#) - Individualized Education Program)

(cf. [6164.6](#) - Identification and Education Under Section 504)

The Superintendent or designee may permit the use of a miniature horse as a service animal when the horse has been individually trained to do work or perform tasks for the benefit of an individual with a disability, provided that: (28 CFR [35.136](#))

1. The district's facility can accommodate the type, size, and weight of the horse.
2. The individual has sufficient control of the horse.
3. The horse is housebroken.
4. The horse's presence in the specific facility does not compromise legitimate safety requirements of the facility.

The Superintendent or designee may ask any individual with a disability to remove his/her service animal from school premises or transportation if the animal is out of control and the individual does not take effective action to control it or the animal is not housebroken. When an individual's service animal is excluded, he/she shall be given an opportunity to participate in the service, program, or activity without having the service animal present. (Education Code [39839](#); Civil Code [54.2](#); 28 CFR [35.136](#))

Responsibilities of Handler

The owner/handler of the animal shall be liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property (Civil Code 54.2). The District is not responsible for the care or supervision of the animal, such as walking the animal or responding to the animal's need to relieve itself. The owner/handler of the service animal must always carry equipment sufficient to clean up the animal's waste, immediately remove the waste, and be responsible for the proper disposal of the animal's waste.

All animals must be treated for, and kept free of, fleas and ticks and other pests. All animals must be kept clean and groomed to avoid shedding and dander. All service dogs must be spayed or neutered.

Regulation SANTA ROSA CITY SCHOOLS

approved: [Date], 2020 Santa Rosa, California