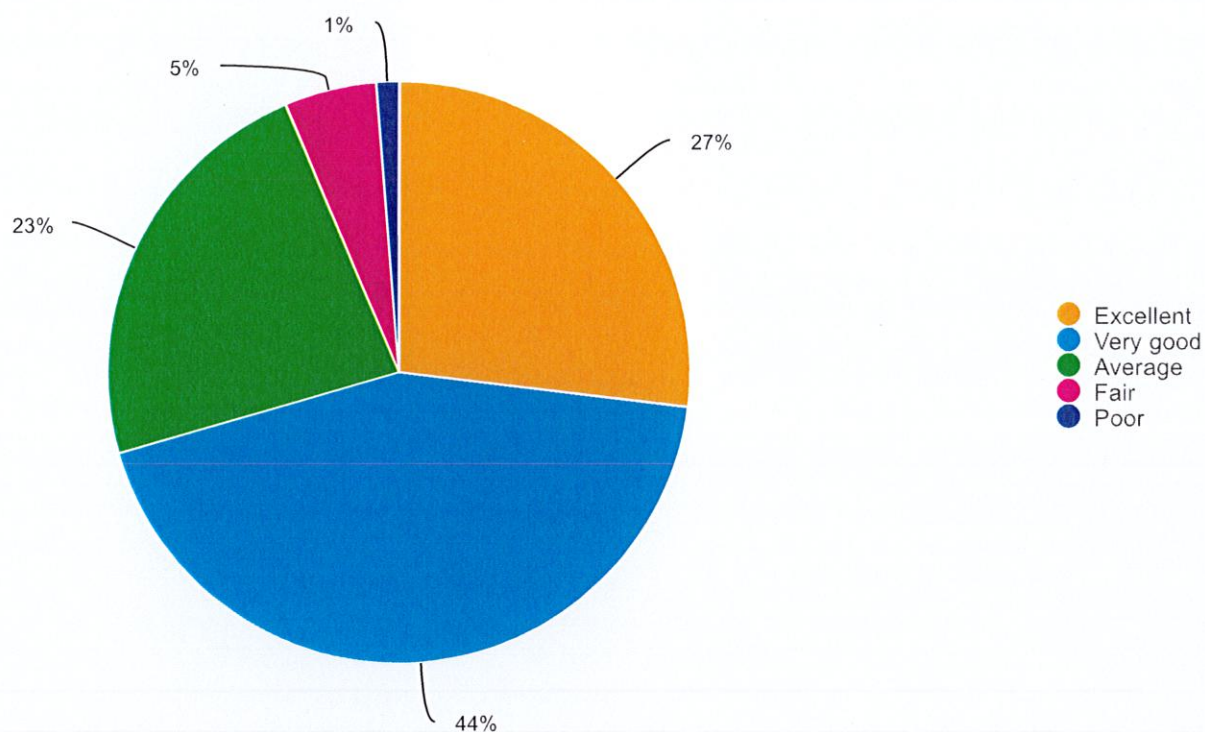## 20-21 Student Data : Surveys

Teacher Q - T Social Emotional

(About yourself) Given our modified Hybrid Schedule, how do you feel you have adjusted this school year socially and emotionally

Legend:
- Excellent
- Very good
- Average
- Fair
- Poor

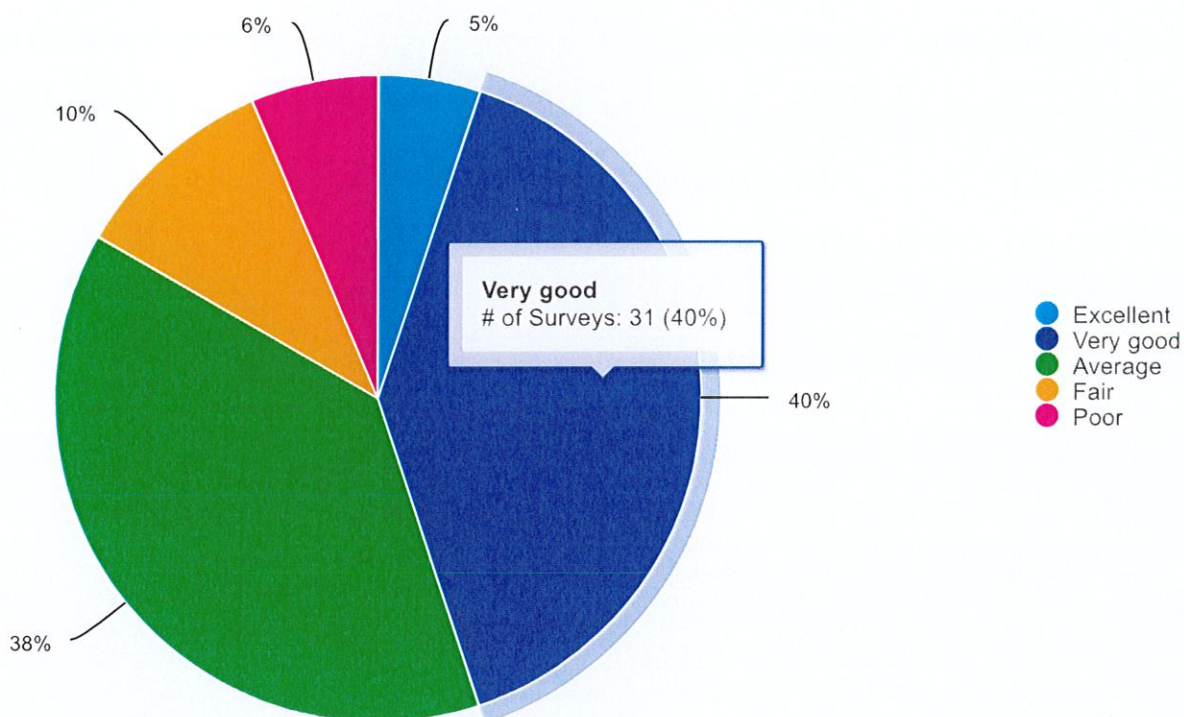## 20-21 Student Data : Surveys

Teacher Q - S Social Emotional
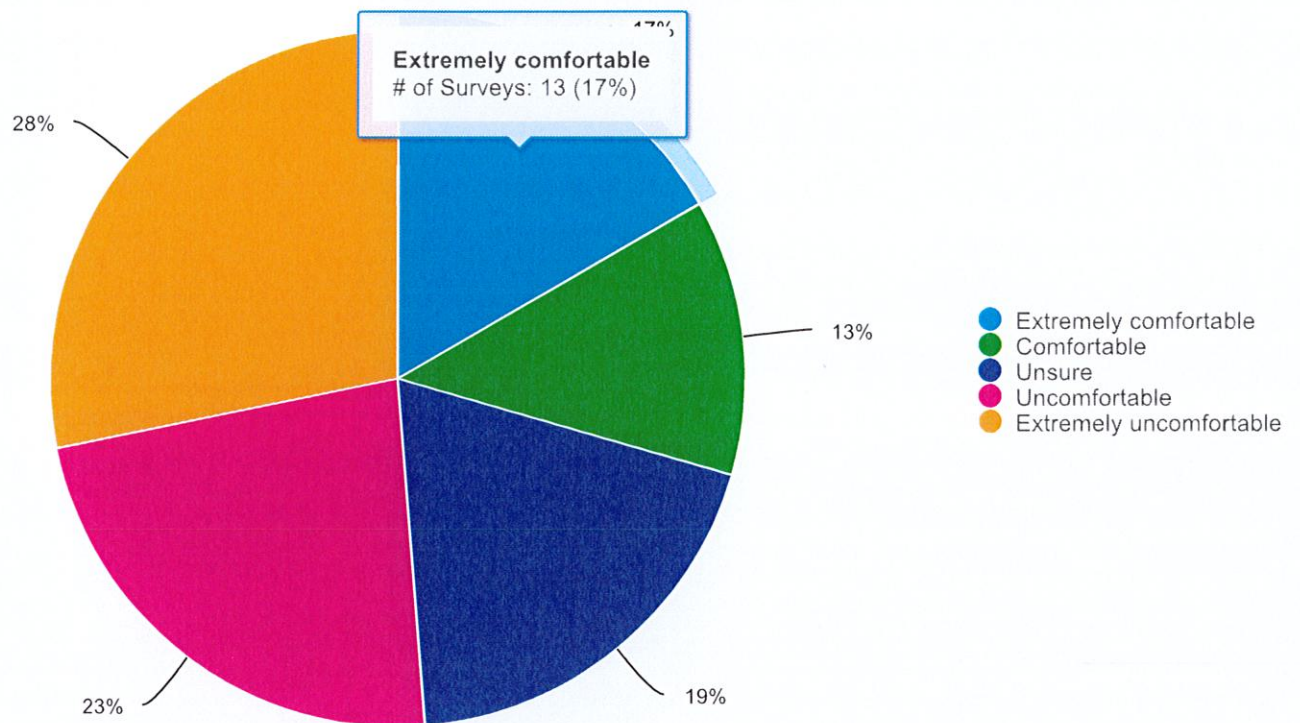
(About your students) Given our modified Hybrid Schedule, how do you feel your students have adjusted this school year socially and

6%

5%

10%

Very good
# of Surveys: 31 (40%)

40%

- ● Excellent
- ● Very good
- ● Average
- ● Fair
- ● Poor

38%

20-21 Student Data : Surveys

Teacher Q - Health/Safety
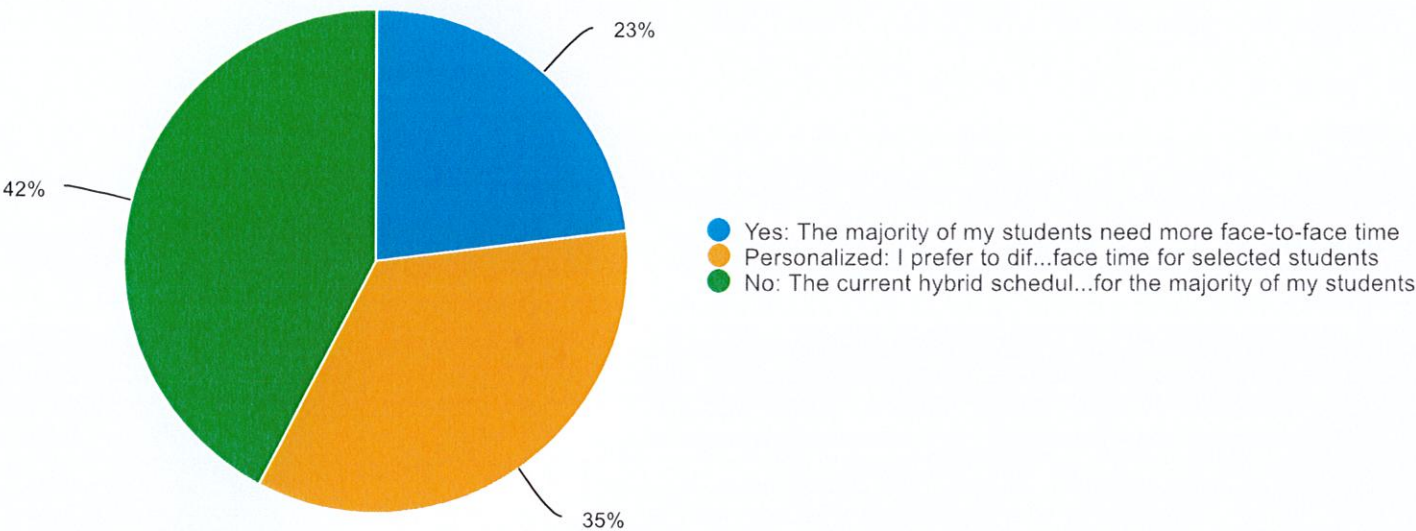
(About yourself) From a health and safety perspective, would you feel comfortable with more than 50% of our students being present

Extremely comfortable
# of Surveys: 13 (17%)

28%

13%

23%

19%

- 🔵 Extremely comfortable
- 🟢 Comfortable
- 🔵 Unsure
- 🔴 Uncomfortable
- 🟠 Extremely uncomfortable

20-21 Student Data : Surveys

Teacher Q - F2F

(About you) If you had an opportunity to bring more students on campus for more face-to-face instruction, would you?

- 🔵 Yes: The majority of my students need more face-to-face time
- 🟠 Personalized: I prefer to dif...face time for selected students
- 🟢 No: The current hybrid schedul...for the majority of my students

20-21 Student Data : Surveys | Teacher Q - Positive   MAR-29-2021 11:02 AM

Teacher Q - Positive

Teacher Q - Positive

Students who are studying music are in the music labs for the entirety of the day.

using tech to engage students

Increased time to plan, create, and evalute lessons

While the separation has taken a toll in getting our school culture to a level that we expect, I feel quite close with the students on my case load. There is so much time spent either 1:1/small group in a zoom or just having students in my room all day on their "home day." While I tell my kids that I love them every day, I think they truly can feel that as they appreciate the time I make for them and working with them through tasks.

Having 50% capacity, I'm able to give more one-on-one attention and have more "check-in" time with students.

I love having my students in lab for almost 5 hours. I am able to getbso much instruction in without interruption and without feeling rushed!

I love the Friday time that can be individualized for my students. They are also giving me feedback that this is helpful for them.

It has pushed for equal technology access to our students in this program compared to students in other DRL classes.

I have enough time to cover my curriculum being face to face 2 days a week with both classes. My Students love this schedule.

Time allotted to virtual instruction feels appropriate for the workload. I still take plenty of work home with me, but I at least have a fighting chance of completing my coursework during work hours. I also appreciate that we are utilizing a district survey before finalizing any major changes to our schedule.

Switching to direct instruction when possible has been positive for both my students and me.

Students can focus an entire day in their lab classes on their learning and their projects, following their passion. Virtual academics allow students to "schedule" their own time for school on virtual days since the classes are asynchronous.

I think the hybrid model has allowed us to focus out attention and work with the interns in smaller groups. The interns have gained a greater level of skill in the use of technology as they complete their distance learning activities.

We are making it work with hard work and perseverance.

Smaller number of interns so more one on one time to focus on their specific needs.

Using Friday to work individually with students for various reasons. It has not always been just to make up work either. Students have requested help on college essays, resumes, working with me on Showcase, etc...

I am engaging in new instructional methods that I can see utilizing on a permanent basis.

As a ct instructor I like the longer lab time.

Collaboration with 10-grade teachers on Fridays. It has nice to spend time discussing way to encourage and help our students and get to know each other better. We have standardized some routines in our classrooms to help the transition easier for students. I couldn't live without it right now. The afternoon is spent on zooms with students and catching up a bit.

Developing independent projects for differentiation both for remediation and advanced learning

I feel like there is an appropriate amount of time allotted during the day to tackle all the virtual responsibilities/tasks.

I actually love this model. I have one-on-one time with students. I am comfortable with online instruction and find it to be a natural fit with my style and campus needs. . This is in my wheelhouse and I hope to be able to continue to revise and polish things, rather than have to shift mid-stride again with yet another abrupt change.

Students are becoming more familiar with digital technology and its uses beyond their typical use for recreation.

pushing myself to try new instructional tools and strategies to best reaach and support students

Fridays are essential for scheduling the clinical requirements of the STNA program for Healthcare Science Program Seniors. We are not permitted into the nursing homes at this time d/t the current Covid 19 guidelines but are allowed to complete requirements in a skills based lab experience. I have this scheduled beginning mid October through January on Fridays to assure that all 65 students in this program are able to meet the requirements to obtain their industry credential.

Fewer students at a time allows for personalized learning and greater differentiation. Students are more focused on the content of the course and its real world application. More activity in the lab, and fewer academics, means they are more focused when they do have the minimal downtime in the classroom. There has been hardly any drama or discipline issues because of these components.

Less lab crowding for skills testing is very positive. My employability grade holds students accountable for uploaded assignments on virtual days

I am a lab teacher so I have my students most of the day.

Teacher Q - Positive

I love the amount of individualized attention that I can give my kids with the smaller class size. And I really like being able to work with those students that need a little more remediation or would like to take things a step further with the lesson.

On the days students engage in off site remote learning activities they can participate in co-op work experiences.

reduced teacher:student ratios

smaller class sizes

Having smaller class sizes and teaching on an A/B schedule has allowed me to be a better teacher in many ways.

- I feel like I know my students better than I normally would

- Smaller class sizes make it more difficult for students to hide. I can identify learning gaps and differentiate assignments for students much easier

- In some ways my class feels more engaging. The hands on activities we do lend themselves to a "flipped classroom" experience for myself and the students.

I am currently using a "flipped classroom model" which allows me to record my lessons in screencastomatic and post them to schoology. The videos allow students to watch the lesson multiple times, pause, rewind, and review as needed. During Academic Assist, I am working one-on-one with students addressing their individual needs. Students are able to work at their own pace and get more individualized instruction. I am also learning more about the tools in Schoology and utilizing them to make formative assessment feedback to students more efficient.

I am able to see students and do activities which is great.

With the current model I have more instructional time with my students for labs. Considering tear down and set up time for labs results in more time with students than conventional schedule.

I have been able to provide more personalized attention and instruction. I feel that I am getting to know my students strengths and weaknesses better.

Friday experiences.
Ability to do hands on instead of lecturing

being a counselor, I have enjoyed the days being devoted to Juniors or Seniors. Seniors have different needs than juniors, so it is helpful to have specific days to focus on those needs.

Alternating senior/junior days; reduced number of students in building at one time; staggered lunch and bus dismissal.

I am able to assist students remotely with ease when they need help.

Students are rising to the occassion once they understand expectations. I also know given the chance to zoom with me for extra help, students take advantage of it.

I was and have been really impressed with the processes Butler Tech put in place at the start of the year to keep all students and personnel safe. The proof is in the pudding. The DRL and, as far as I know, other BT campuses have had no major issues or outbreaks since the school year began. Not everyone can say that. I thought the plan was well designed, I thought it was well communicated, and we have results to show for it.

I am able to provide intervention and differentiation to some students in the morning. I have been able to give more detailed feedback in writing.

This has forced students and parents to become more technologically savvy, which has opened up a lot of opportunities for more engagement.

Small class size

That we are able to stay socially distant and I get more time with them when they are here.

Having students longer in lab.

I love having the opportunity to think differently about the way I teach, providing more individualized instruction for students and more personalized interventions as needed.

Teachers have more time to collaborate and also design lessons for online learning (something that was lacking in the past). I'm not sure it would be possible to keep up with both online and in person students if teachers had face-to-face students all day long like a typical model.

Students who are self-motived are able to work at their own pace and are mastering the course content. Some students are able to spend less time on their school work and more time working and spending time with their family.

It allows more one on one time for students.

I like that seniors report on Monday/Wednesday and Tuesday/Thursday for Juniors, I feel it breaks up the week just right. I also enjoy the extended lab time and the Academic assist in the morning, it gives me time to gear up for the long lab.

Teacher Q - Positive

Having the additional amount of time each day is perfect for the Fire technology Program. The extra time each day provides the opportunity to deliver instruction in several different ways to ensure student comprehension of the material.
The additional time in lab each day allows for us to complete approximately 4.5 hours of hands on training each day at the tower vs. 2.5.
Another concern I have is that the schedule for the juniors Firefighter I certification course and the seniors EMT certification course has already been approved by the state under the current schedule we are using. Per state rules, a certification course schedule can not change by more than 10%. A change in the current schedule would require a total revamp of the schedule, being resubmitted to state and wait for approval before starting. The seniors already require every scheduled day of school including 5th Day Experience dates in order to complete the curriculum before the end of the school year. If the current schedule is changed, the senior students will not be able to participate in their FFII certification course scheduled at the end of the school year.

I like the longer class periods - if i only see them once a week, this schedule gives me enough time to teach them and have a little time for one on one instruction. I also like how we are spread out enough physically to reduce the possible spread of infection and I appreciate how hard the custodians are working to keep sanitizing throughout the day. I also REALLY like the Friday situation, it allows us to work one on one with students who need/want it and it's casual atmosphere helps kids who are maybe nervous during the normal school day to more freely interact. I have heard nothing but positives from students who have come in and they each leave having accomplished a lot from many teachers which boosts their confidence.

The flexibility to see my students working in their labs. Also I have gotten a rhythm and a system with my students.

The fact that we were already using blended learning techniques has made this transition pretty seamless.

Students have adapted even better than expected. Students who are struggling have been able to utilize Fridays or anytime they are here on their assigned days to catch up. We have had little issue with Covid19 as a result. Compared to some of the homeschools who are going five days per week, we seem to have a much lower rate of cases as well as students having to quarantine.

smaller class size so more personalized learning experience for students. Plus with smaller numbers I feel its safer.

The amount of time given to me per day is allowing me to move through material at a somewhat normal pace.

The majority of students have adapted well to the hybrid schedule and have developed productive routines. I have many students who like the flexibility it provides for completing schoolwork and balancing other life commitments. At this stage, students and staff have built routines that working successfully.

Keeping the juniors and seniors separated has been beneficial for school culture and expectations.

More time to contact parents as needed. Building repeatable structures for students.

The Hybrid Model is wonderful for lab instruction. Having extended time with students during the day allows students in our program to make significant progress in their learning. Friday's also give us flexibility to pursue special projects for students looking to gain more experience.

In some ways, I like the longer lab time each day to start larger projects. The down side is I only have them 2 days per week. I can only give them a little more than an hour of really technical content in a day or their eyes roll into the back of their heads and they don't learn anything. Under the previous schedule of 5 days a week that meant I could cover 5 hours of heavy content per week, now I can only cover about 2 -2.5. I am falling behind on my core content.

One on one time for 30 minutes is great for both student and teacher. My class is not packed with 30 students, this gives teachers the opportunity to sit down with a student and work, talk, listen to the student.

I've learned so much about how to teach remotely, it's really enhanced my skills... thinking through each step of planning and providing instruction before students are acquainted with the material has made me sharper and more thoughtful as opposed to introducing new topics face to face. Students and teachers have gotten more comfortable with technology. We've developed a lot of good lessons for future use that are saved and organized on our LMS. Teachers are actually communicating MORE with parents/guardians. Students are being taught accountability with their extra freedom.

None.

I can focus on one major a day at a time. (I teach two very different majors) This has never been the case for me, and so I actually like the separate days.

Small class sizes have been a pro for me to provide more one-on-one help.

Most of the students are doing a great job on adjusting to the new model. I think the model is a great way to educate and still maintain the safety of the students and staff.

The two day model for labs work out nice since we can concentrate on the content instead of setup and teardown. For each lab class students need to setup their stations and then teardown and put material away each day. For a 5 day class this become redundant and consumes a tremendous amount of time. With the current model setup/teardown efficiency as been increased 60% in the fall and 50% in the spring resulting in more time for instruction.

I have the ability to get more in-depth with some topics in my senior program.

The extended lab time allows for more in depth work on the machinery. Students are able to get further along with the projects. Additionally, it allows more time to help those that need additional instruction.

Safety

More time during instruction provided currently within a safe and contained environment . Isn't Butler County at a Level 3 too?

Working with the students in lab as opposed to completely online. The alternating schedule allows me to focus completely on the attending class. Also, Fridays are perfect as I can bring in a mix of seniors and juniors to collaborate, but in appropriately limited numbers.

I am learning a ton of new ways to help students engage with the curriculum. Also, minimal COVID concerns.

20-21 Student Data : Surveys | **Teacher Q - Improve**   MAR-29-2021 11:02 AM

Teacher Q - Improve

Teacher Q - Improve
Allow students who struggle with virtual academics to be in academic classrooms on their "homework" days.
access to google extensions accountability for students to attend zoom classes
A better balance in class numbers
Clarity in expectations for students - are we asynchronous or are we not? Can we have mandatory classes or is that not allowed? I feel like we are losing students (of course I can only speak to my building) because there is not a set way. Our students come to a public school for a reason - face to face instructions, relationship building, community. This year has been extremely difficult as we've been missing these pieces.
Continue with support help, building sub, due to frequent absences or needing extra coverage due to space issues.
My students are really struggling to keep up with academics. I think it would be great if they could have instructional time with both academics the 2 days they are here. Maybe 45 minutes in each class. That would only shave about 20 minutes off labs. I think that is manageable.
The calls home for Friday should be more specific so parents know why their child is called in for a Friday.
While there are individual sessions that we can attend for Google Classroom, offering the true training more than one time would have made this transition to using that platform a better transition for staff and students.
Leave it the way that it is for the year.
I hesitate to critique anything at this stage. I've noticed within the last week or so, students are finally settling in to their routine. I'm sure that there are meaningful changes that could be made, but I would be very selective about those changes.
Implementing an automated notification system to inform parents when a student is missing assignment, assessments ,etc. may help improve the experience for both teachers and students.
I cannot think of anything at this time.
I would like to see a larger area available for the lunch time, when interns must take their masks off to eat.
We just need more space and the students need better masks.
Not available.
Need to work on narrowing down exactly what qualifies as attendance on virtual days. Currently, that process is very confusing and can become time-consuming for instructors to verify for each student based on the current vague qualifications.
Students need to be on campus and with academic teachers more. Many students seek Butler Tech because they need more engagement and assistance than the traditional high school experience can offer. The hybrid model doesn't allow for that level of engagement, support, and relationship building.
The four days between Wednesday - Monday, Thursday - Tuesday
I would like a plan bell. Hybrid creates more questions from students working on-line. When I'm done teaching the in-class students, I then manage all the online work/emails/grading at night. It's 2 jobs. Lab teachers have regular class sizes and academics have less than half. The classes need to be evened out or the schedule needs to change in some format. We are brainstorming each Friday when we meet as a team. Hopefully we can come up with a better way to make it work 2nd semester.
Most of our time is spent with the same population of students who are not completing work each day which conflicts with the virtual instruction we should be doing.
***Make class Zooms mandatory for instruction-- that is Face-Face instruction at it's best during a pandemic
I feel like academic classes should be able to see their students at minimum 2 days a week, instead of just one.
Have mercy. We are exhausted. We need time to breathe, reflect, revise, and do the job. Take time to plan any changes thoroughly and communicate them effectively.
When technology hiccups occur (i.e. Schoology goes down) this can cause big problems when trying to work with students in person.
The virtual attendance piece it seems there would be a better way to do this than what is currently occuring.
maintain consistentecy; it is hard for students to adapt to continual change
Allow students to come in on their non-scheduled day for individualized instruction as needed.

Teacher Q - Improve

Minimize the amount of change. Students and teachers both work better with routines and reliability in the constants. We are flexible to a point, but get frustrated with too much change. It seems that just when we have adjusted and made things work, things are completely changed (rather than just minor alterations).

Require Seniors to report to school on Friday!

More face to face academically, the students need to be here and need to be with their teachers. They are really struggling with the work load on their own. They are asking for face to face instruction and to be here more.

Mandatory to come in when asked on Friday's

Not sure

reduction of "additional" expectations - for example, showcase. This just adds more stress and difficulty to an already stressful situation.

Allow me to work from home on Fridays and PD days instead of having to come to campus.

Extend deadlines for grade submissions (ie: quarter ends on 10/9, grades are due 10/14) - we have students placed on quarantine/facing extenuating circumstances - and we are forced to either give them an incomplete OR...? All because of an artificial deadline that could have been extended by 2 weeks.

to let students be on campus for additional time without having to plan a week out

I would like a set plan bell to grade and lesson plan.

My concern about our model begins in February with the onset of Fifth Day Experience. Currently Fridays are set aside for at risk students who need extended time and individualized support. Losing that time with students will likely result in a drop in student success. In addition, how can we effectively deploy Fifth Day Experience when we are unable to bring speakers into the building and take students on field trips, due to COVID-19? What possible options will students have for these Fridays? Wouldn't that time be better utilized to assist students in academic need? Would we be able to adjust our school calendar to utilize those Fridays as we currently do?

Most students are doing will - even excellent. Some, however, are not doing work outside of the school day (and even when they are with us). Since we don't see them everyday and they aren't coming to Friday sessions, they are not engaged.

There is one improvement that could be considered to help my students. Under the current model, if we were to increase the academic time for students from 75 minutes to 90 minutes. Or have a 50 minute period for academics at the start of their school day and another 50 minute period for academics at the end of the day. Resulting in the students having face to face contact with both academic teachers both of the days they are in attendance.

The current hybrid model seems to be working well for my program. As much as I would love to have my entire class back and things return to normal, the current hybrid model seems to be the best option at this point in time.

Making Friday invites mandatory. Currently it reads requested which students and parents believe that they do not need to attend.
IF students are asked to come in and work with teachers (enrichment or remediation) it should not be optional.

Working from home on Fridays when needed would be an improvement. Although I do sometimes meet in person with students on Fridays, I could do that via Zoom also. Fridays are a great day for me to get caught up on college recommendations and other responsibilities.

x

I think things are going smoothly and I hope they continue on this route. I would like to see Juniors come back three days a week (with option for seniors, but not required, for Fridays) 2nd semester but not everyone back everyday together. Seniors are learning great skills in they hybrid model.

Offer hotspot locations for students while continuing on the hybrid model. This hybrid is working. I just heard a local school, Edgewood, has sent home 70 students to be quarntined due to not being able to social distance. If we bring all back, we will have similar issues.

I don't know what the improvement would be. I would say that BT made a decision and a plan based on the best information that was available at the time. The decision was communicated and then executed in a reasonably competent way from top to bottom. With there being some uncertainty still about Covid and second waves it seems like an ill time to mess with the plan on the fly. We need to start planning long term for 2nd semester and next school year as we get more information in the coming weeks/months. I think the plan is already in place for the second quarter and we should continue to execute it.

Butler Tech has done an outstanding job keeping students and staff as safe as possible. Continuing to prioritize safety while analyzing new health data to make safe adjustments is greatly appreciated. I would also benefit from clear boundaries. Sometimes students are in my room to catch up on work, so I feel I need to give them my full attention to help them. As a result, I am not as available to students who are learning virtually as I would like to be.

More time. Losing Fridays to to PD/meetings/students on campus was disappointing. There truly is not enough time in the day to do work (create lessons/answer emails/work on projects etc) with hardly any down time during the week that is not spent with students or in meetings.

N/A

Students to finish their academics so they do not miss their lab.

Academic teachers having more time with the students for instruction . This doesn't necessarily improve my experience other than students complaining that they don't receive actual instruction during academic assist.

I would love to have more time to create content and enter grades. It's been tough to keep up with adjusting all of my content to the virtual format and meet the expectation of updating grades constantly in order to determine who needs the interventions when they are at school.

I believe this a the same question as above.

Teacher Q - Improve

Students need more time in the classroom. I have brought in 7 to 10 students in every Friday and those students are only getting through the content because of those Fridays. There needs to be a plan for Second semester when FDE becomes non-contract days for staff members and we can't utilize every Friday to the extent we are now.

I feel that we have implemented this very well. I feel that making a major change AGAIN would only confuse parents and students. The majority of students have adjusted to this model very well and to continue to change things raises anxiety in students and parents when it is unnecessary. I look at worse case scenarios and with the COVID rate on the rise again what we dont need to do is to bring everyone back again, because that is what everyone is doing now, and then end up back on hybrid within a few weeks which will be a yet another change. While the Hybrid model is not ideal it is working and our teachers have done a great job implementing it- why switch again?

Lunch bells could be a little longer not that much though, I am in the last lunch and it is really a stretch for the students because they get hungry and need food for mental energy. Some students don't eat breakfast and the ones that do haven't eaten since 7:15. Three lunch bells would be great.

If there was one thing I would like to see is an earlier lunch for the students. Currently after returning from lunch, the students only have about 50 minutes remaining. I don't know if there is a possibility of eliminating one of the lunches so students can go earlier or not. I know we are limited on space for the students to eat.

I would say not to change it because of just "want to" but rather remember why we have things they way they are (covid-19) and until that is safely under control, a schedule change should be a mute point. Everyone wants to go back to "normal" in all aspects of life including me but we can't really until things are safe to do so - I don't want to risk myself or others.

The only improvement I would like to see is seeing my juniors twice a week in the same way we are doing it now, which we will be starting next week.

Nothing

Possibly instead of the 70 minute, one time per week model for students, it would benefit students even more if--there were two face -to-face classes with their academic teachers (Juniors could still go Tuesday and Thursday but see their 3rd block for 40-45 min and then their 4th block for 40-45 min.) This would be the same for Seniors on Monday and Wednesday.

Make it mandatory for students to come in on Fridays if they are called, stiffer penalties for not coming in.

n/a

At DRL, we currently see students for academic courses once a week for approximately 70 minutes. Splitting this time in half -- so that students see academic teachers twice a week for about 40 minutes each time -- would be helpful for both teachers and students. Students who require additional face to face time would have an additional opportunity to connect with academic teachers. Teachers would be able to focus on smaller chunks of the curriculum at a time and break down whole units of instruction into smaller, more consumable pieces for students.

Add more lab time for students by reducing face to face time in English and social studies. Adjust lunch schedule so that it doesn't interrupt class.

See students face to face more than once a week.

Give students an option to come in for academics on other days if needed. Have had a lot of students needing more time with their academics.

Lunches are going to be a nightmare as it gets cold out. I am not sure how I am going to do lunches with my larger Junior class when everyone has to be indoors.

Make the decision to share with students and parents and staff that we will use this model for the rest of the school year 2020-21. Students are asking if everyone is coming back for 2nd semester?
If that happens, my classroom does NOT have the seats for 30 students and lunch will not work with no cafeteria.

I think it would benefit all students and teachers to have no students on campus one day a week so that teachers would have more time to grade, plan quality lessons, and contact families. Students could do remote work on that day. The buildings could be cleaned more deeply.

Stop taking time away from academic preparation during the day for meetings that otherwise wouldn't be scheduled during the school day. (Curriculum meetings, required lab visits, lunch duties, etc)

Quickbase can have an easier way to request students to come into school on Friday. (A check list or something?) It takes me 10 mins to invite students to school, and it shouldn't take that long.

Students being held accountable for work not completed at home. (Allow more failures.)

As an academic teacher I think we should see all of our students on the days that they are here. So we could see them twice a week instead of just once.

Due to increased setup/teardown efficiency if students were in lab on consecutive days Monday/Tuesday or Wednesday/Thursday. Efficiency is raised to 80% and 60% respectively.

N/A

I feel the students would benefit from a more routine remediation schedule for academic classes. Academic teachers are relying on lab teacher to track down and enforce academic grades while in lab. Students are asked to be removed from lab too frequently for academic support and at inconvenient times. Students are missing out on direct instruction time in order to get caught up, or having to work on academic work while in lab. While obviously academic classes are important, we also have limited time in class with students and they are feeling the stress of falling behind in lab as well.

Nothing, I feel safe and I believe the students do also.

Provide more instruction and help academically for our students-A little over an hour isn't enough face time for our students to get caught up on their academics

Teacher Q - Improve

Nothing!

Less new initiatives (SLCs, so many meetings, etc) on top of learning a whole new way to teach and engage students effectively while mostly remote.

20-21 Student Data : Surveys | Teacher Q - Other

Teacher Q - Other

Teacher Q - Other

Any increase in face to face time while maintaining a safe number of students in the building will be a plus. Seniors are struggling more than juniors with the hybrid learning and would really benefit from more face to face time.

I worry about the culture of BT. I know we can never make everyone happy, but typically, I feel like you all do a very good job. There's a positive energy that typically flows through the campuses and you can always find a friendly face. That is just not what I see this year. People feel as though they don't matter. I've heard many say, 'I'm just not a good teacher this year (even though I really am trying)." I know I personally feel very alone. Everyone is staying in there own lane and doing all that they can, but there truly is not enough time in the day to develop all of the materials needed for online instruction.

I am very concerned about social distancing especially during breakfast/lunch time (where there are no masks worn) if we have more than 50% capacity.

Ideally I would love to see my students more often, but I do not know how we could do that while keeping everyone safe.

Continued hybrid instruction is not in the best interest of the students. Repetition is a key teaching tool to this population and having more days off per week than in attendance is not working out very well for instruction and learning / maintaining newly learned skills.

My Students have adjusted well to this schedule and we have established routines and norms for the year. I feel that change at this point would negatively affect Students. I have them trained at this point and see no point in change if it is working.

This year more than others, students need consistency. As mentioned previously, we should be very selective about the changes (if any) that we make. There is no magic bullet for a year like this one, as much as we might hope (I do not make this claim from a place of pessimism, but of humility). Minimally invasive changes with clear benefits and public support should be prioritized. Furthermore, those changes should have a generous adjustment period before any additional shift in routine occurs.

Thank you for asking!

I would like to be able to move into a tier one model, but there is no way to provide an adequate social distance inside my classroom.

Several of my job coaches are in the at-risk category, and they may not remain with our program. I am concerned about locating an additional job site and increased staffing needs.

I do not think it is feasible to provide more than one model to our students, as we did in the beginning of the year. If families are not accepting of our move, I am concerned we will lose several interns.

At half capacity, our students are more focused and our building, especially our Commons area, is viewed more as a learning environment, rather than solely a social meeting place. At full capacity, our students become overstimulated and distracted. While I hate that this realization came at a social distancing price, it is nice to see students focus on their studies.

Distribute the students more evenly throughout the classes. 10th Graders do not have a "heavy" lab, so the extra time in our classes is not justified. They would prefer to change classes and have more variety than being stuck in lab for the extended time. 1st bell students also stay during advisory which is an additional 30 mins. = 210 mins. in 1 class.

Since everything will be indoors soon, and the CDC has redefined aerosols as a source of contagion (meaning contact with an contaminated aerosol for 15 min. is a risk) I have concerns for the health of students and teachers/staff by bringing more students into the building other than as currently being done.

My understanding was that this hybrid would be for 1st semester until the Fall surge could be studied further. Since our model is working, it is prudent to continue our current actions.

I miss seeing students... I want to see them more. I want to take the mask off. I think we could even stay at 50% capacity if we could just take the masks off!! But, ultimately, I miss kids.

Please take into consideration the needs of parents, students, and teachers before making a decision. Many people are experiencing exhaustion and anxiety already.

For the most part my students are performing about the same as they do every year. Most students are doing fairly well with a few that are struggling. However every year some students struggle and these students are often the ones that have struggled at their home school as well. Over time though the students generally begin to adapt.

While I support the idea of having more student contact, we need to go about this in a way that is safe for students, teachers, and staff. Also, we need to keep lines of communication open, provide as much notice about change as possible, and limit the number or changes we make.

I think the leadership at the Bioscience Center and all of the support staff have done an amazing job in implementing safety measures for our students . I think the teachers have done an amazing job adapting to the needs of the students in both ftf and virtual learning.

Flexibility in my schedule has allowed for me to: work with CCP students, help students one-on-one, meet for peer collaboration, learn new technology, visit labs to see students in their element, and many other growth opportunities.

The best thing for kids is to be at school! We know this, students like the time "off" but are refusing to do work outside of here. I do not have an answer or solution for the schedule but I know it needs to change! The academics are struggling building relationships with students and pulling kids from lab to make up work anyways so let them be in class. GET KIDS BACK IN SCHOOL!

Teacher Q - Other

I will be completely honest... I would love to have all of my students back in one class, but hearing the things that they are doing on the weekends truly has me worried.
I am not sure that I can trust that they are being responsible enough to keep us all safe if we all come back together.
i truly believe that the hybrid model we are doing now is working for the majority of our students. We will always have some that struggle.

The system we have in place seems to be working (knock on wood). Positivity cases have remained steady...trending upward though. The positivity cases are NOT decreasing. So why on earth would we consider bringing MORE students into the buildings??? PLEASE USE SCIENCE and NOT EMOTIONS to make this decision. LIVES are on the line.

ALSO - please consider offering covid testing for faculty and staff. Given my daily possibility of exposure on the job...I would definitely appreciate it.

With cold and flu season starting up, I think that increasing that number of students in the building at this time is completely counterintuitive.

The following is written by Roslyn Ginter, since she was unable to access the survey. She speaks for me as well, since I agree with her opinion.

The most recent statistics from the Ohio Department of Health report Butler County as fourth in the state for cases in children under the age of 18. 25% of those cases are in the age group of the children we serve. Overall, in the state of Ohio, almost half of the cases reported are students in the 14-18 year old age range. If Butler Tech returned to an all student, every day operation, we could potentially see >250 cases on short order. This may be hypothetical, but there is no question that the stringent practices we have in place now, have significantly contributed to our low numbers. Opening the floodgates, in spite of continued excellent precautionary practices, does not make sense. The questions that were not posed are: How well are the students, in general, achieving? Given that it has taken this much time for teachers to make accommodations to help students succeed, do you believe that faculty is on a positive trajectory in making the Hybrid model successful? How do teachers feel about being given the time to improve on the current Hybrid format, i.e., another semester? How will faculty be effected emotionally if they have to abandon an entire semester's worth of tremendous effort, in addition to losing the opportunity to reflect and improve? How will faculty be able to invest time in developing plans for a full time format while planning and executing the current one? What strategies will be in place to help faculty transition to full-time F2F? Will faculty be on their own to figure it out, or will they be given time to plan?

By Valerie Hunter
At the onset of the school year, we were told that due to block schedule we would remain in a hybrid model since we do not have the staff to support a full five day a week F2F Block Schedule. Using my current classes as a model, I would have 29 students in my classroom at the same time. Six feet social distancing would be impossible, and I believe you would see an increase in the spread of Covid, as well as other normal viruses. As we enter respiratory flu, intestinal flu, and cold virus season, we will need to quarantine more students and lose that F2F instructional time, possibly throwing us into a full shut down. Why would we risk that?

I do not feel safe having large groups of students in a small space. School cannot happen without staff. I get that there is currently a low incidence of in school transmission. Part of this is due to being able to social distance. How can we manage lunch, free time, etc. when we are busy teaching and large numbers of students have limited supervision. I have lost multiple family members to this disease and am not willing to risk the health and safety of my family.

Our custodial staff have been doing a great job sanitizing the entire school. The administration has ensured that we have all the ppe that we need. My number one concern is if we bring back the entire student population, how will we safely distribute breakfast and lunches to all the students. Overall, the Butler Tech team has done an exceptional job keeping the students and staff safe with the present Hybrid Model.

I would love to have all of my students back face to face but I don't see how that is possible with the size of my room and amount of students.

Considering Butler County is still classified in the Red Zone in Ohio, it seems a bit premature to be bringing students back full-time, especially to Butler Tech campuses.

What you are not considering is that Home Schools only have to deal with containment of Covid 19 within their students/school/community primarily. If you start bringing back ALL students from ALL Butler County schools to ALL Butler Tech Campuses you are just opening up the potential for more cases of Covid 19 to develop within the Butler Tech schools and within Butler County/Hamilton County.

Butler Tech would then likely be a hub for spreading Covid 19 to multiple students, teachers, staff and community members across Butler and surrounding counties (not forgetting we have students from Hamilton County as well).

Although many Butler County and some Hamilton County schools may go back to full-time F2F schooling, keep in mind that Covid 19 is real and is still making people sick. If Butler Tech is a place truly concerned about doing what is best for students, perhaps bringing students back full-time from over 12 different schools to gather together in closed spaces may not be in the best interest of most people.

I say no to more face to face instruction at the present time because none of us knows what is going to happen in the next three months. From the very beginning of Covid the expectation was for a first wave in the Spring and early Summer, a decline in the middle of Summer, the then a larger second wave in the Fall into Winter. We are on the expected cusp of the second wave if there is going to be one. Doubling, or increasing even, the amount of face to face time feels like we could be fueling that second wave and I don't prefer that I, or my students, become grist for that mill. And for what? Why the burning fire to do this right now?
A few weeks ago the rumor was hybrid is great and we could/should do it forever at DRL, as some BT campuses already do to some degree. We are spending hours per month as departments refining our hybrid content. Now I feel like we are reversing course possibly a little bit? I don't understand what the vision and direction of this revolution is, beyond old is bad and new is better.
I do want to say that a 4 block day, 5 days a week, many teachers with 3 preps, and no plan time is an absolutely brutal schedule. We have done it before and by the end of the third year the DRL staff was worn down to an absolute nub. I was a teacher that had 3 preps at times for some of those years, one of which was AP, and I found it personally to be brutal. We students in front of us, with a bell to bell expectation, from 7:30 AM to 2:05 PM with a half an hour for lunch. That was it. If you think I am being a baby please come and do it. The only people I can remember who liked it were maybe some of the Science teachers for the lab possibilities and some of the teachers who had sweetheart schedules with "duty" blocks or very low numbers. The building was in a very bad place back in those times.

Thank you for collecting this data before you make your decision. I trust that whatever the team decides is what's best, and will make the most of the situation.

My personal belief that this hybrid model is the safest approach to this school year and should be considered beyond this school year as well with modifications to academics.

Teacher Q - Other

I can imagine this wild and crazy time of Covid adjustments will provide me with a fresh perspective on how I teach. I wonder how it could impact the typical school day in a fresh way as well.

It would be nice for students to be on campus 4 or 5 days a week and have more time for academics. However, then we have the logistical challenges that come all with that. How are we going to continue to social distance? What will lunches look like? What happens for cases raise during flu and cold season? What happens if we can't find enough subs? We are better off to modify our current Hybrid schedule and not have to recreate everything, just to go back to hybrid in the future. I understand long term the goal would be to return to 5 days a week next school year or the year after, just seems premature to do so this school year when we have already settled into a routine and we have spent a lot of time and energy making this hybrid schedule work. If we could be certain that the worst of COVID is over and behind us, I would have no problem having ALL students being on campus 4 or 5 days a week. I just prefer to not change to a full schedule and then have to go back to hybrid or all online sometime in the future.

I want to thank all of those people who had a hand in getting us ready for school to open I have felt safe and feel things are going well.

This is more of a question vs. a statement. I thought we were unable to change the schedule since we started the school year utilizing a block schedule? I know this is very unusual times and the current schedule we are utilizing was not even thought to be a possibility. However, I can say with confidence, this current schedule is very good for the Fire Technology Program students. The extra time with the students each day is invaluable and I would like to research ways for this schedule to remain in effect after this pandemic is over.
Thank you for the opportunity to participate in this survey.

Yes, above I answered "average" but in my mind it meant "as well as can be expected" because in my mind, there is a huge leap between average and very good. None of us have ever worked or went to school in a pandemic before - it is all new territory and it's been quite the challenge but I think we are all working through it as best as we can. Also, the second question about how comfortable we are about bringing back more than 50% of students should have had a time frame on it - are we talking about 2nd quarter or 2nd semester? That changes the equation dramatically. Also you didn't give a percentage - are you talking about 55% or 95%? It is hard to accurately answer that question without knowing those important variables.

When this hybrid method was created, it was created to be for a full year in our building. There is no need to change something that is working. We built a plane, why don't we just create a better first class section, not crash the plane and build a new one. I feel that by constant changing we do in our building is more hurtful on the socially and emotional status of our children. They need stability.

Biggest issue has been student's inability or unwillingness to work on the "distance learning" days. The only major issue for my class is when students don't complete that work - they then get behind, not only in terms of assignments, but also understanding. This isn't the majority of students, but a small group that are really wasting the "distance learning" days and now have fallen behind.

Making the schedule five days per week will uproot the students again when they are finally getting settled. Sometimes change for the sake of change isn't best for everyone (like the random lunch schedule change to appease a couple groups of students). We would have to change the schedule once again when the 5th day experience sets in. Keeping the current schedule with a few changes (within the same schedule) would benefit students best. Please examine the data in regards to Covid19 when looking at packing students in close quarters again for 5 days. For example, Edgewood schools have had quite a few issues with this (in addition to 20-40 students being quarantined at a time as a result of a positive case).

The Hybrid model is working very effectively for students and teachers.

While we have had challenges getting it up and running, the hybrid schedule is working effectively for a majority of our students. Our focus should be tweaking the schedule within the current hybrid framework rather than destroying the existing schedule and building something new from scratch. Our administration has stated repeatedly that running a block schedule with all students present is not possible because we don't have enough academic staff. I believe they are correct because block schedule would wipe out nearly every health and safety measure the district has implemented successfully. With a probably second wave of Covid-19 in the winter, the number of students and staff absent for illness or quarantine will likely rise significantly. Increasing capacity would also undermine staff confidence in the administration because everything we were told about block schedule in August/September and the hybrid initiative being year-long would be proven undeniably false.
Every teacher, student, and parent understood this year would be highly unusual. Our mindset has been that this year would require accommodations that would never be considered under normal circumstances with the expectation that the 2021-2022 school year would hopefully return to something more normal for everyone assuming health conditions allow for that.
Our staff and students have done a remarkable job building a hybrid schedule that, while not perfect, is stable, functional, and successful. We should make modifications within that framework to maximize our ability to best serve student needs while providing stability and certainty to our staff, students, and families. A wholesale reconstruction of the schedule would do more harm than good by needlessly adding uncertainty and stress to everyone involved.

I'm a big fan of the hybrid model. It works really well for our program.

I think everyone has done a good job of trying to make the best out of a good situation. Unfortunately the students are not going to get as much content as previously.

I believe it would be too premature to go back to a full-time schedule anytime soon. Covid is still prevalent throughout the community and flu season is picking up as well. At our campus we don't have a lunch room. Most students eat lunch outside, but the weather is getting colder. I wouldn't feel safe with 25 students in my classroom maskless while eating lunch. Even though we haven't had an outbreak here, there are outbreaks occuring at several schools around the country.

I think we should at least wait until 2nd semester to seriously consider going back full time. In that case, I hope we can get some tents and heaters or something to help us with lunch--the only time students need to remove masks.

Do not change the schedule again. Each change in schedule this year requires a completely different approach to how I deliver and support my classes (lunch period included). My students often question why changes are being made so often (5th day experience and 3+ Flex Schedule changes from last year too), and generally perform poorly for a week or two until they've adjusted to the schedule of the week.

I understand that it might be much easier for the academic teachers to teach if all of the students are here... I also understand that it will benefit the students to be taught academics in person rather than online. I am VERY leery of having all of our students here, as social distancing is incredibly difficult to maintain as is. Just because we haven't had an issue with COVID yet, opening up the campus isn't the way to keep us 100% safe. It's a little silly... If what we are doing works for safety, then why would we change this?

Really would love to go face-to-face next semester. For me, I would need time to adjust my teaching.

Teacher Q - Other

It scares me to think that many people believe the virus is going away. Just because Covid is not prominent in our county doesn't mean it is not there. It is because we are doing things right that the virus isn't spreading here, it doesn't mean everything should go back to the way it was before. My family can not afford to be exposed to covid.

For my program specifically, especially the junior class the hybrid model is not working well. The longer class time allows me to present more information in a day but they don't seem to be able to absorb everything. The lack of daily reinforcement has also been detrimental to the juniors which has been shown in practice in lab and via assessments. Even when posting items to Schoology for reinforcement the students that need to take advantage of the practice rarely do. For second semester, for both the junior and senior class, the hybrid model will be detrimental to my program. The juniors will be studying baking and pastry arts and many of their lessons have to be concurrent, they literally can not be taught every other day. The seniors are facing an even bigger problem in not being able to open Cafe Lee. Only opening one day a week is not a sustainable model from the perspective of covering the cost to open each Café. It also requires two full days of prep to get the menu ready to serve. It is my hope that given Covid concerns have not materialized as expected that the decision is made to return to school face-to-face 4 or 5 days a week. Thank you for soliciting our opinion.

Being that Butler County is at a level 3 shouldn't you consider that if we do open our building up to more students - what about the possibility that it could swing back the other way going back to how it is today. I would avoid the constant changing in our schedule with our students and finish out the year the way it currently is.

At the onset of the school year, we were assured that this Hybrid model is the system we would keep for the entire year. Please keep it this way for the health and safety of our students and staff. We are still operating in a Global Pandemic - the biology of the virus hasn't changed.