



# HCEA Reopening Plan Data Presentation 7\_9\_2020

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# Goals of HCEA Reopening Committee

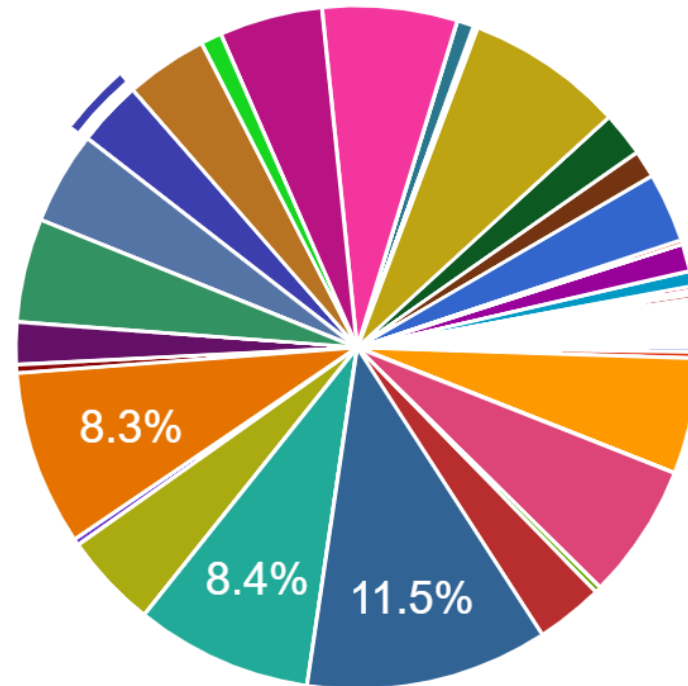
- Gather position specific constructive feedback and ideas to advocate for working conditions that value the health, safety, and unique challenges of position specific groups.
- Ensure that the voice of employees is heard and incorporated in HCPSS plans for the 20-21 school year.
- Emphasize the fact that students learning conditions are educators working conditions and the best way to support students is to include educators in decision making in a real and meaningful way.

# Members of the Committee

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# 1. What is your position/job assignment in HCPSS?

1,002 responses



HCEA Survey  
Participants  
by position  
title



**Non-Certificated Positions**

# Paraeducators/Student Assistants

## COL Feedback

### What Worked Well

- Check-ins, Attendance, Google Meetings, Monitoring Chats, Weekly Meetings; Having buddy teacher
- Working with different classes and supporting the teachers during instruction and check-ins
- Flexible and consistent schedule, ability to work with different teachers and students; More focused learning and no behavior issues/interruptions
- Connecting with students and parents and helping parents when necessary; Parents more involved/aware with students' learning

### Challenges/Concerns of the Position

- No clear direction for our roles at the beginning; more training needed on learning tools, Canvas and lessons; Parents not educated on the different tools (Dreambox, LexiaCore)
- Special Ed: no additional resources for students w/disabilities, difficulty converting hands-on activities to virtual and working w/non-verbal students
- ELL families not having supports needed at home and only offering 1 (one) orientation to guide them at the beginning
- Late arrival of devices; students not turning cameras on; Inability to provide physical manipulatives or have small groups; not enough opportunities to connect

# Paraeducators/Student Assistants

## Reopening Feedback

### Needs Moving Forward

- PPE Provided (Face Shields, Masks including child sized, Gloves) if face-to-face; floors marked; Since Sped staff already stretched, allowing general education paras to help with those students for virtual learning
- Ability to work with small groups; More clarity on duties and more opportunities to support teachers; No one size fits all plans
- Smaller Classes Sizes (10-15); no longer accepting children that aren't potty trained to avoid having to do toileting; A/B Day or Week and regular cleaning of all bathrooms and surfaces
- Access to Dreambox, LexiaCore and Canvas to enable us to help students/parents with assignments and be able to see the assignments

### Challenges/Concerns of the Position

- Inability of students to keep masks on all day and to social distance in the class, hallways, lunch and recess and buses; Keeping building clean
- Parents sending students to school even when they're sick; exposure to students, especially after the summer when we don't know where they've been
- What if a staff member contracts COVID...all staff quarantined?? Older staff and those with health conditions; Special Education students who may drool, spit, etc.
- That it still isn't safe enough until we have a vaccine; feeling like we could be forced to return even if we don't feel safe

# Secretaries/Registrars-COL Feedback

## What Worked Well

- Flexibility of doing job without phones or interruptions from visitors, students, staff
- Response to emails came more quickly
- Flexible work hours
- Being home with family

## Challenges/Concerns of the Position

- Inability to print/fax/scan
- Inability to have a school based phone line, using personal cell and families not answering because of blocked number
- Access to paper files
- Not being able to print checks from home, having to go to the bank and post office to get work done



# Secretaries/Registrars-Reopening Feedback

## Needs Moving Forward

- Plexiglass in front and around desks; secretaries assured 6 feet apart
- Printer and or scanner to keep up to date and not have to do double work by having to print when back to brick and mortar
- If brick and mortar, no visitors from parents dropping off lunches, homework, visiting with students at lunch
- Specific cut off time for late arrivals, can't have students and parents coming in/out all the time

## Challenges/Concerns of the Position

- There needs to be a vaccine
- Proper ventilation system (most secretaries feel lacking even in new buildings)
- HCPSS Provided PPE, accountability for all that don't comply
- Equity across the board for ALL staff; secretaries/registrars don't feel represented when it comes to decision making

# BSAP Community Liaison COL Feedback

## **What Worked Well**

- Having additional time.
- Being able to call families.
- The ability to attend departmental meetings and staff meetings.

## **Challenges/Concerns of the Position**

- Lack of personal interactions, interactions with staff and work completion.
- Lack of communication and differing expectations between BSAP/Office of Student Access and Achievement and principals.
- Overlap of Guidance Counselors and BSAP Liaisons calling same families about engagement

# BSAP Community Liaison Reopening Feedback

## Needs Moving Forward

- Having one BSAP Liaison at each high school due to the difficulty of meeting the needs of two school populations/staffs under these circumstances.
- More direction and clearer expectations on how to do the job successfully in a distance setting
- The ability to meet new staff and students at new schools

## Challenges/Concerns of the Position

- How to meet students' needs in a hybrid format, when staff are already split between two schools.
- What expectations will be if school model is all digital.
- Health.

# Nurses/Health Assistants

## COL Feedback

### **What Worked Well**

- Ability to help the community
- Through SST, ability to help students at risk during distance learning.
- Monitoring students with chronic illnesses.
- Google Meets, Virtual Health Services Meetings, and links to outside resources.

### **Challenges/Concerns of the Position**

- Not having access to paperwork and health charts for students. Lack of ability to review records not online.
- Face to face care for students
- Hands-on health assessment.

# Nurses/Health Assistants

## Reopening Feedback

### Needs Moving Forward

- More communication between departments; Student Services, Psychologists, Health Staff.  
Consistent Messaging.
- Broader guidelines for parents in picking up sick students.
- Ability to isolate students, separate areas for sick and well students.
- Reimagining the role of Nurse to Community Health Care role, in order to assist with testing and contact tracing.

### Challenges/Concerns of the Position

- PPE and following CDC guidelines. Mandatory vaccine when available.
- Additional staff for more cleaning throughout the day and after school.
- Social distancing, fewer students in the school, high risk children, and ability to send home students unable or unwilling to follow guidelines.
- “Going back this fall is a disaster waiting to happen.”

# Central Office-COL Feedback

## **What Worked Well**

- Can perform most functions
- Feel safe working from home

## **Challenges/Concerns of the Position**

- Need printer
- Need access to physical files
- Lack of access to students for f2f meetings

# Central Office-Reopening Feedback

## Needs Moving Forward

- Having to quarantine for 14 days if I am notified I was in contact with someone who tested positive.

## Challenges/Concerns of the Position

- Would need the schedule change form to become virtual/online.
- Staggered re-entry for CO staff

# Central Office-Concern of Reopening

- To be honest I'm not comfortable returning to the building at all this Fall. I do not think that the "cleaning" of the building and the current limited use has been following the best rules for continued sanitation. It would be great (for us) if the option to work at home is available if being in the building is not mandatory.
- If being in the building is mandatory, then I would like to see: mandatory masks (properly worn), social distancing requirements upheld, less students in school on any given day, hand sanitizer stations located throughout the building, special directions on bathroom use (one person at a time, no loitering), no large staff meetings or group meetings, limit non student and non staff entrances into building, no shared food, staggered bells for class changes for less traffic in the hallways. I'm also concerned about making things safe for the kids like being in Chorus, Dance, Science Labs, PE and other classes where being safe and healthy in person are more difficult.
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# Student Services Positions

# School Psychologists/Mental Health Services COL Feedback

## What Worked Well

- Direct Counseling Services with Students – the Telehealth 1:1 model afforded: increase in consistency with meeting with students (few/no interruptions in schedule); increase in connection with students and their families, especially students who were otherwise often absent from brick-and-mortar school; more time was available to plan; new technology tools were learned that were effective and engaging
- Increased Collaboration – given the flexible nature of the virtual schedule, more time was available to plan, collaborate, and consult with parents, staff, and other psych colleagues; psychologists felt very supported by their department (Office of Psychological Services); a lot of sharing of resources occurred
- Meetings More Efficient – holding meetings online eliminated any travel time (within or between buildings) and meetings in general seemed to run faster; in particular, SST meetings were more efficient because staff were not getting pulled for other needs
- Some Balance – the flexibility afforded by a virtual environment meant psychologists were better able to manage time and get paperwork completed with being able to set a schedule that worked best for everyone and that was consistently adhered to; psychologists could better meet needs of multiple schools without having to spend any time travelling, etc.

## Challenges/Concerns of the Position

- Conducting Assessments – at the present time, assessments may only be conducted face-to-face; it is the hope that some virtual options will become available to the school system (that already exist in a private setting)
- Direct Supports for Students – it was difficult or not feasible to: support students with social interaction and behavioral skill development in a virtual setting; support academic interventions (IIT); meet with groups of students (which offers social skill practice and helps manage workload); support our students of the youngest age, with the severest disabilities, and English language learners; maintain strict confidentiality (with other people in our homes and in the students' homes); maintain engagement (e.g., if cameras were turned off, participation was over the phone, students didn't speak, etc.)
- Workload – there seemed to be significant discrepancies between groups (psych vs counselor, special ed vs gen ed, etc.); seemed to be a significant increase in paperwork and number of meetings held, and some redundancy in paperwork
- Communication between departments – 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

# School Psychologists/Mental Health Services Reopening Feedback

## Needs Moving Forward

- Focus on safety – offer staff the choice to work virtually depending on their circumstances, staff working in regional programs need additional consideration, conduct home visits in an outdoor or other larger space, limit in person interaction, have clear guidelines and expectations, system should provide PPE etc. (no out of pocket costs), conduct regular testing, contact tracing is needed
- Flexibility – offer staff the choice to work virtually, consider adjusting the breadth and depth of services provided in light of the change in workload, consider virtual testing, push back the start date for staff and students to allow more time for training and planning
- Equity – ensure that staff have the choice to work virtually and that workloads are distributed, help will be needed to handle the workload (hire additional staff/subs)
- Increase communication – consistency among departments is needed; consider video messages from DSE, send out alerts when items are added to Canvas, etc.

## Challenges/Concerns of the Position

- **SAFETY** – health and safety of students and staff was undoubtedly the biggest concern expressed. **Most said they did not wish to return until a vaccine was available.** For psychologists, the following elements/aspects were noted: working in small offices that don't allow for social distancing; meeting in small conference rooms; working with students who are noncompliant, attention-seeking, physically aggressive (e.g., spitting); working with pre-school aged children and other children who mouth items, are highly impulsive, etc.; conducting home visits (Infants & Toddlers); having trust that families and other staff are adhering to health guidelines
- **Well-being – the mental health of students and staff is paramount; psychologists are concerned about how students and staff may return to school and what those needs might include**
- **Workload – the backlog of assessments not yet completed due to the closure is of great concern in terms of workload; amount of time needed to hold IEP meetings for all students to determine need for compensatory services; time for new meetings and assessments that will be requested; meeting timelines with the immense workload anticipated; worry about how workload will be accomplished if staff are out sick, quarantined, etc.; worried about burnout**
- **Childcare – many staff live in other counties; if other school systems have different in-person schedules than what Howard County staff may be asked to work, how will that be accomplished without obtaining and paying for childcare?**

# School Counselor--COL Feedback

## What Worked Well

- Flexibility of Counselor Work Schedule: Allowing for students, parents and counselors to connect more easily, set appropriate time limits and boundaries, visit classes and reduce interruptions, etc.
- Team/Counselor Collaboration
- Individual Meetings with Students: Access, less missed content, Google Meet technology and processes for students/parents to connect with counselor etc.

## Challenges Based on Position

- Work-life Balance/Workload: Position inequities; significantly greater workload; counselor workload issues amplified due to inappropriate staffing [ASCA recommends 1:250]; 504 already contributes to a big workload and the virtual process exacerbated this; massive amount of written communication from a lot of different people; and short turn-around time for mandates, etc.
- Central Office Communication: Inconsistent messaging and directives for processes; new technology and procedures without designated support; expectations constantly changing; disregard for timelines within contract such as possible 4x4 schedule; rules for engaging students with technology unclear; counselors required to create virtual lessons with no real expectation for students to complete; very little school-based decision making to provide appropriate services for kids; and directives distributed through various Central Office staff and mediums, etc.
- Student Access: difficult to access neediest students; unable to get many students to respond/engage and could not read non-verbal communication, etc.

# Counselor-Reopening Feedback

## Position Needs Moving Forward

- More reasonable workload, system expectations and time lines
- 504 support and appropriate staffing [This is non-counseling duty assigned to counselors and diminishes direct services provided for students]
- More consistent/accurate Central Office messaging and reasonable priorities [Numerous ways information was shared along by numerous people made this very difficult]

## Concerns for Reopening Schools

- Exposure Prevention: Masks, hand sanitizer, Plexiglas, inability to social distance, offices not set up to social distance, large caseloads for exposure, lack of vaccine, inability to enforce students to follow health guidelines, soap in bathrooms and partial models still create exposure, etc.
- Student Support Needs Should We Remain Virtual: Social emotional, academic and college advising processes; interventions to support need students, unrealistic to recreate a 4x4 schedule, transitioning, system provided lessons for Canvas unavailable, fillable forms, staffing missing for various opening models, 504 staffing and cell phones to contact families, etc.
- Work Life Balance Should We Remain Virtual: Clearly defined roles and responsibilities, consistent messaging, expectations that are feasible within our contract and 504 staffing, etc.

# School Counselor-COL Feedback

- Central Office Communication: Mixed messaging and directives for processes; new technology and procedures without designated support; expectations constantly changing; disregard for timelines within contract such as possible 4x4 schedule; rules for engaging students with technology unclear; counselors required to create virtual lessons with no real expectation for students to complete; very little school-based decision making to provide appropriate services for kids; and directives distributed through various Central Office staff and mediums, etc.
- Student Access: difficult to access neediest students; unable to get many students to respond/engage and could not read non-verbal communication, etc.



**Related Service Provider  
Positions**

# Speech Language Pathologists

## COL Feedback

### What Worked Well

- Losing the commute and drive between locations.
- Another positive aspect was the collaboration and support SLPs offered to each other--sharing ideas, materials, etc.
- Teletherapy was far more effective than learning plans. It also allowed for taking accurate data.
- Access to Pear Deck was very beneficial.

### Challenges/Concerns of the Position

- Excessive paperwork, constant changes in demands from administration increased the difficulty and paperwork.
- Inconsistent information received by different disciplines and work demands were uneven across disciplines and thus unfair.
- The timing of decisions with the expectation for completion of assignments was often unreasonable.
- Worries about the amount of work that was deferred.



# Speech Language Pathologists

## Reopening Feedback

### Needs Moving Forward

- Consistency across schools for getting assistive technology into student hands and providing needed training.
- Seek out and listen to experts as opposed to social media. Look for best practices across the country.
- Caseloads that allow us to meet student needs.
- Proper rooms for SLP's to work in with students.

### Challenges/Concerns of the Position

- PPE and follow health/safety guidelines from experts. Plexiglass sneeze guards, portable smaller ones when working with a child 1-to-1. Time between therapy sessions to sanitize room.
- Adequate supply of hand sanitizers, tissues, surface cleaners, gloves throughout day.
- Possibly shorten school day so kids and staff don't have to be in masks and protective gear for such a long time.
- Exposure to more children and adults as SLP's are generally working at more than one school

# Occupational Therapists/Physical Therapists

## COL Feedback

### What Worked Well

- The OT's liked the ability to connect with families on a more regular basis, via office hours, google meets, and using the coaching model. This, however, was based upon families who **did** access the OT learning plans, were available for google meets and filled out family communication logs.
- OT's liked the flexibility working from home- planning, creating materials, scheduling meetings, and documentation.
- There was time to work on their own children's schooling, or meet their needs, and time to work around their own children to do the required work for the job.
- Organized method of delivering therapy- some OT's liked sending written activities using the learning plans and being able to adjust the activities depending on the abilities of the individual student.

### Challenges/Concerns of the Position

- Parent engagement challenges including accessing OT folders, OT learning plans, filing out exit tickets, family communication logs, or attending office hours or returning emails.
- Difficulty with Data Collection: there was no effective method to collect data. We had to rely on parent feedback because we couldn't observe the student. This was very difficult when filling out quarterly progress reports.
- Not face to face:
- OT and PT use a lot of "hands on" therapy approaches. We were unable to observe quality of movement, amount of assist needed, and amount of verbal prompting required to complete activities. There was no opportunity for physical interaction.

# Occupational Therapists/Physical Therapists

## Reopening Feedback

### Needs Moving Forward

- Ideas to support OT/PT: virtual therapy including:
  - No in-person face to face treatment, time to plan these sessions, fewer kids on caseload, continual tech training, FERPA and HIPAA compliant
- Parent training/ choice: better access, including training on technology, easier access to all learning (Gen Ed, Spec. Ed, OT, PT and Speech) and help them organize home teaching. The families who receive infants and toddlers should have a choice offered for home vs virtual coaching.
- Recognition and support as a valuable service to students and families including before sending out the directives, get input from a focus group from across the departments, and include us on the county recommendations so problems can be identified before sending out across the system.
- Have equal consideration of importance of related services along with academic instruction
- Use better software for coordination and collaboration of related services with general education and special education.
- Timely decision making for planning and clear direction from DSE, countywide services, and our dept.

### Challenges/Concerns of the Position

- Personal protective equipment for teachers and students, and a protocol outlining the mandatory use of PPE and social distancing in buildings/ school areas. Also for home visits. More time: including for handwashing, washing equipment between students, washing desks. Thereby having a lower caseload, and no groups.
- Flexible schedules: including hybrid work schedule (some from home (IEP meetings, documentation, planning), and some in the building). See kids on alternate days so fewer people are in buildings at a time. Family home visits hybrid case by case.
- Difficulty with Data Collection: there was no effective method to collect data. We had to rely on parent feedback because we couldn't observe the student. This was very difficult when filling out quarterly progress reports.



**Specialized Certificated  
Positions**

# Specialized Special Education Programs: RECC, MINC, ALS, Cedar Lane, Regional ED COL Feedback

## What Worked Well

- **Parent communication/interaction:** Group and individual virtual check-ins with parents to answer questions and address concerns. Increased communication with and accessibility to parents. Parents taking ownership of their child's learning. Parents learning how to log onto technology and seeing what their children are learning.
- **Training and Collaboration:** Weekly team meetings with DSE staff and school-based teams provided answers to questions, opportunities to collaborate and share materials for lessons and discuss Google Meet expectations, and training/overview of technology
- **Use of Technology:** IEP meetings on google meet worked well once parents learned how to get online. Learning and using technology in different ways- CANVAS, WeVideo, Dreambox, and Lexiacore.
- **Student Help:** More time to help individual students. Students learned in their natural environments. Ability to engage and introduce students with various activities and technology.

## Challenges/Concerns of the Position

- **Student Accessibility/Participation:** Implementing IEP objectives. Many students with significant special needs were unable to access instruction from a computer screen as their required instruction and development are related to interacting with their peers, hands-on activities and manipulatives, which was not possible to implement in a distance model. Many students did not attend. Small group lessons with peers and IEP students were more difficult as peers tended to want to talk more during meets.
- **Lesson Planning/Creation of Materials:** Finding engaging, virtual lessons for IEP students. Making materials such as 8-10 videos per week, ranging from 12-20 min per video and closed-captioned, which takes hours, and hours to do. Developing individualized lesson plans and modifying all county-provided gen. ed. materials was too much in comparison to general educators who could download lessons to their Canvas pages. Difficulty learning how to use Canvas, Google Meet, and other technology tools as these were not used much in school  
Dreambox and Lexiacore inappropriate for very young students.
- **Special Education Workload:** Extra time for the extra special education paperwork: FAPE letters, COL Plans, ESY FAPE Letters, ESY COL Plans, Daily Logs for attendance, IEP accommodations/modifications, parent and teacher calls and emails, PDFs of emails, etc. No support from Para Educators and Student Assistants during distance learning.

# Specialized Special Education Programs: RECC, MINC, ALS, Cedar Lane, Regional ED Reopening Feedback

## Needs Moving Forward

- **At-Home Supplies:** Families not having adequate supplies at home like scissors, paper, crayons, dice, appropriate manipulatives, or printer for visuals. It was difficult that we could only work on select IEP goals and not all goals were able to be worked on due to being online.
- **Technology and Instructional Materials Trainings:** More technology training if continuing virtual learning. More training of Para-educators and Student Assistants to better support virtual learning. Provide more materials that are supplementary. Offer parent training on technology and materials.
- **Personal and Professional Balance:** Having the ability to balance family and professional needs.
- **Cleaning Training:** Cleaning and other health training on for classrooms including substitute teachers.

## Challenges/Concerns of the Position

- **Student and Staff Safety:** Young students and students with significant physical and/or cognitive disabilities are unable to wear a mask for the duration of their time in the classroom, nor are they able to maintain 6 feet of distance between themselves or staff. With this population, teachers use hands-on activities, hand over hand prompting, and implement toileting, handwashing, nose wiping, and feeding protocols (several students). Parents sending sick students. HCPSS not providing Covid19 testing for staff.
- **Cleaning, Cleaning Supplies, and PPE:** Constantly cleaning the classroom and students, HCPSS not providing ample cleaning supplies, Toileting children and wiping their noses, HCPSS not providing ample PPE for a day for all staff, HCPSS not providing emergency PPE for students who will come to school without it or soil theirs before the end of the day.
- **Class Size, Teacher-Student Ratio, and Social Distancing:** Students will not be able to stay 6 feet apart and use their own materials; Parents will not send materials. Class sizes will not allow for social distancing. The Office of Early Intervention is planning to max out our classes with our neuro-typical paying peers in every classroom adding to the amount of children that will be in our classroom. **For example, we will have 7 non-IEP peers in each of our preschool classes. We can then have up to 10 IEP students, which could mean that we would have a classroom of 17-- 3 year olds in a morning preschool class-unmanageable.**
- **Substitutes/Leave:** Getting substitute teachers because it has always been difficult to get subs. Covid19 will make it difficult; subs will not want to work in our environment. Having to use my own sick or personal leave if I contract covid19 while working.

# ARL/CRD-COL Feedback

## **What Worked Well**

- Schedule, flexibility, efficiency, and reduced risk of infection.
- Regular time for planning, and with content specific coworkers as well.
- Developing lessons and assignments on relevant topics.
- Using online learning platforms.

## **Challenges/Concerns of the Position**

- Inability to offer typical hands on work and training in a virtual format, which is certainly necessary and required of some programs.
- Issues with Chromebooks and using required software.
- Inability to offer new instruction during meeting times.
- Lack of rich participation during meeting times.

# ARL/CRD-Reopening Feedback

## Needs Moving Forward

- Finding adequate virtual materials to substitute for labs.
- The need for students to have technology that will run required software, and the fees for it, etc.
- Curricula prepared for online learning that addresses the needs of each program.
- Consistent messaging to parents about requirements.
- Cameras on during all sessions.

## Challenges/Concerns of the Position

- Concerns over getting all parts of a curriculum covered in a compact period over a digital model.
- Worried about the amount of students that are bussed in from across the county, and the issues with germs.
- Fewer students, PPE, disinfectant in each classroom and bathroom, temperature checks, require handwashing/sanitizing between classes.
- Electrical/Wiring for computers to be socially distant.



# Reading Specialists-COL Feedback

## **What Worked Well**

- Ability to work from home in safety paired with flexible scheduling to help with work/life balance
- Able to teach small groups

## **Challenges/Concerns of the Position**

- Student absenteeism from once a week interventions
- Lack of materials available (paper books for students, students unable to print documents to use for notes and annotation practice, etc.)
- Students did not use their cameras, which made it difficult to ascertain whether they needed help. Most indicated they did not need assistance when they actually did.
- Lack of confidence in ability to meet IEP goals

# Reading Specialists-Reopening Feedback

## Needs Moving Forward

- Ability to record lessons in classroom in order to access instructional materials
- Reliable technology (devices and internet connectivity), especially for students

## Challenges/Concerns of the Position

- Scheduling, if there are rotating student groups
- Parents sending students to school sick (using medication to mask symptoms)
- Sufficient cleaning of facility, as well as soap/sanitizer/towels for staff and students
- Keeping students socially distanced according to CDC recommendations

# World Language Teacher-COL Feedback

## What Worked Well

- The mastery of and incorporation into instruction of numerous engaging digital tools (i.e. Kahoot, Peardeck, Quizlet)
- Flexibility, especially with regard to scheduling
- Opportunities to collaborate with colleagues
- Delivery of instruction through the Canvas platform

## Challenges/Concerns of the Position

- Minimal to no language production (and thus no improvements in proficiency) due to limited camera and microphone use
- Minimal to no student interaction and limited accountability due to format for and expectations pertaining to Google Meets
- Grading policies did not align with expectations for proficiency or promote accountability
- Misuse and overuse of digital tools (some unauthorized), leading to issues of academic integrity

# World Language Teacher-Reopening Feedback

## Needs Moving Forward

- Provide more flexibility and decrease workload with regard to meetings, delivery of lessons, and feedback
- Communicate with all stakeholders in a timely, detailed manner and give teachers more advance notice of changes
- Improve/expand the grading policy to provide more accountability and incorporate more rigorous standards
- Develop and enforce policies pertaining to camera and microphone use and academic integrity (i.e. digital translators)

## Challenges/Concerns of the Position

- Health & safety of students and staff and their families
- Ability to "socially distance" students in small, overcrowded spaces
- Enforcing health & safety measures (i.e. social distancing, mask wearing, hand washing, etc.)
- Ability to promote and assess target language proficiency AND stay healthy with face coverings

# ESOL Teacher-COL Feedback

## **What Worked Well**

- Flexible scheduling
- Opportunities to virtually collaborate with colleagues
- Small group meetings with students who required extra support
- Learning opportunities pertaining to digital tools

## **Challenges/Concerns of the Position**

- Learners' accessibility or connectivity issues
- Increased workload due to content teachers' lack of support
- Inability to attend learners' Meets due to scheduling conflicts
- Learners' digital proficiency issues

# ESOL Teacher-Reopening Feedback

## Needs Moving Forward

- Provide the necessary equipment and materials (i.e. PPE) to keep returning students and staff safe
- Communicate with all stakeholders in a timely, detailed, appropriate manner and in all languages spoken by HCPSS students
- Prioritize the return of ELLs to the buildings and allow for ELLs to meet in small groups with ESOL teachers as often as possible
- Genuinely recognize the hard work and dedication of teachers, specifically through compensation and flexibility

## Challenges/Concerns of the Position

- Health & safety of students and their families, especially considering their vulnerable status
- Enforcing health & safety measures (i.e. social distancing, mask wearing, hand washing, etc.)
- Academic progress of ELLs considering the external factors that might conflict with school attendance
- Ability to provide support for all learners on caseload if teachers' mobility is restricted



# Certificated Positions by Level

# Special Education Teacher-COL Feedback

## **What Worked Well**

- Connecting better with parents and other team members/parent coaching
- Weekly DSE meetings and opportunities for weekly Q & A
- Learning more technology and new technology
- Uninterrupted planning time

## **Challenges/Concerns of the Position**

- Overburdened by paperwork and data keeping
- Limited para participation
- Poor ALS participation
- Abstract nature of distance learning



# Special Education Teacher Reopening Feedback

## Needs Moving Forward

- Scripted interventions
- Equitable workloads between special education and general education
- Using paras and SAs more creatively if distance learning is still in place
- Utilize larger buildings for those who can or are willing to teach/hold meetings face to face
- Single platform for special education as opposed to Canvas/Gafe/Synergy

## Challenges/Concerns of the Position

- HCPSS providing staff with PPEs, sanitizer, cleaning wipes, Lysol, etc.
- Consistent wearing of masks and social distancing for students and staff
- Providing instruction for nonverbal students who need 1:1 instruction
- Balancing workday and home life if A Day/B Day or Week is implemented (such as child care)
- Students who come to school ill, or an outbreak in a building

# Elementary Teacher-(K-2) COL Feedback

## What Worked Well

- Lexia Core5 and Dreambox
- Having the modules rolled out for elementary staff members as many of them are not well-versed on Canvas
- The trainings/modules before distance learning started on Canvas and tools necessary to teach online
- Flexibility of scheduling check-in meetings

## Challenges/Concerns of the Position

- It's especially hard to teach our youngest learners through a computer. They have not have the necessary lessons to be able to Canvas easily without the help of an adult or older sibling, which then takes away time from whatever that person may need to do.
- No live teaching - just reviewing lessons from prior weeks is not effective or true teaching
- Having set days/times for the check-ins - does not work for teachers' home life schedules at times
- Not being able to have small group lessons - hard to gauge students' learning when 15 or more students are on the call and, on the other hand, it's hard to gauge students' learning for those children that hardly ever or never showed up to the check-ins

# Elementary Teacher (K-2) Reopening Feedback

## Needs Moving Forward

- Prepare online modules for the start of the school year at least if we are in a hybrid model as many elementary teachers still aren't comfortable with Canvas and planning for online and in-person lessons are double the work
- Allow teachers to actually teach during virtual meetings - equity is a concern, of course, but teachers would feel more effective providing new content and being able to explain how to do certain skills
- Provide information earlier and stop changing every other week seemingly - all the back and forth last-minute information and changes was confusing for teachers and their families
- Allow educators to teach from their classrooms during virtual learning meetings to give them access to necessary manipulatives, whiteboard and markers, posters, books, etc...

## Challenges/Concerns of the Position

- Students and staff wearing masks and following proper guidelines for a full school day
- Not having enough time to clean in between classes and not having enough supplies to do so (we do not want to purchase these things out of pocket as we purchase enough already) and concerns about custodial staff cleaning
- Losing sick time if teachers show symptoms of COVID-19 - many of us would lose all of our time quickly based on underlying health conditions
- The health and safety of everyone involved

# Elementary Teacher (3-5) COL Feedback

## **What Worked Well**

- County-prepared Canvas modules to ensure students were working on the same content
- Google Meet check-ins with students
- Ability to work from home in safety paired with flexible scheduling to help with work/life balance
- Collaboration and planning between teachers and other staff/specialists

## **Challenges/Concerns of the Position**

- Lack of true student accountability for work completion and lack of engagement/attendance for Google Meets
- Unreliable internet connectivity for staff and students
- Parents were often non-responsive and unaware of their student's progress and work completion (despite communications of how to check Canvas)
- Not permitted to engage in direct instruction

# Elementary Teacher (3-5) Reopening Feedback

## Needs Moving Forward

- County-prepared Canvas modules to ensure students are working on the same content and the ability to create course content based on student needs
- Departmentalization so teachers focus on one subject
- Additional teacher planning time
- Working technology and internet for students/staff for home and school use

## Challenges/Concerns of the Position

- Daily temperature checks and PPE provided for staff and students
- HVAC systems that are maintained, monitored, and working properly
- Sufficient cleaning of facility, as well as soap/sanitizer/towels for staff and students
- Keeping students socially distanced according to CDC recommendations

# Middle School Teacher-COL Feedback

## **What Worked Well**

- Variety of tools, apps, materials available; Google Meets with students
- Flexibility of scheduling/pacing of material
- Time to collaborate and plan; designing lessons; giving feedback to students
- Professional development

## **Challenges/Concerns of the Position**

- Some academic areas difficult during COL: all related arts areas (PE, music, fine arts) – hard to do virtually; World Languages hard to practice speaking without live interaction; hard to teach writing
- Hard to build/maintain relationships without direct interaction; not being able to work with students in groups; students often had cameras and mics turned off
- Workload – increased during COL with all the different requirements and having to learn new tools; too many meetings; scheduling conflicts; balancing home demands
- Engagement – policies on grading and attendance did not promote accountability

# Middle School Teacher-Reopening Feedback

## Needs Moving Forward

- Health/safety – Clear guidelines, enforcement, oversight needed; better ventilation in school buildings; better cleaning practices in general
- Accountability – Require that students have cameras and mics on when in Google Meets; better grading policies; more synchronous learning
- Workload – reduce class schedule, reduce class size, limit meetings, increase planning time, set office hours; allow flexibility whenever possible
- Enhanced digital tools – quality and variety; need enhanced Google Meet/Zoom features, such as breakout rooms, individual chat features, etc.

## Challenges/Concerns of the Position

- Safety/health of students and staff – sanitation of building and materials, cleaning shared equipment, sharing space, etc.
- Fears - 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
- Enforcement – teachers worried about spending too much time enforcing safety guidelines/trying to maintain compliance; guidelines need to be clear
- 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? What about staff who need childcare in a hybrid model?
- Building/maintaining rapport – how to have an interactive classroom while wearing masks etc. and social distancing

# High School Teacher-COL Feedback

## What Worked Well

- Canvas worked well for organizing, designing and implement unique lessons, grading/providing feedback.
- The flexibility in scheduling the meets and later start to the day worked well with staff's family situations.
- Distance learning worked well for organizing quick staff, department, and discipline meetings.
- The later start day meant students were well rested and alone with just a computer away from the distractions of classmates meant they were able to absorb the assignments better, and overall there were far less behavioral problems.

## Challenges/Concerns of the Position

- Limited functionality of Google Meet, including engaging students and taking attendance.
- Lack of student accountability, no requirement for earning a grade, participation, and turning on their cameras. The audio/video piece is crucial to learning.
- Tedious: Constant/last minute emails and communications from HCPSS and administrators was overwhelming.
- Difficult to gauge the success of instruction provided and too much screen time for everyone



# High School Teacher-Reopening Feedback

## Needs Moving Forward

- Providing teaching resources and instructional materials for online teaching, including some form of lockdown feature for at-home assessments.
- Provide the option for those who can, to teach from their classrooms to do so, while students are at home virtually and build in time for students to have meetings (clubs, fun, wellness meets).
- Meaningful school specific PD, especially supports for those teachers who need tech help daily.
- Stop changing things last minute and no more Friday afternoon information blast. Remember to give us flexibility in our work schedule--we are at home balancing many things too and need to feel that we have some autonomy and would like to enjoy our weekends.

## Challenges/Concerns of the Position

- Contracting COVID-19 and bringing it home to family, especially those categorized as high-risk.
- Following the CDC guidelines in a school building--mask, number of students in a classroom, social distancing, sanitizing spaces like weight room or cafeteria.
- Staff cannot guarantee the safety of every student, every day, all day.
- What happens when some students and/or staff do not take protocols seriously? Also, HCPSS not requiring Covid-19 testing prior to allowing staff and students to return to work school system, not having adequate funds to provide proper PPE and sanitary materials to school staff and students daily, ventilation systems are not effective and/or there are some schools with no windows to allow for good airflow.



# Related Arts Teaching Positions

# Media Specialists COL Feedback

## What Worked Well

- Ability to form relationships with families; much easier to do virtually since we teach so many students (400 to 500-some children)
- Access to digital resources for lessons and the students' ability to use them more
- Collaboration with other media specialists (and the related arts team in some cases) and not being alone when creating lessons
- Flexibility for children to complete the assignments throughout the week

## Challenges/Concerns of the Position

- Unable to check out books in-person; students are more motivated to get physical books
- Lack of eBooks; we are limited to the amount of eBooks we purchase typically and that might need to change this year to focus on them solely based on CDC guidelines and concerns about students moving around the school building "unnecessarily"
- Feeling forgotten in many aspects (what meetings to go to, if we could hold office hours, if we could message families or not as to not overwhelm them, grading policies [only 2 out of 5 to pass, really?!], etc...)
- Becoming more of a full-time technology support personnel and feeling on-demand at all hours of the day to help students, their families, and staff members with technology issues/concerns

# Media Specialists Reopening Feedback

## Needs Moving Forward

- Provide more time for thorough cleaning in the schools
- Provide the cleaning materials necessary if we are in the building
- Keep library media lessons online if it is a hybrid model; how a related arts schedule works typically is not going to work now - going in and out of rooms every 30 minutes to an hour and seeing three to five different grade levels in a day
- Allow media specialists to be in the building at certain points throughout the week in order to get materials, film lessons at the building, attend live check-ins there, pass out books to children if possible (maybe through a pick-up system like the public library has), and be a technology support person along with the technology teacher (if there is one) with designated times to hopefully cut down on calls or messages outside of the work day.

## Challenges/Concerns of the Position

- Students and staff wearing masks and following proper guidelines for a full school day
- Shared materials as that is all that related arts uses typically
- Not having enough time to clean in between classes and not having enough supplies to do so (we do not want to purchase these things out of pocket as we purchase enough already)
- The health and safety of everyone involved

# Technology Teacher-COL Feedback

## What Worked Well

- We were Safe & had Flexibility to deal with personal complications related to Covid
- Online Tools Familiar to Tech Teachers which gave us time to...
- Support to Staff, Parents and Students
- OIT Support & Weekly Meeting with opportunities to share, ask questions, and collaborate in the creation of TT Lesson

## Challenges/Concerns of Position

- Limited Synchronous Access to Students / Barriers to Engagement (muted/ no camera)
- Difficult to differentiate online & support IEP's & 504's
- Giving meaningful feedback to an entire school is challenging
- Students not held accountable: passed by clicking 2 buttons & NOT required to actually complete assigned work.
- Overwhelmed w time supporting parents & staff esp. with variety in types of technology being used

# Technology Teacher-Reopening Feedback

## Needs Moving Forward

- Appropriate space to maintain CDC guidelines
- Ventilation/Teach Outdoors/Open windows
- Handling of non compliance with wearing PPE and staying separated
- Cleaning & sanitizing laptops and headphones
- Guidance for implementing group work, computational thinking & robotics units
- Availability of subs for sick or compromised staff

## Challenges/Concerns of Position

- Consistent communication and training for families specific to technology, device types, and applications.
- Password management with students having ability to reset and forget their passwords. Tech teachers were in the process of teaching all 3<sup>rd</sup> grade and up to create strong passwords and the steps required. After that students and parents have ability to look up and/or change passwords.
- Keep staff members' siblings' on the same schedule when considering hybrid model.
- Make Media and Tech lessons virtual and make Tech teachers available to support students/staff in the building and virtually.

# PE Teacher-COL Feedback

## What Worked Well

- Teacher autonomy and the flexibility to work from home
- Online resources provided to staff
- Student choice
- Collaboration with team members and other teachers

## Challenges/Concerns of the Position

- The “Task Complete” for elementary PE was not reliable
- Student accountability and engagement was severely lacking
- Lack of movement and physical activity for students as well as a need for equipment
- A/B schedule caused a decline in teacher-student interaction and grading was not clear or realistic
- **Adapted Physical Education was not able to service all of their students**

# PE Teacher-Reopening Feedback

## Needs Moving Forward

- Clear guidelines for holding students accountable
- Schedule adjustment to include time to clean and sanitize equipment
- Please don't increase class sizes
- Increase PE budgets per school and provide specific curriculum objectives and focus from HCPSS PE Office

## Challenges/Concerns of the Position

- Health risks and exposure for staff and students
- The need for more equipment as well as sharing and cleaning equipment
- Participating in physical activity while wearing masks
- Limited amounts of space while attempting to social distance; scheduling concerns
- Lack of air conditioning in gyms across the County



# Art Teacher- COL Feedback

## What Worked Well

- The ability to collaborate with other art teachers.
- Learning and implementing a tremendous amount about canvas and other technology.
- Creating videos and power-points allowed students to digest content on their own time. Check-ins were also good for solidifying their understanding through elaboration on the info presented in modules.
- Flexible schedules that allowed teachers the ability to make time for family and for planning.

## Challenges/Concerns of the Position

- No student access to the vast variety of materials we have in school
- Student engagement in both check-ins (no video or audio participation) and assignments (students falling through the cracks, not required to put forth much effort)
- Low/unclear/fluctuating expectations of student work/accountability.
- Huge amounts of record keeping, parent communication, and data collection was overwhelmingly time consuming
- (ELEMENTARY): Having to create new units for every week instead of sequenced multi-week units was very difficult to keep up with.
- (ELEMENTARY): Students had a hard time with the interface of doing assignments through canvas, how to “turn in” assignments, and not having any face time with art teachers.

# Art Teacher-Reopening Feedback

## Needs Moving Forward

- Continue digital learning until there is a vaccine but increase and clarify the standards of accountability for students to include more rigorous grading standards
- Material packets of basic art supplies for students. Currently sharing is mandatory due to budgetary constraints.
- Requirements for student engagement (video on and required participation)

## Challenges/Concerns of the Position

- Students/staff spreading and contracting the virus.
- The opening of schools before a vaccine is accessible.
- Keeping students to adhere to social distancing and proper mask wearing, along with the management and proper cleaning of materials that are shared.
- The inequities for students and staff who can't or won't come to school because they are compromised, someone in their home is compromised, or just not feeling safe.

# Music Teachers-COL Feedback

## **What Worked Well**

- Students did not seem overwhelmed
- Good collaboration with colleagues on lesson plans/Weekly PD
- Allowed teachers to grow as technology learners
- Ease of grading, work/life balance

## **Challenges/Concerns of the Position**

- Loss of the social relationships for students while being part of an ensemble (band, orchestra, chorus)
- Low participation/accountability of students
- Difficulty teaching through use of technology
- Canvas navigation/task complete button was difficult for students to figure out. Students did not have to submit assignments and made it difficult to assess mastery of lessons

# Music Teacher-Reopening Feedback

## Needs Moving Forward

- Smaller class sizes so students could maintain 6 feet apart
- Research on playing/singing in groups and how that will affect the spread of germs
- Leaving current instrumental staffing in place, as registrations for programs may go down depending on instructional model
- Instruments to use at home

## Challenges/Concerns of the Position

- Singing/playing with a mask on, and students spreading germs through singing/playing
- Receiving direct guidelines about proper and safe procedures, handling of instruments
- Proper precautions of safety for students and staff (masks, gloves, sanitizer, PPE) in every classroom
- Smaller class sizes for general music

# Health Teacher-COL Feedback

## **What Worked Well**

- Continuity of Learning assignment created by Health Office
- Online training provided to staff
- Google Meet platform worked well
- High school office hours worked well

## **Challenges/Concerns of the Position**

- Student engagement
- Difficult to discuss sensitive topics online
- Grading and holding students accountable for completing work
- Difficulty contacting families when needed, especially EL families

# Health Teacher-Reopening Feedback

## Needs Moving Forward

- More rigorous expectations for students and student accountability
- Mandating the wearing of masks
- Training students on essential and supplementary digital tools

## Challenges/Concerns of the Position

- Health risks and exposure for staff and students
- Change in schedule due to the nature of the virus (ex. We start face-to-face and have to return to online learning)
- Class size because Health teachers must teach every child in each grade level.
- The ability to practice social distancing

Students being able to  
social distance in the  
classroom.

78%

*Extremely Concerned or  
Quite Concerned*

Students being able to  
social distance on the  
bus.

77%

*Extremely Concerned or  
Quite Concerned*



Students following  
health guidelines  
during lunch.

78%

*Extremely Concerned or  
Quite Concerned*

Students keeping their  
face coverings on.

82%

*Extremely Concerned or  
Quite Concerned*

My ability to monitor  
my students in  
practicing health  
guidelines.

70%

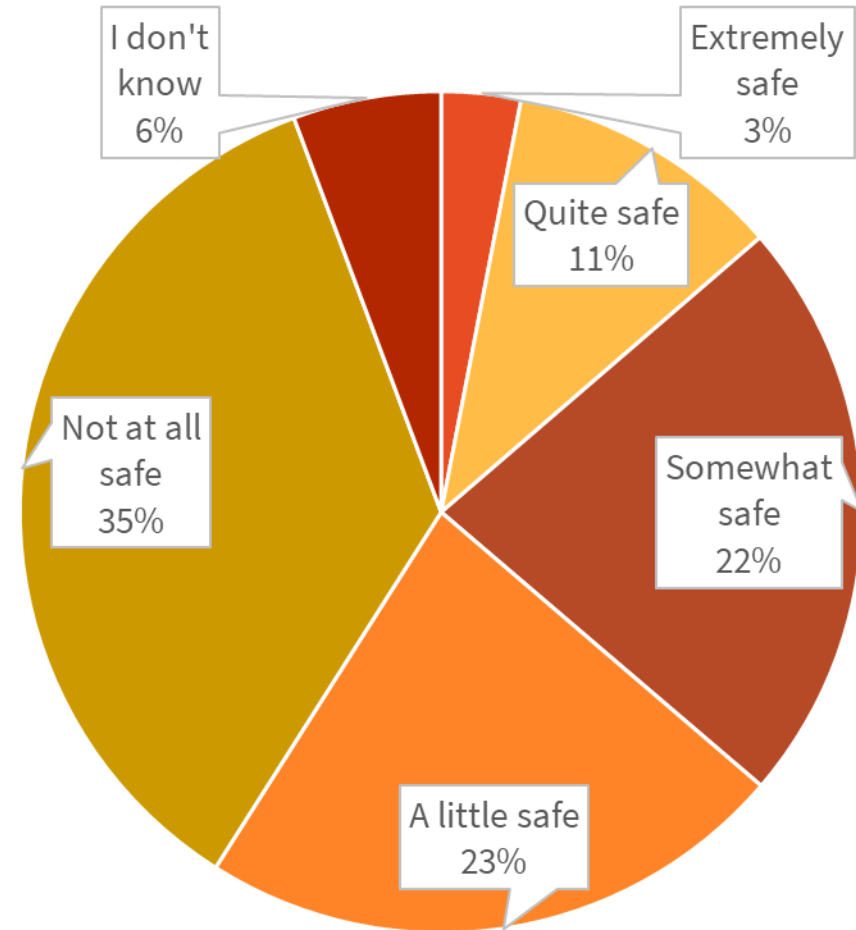
*Extremely Concerned or  
Quite Concerned*

My own health and  
safety.

66%

*Extremely Concerned or  
Quite Concerned*

We know the situation continues to change. If HCPSS follows all health guidelines, how safe do you feel it is for you and students to return to school in the fall?



# Stakeholder Committee for Reopening



-This group was a 37 member committee, on which HCEA had representation by level.



-Charged with making suggestions based on stakeholders “ideals” for reopening.



-Feasibility of such ideas was never brought up or considered.



-To date HCEA has submitted numerous detailed questions that we have not gotten answered.

# Questions for the BOE's Consideration in their Deliberations



What protections will HCPSS put in place for the safety and health of both students and staff?



Is the decision you are making feasible given the budget constraints you are under?



How will HCPSS fund the tools/resources necessary to ensure staff and student safety is a priority?