

# WINCHESTER PUBLIC SCHOOLS PRELIMINARY RETURN TO SCHOOL PLAN

---

SCHOOL COMMITTEE PRESENTATION

AUGUST 4, 2020

# WHAT SHOULD DRIVE OUR RETURN TO SCHOOL PLAN?

---

- Health and safety of students, families, and staff members
- Availability of adequate numbers of trained and qualified staff members
- Students' social-emotional wellness needs
- Ability to monitor and respond to illness, including contact tracing and quarantine requirements
- Capacity to support challenging and engaging student learning
- Ability to provide adequate support for at-risk students

# DESE REQUIRED DISTRICTS TO CONSIDER THREE OPTIONS FOR RETURN TO SCHOOL

---

- Full in-person learning with physical distancing of at least three feet and other health provisions (masks, hand-washing)
- Hybrid model of learning (partial in-person/partial remote)
- Full remote learning for all

# PLANNING AND FEASIBILITY EFFORTS

---

- District and school-based COVID-19 teams have met twice. School health and safety team was established.
- Initial surveys were conducted and new family and staff surveys planned for week of 8/4. Fourteen Webinar forums were held for school staff and families, with school-specific forums planned for next two weeks.
- Rooms and furniture surveyed and measured for social distancing options.
- Plans for exit/entry, before/after school care, cleaning/disinfection, transportation, food service (lunch), daily schedules, and technology inventory all in process. PPE, furniture, and cleaning supplies/equipment ordered.

# PLANNING AND FEASIBILITY EFFORTS

---

- Bargaining with represented groups in process. Unions prefer a full remote start to the year.
- Curriculum revision and staff training in process. Hundreds of teachers and staff members have completed training or are registered for more sessions.
- Coordination with public health, DPW, and town officials on-going (HVAC, cleaning/disinfection).
- Planning in place for services for at-risk populations in process, especially students with disabilities, students with health risks, English learners, and economically disadvantaged students.

# RECENT DESE GUIDANCE

---

- DESE changed school year requirement from 180 to 170 days to front-load more staff training. This will move start of school day to week of 9/14/20.
- More specific information released about health/quarantine and isolation requirements has been incorporated into Nursing Plan.
- Restrictions on bus ridership will require shift in transportation options and increased costs.
- PreK tuition program can only run as two cohorts of two full days each.
- Some courses required to be remote/outdoors only (music, art, PE).
- Still waiting for guidance on athletics, co-curricular programs, and online program.

# OPTION 1: FULL RETURN TO SCHOOL FOR ALL STUDENTS (WITH 3 FEET OF SOCIAL DISTANCING)

---

## STUDY REVEALED

- Not all classrooms can accommodate assigned students due to size, configuration, or ventilation. Movement of classrooms to larger spaces would be required in some schools. Large spaces needed for lunch and mask breaks.
- WHS was most problematic due to over-enrollment capacity, large class sizes, and small interior classrooms.
- Anticipate insufficient staffing levels for this option due to high-risk adult population.

## CONCLUSION

- This model is not feasible for initial school return.

# OPTION II: HYBRID RETURN TO SCHOOL FOR ALL STUDENTS (WITH 6 FEET OF SOCIAL DISTANCING)

---

## STUDY REVEALED

- Reducing daily enrollment by 50% allows for more social distancing, more staff members to return, deep cleaning, and less exposure to large groups for students and teachers.
- Model: AA-remote-BB, generally by A-K and L-Z last names. This model supports better contact tracing, provides for teacher collaboration, and some full-class synchronous learning.
- At-risk students will likely attend 4/5 days.

## CONCLUSION

- This option will allow for an easier transition into socially-distanced instruction and allow us to trace illness outbreaks more easily, thus reducing the risk of more frequent full closure.
- The hybrid model is complex to staff, since the district will lack staff to fully support full remote students because teachers will be working full days with alternating groups of students.

# OPTION III: FULL REMOTE LEARNING

---

## STUDY REVEALED

- Unclear how many families will opt for this choice. Not the best instructional option, especially for at-risk students.
- Full remote may be needed for a class, school, or district, depending on the course of the outbreak.
- Intensive curriculum work, clarity around remote expectations, and technology training have been in place since the spring. These will improve quality and consistency of DL.

## CONCLUSION

- Full remote is not needed or advisable for all to start the school year, based on the information available at this time.
- Those families who elect full remote may return to in-person learning, making it necessary to hold a space for them and staff accordingly.
- We may need to purchase a tuition-based remote learning program from the state to support some aspects of remote learning, since we will have limited staff members to support this fully.

# WHAT DO BOTH HYBRID AND FULL REMOTE OPTIONS INCLUDE?

---

- Daily student-teacher contact
- Expectations for attendance at each scheduled session, whether remote or in-person
- Traditional grades and accountability
- Social-emotional support
- Similar levels of grade-level content and skills development
- More in-person days for at-risk students

# HYBRID RETURN PLAN

---

- All PreK-12 students attend for two consecutive days each week in two groups (AA on Monday/Tuesday and BB on Thursday/Friday).
- In general, students with last names A-K will be assigned to AA and L-Z to group BB.
- Requests to switch groups will be considered by principals late in the summer, after all class assignments have been made.

# HYBRID RETURN PLAN

---

On Wednesdays, all students will be remote. Remote day used for:

- Separating cohorts of students for contact tracing
- Deep cleaning
- Providing time for teachers to interact with full classes of students or support remote students individually or in small groups
- Providing time for teachers to plan together to ensure that the grade-level and content are aligned and ready to support both in-person and remote learning.

# HYBRID RETURN PLAN

---

- The primary focus of student in-person days is core academic instruction, while electives, special subjects, and independent/choice work will take place on the home days. This helps keep cohorts of students together to limit exposure to many adults and other students.
- Some students who need additional support may attend 3 or 4 days per week. Generally, these will be students with disabilities in our specialized learning programs and beginner English learners. Schools will contact families directly by August 14, 2020 if a child is considered a candidate for the extended in-person model.

# SAMPLE HYBRID MODEL: WHS (9-12)

---

- In this draft schedule, students are broken into two cohorts (AA and BB).
- Students in Cohort A attend school from 9:30-3:07 on Monday and Tuesday and follow remote schedules on Thursday and Friday, with direct remote teacher sessions/check-ins on Wednesdays.
- All core academic classes meet consecutively for five periods on each in-person day. On remote days, students will have scheduled classes for two elective courses and independent work.

# WHS SAMPLE AA GROUP SCHEDULE

<b>AA Group: Ex Last Name A through K= 728</b>		
<b>In-Person (ON) Day Schedule (Sample Student View)</b>		
	<b>Monday</b>	<b>Tuesday</b>
8:30-9:25	Teacher Prep	Teacher Prep
9:30-10:20	Core class 1 Math	Core class 1 Math
10:30-11:20	Core class 2 English	Core class 2 English
11:30-1:05	Core class 3 Science	Core class 3 Science
1:15-2:05	Core class 4 Social Studies	Core class 4 Social Studies
2:15-3:07	Core class 5 World Language	Core class 5 World Language
<b><u>First Lunch</u></b>	<b><u>Second Lunch</u></b>	<b><u>Third Lunch</u></b>
Lunch 11:30-11:55	Class 11:30-11:55 and 12:40-1:05	Class 11:30-12:30
Class 12:05-1:05	Lunch 12:05-12:30	Lunch 12:40-1:05
<b>AA Remote (OFF) Day Schedule (Sample Student View)</b>		



# WHS GROUP AA SAMPLE SCHEDULE FOR REMOTE DAYS

---

AA Remote (OFF) Day Schedule (Sample Student View)		
	Thursday	Friday
8:30-9:25	Teacher Prep	Teacher Prep
9:30-10:20	Elective 1 meets virtually	Elective 1 meets virtually
10:30-11:20	student independent work time	student independent work time
11:30-1:05 (includes 30 minutes for lunch)	Elective 2 meets virtually	Elective 2 meets virtually
1:15-2:05	student independent work time	student independent work time
2:15-3:07	student independent work time	student independent work time

# WHS BB GROUP REMOTE DAYS SAMPLE SCHEDULE

<b>BB Group: Example Last Name L through Z = 728</b>		
<b>Remote (OFF) Day Schedule (Sample Student View)</b>		
	<b>Monday</b>	<b>Tuesday</b>
8:30-9:25	Teacher Prep	Teacher Prep
9:30-10:20	Elective 1 meets remotely	Elective 1 meets remotely
10:30-11:20	student independent work time	student independent work time
11:30-1:05 (includes 30 min for lunch)	Elective 2 meets remotely	Elective 2 meets remotely
1:15-2:05	student independent work time	student independent work time
2:15-3:07	student independent work time	student independent work time

# WHS BB GROUP IN-PERSON DAYS SAMPLE SCHEDULE

In-Person (ON) Day Schedule (Sample Student View)		
	<b>Thursday</b>	<b>Friday</b>
8:30-9:25	Teacher Prep	Teacher Prep
9:30-10:20	Core class 1 Math	Core class 1 Math
10:30-11:20	Core class 2 English	Core class 2 English
11:30-1:05 (includes 30 min for lunch)	Core class 3 Science	Core class 3 Science
1:15-2:05	Core class 4 Social Studies	Core class 4 Social Studies
2:15-3:07	Core class 5 World Language	Core class 5 World Language

# WHS FULL REMOTE WEDNESDAYS

---

<b>Wednesday</b>	All students work virtually	
8:30-9:25	Teacher Prep	
9:30-10:20	Scheduled Check-in Time	
10:30-11:20	Scheduled Check-in Time	
11:30-1:05	Scheduled Check-in Time	
1:15-2:05	Teacher Collaboration and Planning	
2:15-3:07	Teacher Collaboration and Planning	

# McCall Middle School Hybrid Model

---

- In order to minimize contact between students and multiple teachers, all middle school students will attend core academic classes on their team, moving between 4-5 adjacent rooms.
- The school day will begin for students at 9:15 a.m. and end at 3:07 p.m.
- Each grade level will have one support period, where specialized services can be provided, like special education, reading, or English learner support.

# McCall Middle School Hybrid Model

---

- On Wednesday, teams will either bring whole classes together remotely, support small group work across the team, or conference with individual students.
- On the two full remote days, students will start the day with a teacher check-in for homeroom, then have two scheduled live exploratory classes (4 in all) and World Language. Students with specialized services may have additional sessions scheduled during the time periods labeled independent.

# McCALL MIDDLE SCHOOL SAMPLE IN-SCHOOL SCHEDULE

In-Person Day Schedule (Sample Student View)					
	6th		7th		8th
8:30-9:15	Teacher Prep	8:30-9:15	Teacher Prep	8:30-9:15	Teacher Prep
9:15-9:25	HR	9:15-9:25	HR	9:15-9:25	HR
9:25-10:23	Math	9:25-10:23	Math	9:25-10:23	Math
10:27-11:25	English	10:27-11:25	English	10:27-11:25	English
11:29-12:27	Social Studies	11:25-11:55	Lunch	11:29-12:27	Social Studies
12:27-12:57	Lunch	11:59-12:57	Social Studies	12:31-1:29	Support
1:01-1:59	Support	1:01-1:59	Support	1:29-1:59	Lunch
2:03-3:07	Science	2:03-3:07	Science	2:03-3:07	Science

# McCALL MIDDLE SCHOOL SAMPLE AT-HOME DAY SCHEDULE

Home Day Schedule (Sample Student View)	6th		7th		8th	
	Day 1	Day 2	Day 1	Day 2	Day 1	Day 2
	9:15-9:25	HR	HR	HR	HR	HR
9:25-10:05	Independent	Independent	EXP 1	EXP 3	Independent	Independent
10:10-10:50	EXP 1	EXP 3	Independent	Independent	Independent	Independent
11:00-11:40	EXP 2	EXP 4	Independent	Independent	Independent	Independent
12:00-12:40	Independent	Independent	Independent	Independent	World Lang	World Lang
12:50-1:30	World Lang	World Lang	Independent	Independent	EXP 1	EXP3
1:40-2:20	Independent	Independent	World Lang	World Lang	EXP 2	EXP 4
2:30-3:10	Independent	Independent	EXP 2	EXP 4	Independent	Independent

# McCALL MIDDLE SCHOOL SAMPLE WEDNESDAY SCHEDULE

---

Wednesdays			
	ALL Grades		
9:15-9:25	HR		
9:25-9:45	Team Classes Scheduled	Check-In Time	
9:55-10:15	Team Classes Scheduled	Check-In Time	
10:25-10:45	Team Classes Scheduled	Check-In Time	
10:55-11:15	Team Classes Scheduled	Check-In Time	
12:00-3:10	WL and Exp Scheduled	Check-In Time	

# SAMPLE ELEMENTARY HYBRID SCHEDULES

---

- The elementary groups follow schedules that ensure core academics are taught by the classroom teacher on in-person learning days, and specialist subjects are taught on the remote days.
- Each day starts with a full-class morning meeting where at-home and in-person students are together via Zoom.

# SAMPLE ELEMENTARY HYBRID SCHEDULES

---

- Our RULER social-emotional program components will enable students and teachers to work together on important skills and will provide time for a check-in each day.
- Students will have several live or taped classes on remote days.
- Wednesday mornings will include whole-class synchronous learning.

# SAMPLE ELEMENTARY HYBRID SCHEDULES: AM

## Grade 2 AA Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:30	Arrival/handwashing	Arrival/handwashing	Morning Meeting Whole Class 8:30am	Morning Meeting Whole Class 8:30 am	Morning Meeting Whole Class 8:30am
8:30-9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00-9:30	Literacy	Literacy	Remote Learning whole class	Technology	Technology
9:30-10:00	Recess/Mask Break/Snack/ Teacher Collaboration	Recess/Mask /Break/Snack Teacher Collaboration	Recess/Mask Break/Snack	PE	PE
10:00-10:30	Literacy	Literacy	Remote Learning whole class	SEL	SEL
10:30-10:45	Literacy	Literacy	Remote Learning whole class	Art	Art
10:45-11:00	Mask Break	Mask Break	Movement Break	Technology	Technology
11:00-11:30	Literacy	Literacy	Remote Learning whole class	Music	Music
11:30 - 12:00	Lunch	Lunch	Remote Learning whole class	Library	Library

# SAMPLE ELEMENTARY HYBRID SCHEDULES: PM

11:30 - 12:00	Lunch	Lunch	Remote Learning whole class	Library	Library
12:00- 12:30	Recess	Recess	Closing Meeting whole class	Choice activity	Choice activity
12:30- 1:00	Math	Math	Teacher Lunch/Lunch	Lunch	Lunch
1:00-1:15	Math	Math	Teacher collaboration /Independent Learning	Choice Activity	Choice Activity
1:15-1:30	Mask Break	Mask Break	Teacher collaboration /Independent Learning	Movement Break	Movement Break
1:30 -2:00	Science/Social Studies	Science/Social Studies	Teacher collaboration /Independent Learning	Choice Activity	Choice Activity

# SAMPLE ELEMENTARY HYBRID SCHEDULES: PM

11:30 - 12:00	Lunch	Lunch	Remote Learning whole class	Library	Library
12:00- 12:30	Recess	Recess	Closing Meeting whole class	Choice activity	Choice activity
12:30- 1:00	Math	Math	Teacher Lunch/Lunch	Lunch	Lunch
1:00-1:15	Math	Math	Teacher collaboration /Independent Learning	Choice Activity	Choice Activity
1:15-1:30	Mask Break	Mask Break	Teacher collaboration /Independent Learning	Movement Break	Movement Break
1:30 -2:00	Science/Social Studies	Science/Social Studies	Teacher collaboration /Independent Learning	Choice Activity	Choice Activity

# FULL REMOTE PLAN

---

- The remote model for PreK will be limited to students with disabilities who cannot attend in-person classes. There will be no remote model for typical learners unless the full district moves to remote learning.
- For students in grades K-5, one or two classes per grade level will function as district-wide remote classes, with students enrolled from across the district. Their remote-only classes may similarly be taught by a teacher from any elementary school.

# FULL REMOTE PLAN

---

At the grade 6-12 level, schedules will mirror the AA-remote-BB schedule in terms of frequency of contact and number of courses, but will vary by grade level. Courses may be taught by:

- Full remote and/or remote-hybrid McCall or WHS teachers
- Special education, reading, and English learner teachers
- College courses that qualify for high school credit
- Some content for remote learning may be provided by accessing remote learning options offered by the DESE.

# RETURN TO IN-PERSON LEARNING

---

- Families may request a return to hybrid learning from full-remote learning.
- There will likely be staffing, health, and safety considerations that require planning.
- Parents/caregivers should anticipate a reasonable waiting period before students are able to change from remote to in-person learning and this may take several weeks.
- Please note that K-5 students might be assigned to a different elementary school on their return if staffing levels are insufficient at their home school.

# SPECIAL EDUCATION SUPPORT PLAN

---

The Winchester Public Schools is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. The Winchester Public Schools continues to take this responsibility seriously and students will receive services outlined in Individualized Education Programs (IEP) in a variety of ways this fall, including a mixture of in-person and/or remote opportunities.

# SPECIAL EDUCATION SUPPORT PLAN

---

Please see the return to school plan for more specifics related to each of the following:

- Schedules for at-risk learners
- Out of district student support
- Related Service Providers (remote and in-person)
- Inclusion strategies (remote and in-person)
- Supporting students with severe disabilities
- Smile Masks

# ENGLISH LEARNER (EL) RETURN PLAN

---

Please refer to the EL section of the Return Plan for more details on the following:

- Screening processes will continue, whether in person or remote
- English Learner remote/hybrid curriculum is aligned with state frameworks
- Translation services will be provided upon request
- The English Learner Parent Advisory Council (ELPAC) will continue to meet to support and advise
- Smile masks will be provided as requested.

# HEALTH AND SAFETY

---

- All students and teachers PreK-12 will wear masks except during lunch and on mask breaks outdoors or in large indoor spaces.
- Classrooms and other spaces cleared of any non-essential items or furniture to maximize available space for movement.
- Lockers in the high school and middle school will not be used.
- Outdoor spaces: We will encourage the use of outdoor spaces for classes, breaks, meals, and other activities.

# HEALTH AND SAFETY

---

- Classroom desks and tables will be configured at least six feet apart and face in the same direction. All students will have assigned seating in each class and, to the extent feasible, for eating, mask breaks, and other activities.
- Fire code and safety: Doors will be propped open when possible to improve air circulation and reduce the number of times people touch door handles. The district will work closely with the Winchester Fire Department to ensure that all required safety measures are followed.

# HEALTH AND SAFETY

---

- Plexiglass barriers may be permitted if classroom furniture cannot be replaced and if required physical distancing cannot be achieved without the use of barriers.
- Considerations for early childhood and younger elementary classrooms:
  - All soft and cloth-based materials, such as rugs, pillows, stuffed animals, and dress-up clothing will be removed.
  - Children may bring their own stuffed animal, but it cannot be shared.

# HEALTH AND SAFETY

---

- **Cleaning and disinfecting:** Will occur at least daily for shared spaces and furniture. For high-touch surfaces (e.g., door handles, light switches, water fountains, toilet seats), cleaning and disinfecting will occur three to four times per day and/or between uses.
  - **Desks:** Will be cleaned at least daily. For situations when cohorts of students move between classrooms, cleaning of desks at the end of each class. Cleaning of desks can be done by students in grades 6-12.
  - **Electronics:** Schools will use a flat, wipeable cover on desktop electronics that are otherwise difficult to clean (e.g., keyboards) and alcohol-based wipes or sprays containing at least 60 percent ethanol or 70 percent isopropanol.
  - **Outdoor play areas:** High-touch surfaces made of plastic or metal will be cleaned and disinfected regularly by custodial staff.
- 

# HEALTH AND SAFETY

---

- To the extent possible, schools will limit sharing of electronic devices, toys, games, learning aids, art material and other items that are difficult to clean or disinfect.
- Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures.
- Supplies that might need to be available on an individual basis will be purchased by the district to minimize sharing (e.g., assigning each student their own art supplies), as feasible.
- Each K-8 student's belongings will be kept separated from others' and in individually labeled containers, cubbies, or areas. Students' access to these areas will be staggered to maintain physical distancing if used. High school and middle school lockers will not be used.

# HEALTH AND SAFETY

---

- To the extent possible, schools will limit sharing of electronic devices, toys, games, learning aids, art material and other items that are difficult to clean or disinfect.
- Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures.
- Supplies that might need to be available on an individual basis will be purchased by the district to minimize sharing (e.g., assigning each student their own art supplies), as feasible.
- Each K-8 student's belongings will be kept separated from others' and in individually labeled containers, cubbies, or areas. Students' access to these areas will be staggered to maintain physical distancing if used. High school and middle school lockers will not be used.

# HEALTH AND SAFETY

---

- HVAC is being assessed by a consultant, who will confirm filter type/replacement schedule is optimal and all fresh-air exchange units are working as designed. Report is due in late August 2020.
- A robust and detailed Nursing Plan has been developed. It includes:
  - Hand-washing/masking and PPE requirements
  - Isolation rooms
  - Daily health symptom checklist for staff and students
  - Isolation, contact tracing, and testing requirements
  - Travel order quarantine/testing requirements

# FOOD SERVICE

---

- Daily hot/cold options for grab-n-go meals will be available.
- Eating in the classroom: Eating in classrooms will be discouraged and our plan involves the use of cafeterias and other large-groups spaces.
- Eating in the cafeteria: Some students will eat in the dining commons/cafeteria with clearly marked spaces where cohorts and students can sit. Students must maintain 6 feet of distance when unmasked unless plexiglass barriers are used. Students will not mingle with other cohorts. The tables and other surfaces that students are using for meals will be cleaned between groups. In addition to cafeteria spaces, other large group spaces such as gymnasiums may be used for eating and the same disinfecting and cleaning protocols apply.
- Eating in alternative spaces: Outdoor meal consumption can be an effective way to ensure physical distancing, weather permitting.

# TRANSPORTATION

---

- Recent guidance from the DESE will place significant restriction on the district's ability to provide regular bus transportation to our students, as the number of students who can be safely transported to school is reduced by two-thirds.
- The district currently charges a bus fee to offset some of the costs of supplying non-mandated transportation. Reductions in ridership and fees will have a very detrimental effect on our district budget. Increasing fees to offset these losses would mean considerable fee hikes.
- In addition, multiple bus runs might be required and this would require adjusting start/end times for the school day.

# TRANSPORTATION

---

The district is still considering options, but they might include the following:

- Restricting bus transportation to only students for whom we are legally required to do so. This would include only those students K-6 who live more than two miles from school.
- Increasing fees to offset the increased costs of transportation.
- Students with disabilities will continue to receive mandated transportation.

# TRANSPORTATION

---

The following would apply to any district-provided transportation:

- Masks: All staff members and students on the bus are required to wear masks at all times.
- Hand Sanitizer: Students will be required to use hand sanitizer upon entering, unless wearing winter gloves and keeping them on.
- Distance: Students will be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).

# TRANSPORTATION

---

The following would apply to any district-provided transportation:

- Ventilation: Windows must be kept open at all times during operation, unless not possible due to extreme weather conditions.
- Seat assignments: Students will be assigned to a single bus and a particular seat.
- High-touch surfaces: Will be cleaned and disinfected thoroughly after each morning route and after each afternoon route using EPA-approved disinfectants.

# Social Emotional Learning and School Counseling

---

- We will conduct an SEL needs assessment for parents and students to determine what services may be needed.
- The team will develop and implement a Tiered Intervention and Supports SEL plan.
- Teachers have been working to embed CASEL core competencies in their unit plans focusing on skills that build: Self Management, Self Awareness, Social Awareness, Relationship Skills, & Responsible Decision Making.

# Social Emotional Learning and School Counseling

---

- Counselors and Psychologists will provide both live and taped remote lessons for students in grades K-5 on remote learning days that are focused on social-emotional skills.
- Counselors at 6-12 level will support students in live and remote support services.
- Social and emotional learning activities will be part of students independent and choice work regularly.
- We will provide tools and training for staff members to help counselors triage and support the needs of students and families.

# NEXT STEPS

---

- School Committee Vote on Return to School Plan Options.
- Return to School Plan submitted to DESE by 8.10.20.
- Continuing negotiations with represented groups.
- Family Survey conducted by 8/9/20.
- Decisions about hybrid learning and full remote programs.