



Gateway Regional Middle School and High School

12 Littleville Road • Huntington, MA 01050 • Tel: (413) 685-1102 • Fax: (413) 667-5593

Jason S. Finnie
Principal

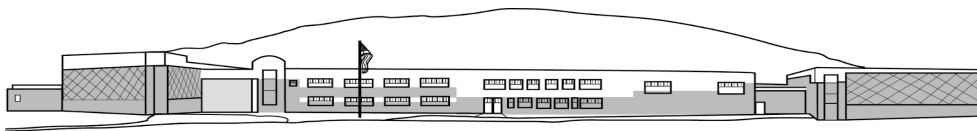
Martha Clark
Assistant Principal

MS/HS WORKING GROUP MINUTES

July 21 & 23, 2020

8:00-9:30

- District Working Group update
 - Minutes for meetings can be found on the district website [here](#)
 - *Focus of discussion was on teacher survey, and shift to a phased re-entry*
 - *Indication is that this will be a decision under local control (despite Commissioner's focus on all-in) unless there is an executive order from the governor*
- **This week's focus: Hybrid Model Planning/Phased Re-entry Model**
 - Phased in entry with needs/at risk students in person (*similar to what was proposed by Westfield*)
 - Then by grade level/school, with HS when guidelines relax enough for full transitions
 - *While initial review of parent surveys and schedule requests indicate ability to accommodate cohorts of students distanced at 6 feet in classrooms, current cleaning needs in bathrooms and between classes makes regular period transitions unmanageable*
 - *Additional concern about facilitating regular mask breaks, accommodating students who cannot/will not wear masks given a full hybrid model in the context of maximizing instructional time and adhering to FAPE*
 - *Though this is a modified hybrid model, it does not meet the state's initial definition of a hybrid model (one that brings all students in on a weekly or daily cohort basis) so may constitute a 4th model.*
 - *This plan would still require a flipped classroom approach to accommodate remote and in person students in the same lesson.*
 - *Initial proposal (from Jason Finnie) to consider full day and schedule approach, with all teachers (who are able) in classrooms to give them access to classroom resources (labs, manipulatives etc.), and at risk populations engaging online with in-person supports in separate rooms (at least initially, until cleaning guidelines relax in a way that allows students to transition between classes). District is also investigating setting up recording rooms for pre-recorded mini-lessons (part of the flipped classroom approach) that teachers would have access to.*
 - *Will need to set expectations and structure for flexibility of both teacher and student transitions between classes (virtually), and identify classes/strategies that can allow flexible participations/attendance asynchronously to accommodate*



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- some students with access/attendance obstacles, and to reduce screen time for all*
- *Concern expressed about the equity of Sped and other support staff vs. classroom teachers in this approach, but the ultimate goal is to find a solution to have as many students as safely possible in person (this is a state expectation as well).*
- Indication from DESE appears to be that model needs to be a schedule/structure that supports time on learning (990 hours)
 - Only favorable indication of potential waivers for time on learning is related to bussing challenges in the all-in model; others likely to be highly scrutinized
 - *Concern expressed that additional prep time each day will be needed to prepare flipped classroom model*
- Facilitating mitigated (reduced) student transitions in a hybrid model (for the plan due 8/10)
 - *Easier to achieve in MS given proximity and common scheduling*
 - *HS will be a challenge, as this will limit student course access, though more so in 11th and 12th grade.*
- **Next Week's Focus: Remote Learning Structure & Expectations**
 - *Please send Deanna any additional thoughts on the questions discussed Tu:*
 - 1. In thinking about the remote instruction aspect of instruction in all three models, what are the greatest concerns for students? For teachers?
 - *Teaching synchronously; instructional strategies and use of technology.*
 - *Setting & re-teaching expectations given student experience this spring.*
 - Will need:*
 - *Higher grading expectations (vs. pass/fail)*
 - *Ability to set firm due dates; this will allow for communication of what will constitute timely feedback on work*
 - *Concerned about state not being flexible/reducing coverage expectations for content standards that need to be covered*
 - *Need a single and consistent platform; weekly calendar for students and parents*
 - *Need to be able to schedule meets in a way that do not conflict (this was an issue in the spring)*
 - *Concerned about being able to make remote assignments interactive enough; especially if for a good part of the year*
 - 2. How much did you use google classroom this past spring, and would that be different this fall?
 - *Most used daily*
 - *Will need more consistent use and expectations for number/frequency and length*



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- *Need a platform and expectations (involving some training for students & parents) that allows for better classroom management of student interactions (hand-raising function, muting students, breakout groups, etc.)- district looking to purchase an enhanced version of Google suite that allows for these.*
 - *Concerned about rigor and accuracy of assessment in an online format*
 - *Concerned about excessive screen time for teachers and students*
 - *Need expectations for student dress/location/posture in Meets*
 - *Recognize this will be tough to enforce*
 - *Need expectations for attendance*
3. In designing professional development for remote learning, what are some areas you would like to see covered in detail?
- *Best practices for online/flipped instruction*
 - *Virtual whiteboard*
 - *Collection/database of online resources by content area*
 - *Discussion board platforms*
 - *Assessment tools/strategies*
 - *Content specific tools/platforms (science labs, art, music, etc.)*
4. How would you like to look at the standards tracking from last year and plan pacing for this year. How will that be the same/different from other years?
- *Need effective assessment and tracking of student progress*
 - *Will need horizontal department time within and between schools; preferable as many days as possible before students begin.*
- *Additional DESE guidelines expected by the end of this month*
 - *Can begin looking program already approved by state: TECCA*
 - *see their [Student Handbook](#) and [Student Accountability](#) structure*