

The 2020-2021 school year.  
How will it all look and work?

**Distance Learning NEAJ considerations and questions:**

1. Additional preparation needed
2. Consider bargaining additional prep days prior to the start of school
3. Access to worksite / working remotely
4. Is access denied to members with high-risk conditions?
5. Scheduling of learning activities, posting of syllabus, office hours (Asynchronous versus synchronous teaching and learning)
6. Equipment and at-home costs
7. Distance and hybrid learning are clearly permitted under the recently enacted state budget
8. Unit member expectations may differ
9. Evaluations
10. Protect pay and benefits
11. Child care issues
12. Reasonable accommodation issues
13. Interactions, instructions, check-ins via computer
14. Aligned to grade level standards
15. Instructional minutes specified
16. Substantially equivalent to in-person instruction
17. Daily live interactions with teachers and peers
18. Supports for special groups-
  - Address needs for foster youth and homeless
  - SPED
  - DI/ELD

19. Meals for free and reduced eligibility
20. Attendance
21. Document daily student participation (180 days)
22. Document weekly engagement
23. Tiered re-engagement strategies
24. How will the district provide continuity of instruction?
25. How will the district ensure all students have access?
26. How will the district measure pupil participation progress?

**NEAJ unit members' High School considerations and questions:**

1. Mr. Duchon stated teachers would be required to teach virtually from their classrooms since our classrooms contain all of our resources. I see this as problematic as we have members who have children who attend school in our district, and it will be difficult to be in the classroom with young children at home who will be virtually attending school. Can teaching in the classroom be optional and under the discretion of the teacher? Some teachers live an hour away, why should they be forced to commute when they can teach anywhere?
  - There are also teachers who care for elderly parents or they themselves are in the “high risk” age category and/or have a spouse in the “high risk” category.
  - Some teachers have several students within the district, at Elementary, Jr. High and High school at the same time and if those students are all on a live schedule at home, how will teachers be able to work and assist their children?
2. Will students be forced to show their face on the computer screen (Afterall, they show their face in class) and not be allowed to hide behind an avatar. Over break, they have been known to log in and leave.
3. Will teachers be required to use the same platform (PowerSchool Learning, Google Classroom, etc.) to keep things streamline, and less confusing for students and parents. Keep in mind, most families have more than 1 child in the district.
4. Many students have broken Chromebooks, we will need to ensure we can provide the necessary supplies for student success.
5. What will campus access be like during the year? – Use of copy machine (can't imagine for what, but just asking), or teacher needs to access hard copies of materials needed to make digital, or needing to access books.

6. For students with IEP's and 504 plans who have access to a counselor, will there be appointments allowed for them so that they can speak with their counselors, will they be available real-time like teachers will be available real-time?
7. Will office hours be the same for all teachers? – mandated by the site, or will teachers be able to dictate their office hours? – Office hours are defined as when we answer e-mails? – Or when we are available for live calls?
8. Will there be alternative times for students to log into classes for working parents who cannot assist their children during the day with school and attend “live” school?
9. What options are there for students who are pulled and placed into small group therapy for speech and special ed? – How will we provide those services? – Can students with IEP's have small groups developed for them so that they can meet with their speech therapist? Just directing them to a website was not helpful during the break.
10. Mr. Duchon stated that lunch would have to be served to all students on free or reduced lunch - even if they are being taught virtually. How are we going to do this? - Will our break/ duty free lunch of 30 minutes be enough time to serve them lunch? It seems like time adjustments to the schedule will need to be made, so our students can be fed.
11. A letter sent out by Mr. Duchon stated that the school schedule will be the same as if students were in school. - Will we be mandated to give live instruction every class period, every day with a 30 minute lunch?
12. When it is deemed safe for students to return to school, will the school allow for a transition time for both students and teachers? (I can just imagine getting an email saying, “We will begin in-class teaching tomorrow. See you then!)
13. If teachers are going back to campus then we should have Bio Hazard boxes available in multiple areas of campus. If this virus is deadly enough, according to the board, to keep kids away from campus then surely our masks and gloves have a high chance of being contaminated. Simply throwing them away in a trash can would be a hazard to many on campus?
14. Will teachers be allowed to bring home document readers for home use during the time we will be distance teaching?
15. Will we still be using PowerSchool next year? If not, could you please let us know now so that we can begin downloading quizzes and other materials we created via PowerSchool?
16. Will teachers be allowed on campus (into their classrooms) to teach their distance learning classes should they choose to?
17. Will teachers be given compensated preparation time to plan for their distance learning classes, prior to August? For example, I have IMPACT teams that would like to meet and plan together before the August start date. Could they be compensated for their time?

18. Will we still have advisory classes? If not, some of us would still like to be in touch with our advisory groups as support. Could class rosters be created so that teachers could create groups (via Google Classroom or Microsoft Teams) so we could stay in touch with them?

19. Will we still meet with club groups that we supervise? Will there be a central location (digitally), such as an ASB site/platform, where we could share contact information for our club groups (such as codes for Google Classroom or Microsoft Teams groups for our clubs)?

20. Are students being expected to be in front of a computer for 6 hours with a “passing period” and lunch? I’m wondering if there could be some kind of virtual/face-to-face schedule put into place? I.E. Mon/Thurs 1st – 3rd period; Tues/Fri 4th -6th period; Wed. could be for office hours where students could make appointments for elaboration on content, etc. The times where students and teachers are not meeting face-to-face, they can “attend” by responding to discussion questions (or something) for that day/period. I know we have to adhere to minutes in the classroom, but this situation seems like there should be modifications. Is there something that we can request from the state to make temporary modifications? Also, our students may have to care for their siblings if parents are working making it difficult to attend six-hour virtual classes.

21. I am concerned with the schedules of my children, who attend the district, and my schedule. I will need to help my 1st and 3rd grader with logging in, keeping them focused, etc. during their meetings. If the schedule remains like we are in the traditional setting, I will not be able to accomplish this. So, will there be flexibility in face-to-face meeting time so I am also able to fully support my students and my children? I also need to have enough time for snacks and lunch for them.

22. Requirement for parents to have a “working” email that they check on a daily basis – this includes updating their contact information (this is absolutely necessary to communicate with parents and students)

23. Determine how to take attendance and clearly communicate this to teachers

24. Training for teachers that includes ability to conduct online threaded discussions with their classes

25. Training for teachers on using Google Meets

26. Ability to test/evaluate student learning without them cheating by going online or communicating with each other

27. Training on making classes virtually interactive

28. Clear expectations for parents, teachers and students

29. Students need textbooks – access to online ones would be better!

30. Ability of administration to correct/improve student online access/computer/textbooks problems within twenty-four hours (I had a student who needed a textbook last Spring and the admin could not figure out how to get the student a textbook)

31. Required parent involvement in following up with their child when assignments are not being completed.

32. Guidelines/instructions for parents on how to access Google classroom and PowerSchool Learning and find the students' assignments (needed for parent to follow up with their child to ensure they are completing their work)

33. Will we hold distant learning classes exactly like we do when we are in school? Will we be required to meet with our students daily (through zoom or meets) during their class period time?

34. Last I heard, I will be teaching three different courses next year ...This is a lot to prepare for, especially if we are required to meet with our students daily during their class period time. A 54-minute prep period per day is not enough time to plan, create lessons, grade, etc., especially for three different courses.

35. Teachers are great at multitasking. I know with science, sometimes one lab can take 2-3 days to complete. This gives me an opportunity to work on different things (lesson plans, grading, etc), while still be available to assist my students. I am also able to get tasks completed while students are working independently or on group projects. How will we be able to complete miscellaneous tasks if we are glued to a screen with students every period of every day? or will this even be required? Again, 54 minutes a day is not nearly enough time to plan, prepare, create lessons, grade, etc.

36. Students will need to pick up books. If we are to teach art and ceramics (I imagine there will be similar issues with the science and CTE courses) then we will need to have material care packages ready for our students to pick up. I imagine art fundamentals kids will need paper, pencils, colored pencils etc. For ceramics we could provide plasticine clay, which is oil based. It does not dry out and can be reused indefinitely. Kids could make all of the projects we would normally make in class with this type of clay at home, they will reuse the clay for each project. The only problem will be the cost. Dick Blick sells 2lb blocks of plasticine for \$14.50

37. Based on weekly written feedback from my students for two months, the vast majority appreciated and needed flexibility in (a) doing the work/lessons and (b) submitting it (I gave students all daily assignments on a Monday at 10:00 a.m. and all assignments had to be submitted by the following Monday at 10:00 a.m., although they were strongly encouraged to submit the work daily if they could). Factors that affected their ability to do this were being in the same place at the same time: going to work with parents, supervising younger siblings and helping them with their school work, increased household responsibilities, moving between households, stress/depression/lack of motivation on certain days, increased sleep (staying up too late and getting up too late).

38. Exceptions to instructional minutes, etc, are made for modified schedules like JOLT course work, ELO classes, summer school, independent study - situations when students are given credit for classes without having to be physically present for all the hours they are receiving credit for (in other words, there is an assumption being made that some of the hours will be earned through independent work). If we think about how regular absences are handled, students are not required to be physically present to receive any credit. They are required to complete the work the teacher creates for each period, and this can be accessed in a variety of ways if the student isn't there. Why can't this be a similar exception?

39. If the district (and a majority of teachers) prefer synchronous learning, PLEASE do not require it every day and PLEASE do not require it for the length of a regular class period. Teachers can be instructed to hold consistent office hours, maybe even daily, that make them accessible to students, but to expect students and adults to sit in front of a screen for long periods of time for the sake of being "together" (especially when most students have mics and cameras turned off and do not participate in the chat feature) is impractical, awkward/tense, and unhealthy.

40. If the D.O. and union decide to alter an agreed-upon policy that impacts grades, attendance, or other instructional matters, please email teachers before parents and students. It hurts teacher credibility when we don't know how to answer parents' and students' questions OR they receive inconsistent answers from TEACHERS

41. Will there be any exemptions (by teacher and student choice) for teaching or meeting in-person on more of a hybrid model for certain subjects like CTE, Art, PE, which has the track to walk on and the outdoors to conduct HIIT, SIT, etc like sessions that does not require equipment and has the room to stay apart? This may provide the mental health and outlet kids need to stay physically and mentally healthy. I feel we need the extra-curricular programs and non-core classes more than ever at this time to step up and be available for our students.

42. With equity in mind, and now that we will hold students accountable for their learning, "Credit/NO CREDIT" has a place of validity for me, more than last semester.

43. Will students in special populations, who perhaps do not have all of the resources available to them, have the option to request CR/NC at the beginning of the semester?

44. With less than a month to kick off a high-quality plan for DL, will teachers have additional prep time during our contract hours (once a week, etc) especially since our state's instructional minutes are 240 per day instead of 360 for next year?

45. I would like to know the district's choice of platform for DL, as soon as possible, so that we can begin to prep for less than a month away of instruction.

46. I am concerned about location. I know many of the elementary teachers want to do DL from their classroom, however, I would like to continue DL from home, sitting in that room is depressing without students. If we are not safe to return than we should not be there.

47. I have had parents ask me if we really expect kids to sit at the computer seven hours a day. What is this going to look like? I really feel that the district should have been working on this from March just as a precaution. This way, they would have had all this worked out and we would not be put in the position we were then- rushing (on our personal time) to prepare for the school year that is too close to not have to utilize your personal time.

48. Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness is a consideration. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness. This

does not mean we need to be on all day. This means we need office hours where students can come online to get help. I would be comfortable with 60-90 min for each prep. Say English could get online from 7:30-9 and my seniors could come online from 9-10:30 for live interaction.

49. I have concerns about lab expectations for science courses. I believe in the course handbook we're expected to spend 20% of class time doing lab (or something to that effect). We can't expect them to do labs at home, right? So, would lab practices just no longer be taught? Or will we be provided online lab resources? SOS!!

50. If students were to "miss class" online, and I record their absence, who then reaches out to the student if the problem persists? I know we teachers do at times, but most of the time the attendance office keeps track of this.

51. Considering fall sports are canceled, I tend to think students who play sports will not be motivated to do well in class because they will not have to "make grades" to play. Is there any chance there is still some type of consequence for students who fail in attending and completing work through "online learning"?

52. How can teachers be assured their voices and desires are heard, even if leadership does not agree with those teachers ideas? (Such as opening schools)

53. My main concern is the number of hours that will be required to spend with our class online. From the letter that was sent to us all, I understand that we are supposed to have live online time with students daily, for each class. If that is the case, I know I am not alone in bringing up the fact that anyone with school aged children will be home with them and facilitating their learning as well as teaching our classes. We are stay at home parents with full time jobs, some may be doing it all on their own. I understand this is my job and I'm willing to do it, but I know I will not be as effective as either a parent or a teacher if I am sitting at a computer 6-7 hours a day interacting with children that are not my own while my children are trying to complete their own tasks. I would like clarification on what will be required and if there is some flexibility with how we interact with students daily/each class period. I'm excited to be back to school, but nervous about how this will work at home with my family.

54. Our classes are lab-based. While we are all working on transitioning to a distance model, there still needs to be some flexibility in allowing us to do some in-class tutorials for students who need extra help. I know that my AP kids will need to come in for supplies and time to work. I don't care if that is on my own time, but if they want to succeed in their portfolio, they need the option.

55. Supplies are an issue. While art can be done in many ways, some things need to be given out if a student can't purchase their own.

56. How do we manage a period when there is more than one subject being taught in the same class? For example, a single class comprised of AP Studio, Adv Painting and Drawing, and Functional Skills students.

57. Are they considering office hours or block scheduling?

58. What about SPED/RCOE students? We are often the default regular education classes for these groups, so how are they accommodating them in the schedule?

59. Ceramics. If there's no option for on-site labs, ceramics may have to be taught as an art history class. Would there be issues with this?

60. Since our chemistry and biology curriculums are not online friendly at all, I relied heavily on online PBS Learning Media resources; wherein, students are asked to create an account if the site is used in certain ways. I did not ask students to create accounts out of an abundance of caution to avoid privacy issues, etc., and because so few were actually doing the assignments that the work around I used did not create a huge waste of time, although time was wasted by not having them create accounts. Can you inquire about how administration intends to treat teacher requests for students to create accounts outside of district provided resources? If not already in place (ie: check with the AP of curriculum, etc.) can a system be in place to allow teachers to quickly receive approval for this type of request when external resources requiring student account creation are found to be useful for instruction? I always prefer written approval from administration so as to maintain job security.

61. Can we see about a stipend for this? - Dual Immersion Biology class has never been given instructional materials in Spanish beyond a student copy of the biology text and a few pretty useless translation books. As a consequence, I have spent way more time than a single daily chemistry and biology planning period allow developing Spanish language instructional materials that align to the NGSS as well as units of study activities (these also are not translated!). Teacher groups that work on creating units of study receive paid time off to prepare those but I do not; I have to develop that all within my planning time and prepare for a chemistry class, too. I don't think this is an equitable situation as preparation and translation, especially of science vocabulary and procedures, is not always a simple task. Frankly, I don't understand how this district, unlike all others where I have worked, does not compensate for dual language certifications (BCLAD) and/or class assignments (DI courses). We all should be paid for the work we are asked or TOLD to do.

62. The Governor said that students (and teachers, duh) have to attend each day. He said that in distance learning attendance is taken by the student turning in the work assigned for the day. That ties ADA to the student actually doing the work for the day. The student should be expected to accomplish one hour of work per class, per day. THIS is the solution to the problem of a kid not doing the work. No work, you are absent, and no ADA. Then, watch the office tear over to that kid's house to get them doing the work.

63. I'm going to have to go and pick up books for a class I haven't taught for more than three weeks. I hope we will be able to get back for that.

64. One of my greatest concerns is textbooks for the kids. They need them because I will assign reading, vocabulary and questions.

65. We need to be paid for all teacher work days as distance learning requires much more work starting the year.

66. All student work must be mandatory, NOT optional

67. None of this credit/no credit crap. That aids the poor students, not the good/great students

68. NO ADVISORY. That adds extra work to an already heavy load.



69. Will we meet with students during our regular class periods? If we don't, that will cause meeting conflicts.
70. Meetings must be mandatory. Even if a kid doesn't have a computer, she can still call up on a phone.
71. Department meeting once a week is too much!
72. I will need a printer at home that can use my WiFi.
73. Is it possible to set up meetings with individuals at school with safety protocols?
74. Will we be able to do distant learning by teaching in our classrooms, where our curriculum/resources is located?
75. Will the district provide a baseline curriculum? This way, we use it as a baseline and enhance it as we go along.
76. When we do resume in-person teaching, will teachers be given face shields?
77. When we're back doing brick and mortar teaching, will students' temperatures be taken each day before allowing them on campus?
78. Will unit members be required to be in their classrooms for distance learning? Is it optional? Will it be at the member's discretion?
79. Are teachers free to use the platforms they are most comfortable with or does everyone need to use the same?
80. Will the MOU address the specific needs and services of the counseling department?
81. GCs want to know what distance learning looks like for them, especially as their start date is July 16<sup>th</sup>?
82. GCs wants to know how delivery of support services from all support staff will be equitable? (IE: attendance office, SMA dept, Counseling dept, College and Career Center, Parent Outreach Center, Clerical Staff, Campus Supervisors, etc)
83. By when will the CDC guidelines be put in place? (disinfecting counselor offices, plexiglass installments, offices arranged to allow 6-ft distancing, making masks available, thermometers to check staff at entrance to buildings)
84. Have hand sanitizers been installed in all offices?
85. Will the district be providing COVID testing for office staff before starting to ensure no one is a carrier?

86. Will the district feel pressured/be persuaded/or allowed to change our school model depending on what Alvord and Riverside decide to do?

87. Will grades follow a traditional model?

88. How will assessments be handled to ensure equity, fairness, rigor, and academic honesty?

89. Will teachers with young children at home be given flexibility in their schedules to make it work? (IE: with no daycare available due to COVID, teaching classes plus their own elementary children is challenging)

90. Will IEP, 504, SST, etc meetings be held in person on campus or virtually?

91. Will staff/impact team/PLC meetings be held virtually?

92. Will actual in person meetings be required if not actually needed? (does email count as personal contact this time)?

93. Can teachers require students to turn on their video and/or audio in a meeting?

94. Will teachers be required to be in classrooms or on campus for distance learning? The concern/request is that such a decision be optional but not mandatory at the unit member's discretion, not the administrations.

95. Does my union have my and all teachers' feelings in mind, or does our union leadership have conversations and make decisions based on personal bias and opinion?

96. Even though we are online, in accordance with current health department recommendations, could students still meet in person with counselors (if they want/need to)? ... We just need to be creative; we live in Southern California, one of the best climates on earth! They can meet outside under a tree if they feel more comfortable...

97. We have many students who NEED to speak to a supportive caring adult. I would also like to consider coaches, or other teachers, who would like to maybe meet in person (optional) with their group outside? What if teams were allowed, according to CDC guidelines, to meet on campus (maybe in open common areas, or on a field) to just check in, and say hi (from 6 feet away)?

98. What if we allowed teachers to volunteer tutor students in person, if they feel comfortable? We have plenty of outdoor benches and such... maybe after typical school hours? What about utilizing CTE open spaces? BITA/Construction could use the awesome outdoor covered workspace, if students want to come in for enrichment activities. Auto has a garage; basically, outdoor with large roll up doors. Printing class could have 3-4 students work? This is similar to what UC/CSU's are doing.

99. Definitely want to push for being able to teach from our classrooms (without kids obviously), but much less distracting than from home!

100. If possible, can world languages Spanish use the same platform as Rivercrest Academy for their Spanish courses and help stabilize a bit the state of flux in the departments' instruction.
101. Will we be able to teach FROM our classrooms? Teaching from home was challenging to say the least. I would rather be at school.
102. Will we be given paid additional days before students begin August 6th to start to prepare for this? To do this right will take time.
103. Will the district be supplying any extra equipment we may need? Headsets, cameras, etc.
104. I want to be in my classroom and at my desk for all teaching and planning for the new school year. I do not want to continue to teach from my home having to be mindful of my background and other family members in my home and relying on my personal laptop and WiFi usage. Nor do I want to use my personal phone for school purposes (like contacting parents). It should not be expected of me, anyway. I want to be on campus and use all the school resources - WiFi, phones, computers, doc cameras, network files, copy machine to copy and create pdf's to upload for student use, etc.
105. My hope is that at least teachers can return to campus. If teachers are the only ones on campus, we can certainly follow the social distancing, masks, and hand sanitizer protocols with ease. We will be isolated in our classrooms anyway. I also think that "teaching" from our classrooms brings that sense of importance and "this is real school" to the students.
106. I hope that a solid schedule is set and maintained for class times and days that resemble "real school" and that ALL teachers abide by the schedule. (No more "I meet with my class at 4:00 because that's when they are awake." To me, when teachers did that in the spring, it totally undermined the validity of the real planned schedule and it completely catered to the students' habits and behaviors, just my opinion.)
107. I hope the tech department will automatically set up the classrooms with the students already enrolled like they did in the spring. Then it will just be a matter of letting all students know which teachers utilize Google Classroom and which utilize Power School/Haiku.
108. Will Students/Staff be required to show/appear on video during classroom meetings?
109. How do we enforce academic integrity?
110. How will tests work?
111. Will the district be purchasing licenses for software such as Respondous-Lockdown Browser?
112. Will the district be upgrading their Zoom account? (An account that stores recordings in the cloud rather than on a local computer)
113. Will employees be observed formally if it is an observation year?
114. Will all of units of study be required? (Pre-test, Math Review, Performance Tasks, Unit Tests).

115. Can grades be given based on attendance?
116. Are staff meetings in-person?
117. Is there a system for referring students to counselors/mental health?
118. Will students/staff be penalized for internet outages or connectivity issues?
119. How soon can we see a draft of the fall plan?
120. Can we go into our classrooms?
121. How do we close education gaps?
122. Will I be able to use my room to do live/virtual labs with my students for them to take down all the data and learn to correctly complete a lab report? If so, I will be in my room with hopefully a good easy to use school purchased video camera that can reach from the computer to the closest lab station. I usually do my first lab the third day of class. Here I am assuming that I will see all of my students each day in the appropriate class period?
123. How much freedom will each site have to implement practices/schedules that work best for their teachers and students?
124. How will student attendance be taken?
125. How often will the district re-review and re-evaluate distance learning as COVID cases decrease?
126. Can we work from our classroom?
127. How will students who do not log on be addressed?
128. Will teachers have time during the week to collaborate and share best practices?
129. What does the schedule look like for teachers and students?
- How do GC's/Counselors/Phycologists meet with students without interrupting instructional minutes with teachers? We need a balance so that students' learning time is not interrupted.
130. I am concerned for the staff that have small children and their schools are shut down and doing distance learning too.
- Does staff have to physically attend campus? I am concerned for my child's school that may be doing distance learning too. Daycare facilities / personal baby sitters are extremely scarce during a pandemic. Even so, daycares are not for children that are elementary age where it provides state curriculum like a regular traditional school setting.

131. How would we work around our own service for students along with homeschooling our own kids too?

- While working for home, we are juggling being parents and an employee. What does that balance look like when it conflicts with our parenting responsibilities and own job that acquires the same hours of work / instruction time for both parties.

132. What is our new teaching schedule? How many classes per day are we required to teach?

133. What if students are not showing up or participating?

134. Do we have to be at the school site or can we work from home? Are we permitted to work at the school site if we wish?

135. Is it true that learning must be "synchronous?" Why was this a directive and not open to negotiations?

136. How will Units of Study be adapted to an online format?

137. How will teachers meet legal requirements for students with disabilities?

138. Will there be more in-depth learning or review of technology and how to use it?

139. Can there be a hands-on training, which is better and where we can ask questions as we are training?

140. There have been many who say that learning at school is a more effective than on-line. Will we be transitioning asap to a hybrid and eventually back to in-class as the numbers get better?

141. If some teachers do not have the most current technology, will we be able to bring our school computers home?

142. Will participation be required as many can just use an avatar image and leave the computer?

143. How can we effectively monitor learning? During the summer session, very few to no students participated or were not seen on the platform being used (Zoom or Google Classroom).

144. Will there be teacher observations/evaluations? If so, how will they be done? Parameters should be set since many of us are not at the same level technologically?

145. How will attendance be generated? If a student/family states they have internet problems and cannot attend, but are doing the work, how will grade be calculated?

146. Regarding tests, is there a testing system that will kick them out of a test if they try to cheat? Or, what guarantees do we have that students will not cheat on through other devices?

147. Will more essays be required in English and Social Studies? If so, will there be more time given to grade?

148. Will we be given alternative testing methods?

149. How will we be able to determine if a student has mastered the material, even at a minimal level?

150. Will there be a longer passing period between classes (perhaps 10 minutes or so) to upload the material for each class? Some teachers are really knowledgeable and efficient at doing this, while for others it takes more time.

151. I am concerned if staff members are required to be at work while we provide distance learning for students.

152. I am concerned for the staff that have small children and their schools are shut down and doing distance learning too.

153. How would we work around our own service for students along with homeschooling our own kids too?

154. Remotely teaching (with actual grades and formal instruction) is new for most all of us. How is it possible that we will learn and be comfortable with a brand-new teaching style in three short weeks and during the last part of a much-needed summer break? Becoming a certificated teacher takes an entire year of additional university study and practice (student teaching). How is it that this entirely new approach is any different than what takes an entire year to practice?

155. Who will monitor and discipline for truancy to virtual classes?

156. What are our GC's/counselors responsibilities during this time?

157. What is our site administration responsibility during this time?

158. Teacher evaluations seem completely out of place and unfair this school year. Will there be an MOU regarding suspending (indefinitely) teacher evaluations for most, if not all, teachers?

159. It seems that school campuses are not currently "closed" by order of the county as they were until June 16<sup>th</sup>, even though the teaching/learning platform is remote. Yet, our site administration used the word "closed" in a recent meeting and stated that we teachers are not allowed on campus except for quick essential needs. Should we not be allowed, as colleagues to administration, GC's and office employees who are currently on campus, the ability to also be on campus these last three weeks in preparation for fall? Does our site administration have the power to be the gate-keeper for when we go to campus? Or, are they just assuming they have that right so as to keep total control over we "workers"?

160. I've been reading that screen time should be limited. Is there any consideration for this research as the sites begin to plan for distance learning? Is any "outside the box" thinking going on about the times and structure for running the school day?

161. Can the district provide a district-wide program during remote teaching where teachers are not responsible for developing a daily plan, but instead can monitor student on-line work that is coming through the district? Something akin to the district's JOLT credit recovery program?
162. Will I still be assigned an advisory class in addition to my other five?
163. Will I even now have a "traditional" five-period teaching assignment at all?
164. How might a bell schedule look?
165. Will I have access to my classroom for teaching?
166. What happens with Units of Study curriculum?
167. Will some of my workday be at home? I don't have adequate technology at home to support this.
168. Our superintendent's immediate communication to parents following the board's decision listed eight community (?) questions for thought. Of these eight questions, seven of them had answers that either explicitly or implied it is teachers who are (or will be) responsible. I find this disturbing, daunting and frustrating.
169. As a secondary math teacher, Units of Study has already taken its toll on me physically and emotionally for nearly the last decade of my career. Now, eight years later, we start anew with building a new structure and curriculum for remote teaching. I am exhausted. What I have been required to do for students and the district for many years now has been at my own, and my family's, expense. While others may be tired of hearing me **say** it (or perhaps perceived as complain about it), I am tired of **experiencing** it.

#### NEAJ unit members' Middle School considerations and questions:

##### 1. Ability to teach from home

1. The law states that teachers cannot be MADE to teach through face-to-face video from home due to privacy issues; it does not say we can't volunteer to do so.
2. The DL bill states that the duration of the daily work provided be determined by a professional, not minutes online face to face as determined by a DO.
3. I planned ahead and brought home the TE's I needed to teach from home.
4. All Google documents, UoS, math books, software, and curriculum are available online.
5. The district loaned me a HoverCam 8 Plus image projector to use during the shut down in March; it is the current established classroom technology standard. I purchased three HoverCam 8 Plus by the end of March to enable my daughter to teach from her home, me to teach from my home, and an extra in case anything went wrong or someone else needed to purchase one quickly. After sharing the information with the teachers at JMS teachers made arrangement to take their existing technology from their classrooms home for the same use and were able to teach. Not all teachers had the technological knowledge or desire to use the tools available, but that can be taught. The JUSD Technology Department was wonderful in offering assistance when I needed it through phone conversations.

6. The JUSD internet drops and we are without access more than my home internet. I pay for the highest internet rates at home to ensure continued high speed connection without interruption.
7. I appreciate the district provided laptop at school. But, frankly, I own a MacBook Pro that I teach from that is better than the laptop provided.

## 2. Daily schedule

a. I would appreciate thought be given to prioritizing ELA and math in the daily online teaching schedule. As educators we all know that without ELA and Math students are not ready to master the concepts necessary to graduate from high school, go to college, or be ready for their future. Last year we had a first-come first-serve department sign up Google Document. All math was taught the last period of the day and students were overwhelmed and exhausted by that time. I would appreciate the final sessions of the day be given to electives and PE.

b. IF for some unforeseen reason the prioritization of ELA and math cannot be established, I would like you to consider that students attend online according to their traditionally schedule day at school. I would hope that this would be modified to fit the 240 minute guideline.

c. Either way, I would like to maintain a designated minimum day to be able to have collaboration in and among teachers on different campuses.

## PPE upon return:

a. Teachers need to know what we are being provided with so that we may supplement our materials. These materials are difficult to find and we need to plan accordingly. Hospitals are low and as the virus continues to increase in our area, the PPE will be more difficult to find.

b. For your information: Many JMS teachers, staff and administrators purchased cloth masks made by a local woman who placed our logo on them in May. I purchased 33 masks so that I could provide support staff who could not afford them masks as we go back to school. I've also purchased 10 face shields that fit on a hat, as well as 25 face shields made of cardboard and vinyl from a local supply store.

c. Some of our technology classes are able to create face shields and I would like them to do so.

Future: As I interpret the suggestions from the state, it is highly recommended that upon return students are to be kept in cohorts and teachers should do the rotating.

a. I would prefer to purchase my own sneeze guards and be in control of the germs in my classroom.

b. ... and of course there is the students feeling in charge of the classroom and the teachers being placed in the setting as visitors. Students start behaving like family arguing like sisters and brothers.

c. Will the district spend the money on cabinets for materials for teachers to travel with throughout the day? To me this cost would be more cumbersome that purchasing sheets of plastic and making our own sneeze guards.

d. When we go back to school, will the district offer both DL and Traditional? or is this another negotiation?

What will the guidelines be to choose the DL teachers if there are not enough voluntary Traditional teachers to return? On a personal note: I plan on teaching for 5 more years. But, I'm 65 and am in care of a 72 year old with MG, diabetes, high bp, etc. I don't want to be pushed into retirement to save his life.



### NEAJ unit members' Elementary considerations and questions:

1. Can laptops be exchanged if not working correctly? Is it possible for teachers to be given a Chromebook?
2. I prefer to use Google classroom. That allows me to keep Intervention teacher assignments separate from the regular classroom teacher.
3. We need to be careful about agreeing to meet with students even in small groups.
4. How will the intervention teachers meet with their students?
5. Can we ask unit members to voluntarily disclose whether or not they have contracted Covid during the time in which we have been off work? Then, once we are required to return to the classroom, ask members to voluntarily disclose whether or not they contracted Covid while reporting to work daily. We could then compare the data after a similar time period to assess the increase in risk our unit members are taking by reporting to a work site.
6. Gain/Grant permission to Google Meet with students one-on-one as needed in order to conduct formative assessments when needed and individualized instruction if needed.
7. Option to make an appointment for a student to meet on campus for a one-on-one formative assessment if needed.
8. If the District is going to mandate face to face instructional time daily, such as all teachers will be instructing their class via Google Meets from 8:00-10:00 daily, I would suggest that support services such as Intervention, RSP, Speech, etc be given a separate window in which to schedule their face to face instruction with their groups so students are not pulled from their classes.
9. I want regular access to my classroom and the option of holding my distance teaching sessions from my classroom.
10. What are the expectations for Intervention Teachers during Distance Learning? How many hours per day/days per week do they want intervention teachers meeting with students?
11. Will students be given the opportunity to come to campus before the first day of school to check out their textbooks? My students will need reading material to practice reading to me.
12. Will office staff be on campus so we can leave envelopes of print material in the office for student pick up?
13. Technology platform: teacher preference? Mine is PowerSchool.
14. Info needed for better communication directly to students.
15. Could students feasibly come in once a week to pick up new reading material for the week? one on one appointment with me every Monday to come in and read a quick passage to me

16. Whatever is outlined in the MOU cannot be open for interpretation by principals.
17. We MUST enforce the point that we have contractual hours and will not be expected to work past those hours.
18. I think it is important to give members that are willing to provide intervention for the at-risk/struggling students in a 3 or 4 to 1 ratio in face to face setting DURING the contractual hours. I think many of our E.L. students will benefit greatly since they missed so much instruction and they are our vulnerable population already.
19. We MUST close the loopholes giving too much leniency on grading and time to do assignments.
20. District must make every effort to provide technology resources for teachers.
21. How are members' privacy rights going to be protected so that we are not recorded and pop up on student social media platforms, such as youtube?
22. Do we have the district requirements for the following:
  1. # of minutes required for screen time instruction (meets) per grade level
  2. platform
  3. grading
  4. expectation for parent involvement
  5. ELD support: All primary languages will need support. Chinese, Vietnamese, Indian languages in addition to Beginning level Spanish students will need support for students and parent communication for participation in primary grade learning activities
  6. Grading: Social skill grades in elementary grades will not be able to grade.
  7. Required minutes on screen/ additional minutes for parent meetings to assist and prepare for independent learning activities
  8. Assessments that require 1-1 student interaction need time/support.
  9. Accountability: parent/student/teacher compact needs to be modified to require student participation, response to teacher messages,
  10. Grading for upper grade elementary, notification of change in the expectations.
  11. Hours expected for student at meetings
  12. Will BLTs be available for translation in meetings or separately?
  13. Prefer Moby Max, Google classroom, Symbaloo, and some regular dist. text material or id district going to have a required platform?
  14. State assessments?

23. An organized table of concerns:

Teaching Location Choice	Instructional Delivery	Instructional Minutes	Training	Other Concerns
From Home? 1	What platform? 8 Google Classroom 1 Seesaw 1 Personal Choice 4	Length of Time? 10	District Training? 5	Teacher Daycare 4 Technology & site licenses on programs? Student supplies 4
From School? 14	Will units be required? Flexibility? 5	Struggle for small children	New Technology? 2	Younger students needing login support
Flexibility to do Either? 6	Will assessments be on hold? 3 Reading level Entry assessment	Set schedule or flexible? 5		Classrooms w/o water (upom return)
	Planning time – able to get resources to students - 11 Packets for students - 8	Will ½ day Kinder teachers have to support 1 <sup>st</sup> grade?		Late evening classes for students with working parents? 2
	DI classes? Kinder? TK?Expectations			What needs to happen to move to on campus classes? 3

24. Will there be an option to teach online from home and school?
25. What will the school schedule be? What about minimum days?
26. Will teachers be able to use programs and sites we currently use?
27. How will breaks be managed?
28. How will our district try to ensure internet access for all students?
29. How will district try to enforce student and parent accountability?
30. What is “Synchronized Instruction” mean that was stated in Elliot’s newsletter?
31. Will SeeSaw be an option to use like Google Classroom?
32. Can we get manipulative to the TK/K students to use at home?
33. Can teachers who have small children bring them to their classrooms to do their learning? (If it is a requirement to be at school)
34. What platforms will be available to use (Google classroom, Powerschool, etc.)?

35. Can we get our classroom roster earlier than normal, so that teachers can contact families if they need to?
36. What supports will there be for students who are unable to complete their daily work?
37. Regarding special ed., what is going to happen with pending assessments for students trying to qualify for special ed? How will tests be conducted?
38. How do we make sure the work students are turning in is their own?
39. Will there be training for teachers?
40. Any way to make it easier for TK, K, and 1<sup>st</sup> graders to log into their Chromebook?
41. When will Kinder students receive their Chromebook?
42. Will Instructional minutes be flexible in order to provide small group instruction?
43. What portion of time, if any, will be required to do "live instruction"?
44. Is there a hopeful timeline to get back to traditional learning and return to classrooms?
45. Will there be transition time to set up classrooms, if and when we return to school this year?
46. What criteria will the district and school board use to decide if it's safe to return to school?
47. If we return, will staff and students' temperatures be checked daily?
48. How will sick leave work if a teacher contracts Covid-19?
49. Will quarantine be mandatory if a student or staff member tests positive? Will all persons who had contact with the positive individual be tested?

**NEAJ unit members' Counselor/SLP/SLPAs considerations and questions:**

1. Provided with necessary PPE for face to face student interaction including clear masks for use with our DHH population, cloth masks, face shields, sneeze guards/plexiglass, gloves, hand sanitizer, disposable masks to give to students in case they don't bring one, air purifiers/filtration.
2. Will students be required to have their temperature checked? Will we be given thermometers?
3. How will we clean offices and testing materials between students? Provide cleaning supplies, UV sanitizer to use on test books and rating scales.
4. Guarantee that psychologists do not share offices with others and have a designated space at each site. Preferably a classroom or large conference room, not a small office or area with poor ventilation.
5. Make sure we have working laptops and provide headsets for use with zoom IEP meetings and teletherapy.
6. No requirement for testing or therapy at a student's home or group home.

7. Negotiate work from home days or flex days if the teachers are not required to be on campus five days a week. Allow scheduled testing and services (on campus) and designated days at home for IEP meetings, PD and paperwork.
8. Availability of blue card time if student services/assessments/reports are needed to be made up following a quarantine.
9. Additional sick time provided to cover quarantine, Covid related illness, or days waiting for test results.
10. Allowing the flexibility to work from home instead of using sick leave if quarantined but able to work.
11. Are we going to be required to offer in-person services aside from testing? Provide teletherapy/virtual ERMHS whenever possible. Allow participation in IEP meetings via Zoom even if the parent or team requests an in-person meeting.
12. Buy the digital versions of rating scales we frequently give to parents and teachers so we can email them out.
13. How will CPI holds (hands on restraint) be handled? Can we deny in-person services for students who spit at or bite staff?
14. Notification of staff or students testing Covid positive. What is the protocol if we end up being exposed by a student we worked with?
15. Requirements for students to wear masks. Many of our population may be exempt from this, how are we to maintain safety in testing or services if students do not wear a mask? Can we deny in-person services if they aren't wearing a mask?
16. Use and supervision of SLPAs (what training, policies and procedures can be put into place to allow them to work again?).
17. Supervision of CFYs via distance learning
18. Equipment for teletherapy such as quality headphones
19. Online therapy legality issues (recording, other household members in vicinity)
20. Are there any in-person exceptions during distance learning? For example: Safety measures taken for in-person testing; are there any specific situations that would require in-person therapy (e.g. severity); home health-can we be mandated to go to a student's home?
21. Use of sick time, blue time cards for work made up after hours if not covered by other personnel
22. Other supplies for working from home...copy paper, membership to any online resources?
23. Use of personal printer/ ink at home. Can the district provide printers?

24. Supervision of CFYs: Would it be possible to provide us with an additional laptop so that we can listen to/watch therapy sessions SLPA is conducting on one computer while we do administrative/paperwork on the other one?

25. I believe in my heart that elementary kids will end up better in a classroom, but that's not possible using the current number of available classrooms. But... what if the district used the middle and high schools to spread out the elementary (and maybe middle school kids too) while the high schoolers (outside of sped exceptions) stayed home. We would still get the ADA because the high schoolers are online, so technically the campus is being paid for and we would be able to social distance the kids. Just an idea as we move forward.