

**LINCOLN-SUDBURY REGIONAL SCHOOL DISTRICT
SCHOOL REOPENING FORUM
MINUTES
JULY 21, 2020**

7:00pm

Google Meet

Present

Ellen Joachim, Chair; Carole Kasper, Vice-Chair; Cara Endyke-Doran; Kevin Matthews; Candace Miller; Patty Mostue

Also Present

Bella Wong, Superintendent/Principal; William Murphy, Sudbury Health Director; Peter Hoenig, LS School Physician; Carol Bradford, Board of Health Chairperson; Virginia Blake, Coordinator of Curriculum and Assessment; Harold Engstrom, LS School Committee Member-Elect.

Call to Order

The meeting was called to order at 7:01 pm.

Introduction by Ellen Joachim

Ms. Joachim opened the meeting with an overview. Ms. Wong will present the three school opening plans for Fall 2020 and questions submitted by the community will be answered. School opening plans for the fall have been developed to address the possible ways that school may reopen in the fall with the goal of creating the safest environment for students, faculty and staff keeping in mind the changing guidelines of the current pandemic. The decision regarding which school reopening plan will be implemented will be guided by: the scientific and public health information as it evolves; providing the best education possible for L-S students; input from families and staff; and guidelines from the Massachusetts Department of Education.

Presentation of Draft Reopening Plans for Fall 2020

Ms. Wong reported that she would be presenting the three possible reopening plans for the fall semester. The goal of planning for school reopening is the safe return of as many students as possible to in-person school; to support our teachers and for our students to engage in meaningful learning under novel and challenging circumstances; and to address our students' emotional and physical wellbeing at all times. Ms. Wong expressed her appreciation of the planning committee involved in developing the possible plans for the new year: the Learning Continuity Committee 2.0; Administrative Council; Academic Council; Buildings and Grounds; Business Office; Nursing Department; and the Tech Team; the Police and Fire chiefs, staff and students involved in listening sessions; parents and guardians who have participated in the surveys sent from LS; the Sudbury and Lincoln Boards of Health; the LS School Committee members; the Sudbury Town Manager and Lincoln Town Administrator as well as the Select Boards of each town.

The components of the School Reopening Plan are: Learning Plans; Daily Protocols; Facilities plans; Funding and Allocation of Resources; and Data Sources.

LS is required to submit three Learning Plans to the Massachusetts Department of Education by July 31 which will include a plan for a fully in-person (3' minimum, target 6' distancing), a hybrid of in-person and remote; and a plan for fully remote learning. We anticipate that the LS School Committee will vote on the plans at the July 28, 2020 meeting. Faculty and staff have been working on the plans since before the end of school. The goals applicable to all the learning plans are: to create effective time for teachers to teach students in-person with support for our most vulnerable students. The goal is to prioritize the most important parts of each curriculum offered to ensure critical components are covered regardless of the learning plan selected. The learning plans will provide clear, consistent communication to students, families and staff regarding expectations, assignments, how grades will be determined and student academic progress. It will be important to keep students' classes as scheduled and course offerings as planned. LS is committed to issuing letter grades for the fall semester rather than pass/fail as was the case for the remainder of the past spring semester.

Fully In-Person Plan

Plans were developed for in-person education based on the current 3 foot distancing minimum which would require removing all non-essential furniture from classrooms and replacing them with lap desks or tv tables. Science classes are limited to 18 students. Students must remain seated and there will be limited space for teacher circulation. Fully 50% of classes exceed 20 students. Science classes will need to be relocated. Classes larger than 28 students would move to the auditorium or Rogers' Theatre. If a 6' distancing parameter becomes necessary, then classrooms could only accommodate 20 students. In-school density requires increased monitoring of students outside of class time. There is a concern that the overall population density within school will lead to infectability. Additionally, students and staff will require places for mask breaks and places to eat. One-way directions will be required to manage student/staff traffic within the building. Additional personnel will need to be hired to watch students during their free time and to monitor social distancing and mask wearing.

Hybrid of remote and in-person

Hybrid models have the benefit of maintaining the integrity of classes in school and 6' social distancing. The overall body density in school and on the buses will be significantly less at any given time. The hybrid models include a half-day model; a full-day model and a Wednesday module.

Model 1 – Half Day Hybrid Model

In the half-day hybrid model, 6 classes will meet every day. There will be two student cohorts (divided alphabetically) that will meet in person with their teacher two mornings per week from 8:25 until noon and will work independently two mornings per week from 8:25am until noon. All students would attend class remotely each day from 1:30 to 3:15pm and from 8:25 to 3:15pm on Wednesdays. This plan would permit cohorts to meet together. It would avoid students having lunch in school and would minimize mask fatigue that would occur with a full

day experience. In addition, it minimizes the use of bathrooms and maximizes ‘face time’ with teachers. The best feature of Half Day Hybrid Model 1 is that students would see their teachers’ faces during the synchronized remote learning part of the program.

Model 2 – Full Day Hybrid

In the Full Day Hybrid Model, 7 classes will meet during each in-person day. Each cohort will meet in person two days per week from 8:25am to 3:15pm and each cohort will work independently two days per week from 8:25am to 3:15pm. Remote classes will be held on Wednesdays only. Wednesdays will be dedicated to deep cleaning and disinfecting of the school facility. Staff will be able to collaborate with colleagues and they will be able to offer remote classes from school.

Fully Remote

While this is considered by all to be the least preferred learning model, there will be a cohort of students who will be unable to return to school for a variety of reasons. In addition, environmental conditions may make this the best feasible learning model if trends regarding COVID infections in the State of Massachusetts deteriorate. In that case, classes will meet between 8:25am and 3:15pm with class periods of between 40 and 75 minutes in length which will meet 2 or 3 times per week. There will be ten-minute breaks between classes as well as a 30-minute lunch break. At least 4 days per week, 4-7 classes will meet during the day. No matter which learning model is chosen, there will be certainly a fully remote model in operation.

Daily Protocols

Every aspect of opening school in the fall has been considered in designing the daily protocols. Incoming 9th graders have had none of the orientation or preparation for transitioning to the high school from middle school and that orientation is important. Student privileges has been a topic of discussion and planning. Food service and eating in school has not been fully determined. Planning for modification of the LS physical space, such as tenting and removal of furniture, has been considered. All soft furniture will be removed since that furniture leads to a relaxation of social distancing. Travel through the building to promote unidirectional flow is being examined. Plans for performing arts and other co-curricular activities are important to students but guidance has not been forthcoming yet from the Commissioner of Education. Most parent/guardian meetings will take place remotely as will staff meetings. Transportation requires reduced student ridership and open windows to improve air flow.

Facilities

Plans for facilities involve ordering and providing protective personal equipment such as masks, gloves, face shields and plexiglass. Families are expected to supply masks for their children; however, the school will have a supply on hand.

The air at LS does not recirculate and the building exchange occurs multiple times per day. A nightly purge in the evening will take place to refresh the air within the building. There will be

newly installed UV lights on air-return ducts. Bathroom facility exhaust fans will be on 24/7 and windows will remain closed because it will interfere with the HVAC system and its protective protocols. Additional cleaning protocols will be added to the routine, comprehensive cleaning done since the pandemic began. Visitors to the building will be limited and student assemblies and field trips will be curtailed. Start/Stop Protocols refer to school closure as a result of students entering school infected with COVID. All faculty, staff, and students are asked to monitor their health and not enter school if they exhibit any symptoms.

Funding and Allocation of Resources

The L-S School Committee has approved access of up to \$500,000 of FY19 certified Excess and Deficiency Funds with the approval of the Lincoln and Sudbury Select Boards as well as the Lincoln and Sudbury Finance Committees for unanticipated expenses related to COVID-19. All expenses related to COVID were not part of the FY21 budget which was established before the beginning of the pandemic. These reserve funds will be spent conservatively.

The CARES Act funding was awarded to L-S for FY21 per Title I formula (\$29,871 minus 10% to private schools). The net sum to L-S is [\\$28,550.76](#), all of which has been spent on personal protection equipment. There is a technology grant not applicable to L-S for allocation of internet and devices. An additional grant available is the CvRF School Reopening Grant which is up to \$225/ resident student for health emergency related expenses. It excludes spending on teachers, transportation and capital expenses but can be used for emergency staffing.

Data Sources

Information was collected from Faculty listening sessions, family surveys, conversations with the LSPO, School Council, the ExecTA, Student Advisory Council, METCO Parent Leadership Council, the Sudbury Board of Health, Superintendent cohort groups and official guidance from the Commonwealth of Massachusetts.

Submitted Questions

Operations

Q: Why are food services and transportation not included in the plan?

A: They will be included in the plan, but the learning plan was a priority.

Q: Will transition to the new school start time be postponed?

A: No, it will not be postponed.

Q: Guidance for rising seniors regarding college applications?

A: Our counseling department will have a great deal of information for rising seniors.

Dan Schuler is the lead guidance counselor. Information will be forthcoming.

Q: What has been decided regarding the fall sports seasons?

A: The MIAA Board voted to postpone the start of the athletic season until September 14, 2020. The members of the board have been working on an athletic schedule and safety priorities for the start of season hoping to find a way to provide an athletic experience for

students. Ms. Wong emphasized that the postponement of the season to September 14, does not mean that there will definitely be a season.

Q: Will clubs (eg. Debate Club) be able to meet? In-person?

A: In the models being designed, there is not yet a provision for clubs/activities. As a result of the surveys, Ms. Wong acknowledges the importance of the clubs and activities for students and so work will commence to make it happen if possible.

Q: What has been decided regarding bus schedules and riders?

A: Kirsteen Patterson, Director of Finance and Operations, is working with First Student, the LS transportation company to devise a plan for the start of school. Up to 30% of LS families responded that they would be using bus transportation, consequently a hybrid model would definitely alleviate population density on the buses.

Q: Is the school day or the semester calendar going to be shortened?

A: The commissioner has suggested that there might be some softening on the 180-day requirement for Massachusetts public schools because of the necessity of teachers having days of training to prepare for remote learning. At the moment we are planning on 180 days.

Q: Are you reviewing potential grants and communicating with the state and federal grant liaisons.

A: Yes, we are looking at grants available to us and applying for funds.

Q: Have you reached out to the Town Managers to request funding or does the school have all the money it needs to address professional development, edtech product costs and other expenses?

A: L-S has been fortunate in that our Town Managers have reached out to us as have the Finance Committees of each town. At this time, costs have not yet been estimated since the learning plan has not been determined.

Q: What were the financial savings realized from having the building shuttered for 3 months (ie utilities, maintenance, food)?

A: There were savings in transportation and food services, but we also experienced a loss of fees from reimbursement of parking and athletic fees to families. There will be an additional \$500,000 in out of district tuitions that was not anticipated and savings from school closure will be dedicated to the tuition expenses.

Q: What options are being considered to increase the physical space?

A: We are looking into tents. Within the school, removal of furniture, decreasing seating in the cafeteria and library is being carried out.

Q: What considerations are being considered in terms of using plexiglass and other mediums in order to form physical barriers?

A: In the classrooms, students will all be facing forward. Where unidirectional seating is impossible (science labs and art spaces), plexiglass barriers are being considered where it is critical to the activities of the discipline.

Q: With decisions not being made until August on the teaching model for the fall, when will you be purchasing the necessary materials to support in person learning if that is what we are striving for?

A: Ms. Wong believes waiting until August to determine the learning plan will be detrimental to its success. Plans are already underway on several fronts to prepare for fall.

Q: Wouldn't tables help create barriers/buffers between students?

A: Yes, but due to the size of the tables, we can't fit a whole class in the room with 3' distancing.

Q: The 100% in-person plan calls for removing desks and using a lap desk, clipboard, or tray tables for students to maintain a 6' distancing.

A: No, the 100% in-person plan is using a distance of 3' not 6'.

Q: Have there been any studies on the impact of students not having a stationary or ergonomic workspace?

A: We are not able to afford, nor order in time, desks for every classroom. We have been looking into the possibility of small tables such as TV tables.

Q: Could the use of plexiglass diminish the need for 3' or 6' social distancing?

A: Plexiglass cannot be used to avoid the infection rate for smaller social distancing per the state Board of Health and the Commissioner's guidance.

Safety Precaution Questions

Q: What safety precautions is the school taking when students are in the building?

A: Training at the start of the year for students and staff regarding proper use of masks, the importance of handwashing and social distancing will be required. Additional personnel within the school may be necessary to monitor students' adherence to the safety precautions.

Q: Please institute a mandatory face mask and 6 ft. separation: not face mask or 6 ft separation.

A: Agreed

Q: Please clarify if masks are required at all times by all staff, teachers, and students over the mouth and nose – except for eating/drinking in specific locations (e.g. the cafeteria and not hallways) and for “mask breaks” in areas that can support social distancing beyond the 6 ft minimum?

A: That is our intention.

Q: What are the consequences for students who do not comply?

A: Masks will be provided for those who forget a mask. If a student does not comply, that student will have to be separated from others. The family will be involved but it is Ms. Wong's hope that that will not be an issue.

Q: How will you be transporting students safely (social distancing, mask wearing and cleaning of buses and van pool)? What happens if kids lose masks on the bus? Who is monitoring use of masks on the bus?

A: First Student Transportation Company is aware that they will be cleaning and disinfecting the buses between rides. They will be monitoring the students and extra masks will be available.

Q: Will students be allowed in with waivers to avoid wearing a mask?

A: There may be unique instances in which a student can't wear a mask, but they may have to opt for remote learning.

Q: If a student or staff gets a positive test for COVID-19, will they be required to inform the school?

A: Positive cases will be reported to the Board of Health. Ms. Wong anticipates that the Board of Health will notify the school when necessary to determine close contact tracing. There will be a collective effort to isolate and quarantine cases such as that.

Q: What are the expectations for self-quarantining? What are expectations if someone in the household is symptomatic or tests positive?

A: Contact tracers identify close contacts who are then isolated as well.

Q: When and how will the students be tested, and what are the protocols you are putting in place? What COVID-19 testing technology will you be using on campus?

A: Neither the Board of Public Health nor the Department of Education are recommending blanket testing. Notice of community spread and incidence of infections may change policy.

Q: Need to know the full plan for protecting students at school early enough to plan for it at home.

A: Safety protocols are listed in the plans for everyone to see.

S: Incredibly dangerous to have classes in person. Please wait to decide. School should be online only until we have a vaccine.

Q: Fear that students will go to school even with symptoms. Kids get anxious about missing school.

A: LS will provide as much additional instruction as possible. LS will encourage staff and students to stay home if they are feeling unwell.

Q: Are face shields an adequate substitute for face masks?

A: No, they are not an adequate substitute for face masks. However, LS is ordering some face masks with clear panels for staff to be used when students need to see a teacher's face.

Q: Can we assume that the HVAC system is not going to operate until you need to turn the heat on? And therefore, windows that can open, will open?

A: No, the school is air conditioned. Our system is designed to exhaust the air supply; it will increase our energy costs.

Q: What metrics will you use to determine whether to move to a hybrid model from fully remote?

A: We have not been provided with guidance from the Board of Health. It will depend on the number of people getting sick and the number of clusters will determine action to be taken.

Q: What kind of hand sanitizing stations are going to be provided? Touch free?

A: Ms. Wong does not have the answer to that – we are supplied with an abundance of hand sanitizer fluid. We have some touch-free dispensers, our facilities director has the answer we require. Paper towels rather than hand-dryers is another question for Mr. Rossley.

Q: Will the desks/backs of chairs be wiped down with sanitizer after use?

A: We will have specific protocols for wiping down furniture – specifics will be entered into the website.

Q: Why are teachers at a higher risk of infection in a low risk population?

A: High School students and teachers are at a similar risk. Dr. Hoenig responded that new evidence suggested that students under the age of 10 are less likely to suffer from exposure or promote transmission.

Q: Should a student or teacher perish from the disease, what is the town's/school's legal financial liability?

A: Ms. Wong did not have an answer for that question.

Q: Will families from out of state need to be in quarantine for 14 days before starting school?

A: Mr. Murphy answered that Governor Baker has lifted the self-quarantine for New England, but he would strongly suggest that families travelling from states with more cases should certainly self-quarantine.

Q: What about travel during Thanksgiving or Winter Break?

A: The same applies as the question above.

Q: Will LS perform mandatory temperature checks upon arrival? If not, why not?

A: Carol Bradford responded that temperature checks are not a good use of resources since they do not identify pre-symptomatic or asymptomatic cases. Ms. Joachim added that anyone who has a fever should not come to school.

Q: How will you distinguish between benign illness symptoms and COVID in terms of whom should get tested and when? Will groups of students and teachers be quarantined just for showing symptoms that could be COVID?

A: Carol Bradford, Chair, Sudbury Board of Health, responded that they were working on guidance for this question. Dr. Hoenig responded that erring on the side of caution was warranted. Mr. Murphy suggested that parents be hyper-vigilant regarding student symptoms.

Q: Why are face shields not a substitute for masks?

A: Dr. Hoenig responded that it is thought that major sources of infection are inhalation through mouth and nose and a face shield that is open at the bottom does not protect the wearer of a face shield nor does it shield others from droplets released from cough or sneeze from face shield wearer.

Learning Models

Q: Are parents able to choose the online option? What is the remote option for families who choose not to send students in person?

A: Parents can choose in-person or online learning in the time of COVID.

Q: How will students who stay home access their classes?

A: It is important for students who feel unwell to remain at home. If the student is unwell but able to follow instruction remotely and/or follow google classroom – that will improve a student’s ability to keep up with the class.

Q: How much synchronous remote learning would there be in a hybrid or remote model? Is there a minimum teachers have to do? Are Google Meet classes required?

A: One of the benefits of the half day hybrid model is that it permits everyone to be in person and in remote learning 5 days per week. In the full day hybrid model, the only opportunity for all cohort remote learning would be on Wednesday. In 100 % remote learning, there will be significantly more synchronous learning. The more time spent in person, the less time will be spent in class time. Google Meet classes will be required.

Q: How will the school handle teacher absenteeism without disrupting learning?

A: That subject is under discussion. Ms. Wong is considering hiring full time substitute teachers. There may be a higher incidence of absenteeism so plans to address this issue are under discussion. Teachers home under quarantine may be able to continue to teach remotely.

Q: How will the curriculum be covered in the hybrid model?

A: Whatever model is being employed, all teachers have been asked to review their curricula to ascertain what are the most critical aspects of their class they would most like to cover with students. Extra days have been allotted to the Math and Language Departments to fine tune their curricula. Teachers in both departments have also spent additional time with teachers in the middle school to understand what gaps might exist for incoming 9. grade students.

Q: What are the expectations for cohorts on the day they are at home working independently.

A: Students will be expected to work independently on materials provided by teachers for remote work. There may be some teachers who will bring in the cohort working at home to the classroom cohort depending on the material being worked on. The hope is to maximize class time in every way possible.

Q: I do not want my LS student's schedule tied to the middle school schedule.

A: There is no intentional tying of schedules together.

Q: Will students receive grades regardless of model?

A: Yes, they will.

Q: How will we close the online learning gap? What is the plan to make up gaps in learning from this past spring?

A: All departments are evaluating what aspects of the curriculum must be made up.

S: The draft plans were impressively comprehensive, acknowledging that there are many placeholders to be filled when the information and guidance becomes available. Time spent by committees is much appreciated!

Q: How will opportunities for student collaboration be created?

A: That is part of every teacher's strategy for the coming semester.

Q: What is being done to insure emotional/social health?

A: During the spring, data was collected to know which students were not participating in classes. Clinical counselors were very active to reach out to students who were not participating. Ms. Wong asks families to let school personnel know if their student is struggling.

Q: Is it possible to eliminate non-essential courses and focus on core classes (Math, Science, ELA, History, and Language)?

A: Ms. Wong does not know why it would be necessary to do that. All electives are critical parts of our curriculum. When we think of what skills we would like our students to know by the time they graduate, it is the integration and fluidity of art and other forms of expression. One of the most important skills in the 20th century is being able to be persuasive and influence others, which stems from a core of communication. The electives are fundamental for students to understand themselves in ways they have not experienced and enhances their adaptability. It would be an error to remove the electives. Wellness will be an important piece of the school day.

Q: Have you considered having cohorts remain in classrooms and having teachers move to student classrooms?

A: It was considered but there was not a way to do it given our curricular offerings.

Q: If there are zero recorded cases of COVID in Lincoln and/or Sudbury, what would be the reason to go to hybrid vs. full time?

A: There is an assumption that the population does not just stay in Lincoln or in Sudbury. As there is no vaccine, we must all act accordingly.

Q: Will class sizes be smaller?

A: It will be the case in the hybrid models.

Q: How does the instructional time in the hybrid and the remote learning model align with your goals to increase academic rigor and use of grades?

A: We are seeking to double the amount of instructional time in the hybrid model.

Q: Have you considered small group learning or other interactive options rather than independently working.

A: Nothing we are doing will prevent students from working collaboratively. Teachers will no doubt seek opportunities for students to work together. There will also be opportunities for students to interact with teachers on a one-on-one basis.

Q: How will the holidays be managed?

A: We are creating special schedules for short weeks so that both cohorts meet equally.

Q: In the hybrid model will teachers repeat the lesson, Day 1 to Cohort A and Day to Cohort B?

A: Yes

Q: Why is Wednesday on a different schedule in most models? Deep cleaning?

A: Yes

Q: For students taking SATs in the fall, would you consider making those light homework weekends?

A: Many aspects of homework are being considered.

Q: Would it be possible to connect students with teachers they have had previously so there is an established relationship at the outset?

A: No, this is not part of our planning for the fall. We are thinking about re-entry for all our students.

Q: Given that certain courses require a set number of instructional hours that may not be fulfilled in a hybrid or remote setting, will LS relax its current course credit policy and allow for students to take courses elsewhere for inclusion in a student transcript?

A: That is not something anticipated at this time. It is something we have allowed for the purpose of credit recovery at times.

Q: The schedule shows full days on Wednesdays, has the Activity Block been eliminated?

A: Students are looking for an activity block so we will look again at the schedules to see if it is possible.

Q: How are you going to divide up the cohorts given that there are such a variety of classes and levels? Are you going to divide weekdays based on subject?

A: We will divide the cohorts by alphabet. The distribution across classes is even. The goal is to divide the actual classes.

Q: In the ½ day hybrid model, will students be able to have at least one in-person class experience each week for each course?

A: Yes, that will be true.

Q: In the full day hybrid model on the remote learning days, will students have access to any teachers or will those days be entirely self-directed online learning experiences.

A: Teachers will be able to respond to emails at the end of the teaching day so yes, they will have access to their teachers.

Q: Is it true that students who start remote 100% (while school is in hybrid) will be tied into the regular curriculum or will they follow an alternate curriculum?

A: We do not have an answer for that yet.

Q: Will the time to transfer home and eat lunch be enough time for students residing in Boston to get home and eat lunch? Where do things stand with Hybrid Model 1 vs. Hybrid Model 2?

A: Both models are being presented for comment.

Q: Can a student switch from hybrid to fully online after some time if a parent feels that it is best? If a student starts fully online can they switch to hybrid if the virus improves in the spring?

A: That is yet to be determined, we cannot guarantee a switch. It may have to take place after a grading period.

Online Learning

Q: What digital learning products are the tech team considering?

A: Google Classroom, Google forms for online surveys, submission of work and formative assessment. Edpuzzle, Padlet, Plex Video Library, Screencast, Video Creation, Seesaw, Desmos, Notability, Geogebra, Delta Math and Kula are all learning products being used.

Q: Are there educators on the tech team informing their decision making?

A: Yes

Q: What is the anticipated budget for the remote learning products?

A: We do not have a full scope of what products will be necessary.

S: I would like to see the school fund online effective courseware (Khan academy, Coursera).

A: We have offered robust course offerings for our staff during summer professional development courses.

Q: Would it be possible to move away from google meet and switch to zoom?

A: Google meet for LS provides privacy and use of data is beneficial in the long run. Google is looking to incorporate breakout rooms etc.

Q: Do you plan on having remote learning training for your teachers during the summer so they are more prepared when we return to a remote learning program.

A: Yes, and our professional development budget has been enhanced to provide more training for our teachers.

Recent Questions

Q: Please reference studies that indicate particles linger in the air despite rooms with HVAC air circulation. Has COVID been reclassified by CDC as airborne?

A: Mr. Murphy is happy to send on relevant studies to the questioner.

Q: What will be the options for additional support for special education students?

A: Our student services team is engaged and connected with all our students anticipating issues they may face.

Q: Who will be making the decision about which of the learning models our district will be pursuing and when will that decision be made?

A: It is Ms. Wong's recommendation to start with a hybrid model rather than a 100% in person model. The School Committee will vote on the recommendation.

Q: We hope that the school can continue to creatively consider options as new models evolve.

Q: Please define tuition costs.

A: \$5 million dollars of our budget is spent on out of district tuitions for needs we are unable to service in-district.

Q: What input have you received from the Teachers' Union and what is the staff's preference for returning to school.

A: This is a subject in process as we hear from staff. The plans for reopening are being built in collaboration.

Q: Can parents vote for Hybrid 1 or 2?

A: They can't vote per se but may certainly offer their opinion. Parent priorities are of interest to the Learning Continuity Committee.

Q: Over 40% of LS students receive specialized support through an IEP or 504 programs.

A: Adjustments will no doubt evolve to respond to students' needs.

Q: Can you comment on tracing and quarantine if a teacher or student tests positive? How extensive would this be? And what is the quarantine period?.

A: Mr. Murphy responded that case investigations are on a case by case basis. Quarantine periods are in general 14 days. The tracing investigates time spent in a classroom to determine who should self-isolate.

Q: Captain's practices are already taking place. What safety guidance has been given to the students leading these practices?

A: Art Reilly has replied that he has spoken with the captain's and coaches to remind them of the social distancing protocols and that they must not jeopardize their season.

Q: Will teachers be formally evaluated and feedback from students and parents/guardians be solicited regularly for the purposes of improving the student experience and rigor? What accountability structure will be in place to ensure that necessary changes are made? Is there time/money in the budget to get these teachers support so they can excel?

A: Teacher evaluation has never stopped. Family input is always considered as is student input. We are interested to have student input be directed toward teachers so they may incorporate that information in their practice.

Q: Can classes be recorded so that students who must be home can catch up more easily?

A: Some teachers may do it but others may choose to do it differently.

Q: Will graduation requirements be adjusted for wellness etc.? Is this a state decision or a district decision?

A: Requiring students to participate in Wellness for 4 years is a state requirement. We will make some adjustments to the method of teaching Wellness this year, but students will fulfill the graduation requirements.

Q: How will bathrooms remain safe and what cleaning will take place?

A: That will be announced at a later date.

Q: Will there be forward learning (new material) in the hybrid model or will it only be a review of what was learned during the previous in-person days?

A: There will definitely be forward learning.

Q: Will there be a chance for cohorts to change each quarter rather than being with the same cohort for the full school year.

A: Not really since balance is so important in each cohort.

Q: Assuming there is more opportunity for students to take advantage to cheat, will more rigorous training be available for students regarding what is acceptable and will more rigorous oversight be put in place?

A: Teachers are thinking about the type of assignments they are giving students.

Q: Will teachers be inventive and creative around creating opportunities for students to bond and interact?

A: Teachers will be creative and inventive to supply opportunities for students to bond and interact.

Q: When do you think there will be more information about the 100% remote learning program so that parents will be able to decide?

A: Ms. Wong replied that she imagined that many families were apprehensive about sending their students to school. LS will look to make the best remote learning program possible to provide the best education possible.

Suggestions

Make LS fully remote because the students are best equipped to handle remote – use LS building for Curtis Middle School students.

A week on/week off seems a lot more efficient. Contiguous learning blocks of instructions feels a lot less confusing with more benefit than short half days or complicated scheduling.

Don't default to a hybrid model because it results in the "worst of both worlds". Having students present in the building presents substantial health risks to both students and teachers and it's unclear whether this model provides for a substantially improved approach for teaching and learning that outweighs these health risks.

Do not have a hybrid model that has different cohorts attending on alternate days because teachers will be exposed continually to both groups of students.

Teachers/students should use clear masks for better communication.

There are learning products which can greatly facilitate remote learning and help educators better understand how students are faring in a remote environment.

Families should be aware that there is a high risk of false negative tests. Students/staff who are symptomatic or may have COVID should still quarantine for 14 days from the onset of symptoms.

Consistency in technology is important as is consistency in the amount of synchronous time.

Thank you for prioritizing class time in the hybrid model vs prioritizing free block opportunities.

My students expressed concern that their grade would be split up and not at school on the same days. Please consider dividing cohorts by grade and not by last name.

Offering professional development is not the same as ensuring they are prepared. What if my child gets 3 teachers who decided not to take advantage of the training?

It makes sense to reiterate that parents who want to have their kids stay home, they may do that . However, individuals who want their child to be able to have an in-person experience should be respected and have the opportunity for their child to have at least this hybrid in person experience.

Q: How will LS be involving parents in a hybrid model?

A: LS will endeavor to keep parents in the loop.

School Committee members were invited to ask questions that they may have at this time. The subsequent comments from the School Committee had to do with concern for the safety and wellbeing of the faculty, staff, and students. It was clear that further guidance would be coming from the State and the Commissioner of Education that would be instructive and that they looked forward to learning. Comments from members indicated that the possibility of holding 100% in person classes would be impossible and that time spent on expanding upon that plan was a wasted effort. More beneficial would be efforts concentrating on the hybrid models and the remote learning experience. The members firmly believed that being able to pivot from hybrid to 100% remote was important since there was no knowing what path the pandemic would take in future and that a school year with many school closure periods was entirely possible.

Respectfully Submitted,
Francy Zingale

-