

1. #1 – social interaction increased – normalcy!
2. #1 – coming every day
3. #1 – however—elective teachers in question -no layoffs.
4. #1 – transportation back and forth – different buses
5. #1 – sanitizing
6. #2 – similar negatives
7. #2 – a plus: combines distance and in-person education – got the kids in the building
8. #2 – kids home alone... “level of engagement”
9. #3 – maybe too chaotic to plan something like that – extensive planning
10. #4 – similar to middle school – good option
11. #5 – how would it lessen the number of students
12. How about one day on--- three days off...
13. #1 – how would rooms be clean in-between
14. #1 – how would kids get to sports and/or work
15. #1 – what would students be doing for half the day
16. #2 – parents might not send kids to school
17. #2 – how would teachers do BOTH live and distance learning
18. #3 - “chaotic” – role of administrators to ensure students getting what they need
19. Social/emotional component for ALL- academics important, but other needs as well for re-entry
20. Scope of classes being offered – not tap into their interests and passions
21. Temperature-taking--- and what happens “if”----
22. #1 – child care concerns – part-time attendance – applies to all models
23. #2 – easiest to implement
24. Half class size might be too big!
25. #5 – run out of space
26. #5- elementary departmentals new to some districts
27. Chorus... singing... other high-risk activities
28. How teachers feel about coming back
29. If schools are on different schedules, there could be problems – therefore, work together
30. Some segregation by special populations – need to integrate
31. #1 – structured – integrate teachers teaming together
32. Teachers will be able to develop relationships
33. Split schedules might work for some families
34. STEM programs are hands-on – for example, microscopes, labs, etc.
35. Coordination with CTE and BOCES
36. Middle school – Friday would be all electives
37. #2 – DIFFERENT model – because of continuity
38. #5 – dedicate shared special staff – four- or six-day cycle
39. Mandate relief from the State for certain subjects
40. Sixth option: older students on-line—enable spreading out younger middle and elem. Students
41. Settle on model to transition – “hybrid will be the name of the game”
42. Some parents won’t send their children to school
43. Consistency among districts essential
44. Alternate day - alphabetical – for children in different schools – maintaining that “lockstep”

45. Concern about “marginalized students” left alone
46. What are students doing when they are home? Teachers will have to prep for that.
47. Relief from standardized exams
48. Tenure year for some teachers – evaluations?
49. Enough teachers given budgetary considerations
50. Shared spaces
51. Dedicate a teacher for on-line learning on all three levels
52. Teacher time working with all these students
53. Accountability – understand that all students attend
54. Uniform platforms – teacher to teacher
55. Learning time when students are at home
56. What electives will run
57. Cross grade levels – movement
58. #3 – more personal contact with students and families
59. #4 - varied experience of different electives – more exploration
60. #5 - least amount of negative impact in terms of what exists—but non-gen-ed students
61. transportation