



**Mill Valley School District
Stakeholder Consultations on the Waiver for In-Person Instruction**

CSEA Consultation - August 18th, 9:30 am

- What arguments in favor?
 - Groups of kids not flourishing during distance learning - lack of support, additional needs, left unattended at home, etc. Need to be somewhere safe. Lack of dependable internet connection.
 - Bringing kids in a smaller group - people will get more adjusted and realize safety is in place. Way for staff to get comfortable in a smaller group setting.
 - Classified staff have been working throughout the summer preparing for having kids back so it's a natural progression and what they've been preparing for.
- Arguments against?
 - No strong arguments against. Only thing that will come up is if we bring back certain kids, some parents will want their kid to come back. Some parents will get to go back to work with their kid in school and others will have to be at home or arrange day care.
- Thinking about the LeCAP, what approach would you recommend? How would waiver impact LeCAP?
 - Pupil learning loss - if kids need some additional support - foster youth, low income, etc. They would be in a safe place with support.
 - Mental/social emotional support - if a student is floundering and in need of support, coming in person in small groups will be helpful and encouraging.
- If we apply what other important factors do you think we should highlight in our application?
 - Our ability to fund safety measures is unique to Mill Valley. Other schools in this county are struggling in a financial and space perspective. We're in a position to be able to bring back kids. Fortunate to have a lot of open outdoor space. Outdoor education has always been integrated into curriculum.
- Phasing - who would you bring back?
 - Some sort of identification of kids who need to be in a safe or supported space first. MVMS has been noting issues of concern and counselors have checked in. Middle school model of re-engagement has been successful - good tie in to LeCAP.

- Next would be younger kids because they need more face time and personal interaction to feel comfortable.
- Who can we help understand the waiver process?
 - Instructional aides for re-engagement? Yes, aides and RAMP teachers are a large part of that. Would like to see teachers come in because aides can provide limited support in conjunction with remote learning support.
 - RAMP, speech, occupational therapy, counselors.
 - Maybe have two different conversations w/ RAMP and Aides. Pull in Speech, OT, Counselors separately. 20 minute conversation.

CSEA supports using the waiver as a means to bring back small groups of students who may need in-person support, either due to academic/learning needs or unfavorable home conditions, we do not support using the waiver to bring back large populations of students before the county clears us to do so.

PTA Consultation - August 18th, 10:20 am

- Why not 7th/8th? State rule, could be due to age of the kids since high school can't apply either.
- Separate from meet and greets? Yes, those were granted by the state
- Have we considered surveying parents to see how they feel? We're open to that, possibly in conjunction with PTA.
- Confusion on year-long remote learning versus waiver. Waiver would only be an option if we can get something approved through public health for some small groups. Important to reiterate that anyone who does not want their child to return, there is an option for full year remote instruction. Could they opt out of waiver but return when whole district returns? Yes, waiver does not require opt in or out. A parent could say they want their child to still receive RAMP services virtually rather than returning through waiver.
- District submits one application for entire district - no distinction between plans for school? One for district, but it could look different for each school - more outdoor spaces at some schools or specific need. Low number of students with needs at another school. In the waiver you lay out the group size, subset of students, etc in application and then they approve, reject, or change? Yes.
- What about how teachers are feeling? Do we try to get the waiver first and then plan? Meeting with all groups before we submit application.
- At Strawberry we have the MCOE students and they're allowed to return. How do we respond to questions about this? Clear distinction in principal's message - they're considered a pilot class, not a waiver class.
- When applying, you identify students who might be part of waiver. When you get it, do you invite those students? Yes, we would identify who those kids are and giving families the option. - Students with trouble accessing wifi, might need more support at home or

not engaged in distance learning. Monitoring engagement is different than just attendance. We have to sign off and say students have had access to state required instructional minutes. So parents can't just choose to send their child back if we get the waiver? Right, the waiver would have to be a phased in approach that we can support with on site personnel.

- What would a day look like from a family or teacher's perspective if waiver is approved? School wide schedules have been developed and teachers will provide specific class schedules. Typically during the school day kids would be pulled into support class like RAMP. That's when we would want kids to come into the school for the one to one instruction or to see a speech therapist, etc.
- Do EL students have waiver option? Yes, and that goes into some of our LeCAP plan that accounts for english learners. Support will be built into schedule and that could be another group for in person personalized instruction.
- Another opportunity to bring back full grade levels in addition to smaller group support needs. Could be full return of kindergarten.
- Article saying state approved in person for special education.

Survey

- Can you include specific examples that would be on the application? Yes, we would need to.
- Can we revisit June survey since everyone's saying those numbers are moot. Lay out the plan and ask if parents would be comfortable sending child back to school when we come off the watch list?

Arguments against applying?

- Fairness
- Exposure risk
- Do we have teachers willing to go back even though we're on the watchlist? Where did negotiations end on this topic? - Waiver is outside of MOU and we will consult with teachers union. Individual teachers have already expressed some ideas for bringing back small groups for assessment and support.
 - How do you know that all voices are represented when you're hearing from a vocal few and know what your teachers are wanting overall?
 - Negotiation is through representation of those who are appointed by teachers union but something like this, we will hear from a broader group and it will impact people differently.
 - Can we survey teaching staff? We can and this is an opportunity to think about what those questions would be. Want to make sure a majority voice is represented. PTA could work on questions. Start w/ parent questions.
- Ramp example - may be difficult for working parents to bring child to school for half an hour. Make sure it's significantly better to do these in person.

Thinking about the LeCAP, what approach would you recommend? How would waiver positively or negatively impact?

- Some data shows hispanic, low income, and kids of color are most impacted. Waiver could protect them. How do we improve services to that group without pulling attention and segregating? Need to provide anonymity but also need to provide support and equity.
- What are the services that currently serve those students? Classified staff could help support on site while classroom teacher is virtual.
- In-person assessments would be helpful. Please don't make us do iReady assessment a second time.

If we apply, what important factors should be included in application and what phasing would you recommend?

- Kindergarten are among the most important. A lot of kinder is SEL and learning behaviors. Old Mill and Strawberry both found starting with the youngest to be very important, as well as students with specific needs. Creating an equal playing field.
- High level of stress among parents of special needs kids who are struggling to keep kids caught up without special services.
- Possible to bring back all grades through 6th for short, small group, outside face to face social distancing meetings with teachers? That could be. Could small groups spend time they would be in specialist classes be in person with classroom teacher?
- Almost equally as important for 6th graders to get on campus as kindergarten. WEB orientation was great example of that.
- What activities can we build into the waiver like WEB orientation?
- If distance learning goes well, parents might be more willing to balance going back in person for short meetings. A lot have to balance.
- How can we bring community together in more social ways? One of the struggles is where can we offer smaller get togethers? Can we apply for use of blacktop and outdoor portion on campus? - Restricted from renting our facilities but want to reopen as soon as possible. See if we can waiver some of those restrictions for PTAs.

What would make distance learning feel great?

- You can homeschool a child for 2-3 hours in a morning and then rest of day could be enriching activities. Once a week 20 minute stop ins would be a great opportunity. We do it for conference weeks, so maybe we could do it periodically. - When we come back, we can only come back for half class so teacher will not be available in the alternative time when they're with their other session of students.
- Would it be better as a whole if we just had a clear process without the unknown of waivers? - Want kids back together socially and emotionally. We will notify on Sept. 18th. Hope to be off watch list and be able to re enter on October 5th. Will know more one month from today.
- Add waiver to agenda for ongoing PTA meetings.

- Power outages - such limbo. May have been better to just call school closure for 3 days then taking it day by day. Might be better to call November 20th. Trying to please all stakeholders.

PTA Council agreed that student needs were primary to our discussion, along with talk of the continually changing county health status and the need to gauge parent willingness to send kids back to campus as the date for return nears.

Kiddo! Consultation - August 19th, 9 am

- What does the decision-making process look like? We are consulting with all stakeholder groups, including teachers and classified staff.
- How localized is the County looking at this when making decisions? - Dr. Willis understands our unique communities and data so he knows where impacts could be.
- What are other local districts doing? - Only one other district was starting consultation meetings. We are on front end and we will monitor and see what their additional plans are. Some are just planning for full return as soon as possible. Some ideas would work in Mill Valley that wouldn't work in other communities.
- If we go back with waiver and then case load goes back up, how does that work? - We would likely be notified by the county that we could no longer operate under our waiver. We wouldn't need to reapply.
- Need to provide information on what a day would look like under the waiver. Need to think through logistics of students leaving distance learning lessons to get to school and then return home.
- Would this be required of families? No and all families can opt into continued distance learning.
- HVAC - air purifiers for Park because rooms aren't connected with HVAC. Other schools have had MERV-13 filters installed. Classrooms will have at least 1 exterior door and 1 window or 2 windows open.
- Might be more logistical to have kids do remote learning on campus and then pop into for small group or 1:1 in person supports.
- 8 page application, 500 word summary of these conversations.
- Important to message clearly to middle school why 7th/8th can't be a part of this.
- Do you need a vote from stakeholder groups? Consultation is only factor. We want to think about all student groups and families can opt out. Would have to work within existing MOU, possibly with CSEA support staff. Some light provisions in MOU.
- Importance of transparent communication.
- PE outdoors? Would need to be written into waiver.

Arguments for

- The waiver allows us to have options and not applying doesn't allow us options.

- Need to have a plan to present to community because it feels vague.
- Normalizes getting kids back to school in methodical and safe way.

How does this relate to our LeCAP?

- Special ed and kinders? Yes, those are both groups to be considered for this.

If we apply, what important factors should we highlight?

- Geographical area and how we've been impacted.
- Instrumental learning would be helpful in person - introductory instruments in 4th and 5th grade
- PPE and safety measures
- Outdoor learning
- The learning center - highlighting how specialized and effective these are
- Learning loss

It Takes A Village Consultation - August 25th, 10 am

Arguments in favor

- There are populations of kids who can't do remote learning as well and could fall more behind. Students who were able to attend ESY benefited from that in person support. Summer program taught by 3 teachers, 7 students.
- 2nd grader with learning disabilities - able to sit and listen but not absorbing lessons. Was nervous about sending him to the ESY program but it was beneficial to get some one on one support.
- Sitting next to my student on Zoom is a full time job. Overwhelming for him and he's not following the lessons. Mild autism and introverted. Have a 5th grader who can easily do distance learning and only struggles with the social aspect. Would not want a waiver for her. Kids adapted to masks very easily during ESY.
- Child has learning challenges, 1st grade. Holding hand up and not being called on. Not getting a lot out of specialist classes. In ESY, she liked going to school every day and had fun. Hired a one-on-one tutor aide to help her because both parents are working from home and working with her takes 100% attention. Our kindergarten is in a separate pod with another tutor. Putting a strain on our family. Daughter not getting much out of Zoom at all. Kindergartener doesn't want to go to Zooms or class meetings. He likes teacher. Tension for parents with a student in a pod of wanting to stay connected to teacher and class but connect in person with tutor and pod partners. Would send child in for small group kindergarten.
- Worried about mental health aspect. Child is anxious. Did an occupational therapy camp this summer and he was anxious about peers. Wasn't receptive to peers like he was before quarantine.
- Kids in ESY benefited from structured play with peers supported by adults.

LeCAP

- My 5th grader is terrified about going back to school but learning loss in spring was substantial. No one would be forced, but there needs to be leeway for allowing students to come back later after they understand how it works better. Acknowledgement and commitment to help kids transition back and not make an instantaneous choice.
- Will you send everyone back or just certain groups? That's part of plan and we're developing which groups would be included in the waiver and this consultation is part of that.

What would we highlight in application and what type of phasing?

- Need to group kids based on their needs and matching with appropriate instructor and peers.
- Some gen ed Zoom sessions would need to be missed to bring kids in for small groups in person. Would prioritize in-person.
- Being at the school site with their regular special ed teacher was helpful. Would be a transition if it was at a different school but worth overcoming.
- Phasing in tiers could have different levels of how you might participate - reaching IEP goals, socialization, etc.
- Separate of the waiver process, Newsom said small groups of 12 kids could come back? New guidelines came out late last night. Might have been 14. Still in shelter in place from local health agency so waiver should be only option at this point.
- Zooming in from in person classroom for gen ed lessons could be a good solution, and then doing other services in person.
- Couple of hours would be helpful for 6th grade to touch base with some socialization.

General Stakeholder Consultation - August 26th, 3:30 pm

Arguments for

- Remote learning has been wonderful. Benefit for younger kids for the waiver is the social side. I'm the main adult my kids are with but kids need to be influenced by different adults/mentors. Girls might have an easier time focusing on screens and doing tasks than boys.
- Current teaching mimicking a real day is going much better than the spring. However, no downside to applying as an option to use creativity and outdoor spaces to come back earlier than when we might be approved by the state - small A/B cohorts. Small group meetups. Outdoor learning. Surprised we would consider not applying.
- Agree with arguments for. I'm a physician. There's no "no risk" situation but there are safe ways to bring kids back. We should look to medical advice. Younger kids are less problematic in terms of viral spread and lack of in person education is the largest challenge for that age group.

- Thank you to district and teachers for effort and good first three days. Want to support applying, especially for youngest kids. Hard to see 6 year olds who missed opportunity to learn to read fumbling with Zoom. Question of equity - pods and privatization of school. Families hiring private teachers. Bay Club Marin is setting up pods, camps, preschools, etc. all have been safe for younger kids. How do we provide most equitable opportunities.
- Private schools are open. We're all in public school and our kids are being held behind. Huge financial divide. We chose to use public school and I don't understand why we can't but private schools can. - Private schools are under same county health guidance as we are under the watch list. They are unable to open their schools now as well. - Many more of them might have been applying to waivers.

Arguments against

- Teacher and parent - want to reopen because the case numbers go down and they do seem to be trending downward. Yes. Don't want kids to come back until public health officials say it's safe. I agree it's better to be in school but I don't understand wanting to take risk and go against what public health officials say is safe. Overriding their guidance.
 - Doesn't have to be all or nothing. Let's be creative. What's the difference if it's safe for camps.
 - Might be more mixing if we don't open schools.
 - In a camp, my son had his own bathroom for a pod of 10. The standards and structures are different than if we reopened schools.
 - Need to let the metrics guide us and be patient.
- Teachers had our meet and greets. Some reports of parents not wearing masks, not managing kids coming closer than 6 feet, kids taking off masks, kids not staying on social distancing markers. Concerns from staff members.

LeCAP

- I work with many vulnerable students as a reading intervention teacher. Should focus on most vulnerable populations for in person so we can take advantage of space. If only 6th grade students came back we would have plenty of space at the middle school. Maybe instead of bringing all we should think of vulnerable populations first as a roll out plan.
- Kindergarteners and students who don't know how to read yet. Did this in Paris and it worked well for younger kids.
- I have a student who has ADHD and another with anxiety and doing a lot of Zooms is not great and they need breaks. In person would be important for kids with learning differences who don't work well in a Zoom environment.

What should we highlight and what type of phasing?

- Higher need and younger kids should be priority. The younger the kid, the harder it is for them to learn to read. Phasing - most important they are with their teachers for critical

things and then other classes could still be remote to facilitate more kids having small cohort teacher environment.

- A fear of opening 6th grade could be really bad for staff morale. Several middle school teachers teach multiple grade levels. Not sure how that would work. Not sure what it would do for staff morale if elementary school teachers came back but middle were not. Needs to be very thoughtful.
- A tricky situation. This summer we ran summer camps. When I was told we were doing summer camps I was upset and couldn't visualize it or get behind it. I was scared, bitter, angry and didn't want to do it. But I accepted it and we had amazing programs. One of my kids enrolled in the camp and he was a different person - hunger for social interaction is huge. Need to get uncomfortable. One of the best things about MVSD is support behind kids and we can get creative to provide a safe way to learn. Emphasis on quality over quantity. Learning a couple hours a week, or two days per week would be transformative. We're smart and creative people with access to amazing resources. Distance learning is not the answer.
- Important for kids to have in person interaction. As much access for as many kids as are interested is important. And there are options for those who do not want in person so everyone else should be allowed to come.
- Kids have lost a lot and benefited from camps. Want to give kids as much as possible safely.
- Could the district give waivers around mental health if families feel its better for their child to have some flexibility around Zoom time. - That would be independent study. Must follow all requirements of distance learning so would have to adhere to same instructional minutes but accommodations could be provided by teachers under something like that for students.
- In camps, none of my children had to wear masks. They were able to play with each other. One they were allowed to be in doors without masks on. In looking at reopening schools, I think our children are used to wearing masks in doors and one of the phasing could be outdoor time. Play as children outside in their cohort. - EPE are additional layers of protections. Students will have masks on and adults in schools have access to face shields. Important to have protective measures in place.
- Waiver as a provision could be submitted at any time.
- Possible to apply for waiver before union negotiated open date? If applying, how long to go into effect? - earliest October 5th. Having all of these conversations now and then bringing forward to board on September 14th. Earliest to submit would be by end of that week on September 18th. Takes 14 days from submission. Compiling information with all groups and will discuss at board meeting.
- Is everyone in agreement that if we're off the watch list, we're going back? Yes. No in person school before October 5th? Trimester mid point date.
- If we're not off the watch list in time for October 5th, is there a 14 day lead time to get back into the classroom? Do we follow the same plan whenever we get off the watch list? - 6 week mark. Then aiming for next period after first trimester to return. Just after Thanksgiving break.

- If we get off watch list, is it in cohort groups? Yes, in cohort groups. Space required - works out to be about 50% of the class in our classrooms. Half day sessions for students.
- Can waiver allow trial run of bringing kids back - kids most in need. PE outside. - Specialist teachers still limited in number of students they are allowed to come in contact with. PE teacher would be exposed to all students so that is restricted.

District English Language Advisory Committee (DELAC) Consultation - August 31st, 2:30 pm

- Families who can transport to school can participate in the waiver. Some families may have transportation but are not necessarily interested in returning in person yet.
- Coordinate one day to pick materials up at sites from ELD teachers if teachers have material to give. Will be more difficult for the ELD teacher at 4 schools versus the other at 1 school.
- It will be hard to have kids on site without doing ELPAC assessment first.
- Will parents be open to bringing kids for some in person learning? - This first week some kids were struggling. It might be better for their classes to be 100% in person or 100% remote.
- Can explore at upcoming DELAC - openness to options and what it would look like to get your kid to school and learning what kind of support is needed.
- DELAC meetings - Before MVMS back to school night on the 17th

What has been successful or difficult with English Learners?

- Meetings where all families can meet each other. Figuring out how to communicate with the teacher with support from ELD teachers.
- Having information available in multiple languages would be helpful. We would do that before - a parent would help translate.
- We have 22 different languages in our schools.
- EL families have information about activities but all don't necessarily feel comfortable participating, sometimes because of the language barrier.
- Homework club was super successful

DELAC information

- Did one meeting after back to school night and then 3 more throughout the school year
- Dessert and DELAC virtual event
- ParentSquare text alert
- What is DELAC brochure in Spanish. Possibly other languages too?
- Record meeting and see if Rev can translate the video into multiple languages.
- Explain how to translate in ParentSquare and website.

Mill Valley Teachers Association (MVTA) Consultation - September 8th, 3:30 pm

Arguments for or against

- Some Kindergarten teachers/students/parents want to come back asap
- 5th grade - concerned.
- Ventilation is a concern at Park.
- Outside classroom with wifi hotspots?
- Phase in approach for teachers who want to go in
 - Push back from parents around that
 - Equity issue
 - Parents could sign up to be in trial hybrid and then they get put into a group based on priority such as essential workers
- Phase in by grade level starting at K
- Could move picnic tables outside K room doors
- Want a megaphone and a field. We should all be allocated outdoor space before any hybrid model happens.
- Concerned about kids not wearing masks and not social distancing
- Felt under informed on distinctions of what waiver would include, cohort model, and special ed pilot program.
- Provide evidence of spread on campus - what is response if we're in that outcome model.

What does the cohort mean?

- Shared August 25th. Small group in person specialized services, targeted, elementary and secondary school based specialized support including: OT, Speech/Language, medical/behavioral, education support services for targeted intervention and assessment, ELL, IEPs, RTIs. LEAs should prioritize small group cohorts for students with disabilities, english learners, at risk, and high risk students - experiencing further learning loss, homelessness, abuse, neglect, foster youth.
- No good options. Everything has positives and challenges.
- Consistency is important. Want to do full trimester online.
- Concern about coming back and then moving back to remote - more disruptive
- No need to come back because of the provisions to bring back to campus with cohort
- Difficult for families for mid day drop off and pick up - no bus and no car pooling due to virus
- Concern about group socializing outside of school

SB98 - requirement for daily engagement - this is why we can't do a few days on and few days off

- Concern about people who work at multiple sites
- Younger grade teachers prefer working in person, but concerned about aide time if they're scheduled in morning. Want to do Monday Tuesday, Thursday Friday model with Zooming from classroom for other two days.

Can you apply for the waiver for just K-5? Would be different for a departmentalized middle school.

How will extended remote work?

- Gathering info now from families. Students will be in a separate "classroom." Middle school will be different.

Does the district have a set protocol for staff safety (temperature taking)? Are we modeling something not safe? What are we doing to show and implement safe hybrid teaching?

- Temperature check not the most valid check?
- SSSPP will be in place at school site. Passive temperature checks is what we are relying on.
- According to Dr. Willis and Santora - temp check not the best measure because you could be warm from exercise etc.

- Concern about 6th graders receiving waiver benefit but not 8th grade
- Concern about HVAC at MVMS
- People were nervous about cohort numbers
- Lack of planning time when monitoring students in specialist remote lesson
- Having families choose at this point is strange and a burden to have them pulled out of classroom. Breaks up classroom communities. Burden on parents to decide between mental and physical health.
- Learning center kids and young kids have a hard time - want to focus on waiver for them.

- Could be easier or not for teachers and students to learn and teach remotely versus coming back in a different way.
- Concerned about mental health of students
- Want to keep health in the forefront of decision making. There's a reason we're not in school right now.
- Who gets aide, AM or PM group? What about shared aides?

- PPE provided for teachers - thought there would be more safety pieces in place. Thought plexiglass would be something the teacher would stand behind. Is the face shield protective enough?
 - Plexiglass is what was recommended by negotiations team. Purpose is for 1:1 assessment or sitting 1:1. Not the same as a bank teller type space.
- Outdoor learning might be safer during some weather types.

- Looking at involving teachers in outdoor learning process like we discussed with board last month.
- Would be great to have some small groups come back
- Teachers are concerned about safety and things that haven't been addressed - HVAC and heat at middle school
- Classroom community and regrouping can affect feeling of connection.
- Want data from families who would want this waiver option - who is it just not working for? How many?
- Want data on teacher side of things - who is comfortable coming back? Where does the district make a decision versus a personal decision. Do those numbers align with how many students want to come back. Some teachers feel uncomfortable voting on something that doesn't affect them personally

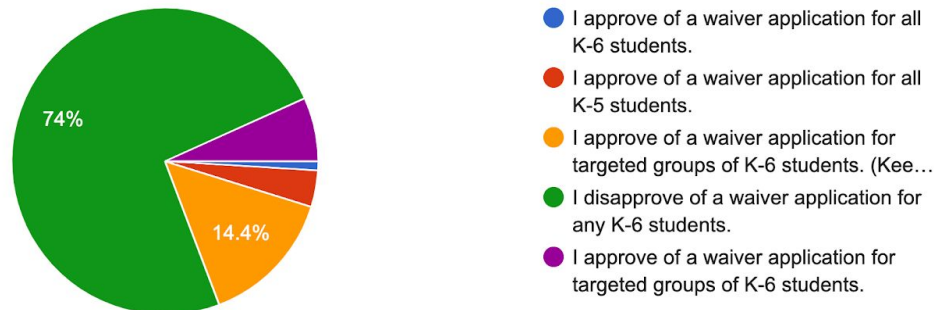
What does a teacher do if they don't want to return?

- Staff leave options - reach out to Jessica Goode, HR Director
- Phasing in with younger kids
- Helpful for kids to meet their teacher
- Like every day - more typical
- How does the waiver work for when kids are offline? Families will need to know their child might miss some lessons
- Would have to review work from morning and afternoon
- Does state requirement change if they come back in person. How does this impact asynchronous and synchronous? Do kids have to do extra work in off time?
- 8:30-3:30 with half an hour lunch would be exhausting
- Is it an hour between students - 30 min lunch and 30 min cleaning?
- Remote learning is going okay for 5th grade
- Kindergarten - it's fine but not age appropriate with social interaction
- There are times it feels like remote is working and times where my 1st graders' attention is lost
- Going better than I could have imagined but I feel mixed. Kids turn in work once a week. Ones who are getting lost are pretty lost.
- Different needs for different levels of kids

MVTA Waiver Application Feedback Summary

Please choose from the following options:

104 responses



Summary of Responses

Blue: I approve of a waiver application for all K-6 students. (1 response, <1%)

Red: I approve of a waiver application for all K-5 students. (4 responses, 3.8%)

Yellow: I approve of a waiver application for targeted groups of K-6 students. (Keep in mind that this could require certain groups of unit members to come back sooner than other unit members). (15 responses, 14.4%)

Purple: I approve of a waiver application for targeted groups of K-6 students. (7 responses, 6.7%)

(Total responses that approve of a waiver for targeted students: 22 responses, 21.1%)

Green: I disapprove of a waiver application for any K-6 students. (77 responses, 74%)

Reasons for responses summary:

- Those who approve of a waiver for targeted groups of students (21.1% of members) cite students with exceptional needs, and K-1 students as those who may benefit from an earlier return to in person learning.
 - Teachers understand that certain groups of students are not best served in a distance learning format and believe that if we do it with safety precautions in place, it would be a favorable option for certain students.
 - Teachers believe that students selected for an earlier return to school should be identified by teachers and administrators at each school site.
- Those who disapprove of a waiver for all students (77% of members) cite health and safety concerns, as well as a lack of preparedness at district sites, including facilities needs, ventilation issues, scheduling challenges, lack of PPE and a lack of transparency from the district office as to why they do not feel a waiver is acceptable when the county is not off the watch list.
 - In addition, teachers feel that small groups of unit members should not be asked to return to in person learning before other unit members for equity reasons.

- Those who approve of a waiver for K-5 or K-6 students (7.7% of members) believe that students are best served in person and that conditions are safe to return to campuses in small cohorts.