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**School Union 69**  
**Office of the Superintendent**  
**Hope, Appleton & Lincolnville**

Kathryn Clark, *Superintendent*  
Deb Bailey, *Director of Special Services*  
Gail Kenney, *Bookkeeper*  
Wendy Tricomi, *Central Office / Special  
Education Secretary*

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**Superintendent's Report for: October 2020**

**Statewide:**

- **Midcoast Superintendent's Meetings** have been scheduled just once a month now, our next meeting is scheduled for Thursday, October 15th.
- **New Superintendent's Workshops** the October meeting is scheduled for October 19th.
- **MSSA Funding Committee** workshop on Monday, October 5th regarding the next round of CRF funding (see notes below).
- **Maine Superintendent's Annual Meeting:** October 28th
- **Maine School Management Annual Conference:** October 30th and 31st.

**Collaborative Planning Teams:** Collaborative Planning Teams continue to meet, each school is in the final stages of tweaking their Remote Learning Plans, each principal will share more specifics on those plans. A district wide framework for procedures related to teaching and learning during COVID 19 has been developed and is attached to this report. These procedures will continue to be updated as new information comes available.

**Coronavirus Relief Funding:** The first round of funding has been budgeted for and invoices/payroll generated. The application for the second round of funding is open now. The schools will all get about the same funding they got in the first run. The December 30, 2020 "use by" date presents significant challenges, when what we need is staff-for increased custodial work, student support and social distancing and health and safety. We are able to fund positions created due to COVID 19 until December 30th, but we have had to pay close attention to the budget to ensure that we are not over-extending our budgets with these positions after December 30th. The principals have done a very thoughtful job maintaining those threads; it takes constant diligence and the principals should be commended for their hard work.

**In Schools:** I have walked through the schools with the principals and was invited to visit Josh Mitchell's PE class at AVS. As I walk the schools, I am amazed at the orderly, engaged classes I have witnessed, despite the strangeness of our "new normal". The majority of the students appear to understand and respect the precautions that need to be taken to keep themselves, their peers and their teachers safe. We have had pretty nice weather, and the teachers have been creative in using outdoor spaces for teaching and learning. NWEA and Aimsweb assessments begin this month and I am looking forward to the data analysis process, to see how we can best use the data collected by those assessments to further focus interventions and class lessons.

**Ongoing Professional Development:**

New Superintendent's Workshops (monthly)  
MSMA: Workman's Compensation Training  
ESEA Performance Report Webinar  
MSMA: Upcoming Conference

**Communication:**

The fourth Superintendent Update will go home on October 13, 2020, all updates are posted on the district website. Updates will go home monthly. Second staff update will go out the week of October 5th, I have asked the teachers for feedback on how best to collaborate with them in their classrooms. I would like to continue Dianne Helprin's practice of lending a hand in the classrooms, but teaching and helping out during the pandemic is very different. I have begun walkthroughs with the principals and will be in each school weekly.

Virtual coffees with the superintendent will be offered to parents starting in mid-November.

**Community Outreach:**

-Traveled the bus routes in Hope and Appleton with Ben Luce.

-Learned a bit more about available after school activities from Matt Daigle of Fivetowns Football

-Visited each town hall with the new bookkeeper, Paula Emerson, to introduce her around.

**Other:**

Paula Emerson, our new bookkeeper, started last week and has been hard at work getting set up and running payroll. Paula has years of experience in school finance and so is able to quickly understand what needs to be done and how to do it. Paula has been a positive influence in the office and has made building relationships a priority, within the office and beyond. We have contracted with Deb Roberts, the CFO of MSMA and a former school business manager, to provide us with some training and feedback on our office finance systems. Our finance team will now meet at least monthly and as we work together, we will strengthen and streamline our procedures and practices and prepare for budget season.





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**School Union #69 COVID Procedures**  
updated 10/5/2020

**DISTRICT-WIDE PRIORITIES:**

Provide procedures and supports to keep schools safe for in-person learning.  
Continue to provide high quality instructional opportunities for all students and use data to drive instruction.  
Focus on the social and emotional learning and well-being of staff and students.  
Create systems to effectively respond to physical and emotional health concerns that arise from COVID-19 crisis.  
Communicate effectively with families and build partnerships with families and community members.

**OVERVIEW:**

The purpose of this document is to house all COVID related procedures for decision making in one document. A transparent and collaborative effort, this document has been developed in collaboration with school-based Collaborative Planning Teams, which include administrators, teachers, staff, parents, and community members. **School-based decisions will be made at the building level, and may ultimately be different than the procedures outlined here, given the specific situation. These procedures will serve as a mutually agreed upon framework for decision making.**

As with any document pertaining to the pandemic, this is a fluid document that may be altered as situations arise. By highlighting the priorities at the top of this document, we keep in mind where we are headed and what are the most important elements we need to consider.

The following flowcharts and tables outline these decision making processes we will use to address a variety of circumstances.

**ASSESSMENT AND ACCOUNTABILITY:**

- Although the dates of the testing windows have changed somewhat, we will still be assessing students using NWEA and Aimsweb this year.
- Remote students will also need to participate in these assessments.
- Formative assessments and data collection need to continue so that teachers are aware of students' needs and strengths.
- Families will receive feedback on student progress just as they have in the past (report cards, etc.)
- Teachers will continue to use PLC time to analyze these data points and use this data to drive instruction.

**STUDENT ATTENDANCE and ENGAGEMENT:**

Just as in a typical school year, it is our shared responsibility to ensure that students are attending school regularly and that we are planning for optimal student engagement in learning.

We know that outcomes for students are best when they attend school regularly and are engaged in classes and activities. This year, remote learning has presented us with obstacles and opportunities in this area. However, our obligation to our students has not changed. The following strategies and protocols have been developed to clarify the role of teachers and staff related to remote learning attendance and engagement.

### **ATTENDANCE PROTOCOLS:**

- when we are teaching remotely, school protocols for attendance remain in place, we still need to be aware of and document students' attendance.
- if students do not appear to be attending remote classes, the teachers must start by reaching out to the families via email, phone or letter. Keep a record of your attempts to reach the family.
- After 3 unsuccessful attempts to reach the family, let your principal know the child is not engaging in class and the methods you used to reach out.
- The principal will follow up with the school's typical response to chronic absenteeism, which may include a letter home or other measures.

**STUDENT ENGAGEMENT:** Remote learning is very different from in-person learning and some of the routines we use when in the same room as our students may not be feasible or effective in a remote setting. Nevertheless, we know that engagement is a key component of student success! The following are some tips for online student engagement:

- Follow a routine/schedule. Let your students know what to expect. Just as in the classroom, students need to be clear on the structure of their remote learning.
- Connect! Talk or email your students outside of the virtual classroom. Let them know you are thinking of them and that you are available to help!
- Set up time for questions, small groups and/or individual check ins.
- Build resilience and confidence: give them the space to connect their interests to your lessons.
- Embed organizational skills into your lessons that explicitly teach the skills students need to effectively learn in a remote setting.
- Build and maintain relationships, use interest surveys to find out what your students are interested in and deepen your understanding of who they are.
- Teach your students to set realistic goals, check in with them on those goals and celebrate when they reach them.
- Use icebreakers and games to make your time together online fun!
- Use Google docs and forms (if available) to share thoughts, brainstorm ideas, build a document or presentation together.
- Set clear expectations for work that is to be handed in or roles they are to play when given group assignments.
- When it fits in your lesson, read aloud! Even to the older students. First, they love it, (even when they tell you they don't) and second, there is no better way to build vocabulary than to read to students from texts that are just beyond their reading ability and third, your enthusiasm and love of reading just might inspire some of your students to read a book! Fiction or nonfiction, whatever works in your lesson.
- Incorporate time for reflection and/or mindfulness meditation. This is a great time to help your students build effective lifelong habits.
- Use check-ins, check-outs or exit tickets to gather formative data on how your students are doing.



- Incorporate opportunities for students to exercise their ability to choose: how do you want to check in? email or phone? Would you like to jump off the video call and try this for a bit and check in later? How should we prioritize our time together on this call?
- Not all remote learning is virtual classroom learning. Assign videos or other media to watch/listen and respond to; have students use their home environment to connect to your lesson.
- If students have a library card, there is an app called OverDrive they can use to borrow ebooks or audiobooks.
- Model what you expect. Minimize distractions, stay connected and attentive, be communicative, model organization and self-care.

**SOCIAL/EMOTIONAL LEARNING:** Even before the pandemic, research was mounting that engaging students socially and emotionally increased their academic performance, and that these skills can and should be explicitly taught. To that end, I have embedded a link to a website that has a great deal of information and resources for SEL: [www.casel.org](http://www.casel.org) Your school counselors have expertise that may be helpful to you, and professional development will be woven into our remaining PD time this year.

#### **SPECIAL EDUCATION:**

- There has been no loosening of regulations or federal laws around special education, we are still required to meet timelines and provide services per the IEPs that are written.
- Decisions around allocation of resources for special education lie with the principals and Deb Bailey, the Special Education Director.

#### **STAFF WORK EXPECTATIONS AND PROFESSIONAL DEVELOPMENT:**

- As with in-person learning, teachers and staff will need to monitor student engagement in remote lessons, employ appropriate accommodations, modifications or adjustments to lesson plans depending on student needs.
- Invite your principal into your remote classroom so s/he may drop in remotely as they would in school.
- Set your remote learning classroom up for success (see tips below)
- Minimize distractions in your workspace when casting from home.
- To the extent possible, professional learning this year will focus on remote learning, technology and social/emotional learning.
- Watch for "pop up" PD sessions that may be available to you outside of the regularly scheduled PD time. These are completely voluntary.

#### **SNOW DAYS:**

- If we are in a green plan, and we have in-person learning, snow days will be as they have been traditionally. Unless otherwise indicated, there will not be an expectation that students will be learning remotely on those days.
- If we are in a yellow or red plan, in which we would be teaching remotely already, and there are widespread power outages, we will not hold school and those days will be added to the end of the year, as snow days would be.
- Notification regarding snow/power outage days will come from the Superintendent of SU #69

## SCHOOL DELIVERY MODELS and RELATED SCENARIOS

Although each case will be handled individually and with consultation with the DOE and the CDC, the following scenarios outline likely outcomes.

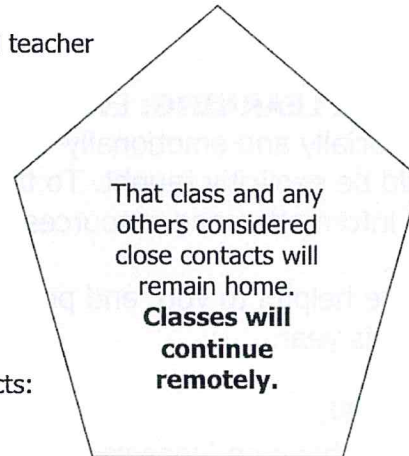
**Scenario:** Student in a class that is contained to one room and teacher tests positive:

**Scenario:** Student in a class that shares core teachers (ie: middle school) tests positive:

**Scenario:** Staff member assigned to one class tests positive:

**Scenario:** Some staff and students are considered close contacts:

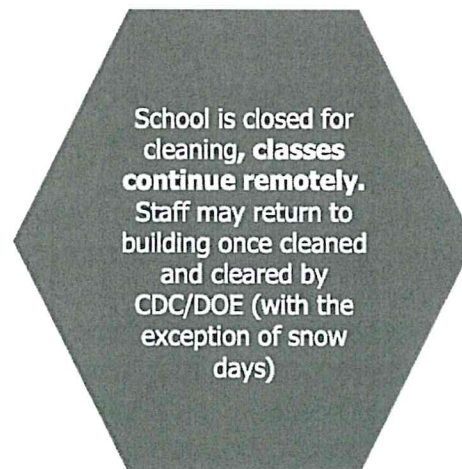
**Scenario:** The county experiences an uptick in cases and the school is advised to go to yellow plan:



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**Scenario:** an outbreak occurs (3 cases in 14 days) in multiple spaces in the building (red or yellow would be determined by CDC):

**Scenario:** The county or state experiences significant outbreaks, and the school is advised to go red:





## **SPORTS:**

### **Who CAN Play School Sports**

1. **Students who play on Travel/Club Teams** this fall that ARE playing localized, outdoor scrimmages/games but are NOT traveling outside of the Knox, Lincoln and/or Waldo counties where rates of transmission are higher.
2. Any student interested grades 6-8 and is not participating in one of the scenarios below:

### **Who CANNOT Play School Sports**

1. **Students who play on Travel Teams/Clubs** this fall that are participating in physical activities that take place indoors (even if the indoor component is minimal).
2. **Students who play on Travel/Club Teams** this fall that are traveling outside of the local area to places where rates of transmission are higher. We appreciate your thoughtful consideration as we all move into the school year ahead.

If COVID-19 transmission rates change, or if we become aware of non-school programs changing their approach, we will make changes to eligibility criteria as necessary.

**SPECTATORS:** Schools may or may not allow spectators for outdoor extracurricular activities. If spectators are allowed, all CDC guidelines must be met, as well as the following conditions:

- all spectators must be masked, unless seated 6 feet away from others and not shouting.
- all spectators must stay 6 feet away from all other spectators, students and coaches, unless part of a family unit that is living together.
- Shouting, singing, cheering, blowing into horns or whistles is strictly prohibited.
- If we hold indoor extracurricular activities, no spectators will be allowed, unless otherwise indicated.

## **FLOW OF COMMUNICATION IF POSITIVE CASE OF COVID IS CONFIRMED:**

CASE of COVID confirmed ->nurse calls 211 to report case->nurse contacts Emily Poland at DOE, principal, superintendent and district physician->nurse communicates with family, sharing isolation and quarantine information provided by the CDC->school aged siblings are sent home->school nurse and principal (working confidentially together) begin to gather information in regards to who in the building may have been in close contact with the positive case->once the CDC completes the investigation into who would be considered a close contact, all members of that group will be sent home to quarantine for 14 days (even if a negative test is presented), classes will continue remotely for anyone well enough to participate.

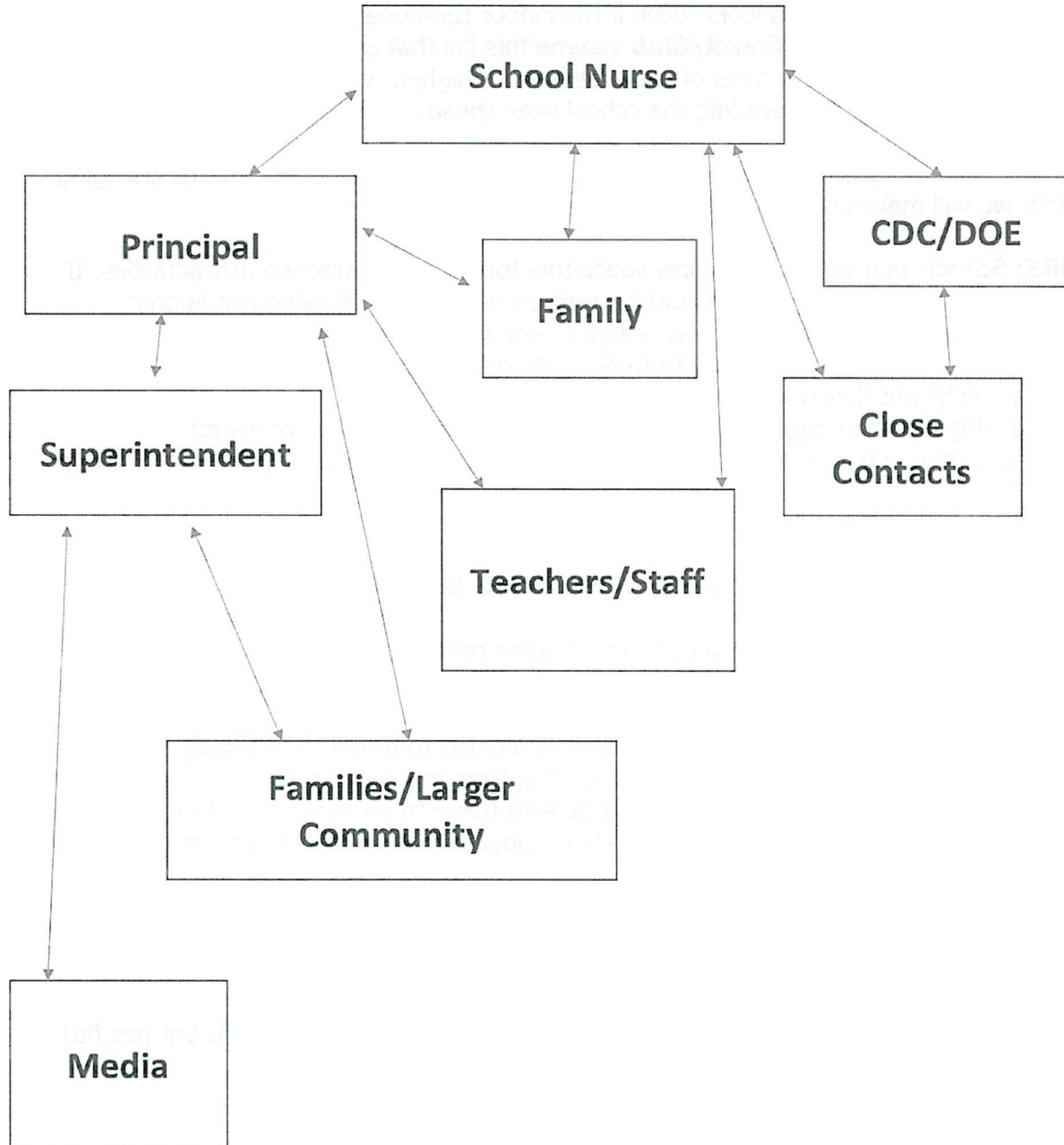
## **SHARING INFORMATION TO STAFF AND FAMILIES:**

- Do not share personal information of positive case
- Do not share other medical information (ex: someone with a fever not COVID but has flu)
- Be as general as possible (grade level vs. class; gender; age)
- Share the plan for next steps with staff and families
- Do not elaborate or speculate, speak only about facts.

## **INFORMATION FLOW:**

**All** cases or suspected cases must be filtered through the school nurse. The school nurse has access to the state resources and the CDC. The school nurse will also communicate with the family or person identified as having a positive case, close contacts, as well as the school principal and the superintendent. Only personnel authorized by the superintendent should speak to the family or the media. See flowchart below.

# COVID 19 POSITIVE CASE Communication Flowchart





# REMOTE LEARNING EXPECTATIONS

## STUDENT and FAMILY ROLES AND RESPONSIBILITIES:

One of the positive aspects of the recent changes in the way we provide schooling is the opportunity to build relationships and partner with families more closely in order to provide quality educational opportunities for all. The following guidelines are designed to help families understand the pivotal role they play in student learning when we are working remotely.

- Set the expectation that your child(ren) will follow the class schedule set up by the teachers and school.
- Make sure you are clear about the schedule and class expectations, call or email your child's teacher with questions.
- Check in with your child(ren), can they explain to you what is expected? Ask them to summarize what they are learning about.
- Help your child reach out for support when needed. Help them generate the questions they need to ask to gain clarity. For example, instead of asking "How do I do this?" Help your child get really specific on what it is s/he is struggling with, "I get stuck when I have to give examples from the text." This will help your child gain some insight into his/her own learning and understanding of the material and it will help you and the teacher get to the root of the problem quicker.
- Make sure students have all they need to succeed: charged devices, a designated, quiet spot in which to work, textbooks, etc.
- When in a virtual classroom meeting, students should expect to follow typical classroom rules around polite, attentive behavior during class.
- Students will be expected to participate in class through technology, as well as engaging in independent activities at home and reporting back to their teacher as assigned.
- Students will be expected to take advantage of teacher office hours or smaller group sessions that are offered in order to help students succeed.
- As with any school issued materials, students should care for all school materials and return those materials promptly when asked.
- Students and families agree not to record any class or conversation unless specifically directed by the teacher.

**SCHOOL RESPONSIBILITIES:** We recognize that if we need to shift to full remote learning, there is an increased need for clear communication with students and families around learning expectations, as well as student engagement and progress. The following is a baseline of professional responsibilities related to remote teaching:

- The school will provide a clear schedule of events, classes, activities and assignments.
- Teachers and staff will be in contact with students via phone, email, learning platform or virtual meeting at least once a day.
- Classroom expectations for learning will be clearly defined and communicated often.
- Evidence-based feedback for students will be provided regularly from all teachers working with that student.
- Feedback will highlight students' strengths and areas for improvement.
- Except for instances where teachers would typically confer with parents (conferences, progress reports, report cards), feedback will be from teacher to student.
- Teachers will continue to gather and monitor data on student progress.
- The school will provide all curricular materials needed to complete assignments.

**SU #69 EMPLOYEE**  
**Stay at home/return to work**  
**Flowchart**

**SELF CHECK: IDENTIFIES SYMPTOMS OR EXPOSURE**

Employee  
**MUST**

**STAY HOME**  
**CALL SUPERVISOR and SUB COORDINATOR**

**Call Primary  
Care  
Physician  
and follow  
orders**

**Low Risk Symptoms**  
(beyond typical symptoms  
for allergies or other  
known conditions)

New headache, runny  
nose/congestion,  
nausea/vomiting/diarrhea

And NO known EXPOSURE  
to COVID

**Higher Risk Symptoms**

New cough, shortness of  
breath, difficulty breathing  
(not exercised induced  
asthma); new loss of taste  
or smell, fever (100.4 or  
higher), chills, rigors, sore  
throat

And/or KNOWN EXPOSURE  
TO COVID

Return to school **24  
hours** after symptoms  
improving-unless  
physician directs  
otherwise

Return to school after  
14 days quarantine,  
unless otherwise  
directed by physician.  
**Drs. note verifying  
return required**