



445 Cambridge Ave. Suite C 📍 Palo Alto, CA 94306 📞 650-550-0035

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, Oakley Union 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:



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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



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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



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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



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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, auto-immune 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



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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.



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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.

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- 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



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Hayley Dupuy, JLS	Tara Hunt Walter Hays Kindergarten
Trevor Diven Greene Middle School	Kristina Sandoval, Greendell
Robert Yribarren, Jane L. Stanford Middle School	Sue Duffek, JLS
Tiffany Martin, Escondido Elementary	Kelly Dowd, Addison Elementary
Jenny Chin, JLS Middle School	Sra. Alvarado Paly
Jacqui Kandell, JLS Middle School	Kathleen Rice, Palo Verde Elementary School
Jessica Tolerba, Walter Hays	Megan Cox, LPCH School
Heather Driscoll, Briones Elementary	Jennifer Koepnick, Nixon Elementary School
Lizzie DeKraai, Palo Alto High School	Sarah Jados, Ohlone
Alanna Williamson, Palo Alto High School	Margarita L. Méndez, Ellen Fletcher Middle School
Holly Harrison, Walter Hays	Erica Goldsworthy, Greene Middle School
Greg Clifton, JLS	Limin Chen, Ohlone Elementary School
Deanna Jones, Fletcher Middle School	Karen Kitayama, Addison School
Hunter Reardon, Palo Alto High School	Mangla Oza Palo Verde Elementary
Diane Luu, JLS Middle School	Palo Alto High School
Jennifer Tai, Duveneck Elementary	Tanya Meyers, Duveneck
Melinda Mattes, Paly	Gregory Miller, Greene Jr. Middle School and Palo Alto High School
Lara Jarvis, Barron Park	Yineng Lu, Ohlone
Chingwen Miron, Duveneck	Sue Pound, Greene Middle School
Roxanne Koopman, APE Specialist	Kelly Van Bruggen, Fairmeadow
Jennifer Dorwin, District	Michael Lupoli, Paly
Jennifer Ellington, Fletcher Middle School/Gunn High School	Daniel Nguyen, Palo Alto High School
Cathy Harkness LeMat, Ohlone Elementary School	Andrea Gruner, JLS
Teri Wilde, Palo Verde Elementary	Laurie Farleigh, Greene Middle School
Jenna Segall, Palo Verde	Nancy Smith, Fairmeadow Elementary
Joanne maher, Fletcher Middle School	Suganthi Subramanian, Fletcher Middle School
Colleen Coburn, Hoover	Haley Harrier, Barron Park Elementary
Lu Sun (Ohlone Elementary)	Bryson Peckenpaugh, Greene Middle School
Katya Villalobos, Palo Alto High School	Tricia Potter, Juana Briones Elementary School
Eric Bloom, Palo Alto High School	Dara Brady, Ohlone Elementary
Lisa Schmidt, Duveneck Elementary	Nina Vatkina, Palo Verde
Kathy Ho, LPCH Hospital School	Amy Hansen, Palo Verde
Robyn Fusciardi	Elisa Peters, Fletcher Middle School



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Betty Tran, Palo Alto High School	Doree Tschudy , Duveneck Elementary
Geraldine Jane Bibat, JLS	Sandra Cernobori, Paly
Ann Lorey, Gunn High School	Michelle Robell, Walter Hays Elementary School
Teri Gilbert, Frank S. Greene Jr. Middle School	Carol Wu, El Carmelo School
Stephanie Han - Nixon	Erin Angell, Palo Alto High School
Linda Papanicolaou, Fletcher Middle School	Karen Krimmer, Fairmeadow Elementary School
Vyjayanthi Raman, Ellen Fletcher Middle School	Alice Lung, Greene Middle School
Marcus Jamison, Gunn High School	Stephanie Choy, Fairmeadow
Debra Lombardi-Lytle (Juana Briones & Hoover)	Sue La Fetra, Paly
Sarah Pierce, Frank S. Greene Jr. Middle School	Karen Saxena, Gunn High school
Susan Giovannotto, Barron Park	Jennifer Macatangay, Greene Middle School
Patricia Holmes - Gunn High School	Sarah Noonan, Juana Briones
Suzanne Doran, Greene Middle School	Therese Walls, Duveneck Elementary
Angie Lew, Barron Park Elementary	Lynn Lin, Palo Verde
Elizabeth Matchett	Lindsay Vanderbeek - Fairmeadow
Julie Saxena, Hoover	Seema Ramanathan, Hoover Elementary
Kara Smith, Greene Middle School	Christina Bonzani, Fairmeadow Elementary
Melissa Hinkle, Fairmeadow	J. Michelle Thomas, Hoover Elementary
Alicia Szebert, Palo Alto Senior High School	Stacy Savickas, Greene Middle School
Katherine Ja, Gunn High School	Chris Mahle, JLS Middle School
Korynne Headley, Palo Alto High	Elsa Chen, Escondido Elem
Kelly Zalatimo, Greene Middle School	Reva Shiv, Barron Park
Sheila Schweitzer, Addison Elementay	Pauline Rodriguez, Ellen Fletcher Middle School
Judy Choy, Palo Alto High School	Kathleen Thibault, Duveneck Elementary
Deanna Chute, Palo Alto High School	Laura Wright, Addison Elementary
Sylvia Sanders, Barron Park Elementary School	Diana Modica, Greene Middle School
Kathryn Bramlett, Addison Elementary School	Brian Miguel, Gunn High School
Kim Peckenpaugh, Addison	Jaclyn Edwards, Palo Alto High School
Meg Williams, Escondido	Hart Walsh, Greene Middle School
Emily Pinkston, Gunn High School	Melissa Laptalo, Paly
Michael Mishali, Paly	Silvia Meinke, Duveneck
Dawna Linsdell, Gunn High School	David Brigham, Greene Middle School
Kimiko Kuruma, Escondido Elementary	Michael Ferolino, JLS



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Yanan Vrudny, Henry M. Gunn High School	Kirsten Missett, Greene Middle School
Celeste Deggeller, Hoover Elementary	Kristin Howell, Hoover Elementary
Rachael Kaci, Paly & Gunn	Lynn Beck, Addison
Kristi Van, Fairmeadow	Valerie Sabbag, Fairmeadow Elementary School
Megan Shelby, JLS Middle School	Mary Sano, Palo Alto High School
Walter Hays	Yingying Ren Ohlone Elementary School
Christopher Easton, Fairmeadow Elementary School	Cheryl Tsuruda, Fairmeadow
Kim Lohse, JLS	Tori Shaffer, Palo Verde Elementary School
Laura Schwarz, Nixon	Leyla Gonzalez, Greendell
Susie O'Neill, JLS Middle School	Terry Noeth, Greene Middle School
Robin Smith, Nixon Elementary	Kristen Lee, Fletcher Middle School
Andy Holoka, Greene Middle School	Crystal Laguna, Paly
April McCandless, Juana Briones	Alex Salzmann JLS & Paly
Judy Cloud, Duveneck	Allison Alberda, Nixon Elementary School
Margaret Billin, JLS Middle School	Susie Deutsch Addison
Christina MacMillan, JLS Middle School	Shromila Gupta, Barron Park
Julia Lee (Choi), JLS	Teresa Lada, Hoover Elementary
Cindy Schwarting, Greene Middle School	Wendy Chu, JLS Middle School
James Sperry, JLS Middle School	Melissa Davis, Walter Hays
Elaine Wong, Walter Hays Elementary School	Yvette Ngo Vo, El Carmelo Elementary School
Sophie Ali, Duveneck	Julie Munger Gunn HS
Sandy Conklin, Gunn High School	Judy Kislitsyn - Ohlone Elementary
Abigail Garrison, Greene Middle School	Barbara Susco Duveneck
Stacey Kofman, Palo Alto High School	James Hamilton Jr., Paly
Joanna Hubenthal, Palo Alto High School	Tiffany Genasci, Greene Middle School
Elana Zizmor, Gunn High School	Danning Wang, Gunn High School
Zoe Peters- Fairmeadow	Austin Davis, Palo Alto High School
Michelle "Shelley" Ganschow, Addison Elementary School	Helen Carnes, Walter Hays Elementary
Amanda Redmond, Barron Park Elementary School	Nancy Felch, Hoover & Juana Briones Elementary
Lynn Tabuchi, Gunn High School	Marissa Tessman, Addison
Matt McGinn, Gunn High School	Cara Stoneburner Hoover
Selene Singares, Paly	Iris Clifford, El Carmelo Elementary
Pamela Price, Hoover Elementary	Laura Lizundia, Gunn High School



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| Kara Brahana, Juana Briones | Todd Summers, Gunn High School |
| Chris Johnson, Gunn High School | Keith Hunter, DO |
| Jennifer Ford, Walter Hays Elementary School | Rachel Congress, Gunn High School |
| Rusty Tooley, Barron Park ES | Andrea Struve, Palo Alto High School |
| Lisa Scott, Escondido | Bobby Rankin Ohlone elementary |
| Charlotte Harris, Palo Alto High School | Daniel Mendez, El Carmelo |
| Katie Lacek, Hoover | Ko Vue, JLS Middle School |
| Charles Taylor Palo Alto High School | Ohlone Elementary School |
| Andréa Carlisle, Greene Middle School | Michele Chin, Fletcher Middle School |
| Elena Melendez, Escondido | Florina Limburg, Gunn High School |
| Ilo Nilson, Escondido | Allison Zenner - Elem Music |
| Melissa Fassler Hauer, Duveneck Elementary | Tiffany Ou, Fletcher Middle School & Gunn High School |
| Nicole Davidson | Yasmin Shirole, Juana Briones Elementary School |
| Marc Tolentino, Palo Alto High School | Jovi Johnston, Ellen Fletcher Middle School |
| Lisa Sinclair Elementary Music | Mimi Park, Paly |
| Tracy Devers, JLS Middle School | Lea Santini - Escondido |
| Marc Iglar, Gunn High School | Josh Spira, Greene Middle School |
| Hilary Mark, Juana Briones Elementary School | Christina Nosek, Nixon |
| Elli Sandis, JLS | Kathryn Ellenberger, Nixon |
| Grace Bunya, Ohlone | Julie Griffin, Juana Briones Elementary |
| Susan Macy, 5th grade traveling music | Kimberly Hanley, Juana Briones |
| Jaime Veitch, Greene Middle School | Barbara Lindsay, Walter Hays |
| Debbie OBrien, Nixon | Keri Ghorso, Palo Verde |
| Piper Joseph, Ohlone Elementary School | Paul Gralen, Greene Middle School |
| Gaelyn Mason, El Carmelo Elementary School | Amanda Collins, Greene Middle School |
| Brittney Kerby, Paly | Nicole.Menache, Gunn High School |
| Mary Eileen Gallagher, Ohlone Elementary School | Ana Maria Gonzalez Barrios, Gunn High School |
| Kimberly Kwon, Herbert Hoover Elementary School | Paul Kandell, Palo Alto High School |
| Roni Kraft, Ohlone Elementary School | Liz Lewis, JLS Middle School |
| Leanne Fonteyn, El Carmelo Elementary School | Sujin Argel, Palo Verde Elementary School |
| Jane Lathrop Stanford Middle School | Adriana Aro, Gunn High School |
| Maria Mathia, El Carmelo Elementary | Ingrid Diether, Fletcher Middle School |
| Jim Cox, Fletcher Middle School | Laura Lorber, Fairmeadow |



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Stacey Soong, Nixon Elementary School	Jen Coluzzi, JLS
Anai Ramos, Escondido Elementary	David Baker, Palo Alto High School
Laura Easton, JLS	Kerrie Edmonds Nixon Elementary
Rebecca Shen-Lorenson, TOSA, D.O.	Magdalena Rivera, Palo Alto High School
Cherish Larsen, Fletcher Middle School	Kat Catalano, Gunn High School
Jeanne-Marie Atieh El Carmelo Elementary School	Erin Harrigan, JLS
Graciela Porras, Duveneck Elementary	Paul Lazizzera, Gunn High School
Liyuan He (Paly)	Daisy Renazco, Gunn High School
Kate Zavack, Gunn High School	Annette DeStefano, Greene Middle School
Melanie Kang, Addison Elementary	Sindhu Natarajan, El Carmelo
Kate McKenzie, Palo Alto High School	Kathi Bowers, Palo Alto High School
Megan, Hoover	Kathleen Vargha, Hays
Jenvine Lee, Greendell School	Christina Mclver, Fairmeadow Elementary
Haley Perkins, Gunn High School	Deanna Messinger, Gunn High School
Beth Estrada, Juana Briones Elementary	Agustina Lodoen, Escondido School
Courtney Carlomagno, Gunn High School	Jack Bungarden, Palo Alto HS
Janice Stone. Ohlone	Matthew Keith, Duveneck Elementary
Norma Medina, Gunn High School	Karin Kolb, Palo Alto High School
Shauna E. Mantovani, Walter Hays Elementary School	Navneet Schworetzky, Gunn High School
Greg Rice, JLS	Athena Foley, Palo Verde Elementary School
Laila Adle, SPED specialist serving entire district	Gunn High School
Stacey Myers, Walter Hays	Kristina Granlund-Moyer, Gunn High School
Mark Gleason, Gunn High School	Jill Dinneen, Juana Briones
Sam Howles-Banerji, Palo Alto High School	LilyAnn Stolp, Palo Verde
Elissa Kaplan Greendell	Jessica Arnold, Walter Hays
DALJEET GILL, Gunn High School	Cindy Ando - Addison
Josh Paley, Gunn High School	Millie Gonzalez-Balsam - Palo Alto High School
Arthur Kinyanjui, Gunn High School	Sheri Mulroe - Paly
Sabrina (Addison & Palo Verde)	James Lubbe, Elementary Physical Education & Fletcher MS
Caterina Porcella, Palo Alto High School	Joan Dreschke, Nixon Elementary School
Joshua Little, Gunn High School	Chris Karas, Gunn High School
Laurie Levy, Juana Briones Elementary	Jenna McComb, Barron Park
Rachel Milliken-Weitzman, Hoover Elementary	David Tomatis, JLS Middle School



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Erin Chan, Greene Middle School	Barbara Carlson, Palo Verde
Katherine Sullivan, Palo Verde	Rachel Dion, Gunn High School
Arne Lim, Palo Alto High School	Michael Ambrose, JLS Middle School
Danielle Whichard, GunnHigh School	David Rapaport, Palo Alto High School
Carla Guerard, Palo Alto High School	Laila Agrama, Palo Verde ES
Aileen Delaney, Fletcher Middle School	Kerri Jung, JLS Middle School
Genevieve Yu, Hoover Elementary	Francisco Lacayo, JLS Middle School
Lee Mitchell, Addison	David Bisbee, Gunn High School
Michael Connors, Greene Middle School	Salma Kandil, Greene
Carlos A Martinez, Gunn High School	William Liberatore, Gunn High School
Laurel Howard, Gunn High School	Kathleen Flynn, Ohlone Elementary
Linda Kirsch, Gunn High	Erin Hurd, Hoover Elementary
Keith Tocci, Palo Alto High School	Danae Clohan, Greene Middle School
Darren Torre, JLS	Amanda Holmquist, JLS
Claire Albert, ohlone	Kenny Lee, Greene Middle School
Amy Boyarsky, Escondido	T.Winslow, Fairmeadow
Diane Ichikawa, Gunn High School	Kachina Corti, Fairmeadow Elementary
Christy Resinger, Paly	Keith Casey, Fletcher Middle School
Sarah Creighton, El Carmelo	Maria Powell, Gunn High School
Zachary Barnes, Palo Alto High School	Jeff Willner, Palo Alto High School
Cecilia Walsh, Palo Alto High School	Paula Watson, Palo Verde
Jordan Wells, Gunn High School	Tom Culbertson, Juana Briones Elementary School
David Duran, Paly	Rod Satterthwaite, Palo Alto High School
Angel Sheridan, SPED, Itinerant APE Teacher	David Rosenblatt, Fletcher Middle School
Kathleen Bianchini. L M Nixon Elementary	Debbie Whitson, Paly
Cora Ross, Henry M. Gunn HS	Becky Rea, Fletcher Middle School
Paul Jorgens, Fletcher Middle School	Gunn High School
Tara Vereyken, Palo Alto High School	Stephanie Bowen, Greendell School
steve ferrera, Palo Alto High School	Brian Wilson, Palo Alto High School
Radu Toma, Palo Alto High	Lisa Suyemoto, Addison
Heidi Maier- Deveau, Fairmeadow and Briones	Ashley McCrea, Ohlone Elementary
Daniel Shelton, PALY	Mary Melnick, JLS Middle School
David Weller, Barron Park	Arianne Piedrahita, JLS



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Julia Hughes, Juana Briones	Diane Saunders, PE Travel Team
Justin Cronin - Palo Alto High School	Tina Franceschi, Barron Park
Greene Middle School	Althea Cardoso, Briones
Maureen Willis, JLS Middle School	Catherine Enos, RMH School
Beth Carlson, Fletcher Middle School	Jin Zhu, Greene Middle School
Grace Lee, Hoover School/El Carmelo School	Patricia Ohanian, Addison
Elementary Teacher at PAUSD	Dave Franceschi, Fletcher Middle School
Victoria Blockhus, Ellen Fletcher Middle School	Bridgette Malatesta, Palo Alto Union High School
Celeste Jauregui, Palo Alto High School	Dave Franceschi, Fletcher Middle School
Lori Beasley, El Carmelo Elementary	Shirley Tokheim, Palo Alto High School
Michelle Junod, JLS Middle School	Kathleen Parkinson, Greendell
Chris Eggert. Palo Alto high School	Sarah Bartlett, Palo Alto HS
Gina Dal Fuoco, Juana Briones	Jessica Hexsel, Gunn
Terence Kitada, Gunn High School	David Cohen, Paly
Mark Allendorf, Greene Middle School	