

MDUSD encourages public participation in district business by way of public comments.

One method of participation is to submit a public comment by email. Emails to BoardComments@mdusd.org are automatically distributed to each board member, and will be entered into the public record when received on meeting days. Public commenters may request anonymity (in the email) to omit their email addresses from the public record. Email attachments will not be accepted.

Public comment emails may be monitored below.

Public Record:

<suehamill@me.com>

To the members of the Mt.Diablo Unified School District Governing Board,

I am writing in support of Resolution 20/21-61 A Call to Action on Climate Change in Recognition of Earth Day.

My daughter attended middle school and high school in the MDUSD system. Of the many learning milestones her education in MDUSD schools helped her achieve, I can't say that stewardship of our natural environment was one. This resolution helps correct that for future students, by incorporating the concepts of sustainability into the fabric of their education. I can't say it better than a line in the resolution -

- Encouragement for the integration of all the items within this resolution into school culture and curriculum, allowing each school campus to become a living working model of climate change education;

I urge you to support this resolution.

To the members of the Mt.Diablo Unified School District Governing Board,

I am writing in support of Resolution 20/21-62 in Recognition of Arab American Heritage Month.

One thing I learned when working in the classroom of my daughter's elementary school was that every student comes from a unique background. The classroom is a place where we treat all students with the same respect, concern and care. It is also place where our different cultures can be acknowledged, accepted and celebrated. By encouraging this behavior in our students,

they will grow up understanding and appreciating the rich blend of cultures we have in our society.

I urge you to support this resolution.

Sue Hamill

2625 Venado Camino, Walnut Creek

<karenpatitucci@yahoo.com>

I am so disappointed that you are considering increasing class size. Class size matters and is detrimental to students and teachers.

As a substitute teacher, parent of three and grandparent who has coached distant learning I am frustrated that this board is choosing not to put teacher's and students' well-being first.

This has been a challenging year and students will need more help socially and academically. Choosing to increase class size will only make next year more challenging.

Please reconsider.

Karen Patitucci

Sent from my iPhone

<bergumt@mdusd.org>

Dear Board Members,

Item 14.4 on the Agenda tonight is a \$36,000 study by FCMAT on the scheduling, efficiency and operation of our Maintenance, Operations and Facilities Department. This is one of many such studies the District has paid for in recent years. My question is why wouldn't the Administration of this District be able to do this themselves?

The District Administration has been overhauled and reorganised in the name of streamlining and efficiency. Along with this, many of the Directors and Department Heads have received substantial raises or have been hired at substantially higher salaries than their predecessors. . Reading their job descriptions, it seems the scope of the proposed FCMAT study clearly falls within their responsibilities. In this case, why wouldn't the Director of M&O and Facilities do this?

It's very hard to explain to Teamster members why they have not had a raise in 4 years, yet Administrators continue to get higher wages even though some of their work is being outsourced.

Item 14.4 is on the Consent Agenda, as if it's considered a done deal. Please consider this item separately.

Thank you,

--

Teresa Bergum

Shore Acres Elm. Lead Worker

Teamster Shop Steward

<bobandemily@hotmail.com>

MDUSD Board:

It's simple, the children should be in school full time! You are all scared and live in fear. Our children are suffering every day. Because you can't figure out how to get your crap together you chose to serve on the board do your job and get kids back in school full-time. This has become beyond frustrating and ridiculous!

Any other action item is less important if your not putting the children's education first. Everywhere in all the US kids are in school and playing sports stop making us in MDUSD suffer. I pay a lot of taxes and donate much time and money to my public school please get your act together!

Emily Merrill

On another note leave the teachers at their schools! The kids don't need the change either! Keep the classes small and get rid of all your overpaid upper management that doesn't seem to get the job done when needed anyway!

Sent from my iPhone

<daliabonita@yahoo.com>

"Good evening/morning and thank you for your time:

My name is Dalia Herrera, I am a CSEA II and have worked for MDUSD for 4 years.

As an employee of the District, I am concerned with the Successor Contract negotiations between Mount Diablo Unified School District and CSEA – who represent a large portion of classified members like myself.

Since day one of this pandemic, we have been working to keep the District operating and children learning. Because of our work, learning loss is not as severe as it could have been. We have some of the lowest-paid jobs in the District. I know several people who were surprised at a recent rise in wages only to find out their wage was increased only because the District could not pay them any lower.

We are nearly two years past our contract expiration. The District has been misleading and stubborn in any discussion regarding wages or benefits. For over a year, MDUSD's offer on pay has been: "we'll pay you a tiny extra amount once, but only if you agree to these absurd hurdles. They wouldn't even agree to remove the hurdles after the CBO said the conditions were not going to be met.

Due to budgetary issues, we have repeatedly requested a small increase in wages, with minimal cost to the District. What we are asking for is far beneath what we would receive in a normal year with a stronger budget, and miles beneath what we deserve. However, the gesture would show our membership an appreciation they often don't feel. CSEA's negotiating team has compromised and looked for a middle ground - only to be given the same unacceptable proposal, unchanged.

We are treated like dirt and I wouldn't be surprised if we're losing good paras to other districts. Who's going to do the job we do? Teachers? Yeah right. Office staff? I don't think so. We wipe asses, noses, and drool. We feed, we teach, and we keep students safe sometimes at the expense of our own well-being. We put together curriculum, backpacks, and do busing. We clean our classrooms and sanitize all toys, books, and tables. We are essential in every sense of the word, yet we are rarely given an ounce of respect.

I do this job because my heart is with these children. It is thankless most of the time, which we can bear, but on top of that, the district has treated us like we mean nothing for years. They hack away our benefits, offer no decent raises, and take months to correct even simple issues. Yet they receive funding for special education, reopening, learning loss, and none of that seems to trickle down to those in the trenches. It's shameful! I am respectfully requesting the Board be made aware of these facts and act accordingly.

Respectfully, Dalia Herrera”

<janigiand@mdusd.org>

“Good evening and thank you for your time:

My name is Deborah Janigian,

I am a 1:1 Special Ed Aide, and have worked for MDUSD for 22 years.

As an employee of the District, I am concerned with the Successor Contract negotiations between Mount Diablo Unified School District and CSEA – who represent a large portion of classified members like myself.

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We are treated like dirt and I wouldn't be surprised if we're losing good paras to other districts. Who's going to do the job we do? Teachers? Yeah right. Office staff? I'm pretty sure they aren't allowed to help!

We wipe asses, noses, and drool. We feed, we teach, and we keep students safe sometimes at the expense of our own well being. We put together curriculum, backpacks, and do busing. We clean our classrooms and sanitize all toys, books, tables. We are essential in every sense of the word, yet we are rarely given an ounce of respect.

I do this job because my heart is with these children. It is thankless most of the time, which we can bear, but on top of that, the district has treated us like we mean nothing for years. They hack away our benefits, offer no decent raises, and take months to correct even simple issues. You try living at Poverty level! Because that's what I earn...and I'm at the highest step! Poverty level earnings that can't even pay the rent!

Yet the District receives funding for special education, reopening, learning loss, and none of that seems to trickle down to those in the trenches.

It's shameful! I am respectfully requesting the Board be made aware of these facts and act accordingly.

Respectfully,

Deborah Janigian

Special Ed Assistant 1, 1:1

Bridge Program

Mt. Diablo Unified School District

<monica.black1217@gmail.com>

MDUSD needs to pass a resolution committing to full time in person school in August 2021. The community needs confidence that MDUSD is committed to 5 days a week of in person education. We need a more transparent planning process, and families need to know what to expect ASAP as far as scheduling goes.

The MDUSD school board needs to enlist a member of the Contra Costa Public Health Department to advise how to move forward with appropriate safety measures. MDUSD needs to abide by public health guidelines since it is a public school, and not create their own arbitrary made up ones.

Monica Black

<cruisingthe66@yahoo.com>

Aristotle is quoted as saying "Educating the mind without educating the heart is no education at all." What a great quote in describing today's learning when we all know that the current distance learning model is failing more than 1/2 of all of our MDUSD students.

It was only one year ago today that we were in a state of emergency because of an unknown virus. Today we have vaccinated 880,000+ of the entire 1.1 million people in all of Contra Costa and currently vaccinating 15,000 people a day so that we will be 100% fully vaccinated by May 31, 2021.

Our governor has given our schools the OK to open our schools to full time in class learning and our local county health department has given the OK for all schools to be open to full time in class learning providing they follow current safety COVID Guidelines.

At this time MDUSD still has no plan for expanding the current hybrid model towards increasing in class learning and there is no plan for helping students to be in class learning for summer school either.

Many districts in our state are already close to a back to normal public education system including San Diego County with a underserved population very similar to MDUSD with no issues since September 2020.

I am asking this school board to take a step and give parents the option of in class learning 5 days a week from 8am to 12pm. We could combine smaller hybrid groups A&B of 7-8 students each to one classroom of 14-17 students 5 days a week for teachers or substitutes that wish to teach in class for the month of May 2021. This would only apply to students within our Elementary schools grades TK-2 and/or 3-5.

You are asking thousands of parents to trust you with opening fully in August 2021 with nothing really changing between now and August. The current waiting with no forward progress will only continue an exodus of parents leaving the district causing great loss of teachers and staff along with reduced revenue for the fall of 2021.

Thank You,

Michael Schneider

Parent of MDUSD

<doreenjeeplover@gmail.com>

“Good evening/morning and thank you for your time:

My name is Doreen Greenhill-Hurd,

I am an SEA 3 (Paraprofessional, Instructional Assistant, Special Education Transportation Assistant, Campus Supervisor, Assistant to the Deaf and Hard of Hearing, Community Service Assistant, Early Childhood Educator, etc.) and have worked for MDUSD for ____23____
[[year(s)]]

As an employee of the District, I am concerned with the Successor Contract negotiations between Mount Diablo Unified School District and CSEA – who represent a large portion of classified members like myself.

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We wipe asses, noses, drool. We feed, we teach, and we keep students safe sometimes at the expense of our own well being. We put together curriculum, backpacks, and do busing. We clean our classrooms and sanitize all toys, books, tables. We are essential in every sense of the word, yet we are rarely given an ounce of respect.

I do this job because my heart is with these children. It is thankless most of the time, which we can bear, but on top of that the district has treated us like we mean nothing for years. They hack away our benefits, offer no decent raises, and take months to correct even simple issues.

Yet they receive funding for special education, reopening, learning loss, and none of that seems to trickle down to those in the trenches.

It's shameful! I am respectfully requesting the Board be made aware of these facts and act accordingly.

Respectfully, Doreen Greenhill-Hurd

<jessica.pb.hunt@gmail.com>

Hello,

I am a parent of a child who will be starting kindergarten at Valle Verde in the fall. As a new parent to the district I'm concerned about the quality of education and lack of transparency from the district that I've been hearing about from veteran families. I want to feel confident about the educational choices I'm making for my children.

The MDUSD School Board should pass a resolution committing to full-time, 5 day a week in-person school in the Fall. A commitment for Fall will give our community confidence to stay with the district for the coming year and help prevent further enrollment losses.

The MDUSD School Board needs to commit to a more transparent planning process for Fall, so parents understand the decision making process and what they can expect when school resumes in August.

The MDUSD School Board should bring in a member of the Contra Costa County public health department to advise the Board on appropriate safety measures and restrictions. MDUSD is a public school district and should abide by current public health guidelines, not create their own.

Thank you for your time and consideration,

Jessica Hunt

<srsprague@yahoo.com>

Hello Honorable Board of Mount Diablo Unified School District.

My name is SuzanneSprague, I am a Campus Supervisor.

I am writing to express a profound concern with the ongoing Successor Contract negotiations between Mount Diablo Unified School District and CSEA – who represent a large portion of classified members who work for MDUSD.

Since day one of this pandemic, our members have been working to keep children learning and the District operating. It is by our passion that the learning loss of this past year is not nearly as severe as it could have been. Ours are among, if not the lowest paid jobs in the District. We had several members whose only raise in recent years was the jump they got due to the minimum wage or an expected, scheduled step increase.

We are now nearly two years past expiration, and the District team has been inflexible and duplicitous. For longer than a year, MDUSD's offer on remuneration has been "small, but unless these impossible hurdles are cleared – it will be nothing" and has stayed with that message; doubling down on it even after their own CBO said the hurdles were impossible to clear.

CSEA has repeatedly requested a Lilliputian increase in wages with little cost to the District, but would show our membership a very small amount of appreciation. The monies we are asking for are far beneath what classified should receive in a normal year with a stronger budget, and miles beneath what our members deserve. CSEA's negotiating team has repeatedly worked to compromise to find middle ground only to have the same unacceptable offer from the District.

To treat us, the least paid among the District, with this level of disrespect is unscrupulous at best. I am respectfully requesting the Board be made aware of these facts and hoping sunshine to be

Respectfully,

Suzanne Sprague

<laurakescobar@gmail.com>

Now, after having had time to digest the hybrid model and trying to understand the obstacles to full time days in fall, I have some requests. It is clear that hybrid isn't enough. Even if the worst case scenario comes to 5 half days in fall, I find this to be unacceptable. Realistically, it seems like we are looking at another 2.5 hour half day 5 days a week in that case. Many local schools are already there and ready to leave that behind them in June or sooner. Luckily, with each passing day it seems that there will be fewer restrictions placed on our schools and I want to encourage the trustees and Dr. Clark to embrace only the most necessary mitigations in order to offer full time in person instruction.

The goal is five full days in fall. Period.

The public needs to see the roadmap the board plans to use to accomplish this. Outline the steps. While I was able to get some of these questions answered in a conversation with Dr. Clark a couple weeks ago, the public needs to also hear this from him and backed by a united board who shares the same goal. Please address the status of the labor union contracts and whether there need to be negotiations. I am appalled at how much overreach there was in the latest MOU that MDEA was allowed to get away with by including student "safety measures"/restrictions as part of a teachers' employment agreement. These are the things that CANNOT be allowed to happen and the culture of that starts with the trustees. Students need to be first.

The division I've seen sewn in community and instigated by some board members and labor "partners" is so unnecessary and disheartening. I expect our leaders to lead our whole community. I'd like to move away from the distractions and theatrics to solutions and unification for the common good. Let's do this without complicating legal parties, special elections and any other complexities. The fact that we have been unable to avoid some of these factors thus far is a reflection of the community's loss of trust in the board. Do the right thing.

Sincerely,

Laura

<sara_harrison73@hotmail.com>

Dear Board Members:

I, like many other parents, were pleased to get some sort of agreement to get our kids back on campus, even a little bit. My child goes to Pine Hollow Middle School. They are now back 2 days per week, for 2 hours at a time. 4 hours per week in the school in person. While I am truly happy about this, and I recognize how hard the staff has worked to make this happen, one of the results of this is, in order to accommodate the return of 2 different cohorts over 4 different days, her distance learning now essentially ends at noon each day.

So, we went from: distance learning until approx 2-3pm on Mon, Tuesday, Thursday and Friday (with 1 required hour on Wednesday morning) to:

Distance learning from 8:30-12pm Monday and Tuesday; 1 hour of distance learning on Wednesday; Distance learning 8:30am-12pm, then in person 12:55 pm-3:00 PM on Thursday and Friday.

The school does offer distance learning with a teacher on the days when kids are not on campus in the afternoon, but it is not required and it is essentially like a study hall, so my child refuses to attend and because her grades aren't terrible, I just don't have the energy to force her to do it.

For the kids who elected to not come back to in-person, whether for personal reasons or for the fact that they just cannot get to and from campus because their parents have jobs, they are basically only in required school now 8:30 am-12 pm 4 days per week and 1 hour on Wednesdays.

As I said before, I am grateful to have a kid back on campus and I understand the cautious approach by the school right now. I know Pine Hollow staff has worked hard and this is what we have right now, and I will take it. However, I want to make sure you all know that I believe there is no legitimate scientific reason why we should not expect a return to school full-time in the fall. 5 days per week with 3 foot spacing should be the standard. If our kids need to wear masks, do a health screening check daily, sanitize, continue some sorts of social distancing, etc., of course we would expect and respect these measures. The schedule right now is what was necessary to get a teacher agreement and for staff to feel safe, but I think many of you will agree that it is such a low amount of instruction that it simply cannot be acceptable after this school year is over. The vast majority of school staff who are going to take the vaccine have gotten it. My family has gotten it. The second they approve it for kids under 16, my daughter will get it. We are committed to doing everything we can to return to full-time school for our kids and we need MDUSD Board and teachers to commit to do the same.

I respectfully request that the board make a firm commitment to a return of full time, in person learning for the start of the 2021-2022 school year. The delay in getting an agreement with the

teachers union was grueling and upsetting and resulted in a lot of anger and mistrust in our community. I feel it is important that you all as board members get ahead of that and publicly state the intention to return to full time in person learning in the fall and give parents like me, who have hung in here and not bailed out to private school, some peace of mind that our kids can start making up for the losses of 2020-2021. We need to know our kids won't be left behind any more.

I personally know 9 different families who have pulled out of MDUSD and gone to private school. NINE! These families, each and every one of them, did fundraising for their schools, were active in PTAs, showed up for school events, volunteered for things like working in the classroom, helping teachers, etc. They were the kind of families that teachers really count on for support as do parents who are maybe not in positions to do these same things. I have been on both sides of that as a parent, and when I have been unable to give of my time or finances, I am grateful that someone is so my kid gets the benefit too. And they are gone to private school now. I do not think the MDEA union leaders gave too much thought to this. Whether it is a popular viewpoint or fair or unfair, the fact of the matter is, my kid loses a lot when parents such as these take their time, money, and resources elsewhere. Those parents are often the difference between whether there are field trips or not; whether there is a STEM program or not; whether the teachers spend their recess time doing playground duty or in their classroom preparing the next lesson plan. So, Please, I urge you to get out ahead of this, and make a statement to our community that you are all prepared to follow local health and CDC guidelines and make a return to full-time in person learning your highest priority.

Thank you all very much for your work,

Sara Harrison

<pierrenoble@astound.net>

MDUSD BOARD of Education,

"Good evening/morning and thank you for your time:

My name is _Janet L. Noble_____,

I am a _CSEA_II Classroom_ and have worked for MDUSD for _18 years.

As an employee of the District, I am concerned with the Successor Contract negotiations between Mount Diablo Unified School District and CSEA – who represent a large portion of classified members like myself.

Since day one of this pandemic, we have been working to keep the District operating and children learning. Because of our work, learning loss is not as severe as it could have been. We have some of the lowest paid jobs in the District. I know several people who were surprised at a recent raise in wages only to find out their wage was increased only because the District could not pay them any lower.

We are nearly two years past our contract expiration. The District has been misleading and stubborn in any discussion regarding wages or benefits. For over a year, MDUSD's offer on pay has been: "we'll pay you a tiny extra amount once, but only if you agree to these absurd hurdles. They wouldn't even agree to remove the hurdles after the CBO said the conditions were not going to be met.

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We are treated like dirt and I wouldn't be surprised if we're losing good paras to other districts. Who's going to do the job we do? Teachers? Yeah right. Office staff? I don't think so.

We wipe asses, noses, drool. We feed, we teach, and we keep students safe sometimes at the expense of our own well being. We put together curriculum, backpacks, and do busing. We clean our classrooms and sanitize all toys, books, tables. We are essential in every sense of the word, yet we are rarely given an ounce of respect.

I do this job because my heart is with these children. It is thankless most of the time, which we can bear, but on top of that the district has treated us like we mean nothing for years. They hack away our benefits, offer no decent raises, and take months to correct even simple issues.

Yet they receive funding for special education, reopening, learning loss, and none of that seems to trickle down to those in the trenches.

It's shameful! I am respectfully requesting the Board be made aware of these facts and act accordingly.

Respectfully, Janet L. Noble

<firefairy2112@live.com>

From: firefairy2112@live.com

Posted At: Wednesday, April 14, 2021 11:14 AM

Posted To: Inbox

Conversation: Another message template for your consideration to use to send to the MDUSD School Board Trustees

Subject:

From: Denise Ingham <mtdiablochapter43email@gmail.com>

Sent: Tuesday, April 13, 2021 2:41 PM

Subject: Another message template for your consideration to use to send to the MDUSD School Board Trustees

Good afternoon CSEA members,

Down below the solid line in this email, you will see another, stronger message, drafted by our dedicated CSEA Labor Relations Representative, Michael C. Pineschi. If you haven't already, please consider filling in this draft, the other draft, or both, and send it(them) in an email to the Mt. Diablo School Board Trustees in time for tomorrow's School Board meeting. You can really help your negotiating team with our efforts at the table by simply sending an email to the Trustees (leave out the highlighted areas in parentheses). Instructions for Public Comment are highlighted below and the draft for you to use is below those instructions.

Public Comment

MDUSD encourages public participation in district business by way of public comments during meetings. There are two methods of leaving a public comment for virtual meetings:

Submit a public comment by email. Emails to BoardComments@mdusd.org are automatically distributed to each board member, and will be entered into the public record when received on meeting days. Public commenters may request anonymity to omit their email addresses from the public record. Email attachments will not be accepted.

Submit a public comment in real-time with voice/video. On meeting days, register after 10:00AM to receive your unique Zoom meeting details and instructions by emailing PublicComments@mdusd.org.

“Good evening/morning and thank you for your time:

My name is Barbara Clary_____.

I am a Paraprofessionl_____ (Paraprofessional, Instructional Assistant, Special Education Transportation Assistant, Campus Supervisor, Assistant to the Deaf and Hard of Hearing, Community Service Assistant, Early Childhood Educator, etc.) and have worked for MDUSD for 30_____ [[year(s)]]

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It's shameful! I am respectfully requesting the Board be made aware of these facts and act accordingly.

Respectfully, Barbara Clary

(your name)"

marinistisus@aol.com

Hello Honorable Board of Mount Diablo Unified School District.

My name is Mari Nist. I am a Paraprofessional and have worked for MDUSD for 29 years.

I am writing to express a profound concern with the ongoing Successor Contract negotiations between Mount Diablo Unified School District and CSEA – who represent a large portion of classified members who work for MDUSD.

Since day one of this pandemic, our members have been working to keep children learning and the District operating. It is by our passion that the learning loss of this past year is not nearly as severe as it could have been. Ours are among, if not the lowest paid jobs in the District. We had several members whose only raise in recent years was the jump they got due to the minimum wage or an expected, scheduled step increase.

We are now nearly two years past expiration, and the District team has been inflexible and duplicitous. For longer than a year, MDUSD's offer on remuneration has been "small, but unless these impossible hurdles are cleared – it will be nothing" and has stayed with that message; doubling down on it even after their own CBO said the hurdles were impossible to clear.

CSEA has repeatedly requested a small increase in wages with little cost to the District, to show our membership a tiny amount of appreciation. The monies we are asking for are far beneath what classified should receive in a normal year with a stronger budget, and miles beneath what

our members deserve. CSEA's negotiating team has repeatedly worked to compromise to find middle ground only to have the same unacceptable offer from the District.

To treat us, the least paid among the District, with this level of disrespect is unscrupulous at best. I am respectfully requesting the Board be made aware of these facts.

Respectfully,

Mari Nist

SEA I

Pine Hollow Middle School

<patrwl4@aol.com>

Hello Honorable Board of Mount Diablo Unified School District.

My name is Patricia Wilson I am a Paraprofessional. I am writing to express a profound concern with the ongoing Successor Contract negotiations between Mount Diablo Unified School District and CSEA – who represent a large portion of classified members who work for MDUSD.

Since day one of this pandemic, our members have been working to keep children learning and the District operating. It is by our passion that the learning loss of this past year is not nearly as severe as it could have been. Ours are among, if not the lowest paid jobs in the District. We had several members whose only raise in recent years was the jump they got due to the minimum wage or an expected, scheduled step increase.

We are now nearly two years past expiration, and the District team has been inflexible and duplicitous. For longer than a year, MDUSD's offer on remuneration has been "small, but unless these impossible hurdles are cleared – it will be nothing" and has stayed with that message; doubling down on it even after their own CBO said the hurdles were impossible to clear.

CSEA has repeatedly requested a Lilliputian increase in wages with little cost to the District, but would show our membership a very small amount of appreciation. The monies we are asking for are far beneath what classified should receive in a normal year with a stronger budget, and miles beneath what our members deserve. CSEA's negotiating team has repeatedly worked to compromise to find middle ground only to have the same unacceptable offer from the District.

To treat us, the least paid among the District, with this level of disrespect is unscrupulous at best. I am respectfully requesting the Board be made aware of these facts and hoping sunshine to be the best disinfectant.

Respectfully,

Patricia Wilson

<hattarr@mdusd.org>

My name is ____Rula Hattar_____,

I am a __Early Childhood Educator_____and have worked for MDUSD for ____6____ years.

As an employee of the District, I am concerned with the Successor Contract negotiations between Mount Diablo Unified School District and CSEA – who represent a large portion of classified members like myself.

Since day one of this pandemic, we have been working to keep the District operating and children learning. Because of our work, learning loss is not as severe as it could have been. We have some of the lowest paid jobs in the District. I know several people who were surprised at a recent raise in wages only to find out their wage was increased only because the District could not pay them any lower.

We are nearly two years past our contract expiration. The District has been misleading and stubborn in any discussion regarding wages or benefits. For over a year, MDUSD's offer on pay has been: "we'll pay you a tiny extra amount once, but only if you agree to these absurd hurdles. They wouldn't even agree to remove the hurdles after the CBO said the conditions were not going to be met.

Due to budgetary issues, we have repeatedly requested a small increase in wages, with minimal cost to the District. What we are asking for is far beneath what we would receive in a normal year with a stronger budget, and miles beneath what we deserve. However, the gesture would show our membership an appreciation they often don't feel. CSEA's negotiating team has compromised and looked for middle ground - only to be given the same unacceptable proposal, unchanged.

We are treated like dirt and I wouldn't be surprised if we're losing good paras to other districts. Who's going to do the job we do? Teachers? Yeah right. Office staff? I don't think so.

We wipe asses, noses, drool. We feed, we teach, and we keep students safe sometimes at the expense of our own well being. We put together curriculum, backpacks, and do busing. We clean our classrooms and sanitize all toys, books, tables. We are essential in every sense of the word, yet we are rarely given an ounce of respect.

I do this job because my heart is with these children. It is thankless most of the time, which we can bear, but on top of that the district has treated us like we mean nothing for years. They hack away our benefits, offer no decent raises, and take months to correct even simple issues.

Yet they receive funding for special education, reopening, learning loss, and none of that seems to trickle down to those in the trenches.

It's shameful! I am respectfully requesting the Board be made aware of these facts and act accordingly.

Respectfully, Rula Hattar

<janellehuerta28@gmail.com>

My name is Janelle Huerta and I work at The Bridge Program as a SEA2 classroom.

I am deeply concerned about the idea of not getting a raise for another year for myself and my fellow co-workers. We have struggled and endured a year with no raise when the cost of living continues to rise. It is unconscionable to deny us a fair wage increase. We are the glue that holds the schools together. We love what we do but will not be bullied into poverty. Please consider our valuable contribution to the students and our undying support of our teacherr's and administration when making such a life changing decision ! We deserve a living wage!!!!

<lauraferguson7@icloud.com>

Hello MDUSD School Board,

We voiced our strong disagreement with teacher layoffs and were proud that the board stood strong in the best interest of our teachers and students for this upcoming 2021-2022 school year. However, I am disappointed to learn that many of our teachers still received notices that will be displacing them out of their classroom which then leaves each school short a number of teachers. I feel the district duped us and is far from the transparency we as the community of students and families deserve.

By displacing our teachers the class sizes will be larger and that is not the safe option as we continue in this pandemic. The pandemic will not disappear by Fall and if we are going to be successful in a full reopening then smaller class sizes with all of our teachers present not displaced needs to be the priority.

The district has shown it does not prioritize a safe full return nor an excellent education for the students by having numbers of teachers forced out of their classrooms.

The district has not delivered on the safety aspect of Covid testing availability either. With a return from Spring Break this information should have been communicated to families who wished to test their children. The goal does not appear to be having continued testing available which is an important factor in catching any cases before they become symptomatic and spread. Once again lack of transparency and poor communication between district and community continues as the common thread.

Please put a plan in place to improve on both the communications and transparency. As a parent I have lost trust in the district. I do not feel like the district is making the right decisions to keep our children safe nor provide the best education to them. When I see teachers mistreated by the district, teachers who have been with the school and in the district for years, be displaced even though we voted against layoffs it shows me the district cannot be trusted and is finding sneaky ways around to accomplish a business driven model instead of a teacher/student/community driven model.

The trend of budget focus, cramming kids in outdated classrooms, and poor treatment of experienced teachers who are the core our schooling experiences is despicable.

I am not proud to be a family in MDUSD anymore. We are not doing right by our teachers, students, or families.

Thank you for listening and I hold on to some hope that you can be the strong board to make the change we all need for our teachers, children, families, and community.

Thank you,

Laura Ferguson

<amy.bartolotta@gmail.com>

What parents and teachers want to know:

1. What would prevent us from returning full time in the fall?

1.a. Are all possible preventions being given thought and are plans being instituted as contingency?

1.b. Are plans being made for REAL hybrid teaching- if necessary- not this part time, non graded on campus situation we have currently?

2. Have teachers been made aware of what it will mean for their classrooms if 3' distance is required?

2.a. Any information they can be given now allows them to prepare.

3. At what point would a new MOU be required if something comes up for the fall return?

4. When will parents be asked if they will be full time in person in the fall or full time distance learning in case we need institute full time hybrid measure at some point next year?

5. When can we start implementing a full time hybrid this spring now that at least at elementary level students have gotten to know replacement teachers?

6. Will the district use this moment in time to change HS start times to the APA recommendation of starting after 9am?

Amy Bartolotta

Marni Dyer <marnidyer@yahoo.com>

Hello,

At times, I feel like a broken record but I also feel that I can't expect anyone else to advocate for my children so I am writing again to insist on a commitment to full-time in-person learning in the fall. I appreciate that we have that as a goal and we are working towards it, but for so many families who have been struggling this entire year, we need more than a plan and a goal. This has gone on long enough. As the state prepares to fully open in just over 60 days, we need to know that our community is not going to fall further behind. Please make a vote and vote for, full-time learning in the fall, in person, for all students who want it.

Thank you,

Marni Hutchins

<chloestonepage@gmail.com>

MDUSD School Board,

I am a teacher with MDUSD's Bridge Program. We rely heavily on our Paraprofessionals to do our job effectively. They work extremely hard to ensure that our students are getting the most out of their education, and we could not do our jobs without them. There are MANY SEA vacancies, and I expect that filling them will be rather difficult. I urge you to really listen to the CSEA ideas for increased wages. We absolutely need quality SEAs, and compensating their hard work fairly is a crucial aspect of recruiting quality candidates.

All they are asking is to be compensated at a reasonable level. It is your job to ensure this district is doing its best to educate students, and this is a critical part of this.

Chloe Page

Special Education Teacher

<christinefrakes@comcast.net>

Good evening and thank you for your time. My name is Christine Frakes, I am a paraprofessional and have worked for the district 11 plus years.

As an employee of the district I am concerned with the Successor Contract negotiations between Mt.Diablo School District and CSEA , who represent a large portion of classified members like myself.

Since day one of this pandemic, we have been working hard to keep the students learning. Our jobs are the lowest paid jobs in the district.

We are nearly 2 years past our contract expiration. The district is misleading and stubborn in any discussion regarding wages or benefits. For over a year now MDUSD's offer on pay has been , "we'll pay you a tiny extra amount once, but only if you agree to these absurd hurdles." They wouldn't even agree to remove the hurdles after the CBO said the conditions were not going to be met.

Due to budget issues, we have repeatedly been overlooked and unappreciated as far as wages.

We are treated like dirt and are losing good paraprofessionals to other districts.

. We wipe noses, and help some students with bathrooming issues, we help with lunches, wipe tables, teach students, help with curriculum, ,and help with backpacks and bussing. Yet we are rarely given an ounce of respect.

I truly do this job because my heart is with these children. The district treats us like we mean nothing and has for years. They hack away our benefits, offer no decent raises, and take months to correct simple issues.

Yet they receive funding for special education, reopening, learning loss, and none of that seems to trickle down to those of us making the least. NONE. It's shameful !

I am respectfully requesting the Board be made aware of these facts and act accordingly.

Respectfully Christine Frakes

<theharlowfamily@gmail.com>

My son cannot do distance learning again this fall. It simply isn't working well for him. Please give us more assurance for full time in the fall so I know whether to stay with the district or find him a better option. We need advance notice to make out plans!!!

<annamo@gmail.com>

Dear MDUSD Board & Dr. Clark,

In our 3rd week of in-person instruction I am incredibly grateful for all the hard work it took to get our kids back on campus. Mine, like so many, have already benefited from real time with their teachers and other kids. I know it was a challenge, and we are grateful for the time we have. However, the return to school has illuminated some of the challenges we have created by keeping kids away from campus for so long. Both of my 1st grade sons have lost significant social skills and focus in the classroom. Basic skills they picked up in kindergarten - getting materials out of their backpacks, managing their workload, working independently, etc have been largely lost. With surrounding districts increasing their in-person instruction time it is incredibly frustrating and depressing to see our kids denied those same opportunities to help build back some of the non-academic benefits school can offer, the skills so many of our kids have lost in this past year.

I can imagine there would be challenges in increasing the in-person time - although combining cohorts seems like a simple solution from the outside. Of course that would cause more disruption for many parents and teachers. However, MDUSD should not operate for the convenience of parents or teachers, but should do whatever is best for students.

I hope that the Board and Dr. Clark will continue working to provide the most in-person time possible for our students both for the remainder of this year, and in the fall.

Thank you,

Anna Morozovsky

MDUSD Parent

<sheilahill65@gmail.com>

Dear Superintendent Clark and Members of the Board:

The MDUSD Call to Action on Climate Change is an impressive and progressive step in recognizing the importance of promoting sustainability in our education community and beyond. The integration of environmental education and awareness into school culture is paramount in cultivating the sense of stewardship that creates a citizenry that strives to protect and preserve the natural resources that sustain us all. As the district moves forward with this commitment, let us, as you have said, seize every opportunity, to create policies that reflect these priorities. The Earth does not belong to us, we belong to the Earth (Chief Seattle), and we must consider what our individual and collective actions mean for generations to come and what kind of world we want to leave for our children - and theirs.

With Gratitude,

Sheila Hill

<kimemoore@sbcglobal.net>

Dear Board Members and Dr. Clark,

I would like to address the current homework guidelines and ask you to amend them to include a clause stating there it to be no homework assigned just before and during school breaks. My son who is a middle schooler within the district was assigned homework on Wednesday, March 31st with a rough draft due on Friday, April 2nd (spring break) and the final draft due on Monday morning, April 12th. There was other work assigned that week as well. I work in HR. If any of our employees worked on a vacation day, by law, I would need to pay them for a full day off. Teachers and administrators had 6 days off, why didn't our students? Please consider an addendum or an additional clause to include a no homework policy during holiday breaks.

I would also like to address item 13.2 on the agenda. Spending of money regarding technology. I see there is a requisition to purchase 4,000 chrome books. Where are these chrome books going to be distributed? Most of the other technology being purchased lists what schools or organizations they are going to. Why is St. Francis of Assisi receiving a cart? They aren't a part of our school district. They are a private catholic school on Oak Grove Road in Concord. We need transparency as to where this technology is going. Our middle school is looking at 400 chrome books going out of circulation and we do not have the funds to replace them. I hope you consider chrome books to be a text book and make sure every student has one. I would think the Brown act would come into play regarding these items? Equal distribution for all.

Lastly, opening for fall should be on the agenda. Where are we with regards to opening? There has been a gross disservice to our students by not having them in school full time right now. Why MDEA has such a hold on our governing body, I just don't understand. I was informed by a teacher today the MDEA contract states teachers can not be instructed on what to teach, how much or how little to teach? What is that about? Please help me understand where this is coming from.

Thank you for your consideration.

<cyvette0821@aol.com>

My name is Carol Mc Neal

I am a Special Education Assistant and have worked for MDUSD for three years

As an employee of the District, I am concerned with the Successor Contract negotiations between Mount Diablo Unified School District and CSEA – who represent a large portion of classified members like myself.

Since day one of this pandemic, we have been working to keep the District operating and children learning. Because of our work, learning loss is not as severe as it could have been. We have some of the lowest-paid jobs in the District. I know several people who were surprised at a recent raise in wages only to find out their wage was increased only because the District could not pay them any lower.

We are nearly two years past our contract expiration. The District has been misleading and stubborn in any discussion regarding wages or benefits. For over a year, MDUSD's offer on pay has been: "we'll pay you a tiny extra amount once, but only if you agree to these absurd hurdles. They wouldn't even agree to remove the hurdles after the CBO said the conditions were not going to be met.

Due to budgetary issues, we have repeatedly requested a small increase in wages, with minimal cost to the District. What we are asking for is far beneath what we would receive in a normal year with a stronger budget, and miles beneath what we deserve. However, the gesture would show our membership an appreciation they often don't feel. CSEA's negotiating team has compromised and looked for a middle ground - only to be given the same unacceptable proposal, unchanged.

We are treated like dirt and I would not be surprised if we're losing good paraprofessionals to other districts. Who's going to do the job we do? Teachers? Yeah right. Office staff? I do not think so.

We wipe buttocks, noses, and drool. We feed, we teach, and we keep students safe sometimes at the expense of our own well-being. We put together curriculum, backpacks, and do busing. We clean our classrooms and sanitize all toys, books, tables. We are essential in every sense of the word, yet we are rarely given an ounce of respect.

I do this job because my heart is with these children. It is thankless most of the time, which we can bear, but on top of that, the district has treated us like we mean nothing for years. They hack away our benefits, offer no decent raises, and take months to correct even simple issues.

Yet, they receive funding for special education, reopening, learning loss, and none of that seems to trickle down to those in the trenches.

It's shameful! I am respectfully requesting the Board be made aware of these facts and act accordingly.

Respectfully,

Carol McNeal

<Lillian.Roselin@johnmuirhealth.com>

On behalf of the John Muir Community Health Fund Board of Directors and staff, I want to recognize and applaud the Mt. Diablo Adult Education - Career and Technical Education for their partnership with Ombudsman Services of Contra Costa, Solano & Alameda Counties and Opportunity Junction for developing and launching an innovative and impactful Certified Nursing Assistant program to students with addressable barriers to education as a first step on their educational/professional journey.

Lillian Roselin, Executive Director

John Muir Community Health Fund

Ms. Vega Baby sharks <bbvega007@gmail.com>

To: Mt. Diablo Unified School District Board of Education

From: Shore Acres Educators

Regarding: Shore Acres Dual Language Program

Dear Mt. Diablo Unified School District Board of Education:

As esteemed board members of Mt. Diablo Unified, I feel it necessary to inform you that, under your care, you have one very unique elementary school in Bay Point. Shore Acres Elementary is a dual language school in the Bay Point/Pittsburg area, and we are proud to provide a 50-50, additive, partner-teacher dual language learning experience for Mt. Diablo Unified families throughout Bay Point and Pittsburg. Please be advised that this program is in danger of being dismantled due to a decrease in Shore Acres FTE for the upcoming 2021-2022 school year. This same cohort of students was in danger of losing their partner-teacher dual language program going into 3rd grade at the beginning of this school year. Again, we ask that the board please take into account this valuable dual language program. The following are my points of concern:

- Our first cohort of partner-teacher dual language class will be moving up to 4th grade next school year, but with a decrease in FTE, this cohort of students will not have the option of a partner-teacher dual language class in 4th grade.
- This 3rd grade cohort signed up for this program in kindergarten with the intent of continuing the program through 5th grade, and we would like to honor this commitment to our families.
- The partner-teacher dual language program is the only bilingual program that provides equal emphasis on teaching all language skills in both the primary and 2nd language. (Below is a chart detailing the various bilingual programs. Please notice that our partner-teacher dual language program strives to create a more equitable learning environment for students).
- Eliminating the partner-teacher dual language program for our incoming 4th grade cohort essentially changes this culturally and linguistically rich program into a subtractive program, placing greater emphasis on English, and discounting the four years of effort in building this program.
- According to *Biliteracy from the Start: Literacy Squared in Action*, by Kathy Escamilla, et.al, "In a departure from traditional early- or late-exit transitional bilingual programs, and in keeping with a paired literacy approach, children never transition out of Spanish literacy instruction in our framework. Instead, Spanish/English paired literacy instruction is maintained through grade 5." How can we honor the integrity of our program without the FTE to maintain it?

Please help us honor the partner-teacher dual language program commitment that we have built with our Shore Acres community. Please approve the need for the Shore Acres FTE to remain the same for the 2021-2022 school year. This is a matter of urgency.

I appreciate the time and effort the school board puts into protecting the programs that enrich our students' lives. I look forward to hearing from you on the needs of the Shore Acres dual language program.

Thank you for your time, service, and consideration.

Sincerely

Blanca Sandoval Vega

2nd Gr DL teacher

Shore Acres Elementary

Bilingual Programs from Most Subtractive to Most Additive

Notice that all of the language programs have the goal of removing the primary language and replacing it with the 2nd language with the exception of the Dual Language Program, which has the goal of increasing and building upon both the primary and 2nd language.

English Submersion

ESL Pull-Out

ESL Push-In

Transitional Early Exit

Transitional Late Exit

Dual Language

*No language support

*Not using home language

*Small group intervention class

*In-class Para-educator with primary support

*Teacher uses the primary language to teach the 2ndlanguage

*Exit by 1st or 2nd grade

*Teacher uses the primary language to teach the 2ndlanguage

*Exit by 3rdgrade

*Partner-teacher model gives equal emphasis on teaching all language skills in both primary and 2ndlanguage

<am_blank@yahoo.com>

To: Mt. Diablo Unified School District Board of Education

From: Shore Acres Educator

Regarding: Shore Acres Dual Language Program

Dear Mt. Diablo Unified School District Board of Education:

As esteemed board members of Mt. Diablo Unified, I feel it necessary to inform you that, under your care, you have one very unique elementary school in Bay Point. Shore Acres Elementary is a dual language school in the Bay Point/Pittsburg area, and we are proud to provide a 50-50, additive, partner-teacher dual language learning experience for Mt. Diablo Unified families throughout Bay Point and Pittsburg. Please be advised that this program is in danger of being dismantled due to a decrease in Shore Acres FTE for the upcoming 2021-2022 school year. This same cohort of students was in danger of losing their partner-teacher dual language program going into 3rd grade at the beginning of this school year. Again, we ask that the board please take into account this valuable dual language program. The following are my points of concern:

- Our first cohort of partner-teacher dual language class will be moving up to 4th grade next school year, but with a decrease in FTE, this cohort of students will not have to option of a partner-teacher dual language class in 4th grade.

- This 3rd grade cohort signed up for this program in kindergarten with the intent of continuing the program through 5th grade, and we would like to honor this commitment to our families.

- The partner-teacher dual language program is the only bilingual program that provides equal emphasis on teaching all language skills in both the primary and 2nd language. (Below is a chart detailing the various bilingual programs. Please notice that our partner-teacher dual language program strives to create a more equitable learning environment for students).

- Eliminating the partner-teacher dual language program for our incoming 4th grade cohort essentially changes this culturally and linguistically rich program into subtractive program, placing greater emphasis on English, and discounting the four years of effort in building this program.

- According to Biliteracy from the Start: Literacy Squared in Action, by Kathy Escamilla, et.al, "In a departure from traditional early- or late-exit transitional bilingual programs, and in keeping with a paired literacy approach, children never transition out of Spanish literacy instruction in our framework. Instead, Spanish/English paired literacy instruction is maintained through grade 5." How can we honor the integrity of our program without the FTE to maintain it?

Please help us honor the partner-teacher dual language program commitment that we have built with our Shore Acres community. Please approve the need for the Shore Acres FTE to remain the same for the 2021-2022 school year. This is a matter of urgency.

I appreciate the time and effort the school board puts into protecting the programs that enrich our students' lives. I look forward to hearing from you on the needs of the Shore Acres dual language program.

Thank you for your time, service, and consideration.

Sincerely,

Angela Bever

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*Teacher uses the primary language to teach the 2nd language

*Exit by 3rd grade

*Partner-teacher model gives equal emphasis on teaching all language skills in both primary and 2nd language

My name is Kristi Clontz, I am a Classroom 2 Paraprofessional. I have worked for MDUSD for nearly 20 years.

I am writing to express a profound concern with the ongoing Successor Contract negotiations between Mount Diablo Unified School District and CSEA.

Since day one of this pandemic, Paraprofessionals have done everything in their power to assist student learning and support the District's operations. With our help the learning loss of this past year has not been as severe as it could have been. We have gone above and beyond our duties. Our jobs may be some of the lowest paid in the district, but the value we bring is immeasurable. We are the backbone that holds the classroom together.

We are the workers who provide assistance with personal care, working closely with students, we notice changes in a students behavior. We provide support with feeding, looking after student's safety, and assisting in academic and functional instruction. We endure significant risks in our jobs, such as getting hit, being bitten, kicked and/or spat on, yet we still show up every day. We care about the students in our charge.

Many Paraprofessionals are single parents, we are also one of the most ethnically diverse work groups at MDUSD. We work day in and out with little to no respect from the district. We represent all levels of socio-economic statuses, and many of us struggle to simply make ends meet each month.

We are now nearly two years past our contract expiration, and the District team has been inflexible with negotiations. CSEA has repeatedly requested a small increase in wages with little cost to the District. The wage increases we are asking for are lower even than what classified employees should receive, and miles beneath what our members deserve. CSEA's negotiating team has repeatedly worked to compromise to find middle ground only to have the same unacceptable offer from the District.

I believe that the wage increases we are asking for are not only reasonable, but necessary. We perform job duties that are essential to the education of thousands of students, and we deserve to be compensated accordingly. By continuing to undervalue our contribution and hard work, you are saying that the work we do is not important and not worthy of a livable wage. All we are asking for is respect and reasonable wages.

Sincerely,

Kristi Clontz

<lnrivera1@yahoo.com>

Dear Honorable Board of Mount Diablo Unified School District.

My name is Linda Rivera and I am a Paraprofessional at CHS. I am writing to you to express a serious concern with the ongoing Successor Contract negotiations between Mount Diablo Unified School District and CSEA – who represent a large portion of classified members working for MDUSD.

Since day one of this pandemic, our members have been working to keep children learning and the District operating. It is by our passion that the learning loss of this past year is not nearly as severe as it could have been. Ours are among, if not the lowest paid jobs in the District. We had several members whose only raise in recent years was the jump they got due to the minimum wage or an expected, scheduled step increase. I would not be able to live in my house if I didn't have my husbands salary to rely on.

We are now nearly two years past expiration, and the District team has been inflexible and unyielding. For longer than a year, MDUSD's offer on payment has been "small, but unless these impossible hurdles are cleared – it will be nothing" and has stayed with that message; doubling down on it even after their own CBO said the hurdles were impossible to clear.

CSEA has repeatedly requested a slight increase in wages with little cost to the District, but would show our membership a very small amount of appreciation. The monies we are asking for are far beneath what classified should receive in a normal year with a stronger budget, and miles beneath what our members deserve. CSEA's negotiating team has repeatedly worked to compromise to find middle ground only to have the same unacceptable offer from the District.

To treat us, the least paid among the District, with this level of disrespect is unfair at best. I am respectfully requesting the Board be aware of these facts and make changes increasing our salaries.

Sincerely,

Linda Rivera

<angelambeatty@gmail.com>

Attachments

Please read the attached letter on behalf of our educators, students and their families regarding the Shore Acres Dual Language Program.

My best,

Angela Beatty

<angelambeatty@gmail.com>

To: Mt. Diablo Unified School District Board of Education

From: Shore Acres Educators

Regarding: Shore Acres Dual Language Program

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I appreciate the time and effort the school board puts into protecting the programs that enrich our students' lives. I look forward to hearing from you on the needs of the Shore Acres dual language program.

Thank you for your time, service, and consideration.

Sincerely,

Angela Beatty

1st grade teacher

Shore Acres Elementary School

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*Teacher uses the primary language to teach the 2ndlanguage

*Exit by 3rdgrade

*Partner-teacher model gives equal emphasis on teaching all language skills in both primary and 2ndlanguage

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to MDUSD

Good evening MDUSD Board Members, board president Khaund, superintendent Clark and members of the MDUSD community. Thank you for having me here tonight and permitting me to speak.

First, I would like to express my gigantic thank you for drafting this resolution and incorporating the new language about outdoor classrooms into the Climate Change Resolution.

I am a middle school STEM teacher, environmental sustainability coordinator, certified climate change educator with National Geographic Explorers, NASA GLOBE Educator, NOAA Ocean Guardian educator & an Environmental Education Vice President of an K-8 environmental education non-profit called Outside The Box 925. My MA.Ed degree was awarded for place-based education & outdoor learning in schools. My scientific/educational study focused on "The Value of Supplementing Science Education with Outdoor Instruction for Sixth Grade Students". My study tried to prove that levels of engagement & environmental content knowledge retention would be increased if the students learned science in an outdoor school-yard environment rather than the traditional indoor science classroom.

Teaching about the natural world during the COVID-19 pandemic and beyond only in the classroom has limitations even when supplemented with indoor lessons. Students have different learning styles, and didactic education alone is not effective for students who learn by doing. Complex concepts presented only in an informational manner in the classroom, due to safety protocols and procedures, can be hard for students to grasp. Students may memorize terminology and learn isolated facts but not gain an understanding of how the natural world works or be motivated to learn more about K-12 academic, social-emotional and equity-based concepts and skills in school. Moreover, in science, math and ELA, where there is a progression of knowledge and skills, and learning builds on previous learning, it is critical that students gain an understanding of concepts and skills rather than memorized facts.

These realities present a strong case for using a combined classroom and outdoor education approach or simply just an outdoor education classroom to teach students about K-12 concepts and skills. There is a growing body of evidence that a combination of classroom and outdoor instruction is more effective than classroom education alone in improving student performance, particularly in science education (Cronin-Jones, 2000, p. 203).

Looking back in history, most learning occurred outside the classroom - for example, students were learning on a boat in New York harbor during the 1912 Spanish Flu pandemic - and currently, we have transitioned to the point where nearly all learning occurs indoors in special buildings called schools.

Outdoor education classrooms may help students better understand concepts and skills about the natural world, mathematics and ELA: listening, speaking, reading and writing standards that have been explained in class as well as reinforce methods of structured critical thinking that can be applied throughout life. We are fortunate in California to be surrounded by rich, diverse natural environments, and use of outdoor classrooms, such as schoolyards, can be effective settings for delivering inquiry-based enriched lessons and learning experiences that are fully embedded within the Next Generation Science Standards and the Common Core State Standards.

There has been extensive coverage and debate in the US and internationally on the decline in time spent outdoors by children over the past four decades as well as on likely causes and solutions. Data indicates that there is a decline in both outdoor free play as well as walking and biking to school. Louv (2005) raised the level of attention and concern about outdoor time in his book *Last Child in the Woods*. He stated "Within the space of a few decades, the way children understand and experience nature has changed radically" and coined the phrase "nature deficit

disorder” to describe the decline in “free natural play” of children today compared with baby boomers and earlier generations coupled with the increase in behavioral problems. “Childhood has moved indoors, and children are paying the price”.

I am a life-long learner with a passion for teaching science & the environment & effectively incorporates academic standards into curriculum, including the Environmental Principles & Concepts & the UN Climate Principles. I am a life-long learner with a passion for teaching science and the environment and effectively incorporates academic standards into curriculum, including the Environmental Principles and Concepts (EPCs), Performance Expectations (PEs), Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Cross-Cutting Concepts (CCCs) in the Next Generation Science Standards (NGSS). I believe that my students learn better and retain more information if they are learning content and skills in a hands-on, inquiry-based, collaborative working environment. I also believe that students should be "Citizen Scientists".

I will place a link to my thesis and contact information in the chat.

Thank you very much for permitting me to speak and I hope that you and your family and friends are healthy and safe.

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<anonymity requested>

Board Members and the community,

The reopening is a huge step in the right direction for many students and staff. The hard work and successes are evident.

However, there are still some major issues that need to be remedied immediately; fit tests for PPE, properly fitted PPE, masks for students and staff when requested; a QR sign-in code easily accessible in the classroom for teachers to check in and check out each day, air purifiers for staff who work with multiple grade levels and cohorts, clear and consistent distribution of the health compact and health attestation participation results to teachers (daily), and immediately beginning bargaining with labor partner unions to plan for the Distance Learning option for the fall.

There are dedicated teachers and staff who work closely with students who may struggle with physically distancing themselves from others. They need to be properly fitted for N95 masks. There are dedicated teachers and staff who work in classrooms where there are students of multiple age/grade levels, and there needs to be a variety of sizes of masks available if needed. There are professionals who work with students from age 3 to Grade 12, and they need a variety of sizes of masks available if needed.

There need to be air purifiers provided when staff ask for it, especially for our counselors, librarians, Speech Language Pathologists and Special Educators. They need extra protections due to the number of students and number of cohorts they serve.

As families celebrate the return to campus, and now begin to pressure for a full time school day right now, how is it going with the health attestations? What percentage of families have completed the health compact, and what percentage of families are completing the health attestation form every day before coming to school? Until the compliance level is 95%, it would be negligent to open up full time this school year.

Lastly, the distance learning option needs to be negotiated immediately to give families who have flourished in the DL model some assurances they will have the type of school experience they feel is best for their children. Just as we all advocate for a full return to a full school day for families and teachers who want that model for their school experience.

It's time to get to work.
