July 13, 2020

Dear Superintendent Don Austin, Deputy Superintendent Karen Hendricks, and Members of the PAUSD Board of Education:

We, the PAEA Executive Board and PAEA Negotiations Team, are writing at the urging of PAUSD educators regarding the PAUSD reopening plan. We know that reopening our schools in person is what everybody would prefer to do under normal circumstances, but the time we are living in with this pandemic is anything but normal. While we have been negotiating since May in good faith about how to structure a return to school, we have increasing concerns whether this can be done while maintaining the health and safety of our students and staff as this pandemic shows no signs of going away. Santa Clara county was averaging about 20 new cases a day in May, when we started negotiations; in the first ten days of July, the county averaged 100 new cases daily. As the district and the Board of Education begin to offer plans to reopen schools in Palo Alto Unified School District, PAUSD educators wish to communicate our concerns with offering in-person instruction this fall. As much as we love our students and miss teaching in person, it is not safe to return to the classroom at this time. Our PAUSD Board Policy (sections 4157/4257/4357) states “The Board of education is committed to maximizing employee safety and believes that safety is every employee’s responsibility...No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthy.” We urge you to consider joining a rapidly growing list of other districts, such as San Jose Unified School District, Santa Clara Unified School District, Brentwood Union Elementary School District, Alum Rock District, Eastside Union High School District, Oakland Unified Elementary District, Fremont Unified School District, Oakland Unified School, San Diego Unified School District, and Los Angeles Unified School District by adopting a distance learning model, and maintaining this distance learning model until it is safe to return to schools.

We have divided our concerns into three main categories:

A. Concerns of Health in Schools
B. Concerns of Health of Community
C. Concerns of Limitations of In-Person Instruction

A. Concerns of Health in Schools:
There are several logistical concerns regarding the practicality of protocols and systems proposed to keep individuals safe. Some of these concerns include the effectiveness of social distancing, cleaning, as well as lack of proper hygiene and lack of adequate ventilation:
1. **SOCIAL DISTANCING**: If we were to return to schools, it is not realistic to expect that safe distances from one another would be able to be maintained.
   
a. **CLASSROOM SIZE**: Many educators would not be able to maintain proper social distance even if the students were divided into multiple groups (cohorts) who came at separate times. Classrooms are only so large, and people move around the rooms.

b. **PASSING PERIODS/LUNCH**: Implementing any sort of passing period will negate social distancing efforts. How do you move hundreds of students at once while maintaining social distancing? How much time does this take? How will lunches take place, when there are a few hundred students on campus for lunch?

c. **RESTROOMS**: There are not enough restrooms for students. Lines will form, and this will become yet another event for staff to oversee. How will these restrooms be adequately cleaned and disinfected during the day? COVID-19 spread can be accelerated by shared restrooms, and hundreds of students (and dozens of staff members) will share restrooms.

d. **PRIMARY SCHOOLS**: Younger students will not be able to maintain strict social distancing. They will fight, cry and demand comfort, make messes, and need to be cleaned. How will these incidents look different in a school prepared for COVID-19? How will educators help from 6 feet away? In addition, experiences in Oregon, North Carolina, and Texas are casting doubt that young children are less susceptible to infection. The argument that children who get the virus get a milder version and are at less risk leaves out the risk to the adults in the classroom that are being exposed and the risk is much greater to them. Look at other viruses like chicken pox: The viruses still live in someone’s body after the initial effects are gone. People are prone to shingles when they get older because the chickenpox virus is still in their bodies. Studies are showing there are long term effects of this virus on people’s organs even if they showed little symptoms at the time of infection. So we really don’t know that young children will be less affected in the long run.

e. **SECONDARY SCHOOLS**: Secondary schools will likely see students knowingly disregard or defy rules regarding masks and social distancing. We’ve already seen our students off campus this summer ignoring these guidelines, and would certainly see it continue when school resumes. PAUSD should be mindful of the near impossibility of having all members of the community follow necessary preventative measures.

f. **SPECIAL EDUCATION**: Many students with special needs require personal help multiple times a day, such as toileting, and do not understand social distancing
guidelines. Students with special needs also have required testing which demand close contact with educators. Students in crisis may require interventions where staff need to be close to them. There are many adults in the room which will make social distancing even harder.

2. **CLEANING:** For any in-person model to work, strict cleaning protocols must be implemented. Will every educator in every classroom have all the supplies they need to ensure no students are potentially exposed to the virus? Who will do the cleaning? When will the cleaning be done? Will students be empowered to clean as well? They should be frequently washing their hands. Will enough hand washing stations be installed for this? How many are enough? How will bathrooms be cleaned? How often? By whom? Will there be staff watching the bathroom to make sure it is properly cleaned after each use? The answers to these questions have not yet been worked out, and without the information and plans in place, it’s premature to talk of returning to campus.

3. **VENTILATION:** The CDC stresses the importance of ventilation in lessening the spread of COVID, which can spread through droplets in the air. Has our district done assessments of classrooms to see if there is proper ventilation? Their suggestions include increasing airflow, by opening windows and doors, but there are other existing safety protocols suggest we should have doors closed. Classrooms vary considerably in size and configuration. There are some classrooms, offices, and staff rooms with no windows; some have doors that only open onto an interior hallway rather than the outside. All air is shared by students and educators. To make matters more concerning, 239 scientists have warned the WHO that COVID-19 is airborne, raising concerns about the distance the virus can travel, how long it remains airborne, and whether or not our ventilation systems are safe.

4. **HYGIENE PRACTICES OF CHILDREN:** Many young learners are still practicing good hygiene practices. How will we be safe if students are still learning this?

5. **TRANSPORTATION:** Do we expect students to cram together on public buses? Or students with special needs to sit next to each other on a small bus? How students get to and from school is as important as what they will do in terms of distancing when they are at school.

**B. Concerns of Health of Community:**
The educators of Palo Alto are also deeply concerned about the impact of reopening the schools on the physical and mental health of members of the Palo Alto community, due to the
following data and statistics regarding the novel COVID-19 virus and spread in the local community:

1. **SANTA CLARA COUNTY GUIDELINES**: The Santa Clara County Health Officer issued new Health Order on July 2, 2020 ([summary](#), [full version](#)). In the summary, the first requirement is “Telework: All businesses must continue to require workers to do their jobs from home whenever possible. Workers can go into work only to complete the job duties they can’t complete from home.” In the full version in the definitions section it states that educational entities are considered as a “business.” Therefore, not only should schools be providing full distance learning, but teachers and support staff should be doing this work from their homes, not at school sites. In the District’s current reopening plan for secondary full distance learning, the District is requiring all staff work from the school sites. There are many educators and classified staff who do not have their own classroom/spaces and have to share workspaces. This is unsafe as we have seen recently when [Arizona teachers](#) shared a classroom without students for summer school and all three contracted the virus and one teacher died. According to the Health Officer’s new Health Order, all staff who can work from home, should.

2. **TRANSMISSION OF VIRUS**: There are endless opportunities for transmission of the virus, not just from student to student, staff to student, and student to staff, but also student to their family, and educators to their families. Board Policy 5141.22 states “The Board of Education desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases. The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.”

   a. **ASYMPTOMATIC TRANSMISSION**: If students or staff are sick, they hopefully will not attend school, but what about those who are asymptomatic carriers? According to Ashish Jha, Director of the Harvard Global Health Institute, [40-60% of COVID 19 transmission is in people who don’t have symptoms](#). These asymptomatic individuals will pass on the virus, which has an average incubation time of 5 days, meaning that it could take almost up to a week in order for a person to develop symptoms (if they even develop symptoms).

   b. **NOTABLE CASES OF TRANSMISSION**: There is a plethora of stories of COVID-19 transmissions, and two relevant ones are in South Korea and Santa Clara. South Korea reopened schools, took the highest precautions, and yet still had to close down quickly due to resurgence in infections. This could easily happen in PAUSD, putting tens of thousands of students and families at risk, only to quickly close
down again. On July 2, Santa Clara Unified School District had an in-person meeting with 40 principals, after which it was revealed they were exposed to the virus. They all had to go into quarantine. With greater exposure to each other before transmission subsides in the community, we are facing the likelihood of more individuals having to go into quarantine. The ripple effects for families and the community will be disruptive, costly, and stressful - at a minimum.

3. **HIGH RISK INDIVIDUALS:** How will the district protect its high risk individuals? We have educators and classified staff who are over 65. We have educators who are pregnant. We have educators who have, or have had, cancer. We have educators with heart, autoimmune disorders and respiratory diseases. Although students are statistically less at risk, we do have our high-risk students as well. Outside of students and staff, we all have our families. So many of us have loved ones at home whom we are afraid of endangering. We do not get the sense that the district is prioritizing safety for everyone potentially at risk from its decisions.

4. **MENTAL HEALTH:** As much as not being able to have “normal” school can weigh on the mental health of all, having to go to school and risk exposure to a dangerous virus also has a negative impact on mental health. This is not going to be “normal” school. Many individuals will experience great anxiety upon returning to school due to the necessary safety precautions. There will not be enough tools and resources to support them, as we already do not have sufficient counseling services to meet current student demands, and teachers will not be able to effectively comfort children given required distancing protocols. For example, teachers, especially of young students, will not be able to comfort a crying child, or sit close by for a private conversation. This will not be good for the mental health of our young learners.

5. **OTHER IMPACTS OF CONTRACTION OF VIRUS:** Classroom, parent contact, and in person meetings will increase risk of viral exposure. What happens when educators get the virus? The potential loss of all sick leave, the out-of-pocket medical expenses, and loss of income are all potentially devastating to individuals and families; the added health care and substitute costs to the district are all also significant. All of these effects should be mitigated as much as possible.

6. **LONG-TERM HEALTH EFFECTS OF VIRUS:** Even when cases of COVID-19 are mild, and even when individuals were otherwise healthy, there can be long-term effects, such as lung, heart, and brain and liver damage. COVID-19 has caused months of debilitating effects, and of course deaths, and ongoing research continues to show potentially greater effects across all age ranges. With so much uncertainty, by having a portion of students and requiring all employees on campuses, the District is putting the community
at a greater risk of contracting the virus and increasing the possibility of these long-term health conditions.

C. Concerns of Limitations of In-Person Instruction:
A return to the campus during hybrid learning unfortunately would not mean a return to the normalcy of in-person classes. There would be many obstacles in an educator’s way making the in-person learning experience more difficult than it was pre-COVID. Listed out are a few of these obstacles:

1. **WORKLOAD FOR EDUCATORS:** How can educators be expected to provide both quality in-person instruction and quality online instruction? Not only will educators have to teach the same thing twice, but they will also have to put a considerable amount of time and energy into converting the in-person curriculum to an online curriculum. There is simply not enough time in the day to do each job well.

2. **QUALITY OF IN-PERSON INSTRUCTION:** The in-person component of hybrid learning will not be close to the quality of pre-COVID in-person classes. Limitations would prevent moving around classroom, labs, hands-on and immersive experiences. Class discussions would be harder through masks and with students spaced apart. Teaching is so much more than just standing in front of the classroom and lecturing. It requires moving around and interacting with other students. Standing in front of the classroom and lecturing is something which could easily be done online.

3. **CLASSROOM MANAGEMENT:** As a result of all of the social distancing guidelines, educators will be required to dedicate even more time and energy to classroom management than we normally do. This will take up time and diminish much of what might be gained through an in-person model.

4. **RESTRICTIONS OF SHARED MATERIALS:** The progress that many students might make in an in-person setting would be impeded by health restrictions surrounding minimization of shared materials. Science classes would not be able to do labs. PE would not be able to do group activities or utilize shared equipment. Libraries and shared computers would be logistical nightmares. Band, drama, and other classes that require students to be in close proximity, and directly interacting with one another, present challenges that seem impossible to overcome.

5. **TALKING WHILE MASKED:** It is very difficult for educators to speak and project all day with a mask on. In addition, it is also difficult for students to understand and hear masked educators, and especially so for students that might need to see educators’ lips such as ELL students, hearing impaired students, and students with speech IEPs. This would not be a problem with online classes, as all videos would not require any mask-wearing. Wearing a mask would also make classroom and peer discussions difficult.
Imagine an educator calling on a student in the far back of the classroom (6 feet apart!) and not being able to understand them because of their mask. We already have trouble sometimes hearing quieter students without masks. To be clear, this point is not intended to dissuade the district from requiring masks; all in-person interactions must involve masks, but this would hinder teaching in person.

6. **SUBSTITUTES:** Staff will call in sick. How will substitute teachers be able to cover in-person classes when significant portions of the staff are unable to come in to work? Pre-COVID, there were countless occasions during which individual secondary school sites would be short up to 8 subs (almost 40 uncovered class periods) in a single day. If these classes couldn’t be covered pre-COVID, how will they be covered in the upcoming school year? We will probably have a larger shortage of substitutes since many of our subs are retirees and who are most at-risk.

There are so many pedagogical and logistical challenges, so many compromises on quality teaching and learning, that can be reduced or eliminated by choosing an online-only approach. While online instruction brings its own set of concerns and challenges, district time, energy, and resources would be much better spent on maximizing the quality of online instruction, supplemented by providing appropriate learning materials (books, art supplies, math manipulatives, etc.) to all students and families who need them. A return to campus will not be like returning to school in pre-pandemic conditions, and the student experience will be vastly different and limited. As a District, we should strive to make the online learning experience as effective and as close to in-person as possible instead.

Given these concerns, we, the PAEA Executive Board, the PAEA Negotiations team and a group of educators from PAUSD, urge you, Superintendent Austin and the PAUSD Board of Education, to adopt a distance learning model. It is the only way to keep our PAUSD community safe. There are many improvements which can be made to distance learning for the 2020-2021 school year from Spring 2020. Some are:

- Educators have been spending their summer (as they always spend their summers) reflecting on how they can make their classes better for students. Many educators have been attending webinars on distance learning (which they were not able to do during spring 2020).
- Grades would be attached to distance learning going forward, which was a major factor for lack of participation in secondary students in spring 2020. Educators, as well as students, would be more prepared for the 2020-2021 school year.
- Classes online would be able to be more regulated (in terms of participation, attendance) and more interactive (more interactive tools and platforms) than they were in the spring.
The district has begun training all educators in effective distance learning practices. PAUSD should focus on ongoing training, beyond the summer, as well as collaborating and bargaining with educators to develop the best distance learning model for our students.

Communication to the PAUSD staff and families will be transparent surrounding distance learning. In the tumultuous climate of spring 2020, educators were told pieces of information regarding online teaching that did not always reach the families. One notable example of this would be the expectations of the frequency, duration, and method of distance learning set by the district: educators were told they were not required to provide live online classes, yet many families expected them. Going forward, other major decisions such as this could and should be communicated more clearly to the staff and families of PAUSD.

Staff members and students should not have to risk their physical and mental health in order to attend in-person classes when it is currently unsafe. Although as educators, we are faced with a lot of uncertainty right now, one thing we are certain about is that distance learning will be the safest for community health. Of course, teaching classes online is not a replacement for in-person classes, but the hybrid model of teaching is not a replacement for normal-in person classes either. Through teaching online, we will still be able to deliver content and build a class community, all while keeping our community healthy and safe.

We hope that you, Superintendent Austin and the Board, will make a decision regarding a model for reopening schools that is best for the health of the community and will not result in the exposure, illness, or death of any PAUSD community members. There is a safe option in the form of distance learning. While hybrid learning is an unsafe option at this point in time, we acknowledge that it is a viable option when conditions improve. We hope that you can see this and support the choice which will keep our community safe.

Sincerely,
The Palo Alto Educators Association Executive Board, the PAEA Negotiations team, and These educators of PAUSD

Teri Baldwin, PAEA President/Addison
Corey Potter, Hoover Elementary
Christina Owen, Greene Middle School
Amanda Gantley, Addison
Caitlin Evans, Palo Alto High School
Takeshi Kaneko, Gunn High School
Trevor Crowell (Paly)

Ariane Tuomy, Gunn High School
Grant Blackburn, Palo Alto High School
Jodi Gutierrez, Duveneck
Krista Velasquez, Duveneck
Scott Friedland, Palo Alto High School
Robert Siu - Hospital School
Ander Lucia, Fletcher Middle School
Hayley Dupuy, JLS
Trevor Diven Greene Middle School
Robert Yribarren, Jane L. Stanford Middle School
Tiffany Martin, Escondido Elementary
Jenny Chin, JLS Middle School
Jacqui Kandell, JLS Middle School
Jessica Tolerba, Walter Hays
Heather Driscoll, Briones Elementary
Lizzie DeKraai, Palo Alto High School
Alanna Williamson, Palo Alto High School
Holly Harrison, Walter Hays
Greg Clifton, JLS
Deanna Jones, Fletcher Middle School
Hunter Reardon, Palo Alto High School
Diane Luu, JLS Middle School
Jennifer Tai, Duveneck Elementary
Melinda Mattes, Paly
Lara Jarvis, Barron Park
Chingwen Miron, Duveneck
Roxanne Koopman, APE Specialist
Jennifer Dorwin, District
Jennifer Ellington, Fletcher Middle School/Gunn High School
Cathy Harkness LeMat, Ohlone Elementary School
Teri Wilde, Palo Verde Elementary
Jenna Segall, Palo Verde
Joanne maher, Fletcher Middle School
Colleen Coburn, Hoover
Lu Sun (Ohlone Elementary)
Katya Villalobos, Palo Alto High School
Eric Bloom, Palo Alto High School
Lisa Schmidt, Duveneck Elementary
Kathy Ho, LPCH Hospital School
Robyn Fisciardi
Tara Hunt Walter Hays Kindergarten
Kristina Sandoval, Greendell
Sue Duffek, JLS
Kelly Dowd, Addison Elementary
Sra. Alvarado Paly
Kathleen Rice, Palo Verde Elementary School
Megan Cox, LPCH School
Jennifer Koepnick, Nixon Elementary School
Sarah Jados, Ohlone
Margarita L. Méndez, Ellen Fletcher Middle School
Erica Goldsworthy, Greene Middle School
Limin Chen, Ohlone Elementary School
Karen Kitayama, Addison School
Mangla Oza Palo Verde Elementary
Palo Alto High School
Tanya Meyers, Duveneck
Gregory Miller, Greene Jr. Middle School and Palo Alto High School
Yineng Lu, Ohlone
Sue Pound, Greene Middle School
Kelly Van Bruggen, Fairmeadow
Michael Lupoli, Paly
Daniel Nguyen, Palo Alto High School
Andrea Gruner, JLS
Laurie Farleigh, Greene Middle School
Nancy Smith, Fairmeadow Elementary
Suganthi Subramanian, Fletcher Middle School
Haley Harrier, Barron Park Elementary
Bryson Peckenpaugh, Greene Middle School
Tricia Potter, Juana Briones Elementary School
Dara Brady, Ohlone Elementary
Nina Vatkina, Palo Verde
Amy Hansen, Palo Verde
Elisa Peters, Fletcher Middle School
Betty Tran, Palo Alto High School
Geraldine Jane Bibat, JLS
Ann Lorey, Gunn High School
Teri Gilbert, Frank S. Greene Jr. Middle School
Stephanie Han - Nixon
Linda Papanicolaou, Fletcher Middle School
Vyjayanthi Raman, Ellen Fletcher Middle School
Marcus Jamison, Gunn High School
Debra Lombardi-Lyte (Juana Briones & Hoover)
Sarah Pierce, Frank S. Greene Jr. Middle School
Susan Giovannotto, Barron Park
Patricia Holmes - Gunn High School
Suzanne Doran, Greene Middle School
Angie Lew, Barron Park Elementary
Elizabeth Matchett
Julie Saxena, Hoover
Kara Smith, Greene Middle School
Melissa Hinkle, Fairmeadow
Alicia Szebert, Palo Alto Senior High School
Katherine Ja, Gunn High School
Korynne Headley, Palo Alto High
Kelly Zalatimo, Greene Middle School
Sheila Schweitzer, Addison Elementay
Judy Choy, Palo Alto High School
Deanna Chute, Palo Alto High School
Sylvia Sanders, Barron Park Elementary School
Kathryn Bramlett, Addison Elementary School
Kim Peckenpaugh, Addison
Meg Williams, Escondido
Emily Pinkston, Gunn High School
Michael Mishali, Paly
Dawna Linsdell, Gunn High School
Kimiko Kuruma, Escondido Elementary

Doree Tschudy, Duveneck Elementary
Sandra Cernobori, Paly
Michelle Robell, Walter Hays Elementary School
Carol Wu, El Carmelo School
Erin Angell, Palo Alto High School
Karen Krimmer, Fairmeadow Elementary School
Alice Lung, Greene Middle School
Stephanie Choy, Fairmeadow
Sue La Fetra, Paly
Karen Saxena, Gunn High school
Jennifer Macatangay, Greene Middle School
Sarah Noonan, Juana Briones
Therese Walls, Duveneck Elementary
Lynn Lin, Palo Verde
Lindsay Vanderbeek - Fairmeadow
Seema Ramanathan, Hoover Elementary
Christina Bonzani, Fairmeadow Elementary
J. Michelle Thomas, Hoover Elementary
Stacy Savickas, Greene Middle School
Chris Mahle, JLS Middle School
Elsa Chen, Escondido Elem
Reva Shiv, Barron Park
Pauline Rodriguez, Ellen Fletcher Middle School
Kathleen Thibault, Duveneck Elementary
Laura Wright, Addison Elementary
Diana Modica, Greene Middle School
Brian Miguel, Gunn High School
Jaclyn Edwards, Palo Alto High School
Hart Walsh, Greene Middle School
Melissa Laptalo, Paly
Silvia Meinke, Duveneck
David Brigham, Greene Middle School
Michael Ferolino, JLS
Yanan Vrudny, Henry M. Gunn High School
Celeste Deggeller, Hoover Elementary
Rachael Kaci, Paly & Gunn
Kristi Van, Fairmeadow
Megan Shelby, JLS Middle School
Walter Hays
Christopher Easton, Fairmeadow Elementary School
Kim Lohse, JLS
Laura Schwarz, Nixon
Susie O’Neill, JLS Middle School
Robin Smith, Nixon Elementary
Andy Holoka, Greene Middle School
April McCandless, Juana Briones
Judy Cloud, Duveneck
Margaret Billin, JLS Middle School
Christina MacMillan, JLS Middle School
Julia Lee (Choi), JLS
Cindy Schwarting, Greene Middle School
James Sperry, JLS Middle School
Elaine Wong, Walter Hays Elementary School
Sophie Ali, Duveneck
Sandy Conklin, Gunn High School
Abigail Garrison, Greene Middle School
Stacey Kofman, Palo Alto High School
Joanna Hubenthal, Palo Alto High School
Elana Zizmor, Gunn High School
Zoe Peters- Fairmeadow
Michelle "Shelley" Ganschow, Addison Elementary School
Amanda Redmond, Barron Park Elementary School
Lynn Tabuchi, Gunn High School
Matt McGinn, Gunn High School
Selene Singares, Paly
Pamela Price, Hoover Elementary
Kirsten Missett, Greene Middle School
Kristin Howell, Hoover Elementary
Lynn Beck, Addison
Valerie Sabbag, Fairmeadow Elementary School
Mary Sano, Palo Alto High School
Yingying Ren Ohlone Elementary School
Cheryl Tsuruda, Fairmeadow
Tori Shaffer, Palo Verde Elementary School
Leyla Gonzalez, Greendell
Terry Noeth, Greene Middle School
Kristen Lee, Fletcher Middle School
Crystal Laguna, Paly
Alex Salzmann JLS & Paly
Allison Alberda, Nixon Elementary School
Susie Deutsch Addison
Shromila Gupta, Barron Park
Teresa Lada, Hoover Elementary
Wendy Chu, JLS Middle School
Melissa Davis, Walter Hays
Yvette Ngo Vo, El Carmelo Elementary School
Julie Munger Gunn HS
Judy Kisliutsyn - Ohlone Elementary
Barbara Susco Duveneck
James Hamilton Jr., Paly
Tiffany Genasci, Greene Middle School
Danning Wang, Gunn High School
Austin Davis, Palo Alto High School
Helen Carnes, Walter Hays Elementary
Nancy Felch, Hoover & Juana Briones Elementary
Marissa Tessman, Addison
Cara Stoneburner hoover
Iris Clifford, El Carmelo Elementary
Laura Lizundia, Gunn High School
Kara Brahana, Juana Briones
Chris Johnson, Gunn High School
Jennifer Ford, Walter Hays Elementary School
Rusty Tooley, Barron Park ES
Lisa Scott, Escondido
Charlotte Harris, Palo Alto High School
Katie Lacek, Hoover
Charles Taylor Palo Alto High School
Andréa Carlisle, Greene Middle School
Elena Melendez, Escondido
Ilo Nilson, Escondido
Melissa Fassler Hauer, Duveneck Elementary
Nicole Davidson
Marc Tolentino, Palo Alto High School
Lisa Sinclair Elementary Music
Tracy Devers, JLS Middle School
Marc Igler, Gunn High School
Hilary Mark, Juana Briones Elementary School
Elli Sandis, JLS
Grace Bunya, Ohlone
Susan Macy, 5th grade traveling music
Jaime Veitch, Greene Middle School
Debbie O'Brien, Nixon
Piper Joseph, Ohlone Elementary School
Gaelyn Mason, El Carmelo Elementary School
Brittney Kerby, PalY
Mary Eileen Gallagher, Ohlone Elementary School
Kimberly Kwon, Herbert Hoover Elementary School
Roni Kraft, Ohlone Elementary School
Leanne Fonteyn, El Carmelo Elementary School
Jane Lathrop Stanford Middle School
Maria Mathia, El Carmelo Elementary
Jim Cox, Fletcher Middle School
Todd Summers, Gunn High School
Keith Hunter, DO
Rachel Congress, Gunn High School
Andrea Struve, Palo Alto High School
Bobby Rankin Ohlone elementary
Daniel Mendez, El Carmelo
Ko Vue, JLS Middle School
Ohlone Elementary School
Michele Chin, Fletcher Middle School
Florina Limburg, Gunn High School
Allison Zenner - Elem Music
Tiffany Ou, Fletcher Middle School & Gunn High School
Yasmin Shirole, Juana Briones Elementary School
Jovi Johnston, Ellen Fletcher Middle School
Mimi Park, Paly
Lea Santini - Escondido
Josh Spira, Greene Middle School
Christina Nosek, Nixon
Kathryn Ellenberger, Nixon
Julie Griffin, Juana Briones Elementary
Kimberly Hanley, Juana Briones
Barbara Lindsay, Walter Hays
Keri Ghiorso, Palo Verde
Paul Gra len, Greene Middle School
Amanda Collins, Greene Middle School
Nicole, Menache, Gunn High School
Ana Maria Gonzalez Barrios, Gunn High School
Paul Kandelli, Palo Alto High School
Liz Lewis, JLS Middle School
Sujin Argel, Palo Verde Elementary School
Adriana Aro, Gunn High School
Ingrid Diether, Fletcher Middle School
Laura Lorber, Fairmeadow
Stacey Soong, Nixon Elementary School
Anaí Ramos, Escondido Elementary
Laura Easton, JLS
Rebecca Shen-Lorenson, TOSA, D.O.
Cherish Larsen, Fletcher Middle School
Jeanne-Marie Atleth El Carmelo Elementary School
Graciela Porras, Duveneck Elementary
Liyuan He (Paly)
Kate Zavack, Gunn High School
Melanie Kang, Addison Elementary
Kate McKenzie, Palo Alto High School
Megan, Hoover
Jenville Lee, Greendell School
Haley Perkins, Gunn High School
Beth Estrada, Juana Briones Elementary
Courtney Carlamagn, Gunn High School
Janice Stone, Ohlone
Norma Medina, Gunn High School
Shauna E. Mantovani, Walter Hays Elementary School
Greg Rice, JLS
Laila Adle, SPED specialist serving entire district
Stacey Myers, Walter Hays
Mark Gleason, Gunn High School
Sam Howles-Banerji, Palo Alto High School
Elissa Kaplan Greendell
DALJEET GILL, Gunn High School
Josh Paley, Gunn High School
Arthur Kinyanjui, Gunn High School
Sabrina (Addison & Palo Verde)
Caterina Porcella, Palo Alto High School
Joshua Little, Gunn High School
Laurie Levy, Juana Briones Elementary
Rachel Milliken-Weitzman, Hoover Elementary

Jen Coluzzi, JLS
David Baker, Palo Alto High School
Kerrie Edmonds, Nixon Elementary
Magdalena Rivera, Palo Alto High School
Kat Catalano, Gunn High School
Erin Harrigan, JLS
Paul Lazazzera, Gunn High School
Daisy Renazco, Gunn High School
Annette DeStefano, Greene Middle School
Sindhu Natarajan, El Carmelo
Kathi Bowers, Palo Alto High School
Kathleen Vargha, Hays
Christina McIver, Fairmeadow Elementary
Deanna Messinger, Gunn High School
Agustina Lodoen, Escondido School
Jack Bungarden, Palo Alto HS
Matthew Keith, Duveneck Elementary
Karin Kolb, Palo Alto High School
Navneet Schworetzky, Gunn High School
Athena Foley, Palo Verde Elementary School
Gunn High School
Kristina Granlund-Moyer, Gunn High School
Jill Dinneen, Juana Briones
LilyAnn Stolp, Palo Verde
Jessica Arnold, Walter Hays
Cindy Ando - Addison
Millie Gonzalez-Balsam - Palo Alto High School
Sheri Mulroe - Paly
James Lubbe, Elementary Physical Education & Fletcher MS
Joan Dreschke, Nixon Elementary School
Chris Karas, Gunn High School
Jenna McComb, Barron Park
David Tomatis, JLS Middle School
Erin Chan, Greene Middle School
Katherine Sullivan, Palo Verde
Arne Lim, Palo Alto High School
Danielle Whichard, Gunn High School
Carla Guerard, Palo Alto High School
Aileen Delaney, Fletcher Middle School
Genevieve Yu, Hoover Elementary
Lee Mitchell, Addison
Michael Connors, Greene Middle School
Carlos A Martinez, Gunn High School
Laurel Howard, Gunn High School
Linda Kirsch, Gunn High
Keith Tocci, Palo Alto High School
Darren Torre, JLS
Claire Albert, Ohlone
Amy Boyarsky, Escondido
Diane Ichikawa, Gunn High School
Christy Resinger, Paly
Sarah Creighton, El Carmelo
Zachary Barnes, Palo Alto High School
Cecilia Walsh, Palo Alto High School
Jordan Wells, Gunn High School
David Duran, Paly
Angel Sheridan, SPED, Itinerant APE Teacher
Kathleen Blanchini, L M Nixon Elementary
Cora Ross, Henry M. Gunn HS
Paul Jorgens, Fletcher Middle School
Tara Vereyken, Palo Alto High School
Steve Ferrera, Palo Alto High School
Radu Toma, Palo Alto High
Heidi Maier-Deveau, Fairmeadow and Briones
Daniel Shelton, PALY
David Weller, Barron Park
Barbara Carlson, Palo Verde
Rachel Dion, Gunn High School
Michael Ambrose, JLS Middle School
David Rapaport, Palo Alto High School
Laila Agrama, Palo Verde ES
Kerri Jung, JLS Middle School
Francisco Lacayo, JLS Middle School
David Bisbee, Gunn High School
Salma Kandil, Greene
William Liberatore, Gunn High School
Kathleen Flynn, Ohlone Elementary
Erin Hurd, Hoover Elementary
Danae Clohan, Greene Middle School
Amanda Holmquist, JLS
Kenny Lee, Greene Middle School
T Winslow, Fairmeadow
Kachina Corti, Fairmeadow Elementary
Keith Casey, Fletcher Middle School
Maria Powell, Gunn High School
Jeff Willner, Palo Alto High School
Paula Watson, Palo Verde
Tom Culbertson, Juana Briones Elementary School
Rod Satterthwaite, Palo Alto High School
David Rosenblatt, Fletcher Middle School
Debbie Whitson, Paly
Becky Rea, Fletcher Middle School
Gunn High School
Stephanie Bowen, Greendell School
Brian Wilson, Palo Alto High School
Lisa Suyemoto, Addison
Ashley McCrea, Ohlone Elementary
Mary Melnick, JLS Middle School
Arianne Piedrahita, JLS
Julia Hughes, Juana Briones
Justin Cronin - Palo Alto High School
Greene Middle School
Maureen Willis, JLS Middle School
Beth Carlson, Fletcher Middle School
Grace Lee, Hoover School/El Carmelo School
Elementary Teacher at PAUSD
Victoria Blockhus, Ellen Fletcher Middle School
Celeste Jauregui, Palo Alto High School
Lori Beasley, El Carmelo Elementary
Michelle Junod, JLS Middle School
Chris Eggert, Palo Alto high School
Gina Dal Fuoco, Juana Briones
Terence Kitada, Gunn High School
Mark Allendorf, Greene Middle School
Tammy Parke, Ellen Fletcher Middle School
Judy Peng, Duveneck Elementary
Lucy Filppu, Palo Alto High School
Laura Easton, JLS
Brian Gadus, district office
Katherine Sullivan, Palo Verde
Lucy Filppu, Paly
Marisol Vazquez Ares
Mark Hernandez, Gunn High School
Debbie OBrien, Nixon
Angel Sheridan, SPED, Itinerant APE Teacher
Debbie Sutherland, Frank S. Greene Middle School
Noel Berghout, JLS
Fred Berghout JLS
Paulette Sato, Gunn High School
Francisco Asmaeil, Greene Middle School
Jaclyn Petty, Juana Briones Elementary
David Tomatis, JLS Middle School
Diane Saunders, PE Travel Team
Tina Franceschi, Barron Park
Althea Cardoso, Briones
Catherine Enos, RMH School
Jin Zhu, Greene Middle School
Patricia Ohanian, Addison
Dave Franceschi, Fletcher Middle School
Bridgette Malatesta, Palo Alto Union High School
Dave Franceschi, Fletcher Middle School
Shirley Tokheim, Palo Alto High School
Kathleen Parkinson, Greendell
Sarah Bartlett, Palo Alto HS
Jessica Hexasel, Gunn
David Cohen, Paly
Michelle Yee, Ohlone Elementary School
Josh Hinrichs, Palo Alto High School
Sheila Schweitzer, Addison Elementay
Katie Schramm, JLS Middle School
Rachel Dial, Paly
Brian Gadus, district office
James Lubbe, Elementary Physical Education & Fletcher MS
Ellie Messinger-Adams, JLS Middle School
Robin Kozina-Carlson, Fairmeadow
Deanna Messinger, Gunn High
Diane Gleason, Gunn High School
Stephanie Han - Nixon
Emily Kingshill, itinerant
Brittany Erwin, JLS
Jaclyn Petty, Juana Briones Elementary
Robin Kozina-Carlson, Fairmeadow
Ashwini Avadhani Paly
Kimberley Cowell, JLS Middle School
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<td>301</td>
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