

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– NOVEMBER 4, 2020
FREEPORT HIGH SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:
The meeting was called to order at _____p.m. by Chair Michelle Ritcheson
2. Attendance:

____Jeremy Clough	____Elisabeth Munsen
____Candace deCsipkes	____Maura Pillsbury
____Dwight Ely	____Michelle Ritcheson
____Lindsey Furtney	____Valeria Steverlynck
____Jennifer Galletta	____Madelyn Vertenten
____Susana Hancock	____Liam Hornschild-Bear – Student Representative
	____Brady Grogan – Student Representative
3. Pledge of Allegiance:
4. Consideration of Minutes:
NA
5. Adjustments to the Agenda:
6. Good News & Recognition:
 - A. Report from Board's Student Representative (10 Minutes)
 - B. Good News from Freeport Middle School – Ray Grogan (10 Minutes)
7. Public Comments: (10 Minutes)
Public comment will be taken in person and via Zoom (connection information below)
<https://networkmaine.zoom.us/j/88223625518>
Webinar ID: 882 2362 5518
Join by Telephone 1-312-626-6799
8. Reports from Superintendent:
NA
9. Administrator Reports:
 - A. Freeport Middle School Goal Review - Ray Grogan (20 Minutes)
 - B. Community Programs Report/Goal Review - Peter Wagner (20 Minutes)
 - C. Capital Improvement Plan/Goal Review - Dennis Ouellette (20 Minutes)
10. Board Comments and Committee Reports:
 - A. Report out on MSMA Fall Conference (15 Minutes)
11. Policy Review:
NA

12. Unfinished Business:
A. Board Discussion - Staff Survey (45 Minutes)
13. New Business:
NA
14. Personnel:
NA
15. Public Comments: (10 Minutes)
Public comment will be taken in person and via Zoom (connection information below)
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Join by Telephone 1-312-626-6799
16. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____

School: Freeport Middle School 2019-20

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Results
ELA Goal: Improve analytical reading and writing skills through increased student discourse in the classroom	<ul style="list-style-type: none"> To build understanding of curriculum and learning progressions and to share practices between middle and high school teachers. Model strategies that encourage student talk. Improve student learning leadership in the classroom. Improve the range of teachers' skills to develop and facilitate discourse in their classrooms. Student discourse will be evident in teacher feedback and observation. 	Teachers / Strategist / Principal	All School year	<p>Students' discourse will be evident in teacher feedback and observation</p> <p>Improved MEA ELA <i>Text Analysis and Interpretation</i> (currently .6 (6.2 score) above state average, move to 1.2 above the state average (100% increase compared to state)</p>	<p>Student discourse was more evident in all subject areas including ELA based on administrator observations and teacher feedback.</p> <p>The state MEA tests were not taken due to shifts to remote learning.</p>
MATH Goal Establish classroom mathematics practices to improve student learning	<ul style="list-style-type: none"> All teachers will have one full coaching cycle. Ensure the learning target is clearly stated and visible: <ul style="list-style-type: none"> The learning target is referred back to during the lesson. Consistent use of scoring criteria with summative assessments. Facilitate meaningful mathematical discourse: <ul style="list-style-type: none"> Using Activity/Exploration with each lesson Elicit and use evidence of student thinking 	Teachers / Strategist / Principal	All School Year	<p>All teachers have had 1 full coaching cycle</p> <p>All teachers complete activities/exploration for all units and get feedback from strategist</p> <p>67% of students reach their NWEA math goal</p> <p>8th grade MEA score increase from previous year by 5%</p>	<p>All teachers had at least one full coaching cycle.</p> <p>This was done for all units 1-6; units 7-10 we needed to compact the curriculum to cover all units.</p> <p>NWEA was not taken in the spring of 2020. Fall data will be available shortly.</p> <p>We did not take the state MEA test due to remote learning.</p>

	<ul style="list-style-type: none"> Consistently use Dynamic Assessment System for assigning and correcting homework. Teach math everyday in 8th grade. 				
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School: Freeport Middle School 2020-21
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Results
Create and begin to implement a plan/pathway for current and future practice at FMS to support and improve equity, diversity, and inclusion	<ul style="list-style-type: none"> Develop an action plan based on the results of the district equity audit. Work on classroom libraries to ensure books are relevant, engaging and reflect diversity. All teachers participate in a book group focused on equity and diversity. 	Principal, leadership team, and teachers Principal and teachers	After the audit is complete Fall 2020	Diversity, equity and inclusion action plan	
All teachers develop technology skills to be able to teach full time	<ul style="list-style-type: none"> Determine technology equipment that is needed. Teachers will work with the technology coach to help develop the needed skills for synchronous teaching and learning. 	All teachers Principal and all teachers Teachers, Technology coach	All school year Fall/Winter All year long	Feedback from teachers on technology needs Schedules for additional synchronous learning Multiple student, teacher and parent surveys will be sent out	

<p>synchronously in red or yellow, allowing to allow students at-home to daily required live classed to improve student learning (and improve on the skill as the year progresses)</p>	<ul style="list-style-type: none"> Teachers will collaborate with one another to share successes and failures: <ul style="list-style-type: none"> Teachers will collaborate with their team, department and others Teachers reflect on synchronous practice and the effects on students and student progress Continue to revise and improve synchronous instruction 	<p>Teachers, Technology coach</p> <p>Teachers, Technology coach</p>	<p>All year long</p> <p>All year long</p>	<p>and improvements will be made based on survey data.</p> <p>Improved scores in literacy/math (NWEA/MEA)</p>	
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Community Programs

2019-2020 Goals



RSU5's mission is to inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 1: Community Programs will become a model of smart and effective communications.
Evidence: Reduced queries from the community; adoption of model by other areas in the district

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
Clarify communications around all programming (Rec, Laugh & Learn, Adult Education/Enrichment) before, during, and after programs occur.	<p>A. Conduct audit of existing communications</p> <p>B. Track inquiries received through email, phone, and in-person</p> <p>C. Create communication template for all programs</p> <p>D. Impress expectations upon CP staff and all instructors/coaches</p> <p>E. Compare before/after inquiries for similar seasons</p>	<p>Office Coordinator</p> <p>All CP Staff</p> <p>Director</p> <p>All CP Staff</p> <p>Director</p>	<p>A. Anecdotal and documentable communications COMPLETE.</p> <p>B. All staff makes note of inquiries received, and nature of inquiry INCOMPLETE. PROVED TO BE MUCH GREATER CHALLENGE THAN ANTICIPATED.</p> <p>C. Timeline template that is easy to understand and execute ONGOING. THIS CAN STILL BE COMPLETED WITHOUT (A).</p> <p>D. Assign instructors to each staff member for follow-up ONGOING. THIS CAN STILL BE COMPLETED WITHOUT (A).</p> <p>E. Reduction in number of inquiries indicating confusion or poor communication INCOMPLETE. COMPARISON UNLIKELY TO BE COMPLETED, BUT STRONGER COMMUNICATIONS WILL BE A NET POSITIVE.</p>

Goal 1: Community Programs will become a magnet for those seeking enrichment opportunities, and a hub for lifelong learning activities.

Evidence: Increased participation in lifelong learning programs and high marks in satisfaction surveys

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
Strategically broaden and enhance enrichment offerings and purposefully make "Lifelong Learning" a part of the RSU5 Community Programs brand.	<p>A. Conduct audit of enrichment programming from the last five years</p> <p>B. Survey participants from these programs to seek feedback</p> <p>C. Use audit and survey feedback to add/reinstate programs that appear promising</p> <p>D. Monitor attendance and post-program surveying to assure high participation rate</p>	<p>Adult Education Coordinator</p> <p>Office Coordinator</p> <p>Director</p> <p>Adult Education Coordinator</p>	<p>A. Comprehensive report of enrichment programming and relevant demographics COMPLETE.</p> <p>B. Survey created and mailed to all past participants COMPLETE.</p> <p>C. Notable appearance of "new" events in catalog offerings season after season COMPLETE.</p> <p>D. Regular and direct follow-up with instructors and participants; accountability for instructors INCOMPLETE. WILL CARRY ON POST-PANDEMIC.</p>

Goal 1: Community Programs will be regarded as a thriving recreational engine for youth and adults.
Evidence: Increased participation in recreation programs, growth in adult offerings, and high marks in satisfaction surveys

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
Strategically broaden and enhance recreation offerings and make adult recreation a larger part of the RSU5 Community Programs brand.	<p>A. Conduct audit of recreation programming from the last five years</p> <p>B. Survey participants from these programs to seek feedback</p> <p>C. Use audit and survey feedback to add/reinstate programs that appear promising</p> <p>D. Recruit adults to join newly formed programs</p> <p>E. Monitor attendance and post-program surveying to assure high participation rate</p>	<p>Recreation Coordinator</p> <p>Office Coordinator</p> <p>Director</p> <p>All CP Staff, others</p> <p>Recreation Coordinator</p>	<p>A. Comprehensive report of recreation programming and relevant demographics COMPLETE.</p> <p>B. Survey created and mailed to all past participants COMPLETE.</p> <p>C. Notable appearance of "new" events in catalog offerings season after season COMPLETE.</p> <p>D. Regular and direct follow-up with instructors and participants; accountability for instructors/coaches INCOMPLETE. WILL CARRY ON POST-PANDEMIC.</p>

Community Programs

2020-2021 Goals



RSU5's mission is to inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 1: Adult Education will achieve measurable growth in adult participants and will add at least two services to those available to high-school-aged learners.

Evidence: Re-engagement of lapsed learners and ~monthly collaboration with the Dropout Prevention Committee.

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
Increased participation from lapsed adult learners and paired services with FHS students outside of the HiSET program.	<ul style="list-style-type: none"> A. Outreach to all lapsed learners from 2018-2020 B. CASAS testing and reintroduction to learning programs C. Coordination between learner, instructor, and student D. Involve Youth Build Alternatives and Summer Melt programs to the DPC E. Identify students for programs and initiate contacts 	<ul style="list-style-type: none"> Adult Ed Coordinator Adult Ed Coordinator Adult Ed Coordinator Director Director, Adult Ed Coordinator, Guidance Counselors 	<ul style="list-style-type: none"> A. Number of re-engaged learners B. CASAS testing rate reported to State C. Instructional attendance and measurable gains D. Presentations at DPC E. Quantify enrollments in YBA and SM programs

Goal 1: Community Programs will grow a multi-faceted outdoor Recreation program.

Evidence: Significant Investment in outdoor recreation equipment and Increased participation in corresponding programs.

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
Invest in outdoor recreation equipment and offerings to make outdoor recreation a larger part of the RSU5 Community Programs brand for both children and adults.	<ul style="list-style-type: none"> A. Purchase equipment to outfit outdoor Rec programs B. Build cohort of outdoor sports instructors and guides C. Market cold-weather and warm-weather programs among appropriate audiences, and register participants D. Partner with local organizations to build access to sites and qualified instructors E. Continue supporting Pownal Impact group 	<ul style="list-style-type: none"> Director Recreation Coordinator Recreation Coordinator Director, Recreation Coordinator Director 	<ul style="list-style-type: none"> A. Inventories suitable to allow wide participation B. At least one leader each for children and adults in each sport C. Measurements of program capacities vs registrations D. Each program includes at least one local partner agency or individual. E. Impact offers at least one outdoor recreation activity each season.

2020-2021

Capital Completed Projects

2020-2021 FY 21 Capital Projects

2020-2021 (FY 21) 2020-2021

Item 1	Bus (1) 77 passenger (funded through retired bus debt)	0.00
Item 2	Pownal roof over office	\$35,000.00
Item 3	Durham heat pump replacement (3)	\$180,000.00
Item 4	Repair tennis courts	\$25,000.00
Item 5	Pownal windows	\$130,000.00
Item 6	Central office windows business office	\$10,000.00
Item 7	Pownal split system in kitchen (AC)	\$15,000.00
Item 8	Capital reserves	<u>\$5,000.00</u>
		\$400,000.00

Buses for Replacement



Repair Tennis Courts



Pownal Elementary New Windows



Pownal Kitchen Heat Pump Split System



Durham Heat Pumps Replacement (4)



Pownal Roof Over Office



Central Office Windows Business Office



2021-2022 FY 22 CAPITAL BUDGET PROJECTS

2021-2022 (FY 22) 2021-2022

Item 1	MSS heating controls	\$110,000.00
Item 2	Mast Landing roof entire building	\$360,000.00
		\$470,000.00

Mast Landing Roof Replacement

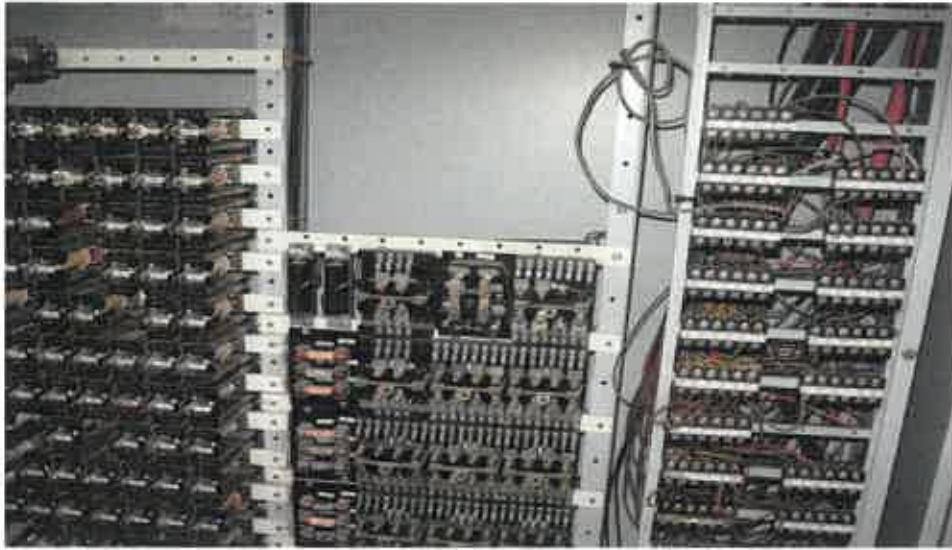


2022-2023 FY 23 Capital Budget Projects

2022-2023 (FY 23) 2022-2023

Item 1	Bus (2) 77 passenger (funded through retired bus debt)	0.00
Item 2	High school elevator upgrade	\$65,000.00
Item 3	Pownal steamer	\$7,000.00
Item 4	Mast Landing steam kettle	\$30,000.00
Item 5	Middle school increase parking	\$75,000.00
Item 6	Morse Street elevator upgrade	\$65,000.00
Item 7	Middle school pave outdoor basketball court	\$25,000.00
Item 8	Mast Landing exterior doors	\$60,000.00
Item 9	Middle school replace siding on additions	\$60,000.00
Item 10	Capital reserves	<u>\$13,000.00</u>
		\$400,000.00

High School Elevator Upgrade



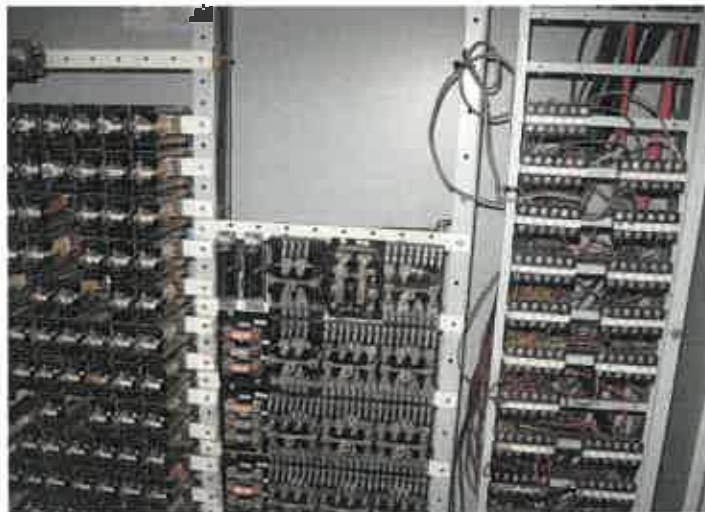
Pownal Kitchen Steamer



Mast Landing Steam Kettle



Morse Street Elevator Upgrade



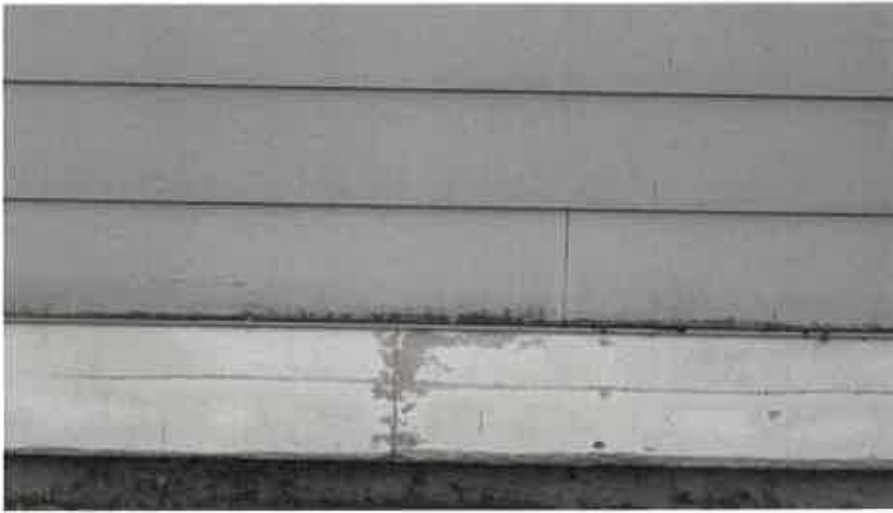
Middle School Pave Outdoor Basketball Court



Mast Landing Exterior Doors



Middle School Siding on Additions



2023-2024 FY 24 Capital Budget Projects

2023-2024 (FY 24)	2023-2024	
Item 1	Bus (1) 84 passenger (funded through retired debt)	0.00
Item 2	High school reside portable building	\$8,000.00
Item 3	High school add siding to sports garage	\$8,000.00
Item 4	Durham School field irrigation	\$20,000.00
Item 5	High school auditorium carpet	\$25,000.00
Item 6	Morse Street pave back path to bus circle	\$15,000.00
Item 7	Pownal phone system	\$30,000.00
Item 8	Morse Street phone system	\$35,000.00
Item 9	Maintenance mower	\$45,000.00
Item 10	Mast Landing phone system	\$60,000.00
Item 11	Morse Street pave playground	\$25,000.00
Item 12	Pownal restroom remodel gym area	\$25,000.00
Item 13	Central office carpet business office	\$12,000.00
Item 14	Middle school and Mast Landing key card entry	\$50,000.00
Item 15	Capital reserves	\$42,000.00
		<u>\$400,000.00</u>

2024-2025 FY 25 Capital Budget Projects

2024-2025 (FY25) 2024-2025

Item 1	Bus (2) 77 passenger (funded through retired bus debt)	0.00
Item 2	Middle school motorize bleachers	\$35,000.00
Item 3	Pownal security system upgrade	\$10,000.00
Item 4	Morse Street fire alarm upgrade	\$15,000.00
Item 5	Morse Street door replacement exterior	\$125,000.00
Item 6	Morse Street heat controls	\$45,000.00
Item 7	Pownal heating control upgrade	\$24,000.00
Item 8	DCS replace clock system	\$10,000.00
Item 9	Middle school windows rear of school	\$45,000.00
Item 10	Durham parking lot repairs	\$20,000.00
Item 11	Capital reserves	<u>\$71,000.00</u>
		\$400,000.00

2025-2026 FY 26 Capital Budget Projects

2025-2026 (FY 26) 2025-2026

item 1	Bus (2) 77 passenger (funded through retired bus debt)	\$0.00
item 2	Truck with dump body	\$40,000.00
item 3	Mower with cab and snow blower	\$42,000.00
item 4	Pownal and Morse Street key card control	\$50,000.00
Item 5	Middle school replace all exterior doors	\$95,000.00
item 6	Fields and grounds gator	\$20,000.00
item 7	High school replace exterior doors 100 400 200	\$25,000.00
item 8	High school replace millwork 100, 200, 300	\$40,000.00
item 9	Middle school outside lunch pavillon	\$60,000.00
item 10	Capital reserves	<u>\$28,000.00</u>
		\$400,000.00

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Central Office	Everything seems to be back to "normal" as it can be at Central	Managing the increased work flow along with being home with children half time.	I think we are all doing the best we can	Worried about going red in the winter. Hopefully that will not happen! Yellow is working really well for my children and it allows me to be in the office more.
Central Office	Staff are in good spirits and the nutrition program is prepared to serve students in any reopening level. Lots of parent appreciation for remote meal options.	Meal numbers are down overall, and free and reduced percentages have dropped dramatically due to meals being free to all students. Fortunately, the October enrollment report was unaffected because last year's eligibilities were still valid as of October 1. Remote meals access can use some improvement, which is a work in progress.	Continue to prioritize and improve communication between all departments about changes to procedures, as small changes can have ripple effects that can be anticipated/planned for as long as information flows freely.	I feel good about all the work we did over the summer to prepare for reopening and I think we learned that there are always going to be things we can't adequately anticipate and plan for as long as there are so many unknowns. We all need to remind ourselves that this is likely a very long-term situation and we will need to continue to be flexible and innovative to succeed.
Central Office	I think the district has done a great job of notifying staff and families of Covid-19 cases and reacted to them with the right amount of caution.	Reacting to the ever changing guidance of Childcare Licensing and finding the spot where we are following their protocols and procedures of the school that our program is located in.	Policy around if/when you should be tested for Covid-19, when you should stay home, if you stay home out of caution (etc. most likely allergy symptoms but also under umbrella of Covid-19 symptoms) being able to work from home versus taking a sick day.	Finding staffing for programs in the Hybrid Plus model.
Central Office	Great planning by the Admins over the summer helped with organizing the start of the school year. There was a lot of collaboration and digging in to get the work done by staff. There was good leadership by staff and technology teams!	Late direction by the DOE and our district's waiting for it led to a planning crunch at the last minute. The start of the school year was challenging juggling regular new school year priorities to the demands of a new school layered with COVID demands. Additional responsibilities and late requests added stress to the eight hour day and fulfilling the requests in a timely manner.	Taking action earlier.	I am concerned about going to the Red Plan.
Central Office	Fellow staff members adhering to face mask guidelines/distancing, etc. This is greatly appreciated.	My anxiety	Masks for sports teams, especially while competing against other towns. They wear them all day at school, then don't need them on the field? That doesn't seem wise.	Our Admin team has done a fantastic job navigating this situation.
Durham Community School	Having a smaller class of pre-k, instead of 16 in each session I have 12 in the AM and 9 in the PM. With these lower numbers it has been easier to distance.			
Durham Community School	Communication from administration, students' adaptiveness	No time to plan with the new hybrid curriculum. Spending hours each evening/on the weekends trying to plan and adapt my curriculum.	More planning time.	
Durham Community School	Small class sizes has made adapting to the COVID-19 requirements more manageable. Kids have been great with mask wearing, spacing, learning the norm of a different school atmosphere.	Planning for outside, inside, extra classes, red, orange, yellow, green, yellow+...this is a lot when considering my teaching load of 10 years of kids (Pk-8) for each of these levels.	When we look to make shifts/changes (yellow to green OR yellow to yellow+) we need time and direct guidance in what to do and how to do it.	Staff burnout-personal burnout-kid burnout. Community within school suffers when total focus is read/write/math without the other pieces that make school a community for our kids.
Durham Community School	So far delivery of important information, pick up & drop off have gone really well.	Biggest challenges have been spacing students during activities, clean up, and extra planning for remote learners.	Reinventing a number of lessons that can work interchangeably for both in class and remote learners to save on planning time.	
Durham Community School	The students have been very adaptable for the most part. The smaller class sizes have also enabled me to differentiate more easily with students.	Planning time, by far. I feel safe in the hybrid model, but planning takes so much longer because of it. Also, social distancing has still been challenging, even in yellow, mostly because kids are so used to being near each other for partner and group work.	Minimizing meetings and giving us more planning time whenever possible would go a long way for us to be able to sustain this work this year.	
Durham Community School	All staff has been amazing at making the start of an unusual year start off as positive as can be.	Scheduling services for special needs students given half the time, extra paperwork changes for individual plans due to Covid, changes occurring daily and weekly and having to adjust quickly, dealing with student emotional needs related to school changes.	Stay hybrid....with winter/flu season coming and less opportunity to have classes outside, I feel there is more risk with larger numbers. Staying in hybrid thru winter seems safer than risking bringing all students back 5 days and then possibly having to go remote due to an outbreak. Not ideal, but safer.	Going "green" too soon.
Durham Community School	Staff has been working very hard and has been flexible	Schedule, finding space, maintaining distance from students/staff	Technology within my room	
Durham Community School	The weather has been beautiful and has allowed me to conduct most of my teaching outside. The smaller groups of students have felt manageable in terms of maintaining social distancing guidelines. I feel much safer being at work than I anticipated feeling in July, but this is due mostly to being outdoors nearly all day.	As a teacher who works with students throughout our entire building, the amount of time and energy it takes to create individual kits of materials and to ensure that everything is quarantined and sanitized has been difficult. It is taking at least 50% more time to prep my lessons, in addition to having to rework almost my entire curriculum because I cannot use many materials and lessons that I've used in the past. Additionally, there are a number of students who wear improperly fitting masks or who have masks that are exposing noses (sometimes accidentally, sometimes intentionally), so managing reminders has been a challenge. The ever-changing rosters of students as we change groups and bring back more students has also been challenging in terms of adequately preparing for my classes.	Having a streamlined system for making note of students that we see without adequate masks to ensure communication is happening to families or that we can provide them with what they need.	I am very concerned about how we will choose to handle the stretch of time between Thanksgiving and the winter holiday break. I anticipate a lot of travel and visits to families during this stretch of time and am worried that those additional points of contact, coupled with the colder weather, will significantly increase staff exposure to the virus, particularly for those of us who don't work with just one single group of students.
Durham Community School	Seeing staff members and students.	Workload and not enough time to complete all the extra work we have/ expectations. As well as the students, have proper time to meet with students and get them caught up.	Having Friday as an at home check in day for all students, to get them caught up on missing work - connect with teachers, and also provides teachers with extra prep time. - This is a huge concern.	
Durham Community School	Drop off & pick up times. The way they are handled now has been going great. Not having the large group of people in the office and lobby makes for a calmer start and end to the day.	Not having available subs to cover classes!		
Durham Community School	Masks are staying on and we have been able to make some adjustments as needed.	Students are getting complacent about safety protocols. For example many are not actually sanitizing their hands on the way into the building. They are just touching the sanitizer without putting any on their hands. Also, keeping students apart is increasingly difficult.	I would like to see the students eating outside. Supervising lunch, indoors with unmasked students is a big concern.	As we learn more about CDC guidelines, it seems more and more that 6 feet space may not be enough for safe indoor social distancing.
Durham Community School	Our hot lunch participation is steadily increasing.	communication	Better communication, and definitely should put a hold on composting and any other activity that consists of kids congregating around waist bins.	I see many children (excluding k-2) horsing around in the lunch lines clearly not social distancing, and it doesn't seem to be a concern to most monitors.

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Durham Community School			"Combat Pay" for teachers	
Durham Community School	I enjoy the small class sizes. Students have received more 1:1 support which is essential since most students are behind from the spring.	Trying to teach students in the classroom as well as remote. No days for planning mid-week	Teachers need more time for planning.	
Durham Community School	I'm not in a full classroom...something that went well was assessing all students and getting small groups up and running.	Right now it's amount of workload. In my position, I'm having to plan for two ed techs (instead of just one), as well as myself. The last two weeks I have spent well over 2 hours after work to ensure that everyone had appropriate plans for all their groups, as well as all the materials. I'm also spending additional time outside of school hours to review notes, running records, and create resources for parents. Something else that has been frustrating is a lack of clear expectations around intervention and remote students.	I'm not sure..I know it's unlikely we'll get more planning/prep time within contractual hours.	I'm concerned about the workload and expectations on classroom teachers. Prepping for yellow days (individualized to each student) and in school days and trying to maintain distancing and CDC guidelines with ever increasing class numbers as we invite students back 5 days. I've walked in on colleagues crying more than once from the overwhelm. This isn't sustainable.
Durham Community School	Having students back in the classroom. Students adjusting to safety protocols.	Navigating and tracking in class students and work for at home students. Synchronous teaching with students who have significant disparities in how to use technology, as well as vastly different learning profiles and abilities.	Less pressure to be synchronous, especially with such limited training and opportunity to practice. And many students lack the training on how to be digital citizens.	Lack of concern for the mental health of staff who already go above and beyond when we're not living in a pandemic world. We are asking people to adapt and change without consistent and equitable support, training, and practice. There's a feeling of complete disregard for how significantly the mounding expectations for educational staff is affecting mental and physical well-being.
Durham Community School	The students have been very excited to be back at school, I've been able to do a lot of small group work & we have not had to go to red.	Planning appropriate level & engaging work without devices. This seemed much more manageable last year when we were able to use Google Classroom.	Getting devices to our students would be very helpful to them.	
Durham Community School	Being able to see students and coworkers in person. Some positive changes with highest needs students returning 5 days per week.	Frequent changes in schedule (5 day students, synchronous learning schedules) cause difficulty in providing support to students at the moment they need it, has created repetitive paper work regarding IEPs, time to cope with changes has felt brief. Keeping students 3 ft apart is challenging still, although mask wear and hand sanitizing has gone well. Supporting students in keeping pace during yellow/independent work days has been challenging.	Slow down with changes. Help staff better understand when and why changes may be taking place before opening information up for parents. It's difficult to field questions and send a cohesive message to parents when we're unsure.	
Durham Community School	It has been wonderful to see kids back in the classroom.	The technology demands are overwhelming.	Revisit the synchronous expectations.	I'm genuinely concerned about the mental health of staff and students. The past few months have been overwhelming and things feel like they are becoming more overwhelming.
Durham Community School	Students and staff have quickly acclimated to the protocols in place that are necessary to keep everyone safe. Mask wearing, hand sanitizing and keeping distance (for the most part) are now a "normal" part of the school day. Bill Ridge has been instrumental in helping the middle school teachers feel supported and prepared for synchronous teaching.	I am burnt out after the 6th week of school. There is simply not enough prep time to keep up with the demands that teaching during a pandemic requires. Teachers are being asked to do double the workload (prepare lessons for students both at home and at school, as well as give feedback to all students) with even less prep time due to shortened specials and being asked to attend meetings. The other challenge is that there is NO consistency for teachers. Every week there is a new change that drastically impacts our ability to plan for and teach all students. Suddenly we have more students in our class that are now attending 5 days a week because they have significant gaps, yet there is no plan to support them. Suddenly students are quarantining and we don't have a plan for how to support them. Suddenly we are now in a Hybrid plus model and synchronous learning is now the expectation, but we are also told that we don't want students sitting at home on their laptops all day. I understand that we are teaching in the middle of a pandemic and that flexibility is needed, but in no other profession are you asked to profoundly change what your job looks like on a dime. Teachers are constantly in limbo planning for yellow/maybe green/maybe red and it is unmanageable. Having students rotate attendance each Friday makes it incredibly hard to keep "A day" students on the same track as "B day" students. From a planning perspective it creates an absolute headache that could easily be solved by doing 1 entirely remote day a week.	-Staff meetings on Wednesday afternoons should be dedicated solely to prep time for teachers. -Non-essential tasks should be removed from teacher's plates (i.e. planning for morning advisory meetings, report card comments, extended advisory planning) -Make Fridays an entirely remote day where teachers are able to check in with students 1 on 1 through video conferencing to help students that are falling behind, then the afternoon can be used for PLC time/prep time.	I just can't stress enough that the amount of work on teachers shoulders is simply too much and I foresee our district losing a lot of great teachers throughout this year or not returning next year. While administrators say they recognize our efforts, it seems like more and more work is loaded one each week as expectations increase and plans change yet again.
Durham Community School	I think most people have been using their PPE, increasing hygiene standards, and it has been really great to be with the kids again in a safe way.	Anxiety about contracting the corona virus and bringing it to our set of senior citizen parents, or somehow being a silent spreader. The constant threat of wondering if this is the day I mess up and breathe in the virus and worry that we'll lose loved ones due to helping a small child who's mask is drooping, or just having natural responses to the demands of my position, working with all kids. etc.	Reminders from admin to constantly be vigilant, without instilling fear. Creating a culture of positivity rather than focusing on the negative, but not toxic positivity. Acknowledging the threat, and providing a forum for people to express vulnerabilities but feeling held and supported.	I hope people continue to be on top of it, social distancing and that we can maintain the momentum we have going into the winter because I would hate to have to lose what we do have.

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Durham Community School	Small group size which makes adherence to Covid guidelines possible and allows for developmentally appropriate learning opportunities for Kindergarteners (space for movement within the classrooms; ability to work with small groups/individuals more readily; use of manipulative materials that can be used in shifts); outdoor classroom space; hybrid plan with practice work for home days (parent feedback has been positive)	Limited flexibility with pacing / curriculum due to students having fewer days of in person instruction and the necessity to keep both groups (A & B) in sync	As we look ahead with planning, we could place more of an emphasis on selecting key lessons/concepts within a block of time to allow for more responsive planning and ensure students are receiving in-person instruction in critical areas versus strict adherence to curricula sections/units of study. I think we are moving in this direction already.	What we are doing currently seems to be working well. I worry that if we move to a green/hybrid plus with more or all students in attendance at once, it will be exceedingly challenging to ensure that Covid guidelines for spacing, handwashing, etc are being met consistently. In addition, I am concerned about the developmental appropriateness of students needing to be seated at tables more to ensure spacing in a larger group and how that will compromise the types group activity (read-alouds; Morning Meetings; use of manipulative materials; movement) that are cornerstones of Kindergarten learning.
Durham Community School	I'm still standing.	It's extremely challenging planning for remote days along with the regular school day and not having any planning time to do both. I rarely have a lunch time and time to make it to the bathroom because I'm constantly planning, not to mention that with all this demand, there is less planning time this year. Also, teaching one cohort while students who are here 5 days are supposed to be their remote work is very difficult, as they are often talking through 2nd day lessons, and not working on the remote work unless they have guidance from me. I feel that while the administration has the learning of the students at the front of their minds, they are neglecting the demands on their teachers. Every other school that I know of that is doing this hybrid model, has been appreciative of their teachers enough to provide them with a planning day.	More planning time for teachers is a must, especially teachers who teach all subjects.	I find that I'm stretching myself thin with the extreme demand in planning, and the responsibility of taking care of 5 day students while I'm teaching the other cohort.
Durham Community School	The addition of Bill Ridge as the Synchronous Learning Technology Integrator has been excellent. He's incredibly helpful. Additionally, the smaller class sizes have allowed me to create an excellent classroom community in a shorter period of time.	Since the start of school, I've not been able to spend any time with my loved ones. Members of my family are immunocompromised, and my partner is the sole caretaker of her 94 year old grandmother. I absolutely can not take a risk and see those I love when our school's only strategy to keep the students and staff safe from COVID is a survey. At the very least, we should be checking temperatures at the door. Additionally, I don't know if the district considered the amount of work that is required in a hybrid model. Emails from students and parents have more than doubled. I'm trying to meet the needs of kids at home and at school, and I'm given no additional time to meet those needs. Other schools in the area are taking off one day a week to do this. I'm concerned about kids that aren't attending their synchronous Yellow Day classes. This is just one more thing that I have to follow up on (once again, with no additional time). In her email to the staff this weekend, Superintendent Foley noted that we need to "remain...adaptable to ever changing needs," but it feels like only teachers and frontline staff are doing the adapting. Administration hasn't adapted our weekly staff meetings to include more time for planning, nor has the school board adapted our school week to accommodate time for us to satisfactorily respond to the needs of students.	The school week should be shortened by one day (Wednesday or Friday) to accommodate teacher/student conferencing and teacher planning. All mandatory staff meetings should be cancelled to accommodate more planning time for teachers. Parents should continue to be surveyed on their child's COVID symptoms, but we should further protect students and staff by requiring temperature checks at the door. We need substitutes, in order to get more candidates in the door, the district should pay for fingerprinting (regardless of how many times the person has worked in the district) and increase substitute pay to make RSU-5 more competitive. We need more Ed-Techs. The demands of chaperoning, duties, and working with students at home and at-school has already overwhelmed the time of the few ed-techs that we have.	I love my job and my students, but It's only October, and I'm already burnt out.
Durham Community School	The students are doing very well wearing their masks, the hybrid seems to be going better than I expected.	Scheduling, with so many different lunch and recess times, there is a lot of Special Ed coverage that goes towards covering duty which leaves less time for providing IEP services.	See if we can reduce staffing used for duties, or get more students into larger groups	Scheduling and the staff needed for a "Hybrid plus" model
Durham Community School	Small class size has given an opportunity to really get to know the kids academically. It has been somewhat easy to keep them distanced even when stuck inside because of weather.	Planning for both in school kids and work at home kids. Trying to keep the lessons going and getting the most out of the time we have.	Allow schools to move at the pace of their class and not have to stay with what the coaches are telling us we need to stick to just because other schools are at a different pace. Basically allowing for curriculum flexibility amongst the schools.	I want the kids all back but my concerns are of the unknown. Will we start a spread at our school? How sick will we all get? What will happen from there? Also when we think and plan for kids coming back to hybrid plus, it feels like it will work but in reality will it work? Will we be able to safely eat at 6 feet? I am talking real 6 feet not 5 feet and calling it close enough. I know 3 feet doesn't always work. With the temperatures getting colder, outside learning will be less. Keeping kids on task outside in the cold would be very hard. Plus it would be difficult to eat, read, write with mittens on.
Durham Community School	The students have gotten into the routines. The small class sizes are delightful. I have had technology support. The students have had technology support. I feel supported to take the curriculum at a slower pace.	Finding a place to eat without the students. The 5 day students. Having time with students to make up work when they miss a day/class. Planning and preparing new work/lessons that can be accessed/taught/completed with technology. Learning new technology.	Another technology person per building would be fantastic so we can get the help we need faster without stressing them out.	Concerned with too many kids in the building as we invite more in for 5 days. They do not stay away from each other enough.
Durham Community School	Working with my colleagues in person Parents have been VERY supportive Instructional coaches and administration have been realistic about adapting curriculum demands	Having many children attend school every day, especially the high number of staff children Making at-home practice engaging and realistic for young learners High stress levels and having to do many things at once while prioritizing. Should I spend the time with this student assessing them, teaching them, or preparing them for at home learning for the next day The constant pressure of feeling like more students are being added- hybrid plus and "green" puts an incredible amount of stress on day to day functions of teachers. What will tomorrow or next week be like is a constant worry. Making instruction and opportunities "equitable" for all students Worrying about my health and safety	Teachers need more time to plan and prep with colleagues. PLC times are shorter but demands are high, but teachers still need time to problem solve and plan collaboratively. Staff meeting time could be dedicated planning time. Planning time often goes away and is replaced by other meetings and demands by specialists and strategists. Teachers need to feel somehow united with other colleagues. Some kind of breakfast or other distanced social gathering could help. We are so isolated that sometimes it doesn't feel like we're in it together.	Teachers are losing positivity and momentum when more changes come constantly. Of course teachers want the best for students, but demands are increasing without consideration of teacher well-being and sustainability.

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Durham Community School	I believe the hybrid option has been what has gone best. Keeping groupings small allows for the ability to reinforce distancing and health practices. Everyone is doing an amazing job pitching in to keep everything sanitized! (Thank you custodians and bus drivers!)	Scheduling students. When students are in the building only 2/3 days a week and receive multiple services it has been very hard to create a consistent schedule. Assessments (F&P, NWEA....) are another layer that can impact schedules as well as multiple other duties that interfere with my ability to schedule students.	More staff would ALWAYS be an improvement. I also feel like we need to support more self care. The new "normal" can be extremely exhausting and it seems harder than ever to stop planning for ever changing scenarios and take time for ourselves. If we found small ways to provide a moment of mindfulness (cup of coffee, skip a staff meeting???) it could go a long way.	The scheduling for lunch and recess is back to back. There is no turn around time to clean the tables between groups which then means we are holding up one group in order to get the tables cleaned. The lines for hot lunch are long and it takes more time for all kids to be served. This can leave very little time to eat. When staff are out and ed techs are pulled to cover classrooms this also leaves duty coverage issues that can impact the ability to turn the cafeteria around for the next group.
Durham Community School	Our cleaning practices have been amazing. The bus drivers and custodians, along with the staff, have done a wonderful job keeping our building sanitized and clean. The students have done well following our safety guidelines. The students have adapted to wearing masks far better than expected. I am very proud of the students for being so resilient in this time. Staff in our school are working very hard to make sure that the students are feeling comfortable, and have the best learning environment they can offer. I appreciate how our administration is working diligently to make sure our building and staff are following guidelines and procedures to make our school safer. I appreciate all of the work that has gone into making learning spaces and purchases made to make them usable for extended periods of time.	My biggest challenge so far is making sure I use my time with the student's wisely. I want to make sure that I am supporting them in the way they need it most, but also making sure I am keeping my classroom sanitized and protocols are being done. It is a change that I need to be aware of for safety in our school. Also, scheduling and sharing my students, and making sure they are still getting their services seems like it is difficult for all service providers. We have limited time to see the students, and many of them have shared services.	I think that staff does a lot to process the new information, policies, and procedures. They work hard to plan, prep, and instruct different students on different days. I think we should start showing them some appreciation to the staff. Things like coffee in the mornings, bring snack cart back, skip a staff meeting, or appreciation prizes. I think Staff needs to be recognized, and how are they are working to make student education work. Another idea for improvement is really be clear and timely with communications to parents and staff. Staff and parents are being bombarded with information, most of it is very fluid, having information that is clear and from administration.	I really enjoy the outdoor spaces. I hope that students will continue to use them through the other seasons, and long after this pandemic ends. I really enjoy seeing the students, and how hard they are working to learn in this environment. Lack of staff in the cafeteria during my lunch duty is a big concern. Another concern or worry is that I hope students at Durham Community school are provided the same learning opportunities at Wolfe's Neck Farm as the Freeport students. I can say that I am a bit concerned about getting COVID-19, and passing it on to students and staff in my building. I am very diligent about my cleaning practices and sanitation. I will do what I can so that I can be in the building with the students, providing them education and support.
Durham Community School	Students are doing well wearing their masks. The routine of students attending school every other day is relatively smooth.	One of the biggest challenges is keeping students at least 3 feet apart at all times. Despite teaching the skill and reminders, it is just really difficult for them to stay distanced. The other challenge has been the amount of time that is going into planning for in-person instruction and at-home days for students.	We have been given more staff meeting time than in a typical year, to spend on planning and prepping, however it is still not enough to meet the current demands. I think for the time being, all staff meeting time should be dedicated to planning and prepping for students at-home days as well as an opportunity to look more thoroughly at their at-home work.	I am also concerned about the reality that at some point this winter we will likely need to go remote. I feel like we've been given no professional development and no time to put plans into place for that possibility. If we're expected to improve remote teaching compared to what it was in the spring, then we need to start having those conversations now.
Durham Community School	There have been a few cases of COVID in the district but no cases would be better. Students are happy to be back and are enjoying time together.	Feeling comfortable with communication about how staff is feeling and their comfort level communicating that. Stress levels are high and it seems as though leaders are avoiding discussing feelings and emotions at this time. Higher up positions are being positive, but seem to be ignoring the mental and emotional health of staff. Going about business as usual instead of acknowledging that things are not usual. It does not feel like the mental and physical well being of staff is at the forefront of discussions. It feels like a push to get things moving and staff need to have questions answered and more time to process and discuss what's going well and what their concerns are. The hallways were not cleaned for over a week with spots on the floor that showed they were not clean. Not all offices are getting a deep clean either. Going into the winter months knowing that more kids will be here and inside is concerning as distancing is challenging. There have been a few cases of COVID in the district but no cases would be better.	Hire more staff to clean the buildings throughout the day. Spacing in the hallways for arrival is tight. Maybe staggered arrivals would help? Slow down the push to get back to our typical ways. Remember that everyone has emotions and we are all human beings working through the stress of a pandemic.	Students washing their hands with soap and water is not a priority. Some students do not know how to wash properly still. Twenty seconds is important. There are many reminders of wearing masks properly. Not all families are doing their health checks.
Durham Community School	Students have adjusted well to the changes in routines and new protocols. We've been able to utilize outside spaces regularly. The Agenda we've set up for home learning days has been well received by families and students have been very responsible about bringing materials between home and school. No classes of Covid at DCS so far -- a big win for all!	Planning for school and home learning days and dealing with the logistics of the hybrid model, new protocols, etc. There is a tremendous amount of thought and work that goes into managing the demands of the hybrid schedule. It often feels overwhelming. Any single change sets off a domino effect, resulting in considerable reshuffling, reorganizing and much hair pulling. It feels like as soon as I have reconfigured or adapted, something else gets changed. I am also concerned about how slowly we are moving in the curriculum, though I feel there have been noticeable benefits to some reduction in the pace. Finally, maintaining social distancing has been very challenging for students. They're good sports about it, but need continual reminders.	Minimize PD during this year. It's hard to find the bandwidth to do any additional thinking and hard not to resent the additional demands (time out of the classroom, sub plans, additional reading, etc.) when we're already stretched to the limit.	I'm concerned that as numbers are rising in the state and the weather makes it less possible to get outside, we're working to move more students into school. While I understand the need to maximize the amount of in-school time students receive, I also fear that in our rush to do this, there might be some safety compromises. I'd like to see this proceed cautiously.
Freeport High School	It has been extremely stressful and overwhelming.	Having to create plans for my kids in front of me, my kids at home for remote learning, and a total separate plan for my kids that are in quarantine.	We need more time, we are doing 2x the prep work (which won't change if we go to synchronous learning, I think that will just make it tougher work load wise especially as a science teacher, trying to do labs, modeling, activities with one group and then plan for another will make it tough. Right now at least I know I have to plan 2x every class period)	
Freeport High School	Seeing students in person has been wonderful.	Keeping track of students on their remote learning days and our full time remote learners.	I wish I had any.	

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Freeport High School	the hard work our admin has put in to support us, collaborating with the other teachers to figure out how to survive this year	staying afloat, keeping up with everything (planning for kids at school and kids at home, grading & feedback for kids at school and kids at home, emailing parents/counselors of kids doing nothing, figuring out how to do activities in my classes this year, making sure all technology pieces work, monitoring the students' mental & emotional health, etc)	fewer after school meetings so we have time to plan/grade/help each other/breathe	We're burning out very quickly and I'm not sure how we're going to make this last all year. It's only October and we're all way beyond exhausted.
Freeport High School	No violently acting students so far!	The schedule. Between cohorts and working at 2 different schools (FHS & R10) its a nightmare. We in CHOICES are short staffed so if 1 person is absent we are behind the 8 ball.	Steady Schedule	The staff should have been tested before we started school. Our school insurance covered testing so cost shouldn't have been an issue.
Freeport High School	Seeing students is the best part of this plan.	Balancing the needs of students who are hybrid, 5 dayers, and full remote kids all together.	It would be helpful to have a special education teacher to be in charge of all the fully remote special education students.	Could there be a reconsideration for PD days to done at home rather than come into the building?
Freeport High School	Student compliance with COVID Protocols	Infrequent classroom time with students.	Revision of FHS schedule from alternating blocks to something where all classes meet every day for a shorter time period	<p>"We have never had any sort of status update since the year began as to what protocols are working and what has changed in the last 8 weeks. How have the protocols provided to us in the first days of school evolved as the year has progressed?"</p> <p>"Staff have picked up the "slack" over and over this year to accommodate the hybrid plan. Yet these "extra efforts" are becoming the new normal. Stuff HAS to come off of staff "plates" in order to maintain this effort!"</p> <p>"Question whether decisions about transition from yellow to green (or red) are based on full-district data or the result of a small group of vocal stakeholders having the ear of administration.</p>
Freeport High School	Everyone is doing very well wearing masks and sanitizing.	It's very hard to keep kids social distancing. Even with the adjustments, the halls can feel crowded during passing times. Some classrooms feel a bit tight. It's hard connecting with students at times to give them one on one support and catch them up.	Have one day be fully remote (no new teaching material) for all so teachers can hold office hours, support students further, allow students to catch up. And for our high achieving students, they need one on one support at times as well.	Teachers are working double time and doing a good job. We need to support them as well as the students.
Freeport High School	The start of school was obviously hectic which I expected, but since the first week, it seems that the students are settling into a nice routine. It seems to me that they know what is expected of them and know how the schedule is working. Small class sizes have been imperative for the hybrid model to work. It has allowed me the opportunity to get to know my students so much quicker and develop relationships with them. It has also forced the students to be more accountable in class because there is more time for me to personally check-in with them and make sure they are on task and understanding. I feel like the students are learning more skills by having to be more responsible for their own work at certain times.	My biggest challenge is certain students who do not participate in the work at home. It actually isn't a large number, but I don't want them to fall behind. I would also say my biggest challenge so far is time. Time to grade, stay organized, and to give student feedback.	I like the idea of certain IEP/504 students coming 5 days a week to make sure they are keeping up with the material. I think that is a big step in the right direction but it has to be used effectively. That should help with the lack of student work at home and allow those kids the ability to be caught up in school rather than depending on them to do it at home. I think that we should also be stressing time management skills this year and having students being responsible for their own work. We can use this year to direct more attention to different skills that are imperative in college and any career path the students choose after high school such as time management and work ethic. At the high school especially, we can use advisory to help students with these skills and talk about how to improve them. We do this now, but we can put more of an emphasis on it.	<p>I understand the idea of all teachers having to be synchronous, but I don't think it is necessary for student success. I think that the students need a balance of asynchronous and synchronous classes so they can continue to work on their own organizational skills and time management skills. I think the students should be able to take breaks from the computer on their remote days and get the work done at their own pace while also balancing the schedule of online remote classes. It is a great skill for the students to be learning. Time management is one of the biggest challenges for students when they leave for college and during this crazy year it is great that we can work on that skill with them to help prepare them as early as we can. I think that we can use advisory as well as a time to help students with time management skills and show them resources of how to be successful. I personally believe that the hybrid schedule we have now at the high school is working for students because they are getting into a routine. I think that improvements can be made and guidelines for both ways of classes should be set, but overall most teachers are doing a great job of balancing the work between in class and at home for the students.</p> <p>Overall, I think the administration is doing a great job of making sure students follow the rules and to make sure students are receiving everything they need. It is clearly a different year and everyone has needed to adjust. I think everyone for the most part has been open to the idea of change. It is the job of the teachers to adapt and make sure student success is put first. A lot of people have different opinions, but only teachers are seeing what works in the classroom and what doesn't.</p>

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Freeport High School	Making connections with students in person again	Juggling the different schedules and groups [Cohort A, B, & C (synchronous) with the different-colored days and rotating Fridays while trying to keep everyone in approximately the same place learning-wise]	Do not make more changes. We are finally acclimating to the crazy schedule and might gain some momentum if it stays the same.	We cannot go green. It is impossible to fit all of the students back in the building and follow CDC guidelines--which is not happening even now: getting students to keep the 3-ft distance between each other is basically impossible, despite reminders; face-coverings "accidentally" slip below students' noses, and "sips" of water have become several sips over prolonged periods of time (aka face-airing). We are given a choice of being mask-and-distance police which interrupts the lesson and momentum, or turning a blind eye to the less egregious violations so that there is some kind of learning continuity. Also, I and other teachers are foregoing our own safety by getting close to students without additional PPE (only masks) because it is impossible to give one-on-one, private help from afar, and the face shields and/or safety glasses fog up regularly. All of this is particularly worrisome since the science suggests that teenagers are more like adults when it comes to the spread of Covid-19, and the likely reason for us not having more cases is our low numbers within the state. We are holding our breath, like everyone in the world, juggling safety with normalcy, and it is extremely exhausting. Yellow is the hardest mode to implement, and yet it is the best we can do in terms of in-person instruction. Please, school board, acknowledge this. We are your teachers and we are valiantly trying to make it work; please, please, please don't squeeze us more.
Freeport High School	class sizes, due to the cohort system, are small and manageable. Students are more productive and much less distracted.	Time to do everything we are asked to do. Public perception, FUELLED BY THE SCHOOL COMMITTEE, that RSU5 teachers are lazy and selfish for being concerned about their health and that of their loved ones.	In most neighboring districts students and teachers get a remote day per week to connect with students who are not able to access their full education due to lack of normal structures (due to the global pandemic and the yellow plan). I think having a remote day of office hours and/or scheduled individual help for struggling students would be a huge improvement. I know that many of my students, that are unavailable due to limited direct contact time would benefit immeasurably. As it stands at the HS-- seeing one cohort one extra time a month is neither beneficial to the student nor does it serve the curriculum. It creates imbalance and creates scheduling issues (most HS teachers teach multiple sections of the same class... actually, all do with the cohort system) and now all these classes are in different places much of the time due to one cohort getting an extra class per month. Pretzel logic... it's twisted and confusing.	Public perception, FUELLED BY THE SCHOOL COMMITTEE (???), that RSU5 teachers are lazy and selfish for being concerned about their health, that of their loved ones, child care, etc... I can tell never in a million years would I have voluntarily taken a job as a remote instructor. Remember, teachers are being asked to take a substantial risk, work harder than they ever have, and In the Spring teachers were heroes because they were adaptable and able to switch to remote instruction on a dime. Now we are villains because we can't engage your children sitting in their bedrooms and at your homes...
Freeport High School	It's good to be physically at school in our classrooms and actually see students	Adjusting to synchronous teaching - Having to deal with so many technology issues - Planning is very different and challenging - Callbacks: trying to figure out who is at school and when - Quarantined students who cannot come to school for almost 2 weeks - testing students is complicated - Feeling very overwhelmed with no relief in sight -	I wish we could go green but it looks like it cannot physically happen because of our small classrooms ... Maybe we could have some temporary buildings - I also wish we had a more simple schedule like pretty much all the other districts around us: 2 days - Wednesday break - 2 days OR 4 days of school from Monday to Thursday and then one day break. It would be ideal to have that extra day to plan, grade or catch up with students who are behind.	There is no relief in sight as we will have to be hybrid all year long. It is overwhelming to think about this.
Freeport High School	Seeing the students is wonderful!	Keeping track of the schedule and what is due when (for students). Wearing a mask all day and being mindful of all the extra things that we have to consider just to navigate the day. Not being able to circulate during class time and always remembering to keep a six-foot distance from students. Wearing the microphone and remembering to turn it off and on. Remembering to fill out the daily health form. Not being able to smile at students. Not being able to see students' faces completely and not knowing what all of my new students look like. Only communicating with my eyes. Taking class time to clean desks/chairs. Remembering what the rotating Friday day is going to be each week. Not being able to eat in the faculty room. Taking valuable class time to have professional days (October/November). The dread of being quarantined and having to teach online from home.	Let us keep doing what we are doing and stop changing things (forcing synchronous teaching/learning) mid-stream. There is nothing we can do until the CDC changes guidelines or until there is a reliable and available vaccine.	I am very concerned about the push to be synchronous. I am using class time to evaluate/assess student performance and I don't feel that I can do that with a class online at the same time. I don't feel that it is the best way to teach/learn and I don't feel that is fair to force all teachers to do it. Numerous students have thanked me for not being synchronous, as they are tired of dealing with technology issues and hearing teachers online. The one-size-fits-all approach is not the answer.
Freeport High School	Mask wearing, students willing to follow protocols	Students maintaining distancing		

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Freeport High School	Nice having kids in the building. The technology has worked better/more smoothly than I expected it to. Students are doing a pretty good job with CDC guidelines and I haven't had to do much correcting in that regard.	The pace. I teach synchronously and having three White days in a row can be challenging. On the other hand, what I choose to do with students during those three days is within my control. It's just a matter of finding the right pace. Student productivity is less than previous years. Far more students doing far less work. Not much we can do about that, especially for those students when they are at home. Finding the right balance in the classroom, between the students in the room with me and those Zooming in. Need to keep both engaged and involved and live within the capability of the technology. Maintaining a healthy work/life balance.	Maintain robust tech support Be cognizant of teacher capacity Continue to offer time for teachers to share ideas and strategies	I appreciate that we are staying in the hybrid mode I appreciate the administrations' creative problem solving
Freeport High School	kids are wearing masks without major issues	connecting with kids on the remote days	continue the hybrid plan, I think that with time things will iron out	Just like with anything new, it takes time to adjust. Last spring when we were fully remote, I believe things were starting to smooth out. I think the hybrid plan will also take time to smooth out, we need to give it time. I do not think bringing more kids back would be helpful, it would just cause confusion and disrupt the routine, resetting the progress we have made so far.
Freeport High School	That we have stayed in class and not been forced to go remote. Also, I am slowly getting more students to engage in class and remotely.	Getting students to talk ... masks seem to mute them. Also getting students to do work in a remote setting has been challenging.	It would be helpful if we went 4 days and everyone had a day to take a deep breath and get organized and work done. So many schools are going 4 days and having Wednesday as a catch up day which I feel would be helpful for students and teachers.	It's extremely challenging, but it is working, and I feel teachers are really trying to motivate students and keep them engaged. I just hope we don't have to go red at any point in the year.
Freeport High School	I have been able to teach students synchronously (both at home and at school at the same) without a ton of issues. This has allowed me to stay close to the pace I am on most years.	I need to do more planning than usual in order to accommodate the new schedule and students who are at home when I am not teaching them synchronously with the students at school.	I think it would be beneficial for staff to have one day at home to work, similar to what other school districts do. It would allow us to catch up on planning and grading, while also allowing students who are falling behind the opportunity to catch up as well.	
Freeport High School	Staying on task	Emails	Take one day at a time	Miss the students!
Freeport High School	Because we were remote in the spring the students seem to have a pretty solid grasp of how to use Google Classroom, which we are required to use. This makes the remote learning days a little smoother because there are fewer barriers to accessing these types of resources.	1. Getting to know the students and building meaningful relationships with them. 2. Finding the time to plan new activities and curriculum for students to do during remote learning days that are "engaging" (adapting previous in class lessons for out of class to try to stay on track with curriculum) 3. Having enough time to quickly provide feedback to students on their work in and out of class. 4. Keeping PowerSchool up to date because grading is getting the back burner to planning. I feel it is more important to be sure to make the most of the time I have with the kids when they are in front of me so my prep time is used primarily to plan and prepare for that. 5. Knowing how much it not enough or too much to assign to students to do for work at home. Trying to gauge how much time students will need when completing work on their own. In teaching heterogeneous classes it is hard to ensure the amount of work is practical for all students. 6. While I embrace the idea of a flipped classroom, there still has to be ample review in person for students to grasp complex concepts. This has put us rather far behind in working towards covering standards. 7. Mostly just not having enough time to do all the things that need to be done to be the best teacher I can be in order to provide my students with the best education possible.	I know the schedule is not going to change but I am aware that the majority of districts in the state that are operating under the yellow hybrid model only have four teaching days a week. Most with Wednesdays to prep/grade/meet with students virtually who are struggling. If there is to become any sort of expectation that all HS teachers are teaching under the synchronous model (or if we want to feel like we are giving kids the education they came to FHS for) there has to be more time to prepare. Even not teaching synchronously, there does not seem to be nearly enough time to provide the level of quality education that I set out to do when becoming an educator.	
Freeport High School	Synchronous teaching (after September, things smoothed out a bit!)	Having time to correct, call home, etc. I also would find it easier once the Ipad and Pencil comes in. Also making lessons more engaging having both groups in front of me.	Just trying things I did last year before lockdown with modifications. I hope it smoothes out.	
Freeport High School	I like seeing my students in person! I'm doing synchronous, so the pace is fast and we are doing a lot of meaningful work.	Managing synchronous teaching--how to include kids at home and kids in class, keeping lessons engaging for both groups, not wasting any (precious!) class time, keeping up with grading--sooo much online grading, ouch.	I have tried so many of them. I try new things all the time, read articles about it, share with colleagues, etc. Now, I feel like I need to slow down and do what I'm doing well. I need to find a pace and structure that is manageable for both students and myself so I can sustain teaching this way.	I am grateful that I'm synchronous, but there is, sadly, a lot missing . It's just not the same and I can't wait until we are back to normal. I miss it so much.

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
				<p>Continue communicating with parents about what teachers ARE DOING each and every day to support our students.</p> <p>Share how teachers ARE making connections and creating collaborations between our students.</p> <p>As a fully synchronous teacher, I can tell you that it is A LOT of technology to be responsible for. I've ordered quite a bit of equipment on my own (with my personal money)in order teach synchronously. With synchronous teaching, there are so many buttons to push and windows to keep track of. I am a very organized teacher who is confident using and researching technology. However, I empathize with teachers who are not as comfortable with a variety of devices (or as detailed-oriented). It is really hard to stay on track with the scattered students.</p> <p>Not having consistent tech support/someone who can quickly come into a classroom to problem-solve has been an issue.</p> <p>Thank you for being flexible in regards to parent-teacher conferences. It was SO MUCH better, sitting in my own house, without a mask, hosting conferences.</p>
Freeport High School	Being able to see the students	Technology. Getting students to log into the synchronous classes while at home. Having the time to actually plan and process what is going on each and everyday.	Continue respecting teacher judgement in regards to PLD and PLC time. We all have a lot on our plates and having the extra time to plan/catch-up on assessment/communicate with students and their parents is critical. Please do not add any extra requirements/meetings.	
Freeport High School	In class instruction.	Having consistent attendance from remote and synchronous students.	Make Fridays 1/2 day for all students whereby both cohorts can attend.	Students not adhering to the social distancing protocols and CDC guidelines.
Freeport High School	The students have been good-humored and resilient. The building administration has been very supportive as well. The community has been appreciative.	The biggest challenges have been around TIME. We do not have the time required/needed for adapting/developing curriculum, collaborating with colleagues, teaching classes, providing feedback and grading, connecting with students, and everything else. We are exhausted, and it is unclear what could possibly be sacrificed further - pedagogy, mental health, family responsibilities, physical health, more? The biggest issue, too, is that the students end up being impacted by our lack of time, energy, attention, and more. When we as teachers experience increased strain, our work suffers, and our students are our work, so their experience ends up suffering, too.	<p>We could move to the four-day-week model (like EVERYONE else seems to be doing), as that time would do wonders for our ability to teach and support students. The additional day of in-building learning (and, let's face it, it's not really very productive) is not worth the mental fatigue we are experiencing, nor is it worth the frustration we feel when comparing our experiences to that of other districts. Students are missing the individual check-ins we were able to provide in the spring, which means they are more likely to fall behind or feel unsupported.</p> <p>Another thing would be a moratorium on the initiatives that come with a "normal" school year. We only see our students once a week, so why did we have to put lower-grades, middle schoolers, freshmen, and sophomores through the fall NWEA for math and reading? If we're worried about student screen-time, why did we require them to sit in front of a computer screen for 160 to 240 minutes last week for standardized testing?</p>	<p>There is a huge amount of concern about district-wide teacher burnout and how damaging this could be to our students, schools, and community. We don't want to hear that we're going 10% above and beyond - that's probably the most demoralizing thing we could hear right now, especially since we feel like we're going 200% beyond with -500% results. This is made worse because we constantly communicate with colleagues in other districts who have that one day a week to work remotely. If we could have that resource, it would be so valued and help address so many issues. It would also go a long way towards helping us feel heard and supported.</p> <p>There is also the issue that more seems to be decided by a few outspoken parents/guardians than us educators. We are the ones who are making the nearly impossible actually viable each day, and we are the ones who can make sure that individual kids are educated, supported, and heard. However, we are the last to be asked for ideas, feedback, and input, and we are feeling increasingly that our perspective is not valued. Please let US make decisions and choices about how to TEACH through this pandemic. None of this is normal, and we are doing the best we can right now, but it is not sustainable, nor will it help students if/when we all burn out by the end of the first quarter/trimester.</p> <p>Huge shout-out to Jen Gulko and Charlie Mellon. We at the high school could not have gotten this far without them. We don't want to see such wonderful administrators burn out, either, so we hope that they can get things taken off their grossly overloaded plates, too.</p>

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Freeport High School	It's been great to be back in school and seeing the students.	Learning the technology to do a synchronous class. Understanding the schedule Posting home assignments and keeping up with grading them. Keeping up with late work submitted. Following up with kids who are absent since I see them only once in class. How to give summatives to remote kids. Hard to get to know the students when you only see them once a week and they are wearing masks.	Time for teachers to get organized and prep.	
Freeport High School	Administrative support	Getting into a rhythm	Keep on keeping on: keep trying new things to maximize time with students	none
Freeport High School	Everyone is flexible when there are changes to the schedule and issues with technology. All students are wearing masks without issue and wash their hands when asked.	Technology for synchronous classes- it doesn't always work as expected and I am still waiting for an iPad and Apple Pencil for activities and notes for my synchronous class.	The current schedule is exhausting. I feel like I am being pulled in many directions and it is hard to get anything done to my level of satisfaction. Can there be more unstructured faculty meetings to work with colleagues?	I am afraid some of my colleagues are getting really discouraged and will leave the teaching profession. Please listen to teacher concerns and make sure we have the support needed to balance career and family needs.
Freeport High School	I haven't contracted the Coronavirus, yet. (knock on wood!)	<p>* It is absolutely IMPOSSIBLE to social distance while in school.</p> <p>* There is a huge discrepancy between the work that admin/school board members THINK teachers are being asked to do, and the ACTUAL amount of work teachers have to do this year.</p> <p>* I'm having to develop an entirely different curriculum this year for quite a few of my classes, due to the restrictions implemented by COVID-19 and the Maine DOE/CDC.</p>	<p>**Quality, not quantity.** Why are we one of the ONLY districts in our county that are not giving teachers one day a week dedicated to prepping & student check-ins? Is this only because of the complaints heard from the loudest parents? Why are we placing the complaints of parents above the necessities of the teachers? Why are we more concerned with the number of days students are in class, when it very clearly means that quality of those classes will be worse? What do you think separates RSU5 from any other school district in our county?</p>	<p>I'm concerned and disappointed with the overall lack of leadership, as well as some of the careless remarks made by some members of our school board (but most notably the board chair). I've been watching these meetings EXTREMELY closely since March 2020, and some of the comments that have been made are (in my opinion, entirely out of line, and in some instances down right disrespectful.</p> <p>I would happily invite any member of the school board to shadow me in my classroom for a day, or even just an hour. Please come see what our school day has been like. You have to understand that you are getting an EXTREMELY one-sided answer from the RSU5 Principals when they share their building report with the board. Their reports are not fully representing the reality of how the school day is going in their schools. And I'm not even sure how they could, because I've seen very little of our school's Principal/Assistant Principal/Superintendent/Assistant Superintendent this year.</p>
Freeport High School	Being able to see students in person and have some in-person instruction. The custodians have worked very hard cleaning. Educators working extra hard to adapt.	Managing new expectations in an ever-changing landscape. It's nice to get positive feedback like "teachers are working so hard and have so much on their plate" but then in the next breath, they need to do more, everyone is making sacrifices, the implication from some community members and others is that teachers need to suck it up and work harder and do more, which is incredibly unfair.	If I'm being honest, I think having meaningful teacher involvement would be ideal. At times it feels like when teachers are involved, a decision has already been made and that teacher involvement is more of a formality. In my opinion inclusion in a process that you don't have the power to change the predetermined course of action, can feel disingenuous.	Juggling personal and professional duties, all while adapting and evolving to what the next thing is. I also think that as the school year progresses, procedures will relax, individuals may be less careful and we may have more outbreaks. I am concerned about in uptick of cases and the potential for a higher risk staff member to get sick.
Freeport High School	Only one student had confirmed Covid - and it seemingly did not spread. Students have been able to be in school 2-3 days a week to connect with teachers and peers.	I cannot meet with kids in my office - that is a challenge. We do not have many spaces to take kids either. Getting kids to respond on email is not always easy. Creating remote plans were super challenging. There have been more balls in the air than ever and trying to keep track of all of the balls has not been easy.	Get kid cell phone numbers - then have a way for guidance and social work to connect with the most struggling kids by texting through google voice. Kids seem more inclined to respond to texts. Administrative assistants could be trained in how to create remote schedules. There should be more people assigned to remote learners and more support for the remote kids. We also need to have more mental health and social emotional supports.	I think it is going OK for what it is. I do not feel that it will be safe to go green. I am concerned about the struggling remote kids - some of my remote kids were already some of my most at risk kids. I still have a concern about how to safely meet kids over the winter. Can you add a HEPA filter to the main guidance office area?
Freeport High School	Only 1 situation of COVID in the district. Having kids back in school is positive.	Managing both in person classes and remote students activities, lessons and grading simultaneously.	Continue with the yellow plan that exists and allow teachers the time to make it as effective as possible.	I am concerned that the voice of teachers are not being heard in decisions about how to best educate students in this pandemic situation. I feel like parents and school board have the only voice being heard by administration. I feel like the message I am hearing as a teacher from administration is that " we know you are working incredibly hard, but do more and do better" Teachers are the ones that are day to day dealing with all of these struggles and challenges of teaching, but first and foremost trying to keep our students, our faculty and ourselves safe. I have been an educator for MANY years and am struggling to manage all that is been required of me. Please include us in the process of decision making and listen to what we have to share.

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Freeport High School	<ul style="list-style-type: none"> - Students are mostly happy to be back in school - Teachers are happy to see students - I'm thrilled to be more connected with students/colleagues 	<ul style="list-style-type: none"> - New technology to help with instruction isn't always available (speakers/microphone system hasn't been installed in some rooms yet) - The schedule is burdensome (rotating Friday doesn't make good logistical sense) - Students are doing the best they can to obey guidelines, but they are not very successful at social distancing in the space we have, and many of them immediately ignore the guidelines when they leave school. - Planning everything on the fly for brand new modes of instruction is intense and hard to manage 	<ul style="list-style-type: none"> - Changing the schedule - Hiring additional technology support to finish installing new technology - Emphasizing distancing habits outside of school 	<p>Most of the teachers in the school are working very hard, many more hours than contracted, and yet the message we are hearing is that parents aren't satisfied with the results, and that we need more live contact, etc. etc. It would be nice to hear that what we are doing has the support of the community. I haven't seen a single person in the building who isn't trying very hard to be the best possible support for students.</p> <p>We are in the "Yellow" plan not because it is what we all prefer, but because it is the only safe option that our building and staff can currently accommodate. We can't really safely fit the student body in the building and "go green" per CDC guidelines. The space might exist in theory, but in practice, we will not be following the guidelines. It has continually been phrased to the FHS faculty that "if we're going to stand behind the Yellow plan, we need to do better." Many of us don't see us as "standing behind" the Yellow plan, but rather the Yellow plan being the only viable way to have students in the building and come remotely close to following CDC guidelines (which are out of our hands).</p>
Freeport High School	<p>The mask wearing! I thought this would be difficult to police, but most people recognize that if we want to continue having athletics and be in school, even hybrid, that this has to happen.</p> <p>Being able to be in the school building. My science materials are here, and it is much easier to do labs and demonstrations with access to them.</p> <p>Seeing students and staff in person. There are no tech issues when they are right in front of you.</p> <p>Having concrete expectations for student online presence. In the spring, even virtual meetings were voluntary, so students would opt out of them. Now that they are tied to attendance, students are taking virtual/remote meetings more seriously.</p>	<p>Creating multiple lessons where we would typically only have one on a topic (one for in person, one for remote learners etc.) This is time consuming on top of all the other new tasks we have to do this year.</p> <p>Interfacing with ALL students in a synchronous class-This entails running a Zoom call with students online AND also being present with students in the classroom at the same time while sharing my computer screen AND projecting that computer screen so everyone can see what I am writing. My ability to interact with all students like this is challenging because you are constantly redirecting your attention to a different place. I'm checking/sending email, too, when tech fails. We know multi-tasking is inefficient and this is the definition of it! I am mentally exhausted at the end of the day because my brain has had to assess and monitor and make so many decisions that are not typical of a teacher.</p> <p>When we had teachers out on quarantine (9 teachers!-for one student who tested positive) the remaining building staff were covering classes during prep periods because we didn't have enough subs. While this worked as a short-term solution, it won't be feasible multiple weeks in a row, or if more teachers are out of the building due to multiple cases.</p> <p>I recognize that parents are grateful we are back in school and have gratitude for it, but unless you can see what is happening behind the scenes, you may not realize what a toll this is taking on the staff. In fact, because things are going so well, we are expected to do more, have more synchronous classes and I worry that this will come at the expense of the staff's mental health. We put on a happy face, because we are cheerleaders. But, so many are fraying around the edges and feeling immense pressure and sacrificing time for self-care, time with family, and sleep. Every week, I work with 104 different students. That is a large number, when you think about potential exposure. For this reason, and their protection, I have seen my own parents and siblings sparingly since the start of school. They don't want to be exposed to the same germs and viruses that I could potentially be harboring. I don't have the luxury of working from home, or even working with a smaller number of students. When I do see family, I wear a mask and try to stay outside. I wish that people recognized the sacrifices that we are making, because we are teachers. We want to work with our students, and we know how nice it is to visit in person with people. When we asked for a slight modification to the schedule, to be remote the two days before Thanksgiving and December break, so that we might be able to see family and get tested before that happens, we were shot down.</p>	<p>It would be wonderful to have one day a week where students could check in remotely (getting more facetime with teachers) but teachers were not required to push out new assignments or hold classes with actual lessons (but could opt to have lessons if they wished). Many districts are hosting one remote day a week with these kind of expectations. I'm only suggesting this at the high school level-it would not have to be district-wide. For example, use Fridays for this remote check-in and have an abbreviated schedule so each class meets.</p> <p>We need to reimagine the idea that in-person teaching is ALWAYS superior to remote teaching. While in-person instruction may be preferred, you can do quality instruction remotely. Just because a student is sitting in a chair in a classroom, it doesn't mean they are engaged. I wish we had more time to work on our practice in the hybrid model, before the expectations on teachers are changed abruptly, again.</p> <p>I wish that we had the opportunity to practice our "red plan" schedule before we are thrown into it like we were in the spring. We have adjusted our expectations and students should have the opportunity to see what it looks like, and give feedback on what we might want to change before we get locked into it for a longer period of time.</p>	<p>From a staff perspective, it often feels like parents are getting surveyed more than staff are or that their responses hold more weight than ours do. We are also stakeholders who want our voices heard.</p> <p>Thank you for seeking out our feedback directly via this survey.</p>
Freeport High School	<p>My colleagues have been supportive. We struggle through the added work load but know that we teachers/ed techs are here to listen or provide a virtual hug when our colleagues come to us in tears. (yes we have faculty -new and old in tears). The kids have been great and it's wonderful to see them in and out of our classrooms. The custodial staff rocks and they are doing great work at keeping things clean.</p>	<p>The ever changing rules provided by both the district administration and the principals. Our early prof develop days were designed with the Green Model in Mind. (Why green - that is normal - that is what we already do). Proactive administration would have told us to work on yellow hybrid and red plans. That is what other districts were doing.</p> <p>Our Second professional development (after the Positive Cases in district) were again not geared toward a yellow plus or red plan. For some teachers - synchronous was not in the picture and we were told by our principal that we would be able to chose. Now we are told as of (Oct 21) that we will go synchronous it is not a choice. OK - well this is a new platform for some of us. We have heard from both synchronous teachers and students that this platform is not always reliable. Teachers struggle with the technology and engaging two sets of students (one in front of them and one at home). Who do I concentrate on? My inclass students have said they feel left out when the teacher starts working with the online students and vice versa. For the past several days I have quickly poled my students about how they feel about going synchronous. Most like the present system with a choice if you want synchronous and some are doing that. Where is student and teacher voice in this??? Our leadership teams are VOICING, but it is not getting us a chair at the "REAL" decision making meeting.</p> <p>Our newest biggest challenge is going synchronous when we have not developed and looked at any RSU5 data, to indicate what is needed. We are listening to the most vocal parents, but are we listening to our students and teachers. Teachers and students are on the front line. Let us determine how to best proceed with this new platform. Give us a chance to breathe!</p>	<p>We need teachers and our tech staff working together to determine how best to proceed with a synchronous platform. We need to have the administrators stop trying to force direction (it may not be the best for students).</p> <p>Give us a chance to get competent with one plan before starting another or adding to it. I am tired of hearing we know you are working hard, but if you rethink this you can work harder. It's now a joke at the high school. WE KNOW YOU ARE WORKING HARD, BUT WE NEED YOU TO WORK HARDER.</p>	<p>Trust your teachers. We are on the front lines. If you truly believe we are "Working Hard" (and most of us are working harder than we ever have), then stop asking for more before we have even caught our breath. Thanks and I hope you will listen to your staff. We really love our kids and will always do what is best for them.</p>

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Freeport High School	<p>1) The students have been incredibly compliant about mask-wearing. While they are not as good about remaining socially distanced, they seem to understand the reasons behind the masks and do not challenge them.</p> <p>2) Synchronous teaching has allowed me to teach my classes as normally as possible in the hybrid model. I think I am getting through much of the same material I would be getting through in a normal setting. Students are now getting used to this style of learning and I have fewer technology problems on their end and mine than I did earlier in the year.</p> <p>3) Administration at FHS has been supportive of teachers and acknowledging that we need more time to support students.</p>	<p>1) Lack of office hours we had in the spring: time to work with students has been a challenge. In the spring we were given office hours to check in with students who are not showing up or turning in work, and this was invaluable and was the reason why many of my students were able to pass my class. I called parents frequently and had zoom sessions with failing kids to help them get back on track. Now, I don't have the time to give feedback to students as I did in the spring, and advisory period is not sufficient as many of my students attend Region 10 and can't make callbacks. I think the result of this lack of office hours to help students will be student failures, which seems like something that is avoidable if we were given this time to support our students who are learning remotely half the time.</p> <p>2) Teachers are doing so incredibly much right now and are getting burnt out and it's only October. We keep hearing from administrators that they are proud of the work we are doing and that we're superheroes, etc. etc., but there has been no effort from the district to alleviate some of our stress. Everything is still business as usual, but teachers are drowning. We need more than an acknowledgment of our efforts: we need to feel supported by the district making more visible and actionable steps to support teachers.</p>	<p>1) We are currently one of the only districts that do not have a day of office hours to work with kids. Our district is prioritizing five days of in-person instruction a week over student support. Having 1 remote day a week for students and staff where we either have office hours all day or a half-day to connect with students and parents is essential if we are going to catch the kids who are currently slipping through the cracks. Otherwise, teachers aren't going to be able to chase kids for missing work because we barely have time to grade the work students are missing.</p> <p>2) Connected to the first idea, we should be able to practice the red schedule so students and staff feel confident and comfortable with it if we go into red longer term. This could happen in the days leading up to holiday breaks.</p> <p>3) I have not seen my own parents since the school year started and do not feel comfortable visiting them on holidays without getting a Covid test first. This will be close to impossible if we are in the building on those days before vacation. Making those days remote learning days would give students and staff practice with that schedule while also giving staff the opportunity to get a Covid test before the holidays so we can be with our families.</p>	<p>It is incredibly disheartening to keep hearing that teachers need to do more and be better at the hybrid plan. I hear teachers feeling discouraged because they are doing their best and working incredibly hard to make this all work, but feel they are getting the message that it's not good enough. Parents are concerned about their kids not being in school enough, and rightly so. We are also in the middle of a pandemic, and what's best for some kids isn't what's best for all. I see my struggling learners floundering and not turning in work, and I can't help them because they have Region 10 during the day and are missing out on the advisory period. Are five days of instruction and no support time to work with their teachers really what's best for these types of kids?</p>
Freeport High School	Small classes = more one on one time with students	hybrid learning, planning, catching up with kids who have missed classes, remote learning plans, understanding/adapting to the administrative expectations (hybrid plus), the time it takes to plan, set up google classroom, etc	Sticking with something for a while, letting us get our feet under us before making changes and more demands	Teachers voices aren't being heard/taken into consideration when deciding what is manageable.
Freeport High School	Communication from administration to staff. Student behavior.	Only seeing the students once a week. Finding time to grade assessments and enter grades into the gradebook.	Fridays need to be used for student outreach and teacher planning. High school students can be remote unless on an IEP. Structured targeted outreach in the morning with teacher planning in the afternoon.	It is extremely challenging to develop lessons for in person and remote. It is essentially teaching twice as many classes. Jen Gulko and Charlie Mellon have been outstanding leaders throughout this entire situation. Should we be checking academic eligibility during a pandemic? It is understood that academics are a priority, however at what cost to the student.
Freeport High School	<p>-It has been really important to get to see students face to face to start building relationships with new students and strengthen relationships with students I've had before, especially in light of the stressors of the pandemic.</p> <p>-Additionally, as one of the teachers who was out on quarantine, I want to point out that the fact that we kept the virus from spreading means that we all (teachers, students, families, and admin) are doing the right thing to keep everyone safe. I am worried that if there is a big push to get more students into the building, next time we will not be so lucky.</p> <p>-I feel like I am finally hitting my stride in the classroom (digitally and in person), where I can predict what will work and what won't, where I am building and maintaining routines, where we're making good progress and kids feel supported. It has been a steep learning curve, but I am finally getting into my groove and finding the pattern to my days.</p> <p>-I felt like parent conferences went well. I was completely booked both days (as usual), but I did get to talk to some parents that I really needed to talk to.</p> <p>-The smaller class sizes have greatly impacted what happens in my classroom. I am able to "routinely" sit down one on one with every student in my class and conference over the material we're covering. (I wear my face shield and try to sit at least 3 feet away). I have been able to fix misconceptions, answer questions privately, and bolster confidence in students to a degree that has never happened before. I know exactly who is ready for an assessment and who will need a callback first, and I know what they'll need to work on with me vs. what they'll be able to practice on their own. I know kids are getting less time with me, but the time they are getting is a much higher quality. And I know students value that time and the strong relationships we are building even through masks and face shields. Students feel supported and know that I know what they need. I am wondering to myself about how I can maintain this practice when things are back to normal, just because it has been such a good thing to come out of our situation this year.</p>	<p>-Quarantine was hard physically and mentally. I was really not prepared for it, but I learned a lot, and by the end I had a system that felt effective and was able to learn how to use some new tools to connect with kids and push the learning forward. But it was extremely physically hard to be tied to my computer all day. I would meet with students online for 20-40 minutes (they either projected me, or everyone was on Meet), and then leave the Meet open for them to ask questions while they worked, and then everyone got back together for the final 10 minutes of class to check in. I have never been more physically miserable in my life. I couldn't even get up and go get a snack without feeling like I needed to take my computer with me. I cannot see how this is fine for teenagers. Even at school, they change classes, they walk down the hall to the bathroom, they go outside(!) when they have to move from one side of the building to another. To have them sit all day in front of a computer is physically draining, and I am sure the amount of input that comes to them from online meetings is also mentally exhausting. It was for me! And it was bad for my mental health too. Completely draining in a way that being in the classroom is not. The idea of having them sit at home in front of their computers all day long on their at-home days just makes me sick to my stomach now that I've experienced it. More synchronous experiences, where they have to be online at a certain time, may help SOME kids, but it is not going to fix the academic issues for most of them, and it will very well make things worse for others. What problem are we trying to solve by implementing the "more synchronous time" solution? If it's just to get kids more contact with teachers...to what end? Is it quantity of interaction, or quality? Do the benefits of seeing teachers on a screen really outweigh the physical and mental effects of so much computer time?</p> <p>-I am swamped with grading and feedback. There are so many things that I would normally never take up that I have to check when students are doing them at home - in class I can just look over their shoulders and give them feedback on the spot, but when it's online, I have to look into it to see who's struggling. This has made an enormous change in my workload, with the addition of planning what those digital lessons will look like (pretty much everything I do those days is new to me, not much that I can reuse from prior years, because the delivery needs to be so different to be effective). I am drowning in assignments, and because of that, I am not able to give students the kind of feedback they need on their at-home work. And if my goal is to make that at-home work engaging and the right amount of challenging (rather than just comfortable review), I really do have to take the feedback part seriously, which takes a ton of time. I could back off on that and slow down the curriculum and not assign things that require feedback - but that's such a disservice to the students' learning that I struggle with letting myself do that.</p> <p>-My internet at home is terrible. I live in a rural area and this is the best it gets here - our ISP has told me there is nothing else they can do. It's fine for now, in that I can make videos at home and come to school to upload them, but I am really worried about my network capability if it comes to red and I am expected to be at home on Google Meets / Zoom all day. (As a point of comparison - a 5 minute video takes 3 hours to upload on a good day at my house - at school, it's less than 30 seconds. The difference is significant.)</p>	<p>-If we're going to plus, previously non-synchronous teachers need time to learn to use the technology effectively and time to think about how to implement this. Every teacher needs access to the necessary technology (snowball mics, multiple screens, etc.), training to use them, and time to plan how best to use them in our class, both working on our own and with teachers who have been doing more of the synchronous work. Just throwing that at us with no time to implement it well it is going to cause huge waves of stress throughout the faculty. If we're going to do this, we want to do it well.</p> <p>-We need more time to work with struggling kids. We knew going into this that there would be a significant number of students who would struggle with the online learning days, but the district plan did not account for that. (I am specifically not referring to students with IEPs/504s, who have supports built in, but students without disabilities who nevertheless are struggling). In a normal year, the allotted time is enough to take care of most kids, but this year is not normal. Failing to plan for this has created a crisis for our most vulnerable students, and teachers, as usual, are being asked to figure out how to fix it, without letting anything else go. Something has got to give, and I don't want it to be the students' learning or teachers' mental health. With the high school's red plan, it feels like there is time to help kids built into the day from the get go - we'll be able to spend a significant portion of our afternoon working one on one or in small groups with students so that everyone gets what they need. It is a bad sign when I am about ready to sacrifice the face-to-face time of the yellow plan for the extra time to help students in the red plan. With things as they stand now, it feels impossible to have both.</p> <p>-The thing that both of these "ideas for improvement" have in common? Time. Time to meet with students. Time to call parents. Time to learn new things ourselves. Time to work with each other as we innovate in our classrooms every single day. Time to provide meaningful feedback. Time that will directly benefit students as much as teachers. Time that we do not have right now. Can we borrow ideas from the red plan to get some of that time, for teachers to do the things we need to do to? The burden of innovation at this scale should not fall to teachers. Be creative.</p>	<p>Please stop telling us how awesome we are and how hard we're working and how amazing it is we're giving 10% more than any other district near us, and then immediately following it with "But what can we do differently?" That is extremely demoralizing to hear - "but" negates everything that came before it. It makes it clear that whatever we do, however hard we work, no matter how many new things we're trying and improving every single day - none of those will ever be enough. That line of conversation is toxic, and we do not feel supported by the board or administration when they say it. Stop pushing us to be "better" - we're going to get there on our own, especially if you give us the tools and the time we need to do so. None of us are complacent in this year, happy to just let things go. We are pushing ourselves every day and innovating all the time, because it's what's good for kids. Because that's what we do and where our focus is. When we're asking for time, we're not whining about the workload - we need that time because it will directly impact student learning. Trust us, as professionals, to do what's best for us and our students, and help us get the tools we need to do so.</p>

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Freeport High School	Cooperation from students for the Covid protocols has been outstanding. The kids have done really well with the health and safety protocols.	The biggest challenge by far is the sense of uncertainty. In the spring, we knew that we would be out of school and in the "red plan" once it was announced that we were not going back. Teachers are significantly worried about the talk of going from yellow to maybe green and then to red if there's positive cases...it's really unsettling. We can't control the positive cases but we may be able to provide some certainty for staff.	I think there should be a date announced for how long we'll be in the yellow plan. I think that would bring some sense of certainty to staff (i.e. I believe Yarmouth announced that they would be in "yellow" until at least January). Then when the date that was announced comes, we reevaluate if we stay in that plan. Teachers are planners by nature and concrete deadlines really help their mental states.	It's important for the Board to know that it is very hard to balance the well-being and stress of the staff with the learning needs of the students. We care about all of our school community members and want all of them to feel supported during the times of Covid. Teachers are exhausted and working their best to come up with creative solutions every single day for how to teach right now. But with that, some students are still struggling at home and need more...more support, more contact with their teachers, more of everything. Sometimes what is best for students means an incredible amount of more work and stress for our teachers. Sometimes what would help the teachers is taking away from the students. It feels very hard to be an administrator and try to support both parties at such a challenging time. For me, kids come first as they are the reason that we are here. But kids can't be successful without healthy, positive, functioning teachers and adults leading the way at school. The balance between supporting our students and supporting our teachers and staff is what is keeping me (and all of our RSU5 administrators) up at night. I wish I had a solution to this but I don't. It's just important to me that the Board knows that we are in this dichotomy right now.
Freeport High School	So I am working remotely with our remote students and families. What has gone well is my classes/teaching. The experience this fall is light years better than the spring. The vast majority of students are attending regularly, are engaged and succeeding. And while I'd like to have more direct teaching time (2 or 3 classes a week as opposed to 1 or 2), as far as the curriculum, I am not that far behind where I normally would be in a non-covid year. So that is good. I am also acting as a liaison for all remote students and their families. There have been more challenges here in that remote learning really requires self-discipline and adhering to a strict schedule, and as we know, not all high school students fully embrace these traits.	The biggest challenges have been to engage the students who have not been attending. As stated above, most students (not just those who are in my classes) are doing well, but we have some students whose attendance and participation has been quite troublesome. Now many of these students would most likely be in a similar situation if they were attending in-person, but that being said, this remains our biggest challenge.	I have been able to see and interact with the high school teachers from a distance. They are over-worked, over-whelmed and working tirelessly to survive and do the best job they can. I am so worried for them when the question is: "What more can we do?" "How can we improve?" Very often, questions such as these are answered by putting more work on teachers' plates. By having to prepare both in person and digital lessons, teachers have essentially doubled their preparation work. And synchronous teachers are doubling their attendance and bookkeeping work. I have had many private conversations where teachers have used words like: constant, overwhelming, crazy, non-stop, incessant, unmanageable, impossible, exhausting etc... This pandemic is what it is. It is presenting all of us with many challenges. There is only so much that teachers can do to make things better - so, so much of this is outside of our control, or anyone's control for that matter. Maybe a better question here would be, "What are our ideas for surviving all this in as healthy a way as we can?" None of us can make little improvements to alter the basic reality of this pandemic.	Well for me, I am MOST concerned about what will become of my students after December. When the CARES money runs out, I will no longer have a job - I will not be returning to in-person education. Will all the remote students be asked to return in person? The semester ends at the end of January, and thus I will not be able to complete the semester with my students. This is very hard for me to take, and seems like very, very poor educational practice. Two of my classes are semester classes, and two are year-long classes. In my 30 years of teaching, I have never had to abandon students mid-stream. While I know that we have many capable teachers who can get these kids to the finish line, it is still very concerning for me.
Freeport High School	There is an atmosphere of teamwork among the staff that has strengthened. It was already strong, and it continues to grow. People help one another without hesitation. Students have been very kind and they seem very appreciative of our efforts.	The biggest challenge is the amount of time it takes to plan for each lesson. With two cohorts, we have double the amount of groups. That means posting for each group separately. Not all lessons can be the same for all groups. Cohort A is in person first, then at home second. Cohort B is at home first and in-person second. This usually means that I have to create two separate lesson sequences because the order in which a lesson sequence goes is not easily flip-flopped. I need to create videos to explain work to at-home students because I cannot take the class time to explain it to them virtually. This takes time. Posting everything for each group takes much more time than expected. Due to this demand on my time for planning, giving timely feedback suffers. There is always a lot of work to look at, comment on, grade, and give back so that students have the feedback they need to move forward in their learning. I am not giving feedback at the rate that I would normally be able to do.		
Freeport High School	Smaller cohorts offer more opportunities to work with students one-on-one during class time. This has been fantastic.	Not seeing students on a more regular basis is a challenge that continues to deepen, the more time we spend in school. For students who have fallen behind, catching up is an enormous struggle.		
Freeport Middle School	hybrid yellow, transitioning to red when needed.	Challenges with using technology are a major struggle. Sometimes students cannot understand what I am saying when they are remote and attending class virtually. They say they cannot always hear me clearly. We use the chat feature and type, but this slows down the conversation tremendously.		
Freeport Middle School	My staff coming to work everyday!!!	Social distancing at the High School is not easy. In classrooms it is fine. In the hallways during passing time, it is not happening. It is nearly impossible to keep people 3 ft apart.	I feel like we are doing the best we can, and it is okay that it is not perfect. I do not have specific ideas for solutions.	I'm very concerned about the upcoming holiday season, social gatherings and indoor settings may create more opportunities for COVID to spread.
			continue to work in yellow and find ways to connect the kids at school with the students at home.	I am very concerned about students who are falling behind.
			We are learning and changing when needed so as long as we stay positive we will make this situation work. I am just blessed to have this job and able to come to work every day.	Great job so far RSU 5 keeping students and staff safe!
				Erin needs a vacation she has done a AMAZING job through all of this!!!!

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Freeport Middle School	It is going well, kind of busy and feel like I am putting out fires everywhere all day long.	Staffing and supporting kids who have chosen to be remote, are at home and synchronous while supporting in person kids who I have SDI with me or are 5 days a week now. There is not enough time for everyone.	I think we need to continue to check in with staff and ask staff what they need. Gen ed teachers need to work with and understand that special ed are supporting kids of all grade levels, ability levels all at once. We need to continue to work together to do the best for our students.	Ray is amazing and a huge support for our students and staff. FMS is incredibly lucky to have him.
Freeport Middle School	Teachers working hard to provide students what they need. Small class sizes are more conducive to learning and reduce social/emotional stress on students.	Balancing all of the different needs with students working in hybrid, plus some fully remote and some in the building 5 days. Special educators work with students across various grade levels, so scheduling to see students to give adequate support is an absolute nightmare. There is not a dsignated special ed teacher to support our fully remote students, which poses the biggest problem, along with not enough ed tech support.	Hire a specific special educator to service all the remote students, and fill the open ed tech position.	Administrators have been supportive about finding creative ways to meet the needs of the students and staff. Our building has the absolute best principal and assistant principal around, and the special ed team is phenomenal (including ed techs).
Freeport Middle School	Has it gone well considering the situation and the accompanying challenges? Yes.	Balancing in-class and remote.	More and better use of the technology I already have. It's about integrating ideas.	Ray Grogan and others have been great. He's a fine leader with a strong sense of what's important.
Freeport Middle School	One of the unforeseen benefits to social distancing and mask wearing has been fewer discipline issues. That's been a nice change.	The biggest challenge for me has been finding space in the building to work with remote students. We have a schedule for room use, but it is sometimes not followed and therefore leaves one searching for a spot at the last moment. One morning I did a remote activity from inside the supply closet.	One way to improve the space challenge would be to be allowed to use my lunch break to travel home and do my afternoon remote work from there.	The kids have been great about wearing their masks. I have been pleasantly surprised.
Freeport Middle School	The students have been patient, mask breaks are working well, we have sufficient cleaning supplies to disinfect after every class, having supportive and understanding administrators who do everything they can to make this all work...	Technology issues, having to switch to synchronous classes with very little notice, developing lessons that work for both in-school students and students who are joining from home, juggling three screens to be able to see the students who are at home, project for the students in class, and manipulate slides/documents/Google Classroom, teaching with a mask on, being able to hear students when they ask or answer questions (voices muffled by mask), general exhaustion after teaching in this weird way all day, then going home to spend hours working on the lesson for the next day, grading student work after spending hours working on lessons...	I'll be the first to admit that I don't know what I don't know...I don't know what technology will help with the delivery of instruction, I don't know how to be able to hear the quiet kids who can't talk loudly enough to overcome the mask muffle, I don't know how to add more hours to the day so I can get a good night's sleep...	
Freeport Middle School	The support from staff and our principals.	Getting myself familiar with Google Classroom, Big Ideas Math(the curriculum), Power School and all the technology involved with teaching synchronous. Each day it is getting better.	Workshop time to better our instruction using technology	
Freeport Middle School	Mask wearing has gone smoothly, as all students happily wear their masks each day. Students are patient and excited to be in school. Staff are happy to see kids. Overall, it is very nice to be back!	Losing valuable class time while spending time on technology issues during synchronous classes. Only giving students who are in the classroom half of my attention is frustrating, as I think they deserve more from the little time they are in school. Technology support and training has been helpful. We will improve with time, I'm sure. Balancing understanding with accountability when students do not show up to online classes. Also, finding time to locate these students while still teaching the two groups (online and in-person). For students who don't attend classes regularly from home, where is the time for remediation and/or catching up on what they missed in class.	Some synchronous and some asynchronous classes. An entire day behind a screen is exhausting for students and teachers. Consistency in which classes are/are not synchronous. Classes should not move in and out of synchronous learning as it is confusing for students.	Students are not social distancing. It is an unreasonable/infeasible expectation with half the kids in the school. This will only worsen if/when we add more students. It is not for lack of trying. It is difficult as an adult to adhere to the guidelines (which are not followed because we would not be able to get from one side of the room to the other following the guidelines). It is impossible as a student to remain three feet apart. It is just not happening with consistency.
Freeport Middle School	FMS is extremely organized and efficient, everyone works together to solve problems. The 6th grade staff is amazing, their online and in-person lessons are great. Teachers have been very collaborative with SpEd.	The pace of the lessons is great for kids who are on or above grade level, but its too fast for the SpEd students. There isn't any time to plan and organize since everything is meant to be done during the period that it is assigned. When our students are home, that means that they are trying to complete assignments independently. Most of them are not at that stage of learning yet. The assignments then pile up.	Stop holding remote-day UA classes. This prevents SpEd students from accessing Structured Study. I appreciate the strategy of assigning work that can be completed within the allotted class time, but this isn't realistic and prevents SpEd students from accessing assistance. Students are also unable to plan and develop strategies for completing their work since everything is in real time. Create longer periods of time between assignments.	
Freeport Middle School	It's been a smoother start than I anticipated. Technology support at FMS is fantastic and we were ready to begin the year. We had a plan and it has worked great thus far. The smaller class sizes are amazing for teaching and learning.	Trying to manage students in class and students zooming in from home. The extra planning to have multiple classes in multiple places as well as in class and at home.		Sometimes I think we are trying to do too much and we just need to keep it simple.
Freeport Middle School	Managing the original hybrid model and having enough staff development of time to get it going effectively.	Going into hybrid- plus. It doesn't feel sustaining for staff or students. Too much screen time for kids at home and frenetic pace, organizational overload and lack of effective dual- classroom engagement.	Continue to have opportunities to work through managing best practices for all in pandemic teaching. It is new, it won't be the same and expectations will also have to be fluid and reasonable for the economic, social and health crisis we are living in right now.	PD design day, staff meetings and open forums to help design and make school a more sustainable place to work and learn.
Freeport Middle School	conneting with students in person, increase in technology understanding and use of technology across all settings	Finding a balance between both students in person and remote. It is extremely challenging trying to instuct students within the classroom and remotely- especially with unique learning needs. Teachers seem exhausted and overwhelmed- there are so many new demands and little time to find tune them.	In talking with other districts, it sound like having one full day remotely each week to collaborate with students, prepare, meet, etc. has been beneficial. Our 5 day a week schedule feels overwhelming and creates difficulties when alignging classroom work (the alternating Fridays puts classes off schedule). I think adding in a full remote day could help with that.	Teacher burnout due to teacher shortages and lack of subs is a HUGE issue. I worry about how long teachers can endure the current tasks of synchronous learning, new technology, screen time, and overall stress of the current pandemic.
Freeport Middle School	Resuming in class time with students.	Continuity! Many disruptions to class schedule (move to remote model in September, then NWEA testing immediately upon return), completely destroyed any class momentum that was gained upon our return to in-person learning.	Big changes need time for planning, implementation, and problem-solving. This fall felt like too much, too fast with little time to find viable solutions to unanticipated problems which arose.	Maybe consistency across the district with regard to focus on particular software(web-based and nonweb-based) and/or hardware so there could have been better and more focused PD directed at implementation and use...
Freeport Middle School	The Yellow (not plus) model began to go very well. The pace felt comfortable and the students were focused and progressing. Students were very happy and excited to be back at school. The smaller class sizes allowed students to have more teacher attention and move along more quickly. Mask breaks were able to fit into the class time. The overall vibe in the building made it feel safe and friendly.	Keeping the classroom sanitized, taking class time for mask breaks and helping students with social distancing is time consuming and an additional component to the school day. Moving from Yellow Hybrid to Yellow Hybrid plus is a huge challenge. Synchronous learning has created a different feeling for classes. Teachers are multitasking and the at-home group demands attention that takes away from students that are right in front of you. It is more time consuming and increase the planning time needed. For special education, it has had unintended consequences on how schedules are met and how services are provided. Synchronous learning demands more teacher time in communication with students and parents. This takes away from planning time and extends the teacher workday well beyond the school day and what is acceptable.	If we are to continue with Hybrid Plus - A four-day Yellow Hybrid Plus Model with one day for planning/grading time and training time, home communication, problem-solving, reflection. The health and energy level of staff should take priority if we are to sustain the return to school. We don't want staff to experience exhaustion, lowered immune systems and increased absences that will lead to remote learning due to lack of substitutes.	I think it will be challenging to keep up the pace of the past one and a half months for an entire school year. I understand that the best-case scenario would be returning to the Green model, but until that is possible it will be important to stabilize our students' experiences and have some routine and normalization.

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Freeport Middle School	Outdoor lunches	Forever changes in chemicals and working O.T. to keep the school sanitized. Also the changes in trying to keep classroom distances.	Need help to keep the school safe and not over work what staff is there.	Students are very lacks at the distance requirements as the year goes on
Freeport Middle School	students and teachers being flexible	schedules	less computer instruction and more time for individual teacher/student conference	students are not always practicing social distancing
Freeport Middle School	The student have, for the most part, really been rolling with the punches, and teachers have been incredible adaptable as changes are being made to procedure and schedule.	Social distancing quickly became almost nonexistent with students, particularly in the hallways between classes. For teachers, there is not enough time to plan for classes, as they are having to prepare two different plans for at-school and at-home learners at the same time. The changes in scheduling have been challenging. Ed techs are scheduled to support certain students in the classroom at certain times, and also to support students with at-home learning. With the synchronous schedule, some support has had to go by the wayside to support the students with the most need.	A planning day every week, like other school systems have, would be very helpful. Ed techs could support students at home on those planning days.	Thank you for asking for staff feedback!
Freeport Middle School	Kids have been amazing with all the restrictions	all the extra busy work to do simple things	get rid of the student health check- it is super disruptive and does not provide what is meant to provide	concerned about teacher mental health- so much more added to plate and other districts give more time for prep-
Freeport Middle School	Smaller class sizes and a hybrid model. I would not be able to do the STEM activities I have done if we were in a green model. I was also able to continue with the 7th grade Marine Science Day at Winslow Park because of the 2 cohorts. The kids wore masks and there was enough staff available to host a GREAT day of learning. Many kids wish our class sizes were smaller all the time (there's a big difference in pace of learning, learning activities offered and engagement when you have a class of 12/13 versus 22-24.)	Not having enough planning time. :(The delay of school did not reap more planning time for teachers. Instead, our days were filled with meetings, trainings, redesigning our rooms, moving furniture and figuring out the logistics of how we were going to open schools. We had some planning time, but not blocks of uninterrupted planning time where we could actually accomplish things. My prep periods are still often consumed by figuring out technology issues or connecting with kids at home. I am spending double the amount of time planning each day and most of it is happening between 8-11pm at night.	Give teachers a day or 1/2 day of planning time ON THEIR OWN. No meetings-including department meetings. My teaching could be much richer if I had time to plan. Years ago, teachers had a day before school started and a day in March that was independent teacher planning days. As long as we submitted an outline of our goals for the day, we had the entire day to work in our classrooms. I cannot tell you how energizing and productive that was. Please consider giving us an independent teacher planning day this year.	Synchronous does not work for every class. Please do not push all classes to go synchronous. And PLEASE....support more planning time for teachers. We are exhausted!
Freeport Middle School	Whole staff came together to set up procedures for a safe return to school and we are sticking to the procedures. Students are grateful to be back and are wearing masks and helping to keep classrooms clean. We have good technology support from Jack Horgan and Bill Ridge, along with staff helping one another ..and students helping! Also, cohorts are working well.	Not having enough time to prepare quality learning material and troubleshoot technology for synchronous learning. One staff bathroom out of order.	Continue upgrade of technology. Hiring additional custodial staff.	Concerned about workload of custodial staff and not being able to deep clean. Teachers and students are doing as much cleaning as we possibly can of desks, chairs, and high touch areas.
Freeport Middle School	Smaller class sizes, compassion, admin communication	Teaching with a mask on is awful. Communication with students with a mask on while teaching synchronous online classes is really tough. Trying to figure out how to create and teach an engaging lesson with social distancing, masking, and other constraints is a challenge as well.		I am concerned that teachers will burn out. We won't be able to keep up with the demands of it all - asynchronous, synchronous, grading, parent and student communications, tailoring lessons to all eventualities, special circumstances, and IEPs.
Freeport Middle School	Students started the year taking protocols and procedures seriously. Our building principal has been great with communication and updates.	staffing; planning for synchronous learning; students continuing to maintain physical distancing with and without masks; additional SpEd paperwork; maintaining student schedules synchronously; supporting students synchronously with the amount of work expected of them; technological issues for students and staff; the amount of screen time students and staff are expected to have	Giving teachers time to prep, train on new technology and practices and complete additional duties; limit synchronous classes; hire needed staff	I don't see this model being sustainable for the entire school year. Instead of getting into a groove, it feels like this year is becoming more of a struggle as it goes on.
Freeport Middle School	teachers are very understanding	trying to do janitorial work drive van and try to disinfect long hours dont seem like i can get everything done	for me less driving and more janitorial work to do better cleaning short staff	more help in all departments of rsu 5
Freeport Middle School	1.Mask wearing and sanitizing have not been an issue for kids. 2.I feel supported by our principal and vice-principal. They treat us like the educated professionals that we are. 3.The addition of a tech support person at FMS has helped make the transition to synchronous teaching easier. 4.The kids are happy to be here.	1. There isn't enough time to do hybrid or synchronous learning well. There is always something getting sacrificed. We have all been working nights and weekends just to keep our heads above water. This is the biggest issue. 2. Learning new technology takes a great deal of time to figure out which platforms work best for our needs and then how to use them effectively. 3. It is nearly impossible to socially distance from students all day. 4. Most of my teaching has turned into a lecture. I know that this isn't the most effective way to teach middle school, but the current situation makes it necessary most of the time. It's stressful to know that I'm being broadcast into homes without presenting my best work. 5. Tech glitches happen and can derail a whole lesson for remote kids.	We need time to plan, connect with kids and parents, and assess student work. Providing more planning time during the day or a whole day during the week would make this situation do-able. The current workload is not sustainable for the whole year.	
Freeport Middle School	I'm the 7-12 remote math teacher (Alex Briasco-Brin), and I've been pleasantly surprised how well remote learning has gone so far. 1) As far as pace and depth is concerned, students are lined up for at the very least a full year's worth of learning, if not more. 2) It turns out, establishing personal connections and creating a good rapport with students is just as easy as doing it in person. 3) I'm finding students who would have thrived in school continue to do so now, and better still, a significant number of students and families are reporting this year as being one of if not the best year in math to date.	1) There are a small number of remote high school students who are not attending class. 2) With a teaching load of 6 plus different preps, I'm having to put in an extraordinary amount of time and energy outside of school hours to keep up, including nights and weekends.	1) I don't have an answer for the high school absenteeism, it sounds like these kids have issues outside of my ability to help. 2) I also don't have an answer for having a lot of work, there are only 24 hours in a day. As I become more familiar with the Big Ideas Math program, I'm hoping things will ease up a bit.	My biggest concern is not knowing what is going to happen come January. Due to health issues, I can't see coming back to in person learning this year, but I can't afford to take a leave of absence either. I don't understand why every teacher with a doctor's note shouldn't be allowed to teach remotely. That aside, we owe it to the remote students to extend this option the entire year. If the remote program is ripped from under them like a rug, it will cause unnecessary harm to their learning and well being. I find it hard to believe the reasons their families chose the remote option will all of a sudden change, just because the calendar says it's 2021.

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Freeport Middle School	<ul style="list-style-type: none"> -The kids are wearing masks. - Great support from Ray and tech people. - Teacher communication and sharing of ideas has been amazing. - Synchronous is working OK. 	<p>Planning curriculum due to the different approach. I need to take a lot of what I do in person and translate it to online learning. This takes HOURS!!!</p> <p>Also, a lot of hands-on learning needs to be transferred into online approaches or dropped. Coordinating kids at home with kids sitting in school can sometimes be difficult...especially if you are doing hands-on in class and need to plan something for kids at home if it isn't possible for them to interact remotely.</p> <p>Following up with students who need extra help or support (regular kids without IEPs and plans) is almost impossible. This is my biggest concern right now. Keeping a closer connection with kids.</p> <p>Teaching synchronously and planning is physically exhausting.</p>	<p>I'm seriously not sure right now. I am straight out and I don't know if I can keep this pace for the entire year. I feel like I am doing everything I can but, as many people will share, I need more time.</p> <p>The only thing I can think about is any staff development days we need time for developing curriculum. Teachers don't need their time planned, we need our time TO PLAN.</p>	As I said, this is a pace that is difficult to keep up.
Freeport Middle School	<p>Smaller classes eliminates virtually ALL behavior issues.</p> <p>Fewer students means relatively instant feedback on work, HW, progress</p> <p>Cohorts are wonderful—kids are KIND to each other, helpful and are learning</p> <p>Cohorts== no room for bullying, class clowns, drama, etc. it's a tight knit 'Team'</p> <p>Colleagues/Parents have been incredibly supportive of each other</p> <p>Classrooms have never been cleaner</p>	<ul style="list-style-type: none"> -Safe social distancing-Impossible in the classroom. -I cannot help students one on one (proximity) -Synchronous learning: (lack of technology, shortages/availability, <ul style="list-style-type: none"> —kids tuning out because it's boring watching from home, or not showing up —classes In Different places (due to schedule or rate of learning) making synchronous learning almost impossible —it takes away from the students who are right in front of you, whom you see only twice a week for most —Planning for 6-8 classes daily (4 in school and 4 at home) —Lack of Prep Time with a tremendous increase in creating assignments—often learning the technology as we go and hunting down the IT person constantly —Very little time for grading —Meetings and PD instead of time to plan, grade and prepare new lessons —PowerSchool and Google Classroom are not aligned-doubling the work <p>TOO MUCH SCREEN TIME both Students and Staff</p>	<p>Drop Synchronous learning as a total solution (use it sparingly)</p> <p>Limit PD days for teacher work days (we have TONS to do)</p>	<p>Safety is always a concern—more transparency w/potential Covid cases would be helpful</p> <p>Students/Teachers are dehydrated due to wearing masks and not drinking much</p> <p>Headaches have become just part of the day</p>
Mast Landing School	small class sizes, frequent check ins with kids, safety protocols,	managing multiple cohorts, creating classroom community, being overwhelmed like its my first year teaching again, having to learn even more new tech, getting kids engaged to do work at home, being expected to teach 75% of content in 50% of time, working 10-12 hour days.	giving teachers time to process, all the great professional development is very helpful but just need time to sit and plan and process and absorb.....	thanks for so much support, feel like we are eons ahead of other districts!
Mast Landing School	<ul style="list-style-type: none"> • Having small numbers has allowed me to provide students with more support and immediate feedback. • Feeling relatively safe due to the protocols in place, as well as the small class sizes. • Student and staff adherence to safety guidelines has gone smoothly. • Staff and families have adjusted well, overall, to at-home practice work - both assigning, checking in, and completing. 	<ul style="list-style-type: none"> • The stress level is certainly higher, yet the teaching and work demands and expectations have not eased up at all. • Keeping up with the constant inundation of paperwork, student check-ins, parent emails, and questions have all been challenging. • Morale - for myself and others. This is the first year I've questioned staying in the teaching profession. 	<ul style="list-style-type: none"> • I think it would do wonders for staff to have PD time to deal with the emotional toll of our situation. Having recent PD about writing/Seesaw/planning for red just added to everyone's stress. Also, what a gift it would be (and a boost to morale) to take an occasional staff meeting time to just let us get work done in our classrooms. Too many of us are working at night, coming in on the weekends, etc. We, as a staff, are absolutely stretched to our limit. Honestly, it's not enough to thank us and tell us you know how hard we are working. We need "time" and "support" to deal with the stresses we've literally been feeling since March. (Summer had provided its own level of stress due to the unknowns of the upcoming school year, so that was NOT an opportunity for us to replenish our dwindling energy supply.) 	I appreciate the thought and time our district's leadership has put into every decision, particularly from Dr. Foley and the school administration team. Thank you for the opportunity to share how it's going.
Mast Landing School	Excitement. Masks and social distancing didn't take the 'fun' out of school and learning.	Social distancing. It's hard to get 8-11 year olds to maintain distance when they're excited and playful.	Stay yellow. Going green will significantly impact our distancing and risk our staff and students health.	I'm concerned for families traveling between Thanksgiving and Christmas; leaving exempt states and not informing the school.
Mast Landing School	I believe the hybrid model has done wonders in creating a level of safety for everyone- students and staff alike.	Students unsupervised time in the hallways/transition moments where they are not being monitored to keep 3 feet apart. I am wary that if we end up having more students in the building at once, this will become even more challenging to monitor the transition times and cause more opportunities for students to be close in distance.	I believe staying in the yellow/hybrid model and just really working into what we've already started will allow for the safest and optimum learning situation. Working in the office, a lot of our students that transferred this year did so because of the unpredictability of our models- if we start yellow, then go green, and something happens and everyone goes remote... it seems like as much as people want a return to normalcy, they also want something consistent. I believe the staff are most comfortable in this model as well.	I think whichever way we are deciding to do things, at each level the most important part is communicating to involved parties. I believe our administrators have been communicating with our families beautifully, and we have been getting CO level communication consistently, but there are pieces of the puzzle that have not been clear with some transportation issues and as things are a bit muddled (policy wise) currently, I am receiving confusion from parents, drivers, etc. and am unable to navigate as effectively as I could have with direct communication.
Mast Landing School	Everything in the kitchen has been running pretty smooth	communication between administration and nutrition when things change in the school. getting kids in and out quickly now that they must choose everything	We have already addressed the communication issue.	Don't know what we will do to improve timely service when we go green.
Mast Landing School	Small class sizes are wonderful. Students are much more engaged and misbehavior has been minimal compared to previous school years. I believe this can be attributed to the smaller class sizes. We are moving at a faster pace than with full class sizes.	Not being able to have students have the freedom they once enjoyed as far as having choices for recess locations and having to scrub some enrichment/extracurricular activities to avoid cross-cohort mixing. I also can physically only fit 12 students in my room with social distancing. I hope we don't go beyond that number because I don't know how I will fit them in safely.	While I understand the health reasoning for a five-week specials rotation, at least for library classes, it would be more valuable to see classes weekly rather than go 5 weeks between content-based classes, especially when we are doing skill-building in learning how to find books independently in the library. As to the health concerns, I see every class weekly, so I'm being exposed to every student and teacher every week anyway. I know scheduling is hard, and maybe this is the best method, but I think it would be better for all specials to be on a weekly rotation, especially since I believe students need PE at least once a week and music is also a skill-building class, it would be better for student academically to have these classes weekly.	I would love to have the library open for recess, at least once a week for each grade. to choose the library as an indoor recess activity. I would also like to be able to offer the library page program for 5th graders during their recess times. These programs offer a valuable understanding for students that libraries are fun, welcoming community centers which they can enjoy and increases their exposure to and their interest in reading, thus boosting literacy skills.

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Mast Landing School	I feel like we have plenty of PPE and were well prepared with supplies we needed to have kids in the classrooms, cafeteria and small office spaces safely. I feel like we were very well protected and well prepared. Anything I asked for in the way of PPE (or plexiglass for my desktop, etc) was given without question. The kids have been very good about learning to sanitize hands and spaces and wear masks. I think we were VERY well prepared!	Yikes. Well, mostly scheduling. As a special educator it has been very difficult to service kids in a way that 1)doesn't take them out of the classroom too much 2)maintain consistency so that we can get into a routine 3)see kids individually due to distancing when we have been seeing kids in groups of 2&3 for years. The schedule changes constantly when kids are in and out of school. It's hard to get into a groove. Also, I would add that I would like to see district level administration in our buildings more, observing and really seeing both the GOOD things that we are doing (Shout out to Ben Potvin and Robin O'Connor for their amazing and creative use of outdoor space) and the things that are troublesome that really need to be seen to be understood. Numbers and decisions can look really good on paper, but are not always feasible in "real life." Living outside of the district, I would have made the Oct 9 PD day a "work from home" day. I was literally on ZOOM all day long, alone in my office. Would have been a huge bonus to be home on my couch but without the commute. Just a thought. If we are remote anyway, why not give the option to work from home when possible? Just a thought.	District Level administration visiting buildings and classrooms more. (see above)	I think that overall, RSU5 has done a great job being prepared for hybrid learning. I think that this is a challenging and frustrating time for all of us and I feel like we are doing well under the circumstances. I would have liked a "heads up" before learning about "yellow +" at the school board meeting. That being said, I understand that our administration is under a HUGE amount of both pressure and scrutiny and sometimes decisions are just made at that upper level without consulting the worker bees. Thank you for all that you continue to do--I am very happy to be a part of RSU5!!!
Mast Landing School	It has been nice to meet with students in smaller class sizes and groups.	Scheduling has been very difficult because I work across grade-levels and across schools.		
Mast Landing School	Everything			
Mast Landing School	Everything.			To remind ourselves that this crisis/the danger is not over anytime soon. Let us stay safe, conscious, and patient.
Mast Landing School	at laugh and learn we rarely interact/see other classes, that has gone well with COVID.	feeling in the dark about covid	Notify the staff at the specific school where the case of COVID is, and the class that it is in if possible. Many of us interact with so many students on a daily basis, it makes it difficult to know if we have been exposed.	The 15 minute rule for COVID is something that is strange, I don't think the virus has a concept of time. I think if someone was exposed at all they should be notified.
Mast Landing School		getting to know the different days	communication	
Mast Landing School	staff are all working hard together	scheduling and shifting to 5 day supports and finding the time to do all the necessary planning and connecting with classroom teachers		That we are not having trainings on the new plans/platforms for connecting with parents when/if we end up remote again. What synchronous teaching and learning will look like for special education students?
Mast Landing School	Hybrid model	Keeping a 6 foot distance. Students and teachers have been given measured out spaces but "extra" staff do not. I consistently spend time closer than 6' due to space and job limitations, especially now that we're "hybrid plus".		Still concerned that I will bring this home to my family with dire consequences...
Mast Landing School	Keeping children safe.	Very difficult to manage the every other Friday schedule for students. There is little "rhythm" that can be established because of this. Students coming two days/week and using Weds as either a synchronous time for all students or for teacher planning/strategy group work may be a more effective model.	See above question	Thank you!
Mast Landing School	Having a smaller cohort of students has allowed us to form bonds with students much quicker than in the past. Students feel more comfortable in the smaller groups so they share and participate in class more freely. Smaller groups also allow me to cover material and check for understanding quicker. We accomplish more than usual in each lesson.	Students not being able to share equipment. Keeping students socially distanced but having them work cooperatively.	Continue the way we are currently doing things.	I am concerned we will try to fit more students into spaces that will not allow for the recommended social distancing. I also do not have enough individual equipment for groups larger than 12.
Mast Landing School	I love seeing students in person. They have been doing a fantastic job of wearing masks and hand sanitizing. At first, they were having trouble with social distancing, but they are starting to get the hang of it! The small class sizes are amazing and I feel we have been able to make connections with students even though we only see them part of the week.	As a specialist, I have had to prioritize lessons since I won't be able to get through everything this year. That is hard! It's challenging to see a class for a week, and then not again for another 5 weeks, but I understand the reasoning behind it. Another challenge is how the roster changes so often as kids move in and out of remote pathway, or more recently having some students start attending school 5 days a week. Our mantra this year has been all about flexibility!	I think we need to continue to keep our students' emotional well being in mind with any changes we make.	I am concerned that classroom teachers do not have enough time to prepare. They seem swamped and I unfortunately don't have any ideas for a solution. Just wanted to point that out! Thanks for asking for our input.
Mast Landing School	We've been able to be with the students and form relationships with them and their families. Being in the yellow model has allowed teachers the ability to teach face to face and this is definitely the best type of teaching/learning. The RSU has done a fabulous job allowing students to be educated as much as possible in the yellow model. Just recently we have asked additional students who were not finding success with the at home practice day to come to school 5 days a week. All in all the decision has proven to be successful for students and families.	Time. We are all getting acclimated with this new model of teaching - learning new strategies on how to teach in class and support students/families who are doing at home practice work. We are having to collaborate with colleagues on a daily basis to make sure consistent messages and work expectations are being shared with students and families across grade levels. We are emailing and communicating with families more. We are organizing and planning for A and B days and then having to figure out the extra Friday and how that day will fit into the educational plan. For instance, if there is an ABABA week and then an ABABB week you cannot stay on schedule for teaching the same material to both cohorts - this just adds to the conundrum of how do you stay on a "curriculum calendar" schedule. Now add in the 5 day a week students who are not always students who can do independent work consistently. In addition, all the at home practice work that the students have done needs to be checked and returned (they spent the time to do it - it's only right to collect it and check it.) It's just all a juggling act and we need more time to do it well. Our PD time has been filled with new learning - to work, writing, math, getting prepared for the red plan - we need time to do the yellow plan successfully. We also need to make sure students are safe in our classrooms by sanitizing often, reminding students to sanitize and distance - these reminders come numerous times every single day! SOLUTION: The way to help this situation is by treating educators as professionals and give them the PLC times on Wednesdays (3:35-5:05) to do work in their classrooms - to catch up with all the paperwork, emails, planning, room organizing, correcting, creating google classrooms, creating new assignments in platforms like Freckle and Seesaw, to meet with parents/students/colleagues. It would be nice if all our PLC & PD time didn't have an agenda and we were given some professional freedom on how to best to utilize that time.	Make PLC times more open and not so structured. PD days should be more open ended so time can be spent in our classrooms and with grade level teachers focusing on how to make the Yellow Model more successful. This is not a year for new curriculum learning - it's a year to make sure what we are doing is working and making sure students and families are supported emotionally as well as academically. Educators need that support as well.	Lastly, I want to thank all the Board of Directors, Administrators, Superintendent, etc. for all the hard work that went into making the hybrid plan for returning to school this year. You have put students first, been concerned about families and have made many informed decisions regarding reentry. At all of my Parent/Teacher conferences I expressed gratitude for the way the RSU has handled this very difficult pandemic situation with students and families. It's now time to allow your educators to do the work they need to do within their classrooms and discontinue the new learning practices for this school year - we are learning every single day in this pandemic and know the responsibility we have is not only to educate our community of learners, but also to take care of them emotionally and to keep them healthy in our care.

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Mast Landing School	Having students back in the classroom - I feel like I am really teaching again. The smaller size of the cohorts has allowed me to really dig in and help some students who have fallen behind.	Trying to balance the expectations and educational rigor with both the student's emotional needs and their current academic levels. I have to go back before I can go forward but I keep feeling this pressure to move students at an accelerated rate.	Help take some of the pressure off classroom teachers - less meetings, more support. I see a lot of frantic teachers trying to do their best. I don't think frantic teachers are necessarily effective teachers. I think that we need to take a systemic look at supporting some students - making it acceptable to give them ample time to catch up on learning they may have missed - an extra year? more mixed grade classrooms next year? something to help students who have struggled or are struggling to move forward due to the adaptations that have been made during COVID.	
Mast Landing School	The fact that we can be IN SCHOOL face to face with students is AMAZING! Although there are still experiences throughout my day where I feel unsafe, I would say the transition back into the building with students has gone well overall.	The constant changes and not knowing what to expect from day to day. It is hard to gain traction or get momentum with so many different changes constantly happening. There have been several times this year where I have received mixed messages. It is difficult to move forward when no one seems to know the answers. One of the other biggest challenges is the academic push that is being placed on teachers. We need to focus on student's health, social/emotional well being and building strong relationships and connections before we can expect any academic growth to occur. I feel, there is this underlying sense of urgency to PUSH STUDENTS to higher levels while PUSHING TEACHERS to their breaking points. FRANTIC, STRESSED OUT, EXHAUSTED TEACHERS ARE NOT GOING TO HELP LIFT ACADEMIC LEARNING FOR ANYONE. Let's chill out and focus on what's REALLY important; the mental, emotional and physical health of our community.	Recognize that the demands are currently set too high and focus on what's REALLY IMPORTANT! See previous question for more details.	I appreciate all of the effort, hard work and dedication provided by the RSU5 staff and community to get the 2020-21 school year started! This is a scary, unsettling, difficult and different time. We need to help support each other, remain optimistic and recognize that this is EXTREMELY CHALLENGING for all of us. Remember to Stay Well, Stay Safe and Stay KIND!
Mast Landing School	I appreciate that the district and MLS administration has been very organized and communicated well with regards to the many covid-related adjustments this year. As a specialist, working with smaller cohorts has made following covid safety protocols much easier/possible, while also providing high quality programming. I feel safer working with smaller groups of students and using the cohort model over a 5-week rotation. These smaller groups have also been a pleasure to teach because I can build stronger relationships with each student. Seeing students multiple times a week helps with this too. Curriculum-wise, the hybrid system necessitates shortening my units, but the carry-over of knowledge and skills from one class to the next during each week's rotation is strong. Students and staff are doing a great job wearing masks. I sense students really enjoy being part of a smaller class. Camaraderie is noticeably high amongst students.	As I mentioned above, specialists see their students for 2-days in a week, every 5 weeks. Therefore, I'm condensing my projects and lessons into this 2-day timeframe. It's challenging to squeeze in everything I want to cover! My class rosters are often changing, which requires frequent reorganization of seating charts, lesson catch-ups, etc. This takes time. I see the advantages outweighing the disadvantages, but it is challenging to have some students attending 5 days. Planning remote lessons in addition to in-person lessons has gone fine, but does take time. Since we are given time to do it, cleaning supplies between groups is not my biggest challenge, but the time to do it is essential and very helpful!	I wish I had a great idea to write here! It's my experience that things are going well, all things considered, and I suggest maintaining the systems we have in place. I appreciate that the board decided to keep MLS in the hybrid model, with accommodations for some 5-day students and the potential for off-site programming on at-home days. I love the suggestion to offer such programming at Wolfe's Neck.	Bit of a selfish but honest concern----- I wish there were a way to safely celebrate the holidays with my out-of-state family and safely return to work. For example, a pre-planned week of remote learning for all in early January might allow travel, a negative test, and safely returning to work. I don't expect this to be the model we adopt, but I mention it as a concern I imagine lots of people have.
Mast Landing School	Having the school in the yellow with half the kids.	Trying to serve everything in a timely manner.		If we go to green getting the kids through the line with time for them to eat.
Mast Landing School	Seeing how staff has risen to the challenge and is adapting to all of the changes in how we educate students.	Social distancing and watching how little everyone even tries to social distance. Ed techs are reminded frequently to wear goggles or shield, but most do not. I don't feel like it is worth saying anything because I don't feel that that will change the behavior. I am also very uncomfortable with building level meetings that are in person when a zoom meeting would accomplish the same thing. All of our special ed meetings are on the computer, I don't see why we don't do others such as RTI via zoom.	Consistently adhering to CDC guidelines.	I would like to not feel like I am being labeled as "too nervous" if I speak out when I see staff not adhering to CDC guidelines. It doesn't feel good as an employee when the CDC says the best things you can do to stay healthy is social distancing, face coverings and hand washing, yet administration says that we shouldn't even expect social distancing in schools. A lot of us have no choice but to come to work and are making huge sacrifices in order to be here. I have many high risk people in my family, including my spouse. I also am not able to see other close family members because we can't take the risk now that I have possible daily exposure. I understand that we are here for the students, but it would be nice to feel that when decisions are made teachers' needs would also be considered. It is very stressful to see the numbers in the state going up, yet we continually talk about adding more students to buildings.
Morse Street School	New pick up and drop off. New cohort schedules running much more smoothly than expected. Kids wearing masks! Staff working together to be flexible.	Finding Subs. Needing more people for duties. Exhaustion, emotions and stress levels of staff are high.	Find more subs!	I think we have a really hard working district that put the needs of kids first!
Morse Street School	Getting to know my students in person, watching them play at recess.	Keeping students physically distanced, keeping up with evening communication sheets for families, keeping up with conferring with my students from 6ft. away, connecting with students daily behind masks.	Teachers need more time to get done what they need to get done. Fortunately, we've been gifted staff mtg. time for grade level business, but it is just not enough. Time, time, time.	Thank you for checking in with us. Please keep doing this!

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Morse Street School	The students and staff seem to have adjusted quickly to the "new norm". Mask wearing isn't an issue for the students.	Space; whether moving around a classroom or outside on the playground. It is a challenge keeping children apart. Also, keeping the room warm in colder months with windows open.	To continue to give verbal and visual reminders on keeping 3 or 6 feet apart. No idea on keeping the rooms warm other than dressing for the cold.	If space is a problem now, how will we be able to go green with the distance recommendations.
Morse Street School	Hybrid model, less students in the building	Managing the daily covid screener. Too much time and attention goes to this tool that has not been shown to be effective in reducing COVID cases.	Asking families to take the "RSU5 Promise" for COVID safety. Which would be frequent reminders and education around this promise (a promise not to send students to school with fevers, having traveled to restricted area, not sending with any COVID like sickness AND calling the school if unsure or have have questions) instead of daily computerized checklist.	This tool stresses the staff and many parents. Students are pulled from valuable time in classroom to do this "checklist" once they already have been in school and potentially exposing others. Loss of class time, ineffective use of tool, staff are spending too much time to complete and follow up on this student checklist. To fight against covid we need education and awareness not time wasted time on checklists not proven to help.
Morse Street School	Building relationships with students	Keeping up with cleaning/sanitizing Ventilation- I do not have a heater that moves air in my room so the students have been freezing on the cooler days Completing my job duties within CDC guidelines (I am an OT) Lack of communication with families regarding the fact that we have never been truly hybrid- parents are putting trust in us to keep their children safe but we have many students who are crossing cohorts and classrooms. This is now increasing and I don't think parents understand what that looks like.	More communication with parents. More time for cleaning. Put safety FIRST over pushing students to be in the building as much as possible.	The mental health of your teachers and staff is dangerous. We cannot sustain this. There are many people who have sacrificed a lot in our personal lives to be here. For example, my children haven't seen their grandparents for over two months because my exposure is so high. Teachers are reporting headaches multiple times per week and exhaustion beyond anything we have ever experienced. I am concerned how cold it will be in the coming weeks since a fan balancing on a window that opens from the top into the room (so who is to say it is even moving air?) , is my only hope of ventilation.
Morse Street School	My outdoor teaching space.I am outside as much as possible which makes me feel comfortable.	Keeping the students 3 feet apart and keeping my distance of 6 feet which is impossible.	None-I think what we have going is working. I would not change it.	
Morse Street School	I'm in a unique situation because I've been home on leave since 9/8 using the CARES Act Extension of the FLMA because I have elementary-age kids who only have school two days a week. However, I appreciated the 7 days of PD we were given to allow us to practice routines and adapt our practices for the new guidelines.	1) Crafting a quality curriculum with students sharing materials for STEM classes. I've pretty much thrown out what I usually do and am crafting assignments that are all using inexpensive, consumable materials like paper. This can only last so long, though and I definitely have concerns about how to rotate materials so that kids in one cohort aren't touching materials kids in another cohort are using in the same day. 2) Also, I'm concerned as more kids return to PES that the square footage in my room - which I'm sharing with another teacher who has a corner set up for RTI - will not accommodate whole classes unless I rearrange the room once again, this time with desks shoved up against all the perimeter walls. This doesn't allow kids to be able to see the projector screen or interact with other students during the class, though. 3) At MSS I'm using 5-foot tables with 2-3 kids at each table. When there are 3 kids at a table, if kids are sitting back in their chairs they are 3 feet apart, but if they're leaning over the table doing work, they aren't.	I think we need to be realistic about PD time this year. While book studies and new learning have their place, I think right now from what I've heard from my co-workers, they're in survival mode. I'm sending in video lessons for my classes that I create, and like I mentioned earlier, this itself is taxing. I have to come up with all new lessons so students aren't sharing materials. That is non-stop PD and it's exhausting. I noticed that recently some mental health activities and time to do what you need to do was built into the PD time and I think that's essential this year. There is so much individualized new learning taking place on teachers' personal time I think you need to respect that and take it into consideration. Many teachers I communicate with online have said this year - whether it's their 5th or 25th year teaching - is as challenging as their first year teaching when you feel like you're learning everything for the first time and changing plans non-stop to figure out what works best. Burn-out is real.	As the weather gets colder and more kids are returning to school I'm concerned about social distancing, mask breaks, snack time, etc. All those things get more difficult as we can't take classes outside as easily. I recall that a final test of the air quality was going to be done later in fall at MSS. I'm also concerned about what the results of that may be and how it will affect us once the windows are closed all winter. When flu season hits, I'm concerned that the symptoms closely mimic COVID, so there will be a lot of quarantining of both staff and students.
Morse Street School	Less students in the building at one time makes it less busy in the office. Parent drop-off/pick-up is very smooth.	The technology challenges with the Frontline app and parents forgetting to fill it out		I've been very happy with our district has handled everything, both as a parent and as a staff member.
Morse Street School	The support from our administrator, Julie, has been above and beyond. Any challenges that are arising are being addressed quickly.	Working in special education, the biggest challenge has been finding ways to increase distance when appropriate.	None at this time.	I am so grateful for our custodial staff but one thing that worries me is that our trash cans do not get emptied every night and with the concern of germs, I would like to see this emptied every day.
Morse Street School	The kids are doing a great job wearing their masks.	Staying 3 to 6 feet away from the kids.	Work on maintaining social distancing between the kids themselves and the kids and adults.	Having our most struggling learners come to school 5 days a week when possible is a positive.
Morse Street School	Managing space with class size	Schedule on 5 week rotation in two schools makes it hard to connect with any consistency. I agree with and understand why this is important.	Few too many every day students who are repeating lessons that others are getting for the first time. It would be easier to keep track of if we went to green.	Just staying positive and safe. Maybe taking a bit more off each others plates.
Morse Street School	Having smaller class sizes and being able to spend more time teaching in small groups with students. Now that some kids are attending 5 days/week, it has been beneficial for those students to have repeated lessons and consistent learning.	The distancing. Keeping 6ft of space between myself and my students has not been easy, or possible, to be honest. I can't hear them with the heater and fan running, and to be able to instruct them in meaningful ways I am needing to be close to them. There's just no way around it. To provide the instruction students need and to do what teachers are required to do is extremely challenging from a distance. It makes each day very hard. Secondly, it has also been challenging and exhausting creating activities and work for students to do on their at-home days. To prep for my days at school, but also prep for things for students to complete at home (differentiated things, too) has been double the workload. I feel like I can never get ahead with things. The lack of time we're given for prep is not enough.	More staff meetings being set aside for time in classrooms or time with teams. Professional development that is meaningful and well-planned to be responsive to the times we're in.	One big concern is the CDC guidelines not being followed (because they can't be in reality) and the push for more and more students to be in classrooms.

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Morse Street School	Kids are happy to be back Smaller groups are helping with meeting guidelines Masks and hand hygiene are going well	<p>Distancing guidelines are very challenging. With ten students I feel like it's OK, but the thought of adding more is scary. Children move. A lot. Keeping them 3-6 feet apart all day is not easy while also trying to deliver high quality instruction. The toll of monitoring distancing, masks, hygiene all day, on top of teaching is exhausting</p> <p>Meetings are tricky. We are having our PLCs before school because there is no time during the day. Staff meetings are a mix of virtual and in person and it's hard after wearing a mask for 7-8 hours to keep it one another hour.</p>	<p>Keeping our hybrid model with low numbers. It's the only way to attempt to follow the guidelines.</p> <p>Mental health - for both students and staff. Everyone is exhausted. Both students and staff need mental health work. This year, the focus of our PD should be student and staff mental health, not literacy and/or math.</p> <p>PD should be able to done virtually from home (many other districts, like Yarmouth are doing this.) When we come together as a whole staff (staff meetings or PD days) it is very hard to keep six feet distance between adults and we aren't doing it well.</p> <p>Before school started, we were told it would be 'all hands on deck' - everyone would be pitching in. The first week of school felt this way, but it doesn't feel that way now. If you're not in a classroom with students, what can you do to help those who are out? Duties, mask breaks, etc. Teachers shouldn't have to ask, it should simply be provided.</p>	<p>I realize this isn't going to happen, but many other competitive districts have a 'remote' day for all students. This allows teachers to have PLC time, plan for hybrid days, as well as meet with small groups of children remotely without masks. There is so much of our learning that is tricky because of masks (letter sounds, social emotional work, etc.) Having one day to work with students virtually would allow this instruction to happen as well as prepare for any remote learning we may need to do later. I so wish our teachers had this opportunity to breathe, plan, and work with students.</p> <p>Ventilation - our building is old and many of us are not confident in the ventilation system reports. Right now we've been told to keep windows open at all times, but with the cooler weather, it's already becoming challenging. With frigid temps around the corner, how will we keep safe inside with windows closed? Most people won't go sit inside restaurants or movie theaters for an hour or two, yet we're going to be in a small, enclosed room, with no fresh air for 7 hours a day.</p> <p>Conferences have been another layer of exhaustion. As a teacher I KNOW the importance of them and I don't want to change that! BUT, I know many schools will do an early release or something similar to help teachers fit them all in. Asking us to plan, prep, and teach our normal load plus conferences before and after school (often into the evening) feels extra exhausting on top of everything else this year.</p> <p>The National Institute of Health states that when indoors we should be 6 feet apart. Was 3 feet created to get us back to school? Couple this with the lack of ventilation, especially as we head into winter, and it is extra scary.</p>
Morse Street School	Building relationships with students, which has been great because of the small cohort sizes.	<p>- Distancing isn't happening with consistency. The only time when the required distances (3' between students, 6' from me) are happening is during lessons, when students are on their rug spots and I am teaching from my teaching station. Otherwise, I have to get ~1-2 feet away from kids to confer or do small groups, which is where the vast majority of the school day is spent. And during any kind of movement, transitions, kids getting up as they work to look at anchor charts or ask me questions or go to the bathroom etc - they are often getting much closer to each other than 3'. I try my best to keep distance between myself and everyone, but it hasn't been possible given the space, number of students, and requirements that we confer and do small groups in person.</p> <p>- I am exhausted all the time, and I see that my colleagues are too. We are overworked in a normal year, and we accept that as part of this amazing job, but this year is vastly more work and stress. There is so much more to worry about this year, and the stakes are so much higher - we are acting as both teachers and health care workers in a way, constantly on alert to protect students' health. It's not healthy or sustainable for us.</p> <p>- Contributing to the exhaustion is extreme anxiety, and a feeling that the district may not care about its educators' physical or mental health or well-being. This survey might be a step in the right direction, and though I'm skeptical since nothing seemed to come of the survey before school began, I hope it will start to lead toward the empathy and support we need.</p> <p>- Outdoor learning isn't happening because, despite many reminders, not every family is sending students to school with the necessary clothing. It is getting colder, and keeping classroom windows open is already providing a challenge.</p>	<p>- Move the focus during this time from PD and coaching to safety and health. So much of our limited time this year has been spent in meetings and workshops, fine-tuning ourselves as educators, which is great in a normal year, but we do not have the bandwidth for it this year. Let it go so that we can take a breath, focus on keeping ourselves and our students physically and mentally safe, have conversations about what educators actually need right now, in this extraordinary situation. We are pretending it is business as usual this year, but it is not. We need check-ins about our mental health, offers for extra time to prep (or sleep so we don't get sick during flu season!), offers of free/reduced-cost therapy, etc.</p> <p>- If a classroom gets a case, be honest with the CDC about who has had contact (both cohorts because there are multiple students coming to one classroom every day, the entire grade level on the playground and bathroom) and the fact that distancing is not happening. If one student at a grade level gets Covid, the entire grade is at risk - they all share one bathroom, breathe heavily right next to each other on the playground, share playground equipment. Those things needs to be made clear to the CDC should any contact tracing need to happen.</p> <p>- Enforce the distancing requirements. Do not require teachers to confer or do small groups the way they've always been done. They could be done on iPads from across the room. Weird and not ideal, but the 1-2' distance when it's supposed to be 6' is not safe. And make the requirements consistent and consistently followed across the entire district. Or if you can't enforce them, tell families straightforwardly that distancing is not happening in school.</p> <p>- Require that families send students to school with warm clothing for outdoor learning. If they show up without it, have their family bring it, or have the school provide it.</p>	<p>I am wondering if work on MSS's air exchange system was ever tested or done? I think it was supposed to happen this fall, technically should have happened before school started - is it going to happen? Families need to know the status of the system so they can make educated decisions about keeping their children inside the school building when windows start closing in winter.</p>

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Morse Street School	<p>Having smaller groups through the hybrid model has been nice. I do feel like I'm starting to get to know the kids better, and actually give each student more focused attention during workshops when they are in school because I have fewer kids at a time.</p>	<p>It's honestly hard to put into words the exhaustion I've been feeling. I feel like I have to either sacrifice my safety, or the quality of my teaching to do this job right now. It seems like we're still expected to teach "as normal," but with the CDC guidelines in place. Trying to monitor that the kids are following the guidelines while also teaching is exhausting. I'm constantly reminding kids to put their masks all the way up, or asking kids to wash their hands if I see them go under their mask to pick their noses. These things are totally normal for kindergarten, but it's stressful to think that I'm putting the safety of the class at risk if I'm not vigilant about monitoring that on top of trying to teach.</p> <p>The reality is that 5 year olds cannot distance, and while they've done great with the masks there are still many times when they are not worn properly. I would say that I am rarely able to stay 6 feet away from my students, and my students have a very hard time staying even 3 feet from one another. I've noticed that as the day progresses and my students get tired, their ability to distance diminishes further. It takes a lot of energy for them to monitor that too, and by the end of the day most can't do it.</p> <p>I feel like outdoor learning was offered as a possible solution to the safety issues, but it's incredibly challenging to take 5 year olds outside and still do a "regular" reading or writing workshop. I think knowing that there's this pressure to keep the curriculum moving because the students aren't here every day deters a lot of teachers from actually doing outdoor learning. Going outside to have a mask break also only works if the students can actually stay 6 feet apart. I've taken my students out for a math lesson and told them they all had to stay in their spot if they wanted their masks off, but the quality of the lesson seemed compromised since it was hard for the kids to collaborate and talk to one another that way. We also know that it's only getting colder, and we won't be able to teach outside much longer (or have snack outside--which is really the only way I feel safe at snack time).</p> <p>Preparing for the "at home" days has been a challenge as well. I usually spend my entire planning block trying to get the materials ready for their at home day, so I never feel like I get to use that time to actually look ahead at the curriculum. The extra prep that it takes to get the materials ready and in students' folders is a lot. I think families were told at the beginning of the year that they would get individualized goals and assignments for their students on the at home days as teachers start to learn each students' needs, but the reality is we have no time to prep that and actually make it happen.</p> <p>I really do worry about staff mental health--I see my team members struggling and it's hard to keep moral up when you just don't feel physically safe. My team's schedules don't line up to have PLC time during the day, and our principal has been great about giving us time during staff meetings to meet with PLCs, but it doesn't feel like enough. I feel like now more than ever we need our teams for support and to help us navigate the year, and that time feels scarce.</p> <p>I think the adults, just like the kids, are craving some sort of routine. And while I understand that things will inevitably have to change throughout the year, adding students to our classrooms has added another layer of feeling overwhelmed. Just when I felt like I was getting into a routine with my cohorts I was having students added, and had to rethink my room setup to make sure I could still keep my kids at a safe distance (and adding that on top of conference week was a huge stressor). Please know that we're really trying to be flexible and adapt, but constantly having to change your room and add more students is exhausting, and is preventing us from being able to try to settle into this year.</p>	<p>I think anything we can do to take care of the mental health of our staff is so important--it impacts how well we can in turn support our students. It would also be great to have more time with our PLCs to regroup and look ahead to the coming months. We got curriculum pacing guides from coaches for the first couple of months which was really helpful, but we've almost reached the end of those.</p>	<p>Thank you for sending out a survey to staff. We really appreciate you taking the time to seek and listen to our feedback.</p>
Morse Street School	<p>Julie Nickerson has been our rock. She has continually asked people about their questions and concerns. If she can't answer questions, she finds the answers to the questions. Since we started planning this summer, Julie has kept everyone in the loop. She invited all staff to join in planning sessions. People came into school to help with planning & we had zoom meetings on planning. She is constantly updating us on revised routines. In this year of unknowns, everything she has done has been to make this the safest and best possible learning experience for students, families and staff. Julie makes me feel safe and supported. In September, I had a zoom open house and a curriculum night. I just finished fall conferences. Every family came to their conference. Everyone was very supportive. The families were very pleased with how the hybrid is working. They are pleased with the home day work and are happy that it is not tech heavy work. I have a family who decided to do the online option at the last minute. They came to the meet & greet and I was able to meet their child. They asked if I would still include them in my communications with families. The parents have sent me emails thanking me for including them in my updates. I feel like their child has been a part of my class and will transition well when s/he joins our class for in school learning. In this year of uncertainty, I have felt supported by Julie, families, administration and the school board. I have tried to take things week by week and not look too far ahead so I don't add stress and have to redo plans because of sudden changes.</p>	<p>Keeping the 6 foot distance from kids. It is difficult and unnatural. I am often closer than six feet. I can't hear the kids through their masks. We practice talking louder. That's a skill they are still practicing. It makes me so sad to constantly ask them to repeat what they are saying. If a child has a speech issue that adds to the difficulty of understanding them. Now, that there are some kids coming five days, it's added a new level of planning and implementation. I'm planning and teaching for everyone who is doing in person learning and I'm making sure the 2/3 day learners are getting quality work for their home days. It's a lot to juggle.</p>	<p>It's a new level of work planning assignments, rethinking the physical set up of our classroom spaces, reworking assignments so kids have individual sets of materials, helping kids with masks, distancing, hand washing and sanitizing, planning home day work, cleaning, sanitizing and teaching. It would be great if we could put "new learning" for staff on hold. I would like to see staff meetings and PLDs dedicated to giving teachers time to plan for what's happening right now. Let teachers meet to rework assignments for the hybrid model. Let teachers have this time for their own individual planning. Let teachers work on tech issues. Give us time to really know how to use the iPads and teach our young friends how to use them. Give us time to work with our grade level team to be sure we are ready to go red at a moment's notice. These are unprecedented times. Every teacher from first year to seasoned professionals is working harder and very differently than we have ever done in our career. Please acknowledge that we can't continue to do it all at this pace. Please give us the gift of time during staff meetings and PLDs to do our planning. Please trust that we will use this time wisely and in the best ways that will benefit our students.</p>	<p>Thank you for doing this survey. Thanks for asking for our input. Please survey us every five or six weeks. Things are constantly changing and I would appreciate being able to keep you up to date.</p>

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Morse Street School	<p>It has been wise to have smaller groups so that we can build relationships with the children, especially since we are supposed to be farther removed (physically) than we are used to. Smaller groups makes attempting distancing more manageable. Teachers and students are happy to be back in person and great relationships with students and families have been made. There is a strong camaraderie among classroom teachers, and we truly have empathy for one another and are offering tremendous support.</p>	<p>Maintaining distancing- It is very challenging to keep children 3 ft and 6 ft apart. On paper, it seems as if it is much easier than it really is in person. Children move, and therefore constantly monitoring for proper distancing is a challenge. I have 10 students and I feel as if I'm truly maxed out. The thought of adding more bodies into my room is another worry. It is almost impossible to ensure distancing now, let alone when more bodies are added. It also feels unsafe and questionable at best to add bodies at this stage in the pandemic. We are still in a pandemic.</p> <p>Mask wearing- Children are doing a nice job wearing masks but at times it's a challenge for them to be worn properly. Noses are often showing, so it's just a very frequent reminder of "masks up friends". The cafeteria is a place where masks are not worn and to be frank children are not 6 feet apart. It goes back to people being moving objects. The benches themselves are 6 feet, add a body and that is not 6 feet.</p> <p>Emotional Well-Being- There are so many things on teacher's plates, now more than ever. The rigor of curriculums, the planning for at-home days, the constant checking for distancing and safety, the worry for the health of students, staff, families, and self, the endless meetings. Not to mention the worry of the plan changing at any time. All of this makes this job a challenging one. I believe the district will lose quality educators. We are not spending time thinking about how to support social emotional well being of students or teachers, but I feel this should be a priority. At times it has felt as if teacher feedback wasn't important or considered, though we are the ones who do the job. This stress has taken a toll on folks and I fear burnout for lots of staff. New teachers are overwhelmed and overworked, as well as veteran teachers who are trying so hard to keep up yet are finding it hard to do so. I know many people (myself included) are just not sleeping at night. In a normal year the pressure can be intense but now in addition to the pressures of rigor, managing lives, conferences, etc. we are worrying about mental and physical health. In 29 days of school we have already had to send staff home due to their mental well-being. This is all taking a toll on teachers and students!</p>	<p>We need to value teacher opinions. Teachers are the ones who work directly with students, and who know what works and doesn't work the best. We should rethink our work around professional development.</p> <p>We have great needs in the area of social-emotional health, and that should be looked at. Our professional development should be focused on taking care of our staff/children. Our PD should take place virtually to allow adults to be without masks.</p> <p>We need to place more value on doing the yellow plan better, rather than push for green. I do recognize that maybe other grades with older students MAY be more able to meet guidelines, but kindergarten classrooms just can't operate in safe ways with a high number of children. Our jobs require us to be close, for long periods of time. Short of teaching students at desks, where they are unable to move, and the teacher staying far away, we need to keep our numbers low.</p>	<p>It is disheartening to not know as a parent that more and more kids are being added to classes that it was thought to have an appropriate amount to maintain distancing, and to know as a teacher that is happening. I do not want my children in classes where more and more children are packed in, in unsafe ways. It feels like adding more doesn't show that we value people's opinions regarding taking COVID seriously. It has been communicated to families that we are trying to get more children in, but not that we are adding so many that classrooms now are even more unable to meet guidelines. Parents do not know how many kids are in their child's room. It goes back to "on paper" it looks good but in real life it doesn't work. We need to assure that we are meeting guidelines, which most times we are not.</p> <p>Ventilation- What will winter look like when we need windows open for proper ventilation, yet rooms are freezing? I know many are not comfortable being in the room with windows closed (myself included)and we have assured parents that we are keeping their children safe. As a parent, I do NOT want my child in a room with windows closed, but how can they stay open if it is freezing? We don't go to movies or restaurants for ventilation reasons, yet are in rooms that are not super safe. Outdoor learning will be VERY difficult in the winter once winter gear is needed. The dressing/undressing, managing materials, etc requires a great deal of time which cuts into instruction. At times we can't have both rigor and outdoor learning, something must give. Also-I think air quality tests were to be done once weather became cooler, is this going to happen?</p> <p>I wonder why other school districts are more aggressive in their quarantine/shut down procedures, while we take a moderate approach. This seems scary, and that it allows more spread of the virus.</p> <p>If there is funding why are we not purchasing quality air filters for each classroom? Where does the 3 feet guideline come from? The National Institute of Health states that when indoors we should be 6 feet apart. Was 3 feet created to get us back to school? Couple this with the lack of ventilation and it is extra scary.</p> <p>I truly value and treasure RSU 5. I know this is a hard time for everyone, and that decisions are being made to try and support all in the best possible ways. I do wish teacher's were able to voice their opinions in a more open way, and that we were heard. Not one teacher I know wants to not work- or not do what is best for children. We just want it done in the most safe way possible, and I think most feel that we are very unsafe in our current situation. I sometimes wonder if opinions of those who are not in the classroom are the ones heard more loudly. But- we have to really listen to those who are in the classroom. We also have to keep in mind that "normal" isn't what is best right now. We are in a situation that is inconvenient for ALL but need to do what is safe for everyone.</p> <p>Thank you for taking the time to put together this survey and to ask how things are going.</p>

What building do you spend most of your time at?	What has gone well so far since September?	What have been your biggest challenges?	What are your ideas for improvement?	What are your other comments or concerns?
Morse Street School	<p>*The students love being in school. I have heard "I love school" more times already this year than I have in the past.</p> <p>*Teams are learning new ways to collaborate and share our workload</p> <p>*Arrival/Dismissal Procedures are going smoothly</p>	<p>*Workload is exhausting. Teaching two groups of students while also preparing, and explaining plans for home learning days takes a lot of time.</p> <p>*Maintaining Social Distancing is a challenge. Period. There really isn't a way to truly keep distancing 100%. The vigilance needed to maintain this is physically draining and it constantly feels like I am preventing students from being part of a community by continually telling them to keep away from me and from peers.</p> <p>*Copier hasn't been working consistently making it challenging to get materials out to students and families.</p>	<p>*Teachers need more time (not our personal time) to be able to maintain the rigor of quality instruction and educational experiences that RSU5 is known for. We cannot continue to provide this level of in person instruction and quality home learning opportunities for the duration of the school year without giving teachers TIME to prepare this work. I 100% appreciate the Professional Development afforded to our district, but in the midst of a pandemic, I feel that priority needs to be given to providing teachers with TIME. Burnout in a typical year is a huge factor for educators as we are always spinning more and more plates in the air. This year the plates have multiplied, they're on fire and we are expected to juggle them all the same. While some teachers may APPEAR to be doing this with grace, many of us are putting 100% into this work and not feeling that it is enough. We have to consider this as a district and find ways to support teachers with immediate relief for the problems here and now before we can be expected to take on new learning through PD as we are all essentially learning Pandemic Teaching 101 this year and little of our training or experiences have offered this course in the past!!</p> <p>*Teachers need TIME to prepare for RED Learning so that we are not left scrambling as we were in March to prepare for this work. Providing teachers with the time to prepare an "emergency launch" plan for this shift will go a long way should we need to teach remotely at any point this year. If we as teachers could have something ready for families and waiting, this would help to reduce stress for any teacher, cohort, team, grade or school that needs to shift gears on a moments notice and would help this roll smoothly.</p>	THANK YOU to the board for continuing to support Hybrid learning as I feel this is truly the safest way to have students in our schools while protecting the health and wellness of educators, staff, students and families.
Pownal Elementary School	Great support and help with anything I might need from Erin Dow.	Some times getting stock that we might need, but that seems to leveled out.	Continueing with forwarding information and keeping the staff up to date is very helpful.	I feel the year so far is going along good.
Pownal Elementary School	Smaller class sizes have allowed for more individualized work with students.	Prepping and planning the at home work.	I think the Hybrid + plan at PES looks like it will allow students to be here more time throughout the week which will help with the planning at home work issue.	
Pownal Elementary School	Children are doing well wearing masks, small class size offers more connections for not only teachers but other students they wouldn't normally play with. It feels more human. Children are participating more, seeming more confident in smaller groups and bonding differently. It's wonderful to teach small class sizes and give extra attention and support. At Pownal, our principal has been very supportive with outdoor spaces and working out problems as they arise.	The home days and making sure children have what they need to be successful is at times challenging for classroom teachers. It's hard to gain momentum on and off again, and keeping everyone and everything straight is challenging. Children's stamina is tricky too for on/off days and returning after being away for so long. For me, (school counselor), teaching double (all day Wednesday and all day Thursday) and trying to only stay in the classroom for no more than 15 minutes (so I don't have to quarantine should there be covid) is challenging. I need the whiteboard and document camera for many of my lessons so I try to mix it up and do half indoors and move outside for the second half when I can. Teaching during Covid requires more thinking about how to do it properly and that part is exhausting at times. There have been some coughing students and runny noses which elevates my stress level and the stress level of other teachers.	When we go green in Pownal, this will alleviate some of those stressors. When we go green, there is also a concern about more bodies being closer together and Covid. To do this well, we need as close to a zero tolerance as possible for sickness in our building. Coughing and runny noses, (without documented allergies or recent documented negative Covid test), in my opinion, children must go home. I realize I don't know all the details of children's health, nor should I, but we all need to feel as safe as possible coming to school. If there are any symptoms, please, please, please send the children home and parents must pick them up as soon as possible.	
Pownal Elementary School	Strong communication from our administrator. The kids have been incredibly adaptable to all of the changes!	The mask!		
Pownal Elementary School	In general it has gone good. Buses in Pownal ok even if we go green.	Vital Oxide product. Many complaints about staining. Although using it I find no staining on my clothing. It is mixed with water to the point I am afraid it might freeze on the bus at night.		none things going well as can be expected.
Pownal Elementary School	I am the K/1 Remote Teacher for the district this Fall. I have previously been the 2nd grade teacher at PES for the past two years. Remote learning with Kindergarten and 1st Grade has been INCREDIBLE! I've been so impressed with how capable these young students are learning on zoom. We are having live classes each day, and this has made for such better learning and fun compared to the Spring. All students are showing up ready to learn and share. It feels like we are really building a community together even though we are online!	Having new students join the class each week. Getting kids up to date (and parents) has been a lot of extra work.	Having dates when students can join (the 1st week of each month, for example), so that it isn't random.	I'm very concerned that the remote program will not continue this Spring. I'm concerned that something going so well for so many will have to end in December. I know money is the roadblock, but I feel like if the program is working for the students, families, and teachers, it would be a real loss if we weren't able to finish the school year together!
Pownal Elementary School	I have had tremendous support from my colleagues, the administration and families. It is obvious that a great deal of work went into keeping staff and students safe.	I feel that my biggest challenge is time, there is never enough of it. Everything takes longer than it used to.	I appreciated the planning time that we built into our last PLD. Could we have a few additional early release days? This would be especially helpful around conference and report card times.	Thank you for reaching out and asking for my opinion. I feel lucky to work for this district.
	Employee attendance	Driving bus way too much	Hire drivers	Mostly the students are doing well with this strange time we are in