

Teacher Feedback Notes - 8/13/20

David Miyashiro thanked everyone for joining the meeting. He wants to hear what we had right and what we can fine tune. He put the group into breakout rooms to discuss and share out.

Breakout Room Share Outs from Spokespersons:

Alex shared he appreciated the support staff. They helped facilitate behaviors of students.

Emma shared she loved the support staff. Running the class was easier. Wanted to know there could be an aide in each class. Some were not taking the protocols seriously.

Juanita liked shared the support staff is key to being successful.

Kristen shared it is helpful to have an aide.

Diane shared class sizes is comfortable at 12 with a SECA.

Emma shared if the class is younger than 10-12 will not fit in a room. The littles are harder to watch and an aide helps.

Kristen shared a small room needs less people and it was good to clean our own rooms.

Kika shared you are only as strong as your weakest link.

Emma shared room wasn't cleaned when used by another group. The special needs students struggled to follow procedures.

Ed Hidalgo shared TK struggles with masking and needed additional support. Upper grades struggled with social distancing.

Kristen shared signage and stickers were helpful.

Juanita shared desks are a natural barrier in class but once outside it was hard for them to keep apart. Masks were too big for littles. Paper masks instead of cloth. Cloth masks were dirty and loose.

Sarah shared they did not get enough masks. They liked the markers for social distancing. No makers at middle schools only blue tape.

Kristen shared needed more hand sanitizer and hand washing stations.

Diane shared smaller class sizes helped with check in.

Emma shared parents were frustrated not being notified that another child in their group was sent home. Possible exposure was upsetting.

Kristen shared slack of trust and not following protocols. People were getting in trouble for reporting.

Alex asked if there could be a Google Doc to share best practices and successes.

Ed Hidalgo shared some students/families shared they believed COVID was not real. Maybe a document to share with families misinformation.

Emma shared we need more COVID testing. She was not testing in all her two weeks.

Sarah shared she has Kaiser and was told they would not test.

Darla shared she was also denied.

Sean shared the county offers free tests and results in two days.

Stacey asked if the district could offer tests to staff.

David Miyashiro shared SDCOE will be responsible for testing all districts. They received some stimulus monies to do the testing. He shared he would love to do a follow up meeting for age level specifics. You are the experts in the state. No one else was doing this in the state. We would like to offer some paid opportunities to share in smaller groups.

Darla asked if we are off the watchlist.

David Miyashiro will share more information at the Welcome Back Breakfast tomorrow.

Jenny asked if we can create a way to meet kids.

David Miyashiro shared we are applying for a waiver to allow us the opportunity to open and negotiate terms with CVEA.

Mitchell asked if the waiver will apply to middle schools.

David Miyashiro shared the waiver is only for TK-6 but can get assistance with Distance Learning, sports, etc. There is a 15 day turnaround time for approval.

Alisa asked will 6th grade be normal like K-5.

David Miyashiro shared he had no answer at this time as this is all new territory.

Michelle Hayes thanked everyone for their work this summer. Parents and kids needed you.

Meeting Notes from Breakout Groups:

Group 2:

- **+Bathroom schedules (also assigned bathrooms)** about every 2 (ish) hours for students, otherwise teachers would call the office to get support. Also having an adult presence in the hallways to ensure

1-2 students at a time. *Making sure all teachers respect the schedule is SUPER important or else there is overlap that can be time consuming.

- **-Getting kids to be on time (rather than trickle in)** and check in without having to wait in the que or waiting. Kids seemed to trickle in for about 30 minutes total so time was “wasted” doing busy work until the entire class showed up. Some teachers had support staff bring students in, some teachers would go out to pick up linger kids. It seems like we need to have a clear expectation for entry.
- **-the new furniture was tricky** to even 10 kids
- -SPED students were not masked (when appropriate excuse notes were provided) and staff was VERY concerned about.
- -littles that cannot keep their masks on/or spitting on other students, touching, etc.-there needs to be a place to take students when they need to be separate.
- -hard to hear students that are already quiet.
- -Teaching phonics with newcomers or littles, wanting students to see your mouth for an example. Face shields were not working for teachers with glasses. Also the shelf and the mask together were recommended. Not just the shield and teachers got called out.
- -PE was miserable when students were working hard and sweating. They had troubles K-8 keeping masks on and needed water but could not drink out of the fountain. +=Giving water bottles and breaks to walk away from the group outside to take a mask break and relieve some of the heat. -Teachers struggling too when working out with students. Hard to set an example.
- -Littles at recess that were allowed to take masks off still struggles with social distancing
- ?WHAT DO WE DO WHEN KIDS ARE NOT ABLE TO FOLLOW GUIDELINES AND PUT PEOPLE AT RISK, STAFF AND OTHER STUDENTS?
- NEED- support staff training to inforce guidelines
- ***+++we REALLY appreciate having all the support staff!
- -without staff the job falls on teachers to wipe desks, take kids to the restroom, answer the radio so the teachers can teach

Group 5:

Positives

Kids enjoyed being in an actual classroom

Some kids were compliant with safety measures (in the beginning)

Parents thankful/appreciative - wanted kids to come back to next sessions

Smaller/perfet class sizes (6-12) *depended on size of room & SECA availability*

SECAS **SUPERRR** helpful

Quick check-ins at the gate (due to small groups)

Color coding procedures and arrows in pathways very helpful

Hand washing system/routine

Smaller groups allowed for teachers to keep an eye on the students properly social distancing

Each child had their own supplies (classroom and outside)

SECAS stationed in the bathrooms

Mod/Severe students had their own container of items

Sanitizing supplies available

Keeping families within the same cohort

Challenges

P.E. presented a social distancing problem

Recess was restrictive

Difficult to remind students to not get too close to each other
Difficult for students to stay away from one another (we've taught them to collaborate too well!)
Bathroom distancing
Masks starting to slowly fall off and fall apart
Proper mask handling was a challenge
They wore the same masks the whole time (not washing them)
One cohort had a sick student but wasn't communicated properly.. The contact tracing with student(s) from other schools seemed challenging to keep track of (siblings, babysitting groups, etc.)

Mixed grade levels within one class
Siblings and/or kids who live in the same complexes touching one another within the cohort
Some siblings were separated
Families not being informed when a student sent home with a fever.
No parent communication (students going straight to the car) felt weird

Back-to-school Ideas?

Teachers wearing scrubs
Providing baggies for masks
Keep siblings/family together within a cohort
All families must be communicated with when a child is displaying symptoms
What about classrooms with no windows and AC filters?
Meet parents via Zoom
What are we going to do about crazy parking lots?
Air purifier?
Procedures for masks with families and teachers?
Masks at the check-in

Feedback from Candace Santini:

The students I had were very happy to be back on campus and in the classroom with a teacher and other students. The program at CVMS was a lot of fun and full of new experiences. I was able to keep my group of newcomer students the entire 4 hours in my classroom without rotating teachers or rooms. We structured our time with a daily read aloud based on character ed books and completed a sheet discussing aspects of the book (title, author and illustrator, and main characters), problem/resolution, summarizing the beginning middle and end and their reaction to the book. At the end of the week students would write sharing which book they enjoyed the most and why and which book they liked least and why. We also completed 3 art projects, 1 each week. We did an artist study on Keith Haring where students created a symbol that represents something important to them and filled it with items that represent other important aspects of their life and their personality. It was an identity project where the students presented their final projects to one another. The second project was the Color Wheel. The students used their creativity to come up with a theme of 3 items (one boy drew and cut out headphones, a whole note, and a quarter note because he likes listening to music. Another girl drew and cut out the sun, moon and stars because she wants to be an astronomer when she grows up.) and learned about the color wheel by painting one of the pieces in primary colors, and the other two symbols secondary and tertiary colors. They were able to mix paints to create the secondary and tertiary colors. The third project they learned a little bit about the culture of the Huitcho Indians and created their very own yarn paintings (Nearikas). They pressed their favorite color of yarn into melted beeswax, following the outline of the drawing they made onto a piece of cardboard as the indian tribe does. All projects came out as unique as the student and were beautiful.

I had 15 students attend every day. We had a couple of absences due to a Muslim holiday that a few students observed, and only had 1 student sent home due to having a headache (one of the symptoms of the Corona virus). Our site did an outstanding job of getting students onto campus using separate gates and staggering the start times of the groups. Students understood the expectations of the safety precautions and for the most part respected all protocols put into place.

While I understand the reasons for the social distancing and the need for all students to wear a face mask, I felt that a couple of things were unnecessary. For one, just because a student has a headache, is tired, or has a sore throat it doesn't mean they have COVID-19. Of course those are listed as possible symptoms, and we should be precautionary, but the student may just have a cold or may not have slept well the night before. If we are going to send students home because someone at home has one of those symptoms, either students may begin to lie and purposely keep the truth from us so they can attend school or students will miss out on days of crucial instruction for no reason. Also, I opted not to take my students outside because I personally don't like being out in the heat of the summer, but even more so, because it'd be very difficult to breathe wearing masks. It was hard enough to walk from the front of school to the classroom at 8:15 and read a book aloud without struggling to breathe. So, if school were to start, major considerations would have to be put into place to consider teachers' and students' ability to breath.

Expecting students in larger groups to abide by the social distancing rules for middle school may be very difficult to enforce. In the classroom, I had to remind students to stay apart from each other. They would try to get up and socialize and would try to stand near or help their friends with their project. They needed a little reminder to take a few steps back to be socially distant. At the end of the day, when walking students out to get lunches, some of the students would cluster up and walk in groups. They would listen for the most part to line up away from each other, but again would need a reminder. Trying to keep close friends apart may not be possible because many end up walking home together and they are not 6 feet apart by any means.

In my opinion, the enrichment program was awesome! I really appreciated the opportunity to be back in the classroom with my students. We were able to do things we don't get the opportunity to do during the school year and still was able to teach them about culture and art. We sent students one at a time to the restrooms, served them a snack, a lunch and sanitized their hands regularly along with the classroom. I wouldn't change much about the program, but would extend the opportunity out or try to have more classes. As a newcomer teacher it was a wonderful opportunity to meet our incoming students, assess their English, so we could properly place them in our program.

I really hope school resumes and teachers and students fill the classrooms of our schools very soon!