

Schedules and Hybrid Scenarios concerns?

Medically fragile students making progress on IEP goals in a safe way

Does it look different for different ages?

The risk of a hybrid model is just as high as in person full time.

Do we have Blended learning options for students?

Concerned about flipping back and forth from open to close which could lead to a watered-down instruction rather than committing to doing it well one way

maintaining organized schedule

Creates a false sense of protection for students and staff

having clear guidelines for when students and staff are sick.

Will "at home" days be student work days?

What will lunch/recess look like?

What is the expectation for a teacher work day when working remotely?

There will be significant child care needs on "off days".

What would the daily schedules look like?

Equity for all students and educators

lack of subs

How do we ensure the safety of others with a close-knit community all living closely

What will cleaning look like?

What will the safety protocols be while in school?

How would all students have access to online learning, including those that require extra support?

Ensuring that students are progressing and really learning.

The number of students in one room.

Would Special Education staff and interventionist be required to provide more in-person instruction than other teachers?

Does the really address the parents concerns and their need to work?

How does this help the parents that need to work?

Accountability in work completion and attendance

How can we be consistent for all students K-12?

What "at home" days would look like.

increased risk of exposure

What are other districts doing for the hybrid models?

teachers and parents both balancing their own work and their

What components of learning would be online vs. in person?

Schedules and Hybrid Scenario recommendations?

currently all childcare/preschools in the county are open, could the Cottage be open as well to help with school district staff children and students with special needs?

Support for families of pre-K/elementary age children when kids are at home.

Focus on the social-emotional well-being of students, staff, and families.

Student with disabilities are in the school every day.

Work with the community and local businesses to provide child care or support for their employees students when not in school.

Develop or find a good blended learning model that can be used K-12.

Accurate and valid ways to assess students

A district wide expectation for teaching hours when students are home.

find ways to accurately assess present levels

working with local PreK's to address K readiness skills as some parents may be choosing to hold their kids back.

Ensure there are standards and expectations for all classes.

We need to develop a way to accurately evaluate needs and concerns of students.

Health and safety protocols required to be followed for attendance in school

Half of students in school during the AM and half during the PM then swap

Students can still get enrichment or elective experiences.

Video all instruction to be accessed later

Make sure that there are great plans for when students or staff are sick

safety/health protocols carried out on buses

prioritizing a sense of community for students and staff

prioritize standards and work across contents and grade levels to ensure standards are being met

Get Elementary age students in because they need a different level of instruction than secondary.

Athletics and clubs can still happen

In school instruction to focus on just the priorities, i.e. English and Math?

Online lessons must be supplemental to what is being taught at school and students should be able to complete independently (paras as needed for certain students)

How are we going to on-board new students? How do we partner with our Pre-K?

clear guidelines for students and families about what is required and expected in the model chosen.

individuals in place everyday for temp checks, etc.

more outdoor classroom time

Including instruction of concepts that were not thoroughly worked on during remote learning

Common expectations for all teachers at all grade levels.

Develop protocols to safely evaluate students suspected of disabilities.

Remote learning Concerns

accountability for students and staff

Additional supports and services for students that need more.

How to evaluate students suspected of having a disability.

Opportunities for synchronous learning for elementary kids across grades.

public agreements around student expectations and grading

Access to learning for all students

Platforms for instruction?

How can we support the whole child.

Teachers balancing their kids and their students

How do we collaborate with the community supports

enrichment's are limited

Graduation criteria.

supporting and connecting with "at risk" students/families

welcoming new kindergarten students and families to the district.

Equity

Supporting the whole teacher.

social emotional development

staff and student equity

Clear definition of K-12 teacher expectations.

making meaningful connections with students and families

Parents who are unable to support children during the work days

Equity

Equity in instructional time for Special Ed Teachers vs. Gen Ed Teachers

Consistency in instruction across grade levels and subject areas

How can we address the Social Emotional needs of students?

Lack of live teaching and learning.

Outdoor ed and experiential ed

ADA requirements for students (IEP and 504's)

accountability

more live instruction

challenges for working parents and teachers with kids

Students who choose not to complete online assignments or do not have the ability to complete the work

How do we develop connections with new kids through transitions?

How we wrap around students.

consistency! Access to information and content needs to be consistent across the schools and district

Remote learning recommendations

More project-based learning away from the screen

Daily live lessons

Find a great online platform for teachers to use for instruction.

Use our tech better.

assigned to a staff member to oversee the well-being and engagement of students as extra eyes to prevent falling through the cracks. Perhaps advisory groups at the upper levels so that it doesn't fall all on an

Attendance and work completion requirements

Review grading policies and practices

"Pencil and paper" learning for elementary students.

Daily live lessons

Really think about how to collaborate and get input from parents

clear and consistent expectations for teachers across district

"check ins" with families as well as students

Consistent lessons and formats within teams

Special Education and MTSS evaluations to be delayed further until they can be conducted in person

a way for kids to check-in regarding their SE well-being

Return to our attendance policy at the high school. Miss 7 classes can be dropped from the class. Flexible of course.

Ensure everyone can access school

prioritizing standards

Better communication with community/parents (weekly?)

Collaboration between teachers to develop common assignments or projects

maintain staff meetings, check ins with teams, etc.

teachers can access classrooms for materials, and send home manipulatives for younger students

Reduce expectations and workloads for certain students

Accountability for student work and attendance.

Gen Ed teachers checking in individually with students consistently

cross-content integration

Daily social/emotional support time with smaller groups

Continue to partner with outside agencies to provide support to all families

clear, efficient, communication for parents

Consistency in teacher and student expectations

Make some allowance for students to be tested if they need it to determine the level of support to be successful

Having a learning buddy in the class.

clear and consistent expectations for teachers across district

Develop a high quality support structure for students who are not being engaged

keeps
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