



## BHS Short and Long-term Survey Results

### Teachers Short-term Options Open Ended Comments

What excites you about in-person learning?	What concerns do you have about in-person learning?
Connecting	Damage to the health of others or myself from harmful contaminants
A sense of normalcy and hope for the future.	Exposure to germs and pollutants.
Actually being able to meet the needs of my students.	Yet another shift in instruction, another new process to roll out to students, re-explain 200 times, then work out all the kinks and conflicts while still balancing my current work load and yet remaining flexible but not losing my mind and ending up wandering Church street in my underwear with a blank and distant stare mumbling something about proficiencies.
Actually seeing the students, and the ability to engage in conversations without awkward computer glitches or delays and being able to look at data (electoral college maps) together or physically draft a LEAF paragraph. That learning is so much more meaningful in person!	Changing the scheduled AGAIN. I get it, we have to be flexible in this COVID and now PCBs world. This has been so difficult for so many of us for so many reasons. The thought of changing our schedule again is daunting, especially when thinking of what teaching means in a hybrid model. I will have to readjust, and possibly trash, some of my teaching and learning from this semester if/when I make a shift to in-person learning next semester. The amount of hours already spent will double, if not triple, and to be honest, I'm losing the mental capacity to keep up.
As an OT providing hands on therapy and training to students and staff	The spread of COVID because I work for the district and come in contact with students (many that don't tolerate wearing mask) and staff daily
being able to actually interact with the students. Gauge their understanding and engagement with the material.	PCP's, COVID, Making yet another change to the students' schedules when some are finally settling into this one.
Being able to be with the kids and teach them using hands on learning.	I Work at ontop and our kids should be in a different space that is separate from BHS. I also do not want to be in a building with PCBs.
Being able to connect with students	COVID safety, pushing in-person learning before we've got the infrastructure and supports to do so in place, teacher/staff burn out
Being able to connect with students and being able to hands on activities.	Covid-19, lack of safety features, lack of quality space, and time to prepare.
Being able to determine readily when my students are having trouble comprehending concepts. Being able to work with students who	If we're going to be able to adhere to all the guidelines about COVID.

require the most attention.	
Being able to interact with my students on a personal level as well as the freedom to do a wider variety of activities.	My only concern is that we have enough sanitizer and masks to keep everybody safe.
Being able to reconnect with the students and offer a live face, instead of a screen giving them their daily lesson plan	Having the possibilities of everyone not following COV- 19 safety rules and guidelines. It's a large range of families who understands the level of where we are, and then there are those who don't follow the safety guidelines regularly. I would have to say that I would be a little concerned about the well being for all.
Being able to see students and interact with them regularly	Health and safety concerns for myself, staff, and students.
Being able to see the students again and interact with my colleagues. I feel like I'm constantly playing a game of catch up and to be with the people I work with would be amazing. I didn't realize how much I took it for granted until we didn't have it anymore.	Having a large majority of students not returning to school and having to provide instruction in a hybrid model, where I'll be doing double duty to work.
Being able to use relationships to revive engagement.	1. Covid. There is a huge resurgence coming to Vermont. 2. 90 percent of my sped students would not show up for in-person learning. Or wouldn't after one day. They have forgotten the rigor that it requires to meet with a teacher in-person. I would imagine that the other 16 students whom I offer 2-3 hours of 1:1s outside of classes, could then not be served. Unless booked purposefully, could be a time waste.
being in person. it is the energy, you know the vibrations man. the vibrations.	uh, PCB's and COVID-19 ?
Being with students	Contracting covid 19
Being with the students	I am not sure that the one day a week in person learning for this semester will be that constructive for all students. The students are now in a rhythm and have learned to make our current schedule work. The change to a different schedule might not be a good move for this semester. That one day in person teaching might be helpful for students who are behind.
Being with the students and my colleagues.	My health and that of others. Serious concerns!
Better connection with teachers/improves focus in learning/provides necessary engagement and support	Health and safety of everyone during COVID
Building community, being able to give quick and real time feedback both individually and as a group, to hear in real time where and what my students are struggling on and when to slow down and when to speed up instead of waiting for them to submit work.	None, maybe how the timing will all work.

Building meaningful connections with students.	The issues with the current buildings.
Building relationships and connections between teacher-student and student- student, which is difficult to achieve in the same capacity with remote learning.	None
building relationships with students	air quality and clean working conditions: PCBs, COVID transmission
Community; engagement; impromptu aha moments; seeing one another in real time.	covid safety concerns; safety concerns of BHS as a building.
Connecting with students	Safety
Connecting with students and being able to be more effective in working with them.	Another schedule and location transition
Connecting with students building learning community.	Covid and switching again!
Connecting with students face to face.	The risks with the pandemic. Not being at BHS potentially.
Connecting with students is what excites me more about in-person learning. So many of our students and staff have expressed their disappointment in online learning. What they describe missing is the connection piece. The best part about getting back in-person will be watching students and staff alike, reignite their fire for learning/teaching.	My biggest concern about in-person learning is the time it will take away from special educators who need to perform other essential roles (e.g., case management, evaluations, etc). Additionally, when scheduling in-person time with students for evaluations or evaluation meetings, it has been difficult to find time that doesn't require them to miss class. Asynchronous Wednesdays have allowed us to squeeze in these important appointments without overwhelming our students with missed class time.
Connecting with students, collaborating with colleagues, NOT working in total isolation	COVID, balancing remote and in-person responsibilities, teaching students who opt for in-person as well as those who continue to opt for remote
Connecting with students.	None.
Creating a more robust classroom environment. Connecting with students face to face. adding more activities to build engagement.	Physical HEALTH AND SAFETY of students and staff. Concerned about both PCBs and COVID. The mental health of students and staff about spending time in an unhealthy environment will have a significant toll.
Energy of young people together again	Will be hard to maintain/enforce all Covid protocols
Engagement	Getting covid unnecessarily
Establishing connections with my students	I'm immunosuppressed
EVERYTHING. :) I love working with students in-person. I can meet their social emotional and academic needs much better, and having group conversations just flows better. These in-person relationships are why I am a teacher.	I am seriously concerned for the health of my coworkers, and for the long-term (and unknown risks/health impacts) for students that the current BHS building poses.

<p>Everything.... specifically making personal connections with the kids. Having them interact - practicing social skills and English. Helping them with their school work - it is really challenging to help them remotely.</p>	<p>I am sure you already know about them. Specifically for kids who don't have car or parents to drive them to school, making sure they can easily manage getting to and home from school. Motivating kids to come to school since they have been doing school (or not doing school) from their bedrooms for so long. If they take care of their siblings on Wednesdays (or most weekdays now), will they be able to come to in person school?</p>
<p>Fluid learning</p>	<p>Logistics of building a program.</p>
<p>focus and minimal distractions for students</p>	<p>Real time feedback</p>
<p>I am excited by the potential to offer our students social emotional support while supporting them with their academic remote learning. For the past few weeks, Suzy King, Sara Carothers, and I have been offering academic support to EI Students in World History, Biology, Earth Science, and 9th grade English Humanities at the Spectrum youth drop-in center. It has been very exciting to work with the students 1:1 helping them navigate their remote learning.</p>	<p>Switching gears mid semester and adding on to teacher and student workload. EI students may lose the EL support class being offered on Wednesdays. As many of our English learners are double booked in classes, I am concerned that they will not be able to continue to access our Wednesday support class at Spectrum if they are required to attend a general Ed class in person elsewhere on Wednesdays.</p>
<p>I am not sure what this question means. I have always loved being in my Art class surrounded by my students and watching what they come up with as solutions to creative exercises. That has not changed. I still like seeing what they are doing, even with it being virtual.</p>	<p>My concern is relate to the fact that my subject area is very material intensive. I do not see students carting all the Art supplies that they were given in September, around town on Wednesdays to some location yet to be determined. I have very limited surplus supplies right now. I also do not see the type of studio spaces for working with art materials being available for multiple students and Art teachers meeting and teaching simultaneously. Personally in the short term I am OK with our current schedule. As a department we have been working on establishing some later in the day (Wednesday) drop in time in a big space at a church in the center of town. we were hoping to have it up and running in mid November. The students who would come to this type of offering I believe would be those interested in doing some work face to face with Art teachers. I believe that they would also be the types responsible for bring the necessary materials. Isn't that what is meant by student centered / directed learning? I do not see any other way Art teachers and art students could meet in person currently. My students use Wednesday as a catch up day on their projects. So far the majority of them are staying caught up. It is only a few who are really struggling. I do not see adding the additional pressure of traveling someplace for in person learning being a solution to those students struggles.</p>
<p>I cannot say that I am "excited". Once the pandemic is over, I will be happy to get back to teaching in-person again, as I have greatly missed the connection to the students and the opportunities and curriculum that do not really work virtually.</p>	<p>COVID-19. The pandemic has not gone away. We have no effective treatment or medical prevention yet. I would personally prefer for all schools to remain entirely virtual until there is a safe, effective vaccine, but understand that this is not always realistic for a handful of students, who for specific reasons are not doing well with virtual education.</p>

<p>I am glad that the district is trying to come up with an option for the students for whom virtual school does not work. (For various reasons including lack of technology and or technology literacy, specific learning challenges and disabilities, home environment not conducive to learning/studying, or just plain difficulty dealing with doing everything more 'solo' than they are used to.)</p>	
<p>I like to teach students and watch them engage with content they didn't even know they would like.</p>	<p>COVID, PCBs, getting sick, having to pivot all my lessons, scope and sequence yet again.</p>
<p>I miss my students and they miss each other. Many of the joys of students during in-person Art classes have been missing as we navigate virtual learning.</p>	<p>I worry that my students won't remember to bring their materials to class on Wednesdays. I worry about the flexibility of the space that I will be using/sharing with others. I wonder if I am going to be shuffling Art supplies from school to school in the same day.</p>
<p>I would enjoy interacting with students, making connections, building relationships, and getting to know students better. The opportunity to do lab work students as this is a critical part of the course.</p>	<p>This question is so open ended that it is hard to answer. My concerns vary based on the context of in-person learning. I don't know if you mean a hybrid model next semester potentially, or the idea of starting in person on Wed. in just a couple weeks. I am concerned about having an appropriate space to teach, materials to use, a schedule that is manageable, sharing space with other teachers (people can be very particular about their classroom), transitioning to a new model yet AGAIN and reinventing what I am doing and how I am doing it AGAIN (just when I was starting to find a groove), exposure to COVID and cleaning responsibilities, keeping up with planning and giving feedback, stretching myself to the point where I break.</p>
<p>In person learning helps us to connect with our students, see them, and help them in ways that aren't really possible through remote learning.</p>	<p>I am presently teaching EL Newcomer students from BHS at Edmond's Elementary in-person. In our terms of our in-person learning, scheduling has caused the most difficulty. I teach in person and remote classes back to back, so the remote classes are taught from a storage room at Edmond's. The in-person classes are wonderful, our students are learning 10 times better than they would be if the class were remote, and connections are being made.</p>
<p>In terms of the Wednesdays slated for in-person learning, I'm excited to have the ability to reinstate academic integrity in my assessments and in turn academic rigor in my classes. I would like to use in-person Wednesdays for quizzes and tests. Currently, all quizzes and tests are administered online. It is difficult to proctor such assessments in this way despite my many tweaks like having multiple versions of assessments and having students reveal themselves during these assessments.</p>	<p>Again in terms of the Wednesdays, I'm concerned that we'll end-up being told to do some fluff stuff on these Wednesdays that will not reinstate academic integrity and rigor in my assessments. I believe that if we are going to go through the work and challenge of creating in an in-person day for students, we should allow teachers to use that day to meet their individual class needs. For example, a science teacher may want that day for labs as well as assessments. We should not waste time and effort on another fluff day. In addition, the old adage that one size does not fit all applies here. Teachers know what they need for their individual classes. Give us the flexibility to maximize the use of an in-person day the way we think will best improve academic rigor in our classes.</p>

In-person learning is critical student learning/development	Safe working conditions
Interacting with the students and forming relationships. I love watching an idea click with a student and building from that energy.	Covid numbers are rising, so I am always keeping that in mind. I want to feel safe and supported if we are in-person. The hybrid model was logistically difficult and overwhelming due to having to make multiple plans for the A and B students. Additionally, I want to be in a safe, non-toxic building (not BHS).
Interaction with students	Safety, scheduling
Interaction with students and colleagues; break from screen	COVID guidelines being manipulated to "fit" school settings; unsafe working conditions
Interaction with students, faculty and staff	parking and office space
interactions with other people, connections with other people	covid-19, equity
It doesn't. Not unless we have a safe space to go to. Sharing space in other district schools does not seem like it adheres to covid guidelines and keeping pods together.	Space. We need a safe consistent space for teachers to work in. Shared spaces are concerning, especially when they are in other schools. Wednesdays were for deep cleaning. How will this continue to happen?
It may be easier to assist the students that I work with.	The social distancing and not having my own chrome book to practice social distancing with. As a para I need to be able to see what my student's are doing all while maintaining a distance between myself and the student/s I work with. I also do not have access to Unified Classroom.  If we go to a different in person location, it would be difficult for me to get there and back as even before when we were allowed at BHS I was having trouble getting my oldest son to school by 7 and then my youngest to daycare in Colchester then having to be at BHS by 8:00. Changing location would be more difficult as I live in Grand Isle and my son also goes to Pre-K in Grand Isle as well.
It will be great to speak with staff and students.	Location/Covid
lack of distractions in class, able to get through material quicker.	lack of ability to do group work in class, little ability to ask questions
Making connections with students and co-workers.	Health and safety.
Making personal connections with students and doing hands on science labs.	The safety of the students, teachers, and staff if we return to BHS and are exposed to PCBs.
More opportunities for my curriculum. The Chromebook has limited my ability to instruct all concepts - like software. Additionally, I will be able to better troubleshoot concerns with distributed equipment. More opportunities to connect and engage students.	Time and consistency. Where will the time come from to complete the numerous tasks I do currently on this asynchronous day? I need a consistent location and routine - my continent area will require labor intensive prep for in person learning.
Moving	Becoming incapacitated or dying.

next question	many
Nothing really, the thought of "pivoting" again fills me with stress	<p>1. Teachers are already at the end of their ropes, so being asked to do yet another thing on top of the rest of what we've been doing is too much. We keep saying we are concerned about the mental health of everyone but it doesn't seem like teachers make the list.</p> <p>2. I think students are more interested in the social aspect. They don't want to go in person to do learning. They miss seeing their friends. How much learning will actually happen if we can only see half the class once a week? It should not be for instruction. Students should have opportunities to socialize.</p> <p>3. It cannot be required. Some students are caregivers to younger siblings on Wednesdays. Some teachers are at home with their own kids and do not have childcare since we were told we would have a consistent schedule for the semester. Some students aren't even in Burlington, they're doing remote learning from other locations out of town.</p>
Number one is seeing my students in person and connecting with them.	<p>Covid concerns me. Although Vermont has done a good job, fall is in full swing and the flu season is here. In addition, as a BHS teacher, I am very concerned about the level of PCBs in the building and the adverse effects on health. I have spent many years in the building and in my seventh year of working there was diagnosed with breast cancer. This is one of the cancer's linked with PCBs and so I do not want to return to a contaminated building while they are trying to mitigate the problem. I believe we should follow the guidelines of the VT Department of Health and the Environmental Protection Agency as they are accountable to the public and without bias or an agenda.</p>
Opportunity to reach all students.	That we still will not get struggling students to show up.
relationship. more class time.	covid protocols
Relationships are is key to learning and are hard to build remotely.	I have health and safety concerns about being in the bhs building. In terms of in person concerns in other locations I am concerned about bouncing around. I don't want to be anywhere for short amount of times (like at uvm for December and January and then somewhere else after that)
Relationships with students	Being in the building with toxins
Seeing my students again.	Increasing COVID, PCB contamination at BHS, scheduling conflicts, confusion for students/staff, lack of options for those students who will not attend in person due to health concerns, lack of dedicated planning time,
seeing my students face to face	seeing my students face to face

Seeing my students, the ability to create more engaging and hands on lessons, the opportunity to check in more meaningfully with students (not just about academics)	I worry about finding a location my students feel comfortable learning in, that is quiet enough for them to focus, but not so quiet where they are embarrassed about speaking (these are concerns if we go with the option without real walls). I also want to make sure COVID precautions are still covered.
Seeing real life people!	<p>We keep on changing from one model to another. It is extremely likely we will have to shift gears again. We don't know what the next months will bring. We don't know where we would be in-person. We don't know the conditions. We don't know if we will have the PPE necessary. We don't know when guidance will change.</p> <p>I am barely able to keep up now with Wednesdays to follow up with kids, grade outstanding assignments, communicate with other stakeholders follow up with parents, catch up on email, fill out surveys, do online training(s), write professional goals, create content, plan, and I could go on.</p> <p>We would need to take another day away so we could keep up. As it is, most of us are working 10-12 days. Nevermind the poor Special Educators.</p>
Seeing students	Transportation and flow
Seeing students again.	Having to pivot again if we have to back to 'remote.'
Seeing students and being able to be a better teacher	Catching Covid-19 or breathing in dangerous particles from the PCBs
seeing students and doing the job as I was trained and prepared to do	obvious and not so obvious health concerns. PCB health risk and the rising covid cases across the country.
Seeing students and fellow staff interact with each other and return to some normalcy.	The safety of working at BHS with high levels of PCBs in the buildings where I work.
Seeing students faces	If being held on Wednesdays in district buildings, when is the "deep cleaning" happening in those buildings?
Seeing students in person; getting to check in with them	Having students + staff follow covid protocols with fidelity
Seeing students, being together and making connections with each other	Disrupting routines that are still being established; logistics of getting students to new places of learning; bringing new people into building bubbles; teachers have to adjust their teaching methods again
Seeing students, having the opportunity to check in with hard to reach students, the opportunity for students to interact with others	I am concerned that in the rush to get students back to in-person learning it will not be done in a safe (Covid restriction wise) way. I am concerned about the fact that counselors may not be in the building with students when they return. I am concerned about the fact that we are continually being asked to work in different ways / settings / environments and the burn out associated with this is so draining.
Seeing students! Getting to know them and being able to see where they are with their	Covid is a concern, especially as numbers are rising at a very high rate and some schools are going back to remote learning. Related



<p>learning so that I know more about what their needs are.</p>	<p>to this is the fact that if we are using other district buildings, they will not have had the opportunity to be sufficiently cleaned between uses. I am concerned about this from my own perspective as well as a middle school or elementary school teacher who would be coming in on Thursday after a new group had used their space. My understanding was that Wednesday would be the day for the deep cleaning and that is why we are scheduled to be remote that day. I strongly feel that this is moving in the wrong direction, particularly with the holidays coming up. But mostly I am concerned about time for teachers to have to prepare for in-person learning. If we are going to have in-person instruction on Wednesdays, there needs to be another day to support students and for teachers to meet, collaborate, plan and grade. I am also concerned that many of the supports and activities that we have worked to provide students on Wednesdays will no longer be available to students if they are mandated to do something else. I would like to see us expand on those rather than have mandatory in person classes. For many students and teachers, childcare will be an issue as all other schools are closed on Wednesdays. While it doesn't seem that any of the options are equitable, it also doesn't seem equitable to penalize students who have other responsibilities on Wednesday and who have structured their lives around not being in person on Wednesdays. I am concerned about students who will not have time to catch up with their classes because they will be losing a work day if they are required to show up somewhere for additional instruction. I'm concerned that the quality of instruction will be lost because teachers will not have adequate time to plan effective lessons and provide students with meaningful feedback. Safety and time are my main concerns.</p>
<p>Seeing the students face to face is critical for relationship building and for teaching social and emotional skills.</p>	<p>I am very concerned about potentially being exposed to corona virus as well as PCB's if we were to return to BHS before it is remediated.</p>
<p>Sharing the creative and technical processes for hands-on learning, and genuine human connection with students.</p>	<p>COVID safety. I don't want BHS to be trading PCB problems for pandemic problems.</p>
<p>social connection</p>	<p>logistics, getting used to new space, knowing what our new resources are and not having appropriate or necessary resources, new staff (cafeteria, nurses, maintenance), providing clarity for students for new routines, providing fair access to all students in 1 day when COVID prevents all students from being in one space, the time required to take on additional responsibilities when the work to maintain 3 classes in Full Remote is already overwhelming.</p>
<p>social interaction between students and teachers</p>	<p>students not taking mask wearing and social distancing requirements seriously</p>
<p>Student engagement! The students at Horizons are so excited to have in person classes.</p>	<p>I have no fears about in person learning.</p>
<p>Student opportunities to socialize with peers and check-in with teachers. Less screen time</p>	<p>Social distancing and COVID precautions (cleaning, PPE), where we will gather, equity of how/where/when we would gather in</p>

for students and staff. Expanded options for in person teaching/learning (the ability to do labs).	person (What will student who watch siblings do on Wed? Are we prepared to ask students to ride the public bus if they can't bike or be driven? What will happen to programs that are already offering in-person opportunities for our most vulnerable students on Wed?) Preparing a space that is not a science classroom (cleaning, supplies, time to set-up/take down activity, space). Students falling out of sequence if half of the class meets in person once a week (this is challenge because science is very sequential).
Students ability to connect with one another	Virus will spread fast with more people in the same spaces/areas
Teacher student interaction	Covid and depending on location poor air quality
the ability to connect and support students in-need	safety for all- COVID and PCBs (more so COVID)
The ability to connect with others	The safety of everyone in a really uncertain time
the ability to help students more effectively	remaining safe
The ability to see my students in person.	The fact that the state guidelines for music are crap, and the double standards for athletics is appalling. Why is it ok to have in person sports, going to different schools but we as a school have to make crazy changes for in-school music and p.e. The fact that still, only 30 minutes of singing or playing is allowed, and currently while they are home they can sing for a full 50 minutes. We never tried the plans we had for the covid hybrid model in the first place, and there were a lot of gaps that were still unanswered. Teachers have just now stopped having daily panic attacks, we can not change the model again, we were told semester 1 would be remote.. and we need to stick with that.. Teachers will quit. Students have also just started getting used to the schedule, we can not change it overnight or in a couple of weeks from now.
The connections with both students and other staff / educators	Following all guidelines for Covid and "pulling the trigger" too quickly before we should as the # of cases of Covid continues to rise. Also the immediate concern in the BHS building of PCBs
The development of relationship with students and staff, sense of community, a feeling that I'm helping and doing some good.	Covid-19, anxiety from students and staff
The interaction with the kids. Being able to build better relationships and really help those that need it.	I'm concerned about potentially being in an unsafe environment. I also feel that everyone needs a little consistency for a while.
The kids, my colleagues, teaching and learning new stuff everyday!	The unknown factors that will inevitably occur.
The opportunity for direct instruction.	Staying healthy.

<p>The opportunity to be a visible presence for students and staff and reconnect after so much time has passed.</p>	<p>The possibility of further disruption either COVID-19 or building issues..</p>
<p>the possibility of making more authentic connections with students</p>	<p>The strong likelihood that most of my students won't attend and I will lose a day that is currently being used for evaluations, writing reports, meetings with families, providing additional 1:1 support to students, case management work, etc.</p>
<p>There are way too many unknowns to be excited about this right now. We are exhausted with the constant pivots and are just starting to see students who have not engaged come around. We need time to make this work.</p>	<p>Are we supposed to see half our students one Wednesday and the other half the following Wednesday? This is a planning nightmare. If we are not all in one place how to teachers and potentially students get across town between blocks? What travel timeframe would we need? Covid cases are rising in the state at an alarming rate. St. Mikes just went to all online after 8 cases. All of Mass. is not online. Are we going to spend all this energy to pivot again and then go back to remote in 2 weeks? What children need is consistency. At this point what teachers need is consistency. I would like to see full time, content heavy teachers on this planning committee. We are all very concerned. Could student support run some social activities (pick up basketball, art and conversation etc</p>
<p>To be able to see my students in person</p>	<p>I likely won't be in a convenient space for my students; Therefore, remote will continue to be used with many.</p>
<p>Watching students grasp new concepts</p>	<p>Before COVID and PCBs, none</p>
	<p>PCB &amp; Covid</p>
	<p>Being in-person on the only day (Wednesday) my own kids are not in school, which changes our childcare need after being told Wednesdays would be to be remote; the time it will take away from prepping for online instruction (this is my 18th year, but this is the most work/prep I've ever had to do, as everything must be created from scratch)- I need my time to get everything prepped and graded on Wednesdays, and if I'm in person somewhere, those 8 hours are no longer available to help make remote learning work</p>
	<p>I work at Horizons and I'm concerned that no matter what schedule or location we choose, there will be a conflict with my obligations at Horizons.</p>
	<p>I can get back to fostering positive student engagement.</p>