



**WOODLAND JOINT UNIFIED SCHOOL DISTRICT
MINUTES OF THE
REGULAR BOARD MEETING**

September 17, 2020

Consistent with the Shelter in Place orders from the Governor and Yolo County, this meeting was compliant with the Governor's Executive Order N-29-20, which allowed for a deviation of teleconference rules required by the Brown Act. In-person attendance was not permitted. The meeting was available for live stream viewing, and recordings are available at <https://livestream.com/wjuds> (click on the Board Meeting date).

Attendance Taken at 5:00 PM:

Present:

Deborah Bautista Zavala
Morgan Childers
Debbie Decker
Rogelio Villagrana
Jake Whitaker

Absent:

Teresa Guerrero
Karen Rosenkilde-Bayne

Updated Attendance:

Teresa Guerrero was updated to present at: 5:14 PM
Karen Rosenkilde-Bayne was updated to present at: 6:18 PM

A. CALL TO ORDER IN OPEN SESSION - 5:00 P.M.

Minutes:

The Board President called the meeting to order in Open Session at 5:00 p.m. via Zoom and the meeting was live streamed and recorded via Vimeo Livestream.

B. APPROVAL OF BOARD AGENDA - ACTION

Minutes:

Superintendent Tom Pritchard pulled item K.4. *Action: Approve Resolution 32-21: Notice of Intention to Dedicate Easement to Pacific Gas and Electric Company* from the agenda.

Roll Call Vote - Motion Passed: Motion was made to approve the agenda as modified at the meeting. Passed with a motion by Debbie Decker and a second by Rogelio Villagrana.

Yes Deborah Bautista Zavala

Yes Morgan Childers

Yes Debbie Decker

Yes Teresa Guerrero

Absent Karen Rosenkilde-Bayne

Yes Rogelio Villagrana

Yes Jake Whitaker

C. PUBLIC COMMENT FOR ITEMS ON CLOSED SESSION AGENDA -

In-person attendance at the Board Meeting will not be permitted. Please email public comments by 4:00 pm on the Board Meeting date to public.comment@wjusd.org. Per Board Bylaw 9323, comments (emails) received shall be limited to three minutes per person, and the Board shall limit the total time for public comment on each item to 20 minutes. Public comments may also be submitted by voicemail by 4:00 pm on the Board Meeting date, at 530-406-3202, or by mail postmarked on or before the Board Meeting date, at Attn: Public Comment, 435 6th Street, Woodland, CA 95695. The meeting will be available for live stream viewing at <https://livestream.com/wjUSD> (click on the Board Meeting date).

Minutes:

No public comments were submitted for Closed Session agenda items.

D. CLOSED SESSION AGENDA

D.1. Public Employee: Discipline/Dismissal/Release, Pursuant to Government Code Section 54957

D.2. Conference With Labor Negotiator, Leanee Medina Estrada: WEA and/or CSEA, Pursuant to Govt. Code 54957.6

Minutes:

The Board recessed at 5:02 p.m. and reconvened in Closed Session at 5:04 p.m. Closed Session ended at 6:13 p.m.

E. RECONVENE IN OPEN SESSION - 6:00 P.M.

Minutes:

The Board President reconvened the meeting in Open Session at 6:15 p.m.

E.1. Pledge of Allegiance

Minutes:

The Board President led the Pledge of Allegiance.

E.2. Announcement of any action taken in Closed Session or items to be approved in Open Session that were reviewed in Closed Session

Minutes:

The Board President announced that no action was taken in Closed Session.

F. PUBLIC COMMENT FOR SECTION G. COMMUNITY ENGAGEMENT

Minutes:

There were no public comments for section G. Community Engagement.

G. COMMUNITY ENGAGEMENT

G.1. Action: Approve Resolution 5-21: Anti-Bullying Month - October 2020

Roll Call Vote - Motion Passed: Motion was made to approve Resolution 5-21: Anti-Bullying Month - October 2020. Passed with a motion by Rogelio Villagrana and a second by Karen Rosenkilde-Bayne.

Yes Deborah Bautista Zavala
Yes Morgan Childers
Yes Debbie Decker
Yes Teresa Guerrero
Yes Karen Rosenkilde-Bayne
Yes Rogelio Villagrana
Yes Jake Whitaker

Minutes:

Trustee Karen Rosenkilde-Bayne presented Resolution 5-21 to Connie Price, Elementary Counselor.

G.2. Action: Approve Resolution 6-21: Custodial Worker Appreciation Day - October 2, 2020

Roll Call Vote - Motion Passed: Motion was made to approve Resolution 6-21: Custodial Worker Appreciation Day - October 2, 2020. Passed with a motion by Rogelio Villagrana and a second by Debbie Decker.

Yes Deborah Bautista Zavala
Yes Morgan Childers
Yes Debbie Decker

Yes Teresa Guerrero
Yes Karen Rosenkilde-Bayne
Yes Rogelio Villagrana
Yes Jake Whitaker

Minutes:

Trustee Teresa Guerrero presented Resolution 6-21 to Thomas Flanagan II, Supervisor of Maintenance and Operations.

G.3. Action: Approve Resolution 34-21: Domestic Violence Awareness Month - October 2020

Roll Call Vote - Motion Passed: Motion was made to approve Resolution 34-21: Domestic Violence Awareness Month - October 2020. Passed with a motion by Rogelio Villagrana and a second by Jake Whitaker.

Yes Deborah Bautista Zavala
Yes Morgan Childers
Yes Debbie Decker
Yes Teresa Guerrero
Yes Karen Rosenkilde-Bayne
Yes Rogelio Villagrana
Yes Jake Whitaker

Minutes:

Trustee Jake Whitaker presented Resolution 34-21 to Celina Alveraz, Associate Director of Empower Yolo.

H. PUBLIC COMMENT TO THE BOARD - In-person attendance at the Board Meeting will not be permitted. Please email public comments by 4:00 pm on the Board Meeting date to public.comment@wjusd.org. Per Board Bylaw 9323, comments (emails) received shall be limited to three minutes per person, and the Board shall limit the total time for public comment on each item to 20 minutes. Public comments may also be submitted by voicemail by 4:00 pm on the Board Meeting date, at 530-406-3202, or by mail postmarked on or before the Board Meeting date, at Attn: Public Comment, 435 6th Street, Woodland, CA 95695. The meeting will be available for live stream viewing at <https://livestream.com/wjused> (click on the Board Meeting date).

Minutes:

Please see the attached public comments.

I. REPORTS

I.1. Superintendent's Report

Minutes:

Superintendent Tom Pritchard shared district updates.

I.2. Report from Woodland Education Association (WEA)

Minutes:

WEA President Jennifer Shilen shared information regarding WEA activities.

I.3. Report from California School Employees Association (CSEA)

Minutes:

CSEA President Todd Freer shared information regarding CSEA activities.

I.4. Report from Board Members

Minutes:

Trustees Decker, Guerrero, Whitaker, Villagrana, Bautista Zavala, Rosenkilde-Bayne, and Childers shared information regarding activities that they have participated in since the last Regular Board Meeting.

J. TEACHING AND LEARNING

J.1. Action: Approve Learning Continuity and Attendance Plan (LCP)

Public Comment:

Brielle Mansell, Attorney at Legal Services of Northern California, addressed the Board via voicemail on behalf of their client, a fifth grade low income student with an IEP at Freeman Elementary School. They recommend adding more details to the increasing services for unduplicated students section and they shared some examples.

Minutes:

No action was taken on this item. Trustees requested edits to the LCP.

K. FACILITIES AND FINANCE

K.1. Action: Approve Resolution 29-21: Approve Request for Proposals for Lease-Leaseback Services for the Spring Lake Elementary Multi-Purpose Room Project

Roll Call Vote - Motion Passed: Motion was made to approve Resolution 29-21: Approve Request for Proposals for Lease-Leaseback Services for the Spring Lake Elementary Multi-Purpose Room Project. Passed with a motion by Debbie Decker and a second by Jake Whitaker.

Yes Deborah Bautista Zavala

Yes Morgan Childers

Yes Debbie Decker
Yes Teresa Guerrero
Yes Karen Rosenkilde-Bayne
Abstain Rogelio Villagrana
Yes Jake Whitaker

K.2. Action: Approve Resolution 30-21: Approve Execution, Delivery and Sale of Not to Exceed \$6,000,000 Principal Amount of 2020 Refunding Certificates of Participation to Refinance Outstanding 2010 Certificates, and Authorize Execution and Delivery of Related Financing Documents and Actions

Roll Call Vote - Motion Passed: Motion was made to approve Resolution 30-21: Approve Execution, Delivery and Sale of Not to Exceed \$6,000,000 Principal Amount of 2020 Refunding Certificates of Participation to Refinance Outstanding 2010 Certificates, and Authorize Execution and Delivery of Related Financing Documents and Actions. Passed with a motion by Debbie Decker and a second by Jake Whitaker.

Yes Deborah Bautista Zavala
Yes Morgan Childers
Yes Debbie Decker
Yes Teresa Guerrero
Yes Karen Rosenkilde-Bayne
Abstain Rogelio Villagrana
Yes Jake Whitaker

K.3. Action: Public Hearing and Approve Resolution 31-21: District GANN Limits for 2019-2020 and 2020-2021

Minutes:

The Board President opened a Public Hearing at 8:45 p.m. As no one submitted comments on the subject, the Public Hearing concluded at 8:45 p.m.

Roll Call Vote - Motion Passed: Motion was made to approve Resolution 31-21: District GANN Limits for 2019-2020 and 2020-2021. Passed with a motion by Jake Whitaker and a second by Teresa Guerrero.

Yes Deborah Bautista Zavala
Yes Morgan Childers
Yes Debbie Decker
Yes Teresa Guerrero
Yes Karen Rosenkilde-Bayne
Abstain Rogelio Villagrana
Yes Jake Whitaker

K.4. Action: Approve Resolution 32-21: Notice of Intention to Dedicate Easement to Pacific Gas and Electric Company

Minutes:

This item was pulled from the agenda.

The Board recessed the meeting at 8:47 p.m. and resumed the meeting at 8:55 p.m.

K.5. Action: Approve Resolution 33-21: Implementing Prequalifications of Construction Contractors Under Public Contract Code Section 20111.6

Roll Call Vote - Motion Passed: Motion was made to approve Resolution 33-21: Implementing Prequalifications of Construction Contractors Under Public Contract Code Section 20111.6. Passed with a motion by Debbie Decker and a second by Jake Whitaker.

Yes Deborah Bautista Zavala

Yes Morgan Childers

Yes Debbie Decker

Yes Teresa Guerrero

Yes Karen Rosenkilde-Bayne

Abstain Rogelio Villagrana

Yes Jake Whitaker

K.6. Action: Approve the 2019-2020 Unaudited Actuals Financial Statements

Roll Call Vote - Motion Passed: Motion was made to approve the 2019-2020 Unaudited Actuals Financial Statements. Passed with a motion by Rogelio Villagrana and a second by Teresa Guerrero.

Yes Deborah Bautista Zavala

Yes Morgan Childers

Yes Debbie Decker

Yes Teresa Guerrero

Yes Karen Rosenkilde-Bayne

Yes Rogelio Villagrana

Yes Jake Whitaker

L. CONSENT AGENDA

Minutes:

Board President Childers pulled the following item from the Consent Agenda for separate action: L.4.a.II. Approve Board Meeting Minutes: August 27, 2020 - Regular Board Meeting.

Roll Call Vote - Motion Passed: Motion was made to approve the Consent Agenda, as modified at the meeting. Passed with a motion by Rogelio Villagrana and a second by Jake Whitaker.

Yes Deborah Bautista Zavala

Yes Morgan Childers

Yes Debbie Decker

Yes Teresa Guerrero

- Yes Karen Rosenkilde-Bayne
- Yes Rogelio Villagrana
- Yes Jake Whitaker

L.1. Business Services

L.1.a. Approve Purchases of Items/Services in Excess of \$15,000: List 4-21

L.2. Educational Services

L.2.a. Approve Memorandum of Understanding for the California Agricultural Teachers' Induction Program between Davis Joint Unified School District and Woodland Joint Unified School District

L.2.b. Approve Appointments for Community Advisory Committee for 2020-2022

L.3. Human Resources

L.3.a. Approve Certificated Personnel Report, 21-4

L.3.b. Approve Classified Personnel Report, 21-4

L.4. Superintendent's Office

L.4.a. Approve Board Meeting Minutes:

L.4.a.i. August 19, 2020 - Special Board Meeting

L.4.a.ii. August 27, 2020 - Regular Board Meeting

Roll Call Vote - Motion Passed: Motion was made to approve Board Meeting Minutes: August 27, 2020 - Regular Board Meeting. Passed with a motion by Rogelio Villagrana and a second by Debbie Decker.

- Yes Deborah Bautista Zavala
- Abstain Morgan Childers
- Yes Debbie Decker
- Yes Teresa Guerrero
- Yes Karen Rosenkilde-Bayne
- Yes Rogelio Villagrana
- Yes Jake Whitaker

M. DATE AND TIME OF NEXT SCHEDULED REGULAR BOARD MEETING: October 8, 2020 - Closed Session at 5:00 p.m. and 6:00 p.m. for Open Session.

N. ADJOURNMENT

Minutes:

The Board President adjourned the meeting at 9:38 p.m.

BOARD CLERK

BOARD PRESIDENT

REGULAR BOARD MEETING
September 17, 2020
Public Comments

Good Afternoon-

I write to you having just completed the registration packet for the Woodland Christian School. I do so out of desperation, in a last ditch attempt to try and drive home the gravity of my concern for the lack of education my son is receiving as an on-line learner in the WJUSD. It is my hope the decision to re-open schools for in-person attendance will be reconsidered before I take the final step of dis-enrollment from Gibson Elementary.

My son is nine years old and in the fourth grade. He tested in to GATE in the Spring of this year, only to start this new school year as a confused and worried young man. My son is intelligent, however, frequently expresses fear of failure and a belief he “can’t do this” when asked about how on-line learning is working for him. With only a very short period of time as a point of reference he/we have experienced the following:

- Distribution of an on-line learning schedule that when inquiry was made as to why things weren’t starting at the times indicated, it was advised that “oh we won’t be going by that schedule for several weeks”.
- Constant technology failures
- Internet signals that don’t consistently work (not on our side)
- Meet-ups you can’t access
- Assignments that are submitted but somehow don't get received
- Children working on the same document at the same time and interfering with one another. My son actually thought he was being bullied as he tried to write his assignment but was experiencing other children erasing what he wrote. I had to explain to him that the other children were not intending to be mean or interfere with his work, but rather the document had been erroneously published as “shared” so the other children were just as confused as he.
- SEVERE lack of “classroom time”. I work full-time outside the home, however, this last Tuesday I as able to work from home. What I observed was my son doing mostly “asynchronous learning”. He appeared to have no idea what he was supposed to be doing during this time and could not describe what he learned when he was in a meet-up.
- Too much focus on understanding and navigating the technology. I am currently taking on-line classes and my son is being asked to have the same familiarity and understanding of electronic assignment submission as I am in my college courses. Elementary school is where these children are supposed to get a firm foundation. They should be focused on reading, writing and arithmetic, not uploading documents and creating videos.

I am WORRIED! My son is not getting the education he deserves and I cannot imagine spending more time wasted as his self-esteem is further damaged and he gets behind. I am asking that the schools be re-opened for parents that wish to have their children educated in-person. The burden that has been placed on those of us that work is beyond sustainable. I am in management at a large healthcare facility in Woodland. We have had unprecedented numbers of resignations received from employees that have no solution for their children during the day. These poor people are having to choose between their jobs or their child's education. Please do something before it is too late and we have an entire generation of ill-equipped humans roaming the earth without knowledge or direction.

Lisa Saucedo

Hello,

I wanted to write a quick note to the board to say how impressed I've been with the quality of the education my child, a first-grader at Sci-Tech, has been receiving this year. In an extremely diverse classroom, his teacher, Mrs. Nele Smith, is making heroic efforts to provide the children with creative, exciting activities, to foster their love of learning, and to support parents who are also adjusting to new circumstances.

I also wanted to express my concern about the sustainability of the pace teachers are currently working at. I feel certain that my child's teacher can't be working less than 50 hours a week, and it's probably more than that -- we know she's grading, providing support, and planning long after the school day is over. I want to express my hope that the district will make extraordinary efforts to support teachers who are facing an unprecedented workload this year. Their work deserves nothing less.

Sincerely,
Ian Campbell

My unaddressed concern: (I've emailed R. Foster-no reply)

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> My sons iep clearly states he's to be assisted with potty training during these impressionable months of his life, wjUSD has not met this goal! How will this be addressed if none of his needs are being met? I know he seeks friends & socially he can't not acquire any social skills via Chromebook! He's now 4 & cant learn from a screen! How dare the district let our kids down! Each kid is different but there's a way to incorporate paras & one on one time for our children, PLEASE DO BETTER! Thank you for all you do I know this is hard for everyone involved but our kids don't deserve to be neglected any longer!

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> Carrie Galvan

Good evening President Childers, Board of Trustees, Superintendent Pritchard and Cabinet, I wanted to give you an update on the last three weeks of virtual learning at Dingle Elementary. Overall, my students this year are excited to be engaging with classmates during live instruction. I have tried my best to modify lessons and activities that have been effective in the past to be digitally appropriate. This includes Number talks, Estimation Clipboard, and close readings. Mornings have been filled with discourse and participation. Excitement seems to wear down by lunch though as I usually only get about 50% of my class logging back in for the second half of our day.

My students aren't aware of the extra hours that I spend every night developing these lessons for them, figuring out how to make it available to them on Canvas, and planning for the next day. But Dingle parents are and they have been flexible and encouraging during this incredible time. I wish I could say that I feel valued and trusted as a professional by my employers.

As we near our first month of total distance learning, I worry that these long school days and heavy workloads will negatively impact students and staff. I worry for my fellow colleagues as we are teaching students remotely during long instructional days while using new tools and platforms that we have not been adequately prepared for. I worry about my students who are spending long durations of time looking into a computer screen. And I worry about the families of Dingle and all WJUSD schools who are struggling to navigate the chaos of making ends meet and distance learning.

When I try to think about what the future will look like, I wish I could be positive and think "rainbows and unicorns" (as my friends usually tease me for)...but I cannot see this current state as sustainable. I hope to provide you all with another update soon.

Until then, take care.

Vicki Fu

Dingle Elem, 4th grade

Hello-

I wanted to weigh in on how the school year is going so far. My child is a kindergartener in WJUSD. Her teacher is absolutely outstanding, and is doing an incredible job during a truly difficult time to be teaching. However, I'd like to suggest that the required minutes be reduced- it's a LOT of synchronous instruction time, which really is not developmentally appropriate for this age group. My daughter really struggles to stay focused towards the end of the day, and I can see from observing class time that she's not alone in this. Additionally, if there were fewer required minutes, the teacher would be able to do more small-group time, which seems to be much more helpful for both their social development, and their learning. Please consider reducing instructional minutes for kindergarteners! Thank you.

Best,

Kari Osegueda

To the WJUSD Board of Trustees,

I write to you today as an educator concerned about the current WJUSD daily schedule. I teach 4th grade, where we are required to provide 325 instructional minutes per day to students. Over the last three weeks I have found this to be a grueling schedule for both students and teachers. By the end of the day my class is burned out, I can see their frustrations when we have technical difficulties and they are restless from spending so much time at the computer.

The long daily schedule has also left teachers little to no time to prepare for the future. Creating effective lessons that can be delivered in this new online platform takes more time than we are currently allocated in our day, and I find myself taking home hours of work each night and over the weekend just to feel minimally prepared for my next day of class.

The State of California reduced the number of required instructional minutes this year to allow schools to adopt best practices for distance learning. The current WJUSD distance learning schedules dramatically exceed state parameters for instructional minutes at all grade levels, and it is harming students and teachers. WJUSD should not require a longer instructional day than is recommended by the state.

Our current schedule requires long periods of full-class live lessons. While I love seeing my class all together we run into numerous technical issues every day when students are all trying to connect to the same video call with almost 30 participants for hours at a time. Students are frequently dropped from the call, cannot hear me, and say that the presentation freezes up on them. If we had more flexibility in the schedule I would have more time to meet with smaller groups of students where a) we would likely encounter fewer connectivity problems and b) I would be able to work more closely with students to meet their individual learning needs.

Making the instructional day shorter will enable our students to better focus on their school work and reduce the amount of daily screen time to a more developmentally appropriate level. WJUSD should adjust course as other districts have done, and match our instructional minute requirements to the guidelines set out by the state.

Thank you for hearing my perspective.

Sincerely,
Clara Skaug
4th grade teacher

To the WJUSD Board of Trustees:

As we near the end of Week 3, it feels more like the end of Month 3. I am exhausted and I know I am not alone. I teach 12-15 hour days, 5 days a week, while also working 8+ hours per day on the weekends. I have started my week days at 6am to prepare my online classrooms with a learning system that is less than functional. Then, after a full day of classes, working through my lunch break, and almost non-stop screen time, I have been working until 11:30 or midnight almost every night of the week. **This is not sustainable.**

Long school days and heavy work loads are negative for both students and staff. As teachers, we can see that our students are also struggling. It is challenging to sustain attention and engagement **for anyone, adults and children alike**, during long live web conference sessions compounded with having to navigate confusing new technologies **that don't seem to work properly**. Everything in distance learning takes more time to complete, and our children are spending many evening and weekend hours on homework in an effort to keep up. **This is not healthy**. Together as a community, we are living through a global pandemic. Priorities have shifted, making work-life balance and harmonious family relationships a higher priority than ever before. Expectations placed on students and staff are interfering with health and wellness for many of us. I have suffered **regular panic attacks (which have NEVER happened to me before), nausea, nightmares, teeth grinding, and have felt physically sick on a regular basis.**

We are teaching students remotely, during long instructional days, using new tools and platforms. We have been told to invest more time each day monitoring and documenting student attendance and engagement. We have been asked to make up for lost time, to work closely with our students to fill in what might have been missed during the spring. We are committed to excellence, and would like to say we are up for the challenge, but we also know that the level of time and energy we have invested during the past month **is not sustainable**. When expectations placed on students and staff are brought to an appropriate level, we will be able to focus on what is truly important: physical and mental health, supportive relationships with loved ones, professional fulfillment and academic excellence.

Sincerely,
Rebecca Bernard
7th Grade Science Teacher
Douglass Middle School

To the WJUSD Board of Trustees:

WJUSD's current distance learning schedule at the high school level includes between 240 and 320 synchronous instructional minutes per day. These totals either meet or exceed the 240 minutes per day of *combined* synchronous and asynchronous minutes required by the state. This means that when asynchronous time is added to our synchronous time, *our instructional minutes far exceed state requirements.*

Considering that many students and their families are facing additional challenges and responsibilities related to the pandemic, it seems unreasonable to expect so much synchronous instructional time, especially when many of our older students are responsible at home for their younger siblings. A day spent entirely online followed by an evening of homework is an

unnecessary burden on students and families. If we reduced synchronous instruction, then students and families would have greater flexibility in how they manage their educational time. Such a reduction would enable our students to balance their educational and familial responsibilities and would also allow more time for teachers to plan and implement quality online content and provide targeted support for individual students.

Additionally, these long hours are having adverse effects on both students and staff. Students are struggling to sustain attention, and teachers are working well beyond contract hours to meet new professional expectations. The time and energy we have invested during the past month is not sustainable. Teachers are working all day and evenings and weekends. Like many teachers I know, last week I worked for nearly 60 hours, and still was unable to do all that needed to be done. I expect that to be true this week and in the weeks to come if we do not make some changes.

The schedules of our neighboring high schools are much more balanced than ours. At Davis Senior High School, for example, students spend between 135 and 180 minutes per day in synchronous instruction, with additional time for targeted support where needed.

WJUSD should change course and match our instructional minutes to the parameters set by the state. Rather than trying to replicate in-person instruction, let's envision high-quality distance learning that supports the needs of our students, teachers, and community during this difficult time.

Lisa Gaskill

(she/her)
English Teacher
Pioneer High School

Hello WJUSD Board of Trustees,

I am a teacher at Pioneer. I am writing to implore you to reconsider the current bell schedule. It is unsustainable. The amount of time teachers are required in live instruction does not allow us enough time to plan effective instruction because all our time outside of class is being spent trying to manage a new LMS. In addition to the technical logistics there are myriad other challenges we are learning to deal with associated with virtual learning. Like how do we get to know our students in this virtual setting so we can best serve them? I feel so bogged down right now in the technical aspects of my job and trying to keep up with lessons and grading that I am not able to think about my students the way I need and want to. What good does it do to add instructional minutes beyond the minimum required if that instructional time is not top quality and teachers are so burned out that we cannot give the students all they deserve?

Respectfully,
Tania Mannion

Dear Superintendent Prichard, School Board Members and District Administration,

My purpose in writing this letter is to relay to you how I and many teachers around the district are feeling. I will only use myself as an example but you should know that I am not an exception and so many other teachers are experiencing this as well. Each day, each night and each weekend I am planning, writing, creating, grading, collaborating, analyzing, preparing, training, studying, and communicating all in the effort to make Remote Learning possible for the next day and the coming week. The district has given us an hour at the end of the day to do ALL of this, on top of teaching because we are to give 290 minutes of LIVE synchronous lessons and asynchronous lessons, this goes beyond the state requirement of 230 minutes I feel it is not physically possible to do what is being requested of many of our members, and it is negatively impacting students especially because of the time taken from us to prepare quality instruction and provide feedback to students.

Each week, each day, I have spent 5 to 8 hours a day in planning and collaborating with my partner teacher and on my own searching for and creating lessons for our online platform for students just to access. This is not an easy job; it is essentially another job we are being asked to do, on top of being a teacher. When we were in crisis mode in the Spring, I worked with 7 other teachers to collaborate and create lessons for a week at a time. 7 teachers to create lessons. Now we are all doing it ourselves, school by school, grade by grade and class by class, thankfully I have a great partner. Before this pandemic we would meet briefly daily to touch base and plan one day a week together. Now I have to create materials and maintain an online platform for the students to access each day. I have to work in the evenings and weekends to do this because I cannot do so while LIVE teaching and planning take place during the school day.

Not only am I communicating with my staff, but I have to field emails, and answer calls, and texts from parents who have difficulties with the technology (which I am having to help troubleshoot what the problem could be), or with the asynchronous work in the learning platform. I am so thankful that my school is helping answer the calls and support the families because I cannot do it alone. This again is another job added to us on top of LIVE teaching and planning for the day. We are being asked to provide proof of work, which is now going to take more time just to do attendance because we may have to change entered codes from one day, during the week on another day when work is completed. Or when we conference with a family/student.. This again is another job added to teaching and planning. I have to give online assessments to young children (6 year old). It is already very hard for them to maintain a live and asynchronous connection for such a long day. 8:30-2:00. It is developmentally inappropriate. Can we break up the assessment and give it chunks? Of course but now we are remote learning and not only are 6 year olds having to focus on learning, now they need to attend to a set of questions and try their best at home, while simultaneously trying to navigate yet another website. This takes days or weeks training to learn just one website. There are other appropriate assessments and ways to administer them one-on-one. Just using a chrome book is difficult for 6 year olds, learning how to switch from google meetings to zoom was

tough. Now students are asked to start in Canvas after successfully utilizing Seesaw to find their way to log into the live class meetings. This is not an easy transition. I know that my students and families can effectively learn to use Seesaw and other tools necessary for remote learning, but it takes time. I am concerned that moving to Canvas at this time is an obstacle to students' learning. As school starts, we need to spend time on building relationships with them and their families, developing quality lessons and instructional materials. However, my attention is split in many different directions. Things are finally coming together within Seesaw, but now we are asking them to switch to Canvas LMS. This is the wrong time to push this out to families. I need my students to feel successful first and really get to know our learning platforms before I add Canvas, which I am still learning to use. There are only so many hours in the day, giving students an extra hour of instruction really adds additional hours of planning and preparing. We need more time for planning and creating lessons that will have a better impact on students than additional minutes of instruction. We are doing all this because we are mandated. Let us have more time to plan and students time to learn and process their day, so we can make our remote learning more successful in this global pandemic.

All this time, over the last three weeks, I am already observing some adverse effects of long school days for both my students and my staff. I can see my students struggling to keep their attention during the long live lessons, especially in the afternoon hours. Just teaching my two ELD students, I continually need to coax their attention back to my lesson. As a parent, I know that this is remote learning is all we can do and it takes up so much more time to complete everything. The evenings are the only time I have to check in with them and see about their work, and then offer help to edit or complete. We are living through a global pandemic, everything is different. Our teaching jobs are different, students' learning is different, family's work and living arrangements are different. Creating a balance between family and work, family and school is vital. I myself am failing, becoming a neglectful and absent parent and spouse, as I try to do everything I can to prepare and deliver quality lessons to my class. My family is being ignored and let down because I have my computer open, or cell phone open, putting my job first over the last several months. Our own family is suffering, and I wonder is this the same for our students' families? Is there a solution? We have been told to invest more time with LIVE instruction, monitor attendance, completion of work, help and tutor students to make up for missed work now and in the Spring. I feel as if I am barely treading water in this vast ocean of unrealistic expectations. How many more hours are necessary for me to feel successful, that is a hard question and answer because where would I cut something out of the day to focus; the Canvas training; the attendance monitoring; communicating with staff or families; or could it be the additional minutes the district is mandating?

Thank you for listening.

Dear Superintendent and Board of Trustees,

I write to you this afternoon as a teacher. I have agreed and supported the notion that the results of Distance Learning were not as we would have liked them last year.

The thought seems to be that last year our teaching was determined to be lacking. I will remind you that everything, including the grading scale was handed to us from the Board and Admin.

This year has been different, we have new tools, the training that we received helped us in many ways. After negotiation, those that needed to, are working from home, I want to thank you for that. It allowed so much peace of mind to so many.

Our biggest concern right now is the hours we are required to work, clearly over CA state minimums. We have to create the lessons, transform them into something presentable online, differentiate them for lower, normal and higher achievers, meet with them Synchronously. Asynchronously, in Coordinated student support periods all while trying to grasp a new learning platform. I assure you we are NOT going home on Friday and picking everything up again on Monday. I question if this amount of Student contact is appropriate for students learning, They still have jobs, Little siblings to deal with, I question where they find the time. Sometimes, less can be more.

We need to take a hard look at this, I'm hoping that you will engage us in that conversation.

Thank you for listening.

Greg Bass