



## Return to School Core Instruction Committee

Angela Hardy, Director of Curriculum and Instruction, Chair

<p>Terry McGuire, Director of Technology  Elisha Morris, Director of Special Services  Linda Caputo, Board Member  Chad Kempton, GAHS Principal  Vicki Duguay, RV Principal  Amy Whitman, LER Teacher  Amanda Sergent, RV Teacher</p>	<p>Jeanne Lysobey, GRMS Teacher  Debra Butterfield, GAHS Librarian  Susan Oakland, GRMS School Counselor  David Walker, GAHS Allied Arts  Karen Murphy, Title I Literacy Ed Tech  Liam Shaw, Gardiner Parent  Dee Pouzol, Gardiner Parent</p>
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Date of Meeting	<b>August 10, 2020</b> <a href="https://meet.google.com/ckq-ozjy-ovg">Join with Google Meet</a>
Note Taker: Susan Oakland	Present: Amy, Amanda, Terry, David, Linda, Debra, Jeanne, Liam, Sue, Vicki, Elisha, Karen, Chad, Dee, Angela Absent: all here
<b>Agenda</b>	<ol style="list-style-type: none"> <li>1. Welcome (2-3 min)</li> <li>2. Steering Committee + Board Updates (5-8 min) <ol style="list-style-type: none"> <li>a. <a href="#">Learning Plan Scenarios</a> + specialized special programs update (4 days/week)</li> <li>b. Board approved (10-1) starting school in the Hybrid/Blended Learning Zone; approved unanimously to start school on September 8</li> <li>c. New hire: Pandemic Response Coordinator, Denise Osgood (formerly a school nurse, nurse, worked for CDC, extensive project management skills, etc.); full-time from Aug 10-late Fall; part-time through December 30</li> <li>d. Nurse positions: interviewing this week</li> <li>e. Ventilation audit being conducted by Siemens</li> <li>f. Tents being pursued; Signage and PPE on order</li> <li>g. Requesting another follow-up survey with families after this week's school-based virtual parent meetings to secure enrollment rather than just gauge interest</li> </ol> </li> <li>3. Students with lack of Internet access (Terry) <ol style="list-style-type: none"> <li>a. GAHS reported that 80 didn't have Internet access; not enough hot spots on-site</li> <li>b.</li> </ol> </li> <li>4. MOOSE Learning Platform through MDOE (10 min) <ol style="list-style-type: none"> <li>a. Dee Pouzol will provide a brief orientation</li> <li>b. How might this prove helpful moving forward?</li> </ol> </li> <li>5. Subcommittees (30 min) <a href="#">[Please link notes below]</a> <ol style="list-style-type: none"> <li>a. Remote - <a href="#">minutes from 8/4</a>; curriculum matrix + grading for equity; upcoming - setting expectations + design of Remote</li> </ol> </li> </ol>

	<p>Learning Academy</p> <ul style="list-style-type: none"> <li>b. Hybrid -</li> <li>c. In-School - on hold</li> </ul> <p>6. Adjourn</p>
<b>Meeting Notes</b>	<p><b>Board Approval</b></p> <ul style="list-style-type: none"> <li>- All three learning plans have been approved by the board</li> <li>- STARS, STEPS and 4, 6-12 programs (which includes Life Skills) will be back 4 days per week. During their cohort days they will be with non disabled peers. During their non cohort days they will be in their special education setting.</li> <li>- The board has voted 10 to 1 that we will be in a Yellow Zone to reduce the number of students in the building as we begin the year. As we are able to better teach the protocols to our students we are hopeful to move to a Green Zone setting.</li> </ul> <p>A Pandemic Response Coordinator (Denise Osgood) has been hired to help alleviate the significant stressors that the administration is feeling to accomplish all that is needed to manage running an educational institution in this difficult time.</p> <p>Two nurse positions are being interviewed for this week.</p> <p>Tents are being secured for the buildings so there is covered outdoor space.</p> <p>Pat is working with the heads of all the associations to develop and refine the staff handbook and student handbook for this era.</p> <p>Siemens is working with Gabe to be certain the buildings are ready and safe for our students to begin.</p> <p>Virtual Parent meetings will be happening for each school to help answer questions and alleviate concerns for students to enter the buildings in the fall.</p> <p>Chad is working on identifying the students who are 100 percent remote and to even out the groupings to have a similar number of students in school each day.</p> <p>Vicki is reaching out to families who have not responded to the school survey to determine which students will be in school in the fall and which will be remote.</p> <p>After the parent meetings any surveys will be called "Enrollment Surveys". Simply done to determine what choices that parents are making regarding their child being in the building in the fall.</p>

### **Internet Access**

Terry has created a spreadsheet to help determine internet access needs for the fall. 80 students at the high school are without internet access. We don't have hot spots for that number of students. We need to determine who should have the first option to receive a hot spot. We are finding that some people who say that they have internet don't actually have internet that will actually work in a reliable fashion.

Should the internet be given out first to the free and reduced lunch students is one question that we need to answer. One of the problems is that not every family is filling out the paperwork so there may be more free and reduced students than we have on the books.

Terry suggested that those who were not attending because of medical reasons might need to have first priority on hot spots. This met with agreement from the committee. There are a number of students in West Gardiner that can not get internet to their houses. The hot spots do work but is it the district's responsibility to provide this.

Angela suggested building partnerships with places such as Boy's and Girl's Club or the Library to access the internet for remote learners. Possibly the Board Room at the Super's office could be a spot also.

Reaching out to teachers to find out who had difficulty accessing the internet last spring might give a good idea of who is in need.

It might work to let parents know that virtual education will be provided and ask parents to connect with the principal of their child's school if they have an inability to connect to the internet from their home.

There are a number of Special Education students who also do not have internet available. This is a problem because we must address the iep needs.

Terry suggests that the numbers of students who do not have internet should be based on the high school numbers. 80 of those students do not have access. We need to apply this percentage across the board.

The Remote Committee and the Hybrid Committee may need to meet regarding how to deal with attendance issues. The Hybrid

group will meet a week from today to discuss this. The remote group will be meeting from 8-9 tomorrow (Tuesday 8/11).

It is hopeful that the students and families will take the learning more seriously this year because attendance will be taken and grades will be given.

Vicki is concerned that there are a number of students who are choosing remote learning who are already difficult to keep in attendance. It will be important for the Health Team to work on ways to continue to engage these students.

Dee reported that at Maine Virtual Academy that it is noted if the remote learners are on line at the beginning of each session. If they are not then they are called for a check in immediately. This tends to get students to log in within a few minutes.

Angela questioned what we need to do to support teachers regarding attendance of our students who are remote. This is manageable remotely and in school but will be harder in the Yellow Zone. Angela will reach out to Pat to determine what is in the handbook regarding the attendance policy. Then a plan will be created so we are managing attendance in a similar way across the district.

One thing that will be helpful for the hybrid model is that as we will be seeing the students two days a week we will be able to send materials home with the students that teachers have already introduced. It will be hard to make solid plans until we have actually tried the process.

It is hoped that having the time to train the student on how to access the different platforms will make students accessing the online work easier.

It will be very important to build relationships early. If teachers have relationships with their students they will be more invested in completing their work.

Maine Online Opportunities for Supplemental Education (MOOSE). 400 educators have been involved from across the state. They have developed a supplemental education platform for students statewide. Dee has been involved in the creation of this program. This is supplemental but also can provide extensions for learning. DOE will be sending a letter to Superintendents to explain the platform in the next week.

The biggest recommendation that Dee has to offer is to keep it simple. It is easy to try to move forward with grandiose ideas that are

	just not possible. She mentioned that the Connections Academy and Maine Virtual Academy are maxed out on students with long wait lists so that is not an area families will be able to turn to.
<b>Key points</b>	Internet access is an issue MOOSE Learning Platform Information to be released to staff next week Enrollment survey will be given after parent meetings. It is in development.
<b>Next Steps</b>	Vicki will add Internet Access discussion to ETeam agenda Terry will reach out to GRMS to ask about internet access Angela will reach out to curriculum leaders to ask about Hybrid Attendance practices The Remote Committee will send out a draft of expectations for review and a curriculum refinement process for review.

Core Instruction   Operations   Transportation   Facilities   Food Service   Resources   Communications   Athletics

**Next Meeting Date:**

**August 17, 2020 from 8:00-9:00 a.m.**