School Reopening Recommendation to Portland Board of Public Education

Xavier Botana, Superintendent
August 4, 2020
Goals

- Provide detailed look at Portland Public Schools Back to School Plans
  - Review planning process
  - Review State Return to School Framework and County COVID-10 Risk Data Report
  - Present recommendation for Back to School plans
- Answer questions you may have
Guiding Principles for Reopening

**EQUITY** - Decisions are made and resources are allocated to prioritize our most marginalized students. *(EQUITY)*

**SAFETY** - Plans prioritize the safety of students, families, and staff. *(WHOLE STUDENT, PEOPLE)*

**WELLNESS** - Support the overall wellness of students, families, and staff recognizing the significant impacts in our community from the pandemic. *(WHOLE STUDENT, PEOPLE)*

**AGILITY** - Able to adjust effectively to rapidly changing contexts. *(ACHIEVEMENT, WHOLE STUDENT, EQUITY, PEOPLE)*

**COHERENCE** - Increases the consistency of best practices across the system. *(ACHIEVEMENT, WHOLE STUDENT, EQUITY)*

**CULTURE** - Plans intentionally grow the sense of collective efficacy within the PPS community. *(PEOPLE)*
Planning Process

**Design Team in June**
- Engaged key leaders in the district
- Resulted in the June 18th correspondence and framework for reopening workgroups

**Workgroups**
- 20 workgroups
- Multiple workgroups focused on the classroom experience
- Other focused on broader areas such as facilities, health and safety protocols, transportation
- Overall more than 100 teachers, 30 administrators/staff

**Ongoing alignment with other area districts; working with Maine DOE**

**Continuing feedback: Parent and Staff meetings and survey**
Parent Survey in May: Over 2000 respondents:

- Remote transition was not smooth
  - Between 14-20% thought it was effective or very effective
  - Between 75-80% thought that students learned less or much less
- Approximately 60% planned to send children back to school
- Only ~2% ruled it out
- Rest somewhere in the middle....
Remote Learning: All Staff

If you have been working remotely, please rate your agreement with the statement: My current work-from-home situation is satisfactory and sustainable.

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>89</td>
</tr>
<tr>
<td>Agree</td>
<td>276</td>
</tr>
<tr>
<td>Neutral</td>
<td>173</td>
</tr>
<tr>
<td>Disagree</td>
<td>156</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>61</td>
</tr>
</tbody>
</table>

Have you been working remotely?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>43</td>
</tr>
<tr>
<td>Yes</td>
<td>753</td>
</tr>
</tbody>
</table>
Return to Work: Instructional Staff

For instructional staff, would you return to work on site this fall if public health officials indicated it would be safe to do so?

615 Applicable Responses

- 60% Yes
- 32% I'm not sure/undecided.
- 2% No, I'm not able to return to work on site; I plan to request an accommodation.
- 5% No, I'm not comfortable returning to work on site.
Generalizations

- Consistency and clarity in learning expectations and student feedback
- Develop a consistent schedule that accommodates schedule of working parents and family child care needs
- Acknowledge a system that considers the family unit in the design, i.e., students in multiple grades
- Prioritize support for students receiving Special Education services and newcomer students who need intensive English language support
- Leverage peer groups for academic and social emotional support
- Plan for before and after school programming including co-curricular activities
- Utilize school and community assets - parents and community as partners and volunteers
<table>
<thead>
<tr>
<th>4 Sessions</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Engagement Subcommittee/Equity in Portland Schools</td>
<td></td>
</tr>
<tr>
<td>PTO Coalition</td>
<td></td>
</tr>
<tr>
<td>Portland Empowered</td>
<td></td>
</tr>
<tr>
<td>Multilingual Families (interpreted)</td>
<td></td>
</tr>
</tbody>
</table>

- Generally understood the options and appreciated the opportunity to provide feedback,
- Understood the inherent challenge facing us-- concern about staff buy-in
- Many questions about level of security with the safety precautions (i.e., enforcement of masks, symptom checks)
- Concern that we use Portland specific data to make decisions (rather than County)
- Detailed questions about programming specifics (quality of remote learning, sports and activities, etc.)
- Varying perspectives on level of comfort with any return to school option
- Appreciated the remote option choice
Instructional Staff Feedback Session

300+ participants

Overwhelming feeling of not being able to open safely

- Anxious for a higher level of specificity around plans
- Modifications to buildings, classrooms
- Enforcement of safety policies (facemasks, symptom checks, violation enforcement)
- Balancing remote and in-person responsibilities
- Timelines for decisions and future modifications
- Better understanding of timelines and procedures for personnel decisions
Staff Meeting Polls

Would you return to school on site if public health officials indicated that it would be safe to do so?

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Last Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>6%</td>
<td>32%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>Yes</td>
<td>60%</td>
<td>28%</td>
</tr>
<tr>
<td>Plan to request accommodation</td>
<td>2%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Staff Meeting Polls

Do you feel more confident about the ability of the district to reopen schools safely?

- Not at all: 55%
- About the same: 35%
- Mostly Yes: 7%
- Very Much So: 2%
Family Survey Results

• 33% of families responded (a non-response assumes that they intend to return to school regardless of scenario)
  • 39% PK-5, 33% MS, 29% HS
  • Want Children to Participate in 100% Remote Learning-
    • Overall: 11% (751/6600)
    • PK-5: 12% (353/3061)
    • Middle School: 12% (183/1476)
    • High School: 10% (216/2063)

• Intend to Withdraw-
  • Overall: 4% (271/6600)
  • PK-5: 5% (156/3061)
  • Middle School: 4% (55/1476)
  • High School: 3% (60/2063)
State Guidelines

Red/Yellow/Green Framework

• CDC/MDOE collaboration based on COVID transmission data
  • Updated bi-weekly (first one last Friday)
• And, requires certain health and safety parameters in place
  • Symptom Screening Before Coming to School
  • Physical Distancing and Facilities
  • Masks/Face Coverings
  • Hand Hygiene
  • Personal Protective Equipment
  • Return to School after Illness
• For decision-making by local Boards
To inform local school administrative unit (SAU) decisions about whether and how to bring students back into the classroom, Maine Department of Health and Human Services (DHHS) and Center for Disease Control and Prevention (Maine CDC) have developed a system to categorize counties. This categorization is based on a holistic assessment of quantitative and qualitative information. It includes, but is not limited to, recent data on case rates, positivity rates, and syndromic data (e.g., symptoms of influenza or COVID-19). Please note that the categorizations are just one piece of information to help inform the decisions of school and district leaders.

- Categorization as “red” suggests that the county has a high risk of COVID-19 spread and that in-person instruction is not advisable.

- Categorization as “yellow” suggests that the county has an elevated risk of COVID-19 spread and that schools may consider hybrid instructional models as a way to reduce the number of people in schools and classrooms at any one time.

- Categorization as “green” suggests that the county has a relatively low risk of COVID-19 spread and that schools may consider in-person instruction, as long as they are able to implement the required health and safety measures. Schools in a “green” county may need to use hybrid instruction models if there is insufficient capacity or other factors (facilities, staffing, geography/transportation, etc.) that may prevent full implementation of the health and safety requirements.
Data used in determining community transmission risk levels for schools:

<table>
<thead>
<tr>
<th>County</th>
<th>July 31, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Androscoggin</td>
<td>GREEN</td>
</tr>
<tr>
<td>Aroostook</td>
<td>GREEN</td>
</tr>
<tr>
<td>Cumberland</td>
<td>GREEN</td>
</tr>
<tr>
<td>Franklin</td>
<td>GREEN</td>
</tr>
<tr>
<td>Hancock</td>
<td>GREEN</td>
</tr>
</tbody>
</table>
The Risk That Students Could Arrive at School With the Coronavirus

By James Glanz, Benedict Carey and Matthew Conlen  July 31, 2020

As schools grapple with how to reopen, new estimates show that large parts of the country would likely see infected students if classrooms opened now.
### New COVID-19 cases by day

- **Days of peak new cases in each county**

<table>
<thead>
<tr>
<th>Area</th>
<th>Peak New Daily Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statewide</strong></td>
<td>78</td>
</tr>
<tr>
<td><strong>Cumberland (‡)</strong></td>
<td>49</td>
</tr>
</tbody>
</table>

‡ = Community transmission detected | Case status: All

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**Note:** Data are presented here to provide trend analysis. These trends reflect all revisions. For example, probable cases ultimately removed are not reflected here, where they would be included in the cumulative total for a given day.

Powered by Arkatechture
Portland Cases

- Overall, Portland’s five zip codes have 811 of 1949 cumulative cases in Cumberland County or 41% of the cases.

- Portland’s 4101, 4102 and 4103 zipcodes have all of Portland’s cases.

- They rank 1st, 4th and 5th in rate of infection (Falmouth 4105 and Westbrook 4092 are 2nd and 3rd respectively).

- From July 1 to August 1,
  - Cumberland cases increased by 307;
  - Maine increased by 670 cases in that same time frame;
  - Cumberland’s case growth rate is slightly lower than the State’s in that time frame.

<table>
<thead>
<tr>
<th>ZIP</th>
<th>Cum Cases</th>
<th>Population</th>
<th>Cum Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>4101</td>
<td>290</td>
<td>18,739</td>
<td>1.55%</td>
</tr>
<tr>
<td>4102</td>
<td>202</td>
<td>18,695</td>
<td>1.08%</td>
</tr>
<tr>
<td>4103</td>
<td>319</td>
<td>31,953</td>
<td>1.00%</td>
</tr>
<tr>
<td>4109</td>
<td>0</td>
<td>97</td>
<td>0.00%</td>
</tr>
<tr>
<td>4108</td>
<td>0</td>
<td>951</td>
<td>0.00%</td>
</tr>
<tr>
<td>PORTLAND</td>
<td>811</td>
<td>70,435</td>
<td>1.15%</td>
</tr>
<tr>
<td>COUNTY</td>
<td>1949</td>
<td>303,653</td>
<td>0.64%</td>
</tr>
</tbody>
</table>
Recommendation

Hybrid for all

Transitioning to in person 5 days a week for PK-5 by October 13th

• Provides a window to see if we keep infection out before bringing all students back
• Time to solidify and practice in-school protocols with fewer students
• Unlikely to have capacity to provide community partners for remote days on day 1
Recommendation (Continued)

Delay start of the school year to September 14th

- Allows us to prepare for remote instruction at all levels (i.e., procurement and distribution of devices, teacher professional development and planning)
- Time for in-school routine and protocol development and practice
  - Week of September 8th-- sample day for different grades to experience school as it will be
Specifics
Assumption: Meeting State Health and Safety Baseline

- Symptom Screening Before Coming to School
- Physical Distancing and Facilities
- Masks/Face Coverings
- Hand Hygiene
- Personal Protective Equipment
- Return to School after Illness
Layering Precautions
Compliance: Public Health Approach

Teaching

Personal Responsibility
Symptom Checks

Daily symptom checks
App enabled
Family responsibility
Report generated daily for school personnel at the start of the day
Triage/intervention non-compliance when student arrives at school
Translated to all supported languages
Facilities Improvements

• Facility square footage analysis and school walkthroughs for physical distancing requirements by room
• Adapted access/egress procedures and signage
• Outdoor classroom spaces planning
• Office plexiglass dividers in place
• Ability to produce/procure desk/table dividers as necessary
• Shorter school day to reduce prolonged exposure
Facilities Improvements: Ventilation

- Guarantee every classroom with outside access will have a way to allow in fresh outside air (window/door)
  - Fans for moving air in those rooms
- Ionizers to be installed in ductwork wherever the capacity exists (may not be ready on day 1)
- Portable air filtration systems/air purifiers in small rooms without outside access; UV fixtures where possible
- UV Fixtures in nurses office/isolation spaces
Masks/Face Coverings

- Required for all students 5+ and all staff
  - Exceptions for health/developmental needs
  - Mask “breaks” will be provided outdoors, during meals
  - Opportunity for families/staff to begin practicing now
- Cloth and disposable
- Specialized options for specialized staff
- Provided through DOE PPE order (to be discussed shortly)
Hand Hygiene

- Required hand washing when arriving at school, leaving and re-entering a space (i.e., bathroom breaks, playground), before and after meals
- Every classroom without a sink will have hand sanitizer dispensers installed
- Hand hygiene taught and prioritized in schedule
### Personal Protective Equipment: DOE

<table>
<thead>
<tr>
<th>Item</th>
<th>Purpose and Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>N95</td>
<td>Only for SAUs that have a Respiratory Protection Program in place. For nurses, health assistants, and special education teachers that are participating in aerosol-generating procedures. If N95s are not available due to shortages, staff should wear face shield plus medical mask. The order number represents the expected number of times per day, over 45 days, that a nurse or other staff member could be in close proximity to a student who is or may be judged symptomatic. This number was estimated as 3 uses per day for each nurse, health assistant, and special education staffperson.</td>
</tr>
<tr>
<td>disposable protective gown</td>
<td>For nurses, health assistants, and special education teachers. The order number represents the expected number of times per day, over 45 days, that a nurse or other staff member could be in close proximity to a student who is or may be judged symptomatic. This number was estimated as 3 uses per day for each nurse, health assistant, and special education staffperson.</td>
</tr>
<tr>
<td>medical gloves</td>
<td>For nurses, health assistants, and special education teachers. Based on 6 uses per day for nurses and health assistants and 3 per day for special education teachers. 2 gloves per use over 45 days.</td>
</tr>
<tr>
<td>3 ply disposable mask</td>
<td>One for each student as a backup to cloth face covering.</td>
</tr>
<tr>
<td>KN95 disposable mask</td>
<td>2 for each student and staff member (all positions).</td>
</tr>
<tr>
<td>face shield</td>
<td>2 units per nurse, health assistant, special ed instructors, and ed tech I, II, and III.</td>
</tr>
<tr>
<td>cloth face covering</td>
<td>4 masks per student and staff (all positions).</td>
</tr>
<tr>
<td>clear cloth face covering</td>
<td>21.3% of the cloth face covering amount.</td>
</tr>
</tbody>
</table>
# PPS Order

<table>
<thead>
<tr>
<th>District</th>
<th>Total N95 masks</th>
<th>Total gowns</th>
<th>Total medical gloves</th>
<th>Total disposable mask</th>
<th>Total face shields</th>
<th>Total cloth masks</th>
<th>Total clear masks</th>
<th>Total units of hand sanitizer (gallon containers)</th>
<th>Total packages of hand wipes (150/pkg)</th>
<th>KN95 disposable mask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland Public Schools</td>
<td>9990</td>
<td>9990</td>
<td>22680</td>
<td>8701</td>
<td>2215</td>
<td>34804</td>
<td>7414</td>
<td>1130</td>
<td>3916</td>
<td>17402</td>
</tr>
</tbody>
</table>
Return to School

- Protocols developed by school nurses in consultation with school medical officer Dr. Patricia Patterson
  - Consistent with CDC guidelines
  - CDC involved in all decision-making
- Focus on limiting breadth of contacts to minimize the impact of a positive
- Limited capacity for testing symptomatic individuals through Greater Portland Health
Elementary Reopening Plan

Yellow

• Hybrid to start the school year (Sept 14-Oct 8)
  ○ All students attending 2 days per week and remote 3 days per week (ABxAB); 5 hours per day; *special considerations for SPED and IELD students*

• All students return for full time in person schooling (Oct 13)
  ○ 5 days per week, 5 hours per day

• Recognizes that students and families depend on schools and that students need peer interaction for social emotional health
• Responds to the need for classroom teachers to manage both their in person cohorts and to engage with their remote cohorts on a daily basis for feedback and support
• Recognizes science suggests that transmission is lowest with this age level
• Leverages 3 foot physical distancing option (understand that this changes at meal times)
• Requires additional after school care programming that we are pursuing with community partners
Middle School Reopening Plan

Yellow

- Hybrid for first trimester (Sept-Nov)
  - All students attending 2 days per week and remote 3 days per week (ABxAB); 5 hours per day; student cohorts remain consistent and teachers rotate; special considerations for SPED and IELD students

- Recognizes that students and families depend on schools and that students need peer interaction for social emotional health
- Recognizes science suggests that transmission among teens is similar to adults
- Leverages 3 foot physical distancing option (understand that this changes at meal times)
- Leverages teaming structures of middle school to maintain stable cohorts to promote student and staff safety.
High School Reopening Plan

Yellow

- 9th Grade: Hybrid for first trimester (Sept-Nov)
  - All ninth-graders attending 2 days per week and remote 3 days per week (ABxAB); schedule is 6 hours per day (3 hours in person instruction, 3 hours of learning center); special considerations for SPED and IELD students.
- 10th-12th Grades: Learning Center for first trimester (Sept-Nov)
  - All tenth through twelfth graders attend remotely and may access in person learning center supports up to 4 days per week; schedule is 6 hours per day (3 hours remote instruction, 3 hours of learning center); special considerations for SPED and IELD students.

- Recognizes science suggests that transmission among teens is similar to adults
- Recognizes that comprehensive high schools are only able to meet state requirements for stable cohorts at the 9th grade
- Students would attend “Learning Center” as needed/required for academic and social emotional support and peer interaction activities
## Red and Green Scenarios

<table>
<thead>
<tr>
<th>Green</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All students attend full time, 5 days per week, 5-6 hours per day</td>
<td>• All students fully remote</td>
</tr>
<tr>
<td>• Adheres to state health and safety requirements from State Plan</td>
<td>• Wednesday Tier 2 and Collaboration Day</td>
</tr>
<tr>
<td>(masks, distancing, hygiene, etc.)</td>
<td>• Consistent schedules and learning experiences</td>
</tr>
<tr>
<td></td>
<td>• Utilize physical learning materials PK-5</td>
</tr>
<tr>
<td></td>
<td>• Optional learning center for targeted populations</td>
</tr>
</tbody>
</table>
## School Start and End

<table>
<thead>
<tr>
<th>Level</th>
<th>Time</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem</td>
<td><strong>7:45-12:30</strong></td>
<td>Group 1: EECS, Longfellow, Talbot, OAES</td>
</tr>
<tr>
<td></td>
<td><strong>8:45-1:30</strong></td>
<td>Group 2: Reiche, Presumpscot, Lyseth, Rowe</td>
</tr>
<tr>
<td>Middle</td>
<td><strong>9:45-2:30</strong></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td><strong>9:30-3:30</strong></td>
<td>- Instructional Blocks = 9:30-12:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Learning Center = 1:15-3:30</td>
</tr>
<tr>
<td></td>
<td><strong>9:45-3:15</strong></td>
<td>Breathe Day Treatment at Moore</td>
</tr>
<tr>
<td></td>
<td><strong>9:30-3:30</strong></td>
<td>20 Minute drop off windows before and after school</td>
</tr>
</tbody>
</table>

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**Note:**
- Breathe Day Treatment at Moore = 9:45-3:15
- 20 Minute drop off windows before and after school
Opt Out: Fully Remote

<table>
<thead>
<tr>
<th>Green</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>• For families who are not comfortable sending their child(ren) to school in the green or yellow scenarios, they will have the option to access fully remote learning</td>
<td></td>
</tr>
<tr>
<td>• Elementary and middle school student will be assigned to appropriate staff in our district-wide remote teaching pool; peers will be other remote-only students and teachers may not be from student’s neighborhood school</td>
<td></td>
</tr>
<tr>
<td>• HS students will be assigned to appropriate courses taught by appropriately licensed personnel who may or may not be teaching remote-only</td>
<td></td>
</tr>
</tbody>
</table>
District-wide Consistencies

Learning Experience
- Prioritize students’ Social Emotional Learning
- Every student has a designated Portland Promise Point Person
- Every student experiences a regular advisory/morning meeting
- All students experience a set of consistent learning experiences
- All schools follow a common schedule arc to ensure a more consistent experience for all students during remote learning
- Educators prioritize essential standards to focus learning in remote & hybrid scenarios
- All students will receive regular, meaningful feedback in person and remote
- All schools will utilize outdoor spaces for learning

Support Systems
- Streamlined use of technology platforms to simplify and strengthen effectiveness for staff and families
- Each grade span has a consistent approach to taking attendance and tracking engagement/tier 2 needs and supports
- Consistent School Kick-Off aligned to scenario and mindful of student needs coming off the spring
- All students will have access to developmentally appropriate physical materials for remote learning
Prioritizing Additional Support

Students who are IELD:

- Option to attend 4 days in person in AB hybrid schedule
- “Off” days include sheltered language instruction and learning center model to support remote learning experience, students grouped in cohorts with EL teacher
- Option to attend learning center model in red scenario to support language instruction and remote learning
- Tailored supplemental software programs during remote learning
- Family training in health and safety protocols and in technology platforms in home languages

Students with IEPs:

- Students in district programs will have access to additional in-person learning in the yellow hybrid scenario. (To be implemented on a gradual staggered schedule, using increased health and safety protocols.)
- For all other students receiving special ed services, we will prioritize delivering those services in school when possible. If it’s not possible, services will be delivered via remote learning or teletherapy.
Community Partners

To enrich the educational experience of our students, we are in the process of engaging a selection of carefully vetted community partners:

- Recognizes the needs of families for wrap around care

- Partnerships are designed to inspire a range of passion-driven pursuits by tapping into Portland’s rich pool of non-profit organizations dedicated to advancing the arts, sciences and humanities.

- Each local community partner will collaborate with PPS educators to deliver a range of dynamic learning experiences.

- Partnerships will be organized geographically and students will be kept in their designated learning cohorts if possible.

- General health and safety protocols will be clearly communicated and adhered to at all times.
Community Partners

- Offer before and after school programming and on Wednesdays
- Run a pilot for Sept 14-October 14
- Keep designated cohorts
- Prioritize children of PPS staff members
- Prioritize elementary school age children

A preliminary selection of potential partners include:
- Portland Parks & Recreation
- Learning Works
- Rippleffect
- Telling Room
- Boys and Girls Club
- Portland Squash
- YMCA
- Children’s Museum & Theatre of Maine
Family Engagement & Communication

Our goal is to ensure that families have the tools, resources and information to feel safe and comfortable returning to school.

- Use data from parent survey and focus group sessions late spring
- Consider working families need for childcare
- Consistency in tech tools and online platforms
- Tech Training and orientation for parents to support digital learning
Family Engagement & Communication

Recommendations from the Family Engagement Work Group:

• Family orientation sessions
• Video on-demand technology how to sessions
• Opportunities for stakeholder feedback
• Timely, consistent, and informative communications in various channels and to all stakeholder groups
• Ensure Language Access for multilingual families
People: Staffing Considerations

Protecting the health, wellbeing and safety of staff and students is our highest priority for any reopening scenario.

Requests
- Requests from staff across the district for either an accommodation under ADA or for flexible work arrangements: 180 to-date
  - Roughly 50% between two types of requests
  - 73% (132) of requests are for staff covered by PEA
  - 57% (103) of overall requests are classroom teachers

Process
- Letters sent last week for medical documentation for ADA requests
- Contact within 2 weeks: staff requesting flexible work arrangements
- All requests managed on case by case basis through collaborative process

Support and Strategy
- Superintendent’s agreement and access to childcare
- Access to Employee Assistance Program through Anthem
- Options for leave (paid sick leave guarantees, paid and unpaid leaves of absence)
- Additional staffing in each building
  - Dedicated substitute teachers
  - Additional support staff
RECAP and NEXT STEPS

→ Recommendation
  - **Hybrid** return to school
    - Transitioning to full return for PK-5 in October
  - Delay start of the school year to September 14th
  - Remain in this status *through trimester/semester* breaks (unless virus requires us to scale back reopening)

→ Process
  - Recommendation tonight
  - Public Hearing following the meeting
  - Follow up meetings with stakeholders (students, staff, etc.)
  - Board vote on August 18th informed by August 14th info from DOE/CDC
THANK YOU: PPS would like to recognize the hard work and dedication of the following group of individuals who invested their time and effort over the summer to produce this carefully developed reopening plan:

PK-2 Learning Experience:
Lori Bobinsky, Lit Coach
Ann Hanna, Principal, Talbot
Ted Hummell, Lead Teacher, Reiche
Allison Vilani, Art Teacher, Reiche / Peaks
Allyson Clechomski, Music, Reiche
Taryn Southard, Teacher, Talbot
Dorothy Thompson, Teacher, EECS
Amy Wu, Teacher, Reiche
Jennifer Babeu, Teacher, Presumpscot
Kristen Tedesco, Teacher, Lyseth
Danielle Sullivan, PK
Sue Chevalier, PK Director
Maureen Fox, English Learning
Julie Kirby, Special Education
Carolyn Foley, Special Education
Sarah Martin, Math Coach

Grades 3 – 5 Learning Experience:
Jesse Robinson, Director of Curriculum, Assessment and Instruction
Holly Johnson, Assistant Principal, Longfellow
Barb Fletcher, Principal, Rowe
Ellen Handelman, Teacher, Lyseth
Kerrie Dowdy, Teacher, Rowe
Annie Dalphin, Teacher, Presumpscot
Samantha Vaznis, Teacher, Ocean Ave
Amy Gookin, Teacher, East End
Sarah Norsworthy, Teacher, Reiche
Brooke Teller, Science Lead Teacher
Cindy Nilsen, Math Coach
Carolyn Foley, Special Education

Grades 6 – 8 Learning Experience:
Ben Donaldson, Principal, Lyman Moore
Caitlin LeClair, Principal, King
Audrey Cabral, Music
Gus Goodwin, Teacher, King
Alison Hinkley, Teacher, Moore

Grades 9 – 12 Learning Experience:
Alyson Dame, Co-Principal, DHS
Sheila Jepson, Principal, PHS
Derek Pierce, Principal, CBHS
Marisa Emerson, Counselor, PHS
Priya Natarajan, Teacher, CBHS
Beth Arsenault, Teacher, DHS
Jeff Borland, Teacher, DHS
Kirsten Platt, Teacher, DHS
Olivia Bean, Teacher, PHS
Helen Bright, Teacher, DHS
Kristin Rogers, Teacher, PHS
Scott Shibles, Teacher, CBHS
Heather Gilbert, Teacher, PHS
Kathy Pizzo, Special Education
Kevin Murray, Special Education

NOTE: * Indicates Planning Group Coach
K-8 Remote Learning

Laurie Daniels, Teacher, EECS
Brandi Surace*, Teacher, Presumpscot
Katherine Philbrick, Teacher, Presumpscot
Noelle Chmelecki, Teacher, Presumpscot
Jen Babeu, Teacher, Presumpscot
Rebecca Maiorano, Teacher, Presumpscot
Hannah Gotlieb, Teacher, Presumpscot
Gina Bergeron, Teacher, Presumpscot
Heidi Nichols, Teacher, Presumpscot
Cindy Nilson*, Teacher, Lyseth
Kristen Tedesco, Teacher, Lyseth
Carrie Mooney, Teacher, Lyseth
Sue Corrado*, Teacher, Longfellow
Kim Marsh, Teacher, Longfellow
Allison Chiodo, Teacher, Longfellow
Kelley Holmes, Teacher, Longfellow
Sarah Rasmussen, Teacher, Longfellow
Katie Pride, Teacher, Longfellow
Bianca Winship*, Teacher, Rowe
Jenna Quimby, Teacher, Rowe
Kelley Nogar*, Teacher, Ocean
Meghan Taylor, Teacher, Ocean
Kelley Mascolo (Kitterman)*, Math Coach, EECS

Megan Bergman, Teacher, EECS
Amy Reed, Teacher, EECS
Carlie Frederick, Teacher, King
Dave Trecartin, Teacher, King
Carrie Frederick*, Teacher, Lincoln
Caleb Heslop, Teacher, King
Alison Hinkley, Teacher, Lyman

IELD

Carlos Gomes, Director of Language Development
Anita St. Onge, Adult Education
Lenore Williams, Principal, Lyseth
Robyn Bailey, Assistant Principal, Lincoln
Renee Borgoine Serio, Principal, Reiche
Rebecca Daigle, ELL, Lyseth
Andrea Rising, ELL, Lincoln
Tom Talarico, ELL, PHS

Special Education

Julie
Kristen
Boyd Marley, Principal, EECS
Kelly Thornhill, Assis. Principal, EECS
Bonnie Tauwala, Ed Tech, LMMS FLS

Elizabeth Sommo, Social Worker, Breathe
Sara Connolly, Teacher/Case Manager, Ocean Beach
Jen Lindsay, Breathe, King
Kayla Segal, Bridge or MS/HS FLS
Kim Marshall, MEDHCC/GBSD Rep
Owen Logue, MEDHCC/GBSD Rep
Erin Bates-Letourneau, Assistant Director, Secondary, Student Support Services, District
Deborah Mullis, Director, Student Support Services, District
Kathy Farrell, Ed Tech, MMS
Michael Kennedy, Teacher, PHS
Emily Daniels, Teacher, DHS
Jacob Markewitz, Teacher, MMS
Jessie Muldoon, Teacher, Reiche
Ann Christie, Psychologist, Central Office
Kelley Fillon, Psychologist, Central Office
Dawn Fischer, Occupational Therapy, Rowe, Breathe
Lisa Steiner, Physical Therapy, Central Office
Maria Davis, Speech/Language, Talbot
Julie Kirby, Assistant Director, Elementary, Student Support Services
PPS REOPENING TASK FORCE ACKNOWLEDGMENTS (cont.)

Social Emotional Health

Jade Costello, Assistant Principal, PHS  
Craig Hanson, Assistant Principal, King  
Peter McCormack, Assistant Principal, Lyseth  
Kerri LeSieur, Assistant Principal, Riverton  
Dawn Girsch, Assistant Principal, Ocean Ave  
Kelly Hasson, Teacher Leader, Peaks/Cliff  
Tracey Moore, Counselor, DHS  
Melissa McStay, LCSW, Social Worker, DHS  
Karen Hunter, Social Worker, Talbot  
Bob Carroll, Social Worker, DHS  
Dan Nogar, Dean of Students, EECS  
Roy Chatterjee, Youth Development, Mentoring, DHS  
Jean Ricciardelli, Ed Tech, DHS  
Barrett Wilkinson, Equity Coordinator,, Academics, Central Office  
Carrie Foster, President, Portland Education Association

Wellness & Community Partnerships

Michael Daly, Athletic Director, DHS  
Ben Donaldson, Principal, Lyman Moore  
Angie Taylor, Principal, Presumpscot

Marge Queen, Physical Education, EECS  
Andrea Levinsky, Youth Development, PHS  
Maureen Clancy, Language Access Coordinator  
Nanette Dyer Blake, Community Outreach & Development Specialist  
Andrea Summers, Executive Director, FPPS  
Nicole Bradeen, Longfellow Parent Teacher Organization, Educator  
Matt Dubel, Executive Director, FPPS, ConnectED

Family Engagement

Abdullahi Ahmed, Co-Principal, DHS  
Boyd Marley, Principal, EECS  
Maureen Clancy, Language Access Coordinator, Multilingual & Multicultural Center, PPS  
Liz Meahl, Ed Tech, Longfellow/King  
Amy Leonard, Social Worker, Rowe  
Jennifer Cook, Youth Development, PHS

Nanette Dyer Blake, Community Outreach & Development Specialist  
Melissa Maher, Parent Organizer, EECS  
Emily Chaleff, Parent Organizer

District Wide Services

Jamie Kearney, Data Manager, PPS Technology Department  
Jay Weisber, Sr Network Engineer, PPS Technology Department  
Steven Stilphen, Director of Facilities, Planning, Management & Maintenance  
Jane McLucas, Director of Food Services  
Eric Wood, Director of Transportation  
Tina Veilleux, RN, PPS Nurses Coordinator  
Elizabeth Nalli, Nurse, DHS  
Becky Bell, Nurse, CBHS, Nurse, CBHS  
Laura McNeill, Nurse, PHS, Nurse, PHS  
Dr. Patterson, District Physician, Physician

PORTLAND PUBLIC SCHOOLS
PPS REOPENING TASK FORCE ACKNOWLEDGMENTS (cont.)

Communications

**Grace Valenzuela, Ph.D**, Communications and Community Partnerships

**Tess Nacelewicz**, Communications Coordinator

**Maureen Clancy**, Language Access Coordinator, Multilingual & Multicultural Center

**Nanette Dyer-Blake**, Community Outreach and Development Specialist, Multilingual Center

**Raffi DerSimonian**, Principal, DerSimonian Boyd Marley, Principal, EECS

**Gloria Aponte Clarke**, Parent, Family Partnership Advisory Committee

**Andy Abrams**, Parent, Family Partnership Advisory Committee

Spring Design Team Members

**Josephine Bizimana**, Parent Community Specialist, Multilingual & Multicultural Center

**Adam Burk**, School Board Member

**Kathleen Costello**, Teacher, DHS

**Caroline A Foster**, PEA President

**Fiona Hopper**, Specialist

**Sheila Jepson**, PHS Principal

**Kippy Smith**, Consultant

**Megan McDevitt**, Teacher, Moore Middle School

**Melea Nalli**, Assistant Superintendent

**Priya Natarajan**, CBHS Teacher

**Dan Nogar**, Teacher EECS

**Blanca Santiago**, Social Worker, MLC

**Sueilyn Santiago**, Principal, Lincoln Middle

**Taryn Southard**, Teacher, Talbot School

**Beverly Stevens**, Principal, Ocean Ave Elem

**Sarah Swenson**, Teacher, Rowe School

**Kristen Tedesco**, Teacher, Lyseth School

**Brooke Teller**, STEM Specialist

**Tina Veilleux**, Nurse Coordinator

**Eric Wood**, Transportation Director

**Amy Wu**, Teacher Reiche School
achievement
All PPS students will attain academic excellence.

equity
PPS courageously confronts and overcomes inequities.

whole student
All PPS students will build/ acquire/ gain positive social and emotional skills.

all PPS students will be prepared for college and career and empowered to pursue a productive postsecondary path.

people
Portland Public Schools attracts, supports, and retains talented and diverse people.