



	<p>Hybrid model not work, not enough time to work with students Students not engaging in asynchronous time Some middle school students are missing days per week. (huge impact) Some teachers are wanting a more comprehensive DL model based on Contact tracing during less structured times, ex. Lunch Hybrid teachers low morale, teammates are trying to support each other emotionally and physically Overwhelming in the hybrid model, large workload Lack of subs frustrating Many combos adding to stress Zooming with both A & B cohorts Parents wanting immediate responses while teachers are teaching Teaching both DL and hybrid extremely challenging (streamlining would be better) Some staff need more spaces to teach DL on campus. Sevick- ventilation, windows Early start needs more time to plan Sevick looking flexibility in working locations (home and site) Zooming and adaptive physical instruction, bring students b</p>

BREAKOUT ROOM #4 Michelle Hayes, Kellie Sullivan, Laura Albright, Lindsay Valadez, Lisa Tolman, Mrs. McMillan, Nick Pastore, Paola Martinez, Ronnie Peterson, Rebecca Scantlin

Integrity of cohorts- due to counseling, speech, OT, SAI, staffing changes, cohorts are frequently mixed

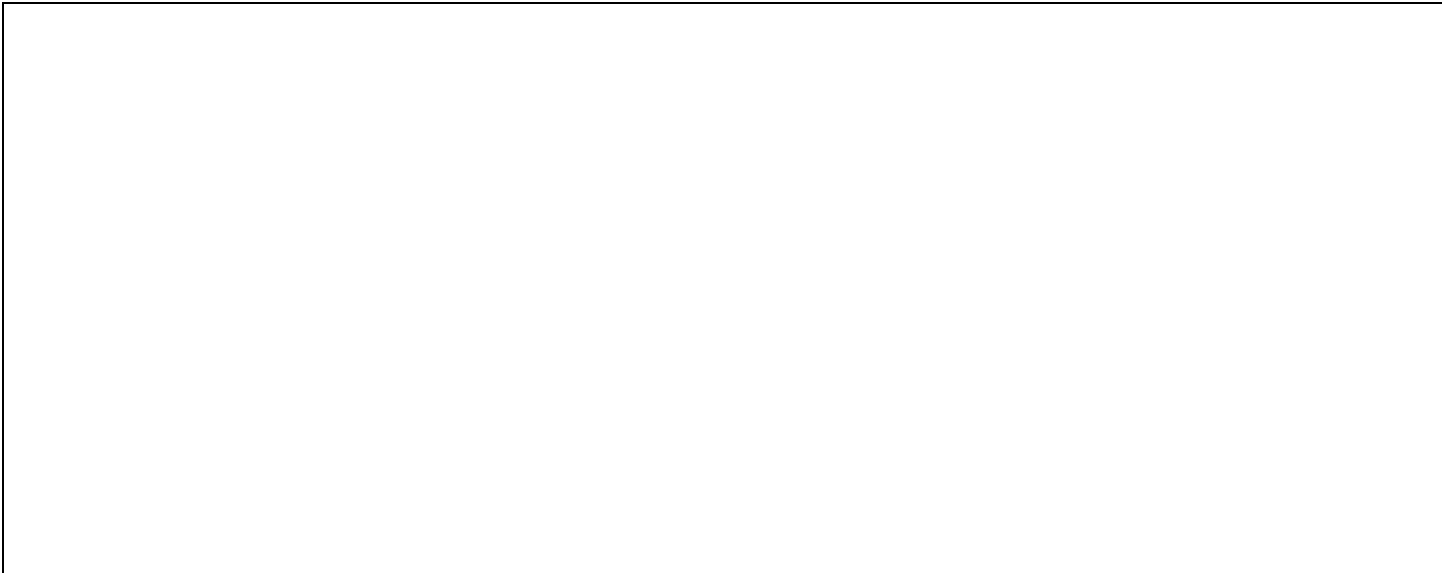
Possible solution: related service providers working with kids virtually on their asynchronous days

What should we try to improve?

Accuracy of transmission numbers

Testing is not mandatory, which might contribute to low transmission numbers

Transmission has occurred at Lex, but DO didn't seem to be aware (staff very upset)ssion



[Redacted text block]

[Redacted text block]

åã ã & |^æ} ð *. V@!^ æ] ^æ• ð à^ æ@æå |ð ^ å^&ã ð} ð \^^] @ •&@ [| • [] ^} } [{ æ^! @ ,
åã^ @ •ã æ} *^•.Ä