



HESTA Presentation to the Board of Trustees

February 22, 2022



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HESTA

HESTA is the Hollister Elementary School Teachers' Association. We are the Union representing all certificated staff e.g. teachers, counselors, etc. of the Hollister School District.



A Day in the
Life of a...



Teacher



(n) tee-cher. A multitasking educational rockstar who lives to inspire and loves to encourage. They're kind of a big deal.

Note: not all unit members are represented due to time constraints. Not represented are RSP, Speech, Elem and MS Moderate to Severe SDC, Middle school Mild to Moderate SDC, Psychologists, etc.

Middle School Teacher

Teacher teaches 3 subjects (two different math classes & an elective)

- **8:20 - 8:35** Yard Duty
- **8:35 - 11:07** Teach 1st, 2nd period and Advisory (a social-emotional class)
- **11:10 - 12:05** 3rd period prep. **Prep Duties: Plan the next day's lesson for three different classes, while keeping in mind to differentiate lessons for ELs, IEPs, etc., grade 150 assignments students turned in yesterday and enter those grades into Aeries, read/respond to emails from parents/colleagues/admin, process 40 independent study contracts (and this only gets done if the teacher is not asked to sub during prep because there are not enough subs & if the teacher is not attending an IEP meeting)*
- **12:08 - 1:03** 4th period
- **1:03 - 1:33** 30-minute lunch
- **1:33 - 3:29** Teach 5th and 6th period.
(3:45 - 4:45 If it's Tuesday, staff meeting)
- **3:45 - ~5:30** Finish duties not done during prep

Repeat 5 days a week



Elementary School Teacher

- **8:00-8:20** review lesson plans, post lessons to Google Classroom, turn on chromebook, TV, Elmo and prepare necessary materials for the day, check school mailbox for any mail, make copies for day, check work email, parent square messages from parents and classroom voicemail
- **8:20-8:40** morning yard duty
- **8:40-10:40** Begin class, subject lesson
- **10:40-10:55** Recess, bathroom break, eat snack, review emails and parent square, reorganize for next lesson
- **10:55-12:05** pick up class, efficiently address recess issues that arise, injuries, SEL, etc. begin new lesson.
- **12:05-12:45** Send student that needs medication to nurse's office, walk class out to lunch tables, heat up own lunch and then prepare for class after lunch
- **12:45-1:20** Pick up class, speak to students that had issues arise during lunch, send to nurse/social worker/office/contact home, finish any unfinished work, read aloud, small group during silent reading time
- **1:20-2:00** Subject lesson
- **2:00-3:00** Subject lesson
- **3:05-3:15** Dismissal, walk students out, speak to parents
- **3:15-3:30** Return to classroom, clean up and organize, review student work, begin preparing for next day, check work email, return correspondence to service providers RSP, Speech, OT Intervention, Parent Square messages, phone calls to parents, consult grade level team on issues of the day

Elementary Special Day Class Teacher

Mild/Moderate

7:30 - 7:40 Check in, turn on heat, ready classroom, pick-up student breakfasts

7:40 - 8:00 Be out front to gather students from drop off and bus. (No paras until 8:00)

8:00 - 9:45 Classwork (whole group, small group, individual)

9:45 - 9:55 Student snack

9:55 - 10:10 Student recess, run to bathroom, set up next lessons, phone calls, any other business needed

10:10 - 11:20 Classwork (whole group, small group, individual)

11:20 - 11:50 Lunch (eat, phone calls, speak with gen ed, etc)

11:50 - 1:05 Classwork (whole group, small group, individual)

1:05 - 1:20 Recess yard duty

1:20 - 2:25 Classwork (whole group, small group, individual)

2:25 - 3:00 Lesson plan, IEP work, scheduling, collaboration with other specialists/gen ed teachers, IEP meetings, Special Ed Dept. meetings, trainings, contacting parents, SQS plans, progress reports, IS Contracts, Para schedules and lesson plans, etc.

Have 50 minutes 2X per week when students are at PE. Use for assessments, planning, and IEP writing/processing.

Counselors

- **8:15 - 8:40** Meet with students (schedule changes, asking to meet later in the day, or having a rough morning) and/or consult with staff
- **8:40 - 8:50** Daily check-in/check-out meeting with designated students (at one point I had 5 students)
- **8:50 - 9:10** Meet with student who requested meeting via online form (could be academic or social emotional)
- **9:15 - 9:45** Social emotional weekly counseling session with student
- **9:50 - 10:20** Respond to phone call from a teacher that a student is crying in their classroom
- **10:20 - 10:45** Meet with student who is having an issue with another student and schedule a conflict resolution for later that day
- **10:45 - 11:10** Teach PRIDE advisory class (Class dedicated to social emotional topics)
- **11:15 - 11:45** Social emotional weekly counseling session with student
- **11:50 - 12:20** Respond to a classroom call and meet with student who is experiencing a crisis
- **12:25 - 12:40** Meet with student's parent, to discuss incident and next steps (resources, counseling, referral options)
- **12:40 - 1:00** Lunch
- **1:00 - 1:05** Meet with student to offer conflict resolution with another student and get them on board with the idea
- **1:05 - 1:25** Hold conflict resolution between two students
- **1:25 - 1:35** Meet with admin to discuss conflict resolution
- **1:40 - 2:00** Meet with student that is close to having a breakdown
- **2:00 - 2:15** Check in with student that is experiencing bullying
- **2:15 - 2:25** Collaborate with admin for next steps (schedule change, conflict resolution, disciplinary action)
- **2:30 - 2:50** Meet with student that filled out a counselor request form (could be academic or social emotional)
- **2:50 - 3:29** Meet with any last minute students, prepare for SST/504's, work on updating virtual wellness website, create schedules for new students
- **3:29-3:45** Greet students as they leave for the day
- **3:45 - 5:00** Facilitate and hold SST or 504 meetings, prepare for upcoming social emotional sessions with students, consult with staff after school, phone calls with parents who are busy during the school day

Social Worker

- Provide short term individual student support during school hours
- Classroom presentations per teacher request or site need
- Link families to outside resources when needed
- Parent/Staff consultation
- Collaborate with administrators on student/site needs
- Participate in student support team meetings as needed
- Facilitate weekly student support groups
- Crisis counseling when needed



Elementary PE

- **7:20 - 7:50** - Set up equipment for a full day of PE at all levels Kinder through 7th grade.
- **8:00 - 8:30** - 20 students from each of three 5th grade classrooms as the teacher works with small reading groups. They will trade off the next day and continue that rotation to get their 200 minutes of PE time for every 10 days. (Total of 60 students each day.)
- **8:30 - 9:00** - Same rotation as above with the 4th grade classes. (50-60 students per day)
- **9:00-9:15** - Change PE equipment for Kinder and 1st grade next. Run to the bathroom.
- **9:15 - 9:40** - ½ of each of three kindergarten classes while Kinder teachers & PAF intervention implement in small reading groups. (42-45 students per day)
- **9:40 - 10:05**- Second ½ of Kinder for a repeat of the above. (42 - 45 students per day)
- **10:05-10:30**- ½ of each of three First grade classes while teacher & PAF intervention implements small reading groups. (42 - 45 students per day)
- **10:30-11:00**- Second ½ of each of three First grade classes. Repeat previous lesson. (42 - 45 students per day)
- **11:00-11:30** - 30 minute duty free lunch
- **11:35-12:10** - ½ of each of three 2nd grade classes, while teachers & PAF intervention implement small reading groups. (36 students per day)
- **12:10-12:40**- ½ of each of three 2nd grade classes, Repeat above lesson (36 students per day)
- **12:40-1:10** - ½ of each of three 3rd grade classes while teachers & PAF intervention implement small reading groups. (36 students per day) Alternate every other day. ALL third grade together on Thursdays (75 students). To make sure and get their 200 minutes of PE in every 10 days.
- **1:10-1:20** - Equipment change for Jr. High PE
- **1:20 - 2:05** - 6th and 7th grade PE daily - (60 students)
- **2:05-2:15** - Yard duty
- **2:15 - 2:50** Grades, parent contacts, discussions with classroom teachers, calculate running, club awards and printouts, equipment maintenance, lesson planning, etc.

Middle School PE Teachers (Maze, HDLA RSJ, Rancho Santana, CAL/AAA)

- Designs and implements unique and dynamic curriculum that not only maintains the well established “best practices” of our discipline, including psychomotor (physical), cognitive, and affective (SEL) domains, as well as meets the extensive list of state frameworks, but also does so in accordance with seemingly ever changing covid protocols to ensure student safety remains paramount
- This year in addition to this primary function, collectively we also:
 - Teach and support advisory classes daily
 - Substitute teach classes during our prep period often
 - Complete independent study contracts for, in some cases, well over a hundred students and counting
 - Run lunchtime activities programs to replace after school sports
 - Maintain and disinfect equipment
 - Provide yard coverage bi-weekly, and occasionally when asked due to lack of supervision caused by covid related absences
 - Work on site level teams such as PBIS and CSI, and providing multi tiered support to target students
 - Create and facilitate lesson plans for colleagues that are out on sick leave
 - Absorb middle school grade levels at elementary sites, in addition to tk-5 curriculum
 - Serves as only Gen-Ed teacher for a number of special education students for completing IEPs and 504s
- We do all this and more, all while advocating for our jobs with the news that our district has once again decided to cut the program we love and have dedicated our lives to teaching

How PE Benefits Children



Social Emotional Learning (SEL)

PE guides . . .

- students to play together, meet new friends, problem solve with each other,
- Elementary PE provides an important opportunity for special education students and SOAR students to be mainstreamed into General Education.
- Elementary sites must have a standards based PE minute equaling 200 minutes every 10 days of school. 6th, 7th & 8th adhere to Elementary minutes when at an elementary site. Middle school PE minutes are 400 minutes every 10 days.
- PE teachers support the 6th, 7th & 8th grade teachers allowing for their 1 hour of prep time per day while their students are at PE.
- PE teachers are on the yard all throughout the day so teachers can send a student out that may need a lap to refocus, they check-in with PE teacher and take their laps and pick up their pass and return to class.

Additional Benefits of PE

- Offers opportunity for students to receive **targeted intervention** without missing valued classroom instruction
- Offers both special education and EL students with full general education immersion opportunities with higher likelihood of success
- Explicitly takes **SEL** from programs like Emozi off of the page and into the real world, where students must learn to work together towards common goals in opposition of other students with pre-established rules while maintaining positive attitudes, problem solving, and resolving conflicts
- **Quality PE programs have been linked to:**
 - Improved “academic” performance
 - Better health outcomes (including immune system function)
 - Higher student affect towards school in general
 - Enhanced classroom instruction due to increased planning time

In summary, as a collective, we are here for

- ★ Our STUDENTS
- ★ Our COMMUNITY
- ★ Our COLLEAGUES
- ★ Our FAMILIES
- ★ Our FUTURE





THANKS!

Does anyone have any
questions?

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