

## FAQ's: October 14th Facebook Live Town Hall

**Q: If the numbers (of COVID-19 cases) continue to go up I would assume that we will move to remote again?**

A: A governor's order directing schools to go to remote only would be the most plausible cause for all schools in the district to go remote again. More likely than not, each school building would be evaluated on an ongoing basis with respect to any confirmed cases there are in. Contact tracing conducted in the event of a confirmed case could theoretically result in multiple buildings being closed for the same initial case. More likely than not, closures and quarantines would be more isolated to an individual class or classes within a single building.

**Q: Will in-person instruction still have students on screens even in elementary school?**

A: Students may spend some time on screens when teaching students how to access virtual learning tasks, when working on shared documents that support learning in the classroom, content related software that cannot be accessed from home (i.e. drafting / engineering), etc. However, efforts will be made to have learning tasks in school be tech free whenever possible.

**Q: What are students doing/where are they going between classes? Who is watching them/where will they be? Will teachers have that opportunity to use the restroom/have a drink of water?**

A: The limited number of students that are being brought into school on a daily basis lends to less congestion in hallways and easier management on the part of the building administration. Security guards, building administration, and hall monitors will all be deployed in order to monitor passing times as pursuant to standard practice. Passing times, grades 6-12, will be decreased to 10 minutes.

**Q: Are we taking the temperatures of bus drivers and aids daily?**

A: Yes, all staff members and students will have their temperature taken prior to entering the schools and work facilities.

**Q: I have a lot of concern, there isn't a plan to provide the 4th and 5th grade teachers support to manage the in person and virtual students in the hybrid model because these students are considered mature based on their ages. This is going to be a lot of work for these teachers to keep both the in person and virtual students on task.**

A: Departmentalized Grades 4 and 5 will implement instructional and active learning strategies for hybrid instruction. We will monitor this early and often and conduct listening sessions with teachers to understand what challenges may be experienced in this regard. Adjustments and additional supports will be added as deemed necessary and appropriate.

**Q: Will parents be able to request the cohort for their child? Based upon scheduling, a particular cohort might work best for the family's schedule.**

A: As a rule, no, as this can present a management challenge and difficulties with the balancing of cohorts. That being said, parents are welcome to reach out to the building principals personally to determine if there is an option which can be extended.

**Q: Please confirm that there is NO before care and aftercare plans during hybrid.**

A: Before and after care programs are being offered at St. Cloud and Redwood schools through the YMCA, and at Washington, Hazel, Gregory, and Kelly through the Community House Boys & Girls Club program. These are not district run programs, however, they are open to all West Orange students and the district is working with those providers to help partially subsidized program fees for those parents who qualify.

**Q: If a student / family has opted for full time remote instruction, can they change their mind?**

A: Yes. In the event a family and or student determines that they would prefer to switch from hybrid to virtual only, this is allowable under the districts remote learning policy according to the timeline specified therein.

**Q: What happens if the transportation department has to shut down? Does hybrid still happen but they have to have parents drive them?**

A: The impact of a confirmed case within the transportation department would vary depending upon the extent of the quarantines. We would work with substitute drivers and third-party providers to minimize any impact if possible. In the event that the transportation department needed to be shut down whether our own or our third-party provider, the hybrid cohort model would still occur and parents would be able to transport their children by their own means.

**Q: What will happen if more students select hybrid (by choice or default) than the school can accommodate?**

A: We have structured our cohorts based upon the entire student population in order to accommodate hybrid instruction while maintaining social distancing. Students / parents choosing to move from hybrid to virtual can do so by informing the principal and teacher in writing. For those opting to move from virtual to hybrid, once the request is made, the district will have 30 days in which to determine how the accommodation will be made.

**Q: Is there a specific number of cases in the school or town that would be the cut off number that would make us either not open, or shut everything down?**

A: Not in so far as the district is concerned. The local, state departments of health and New Jersey Department of Education, Governor's office are monitoring cases statewide and would ultimately make the call for a mandatory shut down of all schools.

**Q: The social, mental, and emotional health has been in the forefront of all decisions, as they should be. For example, schedules were modified to limit student screen time. What specific things have been done in consideration for the social, mental, and emotional health of teachers?**

A: We are partnered with an organization called TeacherCoach, who offered an opening keynote focused on self-care. The TeacherCoach platform provides teachers with access to a plethora of self-help and self care, mental health videos and resources. Overall, I and the administration are leading with exibility and empathy.

**Q: Did the cases at Washington appear in classrooms where the updated HVAC was installed?**

A: No

**Q: What happens if a student comes to school on the wrong day or or does not attend when they are supposed to?**

A: The student will be received and allowed to remain in a separate and safe location until such time that a parent or guardian is able to pick them up.

**Q: Will classes be held in rooms where there are no windows or where windows have not yet been repaired? If so, why? If not, where will they be held?**

A: Classes may be held in rooms without windows. However, those rooms must contain working ventilation systems and of course will have the purification equipment installed. Spaces in the district without windows or ventilation will not be used.

**Q: Will students who are physically attending school be on zoom with their classmates, or will they just be watching zoom. If they are not on zoom, how can they really interact with students who are virtual? Doesn't this further isolate them from their classmates?**

A: Students who are physically attending school will interact with Zoom students during dedicated activities designed by the teacher via the SmartBoard and/or projector. Students will not need to logon to the Zoom class in order to interact with students.

**Q: If we choose a virtual remote program and things look positive in Spring, are we going to be able to switch to in-person school? To choose now full year virtually and not knowing what situation we will be in Spring is definitely a hard decision, especially if we take into consideration students' mental health.**

A: Yes, the Board of Education policy for remote learning allows for parents and students to switch between the virtual and hybrid cohorts according to the timelines specified therein.

**Q: Have teachers from all grade levels (K-5, 6, 7-8, 9-12) been involved in the decision making process regarding hybrid instruction? I'm not asking about who was tasked with training teachers. The question is regarding decision making. How were these teachers chosen? If there were not teachers involved in such decisions, why not?**

A: There has been an extensive amount of feedback gathering from teachers both through surveys, teacher listening sessions, teacher focus groups, and close collaboration with the WOEAL leadership. This approach will continue.

**Q: Teacher workloads are huge right now. I don't see how the teachers will effectively teach all groups involved without losing quality of instruction no matter what the training is. How much more can we ask of teachers realistically?**

A: The district has structured its plan with a critical eye on teacher workload and time. The half instructional day for teachers leaves the remainder of the contractual workday to engage and complete other work. Teachers are also afforded an hour lunch and a 35 minute prep every day. Teachers continue to receive professional development around approaches to instruction via hybrid learning, active learning, how in-person / remote learning can coexist and strategies for engaging students when teaching to two audiences.

**Q: How does busing work for siblings in different grades? I would do hybrid if my K, 2nd and 4th grade could bus together. Do you know if different grades in the same school go on different buses?**

A: As the start and end times for the different grade levels are different, it is a logistical impossibility for students of different grades to be present on the same bus.

**Q: Was there extra custodial staff hired to clean the buildings?**

A: We have not hired additional custodians, however, we have allocated resources for custodial overtime and purchased additional, more efficient equipment for cleaning and sanitization. The district administration is also working in collaboration with the WOEAL Health and Safety Committee to ensure that there are independent assessments of the cleaning protocol.

**Q: What are the selling points to the hybrid program, in other words, why should I send my child when it is such a short day, and it's a disruption to developing a sense of consistency?**

A: The perceived value of the hybrid model is of course a personal and subjective opinion. However, time on site for students will provide them with a sense of routine and normalcy. Further, the resources and teacher contact that students have both with teachers and with fellow students on campus has an immeasurable benefit.

**Q: Can you please speak about hybrid focus of teachers vs. virtual focus of teachers. How will that work? Also, there has been regression, especially with the K thru 2 kiddos, so we do need to speak to the rigor of instruction and the path forward.**

A: Teachers will provide equal attention to both the on-site students and those learning virtually on that day. Most K-3 classes will have a support teacher assigned to that class who will assist the primary classroom teacher with the monitoring of the online platform and assisting students, and staying on task and engaged. Relative to regression, any parent who feels that their child has regressed over the course of virtual learning should probably contact the classroom teacher, guidance counselor and or building principal to ascertain the extent to which the assessment data reveals the same. If that is in fact the case, the school district has a responsibility to develop a more individualized learning plan to help close those gaps.

**Q: In your consultations or review of other school districts that have opened in-person, is COVID spreading within those schools (or are the methods West Orange is employing appear to be working to prohibit spread)?**

A: There are well over 300 school districts that are presently operating in some form of on-site instruction. Some of those schools, including a number in neighboring communities, have had to close following the opening of the hybrid model. It would appear that these cases are often being contracted outside of the school facilities and school hours. The school buildings will remain one of the safest locations in which students and staff can interact. Social distancing will be maintained at all times, masks will be worn at all times, and the district's ventilation systems have been upgraded with technology proven effective against COVID-19.

**Q: So the kids basically have to bring everything to school and bring it back every night just in case... I'm assuming no lockers?**

A: Yes, students will need to bring any materials needed for that day to school. Lockers will not be used. Teachers will post the instructional materials that students are to bring for in-person instruction in Google Classroom.

**Q: We will receive written notification on what our individual child schedule will look like with the hybrid schedule?**

A: Yes, if you have not already received the cohort information from your principals, that will be forthcoming shortly. The Hybrid Model Parent Guidebook will be published by October 30th. This will include a list of school schedules.

**Q: Will children be allowed on the bus with NO mask?**

A: No. Masks are mandatory for boarding the bus. Buses will have extra masks which can be distributed if necessary. Masks are also mandatory for in-person instruction.

**Q: Teachers will be teaching in-person students and virtual students simultaneously, correct? Won't lessons then simply be modified virtual lessons? Even for those students who are 'in-person'?**

A: Approaches to instruction and active learning in a hybrid model, to include strategies for teaching to both audiences are being studied and taught through a variety of professional learning sessions. Teachers will differentiate lessons in order to best address the needs of students in-person and those at home. Strategies will vary depending on the student's setting.

**Q: Can you please explain if the hybrid in elementary will be half days. How many? Will there be aftercare?**

A: The in-person schedule for elementary students will be from 8:50am - 12pm. During this time and throughout the week, students will have SEL, ELA, Math, Science, Social Studies and Movement. On days when a student is learning virtually (non in-person days), core content area instruction will be from 8:50-11:50am. The student will also have related arts in the afternoon from 1pm - 3pm on their assigned day.

**Q: Big ask - but, does the district have any plans for dealing with the mental health ramifications on students of the past 7 months? Some children have become very fearful of in person and/or close interaction with people - just wondering if the district has considered this at all.**

A: The district counseling department and classroom teachers are all placing an emphasis on mental health and social emotional well-being. The Guidance Department will avail itself as they have throughout the pandemic to meet with parents and students to address initially any concerns in this regard. Parents are also encouraged to engage with their students, speak with them, understand where they're coming from, and if necessary perhaps seek additional mental health assistance for them.

**Q: How will remote students ask a question of their teacher on days they are remote?**

A: Teachers will facilitate in-person instruction alongside virtual instruction, directing instruction to both audiences. Students attending via Zoom will enter the class via the SmartBoard and/or projector for specific activities. This includes audio and video.

**Q: When will the afternoon "meetings/help" begin? That has not been happening yet.**

A: Afternoon meetings are akin to after school extra help. They will not necessarily happen on a regular basis but can be requested at any time either by the teacher or the parent and student.

**Q: Will there be any type of assessment on where the kids are in relation to where they should be with their studies? The teachers are doing a great job but I feel that some kids may be falling behind.**

A: Teachers are assessing students formally and informally during instruction. Anecdotal notes, conferencing with students, question / discussion, quizzes, end of unit assessments, writing assignments, project based tasks, iReady, classwork and homework are used to monitor student progress. Shortly after the students return, normed and benchmark assessments will be administered to identify where students are relative to the grade level content and skill standards.

**Q: What is the timing for announcing the cohorts in advance of 11/09?**

A: Principals have started to inform parents of student cohorts. Adjustments will be made to cohorts based on requests for full time instruction. Cohorts are then shared with transportation.

**Q: Will students who are remote be able to ask questions during live instruction?**

A: Yes

**Q: Is there a limit on how many hybrid students each school can accommodate?**

A: Yes, the district's hybrid model was developed with the foundational piece of the maximum capacity of our schools and classrooms when taking into consideration the 6 foot social distance.

**Q: Are all current teachers planned/scheduled to come back into the building for hybrid at this point? Do you anticipate students needing to have to build a relationship with a NEW teacher once hybrid starts?**

A: The district is working on filling various requested leaves by teachers. There exists a possibility that when your child returns to school, they will be instructed by a recently hired leave teacher. The building principal will be sure to communicate any changes in teacher assignment as they near.

**Q: Is there a place where we can view a schedule for hybrid elementary/ middle school? Start and end time? How many days a week?**

A:

Grade Level	School Start	School End
Middle 6-8	8:10 AM	12:45 PM
PreK	8:45 AM	11:45 AM
Elementary K-5	8:50 AM	11:50 AM
WOHS 9-12	9:30 AM	2:00 PM

Elementary schools are divided into 2 cohorts. Each will attend 2 consecutive half days: Monday/ Tuesday and Wednesday/Thursday. Friday is left for building sanitizing.

Grades 6-12 are divided into 4 cohorts. Each cohort will attend 2 consecutive half days bi-monthly.

**Q: Will it be possible to change cohorts? If your child is doing remote learning with another kid in the same class it would be great for them to go into the classroom the same days once school opens.**

A: As a rule, no. However, parents may reach out to the building principal to explore this further.

**Q: Can we opt into hybrid later in the year, say after the holidays? After flu season..? Wasn't sure if this was asked already..**

A: Yes, pursuant to the Board of Education remote learning policy students can switch pursuant to the timelines required therein. <https://www.woboe.org/Page/7863>

**Q: If we are observing regression now, for eg. in need of basic skills, can teachers weigh in on which model might fit the child best?**

A: Teachers may provide their professional opinion respectfully to parents, guardians and caregivers. Ultimately, however, it is the parent's prerogative as to which model and option they wish to choose for their child.

**Q: How are teachers expected to teach on zoom (monitor attention and questions) while also monitoring those in person? Are the teachers being provided with extra eyes and hands?**

A: Teachers are receiving training on best practices. There are countless school districts currently engaging in this model as well as higher education institutions from which we can learn. The district will continue to support teachers in order to assist them in developing the highest level of proficiency and capacity with this paradigm.

**Q: How will be the grading for lab work when it is hybrid?**

A: Typically labs are evaluated on a standards-based rubric or analytical questions that follow the observation of a phenomenon. Science courses are designed to provide students with opportunities to engage in the Science and Engineering Practices of the Next Generation Science Standards. Whether in the classroom or at home, students have access to observe the experiment, demonstration, or simulation and analyze accompanying measurements and data. Prior to engaging in an activity, students are made aware of the weighted grading category for that task.

**Q: How is the entire curriculum going to be covered based on the time reduction in school?**

A. The district curriculum has been compacted to address the priority standards, essential questions and understandings.

**Q: What will the classroom experience be like? no walking around? plastic barriers?**

A: Students moving in the classroom will obviously be limited and restricted though not prohibited, if a student needs to get up for the purpose of using the restroom going to the main office, or nurses office. We will not be installing plastic barriers in the classrooms, as the district is already taking a conservative approach relative to the number of students in the classroom, the social distance between them, and the level of attention being paid to air quality and purification.

**Q: When will HS parents know if you are changing the school day hours this is important for parents who drive kids you are giving us two days to make the virtual choice but we need this information to do that**

A: The district is working through a number of planning questions with regard to the feasibility of changing the high school schedule time, if that were in fact to happen, the notification would go out early next week.

**Q: Can you clarify the stance on "universal masking?" This means that no one can get a medical exception, correct? Everyone MUST wear masks?**

A: All requests for medical exclusion for the wearing of masks will be received and reviewed by the district administration in collaboration with the district physician. Whenever possible, through an interactive medical dialogue and effort will be made to develop accommodations including but not limited to mask breaks. The overall objective is that students do wear masks when in the building and in class.

**Q: Will there be regular surveys sent to parents at scheduled intervals for feedback following November hybrid opening?**

A: Yes

**Q: Students currently have 15 minutes between classes. Will they go to a single place in the building? Will they stay in their class? Perhaps this is up to the building administration**

A: Currently, in the virtual model, there is 15 minutes between each class to give students a break from prolonged screen time. However, these passing times will be decreased for the on-site schedule.

**Q: How will students be assessed? Using the report card model prior to the pandemic or the model used in spring?**

A: Teachers are assessing students formally and informally during instruction. Anecdotal notes, conferencing with students, question / discussion, quizzes, end of unit assessments, writing assignments, project based tasks, iReady, classwork and homework are used to monitor student progress. Shortly after the students return, normed and benchmark assessments will be administered to identify where students are relative to the grade level content and skill standards.

A revised standards based report card is being developed for grades K-5 and will be published shortly via PowerSchool. Grading and reporting will remain the same for grades 6-12.

**Q: How does the sharing of supplies work?**

A: Supplies are not shared.

**Q: Will there be a technical facilitator in the elementary schools to assist with virtual learning?**

A: In addition to the district Technology Department Technicians, Educational Technology Specialists have been identified and appointed in all schools: One to each elementary school, two at the middle school, and three at the high school.

**Q: Will a quick change between hybrid and virtual be possible?**

A: Yes, we envision a required pivot from hybrid to virtual to be relatively seamless.

**Q: Under what circumstances would you order schools closed, other than an order from the governor?**

A: Outside of a Governor's order directing the school district to close all schools to remote learning, the likelihood that as superintendent I would do so is relatively low. More likely, there might be the need to close a school or multiple schools. However, all these decisions would be made in consultation and under the guidance and direction of the local Department of Health and district physician.

**Q: Who made the ultimate decision of letting Special Education students being sent first to ascertain if it is safe to reenter WOHS?**

A: The decision was made in consultation with the Department of Special Services. The rationale for the expedited timeline for our autistic and preschool disabled students was the very real concern over the difficulty in providing effective instruction to the students exclusively in a virtual model. This feedback came from both teachers and from the parents of those children. The classrooms in which these classes are operating were addressed on an expedited timeline with regard to the ventilation issues and have been remediated in advance of the return of students and staff.

**Q: Can you explain the science behind ionization in the HVAC systems? What is specifically appending to the virus and at what time... immediately when ionized fresh air gets to virus atoms? After the virus goes through the air handler? Etc**

A: Please find the link below to the Global Plasma Solutions website and an explanation of the needlepoint bipolar ionization technology. <https://globalplasmasonline.com/how-it-works>

**Q: If my child misses in person learning on an assigned day can she log into zoom to attend the classes? Or will she be penalized for missing in person leaving ?**

A: Yes they may; no penalty will be assessed.

**Q: Can you confirm breakfast and lunch will not be served in school?**

A: Presently, the plan is for breakfast and lunch to be “grab and go” only.

**Q: Will there be lockdown drills for hybrid students?**

A: In consultation with our security consultants and the recently delivered state training in this regard, school security drills will be maintained as close as possible to standard operating procedure. The state does not recommend making significant changes in order to not create confusion in future years. The lockdown drill with its typical necessity for students to be sequestered in a corner of the room in close proximity will obviously need to be revised. We envision the school lockdown drills, when conducted, following all previous protocol other than the sequestering in the corner, and envision this being more of a verbal walk-through of what students would do in the event of a lockdown.

**Q: Will there be another kindergarten orientation?**

A: There is not another kindergarten orientation currently scheduled, however, teacher parent conferences are upcoming and this idea will be raised with the elementary principals.

**Q: What about co-curricular clubs-will they be in person or virtual like they are now?**

A: All clubs and activities approved by the Board of Education were done so with the understanding that they all could function virtually, if necessary. That being said, club and activity advisors are authorized to conduct on site activities and meetings if properly aligned with the health and safety guidelines. We envision more on site, in person meetings and activities occurring once the schools back in the hybrid model.

**Q: If a student tests positive, will their siblings (in another school/different level) also be required to isolate, as well as their sibling's classmates and teachers?**

A: The siblings of the student who was confirmed positive would be quarantined for two weeks under department of health guidelines. The classmates of the siblings would not, as secondary contacts do not necessitate quarantine under the aforementioned guidelines.

**Q: Will there be new student orientation? 1st grader new to school**

A: Presently, there is no new student orientation planned. However this idea will be brought up with the building principals in upcoming meetings.

**Q: If a teacher is wearing a mask while teaching a live class, will what she/he is saying be audible to virtual students and the class?**

A: The district has invested a sizable amount of resources into the purchase of Apple ear pods for all teachers to ensure the highest level of audio quality for those students at home. The sound quality has been trialed through “dry-runs”.

**Q: Is there a plan in place in case there's an exodus of teachers going out on a LOA (leave of Absence) once the district initiates the Hybrid approach?**

A: We are working through leave requests now, the number of requests which have come in do not represent a significant hardship insofar as staffing.

**Q: For students taking PSAT, will windows be open and what are other safety guidelines in place?**

A: The high school administration has developed a detailed health and safety plan for the administration of the PSAT. Participation is of course voluntary. Questions can be directed to the high school administration.

**Q: How are you handling fourth and fifth grade classes? Are the teachers changing classes? Are the kids changing classes? Are the teachers teaching virtually from next door?**

A: The teachers will change classes.

**Q: There are so many questions and Dr Cascone is doing a great job trying to answer as many as he can. Can we push the decision making about virtual vs hybrid until next Friday? There are still so many parents that will be interested in listening to all of this.**

A: We will extend the deadline to midnight on Sunday night.

**Q: How will snow days work with the hybrid model?**

A: While operating within this virtual and hybrid model, in the event of a snow day, we would likely pivot to virtual and not utilize the day as a snow day. This would enable the district to reserve the snow days and define them more as emergency days to address for example, a power outage that would disable the district offering virtual instruction. Moving forward in future years, this will be given further consideration and evaluation by the district administration and Board of Education.

**Q: How will virtual students take standardized tests and honors placement tests?**

A: All standardized tests and placement tests will be administered on site building principals will develop the schedules for those administrations.

**Q: Please confirm if you want to continue with virtual learning, you need to fill out the form again.**

A: If you had previously filled out the survey indicating the selection of the option for virtual only, there's no need to fill it out again.

**Q: Currently in high school, labs happen on Fridays. Since no one will be in person on Fridays, will this continue or will the lab schedules be changing?**

A: Labs will remain on Fridays, as they are presently: a 30 minute synchronous session. Students may have multiple lab sessions depending on their academic schedules. In addition to laboratory science courses, there are, for example, Mathematics and Child Development courses, which also involve Friday lab sessions.

**Q: Is wearing a mask full time healthy for our kids?**

A: The medical and public health officials with which the district has spoken have provided no information which would indicate that mask wearing is unhealthy for children.

**Q: Will there be another town hall like this in the next few weeks as we get more answers to these questions and as parents have had time to digest?**

A: There may be additional town halls throughout the year. That being said, the public is encouraged to attend the two monthly Board of Education meetings at which there are regular reports provided under the superintendent's report on school reopening as well as the opportunity for members of the public to ask questions and provide commentary.

**Q: You mentioned approximately 700 district students requested online only learning past Nov 9, what %of district students replied to the original survey? And if a student did not reply, were they counted as going into the hybrid count?**

A: As of October 15th, we have received approximately 1,400 requests for full time remote. All students were automatically built into the hybrid cohort model. We will reevaluate the final results of the survey to determine if there is a substantial increase in the number of students opting for virtual and whether this will enable us to offer more on site time.

**Q: What words of encouragement do you have for Hs students who don't see the point in in-person 4 mornings/ per month? I would love to share with him your thoughts on the benefits.**

A: This is, of course, a personal perspective and decision on the part of students and parents. Coming into school provides students with a reconnection with teachers, classmates, and a sense of routine and normalcy which many might find helpful and uplifting.

**Q: This town hall was wonderful for our community! Is there a plan to have one with the staff, so that their questions and concerns can be addressed?**

A: Yes, the administration is now in the process of scheduling an upcoming town hall for staff in advance of the November 9th start.

**Q: What if a teacher has to quarantine because their own child was exposed? Will that class go virtual?**

A: Under the State Department of Health and CDC guidelines the teacher would not need to quarantine by virtue of exposure to their child who had been exposed to a positive case. Secondary exposures do not trigger quarantines. If the teacher's child was confirmed positive then they would have to quarantine for two weeks. The class would then be conducted virtually from home by the teacher, provided that they were well enough to do so, and a substitute teacher would be present in the classroom to manage the students who are on site during those days.

**Q: How do we change our transportation choices?**

A: Transportation changes should start with the building principal and communicate them directly to the transportation office.

**Q: Are we ever going to go full time? As a parent of a junior, I am concerned that he is not learning a lot with this schedule of seeing his teachers twice a week every other day.**

A: Unless the social distance requirements are relaxed under the state guidelines, returning full-time is a logistic impossibility, as our buildings cannot accommodate all students every day. Parents who have concerns about their children's regression, or lack of learning, are strongly encouraged to reach out to their teachers, guidance counselors, and building principals to share these concerns. The school district has an obligation to provide individualized support in order that any regression or school gaps can be closed as soon as possible.