

City of Biddeford
School Committee
August 11, 2020 7:00 PM Virtual Zoom Meeting

Directions for Public Viewing

Public Viewing:

The meeting can be viewed in the following locations:

Local Cable Access Station

City of Biddeford Website

Please click the link below to join the webinar:

<https://zoom.us/j/92126259425?pwd=aS9OL215MFVJTEVHUWZZUE9kNDJrQT09>

Passcode: 784262

Or Telephone:

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US: +1 312 626 6799 or +1 646 558 8656

[7pminstructions8:11.pdf](#)

A. Call to Order:

B. Roll Call:

C. Pledge of Allegiance:

D. Adjustments to Agenda:

E. Consideration of Minutes:

F. Consent Agenda

F.1. Nominations:

Michael Murphy ~ Band Teacher ~ Replacing Pat Bolin (Transfer)

Jillian O'Donnell ~ 1st Grade Teacher ~ Replacing Chelsea Crane

Tracy Gibson ~ APC Director ~ Replacing Martha Jacques

Leslie Kiesel ~ Special Education Teacher BIS ~ Replacing Troy Gondola

Appointments:

Jean Reagan ~ Technology & Operations Support ~ COT, District-Wide ~ Replacing Cheryl Labrecque

Kaycee Hamilton ~ Custodian BMS ~ Replacing Tracey Ross

Paul Philbrick ~ Custodian BMS ~ Replacing Carl Fortier

Resignations:

Susan Tourigny ~ Title 1 Teacher BPS ~ Retirement

Emily Loiselle ~ Librarian Ed Tech III BPS ~ Resignation

Troy Gondola ~ Special Education Teacher BIS ~ Resignation

Jennifer Daigle ~ Ed Tech III BHS ~ Resignation

Tracy Gibson ~ Student Services & Truancy BHS ~ Moved to a new position in the

District
Shanine Arnold ~ BIS Computer Ed-Tech III ~ Resignation
Krista Cushing ~ BIS School Nurse ~ Resignation
Leslie Kiesel ~ JFK Ed Tech II ~ Moved to a new position in the District
Lindsay Ely ~ BMS 7th Grade Teacher ~ Resignation

G. Superintendent's Report:

H. Committee Reports: Finance/Building, Grounds; Curriculum; Policy; Waterhouse Advisory Committee

I. Old Business:

- I.1. Approval of Collective Bargaining Agreement Between the Biddeford School Committee and the Biddeford Educational Technicians III's and Library Aides Association.

Adopted Policies:

First & Second Reading: IHAA ~ Multicultural Education

First & Second Reading: ACE ~ Equity Diversity & Inclusion

[IHAA-Multicultural Education.pdf](#)

[ACE-Equity Diversity and Inclusion.pdf](#)

J. New Business: Public participation opportunity after each item listed below (3 minutes per item)

- J.1. Return to School Hybrid Option Decision

Flex Day Parameters (Draft)

Return to School Resources

Remote Teacher Job Description

Updated School Calendar

Student Teacher/Employment Hybrid Job Description

Equity Work in Collaboration with the City of Biddeford and School Department

[Updatedschoolcalendar8_11_20.pdf](#)

[School Committee Resources 8.11.2020.pdf](#)

[Flex Day Parameters.pdf](#)

[TITLE_ Teacher - Classroom REMOTE - K-12 General Education.pdf](#)

[SY 2020-21 Student Teacher Employment and Service Expectations.pdf](#)

[Copy of Hybrid Return Comparison - official.pdf](#)

K. Public Participation: (3 minutes; any item)

L. Communications:

M. Executive Session:

N. Adjournment:

Instructions for Public Participation

The Biddeford School Committee will hold a meeting on Tuesday, August 11, 2020, at 7:00 PM.

This meeting will be held in person by the School Committee only in the Little Theater. The meeting for the public will be conducted using [Zoom](#) Webinar, a web-based video conferencing tool, under [1 M.R.S.A. § 403-A](#), which authorizes the school department to hold remote meetings during the state of emergency declared by the Governor due to the outbreak of COVID-19.

Topic: Biddeford School Committee Meeting

Time: Tuesday, August 11, 2020, 7:00 PM Eastern Time

Please click the link below to join the webinar:

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As a meeting viewer, you will not be shown on the camera, and your microphone will be muted by default.

What controls should I use to participate in the meeting?

If you would like to participate during the meeting, click the “raise your hand” button at the bottom of the screen at the appropriate time for comment. The host of the meeting will see that you would like to participate and will be able to turn your mic on for you when it is your turn to speak.

If you have joined the meeting by phone only, you will need to use the following codes:

***6-Toggle mute/unmute**

***9-Raise hand**

Do I have to use Zoom to watch the meeting?

No, you will still be able to watch a live stream of the meetings as you usually would on Public Access Channel 1301 or on the city website.

Watch Video: [City of Biddeford Website](#)

Due to the COVID-19 outbreak, the Biddeford School Committee will meet in person but will conduct the public hearing and meeting telephonically. The public will not be allowed to attend the meeting in person. However, the meeting may be viewed live on the City's Public Access Channel or on the City's website: www.biddefordmaine.org, selecting the Government tab and then clicking on "Video/Agendas/Minutes". Copies of the agenda and minutes are available on the City's website and School website www.biddefordschools.me. Questions or comments may be emailed prior to the meeting to [School Committee Members](#), Superintendent, [Jeremy Ray](#), Assistant Superintendent, [Christopher Indorf](#), or Director of Instruction & Innovation, [Mandy Cyr](#).

MULTICULTURAL EDUCATION

The Biddeford School Department envisions a society that will ensure respect for all cultures, dignity for all communities, and justice for all peoples. The School Department recognizes that by embracing the cultural diversity of its community, it stands to enrich the educational experience of all its students and staff.

Biddeford School Department is therefore committed to a policy of multicultural/diversity education which manifests itself through the promotion of equity of opportunity for students of all genders and of every race, ethnicity, national or language origin, sexual orientation, religion, socioeconomic status, and physical and mental ability.

This means that academic excellence is the educational goal for every student, and the educational process shall be so structured as to accommodate the needs of every culture and diversity. Each school shall undertake to ensure that its curriculum and instructional materials, in alignment with Maine's Learning Results, are designed to recognize the contributions, achievements, and experiences of persons of all groups as a natural, honest, and routine matter, that is to say, the study of people of color ought shan't be reserved for Black History Month. The teaching methodologies and assessment systems used in conjunction with these resources are free of references or practices that would negatively impact a student because of culture or diversity. Materials such as posters, bulletins, and books (within classroom libraries or for curriculum usage) shall visually represent the diversity of our community.

Opportunities shall exist both in and out of the classroom for students to learn about and gain an appreciation for the uniqueness of their own heritage, as well as that of others, and to celebrate this uniqueness with activities in which all students are encouraged to participate. Opportunities shall also exist for students to develop the interpersonal and intergroup skills to function harmoniously in a highly diverse society and to learn to recognize and make appropriate responses to discrimination and prejudice. Additionally, schools are expected to provide opportunities for students to have contact with positive adult role models of their own culture or diversity whenever possible.

Schools shall value participation from parents and students of all cultures and diversities and shall make provisions to ensure that such participation is active and meaningful in nature.

In matters of discipline, schools shall ensure that all policies are enforced without prejudice or partiality. Schools shall exercise care to avoid or eliminate any practice that would condition students for career roles associated with stereotypes related to gender, race, ethnicity, national or language origin, sexual orientation, religion, socioeconomic status, and physical and mental ability.

The implementation of the Department's multicultural/diversity policy is a responsibility to be shared by all Biddeford School Department staff. To this end, staff development opportunities shall be provided to every employee to increase his/her effectiveness in relating to and interacting with students and parents of all cultures and ethnicities.

Cross Reference: Diversity and Inclusion
 IJJ - Instructional and Library Materials Selection
 KHC-Distribution of Materials to Students
 IMB - Teaching About Controversial/Sensitive Issues
 AC-Nondiscrimination/Equal Opportunity and Affirmative Action
 ACA-Non-Sexist Language
 AD-Educational Philosophy/Mission
 ADA-School District Goals and Objectives

First reading approved: July 28, 2020

Adopted: _____

EQUITY DIVERSITY AND INCLUSION

The Biddeford School Department is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students develop into effective communicators, creative and critical thinkers, and informed problem-solvers. We believe that the responsibility for student success is broadly shared by District staff, administrators, instructors, and families. We codify and formalize, in the form of a written policy subject to the valuable feedback of our community, our commitment to closing the opportunity, and creating learning communities that provide support and academic enrichment programs for all students. Additionally, we believe that it is the right of every student to have an equitable educational experience within the Biddeford School Department.

The concept of educational equity goes beyond formal equality--where all students are treated the same--to fostering a barrier-free environment where all students, regardless of their race, class or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, have the opportunity to benefit equally.

With these commitments in mind, the Biddeford School Department will:

- Endeavor to raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;
- Systematically interrogate student data, and where and if present, work to eliminate the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate over application of discipline to students of color, their over-representation in Special Education, and their under-representation in various Advanced Learning programs);
- Ensure all students regardless of race or class have the opportunity to graduate from Biddeford's public schools ready to succeed in a racially and culturally diverse local, national, and global community.

In order to achieve educational equity for our students, the district shall:

- A. Equitable Access-** The district shall provide every student with equitable access to a high-quality curriculum, support, and other educational resources, even when this means differentiating resource allocation;
- B. Racial Equity Analysis-** The district shall engage in a comprehensive cycle of reviewing existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool;

- C. Workforce Equity-** The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall recruit, employ, support and retain a workforce that includes racial, gender, socioeconomic, ethnic and linguistic diversity, as well as culturally competent administrative, instructional and support personnel;
- D. Professional Development-** The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement;
- E. Welcoming School Environments-** The district shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the School District's student population, their families, and communities;
- F. Partnerships-** The district will include other partners who have demonstrated culturally specific expertise - including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general - in meeting our high goals for educational outcomes;
- G. Multiple Pathways to Success-** The district shall provide multiple pathways to success in order to meet the needs of the diverse student body, and shall actively encourage, support and expect high academic achievement for all students;
- H. Recognizing Diversity-** Consistent with Maine's Learning Results and District policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

The Superintendent is authorized to develop procedures to implement this policy, including an action plan with clear accountability and metrics.

Cross Reference: Commitment to Multicultural Education and Diversity
 IJJ - Instructional and Library Materials Selection
 KHC-Distribution of Materials to Students
 IMB - Teaching About Controversial/Sensitive Issues
 AC-Nondiscrimination/Equal Opportunity and Affirmative Action
 ACA-Non-Sexist Language
 AD-Educational Philosophy/Mission
 ADA-School District Goals and Objectives

First Reading approved: July 28, 2020

Adopted:_____

August '20				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

S= 0 T= 3

September '20				
M	Tu	W	Th	F
	1	2	3	4
H	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

S= 17 T= 20

October '20				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
H	13	14	15	16
19	20	21	22	23
26	27	28	29	30

S= 20 T= 21

First Day of School:

9/8/20 ~ Grades 1 - 9
9/9/20 ~ Grades 1- 12
9/10/20 ~ Kindergarten
9/16/20 ~ Pre-K

Open Houses:

Open houses will be virtual and set up by each school individually. Principals will reach out to families with dates prior.

November '20				
M	Tu	W	Th	F
2	3	4	5	6
9	10	H	12	13
16	17	18	19	20
23	24	25	H	27
30				

S= 17 T= 18

December '20				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	H
28	29	30	31	

S= 17 T= 17

January '21				
M	Tu	W	Th	F
				H
4	5	6	7	8
11	12	13	14	15
H	19	20	21	22
25	26	27	28	29

S= 19 T= 19

Parent Teacher Conferences:

11/4/20 ~ Pre-K-12, Early Release-7:00 pm

Other Important Dates:

3/9/20 ~ BHS/COT Academic Showcase, 3:30-7:00pm
6/4/20 ~ BHS Graduation
6/10/20 ~ Tentative last day of school pending snow days

February '21				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
H	16	17	18	19
22	23	24	25	26

S= 15 T= 15

March '21				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

S= 23 T= 23

April '21				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
H	20	21	22	23
26	27	28	29	30

S= 15 T= 16

Teacher Comp Days:

11/25/20 and 4/15/20

May '21				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
H				

S= 20 T= 20

June '21				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	{10}	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

S= 12 T= 12

School Hours:

Estimated School Times - Subject to Change Based on Transportation Routes

	Bus Time	Parent Drop Times
PreK-4 Start:	7:35	7:50
PreK-4 End:	1:00	1:10
Grade 5-7/Stem:	8:40	8:30
Grade 5-7/Stem:	2:00	2:10
Grade 8-12:	9:00	8:45
Grade 8-12	2:30	2:20

Revised: _____

180-Teacher Days

171-Student Days

Note to Staff: 8/27 will be teacher packing/cleaning day. This can be completed prior to 8/27 if needed



Teacher Comp Day



Teacher Professional Development
No School Students



No School



Teacher After School Professional
Development



2 Hour Late Start BHS & COT-
10:35am



SCHOOL COMMITTEE RESOURCES

DISTRICT-SPECIFIC

- **Presentations:**
 - [School Reopening Part I](#)
 - [School Reopening Part II](#)
- **COVID Handbook Guidelines:**
 - [Staff Handbook](#)
 - [Student/Family Handbook](#)
- **Hybrid Options:**
 - [Comparison Chart](#)
 - [Remote Hybrid Commitment Survey Results](#)
 - [Synchronous and Asynchronous Learning](#)
- **Remote Instruction:**
 - [Job Description](#)



MEDICAL-SPECIFIC

- **SMHC:**
 - [Letter from Dr. Bordeau](#)
- **Maine American Academy of Pediatrics (MeAAP):**
 - [Guidance for School Reentry](#)
 - [School Re-entry Resources](#)
- **Harvard Global Health Institute:**
 - [Path to Zero and Schools](#)
- **Maine DOE:**
 - [Framework for Returning](#)
 - [PPE Guidance for School Staff](#)
 - [Child Feels Unwell at School](#)
- **Maine CDC:**
 - [Cumulative Cases by County](#)



Biddeford School Department believes in the continued support of our staff and students during this unique reopening of school. Students in grades K-12 will have a Flex Day on Wednesday. All Flex Days will be remote - where students remain at home. Learning will be asynchronous, or by appointment on Flex days. Teachers will be engaged in meetings, planning, assessment, and professional development at that time. Biddeford School Department would like to utilize this unique opportunity to practice REMOTE Instruction while also allowing additional ways to support our teachers.

Purpose: Biddeford School Department believes in the engagement of *all* students regardless of onsite or remote instruction. In an effort to best prepare students and staff for a possible future REMOTE instruction scenario, our Flex day will have time allocated to practice a Remote Learning Schedule where teachers and students would log in, take attendance, and provide additional student support if needed. In addition, these Flex days will allow staff meetings, collaborative work sessions, team or department meetings, professional learning communities, and/or professional development.

Recommendation: Evaluate the need for Flex days in 6- 8 weeks.

Example Schedules for Flex Days

Grades PreK-4		Grades 5 - 7		Grades 8 - 12	
8:00	Attendance & Check-in	8:30	Tiger Time Check-in		Advisory Check-in
8:15	Morning Meeting	9:00	Block 1 - Check-in and support		
8:45	Reading Support Zoom	9:30	Block 2 - Check-in and support		
9:45	Math Support	10:00	Block 3 - Check-in and support		
10:45	Writing Support	10:30	Block 4 - Check-in and support		
11:30	Lunch Staff and Students	11:00	Block 5 - Check-in and support		
12:00 - 2:30	Professional Development, PLC Meetings, Faculty Meetings, etc.	11:30	Lunch Staff and Students		
		12:00 - 3:00	Professional Development, PLC Meetings, Team Meetings, Department Meetings		

**COT and BHS will work in collaboration to schedule student support opportunities.*

Other Staff Considerations

- Ed Tech III - will work remotely with students throughout the day.
- Ed Tech II - will work remotely with students throughout the day.
- Secretaries - staff will work in the buildings to facilitate communication between school and families.
- Administration - staff will have a morning meeting with leadership staff to discuss challenges and solutions for operational improvements.
- Custodians/Maintenance - staff will continue to work in the buildings during the flex day.
- Bus Drivers - will report to work to perform additional training and cleaning of school buses
- Cafeteria Staff - will report to work to perform additional cleaning in the kitchen areas.

TITLE: Teacher - Classroom **REMOTE** - K-12 General Education

QUALIFICATIONS:

1. Eligible for appropriate Maine Department of Education certification.
2. Must meet the federal definition of a Highly Qualified Teacher for the position assigned

REPORTS TO: Building Leader

Location: TBD - Teachers will be onsite three days per week and off-site two days per week

PERFORMANCE RESPONSIBILITIES:

1. Provides learning opportunities in one or more of the following areas: reading, language arts, social studies, mathematics, science, art, health, physical education, music, and citizenship to students using the curriculum adopted by the District.
2. Develops lesson plans and instructional materials for the **synchronous and/or asynchronous** learning environment by providing customized, small, and large group instruction.
3. Establishes and maintains standards of student behavior needed to create a classroom atmosphere **conducive to online learning**.
4. Regularly assesses each student's academic and social growth, maintains appropriate and timely records, and prepares progress reports.
5. Communication with parents through **video** conferences and other means such as newsletters, email, phone calls, students information system postings (as applicable), web pages, blogs, and other electronic means to discuss student's progress as it relates to curriculum.
6. Identifies student needs and cooperates with other professional staff members to help students assess and benefit from the district curriculum.
7. Creates an effective learning environment through a variety of available **virtual learning** tools.
8. Continues professional growth through various means such as professional learning communities, conferences, workshops, professional memberships, and readings, etc.
9. Selects and budgets books, instructional supplies, equipment, and technology-based on best practices aligned with the district curriculum.
10. Administers standardized and common assessments in accordance with district and state assessment schedules.
11. Participates in professional development in order to advance the vision and mission of the district.
12. Regular participation in school and/or district committees is strongly encouraged.
13. Regularly utilizes student data to inform instruction.

14. Maintains technological proficiency for purposes of instruction, reporting, and communicating.
15. Varies instructional techniques to address the individual learning styles **of the remote learner.**
16. Facilitates critical thinking, problem-solving, and creativity skills.
17. Advances the vision, the mission, and school improvement efforts of the school district.
18. Participates in parent conferences, open houses, and other required school events based on the responsibilities of the assigned position.
19. Other job-related duties as assigned by the Building Leader.

TERMS OF EMPLOYMENT: Per the most recent Collective Bargaining Agreement

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the School Committee's policy on Evaluation of Teachers.

NOTE: The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

Adopted: _____

SY 2020-21 Student Teacher Employment and Service Expectations

Special Considerations for the 20-21 School Year

The Biddeford School Department (BSD) has amended its student teacher procedure for the school year 20-21 in acknowledgement of the unique circumstances surrounding the COVID-19 pandemic and associated challenges of staffing and instruction.

Terms and Conditions

Student teachers from cooperating institutions with which the BSD has an effectuated MOU are both employees and interns; because of the funding stream that compensates them for direct services in the Fall, the first 80 days of their time with the BSD is compensated on a pro-rata basis, in accordance with the CBA. After 12/30/20, student teachers become uncompensated interns for the purposes of fulfilling their contact hour requirements per their sending college or university. Student teachers who do not fulfill their obligation under this special program will be compelled to compensate the school department on a *pro rata* basis. Should the school move to a hybrid or distance model, these service expectations remain broadly intact, though the BSD reserves the right to reassign duties in consultation with the university programs to be sure the duties meet the requirements for professional licensure.

Roles and Responsibilities

1. INTRODUCTION/ORIENTATION: Student teachers must schedule an introductory meeting with their cooperating teachers and principal prior to the beginning of the student teaching semester. This meeting will determine the following:
 - a. TIME COMMITMENTS: Beginning and ending dates of semester. Beginning and ending of the contract day. School calendar (Student teachers follow the district calendar). Accommodations will be made for up to 6 hours a week of university course work that meets during the school day. (e.g USM T and Th at 12:30)
 - b. TEACHING ASSIGNMENTS/SUPPORT ROLE: Review the curriculum to be covered in the class, and delineate the proposed schedule. Check out textbooks and other teaching materials from the cooperating teacher. Formulate long range plans for assuming teaching responsibilities. Obtain from the cooperating teacher a Faculty Handbook and Student Handbook and review administrative regulations and routines. Become familiar with the existing discipline plan.
 - c. THE FIRST WEEK OF STUDENT TEACHING: Locate campus facilities to be used (i.e., library, textbook room, audio visual supply room, department workroom, faculty lounge, auditorium counseling facilities, etc.) Meet other members of the staff, i.e., principal and assistant principal, department chairperson, librarian, counselors, teacher aides, etc. Become acquainted with the students; learn their names. Observe and discuss class interactions with the teacher.
 - d. TEACHING THE CLASS: Student teachers should plan to assume control of the class gradually, or, if paired with a certified teacher, immediately plan to

supervise and engage ~50% of the students under the charge of the teacher of record.

- e. PROFESSIONAL OBLIGATIONS: Student teachers must be responsible for their professional growth. To accomplish this: Contact the school, cooperating teacher, and University supervisor if illness prevents attendance. Become involved in the total school program by participating in school assemblies, faculty and department meetings, P.T.A. meetings, athletic events, stage productions, parent conferences, in-service activities, etc. Meet with the cooperating teacher, apart from class time on a regular basis to review the instruction to date, critique teaching performance, and assist in planning daily lessons for the upcoming week. Confer with the College/University supervisor on a regular basis. Complete all requirements specified by your program area. Observe, if appropriate at the end of the semester, the teaching of other master teachers in the building.
2. THINK OF YOURSELF AS A TEACHER: The unprecedented nature of our global crisis forces schools to think differently about how they carry out the critical mission of educating youth. We are rising to the challenge--will you? What better experience could a student teacher possibly have than taking the reins Day One and being part of the solution? Take time to read, understand, and be prepared (in many ways) to follow the job description for fully certified teachers, which is archived [here](#).

Biddeford Hybrid Return Comparison of Option 1 vs Option 2

Estimated School Times - Subject to Change Based on Transportation Routes

	Bus Times	Parent Drop Times
PreK-4 Start:	7:35	7:50
PreK-4 End:	1:00	1:10
Grade 5-7/Stem:	8:40	8:30
Grade 5-7/Stem:	2:00	2:10
Grade 8-12:	9:00	8:45
Grade 8-12	2:30	2:20

<u>Grades Prek-5</u>	<u>OPTION 1</u>	<u>OPTION 2</u>
Details	PreK-12: Hybrid - 2 Days In Person, 2 Days Remote Instruction; 1 Day Flex • Grades: PreK-12; All students • Class Size: Approximately 12 students; split 50/50 to form A/B group schedule • Where: Students within current schools	PreK-8: 5 Days In Person Grades 9-12: Hybrid 2 Days In person; 2 Days Remote Instruction; 1 Day Flex • Grades: PreK-8 In Person; 9-12 Hybrid • Class Size: Approximately 12-14 students; Grades 9-12 follow A/B schedule • Where: Students split between school buildings. Lease space required to allow for 6 foot distance
Days Students in School PreK-5	2 days per week	5 days per week
Days Staff are in School PreK-5	4-5 days	5 days
Number of Students Per Day PreK-5 Classroom Teacher	8-10 x (2 groups) PK- 3 Homerooms 20-24 students per class = 10-12 students per day K- 10 Homerooms 20-24 students per class = 10-12 students per day Gr 1 - 10 Homerooms 20 students per class = 10 students per day Gr 2 - 9 Homerooms 20 students per class = 10 students per day	10-12 x (2 groups) - 20-24 per day PK- 3 Homerooms 10-12 students per class AM session 10-12 per class PM session K- 14 Homerooms 10-12 students per class ➤ If leased space-total # would decrease at JFK Gr 1 - 12 Homeroom students + 12 UA students = 24 students per day

Biddeford Hybrid Return Comparison of Option 1 vs Option 2

	Gr 3 - 8 Homerooms 20 students per class = 10 students per day Gr 4 - 8 Homerooms 22 students per class= 11 students per day Gr 5 - 10 Homerooms 20-21 students per class= 10-11 students per day	Gr 2 - 10 Homeroom students + 10 UA students = 20 students Gr 3 14 Homerooms 9-11 students per class = 18-22 students Gr 4 16 Homerooms 9-11 students per class = 18-22 students Gr 5 15 Homerooms 13-14 students per class = 26-28 students
Number of Students Per Week PreK-5 Classroom Teacher	PK - 20-24 students per week K - 20-24 students per week Gr 1 - 20 students in two different groups of 10 Gr 2 - 20 students in two different groups of 10 Gr 3 - 20 students in two different groups of 10 Gr 4 - 22-24 students per week Gr 5 - 21 students per week	PK - 10-12 a.m,10-12 p.m= same every day K - 10-12 students = same every day Gr 1 - 20 - 24 students = same every day Gr 2 - 20 - 24 students = same every day Gr 3 - 18-22 students Gr 4 - 21-24 students same every day Gr 5 - 20-21 students same every day
Number of Students for UA Teachers per day	40-48 students each day	40-48 students - same every day for 4 weeks
Number of Students for UA teachers per week	160 students every week all year	40-48 students - same every day for 4 weeks
Example Student Schedule	EXAMPLE 1 - Morning Meeting 2 - Reading 3 - Specials 4 - Math 5 - Lunch/Recess 6 - Writing JFK, BPS, BIS ❖ All instruction will take place with a classroom teacher ❖ Students are 6 feet apart in the classroom setting ❖ Students will remain in their classrooms and specialist teachers will move ❖ Hallways have one way direction signs	EXAMPLE 1 - Morning Meeting 2 - Reading 3 - Specials 4 - Math 5 - Lunch/Recess 6 - Writing JFK, BPS, BIS ❖ Teachers are working in teams for for planning and instruction ❖ Core instruction will take place with a classroom teacher ❖ Students are 6 feet apart in the classroom setting ❖ Students will remain in their classrooms and teachers will move ❖ Hallways have one way direction signs

Biddeford Hybrid Return Comparison of Option 1 vs Option 2

Number of Students per day for interventionists (title 1 students, coaches)	Supporting all classrooms	10-12 x (2 groups) -20-24 per day (switching every 4 weeks)
ELL Teachers	Supporting all students	Supporting all students
Special Education Teachers Resource	Students would attend 2 days per week	Students attend 5 days per week
Special Education FLS/Behavioral Programs	Students would attend 5 days per week	Students attend 5 days per week
Lease Space	No	Yes for 6-7 K classrooms
Moving Between Buildings	No	Grade 3 to BIS, Grade 5 BMS
Transitions Between Return Models	Option 1 would not be able to move to Option 2 throughout the year if things improved with a change of teachers, attempt to find space, reshuffling of classrooms, or a full return each day to school, students would have access to guidance and social work 2 times per week. Our full time return option would be all students in a classroom with 3 feet social distancing.	Option 2 could continue in all settings, classrooms would be planned for the year, students and teachers would have consistency, students would have access to guidance and social work each day. We can maintain 6 feet of social distancing throughout the year.
Additional Staff Needs	Minimal staff would be hired	10-12 additional staff
Planning for Remote Students	Possible	Possible
Planning for Remote Instruction for Hybrid Option Students	Yes	No
Flex Day	Teachers prepare online lessons for A/B groups, host	Not needed

Biddeford Hybrid Return Comparison of Option 1 vs Option 2

	intervention zooms for students, PD.	
Child Care	Parents will need 3 days of childcare and students may be mixing in more groups/circles as child care options are limited. Expanding our students circle of contacts on the off days may place teachers and students at more risk because of increased contact with different cohorts. Biddeford Rec would need to be available for families (community center or school buildings)	No child care needed K-8 for Biddeford families

<u>Grades 6-8</u>	<u>OPTION 1</u>	<u>OPTION 2</u>
Detail	PreK-12: Hybrid - 2 Days In Person, 2 Days Remote Instruction; 1 Day Flex • Grades: PreK-12; All students • Class Size: Approximately 12 students; split 50/50 to form A/B group schedule • Where: Students within current schools	PreK-8: 5 Days In Person Grades 9-12: Hybrid 2 Days In person; 2 Days Remote Instruction; 1 Day Flex • Grades: PreK-8 In Person; 9-12 Hybrid • Class Size: Approximately 12-14 students; Grades 9-12 follow A/B schedule • Where: Students split between school buildings. Lease space required to allow for 6 foot distance.
Days Students in School for grades 6 - 8	2 days per week	5 days per week
Days Staff are in School for grades 6 - 8	4-5 days per week	5 days per week
Number of Students Per Day 6-8 Classroom Teacher	Gr 6 8-9 (5 groups per day) Per Day - 40-45 Gr 7 7-8 (5 groups per day) Per Day - 40-45 Gr 8 7-8 (5 groups per day) Per Day - 40-45 STEM 8 (6 groups per day) Per Day - 40-45	Gr 6 12-13 x (5 groups per day) - 48-65 Gr 7 12-13 x (5 groups per day) - 48-65 Gr 8 12-13 x (5 groups per day) - 48-65 STEM 13-14 (6 groups per day) - 80

Biddeford Hybrid Return Comparison of Option 1 vs Option 2

Example Student Schedule	EXAMPLE Block 1 - Math (Teacher A) Block 2 - ELA (Teacher B) Block 3 - UA (Teacher C) Block 4 - Humanities (Teacher D) Block 5 - Science (Teacher E) ❖ Content teacher will rotate classes, students will remain. ❖ Students are 6 feet apart in the classroom setting ❖ Students will be placed onto a team and will have classes with their team's teachers	EXAMPLE Block 1 - Math (Teacher A) Block 2 - ELA (Teacher B) Block 3 - UA (Teacher C) Block 4 - Humanities (Teacher D) Block 5 - Science (Teacher E) ❖ Content teacher will rotate classes, students will remain. ❖ Students are 6 feet apart in the classroom setting ❖ Students will be placed onto a team and will have classes with their team's teachers
Number of Students per Week for each 6-8 Classroom Teacher	80-90 per week STEM 80 per week	48-65 per week STEM 80 per week
ELL Teachers	Supporting all students	Supporting all students
Special Education Teachers Resource	Students would attend 2 days per week	Students would attend 5 days per week
Special Education FLS/Behavioral Programs	Students would attend 5 days per week	Students would attend 5 days per week
Lease Space	No	No
Moving Between Buildings	No	Grade 8 moves to BHS third floor, BHS teachers move within building
Child Care	Parents will need 3 days of childcare and students may be mixing in more groups/circles as child care options are limited. Expanding our students circle of contacts on the off days may place teachers and students at more risk because of increased contact with different cohorts. Biddeford Rec would need to be available for families (community center or school buildings)	No child care needed K-8 for Biddeford families

Biddeford Hybrid Return Comparison of Option 1 vs Option 2

Moving Between Return Models	Option 1 would not be able to move to Option 2 throughout the year if things improved with a change of teachers, attempt to find space, reshuffling of classrooms, or a full return each day to school, students would have access to guidance and social work 2 times per week. Our full time return option would be all students in a classroom with 3 feet social distancing.	Option 2 could continue in all settings, classrooms would *be planned for the year, students and teachers would have consistency, students would have access to guidance and social work each day. We can maintain 6 feet of social distancing throughout the year.
Additional Staff Needs	Minimal staff if any needed	2-4 additional staff would be hired to support students
Planning for Remote Students	Possible	Possible
Planning for Remote Instruction for Hybrid Option Students	Yes	No
Flex Day	Teachers prepare online lessons for A/B groups, host intervention zooms for students, and communicate with parents.	Not needed

Biddeford Hybrid Return Comparison of Option 1 vs Option 2

<u>Grades 9-12</u>	<u>OPTION 1</u>	<u>OPTION 2</u>
Detail	PreK-12: Hybrid - 2 Days In Person, 2 Days Remote Instruction; 1 Day Flex • Grades: PreK-12; All students • Class Size: Approximately 12 students; split 50/50 to form A/B group schedule • Where: Students within current schools	PreK-8: 5 Days In Person Grades 9-12: Hybrid 2 Days In person; 2 Days Remote Instruction; 1 Day Flex • Grades: PreK-8 In Person; 9-12 Hybrid • Class Size: Approximately 12-14 students; Grades 9-12 follow A/B schedule • Where: Students split between school buildings. Lease space required to allow for 6 foot distance.
Days Students in School 9-12	2 days per week	2 days per week
Days Staff in School 9-12	4-5 days per week	4-5 days per week
Number of Student Per Day 9-12 Classroom Teacher	12 - 14	12 - 14
Number of Students per week 9-12 Classroom Teacher	48-56 per day 96-112 per week	48-56 per day 96-112 per week
Example Student Schedule (times could vary based on transportation)	EXAMPLE: Block 1- Math Block 2- English Block 3- lunch & advisory Block 4- Science/Social Science/Language/Elective Block 5- Science/Social Science/Language/Elective Staggered dismissal ☐ Walkers ☐ Drivers and pick-up ☐ Bus Students Additional Information ❖ Math and English will be offered everyday ALL year ❖ Students will still have choice in schedule	EXAMPLE: Block 1- Math Block 2- English Block 3- lunch & advisory Block 4- Science/Social Science/Language/Elective Block 5- Science/Social Science/Language/Elective Staggered dismissal ☐ Walkers ☐ Drivers and pick-up ☐ Bus Students Additional Information ❖ Math and English will be offered everyday ALL year ❖ Students will still have choice in schedule

Biddeford Hybrid Return Comparison of Option 1 vs Option 2

	❖ Students moving rooms with one way hallways ❖ Sitting 6ft apart in classrooms ❖ Desks cleaned between classes ❖ Desks arranged in checkerboard pattern with black desks and orange desks being used every other block to allow for sanitizing and drying time.	❖ Students moving rooms with one way hallways ❖ Sitting 6ft apart in classrooms ❖ Desks cleaned between classes ❖ Desks arranged in checkerboard pattern with black desks and orange desks being used every other block to allow for sanitizing and drying time.
ELL Teachers	Supporting all identified ELL students	Supporting all identified ELL students
Special Education Teachers Resource	Dependent on students Individual Education Plan	Dependent on students Individual Education Plan
Special Education FLS/Behavioral Programs	Students would attend 5 days per week	Students would attend 5 days per week
Lease Space	No	No
Moving Between Buildings	No	No
Child Care	No	No
Moving Between Return Models	Option 1 and Option 2 would be the same throughout the year, students would have access to guidance and social work 2 times per week in school and remotely by appointment. Our full time return option would be all students in a classroom with 3 feet social distancing.	Option 1 and Option 2 would be the same throughout the year, students would have access to guidance and social work 2 times per week in school and remotely by appointment. Our full time return option would be all students in a classroom with 3 feet social distancing.
Additional Staff Needs	No	No
Planning for Remote Students	Possible Synchronous instruction or the creation of asynchronous lessons for independent skill work when not on site.	Possible Synchronous Instruction or the creation of asynchronous lessons for independent skill work when not on site.
Planning for Remote Instruction for Hybrid Option Students	Yes. Synchronous learning could reduce the need for remote instruction planning and staffing.	Yes. Synchronous learning could reduce the need for additional remote instruction planning and staffing.

Biddeford Hybrid Return Comparison of Option 1 vs Option 2

Flex Day	Teachers prepare online lessons for A/B groups, host intervention zooms for students, and communicate with parents/guardians.	Teachers prepare online lessons for A/B groups, host intervention zooms for students, and communicate with parents/guardians.
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