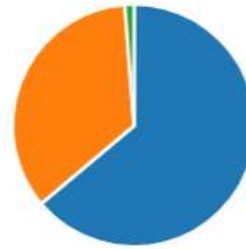


District Staff – Reopening Survey Results (7/9/20- 490 responses)

1. Please select the category that best fits your job assignment

[More Details](#)

● Professional Staff	313
● Support Staff	171
● Non-affiliated	6



2. Relative to your personal health and safety, do you have any significant concerns regarding returning to your school/district based job?

[More Details](#)

● Yes	277
● No	213



3. If yes, please identify your top three concerns

[More Details](#)

286

Responses

Question #3 Responses

I live w individuals who have compromised immune systems
My health—I do not want to contract COVID
Being a danger to my compromised parents as I am the one who deals with all things around their house and provides support especially if lock-downs return and they need me more than they already do.
everyone needs to wear face coverings and keep social distance
I live with a high risk individual
NA
1. everyone remembering to stay 6 ft. apart 2. adequate supplies (masks, sanitizer and wipes for my office space) 3. that's it really
At risk family members.
I have asthma and the difficulty social distancing kindergarten students

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<p>1) lack of PPE and cleaning supplies for students and staff 2) meager ventilation in an aging building 3) exposure to hundreds of people after strictly adhering to social distancing and staying at home since March</p>
<p>Exposure to Covid. Stress and cost of repeatedly testing. Stress of keeping everyone safe.</p>
<p>age, close proximity working with students,</p>
<p>1. being in an enclosed space with coworkers 2. Air conditioning units spreading the virus to my area 3. Being uncomfortable and hot wearing a mask all day, answering phones with mask on</p>
<p>1. Getting sick 2. Getting someone in my family sick 3. Trying to teach while making sure kids are keeping 3 feet apart with their masks on.</p>
<p>Can we keep students safe, can we keep staff safe and can we do all of this while still providing meaningful educational experiences</p>
<p>Childcare</p>
<p>1. Transmitting to family members 2. Ability to keep students 6 feet apart 3. Class size</p>
<p>Over 60</p>
<p>Social distancing anywhere in the building Lunch room Wearing masks all day</p>
<p>Students coming to school prior to showing symptoms Students coming to school with symptoms. Parents sending children back too soon, who have been sick.</p>
<p>Having space from students, people wearing masks, Cafeteria and bussing.</p>
<p>Putting family members at risk.</p>
<p>Getting COVID-19 (I have 2 underlying conditions) Getting family members sick (2 have an underlying condition) MHS students not complying with masks or social distancing on bus, in hallways, in classroom, in cafeteria, or outside school grounds.</p>
<p>High blood pressure, kids and wife with asthma, general concern about reopening with elderly parents and serious and unknown dangers of COVID in general.</p>
<p>We wear masks and people stay home if sick.</p>
<p>If we go full-time before Covid19 subsides:</p> <p>Getting sick with Covid19 Health Impaired Close Relatives Pregnant Close Relatives Quality of personal life if working full-time during covid19 number increases</p>

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<ul style="list-style-type: none">- 13 people in CO is too many at one time.- I would like masks to be worn (except when alone in own office area)- close quarters in front office is a major concern (postage meter, files requiring to be in other people's spaces)
Contracting Covid and passing it to family/colleagues
Nothing significant right now, but wanting to have a child soon so may be concerned down the road
Expose to virus and transmitting it to my family.
<ol style="list-style-type: none">1. Ability to frequently clean and sanitize all surfaces throughout the school day while students and teachers are working.2. Staff and students coming into school sick. Will there be temperature checks? Attestation forms?3. Keeping staff and students safe during the day. What will the protocol be for students who refuse to wear a mask? What is the response to families who do not want their student to wear a mask or keep social distance?
6 ft apart Masks Kids mental health
My wife is in a high risk group because she is immune compromised. I am concerned that students will not take mask-wearing requirements seriously. I am concerned that staff may also not take requirements seriously.
Would everyone take universal precautions? How would we be able to social distance? How would it be handled if someone tests positive for COVID 19?
staff & students following guidelines in and out of school. adequate space for social distancing transmitting COVID 19 to family, especially elderly caregivers
With underlying health concerns, being in a building that is populated more than the handful of people I see during the summer months is concerning.
<p>I have been keeping to myself and wearing a mask/gloves etc... I don't feel comfortable pulling so many people back into a building, even if we are spread out. The MYA had soccer players state that they couldn't be near anyone from MA because that was a concern. We have a lot of families that work in MA. If we go hybrid, we will be exposed to two groups of children and who knows where they will be on their "off days". I have a situation at home where I can not bring germs home to a family member. I know people who have passed away, people who currently have COVID and it's BAD.</p> <p>I have asthma and my concern is being exposed to so many people and bringing it home to other compromised family members in my house. Elementary students have a hard enough time covering a sneeze, cough etc.. I see wearing a mask difficult.</p>

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<p>I don't want to touch/correct papers that children have handled. Air quality in the building</p>
<p>Not enough room for social distancing. Having to wear masks. Students not following protocol.</p>
<ol style="list-style-type: none"> 1. I have an autoimmune disease and am worried about how it may increase my susceptibility. 2. i am concerned about transmitting COVID to health-compromised family members.
<ol style="list-style-type: none"> 1. Procedures for if I get sick or if a student gets sick and bringing it hone to my family. 2. Cleaning procedures: what products are being used, how will it be maintained, student restrooms?? 3. Face masks? Will it be maintained? Ages? Older students I think it should they should be required.
<p>My children have weak immune systems so I fear of contracting the virus where I am in close proximity to my students. I fear for the health of the immuno-compromised students.</p>
<p>I will be returning to the school year pregnant</p>
<p>I'm in the high risk category so I have real concerns about being inside working with students.</p>
<p>Close contact and flu season</p>
<p>Getting sick when teaching Bringing sickness home to my family Being able to do my job correctly/effectively amid fears, illnesses, absences, etc</p>
<ol style="list-style-type: none"> 1. I have autoimmune issues and asthma. 2. We don't know what the students have been exposed to or where their parents work. 3. The air quality in the building and keeping everything germ free with young children.
<p>Spreading of germs. Wearing a mask. Loss of control</p>
<p>Will district be providing masks/shields etc. for us to keep us safe? What happens if we get sick? How is this covered? How will we get subs? Will cleaning supplies be supplied and when will this occur?</p>
<p>Exposure to non symptomatic student</p>
<p>Asymptomatic spread of COVID 19 Unknowingly infecting a vulnerable family member That some people will refuse to wear masks and will spread COVID 19</p>
<p>1. I live with a family member in the high risk category. I have been self-quarantined with family since March, and I do not want to risk exposure in returning to work. 2. I do not believe staff and students will be able to have in-person classes and services without putting each other at risk. 3. I don't think I can do my job well when I am so concerned about being physically distant for the sake of my loved one.</p>
<p>Myself and family members are at high risk Wearing masks all day will be an issue Social distancing</p>
<p>Family Health, Personal Health, childcare</p>
<p>I live with 2 significantly compromised people and I don't want to put them at risk by bringing something home to them.</p>
<ol style="list-style-type: none"> 1. getting covid and getting really sick and dying 2. Bringing covid home to a family member

District Staff – Reopening Survey Results (7/9/20- 490 responses)

<p>Social distancing will be hard due to:</p> <ol style="list-style-type: none"> 1. working in close proximity/hands-on with special ed students 2. physical aggression/having to restrain students <p>And</p> <ol style="list-style-type: none"> 3. catching the virus from asymptomatic children
<p>I am an asthmatic.</p>
<p>I worry about infection- how are the buildings going to be cleaned between cohorts- if teachers are present all days, they are exposed to all students- uniform procedures that everyone follows for safety- can we ensure this will happen?</p>
<p>Social distancing protocols Ability to deliver education effectively Cleaning protocols</p>
<ol style="list-style-type: none"> 1. Sick kids being sent to school and spreading 2. Enough cleaning equipment to make the classroom safe. 3. What it will look like if we are exposed. Sick time and quarantining.
<ol style="list-style-type: none"> 1. The safety of my family. 2. Students and Staff not practicing social distancing while outside the building and possibly spreading the virus while at work.
<p>I have an older mother-in-law who lives in the "in-law" apartment downstairs; I just have to limit my contact with her when I go back to work on school grounds.</p>
<p>I am highly at risk with having MS. I'd like there to be more knowledge and a vaccine in place. I'm happy to come to work with a mask while practicing social distancing with part of our students at a time.</p>
<p>Catching COVID when not all take it seriously, how to provide safe social distancing in all areas of building (we don't even have staff only bathrooms that are accessible to all), need for testing anyone that enters building</p>
<p>Bringing something home to my asthmatic daughter and husband who is in a high risk category.</p>
<p>Lowered Immune system due to medical treatments. Help to take care of ill parent.</p>
<p>contracting Covid-19 being a carrier without knowing concerns about how to work with students while social distancing</p>
<ol style="list-style-type: none"> 1. Unknown affects of the virus should it be contracted. 2. Bringing the virus home to one of my family members.
<p>I only have one. Being exposed every day to countless people when you don't know how careful they are being, if at all. I would still come to work but would constantly be waiting for the shoe to drop.</p>
<ol style="list-style-type: none"> 1. my husband is diabetic, therefore medically fragile 2. having to wear a mask all day and not getting a break from the face covering...risks with wearing it for such long periods of time 3. Substitute coverage for teachers- what would the protocol look like? There is already a shortage....

District Staff – Reopening Survey Results (7/9/20- 490 responses)

<ol style="list-style-type: none">1) My husband has serious respiratory issues-- concern with him being exposed.2) Concern for immuno -compromised students and staff3) Concern about sustained the necessary protocols for a long period of time
<p>-Concerned about my exposure to those who may unknowingly be positive, as I will have newborn grandchild at time of school opening.</p> <p>-Concerned that the hot buildings/rooms and serious lack of air circulation will make wearing masks all day extremely difficult for both students and staff as we return in August and September.</p> <p>-How will we screen/test students and staff reliably and on a frequent enough basis to screen out those who may be positive prior to and after the start of school? How often will screenings take place? How will we know if anyone (staff/student) tests positive? Will we be relying on them to self-report? What will the return/quarantine policy be? How will it be enforced?</p>
<p>Spouse with a heart condition. Medically fragile parents. Medically fragile in-laws.</p>
<p>Social distancing would be impossible</p> <p>Students NOT wearing masks</p> <p>Asthmatic, 60's</p>
<p>As attending in-person school has already proven since the existence of in-person school, the close proximity of so many people increases the chances of catching colds and other illnesses passed through touch and airborne particles/droplets. People will continue to get colds, have allergies, experience headaches and the like, and under what I would think the new guidelines would be, this would preclude them from attending school that day. Trying to return to in-person classes so soon will likely be more disruptive to learning than if a student who has the sniffles is able to access class content via the internet. This promotes rest for quicker healing, and takes away the possibility of spreading germs.</p> <p>In addition, persons of advanced age may feel uncomfortable returning, and it may leave the district understaffed. Are substitutes still going to be allowed into the buildings? If a staff person is feeling unwell, would the new protocol be to stay home to be on the safe side? Will absences for both staff and students be manageable?</p> <p>There are many people who will likely not comply with mask wearing, or be unable to cognitively understand the necessity, or even possibly have an existing health condition that doesn't allow them to wear one. Students will probably not wear them on the bus, and that is something that won't be enforceable in a realistic setting. What about students who can't afford a mask, don't have access to *clean* masks, or forget their mask on a daily basis?</p> <p>My concerns are not really for myself, but rather for the students and staff with higher susceptibility to catch this sometimes fatal virus.</p>
<p>I have asthma and a weakened immune system. If cases spike high again I would be concerned. As of right now I would be comfortable returning to work with mask wearing.</p>
<ol style="list-style-type: none">1) Will wearing a face mask be mandatory and practiced.2) Covid is more airborne and sustained in the air longer, so 6 feet may not be enough distance to prevent transmission, how will the school ventilate and disinfect the building.3) Will protective equipment be provided.

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<p>1) Contracting COVID. 2) The difficulty that would be involved in having students wear masks and practice social distancing. 3) The difficulty special ed students will have in understanding the situation, ie acting out aggressively.</p>
<p>My mother has MS and is on two different immune suppressant medications. She lives with me.</p>
<p>-My childcare is my 80 year old mother, and I'm not incredibly comfortable with the idea of bringing home contagions to her. -At the high school, students typically change classes and move from classroom to classroom. This means that one infected student could potentially infect up to eight teachers. -How on earth will lunches work at the high school?</p>
<p>age</p>
<p>I am in a higher risk group and I practice social distancing and wear a mask consistently and will continue to do so. My office is large enough to allow for this. However, I am concerned for our administrative assistants and we will need to reconfigure the office. The "drop-in" nature of our work will need to be re-examined.</p>
<p>Masks must be worn Training on proper mask application and removal and proper hand hygiene</p>
<p>1. Contact Tracing 2. Small Class Sizes Under 10 Students 3. Teachers Fearing for their safety.</p>
<p>Catching COVID-19 Transmitting COVID-19 to my family members Having adequate protection on the job</p>
<p>My spouse has a compromised health issue.</p>
<p>1.) Will there be an option for immunocompromised staff to remain remote? 2.) What additional responsibilities/financial implications will be placed on staff members (i.e. cleaning, PPE, cleaning supplies, remote teaching in addition to in person teaching (two jobs for one salary as some students will, undoubtedly, stay home due to medical issues or parental preference), remote learning supplies (teachers had to invest a lot of their own money in the spring that was not reimbursed), etc.) 3.) What safeguards will be in place to protect staff and students? What is the contingency plan should these safeguards fail/a surge returns.</p>
<p>1.No vaccine yet. 2. People will make each other sick. 3. The school isn't built for social distancing.</p>
<p>Yes, I have an 87 year old mother and pregnant daughter with a 4 year old that I have daily contact with and my concern would be that I would be exposed to the virus from students and pass it along to my mother and daughter.</p>
<p>1. Physical safety of areas surrounding the main office desks. Using partitions and gates to shield office desks from the sitting area, that students and parents use. 2. Personal safety of main office. How to limit the number of staff/students allowed in the main office at once. It tends to be an area where staff congregates and picks up their mail and students coming in for various reasons. 3. How to keep the phone and chairs in the sitting area, that students/parents use, disinfected on a regular basis during school hours.</p>

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I am over 60, and my husband is over 60 and immune compromised.
Although my health is good I have a daughter with cerebral palsy who is immune compromised and my other daughter works in an assisted living facility. My sister in law is currently undergoing cancer treatment so my concern is that I can be infected and carry the virus to the others I just mentioned which can have devastating effects. Just say I get it from a student or colleague and I carry it to my daughter who then unknowingly brings it to work. Now dozens of elderly and immune compromised residents can get infected.
<ol style="list-style-type: none"> 1. Age of people with whom I share a home. 2. Age of people I have to interact with outside of my home.
<p>My age/health and the age/health of my husband. I was sick last winter numerous times after children shared their sneezes and coughs.</p> <p>Exposure to too many people. I haven't even seen my local grandchildren since March, and do not go to restaurants or stores at all.</p> <p>The ability for the schools to clean the air, now that it has been proven that the virus can be airborne.</p>
<ul style="list-style-type: none"> -how to work one on one with students safely -health and safety of my family if I am exposed -sick day policies as they are related to covid (eg can I still work if quarantined)
<p>Hybrid models may as well be full time. Personally, I feel it should either be full time or completely remote. If there are no serious consequences, then students are not going to comply to social distance rules. As a parent, I know that kids are not always aware of their impact. I am honestly concerned for my wellbeing. One student's disregard could put my own family at risk. Don't get me wrong...I love my job but this is a "very unique" situation. That said, I want 100% full return, but I'm not sure the state/country is ready...if not, then full remote learning...hybrid makes zero sense to me.</p>
Chance of the virus spreading among staff & students. Difficulty in keeping masks on students.
<p>Physical space that is shared by staff/students</p> <p>Keeping students distanced from one another and still be able to be in a collaborative, supportive environment</p> <p>Wearing a mask all day is not ideal or practical to be teaching with</p>
- making sure we are properly equipped to remain safe
<p>Social distancing enforced by staff and that the custodians are really meticulous with their cleaning, and that staff are supplied with cleaning supplies for their spaces.</p>
<ol style="list-style-type: none"> 1. People not observing social distancing. 2. People not wearing masks correctly (over mouth and nose) 3. People not following the one ways, if implemented.
<p>Ability to social distance</p> <p>Willingness of students to wear face masks</p> <p>Students being asymptomatic and carrying the virus</p>
Parents sending their kids into school sick, proper hygiene
<p>Students coming to school when they are sick</p> <p>Students' family members being sick and students carrying it</p> <p>Lack of hand sanitizer, wipes, etc.</p>

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<p>As I am a high school teacher, my primary concern is whether or not the students will guidelines that are implemented to help reduce the risk of contagion (such as wearing masks [Could not wearing a mask be the new way of showing defiance?], social distancing while in the building, washing hands, etc.).</p> <p>I am also concerned about having limited space in my classroom to spread out student desks and the quality of the ventilation system in the building.</p>
<p>Transmission of Covid virus between students Exposure to Covid virus/ will district/school provided PPE (or: face shields, masks) Exposing high risk daughter living with me to the virus if she cannot be kept at home and would need to attend daycare</p>
<p>1. Air flow/ventilation in building 2. Use of shared bathrooms (latest Covid-19 research) - virus passed through air and water particulates 3.Lack of everyone wearing masks and ability to social distance (diagnosis of cancer in the past two years and my age makes me feel vulnerable)</p>
<p>1. Being exposed to Covid-19. 2. Exposing others to Covid-19. 3. Becoming asymptomatic and exposing vulnerable family members to Covid-19.</p>
<p>1. Safety for everyone (staff & students) 2. The support to provide the safety of staff & students 3. Additional staff to support staff to enforce the Covid-19 guidelines</p>
<p>Over age 65, so health risk is higher than average Crowded workspace (limited ability to social-distance from co-workers) Sanitization of workplace</p>
<p>Shared Office Space Poor Ventilaition</p>
<p>I personally do not have health concerns, but I am concerned for the health and safety of those around me. In particular I have a family member close to me at risk of COVID due to a recent amputation.</p>
<p>Newborn at home.</p>
<p>My daughter and husband are both asthmatic</p>
<p>I have asthma, ability to wear mask and be heard Sanitation of the building Students not adhering to social distancing outside of school, which I know a large group did not to date.</p>
<p>The increase in the spread of the virus. Coming in contact with the virus and bringing it home to very small children. Prolonging the virus</p>
<p>Classrooms are too small and class sizes to big to safely social distance. I risk getting infected and bringing it home to my family. What happens if I get sick? Is there a substitute available and will they do the planning? What if I am sick longer than 2 weeks?</p>
<p>Potential exposure to Covid 19 from contact with students Potential exposure to Covid 19 from staff Potential for me to unknowingly expose others to Covid 19 if I were to get it</p>

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Getting covid 19!
<ol style="list-style-type: none"> 1. Getting sick. 2. Family getting sick from me. 3. If going back, there is a concern that social distancing measures would not be taken seriously.
My husband has a heart condition and I don't want to bring the coronavirus home from school
I am not so concerned for myself but my husband has several underlying conditions which puts him at risk.
<ol style="list-style-type: none"> 1. People not wearing masks and not social distancing. 2. How will bathrooms be cleaned Since numerous staff must share them? (Will there be supplies for each person to sanitize them, etc?) 3. What happens if someone in the building tests positive? Will entire school have to quarantine?
<ol style="list-style-type: none"> 1) All about social distancing.....I believe masks are most important, as well as keeping the six foot distance and I wonder how that can possibly be enforced in school. I fear I will not be able to protect myself. 2) My office is small, but has a great deal of traffic. This concerns me. 3) Both my husband and I are considered to be in "at-risk" categories. During the last few months, my husband and I have been so diligent in being cautious and we still avoid shopping, church, and all the "essential" places we visited before. We are still very strict about seeing even our own son and his family.
I'm immune compromised and worried about being around the kids, & how things will remain sanitized.
<ol style="list-style-type: none"> 1. What happens if the remote learning schedule of my own children in the district that I reside conflicts with Merrimack? 2. Are the safety measures and protocols that we are expected follow going to be realistic and manageable? We are educators, not nurses. 3. Will the demands from our own admin be flexible based on the new guidelines set forth for the new school year. The expectations within our schools can not be business as usual given that we are in a pandemic.
NA
Air system is an huge issue with the virus transmission.
<ol style="list-style-type: none"> 1. The students I work with have sensory issues. How will the school enforce the mask protocol? 2. How will you enforce parents dropping off sick students?
<ol style="list-style-type: none"> 1. Exposure: passing onto family members with immune deficiency that I interact with daily. 2. My ability to safely perform my duties as a paraprofessional for myself, students, and colleagues. 3. The possibility of a resurgence that is being projected for the fall/winter season.
Age
Autoimmune issues
Asthma
How do we define general sickness and enforce safety protocols?
<ol style="list-style-type: none"> 1. PPE gear/face shields being provided 2. Gloves and sanitation spray for desks, doors, etc. 3. Bathroom usage
My own health as I have an auto immune disease. My families health, as I could possibly bring COVID-19 home to them.
<ol style="list-style-type: none"> 1. Sustainment of safety protocols regarding masks/large crowds 2. Risking transmission to family members 3. Proper air circulation in the building

District Staff – Reopening Survey Results (7/9/20- 490 responses)

<p>Exposure to Covid 19 virus Social distancing...how can this be done Requirement of all in building to wear masks</p>
<p>medically compromised family member medically compromised</p>
<p>My daughter is high risk, both of returning to school settings is concerning, but necessary.</p>
<ol style="list-style-type: none"> 1. The sheer number of students I will see in a day concerns me the most; especially when we can't control where those students go outside of school or how many of them are sick. 2. Impossibility to appropriately social distance with full classrooms 3. Concerns about adequacy of ventilation and sanitization systems.
<p>My exposure to a significant number of adults (and students) who might be asymptomatic and spread COVID-19, even with masks, distancing, washing hands, etc.</p>
<p>Students came to school sick and with fevers before covid-19. Students and staff need to practice good hygiene and have supplies available to facilitate this and frequent cleaning of surfaces.</p>
<ol style="list-style-type: none"> 1. Going home at the end of the day, being an asymptomatic carrier of COVID-19, and living with a family member who has a pre-existing condition that places them in a higher risk group. Truly, I am absolutely terrified of this happening by accident and have been abundantly cautious this spring and summer. 2. Not having enough appropriate PPE materials (face masks, face shields, gloves, etc.) provided and required for all staff members to use/wear (barring any documented health conditions that would make wearing these materials difficult/not appropriate). Also, not having adequate cleaning supplies provided to teachers to use in the classroom when needed (hand sanitizer, disinfecting wipes, etc.). 3. Not having and enforcing a mandatory mask rule for students and visitors coming into the school buildings.
<p>My personal childcare coverage. Wearing of masks all day.</p>
<p>Contracting Covid-19. Spreading Covid-19 to my family. Spreading Covid-19 to staff and students.</p>
<ol style="list-style-type: none"> 1. Having staff and students infected, bringing it home to their families, and being out for extended periods of time. I have immune compromised children at home and am fearful to bring this home. 2. I worry about the social emotional effect of social distancing, school looking "scary" and not wanting to come to school, or creating a negative image of school. I imagine it being traumatic and difficult for a large population of students, especially if it is their first school experience. 3. At the early childhood age setting prek, K, first, I believe it will be extremely challenging to maintain social distance, clean manipulatives and spaces, and make the students feel safe and secure when there is social distancing. Often times in Prek and K students arrive crying and upset as it is and teachers are able to hug them hold their hands and comfort them. That will be a huge challenge for students with social distancing in place.
<p>Worried about being exposed to 500+ students per week as a specialist.</p>
<p>I'm pregnant</p>
<ol style="list-style-type: none"> 1. Contracting COVID - what happens if I contract the virus from school? 2. Not having enough supplies to maintain standards (disinfectant, soap, gloves, masks) 3. Having students comply with directions to use masks/disinfectant/distancing, especially when parents might be politically opposed to those things.

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<p>Lack of masks Inadequate cleaning Crowding</p>
<p>Cleaning Contact Older coworkers</p>
<p>After working at an in-person summer camp, although I do not have serious concerns, I am looking for some precautions that will protect me, my family, and my other students: 1. I worry that parents will not support safe habits and will send their children to school without following safe standards (e.g. not wanting to wear a mask, with an illness, with a fever, after knowingly coming into contact etc.) 2. I worry that I will not have the sufficient equipment or space for my students and me to feel safe (e.g. sufficient disinfecting supplies, enough space and materials for students to actively participate without risking others' safety) 3. I worry that, if I come into contact, I will not be able to come back to work if I am required to quarantine</p>
<p>My age leaves me at risk for Covid. Students may not follow protocol for masks. Students' hygiene is questionable at the best of times!</p>
<ul style="list-style-type: none"> -ensuring compliance among students & staff with mask wearing -ensuring compliance about social distancing when it comes to elementary students -contingency plans if an outbreak occurs in my building
<p>I don't want to bring the virus home to my family.</p>
<p>How will classrooms and supplies be sanitized and what safety measures will be put into place.</p>
<p>Getting sick and contaminating vulnerable family members</p>
<p>Provided masks are worn</p>
<p>1 - will not be able to sufficiently socially distance in my small work space with one or multiple students as required with my job 2 - being indoors with students and the challenges to have them adhere to masks/distancing (and for staff to adhere to distancing as well) 3 - I have an auto-immune disease and am on immunosuppressant medication and am high risk</p>
<p>I have a low blood count that I get sick very easy</p>
<p>Keeping kids or staff home if sick</p>
<p>Masks Hand sanitizer Antibacterial wipes If these items are in supply, I have no problem with returning to school.</p>
<p>Transmission of Covid virus Exposure to Covid Virus Difficulty maintaining social distancing and mask safety in a school setting.</p>
<p>Other people not respecting "social distancing" and wearing masks to keep me protected from them. Casual interacting in common areas that leave bacteria My "underlying conditions" and age put me at high risk of dire results if I get covid-19</p>

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<p>1. my health(I have asthma)</p> <p>2. how to manage the frequent illnesses that circulate through our program in late fall, winter and spring</p> <p>3. how to do speech therapy with masks in place</p>
<p>1. Being a high risk due to health issues, if contract COVID from a student or staff will extra sick leave be provided? Will medical leave be covered to provide for family finances if I or other staff needs to be hospitalized or out of work for a long period of time?</p> <p>2. Stress of the job and new circumstances, especially if going hybrid is a huge concern for mental health and burn out.</p> <p>3. Concern of bringing home germs to family, which is another concern of hybrid model as I will be unable to have family assist with childcare due to germs, cost of child care and defeats purpose of only going to school 2 days if my kids will be exposed to more germs through childcare.</p>
<p>While my husband is considered high risk, as long as proper protocols are followed, I have no issues or concerns about being in the school buildings. I feel quite safe there.</p>
<p>Exposure to Covid19</p> <p>Ability to social distance</p> <p>Need to wear masks</p>
<p>1.Covid is now known to cause lung, heart, kidney, brain, and clotting system complications. And that’s just what we know about the immediate effects. We have no idea — NONE — what the longer term effects might be. I am not willing to risk the health and vitality of my kids to find out what those long term side effects might be</p> <p>2.morbidity vs mortality. Yes, very few children actually die of covid. BUT many young people still get very very sick. Intubated. Put on ecmo. Pediatric multisystem inflammatory syndrome. Kawasaki-like illness with coronary artery aneurysms. These are serious issues with long term effects. Just because covid doesnt kill you; it doesn’t mean you will ever be quite the same either.</p> <p>3.the teachers and staff. After cautiously sheltering in place for months, we are now asking them to basically jump into the lions den and interact with hundreds of children with thousands of household contacts. The more exposure you have, the more risk you have. we WILL see teachers and bus drivers and cafeteria workers and other staff — and their family members— who get sick and die.</p> <p>4. If the kids go back to school and interact with dozens of kids from dozens of homes, the risk to staff, students and families increases exponentially.</p>
<p>1- spreading Covid-19 to my family including my elderly parents that used to watch my baby girl during the school year</p> <p>2- getting Covid-19</p> <p>3- I don’t have anyone to watch my daughter if we return to school because my parents are concerned that I could spread Covid-19 to them from being at school</p>
<p>I have a family member with a medical condition that is at high risk for complications if they get COVID-19 due to a compromised immune system. I work with Preschool children who do not understand and are not able to follow social distancing guidelines and require help in health and hygiene which can lead to exposure.</p>
<p>My personal safety contacting the illness because I have a compromised immune system</p> <p>Contracting the illness and passing it to family with compromised immune systems</p>

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<p>Leave time if me or family were to get COVID Masks should be worn</p>
<p>I would be very concerned returning to work due to health concerns with my family. One family member in our household has a compromised immune system along with Asthma, and I myself have Asthma with a long history of Bronchitis and Pneumonia. Especially not knowing what safety measures, if any, are being taken at each students home and with their families.</p>
<ol style="list-style-type: none"> 1. contracting virus and bringing it home to family members 2. work with young special education students who are unable to maintain social distance, wear masks, cover mouth and nose when coughing and sneezing, or keep hands out of mouth. 3. parents sending children to school sick
<p>I'm in a high risk category. I have difficulty breathing with a mask. I don't feel qualified to teach virtually and be effective.</p>
<p>I believe that going back is what's best for the kids, however I do have some worries:</p> <ol style="list-style-type: none"> 1. The risk of catching/spreading the virus increases if we go back without a vaccine and I worry about spreading it to my family. 2. The ability of elementary students to wear masks/take safety precautions
<p>I have risk factors for Covid, and am concerned about the safety/cleanliness of the in school environment.</p>
<p>Depending on the trend of the numbers in the fall, I am concerned about the uncertainty of where the virus can go when a person tests positive (e.g. Broadway start, Nick Cordero- 41 years of age). There are clearly risk factors, but we have also seen that COVID does not discriminate.</p> <p>I would also be concerned about being positive (symptomatic or asymptomatic) and potentially passing it on to someone else.</p>
<ul style="list-style-type: none"> -contracting Covid-19 -being unable to provide the best possible environment for my students -becoming overworked from being asked to teach remotely and in person
<p>Asthma, closeness of teachers and students in public schools, cleanliness of school buildings and buses</p>
<ol style="list-style-type: none"> 1. Fear of bringing COVID-19 home to my family. 2. I have some of the underlying conditions that make COVID more dangerous if I contract the virus myself.
<p>Inadequate ventilation in the school building and getting sick</p>
<p>Top 2 mostly related to mental health: My ability to balance a hybrid model and be "enough" for those I encounter in the course of my day... parents, students, admin/supervisors and more importantly my own family. Mental health and well being Cross contamination between home and school</p>
<p>Working with small children, very hard to properly social distance.</p>
<p>Contracting Covid -19 and dying Contracting Covid-19 and suffering underlying lung damage/ health complications that may affect me</p>

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<p>later in life Being responsible for infecting a student or colleague.</p>
<p>Health, student, family and the elevated risk of spreading COVID</p>
<p>I'm willing to return but I live with someone in the high risk category for Covid and this gives me pause. I would be more Comfortable with smaller groups, social distancing and sanitizing protocol.</p>
<p>exposure to COVID 19 PPE availability and requirements (if any)</p>
<p>Elderly parents that I care for.</p>
<p>The age group I work with. Will all staff be able to comply with health precautions? Are students at the elementary level able to comply with health precautions and social distancing?</p>
<p>Unintentional exposure that could impact my personal health (though I am low-risk) or, more importantly, that of my family/friends who are higher risk.</p>
<ol style="list-style-type: none"> 1. Getting infected with Covid-19 2. Infecting someone else with Covid-19 (my fiancée is an RN working with Covid+ patients) 3. Staff and Admin not being on the same page with regards to precautions
<p>Special Ed meetings with parents</p> <p>Cafeteria MHS- duty</p> <p>Students who refuse to follow rules</p>
<ol style="list-style-type: none"> 1. I don't believe the majority of the children I work with will be able to wear a mask all day. 2. Because most of the children I work with are nonverbal, it will be hard to monitor their symptoms should they have any. 3. Due to many needs of the children I work with, keeping a safe social distance is impossible. Some require feeding, toileting, and close contact, even hand over hand learning.
<p>Enforcing the use of masks and social distancing Getting sick or having students get sick and bringing it home to parents</p>
<p>My husband has a pre existing condition that makes him a risk. I feel like the school environment is conducive to spreading germs the disinfecting of everything especially the bathrooms</p>
<p>Passing illness on to my family.</p>
<p>Safety</p>
<p>Infecting my family member at home who has seriously compromised health. Coming in contact with another individual at work who has tested positive with the COVID 19 virus and taking it home to my family member who has seriously compromised health.</p>
<p>I am mainly concerned about the number of people being in the building at one time.</p>
<p>As a high School teacher my main concern is Whether the students are going to follow the guidelines (mask,washing hands,etc) or we have to enforce them. Also the classroom space limitations to have</p>

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social distance and the poor ventilation. I don't have AC in my classroom and it is really hot on the fall and at the end of the school year.
contamination through staff members, kids or parents; limited bathrooms, sink in rooms for hand wash, outdated air conditioning systems
1) Social distancing 2) Students not covering mouth when coughing 3) Amount of people in a room
Social Distancing
1. Difficulty with being able to social distance in the school setting 2. Requiring students to wear masks and being able to manage that. 3. Appropriate amount of supplies such as disinfecting wipes, hand sanitizers, etc.
Rising cases of infection in the past few weeks Feasibility of young children wearing masks and washing hands Consistent sanitizing of building / Ventilation
-Managing wearing a mask for a full day, if mandated -Being forced to take a vaccine to be eligible to work -concerns about unreliable temperature checks and being forced to use sick days unnecessarily
elderly, at risk family member
Spouse concerns for health and safety
Virus screening of all people on or entering campus. Sanitizing classroom between classes using CDC approved equipment. School ventilation system, clean air virus free. Professional training regarding staff responsibilities.
Asthma How to create a cooperative learning environment without students being physically close How will quarantine or paid leave happen if a class is infected?
Because I am the school nurse, there will be sick people in my office. Biggest concerns are where/how to isolate students/staff with potential COVID; Finding a sub nurse for 10 days if I am exposed; Increased traffic and possible exposure of students to sickness due to teachers sending kids to the health office to be screened because the teacher thinks the student looks/acts unwell.
Distancing Lack of good ventilation/fresh air in areas of the school Age related concerns, as teachers are obviously older than the students
I am over 60 and do have health issues that put me in the at risk population.
I live with an elderly person. I am afraid to bring any sickness home with me and that I won't have a choice but to put myself in that position daily. I am concerned about sanitizing and cleaning between classes. I am concerned about the sheer number of interactions I will have daily that will greatly increase my odds of contracting COVID or passing it on to someone else.

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I am concerned about contracting Covid, especially since I am pregnant. I am also concerned about bringing it home to my family. I have a toddler and I'm worried that he could come down with MIS-C as a result of Covid.
Student and staff wellbeing, preventative safeguards and increased exposure to the virus. As well as building and district safeguards, ie...cleaning responsibilities, time between classes and staff and student requirements and needs.
Contracting Covid-19 Proper Disinfection of School Everyone wearing masks
<ol style="list-style-type: none"> 1. I have concerns about possibly contracting the virus, through either student or adult. Even if I become only asymptomatic, I could pass this on to family members which could result in death due to specific medical conditions. 2. It will be challenging for students to wear a mask all day properly. My concern is that the mask will become a toy and not a tool. 3. Families will send in students even if asymptomatic, or with a fever.
I am concerned about the spread of the virus and schools becoming a place where the virus is easily spread. However, with strict safety measures (masks, temp checks, hand washing stations/procedures, school community questionnaire about travel and social distancing actions, social distancing within school, etc.) in place I believe that we can have school be a safer place.
<ol style="list-style-type: none"> 1. Keeping the building and surfaces clean Especially when flu season comes. Sanitizer, wipes, etc will need to be available. Will we be allowed to keep windows open for better air flow? Maybe a return to school after flu season?? 2. Keeping everyone safe. So many staff and students are immune comprised. There is still no vaccine. Too many unanswered questions. 3. Effective teaching. How will staff wearing masks affect the culture of a classroom? Will this even be doable for hours on end? How will not sharing materials working in groups etc work?
The health of my family and older relatives
I am over 60 and am concerned about contracting the virus.
<ol style="list-style-type: none"> 1. Contracting COVID 19 2. Getting sick/family sick 3. People not properly following social distancing if we go back.
Catching/spreading corona virus - especially droplets in the air from speaking loudly and interacting with students. Passing corona virus to an at-risk family member in my immediate family.
<ol style="list-style-type: none"> 1. Transmission of the disease. 2. Safety for the students and staff. 3. Mental well-being of the community.
<ol style="list-style-type: none"> 1. Bring covid back home to spread to the other family members. 2. If I get Covid will I get paid for medical leave people have been in the hospital for up to 62 days. 3. Having the children comply with leaving the mask on all day and socially distancing.

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<p>1. Exposure to virus - 2. Social distancing in the classroom especially in the younger grades 3. Students (youngest children) wearing masks</p>
<p>I am a 60+ year old with underlying health conditions which could put me at an increased risk were I to contract the Corona virus. So I qualify my above answer by assuming the District will put in place as many protocols as can be reasonably expected to keep me and those around me safe.</p>
<p>I am a person who advocates for natural cleaners and little to no chemicals in my home, as I believe it can contribute to illness. I am concerned that teachers will be required to spray down tables, student art materials, ect throughout the day.</p>
<p>High risk because of asthma, chronic sinusitis</p>
<p>I am concerned about getting the virus, becoming seriously ill, and infecting others in my family.</p>
<p>Until there is a vaccination, I am concerned about the spread of the virus. I don't want it and I don't want to bring it home to my family. I am also concerned with the families in the district. Are they being as cautious with their daily routines as I am? This causes anxiety for me.</p>
<p>Auto immune disease/asthma</p>
<p>Finding the balance of protecting students and staff while also providing an enriching learning experience.</p>
<p>sanitation and disinfection of facilities, contact with covid-19, and illness/death</p>
<p>Inability to be socially distant with children Inability to enforce masks being worn Unknown policy/responsibilities for in class and remote learning</p>
<p>*getting the virus *in a high-risk group *protecting my family from the virus</p>
<p>Small classroom. Little ventilation my age.</p>
<p>1. Are you going to be testing teachers regularly for COVID, if yes, if we become positive and have to be out for 2 weeks, are we expected to teach remotely if we are a-symptomatic or not really sick from it? Also who will be teaching my students for 2 weeks while I am out.</p>
<p>Contracting the virus</p>
<p>-Exposure to 575 students and their families and contacts -as a UA teacher- will my space be disinfected after each cohort of students comes to class? Not just at night. -Is there going to be a plan to have parents to report exposure or positive tests of their families to the school?</p>
<p>Time needed to clean Social distancing with the youngest population Staying healthy</p>
<p>Exposure to the virus Getting the virus Getting my family sick</p>

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<p>-Covid-19 lab tests results 5-7 days currently (as of July 8th). I do not trust that children will be kept home if they are exhibiting mild symptoms. I hope that clear guidelines are given to the community if a physical return to school is determined.</p>
<p>-There is currently not enough brick and mortar space to safely social distance. Ideally the district with appropriate funding should return students back to school full time with smaller teacher:student ratios. I'd suggest emergency funding for more teachers, more nurse/medical staff and/or more space.</p>
<p>-Lack of clinical training to understand preventing viral and infectious diseases using medical grade preventative masks/gloves and sanitation.</p>
<p>My personal safety and the safety of my family if I were to contract the virus How will the classrooms/school be properly cleaned everyday? Will students and/or staff be tested periodically? What will the guidelines be for coming to school sick with a cough or cold? Will masks be worn at school? I would ONLY feel comfortable being in school if masks had to be worn by all adults and most kids (preschool & K exempt perhaps)</p>
<p>Spreading the virus to my daughter who has a serious health condition. I am in several at risk categories. Catching the virus from other adults in the building-There is no place to eat socially distant or work during planning periods.</p>
<p>Immunocompromised spouse at home</p>
<p>I am afraid of bringing the virus home and infecting my family.</p>
<p>Bringing home germs to my kids Having to send my kids to daycare</p>
<p>Exposure to covid 19</p> <p>Sanitation of all areas</p> <p>Ability to remain 6' from students and staff</p>
<p>1. Being responsible for 26+ students' health and safety. Who is liable if someone in my class contracts COVID? 2. Who will follow through if students are not following safety guidelines such as masks?</p>
<p>1. Age 2. underlying health issue</p>
<p>I believe that there remains a genuine public health concern.</p>
<p>Being immunocompromised due to an autoimmune disorder being exposed puts me at increased risk.</p> <p>How do we insurance that the students are not positive for COVID without testing them, as many who are positive, are asymptomatic. How do we handle a cluster that could tmresult if a student was positive and asymptomatic?</p> <p>Respiration and communication are much more difficult with needing the safety precautions of needing a mask. Breathing in my own CO2 all day in a mask, outs me at risk for other respiratory illnesses.</p>

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1) Honesty. If a teacher returns from a place that has a high number of cases as with the teacher that returned from Italy, we should be informed and should not have to learn about it from the news. Why was a substitute made to sit and teach from a desk that the day before had held a teacher that had returned from Italy? (The district is very lucky the teacher did not test positive.) Had it been cleaned and sanitized? You expect us to put our safety and health at risk, yet when we have to find out things from the news, it erodes our trust in you. If a student is diagnosed, teachers need to know (we don't need to know their name, just that there was one) so that we can make an informed decision about whether or not to keep working especially in light of the fact that some of us have high risk individuals in our families. The same needs to be true with cleaning. When we returned the day before remote learning started, we were told the school had been deep cleaned. That was not true. In the hallway my classroom was in it was quite apparent that other than sweeping the floors, no cleaning had been done in the classrooms. Also, days before the district sent out the letter that there was a teacher at graduation that had been diagnosed with covid at graduation, most of us already knew about it. We can't make informed decisions about our own health if the district hides or delays information from us. Unlike a bank teller, or super market worker that is at most exposed to 100 people and that is from behind a glass screen, we are exposed to 1100+ students each and every day. You are asking us to put our health and safety at risk for the students we teach, you are asking us to put our family members at risk for the students we teach, we deserve honesty, not deception, or lies by omission. Also, if you want to build trust, it would be nice to see administrators and the superintendent and assistant superintendent in the hallway more and in the classrooms more. Otherwise, it just seems like the concern for our health is just done so that the district is perceived as caring about our health.

2) Lunch duty- how are you planning to protect us? The WHO just released that covid can remain airborne on particles for up to three hours. This has also been verified by a number of other studies. How are you going to protect us when with 5-6 teachers are out with covid for 2+ weeks and there are not enough subs- are you going to continue to send them to the cafeteria? And why do the students in the cafe sit at tables made for middle school students, there is less than 8 inches between seats? There is no way to social distance. And all teachers should have to share in cafe duty, why are my children less important than another teacher's child? Why should I have to have lunch duty each and every day in an over crowded cafeteria, when other teachers go years without serving a lunch duty. I can understand omitting teachers with pre-existing conditions, but all the healthy teachers should have to take part in lunch duty to minimize possible contact time with the contagion. A teacher should not have to be in cafe duty for four days a week every week. How do you think that is going to make us feel. There are four lunches, four teachers in each duty, so out of over 100+ faculty, those sixteen of us that have been assigned lunch duty are essentially being told- "your health and the health of your family do not matter, your health is not as important as the health of the other faculty." Exposure time is a key factor, and having the same teachers in the cafe day after day increases their possible exposure greatly. It is a death assignment. It should be shared by the entire pool of teachers with no pre-existing conditions.

3) Sanitizing desks. The school does not sanitize desks and they rarely clean them. Is the school going to start sanitizing desks? Are they going to be sanitized with an actual sanitizer rather than some "natural" product?

I have concerns just like everyone else about contracting the virus and bringing it home to my family. I am concerned about having enough cleaning supplies to keep my classroom clean.

I would be concerned if I got Covid and brought it home to my parents, whom I live with and are high risk.

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<p>The possibility that I might expose my family to the virus should we return to holding classes in the building. This is difficult to answer at this time, without knowing how things will progress over the next months. At the present time, I am not comfortable returning to the building.</p>
<p>Catching the virus from working in the school ; Unknowingly passing it on to others; Wearing masks for over seven hours in the school setting.</p>
<p>I have elderly parents with medical conditions so me being exposed to things is concerning.</p>
<p>Concerned that if a child is sick, parents will still send to school, putting others at risk.</p>
<p>Increasing evidence that in-door spaces are a major factor in transmission. The logistic challenges of keeping kids masked and distanced over a full or even half-day. LONG-TERM RISKS ARE NOT WELL UNDERSTOOD-we could be putting our kids at serious risk of long-term complications.</p>
<p>That we use safety measures for students & staff that are based on SCIENCE and are transparent, and that include training for staff.</p>
<ol style="list-style-type: none"> 1. Having to wear a mask ALL day...hard enough to wear for a couple of hrs at a time.. 2. Becoming infected at school and bringing it home to my family (unfortunately not all people are following suggested guidelines in our community) 3. How to effectively and efficiently enforcing safety requirements of all students
<p>I am concerned that without proper safety precautions like masks and temperature checks, I will contract the coronavirus and pass it on to elderly family members.</p>
<ol style="list-style-type: none"> 1. Spouses well being. 2. Parents well being. 3. Individual students well being.
<p>I am old with medical conditions that make me vulnerable to dying from Covid-19</p>
<p>I live with an immunocompromised adult with COPD. If I contract COVID and bring it home to him, it would be a HUGE concern to me. Also my parents are in their 70's and I'm not sure I would feel safe visiting them or having them visit if I was back at work.</p>
<p>Large number of people in the school building and social distancing procedures Face mask and hand washing adherence If a student or staff member becomes ill, what is the protocol for quarantine?</p>
<p>I am a type one diabetic which puts me in the high risk category. I'm concerned that the school district will not have medical grade PPE for the staff and students. If students return to school buildings, I am concerned that students that are unwilling to comply with guidelines will not be dealt with in an appropriate manner.</p>
<ol style="list-style-type: none"> 1. If there is a continued concern with contracting this virus due to not adhering to social distancing or not having the appropriate protective gear, then I would be concerned about reopening the school to all children. 2. If there is another spike in cases (or continues to spike) I would be concerned about being part of this increase by reopening the schools. 3. If we were able to adhere to social distancing, have protective gear and have some assurance that we are doing everything necessary to avoid an outbreak in school then I would feel better returning.

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<p>What will be the procedure if an adult or child is sick at school? Will the school district provide masks and cleaning supplies for teachers/classrooms?</p>
<p>Age- over 60, Pre-existing condition Compromised immune system</p> <p>I may interact with multiple adults on a daily basis from within the school I may interact with multiple adults from outside of the school I frequently interact with students when they are in crisis and they spit, bite, etc.</p>
<p>I am NOT concerned with my personal health and safety in returning to my job if it is distance learning but if it is a regular school schedule and classroom size I am very concerned. My biggest concern is the safety of other staff members and the children, as well as the possibility of us becoming carriers and bringing home illnesses and infecting other member in our household.</p> <p>The three top concerns I have if we were to return are:</p> <ol style="list-style-type: none">1) how to ensure social distancing and face mask wearing with children and coworkers2) what the protocols will be for cleaning the school, how to ensure that surfaces and materials are clean3) how to ensure proper ventilation during the day.
<p>I selected no because I do not have underlying health issues that I know of, but I have concerns that (1) there is asymptomatic transfer and this virus spreads before people notice symptoms. (2) Are we going to be able to test for it and also protect out school and community populations if it is spread unknowingly?</p>
<p>1. personal health/safety. 2. possibility of contracting corona virus and exposing family members/other staff. 3.</p>
<ol style="list-style-type: none">1. My and my partner’s age (over 60) and our existing health concerns2. Inability to enforce compliance of students concerning wearing masks and social distancing3. Inability to maintain a clean environment for staff and students
<p>Safety for the children</p>

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Exposure: As an SLP, I work in close proximity with students in both individual and small group instructional lessons. I service I large caseload of students increasing my exposure risk. I also have two small children at home, one of whom was hospitalized three times in the last year for respiratory distress and respiratory failure. As an SLP working with K-4 students on speech production skills, I am frequently exposed to salivary secretions.

Risk Management: I am concerned about the district's plan for managing risk for both students and staff. If/when a student or staff member tests positive for COVID-19 or an immediate family member is positive, how will the district negotiate quarantining? As previously stated, I service a large number of students, and my services are provided through an IEP which are legally binding. How will missed sessions as a result of COVID 19 positive testing (for myself or a student) be addressed? If a student I work with tests positive and I have to quarantine, what happens to all the other students I work with and their services? I have concerns regarding the ethics of provision of services under these circumstances.

Materials for Instruction: As an SLP, I work with a wide variety of tangible instructional materials across my student caseload. While I regularly wipe down instructional areas and materials, I am concerned about the spread of germs and viruses without adequate cleaning equipment. I typically purchase my own cleaning wipes and this may become costly if I need to clean all materials in between student groups. On the flip side, if I am unable to re-use tangible materials, what instructional materials will I use and how will I get access to them?

I contract the virus
I pass the virus to my family

My age, weight and heart make me high risk.

asthma
history of pneumonia
maskes not worn

1) Number of different students I have contact with with in a week is a real concern. (up to roughly 600 for UA)

I live with elderly in my home, I do not want to become a carrier and endanger them
temperatures in classroom are too hot and wearing a mask will be intolerable
we use communal supplies that I cannot see being disinfected between uses

- Coming into close contact with students and staff on a daily basis.
- Potentially taking the virus home with me and transmitting it to my family.
- Constantly being concerned / on edge with every cough, sneeze, or students touching things in class.

Personally, I would love to return to school asap. I miss the children, Zoom is great, but no substitute for in class learning. I am concerned about adults and students with underlying health and pre-existing conditions in the school environment and its safety and cleanliness protocols. HVAC is a big concern for the school as we don't know about the ventilation and circulation of air in our systems and its cleanliness and safety. Also it has yet to be determined how far aerosols and droplets can travel regarding social distancing. I am also concerned about the parents and their work obligations and their After-School care needs in relation to our opening. Masks should be mandatory and be made available to all staff and students who need them or don't bring them from home. Parents should also be mandated to wear masks in our building and surrounding areas. Hand washing stations should be made available, especially in wings of schools with no classroom sink.

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4. Relative to your particular job assignment, specifically in a hybrid or fully remote context, do you have any significant concerns regarding your ability to effectively perform your job responsibilities?

[More Details](#)



5. If yes, please identify your top three concerns

[More Details](#)

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Responses

Question #5 Responses

Connecting with kids Helping struggling students Ensuring proper pacing
Child care for my own children if we are in a hybrid situation.
The age group I work with, 5 and 6 year olds, have a very difficult time participating in Zoom calls. Their attention spans are not long enough to sit and attend for more than 10 minutes at a time.
NA
Daycare for my kids. Having proper bandwidth to work from home. Having proper technology.
1. Teaching using multi-sensory approach. One size does not fit all, I need access to my students to know how they best learn & understand to process information. 2. Differentiation in instruction. Teaching a lesson to a whole group on Zoom is not nearly as informative as teaching a lesson in person & using formative observations about each learner. 3. Connecting with children. Connecting with families. Students connecting & learning through social interaction. Student Engagement!!
1. Wearing a mask all day, answering phones 2. Being able to eat and drink and having to take mask off 3. Sharing bathroom with coworkers

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<p>keeping kids engaged Not know what types of circumstances the kids are coming from Loss of connection with my students. Some kids just need that face to face instruction F</p>
<p>During remote, very difficult to get students to log on unless it is mandatory. More structure is needed.</p>
<p>1. Age of students 2. Planning time vs student contact time</p>
<p>Helping/ being responsible for those students who do not attend Zoom Effectively delivering materials in a more seamless manner Degree of parents involvement and student product</p>
<p>Computer that works at appropriate speeds. Access to websites, platforms and management tools that I don't have to pay for. If hybrid, amount of time it will take to do both effectively.</p>
<p>I will, of course, do what is asked of me as job responsibilities will very likely change - but I am concerned about my role as a LSR para educator potentially being less needed in a remote setting.</p>
<p>Safe daycare for kids, technology that works</p>
<p>Low Student attendance in meetings, Low Student motivation, Harder to hold discussions</p>
<p>If in school building, how to effectively social distance. Classroom and class sizes? People including myself having COVID and not even knowing it. If remote, dealing with an entire new and unknown set of students while continuing remediation for Q4 I's from last school year.</p>
<p>-My internet cuts out from time to time -Students at the age I teach have trouble focusing on Zoom making it difficult to teach (too many distractions from parents, tvs, pets, siblings, random people popping on, etc.). Also, working parents are unable to get their students on Zoom and you are on call 24/7 (parents emailing in the middle of the night) -I have trouble sitting in front of a computer for over 7 hours (hurts to sit that long, eyes hurt from staring at the screen, etc).</p>
<p>Childcare for my own children if their school differs from Merrimack.</p>
<p>I believe my job responsibilities should shift to a supportive role rather than direct teaching.</p>
<p>My concerns in either of the two scenarios would be the ability to feed the students in a timely manner. I would have a concern about providing meals to a family that would be remote. I also have concerns whether my staff (many whom are older) would be comfortable coming in to work.</p>
<p>1. not having the materials 2. access to technology</p>

<p>1. My ability to intervene and keep students safe. What will it look like?</p>
<p>Having my own kids home while having to remote teach.</p>
<p>As a speech language pathologist, I have concerns about students/staff mask requirement in order to effectively demonstrate skills. I typically perform oral-motor exams to identify any concerns within the mouth and surrounding areas. Children with hearing loss depend on visibility of a speaker's mouth to assist with comprehension. Typical children also benefit from visual demonstrations for speech sound production. I require visuals myself in order to give proper feedback.</p>
<p>I am worried that we may be given a remote learning platform or PSL replacement with little time to master it before we have to go live.</p>
<p>Yes, I work with students with emotional disabilities and it has been very challenging not having in person contact to check on the students.</p>
<p>-Child care for my young, school aged child who is a Merrimack student. -How I will effectively teach live and remote. Teaching remote was more than a full-time job. We will not be effective if we have to do both. -Hybrid will negatively impact our community. This puts a hardship on families who will have to pay for childcare (myself included), and instead of solving a problem, pushes the problem onto daycare providers. Our daycares will be overflowing and our students will be exposed to new germs.</p>
<p>1) handling the caseload in a hybrid model (providing In person services and Online services) 2) my students ability to access their education in a remote setting 3) parents returning back to work and their kids having to do work at home without support</p>
<p>not having access to technology & materials to teach content effectively inadequate planning time to prep lessons, review work, and troubleshoot for parents/students, especially in a hybrid model training- for staff & families</p>
<p>Fully remote - yes due to deliveries arriving. Hybrid - no. I could come in periodically to take care of the deliveries among other things.</p>
<p>Support for students social and emotional well-being.</p>
<p>I think remote is the way to go. Train the teachers to make improvements from the spring situation. Merrimack did a great job with remote learning. Let's all get consistent and move forward. Training teachers and focusing on specific platforms is key, there were too many programs being used in the spring.</p>
<p>1. My job requires one-on-one assessment. As of now, special education evaluations have not been able to take place over Zoom because it is not appropriate. How will evaluations be done?</p>
<p>1. Time spent sitting in front of computer. 10+ hrs/day 2. Physical well-being due to being sedentary. 3. Lack of connection with students.</p>
<p>Because we are sitting and working remotely I have had trouble with Sciatica and lower back pain. I think having a chair that offers support would help. I also think it would help our students if we had a more concrete instruction time and schedule.</p>
<p>My only concern is if it stays fully remote that some students have a very difficult time learning via this platform and therefore are not making the same type of progress. Also children who can easily be placed in a group setting at school cannot learn in a group setting via teleservice.</p>

<p>Being able to do my job correctly/effectively amid fears, illnesses, absences, etc When remote- students may not participate fully Will learning actually occur and how can we ensure it will within a reasonable measure</p>
<p>1. How will teachers manage both online and in person teaching without being expected to work double if we have a hybrid model. 2. Parents were reaching out at all hours and expecting immediate feedback. Can we have office hours built into our day? 3. What are parents with school age children supposed to do for childcare? There is no one to care for our own children.</p>
<p>The special ed students in preK have social Skills goals which cannot be met through remote Learning</p>
<p>Determining depth and differentiation of each student accurately.</p>
<p>Student or para wearing masks and not able to communicate.</p>
<p>NEED a consistent platform!!!! Training for the platform and best practices for teaching elementary students in this manner How will we have any planning time? This is a major concern of mine...and now we'd be ask to plan both, in class and remote? This seems like an awful lot. Much more than one way or the other?? When at school, sounds as if students may be with us all the time...when would we have planning time? For parents that wish to have a fully remote program and school decides not to, I DO NOT feel the classroom teacher should be responsible for this. If school is offering hybrid, and parents wishes to have fully remote, the district should have a program selected (there have been some created that districts can access FOR FREE) that parents can use should they wish to do fully remote and school is not.</p>
<p>Everyone following the same guidelines all the time throughout the building.</p>
<p>Student mental health, Time for team collaboration, Parent support</p>
<p>In my hands-on job as a therapist, I am wondering about safety materials/personal protective wear and cleaning supplies to keep myself and the children as safe as possible.</p>
<p>Technology, accountability, grading</p>
<p>1. it's hard to progress monitor IEP goals remotely 2. it's hard to do sp. ed. evaluations remotely 3. coordinating childcare for my own children</p>
<p>I'm concerned about being able to create a therapeutic bond with a new student in a remote setting. I am also concerned about being able to be effective with the use of my time.</p>
<p>Holding parent meetings without risking infection to myself or others Contingency Plan for if the infection spikes and having to go fully remote again being able to have the necessary materials to get up and running quickly and effectively.</p>
<p>1. Bring able to connect to students , especially it being the beginning of the year, if we are remote or hybrid. 2 clear expectations as to what the school year should look like.</p>
<p>Very difficult to teach the "remedial/below grade level" students for a variety of reasons via zoom or if they are just doing an online platform/program. In person instruction for Title I students is very important. If we do a hybrid model with half of the students at a time in the school building...then the Title instruction should be for 1 hour 2 days a week vs half hour 4 days a week.</p>

But--I can always use more training!
Some students deciding not to participate in school, Not getting guidance on resources used by all, so all students are receiving same thing across grade level, getting information late or not at all from our building administrators about our responsibilities
Teaching remotely stresses me I feel I don't know enough and am not effective
With the hybrid model I am concerned about if my own child's district does something different. If she's all remote, how will I be at school while she is at home.
Students not attending the online platform - so they are not really receiving teaching instruction.
1. If we are in hybrid how to manage the workload in school and remote student learning and then also having children at home who may be hybrid and need help. 2. Childcare if hybrid.
1. Being able to plan and implement and assess lessons both in the classroom and remotely 2. Keeping to a pacing /scope and sequence for both groups of students (if we do half of our class) 3. All educators (classroom teachers, specialists, and unified arts) being held to the same job responsibilities
1) Need more tech training for the various platforms and programs I need to be using 2) Conducting meetings in a hybrid fashion-- need a better way than Zoom
Based on the experiences of the recent past: - Would like the students to follow a concrete class schedule, if possible, even during remote school. - Accountability/responsibility of students to attend their virtual classes/study sessions and complete work on a timely basis. - Concerned that Freshmen will be unable to establish any "in person" relationships if we start off 100% remote in the Fall. They are facing new school, new schedules, new classes, new curriculum, new teachers and new expectations-could be overwhelming for them.
If face masks are mandatory for students and staff and we have temperature checks daily I would feel more comfortable with a hybrid model. I like the idea of two days in the classroom and three days remote. I am very comfortable on the tech end to implement a strong elementary remote education.
As a member of the support staff, working remotely was very difficult with the population we serve. With a hybrid or fully remote scenario, I am concerned about children's ATTENDANCE (many students did not "show up" remotely and many were all alone during the day which was a safety/loneliness concern - special services like OT, PT, Speech, and Counseling are not the same when offered remotely), SOCIAL-EMOTIONAL NEEDS (so much of our support is "in-person," visually cued, and working through things in small personal groups or individual processing time), and ACADEMIC NEEDS (while we were present every day remotely, it was very difficult to help with academics remotely - seeing faces and body language was almost impossible remotely as was trying to teach/assist/modify with essential skills, standards - getting students to work in small groups remotely was challenging on many levels - the students really missed their Unified Arts and these classes are important).
Keeping students tuned in, communication and emotional well being of my students
Too many different platforms in use. More training on technology especially for support staff.
Remote teaching is not as successful as being in the classroom.

<p>Preschool requires full parent participation in a remote setting. We had some parents who were able to commit this time, and others who worked who could not.</p>
<p>1) Will there be time for planning and practice to better support learners with technology. 2) student engagement and willingness to access technology</p>
<p>-socially distanced laboratory experiments will be next to impossible, so students will not obtain lab skills typically developed in my course. -remote learning does not allow for relationships to be built with students -will a hybrid system end up overwhelming teachers trying to perform what amounts to two full-time jobs?</p>
<p>my job cannot be done in a remote only context</p>
<p>The loss of in-person communication is devastating for a counseling office. However, the team has worked very hard to maintain relationships with our students and we will continue to work even harder.</p>
<p>IF a hybrid situation I am worried about teaching a group of students in person and also having to deal with parents and student who are remotely working. The time and management piece is very concerning to me.</p>
<p>If students are expected to work from home, there are significant challenges.</p> <p>Videography is a hands-on learning environment, with equipment, and software/hardware elements that are difficult to instruct when not present to assist students, especially when they have little to no experience.</p>
<p>Being able to assign tasks online and return to students corrected Providing internet access for any family that does not have it Parents' support and accountability to make sure students are present when required and doing the assignments they have been given</p>
<p>1.) The workload for teachers, and additional administrative responsibilities that continued to be levied in the spring, was OVERWHELMING. We were working 24/7. If we are hybrid or remote, a flex day will be required to allow teachers the opportunity to record lessons, acquire materials/create manipulative packets, plan, collaborate, etc. 2.) Student accountability. Students need to be held accountable for failure to participate in remote learning. A hybrid or continued remote system will not work without student accountability. 3.) Funding for remote learning resources. Manipulative packets and additional technology (programs, apps, subscriptions, etc.) should be funded. I spent enough of my own money in the spring to upgrade technology and supply home supplies/manipulatives that I am hesitant to make lab skills packets for my 100 students ahead of the upcoming school year.</p>
<p>My concern would be having the time required in setting up a new mode of transferring knowledge to students. I was very comfortable utilizing all aspects of PSL and had all of my daily lessons in a doc form and in a video tutorial for students and had weekly video message to connect with students especially those struggling with the isolation. All of my grading and rubrics were in the grading section and students submitted their work in these assignments' sections. My concern would be setting all of this up again and being given the time to do this and have time to help my colleagues with a new system.</p>

<p>Not really, it will just be a challenge to keep up with office duties pertaining to paperwork-printing/photo copying/filing while possibly remotely working. Relative to the questions, hybrid vs. fully remote would be far better for me to fulfill my job responsibilities.</p>
<p>How to reach EVERY student if we have no face time to get acquainted/acclimated</p>
<p>Same as above. I don't think hybrid reduces the risks.</p>
<ul style="list-style-type: none"> -maintaining connections with students -adequate technology -effective communication both up and down the "chain of command"
<p>Remote learning - kids that do not behave on calls or blatantly act disrespectful. I'm curious if consequences have been discussed.</p> <p>Relationship building - working remotely will make it much harder to connect with students. Could have negative impacts on parent/teacher conversations or meetings.</p> <p>Parents - remote learning last year, it seemed as though I heard more from parents and less from kids. Most of those discussions were defending kids that did virtually nothing. I am hoping for more technical points that can be used during those discussions. Example...metrics of time spent on Zoom calls, specific sights and links. I know PSL has some but not enough. I think in an ideal world if parents were given weekly metric updates it may limit some of their calls suggesting that it's the teacher's fault that their kids are not succeeding.</p>
<p>Not being able to meet and interact on a face-to-face level with my NEW students for the coming year</p> <p>Not being able to engage the students when they are separated from the physical building, classrooms and staff to support them</p> <p>More support with clarity on what is expected of us as classroom teachers and having equitability across grade level/building for expectations for material being taught/submitted</p>
<p>Teaching brand new students remotely</p>
<p>I believe that we need to have district wide, or at least school wide expectations for student (and parent) behavior while working online that teachers can point to when addressing problematic situations. The mean-spirited emails from students and parents this past year had a negative affect on teachers' mental health.</p> <p>I am concerned about students who disappeared and did not do any online work.</p> <p>I am concerned about the watering down of expectations for student work.</p>
<p>Computer issues, Resetting Zoom meetings, Not having physical contact with students.</p>
<p>Ability to manage being a parent and full time employee simultaneously</p> <p>Uncertainty of defined confidentiality and personalization guidelines with co workers and families (when remote)</p> <p>Limited to no access to hands on learning materials/ need for devices between staff and students to all have the same features</p>
<p>It is hard to provide the best service to our students remotely.</p> <p>The students miss out on the social aspect of school they so desperately need.</p> <p>All students are not able to learn as well remotely and what we can provide is limited even in a hybrid model they are missing out on the skills that school is meant to provide.</p>

<p>Don't have strong enough wifi for uninterrupted teaching Full remote learning for teenagers who need social interaction Not able to getting a true feeling for the student</p>
<p>1. IF we are changing from PSL as our "platform" LACK of time and \$\$\$ for training something new after figuring it all out and getting some consistency last semester. 2. Additionally, last year - it was apparent that some evaluations/summative assignments (actually even some formative and labs) were compromised because of academic dishonesty which seemed almost impossible to address especially with mental health of students and expectations of parents. 3. I had very few classes completely on Zoom ... a lot of my students were working, too, and/or had conflicting class times.</p>
<p>I have school age children. A school-based job is great for families until suddenly school is at home and you're managing work and children at the same time. Too much attendance filling out and charting my time on zoom while my own children are failing. My family has to come first.</p>
<p>1. Guidance & support to assist students in this learning situation especially with accessing technology 2. Support & assistance with enforcing Covid-19 guidelines in the hybrid model 3. Overall everyone's health</p>
<p>If expected to return to work full time and my children's school district is remote learning- i will need to be able to accomodate being home for them.</p>
<p>Safety is the number one priority in this situation and I am concerned that my safety will not be a priority. I am worried students will not take wearing masks seriously in a hybrid system. I think staying remote is the safest and smartest option, but it would be difficult for me to connect with my students if this were the case.</p>
<p>Accountability regarding student work, if working remotely. I'm a PE teacher and having students log their work with no accountability proved to be somewhat of a joke. If working in a hybrid model, figuring out the equipment sharing and storage of students belongings. Utilizing a common program that allows for more than what PSL provided.</p>
<p>As an SLP I work with kids from all the classrooms so make contact across most classrooms.</p> <p>I have a supervision responsibility. I managed it over the remote learning using Our 365 tools and entering zooms. If we are in a building, I need to be in view of sessions to supervise</p> <p>Masks degrade speech and work against accommodations like lip reading and over enunciated speech, I am not sure how we can maintain distancing with kids in small groups with accommodations like "speak within 3 feet, face child, etc.", masks will impact social skills development and remediation and practice- are these goals we can work on with the need for masks</p>
<p>Employers taking advantage and kids working crazy hours and not doing school work Zooms not being able to be mandatory or on a schedule to prevent overlap. Two week window to hand in work and no hard deadlines being allowed.</p>
<p>In the case that my children's school district is remote and we are not, I worry I will not be able to work in order to provide for my own kids. I worry that a hybrid model will require far more work than remote or in person learning. I am afraid I will not be able to do both simultaneously.</p>
<p>Childcare, childcare cost, having to provide education to my own child as I have to teach</p>

<p>Based on the hybrid model I have seen, there is no way that teachers can instruct some students face-to-face while at the same time teach the other students remotely.</p>
<p>A significant amount of curriculum had to be left out when teaching remotely this spring. It would only be worse if we continue remotely or hybrid.</p>
<p>1) building a classroom community virtually 2) establishing relationships and routines with a new set of kindergarteners who may have no prior school experience 3) ability to accomplish meaningful teaching to 5 year olds I have no personal/physical connection with</p>
<p>Potential concerns juggling the schedule with prep time/cleaning time and managing my schedule with two other schools that I work in.</p>
<p>Not really sure, in a new position.</p>
<p>I need access to a copy machine to perform my job</p>
<p>1. The conflict between the district that I live in and the district that I work in will significantly effect my ability to do my job. 2. There was no guidelines set forth as to how students were to hand in work. Students were, at times, taking pictures of their work. We need software that will allow students to electronically send completed work for assessment. 3. There should not be an expectation that teachers should be isolated from the coworkers. During the times where there are no students, Teacher's should not be expected to work alone in their classrooms. There should be understanding that we also need socialization and collaboration.</p>
<p>This is what actually happened to my students during remote learning. Low functioning students had more behaviors over remote learning. Parents opted out of remote learning and students weren't exposed to any learning. Tremendous regression.</p>
<p>My husband and I are both teachers (different districts), plus we have two children in different schools in another School District. Childcare is going to be a huge issue in a hybrid model. Neither child is old enough to stay home alone.</p>
<p>1. Managing my professional responsibilities in tandem with childcare of my two young children 2. Ensuring that all of my students have appropriate technological capability while working from home 3. Not hearing enough consistent feedback from students (and parents)</p>
<p>1. The accessibility of sanitation products and or face coverings. 2. If certain procedures would be mandated. For example, the wearing of face masks. 3. How staff would control the environment to keep it safe at school. Hallway space, the cafeteria, classrooms, how to maintain distance and so forth.</p>
<p>Technology concerns. Many issues with audio, frozen screens... interfered with fluidity of a session.</p>
<p>MUCH more difficult to do group sessions in regards to behavior management.</p>
<p>Servicing students in Sp. Ed with Emotional Handicaps had its ups and downs during the spring. Some students and families were available and comfortable interacting on Zoom while others were hard to keep in touch with.</p>
<p>Depending on the student's level of support at home, remote learning was hard to predict.</p>
<p>Lack of socialization w peers and adults in general for teens is important and students with disabilities even more so.</p>

<p>I am concerned about the work and home balance. I have children in the Merrimack School District and if I am at school teaching how will I provide care and assist in remote instruction for them? I am also concerned about how I support both the students in the classroom and those learning at home with limited time on each day.</p>
<ol style="list-style-type: none">1. How to effectively maintain two types of instruction (in person and remote) while avoiding burnout2. How to hold students accountable3. Will there be enough computers left at school for students who attend in person?
<p>I feel that a hybrid model may be difficult to support because you would be planing and implementing both online and in person learning simultaneously. I also think it may be difficult to balance for teachers who have their own children at home who may also be on hybrid schedules which do not compliment each other.</p>
<p>see response to number 3</p>
<p>Concerned about my effectiveness with remote learning. Concerned about losing my job if not effective.</p>
<p>My biggest concern is worrying about my schedule aligning with my children’s schedule.</p>
<ol style="list-style-type: none">1. Scheduling conflicts - If my children (in another district) are on a hybrid model and I'm on a hybrid model, but we are in the building on different days and working remotely on different days that creates a huge problem.2. Difficulty effectively communicating to students through PPE - If I am teaching in a mask, I am concerned about my students ability to hear me. Perhaps we need those plastic face shields instead.3. The instability and uncertainty of the situations -- whatever is decided, I think we should finish and start the same way. Students need structure and routine.
<p>The biggest problem with remote learning was student participation. As for concerns that I have control over, it was difficult to hit the ground running with little prior thought to providing remote instruction and assessment. As time passed, I taught myself how to make instructional videos and use technology to approximately measure student engagement with materials. My biggest concerns are 1) planning and delivering instruction and providing support remotely 2) helping students understand how to navigate the LMS, access materials and support, and gain executive function skills to self-manage 3) maintaining the integrity of assessments to accurately identify student needs and progress (this was shown to be a problem from the copied and pasted incorrect answers from google, which were identical among student responses when used)</p>
<ol style="list-style-type: none">1. Not Having access to childcare For My Own children if we are remote in order to be able to teach from home.2. I live In a different district than Merrimack so if my town also goes hybrid as well and the remote days are different than merrimacks day, it may be difficult to be able to accommodate working without childcare/school and also having to provide remote teaching to my own children.3. Lack of training on technology resources to be able to teach remotely.
<ol style="list-style-type: none">1. Having a more user-friendly and consistently used learning management systems for students, parents/guardians, and staff to rely on.2. Paper copies requests require preparation that is not exactly the same as what I created for my remote model; therefore, 3 preps turned into 6 overnight because a student from each of my preps requested the paper copies.3. The practicality of having students and staff return to a building that was not designed (physical space, HVAC system, shared materials/resources, etc.) for social distancing.
<p>Wearing masks, distancing from students</p>

<p>Access to technology for students (internet, printers, computers or tablets). Lack of access to printers/scanners for the development/digitization of worksheets and assessments. Digitizing and making materials accessible to students remotely takes additional time beyond the regular time allotted to instructing and grading student work.</p>
<p>1. If I become sick and am out for an extended period of time, who takes on the responsibility of the classroom and making sure students are still able to learn and carry out curriculum in the classroom. 2. There are some students that struggle with remote and I wonder if having the building open only to that small population that absolutley cannot learn remotely it would limit people in the buildings and provide an education in some format to every learner. 3.</p>
<p>setting boundaries so work hours are not nights and weekends and around the clock</p>
<p>Child care for my school age child who will attend another district and plans haven't been released yet.This is more if we go hybrid and he is home for 2-3 days a week.</p>
<p>1. Remote teaching is a full time job - so isn't a classroom. I know that I can't support both at once. Teachers need support to monitor remote learning if it's a hybrid situation. 2. My own children need help and I can't help them and teach fully. In a hybrid situation I need to find childcare the days they aren't in school if I'm in school. 3. I also can't fully engage a FULL group online. Parents have the same situation as I do - having to work and support their own kids. Not all kids have technical support or academic support and can't get online. I also can't do the same level of formative assessments to determine where students are.</p>
<p>Assessments Effective learning opportunities Practice and retaining information</p>
<p>1. I worry about lack of parent support which is critical to students getting onto class meetings, completing class assignments, and staying organized with the multitude of subjects. 2. Similarly, I worry about repercussions/expectations of me for whole-class academic gains if students are not participating fully, whether by choice or because of lack of parent involvement. 3. I worry that, if I am in school full-time, I will not also have time to provide adequate support and attention to students who are learning at home while I am in school (e.g. if I am at school from 8-3+, I will not be able to support the students who are working from home that day).</p>
<p>Teaching freshmen requiring supports and not having the opportunity to meet and interact with them will be difficult, also , difficulty providing support to students that are identified with a variety of needs</p>
<p>When in fully remote settings:</p> <p>Strong internet connections Access to office materials/printer/mail</p>
<p>I am concerned to be “remote”, however being required to do the remote teaching from the school building rather than home where I am more comfortable.</p>
<p>1-too small of a space to safely provide certain services as part of IEPs/504s (individual/small groups) 2- manipulatives/fidgets/other tools that I use with kids would need to be sanitized after</p>

<p>every student I see (and disinfectant wipes are hard to find) 3 - poor circulation in office, even with window opened</p>
<p>I'm concerned about a decrease in hours</p>
<p>I had to use my own personal device during remote due to the provided device constantly crashing, needing updates, and just plain old and slow.</p>
<p>75% of my work requires being at my desk.</p>
<ol style="list-style-type: none"> 1. my school laptop was really not up to the job 2. I really need a second screen to do verbal behavior training with PowerPoint 3. my internet connection was sometimes not up to the job
<ol style="list-style-type: none"> 1. Major concern with hybrid model. How will I work 4 to 5 days if my children are only going to school 2 days? Due to COVID asking family to help is irresponsible due to school exposure to germs and childcare defeats the purpose of hybrid. 2. Also will educators be expected to teach both in class instruction and remote as this is two different jobs and adds more work to an already full teacher plate. Which adds stress to family life as well. 3. Not sure I can do hybrid model and be a productive mother to my children.
<p>Would prefer to be in the building and not remote. Did not enjoy remote learning for various reasons and feel that in person learning, for many students, works better. Remote learning is great for snow days but not long term.</p>
<p>If Hybrid, I am concerned about who will be implementing the remote learning. It is not sustainable to have teachers do both. If fully remote, assessing students in the fall will be extremely challenging. Remote learning is not sustainable.</p>
<p>Lack of student involvement Efficacy of services Social skills of children</p>
<p>I am a hands on person when working with the students. Working remotely makes that difficult to grasp their full understanding. Working closely in person with case managers is as well difficult at times through remote learning.</p>
<ol style="list-style-type: none"> 1. Training for staff and families 2. Time to get programs set up and in place for remote learning. 3. Materials and subscriptions to resources for at home learning.
<p>I feel comfortable with everything remote except for live zooms - it is extremely hard to do live zooms with a baby. My team and I recorded lessons and posted them - if we did this then my answer would be no to the question above.</p>
<p>The students I teach require Applied Behavior Analysis as their intervention and teaching method. This is not a method that can be effectively completed remotely, though we have done the best we can in teaching parents to do this for us. The social learning that is the basis for the preschool curriculum is also not accessible for Preschool students with significant needs, especially those on the Autism Spectrum.</p>
<p>How do I help students who are home working while I'm helping students in the classroom at the same time? What will the communication expectations be? If most/all districts do a hybrid model, I may not have child care to be present each day. Will we be required to teach the same unit/ lesson each day as other teachers in our position?</p>

<p>Difficult to meet with Title I groups remotely. No books in students hands, it would have to be all online text. Concerns about students "showing up" for groups if it is remote.</p>
<p>I need more training to go fully remote again especially with technology options, how to make videos etc.</p>
<p>My main concerns would be...</p> <ol style="list-style-type: none">1. Not knowing the student(s), grade level, or program, before the start of school, along with student specific needs/modifications and goals.2. Having the time to learn any new technology that may be used or needed before the start of the school year. Including grade level materials on hand.3. Having all the materials needed ahead of time to support/teach all students. <p>I believe the more prepared we can be, the better our ability to effectively do our job with a positive outlook. Thank you!</p>
<p>I cannot return to work if we have a hybrid system as I have children in the district who would be impacted. I can not put my school age children in a day care setting which would increase their exposure risk and not help them in remote learning.</p>
<ol style="list-style-type: none">1- Starting a new school year with a new group of students that you have not yet had a chance to build a relationship with will be challenging2- Managing my own child's education along with needing child care in the instance the district decides to pursue a hybrid model3- The quality of remote instruction, i.e., having the appropriate resources and training to provide high-quality instruction
<ol style="list-style-type: none">1. unable to effectively evaluate and progress monitor2. reliance on family members to assist3. limited equipment/ space/ resources at home
<p>I don't have the technology background to be highly effective. I don't have a space to effectively instruct students in my home. No other concerns.</p>
<p>Technology limitations, additional hours it takes to complete tasks remotely and managing physical paperwork.</p>
<p>I am in a classroom with children with significant physical and cognitive impairment. They touch their faces, pick noses, drool, etc. and we are required to take some to the toilet. We are in constant close proximity to these students. There is little chance that these students would be able to wear a mask due to sensory issues, and zero chance for socially distancing. Also, they constantly touch other students supplies, work, tools, etc.</p>
<p>-I am most concerned about being able to support the social and emotional needs of my students in a remote or hybrid situation. -I feel it is extremely necessary to think carefully about the most important transferable skills and concepts that we must teach students and focus our efforts in this area at this time</p>
<p>In a hybrid model I worry about being able to effectively create a robust online presence/experience for students while also planning for and interacting with the students present in the classroom. Planning and executing remote instruction takes a lot more time than planning for teaching in person. Teachers would need more planning/prep time if we had to prepare both kinds of experiences to happen simultaneously. This would require a complete redesign to how approach teaching and creates a lot more work for teachers because what they do with one group of students is going to be different from what they can do with the other group of students.</p>

<p>It also takes a lot more time to communicate with students and families while remote because they are not in front of you each day.</p>
<p>Difficulty enforcing mask and social distancing rules Being tasked with in person AND remote teaching responsibilities</p>
<p>It is hard to answer these questions accurately when the questions are so open ended. I'd rather my top three concerns for Hybrid model. THEN my top 3 concerns for Remote learning. It's also challenging to answer these without being presumptuous or knowing what the policies and procedures MIGHT BE to better relay our concerns.</p> <p>Concerns are more centered around the hybrid model at this time...How do I connect with the students who are remote while I work with those in school? Do their questions go unanswered until the next day they are in school? While those that are fully remote get answered during planning periods only?</p> <p>If following hybrid...are teachers expected to plan/teach to those that are following hybrid and those that are 100% remote? For middle level (math) and up through high school, this means more than 3+ for some. On top of regular teaching duties...AM/PM, cafe duty, team/dept meetings, planning (more extensively than usual), grading, navigating online platforms, continuing IPDP work, etc. Not to mention those that coach or have 2nd jobs, etc.</p> <p>Students can have a choice to be remote or attend school in a hybrid fashion...what choice(s) do I have to carryout my professional duties and care for MY young children who might be following a hybrid model and need to be home?</p>
<p>If the district drops PS learning my students will not know what to do. I will lose all of my work.</p>
<p>My subject cannot be adequately taught and supported virtually, particularly based on high student numbers. Having sufficient time for planning and assessment. Questions on how to support students remotely while simultaneously teaching in-school students.</p>
<p>1. face to face interaction is needed 2. k-4 students need accountability 3. hinders our teaching approaches</p>
<p>giving students the learning they need to advance technology concerns</p>
<p>The remote setting took a toll on me. Working 12-14 hour days and weekends, the amount of work and pressure was immense. I feel unprepared to teach in anything other than a normal school setting. I will still work just as hard, no matter what setting we have, because I love what I do. I need help learning how to teach remotely. I also encountered back problems, which my doctor attributed to the hours of sitting in front of a computer. I still am having a difficult time walking.</p>
<p>My students would need adequate And fair / equal technology available to conduct their learning remote</p>
<p>I am concerned with the lack of materials equipment and experiences a student has at home. My very hands on subject is not available to students in a remote learning environment. And it is not equal some might be able to purchase supplies to have a more enriching experience however it is not available to all.</p>

<p>PPE social distancing student availability</p>
<p>The laptop that was loaned to me crashes many times during the day. Furthermore, it is nearly impossible for me to work from home, since, even though I have a softphone, I do not receive all the telephone calls and I need to be in my office to access all my files, etc. to work efficiently.</p>
<p>Home WIFI issues</p>
<p>Ability to provide students effective information, the transition from 6th to 7th grade and the expectations of actually doing work.</p>
<ol style="list-style-type: none"> 1. With children in 2 schools in the district, I worry how I will support their remote learning in a hybrid model, if I am expected to be on location on days they are home. 2. If their remote days are different, I'd be concerned about them being home alone without the other.
<p>I feel it will be difficult for the upcoming kindergarten students to start remotely and not be able to develop that in person connection with their teacher. I also feel that this remote learning set up was challenging for some of the kindergarteners especially those who require additional support with ex. Fine motor skills, speech, academic instruction etc.</p>
<ol style="list-style-type: none"> 1. The majority of the children I work with require rapid packed discreet trials, this is hard to obtain via zoom. 2. Some of the children are non verbal and use a communication device, which means mom or dad need to be present for the entire lesson. (it isn't always easy for them) 3. I'm finding it more difficult to keep their attention.
<p>Ensuring my students have access to the technology and services they need Struggling to connect to new students as as new school year starts- having students who don't know me respond to my emails.</p>
<p>How do we do social distancing with 22 kids in the class. What if kids refuse to wear masks?</p>
<p>Childcare for my own children.</p>
<p>I am concern about low students work expectations during remote learning. I had many students that disappeared and not completed any work during last remote learning. Clear students and parents behavior expectations we can address in problematic situation(due dates, late work, mean emails communication with teachers, etc).</p>
<p>It is challenging when fully remote to effectively connect with students, provide SEL support, and teach whole class wellness lessons.</p>
<p>For my own personal health sitting in front of a computer 7.5 hours a day was trying. I had to get a new glasses prescription. It was very difficult sitting for all those hours on my body, mind and soul.</p>
<ol style="list-style-type: none"> 1. Not having regularly scheduled class times for instruction made it difficult to connect with some students. During remote learning, I had already formed relationships with students and their parents. There were still students who would not connect even when their parents and I worked together. With a new group of students and no specific schedule, I worry that more will be lost. 2. I need more direct instruction of technology for myself in order to be more effective.
<p>For remote I need a better WiFi connection-this appears to be neighborhood related. I would still want access to the building.</p>

District Staff – Reopening Survey Results (7/9/20- 490 responses)

<p>~Hybrid as a parent will be tough as my son cannot be left home alone ~wondering if hybrid option could be for staff as well (I could work at home when he is at home, for example)</p>
<p>close contact if in person keeping engaged in remote communication</p>
<p>Student safety. School liability regarding students engaging in hands-on learning at home. Student proficiency within a hands-on learning environment.</p>
<p>Bonding with students Assessing achievements meaningful relationships</p>
<p>Fully remote: At the beginning of the year, there is significant paperwork to do that can be done remotely. As the year progresses, more of the work is with the actual students and staff and can not be done remotely.</p>
<p>I have children in the school district and am concerned about supervision/child care if we adopt a hybrid model and I have to teach 5 days a week in school while my children are only attending in school 2-3 days a week.</p>
<ol style="list-style-type: none"> 1) The ability to teach my students new concepts in a remote environment 2) Establishing a meaningful connection with my new Kindergarten students & families in a remote environment 3) Providing hands-on, real life learning opportunities for my Kindergarten students in a remote environment
<p>Not interacting with students. Students or interacting socially. Classroom discussions and communication</p>
<p>Performing occupational therapy with young children over Zoom significantly decreases the effectiveness. I do not feel that my students can demonstrate "meaningful progress" with their OT goals when the service is provided remotely. This is mostly due to the level of support which can be provided at home being low for many families.</p>
<p>Distancing in larger classes Cleaning equipment used in class Remote learning-cheating, common communication techniques</p>
<p>My top concern is whether or not my own children will return to school and if so, what that will look like. Childcare is a big concern for myself personally.</p>
<p>Fulfilling and following special education regulations. Student engagement and participation. Student/parent being overwhelmed.</p>
<p>verifying the authenticity of student work single platform for students to access and return completed work reliable communication with students and parents</p>
<p>I support fully remote, but no matter what the decision is, teachers and students need to have a clear idea of expectations for grading and student participation. Beginning remote instruction, or even just planning for it without knowing what students will be required to participate in or how it will be graded is not productive.</p>

<p>Due to concerns about Covid, I will have a toddler at home. It is difficult to teach remotely with him here and my husband working. Teaching primary students is also difficult when it is remote, since they need a lot of hands-on activities and in-person interactions.</p>
<p>1. Materials to teach (technology, etc.) 2. Kids that don't have enough support at home. (Consistent vs. inconsistent students) 3. Assessments (parental help vs. student ability)</p>
<p>My concerns mostly relate to a hybrid or online model and the time needed to perform job responsibilities. The planning day adopted during remote learning for collaboration and planning was very important for meeting student needs, providing effective/reflective programming, as well as job performance/satisfaction and pride.</p>
<p>1. I work with students 1:1 or in a small group setting for intervention. I would not feel comfortable being close to the students, and therefore it would be challenging to use manipulatives, tools, and guide them for intervention.</p> <p>2. Some students need to see an adult's mouth to help with articulation. Wearing masks will interfere with learning the correct way to form these sounds, as well as the correct pronunciation.</p> <p>3. For remote learning, I feel that we would need a platform to help correctly support students academic needs.</p>
<p>1). I teach kindergarten children and I worry about the effects full remote learning will have on their overall growth and development.</p> <p>2). I worry about the children's ability to create meaningful relationships with their school community members, classmates, and teachers. Which could impact their ability to grasp content taught remotely.</p>
<p>1. If remote, can there be other ways for kids to interact in person with each other? clubs, sports? I worry about mental health for students</p> <p>2. If remote, how do we keep it simple for parents and students?</p> <p>3. Staff privacy. If we are required to run live zooms this opens up a lot of issues.</p>
<p>I feel I can effectively teach remotely, however I worry about my ability to balance a hybrid model of teaching both in school and remotely.</p>
<p>I can physically do it. I am concerned about students/staff not complying to social distancing and wearing masks.</p> <p>There were some problems with students not showing up to their Zoom sessions.</p>
<p>Impossible to replicate in-person SEL, skills & content learning online.</p> <p>Students who "check out" or remote learning.</p> <p>Students who engage in remote learning at all different times of day.</p>
<p>1. Balancing the needs of my family. I have 2 special needs children at home who will require a significant amount of parent support in a hybrid or fully remote context.</p> <p>2. Remote learning/hybrid model is burdensome on families, especially those with young elementary age and special needs students. As a specialist I worry about overwhelming families with too much work/ expectations.</p> <p>3. As a librarian I want to provide elementary students with physical copies of books even within an</p>

hybrid/fully remote model - I believe this could be done effectively through a book request system and pick up days/ or using buses to deliver.
1. Time to prepare lessons for both methods of teaching and being able to support students. 2. Tutorials on how to set up a productive work space at home and use of the district platform for students/parents as well as clear expectations given for staff, students, and families on remote instruction/learning. 3. Reduction of additional responsibilities given to staff allowing time to prepare their lessons and implement them with fidelity.
Connecting personally with new students if I am unable to meet them first.
1. Ability to effectively teach/engage youngest students while in remote learning 2. Time necessary to fulfill both remote and in school requirements to the best of my ability
I would definitely want more training in the platforms we would be using.
1. I find it difficult to speak and be heard well behind a face mask. I struggle to shake the feeling that I need fresh air and begin to feel overwhelmed when wearing one for more than 20 mins. I have seen circumstances where people have gotten bacteria in their lungs because they are in a mask all day and need meds/hospital visit.
If we are seeking to stop transmittance, then we should REMAIN REMOTE. If we are in the building, than students will be riding the same buses, using the same handrails, bathrooms and locker space.
2. Whether hybrid or remote, I believe the students need actual art materials to handle and use. Having students only use a #2 pencil or gather household objects to arrange for art is not going to be as an effective of a curriculum.
Student engagement, lack of technology, need face to face interaction
New employee and I will be working with special needs students at the high school. Not sure how well remote would work with this population, it may work better in some instances and not as well in others.
Balancing the remote learning for my students and for my kids who are students in the district.
1. If we have a hybrid and I only have half the students, and the other half are doing remote learning, who is teaching the students who are remote if I am in the classroom all day with the other half of the students?
I would like to only be remote
Platform that is user friendly for UA teachers to be included into classroom education. Teaching twice the amount- online classes as well as in person classes (even if they are shortened) Hybrid- concerns about safety when at school

<p>Engagement and accountability Student participation We could only offer a fraction of the curriculum At young ages students can't be expected to learn independently Need more face to face time with students to oversee and diagnostic teach specific needs. Technology was a struggle for parents and staff Some parents did the work for students</p>
<p>I am concerned about the demands of doing both in person and online and how it will work. Where will students eat? Will teachers still get an hour of planning time? What will happen to switch subjects? What will happen if I get sick? I am worried the demands will be undoable and burn out teachers. I am concerned about the well being of my coworkers.</p>
<p>Being able to teach in classroom and remotely ... so challenging and time consuming Having time to plan , prep, clean and attend meeting for special ed Taking on many roles and being successful at all of them</p>
<p>Students' (families) access to technology Parents' support with learning Students' motivation</p>
<p>I know that I can do my job either way. But as far as a hybrid model, I am concerned that it is only truly hybrid for the students and not the teachers. This does not seem like any more of a virus deterrent than a normal return to school (which I would prefer). It doesn't limit teacher exposure to the virus, who can then pass it along to all the students they see in the course of a week of hybrid learning anyway.</p>
<p>If at school..... What happens if I get the virus? Who would take over my class and how would that work? I worry about the practicality of getting young students to keep their masks on; how will it be reinforced? I worry that the fear of the circumstances and the focus on cleaning, social distancing and keeping masks on will overwhelm the day and effect the quality of my teaching and of kid's learning.</p> <p>If fully remote... I GREATLY worry about students' academic progress and their social/emotional well-being. I feel that I did the best I could during the spring to remote teach, but I worry how much the students truly learned verses just "maintained" their current abilities. Remote teaching while teachers have their own children at home is VERY hard. We just can't be the best we can be when we are also parenting all day (especially those of us with young children)</p>
<p>I am concerned about how we will manage teaching in school AND being responsible for remote learning. I think it will be very difficult for young children to socially distance. I would like consistent grade level appropriate expectations across the district. My internet can be spotty.</p>
<p>Having my own kids at home with me</p>
<p>Working with the special education population, it is difficult to engage the students remotely</p>

<p>While I do not have any major concerns, I do not believe remote learning is as effective or as engaging.</p>
<p>Equity of responsibilities. As a classroom teacher I worked extremely hard to meet students' needs during remote learning, but not all had the same level of responsibilities. We need to utilize all our teachers to meet students' needs.</p> <p>How will we keep hybrid groups on track if students are unable for whatever reason to work at home?</p> <p>How will we get students to buy into working at home?</p>
<p>I would appreciate some assistance with the various required technologies.</p>
<p>In a hybrid model, it will be impossible to be available to all the students at the same time.</p> <p>In a hybrid model, of 2 on, flex day and 2 on, trying to keep pace for the 2 groups will pose difficulty for the students learning from each other. The group seen on Monday and Tuesday will not be seen by the teacher again until the following Monday, unless they attend flex day.</p>
<p>1 - In a hybrid model, what will be the requirements of teachers - how will we be implementing half in-school and half remote?</p> <p>2 - In school, how will things like lunch, specials, recess, etc. work? Or classrooms that might have to evacuate?</p> <p>3 - Flexibility in expectations as far as instruction, curriculum, etc. will have to be made, and in a way that teachers feel supported...how will this be done?</p>
<p>1. We need prep time. If we are going to a hybrid system we need one day per week for prepping materials. I am tired of feeling that the expectation is that we work 90 hours a week plus weekends which is what remote learning turned out to be. It was nice that we were constantly told to take time for ourselves, but that does not fly with 20% of the districts parents who email early morning, late in the evening, on the weekends, on the weekends demanding instant satisfaction or they are going to "tell on you" to your department head or administrator. These parents work their jobs, go home and they have the evenings and weekends off. I do not feel that is at all true for us. Especially for those of us that are not tenured.</p> <p>2. Are we actually going to have a comprehensive plan this time and stick to it? In the spring, we were given a week by the governor to come up with a plan and implement it. We chose to just jump right in and every couple of days change things like graduation requirements and grading requirements multiple times- very confusing to the teachers, the students, and the parents..</p> <p>3.Students need to be held accountable. It gets tiring to be told to be all in, when students are constantly given a free pass by guidance and administration. If a student does not do their work in a reasonable period of time, they should not get credit. They should not get to return five months later and be allowed to make it all up. How can a teacher effectively perform their job if students know they do not have to be accountable. or if they are held accountable by their teacher, all they have to do is have thier parent loudly complain to guidance and administration and they get another chance. They have to do their work. You are asking me to put my health and the health of my family at risk, the least you can do is hold the students accountable.</p>
<p>This is a difficult question to answer with a yes or no. This would depend on my job assignment, if there is a change in assignment, and the willingness of the student(s) I would be working with to be engaged in learning remotely. Student family schedules are also a factor.</p>

<p>1. Building rapport with students and keeping them fully engaged</p> <p>2. With a hybrid model how will I do both face to face teaching and remote teaching? I am concerned with the reality of doing both. Remote learning is a full time job and I am not sure how we can do both remote teaching and face to face.</p> <p>3. With remote teaching I am concerned with the emotional drain on students, parents, and teachers. This is not good for overall sanity.</p>
<p>1. If hybrid, childcare for my school age child</p> <p>2. Protocols for what</p> <p>3.</p>
<p>1 In a fully remote setting, I am unable to effectively perform my job responsibilities and meet all my students' individualized instruction and needs. I am concerned about students who cannot attend to instruction via zoom or complete activities using other online learning tools/websites. I am concerned about students social emotional needs, their families resources and ability sustain their child's intense needs, and their progress towards their IEP goals.</p> <p>2. In a hybrid setting, there will be students who cannot access any instruction remotely.</p> <p>3. There is a population of students who need to come to school and be in person in order to access any instruction... but those same students may also require staff to be within 1-2 feet of them at all times, in order to keep them safe (i.e. self-harm/unsafe behavior). I am concerned about following the health guidelines, while still meeting the students' academic/social emotional/safety needs.</p>
<p>With fully remote learning there was no work-life balance.</p>
<p>I work with many students with significant learning challenges. While most have adapted to remote learning, there are some who have not been able to participate and have therefore regressed.</p>
<p>It is going to be a little tricky for students to clearly hear the teacher if we have to wear masks. We will probably have to use the classroom speaker system faithfully so students can hear instruction. I am grateful there is already a speaker in my classroom. There might be some rooms that need such systems.</p>
<p>Remote: building routines, rituals, & relationships needed to create the safety needed for learning. In-school: The steps we take for physical safety (masks, distancing, etc.) complicate the ways we can create psychological safety; yet physical safety is first on our hierarchy of needs and teachers need to feel safe to make students feel safe.</p> <p>Sustainability. How do we create a hybrid school year that is sustainable for all parties--not just a period of time to "get through"--and meets the expectations for student engagement & progress?</p>
<p>Keeping healthy forProfessional staff</p>
<p>Keeping healthy forProfessional staff</p>
<p>what is the hybrid context?</p>
<p>hybrid-student contact and social distancing, especially disabled and special needs students</p>
<p>In the role of a "helper" providing Social, Emotional, Behavioral supports to children, it is important to have some personal interaction. It can be done remotely but it is far more effective in a 1:1 setting, or small group. I would feel safe meeting with students individually or in a small group, with parent permission and adhering to the social distancing guidelines. I can see my ability to effectively perform my job being determined by my relationship with the children and the individual needs of each child.</p>

Given a hybrid teaching situation: will special educators have adequate opportunities to access students in order to provide necessary services?
I think I have the ability to perform my job responsibilities but I do have a concern about teaching students in person while simultaneously providing enough materials for students who are remote. I also worry about technology. I worry that the devices I have may stop working due to age and the current amount of usage. Also, in my classroom, the computer does not have a camera so I would have to use my phone to make videos while at school which would significantly increase my phone usage as well. I know staff can receive devices from the district but I have heard from staff members that some of the laptops they have been given do not work efficiently for Zoom.
I am not concerned regarding my ability to fulfill my job however it is very cumbersome and time consuming. I need better technology, printing and filing systems, ability for administrative asst to schedule zoom calls.
1) the burden and stress put on families that do not feel adequately prepared to assist their children in participating and following through with sessions
2) specific needs of certain children make distance learning difficult due to attention issues and/or vision, hearing, behaviors
Impaired continuity of care for students with chronic medical, and/or social emotional challenges. Increased challenge of meeting state immunization guidelines
Being able to fully support and provide support services to all SPED students.
Need parent support especially not knowing new students coming up to a new school if fully remote
Special Ed. Law: Providing services remotely was "doable" in the spring because it had to be. However, I have significant concerns about attempting, or continuing to attempt, to provide IEP mandated services that were created with the intent of being provided in the school building, in a remote setting. I think there would need to be consideration of overhauling or amending IEP services to more appropriately align with provision in a remote setting vs a brick and mortar building.
Scheduling: As a therapy provider, I found it very difficult to manage therapy scheduling in conjunction with the various schedules of other teachers and families. This was a challenge for both myself, my colleagues and the families that I worked with and had a significant factor on "burn-out".
Training: While I learned how to provide remote therapy services "on the fly" because there was no other option, I think if remote learning continues to be our path in the future, the district should provide access to appropriate training to improve our efficacy for educating our students. Specific training for speech therapy, OT, Special Ed., etc., would be necessary and not just general ed. instruction.
1) In a fully remote setting, the time it takes to provide meaningful lessons and meaningful written feedback for up to 600 students at a time is not sustainable.
2) Finding a good online platform/management system that is user friendly to the age group, allows for feed back to and from students to facilitate learning is imperative.
3) Work-life balance/boundaries.

<p>1. Providing effective one-on-one instruction, support and guidance while maintaining the six feet distance.</p> <p>2. How to address the social/emotional needs of students while maintaining the social distancing.</p> <p>3. How to balance the needs of our youngest learners while keeping them and us safe.</p>
<ul style="list-style-type: none"> - Lack of communication. - Students not participating in Zoom calls. - Lack of consistency among teachers.
<p>Managing/balancing in-person and remote instruction at the same time (SEL for teachers!!!); having a platform to provide effective feedback at the elementary level during remote instruction; teaching in-person/hybrid wearing a mask with young students who need to see/hear sounds and facials; differentiating instruction remotely to meet student needs</p>

6. Please identify three specific supports that would help you to more effectively fulfill your job responsibilities in a hybrid or fully remote context.

[More Details](#)

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Responses

Question #6 Responses

<p>I would need to obtain a district owned laptop.</p> <p>I would need access to supplies, books, worksheets etc.</p> <p>Access to online platforms.</p>
<p>1. Better technology</p>
<p>If hybrid, I'm concerned about my ability to obtain childcare for my own children on the days they are not in school.</p> <p>If hybrid or fully remote, it would be a big help to somehow get manipulatives/paper materials to the students because the younger grades definitely need hands-on materials.</p> <p>Tech support for teachers AND parents would be very helpful.</p>
<p>More consistent teacher communication, document cameras (to help with intervention materials)</p>
<p>Student training on using school email and interacting and uploading materials. Student access to mental health services.</p>
<p>Proper curriculum to build knowledge with students not just review or maintain current learning</p> <p>A required participation from students</p> <p>Safe protocols</p>

<p>Set schedule Activities for the kids</p>
<p>support for students working remotely if a hybrid model is chosen, flexibility as far as content covered, to meet with grade levels to discuss pacing/where to begin in the fall based on what was able to be completed during remote learning</p>
<p>specific teacher expectations across the district; specific grading expectations; one platform for all levels</p>
<p>A way for paras to utilize the chat feature (or something similar)with the students on their caseload to address questions and clarify ideas during class wide zooms,</p>
<p>Fewer electives so not as many preps. Prepping 4 different classes meant I worked 6 days a week, for at least 10 hours, to get my job done. Better yet, no remote learning.</p>
<ol style="list-style-type: none"> 1. If remote, we should do things like we did in the spring to keep things familiar to both students and families. 2. Time to plan and set up online tools/sites we will be using. 3. If hybrid, having our para be support for students who are working during their “home days” because teachers will not be able to support students who are both at home and at school.
<p>-Flexibility -More resources (allowing to take document camera and printer home) -Plenty of planning time throughout the day</p>
<ol style="list-style-type: none"> 1. A master profile on a student to know if they're only not doing work in your class or all classes. 2. Better way to let students know that their UA changed from quarter to quarter. 3. A better way to reward students for putting in more effort in class besides a better comment.
<p>Maybe just time to learn or training when new technologies are introduced</p>
<p>Having a safe daycare environment for my kids. Having proper bandwidth. Having proper technology.</p>
<p>I feel I have the supports I need.</p>
<ol style="list-style-type: none"> 1) Creating take-home kits of supplies for students (not all students have access to the materials they'd use in my classroom) 2) a monthly pickup or distribution of supplies for students 3) childcare logistics (for my own children and the younger students of Merrimack if we're hybrid or remote)
<p>Need to know how many students will be taking the bus in a hybrid model.</p>
<p>Easy access to materials. Clear expectations for students and staff. Accountability if all, attendance, etc.</p>
<ol style="list-style-type: none"> 1. Outdoors visitations with children on school grounds so I’m not driving to each house. Face to face meeting & forming a connection. 2. Easier , all inclusive technology platform, to record lessons, post updates, answer parent questions. (I was using Bloom’s, Zoom, You-tube, PowerSchool web page and District email- all for communication purposes...it was way too much to keep up with. 3. Very clear goals and expected learning outcomes each quarter/semester and how it will be assessed.

technology support, availability of teaching materials
<ol style="list-style-type: none"> 1. Having a scanner at home 2. Having a district phone
<p>Some flexibility with my class material</p> <p>Guidance getting more involved with kids who aren't submitting work</p> <p>smaller class size</p>
<p>Clear guidance for exact responsibilities</p> <p>Technology access/training for various programs/devices and how best to utilize the resources and access to a printer/ paper since my personal printer is running overtime making resources for lessons</p>
<p>Well constructed schedule supporting development for UA classes / online lessons.</p> <p>Clear expectations for how UA classes would differ from online and in person.</p>
<p>Administrative support regarding servicing assigned students</p> <p>Clear expectations to teachers regarding support to special education students</p>
<ol style="list-style-type: none"> 1. specific class times 2. mandatory assignments 3. more (staff) instruction on online platform use
<p>Clear expectations for students, coming from the top down. I felt we erred too much on the side of accommodating those who struggled with remote learning last spring. If such a model were implemented for a full year, the average and above average students need to know that it really “counts” and that they must put effort into their work to pass.</p>
<ol style="list-style-type: none"> 1. A district laptop that would support all the functions I would need 2. Consistent guidelines for grade levels in the building and across the district 3. Platforms that are consistent for families
<p>Social distancing, mask, disinfecting supplies</p>
<p>A single platform to teach from, store work, send to kids and receive work back that won't get bogged down by the number of users daily.</p> <p>A more streamline method of communicating with parents that doesn't involve 100's of emails weekly.</p> <p>A better understanding of the connective nature of the internet and how to leverage it without overwhelming parents and students</p>
<p>Platforms and websites that are user friendly for students and staff.</p> <p>School provided computer.</p> <p>Clear boundaries set by the school district/administrators.</p>
<p>Regular teacher communication Use of chrome book. And team zoom meetings.</p>
<p>Communication from leaders is essential.</p>
<p>None</p>
<p>Safe daycare</p>

District Staff – Reopening Survey Results (7/9/20- 490 responses)

<p>Grading student attendance, Being able to give zeroes (I would also give students 2 weeks or more to remediate a zero), Being able to give academic credit for homework assignments.</p>
<p>Better coordination about required student online responsibilities, consistent online teaching platforms, lessons, and assessments.</p>
<p>1. Training in the platform we are using for communication/instruction. 2. Smaller class sizes.</p>
<p>Transparency from colleagues and administrators A well-developed plan for various outcomes A good online platform</p>
<p>I have what I need so far.</p>
<p>Clear staff expectations Clear student expectations</p>
<p>Training on the platform Assistance with the challenges of communicating with students/families that are non responsive Common planning time with colleagues</p>
<p>-Guarantee technology will always work -Technology training -Teach parents how to "do remote," not giving answers, not teaching over me, etc. I found remote awful and I think my teaching and students' education was not as good as a result of it. I fully value health and safety, but I am praying we can find a way to go back safely because remote does NOT work at the young elementary age.</p>
<p>PD on block scheduling prior to the start of the year, meeting time for grade levels to create consistent expectations for students both academically, behaviorally, and socially in this unprecedented type of schooling, delay the start of school until after labor day to allow for this extra PD time in content department teams as well as grade level teams.</p>
<p>Child care for school aged child, significant planning time with my team for either situation, have a/some teachers that are strictly remote -it's going to be a lot of work to be in the classroom and remote.</p>
<p>None</p>
<p>More training.</p>
<p>Integration with grade level content Collaborate with teachers on best technology options Recognized boundaries in my support role.</p>
<p>We would need help with meal distribution in a hybrid or remote scenario.</p>
<p>1. Technology ie document cameras 2. Students having materials ie math pages, reading books 3. Me having materials to support the curriculum</p>
<p>I would imagine that the face shields or plexiglass barriers would help me perform my job effectively, even if only in my own classroom.</p>
<p>Early identification and training of the new learning platform.</p>
<p>1- Limiting the number of hours spent in zoom meetings per day (I would like to see 4 or less) 2- Keep vacation time intact (Having time off gives us all a mental break)</p>

<p>3- If hybrid, I would like to be able to meet in person with small groups of people and not have all meetings be online.</p>
<p>All students having a specific daily schedule and all staff using the same program to submit assignments.</p>
<p>-having a remote teacher at each grade level. -district offering money to staff to pay for childcare that we did not anticipate having to pay. -I would consider taking a year off if we are in a hybrid model.</p>
<p>1) going by hours not days so we have time to collaborate and schedule prior to students returning 2) grouping the days the students attend in person based on IEP services and goals (writing services would attend the same days , etc) 3) keeping the flex day so we have a day to collaborate with our PLT and attend meetings</p>
<p>prep day without office hours or meetings student supply bags training for parents on how to use the platform we choose so I can spend less time explaining how to log on, find assignments, submit work, etc. I spent hours on this each week in the spring.</p>
<p>During the period of time in which I was working remotely, I found it difficult to print jobs from my home printer logistically due to the use of my own ink and the limited copies my printer would generate. It was easier to save those tasks for when I could run into the building for a chunk of time. However, it wasn't very efficient - but doable!</p>
<p>consistent platforms consistent expectations for teachers and families I happen to have a paraeducator in my class. We worked well as a team to meet the need of all the students. We were able to do a lot of one on one to help working families. I think each classroom should be teamed up with a paraeducator.</p>
<p>Provide face shields instead of masks for staff. Provide sufficient hand sanitizers and cleaners. Take everyone's temperature upon arrival daily.</p>
<p>1. Being assured that EVERY student has adequate access. 2. Being assured that the community understands that every stakeholder is responsible.</p>
<p>1. Training on recording videos for students to view remotely either during a fully or hybrid remote schedule. 2. Time to plan with my department to restructure my way of teaching before it begins. 3.</p>
<p>1. Having greater access to support staff in order to meet on zoom more frequently. 2. Having access to zoom meetings without time limits. 3. Training on how to teach effectively in a hybrid or remote learning environment.</p>
<p>Head sets, chairs that offer more support, breaks after Zoom sessions, collaboration with the teachers.</p>
<p>If we are to enter the school year in a remote learning format, we need to have a schedule and structure similar to a normal school setting. It keeps the students accountable and it maintains a form of school normalcy.</p>
<p>If we were able to make recommendations as professionals as to whether or not a child should be seen as a group of one, regardless of IEP units due to difficulties during remote learning.</p>
<p>PD on remote learning platforms, grade level meetings across the district for similar work</p>

<p>At the elementary level- there needs to be some accountability among parents/students to complete work</p> <p>Training and access to online resources that will help students learn and manage their learning- not just "frivolous" online activities</p> <p>Staff meetings/PD at building level to be consistent and share new learning</p>
<ol style="list-style-type: none"> 1. A program that allows parents to easily turn in work and teachers to give feedback. 2. Training on any new programs that we will be required to implement. 3. Having consistency with expectations throughout the school district at different grade levels.
<p>Materials at home</p>
<p>training, safety, and</p>
<p>laptop at home and school</p> <p>common platforms for instruction delivery</p> <p>assessment models</p>
<p>-Communication-detailed notes from previous teacher regarding each student.</p> <p>-UDL-specific scaffolding or predetermined options for each subject.</p> <p>-Better software for students to return work.</p>
<p>Smaller class sizes. Half home half at school</p>
<p>Consistent platform</p> <p>Training</p> <p>technology</p>
<p>Technology training, apps/software that can manage the demand, and strong internet.</p>
<p>Masks, reduced contact</p>
<ol style="list-style-type: none"> 1. More user-friendly software for remote learning, including video interaction. 2. Set schedules for students that offer clear structure about when and how to participate in each class/subject. They should be marked absent if they don't participate at the scheduled time. (Students who cannot follow the schedule should have an alternative way to participate, but this should not be the norm.) 3. Clear guidelines about how students should use support services and times when they should use them, as well as guidelines about teachers' and support staff's responsibilities toward students who are not participating.
<p>Just please open the school and let us work with the kids again. They need it - and so do I. 😊</p>
<p>assigned curriculum</p> <p>training to teach the curriculum</p> <p>expectations of what needs to be achieved</p>
<p>Consistency with guidelines to follow</p> <p>Smaller classes</p> <p>Social distancing</p>
<p>SEL support for families, training for expected online applications, Flex day established from the beginning</p>

<p>Proper tech training on new platform where everyone in the district is using the SAME thing</p> <p>Clear expectations when it comes to assessments for students</p>
<p>Improved computer/internet access (esp. if I am working from home).</p> <p>Additional cleaning supplies for therapy materials and gloves for protection.</p> <p>Masks for students and staff on the return to school.</p>
<p>Availability & training on technology</p>
<p>1. better platform (maybe google classroom)</p> <p>2. more tech training</p> <p>3. better laptop</p>
<p>1. For remote learning.... teachers need more training on how to best implement programs/use platforms.</p> <p>2. Students all need reliable devices that have ALL capabilities on Zoom such as annotate, mouse control, etc.</p> <p>3. Students all need specific materials at home - textbooks, workbooks, white boards, markers, headphoned, etc. etc.</p>
<p>1)training in teaching remotely and working with traumatized children 2) a computer to work with(I used a shared family computer last year) 3)enough clear objectives to fill my days</p>
<p>Hybrid- effective safety measures/consistent procedures</p> <p>Remote- I need to have materials ready to make the transition--aka a contingency plan</p> <p>Both- Some parameters on parent expectations- during the pandemic, working hours were almost overwhelming they were so numerous--parents reaching out at random times</p>
<p>Proper and clear cleaning protocols</p> <p>Definite policy regarding any positive testing by students or staff</p> <p>Making snow days nonexistent since it can be handled via remote learning protocols</p>
<p>I'm not sure I can answer this until we see what a fully remote (with planning time) or hybrid schooling will look like.</p>
<p>A platform for students that is constant for all teachers and courses. Students having access to support services easily.</p>
<p>I am a preschool para and cannot imagine what a hybrid version would look like so I don't know how to answer this question except to say that I am personally fine with working in the building and/or working online.</p> <p>I would suggest, if masks are required for staff (which I, personally, do not feel the need for) , that the district look into the clear face shields so that,especially younger students and I hose with social/emotional issues can see facial expressions since they are vital for their understanding and their social/emotional development. It seems as though those would be fairly easy to wipe down periodically throughout the day.</p>
<p>--Extensive, subject-specific training on best practices for hybrid and remote learning</p> <p>--clear, streamlined competencies that will help us meet the needs of all of our students</p> <p>--extra time to prepare/adapt lessons for our students</p>

District Staff – Reopening Survey Results (7/9/20- 490 responses)

<ol style="list-style-type: none">1. Strict safety precautions in place and followed.2. More training on different remote learning style programs we can use.3. More social opportunities even through zoom for students' mental health.
<ol style="list-style-type: none">1. Staff Directions and responsibilities given in a timely fashion w/ the same expectations for all2. Direct instruction on the resources we should use and how to use them3. Time to prepare instruction
Continuing with my students from last year-it's easier to teach a new curriculum vs trying to build relationships with new students
Students need their own emails, at least he 3+
District needs to have the message to families that they need to try; either supports in place or consequences for families/students that make no attempt to participate in rite learning
I'm new to the district this year, so I'm not sure what was in place for remote learning last year. I know my former district lacked cohesive guidelines on what was expected from students and teachers.
Training on the online platform for all teachers to be more consistent in the way it is being used. Scheduling online time/classes with students needs to be consistent, so students do not have to choose which class or help session to attend. They should be required to attend during school hours.
Reimbursement for office supplies, such as desk chairs, paper, ink, and other materials. Support toward internet service would be helpful.
A better online platform to teach. PSL was very difficult for students and parents to maneuver and to access/submit assignments.
Mandatory wearing of masks by staff and students, if you are going hybrid. Other than that, I'm not sure how you can protect anyone. Set up at my home - computer connected to school server
Computer training! Having a working printer, bring in my own laptop.
<ol style="list-style-type: none">1. Effective and open communication from administration2. Teacher training3. Access to a printer if we are teaching fully remote or via the hybrid model
<ol style="list-style-type: none">1) Being on the same hybrid schedule as my children so that I'm working from home when they are remote learning (not including flex day).2) Having the soft phone feature on my laptop to share in phone responsibilities with the other admin assistants.3) If fully remote, having the approval to work in the office at least one day per week to do paperwork and other things that need to be done in person.
Technology support in the specific programs I need use

<p>Prior to the start of school:</p> <ul style="list-style-type: none">-Additional substantive training on ZOOM (if we continue to use that as a District)-As much substantive training as possible on creating/recording videos for classrooms and the various platforms used to do this.-As much substantive training as possible on whatever new platform is chosen in lieu of PowerSchool Learning (Google Classroom? Teams? etc.) <p>We need as much training and information as possible, prior to the start of school, in order to smoothly transition to any of the models listed below. We all want to be as effective as possible right from the beginning. If we are confident and secure in our own "virtual teaching" skills, it makes it easier for students to buy into what we are offering and trying to accomplish right from the start. It also may help put them at ease that what we are asking them to do, is doable.</p>
<p>New laptop for video conferencing is needed.</p>
<ol style="list-style-type: none">1. All students/staff need access to technology from the very beginning (I personally spent a lot of time helping students, parents, and staff with accessing assignments, platforms, etc. Even into May, we were still identifying technology challenges.)2. Uniform expectations and guidelines within a team, a grade, a school, and the district would be very helpful. Consistency is important. Also, regular/consistent work hours - many of us worked far more hours remotely than we did with "in-person" schooling.3. Simplified FAPE logs for Support Staff.
<p>Mandatory Zoom classes Communication with classroom teacher Acquiring assigned work before students</p>
<p>Teachers following a set learning platform in as uniform a way as is possible, classes being held via Zoom at a set time each day in a schedule, and the expectations (work load) and timelines scaled to fit a more realistic goal for students who are already identified as being a struggling learner.</p>
<p>More technology training. I worked with a fourth grade teacher this spring remotely and we made a great team. It would be beneficial if people who work well together are placed together again since this is a whole new group of children we don't know. The first remote learning situation happened in march when we knew the students well.</p>
<p>PD, collaborating with teachers to best support my students.</p>
<p>If we were to teach in a hybrid or remote setting it would be helpful to have another home delivery of learning supplies.</p>
<ol style="list-style-type: none">1) Given planning time and training to learn about remote learning resources and how to use them. There also needs to be consistency.2) Provided with a trac phone to contact parents or students. Many times parents block unidentified numbers or do not pick up. Parent or student don't regularly check and don't respond to email. There were many challenges with contacting families.
<ol style="list-style-type: none">1. More training on apps/online programs that could be used while working with students.2. Streamlined information on how to submit time logs, ie what should be included, should time be shown in increments for each activity.3. Information on how exactly medicaid should be filled out, ie wording, times billed
<p>A laptop</p>

<p>-a printer!!!!</p> <p>-continued access to my classroom so that I can set up/record lab demonstrations to at least show students proper lab technique</p> <p>-more than 30 minutes a day; typical classes in the high school are 45 minutes of instructional time and then students are expected to complete work outside of school. Only being able to assign 30 minutes of work per day for an entire year would put students at a total disadvantage.</p>
<p>District Cell phone support that would make texting high school students easier.</p>
<p>A better online platform ie google classrooms so collecting work is easier.</p> <p>Clear and specific requirements of us teachers that will be also shown to parents.</p> <p>A clear document stating exact standards to cover as curriculum needs to be reduced -parents also need to see.</p>
<p>1. Making sure each student has equipment access.</p> <p>2. Making sure each student has time in the school lab</p> <p>3. Making sure each student has proper software for editing</p>
<p>1. Mask Compliance</p> <p>2. PPE provided by the School District.</p> <p>3. Physical Distancing</p>
<p>Putting a reasonable schedule together with classroom teachers</p> <p>Establishing clear office hours for teachers limiting a school day to 8 hours</p> <p>Parents' support and accountability to make sure students are present when required and doing the assignments they have been given</p> <p>Making sure all students have internet access (use the grant money to help struggling parents)</p>
<p>1.) An appropriate workload/flex day for teachers. Teachers cannot be expected to teach all day then go home and respond to those students who need assistance with remote learning. There needs to be boundaries and guidelines in place to stop the 24/7 access that was pretty much expected this past spring. The burn out was a very real thing, particularly with no break from March 18th to the end of the year.</p> <p>2.) Appropriate communication from leadership to faculty and staff. Increased, relevant communication from building level administration and district administration to the faculty and staff is necessary to feel supported and boost morale. Being addressed after the school board and the general public felt like we didn't matter, were not treated as professionals, and had to just roll with all punches/decisions that were already made without our input. In addition, flexibility and a sense of trust in our professionalism. We were repeatedly told to be flexible for our students and their families. We need to extend the same courtesy to our district staff.</p> <p>3.) An increase in available resources and technology.</p>
<p>*A hybrid system may also need to look different than proposed in this survey</p>
<p>1. more structure from teachers to paras</p> <p>2. better schedule or structure for support staff</p> <p>3. student/parent accountability for skipping school</p>
<p>I am very comfortable with a hybrid or fully remote environment and what would help me is if everyone ran classes the same as far as keeping to a schedule everyday to use Zoom with their class "normally" met as scheduled in and to have all teachers use a grading system so that students are handing in their work the same way for all classes. Of course teachers need to feel free to create</p>

<p>their class to fit their teaching and content dbut I definitely believe that some similar delivery and handing in work and zoom times would make classes more effective and less stressful for students.</p>
<p>Better learning management system Clear expectations for staff, students and parents. Flexibility</p>
<p>1. Headphones/microphone that would work with the school borrowed laptop to dial out and listen to incoming phone calls the office would get on the Cisco phone. The headphones that were given to the office staff allowed listening to voicemails, but did not allow speaking through the headphone/microphone, so phone calls could not be made remotely. 2. Having more fillable office forms created electronically that could be put on the teacher toolbox or the shared folder that staff would have access to, (ex. personal day forms, professional day forms etc.)</p>
<p>Ensuring students have access to high spped internet and a computer- not just a chrome book , so that specific necessary software can be accessed for learning.</p>
<p>Knowledge/training on the platform that we will be using if it is something other than Powerschool Continued access to Envisions as I had last year to be able to work through the math program Ability to access all classroom tools to work with my 1 to 1 student</p>
<p>1. Ability to provide “kits” with basic supplies 2. Some method to guarantee all kiddos check-in 3. Best case scenario for “collaboration” ... where kids can share ideas/problems/solutions ... Socratic thinking</p>
<p>Universal precautions training for staff Social distancing classes for staff More technology training</p>
<p>1. All students have a device. 2. A consistent platform and template to deliver instruction and for students to hand in work. 3. Continuing to have an assigned paraprofessional to the classroom in the comprehensive classes.</p>
<p>training in remote teaching/platforms additional remote teaching materials document camera</p>
<p>Training to support students online</p>
<p>-phone or app to call (many parents have *67 calls blocked) -space to meet with students where it is not confined to an office (if hybrid) -consistency with expectations including:grading, tech platforms, work submission policies</p>
<p>I feel that administrative and technology support will need to be different this year. I wonder if simplifying the grading scale would help? Many conversations we had in the spring were about points being missed or how their children “needed multiple chances for success” on basic true/false assessments (I used to determine if kids were actually participating).</p>
<p>More communication from Special Ed Coordinator to paras on fulfilling job requirements.</p>
<p>How the hybrid would look and how we could keep our kids engaged when they are not with us (including those that needed extra supports and services) How the hybrid would look and the expectations for expectations (as mentioned above)</p>

<p>More technology training for us and the students. Also parents need more awareness of the tech platforms being used by their child's teachers (possibly more streamlined).</p>
<p>I found remote to be a smooth transition and found a lot of my students did very well with it.</p>
<p>My job did not convey well to full remote work, so if we go to remote, would like clear job responsibilities and someone to delegate new or extra jobs that can be Done. . Did not feel as useful as when in school. Hybrid i feel would be ok.</p>
<p>Phone to call from Printer or reimbursement for ink Access to stamp machine or stamp reimbursement</p>
<p>1. Better and more timely communication, Not waiting til the last minute to announce something that may be expected. 2. Weekly meetings (either zoom or in person) to keep the team abreast of any and all news/events/needs.</p>
<p>Ensuring that all students have access to computers and high speed internet</p>
<p>Devices for all students, manipulatives I can bring home, time to discuss how we will deliver instruction</p>
<p>Everyone using the same online platform(s) Consistency on specific skills and concepts being taught throughout the grade Kids being held responsible for completing work (before it was not necessarily mandatory and some kids did not attend Zoom sessions a or do the work)</p>
<p>Clear and well communicated expectations for student and parent behavior when online. There were many iterations of teacher expectations this past year but little communicated about how students were expected to work.</p> <p>A dependable learning management system.</p> <p>Access to paid resources to help facilitate online learning so that teachers do not have to make everything from scratch.</p>
<p>More professional support. A set schedule. Contacting students parents or guardian. Communication with the students teachers..</p>
<p>Masks provided by district Temperature taken daily Water fountains closed</p>
<p>Multiple data tracking student friendly learning platforms- consistent among district Training on learning platforms, Training on online systems used among the district Revised responsibility/job description to clearly explain and better meet needs of employees with families</p>
<p>Uninterrupted Wifi capabilities. Uninterrupted Wifi capabilities. Uninterrupted Wifi capabilities.</p>
<p>1. Training and consistency in building for remote platforms for sake of students, parents, and teachers. 2 TIME to prepare, teach, and evaluate - concerned that we will be responsible for more than we can handle. 3. Assurance for the ventilation AND cleanliness I would like to know the protocol and be informed about this</p>

District Staff – Reopening Survey Results (7/9/20- 490 responses)

<p>1. Allow for time, when we are in person, to be spent with students instructing them on how to manage remote learning.</p> <p>2. Actual support from special ed coordinator instead of constantly canceled prescheduled meetings.</p> <p>3. Paras cannot be expected to remotely meet with the same students every day for an hour or more. It just isn't a good use of time or good for mental health. Remote learning support cannot be expected to match what is given in school.</p>
<p>1. Limit the number of students and staff in one area.</p> <p>2. Available and required PPE.</p> <p>3. Zero tolerance for not adhering to guidelines.</p>
<p>Same as # 3 & # 5</p>
<p>District laptop with Net Extender</p> <p>Supplies (printer paper, file folders, ink) for grant files</p> <p>Professional development in new online tools</p>
<p>N/A- I currently have everything I need to work remote or in office</p>
<p>Clear and specific expectations for all staff, students, and parents regarding safety precautions and also regarding the learning. For example, having grading clearly outlined from the beginning. Also giving teachers the time necessary to plan for hybrid or remote.</p>
<p>Smaller class sizes</p> <p>Proper PPE</p> <p>Daily disinfection</p>
<p>Time to plan with teammates and gather all data, possibly a flex day.</p> <p>PD on any new platform we will be using.</p> <p>A user friendly platform (that doesn't get overloaded) that is easy for a young elementary school child to navigate where assignments can be uploaded.</p>
<p>more diverse technology platform that is more conducive to discussions and communication in general.</p> <p>more support and training to use that technology (hopefully in our 5 days of PD before school?)</p> <p>No duties for teachers to allow to teach and correct the work we receive from the "extra" time we may be doing from splitting our classes into A and B groups.</p>
<p>Remote- Continued use of Microsoft 365 tools so that we can email resources to students, use the TEAMS feature, and share documents so work can be viewed as students complete it regardless of how their tech works (Chromebook vs computer, etc). I think we need to look at how the kids performed online and have IEP Team discussions about the efficacy of the service and whether there needs to be a change. Services were prescribed based on a face-to-face format that allowed for differential teaching while keeping kids engaged. Differential teaching in the remote learning created less practice time for some of these kids.</p>
<p>In school- a plexiglass barrier so groups can be held with</p>
<p>I don't want to see hybrid. It's too confusing. I'd rather be back with STRICT guidelines or completely remote again.</p>
<p>Personal Protective Equipment</p> <p>Staff and students are all remote</p> <p>Relaxed school expectations/Administration</p>
<p>A better platform for students to access materials remotely and independently.</p> <p>More differentiated online resources.</p>

<p>Access to more online learning resources laptop computer and document camera Access to a Learning Management System</p>
<p>Lots of training on new platform. Time to work with grade level subject team to plan. More training on 365</p>
<p>Better online program, days for prepping and correcting without having meeting, more training for online teaching if we are going back to a fully remote teaching</p>
<p>1. A better LMS that doesn't crash. 2. Offer PD on remote teaching. 3. Better communication technology for staff and students to use.</p>
<p>Teachers should hold smaller virtual classrooms instead of just recorded messages</p>
<p>If we were to be remote, all students need to have computers and PRINTERS with adequate wifi at home.</p>
<p>Since we began remote in March, I have not experienced any impediments in doing my job. I feel that I can be completely effective in a hybrid or fully remote context without additional support.</p>
<p>- masks onsite -gloves -disinfecting wipes -kleenex</p>
<p>Unsure - concerns stated above do not seem to be able to be supported virtually</p>
<p>Hybrid - just be really clear about protocols and about when students will physically be in the building so therapists have the ability to effectively meet the needs. Some students do ok with remote services and therapists can identify which students did well with this platform.</p> <p>Remote - allow for a group of one or amendments to IEPs if parents are not comfortable with their child being in a group therapy session via Zoom. Ethically, that would be a better route for therapists rather than forcing groupings that don't work or not providing therapy and telling parents the service will be made up at a later unknown time. There may also be challenges with scheduling groups based on parent work schedules. It is really hard to work with young kids via Zoom if they don't have a parent available to help them on the other side.</p>
<p>Clear expectations</p>
<p>Better technology Ability to bring monitor home Able to have a two-sided printer</p>
<p>More training on remote learning, Have more direct access with students parents for support. Have more support from teachers in teaching the required curriculum.</p>
<p>1. Flexibility from our building admin and within the district. There should be FAIR evaluations of the educators regarding teacher performance during this time. Teachers should NOT be required to hold both in class and remote classes on the same day. 45-60 minute content area lessons should not be taught via zoom. 2. Communication to parents and staff from building administration. There is a point where teachers should not be expected to be the only like of communication. 3. Understanding that, just the like parents in our district are trying to balance work and home, the</p>

<p>teachers working in our schools are as well. There are staff who live in neighboring towns whose children may be on a different schedule.</p>
<p>Having access to students homes so I can work with students 1:1. Having access to Constellations personnel for behavioral supports. Having support staff trained in ABA programming and following behavior plans.</p>
<p>A hybrid model will not work for my family. unless I am able to bring my children to school. More specific expectations/ guidance for students and teachers. I would prefer to either go to school full time or all remotely.</p>
<ol style="list-style-type: none">1. Continued flexibility and autonomy as a middle school team and as an individual teacher2. 1:1 technology capability3. Surveying students and parents to be able to alter instruction as may be needed
<p>Hybrid and fully remote would be completely different needs or concerns. Remote : 1. Communication with the classroom teacher on a regular basis. 2. Having all teachers utilize the same program/applications for student's work, for example, Google Docs/Classroom, instead of multiple, in different classrooms. This way students and staff can learn one program and become proficient in it. Also, this helps with sharing and turning assignments in. 3. A specific system or protocol for missing assignments, grading, and all other academics. Holding students responsible while still understanding the circumstances of remote learning.</p>
<ol style="list-style-type: none">1. Having systems and safety measures in place, prior to any re-opening, that ensure the health and well-being of all students and staff given the unpredictability of the virus.2. Ongoing supportive leadership, as was very apparent this past spring, that recognizes the significant challenges all of us are faced with both professionally and personally.3. Ample time for instructional planning and professional development in the use of designated online platforms and instructional resources for both on-site and remote learning.
<p>Hybrid:</p> <ol style="list-style-type: none">1. PPE gear/face shields for teaching2. Sanitation gear to wipe down the desks, doors, etc. <p>Fully remote:</p> <ol style="list-style-type: none">1. Having access to the building from time to time to retrieve materials from my classroom
<p>As a member of the District Leadership Team, I feel supported on all fronts. Thank you</p>
<p>School district expectation that parent(s) are encouraged to take an active role with School Personnel which will help their students better engage with any alternative plans set up.</p> <p>More regular schedule of class attendance so students have regular access to the teachers, paras and other supports at school.</p> <p>Organized effort to make sure all students have access to a computer and Wifi.</p>
<p>The ability to work from home on the flex day. I assistance of support staff to reach students both in the classroom and those at home.</p>

<p>1. To know what learning platform will be used next school year so I can prepare</p> <p>2. To know who contacts my students (besides me) like guidance or administration</p> <p>3. To have a technology "one-pager" available so I know which applications/resources I can use at a glance (including what the applications can do)</p> <p>4. (sorry) How to support the mental wellness of students and staff and create a community when restrictions are in place.</p>
<p>Fewer students in one class . No recess , no lunch cafeteria</p>
<p>Time to collaborate with colleagues in the same position across schools so that instruction will be similar. Time to prep and collaborate before instruction begins with students. Perhaps teachers begin the school year as scheduled and students start a week later</p>
<p>Very specific training on various online platforms that we will be using a voice in the planning of how to deliver instruction prep time</p>
<p>More hands on training or guidance.</p>
<p>1. A schedule that allows me to be with my kids if they are in a remote situation</p> <p>That is all I am really worried about.</p>
<p>1. A face shield and/or a micro-phone that would go under a mask.</p> <p>2. Sanitization - a dedicated professional in the classroom, all day, to monitor social distancing and proper sanitization. I cannot police and teach.</p> <p>3. My children worked remotely on Google Classroom. It seemed to be a much more effective means of remote learning. I would like access to a program more effective and reliable than PSL.</p>
<p>Daily communication with SPED supervisor. Weekly communication with classroom team of teachers. Monthly meeting with SPED building coordinator and building paras.</p>
<p>1) time dedicated to hands on learning of the LMS and planning before the start of school 2) use an extended homeroom to explicitly teach students (and staff) executive function skills and social emotional skills that support resiliency 3) dedicated time to scaffolded in person instruction of students in accessing the LMS and helping them develop personal learning plans before expecting them to work independently.</p>
<p>I think having enough time to plan and prepare for remote lessons and instructions, having support staff to work with students who may need additional support, and having a teammate or entire team to share the responsibility of the planning and prepping.</p>
<p>1. Training on platforms before being expected to use it with students.</p> <p>2. Accommodate job expectations during these times.</p> <p>3. Provide one platform to collect work from students.</p>
<p>1. Google Classroom for our learning management system.</p> <p>2. Restructure teaching assignments to reduce the number of preps and specialize staff so that our time and resources can be most effectively used to build the strongest learning experience for our students given the current situation.</p> <p>3. Restructure staff duties/assignments to facilitate more frequent check-ins with students. These do not need to be school-related; instead, I believe we should be focusing on our students' overall well-being and mental health. For example, classroom teachers and support staff can be assigned to Zoom with specific students to build relationships and provide an opportunity to practice mindfulness exercises.</p>

<p>Assurances that all students have access to the technology necessary to access and engage with remote learning.</p> <p>Explicit and detailed guidelines from administration as to expectations for staff, students, and parents regarding remote learning, deadlines, grading, etc.</p> <p>A district wide flow chart detailing the process for reaching out to parents and students when the student is non-responsive during remote learning.</p>
<p>1. It needs to be considered the amount of work both in the classroom and remote learning takes from teachers and staff. It would be an extreme challenge to be able to do both as one person. If it is hybrid we should consider coteaching (one online, one in the classroom) with common planning and prep time.</p> <p>2. Special education teams need time in the beginning of the school year to have all of the IEP meetings required by the state. It may be beneficial to look at a delayed start of services, so these meetings can take place successfully.</p> <p>3. Training in the beginning of the year for staff and parents on remote platforms and tools available.</p>
<p>Set expectations about work not extending beyond reasonable hours.</p>
<p>Child care reimbursement for my school aged child if I'm working full time and our town does hybrid.</p> <p>Same plan as nearby districts and allow me to work remotely when child is home.</p> <p>Adequate planning time with my team to start the year.</p>
<p>Remote learning support with corrections..and interaction..fully remote Learning curriculum as we as maintaining and fulfilling in school teaching and lessons for whole classroom-work loads</p>
<p>I do feel that if we are remote then there needs to be clear direction so that ALL children are offered the same experience.</p>
<p>1. Remote teaching is a full time job - so isn't a classroom. I know that I can't support both at once. Teachers need support to monitor remote learning if it's a hybrid situation.</p> <p>2. I'm worried classrooms won't have appropriate personal protective equipment along with sanitization supplies.</p> <p>3. I am worried about needing a sub. I'm worried about someone getting sick with COVID and having to close the building for 2 weeks. I'm worried about the politics of masks/social distancing.</p>
<p>Allowed to be in building even without students.</p> <p>Clear goals.</p>
<p>Technology workshops, time to prepare, and a zoom like platform that requires student participation during a fully remote schedule.</p>
<p>1. a versatile platform for assigning and providing content to students (preferably the Google platform which allows me to use Google account resources, Google add-ons, and other applications that are Google-friendly)</p> <p>2. a consistent device that is being used by students, preferably a laptop, ideally with tech support</p> <p>3. clearly communicated expectations for families when students are doing remote work, including a learning-friendly environment at home (limited distractions) and importance of student work, rather than</p>
<p>Perhaps a computer provided by the school so I no longer have to use my personal one.</p> <p>Written guidelines of what the teacher expects from students and Paras so that everything is clear to all.</p> <p>Meetings with individual departments (at H.S. level) to present any problems not addressed prior.</p>

District Staff – Reopening Survey Results (7/9/20- 490 responses)

<p>-more tech training on online platforms (Zoom, PresenceLearning) -access to computer hardware tech support (if my mouse stops working) -time allotted for electronic file management and emailing (since everything is digital, which is a huge shift)</p>
<p>printer option access to classroom round table discussions</p>
<p>More remote training.</p>
<p>More support from admin instead of last minute notifications, more computersupports in subject areas, detailed responsibilities about grading and student support in a remote setting</p>
<p>Staff support for my students at home, when I am with my class in person and the other half is hybrid.</p> <p>Planning time to work with my grade level to develop essential standards and lessons.</p> <p>A platform that will easily work for all to help parents, students and teachers communicate and training for all.</p>
<p>Additional hotspots for families and staff Access at least once a week to print/file/ mail</p>
<p>Technology training Clear guidelines regarding safety and health guidelines for both students and staff Direct communication from Administration regarding job expectations.</p>
<p>Ability to use Microsoft Teams and not being required to use PSL, para educator who is capable with the content to lend support to students</p>
<p>Computer support, zoom support</p>
<p>1- some sort of air purifier or something to help with the stagnant air in a small space 2 - access to disinfectant wipes and hand sanitizer 3 - requirement that students/staff who need to enter office must wear a mask</p>
<p>Planning time, training, as well as time for some in person collaboration among teachers and staff</p>
<p>Workshops on remote learning</p>
<p>1. After 3 failed attempts to contact a student, an administrator should then contact the parent(s) to deliver the student whether that be hybrid or remote - parents need to be on board and take responsibility for their child's education. 2. Instruction/ guidance on technology programs being used along with up to date devices that work. 3. Teachers conducting instruction instead of relying on support staff to perform that task.</p>
<p>If my work area could be isolated to protect me, that would be the only way I can effectively do my job.</p>
<p>1. better equipment 2. training in providing online instruction 3. help upgrading my internet connection</p>
<p>Reading programs remotely. More technology training.</p>

<p>1. As a district go to hours instead of 180 days. I think remote should be offered to those families that want it and the other families should send kids 4/5 shorter days of school in smaller class sizes Provide in class teachers and remote learning teachers</p> <p>2. Social emotional support for staff and students as well as families</p> <p>3. Do not add more work to educators already full plates during this stressful time. If working remotely teachers need a guideline of expectations for each grade level and have a shut down point. Provide days off and vacation days.</p>
<p>1) Students need to be graded the same way in all subjects. 2) Students need to have assigned check in times for all subjects. 3) all teachers should be informed about problems and issues for students who are struggling.</p>
<p>Hybrid - no supports</p> <p>Remote - more responsibility on the part of the students and parents to log on/in and complete work. Also need more resources for work rather than always screen sharing and annotation.</p>
<p>A liaison teacher to implement the remote learning if there is a hybrid model.</p>
<p>Continued use of district laptop remotely And internet access</p>
<p>A more structured time frame for classes to be held- i.e a set time for Zoom classes. A clearer and more uniform set up for how a PowerSchool Learning page should look and be accessed.</p>
<p>1. Subscriptions to online platforms and interactive websites</p> <p>2. Manipulatives for families and teachers</p> <p>3. Training</p>
<p>1- support/collaboration with my team again</p> <p>2- continued support and communication from administration (they were amazing with this during remote)</p> <p>3- tech support</p>
<p>In order to allow my students to participate actively in learning, I would need them to have touch screen devices that work with the zoom sharing tools such as touch screen laptops. Preschoolers do not have the developmental coordination to use a mouse to access what is on the screen. Ipads do not allow this function in zoom. Providing programs online that can work on the skills we would work on in the classroom, that could be used with iPads or touch screen laptops (have not researched this). Boom cards have been helpful, but do require time to design for the individual child's goals, and a subscription in order to track the data of their usage. Wishlist would be a second screen for my laptop for IEP meetings so that I can see participants while also sharing my screen to view the IEP and any changes being made.</p>
<p>1. Procedures or protocol for sharing student resources and materials</p> <p>2. cleaning/disinfecting supplies (hand sanitizer, desk/table/technology cleaning supplies)</p> <p>3. If hybrid, paid planning days in August with PLTs and district PLTs to plan what learning will look like when students are in the building and when remote...appropriate at home learning opportunities and effective use of time during in-school days.</p>
<p>Ppe, access to appropriate equipment, collaborative time with peers</p>
<p>Clear expectations shared with teachers and families.</p> <p>Help learning the new online platform (I was not able to attend the sessions in June due to short notice).</p> <p>Freedom to do my own curriculum at a pace that is best for my students without planning across the whole grade level.</p>

<p>1-1 title I tutoring if remote (which would mean being able to service less students). meet with groups at school certain days of the week (if hybrid)</p>
<p>A learning management system that allows for "one stop shopping" for example Google classroom offers for assignment turn in, meetings, and a calendar all in one place. Access to more online resources (data bases, ebooks or audiobooks). It would also be helpful to have clear guidelines for grading and student expectations early on. I think this will help encourage constant student engagement throughout the year.</p>
<p>technology, technology and technology</p>
<p>Digital platforms</p>
<p>Daily/ Weekly Communication & Collaboration network with & between Paras Technology support PD support to record completed hours & receive credit for new certification</p>
<p>1. Better learning management system (other than PSL) 2. PD training for online learning best practices 3. Flexibility and autonomy for teachers to implement online learning that is best for their specific students</p>
<p>None. I feel like remote learning went well for me.</p>
<p>1- Training in online resources 2- Better opportunities for teacher websites 3- Better platforms for remote learning</p>
<p>1. ability to provide more supplies to each student 2. more planning/ prep time 3. ability to problem solve/ plan / share resources with peers</p>
<p>I need training! Lots of training. I would need to have a better place than my living room to present instruction.</p>
<p>I would need a better laptop, home screen, extra hours and access to the school for filing purposes.</p>
<p>1. Clear expectations surrounding work time, face time with students and lessons 2. Collaboration time among colleagues for shared lessons and/or a model where one person does live teaching and another does online. 3. Professional development in models to support hybrid learning (ex: blended learning)</p>
<p>I think that the teachers have figured out excellent skills and tools for posting assignments on PSL. The students are becoming accustomed to Zoom Meetings, and working and socializing online.</p>
<p>-dedicated time for social emotional learning/relationship building -narrowed curriculum expectations - specific essential components to work toward in each quarter that are manageable and achievable -time to do what needs to be done - time to prepare and implement remote learning along with in person learning if a hybrid situation is chosen -financial support for the materials we need to stay safe that parents are unable to provide including: PPE, Clorox wipes, hand sanitizer, etc.</p>
<p>Less problems with power school, more zoom times with teachers instructing students, more unity in the way PowerSchool is set up for students</p>

<p>1. More time for planning for both kinds of experiences</p> <p>2. If fully remote, it would be helpful to require students to use the platform (PowerSchool learning) to get and hand in work.</p> <p>3. Clear expectations that students have to actively participate in class and a protocol for what to do if they are not participating.</p> <p>4. Collaboration with other teachers to share best practices and share resources.</p>
<p>Keeping a flex day, office hours for teachers limiting the expectation of 24/7 email availability, and dissemination of clear student expectations regarding individual effort and authenticity of work</p>
<p>The ability to have PD days built into the school year to use for PD, check ins, planning, etc., which I assume we are doing this year because there is no August Academy.</p>
<p>The opportunity to continue tech and other PD during the summer to help us "get ahead" and hopefully bring down some anxieties.</p>
<p>A clear plan/expectation of work for students. ie, all teachers plan their on their own or grade level/dept teachers plan together to ensure students in building are getting same work/standards, etc.</p>
<p>access to better online meeting platform - without sound delays</p> <p>support regarding time to regularly communicate with my subject area colleagues</p>
<p>Specific job duties.</p>
<p>unsure at this time</p>
<p>access to different technology platforms for special ed students</p> <p>technology training for me one platforms to be used</p> <p>scheduling enough time for students to succeed</p>
<p>Training.</p> <p>Time to work with peers to develop effective lessons.</p> <p>New online books and resources.</p>
<p>Structure to meet with students</p> <p>Students must have adequate technology</p>
<p>A hybrid schedule that allows fewer students in space. The ability to have enough supplies to send appropriate materials home with each student. A sanitation social distance protocol that allows students to be guided in their progress on project while they are working.</p>
<p>not sure at this time, its complicated</p>
<p>See above</p>
<p>I would prefer to be in the building, in my empty classroom - teaching remotely. This would reduce my computer issues. And, if the students needed help, they could set up a Zoom meeting or an in-person meeting with proper precautions.</p>
<p>Proper scheduling</p> <p>Good Communication</p> <p>Health Precautions</p>
<p>Student access to reliable internet/technology</p> <p>Students and parents know how to use technology</p>
<p>1. Possible flexibility as to where I work from, in order to support my children in remote days.</p> <p>2. A voice in my children’s scheduling so they can be remote together.</p>

<p>3. Safety measures such as temperature taking upon entry, sanitizer availability/use, and possibly face masks.</p>
<p>1. Leadership from Admin and supervisors. 2. Clear communication 3. Consistency between the different PLTs in regards to what is expected from each student.</p>
<p>Defined guidelines on what is expected of the students to learn Defined guidelines on roles of teachers</p>
<p>In remote, teachers would zoom during their regularly scheduled class time.</p>
<p>-User friendly digital resources for the younger students -Guidelines on what each grade level’s remote learning blocks should look like so the grade level team is consistent (Small group, individual sessions etc.)</p>
<p>Preparation prior to the beginning of the school year, if in a hybrid or remote learning environment. Clarified expectations of students, parents and staff in a hybrid or remote learning environment.</p>
<p>I can’t think of anything. With some children it’s smooth and works just fine, and with some it’s just not easy.</p>
<p>Support from guidance counselors and case managers with email check-ins and willingness to connect when the teacher has not been able to. Continued plan to have a flex day for students and staff Continuing to have days where students can pick-up physical materials so teachers can continue to move through units</p>
<p>Will the district provide cleaning supplies and masks? Can we use face shields instead of masks? Will there be more training if we go remote?</p>
<p>The hybrid model is absolutely horrible for working parents. Think about the staff with school age children (myself included) Who is going to do remote learning with my own children on the days theyre home if im expected to be at work every day? Children cannot do remote learning at daycares. I will have to think about either taking a temporary or permanent leave from my position if that's the case.</p>
<p>More computer training on the different websites each teacher uses. More training on variety of computer databases support staff is expected to use to track students, etc.</p>
<p>Temperature checks daily for students and staff prior to entering the building. Masks when traveling throughout the building. Ample sanitizer available throughout the building.</p>
<p>A learning management system we can trust Clear expectations for students and parents More resources for teachers like paid online resources.</p>
<p>providing CDC approved, private rooms for therapeutic interventions</p>
<p>1. A clear schedule, 2. clear expectations for staff, families, & students, 3. clear face masks.</p>
<p>1) Having all paperwork in front of me that we are working on 2) Making it mandatory to have Zoom meeting with students at least once a week. 3) More training on computers</p>

<p>More direction from supervisors If you are not engaged with a student, step away from your computer without fear of being penalized.</p>
<p>1. Technology training in regard to posting lessons, grading them and returning them to students.</p> <p>2. A cell phone or other technology that allows phone calls to parents without identifying teachers specifically. Most will not answer when number is simply blocked.</p>
<p>Safe location and space Frequent and consistent sanitizing Screening health of staff and students prior to admission to school</p>
<p>-Having staff hybrid option to coincide w child’s schedule (he’s a merrimack student) -continued access to tech support (Brian Morse has been instrumental!) -More contact with other professional staff in same role across district (in “helper” roles).</p>
<p>communication support PPE</p>
<p>-Statement of district expectations as soon as they are identified with a logical and methodical means to that end laid out by district leaders</p> <p>-Consistent platforms elected by district to unify the structure and presentation for remote/hybrid learning.</p> <p>-Consistent programs district wide to support unifying teaching and learning in this remote or hybrid mode.</p>
<p>Consistent protocol with using on-line software (teacher, student). Office accessories for home example; monitor, key board, office chair, stand-up desk, printer etc. More training in using computer/software systems approved by school district. Please reduce wild, wild west approach.</p>
<p>patience and flexibility</p>
<p>A minor shift in responsibility/tasks. There will always be paperwork to do, but not enough to fill a full time position. Possibly utilize the school nurse in the Phys Ed department to teach hygiene or other health related materials to students. This will allow the school nurse to continue to be a part of the school community while remote.</p>
<p>Strict cleaning procedure Flexible schedule if needed Additional secretarial help if needed</p>
<p>Childcare during hybrid mode</p>
<p>1) Professional Development on using the district platform chosen in place of Power School Learning 2) Flex Day in our schedule to give me time to plan & prepare 3) Clear expectations for me as a teacher on how to deliver instruction in a remote environment, which includes SEL instructional time for students</p>

<p>Specific online expectations for students and teachers. Detailed online lessons that are interwoven into classroom discussions</p>
<p>Hybrid- OT sessions in person, at least every other week.</p> <p>Fully Remote- The ability to send home packets and physical supplies to children on a biweekly basis to better support their learning. I did this with a few students during remote learning and it worked very well. Both of these students demonstrated gains (they also both had highly engaged parents).</p>
<p>Cleaning supplies for equipment Small class sizes Training for all staff members and students on how assignments will be dispersed/collected</p>
<p>More support staff to ensure student social distancing if needed.</p>
<p>More technology training, access to educational sites that support the curriculum, para educators to help and collect data during remote sessions.</p>
<p>Reliable contact information for students and their guardian(s) Reliable platform to deliver content and collect student work Smaller class sizes - I had 140 students on my roster last semester</p>
<p>a universal platform for remote learning that is adopted by the entire school. My students were all confused about whether to use PSL or Seesaw or whatever because every teacher was using their own platform. Ideally, the platform adopted by the school should work well, and then no one will jump ship for something else. Teachers and students need training on these things if we are going to learn something new.</p>
<ol style="list-style-type: none"> 1. Students would need to have individual kits to use at home (or possibly school/home combination). It would be important for them to have math manipulatives, books at their individual reading levels, as well as writing/coloring/cutting/gluing supplies in those kits. 2. A document camera would be very helpful at my home, in addition to other basic technology for virtual teaching. 3. I would need access to my classroom for projects, supplies, and other teaching materials throughout the year.
<p>Technology, support staff to help conduct small groups, quality online platforms that students will use.</p>
<p>Planning/preparation day Quarterly flex days for collaboration with grade level team Time with Special education team, ie more time with therapists</p>
<p>Readily available text support Training on remote platform 1 Flex Day per week</p>
<ol style="list-style-type: none"> 1. For remote learning, a platform that would support teacher and student to simultaneously work on a worksheets, writing assignment, or play an educational activity. 2. For face to face: Masks to be mandated to wear for all students and adults. I would hope that the distract would provide PPE for staff. 3. Students and staff to be tested a minimum of every other day. 4. Tall 'offices' with a protective window for all students. Not to be shared with other students.

<p>1). Regular updates on projected timelines so teams can adequately plan and prepare for next steps. Strong communication from administrators.</p> <p>2). In a hybrid situation, it would be important for the classrooms to be carefully disinfected during remote learning 1/2 of the week. Providing the janitorial staff with necessary cleaning equipment to clean all learning spaces regularly. Perhaps the hiring of more janitors, so there are enough staff members to clean throughout the school day and after hours. This would allow for us to stay on top of the cleaning demands to provide safe learning spaces, while also being able to build connections with students that will ultimately support their reception of instructional content and support their overall growth and development.</p> <p>3). Understanding that with young children beginning school this school year may need to be different in order to meet the student's collective and individual needs. Teaching teams will need to get creative to meet students needs throughout this time, and teachers having support and an understanding from administrators will be important for a successful year. We need to be able to constructively collaborate together.</p>
<p>1. A program that is easy to navigate for parents, kids, and teachers.</p> <p>2. Staff who may not have full class case loads to check in with kids. All hands on deck!!</p> <p>3. Reasonable work load for classroom teachers. With remote, teachers were working regular hours, weekends and nights. I am afraid for burnout with this method if reasonable goals are not set.</p>
<p>While I was able to create lesson videos across content areas in the spring, I didn't feel that my students were getting nearly the same level of instruction, and we were relying heavily on parents to fill in the gaps. I think in the case of fully remote learning, we would need to divide up the content areas amongst teachers within the same grade level (i.e. one or two teachers cover math, other teachers cover only reading, etc. In this scenario, teachers can make thorough lesson videos, work with students in small groups and one one and plan effectively, as they are able to focus on just one content area.)</p> <p>I also think we would benefit from, in a hybrid model, having some teachers in school only and some teachers as remote teachers only, to balance the workload, as I think doing both at the same time is far too challenging to be effective.</p>
<p>In building....Maintaining social distancing and requiring masks for all.</p> <p>Remote....Having more remote programs to be able to use with the students that would help with motivation.</p>
<p>Universal platform</p> <p>Respect to our professional hours (as the remote day extended far beyond a typical day)</p>
<p>1. Professional development on remote learning</p> <p>2. A better, more user friendly LMS.</p>
<p>Access to technology from home as well as a printer</p> <p>Unable to access a second e-mail set up for the department from home</p>
<p>Set school hours of teacher availability; no double duty of teaching in person and then 2nd shift online or if fully remote, having to work many more hours because kids logging on all day and night. Zoom attendance required, with someone other than teacher to follow-up with missing students. Requiring students to check and communicate via school email.</p>

<p>1. A 'remote learning' job description specific to my role so that I can be sure I am meeting district expectations during a hybrid/remote learning period.</p> <p>2. As an elementary school specialist we did not have the ability to directly communicate with student families. A district wide learning platform that allows multiple teachers to be connected to each classroom would help this.</p> <p>3. I would prefer the option to work in building during a hybrid or fully remote model.</p>
<p>1. Clear expectations for staff, students and families for productive at home learning. If we are to become remote again, it would be beneficial to consider having one teacher per grade level focus on a single subject to prepare for the team. This would allow more consistency in lessons being delivered to students, as well as allow flexibility for parents as to when their child receives the lesson.</p> <p>2. Professional development to be able to learn our remote platform.</p> <p>3. A bank of district-approved websites that should be consistently used throughout the district. Making sure we are consistent across schools/grades will help us moving forward.</p>
<p>As a para who rarely wrote an e-mail to someone expected to do much more this past school year, I realized I could benefit from a technology lesson on how best to save and then access the tools I needed to best serve the needs of the students I supported. As an example, I used slides sent to me by my supervisor for direct teaching of sight words. I could benefit from help with managing that process.</p>
<p>Structure/set plan or schedule even if fully remote (for students and staff)</p> <p>Administrative support regarding continuing special education referrals</p> <p>Support with clear expectations for special education staff expectations during hybrid/remote setting</p>
<p>1. I believe face masks should be optional if we are to return to school in order to keep moral high and allow teachers to teach effectively. If not, then we should be only remote.</p> <p>2. I think students should be able to use art materials in the classroom and take them home.</p> <p>3. While I think that school buildings should open in the fall, I think they should only open if they can be run without masks or chemicals. If not, then we should remain remote until we can do so.</p>
<p>Programs to make curriculum delivery easy and seamless, beginning of year assessments to obtain student's academic and social/emotional/behavioral levels, remote assistance for parents, especially of students with special needs, on how to assist their children with remote learning and with "hidden" learning that students receive in school (social, behavioral, etc.)</p>
<p>1. School wide remote meeting/district meeting so that support staff receives all information on procedures and expectations. 2. Training on new software that may be used. 3. Better laptop/internet/technology support for students/parents.</p>
<p>Team collaboration. I think discussion and sharing of ideas is essential to help me be most effective. I have found access to relatable webinars to be helpful as well.</p>
<p>Continued collaboration with my team continued support from administration and professional development for remote learning and how to best move forward with remote learning</p>
<p>Access to PPE and effective cleaning supplies along with adequate time to use them through out the school day.</p> <p>In Preschool rooms where wearing a mask and social distancing is not a reasonable expectation</p>

<p>installing electronic air filters that can purify the air from viruses, especially in the winter months when windows have to be closed.</p>
<p>a para, resources for students, and guidelines for student work</p>
<p>Explicit directives regarding responsibilities for both in class and remote learning Realistic amount of time to plan for both</p>
<p>*Parental support in allowing students to attend instruction and encouraging them to follow their set schedule *Assurance that students have up-to-date and compatible computer hardware and software *Hiring of support staff to cover non-classroom duties, allowing more time for team planning and effective instruction</p>
<p>Communication. Chrome books. Phones for those who need daily communication and encouragement</p>
<p>1. If there is a hybrid model, students who are learning remotely while we are teaching in the classroom to the other half of the students, we need to use/have some sort of online program that students who are remote can just log on and complete tasks and watch videos and we can just login and check and make sure they did it. I cannot teach both in school and remote at the same time. Or, we could hire more teachers to just teach remote.</p>
<p>Common platform Professionally development for online teaching Grace</p>
<p>Tech training for parents and teachers using one platform district wide Reliable technology Consistent attendance from students. Para support for hands on supervision/teaching</p>
<p>Still having a planning time period. Having a set guideline at the beginning of the year for assessment and grading that holds students accountable. Last year students attendance dropped dramatically once we said we would not be grading. Being transparent through this process would also be beneficial. What will happen if someone in the school gets covid-19? Will we shut down again totally? Will we have to make packets and shift everything to online? It would help to know the plan and that there is a plan for all these scenarios so we are prepared for the possibility. If it is all remote learning a flex day would be beneficial.</p>
<p>Have one teacher in team teach in building and one do remote and not do both as one teacher Have a “cleaning crew “ Have a team that conducts meeting or evaluations for special education</p>
<p>Keep connected to colleagues</p>

<p>Hybrid - I worry that teachers will be asked to work in person all day at school, and then come home and grade or create remote learning assignments for hours in the late afternoon and evening. Having a guaranteed prep period during the school day (every day) would help.</p> <p>Having a true remote flex day for both teachers and students would be good, but requiring teachers to come in on that flex day and allowing some students to come in if they need help does not make sense if we are trying to limit virus transmission and allow for deep cleaning of the buildings once a week or more.</p> <p>Flexibility for teacher sick days is also an important concern for those with relatively few sick days left.</p> <p>Lack of childcare for families with young children and those without nearby family members is a huge concern and would be a distraction while trying to focus on my job.</p>
<p>Fully Remote....</p> <p>Perhaps having a partner teacher? So two teachers work together to instruct both our classes the exact same so that we can support each other and be there in case the other needs help due to a number of personal circumstances that could easily come up.</p> <p>I'm not sure how to teach guided reading through a computer, especially for kids who need to be taught how to read (i.e. word work)</p> <p>I would want to know what standards exactly need to be taught since we just can't do it all.</p> <p>Hybrid....</p> <p>If I were to be at school 5 days a week teaching half my class at a time then I don't know how I would ever also be able to remote teach all of my students on their home days since I will be teaching at school all day. I would hope that maybe on their school days I would then give them work to do on their home days and I would not be posting assignments on a website.</p>
<p>-Better and more reliable online interface/platform</p> <p>-Time to plan</p> <p>-access to in-school materials,supplies, and scanner</p>
<p>Training on See Saw or whatever is chosen by the district.</p> <p>Team planning time</p> <p>Ongoing training through out remote learning</p>
<p>Distinct expectations with in grade level and school</p>
<p>More training on zoom and material needed for assignments.</p>
<p>Team teaching with my grade level team</p>
<p>Provide PPE during in school times for both students and staff</p> <p>Covid testing for all</p>
<p>1. GUIDANCE must have a plan to address any SEL issues on day 1</p> <p>2. Leadership MUST be consistent and communicate guidelines and follow through as needed. I.e. if a student refuses to wear a mask that must be addressed by administration.</p>

<p>Effective communication Safety as number one Across the board plan in place</p>
<p>Technology education.</p>
<ol style="list-style-type: none"> 1. a robust recorded training 2. clarification of which platform will be used 3. access to tech support when needed
<p>A fully functional platform. Clear and through exceptions for students, teachers and parents.</p>
<ol style="list-style-type: none"> 1 - Clear expectations on what is expected from teachers 2 - Reimbursement/support with technology - ex: for the summer program I am working at, I am on my personal computer for hours at a time, and it has begun overheating and may not be capable of that kind of use 3 - Common plans and collaboration across grade (could extend to same grade levels at other schools as well)
<p>If students are going to remain in a single room and the teachers are going to move, lab classes such as science, art, cooking, PE, and tech need to be exempt from that. Those classes need the equipment in their specific rooms in order to work for a hybrid system.</p> <p>You need to set expectations for the systems we are going to use and then hold the teachers accountable for using them. Why would they chose to use PSL, when they can just do their own thing and nobody calls them on it? If we are told to post assignments on PSL, then they have to be posted on PSL. If they want to post them in google classroom, fine, after they have posted it on PSL.</p> <p>Clear expectations that do not change from day to day or week to week.</p>
<p>*Staff should not zoom alone with a student (for staff and student protection) *Easier access to lessons and assignments, many support staff work with students in more than one classroom</p>
<ol style="list-style-type: none"> 1. Access to online programs and platforms conducive to remote teaching. 2. Clear guidelines and expectations for how we are to do this and consistency. 3. Support from computer teachers to show students, parents, and in some cases teachers how to navigate remote teaching. For example: email, PSL, signing in to school accounts, sharing work online, submitting assignments, Chromebook use, etc.
<ol style="list-style-type: none"> 1. Consistent communication in a timely manner from building leadership. 2. Consistency with following guidelines 3. If we are hybrid, kids who are fully remote should have a designated remote teacher, not the one doing hybrid.
<ol style="list-style-type: none"> 1. If in a fully remote context, there is a population of students that we may need to provide access to in person instruction no matter what. 2. In a hybrid setting, there should be students that are allowed to come to school 4 or 5 days a week (regardless of us being in a hybrid model). I would need clear defined guidelines and expectations of the teacher and students role in a hybrid model. 3. Training on clearly defined procedures that are sustainable and what is best for both staff and students.

<p>Clear communication of expectations, time frames and health and safety measures.</p>
<p>Remote learning training; Zoom and the ability to interact more freely with my student(s) vis Zoom and other online platforms.</p>
<p>Help from paraprofessionals to collect data during sessions, log data, prepare materials.</p> <p>Changes to any documentation that is not mandated by state or federal rules that would reduce workload.</p> <p>Communication from administration specific to special education policies and procedures so that everyone is well informed and all staff are consistent with their actions and communication with families.</p>
<p>Speaker system if teachers must wear masks.</p>
<p>Communication of directives in a timely manner would be extremely helpful</p> <p>Prioritize responsibilities of teachers. Realizing that due to circumstances not everything that usually gets completed can be or should be.</p>
<p>Training.</p> <p>Get rid of PSL or failing that---</p> <p>---Provide a system like Google Classroom as an additional option.</p>
<p>I (all stakeholders) need to know how the district is going to do to keep us safe AND feel competent that we can do so. Same for remote instruction and student progress--clear transparent plan with training.</p>
<p>Although it was a huge challenge to go remote, we (our team) made it work. The ultimate goal is EVERYONE'S safety. There are far too many unknowns with this virus. The things I would need to fully go remote again would be:</p> <ol style="list-style-type: none"> 1. More clear direction from Supervisor and Administration. (My supervisor went on maternity shortly after we went remote AND my para partner took another job). I was on my own to figure it all out. 2. Need an office at home..desk...bookshelf... I will set myself up to be more efficient. 3. Training on how to keep kids engaged and how to help those who struggle emotionally with all the change..
<p>Access to the building daily</p> <p>Direction to prioritize my responsibilities</p>
<p>PPP and cleaning supplies</p>
<p>contactless teaching</p>
<p>Weekly department meetings to continue, maybe using a different platform (google classrooms)?</p>
<p>hybrid- face shield, and/or recommended PPE, separators and floor decals for social distancing</p> <p>fully remote- district computer loan</p>

<p>Better supports for parents, which includes all buildings running their online learning in a way that is uniform so parents with children in multiple buildings aren't dealing with multiple ways of running things.</p> <p>Make sure all students have reliable internet access.</p>
<ol style="list-style-type: none"> 1. Continuing with the appropriate platform (such as Presence Learning) which offers me a multitude of options for teaching and supporting children in regards to SEL 2. Having the opportunity to work with children in person, at the discretion of parents, either at school or at their homes for those who need the personal interaction 3. Ample time to plan and resources to access as well as flexible times to meet with students.
<p>Training in online resources available and how to best utilize them in my position.</p> <p>Adequate time to prepare for all learning options</p> <p>Clear communication regarding all expectations</p>
<p>Everyone, students included wearing masks and full enforcement of this policy. Appropriate distancing. Plenty of hand sanitizing stations available.</p>
<p>*Reimbursement for personal device usage</p> <p>*An understanding of the amount of time needed to teach students both in school and remote. If Flex Days will be used, the entire day should be dedicated to preparing materials and disinfecting the room without other responsibilities that may take time away from those two critical tasks.</p>
<p>More powerful laptop</p> <p>School provided printer, paper, ink</p> <p>Not involved in meetings all day so I have to do paperwork after hours.</p>
<p>In a hybrid context, I am hoping for personal protection measures to be installed such as a plexiglass barrier where appropriate and a plan for less congested hallways. Additionally, Office Staff at each school should meet to develop a firm plan regarding revisions of general office operations to better meet CDC guidelines. Thank you.</p>
<p>which students state they will be fully remote</p> <p>which staff choose to stay home to work</p> <p>perhaps expanded sub coverage to be in classrooms of staff staying out</p>
<p>Adequate PPE</p> <p>Isolation area</p> <p>Time/material to educate staff and students re: hygiene/hand washing/infection control/redefined use of health office</p>
<p>-access to adequate devices/equipment</p> <p>-training in platforms and programs that will be utilized</p>
<p>1:1 technology for students</p> <p>Enough substitutes as needed</p>
<p>School computer (currently using personal computer), more technology workshops/training, more online resources for activities to use with students.</p>
<ol style="list-style-type: none"> 1. Laptop 2. Accountability for students; attendance requirements 3. Set schedule for remote classes and school day

Constant communication with administration, identify and provide tools we can use and set aside specific times and methods for team interaction
Adequate staffing. Provision of speech therapy instruction in a remote setting is not the same as in a physical setting and I think that the district would need to seriously consider workload differences and what is in the best interest of students to ensure that staffing is adequate to provide services remotely.
Appropriate and specified training. Provision of or access to role-specific training to educate all staff - professional, therapists, and support staff - on how to more effectively navigate and provide education for students in a remote setting.
Appropriate PPE. If staff returns to school, even in a hybrid model, and we are to work directly with students, I believe the district should allow us to wear scrubs (so we may adequately sanitize our clothing at the end of each day) and provide appropriate protective equipment - face shields and see through masks to reduce my/our risk of exposure.
Shared resources
better computer time to plan training of meeting apps
Daily communication with administrators If remote, access to a laptop Safety precautions taken and masks worn when interacting with all.
1) I would like to look at the possibility of "seeing" students more often for a quarter or trimester (as opposed to once a week for a year). Seeing fewer students more frequently will allow for deeper learning, more meaningful feedback and better connection with students. (and provide a better health option if we are hybrid or in person) 2) I feel it is important to teach students and parents (and teachers) how to use the online platforms/LMS in the first week or so of school, before any content is delivered. This will help ease the "overwhelmed" feeling. 2) If we are hybrid or remote I would like the option of working from my classroom to create better work/home boundaries.
supplying students with materials to complete hands on projects
1. If specialists are required to travel from classroom to classroom, they will need a room to organized, supply and replenish their carts. 2. Creating a master schedule with input from all faculty areas (grade levels, admin., office staff, UA's, etc.) 3. Planning, preparation time with school and district PLT's before the start of the school year.
- Communication and time to adjust of needed. - Making it mandatory for students to participate in Zoom calls. - Consistency and holding all staff members accountable regarding delivery of instruction. I appreciate the flexibility and allowing teachers to decide how this will look, but additional guidance/expectations and leadership needs to be in place for the fall.
Professional development around best practices in a new teaching model; curriculum planning that targets essential skills; a better platform for lessons/assignments to be pushed out, used efficiently by students, work submitted, and the ability to provide direct feedback back to elementary students. One cohesive platform that has all of the necessary basic functions and ease of use for

student-teacher interaction and communication. It is not effective, or practical, to rely on email with parents for this.

Remotely, training in any new platforms we might be considering besides Google classroom, Zoom, SeeSaw, Dojo or any other. Hybrid..a good plan for how students would come to school..Either a session A on Mon and Tues. all day 1/2 the class while others are remote..same on Thursday and Friday with switching out kiddos and Wednesday is the deep cleaning day. Supplies of tissues, wipes, sanitizer, masks and gloves and eye protection for in school learning.

Side note: Check out the Denmark, Germany and New Zealand and others are reopening schools. I also do the After School program. Parents need it and if we social distance in the cafeteria with all tables utilized and spread out we could limit enrollment but those that are in school, only go on the days they are in school so parents have at least 2 full days at work. Just a thought...no rush...this could be a later start up.

7. Which of the following is your preference for the upcoming school year?

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● Hybrid (students return to sch...	192
● Fully remote	122

