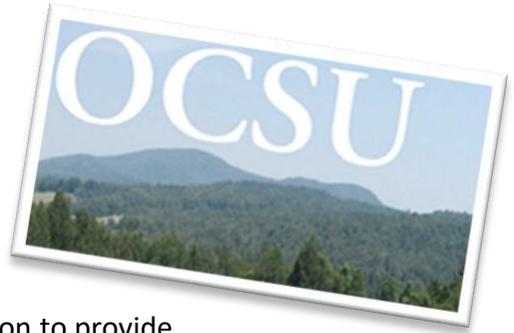


Superintendent's Update

July 2020



Mission:



It is the mission of the Orleans Central Supervisory Union to provide an environment that celebrates diversity and creativity, promotes inclusion and integrity, and partners with parents and community members to give students access to a 21st century education.

Vision:

All of our students will have choices for success throughout their lives.



Upcoming Dates

Boards

High School Board:

- August 17 – 6:15 pm – virtual

Elementary Middle-School (EMS) Board:

- August 17 – 6:00pm - virtual

OCSU Board:

- August 17 – 7:30pm - virtual

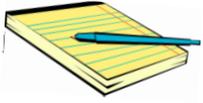
Negotiations:

- Aug. 3 – 5:30pm – Lake Region

Teachers and Students

August 26 – Proposed first day teachers

September 8 – First day students



From Bev's Desk:

Our vision is that “All of our students will have choices for success throughout their lives”, and we have developed our reopening plans with this vision in mind.

We began planning for the reopening of schools in the spring. At the beginning of June we surveyed all families and staff. Staff were asked:

- To prioritize their professional development needs (example: Google classroom, remote teaching, racial/social justice, social-emotional learning, restorative practices, etc.)
- To prioritize their planning needs (example: time with grade-level colleagues, time with school-level colleagues, individual time, etc.)
- Their personal needs (example: social supports, maintaining work climate, closure with colleagues, etc.)
- If they were available for summer planning
- What they needed to feel comfortable returning to in-person teaching

Families were asked:

- If they preferred in-person or remote learning for the fall
- What conditions would need to be met in order for them to feel comfortable sending their students back to school
- If they would access busing

The administrative team spent time analyzing survey results as a team using a notice and wonder protocol (what did you notice about the results, what are you wondering about based on the results). Principals then used that same protocol with staff during June in-service days.

Although health and safety guidance was not released before school ended for the summer, we had some ideas of the kinds of changes that would need to take place in the fall. We created a challenge/solution protocol template that principals used with their staff members during June in-service days. The purpose of this was to help people begin thinking about solutions rather than getting mired in the challenges involved with reopening schools. Many good ideas came out of this exercise and it was an opportunity for staff to think about how all of this could work.

We also created a template that our team could use as we began more concrete planning. We used a format so that the work from the different focus areas (health and safety, buildings and operations, communications, teaching and learning) would all be in one place.

In July we convened a workgroup made up of principals, central office administrators (superintendent, business manager, special services director, curriculum director, facilities director), our preschool director, tech integrationist, and the union president. The school nurse leader provided input via email and different members of the group also collaborated with our instructional coach, food service coordinator, custodians, and teacher leaders. This group met for 4 hours twice/week during the month of July. We began each meeting with updates about new information and guidance, we then broke up into focus area planning groups, and ended

with a whole group share-out of progress and a review of decision points and next steps. These meetings were held in-person with participants wearing masks and maintaining physical distancing.

All administrators also met multiple times with other stakeholder groups and had countless conversations with parents.

We had a couple of decisions that needed to be made early on that would impact the rest of our planning. One was to determine if and how busing could happen. We surveyed the school board to determine if they wanted us to consider not offering busing at all. The results were 50-50 so we continued to plan for busing. After the health and safety guidance was released, and we knew that busing would begin in step 3, we next had to determine how we would do the daily health checks. Would we hire bus monitors? If so, how much longer would each route take? Would we ask parents to do the checks? We spent hours considering the pros and cons of this and ultimately decided on having parents do the checks.

At the same time, we needed to determine how many students we could actually fit into our buildings in order to maintain physical distancing. Our facilities director, custodians, and principals went to work measuring spaces and documenting capacity levels of each. Of course we didn't know at this point how many students would actually be returning in-person but we had to start somewhere. We ultimately determined that our elementary schools had enough capacity for all students, but our high school did not.

On July 14 we held a virtual staff informational meeting. Prior to the meeting we sent out the talking points that would be reviewed during the meeting. We also have an ongoing Google document where staff pose questions and we provide answers as we have them. The meeting began with a review of what we had been working on, decisions made, and an outline of next steps. This was followed by a question and answer session. About three quarters of our staff attended the meeting which lasted 90 minutes. We recorded the meeting and sent it out to all staff and board members afterward.

We received guidance from the AOE about remote/hybrid options on July 15 and on July 16 we sent another survey to parents asking them to choose a learning option for their student(s).

Choices included:

- In-person learning
- Remote learning
- Home study through the Agency of Education

Over three quarters of the surveys were returned with about 77% choosing in-person, about 15% choosing remote, and about 8% choosing home study.

On July 28, K-8 principals met with shared staff (art, music, PE, librarians, interventionists, SLPAs) to discuss their concerns and get ideas for how their programs will work this year. There are considerable concerns about staff being in multiple buildings each week and we are currently developing a plan for these programs.

Kelly Locke and I are discussing special ed services and how best to serve students. With some students in-person, some students remote, and high school students on a hybrid model, there are many challenging logistics. In addition, since we are supposed to keep students in one space as much as possible, we need to plan for the best service delivery model.

We are organizing our “OCSU K-8 Remote Academy”

- We’ve identified 2 principals (Larry Fliegelman and Angelique Brown) who will serve as administrators for this school
- We put an application out to teachers to apply to teach in the remote school (7 regular education teachers and 2 special educators applied)
- We are meeting with the Vermont Virtual Learning Cooperative (VTVLC) and will decide if we want to partner with them for remote learning
- We are setting up procedures for attendance, grading, supervision and evaluation, parent communications, etc.
- We are analyzing student enrollment to identify supports needed (IEP, 504, EST)
- We are developing student and staff handbooks for the remote school
- Principals will work with staff to develop the master schedule for the remote school

We have received a grant from the Elementary and Secondary School Emergency Relief Fund (ESSER) and we’re working our way through the list of approvable uses for this fund. A big consideration is which uses will result in a “clawback” and which ones won’t. We also have to work with St. Paul’s as there is an “equitable share” piece of that grant.

Here is an overview of our plan:

General

- We are working to meet all requirements as outlined in the health and safety guidelines; we will do our best to meet the recommendations in the guidance
- All PreK-8 students be in schools 5 days/week
- High school students will be in school on a staggered schedule - freshmen and sophomores in school on Mondays and Thursdays, juniors and seniors in school on Tuesdays and Fridays, all students attend remotely when not in-person. On remote days, it will be the expectation that high school students access their classes as scheduled via Google Meet.
- High school will be open on remote learning days for students who need additional services/ educational supports (IEPs and 504) and for students who may not have internet access in their homes. We first need to determine how much space we have available and our available staffing....should be in place after the first couple of weeks.
- High school has switched to a 4x4 model which will allow students to take more classes during the course of the year because lunch is scheduled independently of an instructional period/block. Note: AP classes & band will run half blocks and will run the entire year. The 4x4 also allows us to create smaller sections in our classes so that we can fit numbers of students in singular classrooms and remain socially distanced. The

Association has worked in partnership with us since teachers will be teaching an extra class in this model in lieu of a duty.

- We are collaborating with the Career Center - those students will be in-person four days per week....we will provide transportation on all of those days so that students can access those programs
- Students will be spaced 6 ft apart (as much as possible)
- All staff and students are required to wear masks
- The first week of school will be dismissed one hour earlier to give staff time to debrief and revise procedures as necessary.
- School won't look the same as it has in the past. We won't get as far in the curriculum. Some things will have to be on hold for this year. Power standards will be critical.

Bussing

- Phase 3 so no capacity limit
- Parents do daily health checks and complete a ticket for the student to give to the driver
- All students wear masks
- Assigned seats with siblings seated together as much as possible

Operations and Facilities

- HVAC - we have applied for a grant to do necessary improvements and we're working with Efficiency Vermont to improve air quality as much as possible
- Administrators are working with custodians and the EMS facilities director to figure out what changes are needed to meet health and safety guidelines (installing barriers, etc.)

Internet Access

- State asked for (and we have provided) all student addresses so they can address broadband availability

Health and Safety

- VT Emergency Management has provided KN95 masks for staff at no cost, 10/staff member
- The state has provided a list of mask, gloves, cleaning supplies, etc. that they have on hand and that we can order (at a cost)
- We will have masks available for students, staff, subs, and approved visitors – we have ordered (and received) 20,000 disposable masks to start, and we are part of an NEK Collaborative project to get cloth masks for students
- We have ordered medical grade PPEs for staff who have indicated that is what they need in order to return to in-person work
- We have ordered no-touch thermometers for all sites (and we already have some)
- The high school has ordered two thermo-scanners to aid in the screening process

Communications

- We are developing different sets of FAQ documents and these will be linked on the reopening page of our website

- FAQs will be made available to parents and staff in a variety of ways (website, email, social media, phone calls)

Teaching and Learning

- A checklist is being developed to support the overall plan. The three main focus areas are:
 - Social/Emotional Well Being for all staff and students
 - Preparing students & teachers to switch to remote learning if needed
 - Content, Assessment, & Reporting
- Items in the checklist include:
 - There will be an emphasis on SEL to start the year
 - All teachers will maintain a Google Classroom and integrate remote learning practices into on-site instruction to better prepare in case we go full remote again
 - Teachers begin the instructional year as they typically would but adjust based on instruction and assessment.

Food Service

- We've applied for a grant to purchase carts for each classroom so we can deliver meals to classrooms
- We've ordered reusable containers to put meals in to be delivered to classrooms
- Families who choose remote learning will be able to pick up meals at the school in their town of residence

A concern that is emerging across VT is about the ability to staff our schools. With many schools in the state going with a hybrid model, teachers who have young children who aren't in school 5 days/week may have to stay home with their children. The Families First Coronavirus Relief Act and the Emergency Family and Medical Leave Expansion Act offer many protections for employees. Here is a [link to more information](#) about those Acts. The NEK Superintendent's group had a meeting with an attorney to answer questions about these labor issues and we are working on developing a handbook that clearly outlines the expectations.

There are still many, many details to be worked out, and we continue to work around the clock to make this happen.

School Boards

On July 31, the Vermont School Boards Association put out the communication below about whether or not board meetings should be held virtually or in-person. After reading this, I believe that boards will need to continue to meet virtually.

Q: Since schools are reopening on September 8, should school boards go back to holding live board meetings (adhering to social distancing and wearing masks)? If boards are expecting students and employees to go back to in-person learning shouldn't boards be meeting in person?

A: The advice provided on 6/23 has not changed - if you don't need to meet in person, it is advisable not to meet in person. All of the 6 foot distancing and other hygiene guidance remains and remote work and limiting travel where possible are the preferred models. Section 9(c) of the amended executive order 01-20 still states, "All businesses and not-for-profit and government entities are encouraged to continue business strategies, procedures and practices to maximize use of online presence, telephone and web-based service delivery and phone or online orders for curb-side pick-up and delivery."

Additionally, Joint Safety and Health Guidance for Reopening Schools, issued by the Agency of Education and the Department of Health, places strict limits on access to school buildings, stating:

"Schools must implement the following requirements for Volunteers, Visitors and Field Trips:

- No outside visitors and volunteers except for employees or contracted service providers for the purpose of special education or required support services, as authorized by the school or district.
- Parents/caregivers should not be allowed to enter the building with the student. Parents/caregivers should drop off their child outside and leave as soon as their child has safely entered the building to avoid congregating.
- The public may use school grounds, but may not use school buildings, including restrooms. Signs should be posted about wearing facial coverings and physical distancing.
- Communal spaces such as gymnasiums and cafeterias should be closed for their intended use; these spaces, however, may be used as an extension of the classroom to allow for physical distancing."

Given these strict limits on the access to and use of school buildings, which are in place to protect the health of students and employees, school boards should not hold public meetings in school buildings. Most other public buildings are under similar restrictions, making it difficult to find a place to hold an open, public meeting.

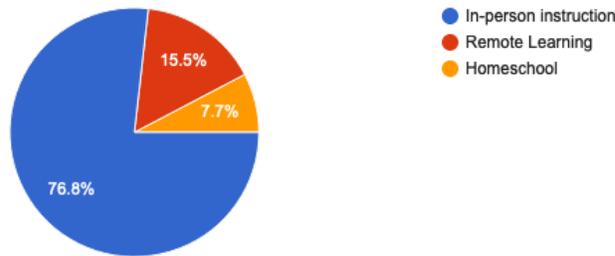
Therefore, we continue to advise school boards to meet in person only if necessary. All of the Open Meeting Law temporary changes are still in effect, so boards should make use of those

provisions for public access. It does not make logistical sense to open a meeting to the first x number of people (i.e., the first amount taking the total attendees to the maximum limit) and then tell the remaining people they need to attend online or by phone. Even if the members chose to meet in person (following social distancing, etc.), all of the public should attend virtually.

Learning Option Survey Results

We will choose the following option

767 responses



Below are enrollment numbers per learning option for each of our K-8 schools.

Note: This is number of students/grade, not per class size. Many classes are made up of combined grades.

Albany School			
	In-Person	Remote	Home Study
Kindergarten	6	1	3
Grade 1	7	2	1
Grade 2	7	0	2
Grade 3	4	3	0
Grade 4	7	2	2
Grade 5	7	0	5
Grade 6	6	4	2
Grade 7	5	3	2
Grade 8	6	1	3
Total	55	16	20

Barton School			
	In-Person	Remote	Home Study
Kindergarten	15	2	
Grade 1	15	2	
Grade 2	16	2	
Grade 3	20		2
Grade 4	11	7	
Grade 5	18	1	1
Grade 6	13	1	1
Grade 7	16	3	1
Grade 8	9	2	3
Total	133	20	8

Brownington School			
	In-Person	Remote	Home Study
Kindergarten	3	1	
Grade 1	5	5	1
Grade 2	7	3	1
Grade 3	13	1	2
Grade 4	10	1	
Grade 5	7	1	2
Grade 6	9	4	
Grade 7	12	1	
Grade 8	10	2	2
Total	76	19	8

Glover School			
	In-Person	Remote	Home Study
Kindergarten	4	1	3
Grade 1	8	3	1
Grade 2	4	1	1
Grade 3	8	2	1
Grade 4	10	1	
Grade 5	12	3	1
Grade 6	8	1	
Grade 7	14	1	
Grade 8	11		
Total	79	13	7

Irasburg School			
	In-Person	Remote	Home Study
Kindergarten	12	3	3
Grade 1	9	3	4
Grade 2	7	3	2
Grade 3	13		4
Grade 4	5	2	1
Grade 5	14	4	2
Grade 6	6		2
Grade 7	13	3	
Grade 8	15	1	1
Total	94	19	19

Orleans School			
	In-Person	Remote	Home Study
Kindergarten	12	1	0
Grade 1	6	2	1
Grade 2	6	3	0
Grade 3	18	2	1
Grade 4	5	1	0
Grade 5	14	1	0
Grade 6	10	2	0
Grade 7	10	0	0
Grade 8	14	2	0
Total	95	14	2

Superintendent's Report July 2020

Here are the tasks I worked on in July:

Fostering Educational Excellence

- Prepared board agendas
- Attended board meetings
- Prepared for and testified to the VT House Education Committee
- Prepared for and participated in a VPR Vermont Edition episode
- Prepared for and presented at a Vermont Superintendents Association all-members meeting



- Worked with the NEK Collaborative and the Vermont Rural Education Collaborative to ensure OCSU participation in the NEK Operation Mask initiative

Developing Quality Leadership and Staff

- Facilitated weekly meetings for central office administrators
- Attended weekly NEK superintendent meetings
- Attended weekly meetings with all superintendents and Dan French
- Planned for and facilitated cabinet meetings (2 meetings/week)
- Met individually with principals to provide support

Communicating with Stakeholders

- Managed the OCSU social media accounts
- Published the July issue of the Superintendent's Update
- Conversations with multiple parents and community members about reopening plans
- Planned for and facilitated a virtual staff informational meeting
- Met individually with teachers to provide information and hear concerns
- Multiple interviews with the press about COVID plans
- Multiple interviews with the press about racial justice
- Collaborated with the OCSU admin team to produce an informational video about reopening plans
- Multiple School Messenger calls about reopening plans

Operational Efficiencies

- Met with Kelly Locke to discuss special education staffing
- Worked with Lisa to ensure all professional employees are properly licensed
- Met weekly with Lisa Worden and Niki Libby to discuss HR and other personnel matters
- Met with Mike to discuss/plan for Titles funds
- Met with Heather (often) to discuss financial implications of COVID
- Tasks associated with onboarding/offboarding of employees
- Managed personnel issues