HCEA Reopening Committee----Position Specific Feedback/Questions

Directions-In the space below place your position specific question under the heading to which it applies. Work site locations are posted under each heading. If your question is position specific please place your position title in front of the question under the appropriate headings. Major headings of this document are: Health and Safety of Staff, Fully Virtual Option, Hybrid Option, 4x4 Model is under each type of schooling option for secondary positions.

General Topics for all Positions

School Counseling

School Counseling: Please provide any questions, concerns or needs you have should HCPSS go completely digital?
1. School Counselor Access: Many of the struggles we met involved our inability to for families to access online platforms.
2. School Counselor Access: Canvas: I do hope that Canvas is altered to meet the needs of School Counselors. If we have to be housed as a "module" in Canvas vs. a course... this requires much more time from us than is necessary. Example: If I want to make one change on my Canvas page, I have to do it 6 different times. Once for K, 1, 2, 3, 4, 5. A task that should take a couple minutes requires 6x the amount of time because of the repetition necessary to reach each grade. I have to post the lesson multiple times, send the message 6 times, etc. Increased school- and county-level support for ensuring families know how to access our lessons and pages.
3. School Counselor Access: Canvas: It should be much easier for students and parents to access our Canvas pages/information. If there is a way for Counselors to have their own Canvas Course it would be SO much easier for everyone to access.
4. School Counselor Access: Student Support: If we are virtual/hybrid, I am concerned about the mental health of students. I would like to know what is recommended to help support these students who once filled the chairs in our offices and received daily/weekly support. It's no surprise that students are even more anxious and worried given the situation our society is in. Support for these students doesn't look the same through a google hang out.
5. School Counselor Access: Role Definitions: If HCPSS goes fully digital, I would like to ensure that counselors have clarity about their roles and the primary (realistic) expectations at each level. There is such a broad scope to our work and we are often asked to take on non-counseling tasks especially if we are the

only counselor in our building. Compounded with 504 tasks, a large caseload (500+) and the expectation that we can also provide lessons for every grade level, it will be important to manage administrative and county-wide expectations. It should also be noted that teachers are provided curriculum centrally, while we are expected to develop it individually or through voluntary collaboration with colleagues. We are not assured that this curriculum is being accessed or required.

6. School Counselor Access:Working Conditions: My concern is that parents/students are under the impression that working digitally means we are available 24 hours a day. Maybe a mandate from CO stating that importance of staff working within our contract hours will allow us to be able to provide a health work and home life balance. Flexibility in Scheduling.

7. Working Conditions: Inequities in staffing that already existed are heightened in the virtual world. To have the same number of registrars and the same number of counselors in a school with the same number of students might be equal but not equitable. For example, on one measure alone -- student mobility. This means we have students coming and going constantly, with registrars and counselors spending HOURS on each new registration and somewhat less time on withdrawals. And students who move around a lot have a LOT of needs, and we are constantly having to get to know new kids the best we can

8. Classroom Guidance: School counselors, especially elementary, need additional resources for delivering classroom counseling lessons in a virtual setting.

9. Classroom Guidance: How will classroom guidance lessons be handled? If we are virtual, I believe that we should be provided with specific, required lessons, and dates should be carved out for these lessons (within the students' classroom time, so that the lessons can be supervised and supported by classroom teachers).

10. Small Group Counseling: I also think there needs to be a way for counselors to provide group counseling sessions.

11. Working within Contracted Time: Handling high school lessons and preparing students for selecting courses takes some time and is usually spread out. Time will need to be carved out for this. It would also be helpful to have more student friendly resources to share with students/parents regarding JumpStart or something like the Career Academy videos might be helpful.

12. Cell Phones: I would like to have a school issued cell-phone, to help make calls to parents, as needed. Many parents do not answer when a call is made using *67.

13. Professional Development: More direct, specific training in providing virtual counseling would be helpful.

14. High School Workload: It is now fall season, we have college applications and all that comes with that process, parent questions. Is each high school going to have to come up with their own Naviance lessons, evening workshops for families, speakers, which we didn't necessarily have the full experience doing this past spring.
15. Resources: More forms that need to be digital. 504 and IEP plans coming in and registering new students.
16. Lack of Trust in the System: My major concerns if we are fully digital is the lack of ability to meet with students face-to-face for any kind of support they need be it academic, career, or personal/social. I have had some success with meeting with students over google meet, but not all students feel comfortable doing that. We watched the entire 6 hour meeting last Thursday. I was disappointed at how little time they spent on the slide for counselor's concerns and how little time they spent talking about their employees. I realize that they are all about the students, but if their employees get sick there will be no one to teach the students in the buildings.
17. Autonomy: I would also need the freedom to create my own schedule. For example, should I choose to see a student outside our given "office hours", I should be able to do so- as long as it works with the family. I also would ask that we not be provided office hours, but that our virtual time would be provided in a more flexible format (eg: See students 80% of the expected virtual learning time or engage with students 3 out of 5 work days- the rest we would have flexibility to post video lessons, create virtual learning opportunities etc). We are capable of designing our "off" times or to say no to families if it is not a time that works for us.
18. School Programs: PBIS opportunities or whole school virtual celebrations must be utilized- I wonder about how this could work but with support I know we are a creative, collaborative group.
19. 504: 504 Meetings - there are NUMEROUS people in the buildings that can hold 504 meetings. I unfortunately was at every single one of ours. I would like support from Central Office regarding who is needed to attend virtual 504 meetings. This needs to be much more balanced between the counselors, Psyches and nurses, as well as Building Admins.
20. Building Access: Access to student files that are held with in the building.

School Counseling: Please provide any questions, concerns or needs you have should HCPSS go to a hybrid model?
1. Role Definitions: I am concerned that the hybrid model will demand educators to split their efforts, work, and attention in too many different directions. Instead of

putting all of our efforts into building an extremely strong and comprehensive learning program/platform.

2. Cell Phones: I would like to have a school issued cell-phone, to help make calls to parents, as needed. Many parents do not answer when a call is made using *67.

3. Safety: If we have return to school in any capacity (full time or virtual), I do have safety concerns - similar to nearly everyone who thinks about being in a building that doesn't allow for effective social distancing and in a system that hasn't been able to provide typical school supplies, much less masks and sanitizer. Counselors are often one on one in small offices with students and families. What would this look like if we return to school? What if a student or family doesn't have their own mask? What about students or staff who don't feel safe returning to school? Will this fall on H&H?

4. Safety: I see a hybrid model as being extremely difficult for counselors. On one hand, many of us with young children will have to deal with child care issues. We will presumably be in the building full time, and work with students and classrooms all over the building even in a hybrid. If one of us becomes infected, the entire building may have to quarantine. Also, we will be exposed to many more students than grade-specific teachers, which poses health concerns for us, our families, and the ripple effect goes on and on. I work in an older county building so I am also concerned about ventilation, etc. I don't have any windows in my office and students often come in upset or elevated. I'm not sure how I will manage exposure risk in these cases where it would probably be unsafe to take them outside, etc. Are we also then expected to provide online support / counseling while working full-time in our buildings? Will the 504s have to be written in two formats? It's a lot.

5. Safety: When we return to brick and mortar schooling will counselors be provided with PPE's and cleaning supplies to be used in-between student/family visits. How will students be monitored for COVID symptoms? What is the school/wide and county wide protocol if a student test positive? Will a trace/tracking system be put into place?

6. Safety: Counselors work with all students and would therefore be exposed to potentially hundreds of students weekly. What protection are we getting?

7. Role Definitions: Counselors, especially elementary, are often called upon for behavioral issues. It will be difficult to provide appropriate support if we have to maintain distance. This also greatly increases our level of exposure.

8. Safety: How am I protected and what are my rights for providing counseling in a way that I'm personally comfortable and keeps me healthy and safe? If I do contract COVID from the school setting how will I be supported? What is the

criteria to choose to work from home? Do I have to have a preexisting physical condition? What about my personal mental health and anxiety diagnosis?

9. Safety: I would need a new space for counseling that would allow for distancing and ventilation. I do not feel that our buildings really allow for a truly safe space for several Student Services and Administrative offices. Will there be construction to address these issues, or will larger spaces with better ventilation be used? (I also believe that there are concerns about ventilation and social distancing on buses and in classrooms. This causes me to have serious concerns about spreading the virus in our buildings.)

10. Role Definitions: I have tons of questions about how a hybrid model would look: 1)Would counselors consistently be in the building? Would we be expected to do classroom guidance lessons in classrooms? Would we have some combination of virtual and in-person lessons, meetings, etc?

11. Role Definitions: We can have rules in school (that aren't always followed), but we cannot control what students or their families do at home or elsewhere in the community. Most of our families are not going to be able to physically distance or quarantine in their homes, so I believe that there will be people with the virus. This same concern applies to staff. If in the building, it would be crucial for me to be certain that I have proper ventilation, distancing and clean surfaces in any spaces that I would need to be exposed to while in the building.

12. Working Conditions: Inequities in staffing that already existed are heightened in the virtual world. To have the same number of registrars and the same number of counselors in a school with the same number of students might be equal but not equitable. For example, on one measure alone -- student mobility. This means we have students coming and going constantly, with registrars and counselors spending HOURS on each new registration and somewhat less time on withdrawals. And students who move around a lot have a LOT of needs, and we are constantly having to get to know new kids the best we can

13. Safety: In general, I want the county to base decisions and precautions on CDC guidelines, not on any political pressure from the president and/or governor.

14. System Considerations: I am concerned about the shortage of substitutes and their training to cover classes virtually, given that the reality is that more teachers may get sick or have to stay home with sick children due to the virus.

15. Sick leave: how will I be covered, and will I have access to a substitute? School counselors do not.

16. Safety/Crisis Response: The trauma and lack of consistency if a student does get sick and we need to quarantine, return to school, etc.

17. Work Load within Contract: Should HCPSS be hybrid, the burden on counselors would be intense and unsettling. We come in contact with every single student in our schools. At the elementary level, we are in classrooms, running groups,

supporting students in all areas of the building and are often bouncing from place to place to do this. Not only do I worry now more than ever about the safety risks this puts ALL staff in, but I would need to know we would be provided with the proper safety gear and cleaning staff to be able to feel confident about spending some time with students in the physical building. Dividing our lessons and care between virtual and physical does not seem impossible- but we would expect some lay out of what our job description would look like and what the expectations would be- not letting us guess and create expectations along the way.

18. Safety: If we go into the school building, we cannot be guaranteed it will be safe. It is not a question of "if" staff will die, but how many staff are we willing to sacrifice to meet with students face to face. I'm not willing to sacrifice myself - I didn't not sign up for the military or the police.

19. System Support/Benefits: What happens when more than one educator works for HCPSS and one is exposed?

School Counseling: Please provide any questions, concerns or needs you may have around child care and/or support for your children should HCPSS go completely digital or hybrid?

1. I have concerns about my professional responsibilities requiring me to be available on days that do not correlate well with my own children's schedules (they are both in HCPSS schools, as well). I do not have full-time child care regularly set up for them so I would need to secure the coverage should we choose to go that way. If I am unable to do so, I honestly do not know what the plan would be.. They are 5 and 7 and not able to stay home alone.

2. I do have 2 children whose care I would need to figure out if we were virtual or we returned to school. If decisions are made at the last minute, this will be even harder to do.

3. Child care will be a challenge in a hybrid model. Depending what my children's county decides, we will have to try to figure out coverage for them on the days that they are home (could be full time, could be half). Even with children who are somewhat comfortable with online learning, they still need support and I would not be confident that they could be left alone all day.

4. I may have to provide my daughter with transportation to and from school. Will the county allow me work schedule my standard 7.5 hour work days to allow for me to arrange safe transportation for my daughter

5. I am not sure yet, because my children are in a different school system that also hasn't made decisions yet.

6. In general, having some flexibility in my work hours would help if I'm having to help my children with their own work while doing my job
7. I have an incoming 6th grader, 2nd grader and preschooler. They need my support in their learning as well. If they are in a hybrid, I have no idea what I will do with them on their off days. Once they and I are in school and exposed, I can not in good conscious ask their grandparents to watch them on their off days. Likewise, I can not afford part time child care 3 full days a week for 3 children.
8. If school times change due to needing to stagger arrivals and dismissals, or to allow for less children on a bus, there will be some issues with my own children needing to get to school, home ,etc.
9. My 1 year old is scheduled to attend a private daycare with all other HCPSS educators children. As stated before, if/when one parent (or child of my daycare provider) is exposed- we will all be potentially putting our schools at risk. We will also not be able to get support from our families due to putting them at risk if we are hybrid, so if she is sick or daycare has to close, I will have to use my very small amount of sick leave. If we are virtual, we will hold off on sending her to daycare and be able to get support from family.
10. Schedule needs to have flexibility in it so working parents can both teach and supervise their children's learning.

School Counseling: Please provide any questions, concerns or needs you have regarding recreating a new schedule using the 4x4 model?
1. Time within Contract: There isn't enough time to complete redo a schedule
2. Student Scheduling Considerations: How will AP Semester 1 courses be supported in semester 2. Will there be enough courses for 1:1 classes or will there be a combo class for AP US History and AP American Government students in the second semester? How will seminar courses work for students?
3. Student Scheduling Considerations: In my past experience with a 4x4 schedule, I know that many parents were concerned about having classes like math for only 1/2 of the school year. Even though there are only 4 classes, it is more difficult to cover information over a shorter period of time. It is also more difficult to be away from certain subjects for a half a year, or potentially a whole year.
4. Student Scheduling Considerations: I do feel that a 4x4 model would be better for most students to be able to handle a virtual school year. - Students who are below grade level in math and/or ELA should have these classes all year (and not take some of the related arts classes).
5. Conflicts in Delivering other Counseling Services: Again, I am not sure how classroom guidance lessons will occur. Any required lessons need to be scheduled by the County.

6. Time Within Contract: Our high school seems to have a 4x4 preliminary schedule in place. But the hold up is always the same -- Administration don't or won't put in Release Time yet, or College Release yet. So, we are spinning our wheels handling each schedule two, three, four times. First we set up a "fake" schedule to hold their 8 class choices (7 + 1 additional alternate class); then if working with 12th grader (possibly 11th grader), we have to try and put courses they want in first part of school day, in order for student to leave to go to "virtual work" or their HCC jumpstart classes. I, selfishly, am feeling the additional work responsibilities of Jumpstart taking on an entirely additional new set of of college admissions counseling duties because of epidemic parameters. School counselors in high school where Jumpstart is big are doing double duty, in my opinion. (Not saying that HCC hasn't been wonderful.) It is still a lot of juggling, paperwork and logistics back and forth (can you tell I just came out of a meeting where no one had answers about anything?) No one has answers to what is minimum classes a HS student can take in one semester before leaving on release time or jumpstart and stay eligible for extracurricular activitie (when that time comes). Not all the high schools have to deal with as many jumpstart requests as other high schools -- (I don't know if I have my facts correct on this statistic). What about students wanting to now move forward and graduate early with 4 x 4 schedule. We have the several-step process to facilitate early graduates and meetings and portfolios and meetings with principal and electronic paperwork all in virtual situations, to get permission to graduate early and discussing pros and cons.
7. Student Scheduling Considerations: How we are going to efficiently figure out an 8th class for all of our students?
8. Student Scheduling Considerations: Will we allow seniors with their 21 required credits to graduate after 1st semester? We have been instructed that when students complete all of their high school credits they are no longer entitled to be in school.
9. Student Scheduling Considerations: Will we be allowed flexibility to address our school's needs? For one example, would we be allowed to schedule a pre-Algebra class 1st semester for kids who are in no way prepared for Algebra 1, and then give them Algebra 1 in the 2nd semester?
10. Time within Contract: How will HS counselors have enough time to schedule all students this summer with only a handful of work days?
11. Time within Contract: Will other staff members be responsible/support the scheduling of all students?
12. Student/Family Notification: How will communication to our community regarding schedules/scheduling issues be handled?
13. System Directives: Will HCPSS provide clear direction to all schools?

14. Student Scheduling Considerations: How will students choose the 8th credit? Is there staffing to offer an additional class?
15. Student Scheduling Considerations: Schedules were completed using the 7 period day and students did not choose 8 credits. Many student alternates have already been used.
16. Student Scheduling Considerations: If students are asked to provide feedback on which course they would like to take as their 8th credit, how will equity be provided to ensure a fair process for students
17. Student Scheduling Considerations: Will students need to take 2 credits of tutorial? What is being put in place for students who take AP semester one and have to wait until May to take their exam or students that take AP second semester and miss a significant amount of instruction because the exam is at least a month before school ends? What about courses where students show regression if not in class everyday like chorus, world languages etc.? What happens to students that may go a year without a course such as math? If students fail a course in the fall, can they retake in the spring? Do full year classes like band, now need to become two credits?
18. Struggling Performers: For those students who are not strong in academics. I'm not talking about those students with IEP's or 504's, but those who just lack the skills. One area in particular would be students who struggle with math. If we were to keep this 4x4 model, a student who has math 1st semester and then doesn't have math until 2nd semester of the following year would be so out of practice with math skills they would struggle even more.
19. Time within Contract: The pressure of that as well as writing letters of recommendation and accomplishing schedule changes in the next several days and weeks will be a great challenge.
20. Time within Contract: How much time will we be given to work on these schedules. If it requires us to work beyond our 20 summer days (which I would anticipate seeming that we still have not begun scheduling, who will assist us with this and will we be compensated for the extra time/days it will require us to work on scheduling?

Health and Safety of Staff---Post your questions here if they are related to health and safety. Choose the heading most closely related to the question you are posing. If you feel your question is health and safety but only applies to individuals in your position post the name of your position above your question.

CDC Recommendations

1. Can we consider objective, data-based rules for when to return to in person instruction/when to phase-in for a hybrid model, such as no new cases for 14 days?

2. Kennedy Krieger Institute (KKI) announced today (7/15/2020) the opening of a "Pediatric Post COVID-19 Rehabilitation Clinic" for "children and adolescents under age 21 who have recovered from the virus but need additional support to regain lost neurological and physical function." Perhaps it is not yet safe to return until we know more about this virus?

3. How are drills in school supposed to work with CDC guidelines like social distancing? How long will it take to get students and staff out of the building safely in the case of a fire drill or an actual emergency? What about active shooter drills? That requires a class of students and their teacher to be in close quarters to practice staying safe.

4. How are temperature checks going to work? Will the school be provided with numerous thermometers to expedite the process? Who is in charge of taking temperatures? Will staff need their temperatures taken as well? Many staff members get to work early, as in an hour or two early, at the elementary level (to beat traffic, to plan, etc…). Will someone from the front office or administration team be there early to take those temperatures? It is not fair to expect all staff members to arrive at the actual start time for staff members. One, many staff members drive from far away to get to work early to beat traffic. Two, there would be an influx of teachers and staff trying to get checked before getting into the building. Three, there would be a back-up of using copiers and other necessary equipment before students arrive.

5. If temperature checks are to be done at home on an "honor system," please be advised that we all know families tend to send their children to school with "Tylenol and crossed fingers" because parents need to go to work, and staff who come to school sick because they are so concerned about their students missing a day of instruction but also because it's easier than creating sub plans, and often there are no subs available anyway. What will the liability be on the school system in this case?

6. We have been told that we cannot open windows as that is a safety concern (someone could get into the building that way), but fresh air is recommended as a way to ventilate for COVID. How will that work?

7. Many schools are not well-ventilated anyway. Look at many of the air conditioning vents in school. They are caked with dust. In the BOE meeting last week, something was mentioned about HEPA filters. How often will those be changed?

8. What if classroom or office space does not have any ventilation or windows? (e.g., offices for school psychologists, counselors, SLPs, etc.)

9. Staff always has to assist K students with their lunches as they cannot open things themselves. Does the adult wear gloves? Change the gloves after each child they help (otherwise they would transfer germs from the gloves to the next child)?
10. Should we eat lunch outside as restaurants have been doing that for safety? If we do that, will there be markers six feet apart for each student in the grass? What do we do if it rains? Or snows?
11. If we eat inside classrooms, will students be allowed to talk? With masks off and distancing questionable, will that comply with CDC recommendations?
12. Each year there are students with challenging behaviors which can lead to and have included eloping from the classroom and building and physical aggression toward peers and staff. In terms of safety, how will this be handled and by whom?
13. Can they install lids to all student and staff toilets? That way they can be closed when flushed as that has been proven that the flushed bowl does become airborne. COVID has been proven to linger in the air, so someone walking into the bathroom would breathe that if they happened to remove their mask as kids will most likely do for a break.
14. How will we handle group movement to bathrooms or other parts of the building? Even at 3 feet apart, 15 students would take up over 45 feet of hallway. How can students be supervised if they can't be seen?
15. How will we have reading groups if kids can't sit together? How will we do reading groups if the teacher and students' faces are masked?
16. Will people have to be 100% asymptomatic to work on any given day? To the point where if someone has a cough or trouble breathing they stay home? Or are some symptoms acceptable? Which ones? Will teachers have unlimited sick days?
17. Where is the pool of substitute teachers coming from? There has been a sub shortage for years. Will subs have to commit to one specific school in order to minimize contact circles? Will classes have to double up if there are not enough subs?
18. If you do allow teachers to choose between teaching in person or online from home (as you should), will they have to certify why they request online? Will a low risk teacher be allowed to work from home due to high risk family members?
19. How will a hybrid model be effective for students when the in-person learning will be so limited due to restrictions based on social distancing (no cooperative learning, no proximity control, no social interaction, no sharing or playing) and also the barriers due to PPE (not being able to hear teachers effectively, etc.)?
20. Some staff that are also HoCo residents have reported having difficulty getting a COVID testing appointment due to lack of supplies, and/or having to wait at least

a week before test results would be available. So if a teacher needs to be out for at least a week while awaiting test results, who is subbing for that teacher? (Note: in a virtual model, a teacher could likely continue teaching and students do not experience as much, or any, interruption.)

21. Will visitors not be allowed in school buildings?
22. If visitors are allowed, how will LobbyGuard be used?
23. How will late arrivals and early dismissals be addressed?
24. How will sick children in the health room be addressed?
25. Will parents not be allowed to bring lunches, forgotten assignments, etc. to students any longer to minimize exposure to staff interacting with them?
26. How do we know that students are following safety protocol in bathrooms, etc? Will they be allowed out of the room during the class period for bathroom breaks? How do hall passes work? Will there be supervision?
27. Are we going to spend ridiculous amounts of time arguing with students about masks and PPE like we have (unsuccessfully) had to do for hats and cellphones? Who will enforce this? How will it be enforced?
28. If students refuse to wear masks and stay apart, will they be removed from the building? How many second chances do they get?
29. Will we be informed if one of our students is out due to COVID?
30. How will adequate space and ventilation be provided to maintain safety for staff that share rooms or who are in rooms that are too small for adequate spacing or have inadequate ventilation? (for example rooms for special educators, SLPs, OTs, PTs).
31. What happens when a student shows up on the wrong day in the A/B hybrid model? Students are brought to school early on late start days; students aren't picked up on time during early dismissals. You know there will be students sent to school on the wrong day during the hybrid system. They won't be able to go into the classroom. How long will they have to sit in the office (or wherever they need to sit and wait)?
32. Will there be a screening process prior to building entry?
33. How are we addressing HVAC issues in the midst of a pandemic? The pod environment allows for four classrooms, offices and additional structure to allow air flow in all areas to circulate. If one person is sick within the pod structure, everyone will get sick no matter how good of a mask you are wearing.
34. Have we given thought to the fact that this would be a voluntary return to in-person schooling and that we could potentially be calling together a crisis team when a staff member or student die from what could have been a completely preventable death?
35. Will all staff be expected to work in person? Would it be fair/right for those that are not required for face to face interaction with kids (i.e. central office staff) to be allowed to work virtually?

36. For those of us who work with children who act out behaviorally, will there be any additional consequences implemented for children who violate personal health and safety by engaging in behaviors such as spitting, pulling down staff masks, intentionally coughing towards staff, etc.? What will be expectations for implementing restraint and seclusion (which requires direct contact with students)?
37. If students attempt to board a bus without a mask, will one be provided for them?

Cleaning Protocols

1. We have been short a custodian for over a year and were told to function without a full staff. Our custodians were never able to completely clean each room. In the board meeting, HCPSS said they are not hiring more custodians so how will they insure the building is thoroughly cleaned each day without more support for our custodians?
2. Custodians were not provided with additional supplies and manpower to clean the schools after the shutdown, how can we be assured our schools have and will continue to be properly cleaned while there are all kinds of contractors going through the school buildings now?
3. Who is monitoring the contractors for signs and symptoms of illness currently?
4. Are custodians going around and disinfecting each area a contractor has gone into since schools have been closed?
5. Will we as teachers be expected to thoroughly clean instructional areas after student use?
6. Secretaries are in and out of the building to work on items they cannot work on at home, are buildings being kept sanitized for them to come into?
7. If in a hybrid model, what is expected of classrooms? Most classes have a classroom library. Pre-K and Kindergarten classes have centers to encourage social skills and play. How is that going to work with social distancing and cleaning?
8. If the hybrid schedule is A/B/A/B, are the custodians going to be rushed to do a thorough deep cleaning each night before the next group of students comes in to reduce contamination? Wouldn't it make more sense to have the A group go M/T and the B group go Th/Fri with cleaning on Wednesday in between.
9. Disinfectants were discouraged (like Lysol and Clorox wipes) because of sensitivities and the like, but the cleaning solution used now is basically soapy water that gets dirty after a while. How is that effectively cleaning the entire school? Staff members have seen custodians use a "cleaning solution" that was used on the floor and then on the students' desks. That is just passing germs and dirt from the floor onto the desks.

10. If students are to eat lunch in the classrooms, who is responsible for cleaning afterwards? We only have one custodian during the day. Trying to go around to six classes will be exhausting and time-consuming. Then times that by six grade levels.
11. When a child wets their pants, they currently have to change in the classroom bathroom. Will that continue? Will they now go to the Health Room or go home? Custodians are not always able to get to the room to clean the wet chair, carpet, or bathroom floor right away.
12. Are the cleaning products custodians use proven to kill COVID?
13. How are we secretaries assured we will be physically distant?
14. Will secretaries also be on a hybrid schedule if that is what is chosen?
15. Will teachers have to monitor students in following CDC guidelines? Will there be additional staff in the classroom for the purpose or will teachers be given that burden as well?
16. Will ALS classrooms have readily available cleaning supplies rather than waiting on custodians to get there?
17. How is the county planning to pay for cleaning supplies, equipment, and personnel?
18. (ARL/CTE) Who is cleaning and sanitizing workspace and computers between classes? Teachers? Students?
19. (ARL/CTE) How will we ensure our classroom, restrooms are sanitized daily…do it ourselves?
20. We were told that when our media books are returned to the building the books will have to be sanitized. How is that going to happen and if it's needed on a regular basis, will we be given all of the proper equipment and extra library administration time to do this task.

PPE
1. For special education students who are in ALS programs, it will be nearly impossible for staff to wear PPE without the masks and/or shields being a distraction for the kids. We are not sure how the PPE would be effective in terms of keeping the mask on for the duration of time that we are in front of the kids, especially those with significant interfering behaviors. Is there a plan for this?
2. What do we do for those students and teachers that have sensory issues and cannot wear PPE?
3. Are teachers and students expected to wear PPE all day? That will be hard for anyone.
4. Will clear face shields or masks with clear frames be provided if needed? Teaching certain students requires children to see mouths (how to make sounds,

lip reading, etc…), and WL educators will need these to assist with language proficiency.

5. Many staff members and students are hard of hearing and need to read lips to be able to effectively teach and learn. Many people who are not hard of hearing still read lips often to help them process what is being said as well.

6. What about staff specialists (related arts, OT, SLP, PT, reading specialists, etc…) that have to move between rooms/students? Will those staff be provided new PPE in between each student/group/session? Or will time be spent cleaning PPE in between?

7. How will classroom changes be handled? The CDC has recommended that students stay in one location while adults change. Even in elementary, that will not be feasible (students change classes for math)/

8. What about staff who work with students with significant behavior difficulties, meaning students who spit etc.?

9. What will safety protocols look like for secretaries in the front office?

10. What type of PPE will be provided to secretaries in the front office who interact with a multitude of people daily?

11. How is the county planning to pay for sufficient PPE?

12. How will we access a daily supply of PPE?

13. Staff who travel between schools, community, and offices need PPE for all locales.

14. (ARL/CTE) Would we require all students to wear complete PPE – masks, gloves, etc. for class in the lab? And new clean PPE every day? Will you provide PPE each day for students and staff?

Procedures for Staff who are in the At Risk Group

1. What percentage of the staff are in high risk groups by dint of their age? (over 50 years old) Will the hybrid model work if those staff can only work virtually?

2. Will HCPSS be crippled by the amount of staff that quit because they feel there are unsafe working conditions?

3. How will you accommodate staff who are in the at risk group or are caring for family members in the at risk group? Background information: Some of us can only work virtually without serious risk. Working in person would be okay when there is a vaccine for COVID or the number of COVID cases in Maryland are sufficiently low for a significant period of time. Looking at the science concerning COVID, too little is known about the disease at this point. There is not adequate information about non-symptomatic carriers of the disease and the effects in children. We do know that people can transmit the disease 3 days before they become symptomatic. Taking temperatures is not an effective method.

4. "My husband is a related arts teacher at another school, and our kids attend yet another school. Between us, we are exposed to at least 1000 different students per week."
5. How do we adequately share that we are in the at-risk group? Doctor's note?
6. If we choose to be fully virtual if there is a choice, will we be guaranteed to go back to our current school? Same thing goes for staff that might be moved based on school needs.
7. Staff could have an underlying condition that is not yet identified/diagnosed - what are the liabilities if they get seriously ill?
8. What about staff who have a mental health condition such as anxiety? Does their anxiety have to be "bad enough" to be considered in an at-risk group?
9. For teachers that can't risk signing a waiver (not sure if that will happen but just in case) will they provide alternative work at Central Office to keep those teachers away from children? Some teachers are single parents (and truly no other parent) or already widows/widowers. If they get COVID, who will watch their children while they are in the hospital? If they die from getting COVID in the school, their children will be orphans. Can the county give those teachers positions away from the classroom for at least a year until we get a vaccine? Will the county offer additional life insurance policies to those teachers just in case? The question also applies to students/teachers with underlying health conditions and students/teachers with family members with underlying health conditions.
10. Many secretaries are older in age, some of older spouses, how will secretaries not feeling safe coming to work look? What are the options to secretaries not feeling safe coming into the building?
11. Will staff be allowed to work from home if at high risk for illness due to COVID?
12. Staff members who are, or their spouse/partner is pregnant. What thoughts/supports have been given to their needs?

Processes for Staff who may have been exposed or become sick

1. Other states/counties across the USA have asked teachers to provide a template in case someone contracts or *DIES* from COVID-19. This should not be a concern that teachers should be worrying about at all.
2. Teachers have been preparing wills in other areas as well, just in case something should happen to them while teaching in-person. Again, this should not be a concern our educators have.
3. What happens if a teacher is exposed? What happens if a student is exposed? What is the protocol? Who has to quarantine and for how long? What about their siblings if they have any? Will that sibling's class/teacher have to quarantine as well?

4. We already have a substitute teacher shortage. They are not trained to teach in these circumstances. Teachers aren't really trained to teach in these circumstances. How can we expect subs to come in and want to expose themselves? How will schools proceed if there are not enough teachers or substitute teachers? Some current practices include combining two classes. Given distancing guidelines, this is likely not an option.
5. Will substitutes be assigned to just one school to limit the exposure of COVID-19?
6. (ARL/CTE) How will anyone be protected? Will the school system cover impacts on students and staff getting sick? Workman's comp? Will I have to use all my sick leave if I get sick on the job/forced to go face to face? Will subs want to come into schools? How can staff plan if sick for weeks? Will you provide counseling for anxiety staff and students will have?
7. What will the notification process be if there has been exposure within our building?
8. What is the policy for when a student or teacher tests positive? Will the entire class be quarantined? Will parents be notified? Will the school be closed?
9. Do all the kids in each school now have to quarantine and get tested? Who is going to pay for that?
10. If you have a disagreement over safety with your administrator over a duty to which you are assigned, what recourse will you have?
11. Will we be required to use our own sick days (I do not have enough sick days to even quarantine once, let alone more than once). Will I have access to the sick bank? Will I have to exhaust my days of leave first? What about leave for a sick family member?
12. If a staff/student tests positive, how will we be informed, will we be asked to quarantine? will the school be closed for deep cleaning? If I get sick at school, and am out for an extended period of time, is that part of workman's comp, considering the district was aware of the danger we are being put in by sending us back to a building during a pandemic?
13. If a staff member contracts COVID and has lingering medical issues and has to be out on long term leave due to being placed in unhealthy work conditions, is that covered under Workman's Comp/Disability? Is that staff member going to have to exhaust all of their sick days?
14. If a staff member contracts COVID and then months later is again re-exposed and/or contracts the disease, how is the county going to manage sick days/healthcare issues/medical needs and costs for that staff member?
15. What if someone in a staff members household tests positive for COVID? Will we be able to use leave? Will we need to inform administration of the exposure?

<u>Questions from Staff with Family in the High Risk Group</u>

1. What accommodations will be made for staff who care for family members in the high risk group?
2. On a personal note, my 8-year-old daughter has been a type 1 diabetic for 6 years. Even though she is not more susceptible to getting the coronavirus, if she gets it, she will have a much more serious condition, and people with type 1 diabetes have a higher mortality rate than those of us who are not type 1. The common cold causes more serious conditions for her than other children, and when she was 6 she got the basic stomach bug that was going around her school. All of her friends were out of school for 24-48 hours, but I had to rush my daughter to the emergency room at 2am one night and she had to spend 5 days in the hospital. I am a single mom, and I am the only person who can take care of all of my daughter's medical needs. If I have to go to my school, can you assure me 100% that I will not get sick? If I were to get sick, will you provide a nurse who is trained in type 1 diabetes care to come and take care of my daughter for the duration of my illness?

Fully Virtual/Online Model---Post your questions/needs here if they are related to a virtually or online only option for schools. If you feel your question is position specific related to being fully virtual/online place the name of your position above the question. Please place your questions/needs under the heading that corresponds to the level/area at which you work.

Elementary
1. Will staff members be able to teach and work from the building if we are fully virtual? Most staff members do not have enough teaching items saved at home and are not willing to purchase even more to create another classroom at home. Lugging and tugging items from school only to bring them back whenever is too much to ask of our staff.
2. Related to #1, would staff members be REQUIRED to work from the building? Many teachers would not want to introduce that risk of being in a building that may be poorly ventilated with other adults that are not in their "safety bubble" when they could do everything they need to safely from home.
3. What about out of pocket costs associated with working from home, using personal internet, needing office equipment, etc.?
4. What resources are available for staff who need improved internet access? What about tech support?

5. Will secretaries have the option to work from home? Will they be given a work phone or a telephone line via the internet to be able to make calls from home without having to block their phone number? Access to printer/scanners/fax?
6. How will we handle work on paper from students? For instance, if they are filling in a worksheet or form. Many students do not have the ability to print.
7. Paraeducator: Will there be more defined roles and clearer expectations? Will we be utilized more than we were in the spring? Should we be concerned about our jobs?
8. Paraeducator: Will there be more training on Canvas and other platforms to aid the teachers in creating and modifying assignments (and so we could see the lessons and what the students are working on?
9. Paraeducator: Could we do mini lessons (15 min.) to help/review lessons and meet with small groups during the week to continue reinforce or re-teach concepts to address the needs of students who are struggling (like we would when we were in the building)?
10. Paraeducator: Would we have access to Dreambox and Lexiacore dashboards and Canvas assignments so that we can help track students' progress?
11. Pareducator: Since we are always short substitutes and usually sub, would we still be allowed to substitute for teachers?
12. Paraeducator: Could we provide online hours to review site words, play spelling games, math games, etc?
13. Paraeducator: Could we have more involvement by having reading groups? i.e. using the hoco library card to download books for free so students can read and we can have book club type discussions, writing using graphic organizers and daily small groups?
14. Science Paraeducator: What would my role look like?
15. Paraeducator: When contacting families phone would we still need to use our cellular or home phone pressing *67 to block our number...or would there be another option available?
16. Paraeducator: Will all of us be provided with devices to use?
17. Paraeducator: How will I balance working virtually and homeschooling my own child?
18. Paraeducator: Will we have proper utilization of our position? Some need help in technology while others don't
19. Paraeducator: As a special ed para can I be with my team where I am most effective vs. a general educator's class?
20. Paraeducator: Will there be fair guidelines for EOY evaluations?

Related Arts (Art, Media, Music, PE, Technology)

1. Staff communication should stay within email and not texting personal phones for tech support or school-related questions and there needs to be a time frame for when responses are expected, not on-demand, *especially for media specialists and technology teachers.*
2. Tech support in a remote situation where the students/families do not communicate the correct problems. We should not be driving to pick up and drop off laptops for our community members.
3. Can media specialists and technology teachers be provided more time in their schedules for technology support if needed? Not that we mind teaching necessarily, but a lot of our time during distance learning last year was spent on helping students and staff with technology troubleshooting. If we have to added live online teaching for all of our classes on top of that, it will not be equitable.
4. Being synchronous with all of our classes throughout the week in a fully virtual model will be overwhelming and not equitable compared to other teachers.
5. What if the designated times to teach our classes does not match with other home/life balances?
6. How long will we have to meet with students if a live check-in is required? Thinking of our youngest learners especially, being online for longer than 30 minutes will be hard to maintain interest and engagement.
7. If fully virtual, can media specialists be allowed into the building to grab materials for online lessons like books to be read aloud? Can we be allowed to stay in the building for live check-ins or record asynchronous videos? It would be much easier than bringing things home if we prefer.
8. Designing effective online learning is time consuming. There are several levels of online curriculum development - some content should be "mass produced" but the needs of the facilitator and the students they are teaching often demand modifications to existing units. Teachers also need time to "setup" virtual learning environments. Each platform used varies in the time it takes to set up. Some supplemental digital tools require the need for account creations. This is time consuming, especially initially. Tech teachers have up to 7 Canvas modules to manage (PreK-5). In addition, the time is required for developing/modifying curriculum and setting up Canvas modules and supplemental digital tools - teachers also need to respond to emails from teachers, parents and students for an ENTIRE SCHOOL and work to keep students engaged and connected.
9. If you are successful at engaging **all the students** in your school, you have created an environment that will require a massive time commitment to maintain.
10. If you are NOT successful at engaging students, you have created an environment that will require a massive time commitment to support - either way supporting 600+ students in UNMANAGEABLE!
11. With a full year of digital teaching- there needs to be help for teachers as to how to take care of their health. Teachers are not used to being on computers for

three to four hours at a time

12. Will related arts teachers need to be fearful for their jobs? Will there be a RIF?
13. How can we create units w content we can have actual/meaningful assessments for?
14. Teachers that are split - how can we make the workload more manageable for them? Two schools is a lot to provide digital learning for.
15. What kind of ongoing training will be available to those who require additional support with the digital tools?
16. How will we go about grading students?
17. Will parents submit videos of students performing the skills?
18. I would like time to meet with the classes on a rotating basis, not just sitting in the homeroom meeting. In these meetings I did not have an opportunity to talk or do much of anything besides saying "Hi!"
19. The county needs to support all content areas, not just the core ones. The standard for work completed needs to be upped and parents need to hear the expectation loud and clear from the county level. At the end of the year I had to contact families 5-10 times for students to complete work.
20. Not constantly changing expectations of teachers. Every week teachers had to change or alter something. There was no way to get into a rhythm or to feel comfortable with constant change
21. Do we really expect primary students to wear a mask for 6 straight hours?
22. Can primary effectively socially distance?
23. How do primary teachers not zip jackets and pants, tie shoes, handle snotty noses and accidents, or even console crying students without breaking social distancing.
24. Many databases, websites, and such allowed free access during the initial wave of the pandemic. Publishers and authors were allowing teachers to read their books out loud on closed sites like Canvas. The free subscriptions to those things have now expired, most on June 30th. However, they were super helpful to use during lessons (especially library media - where we practice using databases and reading out loud often). Is the county going to purchase some of those subscriptions again for us?

Special Education

1. Special Ed. has close contact with behavior issues. Who will be responsible for taking care of students that elope, kick, spit etc...?
2. Toileting issues: Who will be responsible for students that are not potty trained?
3. Masks: Students that cannot or will not wear a mask, how is this in any way safe for others?
4. Will there be time, in a fully virtual setting for paperwork? This was a complete nightmare during distance learning because special educators also had to teach.
5. Why can't our paraeducators do small groups as they do in the building? Can a special educator sign into 2 Google Meet sessions with para facilitating a small in one session and the teacher in another? Same for student assistants? This

would be a huge help with the paperwork. It was not allowed during distance learning.

6. Can Special Educators have RELEVANT PD during the week staff returns? It is a waste of time for special educators to sit in on PD that has nothing to do with a virtual classroom.
7. Can special education teachers be provided with more resources for teaching in this setting as were our general education colleagues?
8. How can the office of special education help with the enormous amount of time teachers spend on case management?
9. Can the OSE give more guidance as to how to involve more ALS students in this model of learning? Teachers were left to figure things out on the fly.
10. There was previously not enough time for students to complete all of their work in addition to the COL plan. How will this be addressed?
11. How can the OSE provide meaningful support and resources for the abstract nature of distance learning? Again, teachers were left to figure things out on the fly.
12. Teachers were overburdened by paperwork in the previous distance learning model leading teachers to spend countless hours well beyond the contract to keep up. How will the OSE streamline this process?

Middle

Related Arts (Art, Media, Music, PE, Technology)

1. What changes are going to be made so that we can ensure that students are actually being physically active at home without the use of cameras?
2. Can a policy be created asking students to show their faces or bodies during assignments or lessons so we can accurately visually assess their skills, form, and comprehension of assignments?
3. Students will need to be held accountable for ALL subject areas and this needs to be reinforced everywhere. (By other staff members, Admin, parents, higher level admin)
4. Will a written policy be drafted detailing expectations, grading policies and the importance of all subjects and given to parents and students and posted multiple places?
5. Grades and attendance policies will need to be revamped and clearly communicated to all.
6. Will we be given more support in creating engaging content and materials for students.

Specialized School-ARL

1. Accountability for student participation (cameras on, break out groups online, grading, etc)?
2. Process for guest speakers and virtual field trips?
3. Attendance?
4. Student accountability and parents informed?
5. Contacting families from personal cell/home phone line expectations?
6. Lack of hands on experience, but willing to give that up for safety.
7. All students having access to internet
8. Not knowing if students are really present if they don't have to show video or audio.
9. Not being able to record lessons
10. Roughly 50% of the EMT curriculum is skills demonstration, skills practice, skills evaluation and situational based scenarios.
11. How would that be accomplished with the following instructional modalities?
12. Can we get my students computers that can run the software?
13. I can teach most of my programs with Freeware/Trials for at least a month, but Adobe provided "free licenses" temporarily for students who were at a school with a network license, so I'd like to see if we could do that again.
14. Could students check out our lab machines if HCPSS can't provide laptops that could run our software.
15. Will certification numbers count next year?
16. Can I go back to my old grading policy, or at least varied point values with completion?
17. There are academies in all of the high schools that have specific software and hardware needs that do not work on Chromebooks. For example, all of the Computer Science and PLTW classes would benefit from having laptops as well. Both of these academies also have hands-on projects that benefit from in person classes.
18. How does this impact internships for seniors?
19. Hands-on learning, building, creating, and teamwork?? – I would need to recreate entire curriculum

4x4 Scheduling Model Questions (MS)

PE
1. Where do related arts fit in?
2. Will health be included in the 4x4 model?
3. will students not be taking core subjects (math, science, and English) during one of the semesters?

4. How will the 4x4 work with related arts?
5. Will all 3 of us PE teachers be there and work at the same time? If not, how will they determine the rotation?
6. What limitations will we be given in our PE curriculum when students come in? What types of games, units etc will we be allowed to do? Will we be given extra training on new units we can do with safe social distancing?
7. Will class sizes be smaller?
8. What type of cleaning procedures will take place in the gym and of the equipment, between classes? Who's responsible for this?
9. What type of cleaning will occur daily in the gym?

High

1. How will small group work/discussion work in distance learning?
2. What will the late work policy look like?
3. How will extracurricular activities and student organizations be supported? Will there be structured time for virtual meetings?
4. Overall, the concern is student engagement: What will be the expectations for students for accountability for attendance and participation? Will cameras be required?
5. What is the plan for providing substitutes and/or coverage for teachers?
6. GoogleMeet has many issues, is there any consideration being given to additional or other platforms?
7. What support/work is being done by curriculum offices to adapt year long curriculums to semesters? What resources are available for teaching content without access to the variety of materials available in the school?
8. When considering best practices for professional development, priorities should not be on equivalent times, but on quality of time. Offer more opportunities for asynchronous work (which provides for more substantive / in-depth possibilities, for example, reading a book as opposed to a single session on a topic, which could also help in taking the end-of-the year modules to the next level).
9. How will cheating be defined in this new paradigm?
10. For relationship-building purposes, would it be possible to meet our students at the beginning of each semester in person 1 or 2 times before we went to all digital? And possibly again for 1 or 2 times at the end of the semester?
11. Will teachers be allowed to access the building one more time before the start of school? With the BOE adopting the 4X4 model for 2019-2020 on July 9th, teachers have one additional class- a course they may not have originally planned for or assigned. They may need additional materials after being assigned a course to teach that they were not originally given.
12.

Related Arts (Art, Dance, Media, Music, PE, Technology, Theater)
Media

25. Who will distribute the Chromebooks to each student in secondary? Will this be the media specialist's responsibility to do over the summer or at the beginning of the year while we are still all virtual? Will students begin using their school assigned Chromebooks on the first day of school?
26. What technology support will be available to students beyond the media specialist? Will there be a help desk for students and parents to contact someone for assistance or will everything have to go through the media specialist again this year? This was incredibly overwhelming as we were expected to understand the ins and outs of every type of computer and operating system students and parents use at home.
27. Will we have to upload videos of us teaching?
28. How will grading be done?
29. What/How will we hold students accountable for showing up and participating in the meets?
30. Will it be similar to last year? Will we have the freedom to create our own workouts/lessons?
31. Covid leave vs. sick days
32. Who would want to sub during a time like this
33. County provided PPE for staff and students?
34. Will there be temperature checks before school? Parents already send their kids to school with flu-like symptoms.
35. Students must wash hands after every sneeze, cough, picked nose, etc. That is a lot of time.
36. How many students in a bathroom/hallway at a time? Who's monitoring this in every school?
37. How do we know hands are washed effectively? We can't even control lice outbreaks.
38. How do we properly socially distance during evacuation and lockdown drills.

World Languages
- Students need to be held accountable for attendance, grades, and participation.
- The use of webcams and microphones must be <u>mandatory</u> in order to provide accountability, develop a sense of community, and promote communication (a necessity for the content area). Students should be encouraged to use visual effects when they feel uncomfortable showing their natural backgrounds
- Teachers need some type of breakout room to be able to do group work/orals.

- Teachers AND students need digital access to books (especially AP - the AP classroom is not sufficient for an entire unit, it is better to use here and there throughout the year).
- There must be an effective strategy for administering assessments considering that students have access to online translators
- In general, students must be held to a higher standard as it pertains to the use of digital resources. What are best practices pertaining to the use of translators and other accessible digital "tools"?
- How will we encourage interaction in the fully digital realm? The COL period saw the students in a very passive position and only required them to meet very low standards for participation and work completion. By starting the year with multiple weeks of distance learning I feel that it will communicate to students that we are doing the same things as before, meaning very little.

Special Education
Needs are the same as middle school - see above.

4x4 Scheduling Model Questions (HS)
- How will an additional course per teacher and the schedule in general affect staffing?
- What about students taking courses that have state testing?
- Will we receive training from teachers that are currently teaching in this model, not from our Curriculum Office?
- Recognizing that the schedule has been adopted, doesn't it make more sense to do digital learning for semester 1 and, conditions permitting, look at hybrid opening for semester 2?
- How does this work for the ITL schedule?
- If the amount of instructional time we will have is different from what we would have during a year, will we be clear about that in terms of what students are expected to learn?
- Homework guidelines must be wisely and reasonably developed and clearly communicated.
- There will be additional difficulties with engaging younger students due to longer class times
- Will the curriculum be modified for the '20-21 school year to take into account the lack of progress in the spring?

World Languages
- Can students take 2 levels in one year? (i.e. Spanish 3 first semester, Spanish 4 second semester?)

- Will AP students who take the course in the fall be able to sign up for refreshers/reviews in the Spring? Likewise, if students have to sign up for the AP exam in November, what if their AP class is in the spring semester? The students will have to agree to sign up for an exam for a class that they have not had at all.
- Will AP teachers be expected to host extra classes to help prepare our students? Would this extra class be *the* extra class for the teacher?
- Consistent language instruction is best. When students may have 8 months between language classes (spring semester followed by summer and then another class in the fall) there is a greater likelihood for language attrition. Have you considered splitting up the levels (i.e. Spanish 3-1 in the first semester and Spanish 3-2 in the second semester)?
- Will additional WL electives be offered so that students can maximize their exposure to World Languages? Students will be completing their language requirements much more quickly with the 4X4 model.
- How will curriculum be examined and modified to meet the new parameters?
- How will we cover curriculum in the 4X4 model with students who are already behind? Success in language is very dependent on previously learned information, which is very hard to teach intensely in less time.
- How will you ensure equity in preps for WL teachers?
- Unless we raise expectations and increase accountability, teaching the same group of students each and every day will be difficult if we consider how disengaged students were during the spring 2020 semester.

Health/PE
1. How will Heath/lifetime fitness work? Each class is one quarter? Can we run them together to spread out kids being active while at home?
2. How many live meets a week?
3. equipment cleaning, like in between classes?
4. the lack of air circulation in the gym?
5. If we get sick, who's time is that?
6. What does the schedule look like?
7. Is our curriculum impacted by possible changes due to Covid possibly limiting our use of equipment ?
8. What's the expectation on us when it comes to kids and how they feel?
9. Is our planning time impacted?
10. Are we wearing gloves?
11. What does social distancing look like in our school?

Non-school based work site- **Please see points numbered 9,12, and 13 under SLPs (below)

Specialized School-ARL, Old Cedar Lane etc.

ARL -

1. I have 2 semester courses that are accelerated versions of the year-long course. I have concerns around how I am able to fit my entire curriculum within shortened instructional time.
2. Extra time concerns (accommodations) when assignments build on each other—can't have too much lag time before next skill is introduced
3. Transportation to HCC if HCC is not online (juniors in 2nd of 4 year Early College Program)
4. If a student gets sick and is absent for weeks they are missing so much class time with (90min daily classes)
5. Will masks be provided to all students or just FARMS? What if a student forgets theirs?
6. How will policy handle students who don't wear their masks incorrectly?
7. How will lunch work? (ARL building has never offered lunch, students eat at their homeschool)
8. If a student or teacher gets COVID, does the school close or just the class? For how long? What if our family or child is exposed?
9. If we shut down for COVID, are we immediately to transfer to digital? If a school ARL works with is closed, do I have an obligation to provide remote and in person lessons?
10. The 4 X 4 schedule actually is a benefit to CTE. If we stay with the schedule after Covid-19 - it allows students four more classes over their high school career. This allows for more students to take an academy that they might not otherwise be able to fit in to their schedule. The only issue is scheduling of classes. The PLTW teachers have been discussing how the 4 X 4 schedule could increase participation in the program of study.
11. Social distancing in the lab? Could they work together at the same work table wearing PPE?
12. Would a computer lab have to be 6 ft apart and separated with plexiglass?
13. Could we have one class per semester for juniors? And split seniors one and two per semester?

School Psychologists

1. Our hope is that we will be able to conduct assessments virtually. Until there are, or in the absence of, approved virtual assessment methods, how can assessments be completed safely? This summer, related service providers were asked to volunteer to conduct in-person testing. Would that remain an option? Would it still be voluntary?

2. Direct Supports for Students – we will need to find a way to support students in groups - this will be necessary to support students with skill building in the areas of social interaction and behavior as well as with academic interventions; it would also help manage workload for staff.
3. We will need help to maintain engagement - rules that are school or countywide, such as keeping cameras on, etc. would be helpful.
4. Workload – there seemed to be significant discrepancies between groups (psych vs counselor, special ed vs gen ed, etc.). We need to watch for redundancy in paperwork.
5. Communication between departments – during the spring, it seemed all related services departments, or gen ed vs special ed, were not always on the same page and messages were often mixed or contradictory. It would be helpful to have departments coordinate communication efforts. Recorded messages could be helpful.
6. Will we have access to any buildings during virtual learning?
7. What will happen to the special education timelines as more and more student evaluations pile up? How will HCPSS address the backlog of special education services and related services? Will HCPSS hire staff to address the backlog of work?
8. I need to hear from others at the secondary level about how they were able to meet the needs of their students when there's no response from families.
9. I'd like to be able to use google phone or another app that will allow me to receive calls back from parents or students
10. The new curriculum, student involvement, schedules for both staff and students. How to balance these options and how much time staff will have to prepare everything and collaborate prior to returning to school.
11. Having the appropriate resources available day 1 is also a significant concern.
12. Can IEPs be amended as necessary to reflect the decrease in effectiveness?
13. How can we put emphasis on helping our most vulnerable populations specifically those in poverty who rely so heavily on school services?
14. What specific data metrics will be used to identify when it is safe to transition to and from virtual/online one option?
15. Can we continue to receive caseload assistance as we did in the spring if we have a caseload on the higher end?
16. Will the county purchase online counseling resources for psychologists? We had to piecemeal it in the spring and in some cases, companies were offering free access until June. I am hoping there will be funding for online evidence based social emotional curriculums like Second Step for example. What type of professional learning will be available for psychologists?
17. How will we be supported upon return with the build up of things that require face-to-face contact? What supports will be provided above and beyond what was provided in the spring for students who are fully or mostly disengaged?

18. Will we have to reconsider how much service is being provided, knowing this is long-term, compared to the ICOLPs that were developed in the spring? In considering those of us with high counseling caseloads, if we are no longer directed to utilize shorter counseling sessions, will group counseling be reconsidered?
19. Will there be any in person components for the virtual option? (Speech/Language Therapy, Occupational Therapy, Psychological assessments)
20. How much advanced notice will faculty, students, and staff have before transitioning from a virtual option to a hybrid or in-person option?
21. Will the online only option retain affiliation with the student or staff's home school?

SLP - 4 main questions: Will we have adequate time to give virtual therapy since its effectiveness depends on more time per student? Will we be provided adequate materials and tools for virtual therapy? Will families be given adequate resources and support to master the internet? Will we be given training about doing virtual therapy in the most effective and efficient way?

1. Will we be given adequate time to give virtual therapy? Background: Virtual therapy involves much more time due to scheduling therapy times that accommodate family needs (and don't interrupt learning times for other children in the household). It also requires at least 5 minutes of transition time between sessions to change materials so they are immediately available to use in the session.One advantage of virtual therapy is that parents are more involved and better understand how to help their child. We would like to schedule so that the parent/caregiver is available for at least 5 minutes for children who can work independently and for the entire session for students with severe communication impairments and children 5 and under. For this to happen, we would need reduced paperwork/documentation and/or quicker methods of documentation. Instructional assistants could be asked to assist with contacting parents/caregivers as this was a major time consuming activity and maintaining records of the conversations/emails. (For example, contacting families about scheduling changes, making sure the families were not experiencing tech difficulties, etc)
2. Will we be given adequate materials? Virtual therapy requires different materials than in-person therapy.
3. Will we be provided with appropriate tools, especially microphones for better auditory fidelity for both SLP and student? Many SLPs were using both their home computer and school computer so they could have 2 screens view both students and the materials we are using. Two screens is standard practice for tele-therapists that were already in practice.

4. How will we be provided with necessary training for effective virtual therapy?
5. Will hcpss help students and therapists to have adequate internet for virtual therapy?
6. How will we take into account computer fatigue? Our experience was that many students were unable to attend to computer time that was required of them in the spring. Also, many SLPs found that the number of hours they could provide therapy virtually was less than in-person because of computer fatigue.
7. What can be done to assist families who aren't comfortable or familiar with the technology we will use? Could the instructional assistants be trained to be the first tier of technology help?
8. Will parents/caregivers who don't speak English have translators/interpreters available so therapy can be effectively conveyed to them, particularly as virtual speech-language therapy is most effective when the parents have greater understanding of the therapy and know how to assist their child on a regular basis.
9. WIll we be able to do virtual assessments? Will testing materials to do virtual assessments be purchased? Virtual assessments are already occurring in some places. Our professional organization, ASHA, has approved this.
10. Will we be provided extra time to do the IEP meetings and assessments that were deferred in the spring?
11. Will we have more time in our schedule to meet with teachers and special educators? This coordination is necessary for optimal education. Due to the nature of virtual classrooms, the coordination takes more time than when we are in the school building. Meeting logistics and times set aside specifically for coordination will require more time.
12. Infants and Toddlers SLPs go to 5-7 homes per day. How will we protect both staff and the families they are visiting? Is it possible? The children often need noses wiped or drool. They hug. Some homes have medically fragile children or elderly relatives. Also, some families may not feel comfortable having assessors in their homes or there may be restrictions on visitors where the family lives.
13. How can we give students Assistive Technology (AT) devices as needed? How can we provide training on AT devices? Families and educators require training on these devices and will require extra time in their schedule to do this.

OT/PT (questions/needs for virtual/online only)
1. At least 100% parent participation, and buy-in. (incl: basic tech training, help them to establish routines in their homes, and organization of the parent/student's day)
2. A better virtual- more interactive platform (interactive white board, interactive games, etc).

3. Technology for handwriting instruction, or written worksheets , so the writing doesn't show up backwards. (Document cameras, DocHub to model letter formation)
4. Training on best practices for this type of service delivery (for school based and community based providers)
5. a budget for supplies/apps and adapted equipment that families need, and/or free subscriptions to digital resources (e.g Learning Without Tears, online assessments, etc.)
6. Material kits for families who need basics (playdoh, scissors, crayons, pencil, paper)
7. Concise and clear communication and plan from the beginning so everyone is on the same page. (from our departments, DSE).
8. Strong communication with parents prior to roll-out/ and HoCo allows a choice - (Ex: written learning plans vs. virtual live sessions) so they can access when they have time.
9. Collaboration between gen ed, spec ed and OT/ SLP with virtual lessons/platforms).
10. Behavioral support for parents (*teach self-regulation, first-then, other strategies).
11. how to maintain validity of standardized assessments done virtually
12.

(there were repeats of SLP needs , so I didn't add them)

PPW

Post your questions/needs here if they are related to a hybrid model of instruction for schools. If you feel your question is position specific related to being in a hybrid model post your position above the question. Please place your questions/needs under the heading that corresponds to the level/area at which you work.

Elementary

1. Here is the biggest paradox of the hybrid model. It requires families to account for two separate issues that cannot coexist. The first issue is that going into school buildings, even part-time and at reduced capacity, requires that students and teachers behave as if they have been exposed to Covid-19. This means students and teachers cannot be around their high-risk family members. This makes dealing with the second issue, that students will not be in school buildings for part of the week and will need adult supervision, impossible to manage. This is due to the fact that a lot of families use grandparents as childcare, but the majority of grandparents fall into at least one high-risk category.
2. How will teachers be able to plan effectively for both in-person and virtual instruction at the same time?
3. How will teachers be able to pace instruction between the two different formats in a way to facilitate student learning while simultaneously retaining the ability to differentiate as needed?
4. A major flaw in a hybrid model is that children will still be learning virtually for 3 days a week. However, teachers will be teaching in-person 4 days a week. This means that teachers will not have time to make on-line learning meaningful. Teachers could make virtual learning really, really good if they could focus their full efforts into it. But the hybrid model pulls them in two different directions. The hybrid model will leave most instructional time as asynchronous, meaning that children will be learning independently, like they did this past spring. Teachers will not have time to interact with students during students' on-line days in the hybrid model, because they will be teaching other students inside of their school buildings. Asynchronous learning works great for the review and practice of already learned skills, but it cannot sufficiently teach new concepts. Students will cover about half of a year's curriculum in the hybrid model.
5. Paraeducator: Will tuition be the same or less for my school age child for the out-of-county tuition?
6. Paraeducator: Will we be required to be at all of the "in-person" days? If so, what about those who have health issues and cannot do that (or just don't feel safe enough)? Will we have an option to do just the virtual days w/options for work we can still accomplish on the "in-person" days?

7. Paraeducator: Would my schedule match my child's schedule (at another school)? If so then I wouldn't need to utilize daycare.

Related Arts (Art, Media, Music, PE, Technology)
- **Media**
  - Students: one day a week on campus, staggered, Tues - Friday, morning or pm (or one full day) selected by family members, eat lunch in classroom, students watch instructional/asynchronous videos on Monday from classroom teachers, opportunities for small group instruction scheduled by Classroom teachers, ESOL, Math/Reading Specialists
  - Providing students with supplies for at home learning to keep at home. (scissors, glue, construction paper, water color pallet, pencils, notebooks, tape, ruler)
  - Related Arts asynchronous lessons (task completion embedded in instructional video (STUDIO QUIZ)) plus an assessed activity, VCIs for 15 minutes each Related Art during remote learning days.
  - Students visit Media Center for 15 minute book check out on their day in the building or prepare a request form that would be delivered to the classroom at the end of the scheduled day (but if they don't return the book, they can still look at a preselected set of books during their visit)
  - How is an A/B schedule going to work for related arts teachers? We do not feel safe returning to the building and teaching as usual. We see 400-500-some students in a week typically, so we are worried about exposure to more students and teachers than classroom teachers.
  - There has been discussion at the state level of not opening areas of the building where a large number of students are in one place, such as cafeterias. Would this also be true for media centers?
  - Would they use the media center as a classroom in order to have less students in a room?
  - What happens about those schools that need to sprinkle classes for related arts? We typically have about two or three more students in each of our classes in those situations. We cannot add more students to classes for safety reasons. Will we change our number of teachers again?
  - Media and technology classes are going to be harder to schedule as it is since we have a 30/60 minute set-up created. Certain grades are supposed to have technology for 30 minutes while other classes have it for an hour. This switches for media classes - the ones that have technology for an hour will have media for 30 minutes and vice versa. Please factor that into any plans that are made.
  - How will media specialists and technology teachers be used as technology support this year if we are in a hybrid model? During distance

learning, many of us were on-call throughout the day. We need time in our schedule dedicated to help students and staff with troubleshooting if the same expectations are going to be applied this year.

PE

1. I am of the age that I am high risk as well as I have an underlying health factor--how am I and my family going to be protected?
2. How are we going to keep kids, ourselves, and other staff safe?
3. Whose responsibility will it be to clean equipment between classes?
4. What if a child has asthma, and wearing a mask will be challenging?
5. What if staff have asthma, and wearing a mask will be challenging?
6. How it is fair to expect K-2 to be safe, follow social distancing guidelines and hand washing when it's not really developmentally appropriate during "normal" school? Sure, we work with and teach them, and reinforce - but in this case there is no safe margin of error.
7. How are the stressors that will be put on students impact their ability to be present (attentive and engaged) for learning?
8. We need PPE items available and extra.
9. We need cleaning supplies and extra custodians to clean.
10. What will happen if someone at my own children's school is positive, if my kids have to quarantine do I need to as well?
11. If we have to quarantine do we have to take time off or do we do virtual?
12. What if we are infected and become positive and unable to teach from home, will we then use our sick time?
13. If there is one positive case in the school does the whole school quarantine?
14. In elementary PE students need tangible items to make learning meaningful. How will we go about cleaning the equipment?
15. Is it safe to wear masks and participate in PE, especially with no a/c or ventilation? Our fans do not consistently work.
16. If class is outside do they need masks? If not where do they get stored in the mean time?
17. What about co-teaching? So any of our classes are co-taught (2 classes and 2 teachers at a time.
18. Is sharing an office okay? What about our bathroom?

Music

1. How are ensembles supposed to rehearse together in a classroom (chorus, band, orchestra) or online?
2. How will instrumental music teachers (band/orchestra) supposed to do recruitment and instrument petting zoos where students are touching bows and trying different instrument mouth pieces?
3. How will general music and chorus supposed to sing inside a closed classroom?

4. How will students participate in band and orchestra without having instruments at home?
5. How will students in music play or sing while having to wear a face mask in a classroom?
6. How are band/orchestra directors supposed to adjust a students bow hold or a finger position on an instrument without touching the instrument or adjusting the students fingers?
7. How will students in general music share rhythm/percussion instruments when they switch off taking turns with other students?
8. How will teachers disinfect school loaned instruments that students bring back?
9. How will teachers know the impact of students singing in a classroom or playing an instrument if the science behind how singing and playing together isn't researched enough?
10. How will sectional pull-outs occur for band/orchestra with students from different classes in the same grade?
11. How will the overcrowding classrooms of general music be addressed, as well as sprinkling from students from different homerooms?
12. What materials will school buildings provide for teachers to feel protected enough?
13. How will the school system affect staffing for chorus/band/orchestra teachers who will not be able to recruit students to the program as they usually do?
14. If there are no concerts allowed, what other ways will chorus/band/orchestra teachers grade their students?

Special Education
1. In this model, will there be time set aside in the building strictly for paperwork in that special educators will need access to files?
2. How will teachers be able to teach lessons in person and lessons online? This is double-work.
3. There were students who did not receive touch screen ChromeBooks during distance learning because of a breakdown in communication. Can students who require this type of Chromebook be guaranteed that they will receive one?
4. Can all paraeducators receive ChromeBooks? We had a team of 3 paras and one of them received the only ChromeBook assigned to our team.
5. How will we safely support staff working with students who are medically fragile, have self-care needs including toileting and feeding, or who may require the use of physical restraint per their IEP? These staff will not be able to social distance.

Daycare concerns for staff (ES)
1. Many staff with children will not be on the same schedule as they with the hybrid model, many staff will be left with no childcare in this case.
2. Some staff have stated having to take child rearing time or a leave of absence to deal with their childcare needs with the hybrid model.
3. Yes, I have two elementary children but we live in Carroll County. I will have to find care for my children two days a week. My youngest is at an in-home daycare, so as long as the state does not close them again, he has a place.

Middle
1. Teachers are worried about losing their "place" in a school if they choose a virtual option; related/fine arts teachers are worried about losing their programs
2. Enforcement – teachers worried about spending too much time enforcing safety guidelines/trying to maintain compliance; guidelines need to be clear
3. Workload – will schedules be flexible? What about due dates? Will teachers be teaching both online and in person? Will staff responsibilities be equitable across roles? Reduce class schedule. Reduce class size. Limit meetings. Increase planning time. Set office hours. Allow flexibility whenever possible
4. Building/maintaining rapport – how to have an interactive classroom while wearing masks etc and social distancing
5. Require that students have cameras and mics on when in Google Meets
6. Better grading policies
7. More synchronous learning
8. Enhanced digital tools – quality and variety; need enhanced Google Meet/Zoom features, such as breakout rooms, individual chat features, etc.

Related Arts (Art, Media, Music, PE, Technology)
- **Media**
  - Is there a chance they will have secondary media specialists become classroom teachers?
  - How will the media center be used? Can students even come into the media center?
  - Can students still check out materials somehow?

Special Education
1. Need for a single platform instead of 3; Synergy, Gafe, Canvas
2. As with elementary school, how can paperwork be streamlined?

3. Equity between general educators and special educators is of great concern in that special educator workloads far exceeded that of general education colleagues.
4. How can OSE provide focused support and training on how to handle the abstract nature of distance learning in combination with face to face instruction?

OT /PT- questions/needs

-Many OTs/ PT's travel from one HCPSS site to another, for example- schools, homes, and offices. Some travel between Elem, middle and high. We have concerns about traveling from one destination to another. This could lead to thousands more contact/ exposures for us, and for families.

-We see kids in different grades and classrooms, not just in one contained classroom. So we are moving all over buildings.

- need more Time (documentation, travel, creating treatment plans, planning with teachers, paperwork, sanitizing/cleaning)

-OT and PT concern- will physical handling of students and materials be safe within buildings?

-Will cleaning procedures still be in place?

-Will monitoring of health for students and staff still be in place in hybrid?

-there are students with special needs and/or behaviors who may not understand social distancing nor mask wearing, how do we protect ourselves (and them)?

-Does OT in RECC still get to run groups or not due to social distancing? How do you enforce social distancing among 3-4 year old children?

-. Will OT be responsible for in person AND virtual?

- access to cleaning material to clean the OT environment in between students (toys, equipment manipulatives)

 -access to gloves/masks and ideally a face shield (in special education population that I work with, it is typical to be exposed to all manner of bodily fluids when working with our students, and I believe we need to take the precautions if we worked with them in person for both of our sake).

-ITP therapist- I don't feel safe visiting homes due to risk of exposure to covid-19

-how would you see all your kids on caseload if some were in person, or virtual, or both, seems very hard to schedule in one week.

-I don't feel comfortable with hybrid until all safety concerns are addressed.

-I don't feel safe with hybrid until a vaccine is in place

-foresee a problem with IEP's and the LRE (least restrictive environment (in gen ed vs. out of gen ed.) Will we still need to strictly adhere to this? The time it takes to pull each student one on one out of class will take longer now.

Daycare concerns for staff (MS)

- My child attends school in Anne Arundel where she lives with her mother. If a hybrid model is in place, and Anne Arundel is not following a similar model, finding daycare will be challenging.

4X4 Scheduling Model Questions (MS)

High

- Assuming that Chromebooks/personal devices are still required for the hybrid model, what happens when the devices are damaged during the back-and-forth travel?
- If I or one of my students tests positive, who is required/encouraged to quarantine?
- If a teacher is absent and his/her classes are in session, how would it be possible to find a qualified substitute that would allow for continuity of learning for the 2 weeks? Would the affected teacher be expected to put together 2 weeks of busy work for the students? Wouldn't this put them even more behind than if we were to do virtual where the teacher could teach them all the time, and not worry about interruptions?
- What happens if a student in my class tests positive and I do not feel comfortable returning? Would I be allowed to quarantine myself for 2 weeks?
- The proposed schedule presented at the board meeting did not allow for teachers to work from home, so would all teachers be expected to work in the building even if the students aren't there? If so, does this not defy logic given that we are prospectively increasing the amount of people AND the length of time that staff is in the building, sharing the space and air?
- What will the late work policy look like in this space?
- When considering best practices for professional development, priorities should not be on equivalent times, but on quality of time. Offer more opportunities for asynchronous work (which provides for more substantive / in-depth possibilities, for example, reading a book as opposed to a single session on a topic, which could also help in taking the end-of-the year modules to the next level).
- What will supports, like extended time for assignments, look like for students?
- If we elect to be completely virtual, do we lose our school placement? I feel like I am being scared into picking in-person because I don't want to leave my school.
- Will students be permitted to "opt out" of mask wearing with a waiver?
- What will happen if too many teachers request to stay virtual?
- We do not live in the county and as such will also be affected by the decisions of FCPS for the schooling for our own children, potentially presenting significant

struggles in being expected to be in the school building to deliver the synchronous instruction.

- If we follow some of the proposed schedules, educators will be teaching an hour longer per day and with an additional class without additional compensation. As a teacher not scheduled to have a step increase, it seems that I will be working even harder and longer with more classes (and no additional compensation), which is obviously unfair.
- How will we have time to plan our daily class lessons AND the virtual lessons, assign homework, and provide comprehensive feedback in this model?

Related Arts (Art, Dance, Media, Music, PE, Technology, Theater)
- **Media**
  - Is there a chance they will have secondary media specialists become classroom teachers?
  - How will the media center be used? Can students even come into the media center?
  - Can student still check out materials somehow?
- **World Languages**
  - With social distancing, students would not be able to do all the activities (i.e. small group work, kinesthetic games and activities, whiteboard exercises) and teachers would not be able to incorporate instructional techniques that represent best practices for a WL classroom
  - A face covering impedes the visual communication process, thus making it much more difficult to learn and master a World Language

- **Health/PE**
  - In person do we have access to the gym?
  - What does sharing equipment look like?
  - What does sanitation look like?
  - How does this protect teachers from being infected?
  - What happens when a student gets infected?Does the school close?
  - What happens when a teacher gets infected? Who pays for subs? Will I be required to use my own sick time?
  - Will the county be providing the PPE for the staff? Will they put in virus filters in the hvac? I feel the school will need to supply us, each classroom with sanitizer, mask and other means of protecting us.
  - I wear hearing aids and I do read lips and if students have their mouths covered, it muffles their voice and their mouths aren't visible.

Special Education
1. This simply will not work said one teacher with two autistic high schoolers. Her students need assistance logging into each of their class content and with assignments. She will not be able to teach in a hybrid environment.

Specialized Centers ARL

1. Extra time concerns for accommodations
2. Safety in school—admin enforcement around masks, contact, bathrooms, etc.
3. Will my students get computers that can handle my software?
4. Will I be able to work remotely at times? Can I get a schedule that matches my daughter's, in ES?
5. I don't understand – would part of class be digital and other part at school? And are they both to be working on the same content at the same time? Logistically, don't see how to manage this otherwise?

Daycare concerns for staff (HS)
● I have two young children, one who is a rising first grader at an HCPSS elementary school. Since we cannot ask older family members to care for him when he is not in school due to their increased risk for complications from COVID, I have no idea what we would do with him in a situation where his school was open for face to face twice a week, but I was required to teach in person every day.
● We do not live in the county and as such will also be affected by the decisions of FCPS for the schooling for our own children. Dependent on the model they select and one that HCPSS selects I anticipate difficulties in finding child care for my children.
● I will have a child attending class only part time but me full time, so I have prepare for extra childcare. This is extra exposure to others that I will be bringing into the school.
● We do have a child and we don't feel comfortable sending her back. Both my wife and I are school employees
● All depends on the model and if it is used for all levels.

4x4 Scheduling Model Questions (HS)
● How will an additional course per teacher and the schedule in general affect staffing?
● What about students taking courses that have state testing?
● Will we receive training from teachers that are currently teaching in this model, not from our Curriculum Office?

- Recognizing that the schedule has been adopted, doesn't it make more sense to do digital learning for semester 1 and, conditions permitting, look at hybrid opening for semester 2?
- How does this work for the ITL schedule?
- If the amount of instructional time we will have is different from what we would have during a year, will we be clear about that in terms of what students are expected to learn?
- Homework guidelines must be wisely and reasonably developed and clearly communicated.
- There will be additional difficulties with engaging younger students due to longer class times
- Will the curriculum be modified for the '20-21 school year to take into account the lack of progress in the spring?

World Languages
- Can students take 2 levels in one year? (i.e. Spanish 3 first semester, Spanish 4 second semester?)
- Will AP students who take the course in the fall be able to sign up for refreshers/reviews in the Spring? Likewise, if students have to sign up for the AP exam in November, what if their AP class is in the spring semester? The students will have to agree to sign up for an exam for a class that they have not had at all.
- Will AP teachers be expected to host extra classes to help prepare our students? Would this extra class be *the* extra class for the teacher?
- Consistent language instruction is best. When students may have 8 months between language classes (spring semester followed by summer and then another class in the fall) there is a greater likelihood for language attrition. Have you considered splitting up the levels (i.e. Spanish 3-1 in the first semester and Spanish 3-2 in the second semester)?
- Will additional WL electives be offered so that students can maximize their exposure to World Languages? Students will be completing their language requirements much more quickly with the 4X4 model.
- How will curriculum be examined and modified to meet the new parameters?
- How will we cover curriculum in the 4X4 model with students who are already behind? Success in language is very dependent on previously learned information, which is very hard to teach intensely in less time.
- How will you ensure equity in preps for WL teachers?
- Unless we raise expectations and increase accountability, teaching the same group of students each and every day will be difficult if we consider how disengaged students were during the spring 2020 semester.

Non-School Based Work Site-

Daycare Concerns for Staff (Specific to Non-School Based)

1. Some staff members are caring for infants or elderly parents. If we do a partial return (e.g., different children on different days of the week) how can staff members coordinate their own children's school schedule with a work schedule in the physical school?
2. How will staff who are caring for medically fragile children or elderly parents be accommodated?

Specialized School-ARL, Old Cedar Lane, etc.
DayCare Concerns - (ARL Teacher) I need to know what I will be able to do with my child if I have to work every day and she has only A Day/B Day. She is in the county and will be in third grade. Will I be able to choose her schooling option after I know my work schedule?

Daycare Concerns for Staff (Specific to those in Specialized Programs)

School Psychologists
1. Consider the SEL impact on students of in-person learning before it is truly safe:
    a. Children potentially experiencing so much more death of their loved ones, friend's loved ones, and community members.
    b. Having to obey rigid and developmentally inappropriate behavioral expectations to maintain social distancing for hours at a time.
    c. Restricting their engagement with their peers even though those peers are right in front of them.
    d. Having to constantly actively participate in cleaning rituals that keep their community trauma present with them
    e. Somehow having to have the executive functioning within all of this to meet educational standards and possibly experiencing overwhelm, shame, and self-doubt when they reasonably can't
    f. Being unable to receive age appropriate comfort from teachers and staff when dysregulated from all of this, thereby experiencing attachment injuries daily.

      g. Lack of any predictability as COVID takes staff members for weeks at a time with no warning while children wonder if that staff will die as well as the looming threat of going to back into quarantine any random day

2. I wonder if coming to school and having to follow all the protocol will put more stress on students and create anxiety. Schools won't feel like the safe place we have worked so hard to create and is that worth it?

3. Consider the SEL impact on teachers: What is this stress going to do to our teachers? How does it affect their health and well-being? How does it affect their ability to teach? How does it affect the quality of education they are able to provide? Are staff and families going to be receiving "you may have been in contact with someone who tested positive" vague emails all year long? Consider the mental health stress that may cause.

4. Focus on safety – offer staff the choice to work virtually depending on their circumstances

5. What about staff working in small offices? How to socially distance? Many offices do not have any ventilation/air vents at all.

6. Staff working in regional programs need additional consideration, given the safety-related behaviors of students that may likely be exacerbated by the intermittent schedule. How can we ensure the health/safety of staff when students are exhibiting non-compliance with safety measures? When responding to students are exhibiting unsafe or aggressive behaviors?

7. Staff who conduct home visits should be able to conduct them in an outdoor or other larger space. Could we use outside spaces for instruction (weather permitting?)

8. Will we have to go to the "testing centers" if we open in a hybrid model to complete assessments or will we all be able to test in our buildings? We should continue to explore what assessments can be done virtually.

9. How will a determination be made about switching from virtual to in person? How much notice might we be given?

10. How do we support students who require crisis intervention safely?

11. What does the hybrid schedule look like for psychologists? How would the scheduling work for psychologists split between levels? Will we be expected to go in everyday or do we just work in the building on the days that the students attend? How does working with students both physically and virtually work? When do we provide psychological services? When the students are in the building? During a virtual time? How do we balance the students on our caseloads (both testing and counseling) being significantly less available due to a more limited amount of time in the building with the other needs of our job (SST, IEP meetings, etc) but still requiring the same amount of time with us? So if a set of students are there two days a week, but we have multiple meetings on one of the days, how do we manage to see all of the students on the only other day they are in the building? Will any of our services be able to be provided on the student's 'at home' days or do they all need to be provided on the in-school days?

12. We need consistency in scheduling and reasonable/fair expectations. For example, if elementary goes back first or for more days than secondary, the expectations of a virtual psychologist is vastly different than being in person.
13. Where do our priorities lie once we are in the building: meeting the needs of the students or special education/504 compliance (testing, meetings, etc)?
14. What do we do for childcare if we are supposed to be in the building full time but our elementary aged children are only in school two days per week?
15. Will special education students be a priority for in person instruction?
16. Will more staff be hired to support ALS students who have medical needs and health needs?
17. Will we re-develop all IEPs based on the method of school or will we be allowed to complete ICOLP plans again?
18. If staff are providing in-person instruction to half of students on two days a week and the other half two days a week, how will the existing staff provide virtual instruction when the students are not in the school building?
19. What about transfer of COVID from one school to another as staff travel between buildings? As a school psychologist who is assigned to two schools, will I be assigned to just one school to reduce the chances of COVID spread? If school psychologists, OTs, PPWs, etc. continue to be assigned to more than one school, COVID could be transferred from one school to the next by staff?
20. Will meetings IEP/504 or other meetings with parents, advocates, therapists, be in person or online if we are back in brick and mortar? Is there a way to screen visitors?
21. What is the process for if a student reveals during a confidential session that a household member has tested positive- how does that work with confidentiality and with HIPAA?

SLP

22. Will we be given adequate PPE?
23. Who will be responsible for cleaning and will there be adequate supplies provided?
24. What will be done to protect students and staff around children who have difficulty with maintaining health guidelines?
25. What will protect our medically fragile students?

OT/PT-

PPW

OTHER CONCERNS

1. Can the nurses provide us with the number of students who have at risk factors? Many students have asthma or other risk factors.