

The Health and Safety Task Force Recommendations and 2020/2021 Contingency Plan

July 23, 2020

Dear Uni High Community,

With the completion of the 2019-2020 school year, Dr. Majerus charged the Health and Safety Task Force with investigating and developing contingency plans for the Fall 2020 semester. The task force highlighted a number of questions that would guide their deliberations:

- How do we protect the health and safety of our community?
- How do we balance health and safety with meeting the social/emotional needs of students?
- How do we address the educational needs of our students while ensuring everyone's health and safety?

With these questions guiding our work, we developed multiple hybrid and remote learning plans. We also considered how to have students and faculty move through the building and use the space safely.

Ultimately, the Health and Safety Task Force recommends that Uni High start the Fall 2020 semester remotely and move to a hybrid model if such a system can be safely implemented. Having examined multiple potential schedules and discussed the social distancing and hygienic requirements necessary to make a hybrid model work, the task force members determined that any social/emotional or educational benefits of the hybrid system did not justify jeopardizing the health and safety of our community members. Attached, you will find a detailed Recommendation Plan from the Health and Safety Task Force that explains the rationale for this decision. We recognize that there may come a point in the fall semester or later in the school year when safely moving to a hybrid model could be feasible. However, at this time, the potential for community spread makes that choice needlessly risky. We did not arrive at this decision lightly or without significant deliberation. We long to bring everyone back together in the physical space of our building, but we could not justify doing that if it harmed a single one of our community members.

Because COVID-19 is a crisis that threatens our entire community, the response to it should be one that includes faculty, students, staff, and families. We recommend that faculty committees aid in the development of curricular guidance to help teachers navigate remote education. We call on the expertise of the SSO to aid students and families in strategizing about meeting social and emotional needs. We encourage student organizations to consider channels for peer support. We need every member of our Uni High community to rise to the occasion and do what they can to meet the challenges posed by COVID-19.

Finally, task force members sought to prioritize the needs of the most vulnerable members of our community. We recognize that by encouraging in-person learning, we are potentially putting high-risk students, faculty members, staff, and family members in harm's way. Although we would all like more in-person schooling, we are asking that those with the means to work and learn remotely do so, in order to ensure that in-person resources are sustainably available for those most in need. We understand that some students may need to use the facilities during the semester, and having fewer students in the building will limit their risk of exposure.

We understand that this recommendation may be met with feelings of disappointment and frustration from some community members. We assure you that we have found this process frustrating and have had our hopes diminished multiple times. We recommend that every community member who is concerned about this recommendation read through the attached document to understand what any form of in-person schooling would require. The members of the task force would be happy to answer questions and elaborate on this process in a community forum if desired.

With warmth and solidarity,

The Health and Safety Task Force

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Introduction

In response to COVID-19, the Uni High Health and Safety Task Force has been meeting biweekly since June 2020 to discuss and plan safe instruction for the 2020/21 school year. The following contingency plans outline our recommendations.

Warmly,

The H&S Task Force

REMOTE LEARNING PROPOSAL

Uni High will implement a remote-learning plan should Champaign County find itself in Phase 1 - Phase 3 of Governor Pritzker's [Restore Illinois](#) mitigation measures. Deciding to use the remote-learning plan during Phase 4 will be at the discretion of the administration. **Although currently in Phase 4, as of July 20, 2020, the H&S Task Force believes Uni High should start the Fall 2020 semester remotely.**

Rationale for Remote Learning Proposal

In addition to being the safest option for both students and staff, this option also addresses the following concerns:

a. Community spread

With the start of the 2020–2021 academic year, thousands of students will be traveling to Urbana/Champaign to attend classes at UIUC. This will likely lead to an increase in community spread that will be facilitated by the opening and operation of schools like Uni High. In order to limit exposure, we believe that remote learning is the most responsible choice important for community safety.

b. Safest and the easiest to implement

- i. Uni students and teachers have experience with remote-learning from 4th quarter. We can build off of this experience and make significant improvements.
- ii. Teaching remotely assures students take part in the same lesson and have access to the same materials.

c. Uni High facilities make social distancing policies difficult to implement and consistently maintain.

In mid-June, UIUC Facilities and Services personnel evaluated the school to determine the number of students that could safely meet in each classroom. F&S highlighted 10 rooms that could safely handle more than 10 students. Many of Uni's smaller classrooms would only be capable of

handling a small number of students. Many classroom spaces also have no or inadequate ventilation (e.g. attic spaces).

d. Concerns about introducing tents & outdoor learning

- i. Although the weather early in the semester might be more amenable to outdoor learning, that does not mean that it is safe—just safer.
- ii. Renting tents is costly, and we feel that expense would be better spent on educational resources that make remote learning more equitable

e. Limited social and emotional benefits

- i. Uni High does not offer the same services as other public schools (e.g. school lunch, extensive social work services).¹
- ii. Students will not have in-person extracurriculars and other school-led activities regardless of plan.
- iii. A hybrid model extremely limits social interactions, the reason most students probably miss school the most.
- iv. Social distancing guidelines make it impossible for most classes to meet in-person in their entirety.

f. Avoids additional financial burdens

<https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf>

- i. Cost of extra personnel (nurse/health staff, subs, hall monitors, etc.)
- ii. Cost of disinfectant upkeep
- iii. Significant expense of tent rental to create temporary outdoor learning spaces

g. Allows teachers to plan for first lessons being remote and for parents to plan family schedules.

h. Gives the administration the option to reevaluate the circumstances in Champaign County after U of I has reopened and widespread testing has been in place for a period of time.

¹ This does not mean that Uni High does not have students who may require assistance with these issues. Many employment statuses have changed due to the pandemic and every family is currently undergoing different hardships. The SSO and administration should check in on students regularly making sure students and families have the resources they need to ensure that students are getting the care they need.

Current concerns as of July 17, 2020 that led to the remote-learning recommendation

1. Rise in case numbers (Current numbers as of July 17, 2020:
https://www.news-gazette.com/coronavirus/friday-coronavirus-update-no-5-champaign-county-sets-single-day-records-for-most-new-cases/article_cf7794ec-a7c1-572e-920a-43fc237992cb.html)
2. Instances of spread in schools (“[Teacher COVID-19 case prompts concern for parents and health district](#)”; “[36 Lake Zurich High students test positive for COVID-19](#)”; “[Youth Sports a Driver of COVID-19 Infections in St. Louis Area](#)”)
3. Research suggests schools reopening will trigger community outbreaks
(<https://www.nytimes.com/2020/07/18/health/coronavirus-children-schools.html>)
4. Multiple states under new lockdown orders and threats of lockdowns
(<https://www.washingtonpost.com/graphics/2020/national/states-reopening-coronavirus-map/>,
<https://www.aarp.org/politics-society/government-elections/info-2020/coronavirus-state-restrictions.html>)
5. Some community schools are adopting the remote-learning strategy
(<https://www.chambanamoms.com/2020/07/17/champaign-urbana-area-school-districts-announce-reopening-plans/#urbana-school-district>).

Areas of concern under a remote schedule and recommended mitigation

a. Social and emotional well-being of students

The H&S Task Force recommends that the SSO continues to take a leading role in providing students with online social and emotional support during this crisis. The task force also recommends that groups such as the Reimagining Uni Committee, Student Council, and core faculty for individual grade levels take an active role in planning virtual activities and projects that promote student collaboration and foster a sense of an online Uni community.

b. Students with 504 plans and other support needs

Students with 504 and other plans have the option to attend school daily for remote learning. The task force recommends that Kenney Gym be used as a continuous study hall/remote-learning location to accommodate these students. Larger rooms in the main Uni building can be added to this plan as necessary. Uni may need to provide a stipend for teachers willing to supervise rolling study halls.

c. Teachers may need teaching space for remote lessons

The H&S Task Force recommends that teachers who require remote-teaching space reserve a room within the building. The task force does NOT recommend using communal offices even if cubicles or dividers are in place.

d. New teacher support

The H&S Task Force recommends that new teachers receive regular extra support from both their department and other key staff (IT, SSO, etc.) in order to not feel lost or overwhelmed by an online start in a new school⁷

e. Internet access and other technology concerns

The H&S Task Force recommends that IT offers hotspots be made available for students and staff who do not have reliable internet. In addition, funds should be made available to ensure student access to necessary computer software and hardware. Uni High will conduct a “Needs Assessment” before the start of the school year to better assess student resources.

f. Expectations concerning grading, attendance, and homework

The H&S Task Force recommends that the Curriculum Committee address these concerns in accordance with ISBE guidelines and inform the administration and faculty of their recommendations.

Remote Learning Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00–10:00	1	5	Project Day / Asynchronous learning	1	5
10:15–11:15	2	6		2	6
11:30–12:30	3	7		3	7
12:30–1:00	Lunch	Lunch		Lunch	Lunch
1:00–2:00	4	8		4	8

The above schedule promotes transitioning to in-person classes for the following reasons:

1. Block schedule: follows the same block schedule we would implement should Uni move to a hybrid model of instruction
2. Hour-long classes: synchronous learning on Zoom for an hour at a time can be both productive and manageable and is also an appropriate length for an in-person class (e.g. 45 minutes may be too short to make an in-person lesson worth the risk).
3. 15-minute passing period (conducive to both a screen-time break and enough time to switch classrooms and use restrooms in a socially distanced fashion should in-person classes take place)
4. Half an hour for lunch: short with in-person classes in mind. Students will need to sit 6 feet apart and a shorter lunch limits the time students are not wearing a mask. This is adequate both to eat and to have a restroom break.

Compliance with Regulations

1. This schedule allows for 4 hours of teaching time per day. If each class assigned half an hour of homework, Uni High would be well over the 5-hour State Board of Illinois

mandate. Times can be extended should the administration desire this, but the task force recommends hour-long classes to avoid screen-time burnout.

2. Remote learning will be different from Spring 2020 in that it is now recommended that students are assessed and graded in their classes.
3. It is recommended that attendance be taken. (Examples the ISBE gives for taking attendance remotely can be found under <https://www.isbe.net/Documents/Student-Attendance-Guidance-5-4-20.pdf>.)

Option to reserve live teaching space during remote learning

The Uni remote-learning plan may also be able to accommodate some special, in-person lessons should the administration in accordance with ISBE and CDC guidelines deem these options safe. The task force recommends that classes reserving live-teaching space use the time for activities that foster students' emotional and social well-being. For example, reserving live space to have students take an exam would generally be frowned upon whereas a collaborative, in-person activity would be more desirable. In-person class reservations are especially encouraged for Subbies.

Should teachers be interested in reserving space for live instruction, Uni High room capacity must be taken into account. F&S mapped out the maximum occupancy for every room. Only some rooms would lend themselves to teaching an entire class:

Uni High Maximum Room Capacity According to F&S

Uni 3rd Floor – Max room occupancy: 79

Room occupancy levels:

- 2 (305)
- 5 (304)
- 5 (303)
- 8 (302)
- 12 (301)
- 13 (314-WAC)
- 8 (313-Art)
- 6 (312)
- 6 (309)
- 12 + 2 in hall (308)

Uni 2nd floor– Max room occupancy: 66

Room occupancy levels:

- 13 (206)
- 16 (210)
- 13 (205)
- 17 (218)
- 7 (211)

Uni 1st floor– Max room occupancy: 50

Room occupancy levels:

- 12 (106N)
- 13 (106S)
- 15 (109)
- 11 (Kitchen)

Other reservable spaces include Uni Gym (max. 50 people) and tent space. Both attics are pending approval due to ventilation issues. Teachers looking to reserve space for teaching remotely should limit their reservations to classrooms that can hold less than 10 students in order to prioritize larger classrooms for live teaching.

HYBRID LEARNING PROPOSAL

Transition to Hybrid Learning

We recommend transitioning to a hybrid schedule only when it is safe to partially reopen Uni for in-person learning. The hybrid learning plan will only be an option while our region is in Phase 4 or Phase 5 of the Restore Illinois plan. Guidelines for what constitutes safe conditions to transition to hybrid learning will be developed by the Health and Safety Task Force in conversation with Uni’s administration and the Champaign-Urbana Public Health District.

Hybrid Learning Schedule

Week 1: Subbies, Frosh, Sophomores

	Monday Subbies (A-Lin) Frosh (A-Lin) Sophomores (A-Lin)	Tuesday Subbies (A-Lin) Frosh (A-Lin) Sophomores (A-Lin)	Wednesday	Thursday Subbies (Liu-Z) Frosh (Liu-Z) Sophomores (Liu-Z)	Friday Subbies (Liu-Z) Frosh (Liu-Z) Sophomores (Liu-Z)
9:00–10:00	1	5	Remote work day	1	5
10:15–11:15	2	6		2	6
11:30–12:30	3	7		3	7
12:30–1:00	Lunch	Lunch		Lunch	Lunch
1:00–2:00	4	8		4	8

Week 2: Subbies, Juniors, Seniors

	Monday	Tuesday	Wednesday	Thursday	Friday
	Subbies (A-Lin) Juniors (A-Lin) Seniors (A-Lin)	Subbies (A-Lin) Juniors (A-Lin) Seniors (A-Lin)		Subbies (Liu-Z) Juniors (Liu-Z) Seniors (Liu-Z)	Subbies (Liu-Z) Juniors (Liu-Z) Seniors (Liu-Z)
9:00–10:00	1	5	Remote work day	1	5
10:15–11:15	2	6		2	6
11:30–12:30	3	7		3	7
12:30–1:00	Lunch	Lunch		Lunch	Lunch
1:00–2:00	4	8		4	8

See example hybrid teacher and student schedules [here](#).

Changes to Hybrid Schedule since 7/10 Faculty Meeting

1. We propose dividing classes 1–4, 5–8 instead of by even periods/odd periods because the only subbie/frosh/sophomore classes offered 4th hour are Choir/Orchestra, Computer Programming, and one section of frosh English. To avoid having a mass of students with a free period in the middle of the day, we think it’s best to move 4th hour to the end of the day to allow students without a 4th hour class to leave, if possible, *before* lunch.
2. To accommodate teachers with children in Unit 4 or Unit 116 schools and students with younger siblings who may require supervision, we propose moving our flex day to Wednesdays to better align our schedule with the local school districts. To keep classes with multiple sections in sync, we propose the following adjustments to the Fall 2020 school calendar:
 - Move parent/teacher conferences from Friday, Nov. 6 to Wednesday, Nov. 4.
 - On weeks with a Monday off (Aug. 17–21, Sept. 7–11), use an altered weekly schedule, with periods 1–4 meeting on Tues./Thurs. and periods 5–8 on Wed./Fri.

If our remote/hybrid learning schedule continues in Spring 2021, we propose the following changes to the calendar to avoid disruptions to courses with multiple sections as a result of flex Wednesdays:

- Move teacher institute from Friday, Mar. 5 to Wednesday, Mar. 3.
- Move parent/teacher conference from Friday, Apr. 2 to Wednesday, Mar. 31.
- Move teacher institute from Monday, Apr. 19 to Wednesday, Apr. 21.
- Use an altered weekly schedule (1–4 Tues./Thurs., 5–8 Wed./Fri.) during the weeks of Jan. 4–8 and Jan. 18–22.

Rationale for Hybrid Schedule

1. With this plan, only 30% of students will be in school at a time (approx. 90 students/day). These lower numbers will make reopening safer by reducing crowding in classrooms and the halls.
2. The hybrid schedule addresses limited classroom capacity due to social-distancing regulations: with this plan, the number of possible in-person classes on any day is approximately equal to the number of Uni classrooms that can safely hold 10+ students.
3. Subbies attending weekly allows us to offer younger students more face-to-face learning, and thus prioritize the social and emotional health of students in the most vulnerable age group per IDPH and the Illinois State Board of Education guidelines.
4. This schedule allows for the possibility of in-person teaching for all classes.

Hybrid Schedule Logistics

- During in-person weeks when classes are divided alphabetically, teachers may do either of the following:
 - Plan lessons that would allow both in-person and remote students to simultaneously engage in synchronous learning;
 - Plan a synchronous lesson for in-person students and an asynchronous lesson for remote students.

- Students who have remote classes on days they will attend school in-person will attend those classes in a designated room (Kenney Gym or a classroom), where they will be supervised by Uni faculty or administrators.
- Some students will be 100% remote. Faculty will need to accommodate these students who cannot participate in the in-person lessons. Faculty are not expected to replicate the precise experience of being in-person for students who are opting to learn from home; rather, we need to provide enough resources and engagement for students learning from home to succeed.
- During the remote work days (Wednesdays, in our proposed schedule), students will be expected to learn through asynchronous assignments and projects. They should have 5+ hours of educational engagement on these days.
- Faculty who teach remote classes immediately before/after or between in-person classes will be assigned a space at school from which they can teach synchronous remote classes.
- Even when we transition to the hybrid schedule, students and faculty will have the option to be entirely remote. Families will have the option to change from hybrid to remote at any point in the fall semester. Faculty, likewise, will have the option to change from hybrid to remote teaching (or vice versa).
- As stated by the Champaign-Urbana Public Health District [Back-to-School Best Practices Recommendations](#), *some children and staff may be at higher risk for severe illness because of underlying health conditions or a weakened immune system. Public Health advises implementation of e-learning plans for these individuals. **Students and staff who have, or live with someone who has, the following high risk medical conditions should not return to in-person school and use e-learning services to the greatest extent possible:***
 - *Older adults (65+)*
 - *People of any age with the following conditions are at increased risk of severe illness from COVID-19:*
 - *Chronic kidney disease*
 - *COPD (chronic obstructive pulmonary disease)*

- *Immunocompromised state (weakened immune system) from solid organ transplant*
- *Obesity (body mass index [BMI] of 30 or higher)*
- *Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies*
- *Sickle cell disease*
- *Type 2 diabetes mellitus*
- *Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.*
- *Based on what we know at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:*
 - *Asthma (moderate-to-severe)*
 - *Cerebrovascular disease (affects blood vessels and blood supply to the brain)*
 - *Cystic fibrosis*
 - *Hypertension or high blood pressure*
 - *Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines*
 - *Neurologic conditions, such as dementia*
 - *Liver disease*
 - *Pregnancy*
 - *Pulmonary fibrosis (having damaged or scarred lung tissues)*
 - *Smoking*
 - *Thalassemia (a type of blood disorder)*
 - *Type 1 diabetes mellitus*

Individuals should consult their healthcare provider for additional guidance on specific risks.

Safety Procedures for Return to In-Person Instruction

- We will designate an assigned entry door and all students and faculty will be required to participate in a temperature check upon arrival. Uni will hire a health coordinator to administer daily temperature checks and ask other health screening questions.² Because temperature checks are a requirement to enter school, we will limit the time of entry to 8:20–9:10am. Students who miss the first period due to an appointment should learn remotely for the day.
- As a prerequisite to attending school in-person, all subbies and hybrid faculty will need to be tested weekly and all frosh-seniors will need to be tested biweekly. Campus saliva tests will be available to Uni students and faculty. Student tests should be completed on campus 2–5 days prior to their attending school in-person. Test results will need to be shared with the health coordinator for students to attend school and for faculty to teach in-person.
- Mask coverings and social distancing are required at all times. Disposable masks will be available to students who forget theirs or students who need a replacement during the day.
- Students will be asked to wipe down their desk and chair at the beginning and end of every class period.
- Students will not be permitted to use their lockers and should instead carry their school materials and lunches with them to their classes.
- Students should eat lunch 10 ft apart in designated spaces (classrooms, tents, or Uni Gym). Students will not be permitted to leave the building to buy lunch. Extra individually packaged snacks and/or lunches should be on hand for students who forget their lunch.
- Tents would be made available for classes during weeks when it is seasonally appropriate. Tents can be reserved by faculty on a rotating basis while the weather

² Policies regarding temperature thresholds for admittance on in-person learning days will be developed in conversation with CUPHD and shared with Uni community members. The CDC and the IDPH consider any temperature over 100.4 degrees as a fever.

permits. In the event of bad weather, classes scheduled for tents will instead use their normal indoor classroom.

- Restrooms on each level may only be used by one person at a time to adhere to social distancing. All bathrooms should have locks to allow for individual use. All toilets need closeable lids. Proper toilet-closing and handwashing etiquette will be posted in the stalls.
- When students are taking a digital course in the same room together, only one microphone will be used in the room during synchronous sessions to avoid feedback.
- Classroom assignments will be designed to minimize movement between classes while accommodating larger classes
- Students and teachers would need to abstain from physical contact. Handshakes, high fives, hugs, etc. should be avoided.
- The H&S Task Force recommends that students with a free period at the end of the day be picked up by their parents after their last class whenever possible. When this is not possible, students should go to a continuous study hall space for the period.

General Safety Guidelines

- Designate the north staircase for going up and the south staircase for going down to avoid crowding. Put tape down the center of hallways to divide them in half, with arrows (on the floor) and signs (at eye level) showing the direction that students should walk down each half.
- Students with any of the following symptoms, as outlined by the Champaign Urbana Public Health District, should stay home from school: fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle/body aches, headache, sore throat, new loss of taste or smell, congestion, runny nose, nausea, vomiting, or diarrhea.
- As an entire school, we will aim to support healthy immune systems by promoting good sleep habits and stress management.
- Students enrolled in U of I classes should take these classes remotely. A student with exceptional circumstances may petition for the right to attend their U of I classes in-person.

- Faculty should refrain from using communal offices and the faculty lounge. Instead, faculty should reserve space (shared offices or smaller classrooms) ahead of time for working between in-person classes or for teaching remotely.

Quarantine Recommendations

- If a single case of COVID is reported among in-person Uni students or hybrid faculty, all in-person learning will be suspended for two weeks and all Uni classes will be taught remotely for that period.
- If a student shows any symptoms (fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle/body aches, headache, sore throat, new loss of taste or smell, congestion, runny nose, nausea, vomiting, or diarrhea) during the day, in-person learning will be suspended for that day and students will need to be picked up early and go home.
- Students who formerly tested positive for COVID-19 or who were known to have been exposed to the virus will need to show negative test results to resume in-person classes after their two-week period of quarantine.
- In the event that a Uni student or member of the faculty/staff tests positive, the Champaign-Urbana Public Health District's School COVID Liaison will assist with case investigation and contact tracing.

Limitations and Difficulties of Hybrid Schedule

1. The hybrid classroom climate will not be particularly conducive to teaching/learning
 - a. Due to faculty teaching remotely, some students will only have a few in-person classes each week and spend significant amounts of time in study halls.
 - b. Students will not be able to effectively participate in in-person group work, given social distancing requirements.
 - c. Teachers will not be able to approach students to review their work or privately answer questions due to social distancing requirements.

- d. Masks will need to be worn at all times, which will make it harder to assess students' engagement and affective responses.
 - e. More class time will be devoted to discipline, since mask-wearing and social distancing will need to be strictly enforced at all times for the safety of the school.
 - f. Classes will be divided between in-person and remote students, which makes it difficult to deliver a lesson to all students at once. Teachers teaching in-person will have to teach synchronously with students learning remotely or plan separate activities for in-person and remote students.
 - g. Having windows open at all times, while necessary for safety, will make classrooms uncomfortably hot or cold for most of the year. [Research](#) has shown that hot classrooms have an adverse affect on learning.
 - h. While holding classes in tents may be safer because of increased airflow, tents will often be noisy and uncomfortable (hot or cold) learning environments and will only be available when the weather permits.
 - i. Scheduling multiple sections of remote classes to meet simultaneously in Kenney Gym will likely make it difficult for students to participate in discussions or concentrate on class material. If remote classes were scheduled instead for individual classrooms, those rooms would require faculty supervision.
2. Since some staff will continue to teach remotely even if a hybrid plan is adopted, additional labor will be required from a much smaller staff, putting a strain on in-person staffing.
- a. With current teacher availability, it would likely be hard if not impossible to staff certain periods. Large numbers of students would need to be in supervised study halls with few available teachers. This problem would be particularly troublesome during the Frosh/Sophomore week.
 - b. While we propose asking students to participate in classroom cleaning, faculty will likely need to participate in disinfecting Uni spaces to some extent.
 - c. Some in-person staff will need to participate in supervising students and enforcing safety practices (while students are in remote classes during in-person weeks,

during lunch time, during passing periods, before and after school), which would be a challenge even with 100% in-person staffing.

- d. First-floor monitoring may be required during all school hours to ensure students don't enter the building late, bypassing the required temperature check. With students using Kenney Gym, Uni Gym, and tents, it will be difficult to ensure that students do not arrive at school late and skip the temperature check.
 - e. The need for extra staffing to address these additional supervisory responsibilities will likely be expensive. We recommend offering stipends with hazard pay to teachers that take on additional roles (like regularly supervising in-person students during their remote classes).
3. Should we implement a hybrid schedule, arranging for reliable and safe student transportation may prove difficult. School days would not be the usual 8:00 to 3:50, but instead 9:00 to 2:00, and students would not be able to attend school daily.³ Public transportation may not allow students to practice proper social distancing.

Prior to transitioning to a hybrid schedule, we will need to address the above issues and propose solutions where possible.

³ Students who need a place to go during both the remote-learning and hybrid schedule will have the option to come to Uni and attend their remote classes in a continuous study hall space.