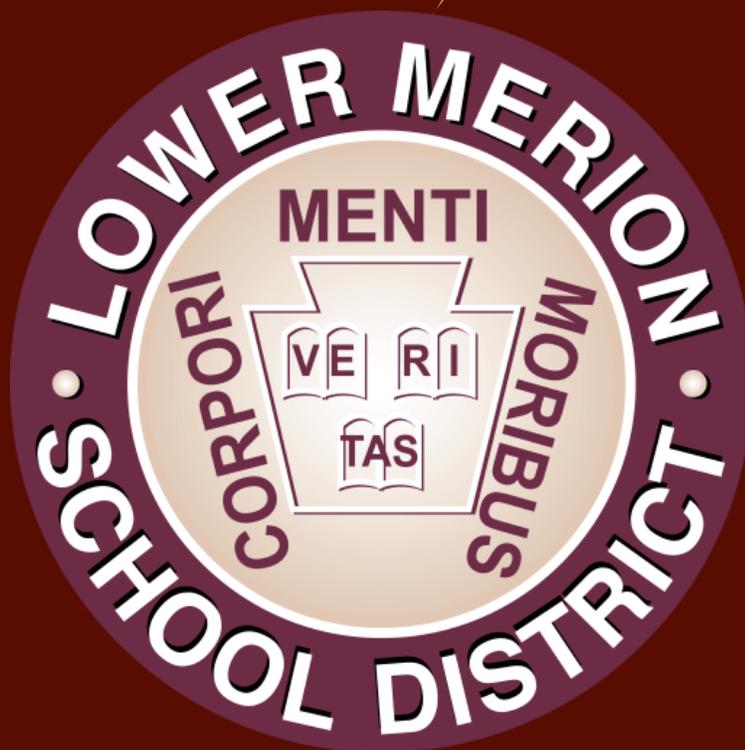


Reopening Planning for 2020-2021: Instructional Program Update



Planning Process (p.2-4)

- I. Remote Learning Plan (p.5-8)
- II. Hybrid Learning Plan (p.9-10)
- III. Full Return Plan (p.11)
- IV. Other Options for Families(p.12)



Transition Teams

- TRANSITION LEADERSHIP
- HEALTH & SAFETY
- INSTRUCTIONAL PROGRAM
- FACILITIES/OPERATIONAL LOGISTICS
- SCHOOL OPERATIONS & ATHLETICS
- TECHNOLOGY
- COMMUNICATION / OUTREACH

Instructional Team Subgroups

- TEACHER EXPECTATIONS
- ESSENTIALIZING LEARNING
- PROFESSIONAL LEARNING
- ORIENTATION
- SCHEDULING
- GRADING/REPORTING
- BUILDING RELATIONSHIPS

• Summer Support Planning •

To address concerns about potential academic impact of the spring emergency closure, the District planned for extended summer program offerings. RAM (formerly SPIES) was offered free to all students, and a new K-12 program was developed and offered at no cost to families. Over 1,000 students enrolled in the new K-12 program running in July and August. Both programs have allowed piloting of live synchronous instruction and integration of more effective strategies for fall.

PLANNING PROCESS

District Launches Transition Teams May 2020

We are grateful for parent/guardian, staff, and community support as the pandemic emergency spread across the country while states, counties and schools struggled to adapt to new ways of teaching and learning. As a District, we worked continuously to respond to changing guidance and emerging community needs to improve our remote learning practices. We learned more each day and, since that time, have designed improved experiences that apply lessons learned about high quality remote instructional practices and, importantly, from the feedback of families, teachers and students. The teams and subgroups listed at the left all contributed to our reopening objectives. We anticipate evolving guidance, changing plans, and emergency circumstances that necessitate flexibility in our thinking as we continue to refine the instructional components that will support an effective reopening.

The purpose of this update is to share details of the Instructional Team's work and proposals including the **Full Return Plan**, **Hybrid Learning Plan**, and **Remote Learning Plan** for LMSD schools as well as two virtual alternatives for families interested in opting out of onsite instructional opportunities this year.

Lessons Learned from the Spring 2020 Red Phase

- Communication remains critical and will be streamlined.
- Common platforms will be in place in all phases.
- Synchronous instruction will increase.
- Student participation will be required.
- Regular coordinated building schedules will be structured for all phases.
- Daily student schedules will be in place in all phases.
- Opportunities for student collaboration will be included in all phases.
- Assessment, grading, and student feedback will be routinized in all phases.
- Technology access will be addressed in all phases.



JUNE 2020 PROFESSIONAL DEVELOPMENT TO IMPROVE INSTRUCTIONAL

National speakers, researchers, and authors Heidi Hayes Jacobs & Allison Zmuda



National speakers, researchers, and authors Bena Kallick & Allison Zmuda



AJ Juliani, national speaker and author of *Launch*, *Learning by Choice*, *Empower*, *Intentional Innovation*, and *Maverick Teachers: How Innovative Educators are Saving Public Schools*.



Matt Miller, national speaker and author of *Ditch that Textbook* and *Tech Like a Pirate*



 **Kiker Learning**
Instructional Technology & Design

PLANNING PROCESS (Cont'd)

• Alignment of Teacher Expectations

We have learned that communication is the most important, yet challenging, aspect of remote instruction. We will maintain consistent expectations for communication to students and families with the goal of streamlining communication and alleviating stress. The purpose of the Teacher Expectations subcommittee is to identify and communicate a common and consistent set of expectations within grade level bands for all teachers (K-2, Gr. 3-5, Gr. 6-8, and Gr. 9-12). The expectations will include:

- ALIGNED COMMUNICATION STRATEGIES
- ALIGNED USE OF LEARNING MANAGEMENT SYSTEMS (Blackboard 6-12 and Google Classroom K-5)
- ALIGNED PLC COLLABORATION, UNITY AND USE OF INSTRUCTIONAL TECHNOLOGY AND CONTINUOUS LEARNING
- ARTICULATED RESEARCH-BASED BEST PRACTICES FOR TEACHING IN A BLENDED LEARNING ENVIRONMENT

• Targeted Professional Learning

Teachers engaged in continuous learning throughout the spring, and the year culminated with a cadre of experts who provided synchronous and asynchronous training to teachers. Asynchronous training is available to teachers throughout the summer, and teams can engage in professional collaborations to apply and continue learning. The District has developed breadth and depth in professional learning available to teachers. Engaging in a continuous improvement model requires commitment to robust ongoing professional learning for teachers.

The Professional Learning Team has worked to organize professional learning resources to prepare all teachers to effectively design and implement world class learning experiences in a blended learning environment. Additionally, the team is designing opportunities for synchronous and asynchronous professional learning to prepare all teachers to effectively design and implement world class learning experiences in a blended learning environment.



Family Orientation/Information Resources

Coming Soon:

- Handbook with family-friendly outlines to the District’s plan for school in remote, hybrid, and fully open phases and how families/students can prepare to transition among these phases.
- Recorded orientation materials by phase to assist families with smooth transitions.
- Resources to equip families with “quick access” information to assist them with navigating the schooling experience in each phase; troubleshooting problems common to each phase.
- Library of “Self Help” videos from which families can learn to navigate key resources, such as Google Classroom, See-Saw, Blackboard, etc.



• Scheduling Team Work •

Tasks included designing a hybrid plan, developing cohorting strategies, evaluating best practices and applying safety guidelines to decisions for final schedules. This work will continue throughout August.

PLANNING PROCESS (Cont’d)

• Grading/Reporting

The Grading/Reporting team is developing an effective grading and reporting plan that accounts for face-to-face, blended, or virtual learning that is efficient in communicating student growth and achievement while being easily understood by all stakeholders. The team is working to restore the greatest degree of normalcy to grading and reporting practices. This will include return of regular student feedback and assessments as part of practice.

• Building Relationships

The purpose of the Building Relationships Subgroup is to focus on social-emotional learning and ensure strong community and relationship-building no matter the instructional approach. Focus areas include: Trust, Rapport, Building Community, Empathy, Respect, Communication, Voice, Resilience, Trauma Informed Practices. Relationship focus areas include: Student/Student, Student/Staff, Staff/Staff, School/Parent, School/Community.

Focused Structures for Relationship Building By Level

Elementary	Second Step, Responsive Classroom, Habits of Mind, Restorative Practices, SEL, Cultural Proficiency Teams	Morning Meeting
Middle School	Habits of Mind, Restorative Practice, SEL, Forum (WV)/Rally (BC), Cultural Proficiency Teams	Morning Announcements, LEARN, Proactive Circles
High School	Habits of Mind, Restorative Practice, SEL, Themes (Cultural Competence, No Place for Hate, Race, etc.)	Harriton/LM Broadcast, Advisory, Proactive Circles

Multi-tiered Support: Social-emotional and mental health support will be tailored, with certain supports available to all students, and increasing supports available according to needs.

• Essentializing Instruction

The Essentializing Subcommittee is charged with determining essentials of lesson design for effective integration of technology to maximize learning in face-to-face or remote learning environments. This work includes formalizing and clarifying essential skills by grade and subject and course. The District has a robust and well-articulated curriculum aligned with standards. As teachers translate this curriculum into remote learning formats, the work of this committee is to provide resources that help teachers make aligned decisions about critical skills for focus as well as thoughtful decisions about the best way to teach essential skills in remote formats.



I. REMOTE LEARNING DESIGN

The District has developed instructional designs for fully remote learning, hybrid learning, or a full return to school. If at any time during the school year, a fully remote approach is used, it will include improved opportunities for students to engage in synchronous experiences throughout the day. Synchronous sessions will be scheduled by grade/subject. There will be some adaptations for recommendations for screen/seat time for young children. Also under consideration is whether we may employ only one design or a combination of designs at any given time for different segments of our population.

• ACCOUNTABILITY •

Remote learning phases will include methods for daily attendance and clear expectations for work submission and participation. The District standards-aligned curriculum will be in place, with alignment in teacher expectations for communication, essential instruction, and assessment.

• EQUITY •

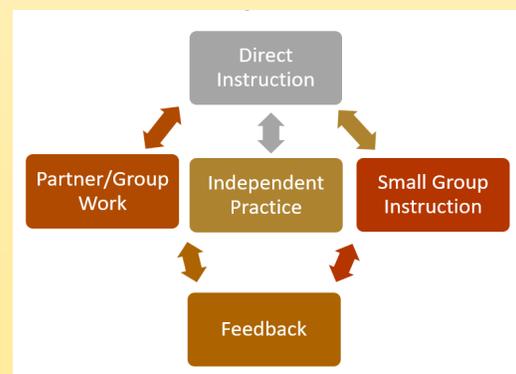
The District remains committed to equitable access to learning. Overcoming spring obstacles to synchronous learning includes allocating funds to provide individual student devices. This ensures access across models for full return, hybrid or remote options. Increased access to student devices will help better allow live instruction and synchronous engagement.

• EXTENDED REMOTE OPTIONS •

The plan at the right includes the approach for the District movement from one phase to another. Some families interested in long-term online learning regardless of the risk phase should see the virtual learning options on p. 12.

REMOTE LEARNING: DESIGNING FOR ENGAGEMENT

Remote learning will include opportunities for students to engage in synchronous opportunities throughout the day. Principals are developing coordinated building schedules that will include all core curriculum content areas, including special areas. Synchronous time will be scheduled by grade/subject. Teams are designing approaches that approximate the actual classroom flow of instruction experienced during the typical school day/period. This will engage students through the school day while allowing alignment with screen/seat time recommendations for young children. We hope to restore student-centered best practices in typical classrooms which involve an ebb and flow of synchronous and asynchronous instruction through a balance of independent work and small group work. Increased accountability for participation and feedback will support improved engagement. To better visualize these structures, sample student schedules follow.



REMOTE LEARNING DESIGN: Sample Elementary Schedule

The sample shows a range of estimated minutes per subject that will vary by grade level.

This is a sample of what a possible student day COULD look like; actual times for each subject will vary by building and grade.

Scheduling goals:

- Return to normalcy to the greatest degree possible.
- Maintain consistent times through the week to promote regular student routines and develop greater student independence.
- Restore best practices that engage students synchronously throughout the day with a blend of whole and small group instruction, supported independence, and collaboration.
- Restore use of synchronous and asynchronous practices used in a typical school day to engage students and individualize learning.

Grade 1-5 Elementary Remote Learning Sample Schedule			
Sample block of time for building/teacher schedule in traditional face to face schedule		Remote Learning Model Plan	Estimated range of live/synchronous student minutes
9:00-9:30	Morning Meeting	Students log in for synchronous live Morning Meeting	20-30
9:30-10:45	English Language Arts	Students log in for synchronous instruction of varied length and move through follow-up synchronous/asynchronous experiences that range from independent practice, partner/group collaborations, small group instruction or guided reading. Assignments will include accountability for demonstrating learning or practice.	30-45
10:45-11:00	Movement Break/ Brain Break	Varies (teachers may incorporate breaks throughout instruction)	
11:00-12:00	Math	Students log in for synchronous instruction of varied length and move through follow-up synchronous/asynchronous experiences that range from independent practice, partner/group collaborations, small group instruction or guided math. Assignments will include accountability for demonstrating learning, practice or collaboration outcomes.	30
12:00-1:00	Lunch/Break		
1:00-1:40	Social Studies/ Science (cycle)	Students log in for synchronous instruction of varied length and move through range of follow-up synchronous experiences that range from independent practice, partner/group collaborations, or small group instruction. Assignments will include accountability for demonstrating learning or practice.	30-40
1:40-2:10	WIN	Select students log in for enrichment, intervention, or extra practice.	0-30
2:10-2:25	Movement Break/ Brain Break	Varies (teachers may incorporate breaks throughout instruction)	
2:25-3:25	Special Areas	Students log in for synchronous instruction of varied length and move through follow-up synchronous experiences that range from independent practice, partner/group collaborations to small groups. Assignments will include accountability for demonstrating learning or practice.	30-60

Kindergarten Sample Schedule

Distance learning for our youngest learners is still in development as we explore the best way to offer hybrid options. More information on Kindergarten Hybrid plans will follow.



KINDERGARTEN REMOTE LEARNING

One scheduling goal has been to restore the greatest degree of normalcy possible to offer our full curriculum to students. The schedule below is a sample kindergarten day based on a typical schedule in a regular year. In remote learning, teachers will use the building kindergarten schedule to design lessons for students. Students will log in for synchronous direct instruction of varied length and move through a range of follow-up synchronous/asynchronous experiences that range from independent practice, small group instruction, or guided practice. Students will have approximately 70-120 synchronous minutes daily (depending on small group rotation). Below is an example of a student schedule; master schedules may vary by building.

Resources will be provided for parents and caregivers to help build student independence with accessing learning.

In remote learning, students will still follow a daily schedule with live synchronous instruction and opportunities for asynchronous practice and engagement through the day. Below is a sample Kindergarten day. The remote schedule approximates what is offered to grades 1-5, but is compressed to reflect a half day schedule and developmental differences. Times may vary at the start of the year as children develop and build stamina with new routines.

Estimated Live Minutes	SAMPLE TYPICAL KINDERGARTEN SCHEDULE (9AM - 11:40) WITH ESTIMATED LIVE LEARNING MINUTES IN A REMOTE LEARNING MODEL
30	Morning Meeting/Math Routines
20	Language Arts (20 minutes plus 15 minutes assigned independent work/practice)
	Break
20	Math (20 minutes plus 15 minutes assigned independent work/practice)
Varies	Science/Social Studies/Writing
Varies	Library/Physical Education
Varies	Small Group Rotation
Students will have approximately 70-120 live synchronous minutes.	

**MIDDLE/HIGH SCHOOL REMOTE
LEARNING DESIGN:
SAMPLE SCHEDULES**

High School Remote Learning Schedule:

High School Schedule	AM Meetings	Synchronous Instruction Time			
Letter Day	8:00-8:45	9:00 - 10:00	10:30 - 11:30	12:30 - 1:30	2:00 - 3:00
Sets 1-4	-Team Meetings -Dept. Meetings -Content PLCs	Set 1	Set 2	Set 3	Set 4
Sets 5-8	-IEP/504 meetings -Professional Learning	Set 5	Set 6	Set 7	Set 8

Middle School Remote Learning Schedule:

Schedule	AM Meetings	Synchronous Instruction Time				
Day	8:00-8:55	9:00-9:30	9:35-10:35	10:50-11:50	12:50-1:50	2:05-3:05
Periods 1, 2, 3 and 4	-Team Meetings -Dept. Meetings -Parent Meetings -Content PLCs	Homeroom	Per. 1	Per. 2	Per. 3	Per. 4 (Grades 7 and 8)
						LEARN (Grade 6)
Periods 8, 7, 6, and 5	-IEP/504 mtgs. -Prof. Learning	Homeroom	Per. 8	Per. 7	Per. 6 (Grades 6 and 7)	Per. 5 (Grades 6 and 8)
						LEARN (Grade 8)

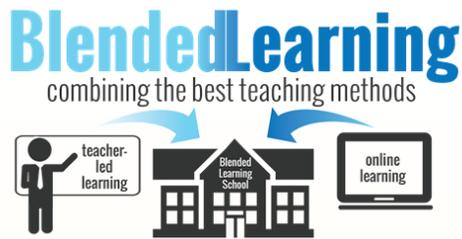
II. HYBRID LEARNING DESIGN

HYBRID MODEL

- Includes a mix of in-person, remote synchronous and remote asynchronous
- Allows in-person days to better align with distancing requirements to reduce risk
- Allows two days in a row with face-to-face synchronous experiences to maintain continuity, connection, and social-emotional benefits. Two days are fully asynchronous. Wednesday is a mix of synchronous/asynchronous experiences.

Design and Development

Also under consideration is whether we may employ only one design (hybrid, remote, full return) or a combination of designs at any given time for different segments of our population.



Key Features of the Hybrid Model

- Reduces student attendance by half to achieve greater distancing.
- Half of students will attend on Monday-Tuesday (Cohort A).
- Half of students will attend on Thursday Friday (Cohort B).
- Wednesday will be a remote learning and deep cleaning day.
- Students will be in the same cohorts as siblings.
- “Family cohorting” will keep families on similar schedules.
- A hybrid model is also called blended learning—provides a mix of face-to-face, synchronous, and asynchronous learning.

Impact on Instruction

- Face-to-face instruction will still look different with safety and distancing protocols in place.
- Transitions and schedules may still need modification to de-densify halls and allow adequate transitions.
- Whenever possible, transitions will be limited. For example, at the elementary school, special area teachers in art, music, FLES, and library will push in to homerooms and specials will be on a 12 day cycle to limit number of students in contact with staff at any one time.

Special Education

In the hybrid plan, there may be some students who would need additional support and face to face instruction. According to individualized needs, there may be some students coming in 4 out of 5 days for instruction during hybrid. That additional support would be in the special education classroom.

HYBRID DESIGN:

Sample Schedules

Blended Learning

combining the best teaching methods



Elementary Hybrid Schedule Proposal

M/T	W	Th/F
Regular schedule for Cohort A Morning Meeting for all Cohort B engages asynchronously	Morning Meeting Small groups by invitation Primary subject area synchronous instruction: Synchronous focus on literacy & math PLC Planning, Staff Meetings, IEP, 504, GIEP Meetings, Teacher Planning	Regular schedule for Cohort B Morning Meeting for all Cohort A engages asynchronously

Middle School Hybrid Planning

	M	T	W	Th	F
School day	Run bell schedule for Cohort A with modifications for transitions/distancing. Cohort B engages asynchronously with recommended schedule for day. May include range of opportunities for synchronous student engagement (Example: peer collaborations through varied digital tools).		May include synchronous Advisory Period to bring students together. Office hours for student support. May include range of opportunities for synchronous student engagement (Example: peer collaborations through varied digital tools). PLC collaboration Teacher Planning IEP/GIEP/504 Meetings	Run bell schedule for Cohort B with modifications for transitions/distancing. Cohort A engages asynchronously with recommended schedule for day May include range of opportunities for synchronous student engagement (Example: peer collaborations through varied digital tools).	

High School Hybrid Planning

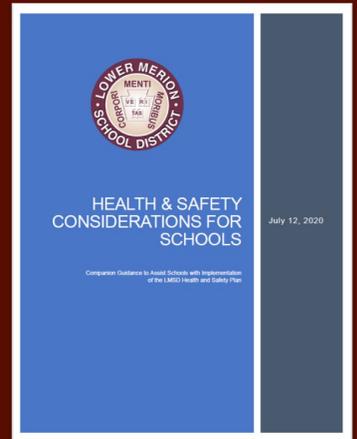
	M	T	W	Th	F
School day	Run bell schedule [pending 6 period or 8 period] for Cohort A with modifications for transitions/distancing. Cohort B engages synchronously/ asynchronously with recommended schedule for the day. May include range of opportunities for synchronous student engagement including a variety of streaming options or other formats (Example: peer collaborations through varied digital tools).		May include synchronous Advisory Period to bring students together. Office hours for student support. May include range of opportunities for synchronous student engagement (Example: peer collaborations through varied digital tools). PLC collaboration Teacher Planning IEP/GIEP/504 Meetings	Run bell schedule [pending 6 period or 8 period] for Cohort B with modifications for transitions/distancing. Cohort A engages synchronously/ asynchronously with recommended schedule for the day. May include range of opportunities for synchronous student engagement including a variety of streaming options or other formats (Example: peer collaborations through varied digital tools).	

III. FULL RETURN TO SCHOOL

- Face-to-face instruction will look different with safety and distancing protocols in place.
- Transitions and schedules may still need modification to de-densify halls and allow adequate transitions.
- Whenever possible, transitions will be limited. For example, at the elementary school, special area teachers in art, music, FLES, and library will push in to homerooms and specials will be on a 12 day cycle to limit number of students in contact with staff at any one time.
- In-person instruction has special concerns in some special areas. For example, there are unique challenges in maintaining studio experiences for students in art and continuing vocal and instrumental programs in school. We are exploring innovative studio options. Additionally, the District is planning to provide enhanced digital music curriculum resources that maintain individual skill development. Some of these tools allow virtual practice rooms and individualized assignments and feedback. These resources will ensure students continue to experience a wide range of growth opportunities in our music program.
- Furniture is being removed from classrooms to support distancing and safety requirements. This impacts student movement during instruction. Movement breaks are being explored.
- New 1:1 devices for students will allow integration of technology to increase student engagement and opportunities for collaboration. This also familiarizes students with digital devices and tools that may be in place in hybrid or remote learning.
- Even during a full return, students will already have a Cohort A-B designation within the schedule to ensure smooth transition from a full return to a hybrid model.

Health/Safety Guidance

This update focuses on the Instructional Program. All district programs and systems are being adjusted in light of evolving health and safety guidelines. For more information on District health plans, see the District website at www.lmsd.org.



See the District's COVID Updates [here](https://www.lmsd.org/departments/health/coronavirus-response)

<https://www.lmsd.org/departments/health/coronavirus-response>



Who are these long-term options for? Our desire is to reopen with students back in school. Until that can happen safely, there may be different approaches in place that include the plans detailed in previous pages. Some families are not comfortable sending their child in for any face-to-face experiences. For families who prefer a long-term remote option for an extended period of time, like a semester, or full year, these long-term remote options may be preferable.

What's the difference? The biggest difference is that LMVA is primarily asynchronous remote learning through MCIU (with the exception of special education and gifted services), while LMSD@Home includes synchronous and asynchronous instruction with LMSD educators. The K-8 program will focus on essential learning goals within LMSD's core curriculum areas. The high school program will follow student's daily schedule, through virtual experiences, both synchronous and asynchronous.

IV. LONG-TERM REMOTE CHOICES FOR FAMILIES

At this time, the District is working on two options for fully remote learning.

The LMSD Virtual Academy is a K-12 option, which we are offering in conjunction with the Montgomery County Intermediate Unit's MVP program. You can find detailed information about this option and a registration link on the District website. This option is almost fully asynchronous (students work on their own timetable) and uses the MVP curriculum and instructors, though some support from LMSD educators will be available.

The District is also working on plans for LMSD@Home. Classes will be taught by LMSD educators and will focus on covering LMSD's core curricular areas. This five-day-a-week model will combine synchronous and asynchronous instruction throughout the day, with the hours of each type of instruction varying according to grade level and course.

Families will be given an opportunity to indicate their preference to stay in LMSD@Home for the entire 2020-2021 school year, should buildings reopen; however, LMSD@Home students may be reassigned to a LMSD educator to continue their at-home instruction to ensure balanced class sizes in the schools.



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Scheduling Subcommittee Members: Scott Kilpatrick, Joe Devine, Kevin Bray, Lauren Marcuson, Christine Fleming, Stephannie Hannan, Jennifer Gaudioso, Kelly Cenicola

Grading/Reporting Subcommittee Members: Jason Lilly, Beth Hampton, Patrick Hogan, Shawn Bernatowicz, Jeff Hunter, Kelly Cenicola

Building Relationships Subcommittee Members: Veronica Ellers, Jen Kehoe, Mike Johnson, Candace Brown, Kristy Fruit, Adil Nure, Rich Marta

Orientation Subcommittee Members: Kristina Paul, Jennifer Gaudioso

[NOTE: Groups continue to add members as work has evolved; we thank everyone involved for their participation.]

Lower Merion School District

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www.lmsd.org