



FAQs

REOPENING PLAN

2020-2021

READING COMMUNITY CITY SCHOOL DISTRICT

The following questions were submitted through email and were copied into this document. Every effort was made to remove any identifiable information, but not to alter the intent of the question. These questions and comments were submitted in advance of the district's virtual community forum held on July 28, 2020. You can access the recording of this session on the district's YouTube Live page (<https://www.youtube.com/watch?v=Q6nB76HnRCY>).

We will continue to provide updated FAQs as we receive new questions not addressed in this document. Questions and answers are organized by category/theme.

ARRIVAL/DISMISSAL

Q: If students all choose mornings or all choose afternoons - how will drop off traffic work especially adding temperature checks to the scenario? Wasn't staggered start/end times last year to try to alleviate the traffic back up with so many students arriving at the same time?

A: Morning and afternoon choices will be requested. This plan is focused on achieving approximately a 50-50 split of students coming in the building so that we can maintain appropriate distancing. The arrival and dismissal process would therefore be similar in numbers to the staggered start from last year.

Q: If the building does not open until 8:05 AM, how do we expect the drop off lines to progress so that the kids actually get 4 full hours of learning? We could not even get the drop off lines moving in a smooth fashion when COVID was not a problem. What are we going to do differently to make the drop-off lines move faster and maintain this in bad weather?

A: This model is three hours for students. We are working to improve the arrival process to make this as efficient as possible and will communicate this regularly in the lead up to the start of the year.

Q: School personnel are going to take the temperatures of all students entering the building? Again, do we have the manpower for this and how are we going to quickly and efficiently do this? Reading schools have yet to master a quick drop-off line and now we want to add taking temperatures to this? We need to ensure that we are adding extra time before school to ensure all of this happens so the kids can maximize what little learning time they have. So if school starts at 8:05 AM then the doors need to open at least 20-30 minutes prior to all of this to happen. Can we take this into account?

A: This model is our current plan so that we can maximize student time in school, meet the guidance from the state, provide enough time between the morning and afternoon cohorts, and the school day hours for our teaching staff. As this plan is implemented we may need to adjust, but for right now would be the working model.

Q: Drop off line traffic can take 10-15 minutes to get through. This was with staggered start times. Even if less than half the students in the district are reporting at the same time, with the 15 minute arrival window, I can imagine traffic being similar. Adding in car temperature checks, and I'd imagine social distancing for students waiting outside cars, to be checked, could add to the wait time and congestion. Handling and redirecting students who have a fever could add time. Once in the building, students will likely need to visit their lockers, before reporting to class. Some afternoon cohort students will need to get lunch. It seems waiting to open the doors until 15 minutes prior to the start time, may provide insufficient time for all students to get to class on time. In what way were these factors, and others, considered when this 15 minute window was decided? Is this subject to re-evaluation if it is determined to be logistically problematic? Do the 8:20 and 12:30 start times already include some transition time?

A: There were many factors that were considered with these times, including dismissal and arrival times between cohorts, time for cleaning, staff lunches so they are available for arrival and dismissal supervision, and others. Flexibility will be key as we look to reopen at every level of the organization and how we operate. We are doing this for the first time and it will take experiencing these situations, learning how to improve, and adjusting as necessary.

Q: If the doors don't open until 8:05 and we can't drop kids off till 8:05 & all students have to get a temp check prior to entering the building how will class start at 8:20?

A: This will be a work in progress as we develop arrival plans to create as efficient a process as possible. As with every aspect of this upcoming school year, we will need to be flexible and adjust as we see everything about school in a different way than we have before.

Q: Have you considered what traffic will look like considering there are no staggered start and end times for elementary and high school?

A: Yes. We anticipate approximately 650 students coming to the building for each session, which is less than the number during staggered start last year. We will be working on traffic flow planning to be as efficient as possible during arrival and dismissal and further details will be communicated as we approach the start of the year.

Q: What are the plans for pick up at dismissal to keep elementary and high school kids separate?

A: Please see above. This will be a priority during the coming weeks.

Q: If half the students are to go 4 days a week in the AM and half in the PM, how will there be enough time to thoroughly sanitize the entire school? There will be lengthy backups for pickup since some students will also be waiting to grab lunches. This will cut down on the realistic amount of time to transition.

A: We are working through some of those logistical issues and will continue to do so more thoroughly once a plan is approved. Our custodial contractor is working to develop a schedule of cleaning and sanitizing in between cohorts and will finalize that in the coming weeks.

Q: Our parents couldn't even get the pick up and drop off down while having staggered start times, how well do you foresee this schedule when all 3 schools will have the same drop off and pick up? Yes I understand there will be many students at home and only half the amount for each school, but this is doomed to fail.

A: We will be doing everything possible to ensure this will not fail. Regardless, health and safety is the priority first and foremost and will do everything possible to support students and families during this difficult period.

Q: If roughly 800 students are showing up at 8:20/12:20 and you have to get temp checks how is school going to start on time? This is going to be shaving off at least 30 minutes of an already very short 3 hours.

A: We are going to work on our logistics and planning for arrival and dismissal to make this as smooth as possible. It is expected that flexibility and adjustments to this will be ongoing as we get the first couple of weeks started.

Q: Is the morning start time going to conflict with anything MND is doing with their start times?

A: No. We have coordinated with MND on arrival and dismissal times.

Q: When the kids are showing up to school, the line without doing temperature checks was extremely long last year. How are you going to eliminate an even longer delay with drop off? Where will temp be taken and how? With less students' and perfect conditions, the kids will not be able to get into school in a timely manner.

A: We are working on those procedures and will finalize these plans in the coming weeks.

Q: If dropping off at multiple buildings, how will the check-in process go?

A: Those procedures are being finalized and will be communicated when available.

Q: How quickly and efficiently do you expect morning pickup to be, given lunches being gathered and previous pickup times?

A: We are working on these procedures and will adjust once they are in place to be most efficient.

Q: With check-in's taking place at drop-off, how quickly and efficiently is it expected to go, given previous drop off times? (If students are not allowed to be dropped off early)

A: Please see the above response.

Q: Will the teachers be helping with the pickups again? If they will be helping, will they then have sufficient time to have their lunches and prepare for their afternoon sessions?

A: This model will allow staff time to support arrival and dismissal in addition time for lunch.

Q: How will walkers or family meet-up after school be handled?

A: Dismissal procedures will be coordinated at the building level once our traffic patterns and process is established. Further information will be communicated in the coming weeks.

ATTENDANCE

Q: What will the attendance policy look like with the new schedule?

A: Attendance will still be required unless there is a valid reason for not attending. Remote learning in both models will require students to be actively engaged in their learning and meeting requirements placed by staff.

Q: If we are doing online school and our child is sick or has a doctor's appointment do we need to let the school know still?

A: Attendance procedures will be adjusted and finalized once we have an approved plan in place. Those procedures will be communicated once they are finalized.

Q: How will absences be viewed or attributed? Example: Student is in an in-school cohort but quarantined at home. S/He is able to participate at least partially in the remote cohort dependent on health.

A: Attendance procedures will be adjusted and finalized once we have an approved plan in place. Those procedures will be communicated once they are finalized.

BLENDED LEARNING MODEL

Q: How does exposing the entire staff to the entire student body during the same day make sense for blended learning? Wouldn't a Group A Monday & Tuesday and Group B Thursday and Friday make more sense for exposure and time to clean? Not to mention have kids experience a full day of school instead of 5 days of remote learning weekly (4 partial/ 1 full).

A: This model allows students to get back regularly and spend time with staff almost daily. We can maintain distancing among students in the classroom and reduce building capacity by 50%.

Q: Why has Reading chosen their "blended" model to be so different from other schools in the Cincinnati area?

A: Many districts face transportation concerns with busing that would not permit this model to be analyzed. In a small district with one building and one bus, we have a unique set of circumstances that most other schools do not.

CHILD CARE

Q: How are working/single parents supposed to work and get their children to school and afford child care with transportation along with the child care now becoming teachers themselves?

A: We completely understand the difficulties that any return school model brings to families that is not what we had pre-pandemic. These are very difficult decisions that we know impacts all students and families in different ways. With the guidance provided by the CDC and Ohio Department of Health, we are not able to bring students and staff back with the most important factor we face in education every day - the health and safety of our students and staff. This model attempts to bring consistency of returning to school so that we can best support our students academically as well as all of the other important aspects of learning and growing that the school environment provides.

Q: I have an issue like most full time working parents that actually work. Most of our jobs are not that understanding. My problem is now I'm gonna have to decide to cut my hours to 5 hrs a day or not work. Whatever I choose I'm gonna be screw and won't be able to pay my bills and provide for my kids. If I stay home and do remote learning, is the Board gonna pay me. I need to make a living just like everyone else.

A: The decision to choose remote learning or in-person/blended learning is a decision each family will have to make and we understand the difficult position that this situation puts everyone in for the school year. The Board of Education is not permitted to pay any individual that is not hired as an employee of the school district.

Q: As a first time parent sending a small child off to school. My husband and I both work full time jobs. We have worked opposite schedules for 5 years to care for our daughter. In anticipation of her going to school I have trained my replacements, so that I can move to the first shift. Now I'm finding out that I would have to leave work in the middle of the day to either pick my kid up from school, or take her to school. My question is how is this supposed to work for working families? Especially considering the bus is not an option for us, due to not living far enough from the school. Online learning only is also not feasible as this is her FIRST year in school.

A: We certainly understand that any model that does not include return to school full time is difficult for some families. The commitment to following guidance for health and safety of all students and staff would not permit that to take place, and therefore a blended model is the approach. Whether two full days a week and three remote days or the model proposed, it is not an ideal situation for students, families, and staff.

Q: For those of us that work fulltime can our child/children go to both morning and afternoon classes?

A: This model is to reduce capacity in our building to meet distancing and safety guidelines. Students would only be permitted to attend a morning or afternoon session with only certain exceptions possible based on academic requirements.

Q: For those of us that work fulltime and have no one to pick up/drop off or watch our younger child/children can they go to both morning and afternoon classes?

A: Please see the above question and response

Q: I want everyone to be safe, but how are parents expected to work? Are we now going to have to pay for childcare year round while our kids will still be exposed in other groups rather than in a classroom?

A: We completely understand the burden this places on families and regardless of the model selected that is not a full return to school, which we are not able to reasonably due with the guidance provided, it puts all of us in very difficult situations.

Q: What are parents supposed to do about daycare while trying to work around those weird am/pm schedules. I can't leave work in the middle of the day to pick her up or drop her off.

A: We understand that this is a difficult situation for many families and would be the case regardless of any plan that does not return us to school normally.

Q: Can you outline what you anticipate working parents (especially those who are essential workers/work outside of the home) will do with their children during the virtual learning times, especially if their child attends class in the afternoon? I'm interested to specifically hear how it is anticipated that those parents will still be able to go to work and accommodate their kid(s)' schedule.

A: We understand that this schedule, or any reopening model that does not return us to an all day schedule, creates hardships and difficulties. Each family situation is different and it would not be reasonable for anyone to speculate exactly how each family would be able to accommodate this schedule. Our priority is returning students to school as frequently as possible while also maintaining the distancing required for a safe school environment.

Q: What support are you planning to offer working families, or families who have limitations to this plan? For me, we are a one car family and I use my car for work. So, I don't see how I can

get my 3rd, 6th, and 8th grader to school and pick them up 3 hours later, make sure they are working remotely, and also do my job? Even if bus service was offered, it wouldn't be to my kids because we are open enrolled. What's likely to happen is people will be doing carpools and shoving multiple kids together in one car, thus ignoring the "social distancing".

A. We understand that this model, and any model that does not bring all students back full time, may create difficult circumstances. There are certainly carpools and other options that families may use that will bring students together without following distancing guidelines, and we would hope that masks will continue to be worn to prevent spread.

Q: What are working parents supposed to do with this schedule?

A. Please see above response.

Q: Some districts are offering a latchkey support program and/or information to help with significant increases of latchkey kids. Will Reading do the same?

A. We are currently exploring options that may be able to assist families in before or after school care, however not on site. Additional information will be provided as it becomes available.

CLEANING/SANITIZING

Q: Is 70 minutes enough time in between Cohort A and Cohort B to clean and sanitize? Has a trial run been done to make sure it can be done?

A: We are working with our custodial contractor, Omnia360, to finalize the plan for cleaning between cohorts. They have already been made aware of the proposed reopening model and do not anticipate this being a concern.

Q: Why do you have Wednesday showing no school? If it is for cleaning, the school is open every night for cleaning time. The kids need to be in school every day.

A: This is a remote learning day in part for cleaning but also for staff to engage with all students doing remote learning.

Q: When I clean, sanitize, or disinfect surfaces, I either use gloves or immediately wash my hands with soap and water. This is to prevent the bleach, Lysol, or other detergent from irritating my skin. The plan states students will be required to wipe down desks and chairs before leaving the classroom. What kind of wipes or solution will the students be using to ensure surfaces are sanitized but skin irritation is also avoided?

A: Our custodial contractor, Omnia360, will be ensuring that the products being used are safe and appropriate to use. Should they not be safe, we will need to adjust the expectations for how to make this work safely for students and staff.

Q: If teachers are seeing all of their students how are they going to keep the AM germs from the PM kids?

A: We are working with our custodial contractor to maintain a clean, sanitized, and disinfected building. They are creating a cleaning schedule/plan for the transition period between cohorts.

Q: How will there be time to clean the entire school in between AM dismissal and PM start time? With full day group A and B vs. partial A at least the facilities could be cleaned after school, on Wednesdays, and on the weekends. The current blended model eliminates one of these opportunities

A: Our custodial contractor, Omnia360, is working to create a cleaning schedule that will support this reopening model.

Q: How is the school adequately able to disinfect the school for the next session? More time taken away from children to adequately learn

A: Our custodial contractor, Omnia360, is working to create a cleaning schedule that will support this reopening model

CURRICULUM

Q: Are you going to be using a homeschool curriculum or hiring out a company to help set it up?

A: We are planning to support students both in person and remotely using Reading staff and curriculum resources/pacing at the same time.

Q: Is there a curriculum guideline for what a 2nd grader should know by the end of 2nd grade? Something a parent can look at and focus on for their child's focused educational points through a day?

A: There are standards available through the Ohio Department of Education. Specific curriculum planning happens at the district/building/grade level and content area.

Q: How does a child get additional help such as Reading Intervention throughout the week?

A: Buildings will be determining these types of scheduling concerns and student needs in the coming weeks.

Q: Last year everyone passed with no consequences for their lack of participation. What are the consequences this year for such progress with schoolwork?

A: Expectations and requirements are entirely different for this year. Accountability measures will be in place with grades, etc based on student performance

DISTANCING/SPACING

Q: Have we looked into expanding classes into the gyms, media centers, stage, cafetorium, other big spaces?

A: There are not enough big spaces or staff to spread out and distance to meet all of the guidelines for safe reopening.

Q: Was the old St. Pete's building or Sacred Heart building looked into as an option?

A: No it was not...spacing and distancing requirements within the classroom were the driving force in determining the model and that would be true in any building.

Q: Has the school decided on how it's handling distancing in classrooms? What about hand washing?? How are they going to handle the flow of students at arrival/departure time while keeping distancing? Is every cough, sneeze, or snuffle going to result in a student being sent out of the classroom? Has the Hamilton County Board of Health approved and/or reviewed your reopening plan??

A: The Hamilton County Board of Health has reviewed our plan and made very few recommendations to change this plan. We know that classrooms will be arranged to meet

distancing guidelines and other safe reopening practices. The health services department will be providing support for proper handling of those students that are symptomatic.

Q: Does the current plan include utilization of the massive common areas for instruction?

A: The common areas do allow for some flexibility of using non-traditional classroom space, and this may be utilized. However, due to staffing constraints, we would not be using the space to divide classes due to lack of teachers/supervision.

FINANCIALS

What happens to the school budget and resources from the State if kids are sent elsewhere for an in-classroom education this year or homeschooled and choose not to return?

Our district foundation payments would decrease if enrollment numbers decrease. We monitor our school finances very carefully and would have to adjust our expenditures accordingly

FOOD SERVICE

Q: Could we consider giving the afternoon learners a grab & go lunch and breakfast pack on the way out rather than in? If we can keep students from eating in the classroom, this will eliminate food messes in the room, save time (since time is limited) and keep students' faces covered that much more. The lunches and breakfasts will be for the following day rather than that day. We would just tell them to come to school already having eaten their lunch, just as we would the morning students for their breakfast.

A: We are working with our food services department on the logistics of lunch and breakfast distribution and this is an idea that certainly could be considered.

Q: Perishable items like milk and yogurt cannot be left unrefrigerated for 3 hours. The plan says afternoon cohort students will be given lunch to grab and go to class and a breakfast item will be provided for the next day. Does this mean time will be allotted before school, to get lunch and after school to pick up breakfast for the next day? Since the morning cohort will be provided both lunch for each day and breakfast for the next, to go, why not provide both lunch and breakfast for the afternoon cohort to eat before arriving at school, the next day? Taking their masks off and eating, adds additional risks for the afternoon cohort that is not present in the morning. Do the benefits of having the afternoon cohort eat lunch in class, rather than at home, outweigh the added risks?

A: The logistics of breakfast and lunch are currently being analyzed by our food services department and this is one of the issues being looked at closely. Further details will be provided when finalized.

Q: Both the morning and afternoon cohorts are scheduled for exactly 3 hours. Since the morning session students will not be eating at school, but the afternoon session students will, how will the district ensure afternoon students have sufficient time to eat, without reducing their ability to equally engage during their first class, each day? Will those students needing to eat lunch at school be expected to report sooner than others?

A: Please see the above response

Q: For afternoon attendees that rely on school meals, where will they eat lunch? For all attendees relying on school meals, how will refrigerated breakfast items be kept at safe temperatures until they go home? Will meals only be provided to in-school attendees?

A: We are working with our food services department on the logistics of lunch and breakfast distribution.

FULL-DAY OPTION/OTHER PLAN OPTION

Also, academically and mentally I feel that my daughter will continue to struggle if she does not have a normal school day. I am not against masks, barriers or even face shields. I feel that it is extremely important for my child to have social interaction and face to face instruction with her teacher. Please reconsider the proposed plan and give the parents who want a normal school year that option, and the parents who want online instruction that opportunity as well.

A: We all want a normal school year. The reality is that we will not have that in the near future and it is unknown when we may get that back. For now, we are tasked with operating our school environment as safely as possible while also supporting our students as much as we can under those guidelines. This plan allows for social interaction and face to face instruction with teachers four days a week in a blended approach rather than only two full days a week. As stated previously, we are unable to meet the guidelines for safely reopening by bringing all students back under the previous schedule.

Q: Can we have an all-day option? And let parents choose what is right for their family.

How do we expect the students to get through the dismissal process, get home, and eat lunch within an hour before they have to be back on-line? Is this realistic?

A: We are not currently offering an all day option with this plan. The timeline is a suggested schedule but there will not be monitoring of students logging in during their remote learning time. A routine or schedule is recommended however for all students.

Q: My son has learning disabilities that require an IEP. My concern with the back to school plan is that it doesn't provide him with what he needs which is, specifically, full school days. I have watched him regress during the last 4 1/2 months, and I believe it is a direct result of not having in person instruction and social interaction since March of this year. 3 hours per day 4 times per week is not sufficient for him to receive the specialized instruction and structured social interaction he needs. It only provides one or the other, not both. Is there going to be a full day option for students that have specific needs? Unfortunately, if there is not a full day option for him, I will be forced to find him another school that will be offering full days. Sadly, this plan will not work for many other families, but they don't have other options. Who's advocating for them?

A: We understand the difficulty that the pandemic has placed on so many families as well as our students. For those students with special needs, our student services department will be working to identify the most appropriate way to support those students to meet requirements, which may include an ability to attend full days depending on the services needed. Yes, the building does have common spaces but that will also require staffing to supervise and not every classroom would have the ability to utilize that common space (not every room as a garage door to open). There are many, many logistical constraints to reopening school for students and while we would love to have all students back every day, that is not a feasible option given the guidelines from the Ohio Department of Health. It is important to note that while we are referring to students returning to school, we are also concerned about maintaining as safe an environment as possible for our staff. Without staff in classrooms and working with students, any district would be unable to operate. This model, we feel, gives us the best option to bring students back to school as much as possible, with regularity, while meeting the guidelines for the health and safety of all.

Q: Did RCCDS consider sending elementary school children back to school, while relying more heavily on remote learning for middle school and high school students? New research from schools in other countries whose COVID timeline is ahead of the US have learned that elementary-age children are less likely to contract the virus, less sickened by it, and spread it to fewer people than older students. Older students have more and more serious contamination. FYI, New York Times reported about research this week at <https://www.nytimes.com/2020/07/22/podcasts/the-daily/school-reopenings-coronavirus.html?showTranscript=1>

A: No, this was not considered in our planning. The priority was to provide a schedule that allows for distancing of all students while bringing all students back to school. Under that model, elementary students would be dispersed into more classrooms, however we do not have additional staff to support those students due to staff licensure requirements.

Q: Wouldn't it be easier to keep kids 2 full days a week instead of 4 half days as far as disinfecting between groups? The time, people and resources could be saved if you are not doing a full clean between groups.

A: Our goal is to bring students back to school as often as possible so that there can be as much instruction and support as possible from our staff, as well as some resemblance of routine for students. Two days a week would be an option, but that also means five days a week not being in school with only remote support three of those days. Our custodial contractor is working on a schedule to provide cleaning and disinfecting within the building between the two cohorts.

Q: Would it be easier for parents and daycare providers if students spent an entire day in the same place and not need transportation mid day 4 days in a row? Group A goes to school mon and thurs all day and home/daycare on Tuesday/Fri. Same plan for Wed would stand. Opposite for group B. Simpler plan for everyone?

A: Please see the above response.

Q: If the parents voted to send their children back full time with additional safety precautions, can you explain how the conclusion to go a different direction was reached?

A: The survey conducted was not a vote on how to return to school. We looked at the guidelines and recommendations for safe return to school, our building configuration, and models that would address the ability to bring students back as often as possible while meeting those guidelines.

Q: I don't understand why we would not want the kids to go into school everyday? If they are already exposed for 4 hours (8-12) what does 3 more hours mean? Can you please explain to me why this is a good idea? Perhaps there is some kind of science that says you can not get the virus if you are only exposed for 4 hours or some other reason why 4 hours are better than 7?? But As of right now if this is the case then I will be keeping my kids at home. I was really hoping the plan would be half the size classrooms only 2 days a week at school and the rest at home. My kids really need socialization from school. But I am unwilling to have them exposed everyday. I am hoping everything works out well. I love all the teachers at Reading and I love our community.

A: This plan is based upon the CDC and ODH guidance of 6 feet of distancing and wearing masks to minimize the risk of spreading COVID-19. In order to meet these guidelines, we are unable to have 25-28 students in our classrooms. Therefore, the blended approach allows us

split our student population into two groups so that we can meet these guidelines and still bring students back four days a week.

Q: Was hiring a company to come in and help us so that we could go back to school full time ever thought of or considered?

A: No we did not. At this time we are planning to have our Reading staff working with Reading students during this model.

Q: What has to change in order for the kids to return full time?

A: The status of the pandemic and an ability to return to school safely with minimal distancing guidelines. Currently those are recommended to be six feet...we are not able to meet those guidelines with all students back in the building.

Q: As a parent and community member, I want to express my frustration with our options for the start of the school year. When I look back on the parent survey results that you posted, I see that 45% had no reservations for reopening, so my question is – do we not matter, did you choose not to listen to us? Our children need to be in school and for a full day. In the 3 hours they will be in the building, our elementary students will be lucky to get 2 to 2 ½ hours of academic instructional time. And what about social needs? There will be no time to socialize with peers, spend time on recess, and how will they possibly have time for their specials? If they attend specials, then the academic time has just been reduced by another 30 minutes giving them 1 ½ to 2 hours of academic instruction. How can this possibly prepare our students for anything?

A: This model was designed to bring students back as much as possible while also meeting the guidelines from the CDC and ODH. This model also requires remote learning where students will continue their education and learning at home as well.

Q: What about us working parents? How are we supposed to leave work 4 days a week to either drop off or pick up our students? Reading is and has been a 2-parent working household (or single-parent household) for many years and now we are being required to find and pay additional daycare expenses. And if we are lucky enough to find reliable daycare to accommodate our half-day hours, our children will be riding or carpooling with other children, which defeats the whole purpose of trying to keep kids separate. I don't expect our schools to be a "free daycare", but I do expect my children to be properly educated. Isn't this why we pay taxes?

A: We completely understand that this creates a difficult situation for many families, which is true of this pandemic for everyone. This model was designed to provide the maximum amount of time for students to be in school while also meeting the guidelines provided by the CDC and ODH.

Q: If many neighboring districts can find a way to open for a full day, why can't Reading?

A: Please see previous responses to this line of questions.

Q: There are many other districts in the area who are doing full days/5 days a week, so who has mandated that the classrooms must only have a 50% occupancy? Was it the state?

A: This model is based on guidelines from the CDC and ODH.

Q: I am a concerned parent about the new proposed plan. As a working parent, it is a huge hassle for my daughter not to attend school all day. Not only will I have to find before and after school care, but I don't see a difference in my daughter being surrounded by children at school vs. a daycare or someone's house.

A: We completely understand the difficulties that this or any model that doesn't return students to a pre-pandemic schedule places on families. The school environment is all that we in education can control and you are correct, interactions and circumstances of after school hours are unique to each student and family. As educators responsible for the health and safety of students while in our care, our plan has always been focused on the environment that students are in while at school and meeting the guidance provided by the CDC and Ohio Department of Health.

HEALTH & SAFETY

Q: If a student becomes ill / symptomatic at school and they are sent to an isolation room and then home, will the students in his/her classes also be isolated and sent home at that time? If not, at what point will those who have been in contact be sent home?

A: We will be working with the health department through any of these situations and following their guidance/directives. At this point, we believe that with proper spacing and everyone wearing masks, there will be minimal effect on quarantining students if there is a suspected or positive case in a classroom.

Q: If a student starts to show symptoms halfway through the day and is sent to the isolated area, does the entire class that this student just left, quarantine for 14 days or only if they develop symptoms too?

A: The health services department will be closely with the Hamilton County Department of Health to address these situations. At this time, it appears that if students are distanced six feet apart, are wearing masks, and there is no direct contact, then students and staff would not have to be isolated/quarantined in this scenario. Guidance continues to be developed and adjusted and we will be following the protocols outlined for us.

Q: If students are sick, they will now be missing more school due to the health restrictions you are proposing. How are they supposed to catch back up?

A: That is exactly why the blended model is so important and that our instructional practices are able to keep all students on track - remote or in person. Sickness, quarantine, school closure, and other factors are likely to impact our school year in a significant way. Supporting all students academically is our goal and our staff will be working to do this in the best and most efficient way possible.

Q: Prior to the moment someone exhibits symptoms, the virus was already contracted and those around them have already been exposed. As Mr. Enix indicated in the meeting, exposure can be defined by 15 minutes of contact, with or without a mask. If those exposed to a presumed case need to stay home for 14 days, that could include several classmates and teachers. Mr. Enix already stated it includes siblings. If the presumed case does not actually have COVID-19, this could result in constant unnecessary adjustments. Several district families can be negatively impacted, unnecessarily. It seems the isolation process, due to displaying symptoms, is evidence of presuming a case. If this is not how cases are presumed, how will the district determine what is a presumed case? If a presumed case is tested and found to be negative, will

everyone sent home for 14 days immediately be allowed to return? If a negative test result can allow those thoughts to have been exposed to return to the classroom sooner, wouldn't it be beneficial for the district to coordinate testing? If this scenario happens frequently, is coordinating testing something the district may consider?

A: Our health services department will be coordinating this effort with the county health department for guidance. Due to the varied symptoms COVID-19 can display, this becomes potentially very problematic, especially if we are not able to distance students effectively. This is in large part why the blended model was chosen - fewer students six feet apart decreases the number of students that would be considered directly in contact. The information provided in the reopening plan provides the direction we will be required to follow for confirmed and suspected cases, however with each we will be in contact with the health department to confirm the appropriate action, quarantine protocol, and return to school requirements.

Q: What's the back-up plan for in-school cohorts if two teachers of the same grade or 5+ kids in the same class become infected at the same time by COVID-19? Since they all will need to get well plus have a 10-14 day quarantine, is there a chance that the affected class might be forced to switch overnight to remote learning?

A: It is possible for large groups to switch to remote learning overnight, and perhaps even the entire district depending on factors such as number of infections, staff illness/absence, or county/state mandates. This is the reason for constructing a plan that is based on the flexibility of continuing remote learning for all students while attempting to create a model that minimizes the population in the building. Proper distancing will likely decrease the number of students potentially exposed and therefore, in theory, decreases the number of quarantine students.

Q: RCCSD wisely emphasizes flexibility. Could there be overnight decisions by RCCSD to keep school open but close certain classes? Does RCCSD advise family members to plan our schedules so we are on-call *day-by-day* to care for students at home? How will the school notify families of last-minute changes that affect small groups of students, not the entire school?

A: These are good questions. I do not anticipate closing only certain classes, but at this point flexibility will be key. We will have to see how circumstances will dictate operations, coordinate with the county health department, and many other factors. Communication will always be a priority and we appreciate your understanding as there are many uncertainties ahead of us as we reopen school for the first time during this pandemic.

Q: The safety of all staff and students depends on everyone's adherence to guidelines put in place. The plan indicates students violating safety protocols will be reminded, parents called and potentially transitioned to remote learning, if non-compliance continues. What will be done to ensure our children are not exposed to individuals during their episodes of non-compliance?

A: Much like any other rule or expectation in school, there can be no absolute guarantee that students will not have potential exposure to students not following those expectations. This will be a point of emphasis for staff to enforce and an understanding for parents and families that failure to follow this basic expectation may result in removal to remote learning. There will be no tolerance for students that interfere with the safety of others, just as other rules/expectations are in place for other aspects of student safety while in school.

Q: Contact tracing in the general community is typically done anonymously. That wouldn't be the case in a school setting, as students and staff would know who was displaying symptoms. Children suffering with a chronic condition, like asthma, may be particularly susceptible to false alarms. What will be done to protect the social and emotional wellbeing of "symptomatic"

students, in regard to student and staff interaction? What will be done to ensure children are not traumatized during the process of isolating them, and their return to the classroom?

A: Our staff will be working closely with students and families to address these concerns in as confidential and supportive manner as possible. There will be an emphasis on social emotional wellbeing, empathy, and support for all students as we return to school. This is a new situation for all of us and we will be working to ensure that all members of the school community reinforce those expectations.

Q: If a relocation is necessary, it certainly can be disruptive and stressful. Will there be designated rooms for displaced classes? Is there a plan in place to reduce stress during such transitions, keep the students socially distant, and minimize instruction disruption?

A: We will be working to put in place these specific concerns related to displacement. There are many locations around the building that would be able to permit this and part of our procedures will be to constantly stress and enforce the social distancing requirement.

Q: What is required to prove symptoms are not related to the virus and staying home for 10 days is unnecessary?

A: Due to the many symptoms that present themselves in COVID-19, this is particularly difficult. At this point, it would appear that only a negative test would truly confirm that symptoms are not related to the virus.

Q: Students will sneeze and have runny noses. Masks need to be changed when they become wet. What will be done to ensure a clean mask is always available, hands and affected areas are immediately sanitized, and classroom instruction is interrupted as less as possible?

A: We have placed a large order for disposable masks, sanitizer, and the guidance dictates that regular hand washing and/or hand sanitizing is part of ensure safe return to school practices. We would encourage families to wash masks daily to prevent the possibility of contamination.

Q: What happens if a student comes down with COVID like symptoms and is sent to the isolation room, but no one can pick them up?

A: We are checking with the county health department to finalize these protocols and more information will be provided.

Q: Will families be notified if there are positive cases of Covid in their students grade?

A: We will be coordinating our communication throughout the district regarding all aspects of this concern. The county health department will assist in identifying the parameters of contact tracing.

Q: Are you requiring students with coronavirus symptoms to submit negative test results before they can return to in-person instruction?

A: We are checking with the county health department to finalize these protocols and more information will be provided.

Q: Can you provide the definition the district will use for a "close contact" (that requires quarantine) with someone who is positive or presumed positive for COVID-19? What are the metrics the district will use to determine if/when the entire district switches to remote learning?

A: It appears that as of now, the requirement is within 6 feet for 10-15 minutes. Metrics to switch to remote learning will be coordinated with the state or county directive, assistance in managing infections with the county health department, and the ability to staff classrooms appropriately.

HIGH SCHOOL ACADEMICS

Q: Will seniors be taking electives to fill their schedule or only the classes needed?

A: RHS staff will work with all students to complete a schedule that includes electives and required courses. The master schedule will be modified following approval of the reopening plan to address this. Counselors are already working to identify the needs of students and are preparing to work with each to ensure students are meeting all requirements for graduation.

Q: Will students (high schoolers mainly) be able to pick which class they are eliminating since it is switching from 7 bells to 6 bells? If so, when will they have the opportunity to make that decision? Also, will this affect them being able to get all of the classes needed to graduate?

A: RHS administrators and counselors will be working to modify the master schedule and work with students to adjust schedules as necessary. Priorities will of course be made to make sure requirements for graduation are met.

Q: I'd like to ask about electives. It seems like either of these removes the ability to do choir, life skills etc.... is that true?

A: We do not anticipate eliminating electives. RHS and RMS will be working on master schedules to accommodate the reopening plan when approved.

Q: Will high school students receive the same courses (accelerated, CCP, specials) they registered for, regardless of which session they attend for hybrid instruction? What if they attend virtually?

A: We anticipate that course schedules will be able to be maintained, with certain exceptions. Building principals and counselors will be working to finalize the master schedule to meet the needs of our students.

Q: If a child has advanced AP classes how will this be taught or who can I contact to discuss?

A: These courses will be taught following the requirements of the College Board. The assigned teacher would be the best person to speak with.

HOME SCHOOLING

Q: What is the 3rd option of homeschooling? How does that work? Who do we contact and is there a cost for it? Does tax money follow the child in a school district? Can a child still transfer to another school with open enrollment?

A: There are homeschool requirements and must be submitted through the student services department. There is no cost to this. State funding does follow students to different districts - open enrollment timelines are determined by each individual district.

INDIVIDUALIZED EDUCATION PLANS

Q: How will a child that has an IEP get their needs met with part time hours?

A: Our student services department will work with students and families, as well as follow updated guidance from ODE, regarding meeting the needs and supports outlined by the IEP. For selected students, this may include attending both morning and afternoon sessions to meet those requirements and that will be handled on an individual basis.

Q: What does this mean for kids that were already on a 501 plan? What about children on an IEP, or in need of an IEP?

A: Our students services department will be working with our principals and staff to meet the needs of all students on an IEP, 504, or working through the identification process of a student with a suspected disability. This may include learning options that require all day support and will be addressed on an individual basis.

Q: What about the children who had service? Will they receive that again this year?

A: We anticipate continuing services that students have previously received - without knowing exactly which service is being referred to, that is difficult to answer. But we know that supporting students is always the requirement and priority.

Q: I have two kids that are on an IEP how are they going to get everything they need with help? Also I have 3 kids going to school this year preschool , 2nd grade and 6 grade can you promise that they will be on the same schedule ?

A: Students from the same family will be kept together. Our staff and student services department will work to ensure that the needs of all students on an IEP, 504 are met and supported.

Q: I would like to know how a child's IEP will be met if we choose remote learning! Because the spring not one teacher /intervention specialist stayed in contact with my son the way they should have! He struggles in language arts and was supposed to have work modified ! Not one contacted us after a certain time!

A: Our student services department will be identifying the ways in which we will be supporting all students to meet IEP requirements.

Q: I would like to know if you are going to have certain teachers /intervention for individuals so they can do a one on one ! And not with the whole two students ! And is the parents going to get emails about the work and not just the students!

A: Please see the above response.

Q: How will you accommodate children with IEP's and 504's? How will they be accommodated in the classroom and for online learning?

A: Our student services department will be identifying the ways in which we will be supporting all students to meet IEP requirements.

LEARNING TIME

Q: If the students are only there for a few hours in the morning or afternoon and must use part of that time to temperature check all students arriving, as well as part of the time to wipe down areas for the next set of students, how much anticipated actual learning time will there be for each session after settling in?

A: We can certainly anticipate that those three hours will include non-education activities much like a regular school day. We are planning to screen for temperature on the way in the building prior to the start of the day and while wiping down desks may become a part of the routine, in addition to hand washing, staggered transition times, etc., these are going to be part of new normal protocols for students at school. In short, out of three hours, we will maximize the time with students while adhering to guidance and protocols centered on student safety.

Q: Will kindergarten students also be expected to remote learn for three hours as well as on campus for three hours if parents choose the mixed learning for their students? When will parents be able to choose between the two? If all parents decide they want morning class instead of afternoon how will the school determine who gets morning and who gets afternoon or will it go to an alphabet dividing?

A: All students would be in class for one of the sessions and have remote learning responsibilities for the other part of the day (however it would not necessarily have to be during those other hours). We are currently planning to send commitment forms electronically to all families on July 30 and will be due by August 9. We are finalizing the process for addressing any morning/afternoon inequity in numbers and will communicate that when the form is sent.

Q: Will the kids be required to be on the computer/chrome books the entire part of the remote learning day? What are the expectations from the teachers for remote?

A: This may be a requirement depending on the structure of how we are able to utilize staff, but regardless this would be a strong recommendation so that there would be consistency of a school day. We will be finalizing the structure of remote learning once we have commitment forms completed and fully understand the number of students and families that choose this option.

Q: With no staggered start/end times how are the kids getting 3 hours of education?

A: We will be working on our process and procedures for arrival so that we can maximize our time with students.

Q: Why can't PK-2 go half days and 3-12 do full days like Clinton Massie who is very comparable to Reading.

A: Each district is responsible for creating a plan. We have been provided guidelines to follow and feel that this is the best model for having students in school as much as possible while meeting the established guidelines.

Q: I'm assuming in those 3 hours there will be no gym, art, tech tools or library?

A: We are planning and anticipating maintaining specials and electives courses for our students as part of a well-balanced education.

Q: What are the plans for specials or electives, and specifically for band and choir? When will decisions be made about which cohort, and which classroom/teacher students/families are assigned? If a positive case is found at Reading schools, what is the plan for the school or the classroom? (Ie some locations close the school [do at-home learning] for 2 weeks with 1 positive case, some with 2 positive cases, and some just apply the at-home learning for 2 weeks to that single affected classroom). If CDC or other recommendations change (ie requiring 2 negative covid tests 24 hrs apart - a guideline that I believe is on its being obsolete, or other guidelines for classrooms, etc), will Reading update their plan (or consider updating their plan after review)?

A: We expect to maintain special and electives for our students; the window for families to select learning options for right now is planned for July 30-August 9 and following that buildings will be working to adjust our master schedule and staffing accordingly; if we have a positive case, we will work with the county health department to address this with their guidance; if and when guidelines change, we will be looking to adjust as appropriate and necessary.

Q: For the blended learning model-what does the online portion look like for them? (I hope the expectation is not for them to be logged into a computer the other 3 hours a day they are not at school)-Grade dependent.

A: We are working to identify appropriate instructional strategies/practices to support remote and blended learning that is developmentally appropriate.

Q: How will subjects be divided out among the In school and Remote learning parts of the day. Will they alternate or will In school be more focused on core classes and supplementary learning in the remote portion?

A: Once a plan is finalized, buildings will begin to create schedules for students. More information will become available in the coming weeks.

Q: With these shortened in school classes, will every day be the same subjects just shorter or will there be less subjects per day with a longer time frame attached to them. Math for 40 mins vs Math for 20 mins and 20 mins Music for example.

A: Please see the above response.

Q: Will specials be put on hold for the 1st Quarter until we see how this plays out?

A: That is not currently the plan. We anticipate providing specials and electives

Q: Will the in school learning be set so that it can transfer over to 100% remote learning if required by state mandates?

A: That is absolutely our plan

Q: What are the learning expectations for each quarter?

A: These will be determined by staff and departments/grade levels working to adjust the standards/pacing/sequencing implemented for the school year.

Q: How will students catch up from the previous year's remote learning, before moving onto the present year's material?

A: It will be important to identify where students are, the needs for each student, and bringing students up to grade level standards. We do not anticipate reteaching content from last spring but rather provide the support needed to successfully meet standards for the current school year.

Q: Will students learn all material for the year, or will lessons be lost due to time constraints?

A: Please see the above response.

Q: Will teachers provide lectures online as well as in class to reduce the use of YouTube videos and other non-district tools?

A: Instructional strategies will continue to be developed as part of remote and in person learning. We expect staff to provide instruction for students and may utilize other online resources to support their work.

Q: How will students be held accountable for their schoolwork if home support is little or nonexistent?

A: Student and staff engagement expectations will be very important to the success of both in person and remote learning.

Q: Spring shutdown revealed that remote learning and technical skills were very disparate for students and staff across many districts, including Reading. Some districts are offering educational sessions prior to the upcoming school year. Will Reading offer short, topic-focused pre-recorded video "how to" sessions for students and parents before school starts and an on-going basis?

A: Yes. The modified school year calendar provides additional preparation and professional development time for our staff, and we are currently partnering with the ESC and a cohort of other districts for focused professional development during the week of August 17th to increase the capacity of our staff to provide instructional strategies and skill development to support the return to school in 2020-2021.

MASKS/FACIAL SHIELDS/PPE

Q: Could our children be allowed to use desk guards in conjunction with face shields? I believe the kids will be able to wear face shields better and appropriately compared with masks that will be wet from breathing among other things children will wear a mask. The face shields can also be cleaned as needed after a child sneezes or has a runny nose where the masks cannot be cleaned until they are back home. I'm also hoping that this solution along with all the children that are choosing to do remote learning will enable the other children, whose parent/parents work fulltime and have nobody home to take care of kids or are not able to pick up/drop off in the afternoon, to be able to spend the whole day at school.

A: Students will be required to wear masks unless documentation is provided demonstrating it is unsafe for a student to do so. In that case we will assist in accommodating that student. At this time, we are not planning to implement desk guards due to the ability to distance students appropriately using morning and afternoon cohorts of students.

Q: The mask requirement, what about those with respiratory issues?

A: Masks are required for all students and staff unless there is a documented reason for masks being unsafe for students to wear. Accommodations would be made to support those students.

Q: Will the children be allowed to wear face shields instead of masks?

A: Masks will be required unless documentation is received stating wearing masks is unsafe for that student

Q: The state has mandated that children 10 and younger are not required to wear a mask. How can you enforce this when the state doesn't even require it?

A: That is guidance. We feel for the health and safety of ALL students and staff it is important for everyone to wear masks. This is a local decision being made for reopening.

Q: I do not agree with making the kids wear masks, but our kids do want to go back. So, with that being said, since the school is requiring the kids to wear masks, the school should be responsible for providing the masks. Some families are just not going to be able to afford that.

Thank you for all you do!

A; Masks have been ordered and will be provided to students.

Q: Like a huge portion of this school district, I do hope this school year will open full time even if they have to wear masks!

A: We all do. At this time we are not able to do so with the current guidelines, however we can be flexible with this model and adjust at semester if the environment dramatically improves

Q: How can RCCSD be sure that it can obtain enough sanitizing supplies like hand sanitizer and cleaning fluids? There's a shortage of these supplies for hospitals and doctors' offices, so what RCCSD done to be confident that our school system will have enough supplies?

A: We contract with Omnia360 for all supplies and resources for cleaning and sanitizing throughout the building. We have authorized the company to purchase the needed and additional supplies necessary for us to safely operate.

Q: Is \$78,000 enough budget to set aside if there is high demand and high prices?

A: This was an initial purchase of PPE equipment that was in stock and available to start the year. We will monitor our usage and replace in advance as needed. Cleaning and disinfectant supplies will be closely monitored and stocked by Omnia360.

Q: All the official facial covering recommendations I've seen, for example, those provided by the CDC and Ohio Department of Health, state both the mouth and nose should be covered, and the covering/mask should be secured under the chin. What will be done to ensure staff and students abide by the education and are doing things such as using facial coverings appropriately? Who will ensure the education provided is sufficient? What will be the protocol for parents and students needing to report violation concerns?

A: Staff and students will be trained on the appropriate use of face coverings and be required to follow those guidelines. Reporting those not following guidelines should follow appropriate chain of command within the school - teacher, principal, supervisor, etc.

Q: Will it be acceptable for teachers or students to remove their masks to talk, while in class? Outside of mask breaks, engaging in vigorous activities (i.e. during PE), playing instruments using the mouth, eating and drinking, what are other exceptions to the mask rule?

A: The guidance states that masks should be worn by staff unless it impedes the educational process. Masks will be expected to be worn by all students while in school unless specific classroom/activity would make that impossible to do, in which case the distancing guidelines would be even more important to follow.

Q: Although the plan indicates students must wear masks everywhere on campus, it also alludes to the fact this will not be possible in every class, if full instruction is provided. For examples, students cannot wear a mask while playing an oral instrument and the CDC advises against engaging in vigorous activity, while wearing a mask. The plan indicates best practices must be followed. When will those best practices be provided for parents to review? If parents have selected the blended learning model, but find they are uncomfortable with their student engaging in activities when masks and or other precautions are not feasible, how will this be handled? During times masks must be removed, where will each student's mask be stored to ensure it remains clean and no areas are contaminated?

A: Subject specific guidelines will be provided by teachers as applicable and based upon the recommendations received from professional organizations (music, etc). Students would be responsible for their own masks and ensuring they are not contaminated.

Q: The plan states teachers will incorporate "mask breaks" in appropriate areas. Who will ensure each teacher's plan, area, and procedure, meets all safety and sanitation requirements?

A: These details will be addressed at the building level as part of the plan implementation.

Q: When children are walking to school in the rain or snow, or waiting outside for their temperature check and assessment, their masks can become wet. It is not safe to attempt to breathe through a wet mask. Also, some people do not follow mask cleaning guidelines. Wearing and handling a dirty mask presents added risk. Will staff be assessing to make sure students are wearing a dry, clean mask?

A: We will constantly be evaluating circumstances to ensure to the best of our ability that students and staff are following safe practices, including wearing and handling masks.

Q: Mask fit is important. If a mask is too small or too large, the effectiveness is reduced. The policy states students may wear their own mask or the school will provide one. If a student arrives at school with an improperly fitting mask, will the student be required to use a district issued mask?

A: The district has placed a large order for disposable masks as well as cloth masks for every student. Students may and will be encouraged to use their own mask.

MENTAL HEALTH

Q: Students who may not have needed extra support, including mental health services, are now in need. Teachers are also experiencing new stressors. Will there be additional resources available for students and teachers? Are the teachers being educated about how to sensitively handle new concerns and issues that may arise? Will there be guidance and protocol in place to determine which students may need additional resources?

A: We recognize that likely all students will need an additional level of support upon returning to school. Our district wellness coordinator will be working with staff to provide resources and supports for students and families.

NEIGHBORING DISTRICT PLANS

Q: Why are larger schools opening school full week but ours won't when we have well under the amount of students like Fairfield or Lakota?

A: Every district is facing extremely difficult decisions when reopening schools. Most have a barrier to scheduling that centers around bus transportation that limits the options for a return to school model. Every district has its own unique circumstances and challenges to overcome.

As shown in the Board presentation July 15th, meeting CDC and Ohio Department of Health guidelines, classrooms only accommodate 14-15 desks when following the six feet of spacing recommendations. Our average class sizes range from 21-30 in K-8, and RHS class sizes vary greatly based upon the course. We cannot speak directly to the decisions that other districts have made in reopening plans, but we constructed our plan following the provided guidance and physical structure of our building to best meet the needs of our students and staff in returning to school.

Q: I thought in a previous email there was mention of working with neighboring schools to develop a plan within the local community having the same options - Deer Park and Lockland have given the option for full day classes for those who feel comfortable sending their students and also remote learning options for those who do not feel comfortable, is Reading not participating in the same plans/options as the neighboring schools?

A: Many districts have worked together to address reopening planning, however each district is unique and has structures that impact logistical operations. Our focus of collaboration has been on the educational, operational, financial, and safety aspects of reopening, not creating the specific structures of how schedules will be determined.

Q: All the schools around Reading are going back to full days 5 days a week ? Why can't the reading schools do that? As working parents I can't do the half and can not do homeschooling will there be any other options?

A: There are school districts that are doing blended learning models and some have reversed course since early adoption. I cannot speak directly to decisions made by other districts regarding returning to school. As we examined our classroom structure, spacing, furniture, etc., we are unable to bring all students back to school and maintain the recommended 6 feet of distancing between students. We would be forced to have students 2-3 feet away from each other in classrooms, greater density in the hallways and common spaces, which result in greater risk of transmission. This model brings students back to school regularly, meets distancing guidelines, and provides the greatest level of safety for our staff (if our staff are unable to remain healthy, our district would be required to close regardless of the model).

Q: How can bigger districts than us in Ohio be returning to school 5 days a week but we are unable to do so? In the event a lot of families choose to do remote learning-Does this change anything for the Children doing the blended learning?-Is there an option for the blended Children's school day to be longer? I think 4 hours a day would be sufficient compared to 3-3 hours is really no time at all.

A: Each district is responsible for creating a reopening plan based on the guidelines and circumstances unique to their district. We do not anticipate changing our model based on the number of students that select blended. Four hour days would not be able to take place logistically due to teacher contract hours, arrival/dismissal procedures, and many other factors.

Q: How does it benefit our community to have this plan implemented that will clearly be extremely difficult for the parents when our neighboring communities are going to be going back 5 days a week? We share the same childcare facilities and same stores and restaurants. Will our kids not be exposed equally as much anyway?

A: Our district cannot account for what other districts have decided because each is unique and must address their own challenges in reopening. We are also unable to account for what students and families do while not in school. Our focus is on attempting to bring students back safely and as much as possible while meeting the guidelines provided by the CDC and ODH.

Q: Why can Deerpark and Lockland go 5 days a week and Reading can not?

A: Please see the above response.

Q: Can you talk to the neighboring schools to see their plan? St. Pete's, Lakota, Deer Park and St. Michael all have detailed plans of reopening full time 5 days a week.

A: Each district makes decisions based on their individual circumstances. Our plan focuses us on being able to reopen safely using CDC and ODH guidelines.

NEW STUDENT ORIENTATION

Q: My daughter is an incoming freshman and is concerned about not meeting anyone this year. We are out of the district. Will there be an orientation for the kids (either online or in person/distance)?

A: Buildings will be working to put together orientation plans for new students. That communication will be coming following approval of our reopening plan and as buildings start working on implementation

PARENT FEEDBACK

Q: Have any of you considered sending out a survey asking if families need or want to homeschool and what families need their children to go school physically.

A: After the Board of Education approves a reopening plan, we will be sending a school year commitment form so that families can notify us of their plans to do remote learning or the blended model.

Q: If the feedback from this plan is super negative would you consider changing our options to either Full Go To School or Full stay home like many surrounding schools are doing?

A: The purpose of the community forum and time between proposal and a Board vote is to listen to feedback from our constituents. Based on all factors, there will be a decision made on how to best reopen our school district.

Q: Since the numbers in our state have tripled since the last survey in June...is it possible to send another parent survey to ask parents if they intend to choose hybrid or online instruction, and if they intend to choose the morning or afternoon session? Parents could then be informed roughly how many students to expect in the classroom at each grade level prior to making a decision. Also, if parents learn one session is more crowded than another and do not have a strong preference when their children attend, they may opt for the less crowded option, which would help to balance the numbers out.

A: Please see the above response.

PROFESSIONAL DEVELOPMENT/TRAINING

Q: What is the training plan for teachers? They are not trained for remote teaching as this is new to them as well.

A: The modified calendar provides two weeks of professional development and planning for staff to improve their technology and instructional skills for in person and remote learning. We are currently collaborating with Lockland, St. Bernard, Finneytown, and New Miami, in coordination with the ESC, to provide this training and support for all of our staff from Aug. 18-21.

Q: How are teachers expected to teach 2 separate groups 4 days a week and still respond to remote learning students? This will become way too much work on our already underpaid professionals.

A: We will be working with our staff to support remote learning and in person learning structures that are reasonable for successful implementation. We have great teachers and they are already thinking and working on ways to improve on remote learning practices to support students and families.

Q: What training have teachers and staff received, and on-going training that will be provided, so they can execute a smoother and more consistent experience?

A: The modified calendar provides two weeks of professional development and planning for staff to improve their technology and instructional skills for in person and remote learning. We are currently collaborating with Lockland, St. Bernard, Finneytown, and New Miami, in coordination with the ESC, to provide this training and support for all of our staff from Aug. 18-21.

RE-EVALUATION/CHANGING OF THE APPROVED PLAN

Q: What is the timeline for re-evaluation of the back to school process?

A: We will evaluate the status of the pandemic and impact on schools during the first semester and make a determination for the second semester by December 1.

Q: Is there a possibility for the plan to change once school starts, if we find that it simply does not work? Not necessarily going from in-classroom to completely virtual, but rather an in-classroom strategy to a different in-classroom strategy. Or are we locked in for the year with our only options being this plan, virtual learning, or homeschooling?

A: This plan is flexible to adjust as necessary based upon the environment throughout the year. If the status of the pandemic changes, we would be able to shift to remote learning exclusively or to an in person exclusively if safely able to do so. Home schooling is an option for any family but has additional requirements that must be met.

Q: How often will this plan be evaluated? Is this concrete for the entire year? Or will it be evaluated every semester..etc...???

A: As stated in the plan, we will look to evaluate this plan based on the environment of COVID-19 and make decisions for the second semester by December 1.

Q: Is this the plan for the entire school year, or will it be reevaluated after the first semester?

A: Decisions for second semester will be determined by December 1.

REMOTE LEARNING

Q: Are they going to be teaching students during remote learning.. ex like a Zoom meeting.

A: There will be expectations for staff to regularly interact with students that are remote learning. Under this model, teachers will be working with a different group of students in person while the other cohort is remote learning (except on Wednesdays). We are working with staff to develop strategies to support both remote and in person learning during the coming weeks.

Q: If determination is made to send children back, will there be an option to remote learn for those parents that are not yet comfortable with full return? Obviously I understand that there will be stringent guidelines and criteria that must be met, however, at present I believe for my child specifically, a mask would impede learning and with several family members with health conditions that put them more at risk, I feel the reward does not outweigh the risk.

A: Yes. The proposed model does permit families to choose remote learning.

Q: I was wondering if we chose to start off the year digitally, if we struggled or I felt like it wasn't working out best for him and then decided in person at school would be best, are we able to start digitally and then change to him going to school in person? I would have the time to dedicate towards teaching and learning with him daily with whatever material needed to be taught. I am just nervous about health concerns and if I am home anyways, I would like to give that a shot, but if it doesn't go as well as I am hoping I'd want to know if changing that would be an option before choosing how we want to start the school year.

A: Choosing remote learning is a commitment for the first semester. We will evaluate the ongoing circumstances of the pandemic and make decisions about the second semester by December 1st.

Q: Have you considered the amount of children who struggled and barely passed during remote learning?

A: Absolutely. That was a driver in this model to bring students to school to work with teachers as much as possible and with regularity so that we could best support all students. Four days a week for half days creates that better than two full days only in other blended approaches. Returning five days a week all day does not allow us to meet the guidance from the CDC and Ohio Department of Health for returning to school and this was a priority for keeping students and staff safe.

Q: Can 5th grade, and up, do 100% remote learning? This would allow space for the K-4 to be in school full time and allow for social distancing?

A: Spacing K-4 students full time would require having the staff to do so that are licensed properly to teach that age level, which would not be possible. Additionally, all students should have access to in-person learning opportunities for the educational and other supports provided by schools every day.

Q: What platform will be utilized? Google classrooms did not work for our 1st grader. The teachers didn't know how to mute all the kids so it was just a bunch of noise.

A: We will be working with staff to utilize Google classroom and other appropriate online tools/platforms to support instruction and learning. Last spring was a shift to remote learning without training or support in doing so. The expectations and implementation for the upcoming school year will be very different than it was.

Q: I may consider remote learning for the first semester and understand the expectation outlined in the presentation. One question I have, will there be virtual interaction on a daily basis or will the child receive assignments, i.e., blizzard bag assignments?

A: The expectations will be very different than the spring and are currently working to provide the professional development and structure of staffing to best support our students.

Q: I'd like to better understand the teacher's engagement and expectation. 30 min per week and email communication will not work for me so as I consider our options I'd like more clarity on how it will work.

A: This is a similar answer as above. Remote learning will look different and based on the number of families choosing remote learning, it is possible that staff may be assigned specifically as remote learning instructors. We will be working through these details as the information is gathered following approval of the plan.

Q: We are a household with 2 full time working parents and 4 children in the district. I have many concerns/questions about the proposed plan for the upcoming school year. I understand we are dealing with uncharted territory and as a parent my children's safety is a priority, as well as their health (physically and mentally) and education. At this time, my biggest concern is what will the remote learning portion of the day look like? For my oldest child, a junior, who plans on going to med school. With a shortened "face-to-face" school day what classes will he be taking and will it be enough to prepare him for the next level. How do we decide what classes are

face-to-face and what are remote? I have read comments from Reading teachers on social media that say the online portion of the day will only be for completing assignments from the face-to-face meetings. Can you please explain to me how this will work? My thought is everyone keeps their existing schedules, half the class will be tuning in remotely while the other half is in the building. For example, my son is in the AM cohort and has Spanish IV first bell. His buddy is in the PM cohort but is also taking Spanish IV first bell. Is his buddy logging in remotely for Spanish and my son doing the same in the afternoon for APGov? My thought is this will allow kids, especially those trying to prepare for college, the opportunity to get all classes necessary for their respective futures. In short are the students taking 3 classes a day or 6? Similarly, will extra classes be offered to prepare for ACT, SAT testing. In addition, what does this part of the day look like for younger students? As working parents we are trying to figure out job schedules and/or childcare to help facilitate the remote portion of the day. I would appreciate any insight you can give me on this. Thank you for your time and energy on trying to get our kids back in school!

A: These are great questions and the instructional aspect of this plan will become more developed when approved. Building principals will work with their teams to develop master schedules to accommodate this model and we will collectively begin working with teachers on how to develop instructional strategies to maximize student learning. We are not going to “live streaming” classes that students will log in to and watch during remote learning. We anticipate that remote learning may include practice, homework, projects, etc as well as the likelihood of instructional video in preparation for coming to school the next day (flipped classroom model). With fewer students in the classroom, the ability for teachers to support students and provide greater individualized attention is greater than it has been previously. The courses in the program of studies at the high school and middle school remain the same as before - we do not anticipate adding additional courses.

Q: If my child wants to do online school what kind of help will the teachers be able to give if they don't understand the material (let's use math as an example)?

A: We are working on the logistics and teacher support for students that are selecting online only as well as for students that will be required to do so if needed. There will be an expectation of regular teacher/student interaction for all remote learners.

Q: For online students will there be projects that have to physically be turned into the teacher or will it all be submitted online?

A: The details and logistics of submitting work and projects will be determined by the teacher. However with remote learners, it is reasonable to expect that all work will be completed and submitted online.

Q: If this plan passes how is this “online” learning going to look? Are there going to be videos? Are they meeting with their teacher daily on video? Did we think about hiring a company to come in and help with virtual learning?

A: We will be working with staff to identify the instructional strategies necessary to meet the needs of our students. Teachers would be expected to use a variety of methods for reaching students that are remote learning.

Q: If choosing option 1, remote learning, will assignments and work be available as hardcopies for students to turn in?

A: We anticipate the most work would be completed online, however there may be situations where hardcopies may be necessary.

Q: Will hard copies of remote learning be available so that students and parents can go over and refer back to when something is not understood?

A: Please see above response

Q: If the district adopts these options, and parents have to use outside help to get students to and from school, won't this counteract measures used in school to track and social distance?

A: The district cannot be responsible for what students and families do outside of school. Our focus is on addressing the guidance provided by the CDC and ODH for safely reopening school.

Q: What virtual platform is going to be used for teaching? Will the teachers be trained to utilize this software in order to ensure the students are getting the best experience possible?

A: Staff members will be utilizing a variety of resources and platforms for all students, including those remote learning, to support instruction. We anticipate that Google Classroom will be a primary resource for staff and students.

Q: For those choosing 100% remote, will that be a half day of live interaction with the in-school teacher instruction live? Or, will it be more heavily self-study and busy work? Will printed supplemental materials be available?

A: The details of remote learning are still being developed, but we anticipate that student and staff interaction will be a regular component of this model. It is also reasonable to expect a variety of work, projects, practice, and other educational activities to take place during the remote learning time. Most work will likely be electronic, however print materials may be utilized if needed or to accommodate specific needs.

Q: If online school is chosen, will it look like it did in March? Or, will there be live/pre-recorded lessons with teachers

A: The expectations for students and staff for remote learning will be very different than last spring. We are currently working to develop the structure and support for staff to successfully be able to provide instruction and interactions for students that are working remotely while also implementing the blended model if approved.

SCHEDULING

Q: What if families have children in each Elementary, Middle, and High school. And Families rely on the older child to watch the younger child. How can we be sure they would be on the same schedule?

A: We will keep family members together. Families will be able to request a morning or afternoon in this model and that will be a priority as cohorts are put together.

Q: For middle school students how are classes being determined? Alphabetical, academic ability or some other mix?

A: Once a plan is approved, principals and counselors will begin putting together a master schedule that meets the academic and operational needs of this plan. To the extent possible, we will attempt to cohort students to reduce transitions and distancing between students so that interactions are limited.

Q: How will the district decide which students are in each cohort?

A: Family requests will be honored if possible, but we will be attempting to evenly split these cohorts

Q: Will families with multiple grade children have priority over choosing which session they want?

A: Requests will attempt to be accommodated, however priority will be given to keeping families together.

Q: Will the district prioritize putting siblings in the same session?

Please see the response above.

Q: After requesting a morning or afternoon slot for the blended learning option how will it be determined if you get the time you requested? Is it first come first serve or will you be guaranteed the time you choose? Only one of the time slots will work for our families work schedules so it is important to know if we will get the time we choose.

A: Selecting morning or afternoon will be request and the details are being finalized. Our goal is to obtain an approximate 50/50 distribution so that we can maintain the guidelines provided.

Q: How are you determining who will be going in the morning and who will go in the afternoon?

A: There will be a commitment form available for family requests July 30-Aug. 9

Q: Will parents be able to choose AM or PM?

A: Parents would be able to request AM or PM. It will be a request, not a guarantee, as we will be working to evenly divide the number of students in each cohort'

Q: I have three children attending Reading schools, one in each building. If the Reading Board elects the blended learning option, will all of my children get the same cohort time (morning or afternoon)? Will the parents have input on which cohort time they prefer?

A: Families will have the opportunity to select morning or afternoon and families will be kept together with scheduling.

Q: Will there be a first come first serve as far as if we send our children morning/afternoon? Will we definitely get all of our kids in the same shift? Are there max numbers for the amount of students in each shift? We have had a group we send together for the past few years (us and another family) to help with pick up/drop off, will we be able to make sure we are in the same shift as well? Thank you so much for putting this together, you can tell that there has been a lot of thought to our current conditions and the safety of the community.

A: We are finalizing the process for families selecting the learning option for next year. There will be a priority for keeping families together and attempting to meet requests. The goal is to achieve 50% between both cohorts so we can maintain distancing.

Q: If I have a friend whose kids also goes to Reading that can help with the half day learning is there a way our kids can be either morning or afternoon together?

A: Families would be able to request morning or afternoon sessions in this model.

Q: Since parents are choosing which learning option they prefer for their child, it's possible one cohort could have a much larger enrollment than the other. If parent preference indicates that will be the case, how will the district decide which students get assigned to each cohort?

A: This is being finalized and will be communicated when commitment forms are sent to families

Q: Our 7th graders didn't get to pick their classes this coming year like they did last year. Is this going to be a random class selection?

A: This is a question that would be specific to RMS and will be addressed once we have a district plan in place.

Q: Will there be a lottery system or will parents be able to request a preference for morning or afternoon time?

A: Families will be able to request the morning and afternoon plan, however requests would not be guaranteed.

Q: What happens if I choose the morning and it's full? What child gets 1st pick?

A: There will be opportunities to request a morning/afternoon option. Those selections may not be able to be granted based on the need to evenly divide our students.

Q: How are the teachers even remotely capable to teach 3 different classes (morning, afternoon and online) on two different platforms and be effective for the students?

A: Buildings will be working to identify schedules that will allow staff to be able to support remote learning and in class learning.

SCHOOL SUPPLIES

Q: Is there a supply list this year? Or do we just buy the basic supply for what we think our kids might need at home ? I've looked on your website and can't find one.

A: Supply lists will be coming but until a reopening model is approved we do not know exactly the supplies that will be needed due to being unable to share supplies in classrooms.

Q: When will supply lists be available for middle schoolers?

A: Once we have an approved plan in place, each building will be finalizing many of the details to get the year started, including supply lists. We would expect that to be posted by the middle of August.

SPORTS/BAND

Q: What about school sports? Are they going to continue? If we can't have kids gather to learn, why is it ok for them to gather to play a sport?

A: We are following the guidance and requirements of the Ohio High School Athletic Association. At this time school sports are scheduled to begin and we are monitoring this closely. Your question is certainly a valid one and does give an indication of the contradictory guidance and expectations that we are facing in education.

Q: Are you planning on scheduling games as usual? How do you plan on ensuring ALL are protected that attend (players and spectators) these events?

A: At this time, we are following all OHSA guidelines provided in regards to scheduling contests. Each sport has guidelines and/or expectations that will be part of returning to competition and these are not finalized at this time. We fully anticipate that spectators will be

required to wear masks and socially distance during events and that participants will be required to follow OHSA protocols outlined in guidance documents.

Q: My daughter is participating in Cheer. I've witnessed not ALL students are adhering to wearing masks and social distancing during practices at the High School.

Also, there was a fundraiser-Car Wash at CVS recently, it was noted that not ALL students were wearing masks nor were they social distancing. How do you plan on enforcing this to ensure ALL students are protected? How do you plan on handling sports, games and practices?

A: It is an expectation that our coaches and student athletes follow all guidance and protocols set forth by the OHSA and district expectations. Per the OHSA guidelines, students actively participating in their sport/activity are not required to wear masks but should be socially distanced. When not actively participating, masks are encouraged, but not required. As we return to school in August, the expectations for school day and after school events will be a priority and enforcement of these policies for all RCCSD employees will be a requirement. We will all have to hold each other accountable and clearly communicate/follow through with enforcement for the health and safety of everyone.

Q: My question is about our athletes. If our athletes select the morning half day they will be returning to school at 3:30 for their sport. Will this cause an issue with cross contamination? Should our athletes be scheduled for the afternoon group so that they are already at school for the after school practice. My concern is my daughter wants the morning schedule with this being her senior year she wants to go to school with her friends, which I completely understand. I also know she is a cheerleader and dancer so she will be required to practice everyday after school. Also my son is a basketball and football player and will also be required to be after school. Can I have one child go in the mornings and the other afternoon? Is that an option or does the household have to go at the same time?

A: The athletic department and coaches will be putting together practice schedules that will meet the new school time, which would mean after school practices would not begin until after 3:30. Families will be able to request the morning or afternoon in this model and can certainly choose different schedules if they wish.

Q: Will students who choose Remote Only learning still be eligible to play sports and participate in activities?

A: Yes

Q: Will an announcement be made on after school sports/activity practices PRIOR to the deadline of parents making the decision of when (morning/afternoon) they want their student to attend school? A: The athletic department will work with coaches to identify practice times for the season. We will work to identify practice schedules that can assist in this decision making once a reopening plan is improved.

Q: How are after school sports going to work with Monday-Tuesday/ Thursday-Friday being a half day and Wednesday remote?

A: Athletic schedules will continue to be established by the coaches and athletic department. All schedules will continue after established school hours.

Q: Will students who choose the 100% virtual option still be able to participate in all extracurriculars?

A: Yes

Q: If kids are permitted to be at sports practices that have contact (Soccer, Football, Basketball, volleyball ETC.) then why can't they go to school all day? You know and I know they are not wearing masks and are in contact with each other every single day. Just as they are in a classroom. If it is so dangerous why is the school even opening at all?

A: We are following OHSA guidelines for athletics and ODH/CDC guidelines for reopening safely.

TEACHERS/SUPPORT STAFF AND SUBSTITUTES

Q: How is the district planning to handle COVID-related leave for teachers/staff? (Will they be required to use leave time, and what happens if they run out? Will there be adequate sub coverage?)

A: We will follow all provisions of the Families First Act governing the types of leave permitted in statute. Sub Solutions is our provider for substitute teachers and they will be supporting our needs in the district in the best and most complete way they can. We anticipate that substitute teachers will be more difficult to obtain in the upcoming school year as a result of the pandemic.

Q: How will you deal with classes when substitute teachers can not be found? Will classes be forced to combine and go over the maximum 50%? I know of a few times last year that my kids had to be split into different classrooms because there weren't enough subs, and I assume it's going to be even harder this school year.

A. We will not be shifting students to other classrooms if that jeopardizes the distancing supported by this model. Should we reach a point of being unable to staff our classrooms with substitutes as needed, we would shift to remote learning much like a calamity day.

Q: What kind of support will teachers be getting this school year? Why wasn't an external company hired for the online learning aspect? To expect them to teach in person for 8 hours a day and complete a full online learning environment is way over what they should be asked to do. This will lead to teacher burnout and mental health issues for all teachers who feel they have to do everything.

A. Reading teachers working with Reading students is a value that this model upholds. We will be working to create structures and schedules that will provide the necessary time and ability to meet student needs both in person and remote. Engaging with a third party provider would take our staff out of direct contact with students while also not providing similar educational experiences. This model also allows students to shift to remote learning exclusively if needed and maintain the contact with teachers as well as the content being learned.

Q: How will this new wave of online learning be more interactive if teachers are teaching from 8:30-3:30? Who will answer questions any online learners have? Are the teachers expected to teach in person AND online at the same time? Are they supposed to go home and answer emails & update the online learning for hours after the school day is over?

A. Please see the response above.

Q: If a teacher becomes ill with Covid, will said teacher continue to get paid regardless of any sick days he/she may or may not have?

A. As a district, we will comply with all federal laws and statutes from the Families First Coronavirus Response Act regarding appropriate leaves of absence.

Q: School funding was significantly decreased, added to that, extensive safety precautions are being implemented which is costly. We lost funding for the extra support in school, how does the administration plan to pick up the slack for those extra hands that will no longer be on deck? How much added stress will this put on the teachers to get the work done in an already high stress situation due to Covid? Speaking for both the academic growth of the students, and safety/health well being of the staff and students. Who will be there to help the teachers?

A. Yes, these are additional challenges we will all face in education as a result of factors outside of our control. Reduced numbers of students in the building under this proposed plan will assist somewhat with the added responsibilities, but we understand that as a result of reductions there may be more requirements than before.

TRANSPORTATION

Q: What about bus service?

A: We will continue providing bus service for those students that live in locations where that has happened previously. Once our plan is approved, we will finalize transportation plans with our bus provider and communicate how those plans will be implemented.

VISITORS IN BUILDING

Q: How did Reading come to the decision to allow parents/guardians or visitors to come into the building? Nationally there are districts switching to a 'curbside pick-up' approach where only students, teachers, and day-to-day educational or operations personnel are allowed entry for the safety of *everyone* regularly in the building.

A. There will be limited visitors in the building and under certain circumstances only.

COMMENTS ONLY

I would like to add that I am grateful for all the work that the board and administrators have put into coming up with this plan. I like the half day option much more than 2 full days. I feel it will allow my kids to get into more of a routine schedule, see their peers and teachers more often, and they won't have to wear a mask for a full day.

Please open our schools full time for those of us who have no reservations about letting our children attend school.

Please listen to the CDC and open our schools to the children whose parents support this. For some of us neither of the options will even come close to working for us. Like you, we work 8 hour days. There is nobody home to help our young children much less watch them. The parents who are opposed to in class learning or approve (and don't work) of remote learning can still do that.

For working parents, the half day option seems very difficult to manage and still maintain employment - a couple full days a week seems to be a better option, which allows for the following; the same student remains in their seat all day - less potential risk. the student has time to get their temperature checked, settle in, take necessary precautions and and not be rushed as these precautions cut into focus and learning time, which is already extremely limited on half days working parents can arrange full day care for the full days students are not in school - which less complicated than leaving in the middle of the day for pick-up/drop off. less confusion with full days rather than having all students of all ages in and out of one school building for half sessions which seems to result in high traffic. possibly arranging middle school/high school on different full days then the elementary on different full days to keep age groups separated

I do not have a question, but wanted to take a moment to send a note of thanks. This situation is incredibly difficult, and I appreciate all the efforts being put into planning a safe return to school. The safety of students and staff has been at the center of all the discussions, and that is so appreciated and vital to this process.

I like the plan you rolled out! I like that the students are going for half day classes and half day remote. My daughter is an A student and has said herself she needs to be in a classroom for a portion of the day.

Please, please, please listen to our President AND the C.D.C. about the fact that children contract and spread this virus at a minimal rate. Let our children go to school full time for those of us that want/need that. The parents that want 100% remote learning can do that. That also makes it much easier to distance the kids

My husband and I both work full time jobs and my oldest daughter helped her sibling with online learning this past year and now is leaving for college. My youngest now will be staying with her grandmother during the day and she does not have the internet. I could buy internet for her house, but grandma would not be any help to my daughter (Grandma still has a flip phone she has no concept of computers or technology). I have not commented on any community forums or Facebook but wanted to let the school district know my concerns.

The proposed reopening plan is as close to not feasible for my family as there is out there. There is no way we would be able to drop off and pick up inside a three hour window and still be able to work our full-time jobs. This in turn obviously means there would be a significant financial burden placed on my family. I can't even imagine the single parents who work full-time trying to accomplish this. While I do fully understand the need to safely reopen I believe there has to be a better way. A way that accounts for the ability to accomplish this and doesn't take a strained blue collar community into further financial hardship. Please do not approve this plan and rather think outside the box. Add trailers to the parking lot if you need more space. Hold classes in the cafetorium, the two gyms, the library and other feasible spaces to facilitate the need for social distancing. Allow parents who do not feel safe to keep their children home and do online through either Reading or Virtual Academy. Please find another way or unfortunately I will be forced to send my children to another school that is able to think outside the box and make it happen.

My daughter has an IEP. I am really concerned about her not being in school. She is struggling to keep up with her grade and that is with many small group activities and one on one time with her IEP teacher daily. I am reaching out so that you understand my concerns as a parent of a child that needs extra help. She has been to summer camp for a few weeks and has worn a mask all day and grown used to wearing it. I would much rather see our kids going full days vs. Half days. Maybe 3 full days one week and 2 full days the next week. Half days make it very difficult to transport, especially for working parents. I also have concerns with my child who gets very frustrated with us during online school but works well with her IEP in place with her teachers. I just don't want my daughter to get in a position where she will fall so far behind that she can never catch up.

I believe that the proposed plan is offering students more exposure by having all students in the buildings on the same days. I would suggest a plan that continues to limit student exposure by this : Monday- A- Full Day / B- Online, Tuesday- A- Full Day / B- Online, Wednesday (Decontamination day)- Online for all students, Thursday- A- Online / B- Full Day, Friday- A- Online / B- Full Day, This plan allows for children to be in school for 14 hours each week as opposed to the 12 hours proposed in the reopening plan. Maybe it is my personal opinion, but I believe that hours count and the more time spent with teachers the better. Wednesday could be used as a 'decontamination day' between groups of students allowing a 24 hour period between groups and longer disinfectant dwell time rather than the minimal time between students of the proposed plan. Research tells us that Coronavirus can be airborne for 3 hours after an infected person coughs/sneezes, the longer period between students allows for particles to settle and be effectively cleaned. The use of HEPA filters to trap particles could also be utilized in the classrooms after students depart.

I believe that this idea would be better for parents who work normal job hours, by not interrupting each day of the work week. Parents would then have the option to send children to classrooms being held in homes with the same group of students, this 1) Allows parents to work a normal schedule and not have to send a child to public daycare further health risks and 2) Studies have shown that kids work better in a collaborative approach than individually, in-home class time offers one on one time with the tutor/teacher as well as a sense of structured continuity from bridging class to in home. I realize that in-home classes will not work for

everyone but it does give options. Bonus! This also gives the teachers who have been cut or who are not returning to work this upcoming year an income from in-home instruction.

Is it going to be like it was in the spring where assignments are placed into google classroom. Where the child is to do the assignment and submit it. If so here is the issue that I have: these were no more than glorified blizzard bags. Very little explanation given.. assignments were submitted but continued to be marked missing. Teachers were very slow to respond... when they did it was late at night. My son and I got the response too late and didn't understand.

I know you have put forth a huge effort to make this blended learning work, but I believe you are putting a lot of pressure on parents, babysitters, childcare centers etc to manage your half day remote learning. I believe a lot of kids are going to miss a lot of learning!!!!

I would LOVE to KNOW HOW Y'ALL EXPECT Parents to WORK !? A lot of PEOPLE CAN'T LEAVE WORK IN THE MIDDLE OF THE DAY ! ALSO MOST PARENTS HAVE TO BE @ WORK RIGHT @ THE TIME SCHOOL STARTS ! MOST PARENTS ALSO TAKE THEIR CHILD TO DAYCARE ! THAT'S WHY OUR CHILDREN GO TO SCHOOL , SO THAT PARENTS CAN PROVIDE FOR THEIR FAMILIES ! OUR CHILDREN NEED TO BE IN SCHOOL !

I could send you hundreds of articles and research on the ineffectiveness of masks. Forcing people, especially kids, to wear masks is also a violation of the Ohio Constitution. For those that feel like they want to wear them, fine, let them wear them, but to mandate masks for all students is illegal and unconstitutional. Attached is a great article. Please, make masks optional for students. They absolutely should NOT be mandated! Thank you for all you do, and please, think about what is best for our children!

<https://www.conservativereview.com/news/horowitz-exposing-maskerade-questions-every-american-asking-indefinite-mask-mandates/>

My child will be doing remote learning for her schooling this year. I do not feel safe having her be in school for learning with the COVID-19 now spiking back up so rapidly. I do not want to put my child at risk for this disease. Also with my work schedule doing remote learning will work best since I have all morning for one on one with her for remote learning. Thank you for all of your concern and options with all this going on. As much as I'd love to have her back in the classroom I just don't feel comfortable enough and neither does she.

In the reopening plan for Reading Schools, one thing that hasn't been addressed is after-school care or care outside of the school day. The half day model, while desirable for getting kids back in school, may present problems for kids being supervised outside of that time. Reading Schools already has a wonderful after-school care provider in MPOWER. My family has two working parents and no relatives around and we utilize MPOWER for child care. I would like to see Reading Schools expand the role of MPOWER and make the half day work for working families. The scenario would be, for example, that a child goes to school in the morning. At dismissal, they go to the MPOWER location (in the school or off site) for the afternoon. Lunch would be grab and go or packed. MPOWER might even provide an hour of study hall where kids could get their school work done. After that, they kids might be able to play or participate in any of the activities that MPOWER is great about providing. A child going to the afternoon session could be at MPOWER in the morning. Then they could return to MPOWER after their schooling until parent pick-up. Mrs. Mary Tons at MPOWER wants to work with Reading Schools to make

a program that will work for families. I encourage the board and the superintendent to work with her and MPOWER to make the hybrid model work while keeping kids supervised and safe. I'm sure there are many families like mine, looking for child care to work around the half-day option. We already know that MPOWER does a wonderful job with that and I'd love to see it expanded.

I'm writing this in hopes that the board **will NOT** pass the options put forward by the Superintendent. Half day in class school sessions are just not possible for most families where both parents work. Neither my husband nor myself have flexible jobs where we can work from home or break to pick the kids up. That leaves us with finding a babysitter who is willing to pick up and then make sure our kids are doing the virtual learning. Virtual learning is not the babysitters responsibility! I personally feel 5 days a week full time with protection is an option that was left out. If we cannot do that, why can't we do 2-3 days a week of all day schooling and the rest of the week virtual? Most of the surrounding districts are giving their parents a choice between 100% virtual and 100% full time school with safety precautions. Did I miss a question on the survey that was asked about half day? Had a question been on the survey about half day, I would have started looking elsewhere for my children to attend school. Now, most private schools are not accepting any new children.

I believe this schedule will harm our family in many ways. Most importantly I feel our children will be behind in learning and education. I can tell you neither of my kids retained anything from last spring. My confusion is if the teachers are teaching 2 separate groups how are they going to help the kids that are doing the online portion? Won't they be busy teaching and interacting with the group of children at school? Are my kids only going to get 3 hours of education every day and the rest busy work? How does this prepare them and educate them at all? The stress this will put on our family will be emotionally damaging to us all... I know COVID is very real because I work in a Hospital and have been front line since day one, but I feel there are ways we can get back to school while still being safe.... what about going every other day full days... Monday Wednesday Fridays.... Having days in between to clean and disinfect and also giving the 100% virtual option? Other schools (example oak hills) are doing options based on the county color is this not something we could do? If we are purple virtual learn If we are red choose virtual or in person, If the numbers go down we are all in person.... Another idea is have the jr high and high school do half days and k-5 full days ... older children are old enough to not depend on babysitting and do not need an adult for the virtual learning. Do we know Readings actual Covid numbers? I'm sure there's a way to find that out.

Other schools are also making the rule that if you choose to do 100% virtual learning then you are not allowed to do extracurriculars.... I think this is something we should implement. If someone doesn't feel safe enough to be at school they most certainly shouldn't be active in our sports. Our family will also feel the financial burden of finding a babysitter 5 days a week... had I known this was the plan I would have enrolled my children in private school where our money would be going to an education that was 8 hours a day insuring my children are at the level they need. We love Reading schools and the thought of possibly leaving the school district breaks my heart. I feel this is completely unfair to the working parent....and blindsided most of us..... I have not heard of any other school district around us offering half days. When you read comments on facebook by teachers that say have your kids walk to school.... It's just not that simple... I understand teachers are scared but I also feel like everyone else in the workforce is faced with coming into contact with COVID on a daily basis There are several reports that state children rarely catch and /or transmit Covid. Also the CDC is in favor of opening schools.

Why are teachers put above the rest of us? Did teachers tell all of the grocery store workers they should go home and be safe especially during the first few months when masks weren't mandated? I hope the Board takes my feelings and many, many other working parents' feelings into consideration. We have always backed Reading Schools, please don't make us question if that was the right decision.

I would prefer to have 2 full days of school then half days. Half days will not give the teachers enough time to connect with the children, especially the younger children due to having to make sure the kids are socially distant. I hope the school will take this in consideration

Couldn't we try instead of half day in school and half day on-line. Half the school two full days a week and the other half two full days a week with a Wednesday on-line? This would be so much easier for parents that work. You could have: A-L Monday / Thursday - or - Monday / Tuesday - with the off days on-line all day. M-Z Tuesday / Friday - or - Thursday / Friday - with the off days on-line all day. THEN - Wednesday on-line. It would be a lot better schedule to try to follow then to have to find a sitter for half days and leave work to take them to the sitter.

I am not pleased with the plan that the Superintendent & committees proposed to the school board on Wednesday evening. This plan does not allow students enough time with teachers to adequately learn new material. Full remote learning does not set our students up for success. I felt last year's remote learning appalling and I know for a fact that my child didn't learn anything but got 'As' for 4 quarters. How are parents able to plan for child care within 1/2 days? How is the school adequately able to disinfect the school for the next session? More time taken away from children to adequately learn. This learning style will not just affect them for 1 year but affect them for the remainder of their education career, effectively setting each and every student up for failure. I have always been taught that complaining without possible solutions is futile. I feel that a better plan that would fit a community full of families where both parents are full time workers, or single parents working 1 or 2 jobs include: A school week that is split 2/3. Kids with IEP and disabilities getting into school 3x per week. Separating kids into groups, would minimize exposure and give students a chance to learn new material teachers, and give them time to work on the material at home. This is a more stable schedule that would be better for students & parents. The 2/3 week also give the students a chance to socialize with kids they are not in clicks

The Springtime educational plan did not work well for anyone. Let's get the kids back in school under normal hours and what's best for them. The opening full time on campus plan can always fall back to the from home learning option should that need to happen. Too many decisions are being made on what "ifs" and not factual data provided to us. The actions of so many are being made on fear and not common-sense decision making.

I am submitting my questions/input to the forum as a parent who is Open Enrollment. I have been so happy with the decision I made to send my kids to Reading since my son was in Kindergarten 9 years ago. I have been so thankful for the wonderful staff and ongoing support we have received in Reading. But, to say that I am disappointed with the reopening plan is an understatement. What was the point of sending out a parent survey, when the decisions made don't seem to reflect what most parents want? I didn't even receive the survey, I had to get it from a friend. I thought it was a great idea to get input from the parents but it doesn't seem to be reflected in the proposed plan.

For many families, we don't buy into the hype and fear we are being fed about the virus and had hoped the school would consider the negative consequences versus the small risk of getting this virus and even suffering heavily from it. When our kids have the flu, or strep, or any other illness, we keep them home and follow appropriate protocols. What is the difference here? That we are being TOLD to be afraid and I am not wanting to instill this fear into my kids.

As a mental health professional, I know first hand that many kids attend school for more than just an education. The social aspects alone are enough to push for getting these kids back in school full time. And if not full time, why not just limit the days? Instead of making life so difficult for families to do half days? Seems like there would be less exposure in limiting days versus half days.

So we are being forced with this plan to choose between our jobs, and our kids' education. My kids' education is so important to me but so is their mental health and really what will they be learning in 3 hours where constant restrictions are being placed on them? On the contrary, how can the young kids teach themselves online? They can't and this is going to be a disaster if the school board does not stand up for the families and kids in this community!

I am not in favor of an all in class plan. But I have a part time job that I will have to quit if the school district goes to the half day blended learning. I was curious as to why a system similar to Cincinnati public was not an option. For example group A kids could go full days Monday and Friday and group B could go Tuesday and Thursday. Which would equal the same amount of hours as the half day plan. It seems to me that it would be very difficult to work and have to pick up or drop off a child 4 days a week in the middle of the day. I have not heard of this plan being suggested in any other school district. My daughter needs the classroom and all remote learning is not an option (unless there is no other) that would be in the best interest of her education. And as a single mother not working is also not an option.

I feel this new blended learning plan is not in the best interest of the students, teachers, and families of the City of Reading. This plan doesn't have working families in mind, or the teachers best interests. It will do little to help in slowing the spread of any virus, since children will now have to find alternative child care since the school will only be doing half days 4 days a week.

Please read this and consider full days for our kids to get a proper education! No way they can be properly taught without full days. The Enquirer: Coronavirus in Ohio: Shields are better for reopening schools, says Sharonville doctor. From The Enquirer: Coronavirus in Ohio: Shields are better for reopening schools, says Sharonville doctor Dr. Will Sawyer, long campaigner for better health through hand hygiene, says students and teachers need face shields, not masks, for back to school

<https://www.cincinnati.com/story/news/2020/07/26/coronavirus-ohio-face-shields-sharonville-family-doctor-hand-hygiene-face-masks-schools-teachers/5475087002/>

I'm sure you have heard from many parents regarding the proposed reopening plan. I would just like to say how utterly disappointed I am with the proposed plan. I, as well as many others, feel that our opinions were not listened to. It makes me feel as though the survey that was sent out was just to placate the parents to make us think we had an opinion on what happened with school this year. Your proposed plan shows we did not. Reading is a working class community. The option to go four half days a week will not work for many families in Reading which will result in poorer education for the students. Not only that, but the proposed plan has all kids in the building at sometime during the day and with only an hour between the groups, there is not enough time to "properly disinfect". I feel that the children will suffer if this proposed plan goes

into effect. If they get to go to school- now many will be shuffled between multiple places in one day thus enhancing their exposure risk just so that parents can hopefully keep their job while still allowing their child an education. It amazes me that many other school districts, some that are much larger than us, have better reopening plans. I will say this proposed plan is disappointing and causing many to lose faith in the Reading School District and to start looking at other school districts. We have this large new school that has a lot of "dead space" that is only used for enrichment activities. Maybe those areas should be used for everyday education. I hope that you reconsider your plan and actually listen to the community.

I am not in favor of either plan presented and fully support the kids going back to school under normal school hours. There is still no evidence of a large number of kids dying from COVID. News article with facts on numbers and deaths for students under 17 years of age. <https://www.ctvnews.ca/health/coronavirus/how-deadly-is-covid-19-for-children-here-s-what-we-know-1.5023528>