

Last Name, First Name	Agenda Item No. or Subject	Comment (please limit your comment to 300 words)
Gaitán, Addison	Learning in the fall	<p>I am writing to voice my concerns about the demands to return to “normal” that were voiced during the last board meeting. It’s clear that parents are unaware that teachers were directed not to require synchronous learning, assign a normal workload, and to generally hold students harmless during distance learning in the spring. It is my opinion that these restrictions were appropriate given the situation, but they will not be the case this fall. Teachers can provide rigorous and engaging distance learning if we are given time, resources, and support.</p> <p>Furthermore, I would like to make sure that families are aware of the following:</p> <p>On-campus learning cohorts will greatly reduce student choice of classes. Students in a cohort will all be required to take the same classes without any options for more challenging courses or extra support or remediation. Student socialization and engagement will be largely restricted by social distancing protocols and local health ordinances. Masks, physical distancing, small groups, no sharing of materials, no partner work, no movement about the rooms, and obscured facial and body language clues on behalf of the teachers will make in-classroom learning unrecognizable.</p> <p>While I heard the push to return to normal because “Covid-19 does not greatly affect young people”, I did not hear a plan for caring for others on campus. In addition to our students who have health conditions that make them vulnerable, many of our teachers and staff members have health concerns that would prevent them from returning to the classroom.</p> <p>Our substitute population is aged and we struggle to find enough subs during normal times. What happens when we cannot find subs?</p> <p>The likelihood of another wave of Covid-19 is likely. It will be far more disruptive to oscillate between in-person and online teaching in the likely event that we need to send students home than it would be to approach the fall semester knowing it will all be online and given time to prepare.</p>
Hero, Melissa	14.1	<p>We all would love to return back to the normal we shared before March 13, however our future will not look the same. When we return to class in person, with distancing restrictions, students and staff will wear masks, sit 6’ apart, face forward, unable to share supplies. Instruction will be radically different. Students will not be able to conduct labs, engage in pair shares or group discussions, or even get 1:1 help. We would only be able to provide direct instruction, such as lecturing for long periods of time, or showing videos. This is not the type of environment that our students find engaging, supportive, or social. Our most at risk students, ALL students, deserve the highest quality of instruction. Teachers in our district, with training and support from our PD department, can provide HIGHER QUALITY INSTRUCTION ONLINE than in person with safety restrictions, especially now that we’re allowed to offer synchronous classes and set schedules. Teachers can create online lessons where students engage in rich live, online discussions, students can participate in meaningful online simulations which mirror what they could do in an unrestricted in-person setting, and can watch short video lectures which will hold their attention, where a long, in-person, masked lecture can not. Online, we can provide students individual feedback throughout the entire learning process and hold office hours in groups, or 1:1, to provide the support that our students need. ONLINE INSTRUCTION NOT ONLY IS THE BEST OPTION FOR HIGH QUALITY INSTRUCTION, LEARNING, COLLABORATION, AND SOCIAL INTERACTION, BUT IT IS THE SAFEST. Please keep our students, staff, and communities safe, and alive. Protect our at risk student’s access to quality instruction and support, as they are also our</p>

		highest risk community in danger from COVID-19. Prevent mass numbers of teachers from going on forced leave, leaving classrooms without teachers. ONLINE INSTRUCTION IS THE BEST OPTION for our ENTIRE community.
Day, Nancy	Potential return to school	<p>Dear SUHSD Board of Trustees,</p> <p>As a 30+ year, National Board Certified veteran teacher, I feel the need to be as vocal as some parents and students have been recently in voicing my strong opinion that we return to school in phases beginning with distance learning only until there is a wide spread, viable vaccine.</p> <p>As a science teacher, I rely on data regarding the spread of this virus. As an honored member of the District and MA's OATF, it is very apparent that the District is not equipped to handle the requirements necessary to keep teachers and students safe and healthy. Without this assurance, it will be incredibly difficult to do my job well.</p> <p>Believe me, all I wish is to get back into the classroom, interact with students and colleagues, and do labs! But none of this will be possible. So, I am currently pursuing and participating in webinars on how to best deliver science instruction digitally, and collaboratively develop rigorous online lessons and equitable assessments with my Biology team. My request is that you shift the focus of returning to school to how to better train teachers, students and parents to be better online/remote teachers and learners. When we go back to in person teachers we will only be stronger for this experience.</p> <p>Thank you, Nancy Day</p>
Migdail, Erik	Item 14.1	<p>When I first joined the Sequoia family, I was proud to work for an organization that was guided by thoughtfulness, compassion, and ethics. While I did not always agree with the decisions that were made (that's natural and healthy, I believe, in any organization), I never questioned adherence to these principles until these last few weeks. Frankly, my confidence is shaken. How is it compassionate to tune out the suffering of employees as they consider possibly fatal options, as you seem to be doing? How is it thoughtful to discount the judgment of experts that the best solution under current conditions is complete distance learning? Most importantly, how is it ethical to exercise your power to put other people in harm's way against their will? This can never be ethical. When there is a viable (even preferable) alternative, this can never be moral. You seem to be guided by the above principle in permitting and facilitating parents to refrain from sending their students in person without penalty; how can this same principle not apply to faculty who fear for their lives and the lives of their loved ones? Or does the Board believe that it is ethical to use their power to put other people in harm's way against their will? You should publicly clarify your stance. There is not a perfect solution that will satisfy all stakeholders, but you have a responsibility to make plain your line of reasoning. It is essential in order to restore confidence that you are guided by thoughtfulness, compassion, and ethics.</p>
Wong, Bobby	COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year	<p>I am writing in support of the SDTA's position on the reopening of school for Fall 2020. As a math teacher of over 20 years with the district, I know that best option is for in person instruction but without concrete and viable protocols to ensure the safety of both staff and students at Menlo-Atherton, it would be best if the Fall 2020 semester be done through distance learning.</p>
Hoffman, Jonathan	14.1 "COVID-19 Response Action	<p>I am a teacher at Sequoia and I want to emphasize that teachers do want to go back to school, but in a safe and effective way for staff and students.</p>

	<p>Plan to Reopen Schools for the 2020-2021 Academic Year."</p>	<p>Distance learning has been difficult for everybody; there was no warning and we had to figure out how to do a new job during a global pandemic. The sparse workload was because of this and we were told to assign only 2-3 hours worth of work per week.</p> <p>It is important to understand that the online learning experience next year will be different. Teachers are better prepared for it. We have developed new practices and will offer a more rigorous online experience than this past quarter. We understand that there are vast differences in students' ability to distance learn and we will work tirelessly to provide solutions in an equitable way.</p> <p>If we adopt a hybrid model, it will be yet another new system for us to learn and this will slow things down. A socially-distanced classroom will not be the same as normal teaching and learning—no group or pair activities, students sitting alone, 6 feet apart to work independently, or listen to the teacher instruct from the front of the room. These activities could easily happen in a distance learning model without putting people at risk. It is foolish to think that our students will socially distance appropriately because they already aren't. Having this many contacts in a classroom is not going to be safe.</p> <p>The comments of the parents at the last board meeting were demoralizing. They indicated that some view us as expendable. Are the risks of in-person learning worth the reward? Would you, members of the board, join us in our classrooms? People will get seriously ill and possibly die. Is that outcome acceptable?</p>
<p>Leeper, Mark</p>	<p>Item 14.1 is Action Item "COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year."</p>	<p>Dear Board Members,</p> <p>Given the herculean efforts of our administration, certificated and classified staff to make distance learning work last quarter, I find the dismissive comments of so many of our students and parents to be disheartening, depressing and, frankly, insulting. I would expect that you, as Board members, would stand behind our efforts when responding to the public. Your requests for the site administrators to "work harder" to open the schools to 50% of the students in the fall seems short-sighted and reactive rather than thoughtful. Is this 50% threshold based on directives from county health and the CDC? Or is it based on the comments and demands of disgruntled parents and students?</p> <p>Given this time of stress, polarization and unrest; our district's primary goal should be the health and safety for our staff, students and communities. And this goal should be approached in the most compassionate (and not contentious) way possible. I encourage you to be visionary and look beyond the critical comments the district has received. If we are not thoughtful and measured, we may be faced with having to shut down and start this process all over again at the expense of everyone involved.</p>
<p>Fox, Madeleine</p>	<p>Item 14.1 is the Action Item "COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year."</p>	<p>I am very concerned with the lack of attention placed on indoor air quality of classrooms. There's a lot of discussion about hand sanitizer and masks, but no mention of classrooms with poor ventilation, windows that don't open, and doors that open to indoor hallways. Most current studies state that aerosols remain in the air for hours, and that one of the biggest risks of transmission is indoors. Wearing a mask for hours in the same small space provides little protection. Does the District have a plan to ensure that all classrooms have fresh air circulating at all times?</p>
<p>Nguyen, Diana</p>	<p>14.1</p>	<p>Do I have confidence that there is an assured plan to return as many students as possible to campus without sacrificing the health concerns of students and</p>

		<p>staff? No. How will we ensure that students socially distance from one another? Will we discipline students who don't? Will the punishment be the spread of the virus? How can we meaningfully interact when we all must wear masks and face shields? How can we function when my classroom already reaches 90 degrees in the Fall even when I am the only one in the classroom? Is there enough guaranteed production of PPE for all students and staff? In March, one bottle of hand sanitizer was depleted in the course of 3 days and it was never replenished.</p> <p>I strongly support distance learning for the Fall.</p>
Gaitan, Victor	14.1	<p>As a spouse of an SUHSD teacher and a resident of San Mateo County, I think it is irresponsible to return to in person classes in the fall. In doing so, you would be putting our students, teachers, and our whole community at unnecessary risk. Time right now would best be used on developing a robust distance learning plan and providing our students in need with adequate internet hotspots, devices and resources to help them succeed. Please listen to science, facts, and health officials and not emotion.</p>
Schulman Julia	Fall School Opening	<p>There is no way to go back to on-site learning safely. Though some want to take a "calculated risk," I am not willing to take a risk of my death, the death of my own children or the death of my elderly parents. Here are some facts as I see them:</p> <ol style="list-style-type: none"> <li>1. If given the chance, we teachers can create an on-line curriculum that is rigorous and enriching. This is a panacea that is not a permanent solution, but would keep us safe and the students engaged. We would include synchronized meetings, fair grading practices and use of technology that could boost student engagement.</li> <li>2. The plan put forth by the district administrators addressed the contingency of students who are unable to access technology by setting up safe learning centers at the schools in which the students would be able to do their work safely and effectively.</li> <li>3. Students will not behave safely, thereby endangering my health and that of my loved ones. There is not way to make sure students practice social distancing, wear face protections, wash their hands and make sure to not come to school sick. Large groups of teenagers are not known to think practically, though we love them!</li> <li>4. Here are some unanswered questions: What are the plans if/when a student is diagnosed with Covid-19? Who is going to provide the copious amounts of PPE we would need daily to work in this unsafe environment? How would my classroom stay safe without constant sterilization? How long do I have to sterilize my classroom between classes? How long would it take to take the temperatures of even a small cohort of students daily? Who would make sure that the students were staying safe in the hallways, keeping six feet apart, and washing their hands frequently? And there are oh so many other issues.</li> <li>5. In conclusion: please adopt the district administrators' plan that was clear and well-thought out. It was organized and practical and made me feel safe.</li> </ol>
Burton, Katya	COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year.	<p>I am proud to have been teaching for 34 yrs, 27 of them in the district. Some of what makes me most proud about teaching at Carlmont are the high standards of my colleagues, their professionalism, their hard work and their dedication. I was, consequently, chagrined to hear the tone of the parent comments at the last Board meeting, which were so disparaging of teachers and their efforts during the March lockdown, especially because we transitioned to DL overnight, with very little training. Over the next 2 1/2 months, my Dept colleagues and I had more intensive collaboration than we</p>

		<p>have ever had before, and we stepped up to the DL plate like pros. What was more demoralizing than the parent comments, however, was what seemed to be a lack of response on the part of the Board and District Administration to correct some of the negative parent perceptions of spring DL. Did parents really understand the constraints that had been placed on us? We were not allowed to require synchronous learning sessions, nor count attendance, and we were told to assign way less work and pare down our expectations and standards (the "less-is-more" mantra) There appears to be a profound lack of trust in the judgement and expertise of teachers to know how to deliver instruction most effectively. I have spent the last two weeks in intensive trainings about delivering online instruction and I will continue in the coming weeks to learn about my subject specific tools. Then I will spend the rest of the summer applying what I have learned to create engaging interactive online lessons and units that will provide much more teacher-student and student-student contact and communication than would be possible in an in-person model with limited groups, social distancing and masks. I am working intensively this summer to transition to a fully online curriculum because I know it will benefit my students more than a hybrid model. We are asking you to support us and trust us in these efforts.</p>
<p>Farris de Gamez, Jonda</p>	<p>14.1 Fall 2020 Reopening Plans</p>	<p>I am disturbed to hear how some members of the board, the administrators group, and some parents trying to get out in front of the science data and insist on an in-person reopening in August when it goes against the science and the data. Today alone the WHO has announced the highest number of new COVID-19 cases reported in a single day since the pandemic officially began. Over a dozen US states have done the same today, including California. Ladies and gentlemen, WE don't choose when it's safe to return to school in person, the medical science data does. And the leading medical scientists are telling us NOT to set our hopes on safely reopening in August and possibly the entire fall. We teachers are the "sandwich generation" in this scenario. Restarting in person before it's too soon to be safe is exposing not only ourselves, but also our children and our parents, many of whom live with us. Let's please cease wasting time on endless failed scenarios that ignore the medical science data and instead invest our time and money in giving teachers the time and space to shore up quality online learning plans for Fall 2020. If miracles happen and we get an unexpected "all clear" from the CDC in the fall, it will be significantly easier and more effective to give a week's notice of the return to school and make it happen for everyone at the same time. At the VERY least, teachers should be given the exact same choice of whether it's safe for THEIR families for them to return to in-person schooling as has been offered to parents regarding their children.</p>
<p>Ramirez,Oram</p>	<p>14.1 is the Action Item "COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year."</p>	<p>I am advocating for 100% distance learning until it is safe to return.</p> <p>COVID-19 cases are 80% asymptomatic or mild. Yet this is a statistic that is utterly ignored and dismissed in terms of the transmission of COVID-19. A temperature check cannot detect COVID-19 during the incubation period nor asymptomatic transmission. The safety and health of ALL students and staff cannot be guaranteed through a temperature check, hand sanitizers, gloves, or face-masks. Our district should not tolerate an "anti-science bias". Chief health officers are being bullied to the point that they have resigned as we saw with Dr. Nichole Quick in Orange County for simply ordering the use of masks. Some comments at the last board meeting mentioned pressuring Dr. Scott Morrow to be more flexible in the Fall in order to accommodate Phase 3. Dr. Morrow needs autonomy to keep us safe. While children and adolescents are more resilient and are not dying as commonly from COVID-19, they can carry the virus asymptotically or with mild symptoms and in effect be more</p>

		<p>dangerous vectors transmitting COVID-19. Who will be held accountable for the negligence in our district of ignoring critical health information of top national scientists? If mandated to return in the Fall, will our district have all students' families and teachers sign a waiver that they will not sue the district like Trump is doing for his rallies? I would not sign such a waiver. Please continue to be reasonable and remain objective in keeping everyone safe despite the passionate emotions that are putting more people at risk.</p>
<p>Talesnick, Alissa</p>	<p>14.1</p>	<p>As a Sequoia High School teacher and a mother of three children, I am fully in support of starting the 2020-21 school year in full distance learning. I believe that teachers and site administrators will take the lessons we learned from this past semester and, if we are not hampered by limitations, create engaging, rigorous instruction and learning opportunities for all students. We have to keep the health and safety of EVERYONE as the top priority, and returning to campus in August has too many variables for it to be safe.</p> <p>I understand why some people are strongly in favor of having in-person classes. However, in-person classes in the fall will not come close to resembling our classes prior to March 13. Masks, social distancing requirements, and the possibility that the teacher and all students will have to face the same direction in the room will fundamentally alter the way teachers instruct and significantly limit the strategies and techniques we are able to utilize. Conversely, taking advantage of such Zoom functions as breakout rooms and screen sharing will allow for more engagement and student-teacher interaction than in-person instruction under the current health order will allow. Teachers have attended professional development sessions focused on distance learning and have been collaborating with each other to identify best practices and ways to improve our practice.</p> <p>We were thrown into distance learning in March with little or no forewarning or preparation, and the difficulties we had were compounded by uncertainty and changing expectations. If we know now that we will be in distance learning in the fall, we can start planning. Starting in a hybrid situation will cause yet another period of uncertainty and, I'm sure, changing expectations. Is distance learning ideal? No. But it is the right choice during a global pandemic.</p>
<p>McDonald, Caren</p>	<p>14.1 COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year</p>	<p>We need to start the school year safely through distance learning. The health and safety of students, teachers, classified and administrative staff should be the board's number one priority. We must particularly prioritize the health and safety of the people of color in our community, who suffer disproportionately from COVID-19. For instance, while San Mateo County is roughly 25% Latino, a hugely disproportionate 50% of our county's COVID-19 cases are Latinx members of our community. It was disheartening to not hear or see any East Palo Alto representation both in the comments section or in the board panel at the June 10th meeting (the one exception being Amika Guillaume who presented with grace and integrity). We need to support our communities of color during this very stressful and scary time.</p> <p>While I wish my own high-school-age daughter could have a traditional experience in school next semester, and while I have concerns for her education and mental health like many parents in this room, I am more concerned about her physical health as well as the physical health of her family and her peers. It is ultimately my responsibility as a parent during this global crisis to support her social emotional needs as well as her intellectual stimulation. I will not push for her to go back to school at the expense of others in our community. The San Mateo County Superintendent, Nancy</p>

		<p>Magee, recently said in a webinar that school districts should start the school year with distance learning. We should do what she says.</p>
Sandora, Lara	14.1/fall opening	<p>As a career educator and parent of two school-aged children, one with special needs, I am acutely aware of the challenges of both returning to in-person school as well as those with maintaining distance learning. My most significant concern is that the hybrid models prioritize spending on protective gear and materials, not on staff development and technology. When- as opposed to if- another quarantine or shutdown is required, we will leave our plexi-glass-filled schools and turn, once again, to distance learning. And our community will judge us for NOT having prepared for that situation sufficiently, despite evidence from health professionals as well as from schools in other countries. I do not wish to deprive children - including my own- of their education. Nor do I wish to quarantine my own family from my aging mother, who lives with us. But if we learned nothing else in the spring of 2020 it was that we need a flexible, sustainable, equitable model for distance learning to serve us in the months and years to come. And that requires a commitment to it, and an investment in it, now.</p>
Cespedes, Erin	14.1	<p>I have been a teacher at Sequoia for 10 years and I am alarmed at the consideration to put as many kids on campus as possible in the Fall.</p> <p>I don't think anyone understands what it would look like in classrooms if we return in Fall. If students must remain 6 feet apart teachers are limited in the type of instruction they are able to provide. There would be no group work, no projects, no labs, no authentic student interactions. This collaboration can happen safely online. I can not help a student one on one if I am to remain 6 feet away from them however I can provide this type of individual support safely online. My classroom is tiny, there is no way I could fit even half my desks if they had to be spaced 6 feet apart. We as teachers want nothing more than to return to our classrooms but I don't think that the time to do that is now.</p> <p>I understand that many parents are concerned about their child's education based on the distance learning in the Spring. We were given many restrictions that I think parents were not aware of. The idea that we might hold kids harmless (and then when pass/no pass was decided we were still encouraged to hold kids harmless), limiting the amount of time students were to spend on our class each week (1.5 hours per week), not being able to require students to be "in class" (participate in synchronous learning) and finally the constant messaging that less is more.</p> <p>I ask that the board trust the teachers and administration with their Phase two plan and not rush back to some idea of "normal" that puts our health and the health of our families and communities in jeopardy.</p>
Woodman, Jane	14.1: COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year	<p>As a 15 year veteran teacher of both Band and English, I submit these comments with the utmost respect, acknowledgement of the complexities of our - and every - district's situation and the good intentions of all involved, and deep compassion for students who very understandably want to come back to campus.</p> <ol style="list-style-type: none"> <li>1. Teachers in the SUHSD are professionals who love their students, who want to be with them in class, and who recognize fully the advantages of in person instruction.</li> <li>2.The reality is, though, that huge health risks related to coming back to</li> </ol>

		<p>campus remain, many countries, states, and counties that have opened up are now seeing spikes in the virus, and fall remains a total unknown in all sorts of ways.</p> <p>3. Beyond those paramount issues, from a logistical and strategic standpoint it would seem to make more sense to start fully remote in the fall and then, if deemed safe in 2,3,4 etc., months, gradually re-open. The upheaval caused by the reverse situation would be immense for all involved.</p> <p>4. As to the idea apparently on the table to sacrifice electives in order to allow for on campus cohorts... as a teacher of both a core class and an elective, I am both incredulous and dismayed by this. Art and music classes - in any form - are essential not only for a well-rounded education, but also for mental and emotional well being. These are the classes that bring students joy, that allow for creative expression, and that give them additional, unparalleled avenues to both experience and process their lives. In an age where not only there is uncertainty and stress brought on by a pandemic, but also rampant mental health concerns among teens, to consider even for one moment that these classes are dispensable - in general and particularly in these extenuating times - is beyond precarious.</p> <p>With respect for all involved in this decision-making process, as well as empathy and compassion for all those affected by it, I thank you for your time and consideration.</p>
<p>Gold, Susan</p>	<p>14.1</p>	<p>My name is Susan Gold, and I'm a teacher at Carlmont. My understanding is that the plan district leaders will present tonight is based on recommendations from the recovery framework developed by the SMCOE. I watched the recording of the SMCOE training webinar for district leaders and was alarmed to realize that SMCOE views its four pillars of safety not as mandates, but ideals to strive for as much as practically possible. So, if, for example, we need to work in close proximity with an individual student in order to be effective, we are expected to take a "flexible and balanced approach," compromising the ideal of social distancing. Additionally, SMCOE's goal for stable cohorts is to "reduce mixing as much as is practical." However, that means we are expected to accept the reality that many classrooms cannot accommodate 15 students at 6' apart.</p> <p>Distance learning is the most viable alternative because it does not put the lives of staff, students, or their families at risk. If you do force us back to campus, I hope you will be transparent with the parent community about our inability to maintain an ideal level of safety.</p> <p>It is my understanding that the parent community was not made aware of the restrictive directives which guided our teaching practices this past quarter—nor the complex challenges that motivated them. This needs to be fully addressed so that parents can feel confident in teachers' ability to provide more rigorous online instruction this fall.</p> <p>I hope you will reconsider the principals' plan, which allows students to come to campus for limited teacher support. It also has the flexibility to easily and quickly return students to campus full time or have them remain 100 percent at home as the COVID situation fluctuates.</p>
<p>Heritier-Kerby, Claire</p>	<p>Item 14.1 "COVID-19 Response Action Plan to Reopen</p>	<p>If we reopen schools in the fall, classrooms will look like police states. We as teachers will be tasked with policing students' bodies and behavior to an unprecedented extent, forcing them to stay at their socially distanced desks</p>



	<p>Schools for the 2020-2021 Academic Year."</p>	<p>and wearing uncomfortable masks. At least some students are sure to resist this, and teachers will be forced to manage these students while being afraid ourselves of being infected by these students.</p> <p>If you really do care about equity, think about how militarized and unyielding a classroom environment like this will be, and think about the effect of that on our students and their education. Collaborative learning will be impossible. Teachers will not approach students but be static figures at the front of the room, unable to make any good teaching "moves" that help students with their learning. Students will struggle in their seats, frustrated by the mask, unable to get the degree of help from us they need, and in response will act out or give up. There will be no flexibility or innovation. There will be no space to express compassion for students when approaching them becomes a potential life or death choice for myself, my family, and the families of other students in the room.</p> <p>This would not be a physically or psychologically safe environment for any student, and particularly students from our most vulnerable populations who are already dealing with many traumas. Instead, returning to distance learning while ensuring every student has unlimited internet access and a device will allow teachers to make personal connections with students online, to reach out to them with compassion and understanding, and to allow the classroom community to grow through small zoom sections.</p> <p>Returning to the classroom would not be a case of making sacrifices for our students' education. Students will be more equitably and rigorously educated next year by distance learning.</p>
<p>Tep, Genevieve</p>	<p>14.1</p>	<p>If a final version of the task force document is presented at the board meeting tonight please know that it was not looked at, or approved by, the members of the task force. The task force his last meeting was canceled with no explanation and no additional information about next steps given. The task force members may or may not support the information presented to the board this evening by district leadership.</p> <p>Over 100 parents, students, teachers, and staff members were on the task force but the task force did not complete the work. The task force does not know who is completing the report and it may no longer reflect the diligent work done by its members.</p>
<p>Che, Jennifer</p>	<p>2020-21 school year schedule</p>	<p>I am a teacher at MA and I am concerned about what will be done to protect teachers and other staff if there is a push to return to school. While we can limit the number of students in each classroom at a time, effectively limiting the number of people students are exposed to, there is no way to limit the number of people teachers are exposed to due to our caseloads. Until there is a way to test for COVID-19, I do not feel 100% comfortable returning to in-person learning. I have a newborn and parents who are high risk due to their age. I would not want to put them at risk. Every student that I interact with is an additional unknown risk. I do not know how careful their family is, which increases the number of people that I am exposing myself and my family to as well. I am aware there are difficulties in distance learning, and it is different and may be harder for some students, but I do not feel like it is fair to offer students the option to not return in person if they don't feel safe while not offering the same choice to teachers and staff.</p>
<p>Nozik, Michal</p>	<p>Distance Learning for next year</p>	<p>One of the main challenges this past quarter was that students were not required to attend live, synchronous, online lessons. Because of that, many</p>

		<p>special education students were not engaged in the learning, and fell behind. If we require students to adhere to a schedule and attend live sessions, students will be able to participate in group work, partner work, and will be able to receive 1:1 support from their teachers, all online. These types of interactions will not be possible if we learn in class. Until we have a vaccine, everyone is in danger of contracting the virus. If distance learning is done right, it will be rigorous and supportive for all students.</p>
<p>Pearlman, Rebecca</p>	<p>14.1</p>	<p>We all would prefer to be back in our classrooms if we could ensure the safety of students, staff, and their families. With class sizes over 36 in many classrooms, even a rotating A, B schedule is not feasible nor safe. We must move forward with distance learning until we can return to a regular in person schedule.</p> <p>It would be irresponsible to bus students if they live far from campuses, (for example East Palo Alto to Carlmont). It would be irresponsible to put our lives, our students' lives, and their and our families' lives in danger.</p> <p>So what are some actions that would make distance learning be more successful for all?</p> <ol style="list-style-type: none"> <li>1. More training from colleagues (not externally paid consultants) who have mastered Zoom break out rooms, live recording of Smartboard lessons, and software such as Doceri and Edpuzzle.</li> <li>2. Teachers and district working together to find a decent assessment method for different course types.</li> <li>3. Neighborhood resource centers on nearby sites for students who need more guidance with distance learning because of technological or other issues.</li> <li>4. Administrators continuing to encourage parents to work as a team with teachers to promote and foster great involvement with learning during these unusual and difficult times.</li> </ol>
<p>Ku, Nancy</p>	<p>14.1</p>	<p>I hope any decision the District makes about Fall 2020 will prioritize the needs of our more and most vulnerable families (families with low income, no/low access to health care and/or financial assistance, essential workers without paid sick leave, etc.) The pandemic is still in full-force, as evidenced by data on the San Mateo County Health Dept COVID-19 website.</p> <p>If you look at the "Total Cases by Day" graph, you will see that the total cases grew exponentially in March, that shelter-in-place in March successfully slowed the exponential growth, but the number of cases has still been increasing linearly since. And in June, the growth rate of cases has actually picked up, so the spread appears to be growing faster as things re-open.</p> <p>If you look at the chart of "Cases by Race/Ethnicity," you can see that COVID-19 is disproportionately affecting Latino/Hispanic communities. San Mateo County's overall population is 60% White, and 24% Latino/Hispanic (source: Census). However, Whites account for only 15% of COVID-19 cases; whereas Latino/Hispanics account for 47% of cases in San Mateo County. I hope that our district prioritizes the health concerns of our Latino/Hispanic students &amp; families (who comprise 48% of our overall district student population), and actively seeks out their voices and perspectives as decisions continue to get made next year.</p> <p>Our school and district administrators and Board members are White voices; the community survey responses and Public Comments disproportionately represent White voices; and in our particular communities, "White" also has a lot of intersectionality with "wealthier" and much more privileged. I hope a lot is also being done to solicit Latino/Hispanic voices and other voices of color</p>

		(e.g. sending surveys via text in addition to email, holding focus group interviews in Spanish, etc.), because decisions about schooling during COVID-19 can literally be life or death, or have severe financial repercussions.
Edel, David	Reopening School	I'm concerned about opening school to in person teaching. There is not hot water in the boys bathrooms, nor the admin building. I have a compromised immune system, and care for my 89 year old mother. Taking students temperature brings us closer than six feet, and masks stop 60%of the vapor from a persons mouth I understand. I respectfully suggest we phase in the in person teaching as conditions allow which likely will be much worse than now. Our district should start moving on preparing our campus with deliberate speed by bringing in hot water, and perhaps hand dryers too. We should start with distance learning.
Tep, Genevieve	14.1	If a final version of the task force document is presented at the board meeting tonight please know that it was not looked at, or approved by, the members of the task force. The task force his last meeting was canceled with no explanation and no additional information about next steps given. The task force members may or may not support the information presented to the board this evening by district leadership.  Over 100 parents, students, teachers, and staff members were on the task force but the task force did not complete the work. The task force does not know who is completing the report and it may no longer reflect the diligent work done by its members.
Bellar, Paul	14	I am a teacher in the district. I am writing to request that we start the year with as much distance learning as possible. I realize this is extremely difficult for a lot of students. I am a science teacher and I know very well that in-person learning with hands-on experiences are best. However, public safety for myself, family and extended family is paramount. As a district, we can always phase in more in-person learning if things are safer. But as last March showed us, its really hard to go from in-person to online quite suddenly. Let's air on the side of caution, at least to start the year.
Coughlin, Kathleen	14.1	In terms of returning to school 1. without the all-clear from health professionals and 2. without a viable plan to maximize safety for students and staff, we risk creating a classroom environment rife with anxiety sure to elevate affective filters that hinder learning. Please let us wait until we can meet both conditions. In the meantime, we have advanced our distance-teaching skills, and sites have made strides in meeting the needs of students with accessibility challenges. Those two improvements along with a regular schedule and more explicit expectations will serve our students until we are safely able to return. CDC experts advise against these exact conditions: Being indoors together with limited air circulation and prolonged exposure.
Lesyna, Lauren	14.1 - COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year	Dear Board of Trustees,  My name is Lauren Lesyna, and I am a Biology teacher at Menlo-Atherton High School, as well as the Girls Head Water Polo Coach. Thank you for your hard work in trying to find solutions to the complex issue before us.  I am very concerned about the plans to move forward with bringing students and staff back on campus in the Fall. I want more than anything to be back at school with my students, where I can do my best to make sure everyone can have access to my curriculum and receive the support that they need. I want to be on the pool deck with my student-athletes - chasing after a league title.

		<p>However, we are in a pandemic. Since we left school in March, the number of cases in California and San Mateo County has increased, and so far, the numbers have stayed there. To change our policies when there is no change in circumstance would be irresponsible. We should be basing our actions on the data, not on how badly we want things to go back to normal.</p> <p>If I am asked to go back into the classroom in the Fall, even one day a week, I am not solely being asked to risk myself. I am being asked to risk the lives of those in my household - including my parents and my 1 month old nephew. I am being asked to risk my students. I am being asked to risk the parents, grandparents, siblings, cousins, aunts, and uncles of my students.</p> <p>This is unacceptable to me, and it should be unacceptable to you.</p> <p>Thank you, Lauren Lesyna</p>
<p>Kelly, Cary</p>	<p>Fall Instructional Model</p>	<p>I teach AS English 1 and English Language Development (ELD) 1 at Woodside High School. While I felt frustration and at times despair when teaching online during the spring, I am in favor of instruction remaining 100% online for the fall. I am open to the addition of small group advising or mentoring for the purposes of community building or academic support, especially for ELD students and students with special needs.</p> <p>Now that many students, parents, and teachers have become more accustomed to online instruction, we should maintain a similar structure, especially given that this minimizes students and staff's risks under COVID19. I am more prepared than ever to teach online; I am not nearly as prepared to teach in a hybrid model. On Monday, I began teaching the first session of English 1 for online summer school at Woodside High School. While I remain incredibly concerned about issues of equity as they relate to students' basic needs, online access, and support resources, I am hesitantly optimistic about this summer school experience. Starting online from day 1 has allowed me to plan routines, norms, and lessons that are appropriate and productive for this environment. As a result, I feel more confident in delivering a quality learning experience to students.</p> <p>For the fall, I fear that shifting to a hybrid instructional model will lead to unnecessary public health risks and another turbulent journey for all parties involved. I would rather commit to online instruction for the first semester than face shifting political and health realities similar to the spring.</p>
<p>Ku, Nancy</p>	<p>14.1</p>	<p>I describe 5 points that I hope will be considered / investigated, before any decision are made about school structures &amp; schedules for Fall 2020.</p> <ol style="list-style-type: none"> <li>1. If the Board is basing decisions off the district's "Community Survey" results, those results are very unrepresentative of our school community, and likely do not contain many (if any?) voices from our most vulnerable families; there were more core issues with how the survey was published.</li> <li>2. Even if students are at school in-person, "stable cohort" guidelines and "6-foot distancing" guidelines mean that students will probably be working on individual computers a lot, with limited social interactions with peers &amp; possibly no in-person access to some of their actual subject teachers. If parents understood this, I wonder how it would change their survey responses?</li> </ol>

		<p>3. I believe remote-learning can be done pretty well, for the majority of our students, if we put certain structures in place. If this is the case, should we aim to keep the number of students at school to a minimum (i.e. only students who really need it), to protect everyone's health? (I say this because I think the Sequoia Algebra 1 team did a very good job of distance-learning this spring, and I have seen/heard of other teachers' strong work as well.)</p> <p>4. For certain subjects, planning remote-learning experiences takes a lot more time than planning a normal in-person lesson. I hope all proposed learning schedules will take this into account.</p> <p>5. COVID-19 cases in San Mateo County continue to steadily rise. The pandemic is still in full-force, and growing. Government re-opening decisions seem divorced from actual health considerations. Also, COVID-19 is disproportionately affecting Latinx communities, so we should really make sure to solicit their voices in making any decisions about Fall 2020.</p> <p>I can provide lots of data and evidence to support these claims, which I emailed to the Trustees and Superintendent last Friday in a Google Doc</p>
Paoli, Julie	14.1	<p>I am a science teacher and have been teaching in our district for 20 years. I want to urge the board to consider a robust distance learning model for the fall with possible small cohorts of 12-15 students on campus. As a parent of a teen I understand the desire to have students back on campus, however I do not feel we are equipped to uphold the four pillars set forth by the county with 50% of our students on campus at any given time. Teacher health and safety should be our highest priority. If our teachers fall sick, who will be there to teach our students. Do we have enough subs in our district? What happens when teachers are sick for longer than two weeks? If we protect teacher safety by doing the majority of our instruction online we can have more assurance that our students will have a teacher for the full semester and prepare for a possible return in January.</p> <p>Parents need to understand, our classrooms will not be the classrooms of February 2019, students will be seated six feet apart and we will all be wearing masks. There will be no labs and shared materials. There will be no small group discussions, all instruction will be direct instruction and independent work. In a 50% model teachers will be mask monitoring and enforcing the hygiene and distancing rules. In the A/B model, teachers will be in the classroom full time and then expected to build robust online lessons for students who are at home. You are asking us to do double the work in the same amount of time? In the stable cohort plan we can make space on campus for stable groups of students who need support or a place to do work. We can keep our students, our teachers, their families, and our communities safe by limiting gatherings. Teachers can plan robust online lessons that include discussions and social interactions. We gain time to gather data, understand the science, and put real safeguards in place for the spring. The safest plan is to build a robust and synchronous online program.</p>
King, Arminda	14.1	<p>Members of the board,</p> <p>I ask you to consider the issue of returning to school in-person logically and dispassionately. Apply a cost-benefit analysis: the benefits of returning in stable cohorts with masks and social distancing in place, as is currently recommended by San Mateo county, are marginal. Students would not be in typical classroom environments with typical instructional strategies. The costs of returning in-person potentially include serious illness and even deaths</p>

		<p>among students, staff, and their families.</p> <p>I understand the desire to return to in-person schooling in the fall; I would love that, too, if we weren't in the middle of a global pandemic. But, the costs far outweigh the benefits in this case.</p> <p>The comments made by parents at the last board meeting were illuminating. I heard that some parents care very little or not at all about the health and safety of staff at our schools, and that our efforts to support and educate students this spring were unappreciated by the parents who chose to make their voices heard. That message was extremely demoralizing, and undermines my confidence that our community is capable of returning to school in-person respectfully, responsibly, and most importantly, safely. Thank you.</p>
Quattrin, Rudraigh	14.1 - COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year	<p>While I appreciate the desire for life to resemble what it was before March 13, 2020, I fear that the board has rushed toward an idea of normalcy, at the expense of its employees and its most vulnerable students. I feel that our concerns over health and safety have been dismissed in favor of a normalcy to which we will never return. As a teacher, I will be on campus if we decide to open the school to student body in the fall. If we take two days a week for each half of the student body, my colleagues and I will still be exposed to all of the students, which means that we will likely be the vectors by which COVID-19 will spread. Furthermore, because the district has allowed families but not teachers and paraeducators to opt out of in-person schooling, our students of less advantaged backgrounds will likely be disproportionately impacted by anything that goes wrong with this plan. Our students of lessened economic means will likely either need to be on campus because of a lack of stable internet connections or they will need to work in order to help support their households. If a second crest of COVID-19 were to pop up in the fall, our less economically advantaged students will likely bear the brunt of such a disaster. Finally, in-person classes will not be what they were last fall. I shall pass over the many concerns about teenagers complying with proper facemask usage, merely to ask how we expect thousands of 14-to-18-year-olds to stay at least 6 feet away from each other at all times, especially those last few minutes of class when students crowd at the door to get out to the lunch line.</p>
Bologna, Sharon	Start of School	<p>Please heavily think of the Certificated &amp; Classified Staff members when making your decision about the starting of school. In normal circumstances students can't even stay home when they are ill. The more students you pack on our campuses the more at risk you put everyone!</p>
Fox, Madeleine	Item 14.1 is the Action Item "COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year."	<p>I am very concerned with the lack of attention placed on indoor air quality of classrooms. There's a lot of discussion about hand sanitizer and masks, but no mention of classrooms with poor ventilation, windows that don't open, and doors that open to indoor hallways. Most current studies state that aerosols remain in the air for hours, and that one of the biggest risks of transmission is indoors. Wearing a mask for hours in the same small space provides little protection. Does the District have a plan to ensure that all classrooms have fresh air circulating at all times?</p>
Raisner, Justin	14.1 return to school	<p>At this point, the argument that we should be considering is what's in the best interest of the students?</p> <p>Why do parents think students can't learn online?</p> <p>The school board clipped our wings. We were told to hold harmless and they</p>

		<p>eliminated grades. We couldn't assign more than 3 hours a week of work, and we couldn't hold the students accountable for showing up to a virtual class.</p> <p>The board wants people on-site, in classrooms, getting direct instruction. A board member suggested we just install cameras in the classroom and let students watch from home. That's not how teaching works!!</p> <p>It seems the board doesn't understand what it is we actually do in the classroom. (Strange, considering the \$100,000s they spend every year for us to be trained on effective teaching strategies that advise us not to just stand in front of a class).</p> <p>There is no normal if we're at school. There will be no labs, no think pair shares, no elbow partners, no close interactions under the health orders. You can't sing in school, and we can't even monitor students by looking over their shoulders.</p> <p>We can do many of those online!</p> <p>Teaching online is harder, yet teachers want to do it. Not because it's easy, but because it's what is best for our students.</p> <p>Please support a model that allows for 100% distance learning with support options for students to come to class (like the excellent schedule proposed by site administrators at the last meeting).</p> <p>Let us hold students accountable with grades and designated class times and provide a solid educational experience.</p>
Day, Nancy	Return to school	<p>Dear SUHSD Board of Trustees,</p> <p>As a 30+ year, National Board Certified veteran teacher, I feel the need to be as vocal as some parents and students have been recently in voicing my strong opinion that we return to school in phases beginning with distance learning only until there is a wide spread, viable vaccine.</p> <p>As a science teacher, I rely on data regarding the spread of this virus. As an honored member of the District and MA's OATF, it is very apparent that the District is not equipped to handle the requirements necessary to keep teachers and students safe and healthy. Without this assurance, it will be incredibly difficult to do my job well.</p> <p>Believe me, all I wish is to get back into the classroom, interact with students and colleagues, and do labs! But none of this will be possible. So, I am currently pursuing and participating in webinars on how to best deliver science instruction digitally, and collaboratively develop rigorous online lessons and equitable assessments with my Biology team. My request is that you shift the focus of returning to school to how to better train teachers, students and parents to be better online/remote teachers and learners. When we go back to in person teachers we will only be stronger for this experience.</p> <p>Thank you, Nancy Day</p>
Chiang, Mindy	14.1	<p>At this point, SUHSD has not been clear about its comprehensive plan that addresses the safety needs of EVERYONE. Mostly there's talk about hygiene</p>

		<p>needs, social distancing, and face covering.</p> <p>According to the Guidance issued by CA Dept of Public Health's guidance, and 4 pillars mentioned in the Pandemic Recovery Framework by SM County, air quality/fresh air is important in keeping transmission low. What's the plan for improving air quality and increase fresh air circulation? What about providing PPE? What's the plan for contact tracing? What is the plan in the event of another outbreak/confirm case/death of a teacher or student? How is food going to be handled? How are social distancing, face covering, and group gathering going to be enforced?</p> <p>Humans can solve many problems, mostly through spending time studying, planning, and experimenting, and usually at the expense of something, be it money, materials, or lives. We honestly don't know what should be done in this pandemic to safely open school, as we are still learning about the virus. Until a comprehensive protection plan is created that takes into account all stakeholders' needs, you will be risking the students' and the teachers' (and their family members') lives. That is a sacrifice I can not agree with.</p> <p>Until we have these ensured safety measures in place, online teaching and learning is the only option. Thank you for reading.</p>
<p>Pretto, Lexie</p>	<p>Public Comment regarding 2020-21 school year</p>	<p>I am a veteran teacher of SHUSD and I hate distance learning. It strips away from my profession everything I love and feel I excel at, most of all the work I do in person to teach and support my students. But this is a pandemic, and I believe distance learning is the only way forward this fall if we wish to keep students, teachers, staff, and all the people we love and care for healthy and safe. Right now we should be putting our energy into building the best distance learning practices for a robust education for our kids and strengthening the tech to support it, not spinning our wheels on ways to get us back to campus.</p>
<p>Pretto, Lexie</p>	<p>Public Comment regarding 2020-21 school year</p>	<p>I am a veteran teacher of SHUSD and I hate distance learning. It strips away from my profession everything I love and feel I excel at, most of all the work I do in person to teach and support my students. But this is a pandemic, and I believe distance learning is the only way forward this fall if we wish to keep students, teachers, staff, and all the people we love and care for healthy and safe. Right now we should be putting our energy into building the best distance learning practices for a robust education for our kids and strengthening the tech to support it, not spinning our wheels on ways to get us back to campus.</p>
<p>Bolles, Candace</p>	<p>10.1 Public Comment on Proposed Plans to Re-Open Physical School</p>	<p>I was utterly disgusted by the many parent comments from the previous board meeting which showed a complete lack of understanding of the racial and economic equity issues that confront our district. It was abundantly clear on which side of US-101 those parents live.</p> <p>This isn't an issue of teachers being "too scared" to return to classrooms. This is an issue of it NOT BEING SAFE to return to classrooms. While the news is full of stories of states and businesses re-opening, I would like to tell you some cold hard facts. As of June 18th, there were 2,721 cases of COVID-19 in San Mateo County. Of these documented cases, 1,278 (or nearly 50%) are Latino/Hispanic. The two hardest hit cities in our district are Redwood City with 422 cases (feeds into Sequoia HS) and East Palo Alto with 153 cases (feeds into Menlo-Atherton), both of which have the highest rate of confirmed COVID-19 cases in the County. The areas surrounding Carlmont have some of the lowest rates of confirmed COVID-19</p>



		<p>cases (Belmont has 41 cases) while the areas surrounding Woodside have less than 10 cases....what a Stats teacher would call statistically insignificant. Perhaps now you can understand my indignation when a parent from the more affluent side of our district demands a return to school because "only 71 people have died from Covid-19"...IT'S NOT THEIR FAMILY THAT'S DYING!!!!</p> <p>As an educator, I try to make every moment a "teach-able moment". As such, I recommend that the Board Members re-read the Reverend Martin Luther King Jr.'s "Letter from a Birmingham Jail" in which MLK Jr. states " I have been gravely disappointed with the white moderate. I have almost reached the regrettable conclusion that the [minorities] great stumbling block in his stride toward freedom is not the White Citizens Council or the Ku Klux Klanner, but the white moderate, who is more devoted to "order" than to justice".</p> <p>I ask each of the Board Members, are you on the side of "Order" or the side of "Justice"?</p>
<p>Pretto, Lexie</p>	<p>Item 14.1 Action Item: "COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year."</p>	<p>I am a veteran teacher of SHUSD and I hate distance learning. It strips away from my profession everything I love and feel I excel at, most of all the work I do in person to teach and support my students. But this is a pandemic, and I believe distance learning is the only way forward this fall if we wish to keep students, teachers, staff, and all the people we love and care for healthy and safe. Right now we should be putting our energy into building the best distance learning practices for a robust education for our kids and strengthening the tech to support it, not spinning our wheels on ways to get us back to campus.</p>
<p>Godina, Bertalicia</p>	<p>Action Item 14.1</p>	<p>Forcing teachers to return to the classroom for in-person teaching during a worldwide pandemic with no viable vaccine is to endanger our lives, our co-workers' lives, our students' lives, and the lives of our families and loved-ones. This "sacrifice" is asking for too much of teachers, and demonstrates lack of empathy and common sense.</p> <p>In addition, my classroom has the worst situation because the windows don't open at all, and the only door leads into another room. My classroom door opens into another room only, which also has poor air circulation. The only way to get fresh air is at the end of the corridor which is over fifty feet away. This is the worst classroom situation because it lacks good air ventilation or fresh air circulating in my classroom. My classroom is a room within another room with no air ventilation, and this is one of many reasons which makes it an unsafe work environment. Bad airflow makes the droplet transmission of Coronavirus spread from person to person.</p> <p>Lastly, in response to some very vocal parents concerning their dissatisfaction with the spring distance learning, please remember that teachers were constrained from delivering ideal instruction by directives to not require synchronous meetings, to not count attendance, to "hold harmless" as well as "less is more", and also to issue pass/fail grades.</p> <p>As teachers, we are now using the summer to re-tool and prepare for distance learning in the fall. I strongly urge FULL DISTANCE LEARNING be maintained throughout the Fall 2020 semester by adopting the schedule that the IVPs and Principals proposed. This is the only viable and safe option for our students, ourselves, and our communities.</p>

<p>Fox, Madeleine</p>	<p>Item 14.1 is the Action Item "COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year."</p>	<p>I am very concerned with the lack of attention placed on indoor air quality of classrooms. There's a lot of discussion about hand sanitizer and masks, but no mention of classrooms with poor ventilation, windows that don't open, and doors that open to indoor hallways. Most current studies state that aerosols remain in the air for hours, and that one of the biggest risks of transmission is indoors. Wearing a mask for hours in the same small space provides little protection. Does the District have a plan to ensure that all classrooms have fresh air circulating at all times?</p>
<p>Burton, Cat</p>	<p>14.1</p>	<p>I know of no teachers who can say that the caliber of their teaching during Spring quarter of 2020 was the same as their in person teaching. I know of no teachers who do not want to return to school. The dynamic of "scared teachers" vs. everyone who wants kids back on campus is divisive and misleading. EVERYONE wants kids back on campus. TEACHERS want to be back on campus.</p> <p>The board has a responsibility to ensure that ALL students are being educated with excellence and equity so that they can progress toward their next goals. If it is on campus, the board must be clear to all that "returning to campus", without electives, in some sort of modified study hall, without the ability of students to meet with all of their teachers on a regular basis, will NOT be a return to the level of learning performed pre-pandemic. If it is distance learning, the board must put teachers in a position to provide excellent teaching by providing for training and technology needs for all stakeholders.</p> <p>The board also has the responsibility to foster an environment in which teachers and staff can serve students with excellence. When the District weakens the integrity of the task force it created, says hand washing stations are too expensive, says that wipes need to be rationed, and expects teachers to take temperatures of students during their minimized instructional time (which is happening right now in summer school), no student is getting the education they deserve. Teachers are not afraid to go back, they are afraid the District and angry parents see them as expendable.</p>
<p>Stone, Adriana</p>	<p>14.1 COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year</p>	<p>As a SUHSD teacher, I am deeply disappointed that you are minimizing teachers' concerns over health and safety because of the pressure you seem to be getting from 1 particular group of the SUHSD community. Do not let a few squeaky wheels dominate the conversation. Recognize that there's a silent majority of teachers and parents whose greatest concern is the health and well-being of our students and the rest of our families. If we want more equity in this district, they must be included in the conversation as well.</p>
<p>Robinson, Maria</p>	<p>14.1</p>	<p>For the last 18 years I have been very excited at the start of the new school year, until this year. This year I am scared at the possibility of going back to in person-teaching. I chose to be an educator because I was very passionate about teaching and helping others. However, I suffer from a condition that impedes my immune system to work properly, therefore when I get an infection it gets complicated and often sends me to the ER. Covid 19 is a severe illness for a person like me, not only is a respiratory illness but it also attacks other organs. Therefore for me, teaching in person is facing the possibility of severe complications or death.</p> <p>Here are some of the questions I am concern about as an educator and as a parent:</p> <p>What is the specific plan to protect students and staff with such health conditions?</p> <p>What assurances do we have that we would be working in a CoviD 19 safe</p>

		<p>environment?</p> <p>How are sites going to ensure quality of air for those classrooms that open to lounges or hallways and have no windows that can't be opened to get fresh air?</p> <p>If someone, tests positive how is the contact tracing going to be done?</p> <p>If a teacher gets very ill, who is going to take over his/her classes? Who will sub? Or write lesson plans while the teacher recovers?</p> <p>In the case of a staff member getting ill, where is sick leave going to be deducted from?</p> <p>How are we going to teach students without sharing or passing out any materials and keeping 6 feet apart?</p> <p>How and who is going to make sure social distance rules are followed?</p> <p>Please consider distance learning for all of its possibilities. Thank you for reading.</p>
Breen, Michele	14.1 Reopening Schools	<p>As a member of the Health and Safety committee of the AOTF, I have spent weeks researching health updates and policies. Our subcommittee has consolidated the best practices from many resources to create a guideline for the new safety protocols for school. I am sad that the task force has been disbanded and our work disregarded. Our subcommittee believes that we should focus on our student's education by committing to distance learning in the fall and phase in a gradual return to the classroom once safety protocols can be ENSURED. It is the board's responsibility to ensure that all students and all staff are safe. You are asking us to run before we can even start to crawl. Our focus in the classroom will be on social distancing, sanitizing and mask usage rather than quality instruction. The board should not concede to a few vocal families who are demanding a return to a status quo that puts the health and safety of the entire school community at risk. At the last board meeting we were also asked to BE BRAVE. I ask the board to be BRAVE and make sure that we are not rushing back to school without resources and a clear plan for safety.</p>
Nguyen, Dy	Returning in the fall	<p>As a teacher in the district, I, like most everyone, am desperate to return to normal. I don't know one teacher that is enjoying distance learning. We hate it. Just like how our students and thier parents hate it. We miss our students. We miss teaching. We miss working together as educators. I think its safe to say we are in agreement with this. This, however, cannot trump what has to be the most important guiding concern: the safety of our students, my fellow colleagues, and our community. We cannot forget that this disease is NOT under control. It is spreading like wildfire. People are dying and people will continue to die. While I believe it is possible to go back to a semblance of normal, this cannot be done without a lot of planning, resources, money, and practice. If we were the island of Taiwan set since the last SARS outbreak to handle a pandemic, this might be a different story. Right now we can't guarantee all the things that we need will be available to a degree that will actually protect the health and lives of all of us in the classroom. Not to mention full agreement from all students, teachers, and staff to follow protocols relating to masks, social distancing, disinfecting, etc. Have you tried to tell a group of teenagers who or how they can hangout?! Let alone a group of American teenagers? These are the realistic parameters we must consider. Changing a whole way of life takes a lot of planning, practice, and behavior changes. We must deeply mediate on the question of whether coming back to school in August is worth putting our children, ourselves, and the community at risk.</p>
Braunstein, Noah	14.1	14.1

		<p>Dear SUHSD Board Members,</p> <p>I am a student at Carlmont High School. I know you are deciding how school should be run this fall. I don't want to go back, even for a part-time schedule. That may sound obvious from a student perspective, but let me tell you why.</p> <p>At the beginning of March, I got sick. I had a fever. I developed a cough. I came down with asthma and I couldn't breathe well. I spend almost a month on inhalers and a machine to help me breathe. My illness turned into Pneumonia - my doctor showed me the xray of my lungs. Despite many visits to Kaisers, doctors discounted Covid-19 because "Kids don't get Covid" and I hadn't been in contact with travelers to China. Did I have Covid-19? If so, I don't want anything like that again. If not, I don't want a virus that is anything like that.</p> <p>This virus is very serious. I haven't seen my grandma in 3 months, because if she gets it, it will kill her. Please don't make us go back to school. Many people don't take this seriously, but they should. Not being able to breathe was really serious. If I did have Covid, I may have spread it to others without meaning to.</p> <p>If we hadn't been on distance learning, I could not have gone to school for over a month. Think about it -- any kid or teacher that is sick, will have to stay home. Please keep us safe and support our teachers to do a good job online. My teachers did great for 3 months -- support them, and support all of us and our families.</p>
<p>Gray, Ashley</p>	<p>14.1</p>	<p>1. nothing has (really) changed since March 13th in regards to safe interactions, and in fact, looking at States that 'opened' ahead of CA, may be even worse by August.</p> <p>2. is it equitable to give students the option to opt out of coming to school for health concerns but not teachers/staff?</p> <p>I urge you to take a measured and prudent approach. This will pass, but until it does, all of us in our various roles and responsibilities, at home and school, should guard against frustration and impatience with this unprecedented disruption. Too much is at stake.</p>
<p>Argaluz, Rosa</p>	<p>14.1</p>	<p>I am very concerned with the lack of attention placed on indoor air quality of classrooms. There's a lot of discussion about hand sanitizer and masks, but no mention of classrooms with poor ventilation, windows that don't open, and doors that open to indoor hallways. Most current studies state that aerosols remain in the air for hours, and that one of the biggest risks of transmission is indoors. Wearing a mask for hours in the same small space provides little protection. Does the District have a plan to ensure that all classrooms have fresh air circulating at all times? Or if one the DO will reimburse us?</p>
<p>Stalder-Skarmoutsos, Scott</p>	<p>14.1 COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year</p>	<p>As a teacher and parent of school-age children, I am eager to get back into the classroom, when it is safe and appropriate. The amount of uncertainty and the fluidity of the situation makes it precarious. A teacher should have the ability to be safe, safe to work and take care of their grandmother who lives with them, safe to work and take care of their infant children, safe to be a part of the community. All parents want what is best for their kids, but need to consider what is best for everyone. Some of us are still working on checking our privilege and I hope we can all consider the benefit to the greater Sequoia community along with our own household. The return to school will be different than finishing a school year with a sudden reaction to the pandemic.</p>

		Teachers worked very hard and did everything possible to make it work for students, and many students responded in kind. Thank you to the students and their families for your support.
Marten, Julie	14	As a teacher and a parent of high school kids, I know how incredibly hard teachers worked in our district. Nonetheless, many kids need in-person instruction to learn adequately and almost all students need some of the social environment that school provides. However, if hybrid versions are going to happen then the district must have the imagination, political will, and ethical commitment to provide alternative roles for teachers who are at-risk that can be performed outside the classroom. Many at-risk professionals are those who have given most to this community, helping to raise and educate whole families. They deserve protection.
Ramroth, Andy	14.1	I would like all students back on campus. When thinking about my most vulnerable students who would benefit the most from in-person instruction and interactions, I want them with me in the classroom. Unfortunately, the virus does not care what I want. The virus does not care what anyone wants. The scientific and medical community are not saying it is safe to open schools. Rather, public officials are compromising after hearing the wants of many groups. Public recommendations are not based on whether or not people will be hospitalized and potentially killed, but instead how many people will be sent to the hospital and potentially killed. We can see the effects of these compromises as infection rates have increased in the majority of states, including our own. The state and county guidelines for opening up schools were well-intentioned compromises, but were written by people who apparently have never seen a group of teenagers, or even a group of humans. The requirements outlined for sanitation are the best possible compromise, and yet they are literally impossible. So we will compromise on top of compromises until enough people get sick, not because of science and data, but because of what we wish were true. A vote for in-person learning has the enormous potential to be on the wrong side of history, as many hospitals and public officials around the country are now recognizing. A vote for a hybrid model will be enormously cumbersome, resulting in poorer curriculum, less opportunity to recognize students falling through the cracks, and with all of the same safety concerns. A vote for distance learning gives educators and staff the opportunity to problem solve, to create, and to invest mental energy and material resources in the students who need it the most while maintaining safety.
Handler, Ilka	Fall Schedule	Fall Schedule return to school should be postponed as much as possible given the rise in Corona virus cases, much higher now than March 13th. I do not want to discipline for mask wearing or social distance in the classroom. My husband is at high risk, will you guarantee non of my students or their family members are sick making them vectors to the rest of the classroom population. The risk is too high for everyone.
Braunstein, Patricia	Agenda Item 14.1	At the last meeting, parents and students shared their frustration at not receiving what they felt was a challenging level of education for the last three months. As teachers, and as parents of students in the district, we understood that frustration. 1) The board adopted P/NP grading that reduced motivation, 2) Teachers were not allowed to require attendance online, were required to have liberal deadlines, to hold harmless students for work not submitted at all, and to limit work to no more than 2 hours each week. Teachers were told many times, "Less is more."  It is not that teachers could not provide more extensive education online; they were not allowed to.

		<p>Now, plans are hastily being developed to return students to campus, “since online education was ineffective.” However given the ongoing pandemic, reality is:</p> <p>Returning part-time to campus with masks, social distancing, and small cohorts, will not be the same social experience students are asking for; Teaching small cohorts with 6 foot distancing will not allow teachers to have effective interactive groupwork, nor focused 1:1 support with students; On campus learning will expose all to threat of a virus that has killed over 120,00 Americans</p> <p>Efforts to force learning back on campus at this time brings endless logistics of temperature checks, sanitization, substitutes, and complex permutations of schedules -with still the reality that schools could still be abruptly sent back to 100% SIP</p> <p>It is more effective during the pandemic to teach ALL students with small group and 1:1 support - ONLINE. I have watched neighboring districts provide 1:1 support to special education students using screen share and interactive programs. It is effective &amp; engaging and provides what cannot be done in person. Please focus on supporting, not limiting teacher efforts to be effective, online.</p>
Redmon, Kelly	14.1	<p>Of course we all want our lives to go back to “normal”, but that isn’t going to happen for a long time. We need to plan for a future that is going to force us back into a shelter-in-place. Many colleges and universities are planning in this way, and we should be no different. (We cannot and should not be planning like the K-8 districts.) We also cannot listen to a vocal minority of parents and students for these decisions. Our district is known for innovative and excellent teachers and staff. Allow these experts to plan for Distance Learning without the fear of having to change and pivot to something else. Trust and listen to your own experts that you’ve hired and often praised!</p>
Argaluz, Rosa	14.1	<p>I am very concerned with the lack of attention placed on indoor air quality of classrooms. There’s a lot of discussion about hand sanitizer and masks, but no mention of classrooms with poor ventilation, windows that don’t open, and doors that open to indoor hallways. Most current studies state that aerosols remain in the air for hours, and that one of the biggest risks of transmission is indoors. Wearing a mask for hours in the same small space provides little protection. Does the District have a plan to ensure that all classrooms have fresh air circulating at all times? Or if one the DO will reimburse us?</p>
Barlow, Nichole	14.1 COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year	<p>I am writing as a teacher who is concerned for her own health and wellbeing as well as that of my family, my colleagues and their families, and my students and their families. A precipitous return to campus would have serious consequences for all of us: outbreaks of COVID-19, unnecessary and avoidable spread to our homes and to the vulnerable people in our lives, and another unplanned closing of the school.</p> <p>Some of my concerns about returning to school are: Who will sub for us when we need it, especially when we already have a sub shortage? What will the board and the district do about classrooms with no air conditioning so that we can comfortably wear masks while teaching? Who will be in charge of disinfecting our classrooms and how often? How will social distancing be ensured during the passing period and lunch time? How will students who cannot return to school next year continue to receive their education? What</p>

		<p>will the protocol be when someone tests positive for coronavirus? If someone is infected and we need to close the campus, how will the lack of continuity due to multiple interruptions and transitions affect students' education?</p> <p>I am looking forward to being able to return to 'normal' school and work closely with my students. However, 'normal' will not return until mass immunity is achieved or a vaccine is available. So, before I feel safe about returning to campus, I would like to know how all of these issues will be addressed and how the health of our community - me and my family, my colleagues and their families, and our students and their families - will be protected.</p>
Chun, Ryan	Safety	<p>Hi, I want to keep this brief. The main concern I have is the safety of my family. I currently live with people who are at risk and I caregive for my at risk grandmother. It is going to be extremely unsettling to have to return to school and put them at risk.</p>
Mannion, Heather	Questions re. hybrid model for fall	<p>Thanks to the Superintendent and School Board for your dedication and hard work on these complex problems. There are no easy solutions.</p> <p>First of all, I don't think online learning worked last spring for my SUHSD students. I echo the parent concerns from the last meeting, and join what appears to be a parent majority opinion opposing distance learning -- as it was presented in the spring. My question concerns the alternative for the fall. I'd like further explanation of the hybrid model, and what going back for *some* school would mean for students.</p> <p>Many of the comments opposing online learning also expressed the desire to go back to "normal." However, as I understand it, back to school under the proposed model would be anything but normal. Small cohorts of students would need to share the same schedule, which would eliminate or compromise multi-grade classes such as many APs, ASB, all music, yearbook, and most math classes. Multi-grade classes make up 5 of 7 periods in my incoming sophomore's proposed schedule. Is math going to be altered or compromised? Are we proposing a drastic schedule disruption/reduction to return to what could end up being more like a glorified study hall? When a full schedule might be taught online (perhaps with more time to prepare, more rigorous requirements, and synchronous teaching), and then quickly re-adjusted when restrictions and conditions change? I agree that it's extremely important to return to campus, but under what circumstances?</p> <p>In summary — a request and timing questions.  Request: please describe what in-person would look like under the hybrid model. Those opposed to online learning need to understand clearly what we are advocating for.  Questions: When does this decision need to be made, and how quickly can it be changed?</p> <p>Thank you!  — Heather Mannion  Carlmont Parent</p>
DeVoe, Emily	14.1 COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year	<p>I understand that the Board heard a lot of comments from parents concerned with the prospect of continuing distance learning in the fall. I am worried that 1) those comments don't reflect a representative sample of our district's population, 2) the reaction of these parents is colored by our having to take immediate, sudden, and unplanned action in the spring, necessarily affecting the quality of distance learning that we were able to offer, 3) full distance</p>

		<p>learning will be an inevitable outcome at some point in the next school year, if only for a period of time, and 4) if we do not start fully preparing for distance learning now, we risk a messier return to distance learning at some point this year. Rather than trying to navigate the logistics and health risks of a hybrid model, I think it would be most effective to invest our time and effort doing the following: 1) staff focusing all planning time on distance learning so that our students can have the best possible start to the semester, 2) doing immediate and widespread outreach to families to address issues of equity, and 3) calibrating and communicating distance learning expectations across stakeholders, including staff, students, and parents.</p>
		<p>As a veteran teacher in the district, I understand and share the wish that, with regard to reopening schools in the fall, everything would return to normal, but I believe that the reality is that as of today, our friends and neighbors are dying at rates unseen up to this point.</p> <p>And I believe that people of color - for reasons yet to be fully understood - are suffering from poor health outcomes.</p> <p>And I expect that, whatever the case, we will have to shut down when either students or staff test positive for COVID-19, which invariably they will.</p> <p>While recognizing the passions and needs of our community, we need also to consider the bigger picture, the greater good, and that there are human lives at stake - at least one of my students, for example, was diagnosed with COVID-19 this past semester: he suffered mentally and physically for weeks, and ultimately had to be cared for by doctors at Stanford Medical. He is a person, not an abstraction, not an acceptable amount of risk.</p> <p>I agree with Columbia professor Jeffrey Shaman that opening school would be "unwise," especially before we understand what will happen in the fall vis a vis the projected "second wave" of COVID-19 transmission. I believe it to be reasonable for our primary focus to be on how best to conduct distance learning for the first few months of school, until we are able to see how the spread of this deadly virus plays out. Our secondary focus, our Plan B, should be on how to return students to school, so that if the best-case scenario were to occur – California’s numbers are down, a vaccine is developed, and so on – we can implement that plan. But our Plan B should not be our Plan A! It may be that we’ll have to move back to full distance learning anyway, which would throw everything back into a state of confusion. So much is unclear; so much cannot be known. Yet, let us “prioritize the health and safety of our population” over the passions of the moment.</p>
Vanian, Aaron	Item 14.1	I advise prudence.
Voldstad, Karyn	14.1	As a district teacher, I am looking forward to providing distance learning with rigor and accountability this year. I am not looking forward to having all the students back in school, given the huge number of health and safety limitations. I believe we would spend a significant percentage of our time cleaning and enforcing mask and distancing rules instead of forming positive relationships and teaching. And at great risk to the lives of teachers and the entire community. The pandemic is ongoing.
Voldstad, Karyn	14.1	As a district teacher, I am looking forward to providing distance learning with rigor and accountability this year. I am not looking forward to having all the students back in school, given the huge number of health and safety limitations. I believe we would spend a significant percentage of our time



		cleaning and enforcing mask and distancing rules instead of forming positive relationships and teaching. And at great risk to the lives of teachers and the entire community. The pandemic is ongoing.
Marcos, Arlene	2020-21 Hybrid Learning	Please consider a hybrid approach for 2020-21 school year where there will be some in-person at school teaching (giving direct instruction for health & safety) and some remote learning (giving direct instruction for that and having regular zoom classroom times too).
		<p>Students 100% at Home is Harmful. Do Not Mistake it as an alternative for an Education, Learning, and Development.</p> <p>Using technology at home for a long duration does not magically make up for what is lost from in person exchange of ideas. Students have suffered and will continue to suffer with long term negative impacts to the following:            Education            Mental Health            Social Development</p> <p>Let's focus on keeping teachers safe. If medical staff can treat known infected patients, interact with them in a much more intimate way, and continue to do their jobs, then certainly teachers can do their job safely working with students at a 6 foot or more distance. Let's get the proper PPE to teachers.</p> <p>100% Distance Learning does enable teachers to stay away from students, just as prohibiting all future car driving prevents all car accidents and deaths. But banning all car driving is a similar solution that 100% distance learning is. Instead of prohibiting all car driving, we have modifications: speed limits, seat belts, etc. Let's protect the teachers with reasonable effective means and still provide an in person education.</p> <p>The evidence supports that outdoor activities are very low risk. Conduct more classes outside. This is California. Open air classrooms have taken place in far less fair weather places. Not all classes can go outside, but many can.</p> <p>Every other industry is coming up with modifications to continue. Industries with far more intimate interaction are getting back to business: dentists, hair salons, etc. 100% Distance Learning is not a modification. It is an abdication.</p> <p>You have the responsibility to consider the needs of both teachers and students. I urge you to support an education for students and protection for teachers. Proper protocols and PPE for teachers in the classroom, especially if outdoors, meets the needs of both groups. 100% distance learning does not.</p>
Schneider, Meredith	Fall Learning Location	
Drayer, Elizabeth	Distance Learning	When making your decision about what the 2020/21 school year will look like, please consider the needs and desires of the students who want to learn. If we can't have full-time in-class learning, you must consider the desire of the majority of respondents to have a hybrid model with some in-class time and some distance learning. The students want and need some time in class to coordinate with their teachers and other students. Also, with the distance learning, there needs to be a focus on "distance teaching". The teachers need to teach their students every day (either in-person or via zoom). Just assigning some on-line learning assignment or having the students watch on-line videos, as was done by many teachers in the spring semester, is not teaching and will impact the ability of thousands of students to achieve their full potential.

Drayer, Glenn	Distance Learning	<p>I am concerned with the continued debate about Distance Learning. Live instruction must be maximized to ensure equitable and quality learning. Such teaching is possible given the approaches taken by other districts and private schools.</p> <p>Continuation of the practices from the last school year are unacceptable as there was no “teaching” being done. My child was assigned reading and work, received no lectures or instruction, and left on her own. This “work” was not challenging and consumed 2 hours per day at most.</p> <p>If teachers are unwilling to perform this essential service, the Districts should use alternate teachers or provide me a refund for educational services NOT provided to aid in funding the transfer of my child to private school. Asking teachers to teach in classrooms and via readily available video technologies is not a burden and consistent with what is asked of employees of numerous industries.</p>
Duarte, Ella	No Distance Learning	<p>I am a student who had the pass/ no pass and distance learning last semester and it was detrimental to my education. Having an education is important to me, and as an A student, these choices from the school district are effecting my future. The education system should be trying to support its students to the fullest extent, and these decisions were harmful to each individual. I learned very little last semester and was given busy work to fill the gaps, stunting my education. My next school year will be the most important in my high school career as a junior, and I will not be given the education I deserve in the AP courses I plan to take. Please consider the students at risk rather than the budget.</p>
Dunlevie, Lisa	Return to in-class instruction	<p>I am a parent of an incoming senior at M-A and feel strongly that the students must return to 100%/primarily in-class learning for their academic and emotional development. The case data supports students returning to school and to do otherwise is far more detrimental to students in this critical time, especially for seniors and juniors. We support reasonable safety measures to help prevent exposure, such as wearing masks and requiring hand sanitizing at each classroom entry and exit. I will adjust my own work hours and volunteer in a classroom to help a teacher with compromised immunity who may need to teach by video. Secondly, I am dismayed that while students, parents, non-teaching staff, district trustees, county and state officials, and the AFT president support in-class instruction, the Sequoia teachers' union is possibly given the stronger, yet minority voice, in making the decision against it. We must require the union collaborate with the district majority to work our way toward a solution that serves the students best with as much in-class instruction as possible. There are many parents who will help to make this happen; but if you go to 100% distance learning, you can watch the volunteer and financial support disappear. Let's work together as a community on this unprecedented challenge. We need communication and transparency with the union and we need the trustees and superintendent to listen to data and the majority to try to get the students into the classrooms. Please do not repeat taking the choice (and vote results) away from students and the majority (i.e. Superintendent Streshly's decision to only allow trustee voting on pass/fail and hold harmless when students and parents preferred choice or grades and voted for hold harmless). This goes against the principles of democracy and harms the students more than anyone else.</p>
Reeder, Janina	Reopening schools	<p>We would like to appeal to the board to allow some in-person learning at the high schools next year. The social and mental impact on our daughter has been devastating and we feel that onsite education is essential to our</p>

		<p>daughter's future and well-being. While there are risks associated with the disease, we feel that these do not justify denying our daughter an education. (Distance learning is not education in my opinion.) They only get to spend four years at High School and already lost half a year. No one knows how long the situation will be as it is and it is imperative that the generation affected by this gets to have a future. Distance learning has not been effective for us and keeping them home full-time will endanger not only their mental, but also their physical well-being due to inactivity.</p>
Wang, Carolyn	14.1	<p>100% Distance Learning next fall will be very harmful for students.</p> <p>This semester, I was extremely disappointed by the lack of learning during the school closure. My teachers had very limited zooms and no personal instruction. Some didn't have a single Zoom, did not respond to Canvas discussions, and had only optional weekly assignments. The workload and content covered decreased drastically. By going to Pass/Fail many of my peers, even those in AP classes, stopped learning and putting in effort.</p> <p>Distance learning has proven to be disastrous during this short period. By extending it, the negative effects will only grow. Some classes like ASB and dance cannot be done without in-person collaboration and instruction. Language classes need discussion and practice with conversation. AP/Honors classes with complex concepts simply cannot be taught solely online.</p> <p>Distance learning also has negative effects on students' health. Many of my peers are isolated, upset, and lonely. Levels of stress have increased because of the lack of social interactions. I understand that there is a health risk to coming back to school, however, if we don't work towards a solution, we will never go back, and us students will continue to be left behind and failed.</p>
Want, Emma	14.1	<p>I really think that we should NOT have 100% online learning. Most teachers slacked off during the online learning last year. We changed from 1 assignment a day to 1 assignment a week. I had barely any zooms with my teachers. One of my teachers only checked in with the class twice the whole distance learning. As a student, having 100% online learning is really harmful to our social lives. Many of my friends seemed sad and anxious that we couldn't see each other. Having 100% online learning is detrimental to our learning and our mental health.</p>
Zhi, Jing	14.1	<p>Continuing 100% distance learning in fall is NOT acceptable for our students for the sake of their mental health and quality of education. This will NOT be in the best interest of our students. While the rest of the world (many countries in Asia, Europe and Australia) have started to reopen their schools FULLY and other districts in the US plan to reopen their schools in fall and bring normalcy to students without harming public health, here in silicon valley the district is considering 100% distance learning. Can the district make an effort to learn from the other districts and other countries and do our best to provide the quality education our kids deserve? There are plenty of studies out there for re-opening school without jeopardizing public health. Will our kids continue to do distance learning until the vaccine is available which may take a few years? PLEASE PLEASE don't choose an easy way out or short term "solution" when encountering this challenging situation. Our kids only live their childhood once. I understand it would be different if they are allowed to go back to campus - more hygiene practices and symptoms check etc but at least they get to see and interact with their teachers and peers. Distance</p>

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		learning in the last 3 months at our schools has already proved a failure - little accountability from our teachers and school admins. As a result, the majority of students were checked out school earlier, especially after pass/fail grading was implemented. To be honest, I am extremely disappointed with the way the district to handle the pandemic situation.
Waddell, Jenny	No 100% Distance Learning In the Fall	Please only consider on-campus, direct instruction as much as safely possible, with synchronous instruction for any times students or teachers need to be remote. This can be recorded for students who can't join at a specific time.
Max Klar	Returning to school	I'm an incoming junior at Carlmont and the learning experience last trimester was not effective compared to the in person standard of learning. It was easy and I didn't have to do much- it didn't make me work hard and therefore I didn't learn much. It was ok and kind of fun because it happened towards the end of the school year but I would not be motivated if it continues into next year.
Sichlinger, Brian	In school education	For the start of the school year, please allow on site education. i'm seeing my kids lose interest in schooling with distant learning, it is not working. most places of businesses are doing on site workplace with some changes, and this should be what the school is doing also
Lee, Kai	Covid	As a teacher at a small school (Redwood), please make sure equity gaps for our lower SES students like transportation and internet access are ensured so they can access curriculum. Please closely look at site plans that address special populations like us with a daycare, a teen mom program in addition to our students who are recovering credits for a multitude of reasons which require more interventions and resources. We want to assist our students AND be safe.
McKeon, Maggie	SUHSD - Distance Learning is not an option	<p>Please read this article - <a href="https://www.yahoo.com/huffpost/the-first-data-on-covid-19-and-teens-mental-health-is-here-and-its-not-good-202153280.html?.tsrc=daily_mail&amp;uh_test=1_02">https://www.yahoo.com/huffpost/the-first-data-on-covid-19-and-teens-mental-health-is-here-and-its-not-good-202153280.html?.tsrc=daily_mail&amp;uh_test=1_02</a></p> <p>Hello school-reopening committee. I hope you are all well and safe. I am writing to voice my concern about schools not opening with students on campus and attending classes. I understand these are un-precedented times and we all need to proceed with caution. However, I run by Highlands and every day I see pick up soccer games, softball/baseball practices, etc.. As well, San Mateo County has just re-opened bars ~ and our kids cannot go to school. Group settings of less than 50 are now allowed. Our kids can safely attend school while socially distancing and proper precautions in place.</p> <p>I can only speak from my own experience but no school nor athletics has had an obvious deleterious impact on my daughter's mental well being. If bars, restaurants, hair saloons, churches, etc.. can open our kids should be able to attend school. From what my family experienced, learning from home was a disaster ~ and we live in a house where I work from home and can participate in the process. I worry even more about the kids whose parents have to work outside the home and maybe don't have access to adequate internet connections.</p> <p>Thanks for hearing my concerns and hopefully this can be resolved soon so our kids can get backing to some form of normalcy.</p>
Matuzek, Kathi	Going back to school	We would like on-campus, direct instruction as much as safely possible, with synchronous instruction for any times students or teachers need to be remote. This can be recorded for students who can't join at a specific time.

Rubenstein, Katrina	14.1	<p>I am dismayed and disheartened to hear the lack of concern about the safety and health of students and staff. Simply saying everyone should be back on campus without having a realistic safety plan in place is reckless. I do not understand how having cohorts of classes but also having sports running is plausible, considering we are supposed to maintain social distancing and wear masks. Will masks be mandated of all students and staff, and if so, will they be provided? How will schools physically be set up to maintain social distancing? How will offices maintain social distancing? What happens if students, staff or visitors fail to comply with rules put into place? What happens if someone shows up sick? Can students or staff be forced to be sent home? What happens if students or staff are exposed to someone who is ill? How many students are requesting distance learning? How will staffing be allocated appropriately? How many staff have medical conditions or home situations that would necessitate them to work from home? How do you have some staff working from home and some required on site? I hope that everyone's health and safety is considered, not just those who are able to make their voices heard.</p>
Ramroth, Karen	14.1 (Reopening Schools)	<p>Everyone wants to go back to school. We miss everything about being on campus. But nothing about how contagious or deadly the virus is has changed. The only thing that's changed is we're tired, frustrated, and miss the way things used to be. While the likelihood of a single student or staff member getting seriously ill may be relatively low, the likelihood of that happening to somebody in the community is relatively high. By opening school, we are essentially saying that because it is unlikely to affect me, I'm OK if it affects somebody else. Personally, I'm not OK with offering up somebody else because I miss the way things used to be.</p> <p>There are certainly students for whom this is about more than wishing for better times. However, the assumption that this means we need to return to campus is based on two flawed arguments: distance learning doesn't work and in-person learning will be like it used to be. In March, teachers were told "less is more," to limit communication, not to require virtual face-to-face meetings, and to reduce the amount of instruction. If given the chance, teachers can provide quality virtual instruction while being mindful of student limitations. All the effective in-person activities and learning strategies students miss would not be allowed given the health guidelines, most instruction would be limited to lectures and supervised computer work, and teachers would have far less time to reach out to students and personalize instruction.</p> <p>Finally, in a community of over 2,000 people per site, it is very likely that enough people will contract the virus and we will have to shut down and go to virtual learning anyway. Wouldn't it be better to make this transition purposefully, proactively, and with intention as opposed to reactively and haphazardly at a moment's notice?</p>
Sarrail, Michelle	NO 100% distance learning in the fall	<p>I am against 100% distance learning. Children, especially those who are in compromised living conditions and marginalized communities, are suffering the most by not having access to equitable learning environments. A hybrid model can work and be safe for all parties involved.</p>
Miller, Megan	Equity	<p>We must have in person classes. It doesn't have to be full time like it was last year. I understand and respect the need to be safe. However, distance learning did not work. Our students need to be taught by their teachers and need face to face (with coverings) instruction in order to absorb the content.</p>

Public Comment 06/24/20

		Please, please ensure they can come on campus and do so in a safe, measured way.
Waddell, Ainsley	No 100% Distance Learning In The Fall	Please consider on-campus, direct instruction as much as safely possible, with synchronous instruction for any times students or teachers need to be remote. This can be recorded for students who can't join at a specific time.
Miller, Jim	Return to School	As a parent, my family and I want our children on campus being taught by a teacher in-person. We do not support full-time distance learning.
Odette, Amanda	14.1 COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year	While I empathize with students and parents who want to return to "normal," there has been no reduction in risk level since we moved to remote learning on March 17; in fact, the risk has been proven to be higher for groups who were considered low-risk at that time. I believe in the ingenuity and commitment of teachers and staff to create rigorous, engaging curriculum for all students remotely, in order to maintain the safety for students, staff, and family members. As a teacher working with various populations, I am not comfortable with putting my baby, husband, and parents (including my father with chronic leukemia) at risk when we have valid alternatives to provide students with a rich education.
Wagner, Lisa	COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year.	In addition to being a parent of a SUHSD student, I am a faculty member at a local university and we are struggling with the same issues that SUHSD faces. We need to manage risk with COVID-19 to reduce the harm to all groups. A one-size fits all (everything online or everything in person) will harm too many students/faculty/staff. Please work to have as much in-person education as safely possible. Science labs and hands-on arts (ceramics, culinary, wood shop) are all things that must be in person and yet can be safely done with social distancing and masking. Now is the time to think outside of the box and assess what must be done in person (e.g., science labs), what can safely be done in person (e.g., working through math problems in small groups), and what can effectively be done online (synchronous discussion with relatively small groups) and some limited asynchronous lectures (limited to 20 minutes at a time with quizzes/short assignments following each segment). Only through working together (faculty/students/administration/families) can we maximize both education and health and safety.
Downs, Laura	No to 100% Distant Learning	I hear that the Teacher's Union is pushing for 100% online learning for the entire school year. I think this is a terrible idea. Firstly, I do not know why we would be deciding on 2nd semester now with so many variables that change daily , so let's revisit that in 6 months if need be. In regards to Fall semester, I STRONGLY prefer some kind of hybrid schedule - something like the Phase 3 model proposed. With strict safety guidelines in place, there is no reason this is not a great solution. There are many compelling reasons that have been outlined to have at least part-time in-person schooling, but the strongest for me is that complete social isolation with 100% online learning would be terrible for the kids' mental health. Thank you.
Whittaker, Cara	On campus for Fall!	Please consider our choice for on-campus, direct instruction as much as safely possible, with synchronous instruction for any times students or teachers need to be remote. This can be recorded for students who can't join at a specific time.
Claire Kettwig	Student experience	During distance learning, I had a terrible experience. I did not learn much from my teachers, making me very stressed about my grades and trying to understand the material was very difficult. My mental health has also been getting really awful because I haven't been able to see my friends and actually connect to people in real life rather than a phone screen or zoom. There have been many days where I had to work from 9am to 5pm at night on my school

		work, which is much longer than a regular school day and this has also caused me to cry about how much work there is for me to do.
Nathan, Laurie	School opening in the fall	<p>Ms. Salvatore, the teachers union representative, tells us that teachers are fearful of returning to the classroom. They want to teach but they are scared. I am a nurse and we have worked through the entire pandemic. So I understand that fear. We were scared too. But Universal masking brings great peace of mind when you are working nearby each other. We wear a mask for 13 hours straight.</p> <p>Please do not sacrifice our kids social and emotional well-being. We can, and should, go back to classroom learning safely.</p>
Vattuone Karin	100% distance learning	Distance-learning last spring was completely and totally ineffective. Of my child's seven teachers, only three teachers were doing weekly zoom meetings. The other four teachers posted meaningless assignments online for my child to complete independently and then turn in with little to no feedback. Students were left completely on their own to complete assignments. There was little to no interaction with teachers or classmates. It was extremely socially isolating; there was a total disconnect. There was little to no accountability especially with the pass/fail grading. In hearing what other school districts have done I feel Sequoia UHSD did a sub-par job of distance learning. This cannot continue in the fall nor can the pass/fail grading be allowed to occur again.
Vattuone, Sophia	100% Distance Learning	Distance learning was ineffective due to the difference in platforms teachers used to post assignments, the lack of check-ins and zoom calls teachers hosted, and the shortage of instruction teachers gave to us students. Overall, I missed seeing friends and teachers in person, and it was a terrible experience.
Donaldson, Cindy	COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year	We need to follow the recommendations of our doctors and scientists in order to keep our students and our staff safe from COVID-19. Since Israel opened its schools, 33% of positive coronavirus tests have come been from children age 19 and younger, with one high school experiencing an outbreak of over 170 cases among students and staff. Our own CDC has stated that asymptomatic children might be as infectious as adults, and warns that we cannot assume otherwise until we have more data. Studies show that the virus is airborne for up to 3 hours after an infected person speaks loudly, coughs, or sings. For these reasons, it is imperative that we not return to school without following the county's recommendation that everyone on campus must wear masks, stay six feet apart, and be limited to small, consistent cohorts. Unfortunately, it will be quite difficult to teach in-person under these conditions. My instruction would be more effective from my own computer, where I can see students' work up close and engage with them eye-to-eye via Zoom. Any time in a classroom would be more about peer engagement, tech connectivity, and mental health than instruction, which should be a consideration in any planning. I see absolutely no reason to "start normal" when it would be so much safer to start small and build back up to normal in stages with an ongoing, data-based evaluation of what works and what doesn't.
Wan, Rachael	14.1: COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year	Re-opening schools in the fall will create the most disruption for all students and will be especially harmful to those students whose families are more at risk of getting the virus in the first place. Going back to school unnecessarily risks the lives of all students, the teachers (many of whom may be older and/or immunocompromised), and anyone they come in contact with. Instead of thinking of a plan that will stretch our resources even thinner, the best use of the time and energy for the next school year would be to (1) remain online

		so teachers can build a strong and robust online curriculum, (2) provide the necessary training so teachers can best meet the needs of their students, and (3) put into place ways to equitably serve all students (ex. provide wifi/chromebooks or whatever else students may need).
Avila, Duart	Return to school	As parents, We trust our teachers to educate, guide and be leading role modes to our children. It is a tremendous responsibility. One of the most important life skills a child can learn is leadership. We need our teachers and administrators to show what great leadership is all about during challenging times. We need solutions so that children are not left behind and continue to progress despite these challenging times. We are counting on teachers to not fail us. Returning to school is going to be a challenge and we all understand that. But not returning to school at all is cowardly and self serving. It is the opposite of leadership. Students need to be in school. Find a solution for those who can not attend, but do not fail those who want and need on campus learning.
Cole, Catherine	14.1 "COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year."	<p>Members of the board,</p> <p>In considering the action plan to educate students this Fall amid the COVID-19 pandemic, I URGE you to consider to following essential truths.</p> <p>*The status of the Covid-19 virus has not changed since we closed schools in March.</p> <p>*People without any symptoms at all can still spread the virus. This is exactly what has made the virus so deadly from the start, and is still true.</p> <p>*Young teenagers developmentally can not fully comprehend or predict the consequences of their actions. It is very likely that students, when put in a room together, may get close to each other or remove their masks. Yes, the teacher or school can react to such actions but by the time it has been done once it is already too late.</p> <p>*Many of you have enough experience to understand that when creating policies there is a gap between theory and implementation. In this instance, that gap will have life and death consequences. Please do not assume a perfect implementation!</p> <p>*The CDC and other health experts have come to understand the virus well enough to know that the most risky behavior is being with groups of people indoors for a prolonged period. If we return to the classroom, this is exactly what you will be asking teachers and students to do every day. Classrooms across the district do not have adequate circulation to prevent this from being a risk.</p> <p>*Cloth masks can slow the spread of the virus, but will not stop an individual from breathing in the virus as an N95 mask would.</p> <p>Please consider continuing with distance learning this Fall. Remember that this is TEMPORARY. Even though it doesn't feel like it right now, things WILL soon return to normal and we will be able to make up for lost time. But right now, your one and only priority as the leaders of this community should be SAVING LIVES until this pandemic is over. The only sure way to ensure we do not lose a precious life in our Sequoia District family is to continue with distance learning.</p>
Kate Blanchard	14.1 Covid Learning Plan 2020-2021	As a high school teacher and Sequoia parent, I wanted to voice my support for finding creative solutions for on-campus or blending learning opportunities for students next year. I appreciate everyone's desire to keep our students and staff safe and so appreciate all teachers and administrators have done to support students during this difficult year. While some period of online learning may be necessary next year, it seems pre-mature to declare 100%



		<p>online learning at this point in time. The in-person learning experience is fundamental and vital for all kids' academic, social and emotional development; thus, I urge the board to continue to explore and experiment with creative in-person or blended options (like other local schools are doing) before committing now to 100% online learning for a full year. Thank you for all of your hard work and consideration!</p>
Mueller, Tony	14.1	<p>It isn't safe to go back to campus, and the district hasn't proven itself capable of managing a complex hybrid model. The majority of students were and can be successful in distance learning, particularly if it's managed more competently than it was last quarter. We need to identify the students who struggled in distance learning and tailor interventions specific to their individual needs. For some, that may include assigning staff members as one-on-one tutors. For others, we can provide a safe and on-campus work space with computer access. For others we should reduce their class load or provide mental health interventions to make distance learning more manageable. There is no one-size-fits all model for supporting students, but we have the data to carefully target interventions to make distance learning more equitable. The district got in the way of teachers implementing meaningful online learning in the spring, and the last thing we need is more hastily-planned, poorly-communicated "solutions" from folks who've spent little or no time in a classroom, especially when those folks don't take responsibility for their errors and leave teachers holding the bag.</p>
Mueller, Tony	14.1	<p>It isn't safe to go back to campus, and the district hasn't proven itself capable of managing a complex hybrid model. The majority of students were and can be successful in distance learning, particularly if it's managed more competently than it was last quarter. We need to identify the students who struggled in distance learning and tailor interventions specific to their individual needs. For some, that may include assigning staff members as one-on-one tutors. For others, we can provide a safe and on-campus work space with computer access. For others we should reduce their class load or provide mental health interventions to make distance learning more manageable. There is no one-size-fits all model for supporting students, but we have the data to carefully target interventions to make distance learning more equitable. The district got in the way of teachers implementing meaningful online learning in the spring, and the last thing we need is more hastily-planned, poorly-communicated "solutions" from folks who've spent little or no time in a classroom, especially when those folks don't take responsibility for their errors and leave teachers holding the bag.</p>
Sidley, Gwen	Opening School in the fall	<p>I'm wondering what accommodations will be made for students and staff who are higher risk for Covid-19 (health conditions, over 60, family member at risk, etc.). Also, will board members be willing to spend a few hours on our campuses each week to support teaching, learning, health, and safety under these conditions?</p>
Tang, Eva	14.1	<p>Please consider keeping us at 100% distance learning in the fall. Our black and brown families face the most risk of infection with COVID-19 during this time and they are disproportionately affected already. They are more likely to live in more intergenerational crowded spaces, and contracting COVID-19 will be devastating to their households.</p> <p>Even with small cohorts of 12, we cannot expect to police students' behavior when they are on campus to keep them six feet apart, especially before or after class. It doesn't make sense to teens who think they are invincible, and it doesn't make sense for me to keep them apart when they can't understand why. If we end up punishing our kids when they don't follow the rules, given</p>

		<p>already existing bias in suspensions of black and brown kids, I fear this will be even more exaggerated if we are to return to school in the fall.</p> <p>I also want to note that multiple people do not experience symptoms when they contract COVID-19. Temperature checks will do nothing to stop the spread of COVID-19 if more proper precautions aren't taken. The proper precaution is keeping us all at home. Use this summer to prepare teachers to use distance learning to teach students more effectively and be the district that can proudly say they do right by our minority families.</p>
<p>Luskin, Andrea</p>	<p>Fall opening</p>	<p>Dear Trustees,</p> <p>I'm writing in response to the June 15 SDTA letter addressed to parents outlining the Union's desire to continue 100% distance learning this fall.</p> <p>This approach is in direct conflict with direction given by our SMC Health Officer, Dr. Morrow, who states "in considering the educational, emotional, and developmental needs of children they should be back in school".</p> <p>The SDTA letter makes numerous inaccurate assumptions about the quality and quantity of teaching that can occur on campus even while fully complying with SMC Health Guidelines, let alone with the flexibility Dr. Morrow references in his June 15 statement.</p> <p>Rather than creatively addressing obstacles that present themselves, the SDTA promotes avoidance of in person teaching all together. This is something many teachers themselves don't support &amp; in opposition to the May statement released by the Ca. Teachers' Assoc.</p> <p>The SDTA's statement that our students can have a better experience this fall with 100% distance learning rather than a hybrid approach, ignores all the research on how teenagers learn best.</p> <p>Their objection that the hybrid model does nothing to contain risk is patently false.</p> <p>Their statement that the hybrid model requires teachers to prep 2x as many lessons, one in-person and one distance-learning is also inaccurate. Many alternative solutions have already been discussed.</p> <p>And, their objection that preparing for a hybrid solution would be an overwhelming task is disheartening.</p> <p>The solution to the challenges we face, exposure to real risk &amp; the lack of ability to perform our jobs exactly as we did in the past, should not be to glue students to their computer screens, isolated at home 5 days a week. The Teachers' Union needs to step-up to the challenge, just as so many of our other essential workers have, with an eye on safety while educating our students in person.</p> <p>Trustees, please vote for what's in the best interest of our students.</p> <p>Thank you!</p>
<p>Arnold Marc</p>	<p>High School start in fall</p>	<p>Please do not consider 100% distance learning to start the year. From going through it the last 3 1/2 months, it's very clear this method is failing our students. Please put students first with a high school start on campus. 10</p>

Public Comment 06/24/20

		years from now as these kids are trying to start careers, we don't want people saying, oh these are the ignorant covid generation that couldn't get an education
Mehta, Anjali	Not full distance learning	Full distance learning is really hard to manage as a student. I haven't seen some of my teachers (not even through a video screen) since March 13th. It's hard to stay motivated when everything is done through a computer screen and not in a classroom. I understand we cannot fully go back to school, but a hybrid system would be so much better for us.
Brian murphy	Fall instruction	My family requests direct instruction as much as safely possible, with synchronous instruction for any times students or teachers need to be remote.
Robinson, Andy	14.1	As a teacher in East Palo Alto, I am longing to be able to again see my students in person and facilitate our classroom. However, given that the communities we serve in EPA are especially affected by COVID, this must be done safely. Current proposals for an August restart, based on one-sided public comment that seemingly excluded voices from our community, do not appear completely guided by health directives. I respectfully request that you make sustained effort to hear the voices of East Palo Alto and East Menlo Park before making any final decisions on what next year looks like. This outreach and surveying cannot simply take place through email and online forms, if it is to truly represent our community. The digital divide is severe in our community, and our school was created by Stanford's Graduate School of Education 20 years ago partly because East Palo Alto youth were being systematically underserved in surrounding school districts. To now make life or death decisions without the real work of hearing the voices in our community seems like a dangerous continuation of this history. Those of us who serve this community daily know that connecting with families and hearing their perspectives often requires sustained effort, multiple phone calls, and sometimes home visits. I implore you to fully engage in these efforts before making decisions that may disproportionately put the lives of our community members at risk. I greatly look forward to the day I can walk back on a vibrant, full campus, and safely serve the community I love.
Kryger, Steven	14.1	It is my opinion that it is the responsibility of the Board, District Administration, and SDTA to COLLABORATE to create the best possible educational, emotional, mental, and social experience for our students that is possible given our current conditions. For some teachers/students that will be in the classroom and for others that will be from home. You have been elected or hired to do just that and if there was ever a time we needed people put into positions of leadership to rise to the occasion it is now. We have too many people in leadership at all levels of society who are not leading, please be the leaders you are supposed to be. COLLECTIVELY. COLLABORATIVELY. We are all in this together. Our students and teachers are counting on you to get it done in the spirit of COLLABORATION (sense the theme?). Yes, it is a huge responsibility and a huge undertaking, but that is what you signed up for and this is when great leaders are revealed. We are all counting on you. We have faith and confidence in you.
Johansson, Mattias	14.1	I do not believe it is safe to reopen schools quickly in the fall. The distance learning lessons created this Spring were constructed without planning. If teachers know we will start the year in distance learning, we can create high quality lessons. In our co-taught math class, we are imagining using the Desmos platform to have students respond to each others comments and our instructional videos and to have them experiment with mathematics through built in tools. We can closely monitor their progress in real time and follow up personally with students as needed. While no substitute for the supports we can offer in a full return, this distance learning instruction will be stronger than

		<p>any we can offer in a dystopian classroom space where students are seated individually and we cannot approach them.</p> <p>As a special education teacher, I have seen distance learning not work for all students. Therefore, I agree that distance learning should be coupled with in-person supports for groups of students who require it. However, a large scale return, such as 50% of students on campus, seems like a readymade disaster all for questionable educational gains. A disaster that will impact the black and brown communities in our district the hardest as Covid-19's inequitable impact is nationwide.</p>
<p>Vaughan, Nichole</p>	<p>14.1 Return to school</p>	<p>With the drive to go back to campus for in-person instruction, I wonder why students and parents are given an option to choose while teachers (some who are high risk) do not? The health risk is too high, and our current small pool of substitute teachers will most likely not be able to cover for teachers who feel symptoms and make the proactive and smart decision to call-in sick. And then what will the protocol be if someone has symptoms? Will the district give days off for teachers to go get tested (because in any other circumstance, the teacher would most likely "work through it")? And if the result is positive, will the teacher then have to quarantine for 14-days as well as the student cohorts that he/she has come into contact with? Will the district facilitate the testing and re-testing of all those students who have come into contact with the teacher (and vice versa)? Will those students be responsible for completing work while quarantining after a positive test-result? Will this ultimately thwart the purpose and role of in-person instruction days? Although these questions may read like a slippery slope, they are a reality of the decisions that we make as a district and the considerations that are necessary.</p>
<p>Mitchell, Victoria</p>	<p>Item 14.1: COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year</p>	<p>I miss teaching in an environment where I can interact with my students as it was earlier this year. I am concerned that my own sons will not have the same sort of social interaction as they had previously for a while. However, I believe that we owe our community a learning environment that heeds the public health concerns and the gravity of this unprecedented moment.</p> <p>I do not think that it is possible to serve our students in a way that allows for safe transportation and sanitation and protection in a face-to-face setting. I believe that collaboration and even connection, will occur better in distance formats rather than distanced with masks in a classroom. There are too many complexities to make the tradeoffs of getting to a "new normal" face-to-face situation worth it.</p> <p>I appreciate the suggestion that students and families will have the option to continue their education remotely. I also believe that educators should be granted that same option. My personal situation of sharing a household with two individuals in their late seventies, one of them recently concluding cancer treatments with weakened immunity, makes me concerned about bringing infection back to my home. I know that several of my students live in multi-generational settings and have relatives with comorbidities that they are concerned about.</p> <p>I believe the best way to serve our students is to plan and collaborate and deliver a rigorous and effective distance instruction. There were shortcomings in the Spring due to the need for us to react to the situation but I believe we can proactively provide the best alternative to what we have offered previous to March remotely (with traditional grades, synchronous live teaching, and daily attendance etc.)</p>

		Thank you for your consideration and being responsible stewards of our community's welfare.
Wong, Philip	14.1	Imagine this. In Stage 3, Teacher A meets with 12 students in period 1. In period 2, those 12 students then disperse to interact and mix with 12 other students (who are all coming from their own separate classrooms) in Teacher B's class, where an entirely distinct group of 12 other students had just previously been. Then, in period 3, this dispersal and commingling happens again, only to be repeated with the other half of the student population the following day. Individual teachers will have been exposed to all the other students (plus those students' various other teachers). And through their teachers then, students would also have been exposed to an exponential number of other students on campus. By the third day of school, everyone will have been exposed to everyone else. All it takes is ONE person, and we would all go back to distance learning again, only this time with MORE people having been exposed to it. In my opinion, the risk of a stage 3 return will result in the eventuality of another school closure. A return to school in the fall with a Stage 3 schedule is neither safe for our students nor for our community. With numbers of COVID-19 cases on the rise this past week, a stage-3 return feels neither safe nor practical. We should instead devote our energy and resources to developing better distance learning instruction so that students can still receive the benefit of best teaching practices, unhindered by new and radical social restrictions that would get in the way of our students' inclination for social interactions which teachers would then be forced to "police." To do the best teaching and learning, students and teachers should be able to feel in control of their own safety.
Shepard, Erika	14.1	I am a teacher in this district and work tirelessly to support my students. During Distance Learning, I was working 14 hour days to provide meaningful feedback, create engaging but short assignments, and provide social and emotional support to my students. If I am asked to maintain an online classroom while also teaching small groups directly, the quality of my teaching and feedback to my students will be significantly impacted. Additionally, if we are asked to teach in small groups with social distancing guidelines, teachers will resort to all of the ways we know are least effective. Without the option of group work, sharing materials, or collaboration, the classroom time will be an academic waste. I am a strong supporter of scheduling time for students to come onto campus in a closed cohort (almost a homeroom) in small groups for check-ins, study hall, etc to get them out of the house and meet their emotional needs, but direct instruction will be bad for the teachers and bad for the students until we can relax social distancing guidelines.
Keigher, Kat	14.1	As a teacher, I have no greater desire than to return to my classroom and see my students "like normal." However, we are not in a "normal" time. COVID-19 is still a very real threat, and I worry that the health and safety of staff members Will be sacrificed for the desire for normalcy. Our desire for consistency and normalcy does not negate the effects of a potentially deadly global pandemic, particularly when it is likely to get worse come winter. I firmly believe that the district should focus its efforts on training its teachers in the best practices for effective online curriculum. The scramble to get curriculum online in March is not an accurate representation of the rigorous and engaging curriculum that could be developed if given the proper resources, training, and time. I am a parent, a teacher, and an online student. I know this situation is not ideal for anyone, but we must recognize the extraordinary circumstances that we are in. Please consider the childcare issues, the cost

		of providing PPE, and the inherent risk of infection when considering whether you ask your staff members to return to campus.
Durdle, Paul	Health, safety and equal access	The virus has not gone away. It may yet change for the worse. As soon as any cases show up in class or district schools, the teachers will need to quarantine for two weeks. Assuming they are well enough they can teach as before at a distance. If not, are substitutes really a viable alternative? Until a vaccine is widely available to all in the community, and virus patients do not flood the hospital system, an “abundance of caution” is still needed. We should continue distance teaching and learning, with online participation and ensuring access for all students (and using letter grades as before). As someone in a high risk group, whose family is also in a high risk group, I strongly support continued distance learning this fall.
Durdle, Paul	Health, safety and equal access	The virus has not gone away. It may yet change for the worse. As soon as any cases show up in class or district schools, the teachers will need to quarantine for two weeks. Assuming they are well enough they can teach as before at a distance. If not, are substitutes really a viable alternative? Until a vaccine is widely available to all in the community, and virus patients do not flood the hospital system, an “abundance of caution” is still needed. We should continue distance teaching and learning, with online participation and ensuring access for all students (and using letter grades as before). As someone in a high risk group, whose family is also in a high risk group, I strongly support continued distance learning this fall.
Mass, Jessica	A safe return to school, but not in-person	Dr. Streshly, Trustees, and members of the community, Until there is a vaccine, it is not safe to return to in-person teaching and learning. New cases in California are rising every day, with conservative prediction on nationwide deaths projected at 200,000 by the end of September. Are there outcomes worse than death? Maybe. Many ‘recovered’ people still need lung transplants and suffer respiratory and neurological damage for... no one knows for how long because we only have 5 months of data. In previous comments from parents in the community teachers are called lazy-- even ‘draft dodgers’ --for not wanting to risk our lives and those of the people we live with. You are arrogant if you think that you know what will happen in the long-term, and your hubris puts all of us at risk, including you, your children, and the vulnerable adults you have contact with. Stop putting all of your eggs in the ‘return to school’ basket and prepare for a robust and rigorous distance learning program. In a properly designed and executed distance learning model, everyone stays safe and teachers can use online platforms to create digital breakout rooms for pairs and groups of students to work together, and where students can practice the academic conversation skills the Professional Development department has been training teachers to use for years, which is exactly what students could not do in a classroom in which instructors are frightened and kept in a ‘safe zone’ at the front or back of the room, and students sit 6 feet apart facing forward, with no interaction. Support teachers, students, and families; work to eliminate the barriers to success and to be a model of what schools can be. No in-person school until there is a vaccine.
Wenzel, Stacy	14.1	1. Students who did not have Fs March 13th cannot receive Fs in June if they did not have adequate wifi. 2. Giving students access to the campuses to use the wifi and to have a quiet space to work is a solid idea. We need to consider the cost of this supervision: Assuming there are staff members whose wage is \$40.00 an hour, who are permitted and willing to supervise students, I estimate that the cost would be the following: \$4,800 or \$400 per child per month (6 hours a day for 20 days). It is less expensive to provide home internet (approximately

		<p>\$10.00 a month). I hope even if families are offered home internet or adequate hot spots, there is also the option of coming to school to work if the barrier to accessing an education is having a quiet place to work. Having the campus as an option is wonderful. However, it is not equitable for low income students without wifi to be required to come on campus to access an education if they are concerned about safety (COVID risk). Students or families who are concerned about safety deserve to have the same options as middle and high income students.</p> <p>3. The school district should have phone help lines for tech. Issues (not just email).</p> <p>4. Each family should receive a paper copy (and email follow up) of voicemails of all staff members at their school.</p> <p>5. Until we have positive confirmation that all students have wifi, then the school district needs to send out paper communications about important information such as the EBT cards for families.</p>
Secrist, Ame	14.1	<p>I won't repeat the many thoughtful, articulate, and fact based letters my colleagues sent you; my statement here is to echo the specific reasons provided in support of returning to school this fall utilizing 100% online platform. Without the protection of health for all students, teachers, and school employees, we will fail without question.</p> <p>The reasoning at the board and district level to return in any kind of hybrid model next year appears to be only based in the uniformed desires and a systematic need to be aligned with outward appearances, loosely veiled with statements about supporting high risk students. There seems to be a lack of understanding about what a school day looks like and how we function within normal parameters for you to be pushing for an onsite schedule in the fall. What you are asking is literally trying to fit a square peg into a round hole. All of this energy would be much better spent trusting the faculty and staff in how to structure the best educational experience for students under the health threat of Covid. The stress of battling for what we know is the best path forward is counter productive to the district goals and the cohesive relationship needed between faculty and management.</p> <p>Whatever the fall looks like, there is a glaring need to have an honest evaluation of the symbiotic roles between the faculty, management, and board. Our students deserve a harmonious, transparent, and empowered group of adults leading them through their high school years.</p>
Nancy	Input on students going back to school	<p>I'm requesting the board approves on-campus, direct instruction as much as safely possible, with synchronous instruction for any times students or teachers need to be remote.</p>
Bill Schwaab	On Campus Learning	<p>I am writing to encourage SUHSD to open up on campus learning as soon as is safely possible. The negative impact we have experienced on the quality of education through distance learning is significant and I don't want to see my child (and others) fall behind in their education any more than is absolutely necessary. Based on the data I have studied I believe some on campus learning is manageable and I encourage the board to find a solution that balances the needs of the students with the safety needs of the staff.</p>
Sucht, LeAnn	Fall 2020 classes	<p>My son will be a senior at CHS. He strongly prefers to attend school in person. He felt that his education was nowhere near as useful this past Spring during the distance learning.</p>
Rose marcus amsellem	On campus learning	<p>Hello, i wish yo have on campus learning at least one day every two days to have face to face conversation and receive instructions from teachers. It has been extremely challenging to learn at distance and maintain a regular pattern. Of learning</p>

<p>Isabelle marchs</p>	<p>On campus learning</p>	<p>I think students should be allowed to safely go back to school. An alternate process might be necessary though. Either 1- one day on one day off or 2- some kids go on the morning and some others go in the afternoon or 3- freshmen go n Mondays, sophomores on Tuesday, juniors on Wednesday and seniors on Thursday and onlien schooling on Fridays.</p>
<p>Carpinelli, Patricia</p>	<p>Fall in-person Instruction</p>	<p>Please provide safe, in-person instruction at Sequoia HS. A distance only model will cause a large disruption in the education of our children with severe mental and physical health consequences. Spring 2020 was a failure in all of those respects despite best efforts. Let's remember why we have schools in the first place.</p>
<p>McKee, Michelle</p>	<p>14.1</p>	<p>My comments are focused on the District's Goals and how they can be achieved through distance learning. Additionally, I bring to your attention issues related to in-person learning during a pandemic.</p> <p>Goal #1</p> <ul style="list-style-type: none"> <li>- This goal can be reached via distance learning if we are given time for training and planning (which many of us are doing on our own time this summer). Learning in an all-lecture, forward-facing, non-collaborative, socially-distanced format does not foster engagement or rigor.</li> <li>- Distance learning can be engaging, rigorous, and high quality when teachers are not restricted by hold harmless and pass/no pass.</li> <li>- There needs to be consistency and continuity in instruction, which will not happen if we start in-person and then shelter-in-place goes back into effect.</li> <li>- Who is going to offer this high-quality instruction when teachers with pre-existing health conditions and family care issues go out on medical and family leave? Students are going to miss out on being taught by invaluable, quality teachers. Distance learning with properly trained teachers is much better than no teachers at all.</li> </ul> <p>Goal #2</p> <ul style="list-style-type: none"> <li>- Do not force in-person instruction because it is easier and more cost-efficient than providing internet access to all students. You need to "dig deeper" and "get creative" to ensure that there is equity in tech access for all students.</li> </ul> <p>Goal #3</p> <ul style="list-style-type: none"> <li>- Having students come to school for socio-emotional support, but telling them: they have to wear masks all day, they cannot eat together, they cannot do projects together, etc; is going to be more detrimental to their mental health than distance learning.</li> <li>- Why are we not focusing on resiliency, coping skills, and problem-solving skills? When the Board and District Admin act as snowplows, removing all barriers from a student's path, we are not embracing the whole child.</li> </ul>
<p>Lee, Briana</p>	<p>14.1</p>	<p>It is not safe to return to school until there is a vaccine. I say this as a 27 year old teacher who is passionate about both education and equity. Aside from the fact that I live with my older family members and am concerned about our health and safety, I know for a fact that we can provide a better curriculum online than we can in person with the mandated restrictions. We, the skilled educators of our district, are ready to create a rigorous and engaging curriculum for our students via distance learning. We can utilize breakout rooms, Canvas discussions, Desmos, PearDeck, Nearpod and more to provide students with a space to collaborate with each other and with the teacher. These are things that we will NOT be able to do in a classroom, all facing forward, wearing masks, staying 6 ft. apart, and not sharing any</p>



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		<p>materials. I am a teacher because I love to teach, engage with my students, and support their socio-emotional well-being. I am eager to return to the classroom and be with my students when there is a vaccine. My colleagues and I are not being lazy, we are being realistic. Please listen to the voices of the teachers in the district who will be the ones educating our students this fall.</p>
Rapoport, Jenna	School year 2020-2021	<p>I am not interested in speaking to the Board, but I want the Board to hear my opinion.</p> <p>First, I want to say that I do believe that safety of the kids and teachers are very important in the current state of Covid, however, I also believe that on-line learning is doing way more damage to our kids than a potential of possibly getting sick. Not only has my daughter learned almost nothing of value in the last semester of her Freshman year, her interest in all the subjects pretty much dwindled down to zero while being depressed for not being among her friends and in a school setting, which caused all sorts of other health issues. Additionally, I've watched friends' kids, attending private schools, continue their education with everyday zoom classes, actual grades and now being way ahead of my child academically. I do understand that doing everyday zoom learning in public schools can be challenging, but for a student interested in taking advance classes and not being able to get adequate instruction and not being graded for their effort, that is putting that student at a great disadvantage for a future education.</p> <p>Parents who are concerned about their kids getting sick, by all means should have a choice to utilize on-line schooling. However, I would like to PLEASE urge you to consider opening up schools for in-class instructions, at least for those who prefer that method of education. Adequate safety measures can be put in place, as has been shown by many other countries. Kids time needs to be occupied, they need to be educated, they need to have an ability to pursue their interests in the adequate settings, they need personal social interaction, or they are doomed to spend time either glued to social media or up to no good, and both have been happening lately. That only leads to more damage to our growing impressionable young generation. Again, PLEASE consider allowing kids to have life that they almost forgot exist.</p>
Meltzer Penn, Lisa	Student Instruction in-person time	<p>I strongly believe our students need to be in class live and in-person at least half of the time in order to be connected to their learning, class and teachers. My student, who will be a senior, feels strongly about this as well. Too little connection and no lessons this spring. I know the teachers were blindsided as were the rest of us, and did the best they could, but going forward we need a better system.</p>
Yee, Stephanie	In person Instruction is Important	<p>We are asking for on-campus, direct instruction as much as safely possible, with synchronous instruction for any times students or teachers need to be remote. This can be recorded for students who can't join at a specific time. Students need time with their teachers and each other to establish a rapport and relationship which allows for a dialogue, engagement and teaching to happen both in and outside of the classroom. Please consider this as you make your decision to re-open schools in the fall.</p>
gordon, carrie	fall schedule distance vs. in person learning	<p>pls provide greater input from students in deciding the fall schedule for high schools. The needs of students need to be the highest priority whilst still accommodating teachers desires as much as possible.</p>
Sheyam Ismail	Partially reopening school	<p>Hello, I would like to express why I feel it's imperative that students return to school at a reduced capacity. I am in favor of partial opening, students attending at a reduced duration whether via minimum days, alternate A/B days, AM/PM sessions. Whatever capacity that ensure safety for teachers, students and not sacrifice learning, social interaction/growth. My child has</p>

		dyslexia. He learns best through visual interaction and from live classes, live interaction with his teachers. The past few months have challenged him, trying to figure out his assignments while chasing his teachers via email for questions. If Sequoia can reopen safely at a partial mode that would be best! Remote learning 100% of the time will not work for our family. Thank you.
Miyasaki, Nancy	Getting kids back in schools	I feel very strongly that our students should be back in schools as much as possible in the fall.. If you can't sufficiently teach kids remotely As was communicated in your decision to go pass/ no pass in the spring, it seems the only answer is to get them back into the classrooms. Mask everyone up, take temperatures if you have to, but get them back into the classrooms. There would be parents who would volunteer their time to take temperatures at the beginning of the day if needed. We need to think outside of the box! We can all work together to make some in class time happen in the fall!
Belal Ismail	Returning to school	We cannot and should not go into the next academic year 100% online. Learning online has been difficult for everyone and there are 1 million reasons why, but personally I would love if we were able to go to school a couple of times in the week because firstly the social interaction with other people and friends, secondly students just understand the curriculum better when they are in class. I would especially like to point out that special ed kids have an even harder when coming to learn at home and trying to understand what they are taught. I personally haven't faced many challenges and have been able to complete all of the homework and assignments that were assigned. I think it would even be harder to teach a whole new concept and unit/curriculum online, we have to take in consideration that when we did transfer to online remote learning teachers continued and extended what their students we're learning when in school and to my knowledge did not teach a lot of new things. For these reasons, it should either be a hybrid or some other form but we must be able to go back to school for at least a couple of days just to ask our teachers questions and to get that social interaction.
Webb, Elissa	Sequoia HS Re-opening	Please consider reopening schools 100% 5 days a week even if it is for Minimum days. Distance learning did it work at all. I know there is some hope that it will be better this time with more planning and proper technology training, but it is hard to believe it will get much better in such little time. The fact that grades were changed to Pass/No Pass made students even more disengaged as predicted. Also it is not just the academics that suffered during these 3 months , but the mental and social aspects of the students as well. They cannot wait to get back to some sense of normalcy, seeing their friends and teachers in person. Also private schools are planning to open full time making the social economic gap even larger and putting public school students at a bigger disadvantage (private schools also kept their grading system) Please push to be more creative, think outside the box with classes being held outdoors or in gyms where the spread of the virus can be further mitigated. Even Dr Morrow is urging schools to bend the pillars if necessary to get students back in schools.
Kazdan, Aviva	Support on Campus learning	Allow on campus instruction as much as safely possible. Have options for students who can not attend in person.
Eason Naomi	School Opening	Can we please open in phases and as quickly as possible be going back to school. As well, can we have grades back? With college applications it is very important to have grades and if we start going to school in phases there is no longer an excuse to not have grades. It will be far easier to understand topics in person and get clarification from our teachers. Distance learning makes learning much harder and it is much harder to stay focused. I learned so little during distance learning and doing as much in person learning as possible would mean I would be able to actually learn and understand the topics.

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Schultz, Cathy	Distance learning in the fall	<p>Distance learning this spring was disastrous for my son. He was a thriving freshman until March at which point learning basically stopped. By May his A's and B's were D's and he had fallen into depression. Hearing talk of no school (on campus) in the fall weighs heavily on him. I worry for his mental health. We cannot let fear throw away a generation! Educators need to do what is right for the whole student. I plead with you to resist caving to the teacher's union and stand up for the community you are here to serve. Respectfully submitted.</p>
Amy Kodl	Return to school	<p>Please stop and consider implementing in person school time for the students. The currently recommended distance learning is not a suitable learning environment for children. There has to be an alternative way to make this work that includes technology but does not keep children distances from their friends and their teachers.</p> <p>We need these kids to go back to school in the fall. They are living in fear and isolation. They are becoming depressed and withdrawn. These little humans have already learned about resilience and how to do what is required to keep everyone safe, however they need an education and hope for the future. They need to see "leadership" and by that I mean the board stepping up to make hard choices That prioritize them and their future.</p> <p>If the teachers are having issues with teaching due to concern over exposure then let's find teachers that ARE willing to teach. Let's beg our local technology companies for access to videos for remote teaching for children that don't want to attend but allow kids that DO want to attend school to be there in person. Give kids options and let them choose.</p> <p>I fully oppose a school year of remote/distance learning.</p>
Hua, Nancy	on site education this fall	<p>We demand for on-campus, direct instruction as much as safely possible, with synchronous instruction for any times students or teachers need to be remote. We felt that 100% distance learning this spring has damaged my child's high school education thus far. We recognize the concerns that the teachers raised regarding in class instructions. But until there is a vaccine, the risk will always be present and so we cannot put our children's futures on hold any longer. We need to do our best to safely open the schools for on site education, but accept the risks that might be involved.</p>
Ramanathan, Subathra	School in the Fall	<p>Sympathetic to students' needs for face-to-face learning. Worried about: crowding in the corridors during class changes, cleaning desks in between classes, mask enforcement, lack of hot water in all Student bathrooms currently, toilet area crowding, can't enforce in-person attendance And so teaching Will have to be synchronous and asynchronous for the same class - pedagogically almost impossible to assess (teaching can be finessed) Should we move to: Videod live lectures + small group tutorials</p>
O'Reilly, Evan	14.1 "COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year."	<p>I have been fortunate to hold a number of positions within alternative education in SUHSD. I am currently an Independent Study teacher in the District. While I understand the desire for students to return, California is not out of the woods and there is still significant risk to students, staff and the community. As an Independent Study teacher, I feel obliged to talk about how effective and purposeful distance learning can be. ISP is set up for students to learn at a distance and I will include quotes from a few students who described their engagement even after we transitioned to full distance learning. From a graduating senior, "it allowed me to structure my time and complete my work from home." From an incoming senior, "ISP really worked</p>

		<p>for me. I think this is because of the flexibility it provides. Unlike a regular school schedule, ISP allows me to work at my own pace whilst still completing the necessary work." From another graduating senior, "ISP gave me the time that I needed to complete my tasks without stress." I know these are just a few students but the huge majority in ISP benefit greatly from distance learning. I know the implementation of distance learning was rocky, but it does take time for a school and its teachers to understand how to best teach students at a distance. I know that can be done here in SUHSD with its dedicated students and staff.</p>
Carmel, Dana	Return to Campus - open schools	<p>Our son is an incoming freshman at M-A. We feel strongly that the high school should open even in a partial capacity as these teens are suffering not only a loss of learning but also from a social emotional perspective. If the schools open with a 50% capacity and then the remaining 50% at home with synchronous learning we can help our students feel more fulfilled both academically and socially. Beginning high school is a big transition in normal times. The teachers and students don't know each other and need this in person time to facilitate their relationships. Please open up schools in a safe and reasonable manner.</p>
Kuttan, Laetitia	14.1	<p>Equity I highly doubt the district is capable of implementing the cleaning/sanitizing required to keep us all safe if we return to school. Most students were successful in distance learning, especially if it's managed more competently than it was last quarter and if the district communicates with parents with the same messages it sends to teachers. We need to identify the students who struggled in distance learning and help them with their individual needs ( tutoring, mental health, work space at school...) The district did not communicate with parents what it expected of its teachers, (expectations set without asking for our input) hence the many complaints received. In order for the return to school to be equitable, we also need to keep in mind that minorities are more at risk to be exposed, shouldn't we be focused on keeping those kids safe and getting them the education they deserve? Finally, we should also consider equity among the staff, as many people have health issues or are taking care of vulnerable population.</p>
Owen Finigan	Distance learning policy	<p>I am a junior at Carlmont high school. 100% distance learning next year would severely impact our education in both the short and long term. With the reduced information we learned at the end of this year, students wouldn't be able to handle the full workload of next year all at home, especially with grading returning to normal. More distance learning would also give everyone involved a weaker base of knowledge, sending students unprepared into their higher education like college.</p>
Finigan, Sara	2020 -2021 Remote Learning Policy	<p>I am a parent of a student at Carlmont High School. My student would benefit greatly from in-class instruction time. We understand that accommodations should be made to help endure the health of the students and faculty, however, 100% distance learning is not a long term solution. The quality of the distance instruction in the spring was inconsistent and overall not very interactive or engaging. Students had little opportunity to interact with their teachers or each other and spent most of their time in isolation. The students suffered from mental and emotional fatigue and lack of socialization.</p>
Jacobson, Ellen	return to school in Fall	<p>Dear Trustees and Superintendent, Where was your the support of the herculean efforts teachers put in on zero notice or training? Was there mention of the lack of student accountability for attendance or work in the last meeting? No one mentioned that many teachers</p>

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		<p>used their own devices to reach students and parents during non-contract hours.</p> <p>Many sacrificed their own family time to help out their students. When the district went P/NP, many students stopped engaging</p>
Woolf, Ruth	Return to school in fall	<p>I am an 83 year old woman living in and supporting the Sequoia Union High School District. I entrusted the District to educate my three daughters and my taxes go there. My daughter is a teacher in the District. Although I live on my own, she is my primary care taker by shopping for me, driving me to appointments, helping me take care of my home and seeing to any emergencies.</p> <p>If she goes back into the classroom I will need to be quarantined from her. In other words, I will be completely on my own. Please consider this when you decide whether teachers need to be in the classrooms. Thank you.</p>
Sole, Jeanne	Reopening of Schools for 2020-2021 School year	<p>I am writing to urge the Board to provide as much on site learning as possible during the 2020-2021 school year. I have a daughter who will be a junior at Carlmont. She has done her best to keep up with schooling attending online classes and doing work electronically. Nonetheless, she would significantly benefit from the ability to interact with teachers and her peers face to face.</p> <p>I believe that allowing half the student body to attend one week and then switching to the other half can reduce some of the risks of spreading COVID 19. I also support making the young people themselves responsible for cleaning their desks when it is their turn to return to school to minimize the need for additional cleaning by school staff.</p> <p>I understand that the district is dealing with difficult problems and must balance many considerations and I support the difficult choices that the district has made to date. Going forward however, I urge you to adequately consider the value of face to face communication among the students and faculty as you make decisions about the 2020-2021 school year.</p> <p>Thank you for your outstanding efforts to keep our young ones learning during these challenging times.</p>
Calenda, Gifford	Covid-19 return to campus vs. distant learning	<p>We believe that every student should have the option of 100% distance learning during the COVID-19 pandemic to protect their health, teacher health and the health of their families. This includes providing distant learning infrastructure, if necessary, for every family who cannot provide their own infrastructure while attending school in the sequoia district. We do not believe that the school district can implement a "safe plan" for students attending classes.</p>
Gill, Lara	14.1 Covid	<p>Several of the comments read at our last meeting upset me due to their callous indifference for the safety of our students, staff, and their families. Despite the fact that we are living during an important time of racial reckoning in our society, many of the comments conveyed a sense of moral apathy towards our communities that are most impacted by Covid 19. There are 2721 cases of Covid in San Mateo County and 1347 of those cases are in our Latino communities. The voices our district and school board should be soliciting and listening to are not the loudest or most affluent, but the voices who have been most impacted by this virus' physical, economic, and emotional consequences. School dances and social interactions are not more important than the lives of our neighbors. We are not Copenhagen, a comparison that the Return to Normal movement would invite us to consider. The average class size in Denmark is 19, and a single teacher stays with the</p>

		<p>same class of students for 9 years, making it much easier to contain the disease. Their system does not fairly compare to the number of interactions that students experience in our district. Most importantly, Denmark, like most of Europe, has a robust socialized healthcare system. I want to return to the classroom and teach my students in person, but not at the expense of their lives or the lives of their family members. My friends who work for Google, Facebook, and Apple have been told to work from home until the end of the year, and we should be equally cautious as we plan to reopen our schools.</p>
Schneider, Meredith	Fall School	<p>Equity in education: please know that private schools are opening with students on campus in the Fall. Having public school students remote from campus would continue to widen the disparity in education begun in the Spring when asynchronous classes were the "classes" available to public school students while private schools had synchronous classes.</p> <p>Part of the protocol a local private high school will use in the Fall:          The campus will be cleaned and disinfected daily. Each classroom will have disinfecting wipes for students to use to clean their desk each class period. Every student and staff member will undergo a health check daily: temperature taken via a touchless thermometer and a health questionnaire. This procedure has been in place this week with Fall varsity athletes who have returned to campus, and the process has been very efficient. Those who are sick will be required to remain home. We have installed more than 140 hand sanitizing stations around campus. Masks or approved face coverings will be required to be worn throughout the day. Hallways, staircases and building entrances will all be one-way to aid with social distancing. Our food service function has been redesigned to meet the associated health guidelines. Lunch will be staggered. Plexiglass barriers are being installed where social distancing is not possible. We will be upgrading our air filters to a MERV-13 level as recommended by the CDC. We are exploring other options available to improve building ventilation such as encouraging classrooms with operable windows to keep their windows open. As appropriate, some classes also will take place outdoors. We will have a designated space on campus to isolate anyone who becomes sick during the school day until he can be picked up. Visitors will be reduced to the degree possible.</p>
McCallum, Kerri	Return to school	<p>Please do not go to 100% distance learning. My students felt disconnected from their peers and teachers. It was stressful and the quality paled in comparison to in person instruction. I believe its possible to return to school with precautions that can protect both teachers and students. Wear a mask, wash your hands, or sanitize your hands before entering a class. Perhaps have plexiglass screens for teachers to stand behind. We must attempt to return to some form of normalcy with precautions or risk harming the education of our students.</p>
Campos, José	14.1	<p>I am concerned that many students will be further behind than their counterparts due to factors such as poverty, language fluency, mental health, and access to support staff and programs. The technological divide must be addressed so all students have access to fast internet and high quality digital tools on par with their counterparts. Additionally, if we are to return to campus next semester it should be in a manner that keeps all people staff and students safe and follow county and state guidelines. Teachers and students that are at risk should have the option to an online alternative without penalty.</p>

Restaino, Tess	Distance Learning	Please continue with fully distanced learning. As a student, being surrounded by people is extremely anxiety inducing at this time. Numbers are rising for COVID and it would be premature to force us to be surrounded by huge volumes of people right now.
Nik Keshavan	14.1 Action plan to reopen schools	I am a rising sophomore at Woodside and I am very worried about online school next year. I am taking biology online through the community college right now, and it is definitely not the same as learning the subject in person from a teacher and being able to ask questions and learn from classmates. If school is only online next year it will have a very negative effect on myself and my friends both educationally and emotionally.
Erin Sonnenschein	return to school plans	Consider a return to school year plan that includes student time on campus, in a safe manner.
Kettwig, Jennifer	Education	My daughter Claire Kettwig will be attending Carlmont in the fall. She is very excited to start this new chapter in her life. She has always excelled in school and she had a horrible experience with distance learning this past Spring. She shed so many tears of frustration as the lessons we unorganized and she missed her friends and peers. She felt lonely and isolated. Socialization is so important for our youths mental health and education BELONGS in the classroom and not through a computer screen. She has always had positive relationships with her teachers and looks forward to the same at Carlmont.
Kalayjian, Angela	High School Fall Schedule	The students need to be in a classroom setting with their peers at least partially for their emotional and academic well-being. Please consider on-campus, direct instruction as much as safely possible, with synchronous instruction for any times students or teachers need to be remote. This can be recorded for students who can't join at a specific time.
Karditzas, Jim	14.1	Health and Safety should be the top priority upon our return to the classroom. In view of the number of increased COVID cases as businesses open again, even with safeguards in place, we should take extra care that our number of cases does not spike in a way that overwhelms our hospitals. The fact is that as more stakeholders are collected in closer proximity will spark an increase in cases no matter how good our procedures are. We should have a solid plan that accommodates loss of teachers and number of students who will be a home learning. In addition, we need to have protocols for those that recover but still have the COVID virus. Our first two weeks should be educating students on procedures that we will use on campus and ensure they understand why we have to be cautious and that they understand the procedures and consequences of breaking those procedure. After students become acquainted with the procedures and online tools they are expected to use, we can start letting students back on campus by grade level starting with 9th graders. But by this time all students will be learning online. Then every two weeks and new grade will be folded into the campus. Semesters and quarters as usual. Please do not use the semester in a quarter, not even the colleges are doing this. The acceleration and the distance between quarters will be to great for solid learning to occur.
Meera Subramanian	Reopen schools in the fall	Schools need to reopen in person in the fall. Our teenagers are suffering from anxiety and depression through being too isolated. They also are at risk of permanently being behind the other school districts that are opening. If schools are 100% online next year you will drive away current and potential students from the district and fail our most vulnerable students.
Fox, Gretchen	Return to school/covid	My students need to go back to school. While they could study at home and cover material at home last spring, they were not as engaged as when they were in a social setting with teachers and other students available. I urge the board to consider a hybrid return to school — run Mondays online

		<p>as checkin/launch days and run traditional day alternating-day schedules for students T/Th and W/F with half of students in school and half at home doing distance learning/independent work on any given day.          Students should also have the ability to distance learn/work independently full time if that is something they would like to do.          If the school can run athletic conditioning this summer, it can figure out how to run instruction this fall.          It is outrageous to suggest that training for contact sports is safe while socially distanced instruction is not, and yet, that appears to be where we are as a district.          We have a responsibility to model creative solutions, flexible planning, and an emphasis on growth for the next generation of adults. It would be a shame to pass up the opportunity to do a hybrid launch which would allow for maximum participation and still be able to be transitioned to full distance learning or greater on campus participation depending on the transmission rate &amp; available vaccines and therapeutics.</p>
<p>Hirata, Rika</p>	<p>14.1 Covid-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year</p>	<p>What is the district proactively going to do to protect staff and teachers from virus transmission?          What options will you give staff and teachers who cannot physically work at their school site? There could be many reasons a person cannot return in the fall: preexisting health conditions, childcare obligations due to reduction in spaces due to social distancing protocols, school age distance learning obligations since not all districts will be returning to the classroom, people who take care of family members with health risks, and people who do not feel comfortable in the classroom in this situation.          The research coming out says that children do not transmit coronavirus. Adults are the vectors, but do we know if the virus considers high school students as children or young adults?          How is the district going to hold parents accountable when sick students come to school? As a teacher, I have gotten sick numerous times from students coming to school with illness. This past January when influenza was making its rounds, I was able to trace the student who admitted coming to school with a fever who passed it on to me, and indirectly my family. Is the onus on the staff to be the "doctors" in the classroom?          How are you going to ensure that staff, teachers, students, and student families maintain their social bubbles on weekends so they do not bring the virus into the schools? The return to school plan only works when everyone does their part to reduce their contact with others who might be carrying the virus.          How will you protect your employees?</p>
<p>Pendleton, Scott</p>	<p>SUHSD Fall 2020 Return to School Learning</p>	<p>Good evening and thank you for reading my comments, I am a parent of an incoming Junior to Carlmont High School. Over the last three months I watched the affect the distance learning had on my teen and others. At times their was a range of emotions from fear and anger to sadness and grief. This time is critical for the mental development of our high school students and what they need most is back to normalcy. Return back to school full time to build an maintain relationships with friends, peers, and mentors. These are the hallmarks of being a teenager and a key developmental task! Distance learning failed over the last three months in many aspects. It is time to go back to school come</p>



		<p>Fall. The Task  Force needs to work on plans to bring students back which has not been presented.  Teachers that do not want to come back and instead spend their efforts trying to rally their  piers to do the same by submitting comment cards should focus on why they are in the  position they hold - the kids. Work on your job, getting back to teaching in front of a class  safely.</p>
<p>Morris,Becky</p>	<p>Distance learning</p>	<p>While distance-learning was required during the beginning of COVID, we strongly believe that continuing with full-time distance-learning is a bad idea. We would support a hybrid approach of part time in school instruction with other students And part time distance learning. We found distance-learning to be extremely challenging for our daughter as well as for the teachers. The level of instruction the students receive in class, as well as the interaction they have with each other and the teacher regarding assignments is significantly more robust in the classroom. Most of that interaction simply does not happen during distance-learning. We also noticed the level of instruction provided by the teacher during this distance-learning was understandably less thorough than in class instruction. Just by the nature of a conference call, and the age of the students the Q&amp;A with the teacher did not happen at the same level. Additionally full-time distance-learning presents a challenge for those of us who are a two income household, especially as businesses start to open up again. How are families like ours supposed to manage when both parents are working, and the student is left at home all day long to fend for themselves? Combine that with the various technological challenges that can service at any moment. All of these reasons support our position in asking the school board and the teachers to adopt at the very least a hybrid approach, where students go to school for some days during the week and attend classes remotely from home for the other days of the week.</p>
<p>Gibbs, Jonathan</p>	<p>14.1 (Re-opening plan)</p>	<p>The proposed schedule for the fall is simply not rigorous enough. There are not nearly enough hours of instruction offered. Teachers cannot cover the required material with so few hours.</p> <p>Stage 4 (Green) is for when the shelter in place is lifted and even large concerts are allowed. Stage 4 should clearly be five full days a week in school, and the same number of in-person hours per class as normal.</p> <p>Stage 3 (Blue) is worse, and not nearly enough hours. 40 minutes a week of class is simply not enough time to teach the material required. The kids need to be taught, they cannot just learn this material on their own. If we have to do 50% on campus for stage 3, then even on a semester schedule this should be each class in person twice each week, and each class remote twice each week. This would match the 4 class meetings per week required to cover the material.</p> <p>And given we are already in Stage 3 in June, why are we not planning to open there in August? The stage 2 schedule doesn't make any sense to me. Why bring the kids all in to school for just an hour of time which isn't even a class. I've yet to hear anything of value for that time.</p> <p>Also, why are you building 8 period schedules when, especially without PE/Performing Arts, kids can only take 6 periods. If you build a 6 period schedule you can get the kids in their classes more often.</p>

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		As I'm sure you know, public high schools in Marin are going to be doing 5 days/week on campus even in Stage 3, yet you aren't willing to even do that when the shelter in place is lifted?
Cross, Nelson	Opening Schools	It was very hard to focus and I got very distracted easily when I was home this Spring at school. On campus is a better learning environment, videos were not enough to learn the material. Learning face to face is more engaging and I understand the concepts more than over video and email. It was a struggle to follow assignments when they were posted online. I also want to have the social interaction with friends,. Please let us go back to school.
Baroncini Wayne	Kids going back to school not keeping them out the whole year and no sports	I think it's a social injustice to our younger generation as we get older social is a lot easier for older people the younger will not understand about it it will cause them substance abuse suicide and they're worth ethics will turn to pot are you guys going to give them all laptops and see the parents and people that are not able to buy them and you going to give them Wi-Fi and every house like I said it's a social injustice to our younger generation they need engage with one another taking sports away will be a dishonest of all sports
Cowgill, Amy	School opening in the fall	First and foremost, thank you for all that you do every day for our children's education. I realize that this has been an especially trying time for all of us and recognize all of the care and concern that this community has shown. For the upcoming fall, I recommend that we take a data driven approach in which we consider which classes are taken by which students and use this information to create safe cohorts as part of reopening on campus learning. I urge you to provide on-campus, direct instruction focusing on students' areas of need as much as safely possible. This could be supported by online courses available to students as and when needed to support individual learning and health needs. Then, the in-person time, either on campus as allowed for safety or online as needed, can be focused on answering students' questions and on areas of weakness in their cohort. Thank you for your time and consideration.
Wormington, Kate	Teacher's union email	<p>The Teacher's Union email was both unprofessional and an inappropriate use of the PTA's email lists. The teacher's union has a direct line into the district. To attempt to recruit parents to their cause via the PTA is just wrong. It's damaging to the PTA and frankly, displays the teacher's union in a very poor light.</p> <p>The entire education community needs to take its cues from the Health Department. If they say kids can go back, so be it. If they say we should stay home, we should. I'm tired of this conversation being politicized.</p>
Fox, Gretchen	Back to school/covid/distance learning	Since filling out my earlier comment card I have received a lobbying email from Sequoia PTSA in behalf of the teacher's union. I would like the board to take into consideration the San Mateo County Health Officer's Statement regarding reopening of school here: <a href="https://www.smchealth.org/health-officer-orders-and-statements">https://www.smchealth.org/health-officer-orders-and-statements</a> . Our county health officer recognizes the need for schools to reopen *in person* learning and acknowledges that the four pillars should be viewed on a continuum. We owe it to our kids and the community to balance risks and model rational adaptation.
Olson, Anne	14.1	I am calling on the board to give more consideration to the rights and needs of the students and staff who they've pushed to the margins. BIPOC students, teachers, and staff are harmed everyday by the absence of anti-racist actions taken by the board. Furthermore, when the board elevates privileged voices above those who most need representation they are harming important members of our school community.

		<p>I call for the board to take an anti-racist stance on all board actions, including but not limited to deciding the best schedule for the 2020-2021 academic school year.</p> <p>My students analyze sources through an anti-bias and anti-racist lens by asking questions like:</p> <ul style="list-style-type: none"> <li>- Who has the power?</li> <li>- What message does this send about colonized people/BIPOC?</li> <li>- How is a person's experience different because of their race, culture, or ethnicity?</li> <li>- What message does this send about poor and working class people?</li> <li>- How is a person's experience different because of their social class?</li> </ul> <p>I encourage the board to use this same list of questions when exploring the schedule proposals for the 2020-2021 academic school year.</p> <p>The Sequoia Union High School District has a lot of anti-racist, anti-bias work to do and needs to start that work today with the 2020-2021 academic schedule and plan. If the board ignores the imbalance of voices in their meetings, if the board ignores the racist policies already harming students and staff daily, and if the board ignores the needs of their employees they are choosing the side of the oppressor.</p>
<p>Healey, Ighanian</p>	<p>We have children too</p>	<p>Many of us teachers are also caring for our own children (who will not be offered full in person schooling in the fall). Please consider this when creating a schedule for us. Please allow flexibility for those of us who need to care for our own family members, as well as our students. Please allow for some of us to do distance learning (with the students who want that), and the others that are willing, can do a blended model where they are partially at school and partially distance learning. And a third group can be at school full days. This allows for a safe number of student/teacher and student/student contacts at school for those that need to be at school, while allowing for those that cannot go to school full time to still be effective teachers via distance learning.</p>
<p>Sparacino, Patty</p>	<p>COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year</p>	<p>As an educator and member of the Woodside community for 10 years, I wanted to share my thoughts on the proposed plans for the fall semester. I should start off by saying that interacting with students in person is much more fulfilling for me as a teacher: it's what I'm most used to and fostering relationships with students is a part of my job that I cherish.</p> <p>Beyond that, I understand how difficult and disruptive this situation must be for students and their families. But as unfortunate as this situation is, it would be naïve to think that these alone are reasons enough to go back to in-person learning in the face of a global pandemic. The fact is that the conditions in which we originally chose to close the school have not fundamentally improved, and in many ways they have gotten worse.</p> <p>I was shocked and heartbroken after reading some of the comments that were submitted to the board. The claim from some that they have no concerns about sending their students back to school in the face of rising hospitalization numbers and over 120,000 Americans lost, shows a staggering lack of empathy for the most vulnerable members of our community, students and parents included.</p> <p>While prematurely opening might give parents, and even some students, a fleeting taste of normalcy, the risks far outweigh the benefits. Triggering an avoidable outbreak will delay the goal that we all want to achieve: a true</p>

		<p>return to normal classroom instruction. We all feel tired, we all feel frustrated — but let's separate our feelings from the facts of the situation. We are a nation and state in the throes of a deadly pandemic, and are not nearly ready to start gathering in a way that would support a productive classroom environment. Let's focus on making distance learning a success, and commit to only returning to the classroom when it doesn't compromise the safety of our community.</p>
Schmid, Greg	14.1	<p>The County Office of Ed guidebook states that reopening is based on 3 factors, the top 2 are related to COVID numbers; the daily number of new cases, and the daily number of new hospitalizations, as being flat or decreasing. The number of coronavirus cases in San Mateo is steadily increasing and it is projected to climb. And we do not know enough about how this virus spreads (~30% of cases have unknown origin) to put enough safeguards in place for students and staff. Take a look at this article highlighting another case of unknown spread of the virus through previously tested cohort of military personnel (<a href="https://connectingvets.radio.com/articles/fort-benning-confirms-142-covid-19-cases-in-2-battalions?fbclid=IwAR3n9cAcEVADwp_ofc0x7ZmjOZo1wU_7ikjfBQffOU-aQVQWWviOTp4zWZk">https://connectingvets.radio.com/articles/fort-benning-confirms-142-covid-19-cases-in-2-battalions?fbclid=IwAR3n9cAcEVADwp_ofc0x7ZmjOZo1wU_7ikjfBQffOU-aQVQWWviOTp4zWZk</a>).</p> <p>Opening school with in-person learning is dangerous and could lead to students, staff and family members getting sick. The risk is too high. Let's put our energy (and the time remaining) into finding ways to make distance learning more effective. Students need predictability and stability, parents need to make arrangements in with as much advanced notice as possible, teachers need to be working on DL lessons, and sites need to continue planning for technical and other logistical supports to make DL successful.</p> <p>In terms of quarter or semester version of the suggested schedules, both have concerns. Students may get burned out during 16+ weeks of DL. But an 8+ week schedule does not provide flexibility for students to get sick for a week (we will be dealing with flu as well as COVID) and catch up in time. The semester schedule may provide more equity as teachers have more time to work one on one with students, but the quarter reduces the number of courses any student is focusing on. I hope that these considerations are debated before a final decision is made.</p> <p>Thank you!</p>
Weiss,Ron	14.1	<p>I am a 20 year veteran teacher of SUHSD and approaching 60 years old. My wife has diabetes, heart disease and abnormal lung capacity. And now I'm being told that it will be safe for me to go back to the classroom. Should I believe this claim given that many of the experts have provided a constant parade of contradictions?</p> <p>Here are just a few other examples of expert claims that have proved to be completely false.... At first we were told not to worry about COVID 19 because it was only suppose severely impact the elderly and frail while the vast majority of the infected would be facing flu-like symptoms.... Later we were told that if we maintained clean surfaces, we would significantly reduce our risk since COVID 19 was very unlikely to be transmitted through aerosol particles.....Then we were told not to worry about wearing a mask in public. In fact wearing mask in public was an act of selfishness and also increased our chances of contracting COVID 19.</p> <p>Are these experts bad people? Of course not! They were simply forming</p>

		<p>conclusions based on the evidence on hand. Now many of these experts are weighing in about reopening schools. Some say yes, others say no. Clearly we don't know the truth about how safe it is to go back to the physical classroom.</p> <p>The one thing we do know is that whenever the experts have been wrong it has cost people their lives. Do we want to put our children in harm's way? Do we want to force teachers to take unnecessary risks or even worse lull them into a false sense of security by telling them it's safe to return to the classroom?</p> <p>Let's be careful with false claims and promises. Too much is at stake!</p>
Fox, Gretchen	Back to school/covid/distance learning	<p>Since filling out my earlier comment card I have received a lobbying email from Sequoia PTSA in behalf of the teacher's union. I would like the board to take into consideration the San Mateo County Health Officer's Statement regarding reopening of school here: <a href="https://www.smchealth.org/health-officer-orders-and-statements">https://www.smchealth.org/health-officer-orders-and-statements</a> . Our county health officer recognizes the need for schools to reopen *in person* learning and acknowledges that the four pillars should be viewed on a continuum. We owe it to our kids and the community to balance risks and model rational adaptation.</p>
Prefer not to say	Distance Learning vs. Blended Learning	<p>Given that there are now 13 states that have new surges in the amount of new cases as well as deaths (including California) as a result of a slow reopening, it would be irresponsible to get students and staff back on campuses before a vaccine. I would not feel safe returning to campus.</p>
Avila, John Paul	Go Back to School in the Fall	<p>I am an incoming senior at Carlmont High School, and would like the opportunity to come back to school, at the very least, on a hybrid schedule. I also play baseball, and would love to have a senior season. I understand the difficulties that come with it, but I believe it can be done.</p>
Paluska, Karen	Distance Learning	<p>REMOTE LEARNING IS NOT WORKING. Our children's education, especially in high school, is way too important for us to sacrifice an entire year to remote learning. My child is a good student, but even he struggled over the past few months with remote learning. Even in classes where he used to excel, such as math, his grades dropped because he could no longer follow the concepts. Of his 6 classes, none of them (NOT ONE, out of SIX!) ever had a SINGLE instructional class by video conference. Video meeting were only used as supplements, as a time to answer questions. To learn the content, kids were expected to watch videos and read things to essentially teach themselves. We know that our kids are not prepared to teach themselves subjects like Algebra 3 or Chemistry—this is why we're sending them to school in the first place. Of course, kids who don't learn as easily are put at an even stronger disadvantage when they need to teach themselves a complicated subject. Remote learning has not been the equivalent to in-person teaching, and we can not continue along this path and expect our children to thrive. Other local and state districts are moving toward a return to on-campus learning, and SUHSD needs to do the same.</p>
Akey, Ann	14.1	<p>Ventilation should be checked in every classroom. In one science classroom, hot air is forced out behind closed cabinets (district staff was kind enough to put some vents in the cabinet doors) and air intake is in the ceiling. It seems like an ideal way to spread viral particles.</p>
Lucca, Virginia	Return to school in the fall	<p>The children need to be in school in the fall. If this should happen in phases, then So be it, but it must happen ! My grandchildren go to school in this district. Home schooling is not a one size fits all. My eldest can probably handle at home schooling, he doesn't like it, but he is focused and will do his best. My other two grandsons, need to be in a structured classroom with accountability. I listened to your board meeting earlier this month and went away with it with hope.</p>

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		<p>My daughter is on top of their education. The children said they were not learning. I understand this is knew to everyone, but the teaching process needs to be better. More accountability on work and testing. The children need to return to clubs, sports, social gatherings, of course with the current guidelines. I hope you will consider at least 2 days of school and as the year progresses, maybe more.</p> <p>Thank you, A concerned Grandparent Virginia Lucca</p>
McGlaughlin, Janice	2020-2021 school year	<p>100% distant learning does not work in high school. Although some teachers held up their end of the bargain and tried their best to teach under the given circumstances, others were nowhere to be found and the students learned nothing on those subjects. Why would we believe distant learning will be different for next school year? The rising seniors have already lost so much learning last semester due to SIP order. They need to be ready for college. How can they learn and continue with a good foundation if they do not have a normal school life next school year? We can not fail these students. They are our future. We need to give them all the tools they need in their last year of high school so they can be successful in their college years and beyond. We should not push these students out of the system and hope for the best. Please give all students their future and let them return to normal school life next year. Thank you.</p>
Magallanes, Jessica	August 2020 (distance learning)	<p>We must start the school year with 100% distance learning. It is the only way to ensure safety of both students and staff. Anything other than 100% distance is irresponsible and does not prioritize teacher health or safety. Until there is a vaccine, we must focus our energy and resources on creating rigorous and engaging online learning experiences.</p>
Pechetti TJ	2020-2021 school year	<p>Going into the next school year I believe the thought is that high school students are mature enough to handle a distanced learning education. In my opinion the opposite is true, students of high school need the daily interaction with peers and staff to keep them stimulated. I believe a bored teenager is very dangerous to both themselves and others. As parent not able to work from home and be present to the daily routine I have found it difficult to keep my high schooler engaged and feeling positive through distance learning. While I know we are in unprecedented times I do believe these students need at least some regular connections to their campuses and in person interactions</p>
Fox, Sean	Re-opening of School	<p>I have been heartened to hear from several Trustees that agree that getting the students back to campus in the fall in some form is critical. I could not agree more.</p> <p>I respect those families who prefer 100% remote learning but strongly urge the trustees to not impose that decision on the entire community. There should certainly be an option for students and families who prefer distance learning to take advantage of that option, but others should not be forced into a similar decision.</p> <p>We need balanced and thoughtful leadership that allows our schools to begin functioning again without putting our students and teachers at an unacceptable health risk. A hybrid approach that has the kids at school several days a week in a socially distanced environment seems to be the obvious solution and one that many, many districts are adopting (even the local San Carlos elementary and middle school district has landed in that spot for their small learners). I strongly encourage the trustees to pursue a hybrid</p>

		solution that gets the kids safely back on campus this fall and the educational process working again.
Ghuloum, Angela	Fall Schooling	Please work to make as much in person learning for the students this fall. We understand these times are unprecedented and very uncertain, but we must also continue to weigh the cost to our youth and the future. I have an 8th and 9th grader and worry greatly about how this SIP time has and will continue to affect their mental health and educational future. They need actual face time with friends and educators if they are to grow. I have already begun to see a significant amount of parents making plans to supplement learning this fall with tutors, mini-groups, etc., because of the districts wavering commitment to in person schooling. Sadly, I feel this will only increase disparity amongst our community.
Livesay, Corey	Return to school plan	I am writing to state once again: I strongly believe Distance Learning is ineffective for the majority of students. Even if kids have access to computers and WIFI, and even if they have a parent who can be home and engaged to facilitate their learning (which MANY families won't, especially as people return to work). Kids need to be in the classroom with their peers and teachers for learning and for their psychological well-being. School districts throughout California are planning 100% on campus learning for Fall (Marin public schools, LA County Catholic schools). State budget cuts will not be as drastic as anticipated. I urge the Board and administrators to continue to strive toward the goal of getting kids back on campus the majority of the time. Wear masks, use larger indoor spaces to allow distancing, use outdoor space with our great California weather. But please do not give up on our kids. Workers are returning to offices, restaurants, stores. Teachers need to return to the classroom. And a special request to provide additional resources/outreach/activities for our incoming freshmen to facilitate a smooth transition to high school. PLEASE continue to put our kids learning and well-being first!
S. Kesh	School plans 2020-21	Under the 100% distance learning model our teenagers will spend 12+ hours on the computer every day for educational, social and entertainment purposes since it is the only way they can interact with teachers and friends. I implore you to please consider the effects of that physically and mentally on them before you commit to remote learning.
Fox, Alison	Blended/Hybrid Learning Model for 2020-2021 school year	Please meet the needs of all students' emotional, social, and intellectual needs by approaching this fall with a blended learning model, while offering distance learning options for families seeking an alternative to in-person learning. Neighboring school districts are choosing this approach to address potential learning deficits and mental health issues resulting from 100% distance learning programs, and designing creative solutions to support teachers, staff and students at the same time. Our community is here to support one another, and to help those solutions become reality. We expect the Board of Trustees and Superintendent to make student learning and emotional development their primary area of focus, and a blended learning model with in-person instruction is key to their growth and development.
Vaughan, Nichole	14.1	I have taken several moments over the last month to pause, listen, and learn. Now, I'd like to listen to the Board of Trustees and Superintendent Streshly to answer the following questions individually: What is the last book that you read regarding education? What education publications do you read regularly? How do these inform your decision making as a board member? What steps are you taking, policy you're questioning, or policies that you're supporting in order to provide an anti-racist education for our students? Can you define what you think an anti-racist education is?

Pechetti TJ	2020-2021 school year	<p>Going into the next school year I believe the thought is that high school students are mature enough to handle a distanced learning education. In my opinion the opposite is true, students of high school need the daily interaction with peers and staff to keep them stimulated. I believe a bored teenager is very dangerous to both themselves and others. As parent not able to work from home and be present to the daily routine I have found it difficult to keep my high schooler engaged and feeling positive through distance learning. While I know we are in unprecedented times I do believe these students need at least some regular connections to their campuses and in person interactions</p>
Richards, Dawn	School Re-opening Fall	<p>Hello, while I understand that re-opening schools is a very complex issue, I implore you to consider some sort of in-person approach. I have two kids at Carlmont and one is going to be hugely impacted with distance learning. He just does not have the discipline to sit down with his books and study on his own. The end of the last school year was a disaster for him. I believe his chances at any 4-year university will be severely impacted. My other child is a self-starter who will not be so affected.</p> <p>At the absolute minimum, we need to have fully online classes and lectures. It needs to work exactly like a classroom setting with attendance being taken, full lectures, assignments and office hours for teachers.</p> <p>Thank you.</p>
Molieri, Michael	14-1 COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year.	<p>I participated in the AOTF committee specifically the Health &amp; Safety group. In our summary, the committee stated that based on the districts inability to ensure safety and create clearly stated guidelines, it was our position that school should not start in fall.</p> <p>I understand that I will be the first group of educators returning in fall since I work with students with IEPs and mental health difficulties. I understand the importance to be back in the classroom for the educational and health needs of the students. Prior to joining the committee, I stated that I would like in writing the specific requirements that staff and students must follow to ensure we are all staying safe and healthy. My struggle with the district in the past has been the lack of follow through with procedures just creating guidelines and rules but not having any accountability.</p> <p>Section IX of the contract between the Union and the District specifically addresses this requirement. In fact, as society has attempted to try and socialize with the measurements put in place, that unfortunately the COVID numbers are again at dangerous levels.</p> <p>We have a legal responsibility to insure not only the student's safety but the employee's as well. To add to this situation, what is the district proposing in the event some student, facility member becomes gravely ill with Covid 19. Is there anything in place besides vague recommendations.</p> <p>Every organization has rules and guidelines. Hospitals are under strict guidelines on treatment of patient's, yet we are supposed to take this vague approach and not be responsible to not only our students but their families and all of us as individuals as part of this serious health situation that is affecting the whole world and if they don't have the exact answers how does</p>



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		the district want to rush with such a serious issues that has been presented to all of us.
Avila, Michelle	Send Kids To School Fall 2020	Please allow the option for students to attend school in the fall. We know school will not be as it once was, but we owe it to our students to move on with life and find a new normal. The negative repercussions on students social, emotional and mental health are far greater than the slim chance they may be exposed to contracting the virus. With the rest of the city opening up stores, restaurants, gyms, church, etc. there is no reason why school should remain completely at home. School and life perimeters must align in order to make sense. Please offer a hybrid schedule for those students who wish to be on campus. They are all depending on you to look out for their best interests. Thank you.
Baird, Travis	School this fall	To the board - I am a student at Sequoia High School and I want to thank you for opening up the school for the fall. I really need to be at school to learn best and so I can have my IEP accommodations. I have dyslexia and it was hard for me to learn at home this spring. I need to be at school with my teachers to do my best. My teachers at Sequoia have been great and I really need their help at school. We will wear masks, wash our hands and be safe....but we need to be back where we learn best. Thank you for your help.
Richards, Alvin	Its kids first, stupid	<p>The Sequoia School District failed our Children in the spring. The circumstance are well understood and the reasons why. But the District failed to provide a quality education for the students. Lets start by admitting that, and apologizing.</p> <p>A plan must first start with the safety of the children. It then has to encompass the richness of the education experience, electives and other ways to broaden the children and get them ready for post High School.</p> <p>What cannot be at the head of the list is the motive for the district and teacher unions to protect their own backsides - protocols, policies etc. You have to put aside the general slow pace of innovation and inability to change and adapt. I keep on hearing what you can't do. As Gene Krantz, Mission Controller for Apollo 13, was quoted as saying "Don't tell me what's not working, tell what works on the spaceship". This is the right attitude to move forward.</p> <p>If you don't then you have a generation of children that you mis-served. And that's something you will have to live with.</p>
Heinemann, Jennifer	14.1 Covid19 Response Action Plan to Return to School	<ul style="list-style-type: none"> <li>-- Students should return to school in the fall in a hybrid model</li> <li>-- Teachers should maximize direct instruction time and teach 5 days/week</li> <li>-- We should leverage technology like Zoom to enable teachers to teach the same lesson simultaneously to both their in-person students and their remote students for most subjects</li> <li>-- Eliminate development of separate lessons for remote students (see point above)</li> <li>-- Reduce teacher prep periods during the school day (see two preceding points)</li> <li>-- What will students actually be doing during Stable Cohort Meeting time and Teacher Prep time? Is this the most valuable way for students to spend their school time? Particularly if they are on campus? There is too much "down time" that is unexplained...</li> <li>-- Maintain course depth and breadth; don't remove content to minimize instruction time; maintain instructional time</li> </ul>

Richards, Ava	School Reopening	<p>As a rising senior at Carlmont, I would like you all to think about these questions: Has anything changed since March? Do we have more knowledge of stopping the virus? Are people safer now? The answer to all of these questions is, unsurprisingly, no. And yet, many people are advocating for school to re-open in Fall, and I fail to see the logic behind it. We are in the exact same, or even worse, conditions we were in when schools originally closed. Opening schools again would undermine all of the efforts we have put into the last few months to socially isolate ourselves and stop the spread of the virus. I know many people are in favor of the “stable cohort” idea to prevent this, however, that idea is severely flawed. How can I blindly trust my random group of students to follow every single rule? There are so many people in my grade that refuse to follow the health guidelines, posting about it on social media. Am I just supposed to put myself in harm’s way? I have a family member at risk, and I refuse to be forced into a situation where I could potentially spread the virus to him. Having online lectures is the only solution where I can see the content being taught effectively and safely. And possibly, people could have the option to come to school by themselves for these lectures if they live in an unsuitable household for learning. I’ve already missed out on one of the most important years in my high school career, and it will be frustrating to see my senior year’s content butchered too. I implore you to think about the implications that re-opening could have on the students since many feel our opinions have been left in the dark.</p>
Richards, Ava	School Reopening	<p>As a rising senior at Carlmont, I would like you all to think about these questions: Has anything changed since March? Do we have more knowledge of stopping the virus? Are people safer now? The answer to all of these questions is, unsurprisingly, no. And yet, many people are advocating for school to re-open in Fall, and I fail to see the logic behind it. We are in the exact same, or even worse, conditions we were in when schools originally closed. Opening schools again would undermine all of the efforts we have put into the last few months to socially isolate ourselves and stop the spread of the virus. I know many people are in favor of the “stable cohort” idea to prevent this, however, that idea is severely flawed. How can I blindly trust my random group of students to follow every single rule? There are so many people in my grade that refuse to follow the health guidelines, posting about it on social media. Am I just supposed to put myself in harm’s way? I have a family member at risk, and I refuse to be forced into a situation where I could potentially spread the virus to him. Having online lectures is the only solution where I can see the content being taught effectively and safely. And possibly, people could have the option to come to school by themselves for these lectures if they live in an unsuitable household for learning. I’ve already missed out on one of the most important years in my high school career, and it will be frustrating to see my senior year’s content butchered too. I implore you to think about the implications that re-opening could have on the students since many feel our opinions have been left in the dark.</p>
McNinch, Molly	14.1	<p>Please consider distance learning. The ability to do distance learning would open other opportunities up such as sports and extra curricular activities. If students do not expose themselves outside of their athletic team then they could still participate in athletics and do school during their off time. It makes sense for the majority of people to go distance learning. This is going to help minimize the spread and hopefully allow us to return to more regular teaching sooner. Please consider this a temporary solution for a difficult problem. With proper preparation, teachers can do anything!!</p>
Robinson, Annette	Fall 2020 learjng	<p>I would like my child to attend school physically at least a few days a week. I do I know right think it is beneficial to have 100% distant learning.</p>

Brian Matthews	14.1; 14.2	<p>I have reviewed the material accompanying the agenda and I don't see any description if course offerings will be limited under the hybrid schedule. Will AP classes continue to be offered? Will other electives be offered? I would be very concerned if these courses had to be eliminated. If they would be eliminated, I would strongly prefer 100% distance learning. I didn't indicate this in the survey because I didn't think of the potential that these important classes might not be offered.</p>
Byrne, Mallory	14.1 COVID-19 Response	<p>The comments that were read at the June 10th school board meeting were disheartening and destructive to the psyche of staff members. Whoever the people were that left those comments to be read, know that many of us teachers and staff members were extremely hurt by your words. Many of us have worked extremely hard to make Distance Learning work for our students, which we began with two days notice.</p> <p>Next, I would like to say that the fact that numerous staff members do not know where the school board's Google community survey was sent to is questionable. That data is not reflective of the entire community. Were the surveys translated? Just look at this school board comment form. Is this form translated? Are the slideshows with the information regarding a possible return to school being translated? This entire process has been inequitable and maddening.</p> <p>Please do not force those of us that care for the well-being of our students and ourselves to return to a possibly unsafe learning environment until there is effective treatment of a vaccine for COVID-19. One life lost would be too many.</p>
Sears, Justin	14.1 - COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year.	<p>My son is a Sequoia High School student. We love the school and wish he could be back there. However, I have serious concerns about the recommendation to reopen schools in August. As I write this on June 24, the number of COVID-19 cases in San Mateo County continues to increase, with 69 new cases in the county this week, the second highest number of daily new cases since the pandemic started.</p> <p>The AOTF and other leaders are basing recommendations on "Four Pillars": health &amp; hygiene, face coverings, physical distancing, and limiting gatherings. But we have all driven or walked by parks, private homes and through our downtown areas where adolescents are gathering in groups, climbing in and out of each other's cars, or partying in each other's homes, with no bubble cohorts, no face coverings, and little to no physical distancing.</p> <p>We cannot ask teachers to risk illness while enforcing what the parents in our community are not willing or able to enforce. Our community's and parents' lack of enforcement of these common-sense precautions makes it likely that we will all need to return to 100% distance learning next year. Please embrace that now and spend these precious next weeks creating better distance learning experiences. What happened in the spring is not what this next year needs to be. Many teachers are already doing excellent, engaging, interactive instruction via Zoom. Why not make sure they all can do that?</p> <p>Superintendent Streshly and the Board must not bow to political pressure for reopening before it is safe. Any decision to return to school prematurely will be poorly judged by history. The negative consequences are predictable: our low income families who live in crowded homes and have little to no access to healthcare and health insurance will pay the highest price.</p>

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<p>Lucca, Virginia</p>	<p>Return to school in the fall</p>	<p>The children need to be in school in the fall. If this should happen in phases, then So be it, but it must happen ! My grandchildren go to school in this district. Home schooling is not a one size fits all. My eldest can probably handle at home schooling, he doesn't like it, but he is focused and will do his best. My other two grandsons, need to be in a structured classroom with accountability. I listened to your board meeting earlier this month and went away with it with hope.</p> <p>My daughter is on top of their education. The children said they were not learning. I understand this is knew to everyone, but the teaching process needs to be better. More accountability on work and testing. The children need to return to clubs, sports, social gatherings, of course with the current guidelines. I hope you will consider at least 2 days of school and as the year progresses, maybe more.</p> <p>Thank you, A concerned Grandparent Virginia Lucca</p>
<p>Spottiswood, John</p>	<p>Learning Plans for the Fall</p>	<p>I am very concerned about the amount and quality of distance learning that will occur at Sequoia during the Fall semester. The quality of instruction in the Spring and the level of engagement of my student was extremely sub-par. We were also very disappointed in the decision to go to Pass/Fail grading which I think is going to really hurt my rising senior in her applications for the class of 2021. It seems that the needs of college bound students with the desire and ability to perform from a distance and be graded on that performance, but who would both learn more and prefer to be on campus, are not being seriously considered. Our family will be hugely disappointed in the SUHSD, which we have supported heavily over the past 8 years, if students are not given at least 2-3 days of on campus learning and recorded grades this fall. How can the colleges my sons attend bring students back on campus, from all over the country, without issue but SUHSD can't figure out how to make it work? Please put our students first and figure out a way to make this work.</p>
<p>Brough, heath</p>	<p>100% distance learning</p>	<p>100% distance learning is not beneficial in any way to the students of the sequoia district because it removes any contact between students and teachers. Because work is due at the end of the week for most classes homework is done last minute. learning is usually the minimum amount necessary to complete the poorly completed work. We need to have at least 2 days in a school week because of the lack of material learned and lack of effort put into work.</p>
<p>Pollack, Hannah</p>	<p>Distance learning next fall</p>	<p>As a student at Woodside Highschool I have experienced distance learning first hand. Not only does it take away the in person interactions between students, peers, and faculty but, I feel that many students learn better in person. Not only did I absorb less of what I was being taught during the quarter of distance learning but I was also much less inclined to do work. Rather than spending time reviewing every piece of what I was being taught, like we do in class, my goal was simply to get it done. If distance learning continues quality of education will continue to decline due to lack of assistance and guidance.</p>
<p>Pollack, Hannah</p>	<p>Distance learning next fall</p>	<p>As a student at Woodside Highschool I have experienced distance learning first hand. Not only does it take away the in person interactions between students, peers, and faculty but, I feel that many students learn better in person. Not only did I absorb less of what I was being taught during the quarter of distance learning but I was also much less inclined to do work. Rather than spending time reviewing every piece of what I was being taught, like we do in class, my goal was simply to get it done. If distance learning</p>

		continues quality of education will continue to decline due to lack of assistance and guidance.
Chang, Michelle	Distance Learning in the Fall	<p>It does seem that we are in it for the long haul, as - depending on who you believe - it may be months or even years before an effective vaccine can be developed, produced en masse, distributed and widely deployed to reach herd immunity.</p> <p>In the meantime, I strongly believe that we need to take into consideration the emotional health and social development of students and not just focus on their academics. A tracking poll by the Kaiser Family Foundation found that 45 percent of adults say the pandemic has affected their mental health, and 19 percent say it has had a "major impact." The rates are slightly higher among women, Hispanic adults and black adults. Although this study was aimed at adults, I have seen similar studies relating to teens.</p> <p>To this end, I would like to point to the science which shows that taking certain precautions, in particular wearing masks, especially at a high level of compliance, yields almost the same benefit as a vaccine. In brief, let's say an unmasked, asymptomatic COVID-19 carrier talked to a masked acquaintance. If the COVID-19 carrier was also masked, the incidence of transmission drops from 70% to 1.5%. Even if the COVID-19 carrier was masked and their acquaintance was unmasked it would still drop it to 5% which is remarkable. A simple google search will give you more data showing similar results. I understand the impossibility of taking each student's temperature every morning, but masking even using a bandana or face shields (for teachers who would rather not teach while masked) seems doable?</p> <p>Please allow for a partial return on on-campus learning, in a safe manner.</p>
Hans Brough	2020-21 school year re-opening	As a San Carlos resident and parent of four (and an employee of a distance learning tech company) I am absolutely opposed to 100% distance learning especially given the poor performance of SUHSD providing online teaching this past Spring qtr. The risk of sickness or death from coronavirus has proven to be much lower than originally estimated. The vast majority of those adversely effected by the virus are over age 70. There is minimal to almost no risk for students. The real harm to students is providing a substandard education.
Pollack, Jeffrey	Opening schools in the Fall	Schools must be open for all or at least partial in-person learning in 2020 - 2021. The remote learning plan instituted in 2020 was borderline useless. We can't afford to subject our kids to another minute of that. There are numerous school districts across the state and Bay Area that are planning on in-person learning in 2020 - 2021, so it can be done within the confines of safe Covid-19 practices. Rather than screw our kids out of an effective education, the school district needs to do their job.
McKeon, Maggie	Teachers are ESSENTIAL WORKERS. Period!	<p>I work in a mental health office and have been working throughout this whole pandemic. I am FULLY aware of how this pandemic is affecting our community. Our children are essential. Teachers are ESSENTIAL workers. Period. Our children need their help! They cannot be subject to 100% distance learning. I am upset that the union feels we as parents do not understand what is going on. I'm LIVING it. I work in the medical field.</p> <p>Here are article that support this issue -</p> <p>COVID-19 and student learning in the United States: The hurt could last a lifetime - <a href="https://www.mckinsey.com/industries/public-sector/our-">https://www.mckinsey.com/industries/public-sector/our-</a></p>

		<p>insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime</p> <p>The First Data On COVID-19 And Teens' Mental Health Is Here — And It's Not Good - <a href="https://www.yahoo.com/huffpost/the-first-data-on-covid-19-and-teens-mental-health-is-here-and-its-not-good-202153280.html?.tsrc=daily_mail&amp;uh_test=1_02">https://www.yahoo.com/huffpost/the-first-data-on-covid-19-and-teens-mental-health-is-here-and-its-not-good-202153280.html?.tsrc=daily_mail&amp;uh_test=1_02</a></p> <p>Cases and Deaths Associated with COVID-19 by Age Group in California - <a href="https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID-19-Cases-by-Age-Group.aspx">https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID-19-Cases-by-Age-Group.aspx</a></p> <p>Distance learning was a 100% DISASTER. No school and nor athletics has had an obvious deleterious impact on my daughter's mental well being. If bars, restaurants, hair saloons, churches, etc.. can open our kids should be able to attend school.</p> <p>Teachers are ESSENTIAL WORKERS. Period.</p>
Robinson, Annette	Fall 2020 learjng	I would like my child to attend school physically at least a few days a week. I do I know right think it is beneficial to have 100% distant learning.
Atwal, Jasi	Action Item 14.1: COVID-19 Response Action Plan to Reopen Schools for the 2020-2021 Academic Year	I am writing to support the adoption of a school re-opening plan that prioritizes getting our students back on campus as soon as possible, even if only part-time to begin, and then working to increase the amount of time they are on site. This is in the best interest of our children and our community. Distance learning is taking a huge mental toll on our teenagers. Meanwhile, we are learning that children and teens may be less likely to contract SARS-CoV-2, are far less likely to develop symptoms, and may be less likely to transmit disease. We must take the proper precautions to maximize safety for everyone, and we must all be flexible and ready to shift when necessary. We should carefully watch what is happening in other countries to learn best practices. We all need to expect to work harder, but we should be committed to make this happen.
De Luna, Yenny	14.1	I am worried about health impacts on my family. Childcare is an issue, cost of rent is an issue, technology is abhorrent. The Chromebook provided are low quality and are really slow, the microphones or audio don't work and the wifi is very unreliable. There is also not enough data. I would not feel safe letting my child go back to school.
Brough, Elle	100% Distance Learning for Fall	Distance Learning did not work for me for the spring quarter. It was incredibly hard to focus and I did not learn effectively. It was difficult to communicate with my teachers. My entire school experience was turned into a mind numbing routine where all I did was fill out worksheets. I am taking a number of challenging classes this year and without in person instruction I will struggle to learn the material. Please do not go to 100% distance learning, the quality of education that I receive will diminish greatly.
Lucca, Virginia	Return to school in the fall	<p>The children need to be in school in the fall. If this should happen in phases, then So be it, but it must happen ! My grandchildren go to school in this district. Home schooling is not a one size fits all. My eldest can probably handle at home schooling, he doesn't like it, but he is focused and will do his best. My other two grandsons, need to be in a structured classroom with accountability. I listened to your board meeting earlier this month and went away with it with hope.</p> <p>My daughter is on top of their education. The children said they were not learning. I understand this is knew to everyone, but the teaching process needs to be better. More accountability on work and testing. The children</p>

		<p>need to return to clubs, sports, social gatherings, of course with the current guidelines. I hope you will consider at least 2 days of school and as the year progresses, maybe more.</p> <p>Thank you, A concerned Grandparent Virginia Lucca</p>
garcia laura	14.1	<p>yo no se que voy hacer si nos enfermamos. tengo miedo que mis hijos regresen a la escuela si todavía no hay mucha información sobre lo que está pasando. necesitamos mas tiempo para decidir porfavor.</p>
baird, kelly	Fall Plans	<p>Thank you for your leadership during these extremely difficult times. I completely support your direction to bring student back for as much in-person, direct instruction as possible based on the following:</p> <ul style="list-style-type: none"> <li>- School is an essential service</li> <li>- Dr. Morrow, Public Health Officer, said “I want to see kids back in school” &amp; “In considering the educational, emotional, and developmental needs of children, I believe the balance shifts in that direction. Many, if not most, of these needs are met in a school setting. So to the degree that the pillars interfere with these needs, they need to be modified.”</li> <li>- Randi Weingarten, head of the American Federation of Teachers states “Remote-only education is something that we all know has not been good for kids. People have tried really hard, and they’ve worked really hard, and they’ve turned on the dime in amazing ways. “ “We talked to a bunch of epidemiologists &amp; people from (foundations). We talked to doctors. We had our members involved. And we realized that there is a path to reopening schools safely and responsibly.” <a href="https://www.usatoday.com/story/opinion/2020/05/28/coronavirus-how-schools-reopen-safely-teachers-union-randi-weingarten/5277774002/">https://www.usatoday.com/story/opinion/2020/05/28/coronavirus-how-schools-reopen-safely-teachers-union-randi-weingarten/5277774002/</a></li> <li>- Nearby school districts, across California, US &amp; world are planning to move forward with on campus instruction for the fall.</li> <li>- More business &amp; activities are opening, including many that are non-essential - indoor dining, salons, youth sports, DMV in-person driving tests.</li> <li>- Henrietta Fore UNICEF Exec. Dir. stated: “We have learned that children are not the main drivers of the epidemic across countries. Meanwhile, we know there can be severe negative effects on children - from deterioration of mental and physical health to lack of sufficient food in some cases -- when they are out of school. It is now clear that children -&amp; the world at large -would be best served if schools reopen.” <a href="https://www.cnn.com/2020/06/19/opinions/time-to-reopen-schools-covid-19-fore/index.html">https://www.cnn.com/2020/06/19/opinions/time-to-reopen-schools-covid-19-fore/index.html</a></li> </ul>
Bae, J.R.	Distance learning	<p>All sorts of businesses and professionals are finding ways to normalize work in this situation. There will be risk if we open The schools, but the emotional and academic risk to our teens is even greater if we keep them out of school in the fall. The emotional toll that 100% at-distance learning will take on our teens—who are supposed to be spreading their wings at this time of their life—is heartbreaking! The dismal educational experience of the last three months and the limited synchronous teaching proposed for the fall bode terribly for our students’ academic growth.</p>

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Arambuala, Rosy	Return Back to School	Dr. Marrow is fully aligned with the state's phase 3 reopening why can't our schools do the same
Chang, Alexander	Distance Learning	Hi, I am a rising sophomore at Sequoia. I am advocating against 100% distance learning. The high school experience isn't just academics, there's social interaction that matters infinitely to students. However, even on the academic part, distance learning is failing miserably. In most of my classes this spring, we didn't finish the curriculum and students fell behind. In a mandatory Zoom call in a class of 32 people, 4 kids showed up. This is why distance learning is harmful. It increases procrastination and decrease productivity.
Kodl, Ron	Plans for the fall	Strong consideration MUST be given to in-person or hybrid models with distance learning for the fall session. Distance learning alone is not an acceptable answer for supporting the fundamentals of education. Many other districts have found solutions for on campus or blended models and Sequoia must look deeper at such alternatives PRIOR to finalizing a plan.
Bae, Ethan	Distance Learning	As a student, It is impossible to get the same education and understanding of the material from a distanced online learning program. We do not get the same level of interaction and discussion with our classmates and our teachers, which are both extremely important for learning. Last year, as soon as we started distance learning the pace of all of my classes slowed tremendously. In the last 2 or so months of the school year, I learned very little new material, probably as much as we Could have covered in a couple weeks if we were at school. There is much less motivation and productivity in a distance learning environment. Last year we were only in distance learning for about a quarter of the year, if distance learning continues for the whole of next school year, it will basically just be a wasted year. We will simply not be able to cover an acceptable quantity and quality of the material. Of course you must acknowledge the risk of in person school in the fall, but it is clear that the benefits of it clearly outweigh the small risk of infection. The risk posed to us young people is tiny compared to the toll that distance learning takes on our education.
Bae, Jackson	Distance Learning	As a student who went through distance learning for the last few months of the school year, I can definitely say that distance learning is a completely inadequate form of education. I had some teachers who barely did anything, just posted a few assignments online and didn't stay in touch with the students all through email or virtual meetings. Throughout that time I feel like I barely learned anything, even in the classes that had plenty of work. Distance learning not only makes it harder to learn new subjects, but also takes away the social interaction that is necessary for teenagers’ development. If distance learning were to be implemented once again, whether fully or in part, it would be a complete waste of a school year and demonstrate a failure on the administration’s behalf. You guys have one job—to help prepare us students for college and/or our future careers. And distance learning definitely does not do that.
Federighi, Mark	Fall Return to school plan	I think as the board votes to approve the new plan, it's critical to keep in mind the well being of all the parties involved. There have been many strong



		<p>opinions on both sides of the argument, and also universal agreement that the students must be considered first. The community fully understands the safety concerns for the teachers and feels that with appropriate PPE equipment and in person distancing, there is a happy medium that gets our kids back to school and keeps our valuable teachers safe at the same time.</p> <p>Depression, drug use, depression, truancy and suicide rates are skyrocketing for our kids. This is a concern for ALL OF US and can be helped by getting some sense of normalcy back in their lives. That needs to be our priority and that of the board.</p> <p>There seem to be some strong forces at work behind the scenes by some to use scare tactics suggesting that all teachers don't want to come back and that we could lose some of our valued educators. If we lose even one educator, it's a tragedy, however, it cannot affect the decision we have in front of us tonight. The kids are the priority and with safety measures there is still risk to teachers, but so are there risks to going to the store, gas station or anywhere outside our homes. This is the new normal and taking all necessary precautions will reduce risks, but there is nothing that eliminates them all. This is our current new normal.</p> <p>There is also some theories that the first 3 weeks of distance will then be used to suggest that "cases are now rising" and then have all kids stay 100% distance. I believe we need to get back on campus day 1 in hybrid model. Let's get this done for the kids and move forward with planning.</p> <p>Thank you.</p>
<p>Anonymous student</p>	<p>Distance learning</p>	<p>With the way distance learning is kids might as well be learning off khan academy or some other fully online program. If the teachers union refuses to teach then don't pay them. You can get the same quality of learning for free or at least a much lower price from countless online things. The teachers job is to teach and if they won't do that they shouldn't get paid.</p>
<p>McBrayer, Patricia</p>	<p>14.1</p>	<p>I am a local resident and parent of one current and one former SUHSD student.</p> <p>I'd like to thank the Board for listening and responding to students and parents concerns regarding reopening schools as expressed in relation to the previous board meeting. Balancing the desire of many for a full return to school as "normal" as possible within the legal constraints of state and county regulations will be no easy feat.</p> <p>In continuing the conversation around reopening schools, and in direct response to the Multi-Tiered System of Supports (MTSS) indicated in the "COVID-19 Action Plan for Reopening Schools" question: How can we better support and involve our parents?, I have three suggestions:</p> <ol style="list-style-type: none"> <li>1.) Provide detailed communications to parents regarding the reopening on a regular weekly basis, or more often as needed.</li> <li>2.) Adjust members on the Academic Operations Task Force to include a balance of administration, staff, students, and parents, with representation from all district schools; reducing the total number of task force members as necessary to manage effective input and decision making.</li> <li>3.) Reach out to PTSA's and Foundations at each district school for support, looking to the PTSA's for people (volunteers) and the Foundations for money (funding). For example, volunteers could supervise common spaces for adherence to COVID-19 protocol, and funding could be provided for masks</li> </ol>

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		<p>for students who are unable to provide them for themselves or construction of outdoor teaching spaces.</p> <p>I encourage you to adopt the “COVID-19 Action Plan for Reopening Schools” with a clear direction to reopen schools at the Stage 3 level, unless current health orders change, such that only a lower level of reopening is legally possible.</p> <p>Thank you for your consideration and for you continued service to our community.</p>
Cobb, Mike	public comment	<p>Thank-you for the opportunity to submit my concerns over the proposed plan for reopening the District school sites. As one who works with the most vulnerable students in our district I fear the challenges of having to follow an unproven complex re-opening plan may prove to have negative consequences on our students. Under normal circumstances, we work hard to help them learn how to cope with changes in their schedules in order to become as successful as they can be. However, with what I have learned about the planned speed of implementing the proposed re-opening plan, I fear it will create an unnecessary strenuous situation causing our students to regress in their behavior negatively instead of progressing in a positive manner, as they have been. I would ask that our most vulnerable students' well being be considered when deciding how to re-open our schools.</p>
Chuang, Emi	Blended Learning in the Fall	<p>We cannot have another full semester of 100% distance learning. The students are not able to learn as effectively, no mater the efforts attempting to encourage engagement. This not only takes away from the level of engagement, but the active socialization, participation, teamwork and camaraderie too. The fact is that this does not support the education of all students equitably equitably nor take into account the way they each learn.</p>
Steenhuis, Jacqueline	Return to School	<p>In considering the return to school and setting up distance learning cohorts I think we need to prioritize the most vulnerable populations. People of Color are disproportionately adversely affected by COVID-19 while the students in those communities are also having the hardest time engaging and keeping up in a distance learning situation.</p> <p>We need to think beyond the safety of students and include the safety of teachers, staff, their families, the vulnerable communities. This may mean that it is impossible to offer some classes this year or that some classes will be distance learning only.</p>
Creighton, Linda	14.1 - School Reopening	<p>Please work creatively, fastidiously, and with a student-centered lens to bring students back to IN PERSON Learning. The PRF for Reopening Schools outlines a guideline to allow students to learn in school via a stable cohort model. A blended model of in-person and at home learning is an excellent balance. Students are permitted to belong to two stable cohorts, which helps the High School modeling. Teachers go into the business of public education to serve students' needs in person, not to work from home pushing out assignments. It is the teachers' (not pertaining to those with fragile conditions) moral obligation to do so, as long as the District fulfills its requirement to put in place reasonable and thorough safety measures.</p>
Tokunaga, Sunny	14.1	<p>I am a parent, and I support full distance learning for the following reasons:</p> <ol style="list-style-type: none"> <li>1. Safety of the students, staff and community</li> <li>2. Minimize loss in academic instructional time if implemented effectively</li> </ol> <p>I don't believe the students' social emotional needs can be met by simply being on campus especially given the current social distancing restrictions.</p>

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		The trauma caused by the pandemic needs to be addressed systematically through prescriptive interventions such as trauma-informed school practices.
Shaw, Steve	14.1 Action Plan to Reopen Schools	<p>The proposed schedule for the fall is severely lacking in instruction time, whether it is conducted in person or online. The reduction from pre-Covid levels is at least 40% in the schedules presented on June 10, and as much as 62%. It seems infeasible that an adequate presentation of college preparedness courses could be done with that reduction. Additionally, the report from the AOTF and tonight's presentation do no mention Advanced Placement courses in any way, yet the curriculum for those courses are defined nationally and not by teachers locally. In this way, the preparation for instruction seems completely lacking.</p> <p>The Academic Operations Task Force was assembled with minimal parent participation. The fact of doing this meant a loss of potential expertise form the community to deal with issues like complex scheduling, technology deployment, and collaborative learning. This is very unfortunate and indicative of the processes that have been managed by District staff, providing as limited transparency as possible to the public.</p>
Perazich, Anya	14.1	As an incoming 9th grader it is vitally important for me to be in an in person learning environment. Academically I will continue to decline. Students need socialization and in person teaching. I have been listening to the Zoom Webinars and this has made me realize how adults are not putting their students as a high priority. We matter and I believe it is crucial to re open schools.
Perazich, Luka	14.1	My experiences as a freshman at Menlo Atherton in this last school year, especially the time away from school, friends, and teachers because of the ongoing pandemic, have made me learn much about myself and teenagers in general. I speak for hundreds of highschoolers and teens alike that we need that face to face personal connection to our teachers, peers, and friends on an almost daily basis. As I understand it may not be wise to reopen fully as it could spark an outbreak at M-A and possibly throughout the district, it is critical that we teens get this social time as much as possible, especially after the separation we have been facing for the last few months. So, I implore you, as a student, teenager, and civilian that for the good of all students within our fantastic school district we are not continually stuck in our homes for many more months on end, and that we get this much needed time away from the weird world that we live in now, and can have an emotional, organizational, and societal anchor created by in school time.