

## Q & A Document

### School Reopening Survey-- Certificated Staff

Question #	Date	Question	Response
1	5/29/20	Example-- Why are there so few models being presented?	Six models were developed in secondary and four in elementary. District leadership and SBTA came together to review the models and eliminate those that were problematic or deemed not able to execute. (Frann Wageneck)
2	5/29	<p>I can be open-minded, but it is hard to answer the survey (due June 4th) when the items in the <a href="#">School Reopening Tree (CDC.gov)</a> have not been openly communicated to staff.</p> <p>Please address how schools will be made safe for students, staff, and the community and who will be responsible for those tasks. Thank you.</p>	<p>Thank you for your thoughtful question. I recommend that you and others tune in to the next board meeting on June 9. But in the meantime, it can confidently be said that the following conditions must be in place BEFORE a return to school takes place:</p> <ol style="list-style-type: none"><li>1) Systems for physical distancing are established;</li><li>2) Systems for testing are developed and protocols for monitoring of students and staff with symptoms in place;</li><li>3) Protocols and supplies for proper cleaning of facilities;</li><li>4) Guidelines for ventilation of classrooms and facilities;</li><li>5) Masks/ facial coverings are mandated.</li></ol> <p>At this point you are expressing your opinion on the models themselves. Assume that safety and the health and wellbeing of all is the number one priority. We will not reopen school without safety contingencies being met. (Frann Wageneck)</p>

3	5/29	I see no nutrition break? And 5 minute passing periods...is this due to smaller crowds on campus?	Schedules will be slightly adjusted to meet the particular needs and practices of individual campuses. (Frann Wageneck)
4	5/29	Regarding Elementary Model 2. What is the proposed length of the blocks for Monday-Thursday? Will students be required to have lunch and break with the teacher?	Length of Blocks are TBD, but an approximation is 45-50 minutes. As for lunch, that is also TBD, but we are looking at a grab and go lunch for students. (Frann Wageneck)
5	5/29	For Elementary: What is the plan for students who are dropped off early in the morning before 8:15 and those students who do not or can not be picked up at 11:15?	These sorts of details will be decided later this summer once we have a clear idea of what school schedules will look like. (Frann Wageneck)
6	5/29	In secondary model #2, I do not see a spot for periods 0 & 7.	Thank you for pointing that out. It was an oversight. Those have now been added. (Frann Wageneck)
7	5/29	If a class is already at 12 students, will it still need to be broken up into 3 cohorts?	Students will be assigned to a Cohort for their entire day so yes. The exception COULD be 0 and 7th period classes such as performing arts so long as those classes are small and physical distancing can be achieved. (Frann Wageneck)
8	5/29	Has it already been summarily determined that we will be on a Phase 2 schedule until the end of first semester and is the possibility of switching to a "normal" schedule being allowed in any model?	Yes. Great question. In secondary models 1 and 2 allow for us to expand and contract if needed. Thus, if we were to move into a Phase 3 situation and determined that it was safe to have all students on campus, we could shift back to a "normal" schedule. In model 3 we would need to wait until the second semester to revert to "normal." Both models in elementary allow us to shift to normal if phase 3 is achieved. Note that if society moves into Phase 3 we would go through a process of determining that students and staff would not be endangered by shifting back to "normal" status. (Frann Wageneck)

9	5/29	Regarding Model 2 for Elementary: Will teachers be expected to provide online lessons to students who are not at school on that day?	That is TBD, but the expectation is that students are working on assignments independently while at home. This is especially hard for TK-2. Your principals will be working on establishing expectations and will communicate that to you. (Frann Wageneck)
10		Why may only 10% of students be allowed to do independent study? What if we go over 10%? Can I teach those kids as one of my classes if I am immune compromised or would prefer remote learning or will it be treated like home hospital?	California Education Code states that there may only be 10% of students on I.S. However, it is possible that this restriction be lifted during the pandemic. We asked that question in part because we know that some teachers will not be able to teach face-to-face if they have medical conditions that put them at risk. Depending on the demand for this option from students, we anticipate needing a number of teachers to be willing to accept this assignment full-time. So yes, you could possibly teach remotely full-time. (Frann Wageneck)
11	5/29	How will cohorts be determined?	Great question. We still need to grapple with this, but we will need to take a number of factors into consideration. The most important is having siblings who attend the same school in the same cohort. We also want to make sure that siblings attending different schools do not have drastically different schedules. We imagine allowing families to request cohorts, but with no guarantee that we can honor their first choice. (Frann Wageneck)
12	5/29	Is our district prepared to be sued by every student/teacher that dies or has a miscarriage when they get Covid-19? They are definitely setting themselves up for these lawsuits if they push hybrid learning on us.	It is understandable that you have great anxiety at this time. None of us is immune to the strain that the pandemic is putting on us. Please know that this survey is for planning purposes only. We will not open school unless we believe it is safe and no one will be forced to work in an unsafe environment.

			(Frann Wageneck)
13	5/29	<p>How about this as an idea....Start school like we always have and if parents want to keep their students at home...have them home school them. Quit living afraid !</p> <p>Interesting idea, by another teacher **</p> <ul style="list-style-type: none"> <li>• Second</li> </ul> <p>Yes Please (a third teacher who agrees with this)</p>	<p>Thanks for offering an alternative perspective. Ultimately we all do have to learn how to live with the situation this virus has put us in, but we will all do it at our own pace. (Frann Wageneck)</p>
14	5/29	<p>Can SB/DP have SM schedule #3 as it is much better? Why would SB/DP have students for over 500 min/week when we don't have anything like that in our current school year? Isn't it outside of contract?</p> <p>Seconded by other teacher.</p> <p>I support adding the SM #3 as a viable option for SB/DP, also.</p>	<p>I suggest you approach your principals about that idea. It is not outside the realm of possibility.</p> <p>As for the minutes, these models have all been brought forward after collaboration with SBTA representatives. We will check the math on the minutes, but be assured that the contract will be followed. (Frann Wageneck)</p>
15	5/29	<p>I only see Options 1 and 2 on the Elementary survey, but there is an Option 3 on the models. Please explain.</p>	<p>The 100% remote learning is not an option for the entire school, thus is not considered a third option. Am I understanding your question correctly? Yes, you did. (Frann Wageneck)</p>
16	5/29	<p>How can I make an educated decision when I'm reading in the comments above that the details will be worked out sometime in the future? You are asking me to choose an option that puts me at risk without providing any information about your plan to protect my health. You are also asking me to choose a plan without providing any information about how I am supposed to teach in the classroom while also providing work for students who are not in class that particular day/time. Clarification of expectations will need to be addressed before I can answer the questions in the survey.</p> <p>Seconded by another teacher.</p>	<p>Perhaps this will help: Assuming a perfect situation where you feel that all steps have been taken to ensure your safety, which model would you choose?</p> <p>I do understand what you are saying, and in a best case scenario we would be surveying you a month from now when we have all of those answers. However, we cannot survey you in July when you are on a much needed vacation. Thus, rather than make the decision without your input, we are asking now.</p> <p>I know it is difficult because there are a lot of unknowns, so if you feel like you are unable to answer the survey at this time, that is</p>

			<p>completely understandable.</p> <p>(Frann Wageneck)</p>
17	5/29	<p>Is there any plan for sports/activities for the upcoming school term and how would sports that normally operate during regular school hours conduct practice/instruction?</p>	<p>This falls into the category of TBD. Right now CIF has a lot to say on this subject so if you go to their website you can get answers to your questions.</p> <p>(Frann Wageneck)</p>
18	5/29	<p>I cannot give an opinion until expectations for online learning are clarified. If we are teaching students for a full week, but then also expected to give online learning opportunities for students for their half a week at home, we need to know what type of support we'll get to make that happen. It is too much work without extra planning time given to us, or there are teachers just for the online planning and implementation. Seconded by another teacher!</p> <p>Or are we recording the in-person session to be broadcast to those learning remotely?</p>	<p>That is an instructional question that will be determined in the coming weeks. It is understandable if you do not feel prepared to give a response at this time.</p> <p>(Frann Wageneck)</p>
19	5/29	<p>If classes are limited to 12 students, will there be additional staff hired to cover the additional sections required?</p>	<p>The master schedules will be built the same way as they always are. Teachers will have classes of normal size, but will only see <math>\frac{1}{3}</math> of those students at a given time. The other <math>\frac{2}{3}</math> will be at home working on assignments. (Frann Wageneck)</p>
20		<p>How will transportation work for students? Is MTD going to run bus service for students during this time? And how do we help students that don't have consistent transportation?</p>	<p>We are working with MTD and STA. This will be one way that we will decide how to assign students to cohorts. Those who ride the MTD will need special consideration. (Frann Wageneck)</p>
21		<p>Will class sizes be adjusted in elementary? 33 kids seems high when social distancing is required, even with these models.</p> <p>If you have 33 students and divide that group in half that would give one group of 16 and one group of 17. Now, you split each of those into 3 groups and you get: 5, 5, 6 and 5, 6, 6.</p> <p>That means the majority of the time there would be 11 students in the class at the same time and one time there would be 12. So, this does not meet the requirement of only 10 students at a time.</p>	<p>The goal in elementary is to never have more than 10 students in a class at any time. We should be able to follow the contract and still achieve that. (Frann Wageneck)</p>

22	5/29	To clarify- Model 2 for Elementary is half day Monday - Thursday?	No. Model 2 is full day M-Th and half day Friday with an Am and PM cohort. (Frann Wageneck)
23	5/29	Elementary- If model 1 or 2 are in effect will parents have the "choice" to send or not send their child to school- if so, will teachers have to provide those families who choose to opt out with "remote learning" accommodations?	See the 100% remote option. If parents do not want to send their child to school, they will be given this option. These students will be taught by teachers who volunteer to teach 100% remotely. (Frann Wageneck)
24		How will students be tracked for attendance when they are distance learning? Or do we only mark attendance for physical attendance?	We will be given specific guidelines from the state on how to take attendance. That has not yet been determined. (Frann Wageneck)
25		What procedures are in place for cleaning and sanitation between cohorts? Seconded. Thirded. With 5 min. between classes, how will cleanliness be maintained? Who will determine if classes have the right spacing? How will safety protocols be enforced? Will students be required to wear masks? Will SBHS's campus remain open at lunch?	See earlier responses regarding safety procedures. As for the open campus, great question. I propose you get Elise's thoughts on that.  (Frann Wageneck)
26	5/29	Why does the survey only give a choice to vote for option 1?  More: When we open the survey, the first question is a non-required question that only says "Option 1". (Then the second question says "I work in Elementary / Secondary". Then when we click "next" we're brought to a page with all the options.) *Seconded by other teacher	I'm looking at the survey and not seeing that. Can you tell me more? (Frann Wageneck)
27	5/29	Will secondary students be moving to all 6 classrooms in one day, or will teachers be moving to them?	Students will move. They will not stay with the same classmates all day in any of these models. Teachers will stay in their classroom. (Frann Wageneck)
28	5/29	Thank you Frann for creating this forum. Will there be any expectation of accountability for primary parents to support and complete work at home? I can imagine this is not an easy question to answer but with all the work put forth to provide at home learning and see very little participation is very discouraging. I understand not all parents can help in the same way but it is crucial to student success.	This is a fair question. The short answer is that there will be a resetting of expectations for all involved where remote learning is involved. We launched in March the best way we could on such short notice, parents included. It will be better come August.

		<p>I second this concern. Under normal operation, parents face repercussions if they don't bring their child to school, but with remote learning, there was no accountability. It was heartbreaking not to be able to reach some students because their parent wouldn't respond. Again, thank you Frann</p> <p>*Seconded</p> <p>(I'm going to add that some parents CAN'T respond, to be fair, because they also have full-time jobs (if they are lucky), don't speak English, have no internet/email address, etc.)</p>	(Frann Wageneck)
29	5/29	<p>What happens if teachers have older children at two different secondary schools. Is it possible for them and the teacher to be in the same cohort so that they are supervised at home when they are doing remote learning?</p>	<p>Teachers won't be in cohorts, but yes, as far as the students go, every effort will be made to align sibling schedules by placing them in cohorts with similar schedules.</p> <p>(Frann Wageneck)</p>
30	5/29	<p>It appears that in each secondary model there is a cohort without access to periods 0 &amp; 7. Would that mean that students with a zero or seventh period would only be from two different cohorts?</p>	<p>0 and 7 periods tend to be smaller, and therefore will be comprised of two cohorts. If that is not the case, creative arrangements will have to be made. (Frann Wageneck)</p>
31	5/29	<p>Elementary- If a teacher indicates that they are interested in teaching 100% remotely, will they likely teach a cross section of grades? Or one grade-level? Based at one school site or possibly multiple?</p>	<p>It will most likely be several grades and the work will include small groups and 1:1. Depending on demand, it could be one site or across several sites. This really just depends on who chooses this option. (Frann Wageneck)</p>
32		<p>The master schedule is a bear when times are good. How will it mathematically be done so that each of my classes and everyone else's has no more than 12 during each period. My mind just blows up when I try to think of how the cohorts will be created. We always start school with wacky numbers due to balancing. Will the #12 be strict or an avg. meaning we could end up with 5 in one and 20 in another? So more than a 1/3 of the student population could be on campus at one time? I can't wrap my head around it. Sorry Frann, maybe it's the end of the year brain, but I'm glad it's not my job to do the cohorts! Good luck!</p>	<p>The master schedule stays the same, but each class period is divided into thirds. For example, if I am teaching English 10 and have 32 students in my 1st period class I would have that class divided into three cohorts of 12, 12, and 8. The great thing about this is that if we move to phase three and are allowed to (and feel safe enough) to go back to "normal" we can just do it. All 32 kids come to 1st period. And no, the max you would have at any one time in high school would be 13.</p> <p>And it's okay Maggie! You all have been through a lot these last</p>

			three months. I'm here to answer any questions you have. (Frann Wageneck)
33		It seems like there will not be enough child care options for teachers with school age children who have to be at school most days. What does this mean for teachers with school age children? Or do I just choose 100% remote option? Seconded.Thirded!	We are thinking about you and have discussed this concern with SBTA. There is simply no easy answer. However, we are going to reach out to our community partners to see if traditional afterschool child care can be converted to during school childcare. We are also looking at other options such as adding preschool classes for staff and using ASES and AOK as extended learning during the school day. (Frann Wageneck)
34		Are high school P.E. class going to have less students than normal in them? There are 40 + kids regularly in highschool P.E. classes. How will that work with the models?	Students will be assigned to cohorts, so yes, you will have fewer students. Approximately 13-15 per period. (Frann Wageneck)
35	5/29	Are you coordinating with the other local elementary districts?	Cary Matsuoka has been meeting with the other superintendents to discuss plans. We share ideas and will align where we can. (Frann Wageneck)
36	5/29	Will the grading policy remain the same under these models as it has been since March 16?	The grading policy will be completely reviewed and revised in preparation for Fall 2020. (Frann Wageneck)
37	5/29	For both elementary models, all of the teachers' collaboration/prep time has been removed, since art, music, etc. will now be done as one of the cohorts. More work will be required to teach both in person and remotely, so with no collaboration and planning built into the day - how will this be addressed? (Thanks, Frann for addressing all of our questions right away!)  *Art has the same concerns *seconded! How can ALL of our PLC time be taken away?	The principals were discussing this today. Those details need to be worked out. Again, I wish we had those answers for you now, but we needed to get this survey to you prior to teachers heading out after Thursday. And thank you! I appreciate you all taking the time and interest to attend to this on a Friday night! (Frann Wageneck)
38	5/29	Fran, you gave this answer earlier which makes me nervous. "Schedules will be slightly adjusted to meet the particular needs and practices of	No it does not. Regular meetings are being held with SBTA and we are working collaboratively,

		individual campuses” Does this mean principals will have the ability to adjust bell schedules as they see fit?	including on the creation of this survey. (Frann Wageneck)
39	5/29	in the 3 <sup>rd</sup> secondary model, would it mean that roughly ½ the teachers would have a prep period during August-October and roughly ½ would not have a prep period because their prep is October-January? Seconded. (model 3 doesn't seem ideal though anyway, b/c would not allow same flexibility?)	It does, but also note that 8-9 is essentially a 0 period prep for all except those who teach 0 and 7th.
40	5/29	in both elementary models.. all 3 cohorts of kids mix with each other daily... 1&2, then 1&3, then 2&3 meaning every kid has been in a class with all the other kids. Is the goal of the cohort solely social distancing? Or does it include limiting the number of contacts as well? In this model a sick kid would see all other the kids (and the teacher) in their class and increase possible exposures	This is a good point and one that should be taken into consideration. When this model was written, physical distancing was the primary factor.  (Frann Wageneck)
41	5/29	I wonder about the idea of having the Zoom day on Monday. I understand it from a lesson perspective, but if health/cleaning is the focus, it seems more beneficial to have a day to clean mid-week. I'm concerned about having so many contact a day (especially as in #2) with little time for cleaning. Are teachers cleaning between classes? Seconded.  Good point about cleaning mid-week!	This is a very good point. I appreciate you making it. (Frann Wageneck)
42	5/29	I am concerned about the type of disinfecting that will occur. Many chemical products are harmful, and contain known carcinogens. There are other options available. Seconded. Also, many disinfectants require a “dwell time” (aka need to “sit” for several minutes) in order to be effective.	I will ask maintenance and operations to provide information on the plan they have developed.  (Frann Wageneck)

43	5/29	<p>These models do not seem relevant to mod/sev special ed. I know that is a small population of the district as a whole, but it still needs to be addressed. Our class sizes are already less than 12 students, but we have paraprofessionals. Will our students still be broken up into cohorts? Since we already have so few students, who typically stay in our class for the full day anyways (minus electives and pe, which could be modified), can our students attend school for the full day without their schedule being changed? Will parents be given the choice to send their child to school or do 100% remote learning since some m/s sped students are medically fragile? These schedules, and most of the communication that has been put out, do not even acknowledge sped students.</p> <p>Seconded!! M/S students are being significantly impacted by the current closure. Efforts to allow them back to school as much of the day as possible, where they can receive crucial supports and services, should be made. Many SPED only classrooms offer larger footprints that would more easily create social distancing opportunities.</p>	<p>It would have been helpful if we had included a statement that addressed mod/severe and other programs that have lower class sizes, but high needs. I apologize. We are involved in planning for those programs and will solicit input from sped. Teachers separately. We did not intend to lump those programs into the larger group.</p> <p>(Frann Wageneck)</p>
44	5/29	<p>What are some of the benefits that the district sees in opening school under a hybrid model instead of a 100% distance learning model?</p> <p>Seconded, and research-based support is appreciated!</p>	<p>I am going to let that one marinate for a while and go gather the empirical evidence :)</p>
45	5/29	<p>Frann, in looking at Option I &amp; II, Elementary Art/Music/PE would have more than one cohort in each Block and there would be more than 10-17 students in each. In both Options, as I read them, kids would commingle in our spaces (outdoors or indoors) and would be subject to multiple points of exposure to the virus.</p> <p>As a solution, could Art/Music/PE teach hybrid (flipped classroom) and push into classes as opposed to pull-outs. This would require a rethinking of how the schedule is structured and would mean that Learning Blocks would be broken up into shorter sessions? In this way, kids would stay with their cohorts in their generalist teachers' classrooms.</p>	<p>The very simplest of answers is that we will be adding SEL lessons and counseling groups to these academic enrichment opportunities. This means we are still able to fall underneath the threshold of 12 students, while at the same time providing students with essential skills and tools.</p> <p>Thank you for the input on this. The details of how it will all work will be hashed out this summer. I will make sure this idea is brought forward.</p>

		<p>Also, for Art (under normal circumstances), students would use communal supplies that would be shared amongst the whole school site. At this point, we have not considered price points for <a href="#">purchasing art kits</a> for each student, should we follow Option I or II. If we push into classes, we could plan on purchasing kits for each class, as opposed to each student (with proper sanitation of art supplies after each block). I am also thinking about art making on iPad as a possible solution, if we don't have a site/district budget to support the purchasing of kits.</p> <p>Thank you for giving teachers a voice to air out their concerns when considering all the challenges (and positives) that come with the reopening schools. (Anna)</p> <p>The CDC is still recommending small groups with the same teacher at all times (no switching). The proposed schedules put teachers at high risk by rotating groups and put children at moderate risk with no cleaning time in between sessions. Enrichment teachers usually have 100-200 children per day. Even with some sort of small group rotation these schedules put us into contact with too many people throughout one day let alone a full week.</p>	(Frann Wageneck) thank you!
46	5/29	<p>How do teachers logistically teach students remotely and in person simultaneously? Are we zooming while also helping students in class?</p> <p>And, just the sound issue alone would seem to make doing a zoom and having in class students simultaneously difficult. How would remote students be monitored? (we had a case of bullying that occurred while on zoom)</p>	<p>In the hybrid model teachers will only be interacting with the students who are physically at school. We have not yet imagined a situation where teachers are attending to students physically in the class, and at the same time supporting those at home. Students at home would be working on assignments, Lexia, Dreambox, etc.</p> <p>(Frann Wageneck)</p>
47	5/30	<p>Secondary model 3, is there a way to alternate weeks? That way it would also be a model that could "go back to normal" as well. What I mean by this is, week one periods 1-3, week two periods 4-6 week and it continues.</p> <p>*seconded! But the advantage of model 3 was to be able to</p>	<p>Interesting. I will make sure this idea is brought to the design group.</p> <p>(Frann Wageneck)</p>

		focus on only three classes at a time, not 5. For those of us with 5 different preps/courses that would have helped.	
48	5/30	<p>If I just look at in person time with students, is this correct for secondary?  Model 1: 51 minutes/week/class  Model 2: 81 minutes/week/class  Model 3 105 minutes/week/class</p> <p><b>**BUT</b> (correct me if I'm wrong) we'd be meeting with Model 3 clases for half as many weeks, so it wouldn't actually add up to more minutes by the end of the semester.</p>	Yes. That is correct.
49	5/30	<p>Fran and D.O. Thank you. What happens if one's mental health does not allow you to even imagine this? I am very, very serious.. After reading three models for secondary, I spent 2 hours at the STRS site (at 2 am) trying to see if I could make it on retirement. I am high risk and/but for mental health reasons can't possibly teach online always. Fran please  Are there any "golden Elbows" being offered?! Or Who is offering S.E. support for those of us like me? I will tell you that I am a World Language teacher.</p>	<p>First off, I am sorry to hear that you are struggling. This is a very difficult time, and being overwhelmed is understandable.</p> <p>I'd encourage you to email me or John Becchio to discuss your situation. We do want to help you and can make sure you get the support you need.</p>
50	5/30	<p><b>Clarification on Secondary Model #1 for SMHS:</b>  Monday's column title doesn't say "Whole Zoom Class" but I assume by the narrative above that is what you mean.</p>	Yes. Thank you for pointing that out. I will make that correction now. I apologize for any confusion.
51	5/30	<p>How are you going to determine who gets to work online only? I imagine there will be many teachers who want to do this option. Will those of us who have to take care of aging parents be considered? What if we absolutely do not feel comfortable coming back into the classroom? I agree with the person above who asked about early retirement or "golden elbows" Some of us are not going to be able to do option 1 or 2 and will only be up for option 3.</p>	<p>Well, that is why we are surveying that question. Knowing how many folks are interested will allow us to plan. This is another example of something that will need to be discussed and a policy created. Ideally student demand and teacher interest will closely align. Most likely it will not. What I can definitely tell you at this time is that we are taking into consideration those staff who have underlying medical conditions, are caring for elderly family members, etc., just as we are considering how to support teachers with young children.</p>
52	5/30	<p>Would it not be easier to offer classes both remotely and at school on a menu of sorts.</p>	I would encourage staff who agree with this idea of expanding time to

		<p>Like when a student goes to college. Allow families to choose classes. Trying to jam kids in a traditional 8am to 3pm schedule in small groups will not work well. I think 5pm and 6pm classes offered in addition to day classes would reduce the population of kids drastically. Even Saturday classes.</p> <p>We can't just copy what other districts are doing. I think that there will be teachers who would teach in the evenings.</p>	<p>Speak with SBTA so that they are aware of the interest. This idea is intriguing and would help teachers who have children to care for and other added responsibilities during the pandemic. I will bring this to the design team as an expanded day is a consideration we knocked around.</p> <p>(Frann Wageneck)</p>
53	5/30	<p>I know this was briefly addressed above, but I'd like some clarification.</p> <p>What about those of us who have school-aged children? Many of us have children who do not attend SBUSD (Goleta, private school, preschool, etc.). I'm assuming that our children won't be eligible for any SBUSD care. Additionally, that would increase exposure between schools and districts, and I'm assuming most people would not be comfortable with that in any case.</p> <p>Are you taking into account the high percentage (what is that percentage) of people who fit into this category?</p> <p>*seconded-please, this is my major uncertainty!!! Thirded. We have this problem, too. *#4- ditto *#5- this is my major concern *ditto #6 *Yes, our kids are in Carp</p>	<p>We are considering the needs of our families with young children. If we create childcare for staff, it would not be dependent on those children attending school in our district.</p> <p>In addition, the children of staff are eligible for transfers if it is easier for your child to attend school in the SBUSD.</p>
54	5/30	<p>First off, THANK-YOU! I know you kilo are all doing your best and this is beyond difficult work, especially given the numerous complaints. My question is similar to one above. In model #2 Secondary, there is not enough time between classes to disinfect desks. Will that be addressed in the final schedule if this one is chosen?</p>	<p>That is still to be decided. But discussion has begun.</p> <p>(Frann Wageneck)</p>
55	5/30	<p>Given the influence that parents often have on major decisions, and the organized nature of their vocal pushback on changes... have parents been involved in the process? Are these acceptable models for the parent community that we serve.</p> <p>* Second this. And are we inviting students into this conversation to offer their input? ** Wondering same thing *** Have we sent out a similar survey to parents to see what schedule</p>	<p>A lengthy survey is going out to parents on Monday, June 1. In addition, we are going to have focus groups, including with students.</p> <p>(Frann Wageneck)</p>

		they would like.Thanks Fran! (elementary teacher)	
56		Elementary: How many minutes are the blocks? For each option?	See question 4  (Frann Wageneck)
57		Elementary: As we all know students learn better in the morning, hence why reading, writing and math are typically taught before lunch. Will the AM group switch to the PM group the next week and visa versa?	That is an important consideration. We will discuss that. The concern will be that we are also trying to provide families with stable schedules so that they can plan their work schedules.
58		7th period concerns: I wonder how many students signed up for art/theatre 7th period would continue to participate at 8am. My guess is that we would lose many students in these classes. On a related note, 7th period teachers are required to have 1st period off so as not to extend their school day (by contract I believe). In this model, 7th period extends the day for those teachers. Thank you, Fran, for putting this out early so we can start to plan.	This would need to be negotiated with SBTA. A number of details such as this will be worked out.  (Frann Wageneck)
59		SMHS specific question. I don't see the difference between Model 1 and Model 3 for SMHS, but the description says Model 3 has more time with students. Can you clarify the difference between the two models for SMHS?	You are correct. There is no difference for San Marcos, save a few minutes on the schedule. The third model provides a sort of modified block for other secondary schools.
60	5/30	Elementary: Thank you, Frann,, for putting this document together and answering questions and concerns so quickly. I, too, share a lot of the same concerns as my colleagues. I would also like to respectfully request that "Music, Art, and PE" in the elementary document are referred to as "academic enrichment" instead of "non-academic learning (SEL, PE, Art, Music)"  ** I second this! These subjects go hand in hand with math, reading, etc...Thank you!  *YES! Ditto! And creative problem-solving, which is important, too!  **We are a core subject (ESEA Act). The arts are critical for helping children connect with each other, express themselves, process stress, and stay engaged in creative learning.  Thank you for making the change and treating these areas with the same level of respect as our	My apologies. My Friday night phrasing diminished the importance of those subjects. I have made the change.

		core subjects. We are all valuable and necessary for our students!	
61		Some students who regularly struggle or do not attend during the school year are now thriving during this time of remote learning. They are attending class Zooms and turning in assignments when they were not before. Is the district considering letting the students who fall into this category, or any student for that matter, continue remote learning that wants to so that there are not as many students in person that we are trying to figure out how to juggle around classes and coming into contact with? Basically, are students being given a choice of what they feel comfortable doing?	Yes absolutely. That is why we are surveying on the 100% remote learning question. It has been very interesting to see who is doing better remotely.  (Frann Wageneck)
62	5/30	Is it possible for the staff meetings and PLC to move to Fridays (or the learning support day), and period 7 to move to Thursday (or the PLC staff meeting time)? The reason is that our colleagues who teach period 7 are unable to attend the meetings of the ISS for district on Fridays, and some PLC's have been meeting Fridays so that teachers in more than one plc can be there as well. This move would also allow student free time on Friday for cleaning etc..	This would have to be negotiated. If there is strong interest in this you should notify SBTA.
63		If there is no difference between model 1 and model 3 for SMHS (I don't see a difference), how do SMHS teachers "vote" for either option 1 or 3 without skewing the data (I don't want to throw off input from other sites for which this distinction actually matters)? *Thank you, if in doubt choose option 1 :)	We are not able to see who voted for which option, but we are able to see which schools the votes come from. We will take this into account when reviewing the results.
64	5/30	For elementary- first, thank you for sharing this. I know there have been many hours of work put into these models. In the models with cohorts, what type of thought has been given to the daily schedule of teaching? How will teachers make sure that all students are getting the core subjects? With the class split in three, and one cohort always out of the room, there can be no "whole group" teaching. So one cohort will always be missing out on teaching, or a cohort will get the same subject twice. I'm having a hard time wrapping my head around this. Also, how will TOSAs, ISS, and Coaches support teachers in these models?  *Second this. Third.	These are the details that Ed. Services will work on this summer. ISSs and Lit Coaches will be consulted as will other teacher leaders. PL prior to the opening of school will be focused on providing support with hybrid learning, grouping, etc.

65	5/30	Secondary model 3 has less contacts for teachers which is potentially safer, less kids to get to know, the most minutes with kids, and will allow us to build community. Also, 3 days on campus vs 5 in model 2. Where is the Zoom in model 2?	There is no required Zoom in Model 2. Zoom would be used as teachers see fit to meet with students during Learning Support or other times. Students should use Zoom during the remote learning for study groups, project work, etc.
66	5/30	Can you clarify the difference between “independent study” and “100% remote learning?” It looks like they are being defined the same way, except that now we are only going to allow 10% of our students to opt to stay home? If a teacher develops online curriculum, zooms with stay-at-home students, and grades what is turned in (like we are doing now)... how is that independent study? If that’s not independent study, then can we have more than 10% of each school’s study body participate in this model?--Genevieve	See Question 10  Independent Study as an option is going to be 100% remote. As you will see in my response in #10, space is limited.  If the state loosens the guidelines the number of students participating would have no cap so long as we have enough teachers interested.  (Frann Wageneck)
67	5/30	Will the district provide extra school busses for transportation to/from school in order to ensure social distancing? What about offering school bus transportation for intra-district transfers if schedules are to be radically different than traditional daily schedules. Getting kids to and from elementary for ½ days will be hard for working parents. --Genevieve	See Question #20  (Frann Wageneck)
68	5/30	Is the district also working on what “bell schedules” will look like for a whole-school 100% remote teaching option? If at any point we decide that even reopening in a hybrid model isn’t safe, what is being done to plan for 100% remote, schedule-wise? (or are we just going to do what we’re currently doing with no revision?) --Genevieve  Seconded!	If we remain in a 100% remote learning model, the schedules, grading, and expectations will be reviewed and enhanced.  We have three months of data and will use it to do it better if/when the next time comes around.  (Frann Wageneck)
	5/30		
69		The district has always said it’s following the guidelines of the state, etc. in making its decisions. The state is pushing to reopen and working w/ individual counties to determine individual needs. Going completely online, in my opinion, is not an	Thank you. I hope that you can tune in to the next board meeting on Tuesday night when we will be presenting on COVID-19 planning. We will be discussing this very

	<hr/> 5/30	<p>option anymore. Even if Covid-19 appears in our schools, my guess is the school or cohort will be quarantined and all else will continue on. We only have a summary of the guidelines (as of this weekend) for the reopening of schools, but even the summary is a bit daunting (temp checks, sanitation, tracing, etc.). My question is in what phase (we're in phase 2 now) will we no longer be needing a hybrid model? Phase 3? Phase 4? And to what degree will/are the guidelines influencing the schedules? Thanks.</p> <p><b>** Second this- elementary **</b> We need to reopen in some sort of hybrid form. Thanks Fran.</p> <hr/> <p>I just looked at the summer PL sessions and there is not one mention of how to teach remotely. I know our feedback was for remote teaching ideas. If you want us to teach remotely for any percentage of the time, please change these sessions to something that will be useful and perhaps train us in option 1 or 2. (there is a mention of LINC Spring being rolled out in July--that is the remote learning PD) Fourth.</p>	<p>point-- all the assumptions and considerations that must be given attention.</p> <p>(Frann Wageneck)</p> <hr/> <p>Yes, there will be very intentional and personalized PL rolled out during the summer. Stay tuned.</p> <p>(Frann Wageneck)</p>
70	5/30	<p>These models do not work for teachers with children or families who work. Please consider daycare options.</p> <p><b>**Second this</b></p> <p>Can we have a team go back to the drawing board to come up with a better option? As it stands we don't have the staff available to pull the third group in elementary school everyday; will additional staff be hired to pull the third group? Solution: Can we have smaller class sizes with two groups instead of three, with these groups staying with one teacher during their time at school? Eliminating the third group will also help eliminate exposure of covid19.</p> <p>Please add planning time for elementary teachers especially if we are being asked to provide remote instruction while students are not in session. Also, please address "recess" bathroom break for teachers.</p> <p><b>*Second all this.</b>  <b>*Third</b>  <b>*Fourth</b></p>	<p>This is happening.</p> <p>I will take your thoughts to the design team. Our math shows that we have enough staff with academic enrichment (PE, Art, Music, SEL) Note that these academic enrichment grouping would be multiple grades at a time.</p>

		*Fifth *Sixth	
71	5/30	<p>Frann, I trust you when you ask us to assume that we would not reopen schools, even for a hybrid model, unless protocols for social distancing and sanitizing can be met, putting the safety of staff and students first. However, I do hope the district is compiling a long list of possible “what ifs” and how each will be addressed <i>before</i> schools open and that it is made publicly available so that the onus is not placed on teachers alone to communicate expectations/consequences. Here are a few to consider:</p> <ul style="list-style-type: none"> <li>● What if a student/parent/teacher chooses not to wear a mask (especially as this has become a political issue for many?) Who is enforcing this policy and what is the consequence for noncompliance?</li> <li>● What if students do not maintain appropriate social distancing within and between classes? Who is enforcing that and what is the consequence for noncompliance?</li> <li>● What if a disgruntled student/family member coughs or spits on a staff member? What if students cough/spit at each other? What is the consequence?</li> <li>● Who will be primarily (and realistically) responsible for sanitizing the classroom and materials between class periods or cohorts?</li> <li>● What is a teacher’s personal liability if they come to school sick but asymptomatic and accidentally transmit COVID to someone despite all precautions? (or they are accused of it?)</li> <li>● What if a teacher or other staff member (or one of their children) is exposed to COVID and needs to self-isolate for two weeks? Will they be allowed to continue with remote only teaching during that time, or will they have to use sick days and get a sub? (or both get a sub and still teach remotely?)</li> <li>● How often will staff/students be tested and who will pay for that?</li> <li>● What if we have to return to a full distance learning format in the event of a spike in COVID cases in fall/winter? How will that be planned for?</li> </ul>	<p>Thank you for the thorough list of questions and concerns. I also appreciate your trust. I encourage you and all staff to watch the board meetings on June 9 and 23 (and July and early August for that matter). The next two board meetings will feature reports on our approach to COVID-19 in 2020-21. Included will be the Assumptions and Considerations we are operating under as well as our schema for addressing all these questions and more. Tuesday, June 9 6:30 board meeting start time.</p>

- Will conferences, iep, and staff meetings continue to be conducted via Zoom?
- Will extra certificated staff be hired to help facilitate smaller groupings of students?
- Will teachers be allowed to hand out and collect papers?
- Will there be enough money to purchase the extra consumables for activities/labs, etc. since students will not be able to work in groups or just borrow a pencil?
- If teachers are going to be responsible for supervising students during passing periods (secondary) and lunch (secondary/elementary) and sanitizing our rooms between classes/cohorts, will we be compensated for the extra time, effort, and risk associated with these tasks?
- I HAVE ALL THESE QUESTIONS TOO.

ELEMENTARY (specifically Kinder and 1st have a hard time just wearing clothes properly, now are they going to be wearing face masks?)

\*The online/ZOOM parent/teacher conference option is logical and safe - it seems that there is no real reason to do this in person.

I encourage others to add to this list...

I'm not expecting an answer to these questions here, but an assurance that these concerns, and others, will be addressed *before* school opens, so we are not figuring out protocols/consequences "on the fly." Also, sorry, but RA likely won't cut it in many of these scenarios as we could literally be talking life or death. (and, no, I'm not operating from a place of fear, but trying to be realistic and pragmatic. I take the health and safety of my family and students seriously and want to be able to act and react appropriately.)

Great questions that do need to be addressed!  
Agreed, thank you!

I have all these questions as well. Also, how will students who have IEPs for behavior and have trouble being compliant be handled if they refuse to follow safety protocols?

Yes, I agree with all of the above questions and concerns. Especially for the special ed students who may not want to adhere to the wearing of masks or social distancing.

72		I second the concern on how we begin to address the challenge that a second wave of the virus is possible. Now that the school year is complete, what can we reflect on and build upon to better prepare us in a more cohesive manner?	Your concern is shared. Please, if you are able, watch the board meeting on Zoom June 9. This will be the first large report to the board on COVID-19 plans for the 2020-21 school year.
73		<p>Working parents (including district staff- teachers, food service, assistants, office staff, etc.) depend on schools for childcare. At some elementary schools approximately half of the students or even more attend aftercare. Working parents can't pick up or drop off their kids during lunch and can't stay home with them 2 ½ days a week. Without first considering how to meet the needs of half of the families how can these hybrid models work?</p> <ul style="list-style-type: none"> <li>● Second</li> <li>● Third</li> <li>● Fourth</li> </ul>	<div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>This question has been asked many times before in this document, so I encourage you to read above. Short answer is that we are working on this, but that work is separate from the topics we are surveying about.</p>
74	5/30	What happens in Spring Semester with Model #3 secondary? "All classes" but how?	<p>We are practicing having hope that second semester will bring us to a point where we can have all students and staff at school. However hope is not a strategy, so if needed, we will use the same model second semester as first semester (1-3-5 then 2-4-6)</p> <p>(Frann Wageneck)</p>
75	May 30	Do teachers get a stipend for teaching independent study?	<p>No. It would be their assignment, be it .2 FTE or an entire 1.0.</p> <p>(Frann Wageneck)</p>
76	5/30	<p>Before Covid, our school was extremely dirty and unhygienic. Staff members have complained loudly and frequently for years, and our admin has done its best to encourage our custodial staff to do the job with integrity and thoroughness. I have no confidence in returning to a school that will be a properly maintained and sanitary workplace for staff and students.</p> <p>*Second *Thirded *Fourth - My first year there was no soap in the staff restroom for three months. *Fifthed</p> <p>Response ***Our custodial staff works really hard at an often</p>	<p>I hear you and will share your feedback. I will also share the response.</p> <p>(Frann Wageneck)</p>

		<p>thankless (obviously) job. I imagine it's going to have to be more of a team effort with cleaning and sanitizing. Teachers should not be above wiping down their own rooms or working collaboratively with custodial staff to ensure safety and cleanliness. We're dealing with a completely unheard of situation and we're all going to have to work together to make it work.</p> <p>Students need to be held accountable as well.</p>	
77	5/30	<p>I believe it would be more informative to present the total number of instructional minutes per course broken down into remote and face-to-face.</p>	<p>Can you tell me more? In these models teachers will not be interacting with students via Zoom during classtime, so those remote minutes are nebulous. Students are working on assignments independently or in self organized groups when remote.</p>
78	5/30	<p>How were three cohorts determined? Was it based on passing periods or classroom square footage? If we could move to two cohorts, and simply alternate days, we could offer asynchronous work for students to complete on their "off" days and increase the instructional minutes per course. With an average of 2 hours of instruction per week for 40 weeks, instructional minutes will be cut in half for most courses. If we measured each classroom, and offered 36 square feet of area (perhaps slightly more) for each student to maintain 6 foot spacing, then we could assign classrooms based on enrollment numbers for courses. Passing periods could be increased to have students move between classrooms in stages to reduce the interaction of students.</p> <p>*Seconded</p>	<p>See question #11</p> <p>Thank you for the suggestion. I will take this to the design team.</p>
79	5/30	<p>While we know admin on respective sites and DO staff empathize, might a fresh protocol include them being in the halls/campuses WITH teachers? Dire situations call for new thinking and since safety is our priority, having DO employees with us in the field (e.g. 1 day per week on a designated site per DO employee) to help could ease the stress that has been/will be on our backs. This could also help make informed decisions since all of SBUSD would be in it together :)</p> <p>*Seconded - It would be reassuring to have district employees at the school sites with us to help us</p>	<p>You asked for it and we hear you. I will take this to the team and you can expect to see us in August.</p> <p>(Frann Wageneck)</p>

		<p>navigate re-opening as well as feel safe in the process.</p> <p>Third - GREAT idea</p>	
80	5/30	<p>I spent the weeks in March teaching outside in every class when weather permitted due to the virus likely being spread easier inside a closed classroom. I realize the F word (funding) is not a hot topic, but can we please get tables outside on the campuses that have such space. SBHS, for example, has plenty of nooks and lawns to place tables near classrooms. They could ultimately be outdoor class seating for 4+ kids when things calm down, but for now it would give teachers the ease to be outside as much as possible to limit the spread.</p> <p><i>*seconded: How about simply benches in a large circle?</i></p>	<p>Yes, we must utilize as much outdoor space as possible whenever possible. I will share this idea and request with the design team.</p> <p>(Frann Wageneck)</p>
81	5/30	<p>Thank you for all of your hard work, Frann!</p> <p>We don't have to wait until July to know how broke our schools are/will be. It does make sense to think about offering teachers planning to retire in June 2021, a golden handshake. Especially when one teacher could easily manage two ELEMENTARY classes with remote learning. (A single pre-recorded video could be used for 7+ classrooms of like grade.) ***Just talking about a video here----just a video used for several classes. SHARING instructional videos is my point.</p> <ul style="list-style-type: none"> <li>- I am in secondary and already have 175 students so no, I cannot take on 2-7 times the workload. I don't even see how this makes sense for elementary where students need connections with their teachers more than any other level.</li> </ul>	<p>This idea of the Golden "elbow" (now that we can't shake hands) has been mentioned several times in this document. It will be taken to the team for discussion.</p> <p>(Frann Wageneck)</p>
82	5/31	<p>I am curious about the plan for subs. In Non-pandemic times getting subs was a challenge. In elementary we often cover extra students when a sub could not be found- I can't imagine this will be allowed in these conditions (nor do I think it fair to ask teachers to cover extra students in these conditions). What will we do when we cannot come to school because we have</p>	

		<p>ANY slight symptom and a sub cannot be found?          Are more subs being hired? Will subs be trained in social distancing protocols?          Furthermore, will we be required to take from our sick time if we end up in a situation where we have to self-isolate for the 2 weeks or possibly more?</p> <p>Second: Especially for those of us with younger kids. My youngest will still have to go to daycare and the new rules require kids to stay home with only a runny nose. This could mean I end up using lots of sick days between my two kids. I don't want to put my students at risk by having different subs in the room who may have also been at multiple other schools recently and possibly may have interacted with hundreds of other kids...</p> <p>Seconded!</p>	
83		<p>I'm wondering if there's a plan to survey parents on this hybrid- schooling idea, perhaps asking something like:</p> <p>As the district is discussing options for a hybrid model in the 2020 - 2021 school year, if the Covid-19 situation were to simply stay the same, what are your thoughts at this point in time?</p> <ol style="list-style-type: none"> <li>1. I would support sending my child to school in a hybrid model (half time at school instruction, half time at-home instruction)</li> <li>2. I would elect to keep my child at home and continue remote - learning?</li> </ol>	<p>A parent survey is going out tomorrow, June 1. In addition, we will conduct focus groups with students.</p> <p>(Frann Wageneck)</p>
84	5/31	<p>Wow! The list of "what-ifs" is daunting. Here goes another one.</p> <p>What if we did Plan B as a two day plan for Elementary, rather than a 2.5 day. Wednesdays would be the day off so that custodial staff have more time for cleaning. Students could be sent with work that is explained/taught in person by the teacher for the days they are not in school.</p> <p>Teachers could use Wednesday for planning/PLCs/Staff Meetings.</p> <ul style="list-style-type: none"> <li>● Second</li> <li>● Third!</li> </ul>	<p>I'll take that one to the design team for consideration.</p> <p>And yes, the list of assumptions and considerations for this re-opening is lengthy!</p> <p>(Frann Wageneck)</p>
85	5/31	<p>What will be the schedule for specialists? APE, OT, PT, SLP, BCBA... will they be available in person everyday?</p>	<p>Yes, there will be a schedule once we know where the students are landing and on which days.</p>

			Specialists will also be able to continue with students remotely where it has been especially successful or upon parent request.
86	5/31	<p>I do not understand how either elementary model is to work. It is stated that we will have between 10 to 17 students in the classroom at one time, with 2 groups of 5 or 6, and then the other group is out of the class doing Specials or at support. Regarding those 2 groups in our classroom, are we to work with one group, and then the other group works independently spread around the classroom?</p> <p>Also, I believe in one of your responses to a question in this link, you stated that no more than 10 students will be in a class at one time. So, is it 10 students max, or 10 to 17 students? Please clarify.</p>	<p>With half of the students at school at any given time, each teacher will have 10-17 students coming to school each day depending on class size. Say a TK teacher has 10 students on a Tuesday. Those 10 students will be split into three groups, with two groups (6-7 students) staying in the class with the teacher and the other and the other group (3-4 students) leaving the class to participate in academic enrichment.</p> <p>How you work with the 6-7 in the classroom is something that you will receive guidance and support on from your principal and Ed Services.</p> <p>(Frann Wageneck)</p>

87	5/31	<p>Elementary (Kinder thru 2nd mostly) Is there a map/blueprint on how to set up a classroom with either of the hybrid-models? Where did these models originate (which districts) and what is the research on them? Will we be able to obtain opinions from the medical community on classroom set-up as well as the sanitation schedule in between groups?</p> <p>I have been sneezed on, coughed on by my students and usually get a sore throat or (regular) flu by October. Again, these hybrid models lack details of how to carry out safely re-opening our school while properly addressing all the <a href="https://www.cdc.gov/schoolreopening/">School Reopening Tree (CDC.gov)</a> guidelines. Not knowing who will be helping me with my very young students to keep them safe is very concerning. Do we have the staff who is willing to do this with us, physically, from downtown or?? (TOSAS, district personnel etc... to be in the "trenches".) We are all in this together. It's been asked, but when I do get sick as a teacher, it is already difficult to get a qualified sub to follow my plans during a regular school year. Now this.</p>	<p>I encourage you to view the board meeting on June 9. We will be providing the first of a series of reports to the school board. Many of your concerns will be addressed.</p> <p>(Frann Wageneck)</p>
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		*Seconded. We get coughed on and touch all kinds of gross stuff all the way up through 6th.	
88	5/31	<p>Can we please separate this Q and A between Elementary and Secondary?</p> <p>Also, can you please address teaching parents concerns with consideration to those who live out of the district? Some of the solutions suggested assume we all have children attending schools in SBUSD. That is not the case.</p>	<p>Please see prior questions regarding teachers who are parents of young children.</p> <p>(Frann Wageneck)</p>
89	5/31	<p>It is probably time to factor in the newest aspect of Covid-19: <a href="#">Multisystem Inflammatory Syndrome in Children (MIS-C)</a> that has recently been cropping up amongst children. Is the district taking into account this new concern?</p> <p>*seconded! *third</p>	<p>Yes, I have been following this trend with great interest and concern. We will continue to monitor.</p> <p>(Frann Wageneck)</p>
90	5/31/20	<p>I wonder why we are not considering using time outside the 8:15-3:15 window to make learning available to students. Why are we constrained to such a small window of time? Seems like this might be a place to provide options for teachers.</p>	<p>That is something we have considered-- expanding time.</p> <p>See my response to question #52</p> <p>(Frann Wageneck)</p>
91	5/31/20	<p>Secondary: Could the 100% remote option be set up as district-wide classes for electives which traditionally attract few students, and are sometimes not offered on one of the campuses for that reason? This could even become a permanent offer, post-pandemic.</p> <p>Seconded - great idea! Third-good thinking!</p>	
92	5/31/20	<p>0 Period: are students using zoom for both sessions in Model 1, 2, 3. For model 1 how would students be broken into cohorts for zero period when there is only one day of meeting besides Monday's whole class zoom.</p> <p>For each model, when Cohort A is in class does Cohort B and C watch class remotely, or is the same content taught for the three days?</p> <p>Seconded - my 0 period could have 30 students...</p>	
93	5/31/20	<p>Secondary. Please pardon if this has already been raised. How do AP courses fit into these</p>	

		models? Will the district temporarily suspend AP programs in favor of an “honors” designations as full AP content coverage and requisite skill building is made nearly impossible on any of these models?	
94	5/31/20	<p>Secondary clarification: The models say “Each class period is broken into three cohorts (A,B,C) of no more than 12 students per cohort.” Does this mean that a student can be in cohort A for periods 1&amp;2, cohort B for period 3 and cohort C for period 4 (at SMHS)? Referencing question #32, this seems to be the only way to be guaranteed a max of 12 students in a class. Some classes are grade specific (English and history) and some have all grades (math, electives, etc.). Somewhere else we talked about students in the same family being in the same cohort, as in, students are designated in cohort A, B or C (until things change!). Sounds like a (possibly impossible) logistic puzzle if we are trying to keep kids in a single cohort and also balance the classes at no more than 12. Very likely students won’t be able to take all of the classes they need/want if we have a new max of 12. Certainly happy to try! Thanks for all your work.</p> <p>Seconded. This was my question also.</p>	
95	6/1/20	Building on question 91: Math Compaction in junior high also has low numbers at some schools. Is it possible to offer these classes 100% online?	
96	6/1/20	Elementary Model 2: Would the design team consider a team of 2 teachers at a grade level, “share” their classes so that a teacher who wanted to meet face-to-face with the students on campus could instruct cohort A, while the partner teacher who prefers the remote teaching model, could instruct Cohort B, lending support to all classroom instruction. T/TH switch, etc. ? (Thank you, Julia)	
97	6/1/20	I teach a secondary zero period music class with over 50 students. Not all the zero period classes are small. Please include this class in your plans. There will need to be students in each cohort. For example, in scenario one Cohort A would have 0 period on Tuesday, Cohort B would have 0 period on Wednesday, and Cohort	

		C would have 0 period on Thursday. That would put my classes at around 16 in each cohort, and my large classroom would be able to accommodate this number of students.	
98	6/1/20	<p>My main concern is that 7th period support students will not show up to zero period classes on Fridays at 8:00 am., especially if it is the only class any student has on Fridays. Our most needy students will be getting even less support on this schedule.</p> <p>This not only seems unfair to 7th period teachers, it also seems unrealistic to expect students who already struggle in school to attend only one class on Fridays at 8:00 am. I anticipate a high number of absences/non-participation. (Forgive poor wording).</p>	
99	6/1/20	<p>Secondary: SMHS option 1 and 3: Might it be better to have cohorts on campus MWF to allow a full T/TH for cleaning? I would prefer moving the PLC to a non class day, too</p> <p>I second this idea!</p>	
100	6/1/20	<p>I am concerned that students are not held accountable for their work and will feel that work is completely optional. I DO understand that we will always need to be flexible with students due to individual circumstances (just like during a “normal” school year) but do feel that we need some accountability for students who do not have extreme circumstances.</p> <p>*second</p>	
101	6/1/20	<p>Thanks again, Frann, for taking this on.</p> <p>Secondary question: how can we work these out so that 0/7th period classes receive the same amount of face to face time? As I’m looking at these models, it seems as if they have fewer meetings than the other 6 classes.</p> <p>Many of these classes typically rely on <b>increased</b> real-time feedback, whether for struggling students in support/AVID classes, or VAPA classes, which simply can’t be recreated faithfully in the remote models. (Also, the arts are the biggest coping mechanism society at large has had these last few months: consumption of TV, film, books, music, etc. has increased exponentially. It would be...unwise...to limit or deny that to our struggling students returning to campus in a pandemic.)</p> <p>*seconded</p>	

102	6/1/2020	This is not anonymous and feel uncomfortable expressing my concerns	No problem, but please know that no one is judging anyone for their opinions
103	6/1	Are the HVAC units in the portables being fitted for the kind of filtration necessary according to the guidelines? Are portables going to have hand-washing stations (not hand sanitizer) available?	
104	6/1	Do you know if JH PE students are going to be allowed to change for class? This has a bearing on my Model preference as #2 has Mon and Tues classes only 30 minutes long which isn't enough time to dress and participate.	
105	6/1	Hi Fran, again thanks for all your hard work here, we all know you'll never please everyone:) I just need clarification on Model 2, Secondary. If a teacher has a normal 5 period day, we would then have 15 "groups" (3 per class). So one day, Monday or Tuesday, they would teach 6, 30 minute classes and the other they would teach 9, 30 minute classes? Thanks	
106	06.01	Hi to all of my colleagues utilizing this Q&A forum. In this time of uncertainty, one thing I believe we can all agree on is that our goal is to look after our students, our families, our co-workers, our community, and ourselves. There will undoubtedly be many revisions made in the coming months and none will serve to make everyone completely happy simply because we all have different needs, perspectives, beliefs, and expectations. Understanding that we are all in this together and acting with compassion, patience, and trust in one another will certainly be key to allowing us to move forward in a successful and effective fashion.	
107	6/01	Secondary, Models 1 and 3 (SM teacher here) If it takes 3 school days to meet physically with all of the students in one of my classes, does it take 3 days to deliver one lesson? Teaching different lessons to different cohorts seems quite inequitable, so our pacing and our curricular goals are going to have to be radically different.	
108	6/1	If the CDC says office workers should have physical barriers between their desks and everyone should wear a mask, how are we going to make our classrooms equally safe?	

109	6/1	<p>Elementary:  In regards to the half day models - We don't have enough specialists to take 5 children out of our rooms every hour, and what happens if someone is ill, which happens often? Before reading the choices, I assumed we would be able to have at least half our class at school at the same time, which would make a half day option feasible.</p> <p>Are there other ways to provide 6 feet of separation, and more space, so we could accommodate half our classes? For example, could we provide space outdoors using pop ups, yurts, whatever.</p> <p>If it is not possible, we should use one of the high school models. If we have 3 groups, we should have them one full day a week, and half of another, or one of the other secondary models. The high school plans make more sense under the current restrictions, especially with dividing students into 3 groups.</p>	
110	6/1	<p>Frann,tThank you for all of your hard work, and for taking this on and keeping us informed. I noticed on the survey, that we are asked to choose our preference between models 1 and 2, but no option to choose model 3. I hope I am reading it wrong, but would like to be able to choose from the 3 models that were offered.</p>	
111	6/1	<p>How will we ensure that students aren't being further tracked in the cohorts?</p>	
112	6/1	<p>How are working parents being considered in this equation? How are they going to support their family and have access to the childcare schools provide? Why is there no option for full</p>	

		return to school with giving parents a choice to opt out? All proposed scenarios look impossible to a single parent who has to work full time to live in SB.	
113	6/1	Having junior highers (and high schoolers) sit in front of a computer screen for six 50 minute periods 2 days a week? Are we considering the detrimental effects this will have on mental and emotional health of our students?	

Right click in the last row and a pop up window will appear. Select the option of 'add row below' Or if you don't have a right click option, hit the tab key while in the right cell.