

**SCHOOL COMMITTEE
JOINT MEETING WITH BOARD OF HEALTH
AGENDA
TUESDAY, AUGUST 4, 2020
7:00 P.M.
CARLISLE SCHOOL AUDITORIUM
83 SCHOOL STREET, CARLISLE, MA 01741**

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, members of the public that cannot physically access this School Committee meeting can access this meeting via live stream at:

<https://us02web.zoom.us/j/87580921119?pwd=RzgrbUdZQkVtbUFZbzRwOVR1TTJiUT09>

Meeting ID: 875 8092 1119

Passcode: 0M.UK7

The School Committee reserves the right to implement additional remote participation procedures and will notify the public of these procedures as soon as practicable. Public comments are welcome via the chat box and in person. Questions/Comments will be read and answered by the School Committee via live stream.

I. Call to Order

Chair announces the meeting is being recorded.

II. Information/Discussion Items

A. Carlisle School Reopening Discussion

III. Public Comments

IV. Adjourn Meeting

The agenda items listed are those that the Chair reasonably anticipates will be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. All School Committee meetings may be recorded via audio and video by the School Committee.

TO: School Committee Members
FROM: Christine Lear
DATE: July 30, 2020
RE: Position and thoughts on school opening

Full disclosure, I am still not sure which scenario I am behind at this point. In speaking with physicians, former town leadership and other parents I was advised to break the situation into a rubric.

First level - that the chosen plan must address is the safety of everyone in the building; students, faculty and staff.

Second level - ALL of our children need to have a robust education, striving to meet the level of education that our families have come to expect from Carlisle schools.

Third level - Provide an environment that supports the social and emotional health of our students.

Each of the scenarios - no matter how carefully considered - diminishes in each scenario. Full remote will definitely not provide the ideal education setting or rigor, in many cases a hybrid model reduces the curriculum covered to a considerable degree, and a very different social atmosphere for children and faculty to interact. And the hybrid model could keep a full 6' distance between people, there is still some risk. Going back to school full time most likely allows for the most learning to happen, and reduces the distance between students so the risk is higher.

We have children who need to be in school for their IEP's and others who simply cannot manage remote learning. We have faculty and families who are concerned that this is just too soon. While the numbers in Carlisle are good, we have very few cases, will returning to school allowing families to go back to work, increase the risk?

I have spoken with families who are sure that each model is the right way to go - these are people I respect and who are usually thinking about their child/ren, all of our children and our faculty.

I look forward to reviewing the models with the School Committee members.

Sara Wilson

2:57 PM (1 minute ago)

to me

Reply

Hi All, as we know the situation is incredibly fluid and given the high probability that whatever I think today may be outdated (from both scientific and policy standpoints) by our next meeting, I am choosing to focus on my ongoing concerns and questions rather than proposing any solutions.

1. Teacher comfort: How safe do our teachers anticipate feeling in their spaces? Is the education they are able to deliver impacted by their feeling of safety (if they feel uncomfortable will that negatively impact the classroom experience)?
2. Family needs: to what extent does our community, including our teachers, rely on school for childcare (ability to get to work and providing food for students)? To what extent do any of the three plans help address the family needs, to what extent do they make things more complicated?
3. Social-emotional: to what extent does physically being at school given all the modifications required impact the social-emotional gains of being there? What is the least disruptive plan that gives students the best sense of predictability (acknowledging that we are in very unpredictable times)
4. Education: What are the impacts on equity for all types of students (Tier 1, 2 and 3) of the three options? what are the deliverables that can be expected given that regardless of which road to in-person schooling happens, remote options need to be offered as well. How well can any of the options meet what our community expects from a Carlisle education given that project based collaborative learning and hands on experience become more difficult to offer and will our community understand that there are some sacrifices to the curriculum? How much mastery do we really think we can achieve in this school year?
5. Financial: what are the costs associated with reopening under either full or hybrid conditions and to what extent are we able to bear them?
6. Facilities: are we able to guarantee that the facilities will be in compliance with the guidelines by our anticipated reopening date? Where do we stand in terms of securing materials needed for reopening (ppe, cleaning materials, remote learning needs)?

I want to stress that I think that Carlisle is in an unique and privileged position. We fortunately have not had a lot covid cases. We have a small study body and a lot of space and resources. We do not have many of the constraints and challenges facing many other districts. We have a community engaged in the problem solving. We shouldn't allow ourselves to seek an easy fix and we must understand that our solutions may evolve as information and facts develop.

Dear Members,

The first point I would like to make, that there is no good option for return to school, each option has issues or hardships. We know for sure that online option is required as we have to provide education to students at home to the most equitable extent possible, so there is a question weather we move with hybrid or all in person plan. The hybrid plan is problematic for me as it still requires navigating around exposure risks while not providing enough educational benefit, 3 days out of the week parents will be teachers at home, very young kids in elementary school cannot work independently. Concord, a large school district, is bringing elementary kids on campus for half days for entire school week, for three hour morning blocks with focus on synchronous learning in core content areas. Carlisle has the benefit of smaller student body, we will have number of families opting out as well, if there is a will there should be a way to come up with solutions to bring students to school for in person classes safely along with our faculty. I would like to make sure we exhaust all options for spaces adapted on campus and town spaces.

We are in time of heightened anxieties as parents and teachers are trying to make decisions as plans are still being crafted and the worries of unknown are growing. However, this idea to bring kids back on campus is not new, we were among one of the very few districts who run classes over the summer. We did have a test run of what school under new safety precautions would look like, we did bring students safely to campus, our children adopted well to the new situation. I shared many of same worries, anxieties when I was sending off my CCHS graduate across the country to start his in person classes on College campus in July. I realized that my own anxieties subsided after seeing the school's protocols in person and spending some time in predictable environment with clear rules for everyone. I am confident that the administration and teachers will come up with solutions that provide that safe, predictable environment that brings normalcy to our kids routine and I cannot wait to see all the preparations, modification already made for the reopening on our tour of the school building.

We currently have guidance coming from CDC, DESE, State, state infection numbers, data on reopening in Europe. I think we need to follow the science. We are not the rest of the country, we don't have same problems as optional masks in community, and infection numbers support reopening the schools. We should plan to provide best safe educational experience to our students and safe working environment to our teachers. Masks, shields do work, I stand by the requirement for all students to wear a mask in school and teachers have adequate PPE protection at work. Planning will not end on just reentry to school, it will continue as we will be learning more and school and everyone adopts.

I look forward to greater input from our Carlisle Health Department and opening more channels of communication with School committee and school families.

Eva Mostoufi

MEMO

DATE: July 31, 2020

FROM: Jack Huntress

TO: Carlisle MA School Committee Members

RE: School Opening

NOTES

I am forward-leaning in supporting the work the administration in CPS has done to develop a structure to get the kids back to school full time under the 4.5 day in person plan.

We are in a unique position and at a moment in time, where due to enrollment we have the potential to make this happen for our kids where we adhere to protocols set for by bodies such as the American Pediatric Association, DESE and the CDC to get our kids back to school safely for both kids and educators. The following are a set of bulleted points that I'd like to offer in advance of discussion.

If you have not yet done so, I would strongly encourage you to watch the June 25, 2020 Governor's press conference video.... It is about an hour long but really lays the groundwork and a reminder for what set the stage for the program our committees have worked on.

<https://www.boston.com/news/education/2020/06/25/livestream-charlie-baker-education-officials-on-school-reopening-guidance>

The CDC - 7/23/2020

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html>

American Academy of Pediatrics 7/10/2020

<https://services.aap.org/en/news-room/news-releases/aap/2020/pediatricians-educators-and-superintendents-urge-a-safe-return-to-school-this-fall/>

1. Enrollment in Carlisle has declined steadily over the last decade and we are now at a relative low point (otherwise seen as a detriment but in this case an advantage) where we have the potential to that many districts (where enrollment is at highs) do not
2. Looking at the Feasibility Study, in all practicality of how kids and teachers will reasonably move around classrooms we are able to achieve 3 foot distancing...that said, I don't think this is, can and should be a focal point of conversation...see point 12 below.
3. Carlisle is known as a leader in the state and we have the potential to show our leadership here by taking advantage of the time and resources to blaze a trail for others to follow ...I see this as a responsibility a town like ours has.
4. We have an administration, led by our superintendent and both principals, that have worked tirelessly to figure out a plan that meets or exceeds guidelines put forth by the state.
5. We have teachers that are led by the principle of the "Carlisle Way" where we give a lot, and expect a lot from our faculty to figure out how to maximize education - I am confident in their "can-do" and demonstrated creativity/problem solving to work solutions.
6. The hybrid model will give the kids about half of what the 4.5 day in-person learning will offer from an educational standpoint...from what I can ascertain there is a marginal difference in risk profile for the kids or the teachers...they will be exposed in classrooms and hallways at distances that are not that different from what we experience at grocery stores, restaurants or other areas where we wear masks.
7. A terrible scenario would be if we did remote or hybrid learning for the entire year and there were no significant cases in Carlisle or MA. That would wipe out a year of these kids lives.
8. The most valuable resource we have as society is our kids. I stand behind that with my kids and with other kids. We must always put the next generation first when it comes to education, the planet, and their broader futures.
9. We assess risk every day. When we drive, build swimming pools, fly on airplanes and even ride bikes. Carlisle has had 19 cases this year and at the peak, I believe had 5 cases with no deaths. The risk profile

that we enter is not like many other places (States) where I would not support school reopening at the present time given the numbers.

10. From what have seen, heard and read, kids are neither at great risk nor are they transmitters. They are more at risk from the common flu (see CDC). What we need to focus on is 6' spacing between teachers.
11. Survey showed that 87% of parents are supporting in-person learning and the risk profile is not that different between hybrid and in person for the kids or the teachers given everyone gets exposed to everyone every week. I would like to understand the percentage increase in risk vs the detriment to learning and growth.
12. We cannot distill this issue to 3' vs 6'. We do a disservice to the entire conversation if we simplify things to one parameter that is just one of many when we talk of masks, hallways, classroom motion, eating, transportation, town and state infection numbers and the dozens of exposure pathways or risk factors that exist in life inside and outside of school. This is why we support full time use of masks for all grade levels.
13. As Jim has articulated, if we don't do this now, when do we move forward with full-time in person school? We can pull back at any point and we should judiciously pull back if numbers show that we have unmanageable risk.
14. Carlisle has had 19 cases to date and I believe the high water mark was 5 concurrent cases in the entire town. We may have a surge but the surge is not likely to be as large as the first wave that hit us in March/April. If we see a surge, we pull back as stated above.
15. We should not create a plan that overburdens our teachers with requests above what we ask of a normal school year. This puts real limitations on what a hybrid model provides students and from a learning standpoint I see the hybrid model as offering even less instruction than the remote learning and both are a distant second to the in person plan.
16. Kids have been at camps and daycare centers this summer and there are not reports that this is causing a measurable change in numbers and from other parents I know it has been functional.
17. While we have to be careful in using data from other countries, it is notable that it seems to be working and that the data suggests that kids, particularly those under the age of 13 are not significant transmitters.

18. Massachusetts went through a surge where lots of people were likely exposed to COVID and either were immune to it or built antibodies...we may be/ are much farther along in the curve than many states in working toward herd immunity...looking at curve data from other states seems to indicate that you are going to have a peak at one point or another...they are just months behind us and so we should be careful about drawing fear generally but need to look at this locally.
19. I would like to understand if we can come up with a common rubric for evaluating these plans OR if each member has a rubric that they would like to share to understand how the 10-ish criteria that they are evaluating lines up for them.
20. I do not support much tolerance in rates in the school or community at large. I've seen proposed triggers in other areas as high as 5% or more to initiate school closure. I think our percentage has to be in the 1-2% range at most (5 students/faculty test positive for COVID in a 14 day window)
21. There are a lot of false positives and false negative tests...we may want to consider how we account for that in how we do testing and ask of testing when symptoms arise.
22. Put yourself forward to Tuesday night, June 15, 2021. As we look back on this year, what will we be seeing in the rear view...consider all plausible scenarios and what we'll be proud of doing reflecting on the year.

Back to School Models: Thoughts and Observations

In this document you will find my initial thoughts and observations about the 3 different proposed models for back to school 2020. This summary is based on my personal knowledge, survey results, and general observations from parents and teachers as of July 30, 2020. At the end, I've summarized my open questions.

In Person with Safety Precautions

Strengths:

- Kids want to be back with friends, teachers, their community
- Most familiar way for teachers to educate our students
- Carlisle has low COVID numbers
- CPS has adequate space to meet 3-6 foot guidelines
- Carlisle families who have childcare concerns will have fewer challenges finding care
- Some kids need in person instruction to stay on task (not just IEP students)
- IEP support is most beneficial 1:1, and in some cases in person is necessary
- Based on the survey, we won't have challenges meeting the bus requirements
- Assumption: Educational material can be covered faster than the other models

Weaknesses:

- School will not have the same set up, everyone will need to get used to it, could be more difficult for some children
- Some children may not follow mask guidelines
- Health risk is uncertain
- Assumption: Teaching will not be the same (no group work, etc...)
- Teaching model is different than what you would use in hybrid or online, harder to transition from in person to the online models
- Teachers and staff with childcare concerns may have trouble finding care
- The media has portrayed a lot of opposition from educators for this option
- Will need to shut down this model quickly if cases are on the rise
- Transportation will need to be managed, as drop off and pick up will be increased several times over 'normal'
- Need for additional staff/volunteers to ensure safety of students
- Could have challenges with teachers/students/staff who need to be out with symptoms

Opportunities:

- With a single school building and low COVID cases, we are in a unique position to try this option.
- If successful, we may have a good story to share

Professional Development and Training Needs:

- Primarily around social distancing and protocols

Hybrid

Strengths:

- Kids want to be back with friends, teachers, their community
- Carlisle has low COVID numbers
- CPS has adequate space to meet 6 foot guidelines in this model
- Carlisle families who have childcare concerns might have fewer challenges finding care vs. online model
- Some kids need in person instruction to stay on task (not just IEP students)
- IEP support is most beneficial 1:1, and in some cases in person is necessary
- Based on the survey, we won't have challenges meeting the bus requirements
- Easier to transition to online if needed
- Teachers can provide virtual group work, especially with older students
- Project based and experiential learning are possible with hybrid or online learning
- If cases are on the rise, could evaluate the need to shut down the model or adjust the model (vs. complete move to online)
- If students/teachers/staff are showing symptoms, there may be a path to transition to online if they are not feeling sick enough to stop working/going to school

Weaknesses:

- School will not have the same set up, everyone will need to get used to it
- Some kids may not follow mask guidelines
- Health risk is unknown
- A different teaching model than fully in class, there will be a learning curve for some teachers and staff
- Teachers and staff with childcare concerns may have trouble finding care
- Transportation will need to be managed, as drop off and pick up will be increased several times over 'normal'
- Could have challenges with teachers/students/staff who need to be out of class with symptoms

Opportunities:

- Creating a robust hybrid option will allow the school to be flexible when we need to go online during COVID.
- Teachers and staff will have an opportunity for real time professional development around online teaching. This will enhance their own skill set, and could be beneficial to future needs such as Husky Home Days.
- Hybrid learning can be very effective, which has been proven with older learners (corporate and higher ed), and is more effective than a fully online model.
- Hybrid/blended learning models can be very effective, and can provide an opportunity for hands on, experiential, and project based learning.

Professional Development and Training Needs:

- Social distancing and protocols
- Using an LMS
- Teaching online tips/tricks
- Instructional design for online/blended learning

Fully Online

Strengths:

- No need for social distancing protocols
- No health risk
- Some students will do really well with this model
- No bus required
- Easier to transition between hybrid and online
- Teachers can provide virtual group work, especially in the higher grades
- Project based and experiential learning are possible with hybrid or online learning
- Teachers and students who show symptoms, but not feeling sick, will still be able to participate

Weaknesses:

- Childcare concerns for parents, teachers, and staff - particularly for younger students
- Limited social interaction, not the same as visiting in person
- Students who need in person instruction/monitoring to stay on task will fall behind (not just IEP students)
- It will be a challenge to support IEP student needs
- Doesn't support getting back to 'normal' routines
- A different teaching model than in class, there will be a learning curve for some teachers and staff

Opportunities:

- Creating a robust online option will allow the school to be flexible when we need to go online during COVID.
- Teachers and staff will have an opportunity for real time professional development around online teaching. This will enhance their own skill set, and could be beneficial to future needs such as Husky Home Days.

Professional Development and Training Needs:

- Social distancing and protocols
- Using the LMS
- Teaching online tips/tricks

Open Questions

- What are the criteria for transitioning between models:
 - In person to hybrid? In person to online?
 - Hybrid to in person? Hybrid to online?
 - Online to hybrid? Online to in person?
- Can teachers easily transition past curriculum to an in person with safety protocols, or will it still be a significant amount of rework?
- How much less material will students be exposed to in the first 3 months if we move to online? Hybrid? Will in person keep plans the same as if it were a normal year?
- What is the risk difference between fully in person and hybrid? Is it a similar risk? Is hybrid a lower risk?
- What is the difference in adult volunteer and supplementary staff support for hybrid model vs. in person? Will fewer kids each day mean fewer needs here?

Good morning -

I have received a few emails and a text message regarding topics related to work of the school committee, and Christine let me know the best way to handle sharing this with the rest of the committee is to forward them to you.

The text messages I received are related to back to school plans, both from the same person:

- Text message 1 July 30, 2020: "Watching school committee. We need to do hybrid I think. We need to ease in. Weston has committed to first quarter hybrid and I think that's really smart."
- Text message 2 July 30, 2020: "I just can't even imagine full return at this point. I think the big question is are teachers OK with one planning day per week to create three remote days? I wonder how the teachers are split between hybrid and fully remote?"

From: **Kerry Kissinger** <kerrykissinger@aol.com>

Date: Wed, Jul 15, 2020 at 3:10 PM

Subject: Re: [Amanda Comperchio] Contact 2 - new submission

To: acforschoolcommittee@gmail.com <acforschoolcommittee@gmail.com>

Hi Amanda and thank you very much for the links. I wish they had been available when we moved here 30 years ago and our youngest was in CPS. One of our grown kids subsequently moved here from Lowell specifically for CPS and we have stayed plugged in...our youngest grand daughter will be a senior at CCHS this Fall. First, let me thank you for not hesitating at the PTO session to state that you would be representing the **Town** as a School Committee Member. I was also impressed that you had done your homework and that you are a product manager. I was in that role for a large part of my career at IBM and I know how important it is to understand all the stakeholders' positions and to try to find the "sweet spot".

I have been serving on the Master Planning Steering Committee and my role is the development of a financial model that will help us understand the impact of the various paths the Town may choose to follow going forward. I have been interested in Town finances since we moved here and we are approaching a challenging next several years as we have little new growth in the tax base yet our appetite for services and our baked-in cost structure continues to make taxes climb.

I have continued to track what I see as an "imbalance" in the Town's allocation of spending. Attached is a spreadsheet that deals with our spending relative to the nearby towns, and also our school spending relative to the other Town functions. Both the schools and the police department appear to be outliers. When "benefits" are added to each function, the school spend is 70% of the total Town budget. The FinCom just published a Letter to the Town regarding the Warrant Budget that stated that "school spending was greater than 60% of the budget". Why they feel obligated to understate the issue is lost to me. We should be engaged in "truth-telling" when it comes to informing our citizens, not candy coating things. This will be important when seeking direction for the Master Planning effort. Anyway, the attached spreadsheet has 3 tabs; one showing how we compare to our neighbors, one that shows school spending vs other Carlisle Town functions, and the 3rd showing all source data for the other two. I hope you find it useful.

We've lived in quite a few other places over nearly 60 years of married life and have always found that real estate prices are driven first by affordability, meaning the total monthly cost of ownership, and then by other issues, like quality of schools and commute time. Property taxes, mortgage rates, and insurance make up the monthly cost of ownership. We've lived on the NY/CT border and the cost of a home in CT was 30% higher than the same home 100 yards away in NY because of the sky high property taxes in suburban NY. It's somewhat the same here between Carlisle and Concord. True that Concord has many more "conveniences" to offer, but their taxes are also lower and thus the home prices are reflectively higher. Total cost of ownership. As our taxes continue to rise, the value of our homes will continue to stagnate. The one saving feature of this bleak assessment is the draw that the schools have on home buying decisions. I believe there is no doubt that the reputation for high quality schools is a major factor in attracting buyers and maintaining home values.

If this sounds like I am arguing both sides of the coin, I guess it is. The citizens are smart enough to know these dynamics also, that's one of the primary reasons that they support the school budget year after year. Many of our citizens, in addition to being savvy regarding this, also have the means to sustain this tax burden. Whenever I hear anyone complaining that Carlisle has nearly the highest taxes in the State, I am reminded what my grand mother used to say..."Are they bragging or complaining?" I believe the effect of all of this will be that empty nest'ers will continue to vote with their feet and move to the condos of Acton, Concord, and beyond. Our 18-home neighborhood has recently turned over 7 of the homes, none of which had kids in school any longer, and were replaced at \$900k+ each, with families that brought 12 new school-aged kids. This is the formula that keeps us at 600 kids or less at CPS.

So, the bottom line for me is that we ought to be able to find a way to get our school spend into better balance with "other" Town spending and do so without destroying the reputation we have as a magnate for high quality schools. I've written to Jim O'Shea about these same challenges and suggested that we ought to at least understand why Boxborough decided to "combine" with Acton at the k-8 level. Would quality suffer if we were part of Concord at all grade levels? I believe unquestionably yes....somewhat. My friend, John Saphier, who founded "Research for Better Teaching (RBT)", said it may be advantageous to have a common k-8 curriculum in terms of performing in grades 9-12. Presumably, our costs would be marginally lower (Acton-Boxborough claimed a \$2 million benefit for having done so). Jim said he would share my letter with the School Committee, perhaps you've seen it. There is no doubt that CPS is outperforming both Concord and Acton-Box, so I am not advocating that we change, only that we ought to understand what it could mean both financially and on its effect on student performance.

We have a very high performing school here, however our enrollment continues to decline and the staff continues to maintain the status quo. I have looked at the total staff by function and have found the following. These are directly from the "Staff Directory" on the CPS web site):

Superintendent & Principal level = 4
Office/Admin = 7
Food Services= 5
Building & Grounds = 7
Other Specialists = 20 = Behavior Analyst, Literacy, Chinese, French, Spanish, Music/Chorus 3, Phys Ed 3, Engineering, Art 2, ELL, Speech, Tech 3, Library.
Teachers = 45
Teachers Aides = 27
CASE = 6
Professional Support Staff = 13 = Occupational Therapists, Nurse, Psychologists, Speech Therapy, and Tier II, and Permanent Substitute.
Recess Monitors = 3
Total = 137

The WestEd Report considers this level of staffing to be a "serious problem". I am not qualified to comment further about it.

Enough rambling. Thanks, Amanda, for your energy and clear thinking and willingness to jump in with both feet. I wish you the best.

Kerry

-----Original Message-----

From: Amanda Comperchio <acforschoolcommittee@gmail.com>

To: kerrykissinger@aol.com

Sent: Wed, Jul 8, 2020 10:32 pm

Subject: Re: [Amanda Comperchio] Contact 2 - new submission

Hi Kerry -

Thank you! Carlisle is a great school, as reflected at these websites, but we do have some room for improvement. I found most of the information on www.niche.com. Other sites with school data are greatschools.org and schooldigger.com. Here are some links directly to some of the places where I found information regarding Carlisle and neighboring towns.

Carlisle School, Overall: <https://www.niche.com/k12/carlisle-school-carlisle-ma/>

Carlisle School Rankings: <https://www.niche.com/k12/carlisle-school-carlisle-ma/rankings/> - this is the best place to see the rankings. The numbers I used were from how Carlisle is ranked in the state for diversity.

MA Diversity, Elementary: <https://www.niche.com/k12/search/most-diverse-public-elementary-schools/s/massachusetts/>

MA Diversity, Middle: <https://www.niche.com/k12/search/most-diverse-public-middle-schools/s/massachusetts/>

Carlisle, School Digger: <https://www.schooldigger.com/go/MA/schools/0333000457/school.aspx>

Carlisle, Great Schools: <https://www.greatschools.org/massachusetts/carlisle/453-Carlisle-School/>

I hope this helps. Happy to chat, or email, if you have additional questions.

Best regards,
Amanda

Dear School Committee members and school administrators,

Good afternoon I am writing to you on behalf of my family, including our two daughters, Maddie and Kadie who are rising 5th and 1st graders. I would like to take this moment to thank all of you for your dedication, support, and hard work throughout this extraordinary global pandemic.

I speak not only for myself, but for others when I say we need our kids back in full time school 100% in person. Anything less than this would be a significant disservice to our students. It is my understanding that our school is completely capable of providing in person instruction for the entire student body by adhering to our state's acceptable 3-6 ft social distancing recommendation.

I fully endorse kids to start the fall 2020 academic year as 100% in person, full time capacity. If not now, then when with the looming expectation of another shut down due to the impending 2021 flu season coupled with the Covid19.

Please do the best thing for our students' academic future and mental health....fight for full time in person instruction!

Again, thank you for your time and amazing effort in this historically, strange time.

Best regards,
Angela, Darren, Maddie and Kadie Verlenden

Sent from my iPad