

12/3/20 Teacher Stakeholder Meeting

Questions for each Breakout Group to address:

- What's working?
- What's not?
- What should we try to improve?
- What should we stop doing?

BREAKOUT ROOM #1- David Miyashiro, Vivian Rios, Angela Najera, Kim Verduzco, Stephanie Newbold, Carly Dimitriou, Victoria Wiley-Gire, RSD Site Rep, Sid Lee, Brooke Teittinen

<p>What's working?</p>	<p>Lex - Hybrid on campus 5 day for kindergarteners Distance Learning working well RSD - more contact w/ family Consistent schedule Clear across sites and scheduling sped services was a priority Hillsdale - Block Schedule, time to connect w/ students and direct, small groups, smaller # of students in hybrid, conferences, dimension to experience Distance Learning teachers/students in a groove and feeling successful...Happy SLP - Support and group collaboration/ materials- outreach - support 5 days of small class sizes (crest) Sports for Learning so teachers have time to prep Naranca - lower class sizes / 4 days a week in class split into two cohorts Counselor group collaboration and reinvent our role.. Access tier one students Chase - kids motivated/small class sizes allow more individual time w/ students Parent comm - parent square/ pear deck etc.. LCC - Class size, consistency, free employee child care, students doing better socially and emotionally in hybrid</p>
<p>What's not?</p>	<p>Naranca - When kids are not with teachers the support staff aren't trained enough. Protocols not followed Crest - staff are not following safety procedures (masks) staff on their phones.. These are the sports for learning teachers, EDP staff, and support staff. EDP needs more training. They need guidance with curriculum and behavior management. LCC - lunch supervision - duties are not correcting behavior and on their phones, kids are hands on not social distancing Disconnect from kids when they are out on pandemic concerns Kids are gaming the system and not being held accountable Distance Learning students not motivated/not attentive Hybrid too.. The asynchronous days kids are treating it like a vacation... not showing up or not completing work. LCC Engagement tracking.. Especially at Middle School - Hardship and time consuming for teachers.. We were horrified to learn that it's not being used to contact families and assist with engagement... Info was just data for other people <ul style="list-style-type: none"> - It takes too much time and takes away from prep/plan time. - Time consuming Rancho - Students are in classrooms before they should be there.. Interrupting prep time. Should not have students in the classroom until 8:55, but they begin coming in as soon as they arrive, as there is nowhere else to put them. An aide stands in the doorway to "supervise," but teachers cannot concentrate on prep with students in the room, and teachers are still asked questions, having to manage behaviors, etc. Subs... not enough subs. Teachers are still managing zoom even when they are out Subs are being pulled at the last minute. SPED teachers have longer hours/starting earlier than everyone else. SPED buses</p>

arrive 7:45; mod-severe classes teaching 8-2:30 at RSD. Very inconsistent attendance among SPED students, hybrid and DL, makes planning very difficult.
 Teachers are putting in for subs then called back even though they planned in advance
 Schedules were not stable... families were able to change their minds!!
 Kids going in and out of pandemic concerns - not consistent based on family feelings
 Crest - not enough classroom tables/furniture. Kids don't have enough room to work.
 Middle School PE - mixing of cohorts is problematic. Not consistent - no cohort stability
 Staffing Changes
 SLP - Not enough time to complete paperwork and plan
 Seeing too many kids
 Rise in assessment requests.. Parents reverting to testing when kids falling behind
 Barriers are flimsy. They constantly fall down and are dirty. When cleaned, it leaves a mark.
 Sometimes the hand sanitizer doesn't work. Not enough cleaning from custodians. We should have the floors mopped everyday and vacuumed. As well as door knobs and other highly touched surfaces.
 Lunches/Breakfasts are frozen! Food is not edible when delivered
 No hot meals.

What should we try to improve?

We need to use engagement tracking to notify and engage families
 Naranca: have wellness teachers better trained/prepared. Need assistance with behavioral management.
 Parents: try to incorporate more SEL, families feel overwhelmed, let's try to shift that mindset and get parents more involved and providing more support.
 SPED: follow the SST process than jump into testing. SPED Ts are drowning
 We need direction and guidance with student requirements of staying 6 feet apart and/or mask mandates. In our CVEA meeting, you repeatedly stated that students do not need to sit 6 feet apart, that they can be seated together, while separated by barriers. You made no mention of masks. Will the district policy require students to wear masks at all times if they are seated together at the same tables with only a plexiglass divider separating them? Some parents may want children to remain separated, while others will most likely not want them wearing masks all day. I do not feel comfortable making this judgement call, or accepting responsibility if someone gets sick.
 More support from the DO for DL. More trainings and resources on how to use the curriculum in a DL setting.
 Cleaning supplies, more help with cleaning surfaces in the classroom.
 Special Education Staff and teachers are next to special education students continually (in mod-severe classes, this is impossible to avoid); how will we be supported in keeping ourselves safe? **We should be getting COVID testing frequently and on-site (almost impossible to travel to testing sites on our own time between work and family responsibilities).**
 Direct appeal to SPED families to attend whatever classes and services have been set up for them, or at least identify a consistent weekly schedule when they will attend, so teachers can plan
 Provide disposable pleated paper masks (the regular kind you see everywhere) in bulk for SLPs -- neither the round/cone masks nor the cloth masks allow for clear speech production and both require increased volume and lead to vocal strain for the kinds of teaching we are doing. We shouldn't have to beg for these things ("Why do you need those? We provided cloth masks! I think we have a paper mask in that box; go look..."). We need them available on a daily basis.
From RSD staff - things we want Dr. Miyashiro to be aware of

- Parents are not (COVID) testing students.
- SAI/SLP/specialized services are difficult to schedule and the number of contacts increases significantly. Our workloads are greatly increased because the students we would usually see in groups (with similar needs/goals) are in different cohorts or learning models. We are scheduling services around

	<p>multiple lunches, recess breaks, snacks, and arrival/dismissal times. We just want to you take this into account, especially as you consider further changes.</p> <ul style="list-style-type: none"> • SLPs/ Ed Specialists are exposed to multiple cohorts each day -- if one of us gets sick, many people will be exposed. We serve the population with the lowest level of compliance with safety/hygiene protocols, and those who are least likely to benefit from distance learning (especially SLPs and related service providers who work with mod/severe classes). • Changes at this time of the year, with cold/flu season coming on, is not logical and based on data from the fall. • Please give us the clear guidelines of why we were told to set up our desks 6 ft apart in the classroom and kids need to be 6ft apart outside. Now we are told they can be in the room with desks together with shields. Please clarify.
<p>What should we stop doing?</p>	<p>“Stop requiring the 8-9 planning time. As a working mother, this has been detrimental to my family. Prior to COVID, I had an 8:30 start time which worked much better for my family. I should be treated as a professional- I should be given the choice as to when I prep/plan.”</p> <p>Being lax about sick kids on campus. We've sent kids to the office when they display symptoms, yet they are sent back to us. Our health is being put in jeopardy and it's frustrating that they are being sent back when they are clearly sick.</p> <ul style="list-style-type: none"> • Expecting teachers to spend more time than ever planning and prepping! We need a sub once a month to plan or prep with our teammates. Just like we used to have with our collaboration days. • Give more prep time to combo teachers who are prepping 5 curriculums, menus, Zoom Mondays, etc.

BREAKOUT ROOM #2 - Ed Hidalgo, Chris Prokop, Deanna Jones, Deborah Raddatz, Gina Garcia, Stephen, Steve Spence, Tearsa Coogan, Tomadema

<p>What's working?</p>	<ul style="list-style-type: none"> • Teachers are supporting each other well • PTA is being supportive • Smaller class sizes are working (better engagement with smaller groups of students) • Distance learning teachers are saying that parents are more engaged because parents are learning more about what their kids are doing • Because there are choices, hybrid and distance choices are good for teachers and parents • Fewer behavior issues - kids now know the "routine" and they've learned the routines and they know the drills and with 12 kids they can have a lot of fun. This has truly been "a gift". This is finally working, kids know how to come in and get going. Kids are really moving forward. Going backwards seems worrisome. • Parents are happy with the choices we are giving them now • Parents know we can manage lunch, recess, etc. • Parents concerned if we increase sizes how we'll manage the increased volume of students • Middle school comments also stating that current class sizes are also working at MS. • MS also saying fewer behavior issues because of smaller sizes • Cohorts working really well and improving communication • Kids on distance learning have fewer distractions and distance is working better
<p>What's not?</p>	<ul style="list-style-type: none"> • Treadmill of changes - too many changes • Just when teachers get in the groove then more changes are instituted • There was a teacher who got COVID and all of a sudden still had to do sub planning • Ventilation concerns • Teachers not supportive of increasing class size

	<ul style="list-style-type: none"> • We are currently in the purple tier and so this is a significant concern. • Why rush, let's wait for the vaccine and consider increasing class sizes in the last trimesters. • Too much back and forth between distance and hybrid (students changing back and forth) This is disruptive to everyone • From MS concern with students not sharing accurately current illness and parents asking students to lie about
What should we try to improve?	<ul style="list-style-type: none"> • More normalcy in the scheduling • SpecialEd in general • Possible air purifiers • Screens on windows • Thought of losing the pillars of safety that were core to helping to provide comfort at the beginning of return to school. • Maintain consistency of scheduling
What should we stop doing?	<ul style="list-style-type: none"> • Too many changes • Stop the changes every six weeks/eight week changes. • A2i • Completely stop engagement for kids who are already on site with hybrid
Notes	<ul style="list-style-type: none"> • COVID is surging and currently the feeling that is not safe to increase class size • Should we wait until until vaccine is available • Should not increase exposure if the vaccines is soon to be released • If COVID is at school it will go home and impact families • COVID will be over by summer if we get 2/3 of people to accept the vaccine • Some students are very afraid of the COVID • All students are taking COVID very seriously • Teachers feel that if their schedule is constantly changing they can't maintain their professional duties at a high level

BREAKOUT ROOM #3 Karen Minshew, Jill Nugent, Jodi Wilhite, Justin Rutherford, Kari Hart, Laura Bowen, Madison Jones, Mary Reed, Miss Grecco, Taylor Cotton

What's working?	<p>Notes are from Room 3- Minshew</p> <p>#1 Small class sizes (able to provide SEL support) Hands on learning Likes seeing students in person Personal connection with students Extra support staff both classified and certificated Gradual drop off and pick up DL Schedule is working well DL seeing students each day DL more synchronous Tech working well Online IEP meetings, staff meetings are efficient Service providers liking 5 days a week for student access Streamlining caseloads for ed specialists helps with workload (all DL or all hybrid) Socialization of students during on campus time IReady assessment Handwashing stations in the classroom Counselors being on campus to support students in person COVID Testing being offered at Mollison Site- staff appreciated Flexibility in adjunct duties on site</p>
What's not?	<p>DL- Students not logging onto Zoom Lack of communication from some families regarding student absences Parents testing positive and sending exposed students to school regardless of need for quarantine Staff purchasing cleaning and safety supplies with own funds Inaccuracies of site thermometers</p>

	<p>Hybrid model not work, not enough time to work with students</p> <p>Students not engaging in asynchronous time</p> <p>Some middle school students are missing days per week. (huge impact)</p> <p>Some teachers are wanting a more comprehensive DL model based on</p> <p>Contact tracing during less structured times, ex. Lunch</p> <p>Hybrid teachers low morale, teammates are trying to support each other emotionally and physically</p> <p>Overwhelming in the hybrid model, large workload</p> <p>Lack of subs frustrating</p> <p>Many combos adding to stress</p> <p>Zooming with both A & B cohorts</p> <p>Parents wanting immediate responses while teachers are teaching</p> <p>Teaching both DL and hybrid extremely challenging (streamlining would be better)</p> <p>Some staff need more spaces to teach DL on campus.</p> <p>Sevick- ventilation, windows</p> <p>Early start needs more time to plan</p> <p>Sevick looking flexibility in working locations (home and site)</p> <p>Zooming and adaptive physical instruction, bring students b</p>
What should we try to improve?	
What should we stop doing?	

BREAKOUT ROOM #4 Michelle Hayes, Kellie Sullivan, Laura Albright, Lindsay Valadez, Lisa Tolman, Mrs. McMillan, Nick Pastore, Paola Martinez, Ronnie Peterson, Rebecca Scantlin

What's working?	<ul style="list-style-type: none"> • More personalized instruction, lunch/recess easier to manage, less behavior issues • Differentiated instruction, see s 5 days a week, good attendance, s showing growth • More classified staff on campus • Later start time - 9:00 • Parent Choice • In a rhythm now • Routine's are smooth now • DL - rhythm and work is great productive • Safe place • Shorter day helps increase mask wearing • Kids are wearing masks (generally) • Trying to maintain social distancing (with some reminders) • Parents are okay with picking up supplemental packets for DL • Students with IEP's wellness group (support on asynchronous work) • ½ class is helping manage students wearing masks • Increased staffing to help supervise students • Appreciate the Free testing • Like seeing the students in person, kids are excited to come to school • Easier to build a relationship with only 12/13 students at a time, shy students are willing to speak out more frequently • Teacher's appreciate the choice to participate in the program of choice (DL vs Hybrid) • Having the entire week to enter engagement
What's not?	<ul style="list-style-type: none"> • Combo's - too many factors to address, i.e. planning, especially K/1, even more

	<p>so in Distance Learning</p> <ul style="list-style-type: none"> DL in which combos were created without consideration that it was a good fit for the student, i.e. a student that would not typically be placed in a combo class. Also impacted Hybrid Switching students from hybrid to DL and the impact on their services Students in limbo who don't want to be in Hybrid and DL is full -parents not sending students at all Monday attendance is down on Mondays at Middle School Engagement for Hybrid for async days at middle schools is very low Thermometers are not accurate SECA's and support staff are being pulled all the time, lack of consistency for instruction Communication regarding students/staff positive cases (specifically for SECA's) S not completing work Lack of parent accountability Siblings with staggered starts Better communication related to cases Large number of absences after a case notification DL on Mondays Asynch work - kids need more supervision Advisory - what are we supposed to be doing, when, why, how (more direction or eliminate - zooming at the same time with two groups is not working) Students in Distance Learning with older Chromebooks
What should we try to improve?	<ul style="list-style-type: none"> More planning time for teachers, especially with combos Keep things improving Increased access to tech repair and loaners
What should we stop doing?	<ul style="list-style-type: none"> Stop being so last minute Stop changing schedules

SITE STAKEHOLDER MEETINGS

Lexington CVEA Notes- 12/3/2020

Meeting Facilitators-Russ Shubert, Vicki Trenkle
 Note Taker-Carly Dimitriou

What's Working?

- K students on campus 5 days (half with teacher, half with aid). Still issues to work out, but working well!!
- Some kids doing well on asynchronous hybrid days
- Hybrid kids are SO HAPPY to be on campus

What's Not Working?

- Safety supplies
 - teacher buying their own sanitizer
 - Access to N95s for those working with symptomatic students (for example, SECAS sitting with SPED students while they wait for parents to pick up)
- Too much change! Teachers don't want more changes.
- Mental health: hybrid teachers afraid for safety and stressed out by frequent changes.
- Hybrid teachers have Pandemic Concern kids on quarantine that need more support than the 30 min zoom and asynchronous work daily.

- Integrity of cohorts- due to counseling, speech, OT, SAI, staffing changes, cohorts are frequently mixed
 - Possible solution: related service providers working with kids virtually on their asynchronous days

What should we try to improve?

- Accuracy of transmission numbers
 - Testing is not mandatory, which might contribute to low transmission numbers
 - Transmission has occurred at Lex, but DO didn't seem to be aware (staff very upset)
 - Can we work towards a testing program similar to some other districts?
- District Communication- more time for training before rolling out new programs/policies
- Prep time for DL teachers- perhaps an elective program?
- How can we support kids struggling with asynchronous days? Maybe use new staff for that purpose?
- Reaching out to all families (including families from lower income schools) and weighing input equitably when making district wide decisions

What should we stop doing?

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Additional concerns

- Financial-should we be spending money on teacher salaries before stimulus money is given?
Risky!
- Confusion re: survey...DL teachers felt questions did not apply to them
- STRONG concern re: bringing 25 kids back in room
 - Especially since some kids (including SPED) don't wear masks
 - Limited space...service providers currently using empty classrooms
- DO claims 25:1 model will result in decreased prep time for teachers. A teacher expressed that teachers would still be prepping for on campus work, would not actually save time

W.D. Hall CVEA Stakeholders Meeting

1. What's working?	
Distance Learning: <ul style="list-style-type: none"> ● Seeing kids daily all day (those who attend and/or have parent support) ● Works really well for some students! 	Hybrid Learning: <ul style="list-style-type: none"> ● Small class sizes allows social distancing and also supports student needs ● Behavior needs supported ● Accountability having them in class at least part time ● Ability to work from home during quarantine
Both DL & Hybrid: <ul style="list-style-type: none"> ● Parent choice ● Consistency with the current models has allowed some development of routine/rhythm 	

2. What's not working?

Distance Learning:

- Students not logging on to zoom
- Parents lack of communication - no accountability
- Retention for students who do not attend or complete anything?
- Unsure how much the students are doing on their own - are they really learning & mastering content? (primary)
- Difficult to build student relationships with each other and teacher
- Unable to address & target student needs

Hybrid Learning:

- Parent lack of regard for safety of teachers and students - COVID-positive parents still sending their students to school
- Classrooms are not being cleaned and disinfected between cohorts - whose job is this? What about when there is a case in a classroom? Do they get deep cleaned?
- Teachers purchasing clorox wipes and other sanitizers to maintain safe classrooms & have products that are safe for student use
- Double planning for in person and home days. Especially for combo classes. The workload is unmanageable.

Both DL & Hybrid:

- Attendance & Engagement tracking
- A2i is difficult to execute on distance learning when several students do not attend or complete assignments. It takes up valuable learning time for hybrid students when instructional time is already so precious on their in person days. The data is useless anyways and does not reflect true student ability. It is also impossible to implement with all of the other things we have on our plates.
- Work completion for asynchronous time
- Hard to collaborate with teams that have both DL & Hybrid teachers
- Having to supplement a lot of curriculum because of lack of resources for DL & asynchronous days within our centrally purchased curriculum

3. What should we try to improve?

Distance Learning:

- Equitable resources across school sites. We do not have Raz Kids because it is site funded. That limits access to appropriately leveled reading material for primary students. These should be centrally funded, at least for DL, because students cannot access our leveled classroom books

Hybrid Learning:

- Procedures & discipline for students not following COVID protocol (mask wearing). Moving them to DL cannot be the solution. DL shouldn't be a punishment - that's not fair to the DL teacher or the student, who likely will not engage.

from home. Programs like Epic are great, but students tend to choose books that are above their reading ability. They are not truly getting meaningful reading practice that way.

Both DL & Hybrid:

- Accountability & support for students and families not completing work or with poor attendance not due to pandemic concerns absences. Teachers are powerless.
- District leadership should model and follow all COVID procedures
- The Learning Support teacher needs to be just that...they shouldn't be pulled to sub!

4. What should we stop doing?

Distance Learning:

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Hybrid Learning:

- Cohort mixing with support providers or better tracking for contact tracing

Both DL & Hybrid:

- A2i
- Roster changes are a major disruption!
- Combo classes (Time is already limited to 2 school days in the hybrid model. Having to split the already shortened time into 2 grade levels is not good for the students. DL students in combos do not get needed support because the teacher must meet instructional minutes between 2 or more grade levels.)
- We are working so hard to make sure this current program is successful. Don't take that as a sign that we should make changes! We need consistency. It seems like the bar keeps getting moved and it is very bad for morale.

5. General questions/concerns about the model presented this week

- With surging cases in our community, why would we bring back more students and risk community spread because of the inability to socially distance and decrease contact/proximity?
- Using Crest & Rios as models is not logical. Those schools have ample space to be able to execute spacing and safety for 5 days learning on campus. Most schools do not.
- We would not be able to plan and execute this new plan until after we return from the break. This will cause so much disruption to teachers, students, and families and cause stress and extra work in order to prepare for another massive change like we had in September. Heading into winter break with this uncertainty and stress is unnecessary.
- Would teachers be given time to prepare their classrooms for a new learning model? We already lost the PD day in January.
- If we are hiring more teachers, how do we guarantee the quality of educators that are available. There is already a shortage. Do we trust that those available now would be well equipped to handle the amount of learning loss support and intervention these students need due to time already lost?
- Will teachers be asked to move sites/assignments to accommodate new learning settings in order to fit students?
- If teachers are not comfortable with full classes and no social distancing, would we be given a choice in teaching DL or 5 day?

- Will it be a site decision to move forward with a 5 day option or keep the hybrid? What if some parents are not comfortable with class sizes of 25? Will they still have the hybrid option or only DL as the alternative?
- Will parents be given a clear explanation of this new model? That kids will not be social distancing? Learning models were not adequately explained to parents the first time.
- Monitoring masks, sanitization, cleaning, hand washing, lunch, etc with 25 kids???? Recess with so many kids will also be difficult to manage. It is already staggered to keep kids safe, but this will be impossible with twice the amount of kids out at one time.
- If we move to even more restrictive measures with a stay at home order, is there school?
- The district COVID tracker is not updated or match current campus cases
- Will teachers be required to get the vaccine?
- If we do not move to the 5-day model, what will be done to alleviate the extra work that has been placed on Hybrid teachers?
- The media coverage of our program does not reflect true daily life

EMERALD STAKEHOLDER NOTES

I am still organizing the Emerald site notes I have, but there were two that I wanted to forward and add to the document immediately and they were from staff who work a majority of the time outside of the classroom. These subjects are both related to what **is not** working about the Hybrid Model:

First is related to ELD and came from our EL Facilitator who has been tracking data at our site related to our ELs: "EL students are getting very little to no ELD instruction. They are supposed to get 30 minutes in their once a week ELA block of time, but not all teachers are doing that. At our site (but not others) they also are being provided two extra 45 minute sessions on their asynchronous days, but less than 50% of them are showing up despite multiple attempts with family outreach, teacher support."

The second is related to Students being able to switch from in person to distance and came from multiple sources:

"I have had ten families in the last month come to me asking how they can switch to distance learning."

"There is a larger push by parents to move to the distance learning model and not as much of a push to be in the hybrid model from my perspective in the front office. Parents, especially those who speak a language other than English, feel uncomfortable calling to request the change to distance learning and are trying to get their students to do it for them. Kids are caught in the middle of this huge communication barrier. From my understanding, parents have to write a formal letter requesting to be moved to distance, but many parents who speak a language other than English or Spanish have not learned how to write in their language and therefore cannot produce a letter to make the formal request. I have noticed this especially with our Farsi and Pashto speaking families."

"When there is an uptick in COVID cases (current surge, and El Cajon having one of the highest # of cases in the county), there is no consideration for employees and families to switch back to total

distance learning. There appears to be a hard line decision to keep the schools open no matter how dire the situation gets."